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A joint project of the Qaggiavuut! Society for the Performing Arts and Qaujigiartiit Health Research Centre

Executive Summary

Participation

- 105 Grade 9 and Grade 10 students (45 male, 52 female, 4 other, mean age 14)
- 1 student support teacher
- 1 performance artist who provided teachings in theatre, drama, and Inuit performance arts (Laakkuluk Williamson Bathory)
- 3 Qaujigiartiit Health Research Centre staff who collected the survey data and actively supported and participated in the drama and performance arts activities (Moriah Sallaffie, Taha Tabish and Moriah Sallaffie)
- 1 fourth-year bachelor of science nursing student from Nunavut Arctic College who actively supported and participated in the drama and performance arts activities (Valerie Young)

Importance of the Arts

- The arts had a very positive impact on the students.
- Inuit storytelling and *Uajeerneq* (Greenlandic Mask Dancing) were activities that students highlighted as very enjoyable in the workshop.
- After the workshop, more students replied that the arts were “very important” or “important” to them, and that working on something artistic made them feel “excellent” or “very healthy”.
- Students said they learned how to communicate and express themselves, including through art. One girl wrote that she learned “how important art could be to [her]”. Students appreciated activities such as skits and games/icebreakers), and students reported enjoying working in groups.

Pressing topics in sexual health and relationships raised by students

- Gossiping among peers (particularly among the young women), celebrating diversity and allies, consent/rape, anger/aggression (particularly among young men), coping with emotions and jealousy.

Emotional Health

- 88% of students said they felt positive emotions in the past 7 days before participating in the workshop
- 65% said they felt negative emotions.
- 93% of students indicated they felt supported by their friends
- 90% indicated that they can count on their friends during difficult times.

Sexual Health

- 30% of students indicated they did not know what birth control was or where to get it
- 46% of students indicated they did not have someone to talk to about sexual health
- 37% of students indicated they did not have someone to talk to about relationships

Support in the Community

- After the workshop, 60% of girls reported they felt they could get help in the community compared to 40% before the workshop. For boys, this remained unchanged.

How did students feel after participating?

- After participating, students reported feeling happy, excited, like they could express themselves.
- Students loved sharing stories, they felt like they were learning about their culture, and they felt empowered.



Introduction

The Qaggiavuut Society for the Performing Arts and Qaujigiartiit Health Research Centre have joined forces to implement our shared vision that the performing arts is a vehicle for open diversity, creativity, self-expression, and participation in the arts contributes to overall wellness.

The purpose of this specific project, has been to jointly implement the ᐅᐅᐅ ᐅᐅᐅ *Timiga, Ikumajuq* workshops in Nunavut communities where invited to do so. The goals were:

- 1) To pilot the arts- and drama-based approaches for data collection and exploration of a sensitive issue like sexual health and relationships. The approaches were Inuit/cultural performance; Body mapping; Tableau theatre; and Forum theatre.
- 2) To better understand the aspects of sexual health and relationships that are important to Nunavut youth in order to inform a larger

program of research and intervention in sexual health in the territory.

- 3) To build confidence and self-esteem among participants, increase peer networks, and provide an opportunity for creative expression.

For this project, we collected pre- and post-workshop feedback from the students. We also made observations of the discussions of the story lines were developed by the students during the drama portions of the workshop. We also made note of the stories in the skits they performed with the intent of collecting all the stories in this report, which may help shed light on some of the pressing issues in sexual health and relationships for our young Nunavummiut.

Consent forms were distributed to the students and collected by the guidance counselor, Ms. Leslie Bransfield.

The workshops took place at Inuksuk High School on October 17, 19, 20, and 21, 2016. The lesson plan for the workshops is included in Appendix A.

In this report, we have highlighted observations about the topics raised by the students in the workshops.

Results

Participation

Participation in each workshop was organized by grade level. The participants in the workshops were Grade 9 and Grade 10 students. Other participants included one student support teacher for the morning portion of one of the four full-day workshops. In total:

- 105 Grade 9 and Grade 10 students (45 male, 52 female, 4 other, mean age 14)
- 1 student support teacher
- 1 performance artist who provided teachings in theatre, drama, and Inuit performance arts (Laakkuluk Williamson Bathory)

- 3 Qaujigiartiit Health Research Centre staff who collected the survey data and actively supported and participated in the drama and performance arts activities (Moriah Sallaffie, Taha Tabish and Moriah Sallaffie)
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The high school student participation represented approximately 50% of the students officially registered in grades 9 and 10 at Inuksuk High School.

