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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 back to the *chii kayeh iyaakwaamiih* Program on Relationships and Sexual Health

As you may remember from last year, 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.

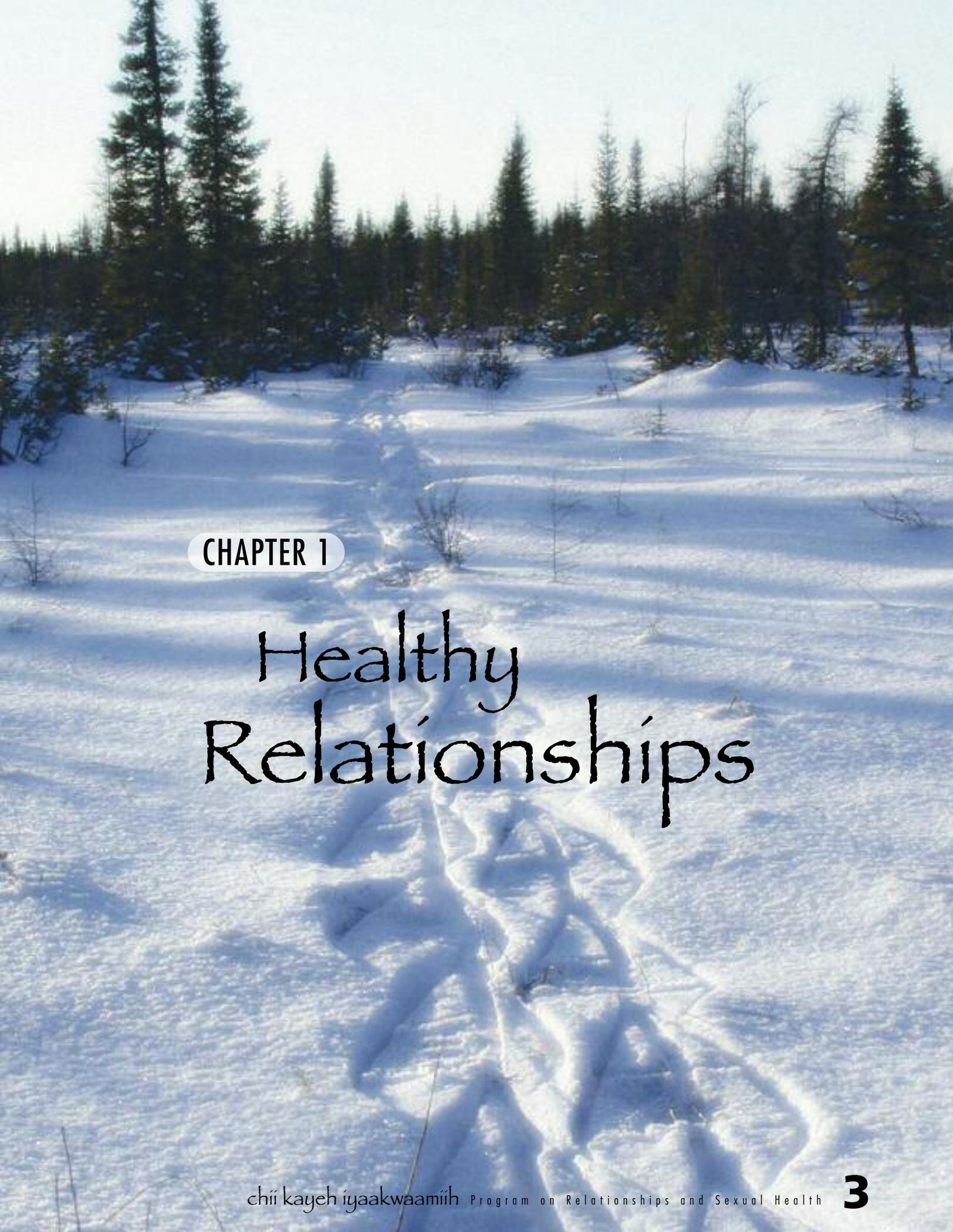
Along the same line, as the two individuals enter into a relationship, they would need to become aware of the "*iyaakwaamiih*" lessons which are faced in getting to know one's partner as well as being cautious on what goes on in a relationship. So, that's why the course "You too, be careful" looks at 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, problem solving, ways to resist peer pressure and what to do to prevent unplanned pregnancies, STIs, HIV and AIDS. Finally, you will learn about the signs of an unhealthy relationship and what you can do in this situation.

