

IKAJUQATIGIINIQ

INUIT YOUTH PATHWAYS TO VIOLENCE PREVENTION



YOUTH INITIATIVES TOOLKIT



ᐱᐱᕐᕐᕐ
ᐃᓄᐃᕐ ᐱᕐᕐᕐᕐ ᐅᐱ.ᐱᕐ
PAUKTUUTIT
INUIT WOMEN OF CANADA

© 2021, Pauktuutit Inuit Women of Canada

Pauktuutit Inuit Women of Canada
1 Nicholas Street, Suite 520
Ottawa, ON K1N 7B7

Telephone: 613-238-3977
Toll Free: 1-800-667-0749
Fax: 613-238-1787
Email: info@pauktuutit.ca
pauktuutit.ca

ISBN: 978-1-988671-18-5

Ikajuqatigiing Inuit Youth Pathways to Violence
Prevention: Youth Initiatives Toolkit

Pauktuutit is the national representative organization of Inuit women in Canada and is governed by a 14-member Board of Directors from across Canada. We foster greater awareness of the needs of Inuit women, advocate for equality and social improvements, and encourage Inuit women's full participation in the community, regional and national life of Canada.

Design by Katrina Leclerc





ACKNOWLEDGMENTS

We would like to express appreciation to the people who helped create the Ikajuqatigiiniq: Inuit Youth Pathways to Violence Prevention Youth Camp Toolkit. It would not have been possible to make this toolkit available to communities without the hard work and dedication of the co-authors Becky Kilabuk and Anu Boucher.

A debt of gratitude is owed to the committee members for their guidance on the program's curriculum and toolkit for youth facilitators.

We would like to thank the Train-the-Trainer participants for sharing their stories and providing valuable feedback.

We would also like to acknowledge our project funders, the Family Violence Prevention Program (FVPP) and the First Nations and Inuit Health Branch (FNIHB) at Indigenous Services Canada (ISC).



CREATORS OF THIS TOOLKIT



ANNETTE “ANU” BOUCHER

Anu Boucher was born and raised in Rankin Inlet, Nunavut. Some of her favourite activities are hunting, camping, berry picking, and learning about traditional plant uses. Anu loves to talk and learn about Inuit culture and history.

“As someone who grew up in an Inuit community, I know our youth face many challenges, but I know how resilient they are too! I worked on this toolkit because I want Inuit youth to come together to make our communities happier and healthier while building confidence.”



BECKY KILABUK

Becky Kilabuk was born and raised in beautiful Panniqtuq, Nunavut. Becky has many amazing memories of hunting, fishing, hiking, egg-picking, and clam-digging. But most importantly, Becky was blessed to grow up surrounded by Elders, speaking only Inuktitut and being taught about who she is as an Inuk.

“Today I live and work in Iqaluit, designing leadership programs for young Inuit in the Qikiqtani region, and across Canada and in Greenland, teaching about Inuit history, language, and culture. I see that every single Inuk youth has gifts, talents, skills, intelligence, dreams, desires, and it is my hope that we will not let any fears, worries, or issues hold us back from living our own best lives.”

TABLE OF CONTENTS

03Acknowledgments	20Other Outdoor Activities
04Creators of this Toolkit	21Photovoice Activity
05Table of Contents	22Inuit Games
06Introduction	23Muskox
07Inuit Youth Pathways to Violence Prevention - What does it mean?	23Leg Wrestle
08Coming Together as a Youth Group	24Examples of Icebreakers and Team- Building Activities
08The Benefits of Peer-to-Peer Support, and the Importance of Youth Leaders	24The Sock Game
09The Importance of Healthy Activities/Coping Mechanisms	24Hot Potato
09Inuit Culture to Instill Pride Leading to a Healthy Life Free from Violence	25Inuit Qaujimagatuqangit - Societal Values and Principles
10Advice and Tips - How to Begin Your Youth Group	26Inuit History
10Securing Funding and Potential Partners	27Conclusion
10Budgeting	28Resources
11Planning	29Inuit Organizations
11Reaching Out to Youth in Your Community	30Appendix: Sample Letter of Funding Support
12Types of Workshops and Initiatives	
12How to Find a Mentor	
14Example of A Camp Schedule	
14Weekly Schedule	
16Daily Schedule	
17Activities	
17Mural Activity	
18Other Activities	
18Hiking Activity	





INTRODUCTION

Ikajuqatigiiniq: Inuit Youth Pathways to Violence Prevention is a leadership camp concept that utilizes participatory sports and arts for a development methodology, to be accessible and inclusive to youth of all abilities. A value-based education approach rooted in the Inuit Qaujimajatuqangit (Inuit Societal Values) approach was foundational to this project. The term *Ikajuqatigiiniq* refers to helping each other, therefore a key focus of this toolkit is to bring youth together to promote violence-free living, healthy relationships, and coping mechanisms. The lesson plans were developed with the intent that the participants would connect and transfer the new information and skills they learned to be used in their daily lives and to foster social change.

