

Unikkaangualaurtaa Let's Tell a Story

A collection of 26 stories and
songs from Nunavik, with
activities for young children



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INSTITUT CULTUREL AVATAQ
AVATAQ CULTURAL INSTITUTE

Acknowledgements

Research	Elisapee Inukpuk Stephanie POV	Project Elder Project Coordinator
Project Director	Carol Rowan	Consultant
Sponsor	Avataq Cultural Institute	215 Redfern, Suite 400 Westmount, Quebec H3Z 3L5 www.avataq.qc.ca 1-800-361-5029
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		Suzanne Beaubien, Director of Finance
		Rhoda Kokiapik, Executive Director
		Board of Directors
	Kativik Regional Government	Margaret Gauvin, Regional Coordinator
	Child Care Department Staff	
	Social Development Canada	Ken Desjardins
Other Contributors	Jobie Weetaluktuk	
English Translation	Lorrie Kasudluak, Zebedee Nungak, Stephanie POV	
Inuttitut Revision	Minnie Amidlak, Stephanie POV, Annie Okpik, Siasie Iqaluk Longue-Épée	
French Translation	Josée Villandré	
French Revision	Marie Cécile Brasseur	
English Editor	Carol Rowan	
English Revision	Robyn Bryant	
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Introduction

In the spring of 2000, Margaret Gauvin of Kativik Regional Government proposed to Robbie Watt, then President of Avataq Cultural Institute, the idea of developing Inuit-specific curriculum materials for the Early Childhood Educators of Nunavik. At the Elders Conference in August of 2000, the Elders of Nunavik agreed that collecting stories from Nunavik – and developing teaching materials to support those stories – was an important activity with which Avataq should be involved.



As a result, Avataq Cultural Institute became the sponsor of the project called Unikkaangualaurtaa [Let's Tell a Story]. Avataq has supported and guided all aspects of the work. Avataq's prime mission and mandate is to support and promote Inuit language and culture in Nunavik, and Unikkaangualaurtaa does both. The expertise of the Avataq staff and Board has been critical to the quality of the work.

Kativik Regional Government (KRG) has been an important funder and supporter of the project from the start. KRG childcare staff has provided ongoing advice, support, and direction. The direct ongoing support of KRG has contributed significantly to the success of the project.

Social Partnerships Division of Social Development Canada has been a major funder of the project. Funding from the Canadian government was essential to the realization of this project and very much appreciated.

The project team has been outstanding. The Project Coordinator Stephanie POV has been involved in all aspects of the work. She took pictures, shot the video footage, and wrote up the stories and template ideas. The Elder Leader, Elisapee Inukpuk, was hired to provide Elder expertise and advice. Elisapee's contribution has far exceeded expectation through the creation of the Elisapee Inukpuk Doll Collection. This exquisite collection of museum quality dolls and materials was hand-made by Elisapee to support the collection of 26 stories.



Goals and Objectives

The goal of the Unikkaangualaurtaa (Let's Tell a Story) project is to support, protect and promote Inuit language, culture and knowledge through the development of resources that will enable childcare workers in Inuit communities throughout Nunavik and Canada to make and use Inuit-specific, geographically relevant, developmentally appropriate materials designed especially for use with children aged 0-5.

The main objective of the manual is to provide information about how to make and use developmentally appropriate, Inuit-specific materials in a childcare setting.

About the Manual

The manual contains 26 stories. The story collection includes fantasy folktales such as the short story *The Woman Who Adopted a Bumblebee*. There are timeless legends with morals, such as *Seal Boy* and *Kautjajuq*, as well as diverse stories about Inuit life in the past, including *Girls* and *To the Church in Kuujjuaraapik*. It is a remarkable and unique collection.

Each of the stories is accompanied by information and activities that are organized within seven headings. These headings are:

1. **Words** – Language definitions in which the English and French versions provide English and French explanations for Inuttitut words and the Inuttitut version provides the definition in Inuttitut.
2. **Infants** – Ideas, related to the theme, for things to do with infants.
3. **Toddlers** – Ideas for things to do with toddlers associated with the story.
4. **Song** – The song text is usually provided in Inuttitut, and is sometimes accompanied by suggestions for preparatory activities or tips.
5. **Game** – The games include variations of tag, matching, and hiding – depending on the story theme. They include a variety of games that promote the development of a range of skills – including: thinking, language, and fine motor and gross motor.
6. **Craft** – Always involves something that three- and four-year-old children can make. The range of crafts is quite diverse and includes tracing, cutting and pasting, beading, and painting.
7. **Activity** – These vary widely, and include one that involves the preparation of a moving bird's foot, and another of sliding on sealskin sleds.

The reader is invited to share the stories with children and then follow-up the story-telling activity through song, crafts, and games and activities.



Safety Notes

- Young children should not be given objects that are smaller than 1.5 inches /4 cm.
- Be aware that long strings, oil-based paint containing lead, and very small toys can be dangerous for young children.
- Check toys and equipment regularly to ensure that they are in good order.
- Do conduct routine sanitization of toys.
- Be aware of any allergies individual children may have.
- Safety and supervision go hand in hand. Provide adequate adult supervision for all activities involving children.

List of Community Contributors

An important part of the research for the manual involved meetings with Elders, community leaders, childcare professionals, parents and other interested people in 12 Nunavik communities. These communities were: Kangirsualujaq, Kuujjuaq, Tasiujaq, Aupaluk, Kangirsuk, Quartaq, Kangirsujaq, Salluit, Puvirnituq, Inukjuak, Umiujaq, and Kuujjuaraapik. Many Inuit from Nunavik contributed to the process through their participation in community meetings. The Nunavik Childcare Directors – with representation from each of the 14 Nunavik communities including Ivujivik and Akulivik – provided ongoing input through briefing sessions during their bi-annual meetings. The Early Childhood Educators of Nunavik actively participated by testing templates and by contributing pictures as well as content suggestions.

The diversity and quality of the content of this manual is due in a very large part to the contribution of Nunavik Elders. These Elders, as well as other interested community people including parents and early childhood educators, shared with the project team many of the stories and activity ideas which form the backbone of this work.

These fifty-three people are:

Johnny Alashuak	Annie Etok	Siasi Ningiuk
Susie Aloupa	Lizzie Gordon	Jeannie Partridge
Maggie Akpahatta	Sandy Gordon	Pauloosie Padlayat
Jessie Anahataks	Jessie Grey	Stephanie POV
Johnny Annahataks	Dora Inukpuk	Susie Puttayuuq
Alacie Annanack	Elisapee Inukpuk	Maaji Putulik
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Julie-Ann Berthe	Eva Kritik	Lizzie Sivuaraapik
Pasa Berthe	Mae Kudluk	Taamusi Sivuaraapik
Silas Berthe	Eva Lepage	Mina Tooktoo
Louisa Brown	Annie Makimmak	Maatiusi Tulugak
Maggie Cain	Guylaine Mathieu	Elijah Tuukiapik
Mona Cookie	Lily Mina	Mark Uninnak
Bill Doidge	Moses Munik	Etok Uqaittuk
Louisa Flemming	Mitiarjuk Nappaaluk	Linda Weetaluktuk
Mary Flemming	Naala Nappaaluk	Lizzie Weetaluktuk
Minnie Etidloie	Lydia Nayome	

Credits

Story	Description	Page	Artist	Additional Information
1. Woman Adopts a Caterpillar	Carving	1	Adamie Aupalurta Putugu	Inuk and Two Caterpillars, Puvirnituk, 1972
	Woman holding caterpillar	2	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Caterpillar in mitt	3	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
2. The Woman Who Adopted a Bumblebee [Igutsaq]	Woman with shawl	5	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
3. Quursujuuq [Sea Cucumber]	Photo of quursujuuq	9	Jobie Weetaluktuk	Jobie Weetaluktuk, private collection
	Photo of Kangirsujuuq	9	Stephanie POV	
4. Mermaid	Man with foot on mermaid	13	Syolie Arpatuk	Legend, Puvirnituk, 1972
	Sedna	14-15	Mina Tooktoo	Kuujuarapik, 1967
5. Baby Bird	Photo of Berries	17		Avataq Archives
	Seagull Singing	18	Josie Paperk	Print, Puvirnituk, 1972
	A Seagull Trying to Fly	19	Josie Papialuk	Print, Puvirnituk, 1982
7. Human Polar Bears	Seated polar bear	25	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Polar Bear Print	26	Sarah Putuguk	Searching For Their Evening Meal, Puvirnituk, 1982
8. Kautjajuq	Kautjajuq drawing	29	Annie Makimak	Inukjuak, 2003
	Whip	30		Turner, Lucien 2001 <i>ETHNOLOGY OF THE UNGAVA DISTRICT, HUDSON BAY TERRITORY. THE SMITHSONIAN INSTITUTION, IN ASSOCIATION WITH MAKIVIK CORPORATION AND THE AVATAQ CULTURAL INSTITUTE, 350 PP. ORIGINALLY PUBLISHED IN 1894 AS PART OF THE ELEVENTH ANNUAL REPORT OF THE BUREAU OF ETHNOLOGY, SMITHSONIAN INSTITUTION, 1889-1890.</i>
	Brother with whip	31	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Silhouette Puppets	36	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
9. Lumaag	The Archer	37	Henry Napartuk	Kuujuarapik, 1973
	Loon	39	Johnassie Mannuk	Sanikiluaq, 1965
	Whale	40	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Hunting Bear with Bow	44	Juanasialuk Irqumia	Puvirnituk, 1964
10. Atungakkuuk	Man with whip	45	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Old person	46-47	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Woman on sled	48	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Family Hunting	49	Isah Papialuk	Puvirnituk, 1980
11. Qriviluaruq [Scary Igloo]	Igloo photo	53	Stephanie POV	Inukjuak, 2003
	Building an Igloo	54-55	Paulosie Sivuak	Puvirnituk, 1961
	Eskimo Camp	56	Thomassie Echaluk	Inukjuak, 1976
12. Angry Man	Man in Kayak	57	Joe Talirunili	Puvirnituk, 1972

Story	Description	Page	Artist	Additional Information
13. Qayait [Kayaks]	Going Hunting	61	Noah Echalook	Inukjuak, 1972
	Women joining skins for a kayak	62-63	Leah Qumaluk	Puvirnituaq, 1977
	Inuk in Kayak	64-65, 68	Unknown	Pangnirtung, Carol Rowan private collection
14. To the church in Kuujuaaraapik	Seals at Play	69	Adamie Yugalak	Salluit, 1972
	Drawings	70, 71, 75, 76	Staff of the Mikijuaq Child Care Centre, Kangirsuaq	
	Dog	76	Unknown	Baker Lake, Nunavut, Carol Rowan private collection
16. Inugaguliq	A Hungry Red Fox	81	Tivi Paningina	Ivujivik, 1975
	Carving – chin-up man	82	Unknown	Andy Howe private collection
	Women with fuel	88	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
17. Nunamiut: Inuit on the land	People around tent	89, 94, 95	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Woman in orange parka	93	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Skin cups etc.	90, 96	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
18. Salt Water Inuit and Big Skin Boats	Umiak – Skin boat	97	Daniel Inukpuk	Inukjuak, 1976
19. Kumak [Lice]	Kumak	101	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	It is very windy and he is cold	103	Josie Papiuluk	Puvirnituaq, 1982
	Woman in Amauti	104	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
20. Girls	Woman in Traditional Dress	105	Thomassie Kudluk	Kangirsuk, 1977
	Dolls etc.	106-107	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Parka	108	Maggie Kaitainaq	Kangirsuaq, 1972
	Wooden doll in amauti	110	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Dolls	112	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
21. The Snowy Owl	Snowy Owl	113	Annie Mikpiga	Puvirnituaq, 1972
	Owl packing doll	114	Unknown	Taloyoak, Carol Rowan, private collection
22. Wrestling – Paajartut	Two Men Wrestling	117	Aisa Qupirualu Alasua	Puvirnituaq, 1960
23. About Flour	Elisapee Inukpuk making bannock	124	Stephanie POV	Umiujaq, 2003
24. Kuuttaaq River	Giants	125	Thomassie Echalook	The Giants [Tuniks] who lived before us were more able to get food, Print, Inukjuak, 1974
25. Qulliq	Qulliq	129	Elisapee Inukpuk	Elisapee Inukpuk Doll Collection
	Kudlik, Ayarak and Kamik	132	Syollie Amituk	Puvirnituaq, 1977
26. Dogs	Dogs	133	Unknown	Kuujuaq, 2004
	Man with Dog Team	135	Siasie Atiittuaq	Puvirnituaq, 1963

Woman Adopts a Caterpillar (Auvvik)

This is a story about a woman who adopted a caterpillar and did not tell anyone, not even her own husband.

A long time ago, there was a man and wife who had no children. One day, while the husband was away hunting, the woman went for a walk, and found an *auvvik* [caterpillar]. The woman felt that she wanted to take care of the caterpillar, so she adopted it and took it home with her. At home, she carefully placed the caterpillar in the long cuff of her husband's mitt [*airqavak*].

Every morning and every night, the woman let the *auvvik* suck her blood. The caterpillar began to grow and grow.

The woman did not tell her husband what she was doing. She did not tell anybody. The caterpillar became her secret. Her secret, adopted, *auvvik* baby.

The caterpillar grew and grew. It grew until it could hardly fit inside the *airqavak* anymore. Now, when the *auvvik* fell asleep, its head stuck out of the *airqavak*. The woman kept feeding the *auvvik* some of her blood every morning and every night, and the *auvvik* continued to grow. But the woman still never told her husband that she had adopted the caterpillar.

The *auvvik* grew so well on its diet of human blood that it became as thick as a human wrist, and also very long.

The *auvvik* also became a very good listener. The woman used to say "*aakaakaa*" to the *auvvik*, and tried to get it to say "*aakaakaa*" back to her. The *auvvik* could not speak in words, but it learned to understand her. The *auvvik* could say "*Tijit tijit tijit.*" It understood almost everything the woman said to it.

Finally, one day, when the woman was out, her husband realized that his *airqavak* was missing.





He searched everywhere for his mitten. He looked around his bed. He looked on top of his bed. He looked around his food box. He looked on top of his food box. He looked around the tent. He looked on top of the tent. He searched everywhere. He could not find his *airqavak* anywhere. Finally, however, he found his *airqavak* hidden far from the tent. Inside, he found the big *auvvik*.

The husband was very angry to find an *auvvik* inside his *airqavak*. His wife was not around to stop him, so in his anger, he threw the *auvvik* hard against the ground. The *auvvik* was so big and fat that it exploded!

When the wife got home, she saw on the ground a large pool of blood.

The woman burst into tears, and cried, “*Aakaakaarmamma augingngitaraluanga!*” [Could this be my Aakaaka’s blood!?] She could not stop moaning, “*Tijit tijit taanguara*” [My dear departed tijit tijit], so great was her sadness over the loss of her adopted *auvvik*.

Infants/Toddlers

Play

Encourage toddlers, and infants who are able to crawl, to move like a caterpillar. The leader should model the movement by lying on the ground, belly down, with arms and legs extended and pressed together; wriggle forward.

Also let babies and toddlers watch the finger play during the song (*next*). They will enjoy opening and closing their hands.

Words

Aakaaka..... darling.

Airqavak..... long cuff; mitten with a long cuff.

Auvvik a furry caterpillar with thick, black fur; the larva stage of a butterfly. In the spring, when the weather turns warmer, it is the first insect to appear, crawling on the snow.

Tiguartuq any animal, bird or insect adopted and raised by a human. The word also applies to an adopted human.

Game

Auvviujangnguatuq (Pretending to be an auvvik)

Getting ready

1. Arrange an obstacle-free area where the children can move easily. Remove tables and chairs if necessary.
2. Using masking tape, make a starting and finish line at opposite ends of the cleared area.
3. Show the children how an *auvvik* moves. (See description in the infant/toddler section).
4. Make the *auvvik* sound (*tiji tiji*).
5. Invite the children to move along the floor *auvvik* style chanting *tiji, tiji* as they go.

How to play

1. Children line up behind the starting line;
2. Leader says "Go, *Tiji*, Go."
3. The children move as quickly as possible *auvvik*-style to the finish line.

Tips

As a variation, make this a "slow race," in which children move as slowly as possible to the finish line.

After the race, let the children colour *auvvik* shapes.



Song

Sinigiartulirta (Let's Go to Sleep)

Getting ready

1. Ask if the children know the names of their fingers: [thumb, pointer, middle man, ring man and baby]
2. Ask the children how they sleep.
 - Do you sleep on your tummy? Do you sleep curled up in a ball?
 - Do you sleep lying flat on your back?
 - Do you have a blanket when you sleep?"
3. Explain all about the *auvvik*, and how the *auvvik* becomes a butterfly.

How to sing

This is a playful song. The children should be prepared to wiggle their fingers and use their hands.

This is the song the baby *auvvik* sang when it wanted to go to sleep.

Sinigiartulirta !
(Move your fingers here)

Qipitsimagiartuluta sinivvitinniivagut
(Close both of your hands here)

Tupalaarmigatta tupavvisavut naammasituarpat !

Iluunnata atunit nallinartuuluta tupatuarutta
taqalikitaarulaaratta – saralikitaarulaaratta !
(Open one of your hands and show your fingers one by one)

Did you know?

It is said that a person who saves an *auvvik* by picking it up off the snow and placing it on dry ground will live a longer life than one who doesn't.

Craft

Play Auvviks

Age: 2 plus



Getting ready

Cut short strands of black yarn.

4-year-olds with proficient cutting skills can cut their own yarn.

Materials

- Yarn or wool
- Glue
- Empty toilet paper roll
- Paper scraps or plastic eyes
- Scissors
- Coloring pens and markers (liquid or dry)

How to make

Give each child:

- glue
- one toilet paper roll
- pre-cut pieces of black yarn
- black coloring marker

The children will

1. Colour the toilet paper roll black;
2. Glue the strands of yarn on the toilet paper roll;
3. Cut eyes out of scrap paper and attach to yarn-covered toilet paper roll with glue.

Tips

1. After the children finish making their play *auvviks*, they can describe what they have made, and how they made it.
2. The children may like to re-enact the *auvvik* story using their toilet paper caterpillars.
3. A series of caterpillars ranging from small to big could be made in order to help retell the story using paper towel and other sized cardboard rolls.



Activity

Mitt Guessing Game

Materials

- Adult-sized large mitten with a long cuff [*Airqavak*];
- Various objects that fit into the mitt and into a young child's hand, such as: crayon, block, toy car, stone, seal bone.

How to play

1. The leader hides an object inside the mitt;
2. One child is picked to be the player;
3. The player puts his hand in the mitten and feels for the object hidden inside;
4. The player says the name of the object in the mitt;
5. If the player identifies the name of the object correctly, he removes the object from the mitt, and then selects an object for the next player to guess. Make sure no one can see the next object!

Play continues until everyone has had a turn.

Tips

Be sure that objects can easily fit a child's hand and are not sharp or dangerous.

This activity can be used to encourage language development.

The Woman Who Adopted a Bumblebee (Igutsaq)

There once was a woman named Igutsalik who adopted a bumblebee. The adopted bee was named Igutsaq, in honour of its mother by adoption Igutsalik. Igutsalik was Igutsaq's *sauniq*. [Sauniq is the Inuttitut word for namesake.]

The story goes that Igutsalik had a friend from Kangirsujuaq. Her name was Qattaaq.

Qattaaq helped her friend Igutsalik by threading beads. Together, Qattaaq and Igutsalik decorated a tiny sack. The sack was just exactly small enough to fit a big bumblebee.

Qattaaq did not know why she was beading a tiny sack. Qattaaq did not know for whom she was beading a tiny sack. But nonetheless Qattaaq helped to make a beautifully beaded sack.

Igutsalik did not tell Qattaaq why she was beading a sack. Igutsalik did not tell Qattaaq for whom she was beading a sack. But nonetheless she let her friend Qattaaq help to make a beautifully beaded sack.

And so it happened that Qattaaq did not know that she had made a beautiful outfit for a large adopted bee named Igutsaq.

Until one day... Qattaaq found out that the beautifully beaded sack was used as clothing by a bumblebee named Igutsaq. And Qattaaq became very, very sick.



Afterword

It is not known how Igutsaq was fed or what Igutsaq ate. All that is known is that Igutsaq was said to be a very big bumblebee.

Words

Igutsaq bee
Isaruq wings
Sauniq namesake

Song

Anirraujisivunga Igutsaalaarmik (I will take a baby bee home)

Getting ready

Talk to the children about bees and the sounds they make.
Have the children move around the room buzzing and acting like bees.

How to sing

Anirraujisivunga Igutsaalaarmik
Anaanaga upimalangagunaujuq uvannik
Anirraujisivunga Igutsaalaarmik
Buzz, buzz, buzz ! Ilaaniungngituq kapikallapunga !

I will take a baby bee home
My mother will be proud of me
I will take a baby bee home
Buzz, buzz, buzz, Oh! I've been accidentally stung !



Infants

Babies will love to hear the buzzing sound of the bee song, and can be encouraged to make buzzing sounds themselves. Older babies will enjoy eating honeycomb-shaped cereal.



Game

Play Bees

Materials

- Stock paper (cardboard), or paper
- Glue
- Coffee sticks or straws
- Assorted coloring materials
- Scissors
- Photocopied drawings of bee parts to be coloured and cut out by the children and glued onto cardboard

Getting ready

Prepare a drawing of bee parts including wings, body and head, and photocopy.

Did you know?

An Igutsaq is an insect larger than a housefly and larger than a black fly. It has a stinger. Its English name is bumblebee, because it is a big, slow-moving kind of bee. Igutsait appear in the spring and quickly multiply.

How to make

1. Children draw on paper or cardboard the wings, body, and head (of the bee).
2. Children colour bee parts: head, body, wings and stinger
3. If the children cannot draw, distribute the leader's drawing to them (see getting ready.)
4. Children cut out coloured drawings of bee body parts using scissors.
5. Glue the bee body part pieces onto sturdy cardboard and let dry.
6. Children/leaders will cut out the cardboard bee parts.
7. Children will glue the bee body parts together, first gluing the wings to the body, and then attaching the head.
8. When the bee is assembled, attach the non-coloured side of the bee to a Popsicle stick with glue.

Tip

When the play bees are finished, the children can retell the story of Igutsak using the stick-bee puppet (or repeat the song).



Toddlers

Ask toddlers to make the sound of a buzzing bee and fly around the classroom. The toddlers will especially enjoy this story because it is short and has some repetitions.

Craft

Cereal Necklaces (Honeycomb Cereal)

Getting ready

1. Place 10-15 honeycomb cereal pieces on a plate for each child
2. Cut a length of yarn for each child
3. Prepare a sample honeycomb necklace to show the children

Materials

- Small plates – one per child
- Pieces of yarn pre-cut in not-too-long lengths – one per child
- Honeycomb cereal (box)
- Scissors

How to make

1. The child takes the first honeycomb and inserts the strand of yarn through one of the holes in the cereal.
2. The child (or leader, if needed) ties a knot around the first cereal piece leaving enough yarn at the end to tie a knot when the necklace is done.
3. The child then selects another piece of cereal, inserts the yarn through the honeycomb and ties a knot.
4. Leaving a small space between the honeycombs, the child continues this process until the yarn is almost all used or the necklace has reached sufficient length to slip over the child's head when the ends are tied together.

Tip

Making the necklaces is a good fine-motor activity for the children. It also involves eye hand coordination.

Cheerios, macaroni, and shells are just some of the many items that can be threaded to make necklaces; the possibilities are only limited by your imagination.



Activity

Sauniq Naming

Getting ready

Ask the parents of the children the names of their children's namesakes [sauniq].

Make a sauniq chart linking the child to his/her namesake (see sample below)

Names of children	Names of the children's namesakes
Sarah	Name of Sarah's namesake
Michael	Name of Michael's namesake
Mary	Name of Mary's namesake
Jimmy	Name of Jimmy's namesake
Alasie	Name of Alasie's namesake

To make the sauniq chart you will need:

- Large sheet of cardboard
- Pen or pencil
- Marking pens
- The name of each child's sauniq



Use the sauniq naming activity as a follow-up to the Woman Adopts a Bumblebee story. Use the chart to encourage the children to talk about the people after whom they have been named.

Quursujuuq (Sea Cucumber)

The *quursujuuq* is a very strange sea creature. In English it is called a sea cucumber, because it looks like a dill pickle, but it is brown instead of green.

Even though it looks like a pickle and has a name like a vegetable, the sea cucumber is really an animal. It has lines of spines along its body. It is related to some other sea creatures that also have spines, including the starfish and the sea urchin.



Sea cucumbers live in the ocean. Sometimes you can find one in a tidal pool at the edge of the ocean. Tidal pools are a good place to find all kinds of interesting things, such as *siupiruuq* [periwinkles], mussels, and different kinds of seaweed.

The Inuit of Nunavik have an old story about the sea cucumber. They say that when a person drowns in the sea, the sea cucumbers in the area start to whistle. They whistle to tell the other sea creatures that it is time to come and eat the dead person.

They also say that if you find bones along the shore, picked clean, with no flesh on them, it is proof that the body was eaten by sea cucumbers.



Words

There are many living things in the ocean, especially in the areas close to shore. You can even find sea creatures on land, when the tide goes out. This area is called a tidal flat, because it is covered with ocean part of the time, and land part of the time. These are some of the things you can find near shore:

Aggajaaq starfish; a sea creature with five pointed arms, shaped like a star.

Ammuumajuq.... clam; a shellfish with a hard shell. People like to eat them, and so do walruses, which like to live where they can find plenty of clams.

Kakillasait tiny minnows; stickleback

Kaumiq..... sea kelp; a long, brown type of seaweed found in tidal areas. They resemble coiled bannock [inaluujaq].

Kuanniit seaweed; plants that live in the sea. There are different kinds and colours.



Mirqulik sea urchin a sea creature with a thin, brittle globe-shaped shell covered with spines that look like porcupine quills.

Quliiligaq capelin; small, thin fish that travel in schools (large groups of fish.) Seals like to eat capelin, especially in the summer.

Siupiruaq..... periwinkle, a small shellfish that lives attached to rock or shells.

Tininniq the part of the shore that is alternately covered and exposed by the tide; also, the uncovered ground and the edge of the outgoing tide.

Uviluaq..... mussel; shellfish with a blue/black shell. Mussels are delicious!



Song

Infants

Carefully select some seashells to show baby. Baby may want to grab at the shell – be sure that the edges of the shell won't cut or hurt baby. Tell baby about the shells: talk about the colour and the texture. Encourage baby to touch the shell.

Siupiruaq (The Periwinkle Song)

Getting ready

Talk to the children about periwinkles. Show them some periwinkles if you have any available.

Aggajaatillu itigajaatillu

Aulajjatikkitt

Kauttongajaq tungaja tungaja

Kauttongajaq tungaja tungaja

Game

Whistle Frozen Tag

Age: 3 plus

Number of players: 3 plus

Getting ready

Encourage the children to practice whistling.

How to play

1. The children walk about until the leader whistles – then the children have to stand completely still, as if they were frozen;
2. The leader must watch carefully to see who is the last child to freeze; that child is “Out”, and must sit down and watch the rest of the game;
3. Tell the players to move around again until the leader whistles again; the last child to freeze is “Out”;
4. Continue playing until only one player remains – the winner.
5. If the children want to repeat the game, they can play again. This time, the winner of the last game can be the whistle blower.



Toddlers

Take the toddlers outside to do some whistle blowing. If possible, provide each child with a small plastic whistle. Talk about the *Quursujuuq* story and about how the whistle was used to communicate. Show the toddlers the display of items from the seashore. Talk to them about items of particular interest.

Craft

Sea Shell collage

Getting ready

Take the children down to the seashore to collect seashells.

