



# 2024 TRIP REPORT

● COSTA RICA ● PERU ● HAWAII

---

Nunavut Sivuniksavut 450 Rideau Street, Suite 201, Ottawa, ON K1N 5Z4

📞 613-244-4939

✉ [info@nssta.cca](mailto:info@nssta.cca)

# 2024 Trip Participants



## Costa Rica

Natalya Boos  
Rhonda Ivalu  
Kyle Kowtak  
Lorenza Mautaritnaaq  
Paul McDonald  
Grace Metuq  
Kaitlin Porter  
Jaylene Ukpatiku

## Hawaii

Stacey Alivaktuk  
Ooleepika Erkloo  
Emerald Hatkaiittuq  
Lani Innuksuk  
Brian Joanasie  
Sheridan Kamookak  
Kristy Kanayuk  
Rhoda Nashalik  
Marthajoy Qaqqasiq  
Victoria Piryuaq  
Anna Seagrave  
Leanne Thompson  
Sakkataaq Zawadski  
Marie-Litia Belanger-Taqtu

## Peru

Qaumak Eccles  
Hayley Kolit  
Caroline Iqaluk  
Sharona Nilaulak  
Denise Nowyuk  
Moshi Nowdlak  
Aislyn Omilgoetok  
Jessica Pinguartuk  
Kennedy Sigurdson  
Paul Jr. Suvega  
Rachel Tutanuak  
Masha-May Fotheringham

# Costa Rica



Our journey began with a two hour drive to Montreal, where students took a five hour plane ride to San Jose, Costa Rica. We spent the first day acclimating to the heat and enjoying what the city had to offer. This included a visit to an active volcano, animal sanctuary, and waterfall.

The following day, we made our way to the Indigenous community of the Bribri people. This included a stop to a beach at a national park. The final leg of our journey included a one hour canoe ride up the Sisixaola River to their community. We filled five canoes with students and luggage. We were encapsulated by the beautiful scenery, full of tropical greenery and magnificent birds and animals. Once we arrived, we were warmly welcomed into the community by the locals.

The next three days were full of cultural activities such as how to make a thatch roof, the importance and spiritual significance of cocoa (chocolate) for the Bribri, rich conversations with their community leaders and a comprehensive language lesson of their language. Students also conversed on the importance of sustainable living along with the barriers indigenous Bribri have faced with their local governments. All of the meals were cooked on an open fire, it was absolutely delicious! Our stay ended with students performing and sharing with some of their community members. Students made friendships despite the language barrier and greatly appreciated the cultural exchange.



May 4th was our next travel day. After a few hours, we stopped in the highlands of Costa Rica. The cold temperature was a welcomed change for students. Students spent the evening and morning admiring the mountains and wildlife that surrounded our lodge.

The next day, students travelled to the other side of the coast to the Caribbean ocean. There, we stopped on top of a mountain for a beautiful lunch at our guide's family hotel. Lunch ended with a performance from students to thank his family.

When we reached our destination of Terraba, the home of the Broran Indigenous community, we were greeted by our host family. This family shared their home with us for two days, providing beautiful meals and insight into the political struggles of their people. The Broran are the smallest population of Indigenous people in Costa Rica, with an approximate population of 1,200.



Despite being there for a short amount of time, the two days were full of rich interaction and cultural sharing. Students participated in a cacao spiritual ceremony, a cultural performance at the community elementary school, joined a mask painting workshop, engaged in discussions with the community indigenous elders and witnessed two ceremonial dances. Our exchange ended with many hugs and lots of laughs.



The next couple of days students went zip lining, learned about wildlife on a river boat tour, and relaxed at Cusigna Lodge, a local hospitality establishment that also works to protect the national park in which it sits. This was also a time for students to reflect on the immersive and comprehensive experience that had just been accomplished.



# Hawaii



Our journey began on April 30th to Kona, Hawai'i flying from Ottawa. We left at 9AM to Toronto, from Toronto to San Francisco, flew for 5 hours, and our last stop from San Francisco to Kona, Hawai'i which took another 5 hours.

The first night we spent in Kona at YWAM ships, which was a retreat, they welcomed us with dinner and provided breakfast for us before we left for our final destination. We spent the first morning and a bit of the afternoon at a beach halfway to the Makapala Retreat Centre, where students got to swim in the ocean and relax on the beach. When we made it to our destination, we were welcomed by a Indigenous Hawaiian family with their welcoming protocol. Our students also did a welcoming protocol which was part of thanking the land for allowing us to share the space. Once we settled in, dinner was provided, The next day chaperones including students prepared lunch for the next day's event.

