TOBACCO AND ADDICTIONS

LEVEL 8

Level 8: What My Breath Is Like Lesson Plan

- Mind Map Diagram
- Activity Worksheet: What My Breath Is Like: Dramatic Presentation

ICON LEGEND

TEACHER SCRIPT

CLASS DISCUSSION

IMPORTANT INFORMATION

INDIVIDUAL ACTIVITY

PAIRS/SMALL GROUP ACTIVITY

PHYSICAL ACTIVITY

LARGE OPEN SPACE REQUIRED

EXTENSION ACTIVITY

LEVEL 8

BOOK TITLE

What My Breath Is Like

TOPIC

Tobacco and Addictions

Essential Question

How does our breath change when we do different activities?

Teaching Strategy

This lesson uses cooperative learning strategies to encourage the students to work together to complete a task. In this lesson, the teacher will focus on having the students relate the material to their own experiences, and the lesson requires hands-on, active participation from both the teacher and the students. The lesson incorporates graphic organizers and visual aids to enhance instruction.

REQUIRED MATERIALS

- **Mind Map Diagram**
- Activity Worksheet: **What My Breath Is Like: Dramatic Presentation**

LEARNING ACTIVITIES

Class discussion about different activities and how they affect breathing.

Starting a mind map of different activities.

Creating mind maps about activities and breathing.

Creating and presenting group dramatic presentations about activities and breathing.

LEARNING CONNECTION

This activity encourages students to connect healthy lungs with various enjoyable activities, and allows them to present their own ideas dramatically. It builds on their understanding of the book *What My Breath Is Like*, which builds the foundation for future messages about why healthy lungs are important for a variety of activities.

READING VOCABULARY

Breathing, sleeping, deep, slow, fast, quickly, singing, growl, drumbeat.

PRE-LESSON PREPARATION

1. Photocopy the **What My Breath Is Like: Dramatic Presentation** activity worksheet. Make sure there are enough copies for each student.

1. Tell the students:

   “ᓄᓇᕐᑕ ᐃᓗᐊᓂ ᐊᔾᔨᒌᖕᒋᑦᑐᓂᒃ ᖃᓄᐃᓕᐅᕈᔫᔭᕈᓐᓇᕋᑦᑕ, ᑕᖅᑭᕗᑦ ᓇᓃᖕᓂᖓ ᒪᓕᒃᓗᒍ, ᐅᑦᔫᑦᓗ ᓇᓃᓐᓂᖓ ᑕᐅᑐᒃᓱᒍ ᐊᓂᖅᓵᖅᑐᕐᓂᕗᑦ ᐊᔾᔨᒌᖃᑦᑕᖕᒋᑦᑐᑦ. ᑎᑎᕋᕆᑦ ᓇᐃᑦᑐᓂᒃ ᖃᕋᓴᙵᐊᒃᑯᑦ ᐃᓱᒪᓕᖅᐸᓪᓕᐊᔾᔪᑎᒋᓂᐊᖅᑕᑦᑎᓐᓂᒃ ᖃᓄᐃᓕᐅᕋᔭᕐᒫᖕᒫᑦᑕ.”

   - Encourage students to use the ideas in the book *What My Breath Is Like* as prompts, but also to add their own examples.

2. Draw a mind map on the board or chart paper using the **Mind Map Diagram** as a model. In the middle circle, draw a picture to represent your school, and start by adding one example of where else in your community the students can take a deep breath of fresh air. Add the label “Places” as a prompt for the mind map on the board or chart paper. Say to the students:

   “ᐱᙳᐊᕐᕕᒃ ᐃᓚᓕᐅᑎᔪᓐᓇᖅᑕᕗᑦ ᖃᕋᓴᙵᐊᙳᔪᒧᑦ.”

