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# NUTRITION AND LIFE SKILLS

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# LEVEL 8

## Level 8: Why We Share Country Food Lesson Plan

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

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# ICON LEGEND



TEACHER SCRIPT



CLASS DISCUSSION



IMPORTANT INFORMATION



INDIVIDUAL ACTIVITY



PAIRS/SMALL GROUP ACTIVITY



PHYSICAL ACTIVITY



LARGE OPEN SPACE REQUIRED

**EXTENSION  
ACTIVITY**

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

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



“ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ?”

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

“ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ?”

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

“ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ?”

Answers might include: smoked, boiled, etc.

“ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ?”

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

“ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭᑦ?”

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.