The Virtual Inuit Youth camp included a Train-the-Trainer methodology which, in

partnership with the *Ikajuqatigiiniq* Toolkit, intends to assist Inuit youth across Inuit Nunangat to develop and facilitate their own youth camp or activity. In this toolkit, you will find templates and resources to ease the republication of these youth-focused events. Given the need for flexibility and relevance to your community, the toolkit allows you to choose which resources are best applicable in your context and adapt it to create additional activities for your camp or activity.

In light of the ongoing pandemic, the camp was delivered in a virtual setting and therefore some adjustments had to be made and some of the activities showcased in this toolkit were not feasible. The outdoor activities exemplified in this toolkit is intended for future projects.

INUIT YOUTH PATHWAYS TO VIOLENCE PREVENTION - WHAT DOES IT MEAN?

Ikajuqatigiiniq means:

1. Coming together as a youth group, building friendships and teamwork;
2. Benefitting from peer-to-peer support and realizing the importance of youth leaders;
3. Understanding the role of healthy activities/coping mechanisms; and
4. Experiencing pride in Inuit culture, which can lead to a healthy life, free from violence.

There are different ways to prevent violence. This camp methodology and toolkit have been developed to be used as a resource for youth to discuss proactive violence prevention measures and ideas. The measures can assist youth to prevent violence before it starts.

When youth step up as leaders to plan and facilitate activities in their community, whether it is a camp, a group, or a youth council, it creates a sense of pride and

provides role models for other youth to look up to. During youth-led activities, when youth are given the opportunity to lead their activities, it helps them build peer-to-peer support systems where they learn to help each other, accomplish goals, and overcome obstacles.

Throughout this toolkit, you will find examples of activities focusing on both the mind and body. Physical and creative activities give participants the chance to discover a variety of healthy coping mechanisms. These activities can become new go-to habits in times of stress.

One of the most important approaches to proactive violence prevention is to instill pride in participants. When youth are given space to be proud of themselves as an individual, as an Inuk, and of their culture, it encourages them to live a healthier life. Feeling pride is contagious.





COMING TOGETHER AS A YOUTH GROUP

When youth come together as a group, it gives them an opportunity to renew, build friendships, and establish teamwork. It provides a basic foundation for a violence-free life. Youth can learn how to handle things together and build healthy relationships.

They can hold themselves accountable and be there for one another through challenging times. It encourages the youth to learn to communicate better, to advocate for themselves and for the community.

THE BENEFITS OF PEER-TO-PEER SUPPORT, AND THE IMPORTANCE OF YOUTH LEADERS

The benefits of Peer-to-Peer Support are wide-ranging for those receiving the support, peer-support workers themselves, and for the mental health system as a whole. One of the key benefits of Peer-to-Peer Support is greater perceived empathy and respect that peer supporters are seen to have for the individuals they support. The group can be a powerful source for developing the skills of self-advocacy, self-esteem, confidence, and positive feelings that they are doing good.

The development of leadership contributes greatly to the positive development of young people and their community, such as:

- Leadership skills, such as goal setting, problem-solving and sound decision-making, are not just necessary for leaders – these skills are needed for success in today's world.

- Helping young people develop leadership competencies makes them better able to solve community problems and enhances their civic participation.
- Young leaders also demonstrate higher career aspirations, increased self-esteem, and improved high school completion rates.
- By supporting and engaging young leaders, adults, and organizations, communities experience direct benefits.
- They have a greater understanding of the problems facing other young people, and new perspectives for how to address these problems.
- Young people help to re-energize adults and counteract negative stereotypes of youth when they are successfully engaged in leadership within their communities.



THE IMPORTANCE OF HEALTHY ACTIVITIES/COPING MECHANISMS

Healthy activities help youth understand how exercise helps them to develop a healthy lifestyle, gain a variety of skills that help them to participate in a variety of physical activities and enjoy an active lifestyle.

It also provides youth with the opportunity to socialize with others and learn different skills such as communication, tolerance, trust, empathy, and respect for others. They also learn positive team-building skills including cooperation, leadership, cohesion, and responsibility.

Youth who participate in physical activities, experience a variety of emotions and learn how to better cope in stressful, challenging, or painful situations.

Healthy activities can be associated with improved mental health since increased activity provides psychological benefits including reduced stress, anxiety, and depression. It also helps youth develop strategies to manage their emotions and increase their self-esteem.

INUIT CULTURE TO INSTILL PRIDE LEADING TO A HEALTHY LIFE FREE FROM VIOLENCE

Showcasing the positive cultural aspects of their lives to youth can encourage them to feel proud of where they are from. It demonstrates the value and importance of their identity and how they can further increase their community impact through visibility and knowledge sharing from role models and elders.

Instilling positive Inuit cultural values to youth can encourage them to internalize self-care and self-love. It can entice youth to share their culture and important historical figures with others that can lead to a spread of social change and a life free from violence.



ADVICE AND TIPS - HOW TO BEGIN YOUR YOUTH GROUP

1. SECURING FUNDING AND POTENTIAL PARTNERS

How do I get funding for a youth camp or activity?