Observations about the students in this session

- **Distracting devices.** We found that the students were very distracted by cell phones/iPods. We confiscated devices when they would not put them away, as was the policy in the school. This was more pronounced in Iqaluit than schools in other communities.
- **Bullying.** Among some of the grade 10 students we observed quite a lot of bullying and disrespect. One story-board planning session was spent discussing issues of bullying and working with bullies in one of the small groups. In this instance, we used the storyboard activity as an opportunity to discuss reasons why people bully and the ways in which we can cope with bullying or address bullying in the school.
- **Sugar and Caffeine.** The effect of sugar and caffeine on the students was immediately tangible (e.g. having slushies during the breaks) and had a negative influence on the continuity of the workshop.



Storyboards and Theatre Performances/Skits

Students were divided into 4 groups, each working on answering a different question related to sexual health and relationships:

- What does it mean to have sex in a relationship? Why do we have sex?
- What does diversity in sexuality mean?
- What expectations do boys/girls face in relationships in our society?
- What emotions do you feel in a relationship and how does the relationship affect your emotions?

These questions provided the basis of the storyboards for their skits/performances. Students were encouraged to draw on their own real-life experiences as inspiration for their skit subjects and storylines. Students were supported by the facilitators in brainstorming and conceptualizing their authentic points of view and experiences in all of the thematic areas explored. It was emphasized that the students' experiences would not be judged as good or bad, and that facilitators were supportive of each individual's lived experience.

Key storylines that the students brought forward in relation to each question are presented below under the subheadings.

Gossip

- A girl has sex with her partner and afterwards tells a casual friend. The friend is not supportive and tells a bully about the girl having sex. The bully spreads the news through the school and the gossiping gets out of hand. The girl's parents find out. The girl turns to her best friend and finds that she is supportive. The girl learns that it is 'okay' and 'healthy' to have sex in a relationship
- A couple is together (girl is K and boy is G). A new girl starts at the school (A). The boyfriend (G) talks to the new girl (A) to tell her when soccer practice is. K's friend observes exchange, goes to report it to K and gossips that G likes the new girl, A. K confronts G. The new girl, A is confronted by K's friends, telling her to leave town and stay away from the boyfriend, G. The new girl, A, is visibly upset and defends herself, saying she did nothing wrong. K and G decide they should speak to the guidance counsellor about their feelings.



Diversity

- Scene takes place in a boys public bathroom at the high school. A boy enters the bathroom and sees a transgender student. The boy confronts the transgendered student and says in a loud voice "Eww what are you doing in here". An ally comes to the transgendered student's defense. The boy insists on knowing if the transgendered student is a 'boy' or

a 'girl' today. The transgendered student says that just because they are transgendered does not mean that they are 'different'. The ally continues to defend the transgendered student, the situation escalates with name calling and eventually the altercation becomes physical. The fight draws attention and more students arrive to be allies, they break up the fight. Everyone returns to class.

- A girl and a boy are doing homework together. The girl is nervous and says that she has something important to say. The girl 'comes out' and tells the boy that she prefers girls over boys. The boy's demeanor changes from calm and friendly to angry and bully-like. The situation escalates and an ally arrives after hearing yelling. The ally begins to mediate the situation.
- Two guys are walking in the hallway holding hands. Another student approaches them and says, 'you're gay'. They respond, 'Do you have a problem with that? I know I'm gay and I'm fine with it. If you're not, then that's your problem, not mine.' Student walks away. Take home message: Be happy with who you are *smiley face*. Couple walks away holding hands.
- A male student walks in school hallway in the scene. An ugly monster says, 'You are so gay, no wonder you don't have any friends. You are such a loser.'. Another student comes to stand beside the first student and says, 'He is my friend, stop picking on him.' The monster shrinks into a fly. The student says 'thank you.'



Consent

- A girl has a condom and asks her boyfriend if he wants to have sex with her. The boyfriend says 'no', and that he wants to wait. The girl gets offended and tries to change his mind, saying, 'come on, it will be fun'. The boy feels bad and guilty and gives in. They have sex. They break up because the girl was using him. He feels badly. The girl starts dating someone else and the boy never finds happiness.

Emotions and Jealousy

- A boy and a girl are a couple, but the boy doesn't trust the girl. The boy asks if she has 'been with other people'. The girl denies being unfaithful and says that she loves the boy. She is being truthful. The boy shows signs of chlamydia and they go to the hospital together. The girl apologizes for not having had STI screening prior to the beginning of their relationship. The boy and the girl both need STI treatment. The tells her that he wants to 'make this work'.
- Two girls are walking together holding hands. They hug. Peers start gossiping saying that the two girls kissed, questioning their relationship, questioning their sexual orientation, saying that they have engaged in sexual activity. The boyfriend of one of the girls hears the gossip and becomes abusive. Boyfriend says 'I heard things about you, you're a slut' and hits her. The girl doesn't understand why her boyfriend is treating her this way and asks him why. The boyfriend says that lesbians are dirty and 'it's wrong'. The girl becomes suicidal and seeks support from a friend, the friend is unsupportive and is homophobic. Allies buffalo herd around the girl and stop her from attempting suicide.