Materials

- Sturdy cardboard
- White glue
- Shells

How to make

1. The children select one shell at a time;
2. Apply glue to the flattest part of the shell and push it onto the cardboard;
3. Continue gluing and applying shells until the child is satisfied that the collage is complete.

Tip

Other materials can be applied to the collage, such as sea grass and sand.

Did you know?

It is said that when one sings to a small *siuipiruaq*, the shell on which it is sticking suddenly disappears.

Activity

Take the children for a walk on the beach to collect shells and search for treasures.

When the tide is low take the older children to the tidal flats to collect mussels, dig for clams, pick seaweed and discover the sea life.

Set up a display table where the children's seashore treasures can be available for the children to examine.



Mermaid

It is said that if a human sees an *Iqaluullamiluuq* [mermaid] washed up on land or in a tidal area, that person should push the *Iqaluullamiluuq* back into deep water using a stick or pole. In return, the *Iqaluullamiluuq* will reward the person with some sort of gift – perhaps an endless supply of money, or great wisdom, or whatever the human most desires.



Moral

If you help a mermaid, you will be helped in return.

Words

Iqaluullamiluuq a creature that is half human and half fish; a mermaid.

Naujaaluk..... seagull.

Nitsiq..... grappling hook used to retrieve a sinking seal or other object.

Song



limik iinniutuq

1. *iiga iiga iitsariuq*

Tamuatsariuk tamulutsariuk

Uriarialauralaruviuk qanialuata iluagut

Kakiuk kakiuk kakiuk kakiuk!

2. *iiga iiga iitsariuq*

Tamuatsariuk tamulutsariuk

Uriarialauralaruviuk qamuuna kakiuk

Aqjarualuata iluagut kakiuk kakiuk!

About the song

Long ago, children used to have special *aqausiq* (songs) that they sang to seagulls. The children tempted the seagulls with a piece of fat at the end of a string. Hidden inside the fat was a hook that would stick in the seagull's throat. The children believed that the songs would make the seagulls more eager to swallow the fat.

Infants

Sing the seagull song to the babies. Change the strength of your voice from loud to soft while singing the words.

Imitate seagull sounds. Invite baby to make seagull sounds.

Suspend a handmade seagull from a string and show the babies.



Game

Squished Sardines Age: 3 plus

Number of players: 3 –7

Getting ready

Pick someone to be “It”

Define the limits of the playing area (eg. the classroom, the house).

Playing

1. While the children help the leader count to 15 slowly, “It” hides.
2. The children try to find the hidden person.
3. When a child finds “It”, they stand quietly beside him/her while the other seekers keep looking.
4. The game ends when all the players are crammed into “Its” hiding place.



Toddlers

Pretend Mermaids

Materials

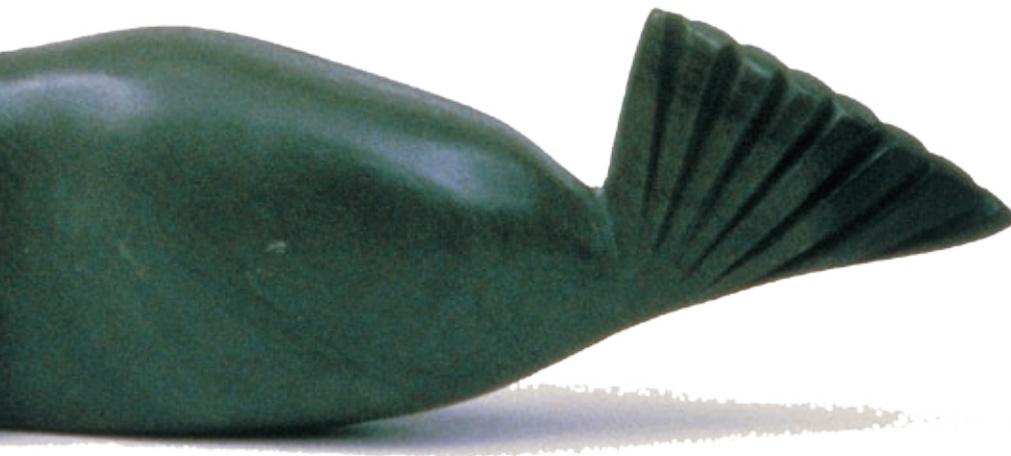
adult sized neck warmers – one for each child

How to play: The children pull the neck warmer over both ankles and up to their knees in order to make a single unit of their legs, like mermaids.

The children try to move around as a mermaid might, and pretend that they are mermaids

Tips

When outside walking, watch and listen for seagulls – show them to the children. Invite the children to imitate the seagull sounds.



Getting ready

1. Save small plastic bottles such as Yoplait drink bottles.
2. Save old newspapers.
3. Take the children for a walk to a sandy place and let each child collect one sandwich-sized baggy of clean sand (a bag for each bottle).

Materials

- small empty plastic drink bottles
- clean sand
- funnel
- newspaper strips (about two inches wide and 10 inches long)
- tape
- paste made of flour and water (about the consistency of cooked oatmeal)
- yarn (to make hair)
- material scraps (to make clothes)
- acrylic paint and brushes
- glue



How to make

1. Pour sand through funnel into plastic bottle until about half full.
2. To make the head: Crumple one piece of newspaper to make a ball with a pointy end. Insert the pointy end firmly into the top of the plastic bottle and tape in place.
3. Dip a newspaper strip in the flour paste and wrap it carefully over the head and bottle. Repeat until you have 3 or 4 layers of paper covering the whole head and bottle.
3. Leave it to dry in a safe place until the next day.
4. Paint the mermaid when the paper is completely dry.
5. Paint a face on the head.
6. Paint the base of the bottle to resemble a mermaid tail.
7. Glue on pieces of yarn for hair.



Activity

Have the children express all their ideas about *Iqaluullamilluuq* [mermaids].

Baby Bird

This little story is about a small songbird called a *qupanuaq*. In English the *qupanuaq* is known as a sparrow.

There is an old story that tells of a baby *qupanuaq* that was eating blackberries. The baby *qupanuaq*'s mother loved her baby bird very, very much. While the baby was eating a big juicy berry, the little *qupanuaq* suddenly began to choke. While the baby bird struggled to swallow the big blackberry so it could breathe, its mother sang this special song to the little *qupanuaq*:

Ataatatsiangalu uvingngiusullutit, Anaanatsiangalu uvingngiusullutit
Qairqujaulirli uvingngiusullutit, Qiturngaarjuga uvingngiusullutit
Saunnisarmat uvingngiusullutit, Puurringaalummik uvingngiusullutit
Ujaraaluup uvingngiusullutit, killinganut uvingngiusullutit
Qimalijuvara uvingngiusullutit
Quu quu quu quu quu quu!

Tip

Whistle after every word when singing this song.



Words

Qupanuaq..... sparrow

Suluit..... the bigger feathers on a bird's wing or tail

Suluk one feather

Berries :

Arpik bake apple

Kallait..... large sour-tasting red berry (Inuit don't eat these)

Kigutingirnait.... blueberry

Kimminait cranberry

Paurngait crowberry

Measurement Words:

Nataarutsijuq..... only the bottom of a container is covered

Qitirutsijuq..... half-full

Tatattuq full



Song

Qupanuaraapik paaniittuapik

Getting ready

1. Talk to the children about small song birds such as sparrows- *qupanuat*.
2. Provide the children the opportunity to express their thoughts and knowledge about *qupanuat*.
3. Show pictures of *qupanuat* (if they are available).
4. The leader sings the song once for the children to listen to.
5. The second time the song is sung encourage the children to sing along.

How to sing

Qupanuaraapiit paaniittuapiit

Manniapikulungit tungujungajuapiit

Piatsi kukitikkut taanisirvisanga

Qulittavinaaluk sanajaugirquq

Infants

Plan to take the babies on a berry-picking expedition. The babies will appreciate being carried on the leader's back. Once at the berry patch the babies can be placed on an *ulipakaaq* (big wool shawl used for carrying babies) and enjoy being outside in the fresh air in the berry patch.



Game

Making and playing a feather mouth harp (harmonica)

Materials

- Long feathers of any sort (1 per child)
- Mouth harp (harmonica)
- Pictures of birds

Getting ready

1. Wash the feather in soapy water, rinse, then dry.
2. The large feathers of any bird are suitable for use as mouth harps. Collect one feather for each child. Be sure the feathers are clean.
3. In preparing for this activity:
 - Ask the children about birds. What are birds? Why do birds have wings?
 - Show the children pictures of birds.
 - Show the children feathers.
 - Show the children a mouth harp/ harmonica.
 - Show the children how the harmonica is played.

Playing

1. Show the children how to whistle.
2. Ask the children to try to whistle.
3. The leader takes a feather and holds the feather between the two baby fingers and places the feather just in front of the mouth and whistles.
4. The leader gives a feather to each child; the child holds the feather between their baby fingers while whistling.
5. A bird feather can be used for whistling, and as a mouth harp/ harmonica.



Tips

Afterwards, ask the children if they know about *qupanuat* (small birds), and let them tell you about the subject. If you have *qupanuat* nearby, let the children see them. Also if you have any books about birds, they could be made available to the children in an interest centre.

Did you know?

Qupanuaq is a small bird (sparrow) that lays 3 to 5 tiny eggs. Sparrows migrate. They appear in the Inuit homeland in the springtime and leave in the fall.

Children enjoy chasing *qupanuat* and setting up box traps to try to catch them. In March, with the first warm southerly wind, the snow buntings arrive in Nunavik. They bring with them the promise of spring to come.

Toddlers

The toddlers will also like to go berry-picking. They will enjoy picking and eating berries. Do carefully supervise the toddlers to ensure that they are picking and eating berries that are good to eat.

Getting ready

1. Take the children on a berry-picking expedition. Pick berries that are not quite ripe. Give each child a small cup/container to fill with berries.
2. Pick a variety of berries and while the children are picking talk to them about the berry names.
3. *Kallait* (sour red berries that Inuit do not eat) and *Kimminait* [cranberries] are good for making berry necklaces because they are not too juicy.
4. Show the children how to thread a needle. Show the children how to push the needle through the berry.
5. Prepare the materials needed for stringing the berries: needle, thread, and small plates to hold the berries that the children picked.

Materials

- Hard (unripe) berries not yet juicy
- Small plates (1 per child)
- Needles (darning needles with large eye, not too sharp)
- Assorted strong thread such as embroidery thread or sewing yarn
- Scissors

How to make

1. Provide each child a pre-threaded needle.
2. Push the needle through the centre of the berry.
3. Continue to sew the berries until there aren't any more berries or the necklace is long enough.
4. When finished, tie the thread (or wool) together at the two ends.
5. Wear the necklace.

Tips

A 4-year-old child can handle the use of a darning needle for this activity. Choose needles that are not sharp and that have large eyes. Some of the children may like to try threading their own needles.

If the children decide that their necklace tastes good, they can eat it playfully. However, they should not eat *Kallait* berries. (Inuit never eat *Kallait* berries.)



Activity

Outside walks and berry games

Do take the children outside on the land for a walk or berry-picking trip. While walking on the land show children features of the environment such as plants, rocks, and waterways like ponds, streams, rivers, etc.

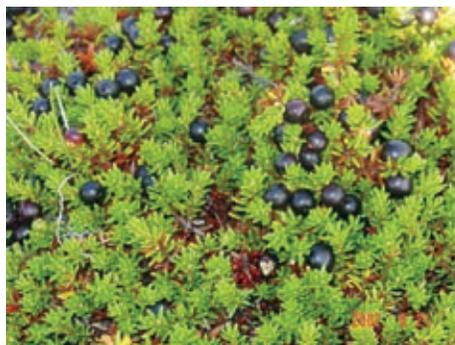
Create an opportunity while berry-picking to talk to the children, in context, about measurement words. For example when the child's cup is full of berries: "I see your berry picking cup is full (*tatattuq*)". Other measurement words that could be used include: *nataarutsijuq* (the bottom is covered) and *qitirutsijuq* (half-full).

A berry guessing game can be played. The leader takes any number of berries between one and five, and hides them. The children must guess the correct number of hidden berries. The child who guesses correctly can be asked to become the berry hider.

Tips

Most 4-year-olds can count to five and some to 10 or more.

Preschoolers will enjoy a sorting activity to separate the different kinds of berries into piles.



Seal Boy

This is a story about a small boy who turned into a seal pup when his grandmother tossed him into the sea.

Long ago, there was a small boy who had no mother or father. He was neglected, and people treated him badly. They even ripped his clothing, and tore off pieces of it. His grandmother brought him new clothing made of caribou skins, but people continued to rip it up. They even came to his home to rip his clothes.

One day, his grandmother could take this mistreatment of her grandson no longer. She took the small boy down to the edge of the sea, and threw him into the water. As she did so, she said, "You will surface on the water as a *natsiavinaapik* [a seal pup]."



Just as his grandmother promised, the boy turned into a seal pup. Then his grandmother said, "When the hunters chase you, lead them far from shore, then spread your arms when you reach the water's surface, and *ungallak!*" [the noise seals make with their flippers].

Soon, some of the men who had mistreated the boy saw the seal pup surface near their *qajait*. The hunters tried to spear him with harpoons, but they failed. There were many *qajait* chasing the seal boy, but not one hunter was able to catch him.

The seal pup led the hunters far from shore. Then he surfaced, spread his arms, and *ungallak* [clapped his flippers]. This caused a big wind and raging seas. The *qajait* and their occupants were caught in the storm, and—unable to reach the safety of land—they all drowned.

Moral

We should never mistreat any human being, no matter who they are, not even if we dislike them. Instead, we should try to change our own attitude, make peace with the person we do not like, and have a good talk with them.

Words

Alluq..... the breathing hole that seals and *ugjuut* [bearded seals] have in the sea ice. Where there is no open water or *aulaniq* [shifting ice], breathing holes are the only places where the seals can get air. They keep the holes open all winter.

Iliarjuk..... a person who is mistreated or neglected, because they have no parents, and not enough food or clothing.

Inniaq..... wooden drying frame.

Innitaq..... skin or fur that has been put out to dry.

Innituq describes the person who puts skins out to dry.

Natsiaraapik..... a young seal [or seal pup], still small but independent of its mother.

Naulittaq..... a harpooned seal or *ugjuk* [bearded seal].

Nippatuq..... describes a person waiting at the breathing hole of a seal for a seal to appear.

Niugartuq a process of rubbing sealskins or fur on snow or vegetation, to clean them and improve their appearance.

Pukaq snow that resembles sugar in texture.

Qisik the skin of a seal, bearded seal, beluga whale, or walrus. All sea mammals have *qisik* as their outer layer. A layer of fat lies under it.

Uttuq..... a seal lying [basking] on the ice or on land.

Ugjuut Bearded seals and *aviit* [walrus] also bask on land or ice.

Song

Natsiiq natsiiq, qisiqarpiit (Seal, seal, do you have fur?)

Natsiiq natsiiq qisiqarpiit?

Marik marik qisiqarpunga

Inniangualiaratsamik panirsijutsamik

Ulluni amisuni panirsilangajumik

Kamitsataalaaravit itigaijalaannginavit !

Infants

Mat high kick

Place the infant on a mat on the floor. Attach a seal model to a cord, and move it so the baby can see. Encourage baby to use arms and feet to reach and kick the seal model.

Tips

- After the children finish singing, teach them the sounds that seals make. Also, demonstrate how seals move.
- You can even have the children race in a spacious room, while making seal noises and moving like seals.
- Ask if seals are used for food, and which parts of the seal are edible.
- Describe how seals *uttuit* [bask on the ice], and how they are hunted by the *nippatuq* [waiting at the breathing hole] method.

Game

Jump Kick

Age: 2 plus

Materials

- Model seal made of sealskin [Seal doll]
- Rope or cord
- Mat

Getting ready

Attach seal doll to rope, and sling the other end of rope over a crosspiece, rafter, or hook attached to the ceiling. You need to be able to easily adjust the height of the seal doll. Show children how the high kick works (see below).

Let them practice, in turn, kicking the seal. At start all children in the group should be able to kick the seal with foot.

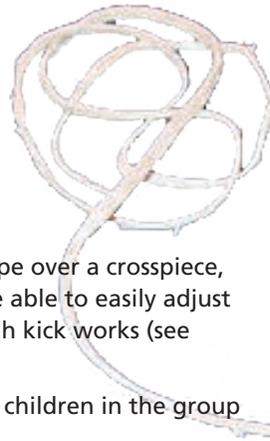
Playing

1. Decide who will go first.
2. Each player has to stand on one foot (the left or the right), jump up and try to touch the sealskin model seal with the raised foot. If he/she does not succeed (after one or two attempts), that player is eliminated from the next round of play, and the next player takes a turn.
3. Raise the seal a little higher, and let the children who succeeded on their first attempt try to kick the seal again. Those who fail are eliminated.
4. Continue raising the height of the seal until only one child is left in the game.

Tips

This game is good physical exercise.

Children who are not playing can watch the action, or can practice jumping on one foot while they wait.



Toddlers

Try on Mom and Dad's boots

If you have *kamituinnait* [sealskin boots], show them to the children, and let them try them on, even if they are too big. Children enjoy trying on the clothing of adults. Toddlers love to try to walk around in adult rubber boots.

Craft

Model Drying Frames Age: 4 plus

Getting ready

1. Explain to the children the meaning of *innitaaq*, *innituuq* and *qisik* and show them a picture of an actual *innitaaq*.
2. Make a sample model before having the children make model *inniat*.
3. Explain which animals have *qisiit* [skins], for example seal, bearded seal, walrus and beluga whale.

Materials

- Six small sticks for each child
- Wood glue, or glue stick
- Short pre-cut lengths of yarn
- Hole-punch
- Black cardboard (or cloth) sealskin shapes
- Scissors

Note

Alternatively, provide children with outlines on cardboard of a sealskin, which they can cut out themselves. If you do not have black cardboard, let children paint white or brown cardboard black.

How to make

1. Glue the six small sticks end to end in the shape of an *inniat*. Let dry.
2. Paint the cardboard seal shapes black, if necessary. Let dry and cut out.



3. With the hole-punch, make holes in the four corners of the sealskins.
4. Attach yarn to the four holes, then tie the model sealskins to the four corners of the model drying frame.

Tips

The sticks may become unglued with handling, and may need to be glued again.

Once children have finished their project, talk about what it is they made.

Did you know?

Sliding on sealskins is a traditional Inuit activity. The sealskins were being cleaned in the process by their contact with crystalline snow.

Activity

Sealskin Sledding Age: 3 plus

Materials

1 sealskin per person

Getting ready

1. Consider safety first when you select a place to take children sliding.
2. Find a gently sloping hill.
3. Make sure the sliding path is free of obstacles such as rocks and garbage.

How to play

1. Take sealskin to top of snow-covered hill, and place skin on snow. The skin will slide fastest if positioned fur-side down, and with front (head section) facing downhill.
2. Child sits on sealskin holding on to the edges with both hands.
3. Adult places palm of hand on the child's back and pushes gently forward.
4. Child slides down hill, then picks up skin sled and climbs back up to the top of hill.

Human Polar Bears

A story about a family who moved next door to a family of polar bears who looked like humans.

Long ago, there was a man and a woman who were husband and wife. They had only one small child, a very young child, an only child.

The husband built an igloo for his little family near another house that was much bigger. He and his wife did not know anything about their neighbours who lived in the big house. The neighbours looked like regular people. They dressed like regular people. The man and his wife had no idea that their neighbours were really polar bears that had been transformed into people.

One day the wife decided to go out for a walk. She carried her small child in an *Ulipiqaaq* [shawl] on her back. When she came to the big house next door, she thought somebody might be home, so she went in. Inside the big house she saw many polar bear skins lying on the floor. The polar bear skins were completely clean, empty of any flesh. She was very surprised to find that nobody was home.

It is said that when great polar bears are transformed into people, they leave their fur on the ground. The woman was very surprised to see the polar bear skins on the ground. She was also very surprised to find that the big house next door had an inside layer of insulation, made of some unknown material. She was glad that her baby was sleeping soundly on her back.

The woman was still inside the big house when the great polar bears came home. She was very scared. She had nowhere to escape. The woman, with her baby still sleeping soundly on her back, hid herself between the layers of insulation lining the walls of the big house.

She listened as the great polar bears, which had been transformed to look exactly like people, spoke in Inuttitut. The great polar bears were complaining that they had come home with nothing to eat. Suddenly, one of the great polar bears said, "*Inuksunirjualiinnaa Maanangat!*" [I smell a human in here.] Then another of the great bears said, "*Ittuvugguuq tuukkaijatsamat kigutaijatsamat Aaaah Eeeeh!*" [Our old man has lost a tooth, eeeeh!]



The woman was very frightened. She did not know what to do. Her child had started making noises, and she thought it was just about to cry. She tried to stop the baby from making any sound. She was frightened that if it cried, they would be discovered! She was so frightened that she accidentally smothered her child to death.

Finally, when night came, the great polar bears fell asleep. The woman did not move a muscle. All night long she stood perfectly still, hidden inside the big house where the great bears lived. She did not try to escape, because she was certain that if she moved, she would be found out.

The next day, the great polar bears prepared to go hunting. At last, the woman thought, she would be able to leave her hiding place. But just when she thought the house was empty, one of the great polar bears stomped back into the big house. It seemed that bear had forgotten something. The woman returned to her hiding place behind the insulation where she had stood all night.

As it happened, the forgetful polar bear never left the house all day. The woman spent that whole day and another whole night hiding. In the end, she hid for two full nights inside the insulation of the big house, hiding from the great polar bears that looked like people.

At last, the great polar bears finally left the big house, and the woman finally returned home to her igloo. She arrived home without her child. The husband was shocked when he learned that they had lost their only child. He was also very surprised to learn that he lived next door to polar bears that looked like people.

In the end, the couple moved far away. But, for the rest of their days, they lived in fear that their neighbours could really be polar bears in disguise.

Infants

Babies like to hold soft objects such as soft dolls; is there a soft, clean rag doll that baby could hold? Babies love to put things in their mouths so be sure the doll is clean!

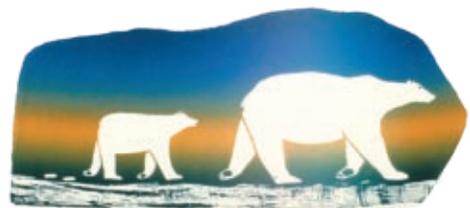
You can use a baby carrier/shawl [*ulipakaaq*] to play a game of peek-a-boo with baby. Holding the material above your head, look baby in the eyes. Then cover your face with the shawl. Raising the shawl above your head say, "Abah."

Words

Kigutiit tooth

Nanuq polar bear; a large animal with white fur, it lives on land and in the sea. Its preferred diet is seals.

Ulipakaaq baby holder, shawl



Game

Nanuungnguatuq (Polar Bear Tag)

Age: 3 plus

Number of players: 3 - 10

Getting ready

Invite the children to talk about polar bears and polar bear facts. Some facts: polar bears eat seals; polar bears are large mammals with white fur.

How to play

1. Pick one child to be the first pretend polar bear.
2. The pretend polar bear lies face down on the floor or ground.
3. The other children (players) sit around the pretend polar bear on the floor.
4. Once all of the players have sat down and are very quiet and still: the pretend polar bear starts moving around the game area with hands and feet on the floor.
5. The children scatter while being chased by the pretend polar.

6. All players move with hands and feet on the ground. They may not stand up and run.
7. The polar bear tries to touch one of the players.
8. When a player is touched by the pretend polar bear, that person must immediately lie on the ground. All the other players including the former pretend polar bear sit on the ground around the player who is lying down. When all of the players are seated and still, the new polar bear rises, the children scatter and play resumes.

Tips

The pretend "Bear" should do his/her best to act exactly like a bear, and act very fierce.

Play can continue until each child has had the opportunity to be the "Bear," or until the children tire of the game.



Craft

Nanungnguaq (Cotton-ball Polar Bears)

Getting ready

Have cotton balls ready, explain what they are, and tell the children how they will be used for the craft.

Materials

- A photocopy of a polar bear picture for each child. (Or the leader could prepare a template of a polar bear that the children can use to trace the polar bear shape onto blank paper.)
- Cotton balls
- Glue

How to make

1. Give each child a photocopied drawing of a polar bear, glue, and cotton balls;
2. Spread glue all over the polar bear;
3. Push the cotton balls onto the glued bear to cover;
4. Each child should put their name on the back of the bear once the glue is dry.

Tips

1. When finished, ask children to talk about what they have made.
2. Do you have any books about polar bears for the children to look at? Can you borrow some from the library? School?
3. What kind of information can you find on the Internet about polar bears?



Toddlers

Show the toddlers a soft doll, then ask them to lie on the floor with their eyes closed. Hide the doll somewhere in the room, and invite the toddlers to find the doll.

Activity

Counting teeth



Materials

- Cardboard showing children's names
- Pen (or pencil)
- Toothbrush (one per child)
- Toothpaste
- Face cloth (small towel)
- Pictures (or diagrams) of teeth

Getting ready

1. Talk to the children about teeth.
2. Explain that their teeth have to last them their whole lifetime.
3. Explain what they can do to have healthy teeth: brush, eat healthy food, and so on.
4. Ask the children if they have ever gone to see a dentist?
5. Ask the children if they know what the dentist does?

How to play

The supervisor should have a large cardboard with the children's names written on it. For example:

Names of children	Children's guesses	Actual number of teeth
Mina	Mina thinks she has 12 teeth	Mina has 18
Tamusi	Tamusi thinks he has 15 teeth	Tamusi has 19
Caroline	Caroline thinks she has 9 teeth	Caroline has 18
Moses	Moses thinks he has 10 teeth	Moses has 20

You can playfully count the children's teeth this way:

1. Know that even very small children (or infants) can take part in this counting of teeth. If they cannot speak, an adult can count aloud for them, and write down the number.
2. Before counting, first have all the children brush their teeth so they will be good and clean. Clean the teeth of the infants with a facecloth (or small towel).
3. Have all the children sit down on the floor.
4. Ask each child how many teeth they think they have, and write their guesses down on the cardboard chart.
5. Count each child's teeth, and write the number on the cardboard chart.

6. While the children are still sitting, have them sing the Kigutiapik song about teeth. The song goes like this:

Kigutiapik Kigutiapik

Ilinnik Uvannik

Kigutinitsaqujijuq Kigutinitsaqujijuq

Ullutamaat Unnutamaat!

Tips

Invite the dentist and/or dental hygienist to visit the childcare centre, or take the children on a visit to the dentist. The dental professionals may enjoy helping with the tooth activity.

Song

Nanuugamali Maani (I Am a Polar Bear Here)

Getting ready

The leader pretends to be a polar bear, and playfully tries to scare the children while singing:

Nanuugamali maani

Nanuugamali maani

Nanuugamali maani nanualuugama!