To secure funding and partners, you can reach out to local businesses, your hamlet, regional Inuit organizations, and youth organizations with a request for a funding letter. Request for funding letters should include an overview of what activities you are planning; who would be involved; and the reasons it would benefit the community. The letter should also include a budget showing how much funding you are requesting and what the funds will be used for. Another way to fund your camp or activity is to hold a fundraiser. There are many ways to fundraise, including a craft sale, bake sale, or by holding a bingo game. If you choose to hold a fundraiser, it is important to check with your local government about any rules or guidelines they may have to ensure you are raising funds legally.

2. BUDGETING

What should I consider when preparing a budget?

Budgeting is an important aspect of creating any program, both prior to requesting funding and to ensure you do not overspend on any supplies or services. Staying within budget and spending wisely may also help you maintain good relationships with donors for any future projects. You can create a spreadsheet or a table that lists all the supplies and services required (food, art supplies, a local athlete or artist to do demonstrations, catering, etc.), and how much the supplies and services will cost.



You can explore different options for supplies and services to find the best option for your budget. It is not mandatory that you choose the first option you come across. You may also consider ordering supplies rather than purchasing them in person. By preparing a budget, you can ensure you are choosing the most cost-effective and reasonable options for your activity. You can also consider looking for supplies that can be borrowed or donated to save money.

3. PLANNING

Why do I need a plan?

Planning your activities will also help you prepare your budget and help define your goals and projected outcomes to show funders. Plan what activities you would like to offer, keeping in mind the end goal of each activity. This will help you map out your week and determine what supplies and services you may need. Keep in mind flexibility, especially regarding the weather. You may need to reconsider some details of your activity, but your planning will help you determine how long you need for each activity and what items need to be included within your budget.

4. REACHING OUT TO THE YOUTH IN YOUR COMMUNITY

How do I get people interested in participating?

For your activity to be worthwhile you will need other youth to participate. To build interest in your camp or activity you can let the youth know about it by posting information on social media, putting up posters, making announcements on the local radio or at the school, and other platforms to spread the word. Your promotion should let others know about the purpose of the camp or activity, including details of how they can participate. You may also ask other youth from your community to be involved in the planning and preparation.



5. TYPES OF WORKSHOPS AND INITIATIVES

An effective youth engagement project helps youth learn and develop through participation in organized services that meet the needs of their communities. These workshops or initiatives can be of sports, recreation, and other activities promoting physical fitness and teamwork, mentoring activities, including one-on-one relationship-building and tutoring. Examples include coordinating or coaching junior sports, community clean-ups, igloo building, storytelling with an elder, community barbeques, or sharing and healing circles.

6. HOW TO FIND A MENTOR

Finding an adult to mentor you during program development may sound challenging at first, but you are able to do it if you put your mind to it. Often it is as simple as knowing who and how to ask.

1. Understand the Purpose of Youth Mentoring

A youth mentor is interested in your success, not just in school, but in life. They encourage you to find your own answers rather than telling you what to do. They listen intently. They are advocates for your well-being. They see, hear, and understand you in a way that others may not. In turn, this helps you learn about and believe in yourself!

2. Define Your Goals and Challenges

Consider your current goals related to school, friendships, interests, or career. What personal or learning challenges do you face? If you lack goals or feel lost, that is okay. Maybe your goal is to discover yourself and what is important to you. Youth mentoring can help.



3. Find a Mentor Who Knows You

Youth mentoring relationships most often evolve through your existing social networks. Make a list of adults who know and like you. Consider teachers, counsellors, tutors, social service workers, program leaders, neighbours, or anyone who has shown kindness and respect toward you. Who do you most admire? Why? Who might best support your goals? Decide on your top choices.

4. Ask for What You Want

Most adults, when asked to mentor a young person, feel honoured. Ask for 30 minutes of initial time with your top choice and show up ready to have a productive conversation. Explain why you believe a mentor would benefit you and why you are asking them to play that role. Talk about your current goals and challenges. Ask if they would be willing to meet every two weeks to discuss, encourage, and support your goals. If they do not have the time or do not feel they are the right person, do not be discouraged. Thank them and repeat the process with someone else.

5. Help Build a Positive Relationship

Youth mentoring is not one-sided. Your mentor will learn as much from you as you will from them. Be open, respectful, and honest. Ask questions. Learn how your mentor thinks and what they value. Exchange perspectives without judgment. Allow your relationship to evolve. If it does not work, say so and then redefine or end your formal mentoring relationship.