Anger

- Two guys get into a fight outside of the school. They are fighting over a girl. Friends tell one to walk away. They continue to fight. Police are called.
- Two guys confront each other in the gym playing soccer. One guy tells the other he sucks at soccer. Rage. Ref blows the whistle and splits them up. They walk away. One scores a goal.

Inuit performance arts (Uaajeernej Greenlandic Mask Dancing) and Stories

Inuit performance arts were a focal point in the workshop. Well-known Uaajeernej dancer and storyteller, Laakkuluk Williamson Bathory, led the students through a series of theatre games and then, using story and Inuit mythology as a foundation, she transformed into an uajeernej dancer.

Laakkuluk told stories from Inuit mythology that dealt with issues of sexuality and allowed students to discuss the thoughts, feelings, and images they have from the stories. She explained the values, history, and symbols of uajeernej. Once everyone was prepared with their masks,

She explained the meaning of Greenlandic Mask Dancing, which is an art-form that brings out many emotional responses that we can find frightening, enigmatic, humorous, sexual, and beautiful. Laakkuluk explained that Uaajeernej as an art-form allows for freedom of expression, allows us to embody different characters and to embrace the masculine and feminine aspects of human nature.

She encouraged the students to create their own masks and learn a series of exercises to help them get into character and practice the performance. The students enjoyed roaming the school performing with the masks.

We observed that some more shy or reserved students became more vibrant and expressive when they donned a mask. It was a very profound transformation to observe, and highlighted the importance of offering opportunities to young people to express themselves through any and all art-forms.



Group and small group discussions

Students participated in both large group and smaller group discussions of love, sex, diversity in sexuality, societal expectations, and the emotions experienced in romantic relationships. The following tables are compilations of these discussions from four groups of students.

Table 1. The ways we show our love

Kisses/kissing/kunik Family Smiles Communicating Healthy conversation Using words/telling Express emotions, feelings Kind words, compliments Sharing food, eat their food, feed you, make them food Coffee in the morning, breakfast in bed Helping Cleaning up Birthdays	Support, helping each other, there when they need you, cheering them up Squish them like crazy/hugs, hugging Show love in different ways Giving/gifts Being respectful Telling stories Hanging out Caring, showing you care Sharing Public displays of affection Remembering small things, small gestures Tough love	Giggling Holding hands Blushing Saying "I love you", "je t'aime" Tickling Cuddling Teasing, farting with your partner Email, Texting with emojis Music/art Grunting Check on each other, visiting Tell you what's right and wrong Wake up in the morning Sharing \$
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Table 2. Feelings of love

Warm Feeling Happy Comfortable Relaxed	Excited Motivation Joyful Thankful Content Warm & fuzzy	Special Loved Kind Awesome Supportive Butterflies	Weird Super powers Jealousy Disappointment Tired	Sad Lively Music
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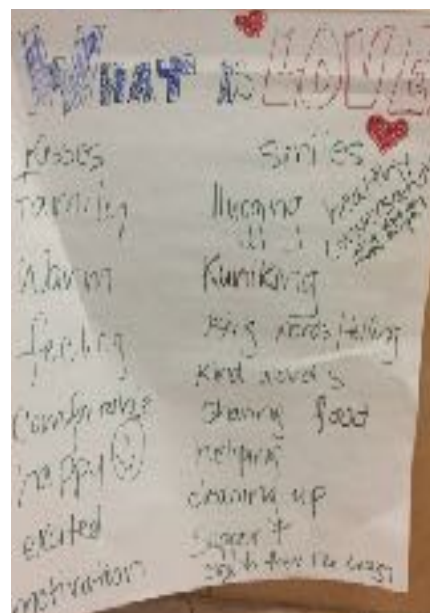
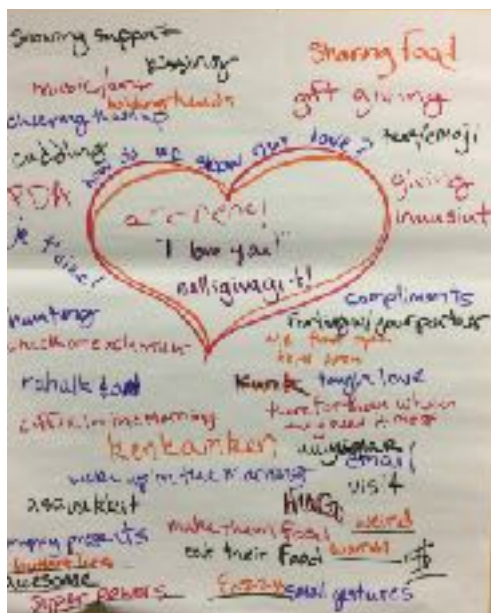


Table 3. Diversity in sexuality means....

