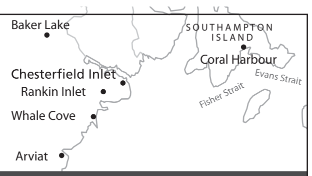
Did we get it wrong?

Kivalliq News is committed to getting facts and names right. With that goes a commitment to acknowledge mistakes and run corrections. If you spot an error in *Kivalliq News*, call (867) 645-3223 and ask to speak to the editor, or e-mail kivalliqnews@nnsl.com. We'll get a correction or clarification in as soon as we can.

ᑕᒪᕐᓂᖅᐱᑕᖃᐃ?

ᑭᕙᓪᓕᕐᒥ ᓂᐱᖕᑯᑦ ᐊᖏᕈᑎᖃᖅᓯᒪᖕᑦ ᐅᓂᒃᑳᓚᐊᓂᒃ ᐊᒻᒪ ᐊᑎᕐᓂᒃ ᐱᑎᐊᓂᕐᒥᒃ. ᑕᒫᒪ ᐃᓚᒋ' ᐊᖏᕈᑎᖃᖅᓯᒪᓂᖅ ᐃᓚᑕᖅᓯᔭᕆᐊᖃᕐᓂᕐᒥᒃ ᑕᒪᖅᑕᐅᔪᓂᒃ ᐊᒻᒪ ᐋᖅᑭᐊᖅᓯᓚᕐᓂᖅ. ᑕᑯᓐᓂᕈ'ᑦ ᑕᒪᖅᓯᒪᔪᒥᒃ ᑭᕙᓪᓕᖅ ᓂᐱᖕᓂ, ᐅᖃᓪᓗᑎᑦ ᐅᕙᖓᑦ (867) 645-3223 ᐊᒻᒪ ᐅᖃᕐᕕᔪᒪᓗᒍ ᐋᖅᑭᒃᓱᐃ", ᐅ"ᕙᓘᓐᓃᑦ ᖃᕆᑕᐅᔭᒃᑯᑦ ᑎᑎᕋᓗᑎᑦ ᐅᕗᖓ kivalliqnews@nnsl.com. ᐋᖅᑭᐊᕐᓱᓐᓂᐊᖅᑕᕗᑦ ᐅ"ᕙᓘᓐᓃᑦ ᓇᓗᓇᐃᕆᐊᕐᓗᒍ ᐱᔪᓐᓇᖅᓯᑐᐊᕈᑕ.



ᐃᓕᑕᕆᔭᐅᓚᐅᖅᑐᑦ ᑐᓂᔭᐅᓚᐅᕐᓂᖏᑦ

ᖃᒪᓂ'ᑐᐊᖅ

ᐊᑖᓂ ᑎᑎᕋᖅᓯᒪᔪᑦ ᐃᖃᐃᓚᓴᕐᓂᕐᒧᑦ ᐃᓕᑕᕆᔭᐅᓯᐊᓚᐅᖅᑐᑦ ᑲᒪᒋᔭᐅᕙᓪᓗᑎᒃ ᖃᒪᓂ'ᑐᐊᒥ ᒪᒃᑯᒃᑐᑦ ᐃᖃᐃᓚᓴᕐᓂᕐᒧᑦ ᑲᑐᔾᔨᖃᑎᒌᒃᑯᖏᓐᓄᑦ ᑕᒡᕙᓂ ᑕᖅᑭᒥ ᖃᒪᓂ'ᑐᐊᒥ.

ᐊᕐᓇᐃᑦ ᐸᓯᑭᐸᑦᔮᖅᑎᖏᑦ:

ᑳᓚ ᑳᔾᔫ – ᐊᓯᒥᓂᒃ ᐱᑦᓯᐊᖏᓐᓇᖅᑐᓂ ᐱᓐᖑᐊᖃᑕᐅᕙᓐᓂᖓᓄᑦ

ᑖᓐ ᕼᒪᒐ – ᐊᔾᔨᓕᖅᐸᓪᓚᖓᖑᓂᖓ

ᐹᕿᓐᑕᓐ:

ᔫᓐ ᐊᒥ'ᓇᖅ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᕼᐃᓚ ᑳᔾᔫ – ᐊᔾᔨᓕᖅᐸᓪᓚᖓᖑᓂᖓ

ᐊᓪᓚᕐᕗᔭᒥ ᑎᐊᓇᓯ:

ᓈᓯ ᐹᑲ – ᐊᓯᒥᓂᒃ ᐱᑦᓯᐊᖏᓐᓇᖅᑐᓂ ᐱᓐᖑᐊᖃᑕᐅᕙᓐᓂᖓᓄᑦ

ᑭᓐ ᐸᐅᖕᒑᑦ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᐊᕐᓇᐃᑦ ᕙᓂᐹᖅᑎᖏᑦ:

ᕼᐃᓚ ᑳᔾᔫ – ᐊᓯᒥᓂᒃ ᐱᑦᓯᐊᖏᓐᓇᖅᑐᓂ ᐱᓐᖑᐊᖃᑕᐅᕙᓐᓂᖓᓄᑦ

ᓈᓯ ᐹᑲ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᐊᖑᑎᑦ ᕙᓂᐹᖅᑎᖏᑦ:

