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In this document, the masculine gender designates both sexes with no discrimination intended, and is used solely to facilitate reading.



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# Welcome to the chii kayeh iyaakwaamiih Program on Relationships and Sexual Health

This Program (course) was created especially for you with the help of many people. Go look in the acknowledgements: You may recognize some people who worked on putting this course together. Everyone worked very hard to make this course interesting and meaningful for you and for future generations.

Many people from the Cree communities, including grandparents, parents, family, friends and the students, were very concerned about the high rates of sexually transmitted infections (STIs) and unplanned pregnancies among the youth of Eeyou Istchee.

They felt something needed to be done in the schools to help our youth make wiser and healthier choices in the area of sexuality. The new course would be based on our Cree values: Faith, good child-rearing, happiness, hope, kinship, love, thankfulness, sharing, safety, respect, patience, obedience, wisdom. When speaking about sexuality, it would acknowledge the relationship components needed in order to have a healthy individual, couple, family and Nation.

Sexuality is a sacred bond, a strong intimacy and reaching to another new level between two individuals and that's the reason for naming the course, chii kayeh. Chii kayeh means "you too" are responsible for your own wellbeing as well as ensuring that both individuals are practicing a positive and healthy lifestyle as it pertains to sexuality.

Along the same line, as the two individuals enter into a relationship, they would need to become aware of the "iyaakwaamiih" lessons which are faced in getting to know one's partner as well as being cautious on what goes on in a relationship. So, that's why the course "You too, be careful" looks at you and the partner.

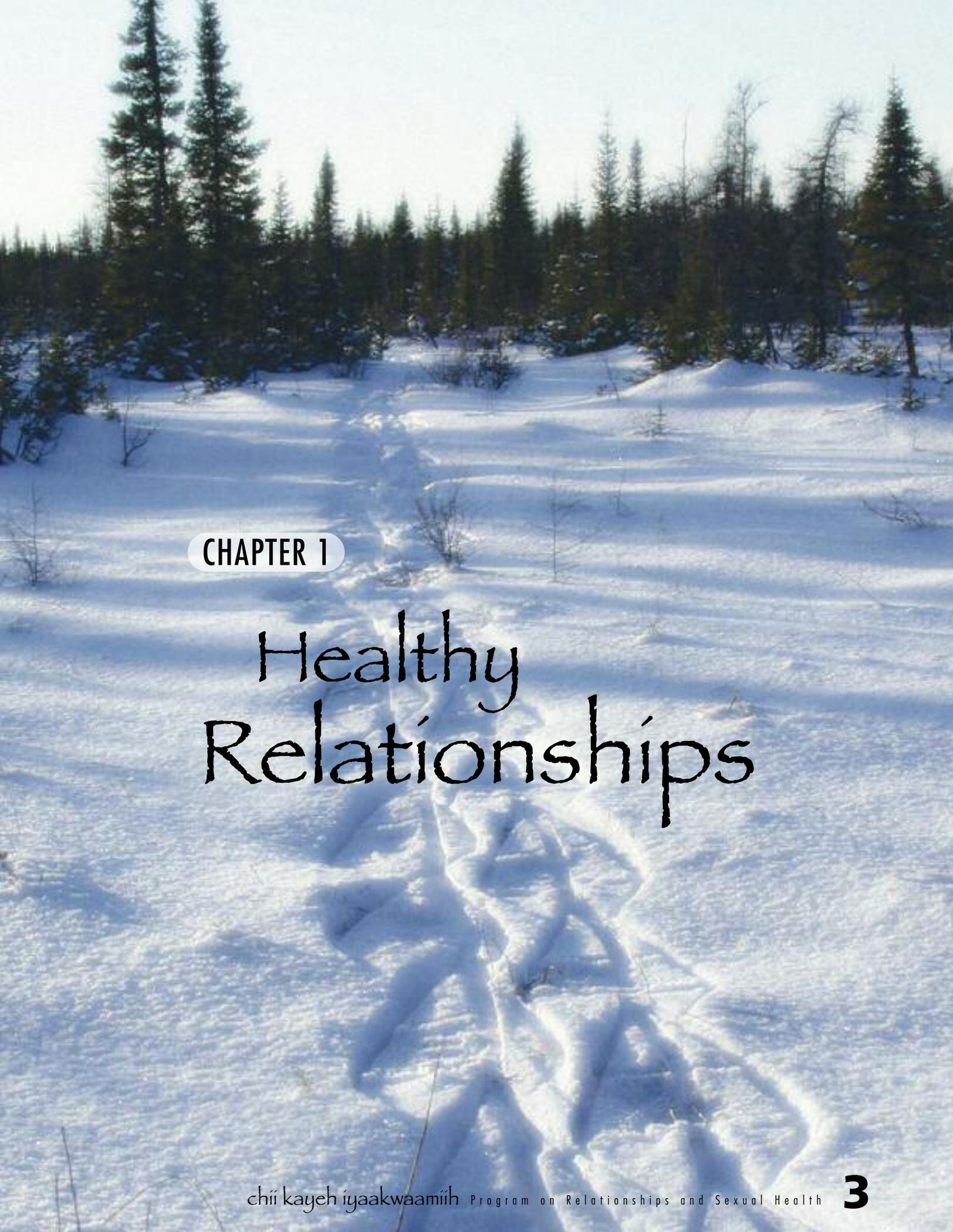
This course, chii kayeh iyaakwaamiih, is like embarking on an aniteh kaa pechi utuuhtehikw (a learning journey). Since we love to see pictures, imagine yourself as being the goose and you are going on a journey. During this journey, you will learn about self-esteem, healthy relationships, assertive communications, ways to resist peer pressure and what to do to prevent unplanned pregnancies, STIs, HIV and AIDS.

Inside this workbook, you will find everything you need to succeed.



“You too” can make a **huge difference**  
by helping others to stay healthy!





CHAPTER 1

# Healthy Relationships



## Lexicon 1

- **AIDS** : Acquired Immune Deficiency Syndrome.
- **Cycle**: A series of recurring events.
- **Empathetic**: Experiencing as one's own the feeling of another.
- **HIV**: Human Immunodeficiency Virus.
- **Infinite**: Not limited, too great to be measured.
- **Potential**: Your ability to develop, to be the best you can be at whatever it is, striving for your full capabilities.
- **STI**: Sexually Transmitted Infection.
- **Trustworthy**: Worthy of confidence, reliable.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

# LESSON 1

## Healthy relationships:

### Introduction to the chii kayeh iyaakwaamiih Program Four stages of life

The sacred circle of life teaches us that adolescence is a time of learning. During every stage of life, we have the power to heal and to grow towards reaching our full potential.



#### SOME OF THE THINGS I AM LEARNING TODAY

#### Quick facts about the chii kayeh iyaakwaamiih Program!

chii kayeh iyaakwaamiih means « You too, be careful»

Walking through the chii kayeh iyaakwaamiih Program is like embarking on a aniteh kaa pechi utuuhteyikw (a learning journey).

The youth of Eeyou Istchee helped build this Program by giving their ideas and suggestions

You will become more aware and knowledgeable about yourself and how you are growing toward your potential. This is like the tamarack tree who has deep roots and strong and flexible branches. You will learn more about this later!

This Program was born out of the concerns of Cree community members regarding the high rates of STIs and unplanned pregnancies in Eeyou Istchee.

Go look in the acknowledgements: you may recognize some people you know who worked on putting this Program together.

During this aniteh kaa pechi utuuhteyikw, you will be gaining some important knowledge and skills. This is like when an elder gives you iyaakwaamisiih to put in your niimuutaan before you go out into the bush. You will gain some tools that you can use to be safe.

## Connecting to our Cree culture

Feeling connected to our Cree culture is very important for self esteem. The more we feel connected to our "roots", our family and our community, the easier it is to be healthy. This is why we start our journey by thinking about some of the teachings that come from our Cree culture.

## Miyupimaatisiun

In Cree culture, Miyupimaatisiun is an important concept. This expression means living a healthy life in harmony within ourselves and having connections with the other elements in life (land, people, etc.).

According to the Cree culture, the human being is made up of four dimensions: body, heart, mind and spirit. In the center of these dimensions resides one's soul. A person's wellbeing results from the balance between these four dimensions.

## The sacred circle of life

Many teachings come from the sacred circle of life which is similar to the medicine wheel. The sacred circle teaches that life is cyclical. Because everything occurs naturally in cycles, the possibility of changing and growing is part of all of creation. This means you and all human beings can change and grow.

We always move in a clockwise direction as the sun does starting in the East. It is a never ending cycle of beginning and ending. When we come to an end, it is merely a new beginning! This is because human potential is infinite and human development never stops. Thus, we will travel the circle many times. Each time, we can learn from this experience!

The four parts of the circle are interconnected. A healthy person is a balanced person. In other words, it is someone who develops all four parts of the circle in a balanced way.

The sacred circle is like a mirror in which we can better see what is going on within us. It can help us to see exactly where we are. It can help us see in which areas we need to develop in order to realize our potential. It can help us be everything that we would like to be!

The sacred circle can be applied to a variety of situations. Today, we will learn what the sacred circle can teach us about the stages of life.

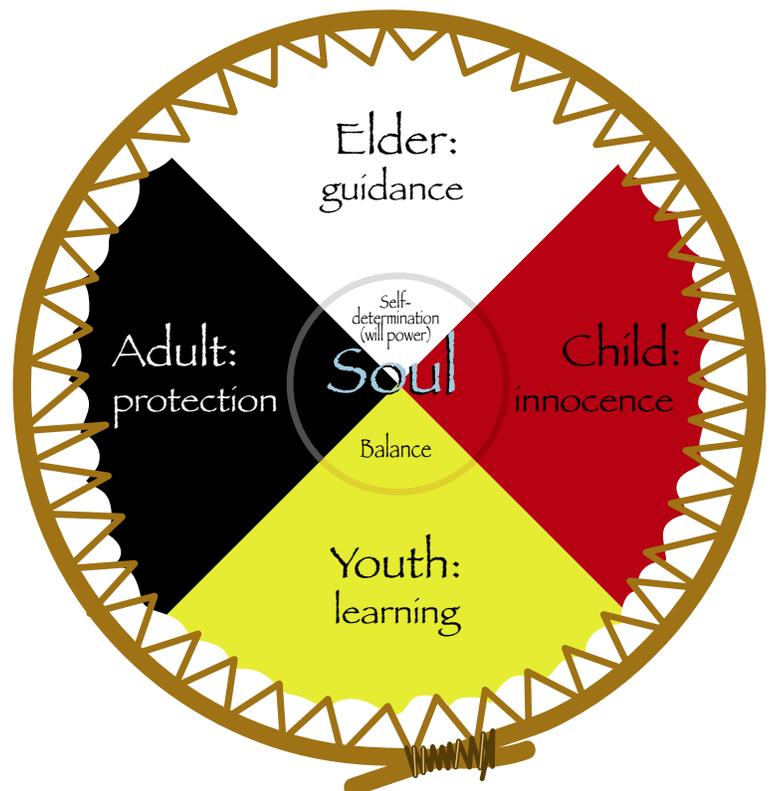
## The stages of life

The four stages of life are those of the child, youth, adult and Elder. A person has certain responsibilities during each stage of life.