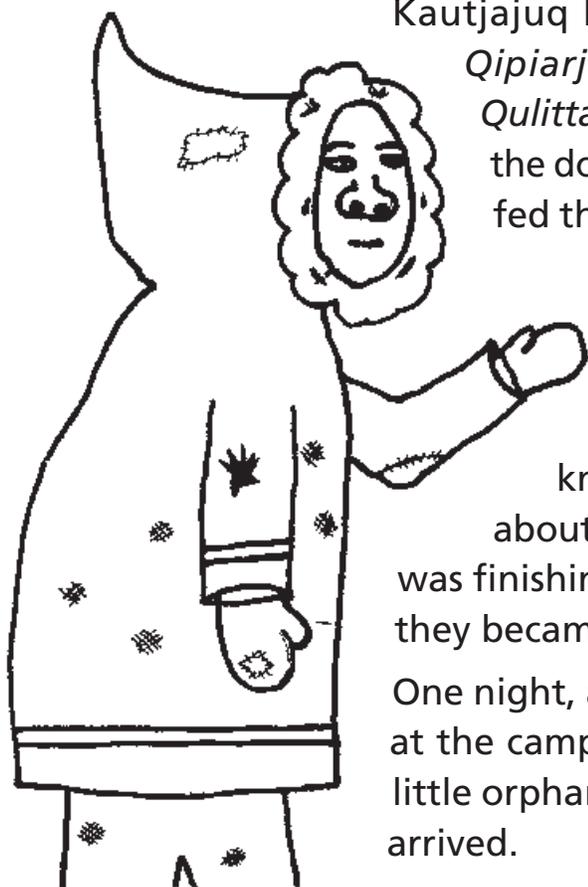
Kautjajuq

Kautjajuq was a poor orphan boy who spent his days making oil from seal fat, until the day his brother transformed him, and he became a giant.

Long ago, there was an orphan boy named Kautjajuq. Both his parents had died when he was still a small boy, so he was adopted by his grandparents. Kautjajuq had an older brother who lived elsewhere. Still, he loved Kautjajuq, and visited him from time to time. He knew that the boy was neglected and mistreated.

Kautjajuq was truly mistreated, a pitiful *iliarjuk*. He was often hungry and thirsty. He had to sleep in the entry of his grandparents' home, without any blankets or bedding. He slept at the *manuaq* [threshold] of the igloo, sharing his sleeping place with the dogs.

Kautjajuq was very small. He was so small that his grandfather and other people would move him around by his nose. These heartless people would pick him up by his nostrils, using their index and middle fingers. As a result, his nose became huge and red and swollen, and it turned up at the end.



by Annie Makino

Kautjajuq lived in the porch with four dogs called *Qipiarjualuk*, *Akitiarjualuk*, *Alliniarjualuk*, and *Qulittaajualuk*. Not only did he have to sleep with the dogs, he had to eat with them, too. They were fed the same food. Kautjajuq did not even have any utensils with which to eat. He ate with his teeth. Just like the dogs.

One day a woman who lived in the camp took pity on Kautjajuq, and gave him a knife. Nobody told Kautjajuq's grandparents about the knife. But they noticed that Kautjajuq was finishing his food more quickly than normal, and they became *malugusutuug* [suspicious].

One night, as the family was sleeping, an Inuk arrived at the camp. Kautjajuq's grandfather woke the poor little orphan, and ordered him to go and see who had arrived.

It was very dark outside, and Kautjajuq was very small, so he was afraid to go outside to see who the visitor was. Instead, he told one of the dogs who lived in the porch with him to go out and see who was there. But the dog refused to move. So Kautjajuq tried to encourage the dog by singing it a song:

Qipiarjualuuk aningaarit, Qulitaajualuuk itsungaarit

Aningaarumangnama itsuangaarumangnama

Aningaalirama itsuangaalirama

Aaningaga nutiuna tikitsuni

Ullaakut tikitsuni

Ullaaraatsiajuakut tikitsuni

Still, none of the dogs would move. Finally Kautjajuq went outside alone, even though he was very, very scared. Waiting outside was his *angajuk* [older brother], the only person in the world who loved him.

Kautjajuq and his *angajuk* left the camp, and went to a place where no one else could hear them. When they came to a large boulder, the *angajuk* took an *iparaq* [whip] and began to whip Kautjajuq all over his body. The whipping was meant to force Kautjajuq's body to grow. It was in the dark of winter, and the air was freezing cold.

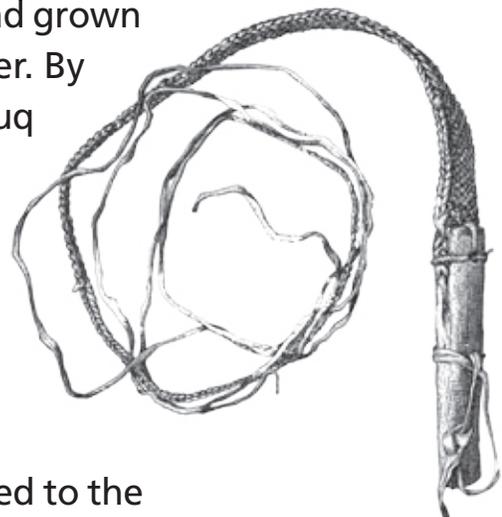
Every now and then the older brother would stop and ask, "My dear little brother, have you not changed yet?"

Kautjajuq would answer, "I have not yet changed, so keep on whipping me."

So the brother kept whipping until Kautjajuq had grown large enough that he could lift the big boulder. By the time *angajuk* stopped the whipping, Kautjajuq was a man. He was a very big man, a giant, because of what his brother had done.

The reason the *angajuk* was able to make Kautjajuq grow into a giant was because he was a shaman. As a shaman he could cause his brother to *nulajuq* [transform].

After the whipping, Kautjajuq the giant returned to the





camp with his brother. There, the shaman called for three large polar bears and their cubs to come to the grandfather's camp. The arrival of the polar bears frightened everyone. Then, Kautjajuq started picking up the people one by one, and threw them to the bears.

Kautjajuq's grandfather yelled, "Kautjajuruuq nuluva?" [Has Kautjajuq been transformed?] To which Kautjajuq yelled back, "I will get you."

People were very scared. They did not want to be thrown to the bears. Some of them cried, "We helped you Kautjajuq, we gave you *piniraq* to keep you warm. You should not have become big. "

They sang:

"Kautjajuq nulajualuummat, nulajuq nulannami nunalik qanialuatta silarqimi!"

There were two women who had been kind and generous to Kautjajuq when he was small, but he accidentally threw them to the polar bears.

Some men offered Kautjajuq their kayaks and sleds if he would spare their lives. But even as they begged, Kautjajuq picked these people up and threw them to the polar bears.

Of all the people living at the camp at that time, only two lives were spared. Those two women became Kautjajuq's wives and servants, and lived the rest of their lives in fear, rushing to fill his every request.

Kautjajuq had become a giant and was greatly feared.

Moral

When children are always treated badly and without care they can become mean adults.

Tips

Use the Kautjajuq story to talk about human values with the children.

We all desire to be respected, and we all want to feel loved. We all deserve to be treated respectfully and to be raised with care.



Did you know?

When some people tell this story, they say that it was the Man in the Moon who caused Kautjajuq to *nulajuq* [transform].

Game

Nulajuq (transform)

Age: 3 plus

Number of players: 2 - 8

Getting ready

Invite the children to talk about polar bears and polar bear facts. Some facts: polar bears eat seals; polar bears are large mammals with white fur.

How to play

1. The children stand quietly in an open area of the room;
2. The leader says, "Nulajuq dog";
3. The children act like dogs, barking and running around on hands and knees;
4. The leader gives a new command, "Nulajuq polar bear";
5. The children act like polar bears, roaming around the room like polar bears;
6. The leader commands the children, "Seagull";
7. Because the leader did not first say *Nulajuq*, the children should continue to act like polar bears. Any child who begins to fly around the room like a seagull must sit down.
8. Continue giving commands for the children to act like different animals. When *Nulajuq* precedes the command, the children should obey it. When the leader does not say *Nulajuq* first, then anyone who changes to the new animal is "out". Play continues until one child remains.
9. The remaining child can become the leader and the game can be played again.

Tips

This game could also be played by having the children act out feelings (happy, sad, mad, funny and angry).

Words

Angajuk big brother
Iliarjuk an Inuk who is very poorly treated.
Ipirautaq a sealskin whip.
Manuaq the threshold of the entrance/exit of an igloo.
Malugusuttuq suspicion
Nulajuq transform by magic
Piniraak slippers



Toddlers

Toddlers will be interested in shadow storytelling.

In a darkened room, shine a flashlight on the toddler so that they make a full-body shadow on the wall.

Ask them to act out poses to show people's feelings, for example:

- Happy person
- Sad person
- Mistreated person
- Loved person
- Angry person
- Caring person

The children can also act out characters from the story. Ask them to be: a dog, Kautjajuq (small and big), the big brother, the grandfather, a polar bear.

Song

When Kautjajuq was afraid to go out into the night, he tried to encourage the dogs to go in his place. He sang this song to the dogs:

Dog Song

Qipiarjaluuk aningaarit

Qulittaajaluuk itsumaarit

Aningaarumangnginama itsuangaarumangnginama

Aningaalirama itsuangaalirama

Aaningaga nutiuna tikitsuni, ullaakut tikitsuni

Ullaaraatsiajuakut tikitsuni !

The woman who had once given Kautjajuq a pair of old used *piniraq* [foot slippers] sang him the following song:

Sock Song

Kautjajuq tainna

Kautjajuarjualuk tainna

Nulaniatjangittuq nulajutsaujangittuq

Piniraviniinnik aittulaujugakku!



Infants

Take the babies one by one to look in the mirror. Look into the mirror with them, and make different faces – happy, laughing, sad, and angry – and explain in words the different feelings that match the faces.



Craft

Materials

- Pen (or pencil)
- Different colours of construction paper
- Scissors
- Popsicle sticks
- Coloring pens/markers

How to make

1. Draw characters and images from the story onto construction paper. These can include: two brothers, a polar bear, igloo, dogs.
2. Cut around the drawings.
3. Trace the drawings onto sturdy cardboard and cut out.
4. Glue the drawings onto the cardboard.
5. Glue the cardboard onto a Popsicle stick. (For larger drawings a chopstick or wooden spoon can be used).



Activity

Silhouette puppet show

Age: 4 plus

Good for small groups of 3–4 children per group.

Materials

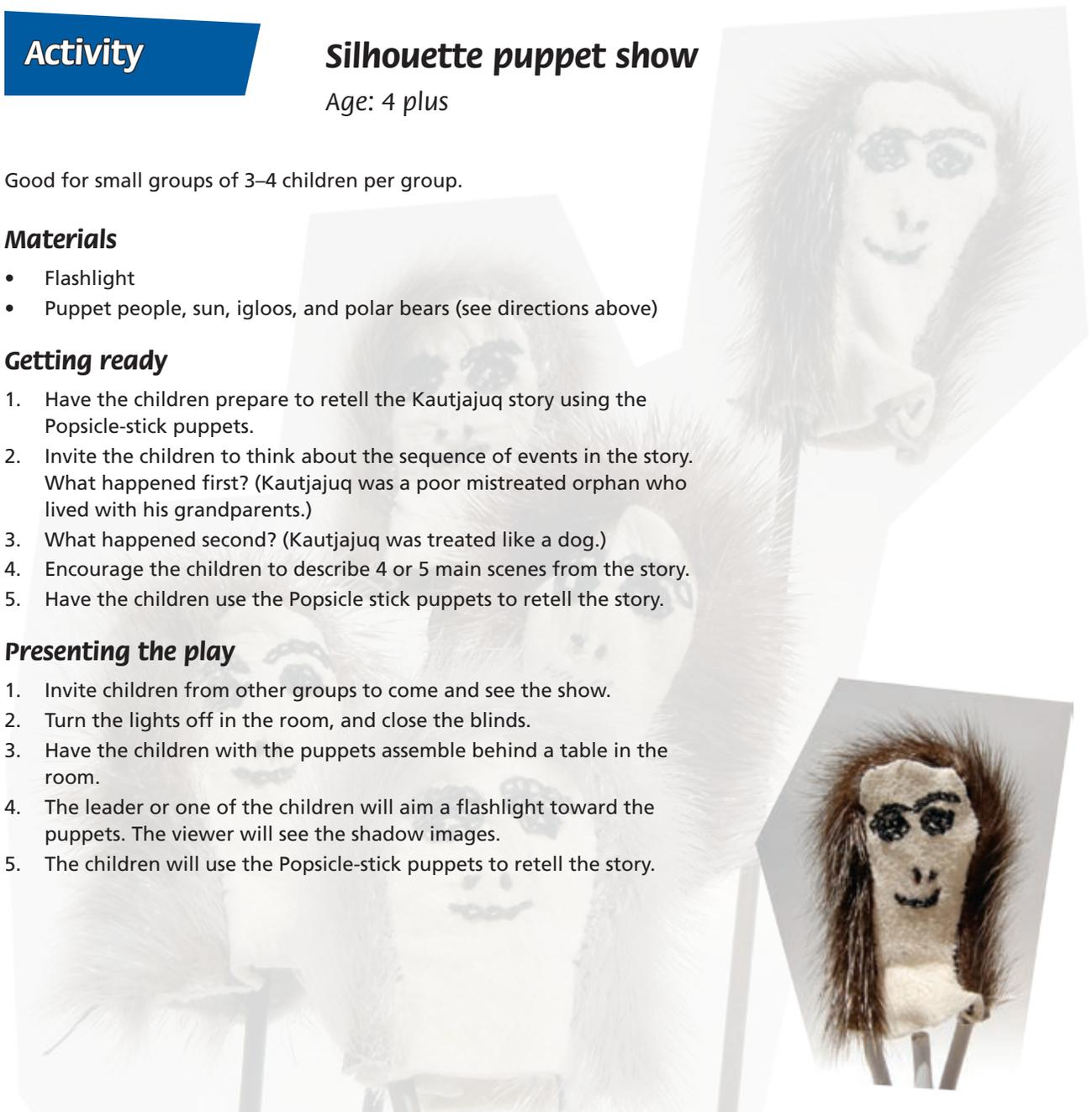
- Flashlight
- Puppet people, sun, igloos, and polar bears (see directions above)

Getting ready

1. Have the children prepare to retell the Kautjajuq story using the Popsicle-stick puppets.
2. Invite the children to think about the sequence of events in the story. What happened first? (Kautjajuq was a poor mistreated orphan who lived with his grandparents.)
3. What happened second? (Kautjajuq was treated like a dog.)
4. Encourage the children to describe 4 or 5 main scenes from the story.
5. Have the children use the Popsicle stick puppets to retell the story.

Presenting the play

1. Invite children from other groups to come and see the show.
2. Turn the lights off in the room, and close the blinds.
3. Have the children with the puppets assemble behind a table in the room.
4. The leader or one of the children will aim a flashlight toward the puppets. The viewer will see the shadow images.
5. The children will use the Popsicle-stick puppets to retell the story.



Lumaaq

A long time ago, there was a widow named Lumaaq. She had a son and a daughter, and one dog called Irquaq.

Lumaaq's son was blind. Lumaaq neglected her blind son, and let him live by himself in an old, abandoned igloo. She did not care for him lovingly.

One spring, when the igloo windows were melting away, a hungry polar bear appeared outside the blind boy's igloo. Lumaaq and her daughter were very frightened. Lumaaq told her son to grab his bow and arrow, and shoot the bear. The blind boy shot an arrow, and killed the polar bear dead.



?

Did you know?

A loon is called *tuulliq* in Inuttitut. It is a bird with very attractive feathers, whose call is very pleasing to hear, because it is sweetly musical.

The loon walks on land awkwardly, but it is very agile in the water, and can move almost like a seal. It can travel very fast underwater, and can stay submerged for long periods.

As soon as the bear fell, Lumaaq shouted, "*Qimmituanga pitippaa. Irquaq pitippaa.*" [The arrow has hit our only dog! Iqquaq is dead!"]

The blind boy thought he had shot the polar bear. He had a feeling that his mother was not speaking the truth. He said, "If it was the dog, it would have made a whimpering sound" [Maralarajalaurpuq]. He thought his mother was lying. But he could not be sure.

That evening, the blind boy's sister brought him some polar bear meat. The boy's sister loved him. She often brought food to her brother.

She cared for him. She loved him.

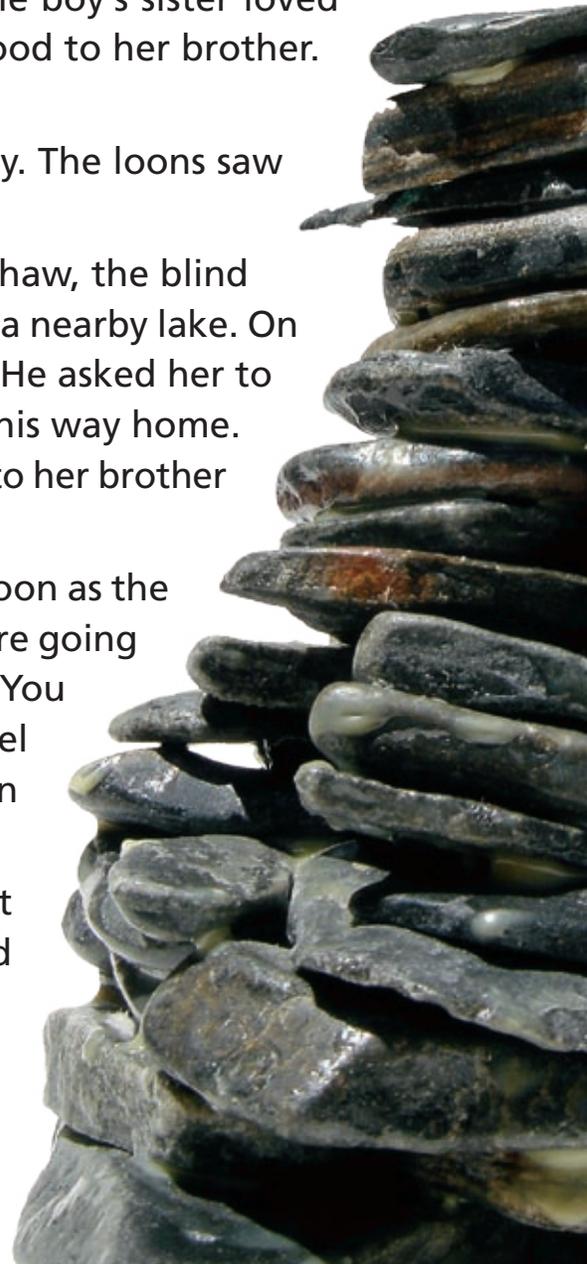
The loons watched over the blind boy and his family. The loons saw everything that happened.

In the late spring, as the rivers and lakes began to thaw, the blind boy's sister took him by the hand and walked him to a nearby lake. On their way, the boy asked his sister to mark the way. He asked her to build Inuksuit [rock markers], so that he could find his way home. When they reached the lake, the sister said goodbye to her brother and left him by the shore.

The loons were waiting for the boy by the lake. As soon as the sister was gone, the loons told the blind boy they were going to hold his head under the water. They told him, "You must stay perfectly still under the water until you feel as though you absolutely must have air. Only then can you move."

But under the water, the boy panicked. He could not stay calm. He wanted air. He needed air. He struggled to the surface of the water. But he could not open his eyes. He could not see.

And so, a second time, the loons carefully coached the boy. This time, he stayed calm under the water. He stayed under the water much longer, and when





finally he felt that he must have air, it was the loons who helped him out of the water. It was the loons who helped him to slowly open his eyes. This time, he could see. He could see the land. He could see the big rocks. He could see the sun.

But he wanted to see more. He wanted to see clearly. So for a third time, the loons helped the boy under the water. This time the boy kept his eyes open. This time he stayed completely calm. This time he could see the fish in the water. Finally, when he was desperate for air, he lifted his head out of the water for the last time. The boy could see clearly. He could see the burrows of lemmings. He could see strands of straw.

He walked back to camp, following the Inuksuit that his sister had left for him. As he got close to the melting igloos, he saw a polar bear skin stretched out between sticks that had been pushed into the ground. The skin was drying *pauktuat*. Now he knew that he had been right. He had killed the polar bear. The boy was very angry, so angry that he ripped the polar bear skin to shreds.

Then he noticed some whales in the surf. He grabbed his *ipiraq* [harpoon line], tied it around his mother's waist, and prepared to harpoon one of the whales. While he hunted, he sang,

*Anaanamma nasaujanga
Qaviujivuq qavirviujivuq
Luma, Luma, Luma, Luma, Lu,Lu,Lu.*

While the blind boy was singing, his mother Lumaaq was still tied to the harpoon line. When he shot his harpoon into a whale, the whale pulled Lumaaq over the rocks, off the shore and into the sea. There, she transformed instantly into a whale.

Lumaaq sang a song as she was dragged under the water:

*Pikungatuuq pikungatuuq
Pinguattaup qaanganut salumajumut
Aquvillanga Lumaaq !*



Infants

Make baby *Inuksuit* with three containers of varying sizes, piled on top of each other from biggest on the bottom to smallest on the top. Baby may like to knock the tower down. Baby might like to make her own tower. Baby might like to turn the containers over and pile them together.

? Did you know?

Inuksuit are rocks placed in a pile to guide travelers on the land.

In Nunavik, an *Inuksuk* is made by piling rocks so that the pile is wide at the bottom and small at the top. *Inuksuit* are not built with legs and arms, as they are in Nunavut.

In Nunavut, the *Inuksuit* are built with arms and legs so that they look like men.

Words

- Avataq*.....a float, attached to the harpoon line, so that a harpooned animal is not lost. (Lumaaq was used as an *avataq* in the story).
- Avingngaq*lemming
- Inuksuk*.....marker made of piled stones
- Ipiraq*.....harpoon line
- Pauktuat*animal skins that are dried in the sun while stretched between wooden sticks inserted in slits around the edges of the skins and driven into the ground.
- Maralajuq*the whimpering sound a dog makes
- Naulittuq*.....harpooning an animal
- Tautungngituq*a blind person
- Tuulliq*a loon

?

Did you know?

Some people say that Inuit have excellent eyesight because of what the loons did for the blind boy.

Song

While Lumaaq's son harpooned the whale, he sang this song:

Anaanamma nasaujanga
Qaviujivuq qavirviujivuq
Lumaa Lumaa Lumaa Lumaa Luu Luu Luu!

As Lumaaq was being dragged by the whale, she sang this song:

Pikungatuuq pikungatuuq
Pinguattaup qaanganut salumajumut
Aquvillanga Lumaaq!

Toddlers

Play a breath-holding game with the toddlers. Ask the toddlers to take a big breath of air and see how long they can hold it.

Give the toddlers a range of empty containers with which to build their own Inuksuk. These could include: empty milk containers, ice cream containers, margarine containers.

Game

Tuulliq Avingngaaq (Loon and Lemming)

Getting ready

1. Invite the children to tell you what they know about lemmings and loons.
2. Encourage the children to make the call of the loon and the squeak of a lemming.
3. Talk to the children about blindness. Ask them to imagine what it would be like to live without sight. Have all the children close their eyes and ask them what they see.
4. Select a space where the children can safely move around with their eyes closed. Remove all objects that they might trip over.

Materials

Two head scarves

How to play

1. Make two teams. Name one team *Tuulliit*, and the other *Avingngait*.
2. Each team forms a line behind the starting line.
3. The first player in each line ties the scarf around his/her head, being sure to cover the eyes well.
4. When the leader says 'GO!' the blindfolded children walk toward the finishing line (the best choice for this is a blank wall).
5. When the players touch the wall, they remove the scarf, run back to the start, and pass the scarf to the next player in line, who ties the scarf on, walks to the wall, and runs as before.
6. Play continues until all players on both teams have had a turn.
7. Give a prize to every child on the team that finishes first.

Tips

This game can help children be more understanding of what blind people feel and sense.

When the children are done, they might like to draw loons and lemmings. They could do this from their imagination, or colour in a photocopy or tracing.



Craft

Inuksuk Boxes

Getting ready

Collect empty milk and other containers. Wash and save.

Materials

- White Styrofoam cups, wooden blocks
- Clean recycled containers: milk boxes, yoghurt – different sizes
- Glue
- Paint

How to make

1. Glue together the empty milk boxes in the shape of an Inuksuk.
2. When the glue is dry, paint the boxes, cups or containers, if you like.



Activity

Inuksuk Rocks

1. Go for a walk and see how many *Inuksuit* can be seen within walking distance of the center.
2. Find a place where the children could build their own *Inuksuk* out on the land.
3. Collect some rocks to bring back to the center and make some *Inuksuit* around the building.
4. Make some small rock *Inuksuit* indoors:



Materials

- Small rocks
- Collecting bag for each child
- Pail for washing the rocks
- Glue
- 1 large flat rock (for the base) for each child

Getting ready

1. Take the children on an expedition to collect small rocks.
2. Have the children carry the rocks they pick in the small bag.
3. Wash the rocks and let dry.

How to make

1. Place the one large flat rock on the floor for a base.
2. The small rocks are then glued onto the flat base.
3. Arrange the rocks from largest to smallest. Each rock is glued in place.
4. End with one small rock at the top.
5. Let the glue dry.



Atungakkuuk

This is a story about Atungak and his wife. They walked around the whole world.

A very long time ago, there was a man named Atungak and his wife. The couple wanted to walk around the world.

The couple lived in a sealskin tent with their two children, a boy and a girl. When their son [*irniq*] was able to hunt ptarmigan and their daughter [*panik*] could sew and act independently, the two parents prepared to leave their children and walk around the world.

The daughter did not want her parents to leave. To try to make her daughter feel better, the mother said, "*Sapangaapinnik/ Piquttiapinnik pitaartilarakkit!*" [I will bring back some beautiful beads for you.]

The parents left their community on foot. Their plan was to walk around the world, hauling their belongings on a *qamutiik* [sled].

They traveled through many parts of the world. Sometimes they came across some very scary people and some very mean people. They arrived in one place where there were only men – no women. The men were bossy and mean. The travelers were very frightened.

One of these bossy, mean men kidnapped Atungak's wife. Atungak was very unhappy about having his wife taken from him. He set out to



find his wife. Eventually Atungak found the tent in which his wife was hidden. He stretched tall in an effort to peer through the hole in the tent known as the *qingaq* [nose]. Atungak looked through the *qingaq* and saw that the man who had stolen his wife was inside. Atungak also saw his wife, who was busy butchering a seal.

Atungak began to spit at the seal in order to attract his wife's attention. He really wanted to catch her eye, but she did not notice him.

So Atungak destroyed the sleds belonging to the mean, bossy men, in the place where only men lived. He used his knife to cut the rawhide bindings [*napuliutik*] on the sled runners. Atungak destroyed all the sleds of those bossy and mean men.

Then, in the dark of the night, Atungak crept into the kidnapper's tent and rescued his wife. Atungak and his wife ran as fast as they could to the shoreline. They ran until they found the *aulaniq*, the moving part of the pack ice, which is found near the shore. They hopped on to the ice floe.

After a while, the mean, bossy men discovered that their sleds were ruined. They saw that the *napulitik* had been cut to shreds. So the mean, bossy men took their bows and arrows to the shore and began to shoot at Atungak and his wife, who were jumping across the moving ice.

The couple managed to escape from the place where only men lived, and continued their journey around the world.



Eventually, Atungaq and his wife returned to their community and their two children. When they reached home, the husband saw an old man and an old woman hauling a seal up a hill. They followed the old people's footprints until at last they caught up with them. Atungak asked, "Who are your parents?" The daughter responded, "We are the children of Atungak."

The daughter was now an old woman and she could not get about very well. The son and daughter had slept most of the time while their parents went around the world, and so they ended up looking older than their parents.

The mother had promised to bring her daughter beads as a souvenir of the great expedition. And so she had brought her daughter a gift of beads. But when she presented the beads to her, her daughter sang:

Sapangat sujunukua sujunukua (beads are for what?)

Sapangat sujunukua sujunukua (beads are for what?)

Sapangat sujunukua sujunukua (beads are for what?)

Nigiuraalujunga sapattusautjangittunga! (I'm too old for beads!)

The daughter was no longer able even to handle the beads. She was now a very old woman. The daughter sang the song because she had become too old for beads. She looked and acted older than her own mother. And the son looked and acted older than his father.

The two children had been left alone for a long, long time. So during that time, they used to sleep – for many hours a day. Eventually they grew to be very old. Their parents did not get old because they walked and walked and never slept more than they needed to stay healthy and travel home.

