



Date: \_\_\_\_\_

## Food Resources in Nunatsiavut, Labrador

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:*

We respectfully acknowledge the land, water, and people of Nunatsiavut, Labrador from where this lesson plan originates. We also acknowledge Roxanne Nochasak, an Inuk educator, as the creator of this lesson plan.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

1. demonstrate an understanding of the aspects of their health and the issues and challenges that impact health and well-being; [Health GCO 1]
2. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences; [English Language Arts GCO 1]
3. develop an appreciation for the connectedness of all creation. [Religion GCO 6]

### LIST OF ACTIVITIES

1. Food Resources in Nunatsiavut, Labrador

### MATERIALS

- Canada's Food Guide: Eating Well with First Nations, Inuit and Métis
- Labrador Inuit Companion to Canada's Food Guide-Winter and Spring
- Labrador Inuit Companion to Canada's Food Guide-Summer and Fall
- Supplies: Food and cooking utensils for preparation of meal



Health

Origin

Nunatsiavut  
Newfoundland and Labrador

Learning Level / Grade

3



300 mins

Related Subjects

English Language Arts,  
Nutrition, Indigenous Ways of  
Knowing & Being

## DESCRIPTION

The lesson plan explores: i) how the Inuit maintained a healthy lifestyle in the past, without access to foods from each of the four food groups; and ii) the importance of animals and edible plants to the Inuit way of life.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Personal reflection time (connecting with thoughts and feelings)
- Relationship with the land

## TEACHERS' GUIDE

### Background/Foundational Information

- As part of a themed unit on Food Resources in Nunatsiavut, Labrador, students will learn about 'The Labrador Inuit Companion to Canada's Food Guide' and use this knowledge to create a meal according to the four different food groups addressed in this guide. This food guide is a companion to 'Canada's Food Guide for First Nations, Inuit, and Métis'.

This lesson plan connects to the themes of:

- Environment - The Inuit maintained a healthy lifestyle entirely by gathering food and hunting animals that the land provided for them.
- Youth Engagement - Students will be fully engaged in learning about local heritage and culture.
- Inclusion and Diversity - The 'Labrador Inuit Companion to Canada's Food Guide' provides an opportunity to develop a respect for differences between environments and the knowledge of the Inuit, which is reflected in a lifestyle that is different from non-Indigenous Canadians.
- Reconciliation - Students will explore and discuss differences, as well as similarities, in lifestyle and values of Indigenous and non-Indigenous people. This is important as we move towards reconciliation through respectful relationships.

## ACTIVITIES

**1 - Food Resources in Nunatsiavut, Labrador****Purpose**

The purpose of this lesson is for students to be able to demonstrate their knowledge and understanding of skills, resources, and processes to create conditions to, and to take actions that, promote their health and that of their family.

**Time:** 300 mins

**Activity Instructions**

In this lesson, students will be speaking, listening, reading, and writing. Students will demonstrate their knowledge of a healthy diet with the inclusion of traditional food resources from the land.

**Activation (30 minutes)**

Teachers begin this lesson by inviting students to talk about their personal food choices and their knowledge of healthy eating. Students who are reluctant to speak may write out their responses.

Next, the class will work together to create a word web of food resources derived from the land and water, for example: berries, char, salmon, partridges, and caribou. The word web may be created using an interactive whiteboard.

**Connection (1.5 hours)**

Students will explore 'The Labrador Inuit Companion to Canada's Food Guide' and compare it to the 'Nunavut Food Guide and Canada's Food Guide For First Nations, Inuit, and Métis'. The teacher may ask prompting questions to engage students in a discussion about local foods, such as:

- What are some of your family's hunting and gathering practices?
- What are some animals that are harvested in Nunatsiavut, Labrador?
- What are some differences between harvested animals and store bought food?
- What are some plants that you like to eat that are gathered in Nunatsiavut, Labrador?
- What are your favourite foods harvested from the land?
- Why is hunting animals important for maintaining a healthy lifestyle and cultural practices?
- What types of foods are grown in gardens in your community?
- Which foods are important to maintaining a healthy diet?

Students are invited to share their thoughts and experiences with the class. The teacher can ask students to determine where their favourite foods belong on the 'Nunavut Food Guide'.

**Homework:** Students ask their family or friends about their favourite hunting trip:

- Where was it?
- What did they harvest?
- How was it cooked?

Students may share what they have learned with the class.

**Consolidation (3 hours)**

Invite students to plan a meal that includes all four food groups from 'The Labrador Inuit Companion to Canada's Food Guide For First Nations, Inuit, and Métis'. The meal should also include traditional Inuit food, food from community gardens, and food bought from stores.

As a class, students will write a letter inviting an Elder or a community member to visit the class. In the letter, students may ask for their help and guidance in the preparation of the meal they have planned.

#### **The Meal:**

Students will prepare their meal with the support of an Elder or community member and their classroom teacher. Together, they will enjoy the finished meal. Traditional knowledge, stories, and language may be shared during this experience.

