

# A Community Story

# WORKSHOP MODEL



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PAUKTUUTIT  
INUIT WOMEN OF CANADA  
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AN INTERGENERATIONAL HEALING MODEL



#### **ACKNOWLEDGEMENTS**

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## BACKGROUND

### A COMMUNITY STORY

The latest in a series of workshops published by Pauktuutit Inuit Women of Canada, *A Community Story* brings Inuit youth and adults together in parallel and then joint workshop streams to introduce concepts of healing and self-care in a fun, safe, and creative environment.

In our two previous healing workshops, the *On-The-Land Workshop Model* and the *Inuit Elder and Youth Workshop Model*, Pauktuutit Inuit Women of Canada has helped to increase the awareness of abuse issues and build the capacity of women and communities to confront the past, support each other, and create community action plans for ending family violence and abuse.

*A Community Story* recognizes that many lingering impacts of Residential Schools affect Inuit communities to this day. In particular, child sexual abuse is one of the most pervasive issues affecting Inuit youth. *A Community Story* fosters healing opportunities by addressing the intergenerational impacts of Residential Schools on Inuit youth and promoting greater communication and connection between the two generations.

The workshop outlined in this document was developed and piloted jointly by Pauktuutit and BluePrintForLife, a private social work agency that promotes *Healing Through Hip-Hop* workshops for youth. A letter from BluePrintForLife's founder is included in the appendices.

Each Inuit community can adapt this workshop model to its needs and interests. The pilot used hip-hop as a tool for expression, but other creative ways exist to reach youth, including traditional and on-the-land activities.

This document provides the information you need to hold similar workshops in your region or community. It contains information to help you plan and hold the workshops, including daily program activities, supplies, and facilitator guides. You will also find sample public notices, a confidentiality agreement, application forms, and evaluation forms. They can all be customized for your own use.



# TO PREVENT ABUSE IN INUIT COMMUNITIES

## GOAL

The goal of this project is to create a positive shared experience between youth and adult survivors of Residential Schools through creating *A Community Story*.

## OBJECTIVES

1. To introduce concepts of healing and self-care to youth and adults in a safe environment.
2. To open new lines of communication about the impacts of Residential Schools between survivors and their teenage children.
3. To develop new healing models and unique approaches for different generations.
4. To make healing fun through creating *A Community Story*.

## SHORT-TERM RESULTS

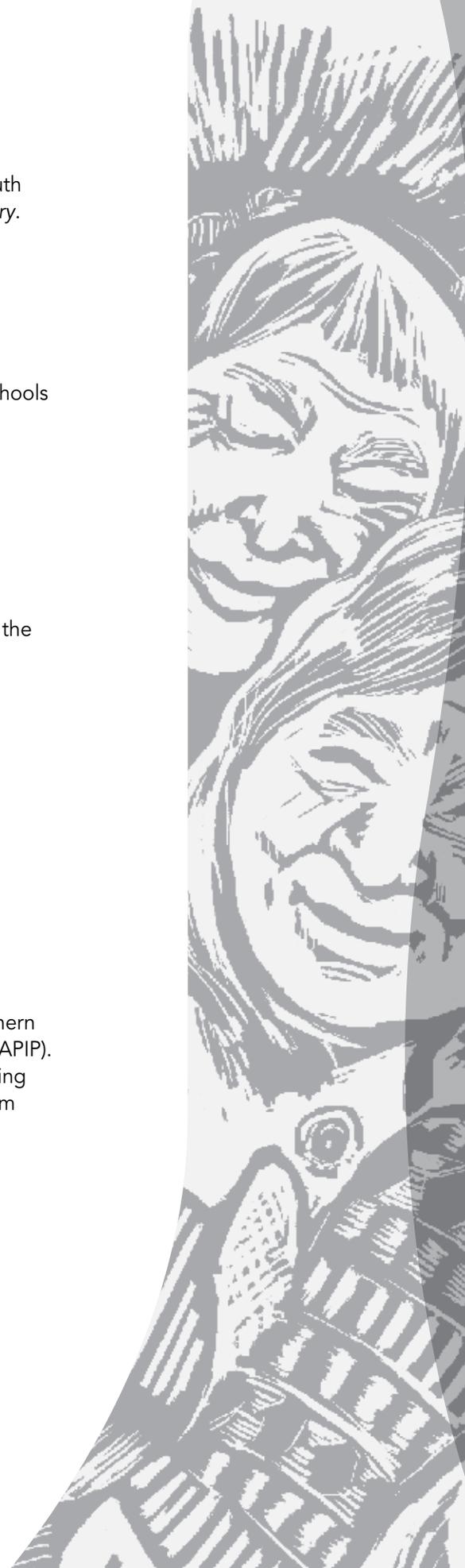
- A greater understanding of the lasting impacts of Residential Schools on the survivors and their children.
- New personal self-care strategies.
- Ownership of healing.

## LONG-TERM RESULTS

- Open dialogues between youth and adults and elders in the community.
- Youth input in community life.
- Strong, future leaders in the community.

## FUNDING

*A Community Story* received its funding from the Aboriginal Affairs and Northern Development Canada's (AANDC) Advocacy and Public Information Program (APIP). The APIP program was established in 2007 to support reconciliation and healing of Aboriginal Residential School survivors and their families and to inform them of all aspects of the *Indian Residential Schools Settlement Agreement*. The program added new initiatives in 2012 to help Aboriginal youth understand the impacts of Residential Schools and promote intergenerational healing in Aboriginal communities.



## ONE COMMUNITY'S STORY: KUGAARUK

The Hamlet of Kugaaruk, Nunavut, piloted the *Community Story* workshop in October 2012.

The impetus for this workshop came from two separate collaborations in and beyond the community. A mental health worker and a community justice worker wanted to help adults and youth in Kugaaruk. Working with a local advisory committee, they learned of the resources available through Pauktuutit and BluePrintForLife, which had developed *Healing through Hip-Hop*, a workshop for youth that focuses on the residual impacts of Residential Schools on survivors and their families.

Ten adult survivors of Residential Schools and issues related to child sexual abuse volunteered to form the adult part of the workshop. Eighty participants aged 14–21 made up the youth component. The adults and youth met separately for the first three days of the workshops and then joined forces for the final two days.

Using art and culture as healing tools allowed participants to share their understanding of the issues in a positive, non-threatening way, speak in a common voice, and support each other.