Moral

If you sleep all the time, you'll get old fast.

Words

Aippak..... companion, spouse
Anaanatsiaq..... grandmother
Angutik male, man, husband
Arnaq woman
Ataatatsiaq grandfather
Aulaniq ice floe
Irniq..... son

Ittuq old man
Ivuniit..... Ice broken up by heavy weather
Napuliutik..... rawhide thong that binds the cross bars to the runners of a sled
Ningiuq old woman
Nutaraq/
Piaraq..... baby
Panik daughter
Piqutiit/
Sapangat..... beads
Qamutiik..... Inuit sled with 2 long runners
Uvikkaq young, youth





Song

Sapangat Sujunukua

Getting ready

1. Leader asks children about beads, encouraging children to draw on their knowledge and experience to talk about beads.
2. Review the bead part of the story with the children... how the daughter of Atungak and his wife sang this song long ago, because by the time she received the bead gift she was too old to handle the beads. She and her brother had slept away their youth and as a result they aged more quickly than their parents. The parents maintained their youth through physical fitness.
3. When singing the song, it is useful to introduce the words to the children by having them listen while the leader sings. Then on subsequent turns, encourage the children to join in the singing.

How to sing

Sapangat sujunukua sujunukua
(beads are for what?)

Sapangat sujunukua sujunukua
(beads are for what?)

Sapangat sujunukua sujunukua
(beads are for what?)

Ningiuraaluujunga sapattusaujangittunga!
(I'm too old for beads!)

Game

Naangijarniq (hopping on one foot) Age: 3 plus

Number of players: 2 or more

Getting ready

1. Explain to the children that they need to find their own space in which to hop.
2. Have the children stretch to warm up.
3. Provide children with definition of *naangirjaniq* [hopping on one foot].



How to play

1. Players make a circle, standing up.
2. Each player selects foot to stand on. The player then folds the other leg and holds on to that foot using the hand on the folded-leg side of the body.
3. The players start to jump and continue jumping for as long as possible.
4. The last person hopping on one foot is *pisitik*.

Tips

Each child needs enough space to be sure they don't bump into anyone or anything. Be sure to select a large enough space for this activity.

Infants

Infants that can sit up by themselves on the floor are developed enough to play the ball-rolling game.

Materials

A cloth-covered or soft rubber ball about 15 centimetres in diameter

Play

Leader places baby on the floor and sits near baby on the floor with legs open. The leader gently rolls the ball across the floor to baby.

Baby then takes the ball between his/her hands and pushes it back across the floor to the leader.

Older children may like to be invited to play this game with baby. Continue to play until baby loses interest in the ball-rolling game.



Getting ready

1. Leader explains to children what they are going to make.
2. The leader shows the children how to bead, by pushing the pointy end of a threaded needle through the beads, one at a time.
3. Explain to the children about needle safety – always return the needle to the pincushion. Always remain seated when using the needle.
4. Give the children a piece of string and show them how to tie a knot at the end of the string. Let the children practice tying a knot.
5. Beads are available in many sizes. Three-year-old children can use the biggest available beads. Some four- and five-year-olds can use regular beads, but may have more success with larger beads.

Materials

- Beads (young children will have more success with larger beads)
- Thread
- Scissors
- Needles (Select needles with large heads)
- Bowls



How to make

1. Children sit on their chairs or on the floor
2. When they are seated, give each child a bowl with beads and a threaded needle.
3. Invite the children to start beading. The children can make a necklace or bracelet.
4. When they finish, let the children try to practice knotting the thread. Advise the children to let you know if they need help.

Tips

- Beading is a fine-motor activity. It requires skill and refined eye-hand coordination. This activity may not be suitable for all the children in your group.
- Take extra care to ensure that the children use safe practices with the needles.
- Have a pincushion or special place for the children to store the needles.
- Encourage the children to remain in their seated place while working with the needle.
- Keep beads away from children under three, as they present a choking hazard.

Toddlers

Getting ready

Tell the children about how a long time ago, Inuit used to play jumping games. The person who jumped for the longest time was the best jumper. They didn't win anything; they played just for fun.

Be sure that you choose a space large enough for the children to jump easily and safely.

How to play

Have the children stand and find their own place on the floor.

Ask the children to start jumping, pushing off and landing on both feet.

The children continue to jump until they are too tired to jump anymore. The last jumper is *pisitik*.

Tips

- This game can be played indoors or outside.
- It is a good gross-motor activity for young children.

Activity

Qimutsiit (dogteams) with ptarmigan feet

This section provides directions for making a ptarmigan-foot dog team and some ideas for things to do as a follow-up to the Atungakkuuk story.

Getting ready

Collect ptarmigan feet (or feet from other birds)

Materials needed

- Scissors
- Hole-punch
- Pencil (or pen)
- Paper
- String
- Softened leather
- Ptarmigan feet

How to make

1. Create a pattern for making the leather harnesses by first using paper to design the device.
2. Cut out an oval shape large enough to fit over a ptarmigan foot.
3. Using the hole-punch, make three holes in the paper.
4. Try inserting the toes of a ptarmigan foot through the model. The toes of the ptarmigan should fit through the holes. Adjust the pattern until you have one that works.
5. Use the oval paper shape you just cut out, and copy the pattern on some tanned leather. Cut out one leather harness for each ptarmigan foot that will be used for the game.
6. Once you finish making all the oval-shaped patterns, “harness” all your ptarmigan feet (place the leather pieces on the ptarmigan feet).
7. After “harnessing” all of your “dogs”; use scissors to cut a hole in the rear part of each oval-shaped leather piece, and tie a string to each through this hole. Once all the “harnesses” are tied with a string, they are ready for play as a model dog team.

How to play

This model dog team can be attached to a model *qamutiik* [sled]. The *qamutiik* can be loaded with model hunting equipment. If you don't have model *qamutiit* [sleds], you can play with this model team of dogs as they are.

This game is excellent for learning how to speak, and for learning how to think.



Tips

- Bring a world globe into the childcare centre and spin it so children can see the shape of the world.
- Bring an atlas into the centre and show the children maps.
- Arrange to have seal meat or ptarmigan served for lunch.
- Leaders can share with children ptarmigan and seal hunting stories. For example: “I remember the time I was up on the rocks and I chased a ptarmigan and caught it in my hands.”

Qurviluaruq (Scary Igloo)

This is a legend about an abandoned igloo haunted by a frightening being called *Qurviluaruq*. In the old days, people told this story to discourage children from going out alone at night.

Long ago, when Inuit still lived in igloos, there were strange spirits and scary beings in many different places. Children liked the scary feeling they felt when they went to a place that might be haunted by a spirit. Sometimes, children waited in abandoned igloos late at night, hoping to see something scary.

So their parents told them about a creature called *Qurviluaruq*. *Qurviluaruq* was a small creature, smaller than a human being, who could get into an abandoned igloo by rolling in through the window. If *Qurviluaruq* saw a child, he would snatch the child away, and no one would ever see them again.

Of course, children were frightened by the very idea of *Qurviluaruq*. So at night, children stayed close to home.

Tip

Use this story to talk about scary feelings. Ask the children to tell you about something that happened to make them feel very scared or afraid.



Words

Aluqaartut pretending to steal from each other

Aluqaartuq making licking sounds with one's tongue

Pingittutuq a person who is very concerned about a relative who has not arrived when expected, and goes to search everywhere possible for the missing person

Manuaq..... inner doorstep of an igloo. In the game of *Aluqaartut*, *manuaq* also is the name of the object of play (which could be any small object such as a stone or a cup)

Song

Imirtariaqujauvunga ukkusivut imairummat

Imirtariaqujauvunga

Ukkusivut imairummat

Irsigaluarsunga kappiasugaluarsunga

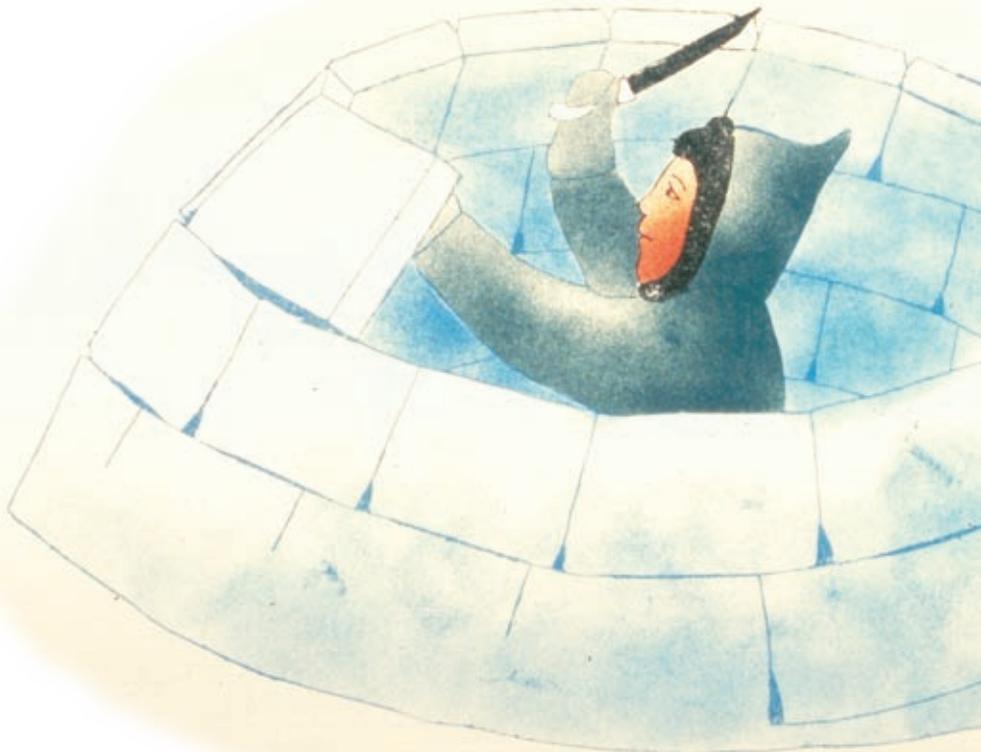
Imirtariasivunga unnulirtilugu

Imirtariaqujauvunga!

Infants

Hold the baby up to a window and look out. Talk to the baby about the different sights and sounds outside the window.

The infants will enjoy visiting an igloo.



Number of players: 4 plus**Getting ready**

This is a traditional winter game, which can still be played today. Traditionally, the game was played using two igloos, one igloo for each team of players.

Players would be divided into *tapiriit* [teams] to oppose each other in contests of strength, wrestling and pretend battles. Each team did their best to win, but there was no serious conflict. *Aluqaartuq* used to be played all day, until all the players of one team had been “captured.”

How to play

1. You will need two igloos fairly close to each other. You also need a small object (for example, a toy or stone) that will be the object of play [*manuaq*]. This game is more fun with lots of players.
2. Set up two teams. Decide which team will be the first to hold the *manuaq* [object of play - or “prize”].
3. Each team should go inside their selected igloo.
4. The team holding the *manuaq* starts the game by placing it on the inner doorstep of their igloo. Then they invite the opposite team to send a player to try to grab the object.

Rules of the game

1. The player from the opposite team must make loud licking sounds [*aluqaaq*] while trying to grab the *manuaq*. If they can grab the *manuaq* without being captured, they take it back to their own igloo, and place it in the entrance. Then someone from the first team must try to capture the *manuaq* back.
2. If the player fails to capture the *manuaq*, he/she is taken captive, and spends the rest of the game hidden inside the first team’s igloo.
3. The captured player’s team can try to rescue him/her. To do this, they send a “searcher” to the igloo to say “*Pingitturama!*” [I have come searching!] The other team replies, “*Sunamiik pingittupit? Tinguttuqiiit? Puvattuqiiit?* [What have you come searching for? Have you eaten liver? Have you eaten lung?] When the searcher runs out of questions to ask, he/she will leave, pretending to cry, while the other team calls after them: “*Tainnaliinna imaittuulaujugami aullalaujujuq!*” [That person was here, and departed some time ago.]
4. You can continue to play this game until all the players from one team have been captured. You can even stop, and start again the next day.

Tip

For small children, you may want to eliminate step 4 in the game.

When grouping the children in teams, try to make sure that the teams are as balanced as possible.

Toddlers

Toddlers can rip the scraps of construction paper and participate in the craft.

Toddlers will also love to walk around inside an igloo. Young children should be dressed warmly and taken outside for playtime inside an igloo.

Craft

Ripped Paper Igloo

Getting ready

Collect scraps of construction paper

Materials

- Scraps of construction paper
- Glue
- Standard-size piece of cardboard, Bristol board or construction paper

How to make

1. Rip construction paper scraps into small pieces.
2. Glue the ripped paper onto the cardboard in the shape of an igloo.



Activity

Age: 3 plus

Invite local parents and Elders to build an igloo at the childcare centre. (Two are needed for the game.) The children will also enjoy spending time in the snow houses.



Angry Man

This is a story about an angry and jealous man who watched his wife's every move.

Long ago, there was a man who was always cross with his wife. He was cross with her when he was preparing to go hunting. He was cross with her when he returned from hunting. He was always angry with her. He wanted to own her completely. He did not like it when she was with other people; he became very jealous. He was a very angry and jealous person.

The man kept watch on his wife's every move. He watched her while he got ready to go hunting. He watched her as he climbed into his *qayaq*. He watched her as he paddled away from shore.

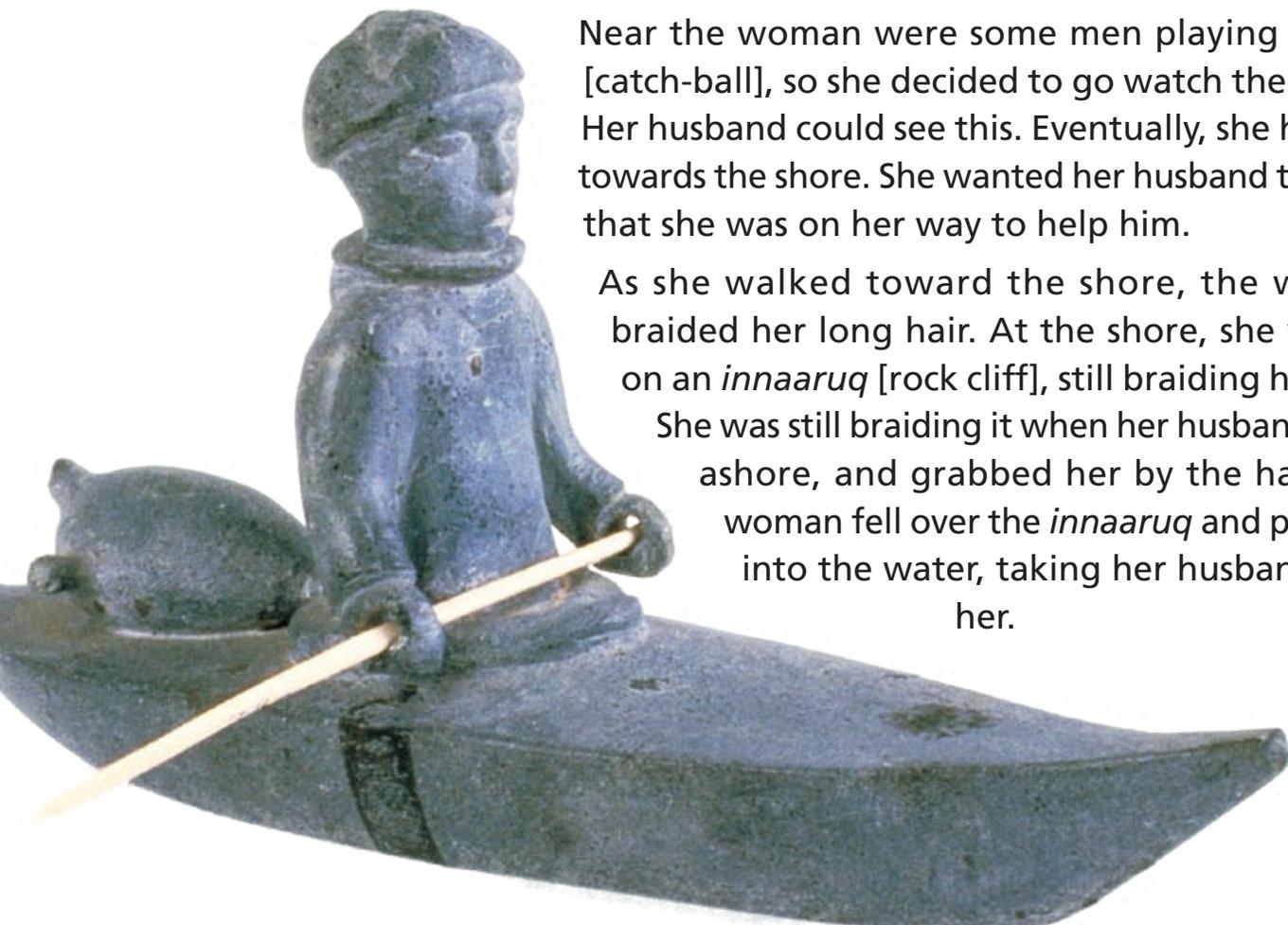
The woman became very, very tired of her husband's watchfulness. And she became very, very tired of her husband's anger and jealousy. The woman became *qivittuq*.

One day the woman spied her husband paddling home in his *qayaq*, coming home from a hunt. As usual her husband was already watching her.

Near the woman were some men playing *pattaq* [catch-ball], so she decided to go watch them play. Her husband could see this. Eventually, she headed towards the shore. She wanted her husband to think that she was on her way to help him.

As she walked toward the shore, the woman braided her long hair. At the shore, she waited on an *innaaruq* [rock cliff], still braiding her hair.

She was still braiding it when her husband came ashore, and grabbed her by the hair. The woman fell over the *innaaruq* and plunged into the water, taking her husband with her.



In the water, the woman turned instantly into an *allanguaq* [narwhal]; her long braid became the narwhal's tusk.

Her husband cried, "I love you so much, come to me!"

To which the woman replied, "Since you love me so much, and are so jealous, you can follow me to the bottom of the sea!"

As soon as she spoke those words, her husband transformed into a *kanajuraq* [sculpin].



Afterword

The woman got so sick and tired of being constantly watched by her husband that she turned into a narwhal. To this day, narwhal's tusk reminds us of the woman's braid.

Words

Allanguaq narwhal

Innaaruq cliff, sharp rise of rock

Qivittuq frustrated to the point of giving up

Sea Mammals:

Aarluq killer whale

Aiviq walrus

Arviq bowhead whale

Natsiq seal

Qilalugaq beluga

Utjuq bearded seal

Salt Water Fish:

Aanak rainbow trout

Iqaluk any kind of fish

Iqaluppiq arctic char

Kanajuraq sculpin

Saamak salmon

Uugaq cod fish

Uuttuq A seal lying [basking] on the ice or on land.

Ugjuut [bearded seals] and *aviit* [walrus] also bask on land or ice.



Song

Fish Word Chant

Repeat the word sequences from the definitions.
Can you make them sound like a rhyme?
Can you create a tune for them?

Aanakrainbow trout
Iqaluk.....any kind of fish
Iqaluppiq.....arctic char
Kanajuraq.....sculpin
Saamaksalmon
Uugaq.....cod fish



Did you know?

Aarluq [killer whale]: These sea mammals surface like belugas, but their *maktaq* [whale skin] is black. *Aarluit* are feared by seals, but not by walrus. They have sharp teeth.

Natsiq [seal]: The meat is used for food, the skin is used to make clothing and kayak coverings. Seal fat is rendered into *misiraq* [seal oil].

Uugaq [codfish]: a saltwater fish, black, with big head and mouth. Codfish are edible, even though they do not have any fat beyond their liver. Its meat is white, and its roe [eggs] is shaped like trousers.

Game

Sea animal picture contest

Getting ready

1. Collect pictures of sea mammals and saltwater fish.
2. Learn about sea mammals and saltwater fish: think about questions the children might have about sea creatures.
3. Have the children talk about all they know about sea animals. Have them carefully look at pictures of sea animals, and fully describe to them what they are.

Materials

- Pictures of sea mammals and saltwater fish
- Old magazines
- Scissors
- Glue/Scotch tape
- Large sheet of paper (construction or cardboard)

How to play

1. Divide the children into two teams: *Aarluq* [killer whale] and *Uugaq* [cod fish].
2. Give each team some glue, scotch tape, scissors, old magazines, and a large sheet of construction paper (or cardboard), on which they can stick pictures.
3. Explain that each team must find 10 pictures of sea mammals or salt-water fish in the magazines, cut them out, and stick them to the sheet of paper. The team that finishes first will be declared the winner. When the leader says 'GO!' all the team members can start searching for suitable pictures in the magazines.

Tips

While the children are searching the magazines, talk to them about the sea and the creatures that live in it.

Craft

Braiding

Materials

Thick Wool or yarn

How to make

1. Take three strands of the yarn (about an arm's length).
2. Tie a knot at the top end of the yarn.
3. Attach the tied end to a chair or towel rack.
4. Show the children how to take alternating pieces to make a braid.
5. When they reach almost to the end, help them tie a knot in the end.
6. Remove the braid from the chair.



Activity

- Make a matching game with the pictures of fish and sea mammals. Have the children match up any pictures that are the same.
- Organize a race with the Narwhal and codfish teams. Perhaps they would like to pretend swim across the floor.
- Arrange to have codfish for lunch.
- Perhaps the children would like to have some frozen *muktuk*.

Infants

Make fish faces for baby by puckering your mouth and opening and closing it. See if baby will imitate your movements. Pick baby up and carry around the room with baby's head forward and tummy resting on forearm. Pretend that baby is a fish. Smile at the baby and say the names of saltwater fish and sea mammals. Can you make up a rhyme for baby using the fish names? Can you make up a rhyme for baby that includes baby's own name?

Toddlers

Show toddlers the fish cards. Place the fish cards on the ground in front of the toddler. Name each of the fish. Ask the toddler to pick up the cards one by one, and tell you the name of each fish/sea mammal. If he or she can't remember or doesn't know the name – then the leader can say it.

Qayait (kayaks)

This story is how Inuit built kayaks in the spring.

In the beautiful springtime, the men hunted seals to get skins for covering their *qajait* [kayaks]. The women were in charge of cleaning and preparing the sealskins so they were ready to be used on the kayaks.

The seals were used for many other purposes, as well. Women made pouches out of sealskin, and stuffed them with meat, so that the meat could be stored and eaten later. The men melted down the seal fat to make *puuqtait* [seal oil], which was stored in sealskin pouches.

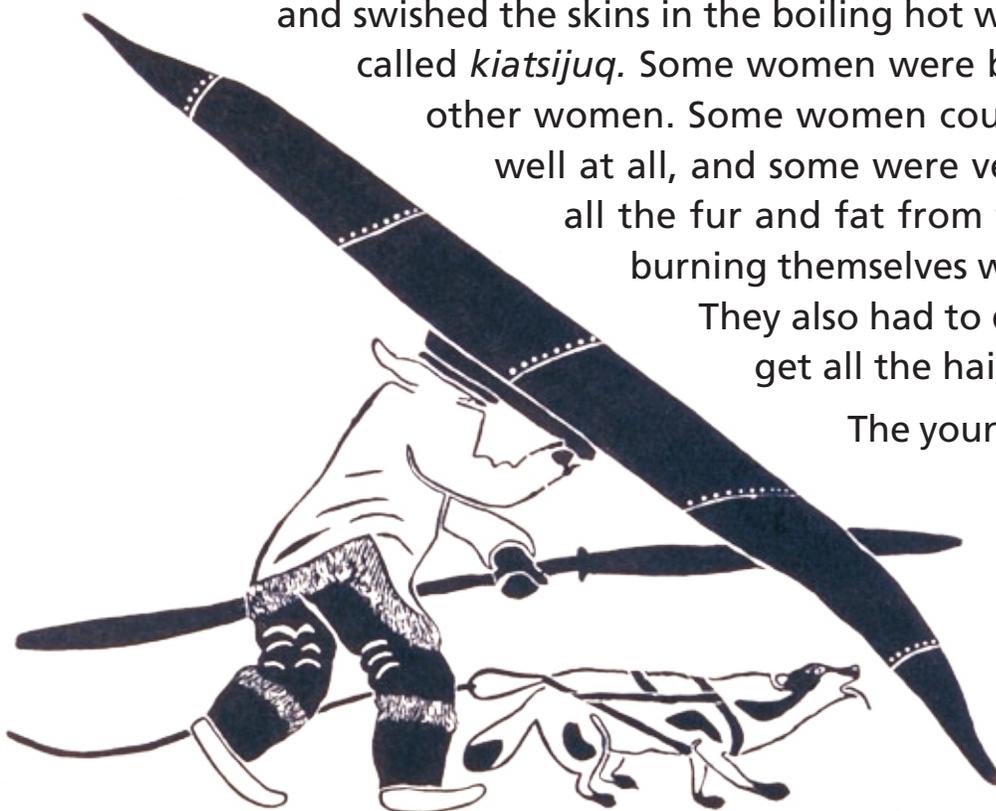
The men melted the seal fat over a fire that was lit in half an old oil drum. It was the job of the women to gather willow twigs for the fires. Willow was their only kind of wood to burn. Inuit live where there are no trees.

Sealskins that were going to be used for kayaks were cut in a special way. The seals were strung up by their front flippers and their belly buttons, and the skins carefully slit.

The women had to clean all the hair, flesh and fat from the sealskins. To do this, they heated some water until it was boiling, and then soaked and swished the skins in the boiling hot water. This process was called *kiatsijuq*. Some women were better at the job than other women. Some women could not do things very well at all, and some were very good at removing all the fur and fat from the sealskins without burning themselves with the boiling water.

They also had to do a lot of scraping to get all the hair off!

The young women were awakened very early in the morning to chew the edges of the skins, to prepare them for sewing. Some edges they had to wet-chew [*kinitiq*] and



some edges they dry-chewed [*kiiliq*]. Then the skins were sewn together [*uigujut*]. In the next step, the skins were taken down by the shore to be washed. Finally, the *qajaq* frame was placed upside-down on the ground. Then the skins were laid over the frame, and sewn to it.

The women sewing the skins onto a *qajaq* would rest their elbows on comfortable pads, which were made out of caribou skin, stuffed with feathers or bits of fur.

While they worked, they sometimes chewed on bits of seal that were considered especially delicious – the front flippers, the tail bones, and the seal beards.

When the *qajait* were finished, it was time to go fishing for Arctic char. They caught the fish in nets set off the shoreline. The men would collect the fish from the nets, and fasten them securely by their gills on the front and back of the *qajaq* with the *tarqait* [sealskin straps].

Infants

Things to do

Hang a string of buttons above the infant's crib (out of baby's reach).

Show infants the spinning *Imillutaq*.

Make up and sing a little *Imillutaq* song for baby.



Everyone would go down to the shore to meet the arriving *qajait* loaded with fish. If the day was calm and there wasn't any wind – the air would be thick with mosquitoes, and everyone would be waving them away from their faces [*aqsaitartuq*].

The women would carry the fish up the slope from the shore, and split and clean them. They would still be furiously waving off the mosquitoes as they went about sharing the fish with family and community. Inuit lived a very good life; a life full of joy.



Toddlers

Two-year-olds can string things with the help of the leaders. Toddlers can hold a large button with a big hole while the supervisor holds the yarn. The toddler and adult can take turns threading and holding.

Two-year-olds can be shown how to put a button in a buttonhole.

Two-year-olds can string big beads or O-shaped cereal.

Words

Arsaitartuq..... the action of waving mosquitoes away from oneself

Kiatsijuq..... the process of cleaning sealskin in boiling water by agitating it constantly by hand.