ᕙᓐᓯ ᐃᓄᒃᐸᒃ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᔮᓯᐊ ᐱᕐᔪᐊᖅ – ᐊᔾᔨᓕᖅᐸᓪᓚᖓᖑᓂᖓ

ᐊᑖᓂ 15 ᐅᑭᐅᓕᑦ ᓵᑯᖅᑎᖏᑦ:

ᑯᓇᔅ ᐋᑐᕚ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᑐᓇᓇ ᕿᔅ ᑑᒃᑲᓇᓯᐊ – ᐊᔾᔨᓕᖅᐸᓪᓚᖓᖑᓂᖓ

ᑐᓇᓇ ᕿᔅ ᑑᒃᑲᓇᓯᐊ – ᐊᓯᒥᓂᒃ ᐱᑦᓯᐊᖏᓐᓇᖅᑐᓂ ᐱᓐᖑᐊᖃᑕᐅᕙᓐᓂᖓᓄᑦ

ᑯᓇᔅ ᐋᑐᕚ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᐃᓅᐃᑦ ᐱᓐᖑᐊᕈᑎᖏᑦ:

ᑲᓪᓗᐊᒃ ᑐᑯᒥ – ᐊᓯᒥᓂᒃ ᐱᑦᓯᐊᖏᓐᓇᖅᑐᓂ ᐱᓐᖑᐊᖃᑕᐅᕙᓐᓂᖓᓄᑦ

ᑯᓈᔅ ᑐᑯᒥ – ᐊᒃᓱᕈᕐᓯᐊᖏᓐᓇᕐᓂᖓ

ᐅᒃᐱᕈᓱᖕᓂᖓ ᐱᔪᓐᓇᕐᓂᕐᒧᑦ:

ᕼᐃᓚ ᑳᔾᔫ

ᐊᑭᓕᖅᑐᒐᐅᖏᑦᑐᓂ ᐱᓕᕆᓂᕐᒧᑦ ᐃᓕᑕᕆᔪᒍᓯᐊᖅ:

ᓴᒦᓐ ᑲᓴᓪᓗᐊᒃ

ᐅᑭᐅᓕᑦ ᐊᑖᓂ 19 ᐊᖑᑎᑦ:

ᕗᐅᓇᑦ ᓯᑦᑏᓐᓈᒃ

ᐅᑭᐅᓕᑦ ᐊᑖᓂ 19 ᐊᕐᓇᐃᑦ:

ᒦᒐᓐ ᕼᐊᓯ

ᐅᑭᐅᓕᑦ ᐊᑖᓂ 16 ᐊᖑᑎᑦ:

ᒪᔅᓇᔅ ᐸᐱᒃ

ᐅᑭᐅᓕᑦ ᐊᑖᓂ 16 ᐊᕐᓇᐃᑦ:

ᑏᑐ ᓱᕕᑦᓚᓐ

ᐃᓕᓐᓂᐊᕐᓂᕐᒧᑦ ᐃᖃᐃᓚᓵᑎᓚᒃ:

ᒨᒐᓐ ᕼᐊᓯ ($500 ᑮᓇᐅᔭᑦ ᐃᓕᓐᓂᐊᓇᐊᕈᑎᒃᓴᖏᑦ ᓵᓚᒃᓴᐅᑎᑦ)

ᐃᖃᓗᓚᐅᖅᑐᑦ

ᑲᖏᖅᖠᓂᖅ

ᐊᑖᓂ ᑎᑎᕋᖅᓯᒪᔪᑦ ᓵᓚᒃᓴᓚᐅᖅᑐᑦ ᖃᓅᑎᒋᓗ ᑕᑭᓂᖅᑲᓂᖏᑦ ᐃᖃᓗᒃᑕᖏᑦ, ᐃᓯᓯᒃᑯᑦ, ᐆᒪᐃᑦ, ᐃᖃᓗᐃᑦ ᑲᖏᖅᖠᓂᕐᒥ ᐃᖃᓪᓚᐊᖅᑎᑕᐅᑎᓪᓗᒋᑦ.

ᑕᑯᓗᒍ ᒪᐸᒐᖅ 6

NNSL WEB POLL

WHICH IS YOUR FAVOURITE COMMUNITY EVENT?

Fishing derby 50%

Hamlet Days 40%

Chrstimas games 10%

None of the above 0%

HAVE YOUR SAY:

Are you doing more, or less, local shopping this year? Go online to www.nnsl.com/kivalliqnews to vote in this week's poll. The poll question will be updated every Monday.

ᒍᕆᑦ 2-ᒥ ᐃᓕᓐᓂᐊᖅᑎᑦ ᐋᓕᓴᓐ ᐃᒃᑯᑎ, ᑯᑦᓂ ᒪᑲᐃ ᐊᒻᒪ ᓚᓇ-ᔦᓐ ᓕᓐᑎᐅ, ᓴᐅᒥᐊᓂᑦ, ᐃᓪᓚᖅᑐᑦ ᖃᐅᔨᓴᕐᑎᖅᖃᕐᓗᑎᒃ ᐊᑕᐅᓯᖅ ᐋᐅᓚᔩᒥᒃ ᕿᐹᑦ ᐃᑎᖅᑎᑕᐅᑎᓪᓗᒍ ᐃᓕᓐᓂᐊᕐᕕᖓᓐᓄᑦ ᑖᒃᑯᓇᖓ Actua-ᑯᓐᓄᑦ ᓱᓇᐅᐃᓐᓇᕐᓂᒃ ᖃᐅᔨᓴᕐᓂᕐᒧᑦ ᐱᓕᕆᓕᑦ ᓚᐅ ᐅᓴᒃ ᐃᓕᓐᓂᐊᕐᕕᐊᓂᖓᓄᑦ ᑲᖏᖅᖠᓂᕐᒥ ᐱᓇᓱᐊᕈᓯᐅᓚᐅᖅᑐᒥ.

