ᐃᓅᑦᓯᐊᕐᓂᖅ
INUUTSIARNIQ
EXTENSION ACTIVITIES

INUKTITUT

Level 10: ᖃᓂᒪᑎᓪᓗᖓ (When I Am Sick)

- Activity worksheet: ᐃᑲᔫᑎᔪᓪᓗ ᐃᑲᔫᑎᖏᑦᑐᓪᓗ? (Helpful or Harmful?)

ICON LEGEND

TEACHER SCRIPT

INDIVIDUAL ACTIVITY

IMPORTANT INFORMATION

CLASS DISCUSSION

PAIRS/SMALL GROUP ACTIVITY

LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in Inuktitut to help you guide your lessons. The English extension activities are also available for download.

EXTENSION ACTIVITY

LEVEL 10

BOOK TITLE

ᖃᓂᒪᑎᓪᓗᖓ (When I Am Sick)

TOPIC

Tobacco and Addictions

LENGTH

1 Lesson (1 Hour)

Essential Question

How can medicine be both helpful and harmful?

LESSON OVERVIEW

In this lesson, the teacher guides the students to understand that medicines are both helpful and harmful by introducing the idea that medicines are drugs.

REQUIRED MATERIALS

- Book: *ᖃᓂᒪᑎᓪᓗᖓ (When I Am Sick)*
- Writing utensils
- Activity worksheet: **ᐃᑲᔫᑎᔪᓪᓗ ᐃᑲᔫᑎᙱᑦᑐᓪᓗ? (Helpful or Harmful)**

LEARNING ACTIVITIES

Class discussion about illness.

Class discussion about the book.

Completion of the **ᐃᑲᔫᑎᔪᓪᓗ ᐃᑲᔫᑎᙱᑦᑐᓪᓗ? (Helpful or Harmful)** activity worksheet**.**

Class discussion about the activity worksheet.

LEARNING CONNECTION

Throughout the lesson, the students learn about the purpose of medicines, that they are drugs that can be helpful or, if not taken properly, harmful. Students will also learn that there are additional, non-medicinal ways we can help ourselves get better and stay healthy, such as eating healthy and getting enough sleep. This builds on their understanding of the book *ᖃᓂᒪᑎᓪᓗᖓ (When I Am Sick)*

READING VOCABULARY

ᖁᐃᖅᓱᖅᑐᖅ, ᖁᐃᖅᓱᔾᔭᐃᒃᑯᑎ, ᐋᔭᒐᖅᑖᖅᑎᑦᑎᔨ

(coughing, cough syrup, pharmacists)

PRE-LESSON PREPARATION

1. Photocopy the **ᐃᑲᔫᑎᔪᓪᓗ ᐃᑲᔫᑎᙱᑦᑐᓪᓗ? (Helpful or Harmful)** activity worksheet so there is one for each student in the class.
2. **Optional**: Invite elders with knowledge of traditional medicines to visit the class and share their wisdom. If you are not able to bring an elder to the class, have a discussion with students about what kinds of traditional medicine they are familiar with.

WHEN I AM SICK

1. Ask students to describe a time when they were sick.

   “ᐅᕐᑲᐅᑎᓚᐅᖅᑎᒍᑦ ᖃᓂᒪᓚᐅᕈᓯᕕᓂᕐᓂᒃ. ᖃᓄᖅ ᐃᒃᐱᒋᓚᐅᖅᐱᑦ?
   ᖃᓄᐃᓚᐅᖅᐱᑦ ᐊᑲᐅᓯᕖᓪᓕᕐᓱᒃᓱᑎᑦ? ᑭᐊ ᐸᕐᑭᓚᐅᖅᐹᑎᑦ?”

2. Read the book *ᖃᓂᒪᑎᓪᓗᖓ (When I Am Sick)* with the students. Students can follow along in their own copies at their desks.

3. Ask the students the following questions about Peter’s symptoms when he woke up in the morning and about how Grandpa responded. Give students a chance to respond to each question.

   “ᐱᑕ ᐃᖅᑯᒻᒪᕐᒪᑦ ᖃᓄᐃᑦᑐᒪᓚᐅᖅᐸ? ᖃᓄᐃᒻᒪᑦ ᐊᑐᕈᒪᔭᒥᓂᒃ ᐊᔪᓚᐅᖅᐸ?”

   Answer: He wanted to play Inuit games outside with his friends; he couldn’t go outside to play because he was sick.

   “ᐱᑕ ᖃᓄᐃᓚᐅᕐᒪᑦ? ᖃᓄᖅ ᐃᒃᐱᒍᓯᓚᐅᖅᐸ?”

   Answers might include: He coughed a lot; his cough hurt his chest; he sneezed; his head felt heavy.

   “ᐃᑦᑐᓇᔭᐅᔪᖅ ᖃᓄᐃᓚᐅᖅᐸ ᐅᔾᔨᕈᓯᓕᕐᒥ ᐲᑕᐅᑉ ᖃᓂᒪᓂᖓᓂᒃ? ᖃᓄᐃᒻᒪᑦ ᑕᐃᒪᐃᓕᐅᓚᐅᖅᐸ?”

   Answers might include: Grandpa thought Peter had a cold because of his symptoms; he called Charlotte for advice because she was a nurse; he brought Peter a healthy breakfast because it is important to eat healthy to make yourself feel better; he brought Peter cough syrup because it would make Peter’s cough go away for a while; he told Peter to stay in bed so his body would have the energy to fight off the cold.

4. Talk to the students about what medicine is and how it works.

   “ᐅᕐᑲᐅᑎᔪᓐᓇᖅᐱᖕᒐ ᑭᓰᖕᒪᖕᖔᑕ ᐃᓅᓕᓴᐅᑏᑦ? ᖃᓄᐃᒻᒪᑦ ᐃᓅᓕᓴᐅᑎᑐᖅᑲᑦᑕᖅᐱᑕ ᖃᓂᒪᓕᕚᖕᒐᑦᑕ?”

