



# KAK'GLLUM IRALUA

## RUNNY NOSE MOON

*Chosen Social Studies or  
Preschool Standard.*

### ESSENTIAL QUESTIONS

- What traditional knowledge do you know that helps care for others, or how are you kind when they are sick?
- How can we be responsible with traditional knowledge?
- How do we show respect for our bodies?

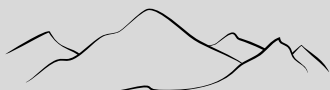
### MATERIALS

Examples of skin sewing (if available or pictures)

### SCAFFOLD SUPPORT

*Giving ALL students different ways to access materials and information to learn & succeed.*

- Provide pre-cut clothing shaped fabric and cardboard dolls as a base.
- Offer dolls or fabric with marked or punched holes for easier stitching. Use fabric glue or tape if needed.
- Lacing Tools – Use yarn, plastic needles, or stitching tape instead of sharp tools.
- Material Choices – Be intentional about materials your group can use.



### Painting Discussion

This month is known as **Kak'gllum Iralua** 'Runny Nose Moon' (Kodiag Sugt'stun). During this month, the nights are becoming dark and cold. Frost is appearing and ponds are freezing. Playing outside you may experience a 'runny nose' such as the one painted on the moon in this picture.

### ACTIVITY:



**Watch & Discuss** What type of animals would be good to make waterproof gear out of? How to Make a Caribou Parka' (13:28)  
<https://vimeo.com/114603220>

Indigenous cultures in Alaska such as the Alutiiq, Yup'ik & Cup'ik, Tlingit, Athabaskan Den'a, Inupiat, Unangaġ and Sugpiaq, Eyak, Haida, Tsimshian, and Tlingit peoples have learned very smart ingenious ways of living in cold and harsh conditions. One ingenuity is the use of clothing. Even some of the best clothing that we get now at the store, the most expensive gloves or hats that we buy is no match for the outdoor clothing designed by anyone of these indigenous groups. The Alutiiq have amazing cold, waterproof designs especially tailored to the wet and cold climates.

### Create a waterproof design.



Many expert skin sewers developed in their sewing from an early age with freedom to experiment along with observing others create. Give students freedom to try to create a garment for a doll or figure that they have. Use materials that are available and easy to cut or use (garbage bags, scrap materials, paper, yarn, tape, beads). If you don't have a doll readily available, a cardboard cutout of a figure will do just fine too!

### ROWDY RAVEN IS TEASES

"A raven's black feathers help it stay warm by soaking up sunlight, while its soft down traps air like a blanket. By fluffing and preening, ravens cleverly use their feathers to hold in heat and stay comfortable in the cold."

- Ravens can get sick too. Symptoms include acting lethargic and poor balance. If you see a bird that looks sick or has an infection, stay away from them.



### Examples / Non-Examples of Caring

Show non-examples of caring for sick friends: teasing friends with runny noses, hiding tissues, or making loud noises when someone is resting. Have students teach Rowdy Raven good examples of caring — writing kind notes, offering tissues, or using quiet voices. If you catch students teaching Raven or showing care, take a picture and share their success!

## LING'ATARLUTA - WE ARE RESPECTFUL

Respect means noticing others' needs and showing care through our actions. We are respectful when we:

- Listen when someone says they don't feel well
- Speak kindly and gently
- Give space and show understanding

What does it look like to respect someone who isn't feeling well?

## WE ARE SAFE

Staying safe in our cold climate means wearing warm clothes, like the skin-sewn garments we talked about today. Warm clothes protect us from frostbite when we play outside in winter. Show children photos of the community in different seasons and ask: What clothes do we need to wear to stay safe in October? May? August?

## WE ARE KIND

We can take care of our friends and family when they are sick in lots of different ways. This is one way to be kind, and kindness and empathy are related. Maybe we bring them a blanket or a favorite stuffy, or help them be cozy and comfortable in bed. Have children discuss different ways they can take care of others to show kindness.

## CARLIALUTA - TAKING CARE OF OURSELVES / RESPONSIBLE

Being responsible means caring for our bodies and our community.

- Wash hands, cover coughs, and tell a grown-up when you don't feel well. Take care of your belongings like tissues, and sanitizing.