Darrell Greer/NNSL photo

Grade 2 students Allison Irkootee, *Kortni McKay and Lana-Jane Lindell, from left, have a laugh experimenting with one of the robots brought to their class by the Actua science outreach team at Leo Ussak Elementary School in Rankin Inlet this past week.*

Bring science to children

Actua team visits Coral, Chester, Baker and Rankin

by Darrell Greer
Northern News Services
Rankin Inlet

A group of small robots were the focus of attention as two members of the Actua science outreach program spent the week at Leo Ussak Elementary School in Rankin Inlet this past week.

Andrew Henderson of London, Ont., said he and Brittney Meunier-Gauthier of North Bay, Ont., conducted science workshops all week at the school.

He said Actua visits the Kivalliq twice a year to conduct workshops in May and a science camp in the summer.

"Brittney and I are part of the outreach team, and we reach all the communities that don't have a member university that does Actua programming," said Henderson.

"Actua runs science programming through 33 member post-secondary institutions across Canada.

"The outreach team is a separate entity that travels to remote and rural communities to deliver the programs.

"Actua hires mainly undergraduate students, so Brittney just finished her first year at Nipissing and I'm going into my fifth year of criminology and education at Nipissing and Laurier."

Henderson said the kindergarten to Grade 2 program is based on movement and sound, while Grade 3 and Grade 4 deals with colour as an abstract concept.

He said this is his second year in the Kivalliq with Actua and, so far, he's done a delivery in every community except Naujaat.

"The kids here get so excited when we come that they're all super engaged and always willing to listen.

"Even some of the kids who normally might be a little bit disruptive in class are right in there with everyone else learning the material."

Henderson said the movement and sound program deals with a human being's five senses, and how a robot can also use senses and movement to operate.

He said they get the students to do some hands-on activities with the robots so they can learn some critical-thinking skills, do some problem solving and see why certain combinations of blocks won't make the robots work.

"With the colour workshop, we talk about how we have retinas in the back of our eyes and how colour doesn't really exist in the physical sense.

"It's just light being reflected off objects, observed by our eyes and translated to our brain.

"We relate that to a second set of robots we have that are actually able to read black, blue, green and red.

"When they're on the paper, there's a sensor underneath and when it reads certain combinations of colours, it can do certain actions such as a dance move.

"So the kids are able to design mazes using different colours and make the robots do different things."

Meunier-Gauthier is enjoying her first trip to the Kivalliq with Actua.

In fact, her travels with Actua this year took her outside of Ontario for the first time in her life.

Meunier-Gauthier said she visited four different provinces during her first four days with Actua.

She said she and Henderson made their first stop in Coral Harbour, and then visited Chesterfield Inlet, Baker Lake and Rankin.

"The kids here are so energetic and excited, and they've all been well-behaved," said Meunier-Gauthier.

"We've had every kid participate in every workshop we've done here.

"They're interested in what we're doing and they don't want us to leave.

"They keep asking us if we can come back tomorrow or, at least, very soon again."

Meunier-Gauthier said the hands-on component of their programming is a big hit with the young students.

She said there are hands-on components in every workshop that really get the kids to interact with them and each other.

"We have robots in two of our workshops and the kids absolutely love playing with them.

"The kids in the four communities we've been to here really tend to open up to us more as the week goes on.

"We went to Chester a couple of days after they had a suicide, so the community was very sad and many of the students were grieving.

"We showed up with the most positive attitudes we could possibly have and they had better school attendance while we were there, even with everything that was going on.

"I really enjoyed getting those students excited about learning, and helping them to rebound a bit."

One doesn't have to spend much time with Meunier-Gauthier before realizing she's a huge believer in Actua programming.

Although only being in her first year with Actua, she said she plans to work for Actua for years to come.

"I actually went to a meeting with the senior advisor of my company which dealt with the possibility of getting another membership for Actua.

"If it gets approved, they're looking at hiring me to be the co-ordinator for Actua's new membership university."

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ᓱᓇᐅᐃᓐᓇᓕᕆᓂᕐᒥᒃ
ᒪᒃᐱᒐᖓ 4

Actua-ᑯᓐᓂ ᐱᓕᕆᔪᖅ ᐋᓐᑐᕈ ᕼᐃᓐᑐᓴᓐ ᐅᖃᐅᓯᐅᔪᖅ ᒍᓚᑦ 2-ᒥ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᔮᓐ ᓯᒍᓴᓐ, ᒦᓴᓐ ᕿᓚᒃ ᐊᒻᒪ ᐳᓛᒃ ᑯᓱᒃ, ᓴᐅᒥᐊᓂᑦ, ᖃᓄᖅ ᐊᐅᓚᓯᒐᖅ ᐃᖏᓂᒃ ᑲᒪᒋᔭᐅᔪᓐᓇᕐᓂᖔᕐᓂᑦ ᐃᑎᖅᑎᑕᐅᓯᒪᕐᓗᓂ ᓕᐅ ᐅᓴᒃ ᐃᓕᓐᓂᐊᕐᕕᐊᓛᖓᓄᑦ ᑲᖏᖅᖠᓂᕐᒥ ᐱᓇᓱᐊᕈᓯᐅᓚᐅᖅᑐᒥ.