<p>Diversity is good because its important to express yourself-you get different views on life and other subjects</p> <p>Differences</p> <p>If were the same then it becomes boring</p> <p>Diversity in sexuality means that you have the freedom of expressing your true self without feeling oppressed or judged</p> <p>Also born that way (choice)</p> <p>To identify (choice)</p> <p>Loving boy or girl</p>	<p>Ally-shows respect & support to different people; L-esbian; G-ay; B-isexual; T-ransgender; T-two spirited; Q-ueer; Q-uestioning</p> <p>Pansexual – more on personality than on gender/sex</p> <p>Homosexual – same sex attraction</p> <p>Heterosexual – opposite sex attraction</p> <p>Bisexual – attraction to both genders</p> <p>Asexual – no attraction (<i>illegible</i>, sexual)</p> <p>Transgender – changing into another gender</p>	<p>Cisgender – identifying in the sex you are born with</p> <p>Transvestites – dressing as the opposite sex, not associated with sexuality (drag kings; drag queens)</p> <p>Pixies – small, girly</p> <p>Dykes – masculine lesbians</p> <p>Queer – people expressing diversity</p> <p>Butch (masculine)</p> <p>Femme (girly)</p> <p>Lesbian (woman + woman)</p> <p>Gay (man+man)</p> <p>Straight (man+woman)</p> <p>Bear – big hairy guy</p>
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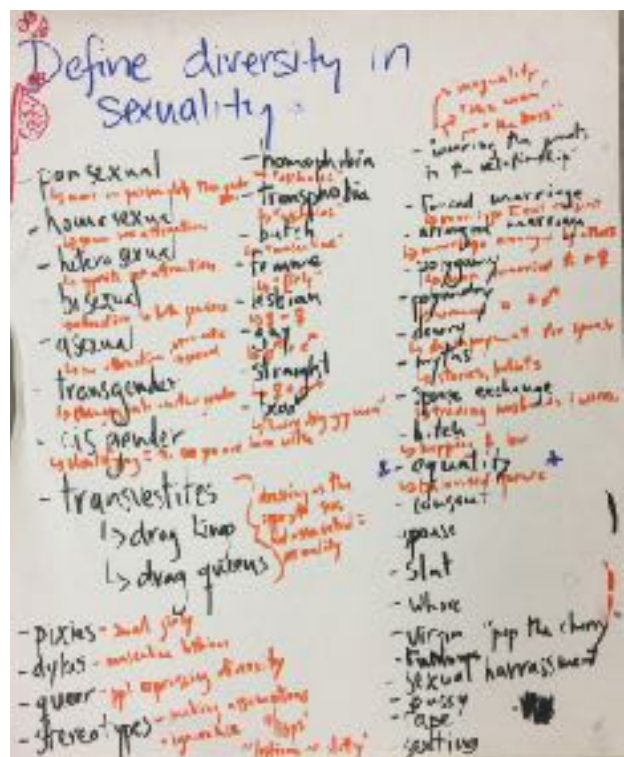
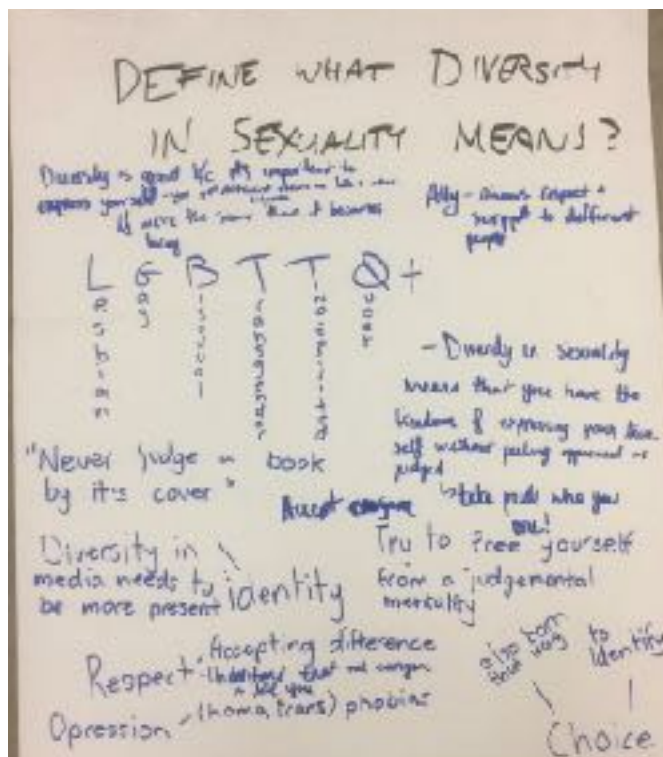


Table 4. Why do people have sex? What does it mean to have sex in a relationship?