It is important to note that emotional supports were in place, as were experienced facilitators to guide the healing. This safe environment allowed for relationships and trust to develop first in the separate groups and then together.



# TO PREVENT ABUSE IN INUIT COMMUNITIES

In the last two days of the workshop, both groups came together to create and showcase *A Community Story*, which was their artistic expression of the workshop through dance and art—the two media chosen. At a community concert, participants showcased a mural that the adults painted on canvas using sentiments expressed during the workshop. The youth's messages for each other and their community surrounded the adults' work. Participants entertained the audience with a traditional dance, the hip-hop dance, and then a group dance.

## GUIDE TO A COMMUNITY STORY WORKSHOP

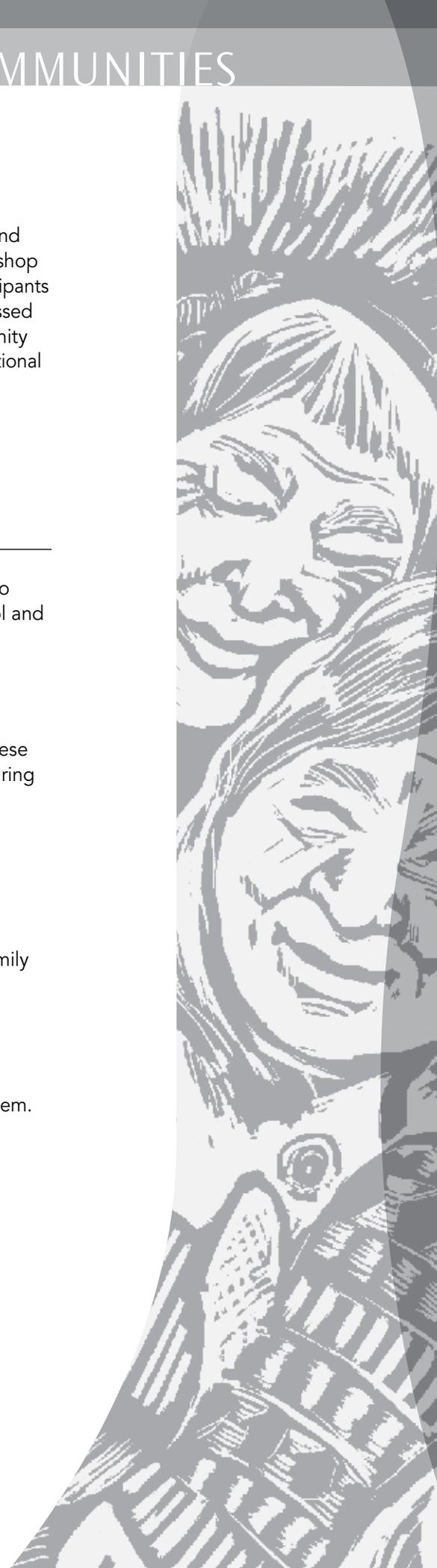
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This workshop is intended for front-line workers and community members who wish to support Inuit healing for adults and youth based on Residential School and child sexual abuse experiences.

### INUIT HEALING PRINCIPLES

This workshop centres on Inuit principles of healing and working together. These six principles are listed below and may help you tailor questions to discuss during your workshop.

1. What is your role in your family? community? organization/work?  
(*Pilirigariinngniq*—Working together for the common good)
2. How do you stay balanced (mind, body, spirit)?  
(*Avatikmik Kamattiarniq*—Environmental wellness)
3. What are good leadership qualities to have? How does that help your family and the community?  
(*Pijittsirarniq*—Service to others and leadership)
4. How do you model and encourage success in your community?  
(*Pilimmaksarniq*—Empowerment)
5. Tell us about a time that you found a creative solution for a difficult problem.  
(*Qanuqtuurunnarniq*—Resourcefulness and adaptability)
6. How do you align your strengths to create change in your community?  
Do you see groups modeling this in your community?  
(*Aajiiqatigiinngniq*—Cooperation and consensus)





## CONSIDERATIONS

This is a list of some of the tasks necessary for a successful workshop:

### Before

- Find funding if necessary.
- Create partnerships with an organization such as BluePrintForLife and either host the adult workshop portion with supports or contact Pauktuutit.
- Consider safety and comfort issues.
- Confirm a workshop location.
- Advertise the workshop.
- Organize supplies and refreshments.
- Address legal issues if any (insurance, etc.).
- Select participants.

### During

- Ensure that the day-to-day activities (including debrief at the end of the day) take place.
- Collect evaluations.

### After

- Celebrate your success!
- Compile evaluations.
- Write up final reports, recommendations, and action plans.
- Follow-up as required (share photos, informal meetings).

## LOCATION

You will need a place with extra breakout rooms and counselling support for the adult portion of the workshop. The latter is due to the sensitivity of the workshop content and the emotions of the participants. The youth workshop component requires a gym.

As we recommend that you provide lunches for all participants, you will need a large kitchen with staff.

## AGENDA

You may need to adapt the agenda to allow for longer discussions or discussions of subjects not in this outline. Both the adult and youth workshop portions are included in this guide.



## **BREAKS**

Participants will be discussing serious issues, so it will be important to have “fun breaks” to lighten people’s spirits. These could include games, exercise breaks or jokes. You may want to solicit donations from local stores and organizations of items that can be used as prizes during breaks.

## **CONFIDENTIALITY AND PHOTO RELEASE**

The workshop participant package should include a confidentiality agreement. You must explain why it is necessary and ensure that all participants sign one as well as a photo release form for recording *A Community Story*.

## **WORKSHOP EVALUATION**

You will want to ask the participants to evaluate the workshop. This will help you build on what worked well and take into consideration any suggestions for improvements if you hold more workshops. Assure participants that their comments will be anonymous and will be kept confidential. A translator or interpreter may be needed for unilingual participants.



## WORKSHOP STRUCTURE

### ADULT WORKSHOP: DAYS 1-3

The adult workshop is designed to provide a safe place for 10 participants, two facilitators, and a mental health care worker. Coffee and tea are provided in the morning and afternoon; lunch is provided daily.

The workshop balances structured information about Residential Schools, healing, and self-care strategies with the necessary paperwork. Disclosures, although not written into the agenda, should be discussed in the context of sharing. Let the adults know that their flip charts will be shared with the youth participants and vice versa.