Darrell Greer/NNSL photo

***Actua's Andrew Henderson gives some** advice to Grade 2 students Jon Sigurdson, Mason Kreelak and Blake Kusugak, from left, on how to control their robot at Leo Ussak Elementary School in Rankin Inlet this past week.*

ᓱᓇᑐᐃᓐᓇᓕᕆᓂᕐᒥᒃ ᖃᐅᔨᓴᕈᑎᓂᒃ ᓄᓚᕐᖃᓄᑦ ᑎᑭᑎᑦᓯᓂᖅ

Actua-ᑯᑦ ᐱᓕᕆᔩᖏᑦ ᓴᓪᓕᓕᐊᓚᐅᖅᐳᑦ, ᐃᒡᓗᓕᒑᕐᔪᐊᖑᒧᑦ, ᖃᒪᓂ'ᑐᐊᒧᑦ ᑲᖏᖅᖠᓂᕐᒧᓪᓗ

ᐃᖏᓂᒃ ᐊᐅᓚᔾᔨᓐᓇᖅᑐᑦ ᓴᓇᔭᐅᓯᒪᔪᑦ ᑲᒪᒋᔭᐅᓚᐅᖅᐳᑦ ᒪᕿᔾᔪᓄᑦ ᐃᓚᒋᔭᐅᔪᓄᑦ Actua ᓱᓇᑐᐃᓐᓇᕐᓂᒃ ᖃᐅᔨᓴᕐᓂᕐᒧᑦ ᐃᓕᓐᓂᐊᕈᑎᓕᓴᕈᓄᑦ ᐱᓇᓱᐊᕈᓯᐅᓚᐅᖅᑐᒥ ᓕᐅ ᐅᓴᒃ ᐃᓕᓐᓂᐊᕐᕕᐊᓛᖓᓂ ᑲᖏᖅᖠᓂᕐᒥ.

ᐋᓐᑐᕈ ᕼᐃᓐᑐᓴᓐ London, Ont.-ᒥᐅᑕᖅ, ᐅᖃᓚᐅᖅᐳᖅ ᐳᓇᑕᓂ ᒥᐅᓂᐅ-ᒍᑦᑎᐃᓘ North Bay, Ont.-ᒥᑕᖅ, ᓱᓇᑐᐃᓐᓇᕐᓂᒃ ᖃᐅᔨᓴᕈᑎᓂᒃ ᐃᓕᓐᓂᐊᕈᑎᓂᒃ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᓚᐅᕐᒪᑕ ᐱᓇᓱᐊᕈᓯᐅᒃᑖᒥ ᐃᓕᓐᓂᐊᕐᕕᖕᒥ.

ᐅᖃᓚᐅᖅᐳᖅ ᑖᒃᑯᐊ Actua-ᑯᑦ ᐳᓚᕐᑲᑦᑕᖅᐳᑦ ᑭᐊᓪᓚᐅᑉ ᐃᓗᐊᓄᑦ ᒪᕿᐃᖅᑕᖅᓗᑎᒃ ᐅᑭᐅᒥ ᐃᓕᓐᓂᐊᖅᑎᑎᒍᑎᖃᖅᓗᑎᒡᓗ ᒪᐃᒥ ᐊᒻᒪ ᓱᓇᑐᐃᓐᓇᕐᓂᒃ ᖃᐅᔨᓴᕈᑎᓂᒃ ᐃᓕᓐᓂᐊᕈᑎᖃᖅᑎᑦᓯᑉᓗᑎᒃ ᓄᓇᒥ ᐊᐅᔭᒃᑯᑦ.

"ᐳᓇᑕᓂᓗ ᐃᓚᒋᔭᐅᖃᑕᐅᒍᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᔨᓄᑦ, ᑕᒪᐃᓐᓄᑦ ᓄᓇᓕᖕᓄᐊᖃᑦᑕᖅᓱᑕᓗ ᐃᓚᒋᔭᖅᑐᖃᖏᑉᐸᑦ ᓯᓚᑦᑐᖅᓴᖁᕝᕙᐊᒥ ᐃᓕᓐᓂᐊᖅᑐᒥᒃ ᑕᒪᐃᓐᓇᓗ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᖃᑦᑕᖏᑦᑐᓄᑦ Actua-ᑯᓐᓄᑦ," ᐅᖃᓚᐅᖅᐳᖅ ᕼᐃᓐᑐᓴᓐ.

"Actua-ᑯᑦ ᐊᐅᓚᑦᓯᖃᑦᑕᕐᒪᑕ ᓱᓇᑐᐃᓐᓇᓕᕆᓂᕐᒥᒃ 33 ᐃᓚᒋᔭᐅᑉᓗᑎᒃ ᓯᓚᑦᑐᖅᓴᕐᕕᖕᒥᐅᑕᐃᑦ ᑲᓇᑕᒥ.

