



**Inuit Tobacco-free Network**  
Tobacco reduction resources, research and events for health workers in Inuit communities

## ***Smoke Stories: Quit Clips by Inuit Youth*** **Video Screening Contest Report**

**Nunavut Classrooms**  
**2011**

### **Introduction**

The Inuit Tobacco-free Network (ITN) is coordinated by Inuit Tuttarvingat of the National Aboriginal Health Organization (NAHO). The network, in partnership with the tobacco reduction program of Nunavut's Department of Health and Social Services, managed the *Smoke Stories: Quit Clips by Inuit Youth — Video Screening Contest* in the territory's secondary schools during the winter of 2011. The videos capture real-life stories of Inuit who had been affected by smoking. Teachers coordinated a vote by Grade 7-12 students for their favourite youth-made video about quitting smoking, the one they felt was powerful enough to be broadcast on television in the North. The goal of the contest was to encourage students to think seriously about smoking, and their decision to start smoking or to quit if they already smoke.

The Inuit Tobacco-free Network first created the videos in 2010. Using footage and interviews gathered by Inuit youth, we produced the videos in English and the Inuit language and posted them on our website and YouTube in 2010. The 2011 Nunavut contest allowed even more youth to see *Smoke Stories*.

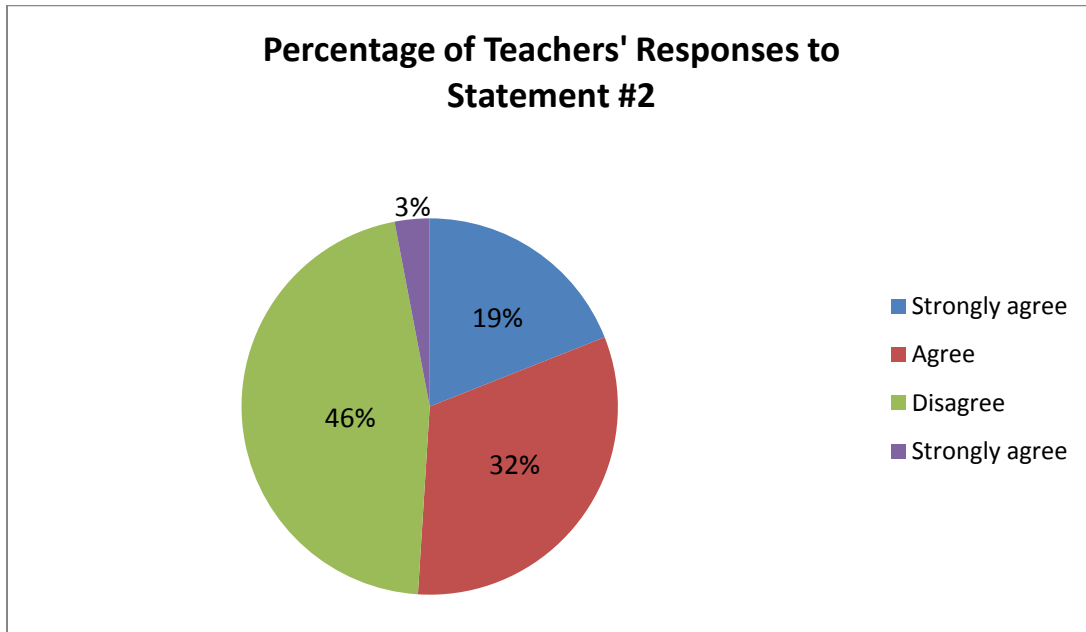








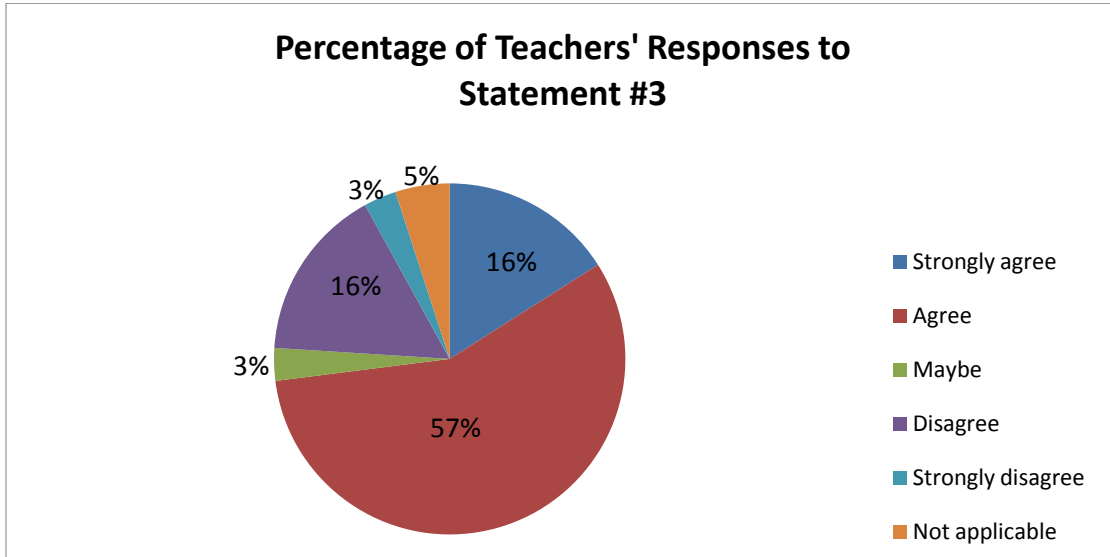
**Statement #2: “Watching these videos has reinforced students’ decision not to start smoking.”**



Fifty-one (51) per cent of teachers agreed or strongly agreed that the videos reinforced the students’ decisions to avoid smoking and not start (note that 13 of the 19 results represented classes of students in grades 7-9). However, 49 per cent of teachers disagreed or strongly disagreed with the statement (note that six of the 18 results represented classes of students in grades 7-9). One teacher noted that all of her students already smoke.

*Interpretation:* Based on the available statistics for the North, it is common that most or all students in the higher grades smoke. While the videos were designed as a prevention tool to target many grades, they are more relevant for younger grades, where some or, in a few cases, all of the students have not started to smoke.

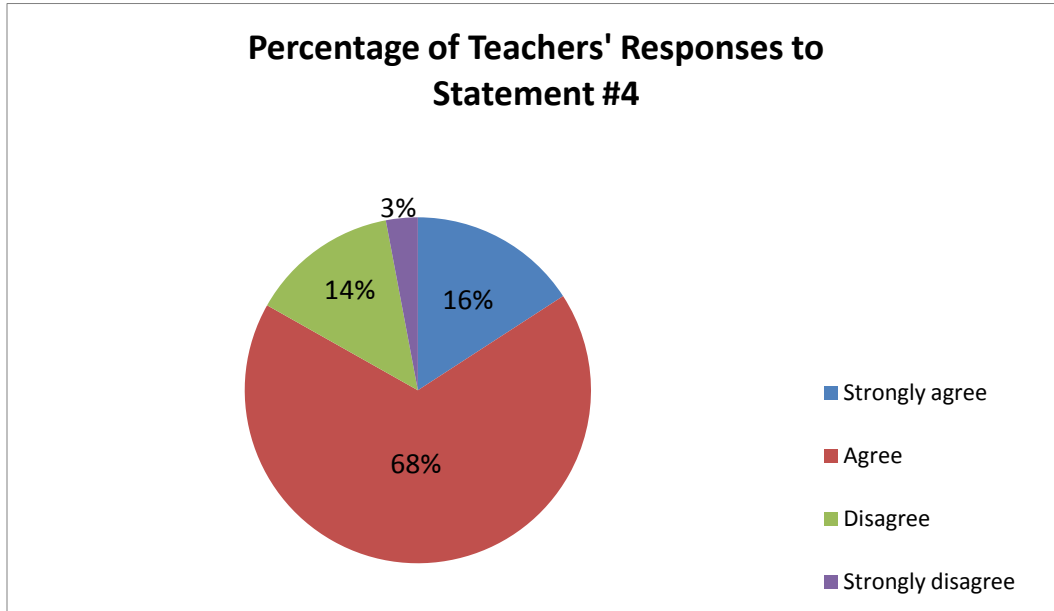
**Statement #3: “Watching these videos has made students consider the possibility of quitting.”**