Communication outside the room where the workshop is held is kept to a minimum. Because many adult participants are mothers and grandmothers with children requiring their attention, participants must arrange childcare so they can devote their attention to the work of the week.

Layered trauma can be a concern. Many survivors of abuse may not want to add to the discussion for the first couple of days. The key is to provide opportunities to share in different ways: verbally through discussion or visually through art and writing.

The adults work on their Community Story project for the first three days. A participant agenda and facilitator's guide follow this section.

### YOUTH WORKSHOP: DAYS 1-3

The youth workshop is designed to provide teens with the space and creative outlet to explore issues in a supportive environment. Morning and afternoon refreshments are provided, as is lunch.



The workshop should have a good balance of structured discussion and cultural activities such as drumming and throat singing. In order to deal with such sensitive issues it is important to have physical activities. The workshops are designed for six segments to focus on healing discussions and the other segments are for physical or cultural activities. Themes for the six healing segments can be self-esteem, substance abuse, suicide, sexual abuse, family violence, and dealing with emotions.

You are not required to hold expertise in all these fields. Since social workers and counsellors are strongly encouraged to be supports during the workshop they could take a lead role in facilitating healing discussions. This may be an opportunity also for elders and members of the community to share their knowledge.

# TO PREVENT ABUSE IN INUIT COMMUNITIES

## BRINGING IT ALL TOGETHER: DAYS 4 AND 5

For the final two days, the adults join the youth together for healing discussions and to build relationships. They will share with each other their skills and talents and work together to develop the community celebration on the final night of the workshop. The final day culminates in a community celebration of their healing.



# APPENDICES



## APPENDIX ONE

### COMMUNITY SERVICE ANNOUNCEMENT

10 Adult/Elder participants

50–100 Youth participants

*needed for*

### ***A Community Story***

**An Intergenerational Healing Project**

LOCATION \_\_\_\_\_

INDIVIDUAL OR ORGANIZATION: \_\_\_\_\_

will be delivering a five-day intensive workshop focusing on adult survivors of Residential Schools and issues related to child sexual abuse. We are inviting ten adult survivors and up to 100 youth from (location) who are ready to discuss their experiences.

The youth workshop is a focus on the lasting impacts Residential Schools has had on them and their families. By mixing healing discussions, physical activity, and culture the youth learn more about themselves, their families, and their community.

Both groups will come together and work creatively to show the resilience of the community through *A Community Story*. This story may include dance, music, spoken word, fine arts, or performance.

We have four main objectives for this project.

1. Introduce concepts of healing and self-care to youth and adults in a safe environment.
2. Open new lines of communication about the impacts of Residential Schools between survivors and their teenage children.
3. Develop new healing models and unique approaches for different generations.
4. Make healing fun through creating *A Community Story*.

The workshops will take place at:

PLACE AND DATE: \_\_\_\_\_

If you are interested in attending those workshops, please contact:

INDIVIDUAL OR ORGANIZATION: \_\_\_\_\_

APPENDIX TWO

**WORKSHOP APPLICATION**

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Mailing address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail/Work #: \_\_\_\_\_

Do you require language interpretation?  Yes  No

What is your Inuktitut dialect? \_\_\_\_\_

Please advise if you have any health physical conditions or dietary restrictions/  
allergies or require medication: \_\_\_\_\_  
\_\_\_\_\_

**Adults wanting to take part in this workshop must ensure that they have arranged childcare.**

The goal of the workshop is to care for and respect others, to have acceptance and tolerance of all participants, and to be open to life-long learning.

If you agree with this goal and want to participate, please sign your name below.

DATE: \_\_\_\_\_ NAME: \_\_\_\_\_

Please return this application to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX THREE

### CONFIDENTIALITY FORM

#### OBLIGATION TO CONFIDENTIALITY

*I understand and promise to keep confidential  
all information that is personal to others.*

Participant Signature: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_

Signed at: \_\_\_\_\_

Dated at: \_\_\_\_\_



APPENDIX FOUR

RELEASE FORM FOR PHOTOGRAPHS

I, the undersigned, do hereby consent and agree that

YOUR ORGANIZATION: \_\_\_\_\_,  
its employees, or agents have my permission to take photographs and/  
or video of me, and to use these for documents and/or their website.

I understand that there will be no financial or other remuneration for  
photos and videos.

Name: \_\_\_\_\_

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

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

If under 18, signature of parent or guardian:

\_\_\_\_\_

## APPENDIX FIVE

### SUPPLIES

ITEMS	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>
Flip chart paper	<input type="checkbox"/>		<input type="checkbox"/>
Flip chart stands	<input type="checkbox"/>		<input type="checkbox"/>
Kleenex	<input type="checkbox"/>		<input type="checkbox"/>
Markers	<input type="checkbox"/>		<input type="checkbox"/>
Masking tape	<input type="checkbox"/>		<input type="checkbox"/>
Name tags	<input type="checkbox"/>		<input type="checkbox"/>
Note pads	<input type="checkbox"/>		<input type="checkbox"/>
Pens/pencils	<input type="checkbox"/>		<input type="checkbox"/>
Art supplies (paint, paintbrushes, etc.)	<input type="checkbox"/>		<input type="checkbox"/>
Prizes	<input type="checkbox"/>		<input type="checkbox"/>
Catering	<input type="checkbox"/>		<input type="checkbox"/>



APPENDIX SIX

Sample PARTICIPANT AGENDA

DAY ONE	ADULT WORKSHOP	YOUTH WORKSHOP	
<b>Day begins at 9:00 a.m.</b>			
Opening prayer Administration	Introductions/administration	Icebreaker games and physical activity	
<b>Break</b>			
Check-in with participants	Healing segment #1	Physical/cultural skills	
<b>Lunch</b>			
Traditional values Review youth flip charts	Physical/cultural skills Healing segment #2	Traditional culture Adults' values flip chart review	
<b>Break</b>			
Personal visions Closing comments and prayer	Games Cool-down	Homework and closing comments	
<b>Day ends at 5:00 p.m.</b>			

DAY TWO	ADULT WORKSHOP	YOUTH WORKSHOP	
<b>Day begins at 9:00 a.m.</b>			
Review of previous day Residential schools	Warm-up/review of previous day	Physical/cultural skills	
<b>Break</b>			
Inuit healing principles Child sexual abuse	Healing segment #3	Physical/cultural skills	
<b>Lunch</b>			
Community Story project	Outdoor walk Healing segment #4	Traditional culture Artistic activity	
<b>Break</b>			
Community Story project Closing comments and prayer	Games Cool-down	Homework and closing comments	
<b>Day ends at 4:30 for adults, 5:00 p.m. for youth</b>			



# TO PREVENT ABUSE IN INUIT COMMUNITIES

## DAY THREE

### ADULT WORKSHOP

### YOUTH WORKSHOP

Day begins at 9:00 a.m.