"ᑖᒃᑯᐊ ᐱᓕᕆᓪᓚᕆᖃᑦᑕᖅᑐᑦ ᐃᓕᓐᓂᐊᖅᑎᑎᓂᕐᒧᑦ ᐃᖏᕋᖅᓴᖃᑦᑕᖅᐳᑦ ᐅᖓᓯᒃᑐᒥᐅᓄᑦ ᓄᓇᓕᖕᓄᑦ. "Actua ᐱᓕᕆᑎᑦᓯᖃᑦᑕᖅᐳᑦ ᓯᓚᑦᑐᖅᓴᕐᕕᓪᔪᐊᒥ ᓇᒍᓇᐃᒃᑯᑕᖅᑖᖅᓯᒪᖏᑦᑐᓂᒃ ᓱᓕ, ᑕᐃᒪ ᐳᓇᑕᓂ ᓯᕗᓪᓕᖅᒥ ᐅᑭᐅᒥ ᓯᓚᑦᑐᖅᓴᕐᕕᓪᔪᐊᒥ Nipissing-ᒥ ᐃᓕᓐᓂᐋᖅᓂᓚᐅᖅᐳᖅ ᐊᒻᒪ Laurier-ᒥ."

ᕼᐃᓐᑐᓴᓐ ᐅᖃᓚᐅᖅᐳᖅ ᐃᓕᓐᓂᐊᓕᕵᖅᑐᑯᓗᐃᑦ ᒍᓛᑦ 2-ᒧᑦ ᐱᓕᓐᓇᐊᖅᑲᑦ ᐊᐅᓚᓂᖅᒥᒃ ᐊᒻᒪ ᓂᐱᖅᖃᓂᖅᒥᒃ, ᑖᒃᑯᐊ ᐃᓕᓐᓂᐊᖅᑐᑦ ᒍᓛᑦ 3 ᐊᒻᒪ 4-ᒥ ᐱᔾᔪᑎᖃᖅᖢᑎᒃ ᑲᓚᓂᒃ ᐊᒻᒪ ᖃᓄᖅ ᑐᑭᖃᖅᓂᖓ ᓱᓇᑐᐃᓐᓇᓕᕆᓂᖅ ᐱᕙᓪᓕᐊᓕᑕᐃᓐᓇᖅᖢᑎᒃ. ᐅᖃᓚᐅᖅᖢᓂᓗ ᑐᖏᓕᐊᓂ ᐅᑭᐅᒥ ᑭᕙᓪᓕᕆᓯᒪᓕᕆ ᑖᒃᑯᓇᖓ Actua-ᑯᓐᓄᑦ ᐱᓕᕆᑉᓗᓂ ᐊᒻᒪ, ᑕᐃᒪ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᖃᑦᑕᖅᓯᒪᓕᖅᓗᓂ ᓄᓇᓕᖕᓂ ᓇᐅᔮᓄᐊᓚᐅᖅᓯᒪᖏᑦᑯᓗᐊᖅᓗᓂ ᓱᓕ.

"ᓄᑕᖅᑲᑦ ᑕᒡᓗᓂ ᖁᕕᐊᑦᓴᑦᓯᐊᖃᑦᑕᖅᑲᓚᑦ ᑎᑭᓯᒪᓕᕖᖏᑉᐸᑦ ᑕᒪᐃᓐᓇ ᐃᓚᐅᒍᒪᑦᓯᐊᖅᓗᑎᒃ ᑐᓵᒻᒪᓇᑦᓯᐊᖃᑉᐸᒃᓗᑎᒡᓗ.

"ᑕᒪᒃᑯᐊᔫᓐᓃᑦ ᑐᓵᒻᒪᓇᑦᓯᐊᖃᑦᑕᖏᑦᑐᑦᑯᒡᓗᐊᑦ ᐃᓕᓐᓂᐊᖅᕕᖏᑦ ᐃᓚᐅᓂᖃᑦᓯᐊᖅᐳᑦ ᐃᓕᓐᓂᐊᖃᑕᐅᑉᓗᑎᒃ ᖃᓄᐃᓕᐅᖃᑕᐅᑉᓗᑎᒡᓗ."

ᕼᐃᓐᑐᓴᓐ ᐅᖃᓚᐅᖅᐳᖅ ᐊᐅᓚᓂᖅ ᓂᐱᖃᖅᓂᖃᓗ ᐱᔾᔪᑎᖃᖃᑦᑕᖅᓗᓂ ᐃᓄᐃᑦ ᑕᓪᓕᒪᓂᒃ ᐃᑉᐱᖕᓂᖃᕐᒪᑕ, ᐊᒻᒪ ᖃᓄᖅ ᐃᖕᒥᓂᒃ ᐊᐅᓚᔾᔪᓇᖅᑐᖅ ᓴᓇᔭᐅᓯᒪᔪᖅ ᕿᑳᑦ ᑕᒪᐃᓐᓇᐃᓕᐅᕈᓐᓇᖅᑐᓂ ᐊᐅᓚᓂᖅᖃᖅᑐᓂᓗ ᐃᑉᐱᖕᓂᕈᑎᑎᒋᔭᒥᓂᒃ.