Kiattuq..... a skin treated by the process of *Kiatsijuq*; a prime material for the making of *kamiit* [sealskin boots]

Kiiliq..... dry chewing of sealskins

Kinitiq wet chewing of sealskins

Puurtaik..... seal oil kept in a sealskin pouch

Qajaq..... portable canoe made of a frame covered with skins

Taqqait..... sealskin straps

Taliruaq..... the front flippers of ringed seals and bearded seals. *Taliruit* have claws which they can use to keep open holes in the ice for breathing.

Uigujut..... sewn together

Ungnguaq..... a button

Song

Have the children say the words below:

Imillutaq

Ungnguaq

The children will start by repeating the words very slowly, and then say them faster and faster, until they can no longer say the words.

Did you know?

Whistle in Inuttitut is *uvingngiusuttuq* on the Hudson Coast.

Whistle in Ungava is *uvingngiatuq* on the Ungava Coast.



Game

Imillutaq (Anurisiutik)

Materials needed

- A button, or a round piece of wood with two holes in it
- Sturdy waxed thread or dental floss, about 60 cm (2 feet)

How to make

Thread the string through two holes in the button, and tie the ends of the string together. Position the button in the centre of the two lengths of string, with the knot at one extreme end.

How to play

1. Wet the thread and the button with saliva or water.
2. Hold the *Imillutaq* at the two ends with the button positioned in the middle.
3. With hands apart, keeping one hand still, rotate the other hand rapidly in a circular motion, as if you are cranking something. The *Imillutaq* will whistle a bit as you are winding.
4. After about 10 seconds of winding, pull your hands apart to stretch the string. The *Imillutaq* will make a whirring or humming sound.



Tips

- When playing with the *Imillutaq* ask the children: Can you hear the *Imillutaq* whistle? Can you hear the *Imillutaq* hum?
- If you use dental floss to make the *Imillutaq*, take the opportunity to talk with the children about dental floss, and how and why to use it.



Getting ready

Talk with the children about buttons and their purposes.

Materials

- Buttons for threading
- Sturdy yarn or string
- Small dishes to hold the buttons
- Scissors

How to make

1. The children should sit for this activity. First, ask the children to try tying a knot in the end of a piece of yarn. Show them how to do it. If they cannot tie a knot, do it for them.
2. Give each child a fresh piece of yarn or string (pre-knotted if necessary) and a dish of buttons.
3. Ask the children to select some buttons for threading (about 5 to start).
4. Have the children hold the yarn in one hand, and thread the end through a hole in a button.
5. Once the children finish threading the buttons, they should be encouraged to tie the two ends of yarn together, if they are able, to make the necklace. Otherwise, tie it for them.

Tips

- While working with the buttons, practice counting: 1 button, 2 buttons and so on.
- Also, the leader can ask:
 - How many buttons do you have?
 - How many buttons are on your button necklace?
 - What colours are the buttons on your necklace?

(The leader can help the child with the counting questions by pointing to each button and naming the number or colour word.)



Safety Tip

Small objects like buttons should not be available for infants to play with. Infants and toddlers could choke on small objects. Loose buttons and small objects should be kept out of infants' and toddlers' reach.

Activity

Button Picture *Age: 3 plus*

Getting ready

1. The leader first explains to the children why buttons are used. The leader can show a button, and demonstrate how a buttonhole works. If the children are wearing buttons, encourage the children to touch the buttons, and try to operate them.
2. Roll two or three buttons on the floor, and have the children crawl on all fours in a race to get to the buttons first.
3. Be sure you pick a space clear and safe for the button race. Make sure that there are not any toddlers or infants in the play area.

Materials

- Buttons, as many as possible
- Glue or sticking tape
- Cardboard or construction paper

How to make

1. Have all the children sit in a circle on the floor.
2. Explain that they will be pasting buttons on to the cardboard.
3. Give each child some glue and have buttons available.
4. The leader first demonstrates how a button is glued to paper. All the flat side of the button is coated with glue, then it is pressed on to the paper.
5. Encourage the children to glue all the buttons they have to the cardboard. They can make a pattern, if they wish.
6. Let the glue dry. Write the child's name on their artwork.

Tips

- Test the glue before use to make sure the buttons stick well. You may want to choose white glue or a good quality glue stick.
- When the button board is complete, ask:
 - What can you tell me about your button picture?
 - What colours are the buttons?
 - What are buttons used for?

Note

Threading buttons promotes fine motor development as well as eye hand coordination.





To the Church in Kuujjuaraapik

This is a story about how Inuit lived after the arrival of the first missionaries and before the Inuit had big boats, snowmobiles and communities with ministers and churches.

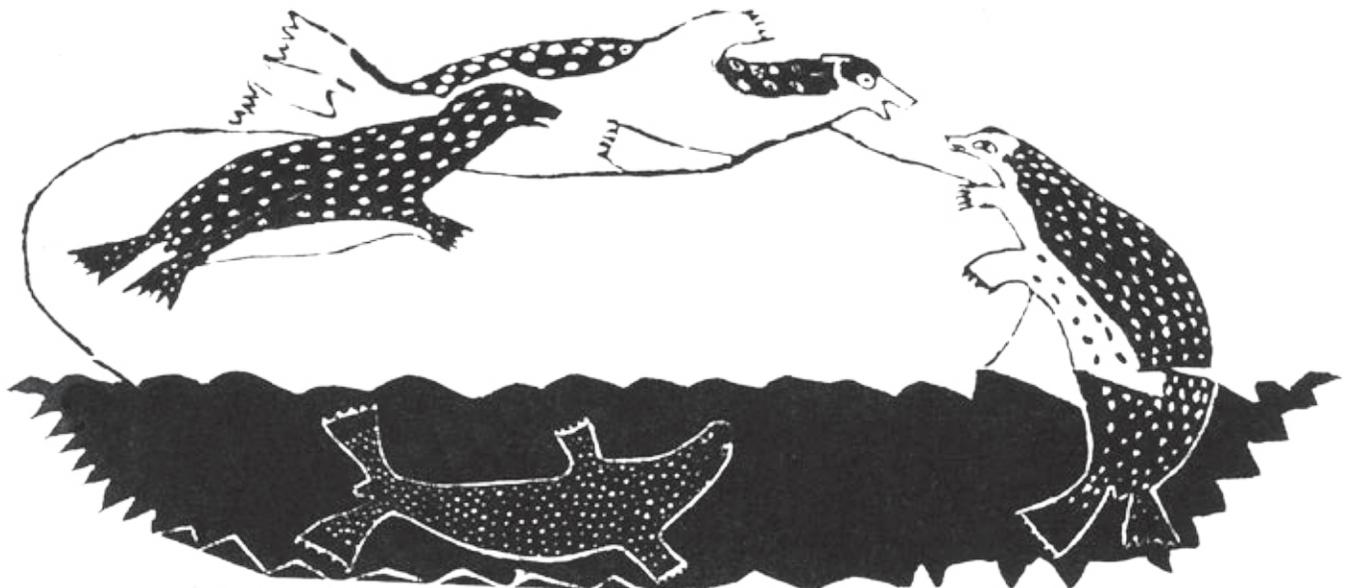
The church in Kuujjuaraapik

A long time ago, there was only one church to serve all the Inuit on the coast of Hudson Bay. That church was in Kuujjuaraapik. Inuit from all along the coast would travel to Kuujjuaraapik to go to church. People traveled from as far north as Salluit. They also came from camps around Ivujivik, Puvirnituk, and Inukjuak.

Eventually, the other communities along the coast had their own churches and had their own ministers. But before that, some people had to travel very long distances to go to church.

Inuit attended church only in the winter. They could not get to church in the spring because they did not have big boats yet. In the winter, they could travel by dog team when the ice was hard.

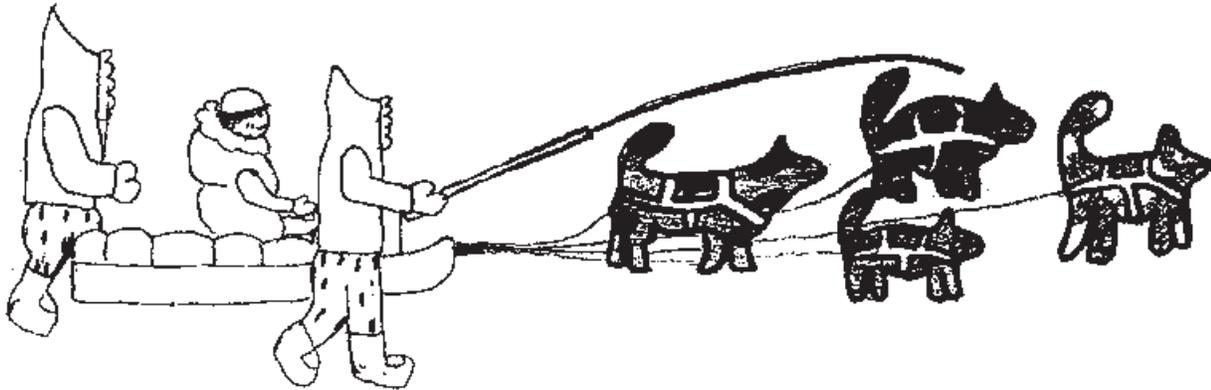
In those days, everyone traveled to Kuujjuaraapik, even the very old people. Some people were poor. The poor people had only a two- or three-dog team for traveling to Kuujjuaraapik. At that time Inuit wore caribou and sealskin



clothes. In the winter they wore kamiks on their feet, which went up to their knees. Some people became very sick on the trip, and died.

While travelling to Kuujjuaraapik, the hunters were always on the lookout for seals. When a hunter harpooned a seal, the dog team was sent off to find another seal hole. When a seal was caught and killed, the traveling group stopped for the night. While the hunter prepared the seal for eating, the men built an igloo around the hunter. After the igloo was finished, the travelers gathered inside the igloo to eat. Following the feast of fresh seal meat, the people wanted to smoke and drink tea so they made tea with rosemary, and chewed tobacco.

The Inuit tried to get back north to their homelands before the ice began to melt. If spring came quickly and the ice began to melt, they would have to set up camp and wait for the ice to melt completely. While they waited, they would make kayaks. Then they completed their trip home by kayak on the open water.



Words

Amautik woman's parka with a pouch in the back for baby

Kamik sealskin boot

Mamaittuquti Labrador Tea

Tarramigautik seal hunting screen

Tuksiavik church

Life on the land

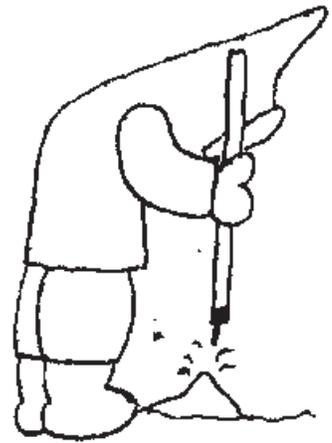
In the springtime people moved to the islands, so they could hunt for seals and make kayaks from their skins. In the spring, men wore parkas made from big flour bags, and rabbit skin hats. They also used the big white flour bags to make seal hunting blinds, called *tarramigautik*. Hiding behind the white cloth, the hunters were able to sneak up very close to the seals.

In the springtime, the Inuit cut up their winter *kamiks* to make kneepads. On their feet they wore waterproof *kamiks*.

In the summertime, Inuit moved inland and lived there for the season. They hunted caribou, fished, and picked berries.

During the fall they moved again, this time to a place where they could find fuel such as moss and willow. They collected lots of fuel, so they would have enough to last a long time. They stored the fuel in several locations. Inuit tents were kept full of plenty of moss and willow fuel.

During the coldest days of winter, Inuit moved to the inland lakes where they could fish and be close to a supply of fresh water. They continued fishing until it was time to travel back south to Kuujjuaraapik to go to church. This cycle of life went on until missionaries had built churches throughout the Inuit homeland, and Inuit no longer had to travel to Kuujjuaraapik to go to church.



Unataga tuksiavik (here is a church)

Getting ready

Ask the children about their experiences with church; for example:

- Do you go to church?
- What do you do when you are inside a church?
- What is the name of the Minister of your church?
- On what day of the week do you go to church?
- Do you sing at church?
- Can you sing us a song that you sing at church?

Unataga tuksiavik

Unattautaga tuksiaviup sanningajulinga

Ukkuanga ukkuilugu

Ukuataga Inuit!

Tips

You can sing this song, using fingers to act out the words.

1. With your hands palm side towards you, slip fingers from one hand into fingers from the other.
(Here is the church)
2. Turn your hands over lifting index finger together until the tips touch to form a steeple.
(Here is the steeple)
3. Keeping fingers together open thumbs and wiggle inside fingers !!!
(Open the doors and see all the people.)



Song

Kuujjuaraapimmut qimutsisutik tuksiariarpalaurtut

Getting ready

This song is sung to the tune of one of Ullautut's songs, called *Qimmiapigaliinna Naunginnas*. It is about the time when Inuit used to go to church in Kuujjuaraapik by dog team.

Kuujjuaraapimmut qimutsisutik

Tuksiariarpalaurtut

Ajuinnasutik tarramiut

Tuksiariarsutillu

Salluit Ivujivik Puvirnituaq

Inukjuamiullu

Tuksiariarpatuviniit

Kuujjuaraapimmut!

Infants

Put baby on your back in a baby carrier such as an *amautik*. Carry baby on back and sing the song about the trip to Kuujjuaraapik.

Toddlers

Toddlers can try to do the finger play. They can use a small *amautik* to carry a doll on their backs and sing the song about the trip to Kuujjuaraapik.

Game

Ujaraaluit uqumaittualuit katairqaangiliutigutaujut

(big heavy rocks: a contest to see who can hold the rock the longest.) Age: 3 plus

Number of players: 2 - 8

Materials

- Rock a size that 3- and 4-year-old children can hold.
- Prepared name-tags on small rocks or sticks (for marking drop spots).

Getting ready

1. Pick a rock that is not too heavy to be held by the children in the group. Prepare a place to play the game outside. Clearly mark a starting and a finishing line.
2. Show the children the selected rock. Ask the children some questions about the rock:
 - What is it?
 - How can this rock be used?
 - Is the rock heavy?
 - Let the children express all their thoughts relating to rocks.
3. Show the children how to drop the rock safely.
4. Tell the children about the steps to playing this game.



How to play

1. This game is played outside.
2. The players will line up. Each player will take a turn trying to lift the rock and put it down – safely. (Any players who are unable to pick up the rock and drop it safely should watch the game from the sidelines.)
3. All selected players will form a line.
4. The first player will hold the rock with two hands behind the starting line.
5. The leader starts the game by saying “Atai”. On the signal the player begins to walk without dropping the rock to the finish line.
6. If the player drops the rock he/she is Out. The leader marks the place where each player drops the rock with one of the prepared name-tag rocks or sticks.
7. The child who carries the rock the farthest without dropping it, or the children who carry the rock across the finish line are the strongest. They are *pisitik* [able].

Tips

- This game is good large-motor activity. It is played outdoors.
- Be sure to show the children how to drop the rock and move safely away.

Did you know?

A long time ago, parents arranged marriages for their children. A woman might not even meet her husband before her wedding day. Once a man and a woman were married, they stayed together forever and ever. A man who was a good hunter could have two wives. Inuit had to work hard in order to survive.

Craft

Making props to act out the story about the trip to the church in Kuujjuaraapik

Getting ready

1. After telling the story about traveling to the church to Kuujjuaraapik, ask the children to think about what they remember from the story.
2. Ask the children to think about what they would need if they were going to act out the story.
3. Help the children prepare a list of the things they would need to act out the story.
4. Look over the list and select with the children some items that could be made in the classroom.
5. Plan a trip outside to assemble any of the items that could be found outside.

Materials

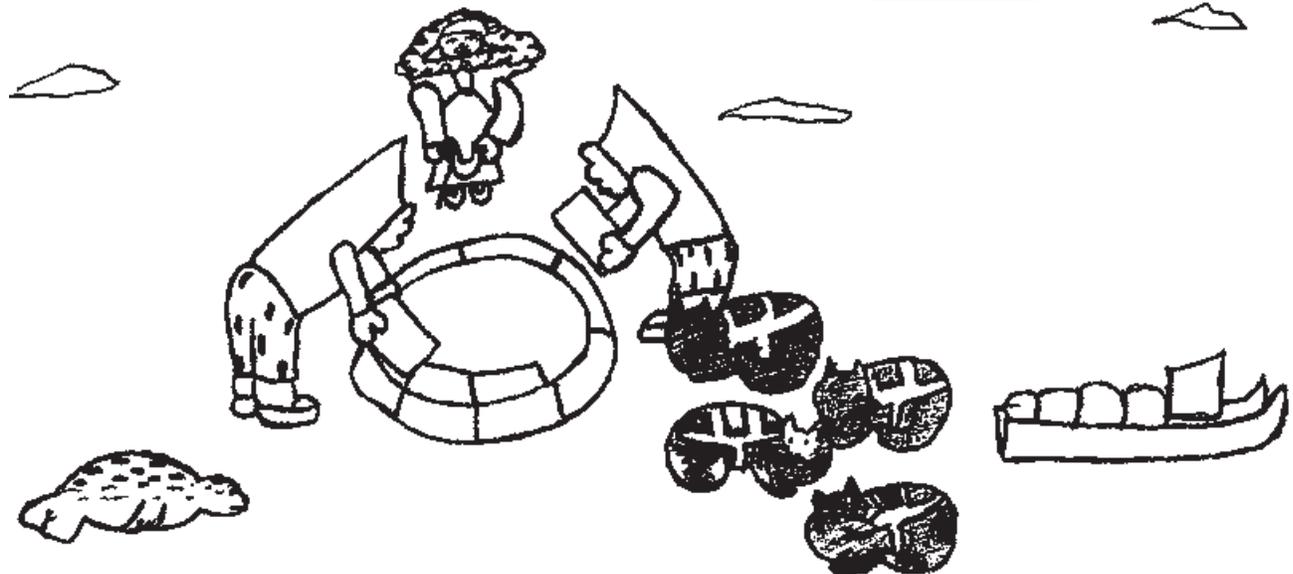
- Glue
- Scissors
- Material
- Cardboard

Use whatever materials are available to make the items on the children's list. In the childcare setting, children and leaders may need to bring in items from home.

Think hard and use your imagination to make and assemble things from the materials available to you, without ordering from the catalogue and/ or going to the store.

How to make

Plan with the children in small groups or individually how they can make the items they have decided to make. Work out simple steps to make each item, supervise carefully and be available to help the children as they create their props.

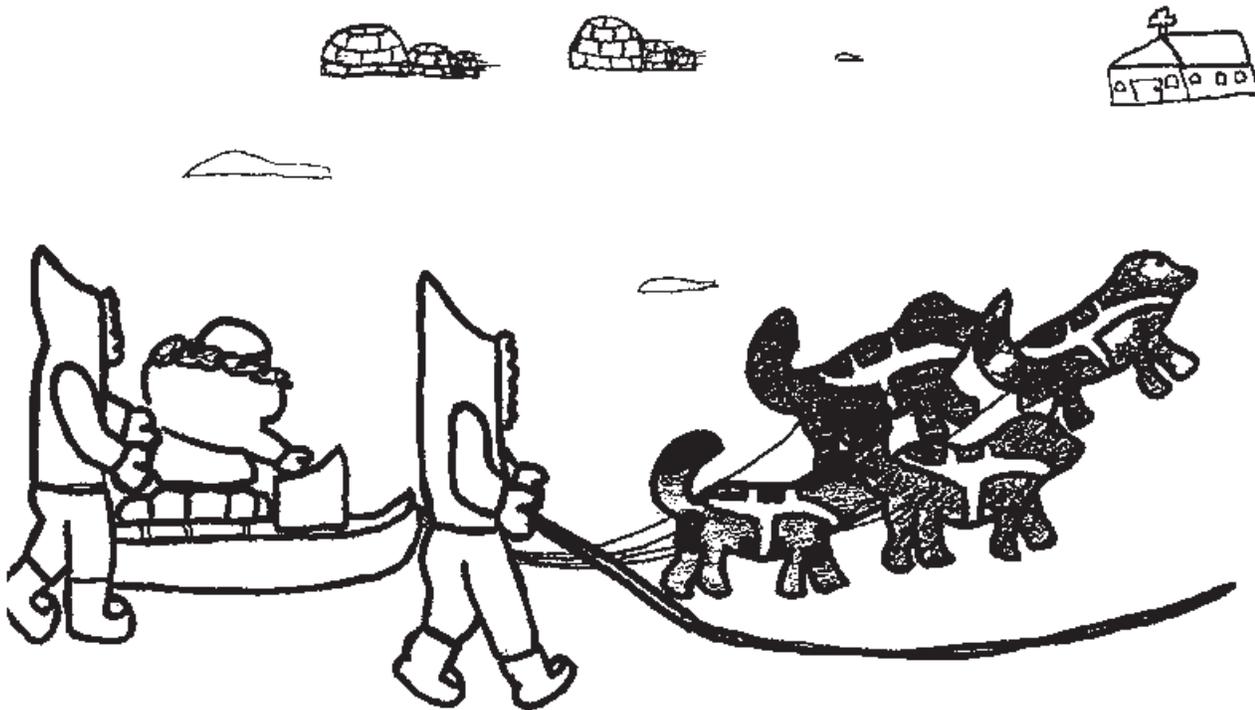


Activity

Encourage the children to re-enact the trip to Kuujjuaraapik using the props they have made and other items pulled together from home and school.

The leader can prepare a set of activity cards about the trip to the church in Kuujjuaraapik. An idea for 4 cards is:

1. The dog teams are traveling across the frozen ice.
2. Inuit are seal hunting while the dogs are looking for seal holes.
3. Inuit are attending church in Kuujjuaraapik. The dogs are standing outside the church.
4. The dog teams are traveling through mushy ice water.



The Man Called Ittualua

Long ago, three men were out hunting. One of the men was called Ittualua. Ittualua was a man who people noticed. Ittualua was a man who did not smile. Ittualua was a man who did not laugh. Ittualua was a very serious man. Ittualua had two hands, two thumbs and seven fingers. Ittualua was missing the middle finger on one of his hands. Nobody can remember which hand was missing a finger. It was said that Ittualua's missing finger was buried near his birthplace in Qikiartajuaq.

Long ago, when these three men were out hunting, they had the good fortune to catch a sea mammal. It was a ringed seal. The hunters were very hungry, and they started eating right away. They ate and ate until they could eat no more.

When one of the men finished eating, he looked for a rag on which to wipe his dirty hands. Suddenly he turned to the sour-faced Ittualua and said, "You would make a good rag. Let me use you to wipe my hands." The man who said this to Ittualua was trying to make a joke. He was trying to be funny. Ittualua did not think the man was funny. Ittualua did not want to be called a rag. Ittualua did not like those words.

He was mad. He was really angry. Ittualua started to fight the man. The fight took place near a small pond. The two men fought until Ittualua pushed the man's head into the water and tried to drown him.

The man did not drown. But from that day forward, he never spoke an unkind word to anyone. Not even as a joke.

Tip

Follow up this story with a talk about feelings. Invite the children to speak about feeling mad. Ask the children to identify things they can do when they feel angry, such as: count to five; talk about their feelings; go for a walk.

Words

Anniturtuq..... a male or female Inuk who catches any kind of animal or fish for food

Putjujuit fingertips

Finger names:

lqirquq the baby finger; the shortest, thinnest finger

Tikiq the pointer or index finger; located beside the thumb

Kulluq..... thumb

Mikiliraq..... the ring finger, located between the middle and baby fingers.

Qitirsiq the middle finger, the longest of the five fingers.

Kulluq Kulluq Naniippit

Getting ready

1. Teach the children the names of the fingers. Touch each finger and say the name. The Inuttitut names of the fingers are written in the word section.
2. The leader sings the song first, showing the finger motions. The children can join in when they feel comfortable.
3. Start the song with your two hands behind your back.
4. As each of the fingers is called in the song, bring the finger out to show the group. For example, at the words *Kulluq Kulluq*, hold up your thumbs. At the word *Tikiq*, hold up your index fingers.
5. The song is sung to the tune of Frère Jacques.



Kulluq Kulluq

Kulluq Kulluq

Naaniippit? Naaniippit?

Maaniippunga Maaniioounga Qaanuippisi?

Tikiq Tikiq

Tikiq Tikiq

Naaniippit? Naaniippit?

Maaniippunga Maaniippunga Qaanuippisi?

Qitirsiiq Qitirsiiq

Qitirsiiq Qitirsiiq

Naaniippit? Naaniippit?

Maaniippunga Manniippunga Qaanuippisi?

Mikiliraq Mikiliraq

Mikiliraq Mikiliraq

Naaniippit? Naaniippit?

Maaniippiunga Maaniipunga Qaanuippisi?

Iqirquuq Iqirquuq

Iqirquuq Iqirquuq

Naaniippit? Naaniippit?

Maaniippunga Maaniippunga Qaanuippisi?

Infants and Toddlers

Parents and children will like to see handprints. To make handprints, pour some paint into a pie plate (see paint recipe under **Craft**). Place the child's hand flat in the paint. Then press the hand flat onto a piece of paper. Put the child's name on the front/back of the paper and let dry.

Game

Inugait Qaliariit (Finger Game)

Age: 4 plus

Number of players – 1 plus

How to play

1. Place both your hands behind your back.
2. When the leader says, 'GO!' the players place fingertips together, starting with the little finger. (Fingertips of same fingers from opposite hands meet – little finger is first, and therefore at the bottom, then ring finger, middle finger, index finger and thumb.)
3. Try to finish as fast as possible. The first person with all fingertips touching is the winner.



Craft

Finger-Painting

Getting ready

1. Prepare the paints
2. Set up table with paint and paper

Materials

- ½ cup water
- ½ cup flour
- food colouring/ powder paint/acrylic paint
- heavy paper

To prepare paint

Mix together flour and water

Add colour

To finger-paint

1. Children put on old shirts or painting aprons
2. Children sit at a table on which the prepared paints are available for their selection and the heavy paper has been placed.
3. Children or leader scoop a small handful of paint onto the center of the paper, and the children swish the paint around with their hands.
4. Have soap and water ready for a careful handwashing when the painting is done.

Tips

Children might like to make fingerprint people. To do this, show them how to insert a fingertip in the paint, and place the fingertip on clean paper. When the fingerprint is dry, the children can draw around it to make a fingerprint figure. Perhaps they could make Ittualua.

Game

Iqirlitiq Qanirmut (Making suction noises with the mouth)

Age: for all

Number of players: 1 plus

Iqirlitiqtuq describes the process of puckering the lips and cheeks to make suction sounds with the mouth. (These sounds can be very funny and joyous).

Getting ready

Explain to the children the meaning of *Iqirlitiqtuq*, and once they understand it, have them practice the activity.

How to Iqirlitiq

The person's mouth is twisted and contorted to make suction-like sounds. Have the children make the sound. Encourage the children to have fun and *Iqirlitiq*.

Tip

This game is great exercise for the mouth. It is fun to hear the sounds.

Activity

Arsaaraq

Age: 3 plus

Number of players: 2 at a time

Materials

- One piece of wood that fits comfortably in the hand.
- Rope or rawhide thong; arms length

Getting ready

Firmly attach the rope or thong around the middle of the piece of wood

How to play

1. Two players sit on the floor facing each other.
2. One of the players, called *Irlituq*, grasps the wood with one or two hands, and holds it close to their chest. The other player takes hold of the rope, and tries to pull the first player's arm to a fully extended position. The first player loses when their arm is fully extended.
3. The winner keeps on playing until he/she loses, taking on any others who also try to pull out his/her arm. Only by losing will a player be eliminated from play.

Note

This game is a good gross motor activity.