We also show responsibility by using traditional knowledge to help care for ourselves and others. Listen to what is shared, try it with care, and pass it on when the time is right.

## TUKNILUTA - WE ARE STRONG / RESILIENT

Being resilient means to be able to be 'tough or strong' and it also means to be able to think in ways that will help you to survive using the materials that you have around you.

When you are going through a hard time, what materials or tools do you use to make sure you are ready to survive it? When we don't feel good, it is hard to think of things that will help. This is why we make a plan beforehand. Belonging to a community is important because then we can take care of each other too.

For young children: visuals are important materials or a "tool kit" that will help them get through difficult situations like conflict with a peer or understanding their emotions and problem solving.



*What values does your community teach? How can you connect it to the berry moon?*



## Take Care of Others *You Cannot Live without Them*

### Reflection Questions

- How do you teach children to care for others?
- How does taking care of others support that they belong to your community of learners?
- How do you use visuals or schedules to help children show care for others?



**Values Book Activity:** Create a routine where students write kind get-well notes when a classmate is sick. Model this practice by sending positive notes home celebrating each child's successes and writing supportive notes to colleagues when they are away.

Photocopy or take pictures of children's get-well notes and positive messages in the monthly values book as a reflection of their growing understanding of how to care for others and build community.

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## HIGH QUALITY SUPPORTIVE ENVIRONMENT

**Implement Predictable Classroom Routines:** Follow routines consistently on a day-to-day basis.



### PYRAMID IMPLEMENTATION CHECKLIST SUPPORTING ADULTS

**Relationships with Families:** Use a variety of strategies for building relationships with all families.

**Relationship with Colleagues:** Provide positive and supportive feedback to other team members and use these opportunities to model for children.

## NURTURING & POSITIVE RELATIONSHIPS

**Creating a Caring Classroom Community:** Teach children how to care for one another by helping each other, inviting another child to play together, celebrating accomplishments, and giving compliments.

**Relationships Among Children:** Create opportunities for positive interactions between children in daily routines (e.g. arrival, meals, departure, etc.)

# LET'S LEARN ALUTIIQ!



Level: Eggs		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	October	Kak'gllum Iralua
	Weather/Outside	Lla
	Cold	Pat'snarluni
	Warm	Maqarluni
<b>Simple Sentences:</b>	How is the weather?	Cestun Ila et'a?
	It is cold!	Pat'snartuq!
	It is warm!	Maqartuq!
Sample Activities: Naliat iralut?, Cestun Ila et'a?		
<b>Naliat iralut?</b>		
<p>Prompt the students with <b>Naliat iralut nutaan?</b>/Which month is it now?            Encourage them to answer in Alutiiq, <b>Kak'gllum Iralua!</b>/October (Runny Nose Moon)!</p>		
<b>Cestun Ila et'a?</b>		
<p>Prompt the students with <b>Cestun Ila et'a?</b>/How is the weather... Use of props or weather term print-outs is encouraged! Instructors are encouraged to prompt students with the question, and students can reply with whether it is warm (<b>maqartuq!</b>) or cold (<b>pat'snartuq!</b>). The goal of this exercise is basic word comprehension and recognition.</p>		

## EGGS: CORE LANGUAGE



### JOURNAL

In their journal, students learn to draw a \_\_\_\_\_.

As students are able, encourage them to label their pictures in English and Alutiiq..

## ALEVIN:



## DEVELOPING THE FUNDAMENTALS

LEVEL: ALEVIN		
	English	Alutiiq/Sugt'stun
<b>Core Vocabulary:</b>	-qaa?	Forms a yes/no question
	Is it cold?	Pat'snartuq-qaa?
<b>Simple Sentences:</b>	Is it warm?	Maqartuq-qaa?
	It is winter.	Uksuuq.
	In wintertime...	Uksurmi...
Sample Activities: Cestun Ila et'a? (cont.)		
<b>Cestun Ila et'a? (cont.)</b>		
<p>The instructor sets up scenarios that describe basic weather conditions during summer and winter.  <u>Set-up:</u> Introduce a simple scenario, such as <b>Uksuuq</b>/It is winter.</p>		
<p>+ Add in one new word to the scenario. Instructors should write the word on the board or accompany it with a visual, prop, or charade. Example: add <b>-qaa</b>. Prompt the class with <b>Pat'snartuq-qaa</b>/Is it cold?</p>		
<ul style="list-style-type: none"> <li>• Class comprehension check. Prompt one word answers to the yes/no question, either <b>Aa'aq</b>/Yes or <b>Nuu</b>/No.</li> <li>• Individual student response. Prompt students to respond in full sentences, such as <b>Aa'a</b>, <b>pat'snartuq</b>/Yes, it is cold.</li> <li>• Report: After a student responds, report out the scenario to the class: <b>Aa'a</b>, <b>uksurmi pat'snartuq</b>/Yes, in winter it is cold.</li> </ul>		
<p>+ Repeat this formula, changing the questions prompted until students are comfortable with the core vocabulary and simple sentences.</p>		