- The stage of the **CHILD** is a time of play and innocence. The child appears on the East, the place of new birth or rebirth. By watching and play acting what adults do, children learn the place of people and of all things in creation. They learn about their own place at the heart of the family and of community life.
- The **YOUTH** appears on the South. It is a time of learning new skills and behaviors. The youth learn the ways to have a balanced life by:
  - a) spending time on the land (hunting, fishing, trapping, canoeing, etc.),
  - b) assisting in traditional ceremonies (walking out ceremony, etc)
  - c) being involved in family, school, land and community life.
- The **ADULT** appears on the West. It is a time of giving protection to others (making sure others are safe). The task of adults is to use their skills and their own special gifts for the benefit of family, community and nation.
- The **ELDER** appears on the North. Elders provide guidance and direction. They have learned and practiced many useful skills. The task of an elder is to share his/her wisdom with others. This ensures the teachings will continue into the next generations.

These are the main responsibilities in each stage of life. Everyone reaches each stage at different times in their life. For example, some youth may reach the stage of adulthood earlier than others.

## Stages of life



## MY ACTIVITY TODAY

### Part 1 THINK OF A FRIEND

**A • From this list, chose at least 5 qualities you would look for in someone you trust:**

- |                                   |   |  |                                   |
|-----------------------------------|---|--|-----------------------------------|
| <input type="radio"/> Honest      | <input type="radio"/> Supportive            | <input checked="" type="radio"/> Trustworthy | <input type="radio"/> Discrete    |
| <input type="radio"/> Helpful     | <input type="radio"/> Good sense of humor   | <input type="radio"/> Respectful             | <input type="radio"/> Positive    |
| <input type="radio"/> Responsible | <input type="radio"/> Good listener         | <input type="radio"/> Sensitive              | <input type="radio"/> Loyal       |
| <input type="radio"/> Warm        | <input checked="" type="radio"/> Empathetic | <input type="radio"/> Easy going             | <input type="radio"/> Open minded |

Others: \_\_\_\_\_

### RULES FOR THE CHII KAYEH IYAAKWAAMIH PROGRAM

**In the space provided, write down the rules that were chosen by you and your classmates.**

chii kayeh iyaakwaamih Class Rules:

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**I agree to respect these rules so that we can feel comfortable and help each other in the classroom.**

\_\_\_\_\_  
My signature

## Part 2 MIYUPIMAATISIUN

### Check the correct answer

Miyupimaatisiun means living a healthy life in harmony within ourselves and having the connections with the other elements in life (land, people, etc.).

- TRUE       FALSE

## STAGES OF LIFE

**A • Draw a line to connect the stage of life with the appropriate definition.**

Stage of life	Definition
Child <input type="radio"/>	<input type="radio"/> Period of time when the person protects others (makes sure they are safe). He/she uses his/her skills for the benefit of family, community and nation.
Youth <input type="radio"/>	<input type="radio"/> Period of time when a person spends most of his/her time playing and watching what adults do.
Adult <input type="radio"/>	<input type="radio"/> Period of time when the person provides guidance and direction. He/she shares his/her wisdom with others. This ensures the teachings will continue into the next generations.
Elder <input type="radio"/>	<input type="radio"/> Period of time when the person learns new skills and behaviours.

**B • Draw a line to connect the stage of life with the appropriate role and responsibility.**

Stage of life	Role and responsibility
Child <input type="radio"/>	<input type="radio"/> Protecting others
Youth <input type="radio"/>	<input type="radio"/> Giving guidance and direction
Adult <input type="radio"/>	<input type="radio"/> Playing
Elder <input type="radio"/>	<input type="radio"/> Learning new skills

**C • Draw a line to connect the stage of life with the appropriate example.**

Stage of life	Example
Child <input type="radio"/>	<input type="radio"/> A secondary 1 student learns about healthy relationship.
Youth <input type="radio"/>	<input type="radio"/> A man tells his grand-children about the benefits of eating traditional foods.
Adult <input type="radio"/>	<input type="radio"/> A young boy plays with his friends. They pretend they are hunting for geese.
Elder <input type="radio"/>	<input type="radio"/> A mother talks to her daughter about how to make a good bannock.

Youth is a period of time when a person learns new skills and behaviors. Indeed, it is a time of many changes. It can be scary or confusing to deal with all the new feelings and all the changes going on in your body, mind, heart and spirit..

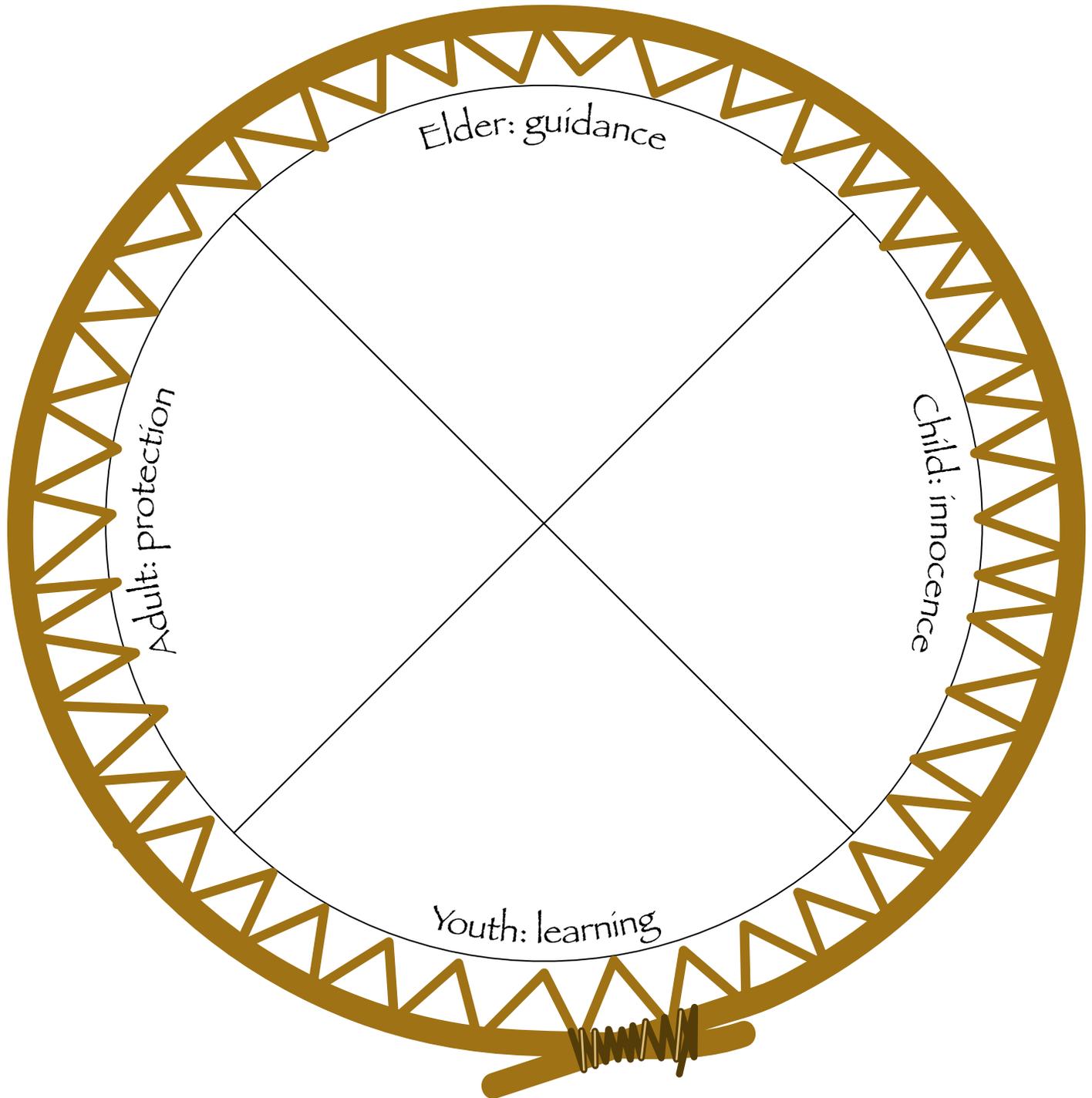
Just as there are people of different colors, cultures, religions, ethnic backgrounds, shapes and sizes, there are many ways to express yourself as a boy or man or as a girl or woman. Bullying someone because he/she is different is unacceptable. Everyone has the right to be respected, happy and safe!

Remember, you are not alone! Talk to an adult you trust if you are not feeling good about yourself or if you have a problem that is making you feel unhappy or not safe.

# MY OWN EXAMPLES OF THE FOUR STAGES OF LIFE

Write your examples in the circle of life below.

## Stages of life





## Lexicon 2

- **Will power:** The force that helps you make decisions and then act to carry out these decisions.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 2

# Healthy relationships: Four aspects of everyone's wellbeing

The sacred circle of life teaches us that all human beings have a physical, mental, emotional and spiritual aspect to their wellbeing. By using my will power to develop and nurture my abilities, I can move toward my vision of a happy, healthy human being.



### SOME OF THE THINGS I AM LEARNING TODAY

The four aspects of everyone's wellbeing



**Drugs and Alcohol affect the mental, physical, emotional and spiritual dimension of a person. This makes it a lot more difficult to have a balanced life style.**

The sacred circle of life teachings are among the oldest teachings of First Nations. These teachings are about the journey we must take to find our own path.

One very important teaching has to do with the four aspects of everyone's wellbeing. According to this teaching, every human being has a physical (body), mental (mind), emotional (heart/feelings) and spiritual (spirit/moral, religious or sacred matters) aspect to their wellbeing. These four aspects are like seeds. They have the ability to grow into powerful gifts.

**All human beings have the capacity to grow and change.** The four aspects of your wellbeing can be developed when you have a vision of what is possible. Your vision of what you can become is like a strong magnet pulling you toward it. By trying to live up to your vision and by trying to live like the people you admire, you grow and develop in a healthy way.

Each aspect of your wellbeing can be developed through the use of your will power. You can use your will power to change your actions and your attitudes so they will be closer to your vision of a happy, healthy human being. Don't be afraid to move toward your goals. If the task seems too big, just take one step at a time. Ask yourself: "What is the one thing I can do today that will help me move in the direction I want to go?"

These teachings help us when we are seeking healthy minds (mental), strong inner spirits (spiritual), inner peace (emotional) and strong healthy bodies (physical).

## MY ACTIVITY TODAY

### Part 1 WAYS TO DEVELOP THE FOUR ASPECTS OF MY WELLBEING

Each example below describes how a person can develop one aspect of his/her own wellbeing.

**Write the letter associated with each example.**

**P** for **Physical**

**M** for **Mental**

**E** for **Emotional**

**S** for **Spiritual**

- A** • \_\_\_\_\_ Jeremy joins in when his grand-father does an opening prayer. It is a very special moment.
- B** • \_\_\_\_\_ Dana plays broom ball every week with her friend. She is in very good shape because she exercises on a regular basis.
- C** • \_\_\_\_\_ Sara likes it when all her family gets together; it makes her feel very happy.
- D** • \_\_\_\_\_ Derrick is learning how to solve a Math problem.

## Part 2 MY VISION IS LIKE REACHING FOR THE STARS

**Step 1:** These stars represent what you would like to be and do in the future.  
That is your vision of what is possible.