   - Write “Community Centre” under the “Places” label on the mind map. Then say:

   “ᑭᓲᕙᑦ ᐱᙳᐊᕐᕕᖕᒥ ᖃᓄᐃᕐᑲᑦᑕᖅᑕᕗᑦ ᐊᔾᔨᒌᖕᒋᑦᑐᓂᒃ ᐊᓂᖅᓵᖅᑐᕈᑎᒋᕙᒃᓗᑎᒍᑦ? ᖃᓄᐃᓕᐅᖅᓗᑕ ᐱᙳᐊᕐᕕᖕᒥ ᓱᒃᑲᓕᓕᖃᖅᑕᖅᐱᑕ ᐊᓂᖅᓵᖅᑐᖅᑕᑦᑎᓐᓄᑦ?”

   Answers might include: playing Inuit games, dancing, running, doing jumping jacks, etc.

3. Next, add the label “Seasons” as a prompt to the mind map on the board or chart paper. To add one example for this label to the mind map, ask the students:

   “ᖃᓄᐃᓕᐅᖅᓗᑕ ᐊᐅᔭᒃᑯᑦ ᓱᒃᑲᓕᓕᖃᑦᑕᖅᐸ ᐊᓂᖅᓵᖅᑐᖅᑕᕗᑦ, ᓱᒃᑲᐃᑦᓕᖃᑦᑕᖅᐸ, ᓂᐱᑭᓵᓕᖃᑦᑕᖅᐱᑕ, ᓂᐱᖅᑯᖅᑐᑎᑦᑎᓕᖃᑦᑕᖅᐸ, ᐃᖅᓱᓵᖅᐸᒪᑦ ᑎᑦᓕᖃᑦᑕᖅᐸ, ᐅᕝᕙᓘᓐᓃᑦ ᕿᓚᐅᑎᐅᕙᓕᑦᑎᖃᑦᑕᖅᐸ ᐊᓂᖅᓵᖅᑐᖅᑎᑦᓗᑕ? ᐃᓱᒪᒋᑦᓗᒋᑦ ᖃᓄᐃᓕᐅᖃᑦᑕᖅᑕᕗᑦ ᐅᑭᐅᒃᑯᑦ, ᐅᑭᐊᒃᓵᒃᑯᑦ, ᐅᐱᖕᒫᒃᑯᑦᓗ?”

   Answers might include: dogsledding in the winter, playing tag outside in the summer, etc.

   - Write down one of the answers the students give on the mind map.

4. Next, add the label “People” to the mind map on the board or chart paper. To add one example for this label to the mind map, ask the students:

   “ᑭᓲᕙᑦ ᐊᔾᔨᒌᖕᒋᕐᓗᑎᒃ ᖃᓄᐃᓕᐅᕈᓐᓇᖅᑕᕗᑦ ᐃᓚᑦᑎᓐᓂᒃ ᐅᕝᕙᓘᓐᓃᑦ ᐱᖃᓐᓇᕆᔭᑦᑎᓐᓂᒃ ᐱᖃᑎᖃᖅᑎᑦᓗᑕ ᐊᔾᔨᒌᖕᒋᑦᑐᓂᒃ ᐊᓂᖅᓵᖅᑐᖅᑎᑦᑎᕙᒃᑐᑦ?”

   Answers might include: going hunting, playing games, laughing, etc.

   - Write down one of the answers the students give on the mind map.

5. Finally, add the label “Throughout the Day” to the mind map on the board or chart paper. To add one example for this label to the mind map, ask the students:

   “ᖃᓄᐃᓕᐅᖅᓱᑎᑦ ᐅᓪᓗᑉ ᐃᓗᐊᓂ ᓱᒃᑲᓕᕐᓗᑎᑦ ᓱᒃᑲᐃᕐᓱᑎᓪᓗ ᐊᓂᖅᓵᖅᑐᖃᑦᑕᖅᑕᐃᑦ? ᖃᓄᐃᓕᐅᖅᑐᓂᒃᑕᐅᖅ ᐃᓱᒪᒋᔭᖃᖅᐱᑦ ᐊᓂᖅᓵᖅᑐᕐᓂᖅ ᐃᓱᒪᒋᓪᓗᒍ ᐅᓪᓛᒃᑯᑦ, ᐅᓐᓄᓴᒃᑯᑦ, ᐊᒻᒪᓗᓐᓃᑦ ᐅᓪᓗ ᐃᓗᐊᓂ?”

   Answers might include: singing, playing soccer, etc.

