

BOOK TITLE

**Why We Share
Country Food**

TOPIC

**Nutrition and
Life Skills****Essential
Question**

Why is it important to share
country food?

Teaching Strategy

In this lesson, the teacher will focus on having the students relate the material to their own experiences, and it requires hands-on, active participation from both the students and teacher.

REQUIRED MATERIALS

- Activity Worksheet: **Land, Sea, and Sky Animals**
- Activity Worksheet: **Land, Sea, and Sky Animals Cut-Outs**
- Scissors
- Glue

LEARNING ACTIVITIES

Class discussion about
country foods.



Categorizing land,
sea, and sky animals
on a chart.



Class discussion about
sharing country food.

LEARNING CONNECTION

This activity encourages students to consider the variety of country foods and their benefits, both nutritionally and for the community. It builds on the students' understanding of the book *Why We Share Country Food*, which describes various nutritious country foods and how they can be shared among community members for health, to build relationships, and to help the community.

READING VOCABULARY

Country food, muskox, healthy, sharing, fishing, hunt, community.

PRE-LESSON PREPARATION

1. Photocopy the **Land, Sea, and Sky Animals** activity worksheet. Make sure there are enough copies for each of the students.
2. Photocopy the **Land, Sea, and Sky Animals Cut-Outs** activity worksheet. Make sure there are enough copies for each of the students.

LESSON PLAN: WHY WE SHARE COUNTRY FOOD

1. Ask students the following questions and note their ideas on the board or on chart paper:



“What country foods have you eaten?”

Answers might include: maktaaq, caribou, muskox, Arctic char, etc.

“Where did you get the country food from?”

Answers might include: a hunt, fishing, from a family member, etc.

“How was the food prepared?”

Answers might include: smoked, boiled, etc.

“What have you learned about country food from the book?”

Answers might include: country food is healthy, country food is good to share, sharing is important because it helps people, etc.

“What else would you like to know?”

Answers might include: What other ways can we share country food? How else can we help our community? etc.

2. Tell the students that you are going to look at examples of country food that comes from land animals, from sea animals, and from sky animals.
3. Hand out copies of the **Land, Sea, and Sky Animals** activity worksheet as well as a copy of the **Land, Sea, and Sky Animals Cut-Outs** activity worksheet, and scissors and glue.
4. Show the students the chart on the **Land, Sea, and Sky Animals** activity worksheet and point out the three different headings: Land Animals, Sea Animals, and Sky Animals.
5. As a class, discuss one example of each category and model gluing a cut-out animal onto a chart in the correct category. For example, a cut-out of a caribou would go under Land Animals, a cut-out of a narwhal would go under Sea Animals, and a cut-out of a duck would go under Sky Animals.
6. Ask students to continue cutting out, categorizing, and gluing the different animals onto the chart, either individually, in pairs, or in small groups.
7. When the students are finished their charts, go through each category with the students. Ask for volunteers to share their answers with the class.

LESSON PLAN: WHY WE SHARE COUNTRY FOOD

8. Afterwards, say to the students:



“One of the most important things we learned in the book *Why We Share Country Food* is how important it is for us to share country food with our friends, family, and neighbours. Why do you think it is important for us to share country food with the community?”

Answers might include: because it makes other people happy, it is nice to share, some elders might not be able to hunt, some people might not have enough money for gas for their snowmobile, country food is healthy so it is good for everyone to eat, etc.

- ☺ Encourage students to share examples from the book *Why We Share Country Food*, but also from their own experience.

9. Ask the students:



“Have you and your family ever shared country food with others, or has someone else ever shared country food with you and your family?”

10. Ask the students for details. Ask:



“What country food was shared?”

Answers might include: maktaaq, caribou, muskox, Arctic char, etc.

“How did it make you feel to give or receive the country food?”

Answers might include: helpful, good, grateful, like a part of the community, etc.

11. Allow the students to volunteer their stories about sharing country food.