EXAMPLE OF A CAMP SCHEDULE

WEEKLY SCHEDULE:

DAY/TIME

ACTIVITY

DAY 1

8:40 – 9:30 am	Introduction of Trainers
9:30 am – 10:30 am	Listing/Brainstorming what is needed to start your own youth initiative (Funding, space, partners)
10:30 am – 10:45 am	BREAK
10:45 am – 12:00 pm	Brainstorming potential initiatives
12:00 – 1:00 pm	LUNCH
1:00 pm – 2:30 pm	Discussion on Violence Prevention and Healthy Communities
2:30 pm – 2:45 pm	BREAK
2:45 pm – 3:35 pm	The importance of Inuit culture and reclaiming it/pride Discussion on the Ikajuqatigiiniq youth camp, and what to expect (notetaking, observations, goals)

DAY 2

8:40 – 9:30 am	Ice Breaker/Introductions
9:30 am – 10:30 am	Lesson on Inuit History
10:30 am – 10:45 am	BREAK
10:45 am – 12:00 pm	Indoor Arts Activity (MURAL)
12:00 – 1:00 pm	LUNCH
1:00 pm – 2:30 pm	Outdoor arts activity (PHOTOVOICE)
2:30 pm – 2:45 pm	BREAK
2:45 pm – 3:35 pm	Discussion of IQ Principles Closing Discussion

DAY/TIME**ACTIVITY****DAY 3**

8:40 am – 12:00 pm	Hike, with drinks, portable stoves, easy lunch, tea (optional: small tent) Team building exercises, discussions, games
12:00 – 1:00 pm	LUNCH
1:00 – 3:00 pm	**Continue Photovoice Projects, Lessons on Traditions to instill pride in culture (traditional plant uses, traditional rock uses, and traditional stories)**
3:00 – 3:35 pm	Hike Back

DAY 4

8:40 – 9:30 am	Daily Discussion
9:30 am – 10:30 am	Indoor Arts Activity (MURAL)
10:30 am – 10:45 am	BREAK
10:45 am – 12:00 pm	Outdoor arts activity (SCAVENGER HUNT)
12:00 pm – 1:00 pm	LUNCH
1:00 pm – 2:30 pm	Inuit Games lessons, demonstrations, and what the games were used to demonstrate
2:30 pm – 2:45 pm	BREAK
3:00 – 3:35 pm	Closing Discussion

DAY 5

8:40 – 9:30 am	What did we learn during the youth camp? Discussion
9:30 am – 10:30 am	How can we use what we learned to develop further youth initiatives?
10:30 am – 10:45 am	BREAK
10:45 am – 12:00 pm	Set up feast and art exhibit
12:00 – 3:00 pm	Community Feast and Exhibition of Photos/Art

DAILY SCHEDULE:

DAY/TIME	LOGISTICS	NOTES
Morning discussion 8:40 – 9:30 am	Introduction of trainers and facilitators Supplies needed: Snacks and beverages **Everyone introduces themselves and their background**	
Brainstorming/ Listing 9:30 am – 10:30 am	What is needed to plan & facilitate your own youth initiative?	
BREAK, SNACKS PROVIDED		
10:45 am – 12:00 pm	What initiatives would you like to plan for your community? As a group, or as an individual, what are the benefits of those activities?	
Lunch 12:00 – 1:00 pm	Supplies needed: Lunch and beverages	
Discussion 1:00 pm – 2:30 pm	What is violence, how can we prevent it? What does a healthy community look like? What can we do to make our community healthy?	
BREAK, SNACKS PROVIDED		
DISCUSSION 2:45 pm – 3:00 pm	What is the importance of Inuit culture? How do we reclaim our culture? What role does pride play in our self-confidence? How can pride help us build a healthy community?	
Closing Discussion 3:00 pm – 3:35 pm	Explain the Ikajuqatigiiniq youth camp, what the days ahead look like, and what role the Trainers will have (Notetaking, observations)	



ACTIVITIES

MURAL ACTIVITY



What is a mural?

A mural is a large picture or painting.

Why paint a mural during a youth camp or activity?

This activity is meant to reveal what participants think a healthy, violence-free community should look like. Youth can create murals for the youth camp, one showing what a healthy community would have looked like in the past, an Inuit community before contact with *Qallunaat*; and one that shows what community could be like today – healthy and free from violence.

Steps

1. Decide if you want to do one or both murals representing your community. If you do both, you may find it easier to split your group in two so that everyone has room to take part. You can also separate each group from the other so they can reveal their mural to the other group upon completion.
2. Allow time for the groups to discuss the project, including what they would like to show through the mural, what scenes they wish to create, and who will be responsible for what portion. This may help your participants to work efficiently as a team once it is time to paint.
3. Prepare canvases and supplies and start painting!



Goal

The mural's purpose is to demonstrate how the choice of living free from violence can support a healthier community. As well, it may also show how Inuit already have Inuit Qaujimajatuqangit principles for living a peaceful life. A brief lesson on Inuit history can provide some background on why violence is an issue in communities and can be found later in the toolkit on page twenty-six (26). Although these issues are important to discuss, focusing on breaking these cycles of violence is also a priority. The murals are a way to demonstrate that Inuit are hopeful for the future and that a

healthy, violence-free community is desirable and attainable. This activity uplifts participants, combining art and a positive view of their community.

Supplies needed

1. Paper canvas (select the size based on your budget. You may also opt for plywood, or a wall, depending on what is available to you and your community).
2. Paint (you can choose your type of paint depending on your canvas, acrylic, spray paint, etc.).
3. Brushes.