To repopulate, for reproduction, to have babies To experiment For comfort It feels good Don't have sex-celibacy Becomes less awkward Allows for more info to be shared	It's our one purpose on earth To be popular Relieve stress Forced to For fun It's weird It's normal	It's funny Experimental Awkward Its busy Hard work It kills time To show love Some say it hurts (physically)	Getting tested for STD/STI often Talking with your sex partner openly about sex Safe sex: condoms, birth control (patch-pill-IUD), consent
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Table 5. What emotions do we feel in relationships?

Fear Disappointment Tired Happy Joy Lively Jealousy Communication Reach out Listen Understanding	Comfort them Play sports Make music Make art Love Caring Sad Depressed Annoyed Scared Butterflies	Shy Hurt Open/sharing Attraction/desire Respect - ask questions Giving space and time Angry Mixed emotions Nervous Excited Honest	Warm & fuzzy Awkward Closeness Listen Tell the person how you feel Ups & downs Trusted Supporting
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Table 6. What expectations are placed on guys/girls in relationships?

Gender equality Expectations are exhausting Let's drop the labels Girls expected to be domestic- guys expected to provide Some animal species have different roles Girls can't play certain sports-guys cant bake/sew/cook Even on the sports field, guys won't challenge girls	Girls Be by their sides For gay women: expect to be more "masculine", "butch" Girls expected to be spoiled- makeup, jewelry, clothes Girls have to be ladylike (dress a certain way, cant fart) Expected to split time between BF/ GF & friends Breastfeeding- woman to cover up Act mature Love each other Show respect for each other Pressured to have sex Act appropriate Holding hands	Guys Guys can't cry/show emotion Behave in a certain way (men to be more aggressive) For gay men: expect to be more "feminine" Guys showing emotion perceived as weak Be by their sides Act mature Love each other Show respect for each other Act appropriate Hold hands
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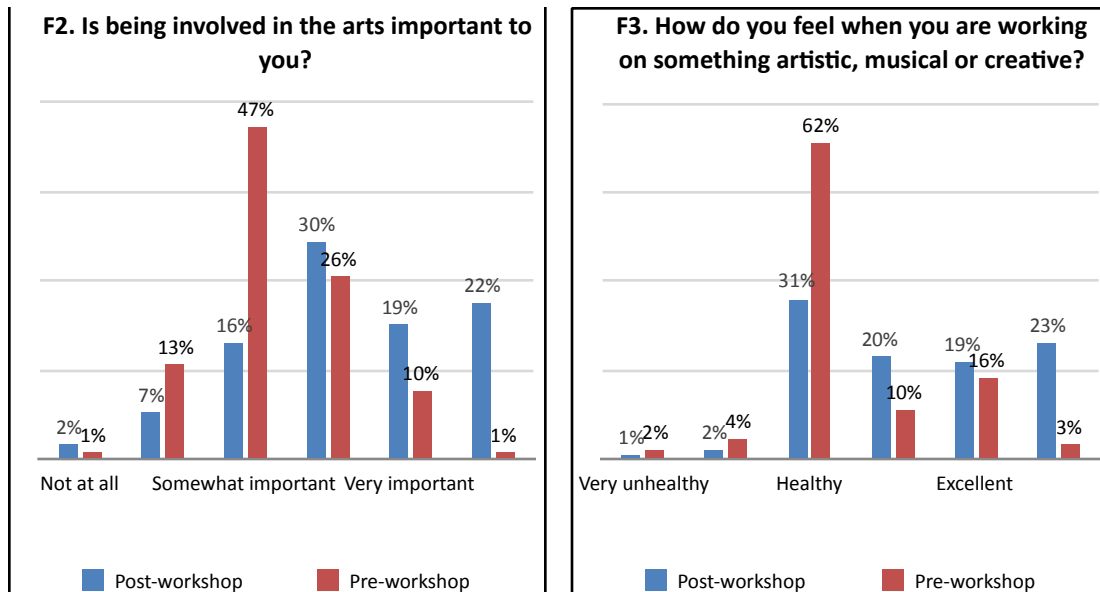
Pre- and post-workshop surveys

Before the workshop started, students completed an anonymous survey containing 10 questions about their gender, age, health and wellness, as well as specific questions about the workshop. After the workshop, students completed a short version of the survey that also contained open-ended questions about the workshop: what they learned, what they liked, and their suggestions for improvement.

- 94% of participants filled out the first questionnaire
- 45 boys, 52 girls, 4 participants who self-identified as other gender, and 4 who chose not to indicate their gender.
- The mean age was 14 (range 13-16).
- 64% of boys and 90% of girls completed the post-workshop questionnaire (74% of participants in total).

Importance of the arts

Before and after the workshop, students were asked if being involved in the arts was important to them, and how they felt when they were working on something artistic. The charts below show that after the workshop more students replied that the arts were “very important” or “important” to them, and that working on something artistic made them feel “excellent” or “very healthy”.



