

UNDERSTANDING INUIT QAUJIMAJATUQANGIT (IQ)

Grade Level

This lesson plan is designed to be used with students ages 12 and up.

Objective

Students will discuss the meaning of IQ and how it relates to Inuit life. In small groups, students will be assigned one of the six guiding principles of IQ. Students will create a short skit showing how the principle selected could be applied to their everyday life and will perform it for the class.

Estimated Time Needed

2 class periods.

Materials

Six founding principles of IQ (included) and their definitions (each on a separate strip of paper) and written on chart paper or overhead projector.

Activity

1. Break students into small groups. Ask them to reflect on their lives and those of their family. What are some of the core values by which they try to live? As students share values, list them on the board.
2. Ask students to think of ways the values listed translate into their everyday life. Have them share examples.
3. Write Inuit Qaujimajatuqangit on the board. (Pronounce: *Khao-yee-muh-yah-tut-khang-geet*) Explain that IQ refers to the Inuit way of doing things, the Inuit way of life. "IQ embraces all aspects of traditional Inuit culture including values, worldview, language, social organization, knowledge, life skills, perceptions and expectations" (Nunavut Social Development Council, 1999). IQ is the wisdom passed on from generation to generation, gained from experience and values of Inuit society.
4. Explain there are six guiding principles that support IQ. Have six principles already written on chart paper and share with students.
5. Ask students why they think it is important to stress the value of IQ and its guiding principles in Inuit life. What is the significance of living by a set of core values? (increase self-esteem, decrease social problems such as substance abuse and suicide, restore Inuit pride).
6. Break students into six groups. Explain that each group is going to choose one of the principles of Inuit Qaujimajatuqangit (IQ). Students are to discuss the principle they choose and brainstorm situations in their everyday lives to which the principle could be applied. Students will choose one situation from their brainstormed list and create a skit showing how their principle could be applied to the life of an average teenager.
7. Allow students time to develop/practice their skits.

Evaluation

When students are ready, have them share their skits with each other. First, students should write the principle of IQ to which they were assigned on the board.

Following each skit, discuss situation shared. What other ways could the principle be applied to students' everyday lives?

References

Robinson, Gillian, Isuma Inuit Studies Reader. Montreal: Isuma Publishing, 2004.

Kessler, Deirdre, Isuma Teacher's Resource Guide, Montreal: Isuma Publishing, 2004.

Isuma Publishing - A Division of Igloodik Isuma Productions: <https://store.isuma.ca/>

TEACHERS NOTES
INUIT QAUJIMAJATUQANGIT (IQ) - FOUNDATIONAL PRINCIPLES

- **Piliriqatigiingniq:** the concept of developing a collaborative relationship or working together for a common purpose (stresses the importance of the group over the individual)
- **Avatimik kamattiarniq:** the concept of environmental stewardship (stresses the key relationship Inuit have with their environment and with the world in which they live)
- **Pilimmaksarniq:** the concept of skills and knowledge acquisition (central to the success of Inuit survival in a harsh environment)
- **Qanuqtuurungnarniq:** the concept of being resourceful to solve problems (demonstrating innovative and creative use of resources and demonstrating adaptability and flexibility in response to a rapidly changing world)
- **Asjiqatiglingniq:** the concept of consensus decision-making (being able to think and act collaboratively, to assist with the development of shared understandings, to resolve conflict in consensus-building ways, and to consult respecting various perspectives and worldviews)
- **Pijitsirarniq:** the concept of serving (central to Inuit style of leadership - understanding that each person has a contribution to make and is a valued contributor to his or her community)