From May 2nd to May 9th, we had an itinerary to visit schools' like a Charter school, which was taught using traditional Hawaiian curriculum. We also visited several cultural sites, including Kohala Middle school. The students volunteered at traditional farming sites called Loi'i, where they learnt how to take care of the crop which was grown on the site. We visited the Mauna Kea-volcanic hill museum, Hawaii Immersion school where the students were taught completely in the Hawaiian language. The students visited Pu'uhonua o Honaunau (cultural site) where they learnt about some history of Hawaiian culture, and the last event we went to was the Luau-Island breeze, where students got to partake in traditional Hawaiian food and experience traditional Hawaiian dances.



During the stay in Makapala, the students got to learn about how Hawaiians traditionally farmed their land and how it has changed and how they have had to adapt to modern day. Every school we went to the students presented our welcoming protocol and the students reciprocated with a welcoming protocol of their own. Our student taught the students at school about Inuit games and they were so interested in learning our Inuit games and several of the students participated in trying these games.

The photo here is when the students volunteered at a loi'i and they got to learn how to pull the weeds from the pond and when they were done, they got to swim at the waterfall.

Students were also assigned to help with preparing for lunch, supper and clean up, so here we have a few students preparing for supper. We also had two student group leaders changing every day who were in charge of waking up their roommates, making sure everyone was ready to leave.

The last group photo was at the Luau-Island breeze and it was in Kona at a hotel, and the Indigenous people of Hawai'i performed, dinner was provided, and the students seemed to enjoy the Lu au.



# Peru

Our trip to Peru started off with a day in the city of Lima. Students got a firsthand look at life in the capital before travelling to Indigenous communities in the countryside.

We then flew to the mountain city of Cusco and drove to the community of Ollantaytambo. The next day we toured the famous Machu Picchu archaeological site and learned about its cultural significance to the Indigenous people of Peru. Our itinerary for the trip was spread out between communities that slowly got higher in altitude so that we would acclimatise to the change in altitude. The next morning we headed out to the small Indigenous Quechua community of Huilloc where we stayed from May 4-7.



In Huilloc we were greeted with music as we were led back to the main home. Once we got settled into our homes for the duration of our stay, a traditional Quechua meal was prepared for us. Chicken, lamb, and vegetables baked on hot coals, buried under the ground. After sharing a meal together we ate, danced and performed for each other. Our hosts also showed us how they harvest, dye and weave alpaca wool.

Our students were given traditional Quechua clothing to wear for the duration of our time in Huilloc. Our stay in Huilloc was filled with numerous activities, including farming using traditional tools, preparing the celebratory meal of cuy (guinea pig), hiking through the mountains, taking part in Quechua ceremonies and sharing Inuit culture through performances at the local school.

After leaving Huilloc we spent a day in Ollantaytambo where we learned to make Peru's national dish - ceviché! We then took a salsa dancing lesson.



For the next half of our trip we stayed in the community of Misminay where we stayed from May 9-10. There we were greeted with singing and dancing. In Misminay our students learned to make bricks used for housing, how to spin yarn out of alpaca fur, and how to farm potatoes using bulls to plow the fields.



On our last day in Peru some students woke up at 2:30 in the morning to visit the spectacular Rainbow Mountains. The group ascended by horseback to view the multicoloured mountain tops.

Our trip to Peru was extremely impactful as students learned about the way of life of the Quechua people in different areas of Peru, as well as the challenges they have faced and continue to face. We were all struck by people's resiliency in keeping their traditional practices and languages strong. Students felt pride in sharing their culture and despite many cultural differences were inspired to learn of the shared respect for the environment between Inuit and the Indigenous people of Peru.



# Special Thanks!

Nunavut Sivuniksavut could not have achieved our fundraising goal for our Cultural Exchange trips without the support from our funders and donations!

- Nunavut Tunngavik Incorporated
- Qikiqtaaluk Corporation (QC)
- Canadian North
- Baffinland
- Arctic Fuel
- Susan Aglukark
- Northern Perspectives Fundraiser
- TakingitGlobal
- Atuqtuarvik
- Cantata Singers
- Clyde River Housing
- Crown-Indigenous and Northern Affairs Canada
- Department of Fisheries and Oceans
- District Education Authority of Rankin Inlet
- Gordon Foundation
- Governor General Winter Celebration
- Hamlet Counsel of Taloyoak
- Harbour Collegiate
- Inuit Tapirit Kanatami
- Inuuqatigiit
- Inuit Circumpolar Council
- Mulgrave School
- Municipality Rankin
- Natilik Heritage Society
- Nunavut Development Corp.
- National Art Centre
- Pangirtung Hunters and Trappers Org.
- Pagnirtung Co-op
- Pangirtung Hamlet
- District Education Authority of Pangnirtung
- Pilimmaksaivik
- Polar Vision
- Sandy Hill Carnival
- Sivummiut Solutions
- Symmes-Darcy
- Tunngasuvingat Inuit
- University of Washington
- Uvagut
- Kissarvik Co-op Rankin Inlet
- Markus Wilke
- Winterlude
- WD Foundation - Warden
- Ashbury College
- Isaruit