Sexual health and relationships

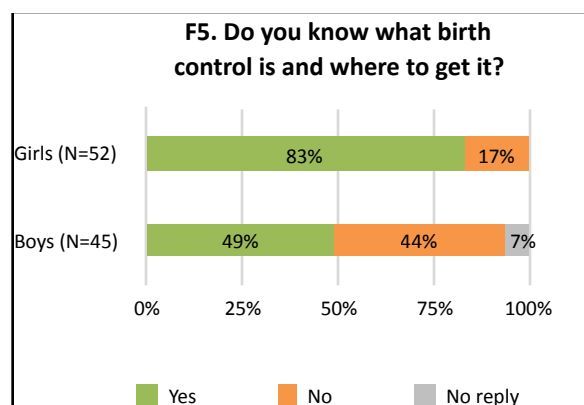
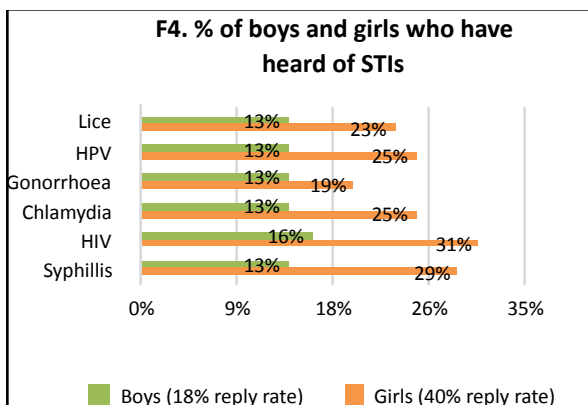
In the pre-workshop survey, students were asked questions about sexual health and sexually transmitted infections/diseases (STIs/STDs). The tables below present the general results for all genders combined, with notable results highlighted in yellow.

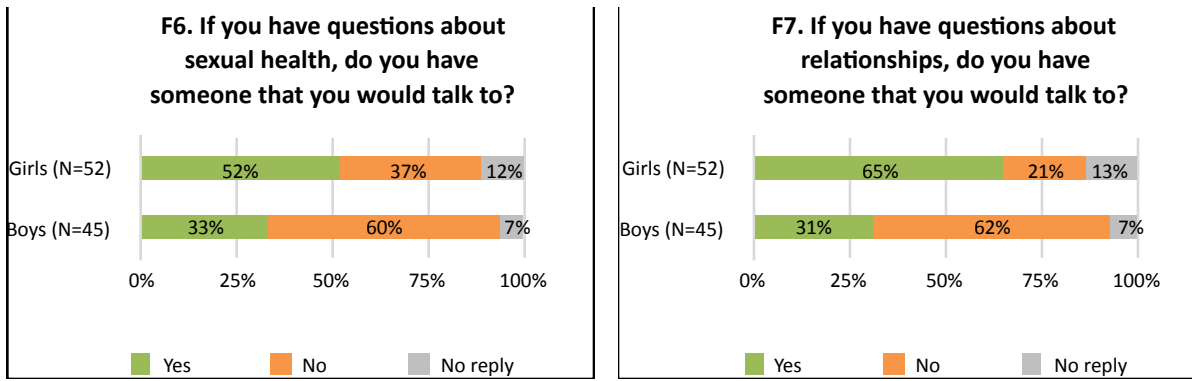
Table 7. Knowledge about sexual health and STIs (N=105)

	Yes	No	No reply

<i>Have you heard of sexually transmitted infections?</i>	81%	9%	10%
<i>Syphilis</i>	23%	8%	71%
<i>HIV</i>	25%	6%	71%
<i>Chlamydia</i>	20%	10%	71%
<i>Gonorrhoea</i>	17%	13%	71%
<i>HPV or genital warts</i>	21%	10%	71%
<i>Pubic lice</i>	20%	10%	72%
<i>Do you think that STIs/STDs are bad for your health?</i>	85%	4%	13%
<i>Do you know what condoms are and where to get them?</i>	90%	2%	10%
<i>Do you know what birth control is and where to get it?</i>	66%	28%	9%
<i>If you have questions about sexual health, do you have someone that you would talk to?</i>	42%	46%	14%
<i>If you have questions about relationships, do you have someone that you would talk to?</i>	50%	37%	15%

Some students specified whom they could talk to about sexual health and relationships. They mentioned family (n=21), friends (20), public health professionals (9, questions about sexual health only), teachers (4) and counsellors (1) as their sources of support. Notably, however, many students said they didn't have anyone to talk to about sexual health and relationships. Differences between girls and boys were significant regarding knowledge about STIs and birth control, as well as available social support to discuss sexual health and relationships, as shown in the graphs below.





Before the workshop, students were asked about violence in intimate relationships. No one said it was “perfectly OK” or “sort of OK” to hit one’s partner, and most students said that violence was “really wrong”, as shown in the table below.