OTHER ACTIVITIES

You can brainstorm alternatives to the mural. Some other suggestions include drawings or colouring in pre-drawn pictures. You can also do individual paintings, make clay figures, or wall hangings.

HIKING ACTIVITY





Why go on a hike during a youth camp or activity?

It is important to include fun outdoor or land activities whenever possible while running any youth activities or programs. Hiking is a great way for participants to get exercise, fresh air, reflect on thoughts, and bond over a shared adventure.

Things to consider before you start:

Discuss ahead of time as a group whether everyone is interested in a hiking activity. It is important to consider if any of the participants cannot take part due to physical limitations, injuries, or disabilities. If you choose to move forward with the hike, follow the steps below. If the hike does not work for the group, alternative ideas are also listed below.

Steps

1. Decide which trail you would like to explore, and where your endpoint will be. Plan something for the group to do once you reach your destination. Ideas include group photos, shared lunch, games, discussions, awards or special recognition, prizes, activities in pairs, photovoice, storytelling, bonfire, or learning cultural skills.
2. Make a list of all supplies you will need and get everything ready at the appointed time. Depending on what you have planned, some possibilities include packed lunches, country food, drinks, camping stoves, a tent, walking sticks, camera(s), sunglasses, caps, and mosquito spray. It is important to ensure everyone brings enough water.

3. Decide if you want to invite any special guests to join the group on the hike. It could be a youth role model, an Inuk athlete, or anyone that can share their knowledge, wisdom, and experiences while hiking with the group.
4. Estimate how long the planned activities would take and ensure you let people know how long the hike is, what you are planning and when you expect to be back. Have an emergency plan, including a meeting place if the group gets separated, and have a contact person who is not on the outing. Bring a cell phone, satellite phone, or spot device with you if possible.
5. Ensure everyone has proper clothing and footwear for the hike, appropriate for the season. This could include caps, sweaters, sunglasses, or winter clothing if you decide to go out in the colder months. You may also bring extra clothes, rubber boots, or towels if walking in wet areas.

Goal

A group hike allows participants to spend time outside while getting some physical exercise which is proven to be good for both the mind and body. This also enables team building and is conducive to developing healthy relationships.



OTHER OUTDOOR ACTIVITIES

Brainstorm as a group on what other outdoor activities you may want to do. Some ideas may include boating, fishing, kayaking, skidooing, sliding, skiing, playing tag, foot racing, an amazing race around the community, or traditional outdoor games such as *nakataq*, *kalivaqtaq*, or *angutturautik*.

No matter what outdoor activity you choose, there are things you should keep in mind:

SAFETY: Will all participants be safe with the activities planned? Are there any participants with physical disabilities or health complications that you will need to be aware of? Does your activity require someone to be there for bear protection? Do you have a first aid kit in case of emergencies? Do other community members know which trail and when you are planning your activity for?

TIME: Will it fit into the schedule? Is there enough time for the activity? Make sure you include sufficient time to prepare and possibly rest afterward if needed.

SUPPLIES: What will you need to safely and successfully plan and lead the activity?

This can be reflected in your initial supply list.

COSTS: Will it cost money? If so, this activity should be included in your initial planning and budget.

PEOPLE: Are you able to lead the activity yourself? You may choose to invite someone to co-lead the activity with you.

FUN FACTOR: Will everyone be able to take part? Is it a suitable activity for the age of your participants?

VIOLENCE PREVENTION: Does your activity provide participants with a healthy coping mechanism in the form of physical exercise or time spent outdoors?





PHOTOVOICE ACTIVITY



What is a photovoice activity?

Photovoice is taking pictures and giving them a description or caption (a voice). The photos can be of people, places, or objects important to the photographer with the significance explained in the description. Once the photos and descriptions are gathered you can then display them together.

Why do a photovoice at a youth camp or activity?

This activity allows participants to share their emotions and give them a voice without forcing them to vocalize their thoughts. They are given the opportunity to share what is meaningful to them, and what brings them joy and pride. The objects of their images may also provide them with positive reflections during possibly more difficult times. Should you wish to augment the amount of time outside, you may also choose to do this activity outdoors. However, this activity may also be done inside if need be.

Steps

1. Decide if participants will pair or group up to photograph one another. This could be useful if the participants wish to display traditional clothing or skills.
2. Consider who your audience will be, such as the group itself or the community, and ensure the participants are comfortable sharing their photovoice with them. You will also need to decide how and where you will display the photovoices, by printing physical copies or by projecting them on a slideshow.
3. Decide when you plan to do the activity. Some choose to include the photovoice gradually over the duration of their camp and to weave them during other activities, go outside, and capture what the participants are learning.
4. Describe the activity to the participants and discuss how to use the cameras.
5. Gather the photos and descriptions and set them up on display.



Goal

The goal of the photovoice activity is to focus participants on seeing the positive elements in their lives: the visual materials that encourage them to live free from violence. This activity also allows them to voice their opinions and share them with their community, which shows them how to use their voices to showcase their emotions.