   Answers might include: Medicine is something you drink or swallow that helps you feel better when you are sick; medicine is a drug.

   “ᐅᕐᑲᐅᑎᔪᓐᓇᖅᐱᖕᒐ ᑭᓱ ᐃᓅᓕᓴᐅᑎᑐᖅᑲᐅᖕᒪᖔᑦ ᖃᓄᕐᑐ ᖃᓂᒪᑎᓪᓗᑕ ᐃᑲᔪᕐᓂᖅᓰᖑᕙᑦ?”

   Answers might include: River algae (ijusiuti) can be used for eye infections; Labrador tea (qijuktaaqpait) can be used for stomach aches; a dried mushroom (pujualuk) can be used as a bandage and helps sooth rashes or irritated skin. These plants need to be prepared in a certain way before they're used as medicine. It is important to ask an elder about how to prepare plants to be used as traditional medicine.

5. Remind the students that Peter wanted to take more medicine so he would get better faster. Explain that taking more medicine doesn’t necessarily make you better faster but instead can harm you.

   “ᓈᒻᒪᒃᓯᑎᖅᓯᒪᑦᑎᐊᖅᑐᒥᒃ ᐃᓅᓕᓴᐅᑎᑐᓇᐊᖅᑲᖅᑐᑎᑦ ᐄᓯᕗᕕᒃᓴᑦ ᓈᒻᒪᒃᓯᔭᕋᖕᒐᑦ.
   ᖃᓄᕐᓕ ᖃᐅᔨᒐᔭᖅᐱᑦ ᖃᖓᒃᑯᑦ ᐱᔭᓇᐊᖅᑲᕐᒪᖕᖔᖅᐱᑦ?”

   Answers might include: You know it’s safe to take medicine when a trusted adult, like a parent, guardian, nurse, or doctor, tells you to.

> **“ᖃᓄᕐᓕ ᖃᐅᔨᓐᓇᖅᐱᑦ ᖃᓄᑎᒋ ᐄᓯᔭᕆᐊᖃᕐᒪᖔᖅᐱᑦ?”**
>
> Answers might include: You know how much medicine to take when a trusted adult, like a parent, guardian, nurse, or doctor, helps you to read the instructions on the label and follow those instructions.

6. Talk to students about other ways to make themselves feel better when they are sick, using examples from the book.

> **“ᐊᓯᖏᓐᓂᒃᑕᐅᖅ ᐊᑐᕈᓐᓇᖅᑐᑎᑦ ᐄᓯᙱᓛᕐᓗᑎᑦ ᖃᓂᒪᓕᕈᕕᑦ. ᐃᓛᓐᓂᓗ ᐄᓯᖏᒃᑲᓗᐊᕐᓗᑎᑦ ᖃᓄᐃᑦᑐᓐᓃᕈᓐᓇᖅᓱᑎᑦ. ᐲᑕᓕ ᖃᓄᐃᓕᐅᖅᐸ ᐱᔪᓐᓃᑲᐅᖅᑐᕈᒪᒍᑦ?”**
>
> Answers might include: got lots of rest; drank water; ate healthy food.

7. Hand out a copy of the **ᐃᑲᔫᑎᔪᓪᓗ ᐃᑲᔫᑎᙱᑦᑐᓪᓗ? (Helpful or Harmful?)** activity worksheet to each student. Students will look at each panel on the worksheet and decide if what the child is doing is helpful or harmful. They will circle the word “helpful” or “harmful” under each panel. Then, they can write a sentence about each panel to explain why they think what the child is demonstrating in that panel is a helpful or harmful way of taking care of ourselves when we are sick.

8. Gather as a class, and have students share their answers. Consider asking questions to prompt further reflection, such as “But what if …?” or “Why do you think that?”

9. **Optional**: Invite elders with knowledge of traditional medicines to visit the class and share their wisdom.

10. **Optional**: Have students share any prior knowledge of traditional medicines with the class.

ᐊᑏᑦ: ______________________________

ᐊᓯᖏᓐᓂᒃᑕᐅᖅ ᐊᑐᕈᓐᓇᖅᑐᑎᑦ ᐆᓯᙱᖓᕐᓗᑎᑦ ᖃᓂᒪᓕᕈᕕᑦ?

ᑕᑯᓗᒋᑦ ᐊᔾᔨᖑᐊᑦ ᐊᑎᑦᑎᐊᖓᓃᑦᑐᑦ. ᐱᓕᕆᐊᖑᙳᐊᖅᑐᑦ ᓱᕈᓯᕐᓄᑦ ᐃᑲᔫᑎᕗᑦ ᐊᑦᑕᕐᓇᖅᐸᓪᓘᓐᓃᑦ ᖃᓂᒪᓐᓂᖅᐸᑕ? ᖃᐅᔨᑎᑦᑎᒋᑦ ᐊᖓᔪᕿᓴᓕᕐᓗᒍ ᐃᑲᔫᑎᔪᖅ ᐃᑲᔫᑎᖏᑦᑐᕐᓘᓐᓃᑦ ᐊᔾᔨᖑᐊᒥᑦᑐᑦ.

ᐃᑲᔫᑎᔪᑦ ᐃᑲᔫᑎᖏᑦᑐᑦ

ᐃᑲᔫᑎᔪᑦ ᐃᑲᔫᑎᖏᑦᑐᑦ

ᐃᑲᔫᑎᔪᑦ ᐃᑲᔫᑎᖏᑦᑐᑦ

ᐃᑲᔫᑎᔪᑦ ᐃᑲᔫᑎᖏᑦᑐᑦ