The results show that 73 per cent of teachers agreed or strongly agreed that the videos have made students consider the possibility of quitting. In addition, 19 per cent disagreed or strongly disagreed to the statement. One teacher noted “Maybe,” two teachers noted “N/A,” and one teacher commented that “none smoke.”

*Interpretation:* The video contest succeeded in supporting students to consider the possibility of quitting smoking.

**Statement #4: “Watching these videos has made students aware of how difficult it is to quit.”**



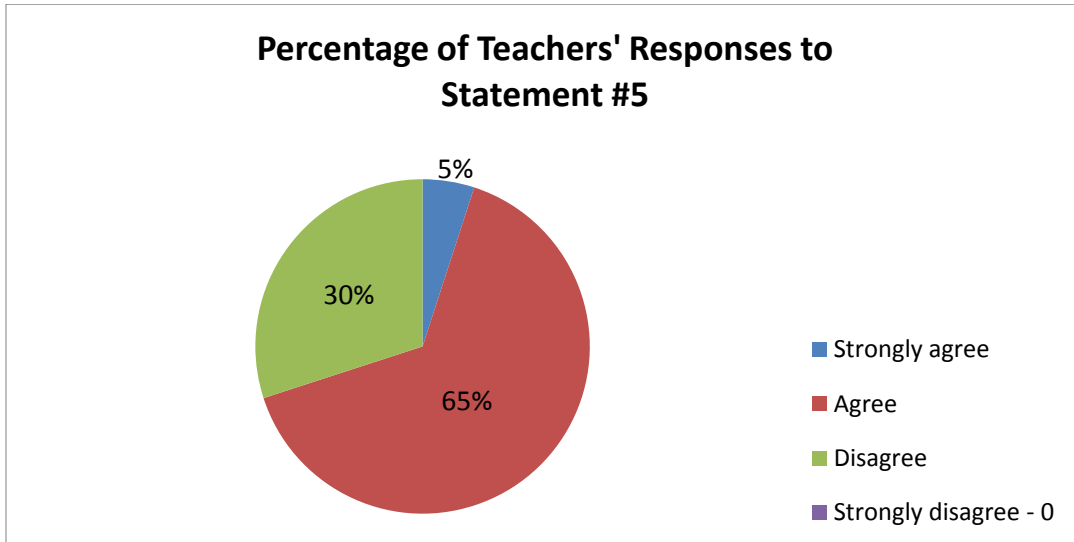
The results indicate that 84 per cent of teachers agreed or strongly agreed that the videos raised the students' awareness of how difficult quitting is.

*Interpretation:* The videos included quite a bit of content focused on the challenges that many people face when trying to quit smoking. The abundance of this content may also explain why some teachers wrote that they found the content repetitive and/or boring.

Sharing information about the difficulties encountered when trying to quit may be useful as a prevention message for both those who have not started to smoke and those who have quit and want to stay that way.