#### **Student Reflection:**

Provide time for students to reflect on what they have learned. Some prompting questions may include:

- What was the most memorable part of this lesson?
- What new information did you learn?
- Does everyone harvest and eat the same resources that people of Nunatsiavut/Labrador do?
- What are the difference between whole foods and processed foods?

#### **Teacher Reflection:**

Discuss this lesson with an Elder or with other teachers in the professional learning community to get their feedback.

#### **Extension**

##### **Activity Options:**

- Visit gardens to learn about planting and harvesting.
- Plan a menu for a special occasion, prepare the meal, and invite families to share.
- Write a story about hunting or about your favourite foods.
- Make a meal and deliver it to Elders and/or those who are in need.
- Go berry picking and make a dessert.
- Keep in contact with local hunters and ask them to tell you when they have harvested a seal, a porpoise, or a bird. When that event happens, bring students to observe how to prepare the animal for cooking. Students may hear stories from the hunter during this time.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

- Spiritual - Students reflect on cultural practices and lifestyle.
- Emotional - Students connect their experiences in hunting and gathering with the types of foods they enjoy.
- Physical - Students prepare a meal with the help and guidance of an Elder or community member.
- Intellectual - Students analyze the similarities and differences in food guides.

**Materials**

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Canada's Food Guide: Eating Well with First Nations, Inuit and Métis</b>	File (Canada Food Guide-First Nations-Inuit-Metis.pdf) 📄
<b>Labrador Inuit Companion to Canada's Food Guide-Winter and Spring</b>	File (Labrador Inuit Companion to Canada's Food Guide-Winter-Spring.pdf) 📄
To use in comparison with Canada's Food Guide.	
<b>Labrador Inuit Companion to Canada's Food Guide-Summer and Fall</b>	File (Labrador Inuit Companion to Canada's Food Guide-Summer-Fall.pdf) 📄
To use in comparison with Canada's Food Guide.	
<b>Supplies: Food and cooking utensils for preparation of meal</b>	Supplies 📋
The class is to plan a menu in collaboration with community members. They will determine what foods and ingredients are needed, and once gathered, they will prepare and enjoy the meal together.	

## TEACHING NOTES

## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

### Formative Assessment

Observation  
 Creation of the word web  
 Creation of a balanced meal that includes food harvested from the land  
 Letter writing  
 Q&A

## ADDITIONAL RESOURCES

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Life in Nunatsiavut Fall and Early Winter</b>	<a href="#">Link</a> 
<b>Inuit Education in Nunatsiavut</b>	<a href="#">Link</a> 
<b>The Inuit Education Initiative of the Nunatsiavut Government</b>	<a href="#">Link</a> 

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

<b>Relationship with the land</b>
This lesson plan incorporates opportunities for: <ul style="list-style-type: none"> <li>• planning a day to go berry picking</li> <li>• keeping in contact with local hunters and having students observe the harvesting process.</li> </ul>
<b>Participatory and experiential learning activities</b>
<b>Language and Culture</b>
Language and culture are present throughout this lesson as students discuss the importance of local foods in relation to geographic location, lifestyle, and culture. The Elder or community member may share additional aspects of culture and language as they guide students through the preparation of a meal.
<b>Relationship with family, ancestors</b>
The activity in this lesson plan involves family, friends, Elders, and community members.
<b>Connections are made with everyday life</b>
Students are encouraged to connect the lesson plan content to everyday life by considering the types of food that can be found in their local environment. Students are encouraged to reflect on how culture, landscape, and lifestyle are connected to food and their everyday lives.
<b>Intergenerational learning with Elders/Knowledge Holders</b>

<p>Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes          Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes</p>
<p><b>Intergenerational learning with Elders/Knowledge Holders</b></p>
<p><b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b></p>
<ul style="list-style-type: none"> <li>• Care - demonstrated through actively listening and sharing knowledge and perspectives.</li> <li>• Respect - demonstrated through acknowledging the cultural values, traditions, language, and history presented in the lesson.</li> <li>• Truthfulness and Trust - illustrated through sharing values, opinions, and ideas in a safe and inclusive educational space.</li> <li>• Integrity - felt through reflection and connection to content that relates to identity.</li> </ul>
<p><b>Different learning styles; attention given to mind, body, and spirit</b></p>
<p><b>Healthy relationship with self and identity</b></p>
<p>Identity is an important aspect of the meal that students collectively plan. Engaging an Elder or community member to help with the preparation of this meal nurtures students as they explore, experience, and reflect on their identity.</p>
<p><b>Personal reflection time (connecting with thoughts and feelings)</b></p>
<p>At the end of the lesson, students are provided time and personal space to reflect on what they have learned. The teacher may provide prompting questions that encourage students to connect their individual ideas and experiences to the lesson content.</p>

**OTHER DETAILS****Unit Plan Title:** Food Resources**CONTRIBUTORS**

<b>Name</b>	<b>Role/Job Title</b>	<b>Place</b>
Roxanne Nochasak	Teacher	NLESD
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**QUESTIONS/MORE DETAILS**For Questions contact: [Sylvia Moore \(sylvia.moore@mun.ca\)](mailto:sylvia.moore@mun.ca) for more information.