Review of previous day  
Ongoing journey of healing

Warm-up/review of previous day

Physical/cultural skills

#### Break

Self-esteem and self-care

Healing segment #5

Physical/cultural skills

#### Lunch

A *Community Story* project

Physical/cultural skills  
Healing segment #6

Traditional culture  
Artistic activity

#### Break

A *Community Story* project  
Closing comments and prayer

Games  
Cool-down

Homework and closing comments

Day ends at 4:30 for adults, 5:00 p.m. for youth

## DAY FOUR

### ADULT WORKSHOP

### YOUTH WORKSHOP

Day begins at 9:00 a.m.

Meet together and then join the  
youth group in the gym

Prepare to welcome adults

Warm-up | Overview of the next two days | Youth share their artwork/performances with the adults

#### Break

Community evening event brainstorming activity

#### Lunch

Adults share their cultural knowledge and skills with youth | Residential Schools discussion

#### Break

Work on community event project

Closing comments and prayer

Cool-down

Homework and closing comments

Day ends at 5:00 p.m.

## DAY FIVE

### ADULT WORKSHOP

### YOUTH WORKSHOP

Day begins at 9:00 a.m.

Meet together and then join the  
youth group in the gym

Prepare to welcome adults

Community event planning

#### Break

Practice for community event

#### Lunch

Games | Community event artistic work | Traditional culture

#### Break

Finalize artistic project for community event | Dress rehearsal for community event

Final thoughts, closing prayer, and evaluation

Cool-down, final thoughts, and evaluation

#### Dinner Break

Community showcase 7:00–9:00 p.m.

APPENDIX SEVEN

FACILITATOR'S GUIDE FOR Adults – DAYS 1–3

DAY ONE

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
9:00–9:30	Opening prayer and introductions	Ask an elder to say the opening prayer. Introduce participants and staff. Take care of housekeeping issues.
9:30–10:15	Administration  Explain workshop structure	Have participants fill out pre-workshop forms (confidentiality and photo release). Provide overview of next five days.  Advise participants that the contents of the discussions must remain confidential and are not discussed outside the group.  Advise participants that their flip charts may be shared with youth participants. Ensure that there are counsellors on hand.
<b>Break</b>		
10:30–12:00	Check-in with participants	Emphasize that discussion topics may be painful. Issues such as family violence, child sexual abuse and Residential Schools will be discussed.  Ask what concerns or fears they have about the workshop.  Go into detail about the objectives.
<b>Lunch</b>		
1:30–2:30	Remembering traditional values — traits  Remembering traditional values — influences	Draw a large “values” circle on a flip chart. Ask participants to call out or write (on the chart) traits that they admire in others and themselves. Examples may include trust, strength, honesty, or faith.  <ul style="list-style-type: none"> <li>• Ask, “What value is the most important?” (It will be different for everyone.)</li> <li>• Ask, “What stresses or influences can affect the values circles?” Add the words around the outside of the circles. This will show how stress builds up around us and affects our inner strength and peacefulness. This may be an opportunity to discuss traditional roles of women, and what it means to a woman and an Inuk today.</li> </ul>
2:30–3:15	Review and discuss youths’ flip charts	Exchange flip chart notes with youth workshop Discuss youth flip charts (healing segment #1 and #2).
<b>Break</b>		
3:30–4:30	Personal visions	Take flip chart notes: <ul style="list-style-type: none"> <li>• What is a functional family?</li> <li>• What is a dysfunctional family?</li> <li>• The person I could become — list five things you can do to change your own behaviour.</li> <li>• The community we could be — develop a group of ideas on how a community without abuse would look.</li> <li>• How does change take place?</li> </ul>
4:30–5:00	Reflection and closing	End the first day of the workshop with roundtable closing comments. Ask an elder to close the day with a prayer.
5:00–5:30	Staff check-in	Project staff debrief the day. Staff purchase project supplies if needed.

# TO PREVENT ABUSE IN INUIT COMMUNITIES

## DAY TWO

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
9:00–9:15	Review day 1	<p>Ask an elder to say the opening prayer.</p> <p>Take the time to review yesterday's workshop and answer any questions.</p>
9:15–10:15	Residential Schooling for Inuit	<p>Discuss Inuit experiences and effects of Residential Schools:</p> <ul style="list-style-type: none"> <li>• Children who were sent away were removed from their families and from their traditional upbringing. The modern style of education bore no resemblance to traditional family values or ways of learning.</li> <li>• The culture shock is still reverberating through the generations.</li> <li>• Take note that the Residential School experiences have shaken one's own identity — both as an individual and as a people. Illustrate how the tools and supports for resilience are there already within and surrounding each participant. Celebrating their culture each day builds resilience.</li> <li>• Some people have compared the effects of Residential Schools and other traumas they have faced to that of an iceberg: The visible part of the iceberg is your body and the part of the iceberg that is not visible, which is in the water, is your inner self. That is where what you have inside of you — the pain and hurt — can hide. This helps people move toward an understanding of the reasons for the pain (Meeka Arnakaq).</li> <li>• It is through finding the often-hidden causes of pain that we can heal — as individuals, as communities and as a people.</li> <li>• Problems will not go away in an instant. It takes time.</li> </ul> <p><b>Effects on Language and Culture</b></p> <ul style="list-style-type: none"> <li>• One of the greatest cultural effects of Residential Schooling is the erosion of language among Inuit.</li> <li>• Loss of language in some regions like Inuvialuit and Nunatsiavut are more extreme.</li> <li>• Some adults lack the experience of having lived full time in their culture — of learning traditional ways and living within a family structure when they were children.</li> </ul> <p><b>Effects on Family and Kinship Ties</b></p> <ul style="list-style-type: none"> <li>• "We were expecting to go back home after school. But it was no longer our home. Children did not know each other anymore, so they did not get along..." (former student from Nunavik).</li> <li>• In the past, the Inuit family had been an indestructible unit of interdependence and traditional teachings. Observation is central in Inuit learning. Children learned by watching adults and were encouraged to try skills on their own.</li> <li>• Traditional Inuit education was passed on from adults to children and intertwined practical skills with cultural values.</li> <li>• Traditional skills included hunting, preparing meat and pelts, sewing, building igloos and navigating on land and water. Respect for the environment is an integral part of Inuit traditional knowledge.</li> </ul>