**Statement #5: "Watching these videos has made students aware of quitting strategies."**

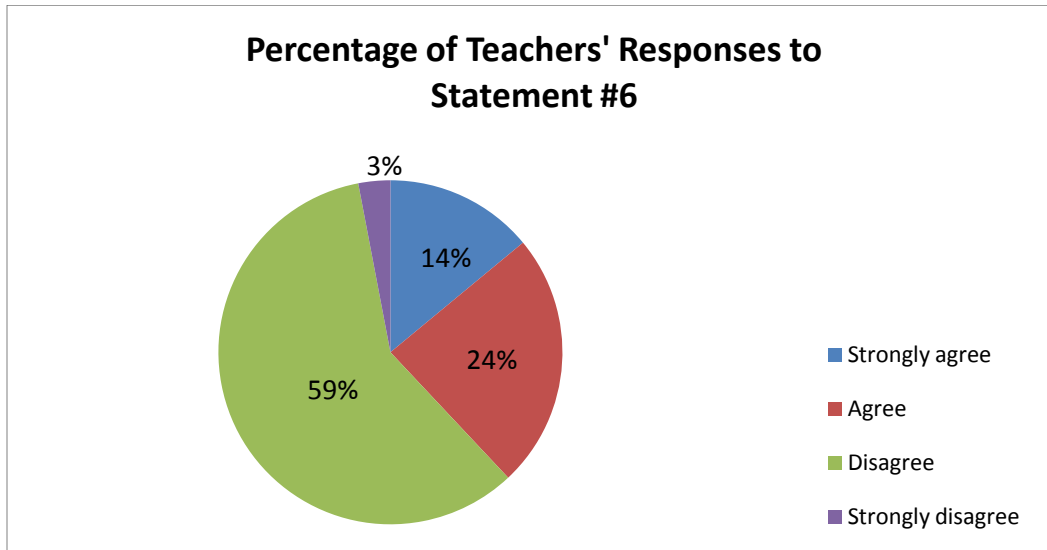


The results indicate that 70 per cent of teachers agreed or strongly agreed that the videos made students aware of ways to quit smoking.

*Interpretation:* This positive result may reflect the fact that six out of seven videos mentioned one or more quitting strategies. In hindsight, it would have been helpful to insert brief texts about the strategies in both the videos and teacher's guide to further highlight them and reinforce the comments made by the videos' interviewees.



**Statement #6: “Watching these videos has made students aware of where to find help with quitting.”**

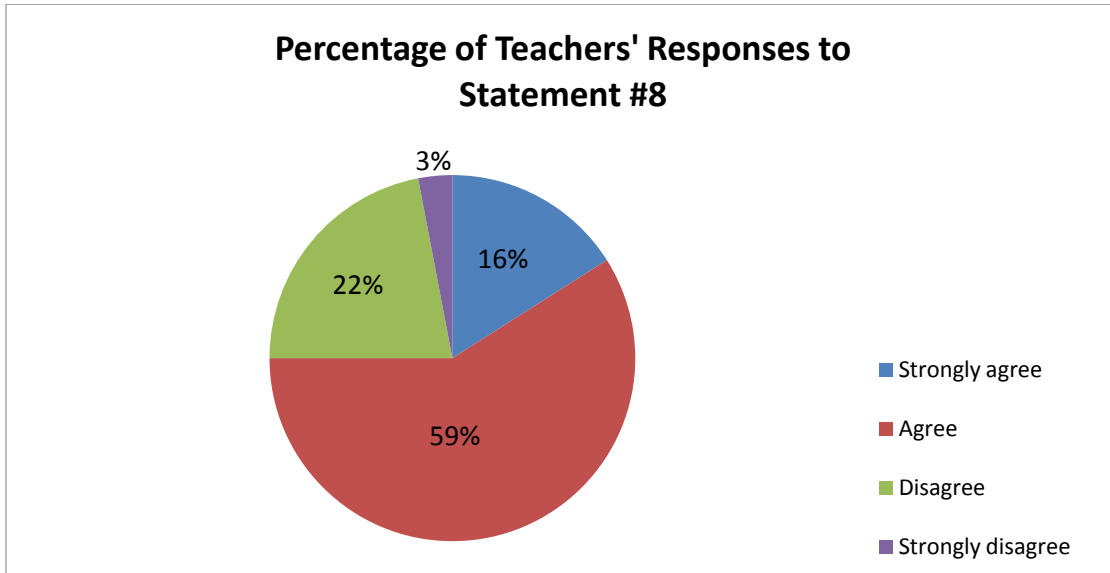


The results show that 62 per cent of the teachers disagreed or strongly disagreed that the videos made students more aware of the help they could receive to quit smoking.