**Fill each star by completing the sentence.**

**Tonight, I would like to...**

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**This weekend, I would like to...**

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**When I will graduate, I would like to...**

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**In ten years, I would like to...**

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**Keep your vision in mind when you face a difficult time.  
These goals will help you make healthy choices.**



### Lexicon 3

- **Condom:** A close-fitting covering, usually of very thin rubber, worn over the penis during sexual intercourse to prevent pregnancy or sexually transmitted infections.
- **Coercion:** The act of using force to obtain compliance.
- **Consent:** Permission to do something or an agreement.
- **Intimidation:** insulting the person or getting angry to get what you want.
- **Manipulation:** lying about your situation or your feelings to get what you want.
- **Persistence:** Unrelenting requests or touching in order to get what you want; refusing to take "no" for an answer.
- **Physical force:** Using your body or a weapon to overpower the other person.
- **Sexual intercourse:** Contact of sexual organs between partners; insertion of the penis into vagina, mouth or anus.
- **Threats:** Warning that you will harm the other person physically or emotionally.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 3

# Healthy relationships: Four aspects of a healthy relationship

A healthy relationship is when physical, mental, emotional and spiritual wellbeing are experienced by both partners.



### SOME OF THE THINGS I AM LEARNING TODAY

A healthy relationship is when physical, mental, emotional and spiritual wellbeing are experienced by both partners. Human sexuality touches these four aspects of our wellbeing. In this chapter, we will learn more about this.

Human sexuality is a life force touching upon all aspects of our wellbeing. Traditionally, sex was seen as a very normal expression of a person's spiritual, emotional, physical and mental wellbeing. Sexuality was seen not only as a means of reproduction, but also as a source of great pleasure. It was also seen as a special gift from the Creator allowing us to share ourselves with our partner. There were rules about how to respect this gift, honor yourself and honor your partner.

A healthy sexual relationship is when the physical, mental, emotional and spiritual wellbeing associated with sexuality are experienced by both partners.

- The physical component refers to **my body**  
(for example: How my body feels, how I take care of my body and what I do to be healthy).
- The mental component refers to **my mind**  
(for example: What I think, what decisions I make and what I must know in order to be healthy, etc.).
- The emotional component refers to **my feelings**  
(for example: The feelings that help me be healthy such as, self-esteem, feeling safe, caring for my partner, etc.).
- The spiritual component refers to **my moral and religious beliefs and values and my connection to sacred matters**  
(for example: Practicing my religion or spirituality, respecting myself and respecting my partner, being honest with my partner, etc).

The sacred circle teaches us that we cannot develop our true potential as human beings if one of these components is missing or is causing us or others to have a problem. When this occurs, individuals, families and whole communities can suffer.

Our self-esteem is closely connected to our sexual health. In other words, feeling good about yourself and the people you love is important to have good health and a healthy sexuality.

One aspect of healthy sexual activity is the presence of mutual [consent](#). Consent means to give permission to do something or agree together and "be of the same mind". There is no room for doubt or uncertainty. Having sex without the other person's consent is called "sexual assault" and it is prohibited by the law.

Mutual consent means:

- both individuals fully agree to whatever sexual activity is occurring
- both individuals are not intoxicated. Consent can not be given if a person is intoxicated due to drugs or alcohol

In a healthy relationship, partners do not use coercion to get what they want, such as: using [threats](#), [intimidation](#), [physical force](#), drugs or alcohol (getting someone drunk or high to get what you want), persistence and [manipulation](#).

The use of coercion is very unhealthy in a relationship. It is a form of violence. Both partners need to get help so the violence will stop.

**A healthy relationship between partners is based on Cree values, especially: love (sâchihîwewinove), respect (chishtimâweyihtamuwin), harmony (nihîshkâtuwin) and hope (aspeyimuwin).**

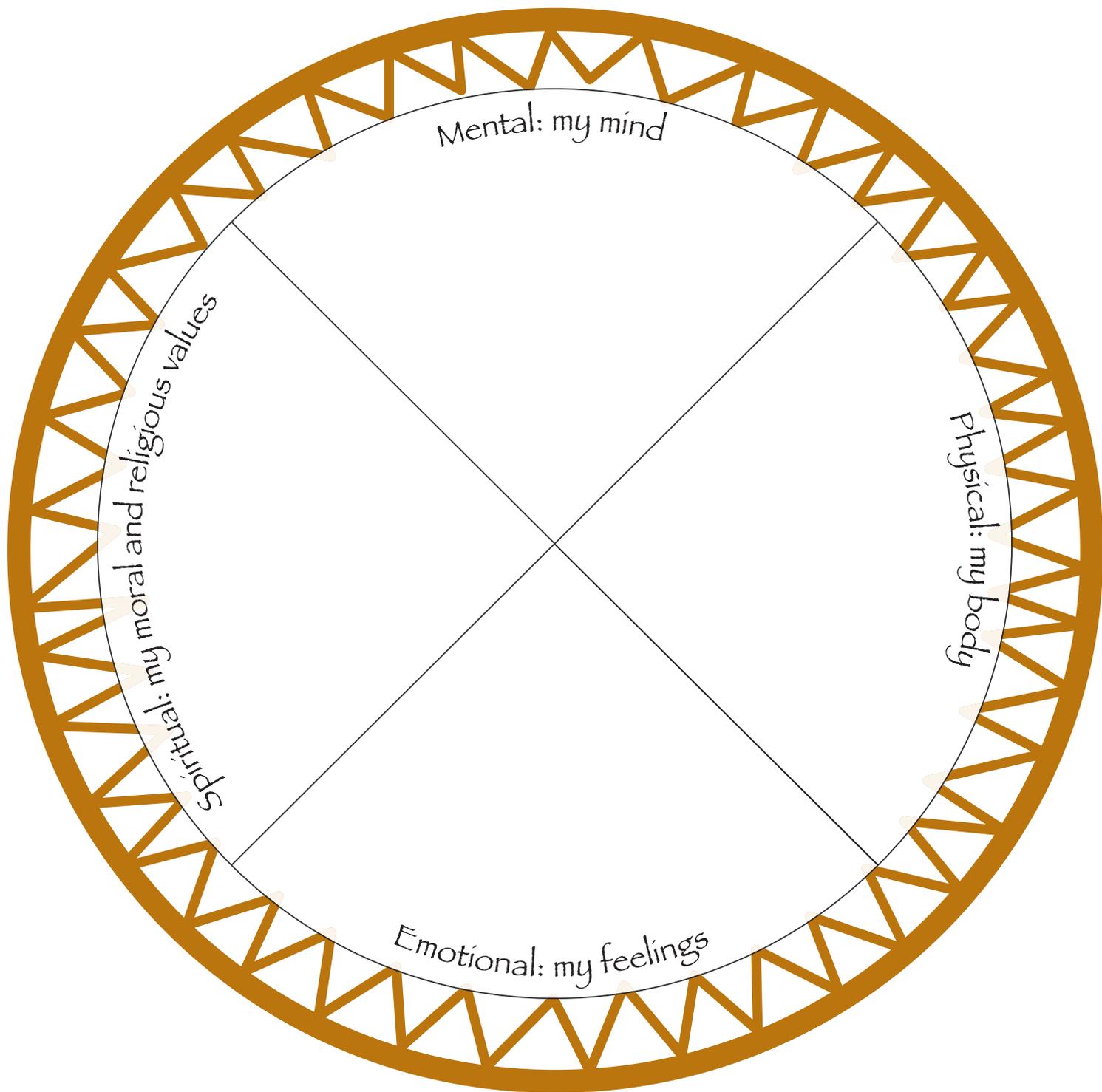
## MY ACTIVITY TODAY

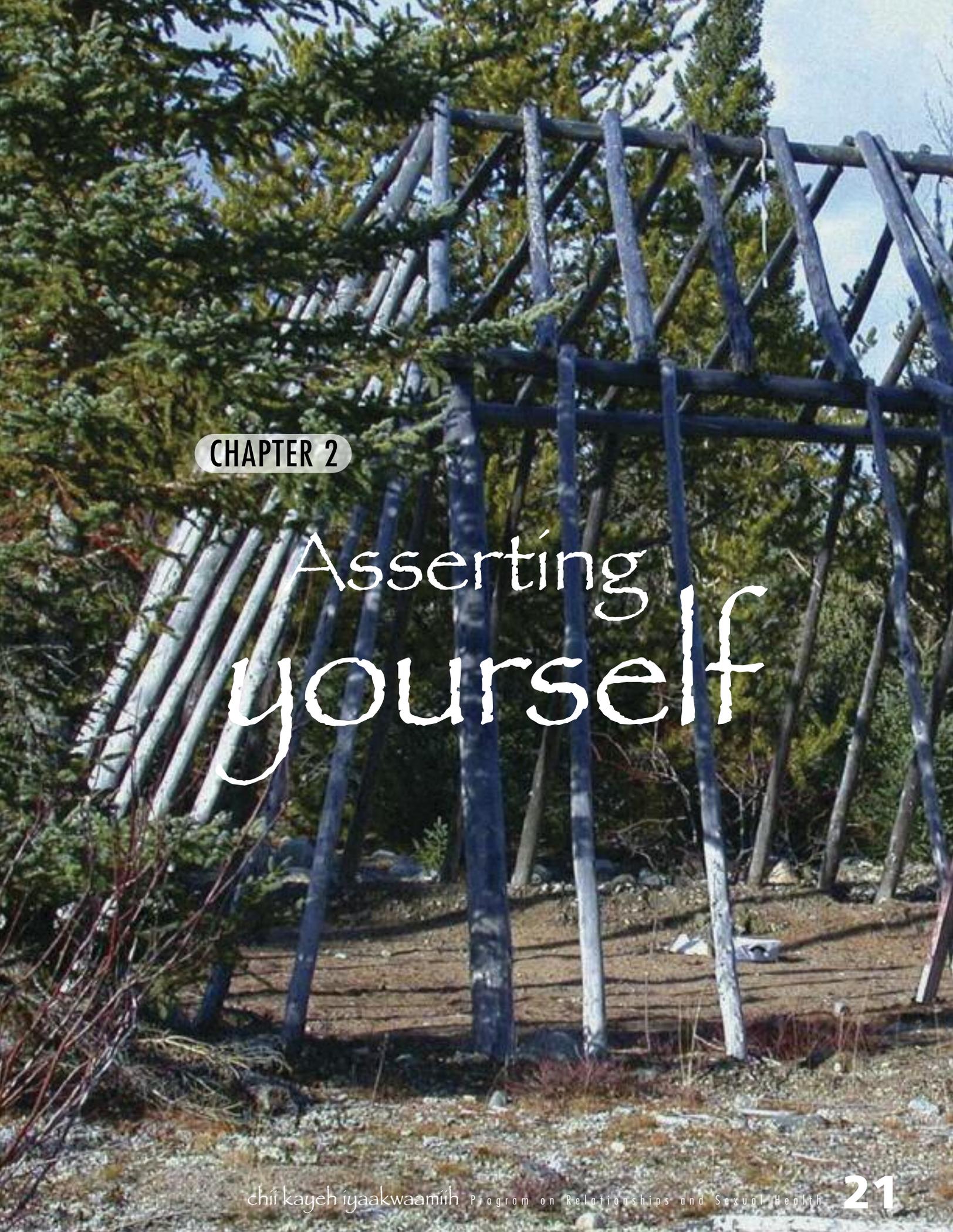
### Part 1 FOUR ASPECTS OF HUMAN SEXUALITY

Your teacher will guide you through this activity

**From the list below, choose two words that describe each aspect of human sexuality. Then, write these words in the sacred circle of life. How important is each one to you? Make a circle around the words that you feel are most important in a healthy sexual relationship.**

Respect myself	Responsibility for the care and safety of my partner	Harmony	Learn how to resist peer pressure
Share affection	Learn how to be assertive	Keep up to date on new information	Learn about healthy sexuality
Sacred union	<u>Sexual intercourse</u>	Dance a slow dance together	Know where to get help
Caring	Marriage	Share information with my partner	Hold hands while taking a walk
Whisper romantic things to each other	Experience physical pleasure	Use a <u>condom</u>	Respect my partner
Feeling connected	Learn how to communicate my needs	Have children	Share with my partner
Sense of belonging	Learn about self esteem	Share a passionate kiss	Feel safe with my partner
Responsibility for my own safety	Equality	Cuddle together on the sofa	Commitment
Hope	Love	Family	Desire
Obtain consent for sexual activity	Joy	Feeling close	Rub our bodies together





CHAPTER 2

# Asserting yourself



## Lexicon 4

- **Cringing:** To cower, crouch or shrink back, especially from fear.
- **Emphasize:** To stress, to give extra weight to.
- **Evasive:** Intentionally vague or ambiguous.
- **Gain:** To obtain; to get.
- **Invading:** To enter aggressively.
- **Muffled:** Being or made softer or less loud or clear; for example, your voice is too low and what you are saying is unclear.
- **Offend:** To irritate, annoy, or anger.
- **Remaining:** To continue in the same state or condition.
- **Repress:** To keep down, to put down; for example, keeping your feelings inside of you even though you want to express them.
- **Whiny:** Complaining, cranky.
- **Worthless:** Without worth; of no use, importance, or value; good-for-nothing.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 4

# Asserting yourself: Communication styles Body language

Using an assertive communication style leads to more self-esteem and better relationships with others.



