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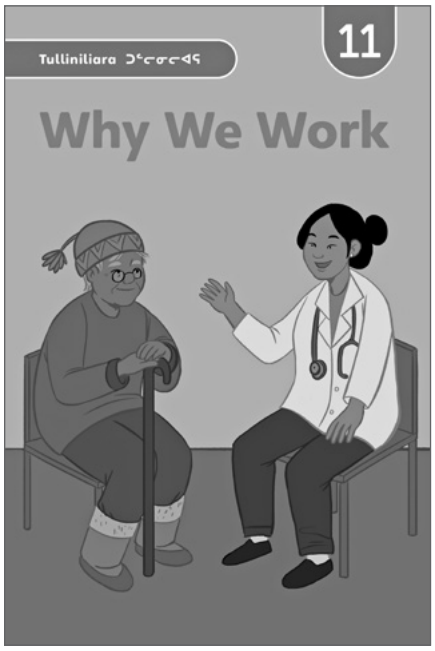
TULLINILIARA
EXTENSION ACTIVITIES

INUKTITUT



Level 11: ᓱᖕᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᐸᐧᐱᑕ (Why We Work)

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 English to help you guide your lessons. The Inuktitut extension activity is available for download.

Nunavut

EXTENSION ACTIVITY

LEVEL 11

BOOK TITLE
ᓱᖕᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᐸᐧᐱᑕ (Why We Work)

TOPIC
People Working

LENGTH
1 Lesson (1 hour)

Essential Question

What are some reasons why people choose and enjoy certain jobs?

Lesson Overview

Students discuss the jobs mentioned in the book and why the characters enjoy these jobs. Students discuss how people with disabilities have a role in the workplace. Then, in small groups, students write and draw about what would be enjoyable about a certain job.

REQUIRED MATERIALS

- *ᓱᖕᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᐸᐧᐱᑕ (Why We Work)*
- Chart paper
- Markers

LEARNING ACTIVITIES

Class discussion about disabilities in the workplace.

Class discussion about jobs mentioned in the book.

Visit from a community member to talk about his or her first job.

Completing a word web about how certain jobs would be enjoyable.

LEARNING CONNECTION

Students learn about some of the ways in which people choose their jobs. This will help students build an understanding that individual interests and strengths can lead a person to choose certain work, regardless of whether that person is disabled or not.

READING VOCABULARY

ᐃᓱᒪᒥᖅᑎᑕᐅᔪᖅ, ᑐᓵᖕᒋᑦᑐᖅ, ᑐᓵᔭᔪᑎ, ᐃᑭᐊᖅᑭᕕᓕᐅᖅᑎ, ᐊᔪᕈᑏᑦ, ᐆᒪᔪᕐᓂᐊᖅᑎᒃᑯᑦ, ᐱᓕᕆᐊᕆᔭᕆᐊᖃᖅᑕᑦ, ᓴᓕᒍᖅᑎ, ᖃᓗᕋᖅᑎ
(inspired, deaf, hearing aid, web design, disabilities, Hunters and Trappers Organization, responsibilities, heavy equipment operator, excavator)

PRE-LESSON PREPARATION

1. Arrange to have a community member or someone from the school (e.g., a fellow teacher) come to your class for a short question-and-answer session about his or her job (15–20 minutes).
2. Prepare pieces of chart paper for the small-group activity by writing names of jobs in the middle of each paper. Write the title “What is fun about this job?” at the top of each paper. You will need enough chart paper to give one sheet to each group of 3–4 students. Write jobs that your students are familiar with; it does not matter if these jobs are mentioned in the book *ᓱᖕᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᐸᐧᐱᑕ (Why We Work)* or not. Some ideas are: teacher, nurse, RCMP officer, hunter, web designer, cashier, heavy equipment operator, conservation officer.

1. Encourage students to start thinking about why people choose their jobs. Introduce the book *ᓱᖕᒪᑦ ᐃᖅᑲᓇᐃᔭᖅᐸᐸᐱᑕ (Why We Work)* to the students.

   ᐅᓇ ᐅᖃᓕᒫᒐᖅ ᓇᓗᓇᐃᖅᓯᔪᖅ ᖃᓄᐃᑦᑐᓂᑦ ᐃᓄᐃᑦ ᐃᖅᑲᓇᐃᔮᒥᓂᒃ ᓂᕈᐊᖃᑦᑕᖃᒪᖔᑕ. ᓱᒻᒪᒃᑭᐊᖅ ᐋᓐᓂᐊᓲᖅᑎᐅᔪᒪᔪᖃᕋᔭᖅᐸ, ᐃᓕᓴᐃᔨᓗ, ᐅᕝᕙᓘᓐᓃᑦ ᓂᐅᕕᖃᕕᖔᒥᒃ ᐃᖅᑲᓇᐃᔭᖅᑎ? ᖃᐅᔨᒋᐊᖅᑕ.

   This book is about what makes people choose their jobs. I wonder why a person would want to be a nurse, or a teacher, or work in a store? Let's find out.

2. Read the book out loud to students.

3. After reading, flip through the book to show students different characters. Ask students why these characters chose their jobs and what they enjoy about their jobs.

   Answers may include: Belinda wanted to look after people; Paul wanted to protect wildlife; Jamoosie loved to see the snowplow and he knew that it was useful.

4. On page 16, talk to students about how the character Jenna is deaf and wears a hearing aid. Ask students if people with disabilities can have jobs, and ask them why or why not. During this discussion, make sure students understand that people with disabilities can have jobs, just like people who do not have disabilities. Make sure students take note that Jenna also volunteers with kids who have disabilities.

5. Have a community member or someone from the school visit the class to talk about his or her first job, how the visitor chose it, and what he or she liked about it. Before the visit, talk to students about questions they can ask the visitor. You can write the questions down on chart paper or the board. During the visit, invite students to take turns asking questions.

6. After the visit, organize students into groups of 3–4. Hand out a piece of chart paper with a job written on it to each group. Tell students that, in small groups, they are going to make a word web about a job. Each student will have a turn to write a word about what would be enjoyable about the job the group has been assigned. After each student has written one word, if there is more time in the activity, each student can take another turn and write a second word.

7. Invite each small group to share their completed paper with the class.

   Optional: If there is more time left in the activity, students can each draw a picture on a separate piece of paper about one of the words they wrote on the word web.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- Display each group's chart paper in the classroom or hallway.