   - Write down one of the answers the students give on the mind map.

6. Have each student create their own mind map based on the diagram.

7. Tell the students:

   “ᐃᒻᒥᓂᒃ ᓴᓇᓂᐊᖅᑐᓯ ᖃᕋᓴᙳᐊᒃᑯᑦ ᐊᔾᔨᒌᖕᒋᑦᑐᓂᒃ ᖃᓄᐃᓕᐅᖃᑦᑕᖅᑕᕐᓂᒃ ᐱᙳᐊᕐᕕᖕᒥ ᐊᒻᒪ ᐊᓂᖅᓵᖅᑐᖅᑕᐃᑦ ᖃᓄᐃᑦᑑᖕᒪᖔᑦ ᐊᑐᓃᕐᓗᖕᒋᑦ. ᐊᑐᕐᓗᒋᑦ ‘ᓇᓃᓂᖕᒋᑦ,’ ‘ᑕᖅᑭᕗᑦ,’ ‘ᓇᓃᓐᓂᖕᒐ,’ ‘ᑭᒃᑯᑐᐃᓐᓇᐅᓂᖕᒋᑦ,’ ᐊᒻᒪᓗ ‘ᐅᓪᓗᑉ ᖃᖕᒐᐅᓂᖕᒐ,’ ᐃᑲᔫᑎᒋᓂᐊᕋᕕᒋᑦ ᐅᓄᖅᓯᕐᑯᓪᓗᒋᑦ ᐃᓱᒪᒋᔭᑎᑦ. ᐃᖅᑲᐅᒪᓂᐊᖅᐳᑎᑦ ᓇᓗᓇᐃᖅᓯᔭᕆᐊᖃᕐᓃᑦ ᖃᓄᖅ ᐊᓂᖅᓵᖅᑐᕐᓇᕐᒪᖔᑕ ᖃᓄᐃᓕᐅᖅᑕᓕᒫᑎᑦ. ᐱᐊᓂᒃᑯᕕᑦ, ᑲᑎᖃᑎᖃᕐᓂᐊᖅᑐᑎᑦ ᐱᖃᑎᒋᓂᐊᖅᑕᕐᓂᒃ ᐱᓕᕆᔭᕐᓂᒃ ᑕᑯᑎᓐᓂᐊᖅᑕᕐᓂᒃ. ᐱᐊᓂᒃᑯᓯᒃ ᒪᕐᕉᖕᓂᒃ ᑲᑎᖃᑎᖃᓕᕐᒥᓗᓯᒃ ᐱᓕᕆᖃᑎᒌᖕᓂᐊᕋᒃᓯ.”

8. Give the students a few minutes to write ideas on the mind map individually before they join with a partner.

9. After the pairs have spent a few minutes discussing their ideas, have each pair form a group with another pair in order to share, combine, and discuss their examples.

10. While the students are writing ideas on their mind maps, briefly prepare a short model presentation using the **What My Breath Is Like: Dramatic Presentation** activity worksheet.

    - Use two or three examples of healthy activities, and include a variety of physical and non-physical activities (for example, swimming at the community centre, singing, sleeping).

11. Before presenting your model demonstration, say:

    “ᑭᖑᓪᓕᕐᒥᒃᑕᐅᖅ, ᑎᓴᒪᐅᓕᕐᓗᓯ ᐱᓕᕆᖃᑎᒌᖕᓂᐊᖅᑐᓯ. ᐊᑐᓂ ᐱᓕᕆᖃᑎᒌᓕᖅᑐᓯᒍᑦ ᑲᑐᔾᔨᖃᑎᒌᒃᓗᓯ ᐋᖅᑭᒃᓱᐃᓂᐊᖅᑐᓯ ᐊᓂᖅᓵᖅᑐᓪᓚᑖᖑᐊᕐᓗᓯ ᑕᐅᑐᒃᑕᐅᓂᐊᕐᔪᓯ. ᑎᓴᒪᓂᒃ ᓂᕈᐊᕐᓗᓯ ᐊᔾᔨᒌᖕᒋᓪᓗᑎᒃ ᐊᓂᖅᓵᖅᑐᖑᐊᕐᓂᓯ ᖃᓄᐃᓕᐅᖑᐊᕐᓂᓯᓗ. ᓲᕐᓗ ᐃᒪᓐᓇᐅᔪᓐᓇᖅᑐᓯ: ᐅᓪᓚᖑᐊᖅᑐᑎᑦ ᑕᐅᑐᒃᑕᐅᒍᕕᑦ, ᑕᕝᕙᓂᑦᑕᐃᓐᓇᖅ ᐅᓪᓚᖑᐊᕈᓐᓇᖅᑐᑎᑦ ᐊᓂᖅᓵᖅᑐᕐᔪᐊᖑᐊᕐᓗᑎᑦ.”

