

# Inuit

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



TEACHER'S PET™



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

*Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled field trip.*

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: [fieldtrips@tpet.ca](mailto:fieldtrips@tpet.ca)

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



**No bus needed!**  
**We come to your classroom!**

### Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed directly to the accounts payable individual at your school.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:  
Teacher's Pet Educational Services  
11215-180 Street  
Edmonton, AB  
T5S 0B4
4. If paying by credit card, please call the office at:  
780 434 8224 (Edmonton)  
1 888 634 8738

Please note: We are an approved vendor in your school district.

### Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



### Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.


  
**Inuit**
  
**IN-SCHOOL FIELD TRIP FORM**

A Teacher's Pet Educational Services In-School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive stations while learning several key components of the curriculum.

Here is brief outline of our learning adventure!

## Inuit

Calling all extreme explorers: venture to Canada's far North and learn about Inuit life! Is hunting Caribou difficult? What's an Inuksuk and how do you build one? Why would anyone want to live in an igloo? How important are drum ceremonies and artwork to the Inuit? Pack your parka, grab your compass and let the exploration begin!



Date of presentation: \_\_\_\_\_ Time of presentation: \_\_\_\_\_

Cost: \_\_\_\_\_ Please return your payment for this event by \_\_\_\_\_

✂ -----

I hereby give my son/daughter \_\_\_\_\_ permission to participate in the Inuit In-School Fieldtrip on \_\_\_\_\_ at \_\_\_\_\_ AM/PM.

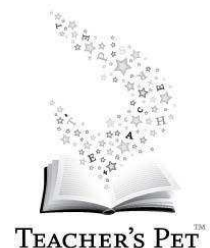
Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Amount enclosed: \_\_\_\_\_

In order for your child to receive the maximum benefit from this field trip, we will require 3 volunteers to help out in station activities. Please arrive at least 15 minutes before the scheduled field trip time to receive instructions.

I will be able to volunteer.  
 Name/phone number: \_\_\_\_\_

I am sorry, but I will not be able to volunteer.



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## CHECKLIST

The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive field trip.

### Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- 3 volunteers are required (or 2 volunteers plus the classroom teacher helping at a station will work) and they should arrive at least 15 minutes prior to the beginning of the field trip.
- There is no Student Booklet to photocopy.



### Day of the field trip:

- Please organize your classroom in the following way:
  - 4 clearly defined areas for 4 stations (4 corners of the room if possible)
  - 3 stations require table and chairs or desks pushed together for doing crafts and worksheets (enough seats for the number of students in each of the 4 groups).
  - 1 station (the “igloo” station requires a large open space (about 12 feet in diameter) as students will be sitting on the floor to do their work.
  - Visuals will be hung in the classroom, including a flag at the front of the room.
- Divide your class into FOUR groups. Students do not need to be in these groups at the beginning of the field trip but will break into their groups shortly afterwards. If you have already decided how the students will be divided up, it will ensure a smooth transition.
- Please provide each student with a name tag and pencil.
- The Teacher’s Pet representative will arrive approximately 20-30 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.

### During the field trip:

- Students will rotate through the stations.
- The Teacher’s Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students’ learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

### After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/> . Your input is very valuable and very much appreciated!

### Payment:

- Please refer to the Payment section included on the “For Your Information...” page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,  
The Teacher’s Pet Team

The following **Learner Outcomes** are explored to varying degrees within the 2 hour Grade 2 In-School Field Trip, Inuit.

## 2.1 Canada’s Dynamic Communities: INUIT



### General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada’s communities.

### Values and Attitudes

*Students will:*

#### Appreciate the physical and human geography of the

- Appreciate how a community’s physical geography shapes identity (I, LPP)
- Appreciate the diversity and vastness of Canada’s land and peoples (CC, LPP)
- Value oral history and stories as ways to learn about the land (LPP, TCC)

### Knowledge and Understanding

*Students will:*

#### 2.1.2 Investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting and following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- How does the physical geography of each community shape its identity? (CC,I)
- What is daily life like for children in Inuit communities (e.g., recreation, school)? (CC, I)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

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## LEARNER OUTCOMES

**2.1.3 Investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:**

- What are the cultural characteristics of the communities (e.g., special symbols, land marks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the tradition and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)



## **2.2 A Community in the Past: INUIT**

### General Outcome

Students will demonstrate and understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

### Knowledge and Understanding

*Students will:*

**2.2.6 Analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:**

- What characteristics define their community? (CC, I)
- What is unique about their community? (CC, I)

**2.2.7 Examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:**

- In what ways has our community changed over time? (CC, TCC)
- What has caused changes in their community? (CC, TCC)

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## LEARNER OUTCOMES

**Art** – This presentation allows the students an experience creating art crafts dealing with main forms and proportions. They will use various techniques for creating shapes that are geometric and organic.

**Physical Education** – This presentation also incorporates a game where students will use locomotor skills of balance and stamina, as well as the importance of etiquette and fair play.