Did you know?

Police use fingerprints to identify people. Everybody in the world has different fingerprints.

Inugagulliq

A long time ago, there was an Inuk dwarf [*Inugagulliq*] who was tracking a fox. He was following the fox's footprints. He followed the fox's footprints down a steep hill. He followed the fox's footprints along the side of a small creek. He followed the fox's footprints up into a grassy meadow.

Just a few minutes ahead on the path, there was an Inuk hunter who was tracking a fox. He was following the fox's footprints. He followed the footprints down a steep hill. He followed the fox's footprints along the side of a small creek. He followed the fox's footprints up into a grassy meadow.



The Inuk hunter caught the fox first. And so when the *Inugagulliq* came along, he saw that the Inuk hunter already had the fox. The *Inugagulliq* said to the Inuk hunter, "I have small children at home. Would you be so kind as to share with me the *Mimiq* [thigh] of the fox so I can feed my family?"

The Inuk hunter refused the request of the *Inugagulliq*. He said no, even though the *Inugagulliq* wanted only one thigh, which would be enough for the small man's family.

When the Inuk hunter refused his request, the *Inugagulliq* was very unhappy. And he was actually an *Inugagulliq* shaman, so he cast a spell on the Inuk hunter. He said, "*Aarlulutit Aittarit*" [Face the sky and open your mouth.]



The Inuk hunter immediately turned his face skyward and opened his mouth wide.

The hunter who had refused to share the fox with the *Inugagulliq* and his hungry family had been cursed by the shaman's spell.

The Inuk hunter headed back to his camp. He walked through the grassy meadow with his face turned skyward and his mouth wide open. He walked along the creek with his face turned skyward and his mouth wide open. He walked up the steep hill with his face turned skyward and his mouth wide open.

All the way back to his home, the Inuk hunter walked with his face turned skyward and his mouth was wide open.

Finally, the Inuk hunter who had refused to give the *Mimiq* of a fox to the *Inugagulliq* with a hungry family returned to camp. He went inside his tent, and only then did his head face forward and his mouth close shut.

He had been cursed by the *Inugagulliq*.

Words

Aarlungajuq..... when a person's head keeps on looking toward the sky.

Aarlutuq..... when a person looks skyward toward the stars and the sun, and his/her head inclines upward.

Akianut other side

Inugagulliq dwarf

Mimiq..... thigh

Tujjasijuq..... tracking

Tuktuq..... caribou; a land animal which was of great use to our Inuit ancestors. Its fur was used for clothing, and its meat used for food. Its tendons were used for thread, and its skins were used as tents.

Tumiit..... footprints

Did you know?

Sharing food is a basic part of Inuit life. When Inuit hunt and fish the food is shared with friends, family and community. Sharing food is a part of the Inuit way of life.



Song

Tuktuq Tuktuq Niqiqarpit

Tuktuq Tuktuq Niqiqarpit?

Marik Marik Niqiqarpunga

Ataataullu Anaanaullu Turusiapiullu

Nirigatsanganik!

Tips

- When preparing for the song, talk to the children about caribou. Show the children pictures of caribou and caribou tracks.
- Ask the children to share with you their own caribou stories and experiences.
- The tune of this song is the same as the song called *Natsiq Natsiq Qisiqarpit*.
- If you know of other caribou tunes, this might be a good time to share them with the children.

Game

Ajagaq (Fox Head)

Age: 4 plus



Number of players: 1 plus

Materials

- Head of a fox
- Thread from caribou or beluga whale tendon, or any other string, about 20 cm long.
- A bone or a stick 15 cm long
- Shaver blade for cutting
- Sandpaper

Getting ready

1. Boil the head of a fox.
2. Remove all flesh from fox's head.
3. Perforate holes in fox skull with a knife or a metal nail.
4. Using a shaver, shape a point on the bone or stick. The point must fit into the small holes in the fox skull. Smooth the point with sandpaper.
5. Tie one end of the string to the dull end of the stick or bone.
6. Tie the other end of the string to the back of the fox skull.

Getting ready

1. People can play this game either seated or standing. It can be played by one person, or as many as you like.
2. First, teach the children about the names of the different fingers: thumb, index, middle, ring, and little finger.
3. Sing along with them the *Kulluq Kulluq* song (below). When you sing, start with the thumb, and finish with the little finger.

Lyrics for the Kulluq Kulluq song

Kulluq, Kulluq

Kulluq, Kulluq Naaniippiit?

Maaniippunga Maaniippunga!

Qaanuippisi?

How to play

1. Hold the dull end of the stick in one hand and let the skull dangle on the string. Using only the hand holding the *Ajagaq* game, try to insert the pointy end of the stick into one of the holes in the fox's skull.
2. The first time a player pins the stick into a hole, he/she has to say, '*Kulluat*.' (See counting chart)
3. Once a player has attained '*Kulluat*', he/she tries for the next number on chart, '*Tikkiat*'. If he/she is not successful, another player takes a turn.
4. When a player has counted through the fingers on his right hand, he says "#6 '*Akianut*'" before continuing with the left hand.
5. Use the numbering chart to count up the number of consecutive successful tries. The first player to reach 26 is the champion.

Tip

This game will carry on over many days. It can be used as a way to encourage counting, naming fingers and toes, and developing memory skills.



Make a counting chart (as shown) on a large sheet of cardboard.

Counting Chart

The names of the fingers on your hand:					
Right hand	#1	Kulluat (Thumb)	Left Hand	#7	Kulluat (Thumb)
	#2	Tikkiat (Index)		#8	Tikkiat (Index)
	#3	Qitirsiat (Middle)		#9	Qitirsiat (Middle)
	#4	Mikiliat (Ring)		#10	Mikiliat (Ring)
	#5	Iqirquat (Little)		#11	Iqirquat (Little)
	#6	Akianut (other side)		#12	Akianut (other side)
The names of the toes on your feet:					
Right foot	#13	Putuguat (Big toe)	Left Foot	#19	Putuguat (Big toe)
	#14	Tikkiat		#20	Tikkiat
	#15	Qitirsiat		#21	Qitirsiat
	#16	Mikiliat		#22	Mikiliat
	#17	Iqirquat		#23	Iqirquat
	#18	Akianut (other side)		#24	Akianut (other side)
Ending numbers #24 Sanningit, #25 Pilungit #26 Uningit					

Getting ready

1. Pre-cut sponges to make various interesting shapes.
2. Attach a clothes peg to the centre of each sponge.

Materials

- Sponges
- Clothes pegs
- Empty margarine containers
- Acrylic paint
- Paper

How to make

1. Pour a shallow layer of paint into plastic margarine tub;
2. Child picks up a sponge shape by clothes peg handle;
3. Child dips sponge flat into paint;
4. Child presses sponge onto paper to make a print.

Tips

- You can set a clothesline in the room for drying the children’s artwork. Simply use clothes pegs to attach the work to the line.
- Always remember to write the child’s name on the back of his/her work.
- When dry, the artwork can be posted for all to enjoy, or stored in a folder to be taken home – daily, weekly or monthly.



Infants

Make baby footprints. You can make a keepsake footprint by placing baby’s foot into a plaster mixture. Pour a shallow layer of smooth thick plaster mixture into a disposable container, and then press the sole of the baby’s foot briefly into the wet plaster. Clean the baby’s foot right away! Let the plaster dry completely in the container, then remove it, and label the footprint with the baby’s name.



Activity

Tracking Footprints

Indoor activity

Materials needed

- Pictures of animal tracks and animals
- Paper
- Pencil (or pen)
- Feet of small children

Show the children pictures of animals and their tracks.

Trace the outline of the children's feet onto paper.



Tips

- Encourage children to talk about their tracking experiences.
- Set up a viewing table with samples and pictures of animal tracks.



Outdoor Activity

Getting ready

Be sure that everyone has appropriate clothing for an outdoor activity.

To do this tracking activity

1. The leader explains that the children are going outside to search for tracks.
2. Have the children search for tracks from any kind of animal. Be ready to identify the tracks the children find.
3. After the animal track search is over, have the children make some tracks of their own.
4. Encourage the children to follow the tracks of other children.
5. After the game of tracking is over, the children can return inside and draw pictures of the tracks they have just seen, including their own.



Toddlers

Materials

- Roll of drawing paper
- 2 pie plates
- Paint
- Soapy water
- Basin
- Towels

Take a long roll of paper (several meters in length). Lay out the paper in a corridor. At one end of the paper, place two pie plates of paint. At the other end, place a basin of warm, soapy water. One at a time, the toddlers will step barefoot into the paint (one foot in each plate) and then walk the length of the paper. When they reach the other end, they step into the soapy water to clean their feet, and then dry them with a towel.



Nunamiut: Inuit on the Land

In the days before Inuit had four-wheelers and motor-powered boats for summer travel, they traveled by foot and by kayak. In the late spring and summer, they traveled inland in search of caribou. Sometimes they walked and paddled great distances.

When the caribou hunting party were traveling along a river or lake, the men paddled the kayaks on the water [*qajartutuit*], while the women walked along the shore [*qutiruqtuit*]. Their dogs walked along with them, tied on leashes [*tasiguartuq*].

Inuit carried all of their belongings with them when they traveled. The dogs carried packs on their backs. The women carried the young children on their backs. When the men had to travel over land to reach the next lake or river, they carried their kayaks on their heads [*maqittuq*], their small sons on their shoulders, and packs on their backs.



When the hunters found caribou, they stopped and set up camp. Then they ate fresh caribou meat and caribou fat [*tunnuq*]. They also stored *tunnuq* for later use, and dried caribou meat to make *nikkuq*.

They scraped and cleaned the caribou skins, chewed them to make them soft, and sewed them to make clothing.

When they had finished all the work of drying the meat, and cleaning, smoothing, drying and sewing the skins, they packed up everything and traveled back towards the coast.



Song

Qulippa

This is a song to sing while juggling. See the instructions for the juggling game that follow this song.

Qulippaq Qulippaq

Juittuq Uuma Ainni Vaatit

Tigunnivaatit Kailittaa Kailittakuu

Kailittaa Kakakakailittaa

Atsanullu Nannunullu

Katittanullu Avalluvaa Avalluvaa

Avullu Taima Puirvalaavuq

Avullu Taima Puirvalaavuq

Juattalii Juattalii

Avalujuattalii Avalujuajujuattalii

Alaqara Marruunik Alaqatsiaralii

Pingasunik Uvangali Atausirmik Pinginguaqaqpakama

This song is supposed to be sung while juggling. The juggler has to juggle and sing at the same time. If, while still singing, you drop a stone, start over again. The juggling game that goes with the song is called *Illukitaartuq*.

Infants

Place a caribou skin fur-side-up on the floor. Place baby on the skin to lie and play.

Place some caribou knuckles in a container to make a caribou-knuckle rattle. Shake the rattle for baby to hear.

Words

Nikkuq: dried meat

Tunnuq: caribou fat

Caribou Words

Nurralaaq: a newborn caribou calf

Nurrariik -

Nurralik: a female caribou together with her calf

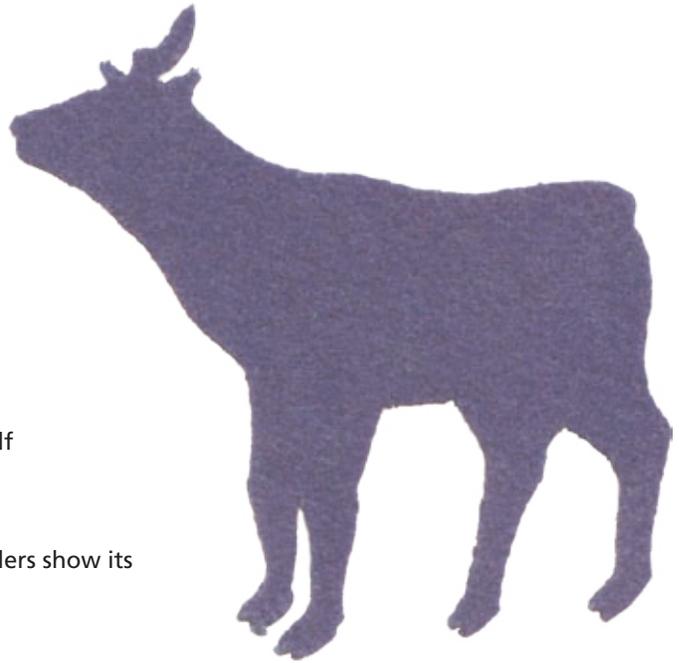
Nurraituq: a female caribou without a calf

Kummalik: a young male caribou; buck

Panniq: a full-grown caribou bull; its large antlers show its maturity

Najjuituq: a caribou bull that has lost its antlers

Natjuq: caribou antlers



Game

Illukitaartuq

Age: 3 plus

Number of players: 1 or more

Materials

Two balls of the same size, or, two stones or two beanbags.

How to play

1. Hold ball in one hand, toss it in the air, and catch it with the same hand.
2. Practice tossing the ball from one hand to the other.
3. Try with two balls. Start with one ball in each hand; throw one ball in the air, and at the same time, pass the second ball to the opposite hand; then catch the first ball with the passing hand. Keep going as long as possible.

Tips

- The steps provided are sequential: master step 1 before moving onto step 2, then 3.
- The better you become at handling one ball, the easier it will be to handle two.
- This game is very good for developing manual dexterity (motion of fingers and hands).

Toddlers

Take the toddlers down to a flat place at the riverside where they can stand easily and safely near the edge. Let the children select rocks small enough for them to toss easily, into the moving water.

Tip

When near the water, be sure that you have one adult for every two toddlers to assure the children's safety.



Game

Tuktuit Inugangnguagit (Caribou Bones)

Age: 3 plus

Number of players: 1 or more

Materials

- Caribou bones (from the feet or hooves)
- A pair of mitts, or a pair of kamiik [sealskin boots]
- Sturdy string
- Knife or *uluk*
- Cooking pot, or pail
- Soap

How to make

1. Cook caribou feet (hooves) in boiling water. When cooked, remove the fur and meat (cartilage) with a knife or *uluk*. (Eat the edible parts.)
2. Remove the knucklebones, place them in a pot of water with soap, and soak for a long time. Change the soapy water occasionally. When no odour remains, lay the caribou bones out to dry.

Getting ready

Ask the children to talk all they want about caribou.

Materials

- Cleaned caribou bones
- String
- Mitt or boot

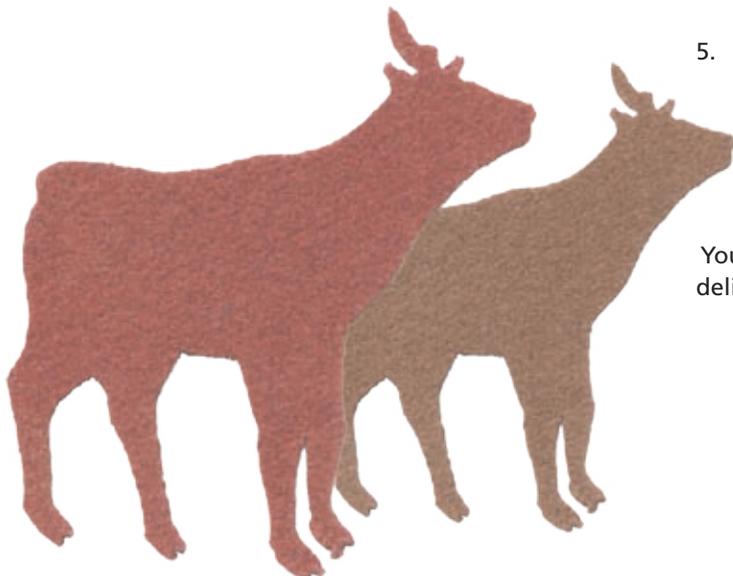


How to play

1. Place the caribou knucklebones inside a boot or a mitt.
2. Tie a noose on the end of the string, then lower the noose into the mitt.
3. The leader places the mitt on a shoulder, and shakes and rattles the bones.
4. The first player tries to retrieve a knucklebone from the mitt by pulling on the string. If the player has been able to snag and remove a bone, he may have another turn. If not, a second player gets a turn.
5. The player who retrieves the greatest number of bones is "*pisitik*" – the best player.

Tip

Arrange to have a soup made with caribou bones for lunch on the day you are playing this game. You can talk further about caribou while enjoying a delicious caribou soup.



The idea of this craft is to provide the children the opportunity to make materials to help retell the story of traveling up the river in search of inland caribou.

Getting ready

Speak with the children about the story and make a list of things they would like to make to help them retell the story.

Materials

The materials will be based on the list created with the children but will likely include:

- Scissors
- Cloth
- Cardboard
- Caribou skin
- Colouring markers

How to make

Make patterns to help guide the children in this activity. If they want to make a pretend object such as a caribou scraper, help them prepare a list of materials they will need, and help them make an outline of the steps they will take to make the item.

Provide the children with plenty of support, but try to encourage the children to plan and execute the work themselves.

Did you know?

Qutirurtuq describes an Inuk walking on land, following the shoreline, while his fellow travelers go by *qajait* on the water; the walkers are called *Qutirurtuit*, and the *qayaq* travelers, *Qayartutuit*.

Inuit made tents, rafts and *qajait* with caribou skin.

Even if one or two people found, killed, butchered and prepared a caribou, it was always shared with the group.

Women walked even when they were pregnant. When the baby was born, travel was interrupted for one night, and the families would continue walking the next day.

Mothers never left their babies. Babies were always carried along on their mother's backs.





Activity

Set up a summer tent outside

The list below includes equipment that Inuit campers and hunters use in the summer time. Perhaps you can make some pretend items and find some real ones to create a summer camping play area suitable for young children.

Summer season hunting equipment and accessories:

<i>Pautiik</i>	paddles
<i>Kajak</i>	kayak
<i>Tupiq</i>	tent
<i>Qanaq</i>	tent pole
<i>Ukkuaq</i>	door
<i>Savik</i>	knife
<i>Agiaq</i>	metal file
<i>Uluk (ulu)</i>	woman's knife
<i>Ipitsautik</i>	blade sharpener
<i>Atiraq</i>	scraping board
<i>Kiluutaq</i>	skin scraper
<i>Alliniq</i>	sleeping mat or mattress
<i>Qipiik</i>	blanket
<i>Akitik</i>	pillow
<i>Aggajaak</i>	gloves
<i>Ikirnguat</i>	duffel stockings
<i>Tiliurutik</i>	tea kettle
<i>Qaluraulik</i>	spoon
<i>Urviujaq</i>	Spoon (Ungava dialect)
<i>Ajatsautik/</i>	
<i>Kapuqqautik</i>	fork
<i>Kamialuuk</i>	rubber boots
<i>Kanaarittuuk</i>	hip waders
<i>Kanaakittuuk</i>	shoes

Tip

You can make *nikkuq* by cutting thin strips of fresh caribou meat and hanging it on a line to dry. Turn the meat over after a few hours. Keep turning until it is dry.

You can fry caribou meat in a pan – on the stove or outside on an open fire.



Warning

Be sure that children around the outside fire are well supervised and always maintain a safe distance from the flames.



Salt Water Inuit and Big Skin Boats

Salt water Inuit made boats using the skin of bearded seals [*utjuit*]. The men made the frame for the boat from wood. The women sewed the skins to make the hull. They used sewing thread made from braided caribou tendon. This made a very strong thread, so strong that it could hold together the big skin boat.

The big boats were made with the skins of the bearded seal. When preparing a skin to make the boat, the skin was split into layers. The Inuit call this *ikiarsijuq*.

The big skin boats were called *umiatuinnaaluit*. They were big so that they could be used to travel safely on the ocean. They were also used on big rivers. They were used for long distance travel.

Dogs pulled the big skin boats. It took many dogs to pull one boat. *Avatait* [floats] were attached to the dogs' ropes to prevent them from sinking or becoming knotted, tangled, and caught on rocks.



Words

Avataq..... a float, attached to the harpoon line, so that a harpooned animal is not lost.

Kivijuq..... sink

Natsiq..... seal

Patiq..... bone marrow

Puttajuq..... float

Taliruaq..... the front flipper of a seal

Tunnuq..... caribou fat

Uujuq meat from any animal which is cooked, boiled in water in a pot, or cooked over a fire.

Utjuk bearded seal

Uunaalik..... cooked dried caribou tendon with back fat.

Song

Natsilaurama Pingasunik

Getting ready

1. Speak with the children about eating seals and boiling seal meat to eat.
2. Invite the children to share seal stories.
3. When introducing the song, have the children listen once and then invite them to join in.

Natsilaurama Pingaasunik !

Natsilaurama Pingaasunik !

Uujurtulaurta Uujurtulaurta !

Uuju Uuju Uuju !

Infants

The small seal bones can be placed in a container with a cover and shaken to make a rattle.

Did you know?

The Inuit who lived inland caught caribou, and brought great bundles of *tunnuq* [caribou fat], *uunaalik* [cooked, dried caribou tendon with back fat], and *patiq* [bone marrow] to the Inuit who lived on the sea coast. The Inuit of the coast were joyous to receive such delicious gifts.

Sometimes Inuit would use smoke signals to communicate with Inuit at other camps that were a distance away.

Game

Matching Seal Flipper Bones

Age: 3 plus

Number of players: 1 - 5

Materials

- Front flipper [*taliruaq*] of a seal
- A mitt or a sack to contain the bones
- Pot
- Pail
- Soap

How to make

1. Cook the front flipper of a seal to boiling.
2. When it is cooked, eat all the meat and cartilage, and pick the bones clean.
3. Put the bones in warm water, and soak them for a whole day.
4. The next day, drain the water, replace with fresh water and add soap. Soak the bones for another whole day in the soap mixture to get rid of any odours.
5. Drain the water, rinse and lay the bones out to dry and to de-odorize.

Getting ready

Show the bones to the children. Encourage the children to notice similarities and differences.

How to play

1. Have all the children sit on the floor in a circle.
2. Put the seal bones in a mitt or a sack, and shake and rattle them.
3. Scatter the bones onto the floor.
4. The children will then search for bones that match in shape and size. When they find two that match, make sure to say the names of the bones (if you know them). The children can make a pile of the matching bones that they find.
5. The search goes on until all of the bones on the floor have been matched.

Tip

This game is good for learning to speak, and learning to remember.



Inuttitut names of seal bones

Qamutingnuat: [the largest bones]

Natsinguat [seal]

Angutingnuat [men]

Illitingnuat

Arnanguat [woman]

Sirpalungnuat [crooked shape]

Qajuuttanguat [bent in shape]

Allaangajungnuat

Qullinguat

Qimminguat [dog]

Tiriganniap Kiasinga Qajurtuutik

Natsiup Kiasinga Qajurtuutik

Toddlers

The toddlers will love to play in a water center. If there is a water table, fill the tub with clean water. Colour the water by adding a few drops of food colouring. Provide the children with objects like squirting containers (empty plastic ketchup holders) and measuring cups with which to play.

Tip

If there isn't a water table, make a water center by filling a dish-washing tub with water and placing it on the floor or on a low table.

Craft

Floating boat

Getting ready

Have the children save recycled objects that float. Children can check to see if the objects float by putting them in the bath.

Materials

Recyclables that float include:

- Sewing spools
- Grocery store meat trays
- Plastic strawberry baskets
- Yoghurt containers.....etc.
- White glue

How to make

Create a floating boat by gluing the spools and other objects onto the grocery store meat tray.

Tip

Afterwards, the children can test their floating boats at the water table.



Activity

Finding things that float and sink

Getting ready

Test objects by putting them in the water to see if they float or sink. For example, scissors sink when they are put in the water, while a pencil floats when it is placed in the water. Test items available in the daycare center by placing them in the water.

Prepare a chart that lists things that float and sink:

Things that float	Things that sink
Pencils	Scissors
Coffee sticks	Toy trucks
Rulers	

Materials

- Cardboard
- Pencil (or pen)
- Assorted items from the daycare center which float and sink, which you have tested in advance.
- Water
- Container
- Towel
- Sticking tape

To test what floats and what sinks

1. Have all the children sit down on the floor in a circle.
2. Show the children a water-filled container and demonstrate the meaning of float and sink.

3. Show the children the float/sink chart.
4. Provide each child with one item that floats and one that sinks
5. The leader goes first – shows the children an object – and asks, “Will it float? Will it sink?” The object is then placed on top of the water. The name of the item that floats is then written in the float column of the chart; the name of the item that sinks is written beneath the sink title.
6. One at a time, the children each put the item they hold into the water. With every turn the question is asked, “Did it float? Did it sink?” The names of the items that float are then written in the float column of the chart, the names of the items that sink are written beneath the sink title.
7. Once all the children have placed their items into the water, review the chart. Ask the children again which items float, and which items sink, and explain to them why certain things float, while certain others sink.

Tips

- Ask the children if they think they would float or sink in the water, and prompt them to speak on anything related to this subject.
- The children can draw pictures of things that float and things that sink.

Kumak (Lice)

It is said that removing lice from someone's head outdoors can cause a storm.

One winter, on a very calm, pleasant day, two sisters were outdoors. Both of them had lice on their heads, and so they began to pick the lice from each other's hair without even bothering to go indoors. They just dropped the lice onto the snow. They were still de-lousing each other when the weather suddenly turned very stormy. The snow flew so thickly that one could get easily lost. That is exactly what happened to those two sisters. And ever since, people are warned never to remove lice outdoors, because it will cause the weather to turn very stormy.

How lice were helpful to the Inuit

Long ago, Inuit were always infested with lice. Of course they removed the lice, but the louse populations were never wiped out completely. However, some people say that the lice were actually a big help to Inuit, because they removed people's old blood. As a result, Inuit never got tired, because their old blood was regularly removed and replaced with fresh blood. So, their strength was constantly renewed. Nowadays, Inuit keep the same old blood, because we don't have lice to suck it out, and therefore we get tired quickly.



Inside tents or igloos, when caribou skin or dog skin bedding was being shaken clean, it is said that the lice were so plentiful that many, many of them were shaken out onto the ground. But the Inuit then were not at all queasy about lice and having so many lice around; because they thought the lice had useful purposes.

Kumait were also used for medicinal purposes to treat people with

cataracts. (Cataracts are a milky film covering the eyeball, which make it impossible to see clearly.) If someone had cataracts on their eyes, one louse was put in each eye. It was said that the louse's legs would jerk, or it would crawl about, and thus remove the cataracts. The louse was held on a sort of leash made of a human hair, which was attached to the louse's body but left its legs free to move.

A *Kumallaaluk* is a kind of louse, only bigger. There is an old story about a *Kumallaaluk* that went looking for some *Irqiit* [louse eggs] and *Kumait* [ordinary lice] on the head of a human being. It seems that the *Kumallaaluk* said:

Airqavaakka Qaikkik

Qairningaannik Qulaaliik

Suniaraviit Qiirniuriarniarama

Qiirniuiralaruvit Puukappiatautuinnanarqutit

Puukappiataugalaruma Ijarjuukalu

Qingarjuukalu Qarpangippagik

Itingagut Anialulaarama!

Song

There are many songs about *Kumallaaluk* including this one:

Airqavaakka Qaillik,

Kulluituuk Kamiviniik,

Qairningaarnik Qulaaliik,

Suniaraviit ?

Qiirniuriarniarama,

Ijarjuukalu Qingarjuukalu,

Qaangngituarpagik,

Tingangngituarpagik Itingagut Anijumaarpunga,

Aupaluksilunga Kaluksilunga !

Infants

Comb babies' hair. Wash babies' face. Make baby beautiful.

Words

Irqiq..... the egg, or larva, of a louse, which will hatch into a louse. Clothing lice and hair lice are different. Clothing lice are white, while hair lice are black.