*Interpretation:* The videos did not focus on finding help, and only offered broad references to getting support from peers, buddies, and others. The videos mentioned a single online resource. The videographers had not been given guidelines on this subject; they were told to be creative and gather people’s stories about tobacco use and quitting. In hindsight, we could have provided a handout as part of the teacher’s guide to explain where to find help in the community as well as online.



**Statement #8: “Students were interested in a discussion after watching the videos.”**



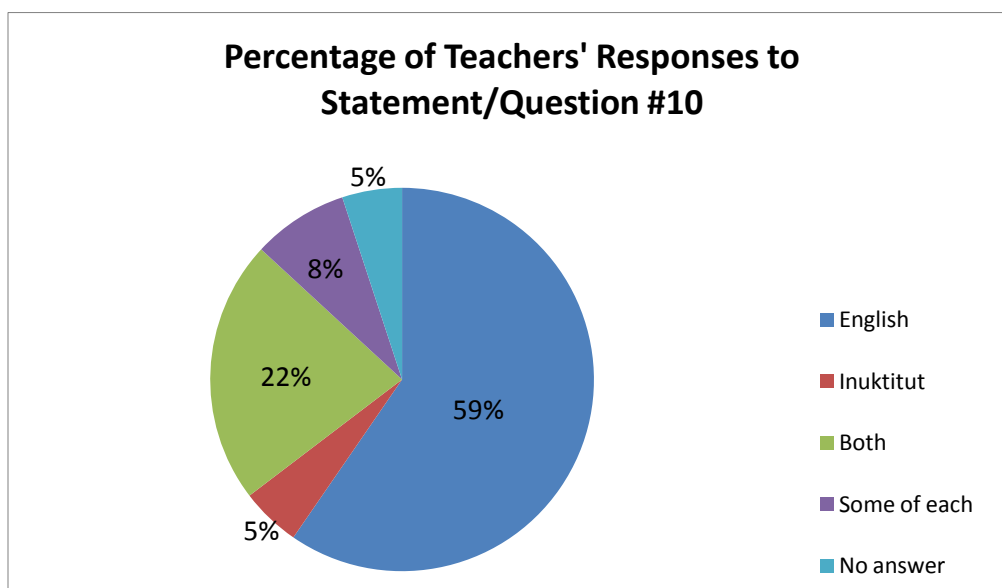
Seventy-five (75) per cent of teachers agreed or strongly agreed that their students wanted to take up a discussion after watching the videos.

*Interpretation:* This is a good result and suggests that our objective to have teachers engage their students in a discussion of tobacco issues was met through the opportunity to view the videos. In addition, the results indicate that there was considerable interest among the students. Maintaining and renewing awareness of smoking issues over time by using different tools/methods in the school and community is important for effective tobacco reduction efforts.



stories, and language. While we have no results data related to ethnicity, the overall demographic of the territory leads us to believe that many more Nunavut classrooms would have more Inuit or mixed heritage students, than non-Inuit students. The teachers' responses do show that our approach was fairly effective.

**Statement/Question #10: "In which language did you screen the videos?"**



At least 59 per cent of classrooms screened the videos in English only. At least 35 per cent showed one or more Inuit language versions. One teacher suggested that a bilingual version with the language as spoken could also be made available.

*Interpretation:* It was a good idea to have both languages available. Providing Inuit language versions underscores and supports the value of the Inuit language, its retention and further development, despite the different dialects spoken as one teacher commented.