### MANICI BRING OUT & SHOW



- Materials:**
- Pictures
  - Object -
  - Feeling Faces Cards
  - Small Objects



## SMOLT: EXPANDING

Level: Smolt (expanding context of use and new vocabulary)		
Core Vocabulary:	English	Alutiiq/Sugt'stun
	Sick	Qena-
Simple Sentences:	Is s/he sick?	Qena'uq-qaa?
	S/he is sick.	Qena'uq.
	S/he has a runny nose.	Kakg'lliquq.
	S/he is coughing.	Quirtuq.
	Are you sick?	Qena'uten-qaa?

### Sample Activities: Qena'uten-qaa?

#### Qena'uten-qaa?

Set-up: The instructor should gather the students in a circle. They should have several props prepared, for instance puppets or cards with images depicting one healthy person, one person with a runny nose, and one person with a cough.

Hold up a card and prompt the students, **Qena'uten-qaa?**/Are you sick? This is a comprehension check; students should respond with **Aa'a!**/Yes or **Nuu!**/No.

+: Once students comprehend the question, the instructor can add new language. Example: add **-Kakg'lliq-**. Using your puppets or cards, select the one that has a runny nose. Prompt the class with **Kakg'lliquq-qaa**/Is his/her nose runny?

- Class comprehension check. Prompt one word answers to the yes/no question, either **Aa'aq**/Yes or **Nuu**/No.

Individual student response. Prompt students to respond in full sentences, such as **Aa'a, kakg'lliquq**/Yes, his/her nose is runny!

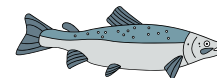
Report: After a student responds, report out the scenario to the class: **Aa'a, kakg'lliquq**/Yes, his/her nose is runny.

Repeat this formula, changing the questions prompted until students are comfortable with the core vocabulary and simple sentences.

### Level: Adult (free response, interaction and conversation)

Core Vocabulary:	English	Alutiiq/Sugt'stun
	Doctor	Sungca'ista
Simple Sentences:	Are you sick?	Qena'uten-qaa?
	I am sick.You are sick.	Qenagua.Qena'uten.
	I have a runny nose.You have a runny nose.	Kakg'lliqua.Kakg'lliquuten.
	I am coughing.You are coughing.	Quirtua.Quirtuten.

## ADULT: CONVERSATION



### Sample Activities: Qenagua, Wiinga Sungca'ista

#### Qenagua

Instructor should assign each student a different symptom (sickness, runny nose, or coughing). The instructor will be the **sungca'ista**/doctor, and encourage the students to playact being sick. The goal is to prompt the students to explain their symptom in Sugt'stun, repeat it at least twice, and as a reward, they are given a simple treatment (in English).

#### Sample conversation:

- **Instructor:** Cama'! Qena'uten-qaa?/Hello, are you sick? **Student:** Aa'aq, kakg'lliqua!/Yes, I have a runny nose!
- **Instructor:** Oh, kakg'lliquuten-qaa?/Oh, do you have a runny nose? **Student:** Aa'aq!/Yes!
- **Instructor:** Nakleng!/Poor thing!

#### Wiinga Sungca'ista

Instructor should pair students up to play pretend as doctors. The goal is to practice the sentence **Qena'uten-qaa?**/Are you sick?. Each child responds based on their role. Encourage students to draw or use doctor toys to "check" each other gently (e.g. listening to heartbeats or taking temperature). Encourage them to incorporate the sample sentences by describing how they are feeling.