Kumak..... a louse

Kumait lice (plural of kumak)

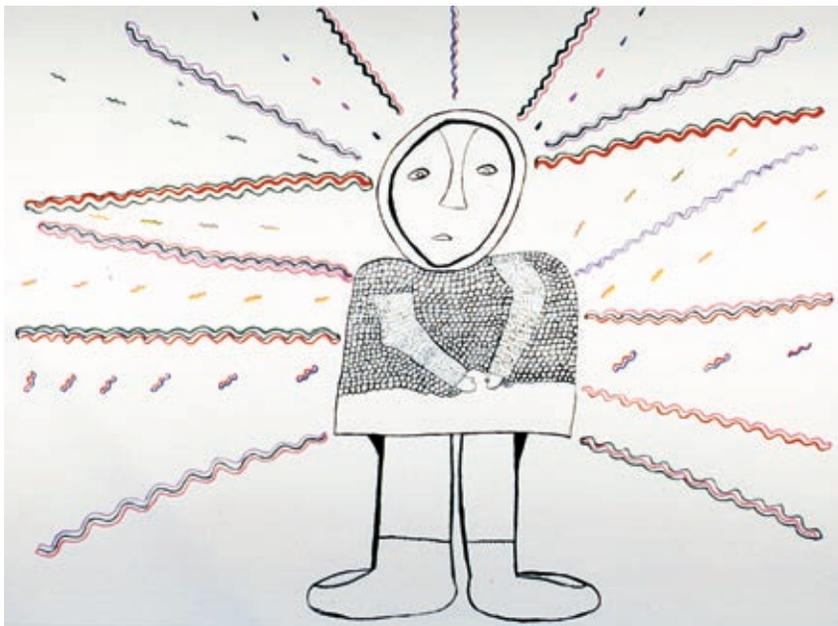
Kumallaaluk..... a kind of louse that is bigger than an ordinary louse.

Quvirti..... cataracts; a medical condition in which a thick, milky film covers the eyeball, and hinders vision.

Game

Louse Play *Age: 2 plus*

1. Sing or say 'Aiqqavaakka Qaikkik'. (See Story/Song)
2. The leader can tell the story while crawling on the floor, acting out the role of a louse for the children. Then get the children to crawl along, and act out the role of lice themselves.
3. The supervisor, while crawling like a louse, can carry a child on top of him/her, to let them "ride a louse".



Toddlers

Play hide the egg. Find an object that is shaped like an egg. Show it to the children. Have the children cover their eyes while the leader hides the object. Invite the children to search for the hidden object.

Tip

Hide the egg in a place which can be safely accessed by young children.

Getting ready

Make a model *kumak*

Materials

1. Modeling clay in black, brown, and grey colors (enough so that each child can make a *kumak*)
2. Paper
3. Pen



1. Show children the model *kumak* [louse];
2. Talk about the three colours of clay to be used;
3. Invite the children to select a chunk of clay and to soften it by kneading with their hands;
4. While the children are kneading the clay, tell them the story of *Kumallaaluk*;
5. Have them form the louse’s head; then the body, and six long thin legs to attach to the body. Make sure they can see the model you have made.
6. Place the completed models on a sheet of paper, and write each child’s name underneath.
7. Ask each child to talk about what he/she has just made.

Activity

In the childcare setting this would be an excellent opportunity to invite the local nurse to come into the center and show the leaders (parents and teachers) how to conduct a lice check. This involves examining a child’s hair to look for the small white eggs, which stick on the hair near the base and must be removed by pulling gently.

It is also a great opportunity to make a game of grooming – combing hair, braiding hair, applying gel and so on.



Girls

A story about how girls used to play before and after the arrival of *Qallunaat*.

Before *Qallunaat*

In the wintertime, girls played in a child-sized igloo that their parents made for them. Sometimes the girls would sleep in the playhouse igloo; it was like a real miniature home. The inside of the igloo was equipped with regular household items, and might include an *alliaq* [twig mat] and a pretend *qulliq* [soapstone lamp]. Sometimes parents would make a real, small soapstone *qulliq* for their daughter.

Inside the playhouse igloo, the older girls boiled seal meat or water to make Labrador tea. Sometimes the boys would bother the girls in their play snow houses.

In the summertime, girls used to play outdoors. They played ball with caribou skin bean bags, filled with sand. Mothers made small tents for girls out of an old *ulipakaaq* [shawl] or an old tent. The parents made sure their girls had a place to play and have fun, and to have sleepovers with their cousins. The girls used caribou skin for sheets and goose down comforters for blankets.

As in the winter, they made boiled seal meat and other food. Sometimes when the girls were preparing food, the dogs would bother them by entering the tents and stealing the food.

The girls used rocks as toys. They used rocks to build dollhouses. The girls even used rocks as pretend babies, carrying pretend baby rocks in small *ulipakaaq* [carrier shawls].

The children played hide-and-seek behind big rocks. Sometimes if a person remained unfound, that person would whistle to help the seekers locate him/her.

The girls played other games like never ending jumping. The last person still jumping at the end was said to be *pisitik* [smart].



After Qallunaat

Many things changed for Inuit children after the missionaries and fur traders came to the Inuit homeland in the Arctic. The missionaries preached and shared Bible stories. The fur traders brought flour and tea and sugar, foods which the Inuit children had never tasted before. The traders traded the flour and tea and sugar for the furs of fox, marten and other animals that Inuit hunters trapped.

Life changed. Now the girls used empty cans to make toys. Sometimes they would place empty cans all around the inside and outside edge of their play tent. They would make a pretend *qulliq* [lamp] using the screw-top of a jar. Sometimes the girls would stand behind a steep rock and play pretend trader or cashier, using pebbles as pretend money

One thing that didn't change – the boys still pestered the girls when they played. Very often the boys would steal the cans they used as toys.



Infants

The activity (below) provides directions for making a wooden doll – *Inuujaq*. Show the *Inuujaq* to baby. Check to make sure that the wood is smooth so that baby can safely hold an *Inuujaq* without getting a sliver.





Song



Inuujangnguamakua / Paipaingnguamakua (About dolls)

*Inuujangnguamakua Mikitsanguaqsutik
Silitsanguarsutik Mikitsanguarmata
Mauna Maunali, Mauna maunali
Illutituluga Tailaurlagu
Illutituluga Tailaurlagu
Nuliamininginna Paijiaminik
Mangatsituinnariaq Suqutitsangittuq
Mauna Maunali, Mauna Maunali!*

Game

Matching Small Parkas Age – 2 plus

Number of players: 2 – 6

Materials

- Paper
- White Bristol board
- Pencil
- Scissors
- Glue/ sticking tape
- Coloring markers/crayons
- Photocopier
- Laminator

How to make

1. Draw a picture of a small parka;
2. Then, cut it out.
3. Make copies of this on other paper. You will need a total of 24 small parkas.
4. Colour 12 pairs of parkas; (each pair should have identical details for decorations and colour).



Once you have finished colouring and decorating the paper parkas:

5. Cut out 24 white squares of bristol board or stiff cardboard, making the squares larger than the cut-out parkas.
6. Glue one parka onto each white paper square.

When finished, you will have a set of 12 pairs of matching parka cards.

7. Lamination is optional. It will increase the life span of your cards.

If you are going to laminate, heat the laminator for 15 minutes. Place the small parka pictures in the laminator package, taking into account the size, and put the cards inside the laminator. Once they are all laminated, cut the cards out. Be careful not to cut them too close to the paper edges.

Getting ready

Before playing, initiate a conversation about parkas. Ask the children if they have parkas, and if they can describe what their parka looks like.

How to play

1. Show the children how the cards match in pairs. Take time to let the children describe things that are the same and different about the cards.
2. Teach them the different colour names, and have them say the colour names out loud.
3. When the children have an understanding of the cards and how they can be made into matching pairs: play the matching game.



How to search for matching pictures

1. Spread the matching cards face down on the floor;
2. The players sit in a circle around the playing cards;
3. The starting player turns over two cards to expose the faces;
4. If the first player's two cards do not match, they must turn them back over – face down; if the two cards match, the player can take the two cards out of play, and keep them in front of him/her;
5. A player who gets a matching pair can have another turn; if not, the player to the right of the starter plays next, picking two cards and claiming them if they match, or turning them back if they do not;
6. Play continues around the circle until all the pairs have been matched;
7. The children count up the pairs of cards; the child with the most pairs is *pistiq*.

Tips

- This game of guessing matching cards is good for language and cognitive development.
- As an alternative to colouring the parkas, you can use different colours of construction paper, cutting out two parkas of the same colour to make the matching pairs. Cut out 24 parkas in all. You can decorate them if you wish.

Words

alliaq twig mat
qallunaat..... non-Inuit
inuujaq..... doll
pattaq ball
pisitik..... smart (winner)
qulliq..... stove
ulipakaaq..... baby carrier shawl

Colour words:
aupartuq..... red
tungujurtaq..... blue
qursutaq..... yellow
kajuk brown
sinarnaq..... grey
qakurtaq..... white
qirnitaq..... black

Toddlers

Many of the two-year-olds will be able to jump on two feet. Encourage the two-year-olds to try jumping on two feet. Organize an informal jumping contest. Gather the small children in a circle, making sure each child has an area of their own. Show them how to jump using two feet -- legs slightly apart, bend knees down, and push. Then see who can keep jumping for the longest. The one who can jump longest can be called *pisitiq*.

Small parka picture with a photo

Materials

- Paper, or construction paper
- Marking pens
- Coloring brushes/crayons
- Pictures of the children, or old magazines containing pictures of people
- Cotton or flannel cloth, or rabbit or other fur
- Scissors
- Glue/sticking tape
- Pencil/pen

Getting ready

Show the children a real parka. Encourage the children to examine the parka carefully.

How to make

1. Give each child a page on which the outline of a small parka has been copied. Provide some parka shape options of interest to boys or girls.
2. Provide the children with a selection of colouring markers, crayons, etc. The children can colour the parkas as they wish.
3. While they colour, speak with them about the colours they are using, and encourage them to talk about their work.
4. When the children finish colouring, the leader should cut a hole for a face in the parka hood.
5. Paste a picture of the child to the back of the head, so the face shows through the head opening.
6. If some children do not have a picture of themselves, they can search for a picture of their choice in old magazines.
7. When complete, be sure to put the child's name on the back of their work.
8. Add on a strip of flannel, cotton or rabbit fur around the edge of the hood.

Tip

Children love to see their work posted for others to admire. Do post the children's work for others to see and appreciate.



Activity

Two items that can be made by adults for children to play with are wooden dolls and gooseneck blankets. The directions follow.

Inuujaq – Wooden doll

Materials

- A hand-sized piece of wood
- Sandpaper
- Pencil
- Knife

If you are going to add doll clothing, you will need:

- Scissors
- Cloth
- Needle and thread

How to make

1. First, carve a length of wood about as long as your hand into a human form. Smooth it with sandpaper (watch out for slivers!). Mark the eyes with a pencil.
2. You can make clothing for these dolls including: dresses, *silapaat* [shell for parka or pants], *amautiit*, hats, and boots.

How to play

Children can play with the *Inuujaq* in the same way as any dolls, dressing them up with clothing, if available, or carrying them in a shawl on their back – *amaangnguataujuit*.



Goose Neck Blanket

Materials

1. Knife/*Uluk*
2. Head and neck of Canada goose

How to make

1. With a knife or an *uluk*, slit and remove the skin of the head and neck of a Canada goose, making sure to include the white part of the skin, which makes the blanket very attractive.
2. Remove all the flesh from the skin, and let the skin dry.
3. Once it is dry, show the goose neck to the children and explain how it can be used as a blanket or bedding for an *Inuujaq*.

Getting ready

1. Let the children talk all they want about the subject of Canada geese, and see if they can do goose calls.
2. Bring a goose to show to the children.

How to play

When children play with dolls, goose neck blankets can be used as model bedding, or model blankets.

Tips

After you show them how the slitting and removing of the skin is done, and after the skin is set to dry, you can have the children draw a picture of a Canada goose, or, have them colour a picture of a Canada goose. If you have a song that relates to Canada geese, teach them to sing the song. Whenever you are teaching, you should make every effort to make everything you do enjoyable and fun.

There were a number of activities mentioned in the story that you can explore in a childcare setting, for example:

- Make toys with empty cans
- Hide and seek with whistle
- Jumping activity
- Make a small igloo
- Make an *alliaq* [twig mat]
- Light a *qulliq* for the children to see
- Prepare oiled seal meat for the children to eat



The Snowy Owl

The *Uppik* [Snowy Owl] lives all year round in the Arctic. Its feathers are mostly white, and it has round, staring eyes.

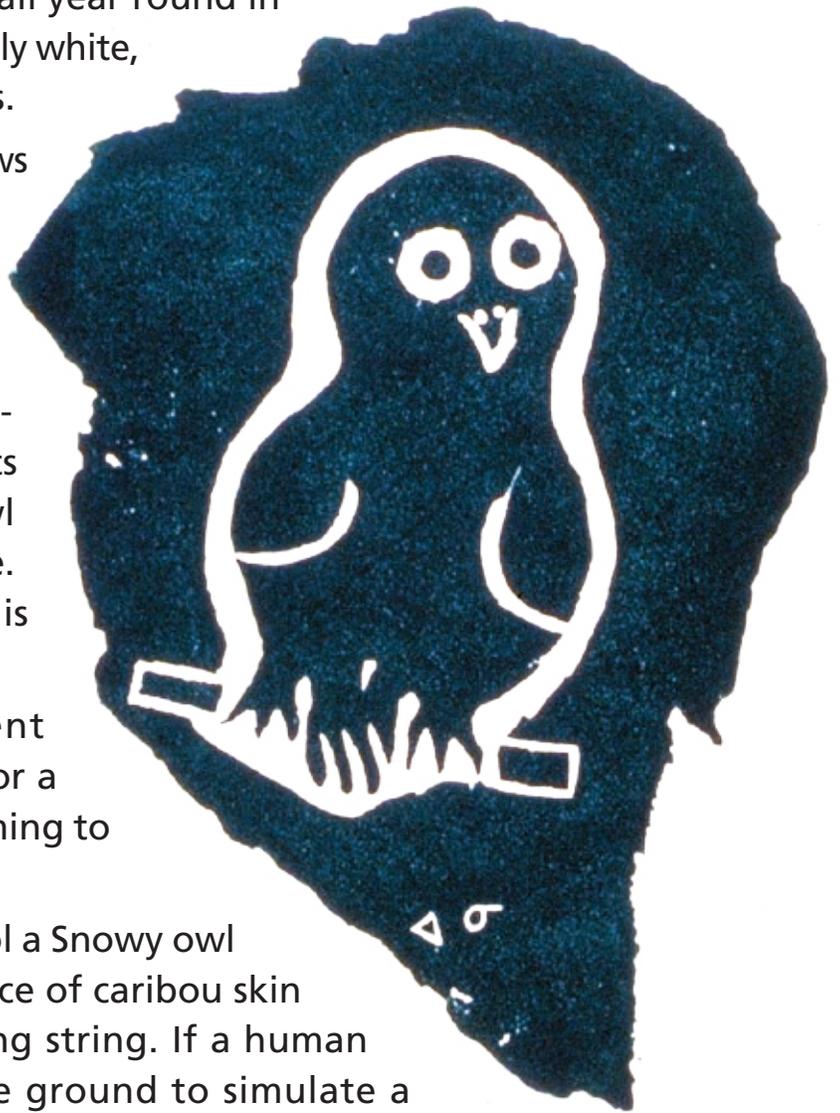
Snowy owls have big sharp claws on their feet, which look like they could hurt a person. Their favourite food is the *Avingngaq* [lemming], but they can kill and eat bigger animals, such as snowshoe rabbits and Arctic hares. A snowy owl can swallow a lemming whole. The only part they won't eat is the stomach.

Snowy owls are very patient birds. They will sit very still for a long time, waiting for a lemming to show up.

It is sometimes possible to fool a Snowy owl with an *Uniujaq* – a small piece of caribou skin tied to the end of a very long string. If a human drags the *Uniujaq* along the ground to simulate a lemming, the owl can fool itself into believing that it is a real lemming.

Sometimes the lemming population grows too big, and many lemmings get sick and die off. Then the Snowy owls have to fly far south to find other kinds of food.

Snowy owls make their nests on the ground in hilly areas. They lay 6 to 8 white, very round eggs, which look a bit like seagull eggs.



Song

Uppialuk

Getting ready

1. Review the Snowy Owls information and vocabulary (Words);
2. Practice singing the Snowy Owl song; You can use any tune you like;
3. Find a picture of a Snowy Owl, if possible.

How to sing

1. Ask the children to be seated on the floor in a circle;
2. Show them the picture of a Snowy Owl;
3. Leader should sing the song first, so they can learn the tune.

Uppialuqarpuq Anirralimmik Napaartumi

Takugiatamaat Sunatuinnamik
(Open your eyes very wide)

Nipailiumisuumik
(Close your mouth)

Nipailiumituarami Tusaatsianirsausuumik
(Cup your hand to your ear, to indicate listening)

Sugattali Uppialummik Qaujimatsiatualummik
Ajjiqarasuatuinnajanginnivugut?
(Act like a wise owl)



Words

Infants

Infants will be fascinated to see the moving bird foot and may try to grab at it. (See **Activity**). They will also enjoy singing the *Niaquq*, *Tuik* song. The adult can gently touch the infant on the head and shoulder while singing the song.

<i>Avingngaq</i>	lemming
<i>Ijik</i>	eye
<i>Niaquq</i>	head
<i>Putuguq</i>	big toe
<i>Qaniq</i>	mouth
<i>Qingaq</i>	nose
<i>Siutik</i>	ear
<i>Tuik</i>	shoulder
<i>Uppik/Uppialuk</i>	Snowy owl

Game

Lemming Crawl

Age: 2 plus

Getting ready

1. Show the children pictures of lemmings and snowy owls, and talk about both of them.
2. Tape the pictures to the floor.
3. The children start the game at the wall (touching it).
4. When the leader says, "GO!" the children crawl to one of the pictures.
5. Tell whoever reaches the picture first the name of the animal or bird.
6. The pictures of the lemming and the snowy owl can stay pasted on the floor for the whole day for the small children to see.

Game

Lemming Race

Materials

- Pictures of birds and land animals, including a lemming and a snowy owl
- A large, spacious room
- Glue/sticking tape

How to play

1. Explain the differences between birds and land animals, while showing the pictures to the children. Encourage the children to talk about birds and animals.
2. Do a few simple exercises with the children to warm up their muscles, because they will be moving about a lot during the game.
3. Pick two children to take turns picking a team.
4. Each team should pick a name for itself.
5. Ask each team to line up in a row.
6. Stick a picture of a lemming and a snowy owl on the wall facing the two teams. The first player in each team will race to touch one of the pictures.
7. Before each pair races, pick a method for their race – for example, jump, run, hop on one foot, walk backwards. (Take into account their physical abilities.)
8. After explaining how you want them to move, say "Go!"
9. When the children have had enough, it would be a good time to do some coloring activities involving birds and animals.

Toddlers

A matching game can be made for toddlers using pairs of bird feet: ptarmigan, duck, goose etc. Mix up the various feet, and ask the children to find the pairs. This matching game can also be played using children's shoes.

Tip

Be careful to make sure that the bird feet are safe for children's use. Watch out for protruding claws.

Getting ready

1. Make a template of an owl approximately 20 cm high and 10 cm wide.
2. For younger children, pre-cut an owl for each child.
3. Collect bird feathers (Goose, ptarmigan, duck etc.).

Materials

- Cardboard or construction paper
- Feathers
- Glue

How to make

Older children will trace the owl template onto thin cardboard or construction paper and cut out an owl shape.

All children will glue feathers onto the owl cut-out.



Activity

Bird Claw

Materials

- Claw of a bird such as a goose, duck or ptarmigan
- Thong made of caribou hide or sealskin, or a sealskin line 20 cm. long
- A knife or an *ulu*

How to make

1. Cut off the bird leg at the feather-line joint with a knife.
2. Dry the claw near a window, or any place you consider suitable.
3. Move the claw periodically using the tendon while the claw is drying, in order to maintain movement.

How to play

1. Tie a thong or string to the tendon.
2. Use the thong to make the claw open and shut.
3. Use the claw to pick up objects by manipulating the thong.

Tip

This activity is good for developing fine motor control. It can also be used for language development if the leader takes the opportunity to engage the child in conversation while playing with the claw.



Wrestling – Paajartut

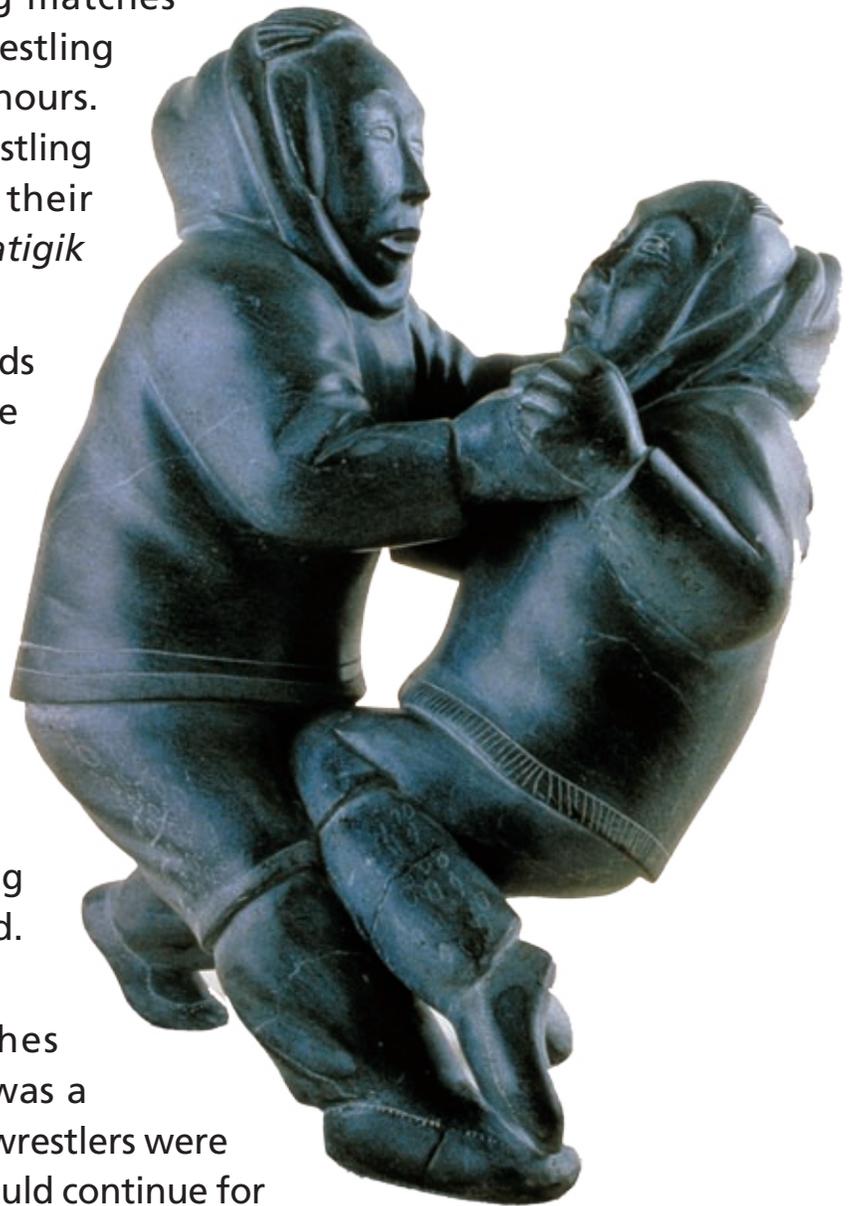
Inuit used to have wrestling matches that lasted a long time. A wrestling match could go on for many hours. In order to get ready for a wrestling match, Inuit would remove their outside clothes such as their *atigik* [parka].

There are many different kinds of wrestling matches. These include: leg wrestle, thumb wrestle, chair wrestle and *nikuvittuq* – where one wrestler lies on top of the other.

Inuit wrestlers were not allowed to use their feet to trip each other. If a wrestler used his feet to trip the opposing player the game was stopped. Tripping was not allowed.

Long ago, wrestling matches would continue until there was a winner. Sometimes when the wrestlers were both very strong the match would continue for a very long time. The wrestlers would wrestle until one of the players became too weak to keep going, and gave up.

At that time Inuit lived in small camps, usually quite far from each other. The camps in Nunavik were mostly spread out along the coast of Hudson Bay and Ungava Bay. When Inuit came together they would have friendly wrestling matches. They played for fun and they played for pleasure.



Words

Ijik..... [Eyes] Eyes are for seeing.

Niaquq [Head] Heads are for thinking.

Qaniq [Mouth] Mouths are for smiling. Mouths are for talking. Mouths are for eating.

Qingaq [Nose] Noses are for smelling. Noses are for breathing.

Paajartut They wrestle.

Putuguq [Big Toe] Toes are for wiggling.

Siirquq..... [Knee] Knees are for bending.

Siutik [Ear] Ears are for hearing.

Tuik..... [Shoulder] Shoulders are for carrying.

Song

Niaquq Tuik Siirquq Putuguq (Head and Shoulders, Knees and Toes)

Getting ready

1. Review the names of the body parts with the children.
2. Ask the children to touch body parts ie. Touch your knee.
3. Children should be standing up to sing this song.

How to sing

This is the Inuttituk version of "Head and Shoulders, Knees and Toes." It is sung to the same tune.

Niaquq Tuik Siirquq Putuguq

Siirquq Putuguq

Siirquq Putuguq

Niaquq Tuik Siirquq Putuguq

Ijik Siutiik Qingaq Qaniq !

Infants

Sing the head and shoulders song to baby, gently touching each part of the body part when it is named in the song.

The children sing standing up, and touch each body part mentioned in the song. For example, when they sing, "*Niaquq*," they touch their head. When they sing, "*Tuik*," they touch their shoulders.

Tip

Use this song when teaching body parts.

Game

Wrestling games¹ Age – 3 plus Players – 2

Leg wrestle

Getting ready

1. Two competitors lie on their backs with heads in opposite directions.
2. Side by side, the competitors link arms at elbow and grab their own wrist across their chest with the other free hand.

How to play

Lifting inside legs, lock legs with the competitor at the knee. The outside leg is bent at the knee and resting on the floor. Pulling down with the raised leg, try to flip opponent over backwards.

Thumb wrestle

Getting ready

1. Two players stand up face-to-face. They lock their hands together by the thumbs.
2. Each player's arm is bent at a 90° angle, and their elbows are touching.

How to play

Using strength of arm, wrist, and hand only, play wrestle the arms back and forth until one wrestler gives up and releases their thumb.



Nikuvittuq

Getting ready

One player lies on stomach.
Second player lies stiffly on top.

How to play

The player on the bottom tries to get up without using their hands.



¹ The Wrestling Games are taken from the book prepared by the Keewatin Inuit Association in 1980, and printed by the Department of Education. It is called *Inuit Games* and was written by Gwynneth Butler and Joe Karetak. Pages 93–95.

Toddlers

Review the names of various body parts with the toddlers. You can ask them to show you and name the various parts of their own bodies and those of a doll or stuffed animal.

Getting ready

1. Talk about the names of the articles of clothing that the children are wearing, such as shirts, pants and socks.
2. Cut out body-length pieces from a long roll of paper – 1 piece for each child.

Materials

- Large sheets of construction paper
- Pencil
- Scissors
- Assorted colouring supplies
- Masking tape

How to make

1. Lay out the paper lengths flat on the floor.
2. One child lies face up upon a length of paper.
3. The child stretches out their arms and legs, and lies still.
4. The leader traces the child’s outline with a marker.
5. Once the leader finishes tracing one child, that child can start drawing in details on his/her outline; The outline can be coloured to resemble the child’s own clothing.
6. After the child finishes drawing the details, he/she colours the clothing, hair, eyes, etc.