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

- **Adversities:** Difficult or unlucky situations or events.
- **Commemorate:** To remember officially and give respect to a great person or event.
- **Pride:** Feeling of satisfaction with one's achievements (accomplishments). For example, something I do well or when a goal is reached.
- **Resilience:** Ability or power to recover readily from illness, depression, adversity or the like.
- **Self-esteem:** The feeling you have about yourself.
For example:
I like, appreciate and honour myself
I feel loved and accepted by others
I feel competent when I perform a task
- **Setback:** A temporary defeat.
- **Smear:** To spread a liquid or a thick substance over a surface.
- **Unfolding:** To reveal itself gradually to the vision or mind.

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: Cree traditions; Self-esteem

The traditional ceremonies are important for self-esteem. They also teach us about self-respect and the role of men and women in Cree culture.



SOME OF THE THINGS I AM LEARNING TODAY

Last year, you started to learn about some of the teachings from the sacred circle of life. You learned that the four stages of life are the period of time when a person is:

- A child
- A youth
- An adult
- An Elder

Each stage has its own role and responsibilities. The responsibility of youth is to learn new things and new behaviours. One way to do this is through traditional ceremonies. Feeling connected to our Cree culture is important for self-esteem. The more we feel connected to our Cree identity, (for example: land, family, community, Nation), the easier it is to be healthy. This is why we begin our journey by thinking about some of our Cree traditional ceremonies.

Cree traditions

● The Walking Out Ceremony

“In the Cree society even babies are entitled to a special ceremony. The walking out ceremony is held when the baby is one year old or older. It is held in the spring, because spring represents the start of life. During the ceremony, the children get out of the teepee and they touch for the first time the naked ground. When they return in the teepee, the children are welcomed by a kiss from their grandparents. The grandparents are given the bags the children are carrying. The boys' bags contain objects to help them when the time comes to go hunting, and the ones for the little girls contain objects they will use to carry out their tasks when they become women. Then, the mothers get their children to go clockwise around the teepee and the other people welcome them. This walk around the teepee symbolizes the unfolding of life. It is an event filled with happiness for everyone participating.”¹

¹ Faries, E. & S. Pashagumskum. Une histoire du Québec. A publication of the Cree School Board, Chisasibi, Québec, 2002, p. 31.

● The Child's First Snowshoes Ceremony

“Long ago, families traveled great distances by snowshoes and foot, way before skidoo and contemporary travel. Cree families moved from camp to camp, depending on abundance of food and hunting. Sometimes families moved because they wanted to live with another family clan or wanted to live near them for the winter. This was done for the care-taking of one another.

During these nomadic periods, there would come a day when families with young children first started walking on their own during these long distance journeys. When the child reached the age to travel by snowshoe and foot rather than toboggan, the child would then have his/her own first snowshoes. Because of the child's independence now and the brand new snowshoes, the parents would have a ceremony to commemorate this important day.

The child would walk in his/her snowshoes and go around a specific tree before arriving at a camp destination. The tree that the child went around would be decorated with ribbons to mark its importance by the parents or grandparents. This tree was to be considered as the child's tree to take care of. Then the child would enter the camp and be greeted; his/her pack-sack would be opened inside the dwelling to see what was in it and a supper or feast would begin. Annie Neyassit adds to her story: “I did this with all my children; I remember they used to say when we would arrive at the camp, “manteuch dakshinuuch” (meaning “visitors are arriving”).”²

● The boy's first kill (Bear Tradition)

“The bear tradition celebrates the boy becoming a man, because he is a hunter able to bring home enough meat for his family, and he has learned about sharing. During this event, a “godfather” smears the boy's hair with bear fat to remind him of the elders' teachings about hunting and respect for life. Then he smears fat on the rifle to signify that one must only kill enough animals necessary for food. The men talk about their experiences in the bush, and what they have learned. The mother has made and decorated all the cases and bags for the meat, the guns and cartridges. When her son returns, she is there to listen to his hunting stories and to prepare the animal to be eaten. She serves the men the prepared meal. She thanks her son in this way for bringing the food. The balance of give and take between men and women is demonstrated.”³

● The boy's first kill (Goose Tradition)

“In the Coastal communities, the boy's first hunt is a goose. The elder grandmother will cut the goose's head and using a special technique she will remove the bone without damaging the feathers. She will dry it first and she will stuff it. Then, she will decorate the head with beads. Then, when they pluck the goose, they will pluck everything and roast the goose and cook the intestines. After the goose is cooked, it is divided among all the people present, no matter how many people there are, there is goose for everyone. The goose drippings are put into a small cup. The young hunter greases his gun with the goose drippings. This is to give thanks for the gift he was given, for the hunt. Some families will also put together on a plate a bit of everything that was offered during the feast and throw this into the fire. This is another way of giving thanks.”⁴

² Story told by elders Annie Neyassit and Caroline Kitchen (winter 1999), prepared by Diane J. Cooper K, Cultural coordinator, Waswanipi.