ᐅᖃᓚᐅᖅᑐᓂᓗ ᐃᓕᓐᓂᐊᖅᑎᓂᒃ ᖃᓄᐃᓕᐅᖅᑎᑦᓯᖃᑦᑕᖅᑐᑎᒃ ᑕᒪᒃᑯᐊᓗ ᐊᐅᓚᔾᔭᑦ ᐃᖏᓂᒃ ᐃᓄᖕᒍᐊᑦ ᐃᓕᑉᐹᑦᓕᕈᓐᓇᖅᐳᑦ ᐱᒻᒪᕆᐅᔪᓂᒃ ᐃᓱᒪᒃᓴᖅᓯᐅᑦᓯᐊᕈᓐᓇᖅᑐᓂᒃ, ᓇᓗᓇᖅᑐᓂᓪᓗ ᐋᖅᑭᒃᓱᐃᓂᖅᒥᒃ ᐊᒻᒪ ᓱᖑᒪᑦ ᐊᔾᔨᐅᖏᑦᑐᑦ ᖃᓄᐃᓕᐅᕈᑕᐅᔪᑦ ᐊᐅᓚᑎᑦᓯᓂᐊᖏᓕᒪᖕᖠᑦᑕ ᐃᓄᖕᒍᐊᒥᒃ.

"ᑲᓚᓂᒃ ᐱᔾᔪᑎᖃᖅᖢᓂᒃ, ᐅᖃᐅᓯᖃᖃᑦᑕᖅᐳᒍᑦ ᑖᒻᒪᓇ ᐱᑕᖃᕐᒪᑦ ᐃᕗᑦᑕ ᐃᓗᐊᓂ ᐃᓱᐊᓂ ᑲᓚᑦᑕᖃᓪᓚᓇᖏᒃᑲᓗᐊᖅᖢᓂ ᐊᒃᑐᖅᑕᐅᔪᓐᓇᖅᑐᒥᒃ.

"ᖃᐅᔨᔪᑦ ᑐᑦᑕᖅᑐᑦ ᓱᓇᑐᐃᓐᓇᖁᑦ ᐊᒃᑐᖅᑕᐅᔪᓐᓇᖅᑐᒧᑦ, ᐃᔨᑎᓐᓄᑦ ᑕᐅᑐᒃᑕᕗᑦ ᑕᒪᐃᓐᓇᐃᑦᑑᓂᕐᒥᓐᓄᑦ ᖃᓇᑕᕗᑦ ᑕᒪᐃᓐᓇᐃᓕᐅᖅᑎᕐᔪᑦ.

"ᑕᒪᐃᓐᓇ ᑐᖏᓕᖏᓐᓄᑦ ᐃᖏᓂᒃ ᐊᐅᓚᒍᓐᓇᖅᑐᓄᑦ ᐃᓄᖕᒍᐊᓄᑦ ᑕᒪᐃᓐᓇᐃᓕᐅᓚᐅᖅᐸᕗᑦ ᖃᐅᔨᒪᑉᓗᑎᓪᓗ ᑲᓚᓂᒃ ᕿᑭᖅᑕᓂᒃ, ᑐᖑᔭᖅᑐᓂᒃ, ᑐᖑᔭᖃᒃᑐᓂᒃ ᐊᒻᒪ ᐊᐅᐸᓗᒃᑐᓂᒃ.

"ᐊᓕᓚᔾᔮᑦᓗᑎᒃ, ᐃᒃᐱᖕᓂᐊᕈᑎᖃᕐᒪᑕ ᐃᓗᐊᓂ ᐊᑖᓂ ᑲᓚᓂᒃ ᐅᖃᓕᒫᕈᓐᓇᖅᓗᑎᒃ, ᐊᒻᒪ ᒧᒥᕈᓯᑦ ᐊᐅᓚᒍᓯᖕᖏᓐᓂᒃ ᐃᓚᖕᖏᓐᓂᒃ.

"ᓄᑕᖅᑲᑦ ᑕᒪᐃᓐᓇ ᑎᑎᕋᐅᔭᕈᓐᓇᖅᐳᑦ ᐅᐃᒪᔮᕐᓇᖅᑐᓂᒃ ᐃᓄᖕᒍᐊᑦ ᐊᐅᓚᖅᑕᖅᐹᑦ ᖃᓄᐃᓐᓇᕐᓂᖅᑕᐅᔪᓐᓇᕐᒪᑕ ᑕᒪᐃᓐᓇᐃᓕᐅᖅᑎᑕᐅᔪᓐᓇᖅᑐᓂ ᓄᑕᖅᑲᓄᑦ."

ᒥᐅᓂ-ᒎᑦᑎᐃ ᖁᕕᐊᓱᒃᐳᖅ ᓯᕗᓪᓕᖅᐹᒥ ᑭᕙᓪᓕᕆᓕᑕᐃᓐᓇᕿ ᑖᒃᑯᓇᖓ ᐱᓕᕆᐅᓂ Actua-ᑯᓐᓄᑦ.