Tips

- The leader should be aware that this activity of colouring children’s outlines normally would not be finished all in one day. The ability and interest of the children determine the speed of this project.
- When a child finishes his/her work, the leader will write the child’s name clearly on the outline, and stick it up on the wall.
- When the children are all finished their body outlines, the leader can ask individual children about themselves: discussing the child’s clothing, eyes, hair, and other details shown on the picture.



Activity

Invite two parents or older siblings to visit and to demonstrate the games described in the games section.

About Flour

A story about the very first time that the Inuit saw flour.

For hundreds of years, for thousands of years, Inuit ate only foods that came from the land and the sea around them. They hunted and fished for foods such as cod, walrus, seal, whale and caribou. They gathered berries, mussels and plants for making tea. All their food came from the area where the Inuit lived.

Then the first traders arrived. They were *Qallunaat* [non-Inuit people], and they brought foods from faraway lands to the Inuit homeland.

This story is about what happened when Inuit first saw flour.

When Inuit first saw flour they were astonished. Inuit did not know about flour.

Inuit did not know what flour was.

Inuit did not know about the purpose of flour.

Inuit did not know how to use flour.

One day, not knowing what it was, some Inuit opened a bag of flour.

They grabbed the flour in their hands.

They blew the flour into the air.

They let the flour fluff fly.

They created a fluffy cloud of flour powder.

The Inuit emptied the entire bag of flour.

The Inuit were completely enchanted with the wonder of seeing flour for the first time.

They laughed and laughed.

And so it is said that we are often amazed and surprised by something new... but later, our amazement seems very funny.



Tip

Ask the children if they have had a funny experience with something that was new to them.

Words

Atigik parka cover
Inaluujaq coiled bannock
Itimait palm of hand
Niqitsajaq flour (Hudson dialect)
Sanaugaq flour (Ungava dialect)



Song

Bannock
Bannock
Good to eat
My mom's bannock
Can't be beat

Game

Flour Bag Race
Age: 2 plus

Number of players: 2-8

Materials

1 empty cloth flour bag for each racer.

Getting ready

1. Set up a starting and finishing line.
2. Give each racer an empty flour bag.

How to play

1. Each child is given an empty flour bag;
2. The children stand behind the starting line, with both legs inside the flour bag, holding onto the top edge with both hands;
3. The leader yells, "*atti*" and the racers start hopping to the finish line, keeping their feet inside the bag, and their hands holding onto the top edge.
4. The first child to reach the finish line is "*pisitik*"

Infants

The infants will enjoy the opportunity to touch the play dough. A dough footprint can be made by having baby push his/her feet into a ball of dough slightly larger than their foot. A handprint can be made using the same method.

The children will love to play with play dough. They can cut it, roll it, knead it, model it, cook it, and paint it.

Here are three different ways to make play dough:

1. Salt dough

Materials

- 1 cup flour
- ½ cup salt
- ½ cup water
- One squirt of dishwashing soap

How to make

Put all the ingredients in a bowl and mix them thoroughly with your hands.

2. Cooked play dough

Materials

- 1 cup flour
- ½ cup salt
- 1 teaspoon cream of tartar
- 1 cup water
- 2 teaspoons oil
- Food colouring

How to make

1. Mix together the water, oil and food colouring in a pot;
2. Add flour, salt, cream of tartar to the pot;
3. Cook over medium heat until the mixture comes away from the sides of the pot and forms a ball;
4. Cool and use. When finished playing with the dough, it can be stored in a plastic container in the refrigerator.

3. Dough which is modeled then cooked

Materials

- 2 cups flour
- ½ cup salt
- ¾ cup water
- Food colouring

How to make

1. Mix together the flour, salt and water. Add food colouring, and mix well.
2. Use this dough within four hours of mixing.
3. Shape or model the dough as desired. Bake the dough shapes at 250 degrees F until hard.
4. Remove from oven, let cool, and paint.

Tip

This recipe is good for making hand and foot prints!



Toddlers

The toddlers will enjoy many hours of playtime with the play dough. They can knead, mold and roll the dough.

¹These recipes originally appeared in Games for children 0–5 years old, Kativik Regional Government, Kuujuaq, 1990, Page 46.

Activity

Making Bannock

The three- and four-year-old children will enjoy helping with the mixing of the flour to make the bannock.

Ingredients

- Flour (5 lb. bag)
- Baking powder
- Salt
- Lard (one 1 lb. block plus one 1/2 lb. block)
- Water



Materials (utensils) required

- Mixing bowl
- Cooking pot
- Large fork
- Scissors
- Stove

How to make *inaluujaq* [coiled bannock]

1. Place the contents of a small bag 5 lb of flour in a mixing bowl, leaving only a small amount at the bottom of the bag.
2. Fill the palm of your hand with baking powder, and add to the bowl.
3. Half fill your palm with salt, and add to bowl. Stir dry ingredients together.
4. Melt half a block (1/2 lb) of lard in a pot on top of the stove. Add the melted lard to the flour mixture.
5. Gradually add cold water to the flour, kneading it in with your hands. Add just enough water to make a stiff dough. (You need a consistency that is easy to knead, but not sticky.)
6. Knead the dough until smooth.
7. Cover the bowl with a clean cloth, and let the dough rise for one hour.

Once the dough has risen, cook it as follows:

1. Put a full block (1 lb) of lard in the cooking pot on the stovetop.
2. Melt lard over medium/high heat.
3. Cut dough into long strips with scissors.
4. When the lard is boiling, coil one dough strip gently into the lard.
5. When the dough is lightly golden on the bottom, turn the coil over with the large fork.
6. When the *inaluujaq* are cooked on both sides, remove the pot from the burner, and remove the *inaluujaq* with the large fork.
7. Place cooking pot back on stovetop, and repeat Step 3 with remaining dough until all is cooked.



Warning

Keep children away from hot stoves and fat!

Did you know?

Inuit hunters used empty flour sacks as blinds when hunting seals. They sometimes made an *attigi* [parka cover] out of flour sacks. The white cloth allowed the hunters to blend in with the snow, so the seals could not see them.

Kuuttaaq River

This is a story about how the Kuuttaaq River got its name.

A long time ago an Inuk hunter was hunting north of Inukjuak. He was hunting where the Kuuttaaq River flows today.

As he was walking along, he saw a giant coming towards him. The man was sure that if the giant saw him, he would be killed. So he decided to pretend that he was frozen stiff and dead.

Soon, the giant found the man who was pretending to be dead. He thought it very strange to find a dead man, lying on the tundra. The giant put his ear close to the man's mouth to listen and feel for his breath. The giant watched as the man lay there, looking to see his tummy rise as he breathed. Finally, the giant realized that the sun had moved much higher in the sky, so he decided that the man was dead.

The giant picked up the man who was pretending to be dead, and started to carry him home. It was a long way home, and the man grew tired of being carried. The giant trudged along steadily, and the man started to pull at the willow branches to slow the giant down. The added resistance made it harder for the giant, and he grew very tired.

The man, meanwhile, was getting tired of pretending he was frozen stiff and dead. But he did the best he could to stay rigid, so the giant would believe he was dead.

When they arrived at the giant's cave, the giant leaned the man against the stove to thaw. The giant had two children and a wife. The children were very excited to learn of the family's good fortune. They could hardly wait to eat the man for dinner. They chanted,

"I want to eat his eyes!

I want to eat his fingertips!"



The giant was tired after carrying home the man who was pretending to be dead. The giant went to have a nap. His wife went to get wood to light the fire, so she could cook the supper.

And so it was that the man leaned, stiff and rigid, against the stove. The giant napped. The children played. The wife searched for wood.

The man wanted to escape. Carefully and slowly, he opened one eye.

Right away, the children shouted, "*Ataatak, Ataatak!* The man is alive!"

To which the giant answered, "The man is dead. I watched him so long that while I watched, the sun moved high in the sky. Leave me alone."

And so everyone returned to what they had been doing. The man leaned against the stove. The giant napped. The children played. The wife searched for wood.

And so the man tried again to check things out. This time he opened his other eye.

Right away, the children shouted, "*Ataatak, Ataatak!* The man is alive!"

To which the giant answered, "The man is surely dead. I watched so long, that while I watched the sun moved high in the sky. Leave me alone!"

And so everyone returned to what they had been doing. The man leaned against the stove. The giant napped. The children played. The wife searched for wood.

The next time the man opened his eye, he spotted an axe – the very axe that was supposed to be used to chop him up for dinner. The man grabbed the axe, and chopped off the giant's head.

Instantly, the great doors of the giant's cave began to shut. Fortunately, the man was able to slip through the great doors in time, and escape.

The man ran and ran until he noticed that the giant's wife was chasing after him. The man kept running and running, still holding the axe. The giant's wife kept running, too. She was getting closer and closer.

The giant's wife had almost caught up with the man who had pretended to be frozen and dead. So the man lifted the axe and hurled it at the

Infants

Encourage the babies to repeat simple words like *Ataatak* and *Anaanak*.

ground, shouting, “*Kuuttaalaurlit!*” [Let there be a new river.]

Suddenly, water began to flow out of the ground where the axe had hit. Soon, the river had grown wide. The giant’s wife was on the other side. She shouted across the water, “How did you cross the river?” The man said, “I drank its water.”

So the giant’s wife started to drink the river water. She drank and drank. She became bigger and bigger. She kept on drinking until she burst like a balloon. The water that the woman had drunk turned to mist, and then to fog.

The man escaped to safety. But his story will be remembered as long as the Kuuttaaq River flows.

Words

Aqajaq..... waterweed
Ataatak father
Anaanak..... mother
Tuurngaq spirit giant

Song

Getting ready

This is a rhyme to be repeated. Start by reading through the words slowly with the children. Then try to repeat them a little more quickly. Continue speeding up the repetitions until the children can speak the words no more.

Kuuttaaq

Tuurngaq

Kuuttaaq

Tuurngaq

Giant

River

Whoosh


Did you know?

Kuuttaaq is the Inuttitut word for “getting a new river.”

Toddlers

Take the toddlers outside on a rock-collecting trip. Be sure that they don’t collect rocks small enough to swallow.

Game

Iniqunaippaa

Age: 3 plus



Number of players: 2

Getting ready

1. Take the children outside on a pebble collecting expedition.
2. The children should pick small pebbles. The children should look for pebbles that they find attractive.
3. Once the pebbles have been collected, they should be washed.

Materials

- Pebbles (small rocks)
- Small sacks for collecting the pebbles
- A container to wash the pebbles
- Towel

How to play

1. Each child finds a partner and a place to sit down.
2. Each pair decides who will go first.
3. The first player in the pair holds one pebble in his/her hand and asks *Iniqunaippaa?* [Is this pebble ugly?] If his/her playing partner answers "Yes," the pebble is discarded. If the partner says 'No,' the pebble is kept, because it is considered to be attractive.
4. The children take turns asking the question until all the pebbles have been judged.
5. The children who played *Iniqunaippaa* should keep the pebbles that were considered attractive. Encourage them to count how many pebbles they had rated as attractive.



Warning

Small rocks can present a choking hazard to the infants and toddlers. Keep the pebbles safely out of the little ones' reach.

Activity

Pretend Net Fishing with Aqajait (water weed)

Getting ready

1. Collect seaweed and bring to the class.
2. Have the children make nets with the waterweed by knotting the ends together until they have a net shape.
3. Prepare for a minnow catching expedition. Be sure to have one adult for every two children to provide adequate supervision by the water.
4. Once the pretend nets are made, walk to a pond or small lake with the pretend nets in hand, and set the nets to catch minnows.
5. It is possible to actually catch some minnows using the *Aqajait*. If the children catch some, you can dry the minnows, and eat them once they are dry.

Craft

Rock Painting

Materials

- Paint
- Small, thin paintbrushes
- Rocks (washed and dried)

How to make

Paint the rocks using the paint and brushes.

Tip

When the painted rocks have dried, adults can apply varnish to make the rocks shiny.



Qulliq

A *Qulliq* is a soapstone lamp/stove. The soapstone is carved to form a rounded shape, with a depression at the top to hold the fuel. The *Qulliq* burns seal oil as fuel. For our Inuit ancestors, *Qullit* were the only source of light and heat.

Before Inuit moved into houses in villages and hamlets;

Before Inuit had diesel-fueled powerhouses;

Before Inuit had electric lights and stoves;

Inuit had the *qulliq*.

Inuit used the *qulliq* for light.

Inuit used the *qulliq* for heat.

Inuit used the *qulliq* for cooking. The *qulliq* was used to melt snow and drinking water, make tea, boil meat, and make bannock. The *qulliq* was also used for drying different things, such as mittens and boots, or the moss that was used as diapers. Fox skins and sealskins were dried by placing them in a *paugusiit* [drying rack] near a *qulliq*.

Seal oil was used to fuel the *qulliq*. Oil from beluga whales could also be used. Beluga fat is called *qilalukkigaq*. It burns without any soot and makes a high, clean flame. Some people say *qilalukkigaq* burns best.

Seal fat was kept stored in seal skin pouches called *puurtaq*. After the Qallunaat arrived, the Inuit sometimes stored seal oil in big empty oil drums.

To prepare the seal oil, seal fat was placed outdoors above the *paaq* [igloo entrance] to freeze. When it was frozen solid, it was crushed [*kaugaqsituq*] and then used to fuel the *qulliq*.

If there were not very many seal available, there would not be very much oil for the *qulliq*. If Inuit ran out of seal oil for the *qulliq*, they would have



to make other arrangements for heat and light. After the white traders had arrived, the Inuit could make a fire in a cut-off oil drum right in the porch in winter. They cut a hole in the roof of the porch so that the smoke could exit. The porch fire was used to melt ice for water, to boil codfish, and to cook seal meat. This kind of a cooking set-up was called an *Igaliq* [cookhouse]. An igloo without a burning *qulliq* would become very frosty inside. It would be both dark and cold.



Words

- Igaliq* cookhouse; a wooden house or an igloo used for cooking food.
Paaq manhole; the entrance to a snow igloo.
Puurtaq sealskin pouch for oil or meat; made of a whole sealskin.
Kaugarsituq process of hammering frozen seal fat to make fuel for the *qulliq*.

Infants

The seal oil used for lighting the *qulliq* can have a strong smell. Take this opportunity to let the little ones develop their sense of smell. Let the babies smell the seal oil and other odorous items such as: *nikkuk*, sealskin, caribou skin. Find some items which have a distinct smell. Encourage baby to sniff. Talk about the smells.

Song

Qulliq, qulliq: qulliq my light
Soapstone base,
Arctic cotton wick,
Seal oil and whale oil burn so bright
Make my snow house warm at night.

Materials

- Pebbles that can fit in your hand.
- Ground plants, including berry plants such as *Paurngaqutiit* [blackberry], *Arpiqutiit* [bake apple] and others.
- Berries that grow on the ground, such as *Paurngait* [blackberry] *Kimminait* [cranberry] etc.
- Water.
- Pail (or pot).
- Small sacks to put pebbles and plants in.



Getting ready – Outside

1. The leader tells children about rocks and ground plants including: *Paurngaqutiit*, *Arpiqutiit*, and others. Show pictures of the plants and have examples on hand. Encourage the children to talk about rocks and plants.
2. Give each child a bag or basket in which to collect small rocks (pebbles) and plants.
3. Go outdoors with the children to search for pebbles and plants.
4. Have each child pick pebbles of different sizes – at least 20 – and a few plants. Be sure each child finds a pebble that could represent a *qulliq*.

Getting ready – Inside

1. Each child washes his/her collection of pebbles, and cleans the plants.
2. Have everybody sit on the floor in a circle. The leader demonstrates with his/her collection of pebbles and plants how to make a playhouse.
3. Have each child separate his/her pebble collection, according to the different sizes.
4. After they separate their pebbles, use the largest pebbles to make a circle – playhouse.
5. Select the longest pebble to be a play father.
6. Select a medium-sized pebble to be a play mother.
7. Select some of the smallest pebbles to be play children.
8. The plants will be used as play bedding and blankets.
9. Plants and berries, such as *Paurngait*, can be used to decorate the playhouse, and make its surroundings attractive and pleasant to see.

How to play

1. Have the pebble people act like real people and move them around the play area.
2. Have the pebble people act out a hunting camp scene, and give the children the freedom to play all they want with their playhouses.
3. After they finish playing with their playhouses, have them pack them back in their sacks. Each child should have a sack with his/her name on it to take home.

Toddlers

Create little sniff bags for toddlers. Sew together squares of thin cotton, or use thin old cotton socks. Insert items with a scent or odour and encourage the toddlers to name the smell.

Craft

Pretend Qulliq

Materials

- Small plastic produce tray.
- Cotton balls (enough to cover bottom of tray).
- Orange and red strips of construction paper (can be cut to point at top to resemble flames).
- Pencil.
- Glue.

How to make

1. With pencil, draw line lengthwise along center of tray.
2. Fold small tab at bottom of construction paper strips.
3. Place glue on tab of construction paper strips and attach strips (flames) to tray along pencil line.
4. Glue cotton balls around flames.

Activity

Make a real qulliq using a rock

Materials

- Rock
- Something to act as a wick, e.g. Arctic cotton.
- Cooking oil or seal oil.

To make the seal oil

Freeze some seal fat. When frozen, pound the seal fat with a hammer. Use the fuel in your rock stove.

Place some oil in the crevice in the rock, put a starter such as Arctic cotton on top of the oil, and light with a match.

Tips

- Practice lighting the stove before using with children.
- When having the lit *qulliq* around children, actively supervise to be sure that children always maintain a safe distance from the flame.



Did you know?

Igunaq is the Inuit word for fermented/aged meat. When the weather is warm, all meat including seal, walrus and caribou can be aged and will turn into *Igunaq*. Inuit consider *Igunaq* a delicacy. Some Elders know how to store and treat *Igunaq* so it is safe to eat.

Dogs

Long ago, children played with dogs and they also worked with dogs. Children helped prepare the dogs for hunting trips, and they did chores with the help of dogs.

Children played with any dogs that the hunters were not using. The hunters did not take puppies, mother dogs, or sick or weak dogs. Children played with any dogs the hunters left at camp.

Dogs had their own special gear, including harnesses, which in the old days were made of sealskin. When the weather was very cold, mother dogs would wear a *mamautailitaq*, a cover that kept their nipples from freezing. Dogs also had boots, which were made out of recycled qayak skin [*qairningaq*].

Children played many kinds of games with dogs. They had small child-size sleds equipped with *sirmiit* [mud runners], which the dogs pulled. The children could travel around near camp using the dogs that had been left for their use.

Children helped with the dogs in a number of ways. For example, they put boots on the dogs' feet. They helped train puppies for their future life with a dog team by getting them used to wearing a harness and pulling the child-size sleds.

The children also did some jobs around camp with the help of dogs. An important job was gathering moss for fuel. They also went cod fishing with a team of one or two dogs.

Children helped their fathers prepare the sled for travel. When their father [*Ataatak*] was getting ready to go on a trip, children would help plane the mud runners of the sled. They would bring father warm water to put on the sled runners. The water formed a thin film of ice, which helped to make



the sled ride quick and smooth. Children would also unwind the coiled and tangled harness lines and put the harnesses on the sled dogs.

An Elder described the great sled dogs this way: "The great dogs would be jerking and tugging their lines, ready and impatient to get going. When the dog team got going, the father would barely make it on to the sled, so great was the speed with which the dogs were traveling."

Some dogs were very slow pullers, and traveled slowly. Some dogs were very fast pullers, and traveled fast. It was sometimes possible to travel very fast by dog team.



Men used some simple commands with the dogs. They called "Qara Qara" when they wanted the dogs to turn left. They called, "Auk Auk" when they wanted the dogs to turn right. When they wanted to encourage the dogs to keep moving, they let out a sharp cry which sounds like an expression of joy, "Uuk Uuk,"

and cracked their whips. Handling dogs took great skill and care, skills which the children learned while they were growing up.

Song

Qimmiaraapiit Siutirqutuapiit

Getting ready

1. Have all the children sit on the floor.
2. Explain that children long ago used to travel by dog team.
3. Show the children pictures of dog teams.
4. Ask if any of the children have made a trip by dog team. Ask who have dogs at home. What are the dogs' names?
5. Sing the song to the tune of "Nukaaguluk" (Frère Jacques)

Qimmiaraapik Siutirqutuapik

Ilaqarluni Taquliapimmik

Qimutsikaigumajuq

Ilinnik Uvaannik

Anuliapiutsutik Qisijarnik

Pigiursarumajuapik Qangalimaaq

Infants

Show baby some dog pictures. Make dog sounds: bark, whine, and so on.

Find a small plastic model dog and place it in a container. Show baby the container with the dog inside. Remove the dog from the container, keep it hidden in your hand and ask baby, "Where is the dog?"

Words

- Aijungajuq* slightly wet sealskins/dew
Anuk..... dog harness
Mamautailitaq... covering to protect female dog's nipples
Qairningaq..... used qayak skin
Sirmiit..... mud runners

Dog ways:

- Ajaluttuq*..... a dog has walked so long it is worn out, and its muscles are no longer working properly.
Asaluqijuq..... a dog is *asaluqijuq* when it has regained health after being thin and sickly.
Iqiangngutuq.... a tired dog.
Iqiasuttujuq a dog that is always lazy.
Kajungirtuq a dog straining at its line, jumping and pulling as hard as it can, in a hurry to get where it wants to go.
Miugguutuq a dog or wolf howling for long stretches, stopping only when it runs out of breath.
Palungattaq..... a dog with one ear mauled crooked in a fight.
Pangalippuq an animal running at top speed.
Qimualajuq..... a dog that pulls hard steadily without appearing to tire.
Qimualainniq.... a dog that is reluctant to pull hard.
Qimuttuq..... a dog that pulls a heavy load.

Dog names:

- Ailik*..... one leg is black, the other white.
Ijinguuk..... it has mismatched eyes.
Kajuq..... its fur is brown.
Kajurlaq it has spots, some of which are reddish, and some brownish.
Katsuluk..... not really brown, a sort of dirty brown.
Nungngaluk..... it has a white stripe from its nose to the top of its head.
Papikattuq the tail is cut short.
Qirniq..... its fur is black.
Qirniquluk..... a poor, shabby-looking, small black dog.
Qirnikallak a short, fat, plump black dog.
Qungiarulliq it has white areas in its neck.
Qakurtaq..... its fur is white.
Sinarnaq..... its fur is gray.
Sutirquutuq..... it has large floppy ears.



Did you know?

In the past...

When children were finished helping their parents with chores, they would play *Pattaq* [catch-ball]. They used pieces of old tent canvas to make a ball, stuffing it with sand. It was great fun!

Children did not stay out too late at night because they were awakened very early in the morning. They were expected to help their parents and other adults with chores.

Today....

In Nunavik a dog team race is held. It is called the *Ivakkak* dog team race.

Toddlers

Toddlers will enjoy acting out dog actions. Select some of the words from the Dog Ways words list and call them out one at a time, so that children can act them out; for example, act like a tired dog, a dog pulling hard.

Game

Dog Command Race

Age: 3 plus

Number of players: 4-10

Getting ready

Review/teach the dog commands to the children.

Inuit from the Hudson coast of Nunavik would use these commands:

Command to turn right:	<i>Auk Auk</i>
Command to turn left:	<i>Qaja</i>
Command to go forward:	<i>Uit Uit</i>
Command to stop:	<i>Au Au</i>
Command to look:	<i>Uuk Uuk</i>

Inuit from the Ungava coast of Nunavik would use these commands:

Command to turn right:	<i>Uit Uit</i>
Command to turn left:	<i>Qau Qau</i>
Command to go forward:	<i>Ala Ala</i>
Command to stop:	<i>Au Au</i>

How to play

1. Set up two teams. Each team should choose a name for itself.
2. Each team should form a line. The first two children in each line bend down, and when the leader says, "GO!" they start to move like dogs on hands and knees towards the finish line.
3. While the players race to the finish line, give them commands – for example (Hudson Coast words): "Au Au" to stop, "Auk Auk" to turn right.
4. When the first player reaches the finish line, the next child in the row starts to race toward the finish line while following commands.
5. Continue until all players of one team have reached the finish line.

Tips

Children can practice using the dog command words with one of their friends.

Craft

Pinecone Dogs



Getting ready

1. Collect pinecones.
2. Only those who live around or south of the tree line have pinecones available. If there are no pine trees in your area, ask to have some sent.

Materials

- Pinecones (fresh, not dry and brittle)
- Toothpicks

How to make

Put four toothpicks into one pinecone. Position the toothpicks so they act as legs for the pinecone dog.

Tips

- Use the model dogs to act out dog actions.
- If the pinecones are dry and brittle, soak them in water overnight.



Activity

Review the list of dog names provided in the word section. Then draw a picture of a dog that comes to mind after looking at the list.

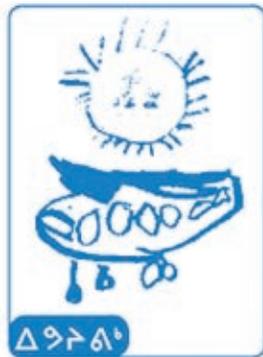
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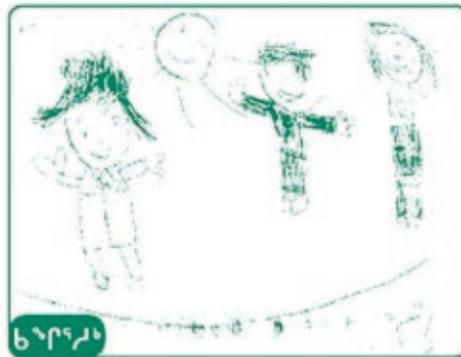


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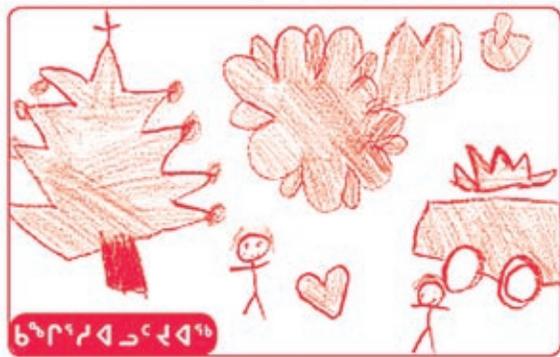
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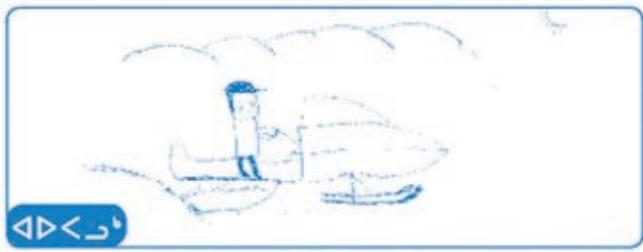
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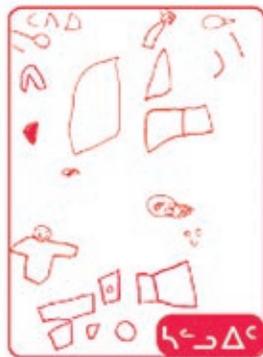
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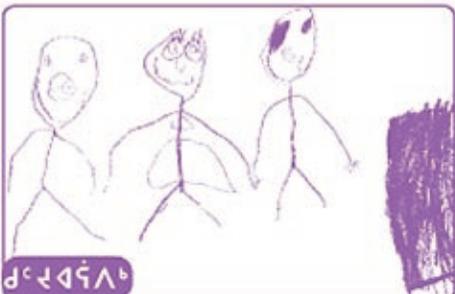
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