Supplies needed

1. Cameras and film. Some use Polaroid cameras and film, but if you cannot use Polaroids consider using a printer.
2. You can ask participants to bring items or props that are significant to them or that have cultural meaning.
3. Depending on how you wish to display the pictures and captions, you may need a projector or a printer.

INUIT GAMES



About Inuit Games

Historically, Inuit Games were played to show strength, settle differences, celebrate a successful hunt, and for amusement.

Why play Inuit Games at a Youth Camp or activity?

To help participants be physically active and to show them healthy hobbies and coping mechanisms that also showcase Inuit culture.

Things to consider when teaching Inuit Games at a Youth Camp or activity:

If possible, bring in a local Inuit Games athlete to teach participants how to play the games. If not possible, there are resources that provide descriptions of Inuit Games. You can find videos or gather information from other resources. You can hold the games indoors or outdoors, depending on the terrain in your community. Here are some examples of Inuit Games and how to play them:



MUSKOX

Step One

Two participants face each other on their hands and knees, each participant puts one arm over the other's neck, so that the other person's headrests under their opponent's chest/shoulder area.

Step Two

Once the two participants are ready, you count to three and they push each other, without using their feet, just their hands, and knees. You can set up a boundary, or just decide whom the winner is based on who pushes more.

LEG WRESTLE

Step One

Two participants sit on a floor with one side of their hips touching (e.g. right hip to right hip), facing the opposite direction from each other. Once they are in that position they lie down.

Step Two

Count to three. On the counts of one and two, raise the leg closest to the opponent to make sure both legs touch. On the count of three, participants lock their legs at the back of their knees and try to flip their opponent.

Goal for both activities

To showcase activities in Inuit culture and foster healthy competition. Physical exercise also provides mental health benefits. It is important to share information about the games played by Inuit, to show their significance and purpose.



EXAMPLES OF ICEBREAKERS AND TEAM-BUILDING ACTIVITIES

The following two activities require mobility. You may consider other more passive icebreakers.

THE SOCK GAME

Cut up socks in rolls, have everyone sit in a circle, roll the dice. For those that get a lucky number, they rush to the middle towards the socks and put on as many sock rolls on their wrists (one at a time), until the next person gets the lucky number, and it re-starts again until all the sock rolls are taken.

The people who have rolls on their wrists count how many they have and the one with the most wins the game.

Supplies needed

1. Cut up socks in rolls
2. Dice

HOT POTATO

Have everyone sit in a circle and toss a small object to each other while music plays. The player who is holding the object when the music stops is eliminated.

Supplies needed

1. A small object that can be passed between participants, for example, a beanbag or small stuffed animal.



INUIT QAUJIMAJATUQANGIT - SOCIETAL VALUES AND PRINCIPLES

This lesson introduces and teaches competencies based on the eight principles and values that Inuit already live by and have been living by for decades:

1. Inuuqatigiitsiarniq: respecting others, relationships, and caring for people.
2. Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.
3. Pijitsirniq: serving and providing for family and/or community.
4. Aajiqatigiinni: discussion and consensus-based decision-making.
5. Pilimmaksarniq: skills development through practice, effort, and action.
6. Piliriqatigiinni/Ikajuqtigiinni: working together for a common cause.
7. Qanuqtuurniq: being innovative and resourceful in seeking solutions.
8. Avatittinnik Kamatsiarniq: respect and care for the land, animals, and the environment.

These principles are an important foundation that guide how Inuit work together and with other organizations. When these principles are followed, Inuit can achieve a healthy life free from violence. This lesson also helps to show participants Inuit already have the tools within their culture and history to live a positive life. This lesson also intends to instill pride in Inuit culture. Participants may find that some of these principles come naturally to them, while others may need some more practice and consideration in their lives.