³ An elder from Mistissini tells the story of the Bear Tradition.

⁴ A community member from Waskaganish relates the story of the boy's first hunt.

● Moon time

At one time, many nations had ceremonies for girls who had their first period. This was seen as a sacred passage into womanhood and was marked by a spiritual ceremony. Some nations still practice these ceremonies. Not only the girl's family but the entire community could be part of the ritual. The ceremony and celebration made a young girl's first period an event for joy and [pride](#) rather than fear and shame. "The first lessons happen when the first girl in the home menstruates. The boys are told simply that she is becoming a woman and they must treat her with the respect a woman deserves. They learn to be more attentive to all the things women do for them."

"We had a tradition of separating the girl and this came from respecting your body. They separate the girl away from the family when she had her first moon time. The boys weren't allowed to be near her, her brothers and her father were not allowed to touch her things or use her cup. She had her own cup. It was about respecting yourself. You're a woman now. You have your time of flow and you have to respect your body. So that's why you're separate, because it's very special what you're having. We don't do that anymore. It was not done to us because we were sent away to residential school. Another concept with that is that women are powerful because that's why in the olden days they were not allowed to step over men's belongings or clothing. I said that one time to the boys and I realized they didn't know that. That's part of the teaching. »⁵

● About Self-esteem

The traditional teachings were important for [self-esteem](#) and for learning about respect and the role of men and women in Cree culture. Self-esteem is the feeling you have about yourself. Some examples of good self-esteem are: I like, appreciate and honor myself, I feel loved and accepted by others, I feel competent when I perform a task.

⁵ An elder from Waswanipi relates the tradition of the first moon time.

MY ACTIVITY TODAY

Part 1 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

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

My signature

Part 2 HOW I SEE MYSELF

Your teacher will guide you through this activity

Step 1: Find a box (like a Kleenex box or a shoe box) or an envelope.

Step 2: In magazines, find photos or pictures that represent who you are. Glue the photos and pictures on your box or envelope. Use your creativity to create something that represents you and that makes you proud. Make sure your name is somewhere on the box or the envelope.

Step 3: Put the box in front of the class.

Part **3** SOME OF THE QUALITIES I SEE IN MY CLASSMATES

From the provided list, find at least one quality or characteristic that represents each of your classmates. Then, cut out the quality and put it in your classmate's box.



Is fun to be with	Is someone I can depend on	Is a smart person	Is good at many things
Makes good jokes	Listens to others	Is artistic	Is generous
Does not judge others	Is good at sports	Is a good leader (will make a good chief)	Is funny
Plays a musical instrument well	Sings well	Is a calm person	Is a good hunter
Can build things	Is good in school	Draws well	Makes a good bannock
Can repair a computer	Makes snowshoes	Makes nice embroideries	Is good with foreign languages
Dresses well	Is a good friend	Is good at organising activities	Is a good cook
Is self-confident in many situations	Is a good dancer	Is a fast runner	Can repair a snowmobile
Takes care of others	Is a good speaker	Never gives up	Is respectful
Is a good storyteller	Is good in mathematics	Has a good memory for song lyrics	Is a good fisherman
Is always on time	Remembers lots of things	Has a good sense of humour	Smiles a lot
Is great at taking care of younger kids	Is good at encouraging others	Is really cool	Works hard to reach his/her goal

Part 4 SOME OF THE QUALITIES THAT I HAVE

First, put a photo of yourself in the space below.



Look in your box to find out what your classmates think of you!
My classmates find that I am ...



I find that I am...



Alcohol and Drug abuse may lead to low self-esteem.

Sometimes a person's self-esteem is low. Someone with low self-esteem may not take good care of himself/herself. They may engage in risky behaviors such as drug and alcohol abuse or not using a condom. Some people may have low self-esteem because they suffered during their childhood.

In life, everyone is faced with setbacks and adversities at one time or another. Fortunately, human beings have the ability to bounce back after going through a painful or difficult situation. This power, that all human beings have, is called resilience.

Place the activity "Some of the qualities I have" in a place where you can easily see it (in your agenda, on your bedroom wall, etc.). In this way, when you are facing a challenge in your life, you can look at all of your good qualities. You are indeed a unique person with many strengths and good qualities!

You have the right to be proud of yourself!