Table 8. Participants’ views on violence in intimate relationships (N=107)

<i>Is it OK...</i>	<i>Some-times</i>	<i>It’s really wrong</i>	<i>No reply</i>
...for a man to hit his partner if he says sorry afterwards?	10%	82%	8%
...for a woman to hit her partner if she says she's sorry afterwards?	13%	76%	10%
...for a man to hit his partner if they cheat on him?	11%	83%	6%
...for a woman to hit her partner if they cheat on her?	15%	75%	10%
...for a man to hit his partner if they really embarrassed him?	7%	83%	10%
...for a woman to hit his partner if they really embarrassed her?	10%	74%	16%
...for a man to hit his partner if he thinks that they deserve it?	10%	79%	11%
...for a woman to hit her partner if she thinks they deserve it?	13%	74%	12%
...for a man to hit his partner if they hit him first?	16%	68%	16%
...for a woman to hit her partner if they hit her first?	19%	62%	19%

Before the workshop, students also answered questions about their relationships with their partners and close friends and the ways they handle difficult situations with them. The overall results are in the table below.

Table 9. Relationships with partners and close friends in the past 3 months (N=105)

<i>In the past 3 months, can you think of a time when you had a conflict or argument with your boyfriend, girlfriend, or a close friend? In those arguments, can you tell me how often did the following things happen?</i>	<i>Never</i>	<i>Rarely</i>	<i>Some-times</i>	<i>Always</i>	<i>No reply</i>
I let them know what was important to me	3%	8%	38%	39%	12%
They let me know important to them	3%	14%	38%	33%	11%
I offered a solution that would make us both happy	1%	10%	26%	50%	12%
They offered a solution that would make us both happy	3%	12%	26%	46%	13%
I left the room to cool down	9%	15%	36%	27%	13%
They left the room to cool down	14%	27%	32%	15%	11%
I put off talking until we both calmed down	8%	11%	42%	29%	10%
They put off talking until we both calmed down	7%	18%	46%	18%	11%
They asked me what I was feeling	5%	25%	32%	28%	10%
I discussed the issue calmly	3%	18%	38%	30%	10%
They discussed the issue calmly	5%	18%	40%	24%	13%
I said 'no' when I needed to	1%	10%	34%	46%	10%
They said 'no' when they needed to	3%	10%	39%	36%	11%
I let them know how I felt	4%	12%	34%	40%	10%
They let me know how they felt	4%	11%	43%	32%	10%
I asked questions so they could understand where I was coming from	4%	17%	28%	40%	11%
They asked questions so they could understand where I was coming from	6%	15%	39%	30%	10%
I listened to their side of the story	3%	9%	22%	55%	11%
They listened to my side of the story	7%	14%	27%	43%	10%

Emotional health

88% of students said they felt positive emotions in the past 7 days before participating in the workshop, and 65% said they felt negative emotions. The table below presents students' answers for different kinds of positive and negative emotions.

Table 10. Emotions felt in the past 7 days
(N=105)

	Yes	No	No reply
<i>Positive</i>			
<i>Happy</i>	75%	13%	11%
<i>Energetic</i>	61%	27%	12%
<i>Cheerful</i>	53%	30%	17%
<i>Active</i>	58%	25%	17%
<i>Joyful</i>	55%	30%	15%
<i>Lively</i>	50%	33%	16%
<i>Negative</i>			
<i>Sad</i>	45%	43%	12%
<i>Frightened</i>	19%	67%	14%
<i>Upset</i>	46%	42%	12%
<i>Scared</i>	37%	46%	17%
<i>Miserable</i>	27%	56%	17%
<i>Afraid</i>	21%	62%	17%

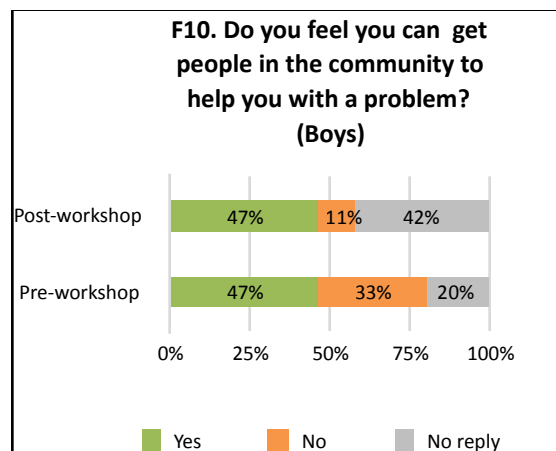
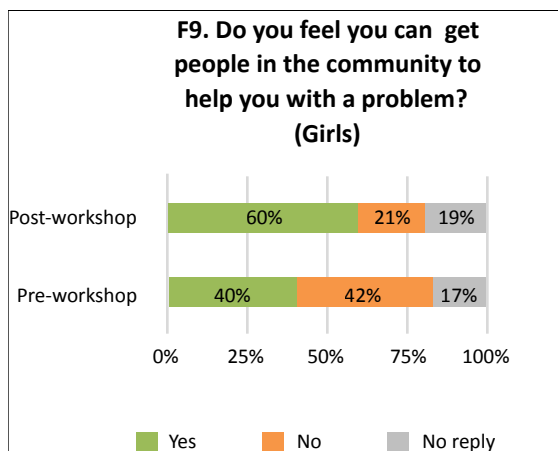
In the pre-workshop survey, 93% of participants said they felt supported by their friends, and 90% said that they can count on their friends during difficult times. More information on participants' emotional health and resiliency is summarized in the table below.