    - Present your example to the students.

12. Give students 5 to 10 minutes to work in their groups to choose activities from their mind maps and to develop a brief dramatic presentation. Circulate in the classroom to offer encouragement, ideas, and support.

    - If students are struggling, offer the following example to prompt them: Students could read their sentences quietly if they are using sleeping as an example, and one student could dramatize sleeping. Alternatively, students could combine their voices to say their sentences while panting if they are dramatizing running with fast breaths.

13. Ask the students to present their dramatic presentations in front of the class one at a time.

    - After the presentations are done, point out the examples of varied and healthy activities they all demonstrated.

14. To conclude the activity, ask the students:

    “ᐃᓱᒪᒋᒃᑭᑦ ᐅᓪᓗᒥ ᐃᓕᑕᕗᑦ. ᖃᓄᐃᒻᒪᑦ ᐳᕙᒃᐳᑦ ᖃᓄᐃᖕᒋᑦᑎᑦᑎᐊᓇᐊᖃᕐᓂᕗᑦ ᐱᒻᒪᓇᐅᕙ?”

    Answer: so we can participate in all of the activities that are available in our own communities and at different times of the day and year.

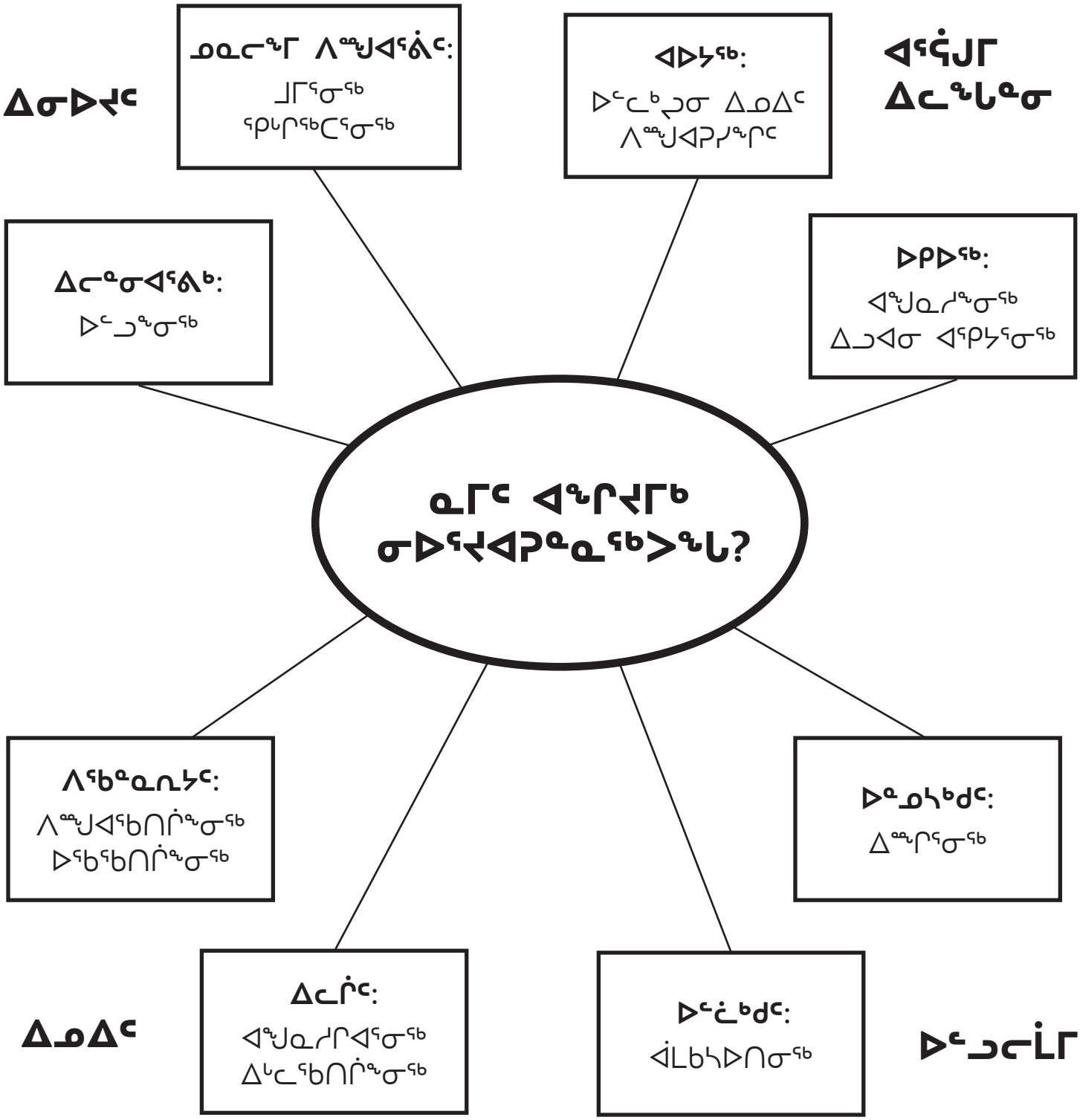
15. Ask:

    “ᑭᓲᕙᑦ ᐊᓯᖕᒋᑦ ᖁᕕᐊᒋᔭᑎᑦ ᐅᓪᓗᒥ ᑐᓴᖕᒋᑕᑎᑦ?”

    Answers might include: camping, biking, playing tag, etc.

    - Let the students share any other activities they enjoy.

ᐊᔾᔨᙵᐊᖅ ᐃᓱᒪᓕᐅᕈᑎᒃᓴᕐᒧᑦ



ᐊᓂᖅᑎᕆᓂᕋ ᖃᓄᐃᑦᑑᕙ: ᑕᐅᑐᒃᑎᑦᓗᒋᑦ ᐅᓂᒃᑲᐅᑎᓗᒋ

1. ᑕᑕᑎᕆᓗᒍ ᐅᓂᒃᑲᐅᑎᓗᑎ ᐊᓂᖅᑎᕆᓂᕋ ᐊᔾᔨᒌᙱᑦᑐᓂᑦ ᖃᖓᑐᐃᓐᓇᖅ.

ᐊᓂᖅᑎᕆᓂᕋ ᐃᓚᒋᔭᐅᕗᖅ ᖃᓄᐃᓕᐅᕐᓂᓕᒫᓐᓂᑦ.

ᐃᒪᐃᑎᑦᓗᖓ _____ ,
ᐊᓂᖅᑎᕆᓂᕋ _____ .

ᐃᒪᐃᑎᑦᓗᖓ _____ ,
ᐊᓂᕐᓂᕋ _____ .

ᐃᓗᒻᒧᑦ _____ ,
ᐊᓂᖅᓵᖅᐸᒃᐳᖓ _____ .

ᖃᓄᐃᙱᑦᑎᐊᖅᑐᓂ ᐳᕙᖃᕈᒪᕗᖓ ᐊᓂᖅᓵᕐᓂᕐᒧᑦ ᖃᓄᐃᓕᐅᖅᑕᓕᒫᓐᓄᑦ.

2. ᑎᑎᕋᕐᓗᒋᑦ ᐃᓱᒪᒋᔭᑎᑦ ᖃᓄᖅ ᓴᖅᑭᑎᑦᑐᓐᓇᕋᔭᕐᒪᖔᑦ ᖁᓛᓂ ᑎᑎᕋᖅᓯᒪᓂᐅᔪᓂᑦ. ᐃᓱᒪᑐᓗᑎᑦ!