Lexicon 2

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: The problem solving path

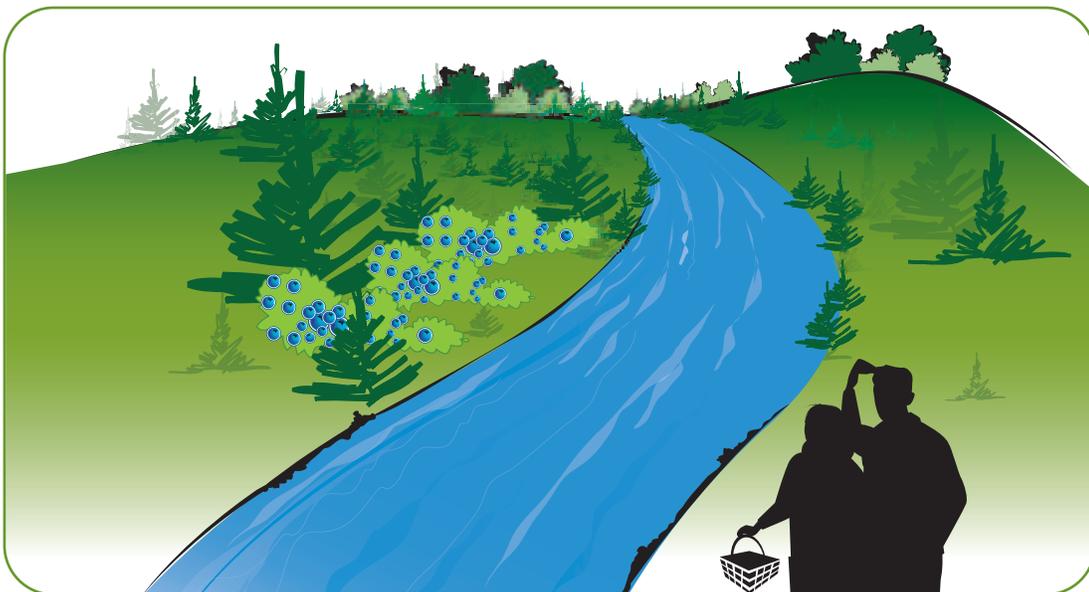
Use the "Problem Solving Path" when you are faced with a challenging situation.



SOME OF THE THINGS I AM LEARNING TODAY

What is a problem?

A problem is an obstacle that stops you from reaching your goal, or makes it harder for you to attain your goal. Look at the illustration below. It will help you understand this definition of a problem.



In this illustration, the people have a problem. They want to pick the berries but, to do so, they need to cross the river. The river is the obstacle that makes it difficult for them to reach their goal.

There are always many solutions to a problem! In this situation, what could the characters do to cross the river?

The problem solving path

A good way to face a challenging situation is to work on solving the problem.

If you have a problem, start by asking yourself if your problem is really important to you. Only you can answer this question.

