

■ GRADE 4-6: LANGUAGE  
LEADERSHIP IN NUNAVUT

**Purpose:** Students will learn the Inuit term *aulajaaqtut* and discover how it applies to the way of life for Canada's Inuit. They will then identify how this term also relates to their lives and look for ways to increase its application at school and at home.

**Estimated time:** 75 minutes

**Resources required:**

- Blank paper
- Markers

**Activity:**

1. Begin the class by asking students a few questions about Canada Geese:
  - a. Have you ever seen Canada Geese flying in the fall or spring?
  - b. Where are they going in the fall and in the spring?
  - c. How do you know they are Canada Geese? (e.g., their physical characteristics, their distinctive call, their V-formation, etc.)
  - d. Why do they fly in the V-formation?
2. Tell students that the Inuit word for the V-formation Canada Geese fly in is *aulajaaqtut* /'aũ-lā-ũ-ak-tũt'. Write the word on the front board so students have the opportunity to visualize it. Inuit words are spelled phonetically. Say the word aloud and have the class repeat it. If students don't get it right away, encourage them to keep trying. Remind them that learning a new language is never easy, but that it is an important way of understanding people and their culture.
3. Once students understand the word *aulajaaqtut*, explain that it is an important idea in Nunavut education. Describe the rotating leadership geese take when they fly in a V formation they take turns being the leader. The leader, who flies at the front of the V, creates a slipstream in the wind so it is easier for the rest of the flock to fly, *Aulajaaqtut* means learning shared leadership and helping others.
4. Ask students to take a moment to reflect on how the idea of *aulajaaqtut* (shared leadership and helping others) exists in their homes and in the classroom. Have a brief discussion about what shared leadership means and how others benefit from it. Instruct students to write a journal entry identifying how *aulajaaqtut* is present in their lives at home and in school as well as how it can be increased. Allow students twenty minutes to complete their journal.
5. Once finished, call the class to attention. Ask students to share their examples of *aulajaaqtut* from their journals.

During the conversation, record their suggestions.

6. Once the list is complete, divide the class into groups of two to three students. Distribute a blank piece of paper to each group along with a couple of markers.
7. Assign one of the suggested ways to increase *aulajaaqtut* in the classroom to each group. Instruct them to develop an action plan that the class will be able to implement. Give students twenty minutes to complete their plans.
8. Take fifteen minutes to allow the groups to present their plans to the rest of the class. Have students hand in their plans at the end of the presentations.
9. Post the plans on a classroom wall to act as a visual reminder of their commitment to *aulajaaqtut*. Incorporate the plans into the everyday process of the classroom.

## ■ ADDITIONAL RESOURCES

In addition to the lesson plan, share these resources with your students:

- Kielburger, Craig and Marc Kielburger. "Global Voices: Nunavut Education, old wisdom in new school." 10 December 2012. : [www.canadiana.org](http://www.canadiana.org)