### SOME OF THE THINGS I AM LEARNING TODAY

Good communication is essential in all relationships, including between partners who love each other. Because this is often difficult to do for many people, the topic of communication style will be discussed many times.

### THREE COMMUNICATION STYLES

#### PASSIVE COMMUNICATION STYLE

**A passive communication** style is when you want to say something but you don't express yourself or you do it in a very shy or indirect way and it has no effect. When you use a passive communication style, you repress your own feelings. This can have a major impact on your self-esteem. Being passive may make you feel depressed, worthless, disrespected; sometimes you may feel like «a wimp», you may feel frustrated, angry, anxious and like you don't have any control over your life. A passive communication style can also hurt your ability to have successful relationships.

#### AGGRESSIVE COMMUNICATION STYLE

**An aggressive communication** style is when you communicate in a manner that hurts or offends the other person. An aggressive communication style has a negative impact on others. The other person may feel hurt, angry or disrespected. The other person may also become aggressive. An aggressive style leads to poor relationships with others because it causes a high level of conflict and a communication breakdown (i.e., the other person stops talking).

## ASSERTIVE COMMUNICATION STYLE

An **assertive communication** style is when you express thoughts and feelings clearly without intentionally hurting or disrespecting the other person. An assertive communication style increases your self-esteem and your self confidence. You respect and honor yourself by saying how you feel and what you want or need. You have the right to say “no” to what you don’t want without feeling guilty. An assertive communication style will help you gain the other person’s respect and leads to better and healthier relationships.

## BODY LANGUAGE

It is very important to be aware of our body language when we are communicating with others. Body language refers to the gestures, movements and facial expressions used to communicate with others. Body language is different in each communication style.

### Body language associated with a passive communication style

- No eye contact (i.e. looking at the floor)
- Evasive eye contact
- Soft whiny or muffled voice
- Shrugging your shoulders
- Laughing inappropriately
- Cringing
- Using nervous gestures (i.e. wringing your hands, continually shifting position)

### Body language associated with an aggressive communication style

- Angry staring-eye contact
- Loud voice (i.e. yelling and screaming)
- Invading someone’s personal space
- Pointing your finger
- Showing your fists
- Using gestures that are very agitated

### Body language associated with an assertive communication style

- Face the other person
- Stand or sit with your back straight
- Make direct eye contact
- Have a pleasant but serious facial expression
- Use a firm tone of voice
- Speak clearly and calmly
- Use gestures that emphasize what you are saying

Indeed, **how we say** something is just as important as **what we say!**

## MY ACTIVITY TODAY

### Part 1 COMMUNICATION STYLES: MATCHING GAME

Match each example with the correct communication style : Passive, aggressive or assertive

Example	Name of communication Style
1 Speaking in a soft <u>muffled</u> voice	
2 Threatening someone	
3 Saying nothing because «what happens, happens»	
4 Stating what you want or need	
5 Putting someone down	
6 Pressuring someone	
7 <u>Remaining</u> silent	
8 Saying what you are feeling whether it is positive or negative	
9 Saying «I don't know» all the time to everything	
10 Saying «no» to what you don't want	

## Part 2

### CAN YOU TELL THE DIFFERENCE BETWEEN THE THREE COMMUNICATION STYLES?

Name the communication style illustrated in each situation described below.

#### Situation 1

Siibiish and Siibii have been going out together for three months. It is Saturday night and they are at a party. The necking is pretty intense. Siibiish has 12 hickeys already.

**Siibiish:** Stop, I'm scared (soft voice, looks at floor).

**Siibii:** Why?

**Siibiish:** I feel too much pressure (soft voice, looks elsewhere not at Siibii).

**Siibii:** Don't worry about it.

**Siibiish:** I want to do something else (appears nervous, cringing).

**Siibii:** Nothing will happen.

**Siibiish:** Let's take a walk (very soft voice, looks at the floor).

**Siibii:** Is that what you really want?

**Siibiish:** (silence, shrugs shoulders).

Name the communication style used by Siibiish: \_\_\_\_\_

#### Situation 2

Siibiish and Siibii have been going out together for three months. It is Saturday night and they are at a party. The necking is pretty intense. Siibiish has 12 hickeys already.

**Siibiish:** Stop, I'm scared (firm voice, looks at Siibii).

**Siibii:** Why?

**Siibiish:** I feel too much pressure (faces Siibii, back is straight).

**Siibii:** Don't worry about it.

**Siibiish:** I want to do something else (appears calm and confident).

**Siibii:** Nothing will happen.

**Siibiish:** Let's take a walk (firm voice, starts to move away).

**Siibii:** Is that what you really want?

**Siibiish:** Yes it is (nods head and moves away).

Name the communication style used by Siibiish: \_\_\_\_\_

## Situation 3

Siibiish and Siibii have been going out together for three months. It is Saturday night and they are at a party. The necking is pretty intense. Siibiish has 12 hickeys already.

**Siibiish:** Stop, I'm scared.

**Siibii:** There is nothing to be scared about (angry, scary eye contact)

**Siibiish:** I feel too much pressure (faces Siibii, back is straight).

**Siibii:** You want it too! (points finger).

**Siibiish:** I want to do something else.

**Siibii:** No, come on (grabs both arms).

**Siibiish:** Let's take a walk (pulls arm away).

**Siibii:** No! (screams)

**Siibiish:** Leave me alone (walks away).

**Name the communication style used by Siibii:** \_\_\_\_\_



## Lexicon 5

- **Fumble:** To deal with clumsily or awkwardly; clumsy or groping use of the hands.
- **Possessive:** Having or manifesting a desire to control or dominate another, especially in order to limit that person's relationships with others.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 5

# Asserting yourself: Saying how you feel Stating what you want

Using an assertive communication style leads to more self esteem and better relationships with others.



### SOME OF THE THINGS I AM LEARNING TODAY

To be assertive in my relationships, I must:

- Use assertive body language
- State how I am really feeling (positive and negative)
- State what I want or need
- Refuse what I don't want without feeling guilty

Sometimes saying how you feel is very difficult because you don't have the right words to describe your feelings. For this reason, you will be learning some "feeling" words during this lesson. Being assertive is a lot easier when you have the right words to express your feelings!

Begin by looking at the following illustrations in order to get familiar with the words you don't know.



## MY ACTIVITY TODAY

### Part 1 FEELINGS AND EMOTIONS

Read the following situations and choose, from among the five words suggested, the appropriate feeling or emotion.

Rejected, guilty, satisfied, scared, frustrated

- A • We won the hockey game last night! Our coach said he was very \_\_\_\_\_ with our effort.
- B • There is some talk about two people who want to beat me up after school. I don't even know if this is true. I'm \_\_\_\_\_ because I could get hurt very badly! I won't take any chances! I will talk to the principal right away.
- C • My parents don't understand me. I feel so \_\_\_\_\_ when they don't understand how I feel.

Confused, shy, disgusted, anxious, sorry

- D • I'm uncomfortable talking to my partner about the condom. I know I will get a very red face! I feel \_\_\_\_\_ because I have never talked about this topic before. I will talk about it anyway because it's so important.
- E • My best friend lost her grand mother. I feel very \_\_\_\_\_ for her loss.
- F • Should I say what I want or should I stick with my friends in the gang? I'm very \_\_\_\_\_. I don't know what to do!

Surprised, happy, suspicious, proud, comfortable

- G** • My best friend is not the same anymore. When I see the people she hangs out with, I get very \_\_\_\_\_ because I don't know if I should still trust her.
- H** • All the students in my class decided to bring a cake for my birthday. I jumped when I saw them! I was very \_\_\_\_\_. This was so unexpected!
- I** • I feel very \_\_\_\_\_ around my friends. They love and accept me for who I am.

Fascinated, thrilled, angry, confident, jealous

- J** • My mother was very \_\_\_\_\_ last night because I did not call her to let her know I would be late. Next time, I will call her for sure. I don't like to make her feel that way.
- K** • Next week is my niece's walking out ceremony. I will be helping my family with the preparation. I can't wait! I'm so \_\_\_\_\_ to be part of this great day.
- L** • I have my Math exam tomorrow. I have studied a lot and I am \_\_\_\_\_ that it will go well.

## Part 2 STATING HOW I FEEL AND WHAT I WANT OR NEED

Continue the story. Make sure Siibiish or Siibii is using an assertive communication style.

### Situation 1

Siibii and Siibiish first met during a tournament in Val D'Or. By the end of the afternoon, they found a place where they could be alone together. Siibii is feeling "very excited". Siibiish is uncomfortable. She wants to get to know Siibii better, but things are moving too fast. She asks him to stop.

**A • Siibiish states how she is feeling.**

I feel... \_\_\_\_\_

**B • Siibiish states clearly what she wants.**

I want... \_\_\_\_\_

### Situation 2

After a while Siibii and Siibiish meet again at a party. Siibii is "very excited" and also quite drunk and acting weird. Siibiish is happy to see this cutie again but is annoyed by the weird behaviour. Siibiish wants to go home.

**A • Siibiish states how she is feeling.**

I feel... \_\_\_\_\_

**B • Siibiish states clearly what she wants.**

I want... \_\_\_\_\_



Sometimes, people think it is easier to seduce someone when they are "under the influence". However, when you abuse alcohol or drugs, you lose control of what you do or say! That is not sexy and people will be annoyed by this kind of behavior.

## Situation 3

Siibii and Siibiish meet again at a party after the dance. A lot of couples are going into the bedrooms and Siibiish is finally very excited. Siibii is feeling a lot of pressure from Siibiish to go to the bedroom. Siibii would like to do something else with Siibiish for now.

**A • Siibii states how he is feeling.**

I feel... \_\_\_\_\_

**B • Siibii states clearly what he wants.**

I want... \_\_\_\_\_

## Situation 4

Siibii and Siibiish have been dating for a few months. Siibii has never used a condom and is worried about how things will go when using one. Siibii usually jokes about the condom. But deep inside, Siibii wants to use it because it's the right thing to do.