ᑕᒪᓂᓐᓃᑦ, ᐃᖏᕋᖅᓴᖅᑕᐅᓪᓗᓂ ᑖᒃᑯᓇᖓ Actua ᑕᒡᓗᓂ ᐊᕐᕌᒍᒥ ᓯᕗᓪᓕᖅᐹᖅᓯᐊᒥ ᐃᓅᓯᕐᒥᓂ ᐋᓐᑎᐅᓇᔾᔪ ᓯᓚᑖᓄᐊᖅᓯᒪᓕᖅᐳᖅ.

ᒥᐅᓂ-ᒎᑦᑎᐃ ᐅᖃᓚᐅᖅᐳᖅ ᓯᑕᒪᓂᒃ ᐊᔾᔨᒌᖏᑦᑐᓂᒃ ᓄᓇᓕᖕᓂᒃ ᐊᕕᒃᑐᖅᓯᒪᔪᓂᒃ ᐳᓚᕋᓚᐅᖅᐳᖅ ᓯᕗᓪᓕᖅᐹᒥ ᓯᑕᒪᓂ ᐅᐸᓗᓂ Actua-ᑯᓐᓄᑦ ᐱᓕᕆᓕᖅᖢᓂ. ᐅᖃᓚᐅᖅᐳᖅ ᕼᐃᓐᑐᓴᓐᓗ ᓯᕗᓪᓕᖅᐹᒥ ᓄᖅᑲᓚᐅᕐᒪᑕ ᓴᓪᓕᕐᒧᑦ, ᐊᒻᒪ ᐃᒡᓗᓕᒑᕐᔪᐊᖑᒧᑦ, ᖃᒪᓂ'ᑐᐊᒥ ᐊᒻᒪ ᑲᖏᖅᖠᓂᕐᒧᑦ.

"ᓄᑕᖅᑲᑦ ᑕᒡᓗᓂ ᐆᒪᓂᒃᑐᒪᓂᐅᖓᓚᑦ ᖁᕕᐊᓱᒃᓗᑎᒡᓗ, ᐊᒻᒪ ᐱᑦᓯᐊᖏᓐᓇᖅᓗᑎᒡᓗ," ᐅᖃᓚᐅᖅᐳᖅ ᒥᐅᓂ-ᒎᑦᑎᐃ.

"ᑕᒪᒥᒃ ᓄᑕᖅᑲᑦ ᐃᓚᐅᖃᑦᑕᖅᐳᑦ ᖃᓄᐃᓕᐅᕈᑎᒋᓚᐅᖅᑕᕗᑎᓐᓄᑦ.

"ᖃᐅᔨᒪᒍᒪᑦᓯᐊᖅᓗᑎᒃ ᖃᓄᐃᓕᐅᕆᐊᖃᕐᓂᖅᑎᓐᓄᑦ ᐊᐅᓚᖁᔨᕐᒋᑦᓗᑎᒡᓗ.

"ᐊᖅᑲᒍ ᖃᐃᔾᔪᓇᖅᒪᖕᖒᑉᑕ ᐊᐱᖅᓱᕐᒋᓇᖅᐳᑦ ᐅᕙᓘᓐᓃᑦ, ᕿᓚᒥᔾᔫᒥᐅᓂᐊᖅᑐᒥ ᐅᑎᖅᑯᕗᑉᓗᑎᒃ."

ᒥᐅᓂ-ᒎᑦᑎᐃ ᐅᖃᓚᐅᖅᐳᖅ ᑕᒪᒃᑯᐊ ᐊᒡᒐᒎᑦ ᓴᓇᔾᔪᐅᑎᐊᖅᖃᖅᑐᑦ ᖃᐅᔨᐊᕆᔾᔪᐊᖅᓗᑎᒃ ᓄᓚᖅᑲᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑕᒪᐃᓐᓇ ᐱᓕᕆᖅᑎᕆᔪᓐᓇᖅᑎᑦᑐᒋᑦ ᑕᒃᑯᓇᖓ.

"ᑕᒪᐃᓐᓇ ᐃᓄᖕᒍᐊᖅᑲᖅᑲᐅᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓄᓚᖅᑲᓄᑦ ᖁᕕᐊᓱᒃᑎᑦᓯᔪᑦ ᑖᒃᑯᓇᖓ ᐱᓕᕆᐅᑎᓐᓂ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᓯᒪᔪᑎᓂᒃ ᐃᓕᓐᓂᐊᖅᑕᐅᓂᖅᓴᐅᔪᑦ.

"ᑕᒪᖁᒃ ᓄᓚᖅᑲᑦ ᐃᓚᐅᖅᑲᑦᑕᖅᐳᑦ ᖃᓄᐃᓕᐅᕈᑎᒋᓚᐅᖅᑕᑉᑎᓐᓄᑦ.

"ᖃᐅᔨᒪᒍᒪᑦᓯᐊᖅᓗᑎᒃ ᖃᓄᐃᓕᐅᕆᐊᖃᕐᓂᖅᑎᓐᓄᑦ ᐊᐅᓚᖁᔨᕐᒋᑦᓗᑎᒡᓗ.

"ᐊᖅᑲᒍ ᖃᐃᔾᔪᓇᖅᒪᖕᖒᑉᑕ ᐊᐱᖅᓱᕐᒋᓇᖅᐳᑦ ᐅᕙᓘᓐᓃᑦ, ᕿᓚᒥᔾᔫᒥᐅᓂᐊᖅᑐᒥ ᐅᑎᖅᑯᕗᑉᓗᑎᒃ."