*chart continued on next page*

## DAY TWO *continued*

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
<b>Break</b>		
10:30-11:00	Inuit healing principles	Discuss the Healing Principles stated in the Healing Strategy found earlier in this document.
11:00-12:00	Child sexual abuse	Give the participants the "True or False Quiz" (Appendix 10). The results of this quiz will help with the discussion further on in the workshop.  Note that there is a duty to report child sexual abuse. Perhaps an activity could be done to build a script or process tree for when they might suspect abuse or if a child discloses abuse to them.
<b>Lunch</b>		
1:00-3:00	Work on <i>A Community Story</i>	Give the adults time to work on their community story.  Note that the adults may use this time for informal discussions, as it may contribute to the journey of healing.  Informal discussions on child sexual abuse. <ul style="list-style-type: none"> <li>• Children need to be protected — and have to be protected. What does it mean that a child needs and has the right to be protected?</li> <li>• How can we learn to read children's signals?</li> <li>• How can we teach our children to protect themselves and still have confidence in others?</li> <li>• What experiences can trigger memories of trauma?</li> <li>• What are some strategies to overcome fear?</li> <li>• What are ways in which family can support a survivor's needs?</li> <li>• How can we build trust with someone?</li> <li>• What are some ways to create a safe place for children to express their thoughts and feelings?</li> </ul>
<b>Break</b>		
3:15-4:00	Work on <i>A Community Story</i>	Continue with <i>A Community Story</i> <ul style="list-style-type: none"> <li>• How can adults make boundaries less confusing?</li> <li>• What is a respectful way to acknowledge the trauma a survivor has endured?</li> <li>• How can survivors be encouraged and given hope to meet the challenges ahead?</li> <li>• How can survivors bring up the topic of abuse to their loved one?</li> <li>• What are some ways a partner can help if a memory is triggered?</li> <li>• What are some healthy, inexpensive self-care activities?</li> <li>• What are some ways survivors can stop a negative thought process from spiralling?</li> <li>• How can survivors learn to trust their partner?</li> <li>• What ways can survivors ensure their family is healthy?</li> </ul>
4:00-4:30	Reflection and closing	End the day with roundtable closing comments.  Ask an elder to say a prayer.
4:30-5:00	Staff check-in	Project staff debrief the day.  Staff purchase project supplies if needed.

# TO PREVENT ABUSE IN INUIT COMMUNITIES

## DAY THREE

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
9:00–9:15	Review day 2	Ask an elder to say the opening prayer. Review yesterday's workshop and answer any questions.
9:15–10:15	Healing begins with the individual  Making changes	Discuss a healing principle (Refer to the Healing Strategy). While we cannot "heal" others, we can support each other in our healing. <ul style="list-style-type: none"> <li>• Discuss how people have overcome problems from the past.</li> </ul> Making changes: <b>The Person I Could Become</b> <ul style="list-style-type: none"> <li>• Individually, have participants list 5–10 things they can do to change their own behaviour.</li> </ul> <b>The Family We Could Become</b> <ul style="list-style-type: none"> <li>• Individually, have participants list 5–10 things they can do to make their family better.</li> </ul> <b>The Community We Could Become</b> <ul style="list-style-type: none"> <li>• As a group, have participants list ideas for how the community could reduce and prevent violence and abuse. This could include listing the responsibilities and mandates of different agencies including hamlet councils, schools, police, the nursing station, social workers, and CHRs. It could also include ideas about how different services could work together or better, or other ideas specific to the community.</li> </ul>
<b>Break</b>		
10:30–12:00	Self-esteem and self-care	Ask participants to brainstorm "What is self-esteem?" Note responses on a flip chart.  Divide the group into small groups (2–3 people).  Ask the groups to discuss three questions: <ul style="list-style-type: none"> <li>• Name three things you do well.</li> <li>• Name three things that you like about yourself.</li> <li>• Name three things that others like about you.</li> </ul> Have the small groups talk about their answers together.  Ask them more questions and write answers on a flip chart: <ul style="list-style-type: none"> <li>• How did you feel about doing this activity? If you found it hard, why do you think that is?</li> <li>• What can we do to improve our own self-esteem?</li> <li>• How can you take care of yourself better?</li> </ul>
<b>Lunch</b>		
1:00–3:00	Work on <i>A Community Story</i>	Give the adults time to work on their community story.  Note that adults may use this time for informal discussions, as it may contribute to the journey of healing.
<b>Break</b>		
3:15–4:00	Continuation of <i>A Community Story</i>	Continue with <i>A Community Story</i> .  Finalize projects, as this will be the last segment of the workshop with time for creating <i>A Community Story</i> .
4:00–4:30	Reflection and closing	End the day with roundtable closing comments.  Ask an elder to say a prayer.
4:30–5:00	Staff check-in	Project staff debrief the day.  Staff purchase project supplies as needed.