**A • Siibii states how he is feeling.**

I feel... \_\_\_\_\_

**B • Siibii states clearly what he wants.**

I want... \_\_\_\_\_





## Lexicon 6

- **Confrontation:** Face to face and usually hostile meeting; conflict; clash; dispute; showdown.
- **Empowering:** To invest with power.
- **Rehearse** (mentally): To practice in private prior to a public statement.
- **Stalling** (technique): Bring to a standstill; halt; stop; delay; postpone.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 6

Asserting yourself:

What is peer pressure?

Refusal techniques that really work!

Peer pressure is harmful when it leads to unhealthy or risky choices. I can stand up for myself by using a refusal technique that really works.



### SOME OF THE THINGS I AM LEARNING TODAY

#### Peer pressure

There are lots of good reasons for joining a group. Together, people can accomplish amazing things. But a friend might also pressure you to break your parent's rules, to be mean to somebody, to have sex when you're not ready, to have unprotected sex, to get drunk or to do drugs.

#### Tips for dealing with peer pressure

You love hanging out with your friends. But what if you don't want to do what everyone else is doing? Here are a few tips that can help you deal with peer pressure.

- Mentally rehearse different scenarios and your responses. This will help you prevent situations where you "got caught up in the moment" and now you regret it.
- Find someone else who wants to say no. It's easier to stand up to a group when you've got company.
- Think of how you'll feel afterward if you do something you don't want to do. Regret is not fun to live with.
- Talk with someone you trust about how to deal with these situations.
- Keep your parents informed of your activities. If you don't want to tell your parents, then you probably shouldn't be going there!
- Get help right away, as soon as you see that peer pressure is affecting you.

## Why is it so hard?

Some things can make it harder for you to stand up to your friends:

- The lack of self confidence reduces your capacity to assert yourself.
- The lack of balance in your life. If nothing else is happening in your life besides being with your friends, it makes their opinions seem all-important.
- The feeling of insecurity about your friendships may make you too eager to please and to do almost anything.

## The payoff

So, why stand your ground when it can be so difficult? Believe it or not, saying «no» to something you don't want to do may actually improve your social standing. While a few people may think less of you, many others will quietly respect you more. It can also be [empowering](#) to resist peer pressure. When you stand up for yourself, you are being true to your own beliefs and that always feels good.

## Refusal techniques that really work!

These refusal techniques can help you resist peer pressure.

### ● Say “no” while using assertive body language

A firm «No thanks» is convincing if it's heartfelt. Be matter-of-fact when you say «no» to your friends. Others may be looking for someone to take the lead in refusing to follow. You could be that someone.

### ● Repeat the refusal

Saying «no» as many times as necessary. This skill may be used as a [stalling technique](#).

### ● Suggest an alternative

This strategy is very useful in some situations. Remember, some of your friends may also want to get out of the unhealthy situation you are faced with. Your suggestion could turn things around!

### ● Refuse to discuss the matter any further

Try saying you've got something else you must do: «I can't. I've got to go help my brother with his snowmobile». You can also change the subject. Eventually, if you just keep talking, the opportunity to walk away or use another refusal skill will present itself.

### ● Give a cold shoulder

This refusal skill can help you avoid direct [confrontation](#). You do not have to talk. You can look the other way. You can start a conversation with someone else.

### ● State your reasons and move on

Always have a reason or excuse stored in your memory. When it's time to use it, you will do so without hesitation. You will sound confident! **Never get into an argument with the person putting the pressure on you.** It is an argument you are likely to lose! **Just state your reasons and move on.**

### ● Just walk away

By far, walking away is one of the most effective refusal skills. Remember, you have a right to say no to offers which involve making bad choices. Time and time again, you may need to put one foot in front of the other and walk away!

# Part 1 PEER PRESSURE

Answer the following questions on peer pressure.

**A • List 6 short tips you could give someone to help them deal with peer pressure.**

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**B • List 3 things that can make it hard for teenagers to stand up to their friends.**

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**C • What are the benefits of standing up for yourself?**

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**D • Name 7 refusal techniques that really work.**

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## Lexicon 7

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 7

# Asserting yourself: Sources of peer pressure

Peer pressure is harmful when it leads to unhealthy or risky choices. I can stand up for myself by using a refusal technique that really works.



### SOME OF THE THINGS I AM LEARNING TODAY

This lesson refers to the last 3 lessons you just did. You can go back to them when needed.

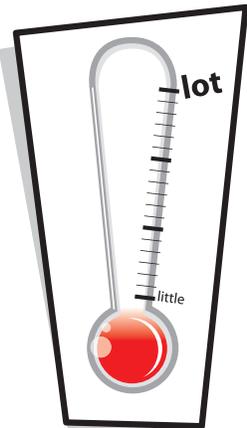
### MY ACTIVITY TODAY

#### Part 1 COMMON SOURCES OF PEER PRESSURE

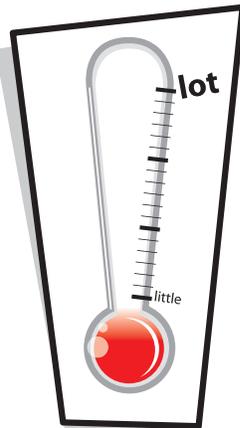
##### How much peer pressure is there in your community?

For each common source of peer pressure listed below, colour the thermometer to indicate how much pressure you feel there is in your community.

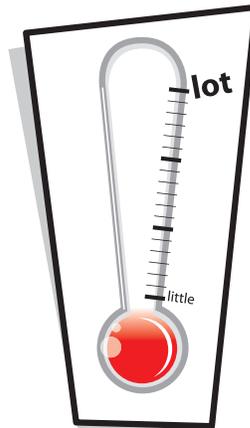
**DRINK ALCOHOL**



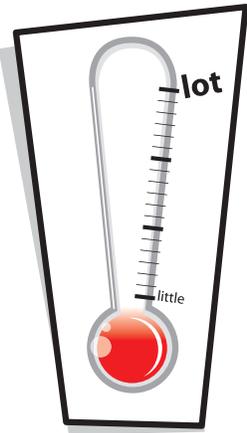
**DO DRUGS**



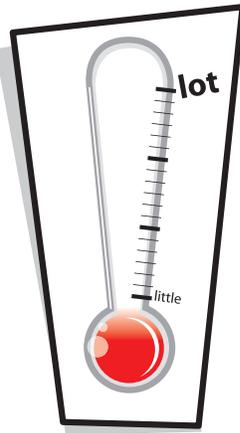
**NO LONGER BE A VIRGIN**



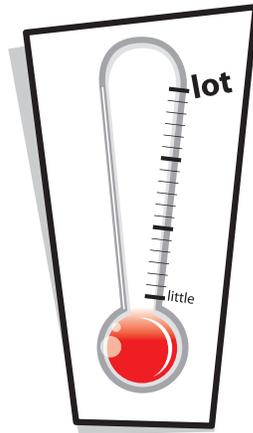
**GET PREGNANT OR GET MY  
GIRLFRIEND PREGNANT**



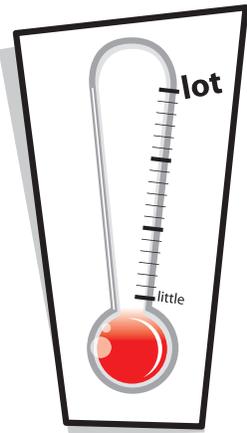
**BE PART OF A GANG**



**SMOKE CIGARETTES**



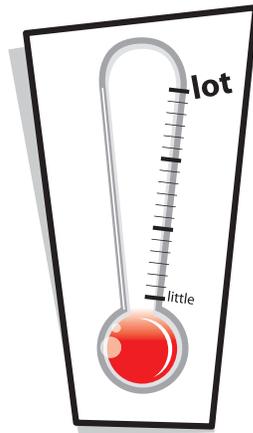
**DROP OUT OF SCHOOL**



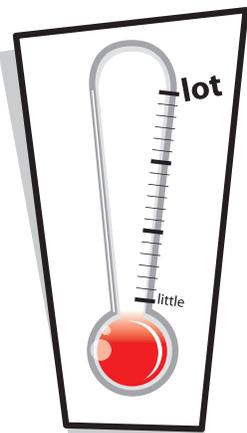
**HAVE UNPROTECTED SEX**



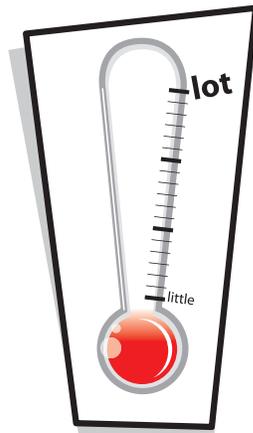
**LEND MONEY**



**STEAL**



**CAN YOU THINK OF ANY OTHER SOURCES OF PEER PRESSURE ?**



**A • Name an important source of peer pressure in your community.**

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**B • Who is likely to feel the pressure (a girl or a boy or both)?**

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**C • Who is likely to be exerting the pressure (for example: girlfriend, boyfriend, friends, family members, etc.)?**

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**D • Where is the peer pressure likely to happen (for example, at a tournament, a party, in the girl's washroom, etc.)?**

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**E • What advice would you give to a friend who is experiencing this kind of peer pressure?**  
(You'll get lots of ideas if you go back to the last lesson in your workbook!)

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## Part 2 PEER PRESSURE IN DIFFERENT SITUATIONS

After reading each situation, write down your reasons (or find an excuse) that would help you get away from this source of peer pressure.

### Situation 1

You are feeling a lot of pressure to get pregnant (or to get someone pregnant).

**I don't want to get pregnant (or get you pregnant) because...**

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### Situation 2

You are feeling a lot of pressure from your friends to get drunk.

**I don't want to drink (or take another drink) because...**

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**NEVER GET INTO AN ARGUMENT WITH SOMEONE WHO IS PUTTING PRESSURE ON YOU.**

**STATE YOUR REASONS AND MOVE ON!**

### Remember...

You have the right not to be pressured into being physical or sexual with someone.

You have the right to stop being physical or sexual with a partner at any point in time.

You have the right to say «no» to an unwanted touch of any kind.

You have the right to be respected at all times.

CHAPTER 3

# Waiting until later to have sex



## Lexicon 8

- **Obstacle:** Something that blocks you; something that makes it more difficult to do what you want to do.
- **Option:** A choice

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 8

# Waiting until later to have sex: Why choose this option?

There are lots of good reasons to wait until later to have sex with a new partner. You have the right to make this personal decision according to your own values.



### SOME OF THE THINGS I AM LEARNING TODAY

There are only two ways to avoid an unplanned pregnancy or getting a STI:

1. You decide to wait until later to have sex with a new partner.
2. You use a condom every time you have sexual intercourse.

When students from Eeyou Istchee were asked to express their opinion on the first [option](#), they identified many good reasons for waiting until later to have sex with a new partner. During the next two lessons you will learn about these advantages and some of the difficulties experienced by those who choose to wait. You will also learn what you can do to make “waiting” a lot easier to do.

### MY ACTIVITY TODAY

**Begin by reading the story of Siibii and Siibiish and then answer the questions in your workbook.**

#### Part 1 THE STORY OF SIIBII AND SIIBIISH

Last night, Siibii and Siibiish went to a party at a friend’s house. Siibiish had a few shots of vodka and asked Siibii to go to the bedroom. Siibii agreed to go because he didn’t want to disappoint Siibiish. He did not want to look like a nerd in front of his friends.

Once in the bedroom, Siibiish began taking off her clothes. Siibii felt uncomfortable and was torn between staying in the room and running away. Siibiish finally convinced him to stay. She helped him remove his clothing. They began kissing each other passionately. Siibiish was more and more sexually aroused, but Siibii became more and more stressed out. He didn’t want this to happen during a friend’s party.