Table 11. Emotional health and resiliency (N=107)

<i>How much do you agree with the following questions?</i>	<i>Not at all</i>	<i>A little</i>	<i>Some-what</i>	<i>Mostly</i>	<i>A lot</i>	<i>No reply</i>
I cooperate with people around me	1%	14%	21%	42%	13%	9%
I try to finish what I start	2%	10%	17%	38%	24%	10%
People think that I am fun to be with	2%	15%	25%	32%	17%	9%
I am able to solve problems in a healthy way (for example by not using drugs and/or being violent)	2%	9%	21%	14%	48%	7%
I am aware of my own strengths	2%	10%	22%	27%	34%	6%
I feel supported by my friends	1%	9%	23%	20%	42%	6%
My friends stand by me during difficult times	3%	11%	19%	27%	33%	7%
I know how to behave in different social situations	3%	8%	14%	33%	35%	7%

I am given opportunities to show others that I am becoming an adult and can act responsibly	1%	8%	28%	27%	30%	7%
I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	1%	5%	22%	22%	43%	8%
Spiritual beliefs are a source of strength for me	13%	19%	29%	17%	11%	10%
I think it is important to help out in my community	3%	7%	25%	23%	36%	7%

We also compared students' emotional resiliency before and after the workshop, using the 10 questions below. As shown in the graphs below, the overall percentage of negative answers decreased after the workshop. One notable difference between boys and girls was the girls' stronger feeling of their ability to find help in the community.



What students learned during the workshop

- 43 students mentioned Greenlandic culture and traditions, and specifically the Greenlandic Mask Dance (37). 28 learned new stories, and 9 specifically mentioned the Moon and Sun story. 10 students learned more about Inuit culture and traditions, including throat singing (2) and tattoos (2). 3 students said they learned more about culture and “cultural things”.
- 13 students learned new things about sex and sexuality, for example: female condoms (3), diversity in sexuality (2), safe sex and birth control (3). 6 students learned more about STIs (6), and 4 students specifically mentioned chlamydia.
- 6 students learned how to communicate and express themselves, including through art (2). One girl wrote that she learned “how important art could be to [her]”. 8 students learned about activities such as skits (4) and games/icebreakers (4).
- Other things that students mentioned were: working with other people (1), I can't work well in a group, meeting the research team (2).

What students loved about the workshop

- 64% of participants (n=67) mentioned one or more things that they loved, the most popular being Greenlandic Mask Dancing (mentioned by 37 students). Only one participant wrote negative things about the workshop (“hated it”, “it’s bullshit”).
- 21 students said that the workshop was fun, and 5 specifically said that it was nice to get together and spend time with friends.
- 15 liked working in groups/group discussions, and one girl wrote that she liked working with people that she never worked with.
- Students liked the stories (19), the skits (12), the games/ice breakers (8), and other activities during the workshop (5).
- Five students mentioned open and honest communication during the workshop, for example: “being able to fully express myself”, “being able to say how I feel”, “letting ourselves be ourselves”.
- Other things that students mentioned were: learning new things (4), learning about Inuit culture (3), LGBTQ+ (1).

Challenges

At times the groups were too large and unruly. In addition, the workshop took place in an open space that was not oriented towards teaching performance and the students were distracted. The effect of sugar and caffeine on the students was immediately tangible (e.g. having slushies during the breaks) and had a negative influence on the continuity of the workshop.

Next Steps

In the future, we will consider incorporating different musical artists and techniques into the workshop.

Some students wanted to learn more about sexual health (different STIs, many students didn’t know about them according to the pre-workshop survey; also birth control), so we would recommend that the public health nurse be invited in to give presentations and provide information.

Many boys and girls said they don’t have anyone to talk to if they have questions about relationships or sexual health. We shared support resources for them in the community, however, we would recommend handing out the Embrace Life wallet cards with phone numbers on them, and inviting more people from the community into the school to help make the connections to community members and resource people who can support them in the community. This may include, but not be limited to Mental Health, Embrace Life, Tukisigiarvik, etc., as well as encouraging them to talk to friends or family.