APPENDIX EIGHT

FACILITATOR'S GUIDE FOR Youth – DAYS 1–3

DAY ONE

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
9:00–10:00	<p>Introductions</p> <p>Youth fill out forms as required</p> <p>Workshop structure and objectives</p>	<p>Introductions including staff.</p> <p>Have participants fill out pre-workshop forms (confidentiality and photo release).</p> <p>Provide overview of next five days and workshop objectives.</p> <p>Advise youth that some content of the discussions must remain confidential and are not discussed outside the group.</p> <p>Advise youth that their flip charts may be shared with the adult participants.</p> <p>Ensure that counsellors are on hand.</p>
10:00–10:45	Games & physical activity	Icebreaker games and physical activity.
<b>Break</b>		
11:00–11:30	Healing segment #1	<p>Lead a discussion on a healing topic on self-esteem and self-care and take flip chart notes.</p> <p>Discuss respect for oneself, others, and one's environment and community.</p> <p>Youth can learn about different kinds of respect through teamwork with others.</p> <p>Create an intense, structured and safe learning environment.</p>
11:30–12:00	Physical/cultural skills	Youth participate in a physical and/or cultural activity (throat singing, traditional drumming, Arctic sports, etc.).
<b>Lunch</b>		
1:00–1:30	Physical/cultural skills	Youth participate in a physical and/or cultural activity.
1:30–2:00	Healing segment #2	<p>Lead a discussion on expressing feelings and emotions and take flip chart notes.</p> <p>Engage youth in learning direct skills to manage their emotions and feelings (identifying feelings, being assertive, learning to say you're sorry, etc.).</p>
2:00–2:30	Traditional culture	<p>Invite, where possible, local people to talk about traditional culture.</p> <p>Tell traditional stories.</p>
2:30–3:30	Review and discuss adults' flip charts on "values"	<p>Exchange flip charts with the adult workshop.</p> <p>Discuss what traits the adults admire in themselves and others.</p> <ul style="list-style-type: none"> <li>• What value is the most important?</li> <li>• Discuss what stresses or influences can affect the "values" circles. This shows how stress builds up around us and affects inner strength and peacefulness.</li> </ul>
<b>Break</b>		
3:45–4:15	Games	<p>Use a variety of games that are fun and build on teamwork.</p> <p>Use this time for the youth to re-focus and bring their energy back.</p>
4:15–5:00	Cool-down exercise, homework and closing	<p>Lead youth in cool-down stretches.</p> <p>Provide instructions for tonight's homework: Participants will be required to write a short one-page story of what they have learned.</p> <p>End the day with roundtable closing comments.</p>
5:00–5:30	Staff check-in	Project staff debrief on day.

# TO PREVENT ABUSE IN INUIT COMMUNITIES

## DAY TWO

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
9:00–9:30	Warm-up	Welcome youth to day 2.
	Review of previous day	Lead youth in warm-up stretches. Take time to review yesterday's workshop and answer any questions.
9:30–10:30	Physical/cultural skills	Youth participate in a physical and/or cultural activity (throat singing, traditional drumming, Arctic sports, etc.).
<b>Break</b>		
10:45–11:15	Healing segment #3	Lead a discussion on avoiding illegal drugs, and alcohol, and smoking and take flip chart notes. Share flip chart notes with adults.
11:15–12:00	Physical/cultural skills	Youth participate in a physical and/or cultural activity.
<b>Lunch</b>		
1:00–1:30	Outdoor Walk	Take youth for a walk as an exercise break.
1:30–2:00	Healing segment #4	Lead a discussion on suicide and take flip chart notes. Teach youth to reach out and support each other in communities that have limited resources. Share flip chart notes with adults.
		Review and discuss adult's flip chart on the Iceberg. The visible part of the iceberg is your body. The part of the iceberg that is not visible is your inner self where the pain and hurt can hide. This analogy helps people move toward an understanding of the reasons for the pain (Meeka Arnakaq).
2:00–2:30	Traditional culture	Invite, where possible, local people to talk about traditional culture. Tell traditional stories.
2:30–3:30	Artistic activity	Engage youth in an artistic activity.
<b>Break</b>		
3:45–4:15	Games	Use a variety of fun games to build teamwork. Use this time for the youth to re-focus and bring their energy back.
4:15–5:00	Cool-down exercise, homework and closing	Lead youth in cool-down stretches. Provide instructions for tonight's homework: Participants will be required to write a short one-page story of what they have learned. End the day with roundtable closing comments.
5:00–5:30	Staff check-in	Project staff debrief the day.

## DAY THREE

TIME	SUGGESTED ACTIVITY	FACILITATOR'S REFERENCES
9:00-9:15	Warm-up	Welcome youth to day 3.
	Review of previous day	Lead youth in warm-up stretches. Take time to review yesterday's workshop and answer any questions.
9:15-10:15	Physical/cultural skills	Youth participate in a physical and/or cultural activity.
<b>Break</b>		
10:30-11:30	Healing segment #5	Lead a discussion on family violence. Talk about the cycle of abuse and how violence negatively impacts oneself, families, and communities. Refer to the Inuit Healing Principles (page 8) as ways families can heal from abuse and become resilient. Share flip chart notes with adults.
11:30-12:00	Physical/cultural skills	Youth participate in a physical and/or cultural activity.
<b>Lunch</b>		
1:00-1:30	Physical/cultural skills	Youth participate in a physical and/or cultural activity.
1:30-2:30	Healing segment #6	Lead a discussion on sexual abuse. For workshop materials on child sexual abuse awareness refer to Pauktuutit's <i>The Hidden Face</i> resources. Note there is a duty to report child sexual abuse. Share flip chart notes with adults.
2:30-3:00	Traditional culture	Invite, where possible, local people to talk about traditional culture. Tell traditional stories.
3:00-3:30	Artistic activity	Engage youth in an artistic activity.
<b>Break</b>		
3:15-4:15	Games	Use a variety of fun games to build teamwork. Use this time for the youth to re-focus and bring their energy back.
4:15-5:00	Cool-down exercise, homework and closing	Lead youth in cool-down stretches. Provide instructions for tonight's homework: Participants will be required to write a short one-page story of what they have learned. End the day with roundtable closing comments.
5:00-5:30	Staff check-in	Project staff debrief the day.

## APPENDIX NINE

### FACILITATOR'S GUIDE FOR Adult & Youth WORKSHOP – DAYS 4&5

For the final two days, the adults join the youth in the gym for most of the day. Meeting together gives an opportunity for the adults and youth to build stronger relationships and heal together. In the combined workshop, the adults and youth and take part in healing discussions, share their skills and knowledge with each other, and prepare for their presentation of *A Community Story* to the community on the final night of the workshop.

It may be necessary for adults or youth to retreat to a quiet place to work through issues. Counsellors should be available to support and remain with them if necessary.