Even though Siibii was worried about Siibiish's reaction, he decided to talk to her about his feelings. He told her that he was not ready to make love with her. He hoped that it would happen in a more romantic place. He wanted to build a stronger relationship with her before they shared this special gift.



**When « under the influence », you may engage in risky behavior and forget your decision to wait until later to have sex!**

Siibiish felt rejected. She was disappointed and worried. She wondered whether he was really attracted to her. Deep inside she thought «I must be really ugly». Finally, she was worried that her girlfriends would think she was a loser.

Siibii tried his best to make her understand his point of view. Siibiish would not listen. She became very upset and started calling him names. A discussion became impossible. Siibii decided to go home.

When he got home, Siibii told his grandmother about the bad experience he had with Siibiish. His grandmother was very proud of him. She praised him for making such a good decision. She was very happy to see that he discussed his sexual limits with Siibiish. Everyone has their own personal limits. It's really important to let the other person know what they are.

Then, his grandmother pointed out several other good reasons for waiting until later to have sex. By waiting until he is ready, Siibii can get to know his girlfriend better. They can find out if they really love each other. They will both appreciate sex and want it more when it happens later on. Siibii is showing self-respect by standing up for his beliefs.

Siibii told his grandmother that it was really hard to stand up to Siibiish. In the end, he was happy and proud of himself for making the right decision!

During the next few days, Siibiish thought about what had happened with Siibii. She realized she wasn't as ready to have sex as she thought she was. Siibii kept talking to her in a way that showed he still wanted to be with her. Now, Siibiish feels more secure in their relationship. Siibiish now realizes that she had too much to drink that night and that she was putting way too much pressure on Siibii and on herself.



**Alcohol makes you lose your inhibitions! Sometimes, it makes you forget what you really want!**

**1 • Why did Siibii want to wait until later to have sex with Siibiish?**

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**2 • There are many good reasons (advantages) why a lot of teenagers actually prefer to wait until later to have sex. List 4 advantages presented in this story by Siibii's grandmother.**

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**3 • Place a check mark next to the statements that match Siibiish’s reasons for wanting to have sex with Siibii.**

<b>Siibiish’s reasons for wanting to have sex</b>	<b>YES</b>	<b>NO</b>
It made Siibiish feel more attractive		
Siibiish wanted approval from her girlfriends		
Siibiish wanted to respect Siibii’s feelings		
Siibiish had too much to drink		
Siibiish wanted Siibii to be happy		
Siibiish was ready to have sex with Siibii		

**4 • Siibii had a hard time holding on to his decision because he was worried about Siibiish’s reaction. What did he do to overcome this obstacle?**

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**5 • It would have been a lot easier for Siibii if he had stayed away from the bedroom. What could Siibii do in the future to avoid getting into this risky situation?**

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**6 • a) In the end, how did Siibii feel about his decision to wait until later to have sex?**

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**b) In the end, how did Siibiish feel about waiting until later to have sex?**

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## Lexicon 9

- **Meaningful:** Full of meaning, significance, purpose, or value; purposeful; significant
- **Valid:** Just; well-founded; well grounded

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

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## LESSON 9

# Waiting until later to have sex: How to stick to your decision

Waiting until later to have sex with a new partner is sometimes difficult to do. You can do some things that will help you stick to your decision!



### SOME OF THE THINGS I AM LEARNING TODAY

During this class you will identify the advantages that are the most important to you. You will also learn some of the things you can do to make “waiting” easier to do.

### MY ACTIVITY TODAY

#### Part 1 ADVANTAGES AND OBSTACLES TO WAITING UNTIL LATER TO HAVE SEX WITH A NEW PARTNER

The following is a list of ADVANTAGES and OBSTACLES identified **by the youth of Eeyou Istchee during a consultation on the chii kayeh iyaakwaamiih Program.**

**A • Place a check mark (✓) next to the advantages that would be important to you if you wanted to wait until later to have sex with a new partner.** This is your own opinion, so there is no right or wrong answer.

#### **ADVANTAGES that help me have a better relationship with my partner**

- We will take the time to get to know each other better
- We will take the time to learn to trust each other more
- I will know for sure that my partner really likes me
- I can show my partner that I respect him/her

**ADVANTAGES that are beneficial for me and help me respect and honour myself**

- I will feel more ready later on
- I will take the time to find out if I'm really in love
- I will be happy that I waited for the right person
- Sex will be more special and more romantic later on
- I will want it a lot more when it happens later on
- I will feel proud of myself
- I will feel mature and responsible
- I will feel more comfortable
- I will feel safer

**ADVANTAGES that help me respect my moral and religious values**

- I will stand up for what I believe
- I will feel happy I made the right decision
- Sex will be more meaningful after marriage

**ADVANTAGES that help me avoid negative consequences**

- I will be sure that I'm not being used for sex
- I will be sure that no one is gossiping about me behind my back
- I won't feel shy about it the next day
- I won't catch a sexually transmissible infection or HIV
- I won't get pregnant (or get my girlfriend pregnant)
- I will be more likely to finish school and get a good job

**B • From this list, choose the three ADVANTAGES that you consider to be the most important.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C • Put a check mark (✓) next to the obstacles that would make waiting until later more difficult for you.** This is your own opinion. There is no right or wrong answer.

**It's hard to control myself**

- I feel too sexually aroused (excited)
- I want to know how it feels
- I want to take advantage of this opportunity
- I'm on a tournament
- I'm under the influence of drugs or alcohol

**I am in a loving relationship**

- I trust my partner
- I love my partner
- I feel safe with my partner

**I'm feeling pressure from my partner**

- I feel that my partner really wants to make love with me
- I don't want to disappoint my partner
- I want to please my partner
- I'm afraid my partner might leave me

**I'm feeling pressure from my friends**

- I'm feeling pressure from most of my friends
- I want to be cool in front of my friends
- I don't want to be harassed by my friends
- I'm in a gang

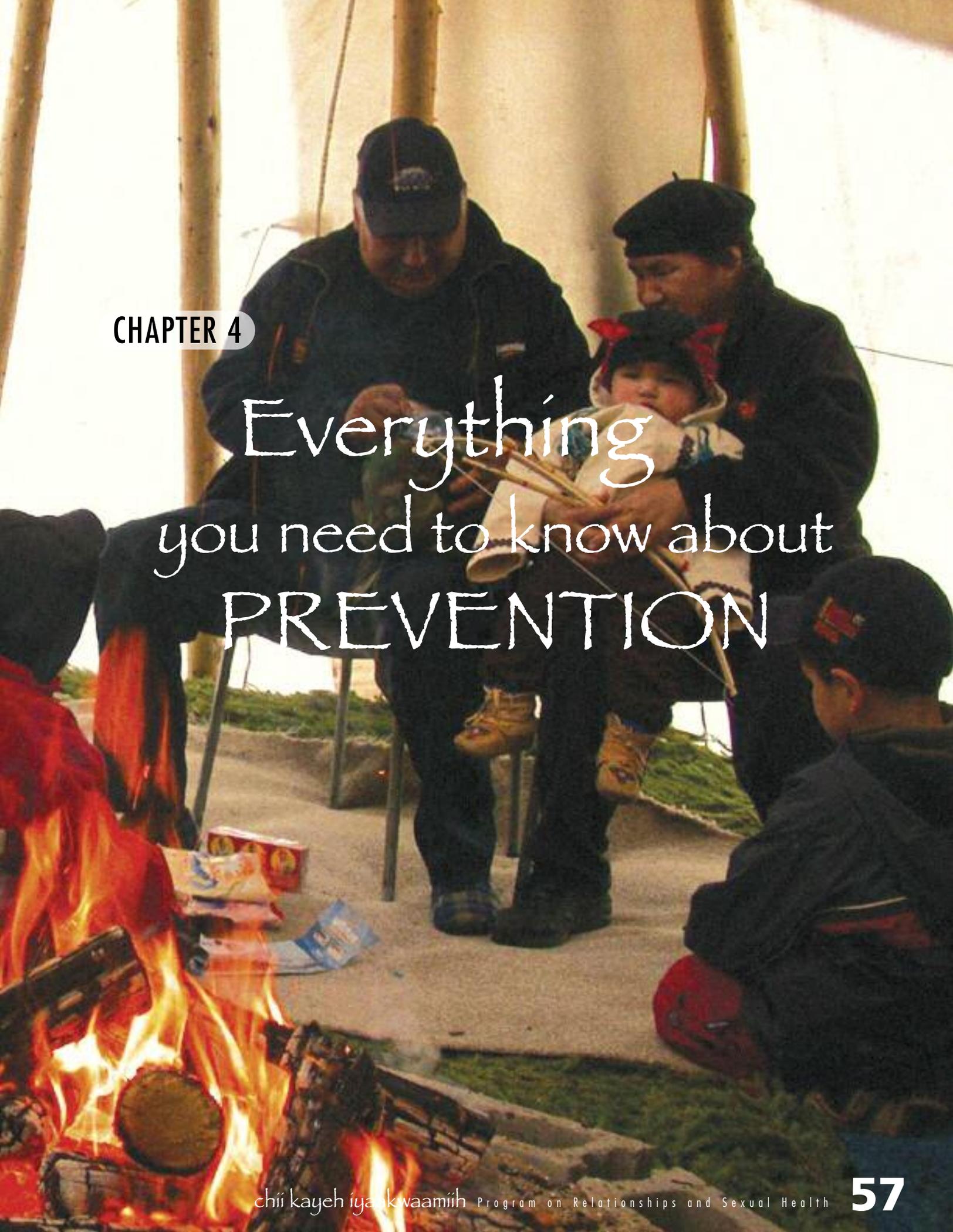
**D • From this list, choose the three OBSTACLES that you think are the most difficult to overcome.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Part 2 TIPS TO HELP YOU "WAIT"

Draw a line to connect the **obstacle** in column **A** with the correct **solution** in column **B**.

A • OBSTACLE	B • SOLUTION
<b>If waiting is difficult because</b>	<b>I can...</b>
1. I'm too sexually aroused or excited.	a. Tell my friends that I'm proud of my decision to wait. I'm standing up for what I believe.
2. I'm under the influence of drugs or alcohol.	b. Tell my partner that I love him/her, but that I want to wait until we are married to have sex.
3. I love my partner but I want to wait until we are married.	c. Avoid «risky» situations where the opportunity might present itself. For example, stay away from the bedroom or other places where we are alone.
4. I'm feeling pressure from my partner.	d. Learn to recognize the intensity of my sexual feeling (arousal) so I can stop before it is too late.
5. I am at a party and the opportunity presents itself.	e. Tell him/her that I'm feeling too much pressure and that I want to wait. If he/she really cares about me, he/she will respect my decision to wait.
6. I'm feeling pressure from my friends.	f. Avoid abusing drugs or alcohol. Tell my partner ahead of time that I want to wait until later to have sex.