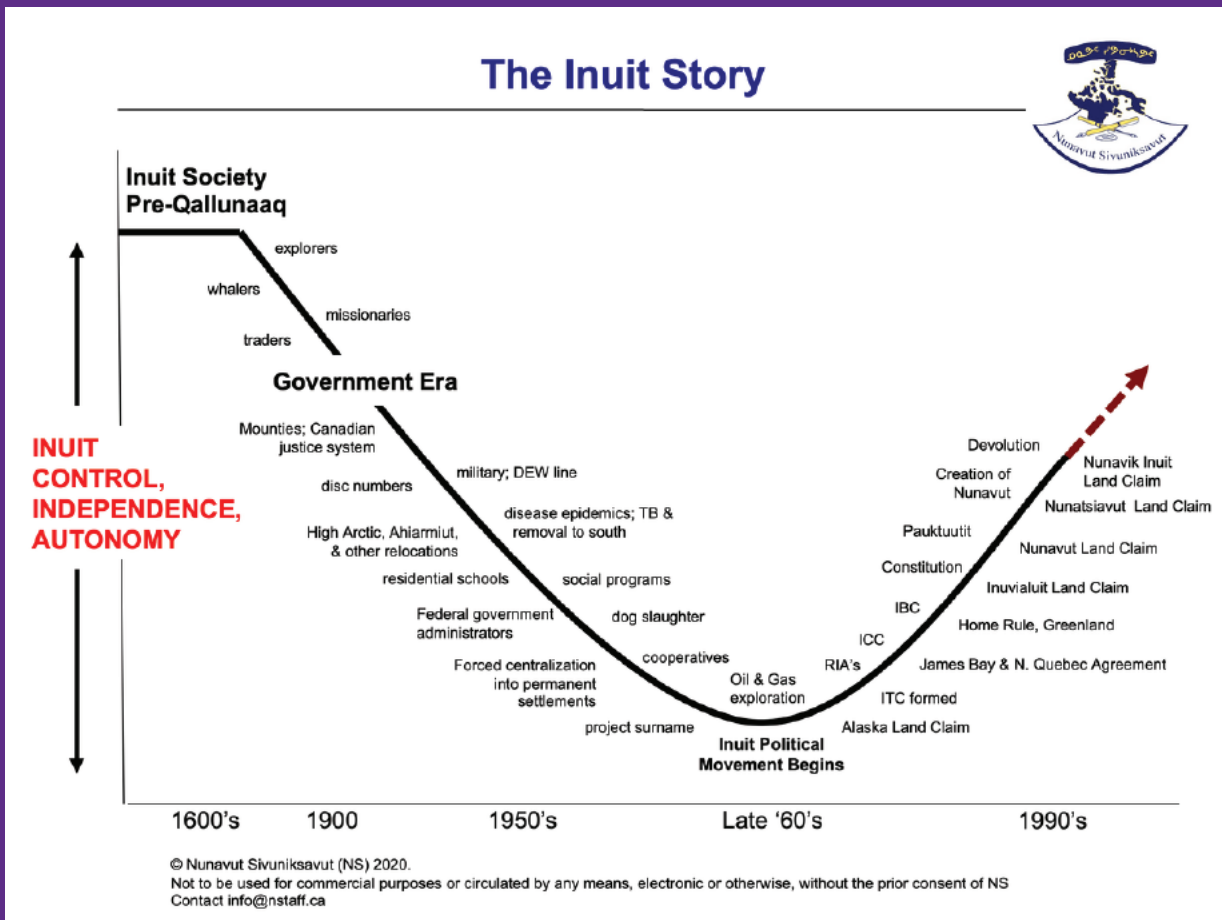


INUIT HISTORY

You may invite someone to come in to teach this section on Inuit history, either an Elder or a leader in your community.

The Nunavut Sivuniksavut's power curve lays out the Inuit power, control, autonomy and independence from pre-contact days to the formation of Nunavut.

This diagram helps the youth learn about the world they are stepping into it as young adults (Nunavut), how it came to be, and their own place in it. This means learning their own collective story, which in turn involves learning history, land claims, and politics from the point of view of the Inuit experience.





CONCLUSION

The *Ikajuqatigiiniq: Inuit Youth Pathways to Violence Prevention Youth Camp Toolkit* is based on the original youth camp offered in Pangnirtung. The camp featured only some of the activities listed in this toolkit due to the COVID-19 pandemic restrictions. The Train-the-Trainer workshop builds positive Inuit youth development into programs and services. It provides skills, practices, and knowledge that fosters coping and lifelong resiliency.

It also provides diverse training opportunities such as leadership, program development, outreach, and facilitation. A key focus of this Toolkit is to bring youth together to promote violent-free living, healthy relationships, and coping mechanisms. The Toolkit is a resource guide to support future initiatives for Inuit youth participants and facilitators.



RESOURCES

1. "On-The-Land Workshop Model." Pauktuutit Inuit Women of Canada, June 2011, www.pauktuutit.ca/project/land-workshop-model/. Accessed 29 April 2021.
- 2 "Mentoring in More than Words" McGill University, 2021. www.mcgill.ca/morethanwords/. Accessed 29 April 2021.
3. "Home | Nunavut Sivuniksavut." www.nunavutsivuniksavut.ca/. Accessed 29 April 2021.
4. NS Power Curve. <http://nunavutsivuniksavut.ca/programs>. Accessed 29 April 2021.
5. Qikiqtani Inuit Association, 2021, www.qia.ca/. Accessed 29 April 2021.
6. "Schools | the Hamlet of Pangnirtung" www.pangnirtung.ca/schools. Accessed 29 April 2021.