#### DAY FOUR

TIME	ADULT Activity	YOUTH Activity	FACILITATOR'S REFERENCES
9:00–9:15	Opening prayer in the meeting room Walk to the gym	Meet in the gym	Prepare participants to join together.
9:15–10:00	Introductions Overview of goals and structure Warm-up exercise and icebreaker		Introduce all participants and staff. Provide overview of next two days. Lead a warm-up exercise. Have adult facilitator introduce the icebreaker. A suggested icebreaker is "Naming through our bodies." Select a few youth and adults to spell out the syllabics of their names using their hips. The wiggling around is both active and entertaining.
10:00–10:45	Youth share their art		Youth share the art they have created during the workshop to the adults.
<b>Break</b>			
11:00–12:00	Community event brainstorm		Adults and youth come together to brainstorm ideas for their community story event.
<b>Lunch</b>			
1:00–2:00	Adults share their cultural knowledge and skills		Adults share with the youth their cultural knowledge and/or skills.

chart continued on next page

## DAY FOUR *continued*

TIME	ADULT Activity	YOUTH Activity	FACILITATOR'S REFERENCES
2:00–3:30	Discuss Residential schools		<p>Have the main facilitator and an adult facilitator discuss the multigenerational effects of Residential Schools:</p> <ul style="list-style-type: none"> <li>• What are the adults' experiences?</li> <li>• How does pain get passed on?</li> <li>• What are some of the intergenerational effects still reverberating? (Alcohol and drug abuse, sexual abuse [past and ongoing], physical abuse, psychological/emotional abuse, low self-esteem, dysfunctional families, dysfunctional interpersonal relationships, parenting issues, suicide, teen pregnancy, depression, rage and anger, flashbacks, grief and loss, lack of trust, toxic communication, disconnection, feelings of powerlessness, etc.).</li> </ul> <p>Connect historical issues with today's problems:</p> <ul style="list-style-type: none"> <li>• Feelings of injustice.</li> <li>• Disagreeing with those in charge.</li> </ul> <p>Share stories of positive healing for adults and youth:</p> <ul style="list-style-type: none"> <li>• What do you do for self-care?</li> <li>• How do you deal with problems?</li> <li>• When have you felt good about your family? Your school? Your friends?</li> </ul>
<b>Break</b>			
3:45–4:45	Art project		Adult and youth work on the art project they will display at their community event.
4:45–5:00	Return to workshop room for roundtable comments and closing prayer	Cool-down exercise, homework and roundtable comments	Have each facilitator lead group as per first three days.
5:00–5:30	Staff debriefs the day		



# TO PREVENT ABUSE IN INUIT COMMUNITIES

## DAY FIVE

TIME	ADULT Activity	YOUTH Activity	FACILITATOR'S REFERENCES
9:00–9:15	Opening prayer in the meeting room	Meet in the gym	Prepare participants to join together. Mention that there may be an outdoor component in the afternoon.
	Walk to the gym		
9:15–10:30	Community event planning		Adults and youth prepare for community event for the evening.
<b>Break</b>			
10:45–12:00	Community event practice		Adults and youth continue to prepare for the community event.
<b>Lunch</b>			
1:00–1:30	Games		Adults and youth participate in Inuit games.
1:30–2:30	Community event artwork		Adults and youth prepare artwork for community event.
2:30–3:00	Traditional culture		The adults or local people talk about traditional culture and share stories.
<b>Break</b>			
3:15–3:45	Finalize artwork		Finish artwork for the community event.
3:45–4:15	Dress rehearsal		Lead all participants in a final practice for the evening.
4:15–5:00	Final reflection, prayer and evaluation	Cool down, closing and evaluation	End each session as per earlier days but ensure that there is time for evaluation.
6:50–7:00	Adult and youth participants gather		Introduce participants and staff.
7:00–9:00	Community showcase		Present <i>A Community Story</i> to the community. Thank everyone at the end.



APPENDIX TEN

TRUE OR FALSE QUIZ

1	<input type="radio"/> T <input type="radio"/> F	Once the survivor has talked about the abuse and received help, she can put it behind her, forget it, and get on with her life.
2	<input type="radio"/> T <input type="radio"/> F	You cannot change the events in your life, just how you cope with them.
3	<input type="radio"/> T <input type="radio"/> F	When the abuse stops, the hurt will go away.
4	<input type="radio"/> T <input type="radio"/> F	Pregnancy and childbirth can bring back painful memories for the survivor.
5	<input type="radio"/> T <input type="radio"/> F	Women who have been abused as children often find it difficult to fully understand the needs of their children.
6	<input type="radio"/> T <input type="radio"/> F	A survivor often finds it difficult to touch, cuddle and meet the physical, emotional and psychological needs of her babies.
7	<input type="radio"/> T <input type="radio"/> F	Teaching your child about appropriate boundaries will make them afraid of trusting.
8	<input type="radio"/> T <input type="radio"/> F	A survivor who has been abused will naturally abuse their own children, or allow them to be abused.
9	<input type="radio"/> T <input type="radio"/> F	There is a higher rate of suicide among the sexually abused survivors.
10	<input type="radio"/> T <input type="radio"/> F	Adult survivors always become deviant adults, involved in crime, drugs or prostitution.
11	<input type="radio"/> T <input type="radio"/> F	Counsellors can help and support survivors, but it is the survivor who does all the hard work to become healthier, even though she was not the person at fault.
12	<input type="radio"/> T <input type="radio"/> F	Survivors find it easy to trust new partners who are supportive and understanding.
13	<input type="radio"/> T <input type="radio"/> F	Sometimes survivors fall in love with someone who is like their abuser.
14	<input type="radio"/> T <input type="radio"/> F	Survivors should not tell their new partners about their previous abuse as it might 'hurt' the new relationship.
15	<input type="radio"/> T <input type="radio"/> F	Survivors often misunderstand their new partner's words and actions.
16	<input type="radio"/> T <input type="radio"/> F	The effects of child sexual abuse can never be healed and make the adult survivor incapable of leading a fulfilling and happy life.
17	<input type="radio"/> T <input type="radio"/> F	Counsellors should learn as much as possible about child sexual abuse and its consequences so that they can better help their clients.

Answers: TRUE (2, 4, 5, 6, 9, 11, 13, 15, 17) FALSE (1, 3, 7, 8, 10, 12, 14, 16)