CHAPTER 4

Everything  
you need to know about  
**PREVENTION**



## Lexicon 10

- **AIDS:** Acquired Immune Deficiency Syndrome
- **Anus:** The opening at the end of the alimentary canal, through which solid waste is excreted.
- **Blister:** A local swelling of the skin that contains watery fluid.
- **Cervix (of the uterus):** The lower end of the uterus (womb).
- **Contaminate:** To make impure or unsuitable by contact or mixture with something unclean, bad.
- **Cure:** A means of healing or restoring to health; a remedy.
- **Genitals:** External sex organs.
- **HIV:** Human Immunodeficiency Virus.
- **HPV:** Human Papilloma Virus.
- **HSV:** Human Simplex Virus. Also known as Herpes.
- **Immune system:** The biological system involving all the cells responsible for defending the body against infections.
- **Infertility:** Not able to conceive babies, sterile, not fertile.
- **Germ:** A microorganism, especially a pathogen (for example: a virus).
- **Outbreak:** A sudden increase, a sudden eruption; an outburst.
- **Penis:** The male reproductive organ. The penis contains the urethra, which carries urine from the bladder and releases sperm during reproduction.
- **Petting:** Affectionate play (or foreplay); kissing, fondling and caressing one's partner without contact with the genitals.
- **Preventable:** To keep from happening.
- **Vagina:** The tube-shaped part of the reproductive tract in females that is connected to the uterus at one end and opens to the outside of the body on the other end.
- **Virus:** Infectious pathogen (agent that causes disease).
- **Widespread:** Extended over a wide area.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 10

# Everything you need to know about prevention: STIs and HIV /AIDS

There are 2 ways to be safe from STIs and HIV/AIDS:

- Wait until later to have sex
- Always use a condom during sexual intercourse



### SOME OF THE THINGS I AM LEARNING TODAY

Sexually transmitted infections (STIs) are very widespread in Eeyou Istchee.

**People often don't know they have it because they have no symptoms.  
But these people can still spread the infection to others.**

In some cases there is no cure and the person carries the virus for life.

STIs can also cause serious consequences on health such as **infertility**. Girls who are not vaccinated against HPV have a higher risk of developing cancer of the **cervix**.

All STIs can be transmitted from the infected mother to her unborn child during pregnancy or at birth.

Luckily, STIs can be prevented by abstaining from sexual contact or by always using a condom!

**REMEMBER: To be responsible, protect yourself, and stop the spread of STIs:**

- Abstain from sex, or always use a condom! This will prevent infection.
- See a Nurse or Doctor for a test to see if you have an infection.
- If you are infected, take all of your antibiotics (medecine).
- Make sure to tell all your current and past sex partners. A nurse can help you with this.

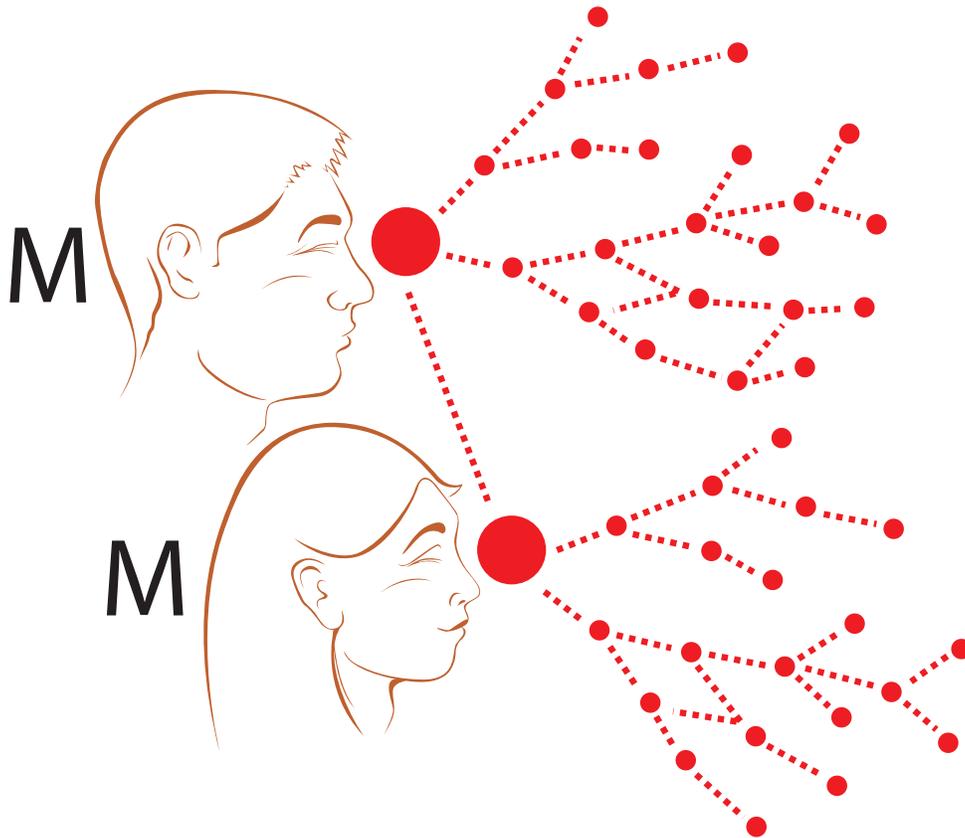
## MY ACTIVITY TODAY

### Part 1 THE AUTOGRAPH GAME

Your teacher will guide you through this activity

#### Why do HIV and other sexually transmitted infections spread so quickly?

M (16 years) and M (17 years) are in love. Because M and M have only had two sexual partners in the past, they think that their risk of contracting HIV or another sexually transmitted infection is practically non-existent. But is it really?



**A • Explain why M & M are at risk of catching HIV or another sexually transmitted infection?**

---

---

**B • How can you break the transmission chain?**

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---

## Part 2 FACTS ABOUT HIV/AIDS AND STIs

Read the text and fill in the blanks with the appropriate word or words. Choose your answer from the list provided below.

Carriers, Mother to child, Sexual intercourse, Good health, Blood-related, Can transmit

### A • What is the difference between someone who is HIV positive and someone who has AIDS?

People who are HIV positive are <sup>1</sup> \_\_\_\_\_ of the virus, but they feel well and appear to be in <sup>2</sup> \_\_\_\_\_. Nevertheless, they <sup>3</sup> \_\_\_\_\_ the virus to other people. In the end, the virus can destroy their immune system.

Since their defence system (which normally protects them from germs) no longer functions, they can develop certain severe infections that most healthy people can fight off easily. Although new drugs can help individuals with HIV live longer without developing AIDS, there is still no cure for this disease.

### B • How is HIV transmitted?

There are only three ways of transmitting the virus.

- <sup>4</sup> \_\_\_\_\_ transmission.

This can occur through:

- sharing contaminated needles (when injecting drugs) used by a person infected with HIV
- sharing contaminated instruments used for tattooing, ear or other body piercing, acupuncture, electrolysis, razors, toothbrushes, etc.
- <sup>5</sup> \_\_\_\_\_ : sexual contact with penetration of the penis into the mouth, the vagina or the anus with an HIV positive partner. Unprotected vaginal or anal intercourse is most dangerous (without a condom!!!).
- <sup>6</sup> \_\_\_\_\_ during pregnancy or the birth process.

It is very important that all women be tested for HIV when they become pregnant, or if they are thinking of becoming pregnant.

### C • What should you know about STIs?

There are many sexually transmitted infections (STI). The most common are Chlamydia, gonorrhea, **HPV** infections (genital warts) and genital Herpes.

STIs can be spread by direct contact during **7** \_\_\_\_\_. This includes contact between the penis and the vagina or the anus and contact between the mouth and the **genitals** (also called oral sex). You can get a STI the very first time you have unprotected sex. It is also possible to have more than one STI at a time.

All STIs can be passed from a **8** \_\_\_\_\_ to her baby during the pregnancy or birth.

Often, STIs do not cause any symptoms at all. So many people feel perfectly well and **9** \_\_\_\_\_. But all STIs can be transmitted even when the infected person has no symptoms.

Chlamydia and gonorrhea are two different infections that have similar symptoms (or none at all) and can be **10** \_\_\_\_\_ with antibiotics. These infections are more common in Eeyou Istchee than the rest of Quebec and they occur most often in teenagers.

A Human Papilloma Virus (HPV) infection is a very common STI. Some people who get HPV infection will carry the virus **11** \_\_\_\_\_. Some types of the virus can cause **12** \_\_\_\_\_, especially of the cervix. This is why girls should be vaccinated against HPV.

Genital herpes (**HSV**) is very common. The virus can cause painful **blisters** around the genitals and anus. The virus can be spread even when the infected person has no symptoms (blisters or sores). There is **13** \_\_\_\_\_ for genital herpes (although there is a treatment which can help). Once infected, people will carry the virus for life, and they can have **outbreaks** of blisters or sores throughout their life.

### D • What should you do?

- **14** \_\_\_\_\_ from sex, or always use a **15** \_\_\_\_\_ ! This will prevent infection.
- See a Nurse or Doctor for a test to see if you have an infection.
- If you are infected, take all of your antibiotics.
- Make sure to tell all your current and past sex partners.





## Lexicon 11

- **Effective:** Producing the intended or expected result
- **Method of contraception:** A method to intentionally prevent pregnancy: such as, using a condom or the birth control pill.

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 11

# Everything you need to know about prevention: Unplanned pregnancy: Reflecting on the consequences

**Ask yourself: Am I physically, mentally, emotionally, spiritually and financially ready to take on the responsibilities that come with being a parent? If not, you can prevent an unplanned pregnancy by using a safe and effective method of contraception.**



### SOME OF THE THINGS I AM LEARNING TODAY

Birth control is a way for people to prevent pregnancy and to plan the timing of pregnancy. Birth control is also commonly called contraception. People have used methods of contraception for thousands of years. You might want to ask your grandparents what some people did “in the old days” to try to plan their pregnancy (for example: to not have another baby right away). Today, we have many safe and effective birth control methods available to us. For more information, talk to a Nurse or an adult that you trust.

Becoming a parent can be a time of great joy for you and your family. The more you are physically, mentally, emotionally, spiritually and financially ready to have a child, the easier it will be to take care of this new and precious human being.

### MY ACTIVITY TODAY

#### Part 1 THE CONSEQUENCES OF AN UNPLANNED PREGNANCY

You are told the pregnancy test is positive. This means you are pregnant (or your girlfriend is pregnant). This is an unplanned pregnancy.

**A • What are you feeling? You can experience more than one feeling at the same time. Choose from the list below or add other feelings in your own words.**

- |                                |                                   |                                     |
|--------------------------------|-----------------------------------|-------------------------------------|
| <input type="radio"/> Angry    | <input type="radio"/> Guilty      | <input type="radio"/> Surprised     |
| <input type="radio"/> Worried  | <input type="radio"/> Confidant   | <input type="radio"/> Proud         |
| <input type="radio"/> Happy    | <input type="radio"/> Scared      | <input type="radio"/> Other : _____ |
| <input type="radio"/> Confused | <input type="radio"/> Embarrassed | <input type="radio"/> Other : _____ |

**B • What would you do in the next 48 hours?**

- I would talk with an adult I trust
- I would talk with my friends
- I would see a Nurse or a Doctor
- I would... \_\_\_\_\_

**C • Whose responsibility would it be to care and provide for this baby?**

	No	A little	Enough	A lot
I would take care and provide for this baby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My partner would take care and provide for this baby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grandparents would take care and provide for this baby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D • Do you think it would affect your relationship with your partner? Yes  No**

	No	A little	Enough	A lot
We would be happier together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We would have more responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My partner and I would probably break up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**E • Do you think it would affect your relationship with your parents? Yes  No**

	No	A little	Enough	A lot
My parents would be very happy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents would have to provide for this child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing for this child would be hard for my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**F • Do you think it will affect your relationship with your friends? Yes  No**

	No	A little	Enough	A lot
My friends would be happy for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have less time “to party” with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I would probably lose some friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**G • Would this unplanned pregnancy affect your future plans? Yes  No**

	No	A little	Enough	A lot
It would be harder for me to finish high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be harder for me to find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be harder for me to reach some of my personal goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Part 2 A DAY IN THE LIFE OF

Ever wonder how an unplanned pregnancy might affect your daily life? To find out, think about this...