INUIT ORGANIZATIONS

The National Inuit Youth Council (NIYC)

Web Site: <https://www.itk.ca/niyc/>

Inuuqatigiit

Centre for Inuit Children, Youth and Families

Web Site: <https://inuuqatigiit.ca/youth-programs/silatunig-youth-engagement/>

Inuit Tapiriit Kanatami

170 Laurier, Suite 510
Ottawa, Ontario K1P 5V5
Telephone: (613) 238-8181
Toll-free 1-866-262-8181
Fax: (613) 234-1991
E-Mail: info@itk.ca
Web Site: <http://www.itk.ca>

Tungasuvvingat Inuit (Inuit Community Centre)

"A place where Inuit are welcome."
604 Laurier Avenue West
Ottawa, Ontario K1R 6L1
Telephone: (613) 563-3546
Fax: (613) 230-8925
E-Mail: mhareti@rogers.com
Web Site: <http://www.ontarioinuit.ca>

Labrador Inuit Association

P.O. Box 70
(or 2 Morhardt St. for courier)
Nain, Labrador A0P 1L0
Telephone: (709) 922-2942
Fax: (709) 922-2931
E-Mail: winston@nunatsiavut.com
Web Site: <http://www.nunatsiavut.com>

Torngasok Cultural Centre

General Delivery
Nain, Labrador A0P 1L0
Telephone: (709) 922-2158
Fax: (709) 922-2863
E-Mail: torngask@cancom.net
Web Site: <http://www.nunatsiavut.com/torngasok.html>

Makivik Corporation (Head Office)

P.O. Box 179
Kuujuaq, Quebec J0M 1C0
Telephone: (819) 964-2925
Fax: (819) 964-2613
E-Mail: info@makivik.org
Web Site: <http://www.makivik.org>

Saputiit Youth Association of Nunavik

P.O. Box 869
Kuujuaq, Quebec J0M 1C0
Telephone: (819) 964-2925
Fax: (819) 964-2613
E-Mail: saputiit@ilagi.ca
Web Site: <http://www.saputiit.ca>

Avataq Cultural Institute

Suite 400, 6700 Avenue du Parc
Montreal, Quebec H2V 4H9
Telephone: (514) 274-1166
Fax: (514) 274-6759
1-800-361-5029
E-Mail: avataq@avataq.qc.ca
Web Site: <http://www.avataq.qc.ca>

Qikiqtani Inuit Association

P.O. Box 1340
Iqaluit, Nunavut X0A 0H0
Telephone: (867) 979-5391
1-800-667-2742
Fax: (867) 979-3238
E-Mail: commdir@nunanet.com
Web Site: <http://www.qikiqtani.nu.ca>

Kakivak Association

Building 924
P.O. Box 1419
Iqaluit, Nunavut X0A 0H0
Telephone: (867) 979-0911
1-800-561-0911
Fax: (867) 979-3707
Toll Free: (800) 561-0911
E-Mail: info@kakivak.ca
Web Site: <http://www.kakivak.ca>

Kivalliq Inuit Association

P.O. Box 340
Rankin Inlet, Nunavut X0C 0G0
Telephone: (867) 645-2800
Fax: (867) 645-2348
E-Mail: johnnyk2@arctic.ca
Web Site: The KIA does not have a web site.

Kitikmeot Inuit Association

P.O. Box 18
Cambridge Bay, Nunavut X0E 0C0
Telephone: (867) 983-2458
Fax: (867) 983-2701
E-Mail: evalik@polarnet.ca
Web Site: <http://www.polarnet.ca/polarnet/kia.htm>

Nunavut Tunngavik Incorporated

Igluvut Building
P.O. Box 638
Iqaluit, Nunavut X0A 0H0
Telephone: (867) 975-4900 or 1-888-646-0006
Fax: (867) 975-4949
E-Mail: recept@tunngavik.com
Web Site: <http://www.tunngavik.com>

Inuvialuit Regional Corporation

P.O. Box 2120
Inuvik, NT X0E 0T0
Telephone: (867) 777-2737
Fax: (867) 777-2135
E-Mail: info@irc.inuvialuit.com
Web Site: <http://www.irc.inuvialuit.com>



APPENDIX

SAMPLE LETTER OF FUNDING SUPPORT

[Date]

[Full name of the person this letter is addressed to]

[Their job title]

[Name of the organization/agency they belong to]

RE: Funding Request

Dear [Mr./Ms./Miss] [Name],

To support our community, [I am or we] looking to co-facilitate a space for healing circles for young people and their adult allies. Even though this concept is traditionally developed by First Nations, this concept can be easily be adapted and modified to meet our Inuit communities. This will provide a culturally specific way of helping Inuit youth express themselves and decompress from the difficult and sometimes traumatic, personal topics and issues that come up. [I or We] have attended the train-the-trainer workshops and received a toolkit that supports a planning process to assist and help develop youth initiatives. It was developed by Pauktuutit Inuit Women of Canada.

The healing circle will promote understanding, build trust, and opportunity to learn from others. By sharing, learning, caring, and trusting, the youth will feel supported thus leading to a healthy and strong community.

To support [me or us] on this much-needed youth initiative, we are asking our [leaders of the community or community organization] with the funding support of \$[amount].

This amount donated will support the rental of a safe space to hold healing circles, an honorarium for an [Elder/Knowledge Keeper] speaker, [snacks/country food] for the attendees, and activities.

[We/I] look forward to working with you in reducing health disparities in our community and achieving health equity.

Sincerely,

[Your full name]

[Your address]

[Your email address]

[Your phone number]