ᒥᐅᓂ-ᒎᑦᑎᐃ ᐅᖃᓚᐅᖅᐳᖅ ᑕᒪᒃᑯᐊ ᐊᒡᒐᒎᑦ ᓴᓇᔾᔪᐅᑎᐊᖅᖃᖅᑐᑦ ᖃᐅᔨᐊᕆᔾᔪᐊᖅᓗᑎᒃ ᓄᓚᖅᑲᓄᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᑕᒪᐃᓐᓇ ᐱᓕᕆᖅᑎᕆᔪᓐᓇᖅᑎᑦᑐᒋᑦ ᑕᒃᑯᓇᖓ.

"ᑕᒪᐃᓐᓇ ᐃᓄᖕᒍᐊᖅᑲᖅᑲᐅᒧᑦ ᐃᓕᓐᓂᐊᖅᑎᓄᑦ ᓄᓚᖅᑲᓄᑦ ᖁᕕᐊᓱᒃᑎᑦᓯᔪᑦ ᑖᒃᑯᓇᖓ ᐱᓕᕆᐅᑎᓐᓂ, ᐊᒻᒪ ᐃᓕᓐᓂᐊᖅᑎᓯᒪᔪᑎᓂᒃ ᐃᓕᓐᓂᐊᖅᑕᐅᓂᖅᓴᐅᔪᑦ.

"ᓄᑕᖅᑲᑦ ᓯᑕᒪᓂ ᓄᓇᓕᖕᓂ ᒪᑐᐃᖕᒑᑦᓯᐊᖅᐳᑦ ᐅᕙᑎᓐᓄᑦ ᐱᓇᓱᐊᕈᓯ ᐊᓂᒍᖅᐸᓪᓕᐊᓕᖅᑎᓪᓗᒍ.

"ᐃᒡᓗᓕᒑᕐᔪᓕᐊᓚᐅᖅᐳᒍᑦ ᐃᖕᒥᓈᖅᑐᖅᑲᓚᐅᖅᑎᓪᓗᒍ, ᓄᓇᓕᖕᓂᒥᐅᑦ ᓂᖑᓪᓗᖕᒐᓚᐅᖅᐳᑦ ᐊᒥᓱᑦ ᐃᓕᓐᓂᐊᖅᑎᑦ ᕿᑭᖠᖅᓗᑎᒡᓗ.

"ᐱᑦᓯᐊᖅᓗᑕ ᑕᐃᑯᖓᓚᐅᖅᐳᑦ ᐃᓕᓐᓂᐊᓇᐊᖅᓂᖅᓴᐅᖅᑲᑕᓚᐅᖅᐳᓪᓗ ᑎᑭᓯᒪᑎᓪᓗᑕ ᖃᓄᐃᓕᐅᖅᑐᖅᖃᓗᐊᖅᑎᓪᓗᒍ.

"ᖁᕕᐊᒋᑦᓯᐊᓚᐅᖅᐸᒃ ᐃᓕᓐᓂᐊᖅᑎᑦ ᐃᓕᑉᐹᑦᓕᕈᒪᓪᓗᑎᒃ, ᐃᑲᔪᖅᓱᐃᓚᐅᖅᐸᕗᓪᓗ ᐆᒪᓇᒃᑲᓐᓂᓕᖁᐸᓪᓗᒋᑦ."

ᑕᒪᓐᓇ ᐊᑯᓂᓗᐊᖅ ᐱᖃᑎᒋᔭᐅᒥᐊᖃᖏᐸᖅ ᒥᐅᓂ-ᒎᑦᑎᐃ ᐅᒃᐱᕈᓱᒃᓯᐊᖅᓗᓂᓗ Actua-ᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑦᓯᒍᑎᖏᓐᓂᒃ. ᓯᕗᓪᓕᖅ ᐅᑭᐅᒥ ᑖᒃᑯᓇᓂ ᐱᓕᕆᓕᖅᑯᐊᖅᓱᓂ, ᐅᖃᓚᐅᖅᐳᖅ ᐱᓕᕆᒍᒪᒐᒥ ᑖᒃᑯᓇᖓ ᐊᑯᓂ ᐅᑭᐅᓂ.

"ᑲᑎᒪᔭᖅᑐᖅᑕᐅᓚᐅᖅᐳᖓ ᖃᐅᔨᒪᑎᖓᓐᓂᒃ ᑲᐸᓂᐅᑉ ᐃᓚᑦᔨᖅᑲᒃᓐᓂᕈᒪᖕᒪᑕ Actua-ᑯᑦ ᑲᐸᓂᓂᒃ. "ᐊᖏᖅᑕᐅᒃᐸᑦ, ᐱᓕᕆᔩᑦᑎᓂᐊᖅᐳᑦ ᐅᕙᓂᒥᒃ ᑲᒪᔩᑎᑦᓗᖓ Actua-ᑯᑦ ᓄᑖᒥᒃ ᐃᓚᖃᓕᖅᓂᐊᖅᐸᑕ ᓯᓚᑦᑐᖅᓴᕐᕕᓪᔪᐊᒥᒃ."