## APPENDIX ELEVEN

### A NOTE FROM BLUEPRINTFORLIFE



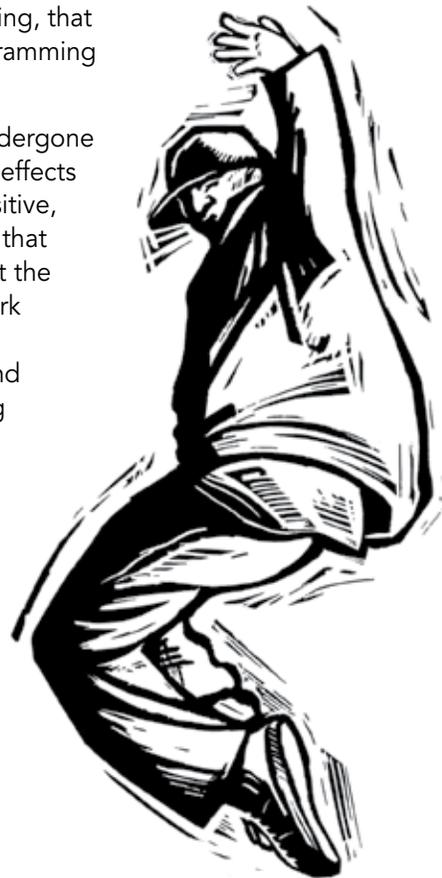
#### **SOCIAL WORK THROUGH HIP HOP**

The concept was born out of many meetings between Pauktuutit and BluePrintForLife where we realized that many of our goals in reaching and healing youth were aligned and that it was possible to create some creative synergy between our programming. BluePrintForLife has facilitated 70 workshops in 45 communities. Most of these communities are Inuit and First Nations in the remote Arctic. Everywhere we go a recurring theme has been the trauma that youth experience, with much of it being trauma that can be seen as passed down through generations affected by Residential Schools.

In other workshops we have always realized that in order to create sustainable hope in communities and new ways of healing, that parents and elders must be incorporated into the programming as much as possible.

Current research on healing human brains that have undergone trauma all points to the incredibly powerful and lasting effects that can be produced when people are exposed to positive, passionate, creative and physically interactive activities that occur in safe spaces. The research goes on to show that the most powerful of these activities in helping to re-network and heal the brain includes dance, music, art, cultural activities, and the telling of one's personal story over and over. Telling ones personal story through poetry, writing in a journal, speaking publicly or simply or telling a friend, actually helps the brain begin to heal.

All of these best practice activities are some of the foundation of BluePrint's work and they were all brought to bear in this unique partnership program. I was particularly proud of how well it worked when we sent large flip chart papers and bristol board drawings back and forth during the first 3 days between the youth group and the parents and elders group. This helped create mutual understanding, sparked new conversation, and helped make the eventual process of integrating the two groups feel seamless and natural. There were daily discussions with the youth on topics like bullying, Drugs



and Alcohol, managing anger, sexual abuse, suicide, healing, who to talk to when things go wrong, cultural pride, leadership, etc.

The two groups were completely integrated for the last 2 days of the workshop. The youth were very proud and excited to see the large art mural that the parents and elders started, and happy to respond to it with their own poetry, feelings and comments. They were also excited and proud to integrate the parents and elders into their own smaller dance groups and work closely with them teaching them their moves.

All of this really created a warm welcoming group feeling that made all of the healing exercises we did together feel powerful, but also safe and secure.

It was a beautiful thing to hear and see elders, parents and youth, all open up about their own pain and suffering, which created a real sense that there was a community story here, that was real for all and connected all of them.

The final night celebration and showcase was quite possibly one of the largest community gatherings, and the whole gym felt thick with pride, excitement, laughter, and hope. I really hope people get a chance to see the documentary or video clips we hope to produce on this project as this will give one a much better sense of how things came together. Here's a quick link to illustrate this: <http://youtu.be/G1lqlc4MKAU>

It was a pleasure to work closely with Pauktuutit and all the leadership skills and expertise on healing that they brought to this collaboration. We were always well supported by many member of the community in Kugaaruk such as teachers, recreation, the RCMP, wellness workers etc. Special thanks to Dianne Cameron who was the mental health consultant from the Kugaaruk health center and Alex Ittimangnaq who represented the hamlet – without their passion and persistence this amazing week would not have occurred. Thanks you Kugaaruk for trusting us with your children. And to all of the participants, we are all extremely proud of you!!!

Sincerely



Stephen "Buddha" Leafloor  
 Founder and director of BluePrintForLife.ca  
 BA, MSW, Ashoka Fellow Canada



## APPENDIX TWELVE

### WORKSHOP EVALUATION FORM

DATE: DAY / MONTH / YEAR  
 -- / -- / --

This survey will help provide important information on how we can improve the workshop for future delivery. Your information will be treated confidentially and will not be traceable to you.

1. On a scale of 1 to 5 (with one being poor and 5 being great), what were your impressions of the workshop?

1  
  2  
  3  
  4  
  5  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

2. Overall on a scale of 1–5, how well was the workshop planned and delivered?

1  
  2  
  3  
  4  
  5  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

3. Do you feel you have a better understanding of healing and self-care?

Yes  
  No  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

4. If yes, how do you think this understanding will impact your life?

\_\_\_\_\_  
 \_\_\_\_\_

5. Do you feel better able to take control of healing processes in your life?

Yes  
  No  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

6. Do you think you will be able to develop a personal self-care strategy to assist you in relation to the Residential School/abuse issues in your life?

Yes  
  No  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_

*chart continued on next page*

DATE: DAY MONTH YEAR  
— — / — — / — — — —

7. Do you feel the workshop helped open new lines of communication between adults and their teenage children?

Yes  No      Comments: \_\_\_\_\_

\_\_\_\_\_

If you answered "yes" to above, how did it help and what communication lines have been opened?

\_\_\_\_\_

\_\_\_\_\_

8. What was the most interesting or useful part of the workshop?

\_\_\_\_\_

\_\_\_\_\_

9. What was the least interesting or least useful part of the workshop?

\_\_\_\_\_

\_\_\_\_\_

10. Would you recommend other communities participate in these workshops?

Yes  No      Comments: \_\_\_\_\_

\_\_\_\_\_

11. Were there enough supports and staff available to help participants with difficult parts of the workshop?

Yes  No      Comments: \_\_\_\_\_

\_\_\_\_\_

**Impact of the Workshops**

1. Now that the workshop is over, what do you think the impact will be on you personally?

\_\_\_\_\_

\_\_\_\_\_

*chart continued on next page*

DATE:    DAY    MONTH    YEAR  
      — — / — — / — — — —

2. Has the workshop affected the way you think about the Residential School/ abuse experience? How?

---

---

3. How do you think it will affect the survivors?

---

---

4. How do you think it will affect the families of survivors?

---

---

5. How do you think the workshop will affect the community of (name of community)?

---

---

### Workshop Improvement

1. Please list two things that you think worked well in the workshop:

a/ \_\_\_\_\_

b/ \_\_\_\_\_

2. Please list two things that could have been improved:

a/ \_\_\_\_\_

b/ \_\_\_\_\_

Additional comments?

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"Δ'Αλήθεια Δ'Γσ."



*"Always believe in yourself."*



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