- 1 • The baby must be safe at all times
- 2 • The baby must be fed every 3 to 4 hours
- 3 • The baby’s diaper must be changed before or after a feeding and whenever needed
- 4 • The baby needs to be clean and warm
- 5 • The baby needs love and affection
- 6 • The baby needs to interact with others when awake
- 7 • The baby’s needs always come first!

- 1. Write down your own schedule in the space provided below.** When you do this activity, try to think of a typical day in your life.
- 2. Fill in Siibii's and Siibiish's schedule as if they were parents of a newborn baby.** To do so, cut out each action provided in your workbook. To build a typical day in the life of a parent, paste each action beside your schedule, in the order of your choice.

	MY SCHEDULE	SIIBIISH'S SCHEDULE	SIIBII'S SCHEDULE
8h00 am			
9h00 am			
10h00 am			
11h00 am			
12h00 pm			
1h00 pm			
2h00 pm			
3h00 pm			



	MY SCHEDULE	SIIBIISH'S SCHEDULE	SIIBII'S SCHEDULE
4h00 pm			
5h00 pm			
6h pm			
7h pm			
8h00 pm			
9h00 pm			
10h00 pm			
11h00 pm			



	MY SCHEDULE	SIIBIISH'S SCHEDULE	SIIBII'S SCHEDULE
12h00 am			
1h00 am			
2h00 am			
3h00 am			
4h00 am			
5h00 am			
6h00 am			
7h00 am			

# ACTIONS



Sleeping	Sleeping	Sleeping
Sleeping	Sleeping	Sleeping
Changing baby's diaper, breast-feeding baby	Changing baby's diaper, breast-feeding baby	Changing baby's diaper, breast-feeding baby
Sleeping	Sleeping	Sleeping
Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed	Trying to sleep	Making breakfast
Sleeping	Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed	Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed and then eating breakfast
Giving baby a bath	Working	Changing baby's diaper, breast-feeding baby
Working	Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed.	Working
Making lunch	Eating lunch	Changing baby's diaper, breast-feeding baby
Working	Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed	Working
Visiting grandma	Working	Changing baby's diaper, breast-feeding baby
Working	Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed	Working
Eating supper with grandma and grandpa	Eating supper	Changing baby's diaper, breast-feeding baby
Washing the dishes and doing the laundry	Trying to sleep	Burping baby, changing baby's diaper, walking with baby who is crying and won't go back to sleep
Sleeping	Walking with the baby	Changing baby's diaper, breast-feeding baby
Watching TV	Sleeping	Burping baby, changing baby's diaper, cuddling baby, putting baby back to bed



# CONCLUSION

Answer the following questions by yourself. These are your private thoughts.

## Am I ready to be a parent ?

- I wish but I am not ready yet
- I am not ready to change my life
- I still have a lot to learn
- If it happens, I know people will be there to help me

Other

## To avoid an unplanned pregnancy, I will:

	Yes	No
Make sure I tell my friends and family that I want to wait until later to become a parent		
Make sure I tell my partner that I want to wait until later to become a parent		
Make sure I always use an effective method of birth control		



## Lexicon 12

**Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.**

- \_\_\_\_\_
- \_\_\_\_\_

## LESSON 12

# Wrap-up: Reviewing what I have learned

I can use what I've learned in my daily life, when needed.



### SOME OF THE THINGS I AM LEARNING TODAY

During of the chii kayeh iyaakwaamiih Program, you gathered some tools (iyaakwaamisiih) that you can use in your everyday life. Today, you will go over these tools again so you will be able to use them when needed.

### MY ACTIVITY

#### Part 1 REMEMBERING WHAT I HAVE LEARNED

For each chapter, read the iyaakwaamisiih gathered during your learning journey.

Place a check mark next to the iyaakwaamisiih that are most important to you in your daily life.

In the space provided, write down one important thing to remember for each iyaakwaamisiih. Go back to the various Chapters in your workbook, to get the information you need.

**CHAPTER 1**

√	<b>iyaakwaamisiih</b>	<b>One important thing to remember</b>
	<b>I learned about the 4 stages of life</b>	
	<b>I learned about the 4 aspects of my wellbeing</b>	
	<b>I have identified some goals that can help me see my vision of what I would like to be in the future</b>	
	<b>I know the meaning of Miyuppimaatissiu</b>	
	<b>I learned about the 4 aspects of a healthy relationship</b>	
	<b>I learned the meaning of mutual consent</b>	
	<b>I learned about the Cree values associated with a healthy relationship between partners</b>	

**CHAPTER 2**

√	<b>iyaakwaamisiih</b>	<b>One important thing to remember</b>
	<b>I know about the benefits of using an assertive communication style</b>	
	<b>I learned some ways to use an assertive communication style</b>	
	<b>I can identify common sources of harmful peer pressure in my community</b>	
	<b>I learned some strategies to resist harmful peer pressure</b>	

### CHAPTER 3

√	iyakwaamisiih	One important thing to remember
	I can list some good reasons (advantages) for “Waiting until later”	
	I can identify some situations (obstacles) that could make “Waiting until later” more difficult to do	
	I learned some ways to make “Waiting until later” easier to do (i.e. how to overcome obstacles)	
	I understand I should avoid situations where I am likely to lose control of myself	
	I know it is important to discuss my personal limits with my partner	
	I know how to refuse what I don’t want without feeling guilty	

### CHAPTER 4

√	iyakwaamisiih	One important thing to remember
	I understand that I am at risk of catching HIV/AIDS or a STI if I engage in risky behavior	
	I know how HIV is transmitted	
	I know about the common STIs	
	I know what to do to avoid getting HIV/AIDS or a STI	

√	iyaakwaamisiih	One important thing to remember
	I know how to avoid an unplanned pregnancy	
	I know some of the consequences of an unplanned pregnancy	

## Part 2 THE TAMARACK TREE

The tamarack tree is a very strong and resilient tree. It has a lot of medicine in it. Elders chose this tree to represent the chiikayeh iyaakwaamiih program. The Tamarack tree represents the things you have learned and could use to reach your goals.

### Step 1

Write your goal in the space provided on the next page. Your goal is something you want to do or become.

### Step 2

You have learned ways

- to connect to your Cree culture
- to use an assertive communication style
- to resist peer pressure
- to wait until later to have sex, if you want to
- to prevent STIs and unplanned pregnancies

Read the color code below and color the six branches of the Tamarack tree according to your capacity to do what is indicated at this point of time.

### Color code

- Green** I am really sure that I could...
- Yellow** I am quite sure that I could...
- Orange** I am not sure that I could...

### Step 3

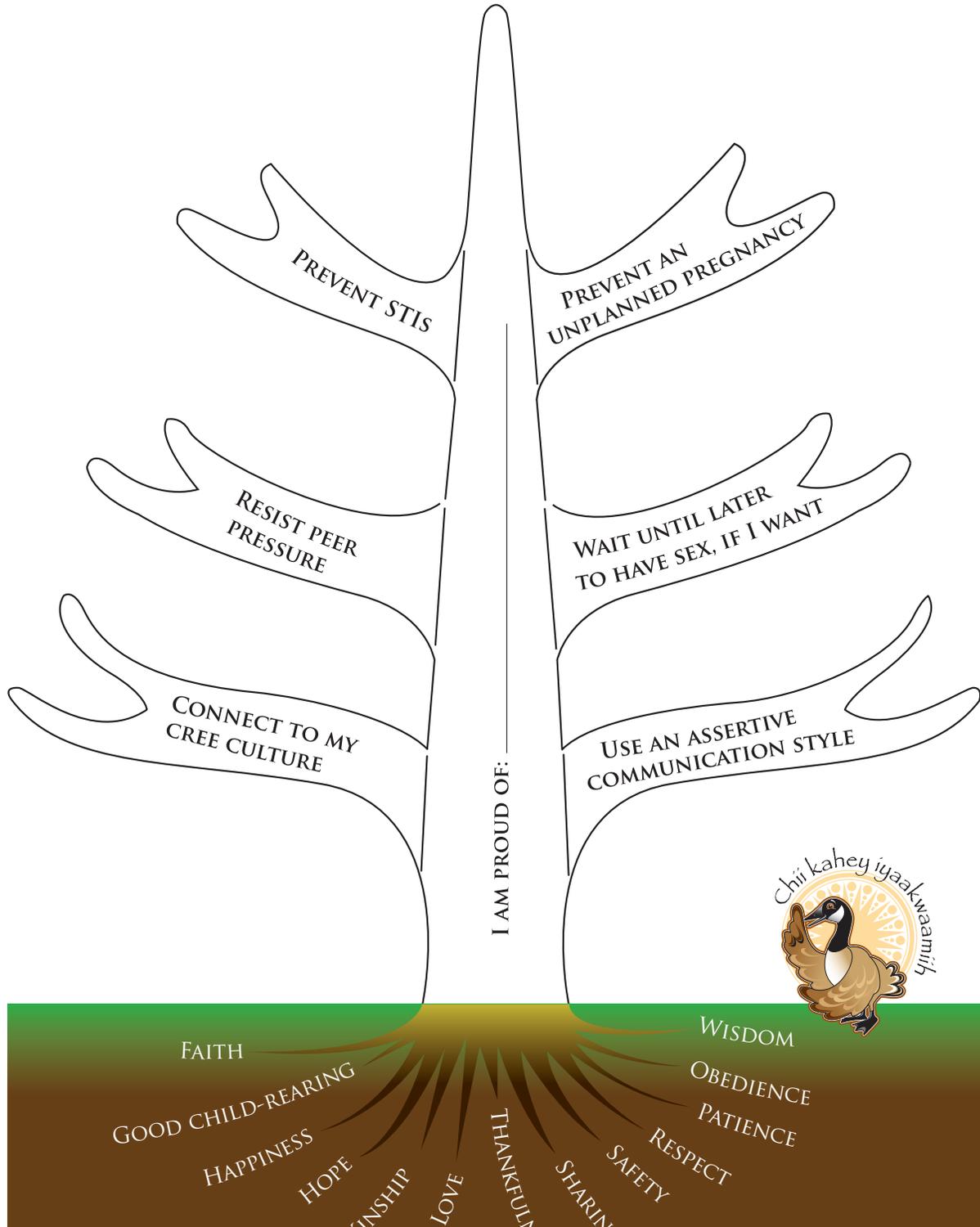
On the trunk of this Tamarack tree, write one thing you have accomplished during this program that makes you proud. Try to write this down in your own words.

# The Tamarack Tree

MY GOAL:

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**By answering these questions, you are helping us improve the chii kayeh iyaakwaamiih program for future generations. Begin by making a "X" in the box that is closest to your opinion.**

**1. During the chii kayeh iyaakwaamiih lessons I learned some things on...**

	I strongly disagree	I disagree	I agree	I strongly agree
a) the 4 stages of life				
b) the 4 aspects of my wellbeing				
c) the 4 aspects of a healthy relationship				
d) how to assert myself				
e) how to resist peer pressure				
f) some reasons to "wait until later to have sex"				
g) some ways to help make "waiting until later to have sex" easier to do				
h) some facts on STIs and HIV				
i) some consequences of an unplanned pregnancy				

**2. One thing that I remember from the chii kayeh iyaakwaamiih lessons is:**

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**3. The chii kayeh iyaakwaamiih lessons were...**

a) interesting				
b) useful				
c) easy to understand				

**4. Please write down your comments or suggestions. They are important to us!**

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