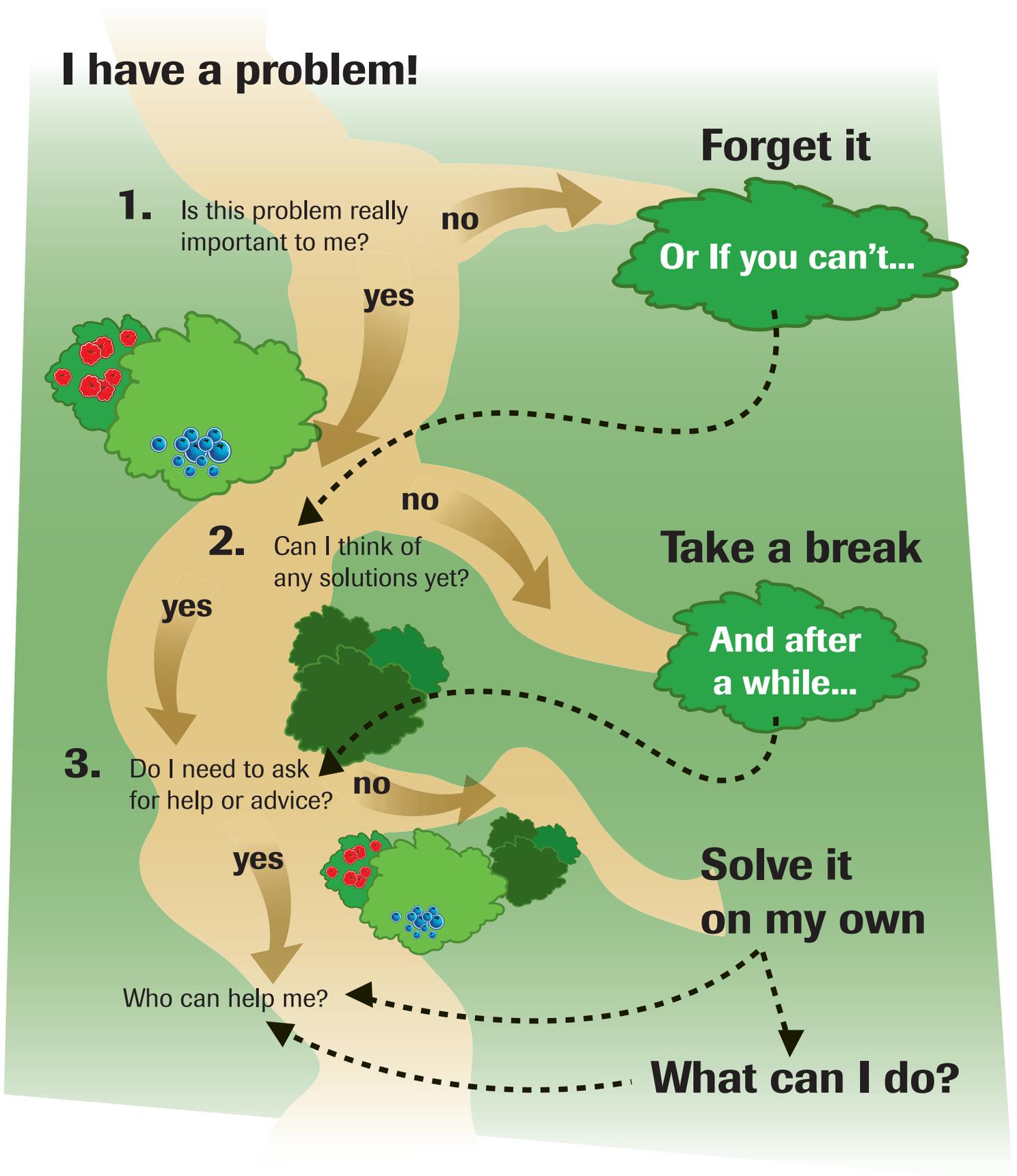
If the problem is important to you, ask yourself “Can I do anything about it?” There are many ways to deal with a problem. For example, if your problem is that you failed your Math exam, you could decide to do some extra Math exercises until the next exam.

You should also ask yourself whether or not you need help or advice. Asking for help is a strength and not a weakness. Many people can help you when you are facing a problem. Let’s look back at the Math exam problem. You did more exercises but there are some things you still don’t understand. Who can help you? You could ask your older brother who was really good in Math when he was in high school. Do you have any other suggestions?

Now, in your head, think of a problem you are facing right now (or a problem you have been facing lately). You don’t have to share this problem with your classmates or anyone else.

Your teacher will guide you through the problem solving path. Try to find out what you could do to solve your problem.

I have a problem!



This is my problem. So, I will find help if I need it. I won't give up!

MY ACTIVITY TODAY

Part 1

ONE PROBLEM, MANY SOLUTIONS

First, read the short story below. It is a story about a problem that Siibiish faced recently.

Story of Siibiish and Siibii

Last weekend, Siibii and Siibiish planned to meet at the arena to cheer on the local Hockey team during a regional tournament. After arriving, Siibiish sat with a group of friends. When Siibii arrived, instead of joining her, he sat with a couple of cute girls from another community. Siibiish felt jealous. Siibiish had a problem. She did not like Siibii's behavior with the girls. She did not know what to do about this situation. Find out some of the things Siibiish could do to solve the problem.

There are several ways to solve a problem. Below, you will find how Siibiish could respond to her problem.

Possible ways of responding to a problem:

- Look at the problem from a different point of view
- Talk about it with someone you trust and who can help you
- Take a break or get it off your mind for the time being
- Do something concrete about it
- Make an action plan

Match the different ways of reacting to a problem with the examples below.

Siibiish told herself:

It's true. Siibii is a cute guy.
I am proud to see that
other people like him too.

First I will take a
deep breath. I will go over there
and sit next to him. Then Siibii
introduced me to his cousin from
another community!

I will talk to my older sister about
what happened. She will help me.
I trust her not to tell everybody
about what happened.

This situation makes me angry.
I am too angry to do anything about it
now. As soon as I calm down, I will tell
him how I feel in an assertive way. I
hope he will understand how I feel.

I am not going to worry about
it for now. I am watching a good game
with my friends. I am having fun!



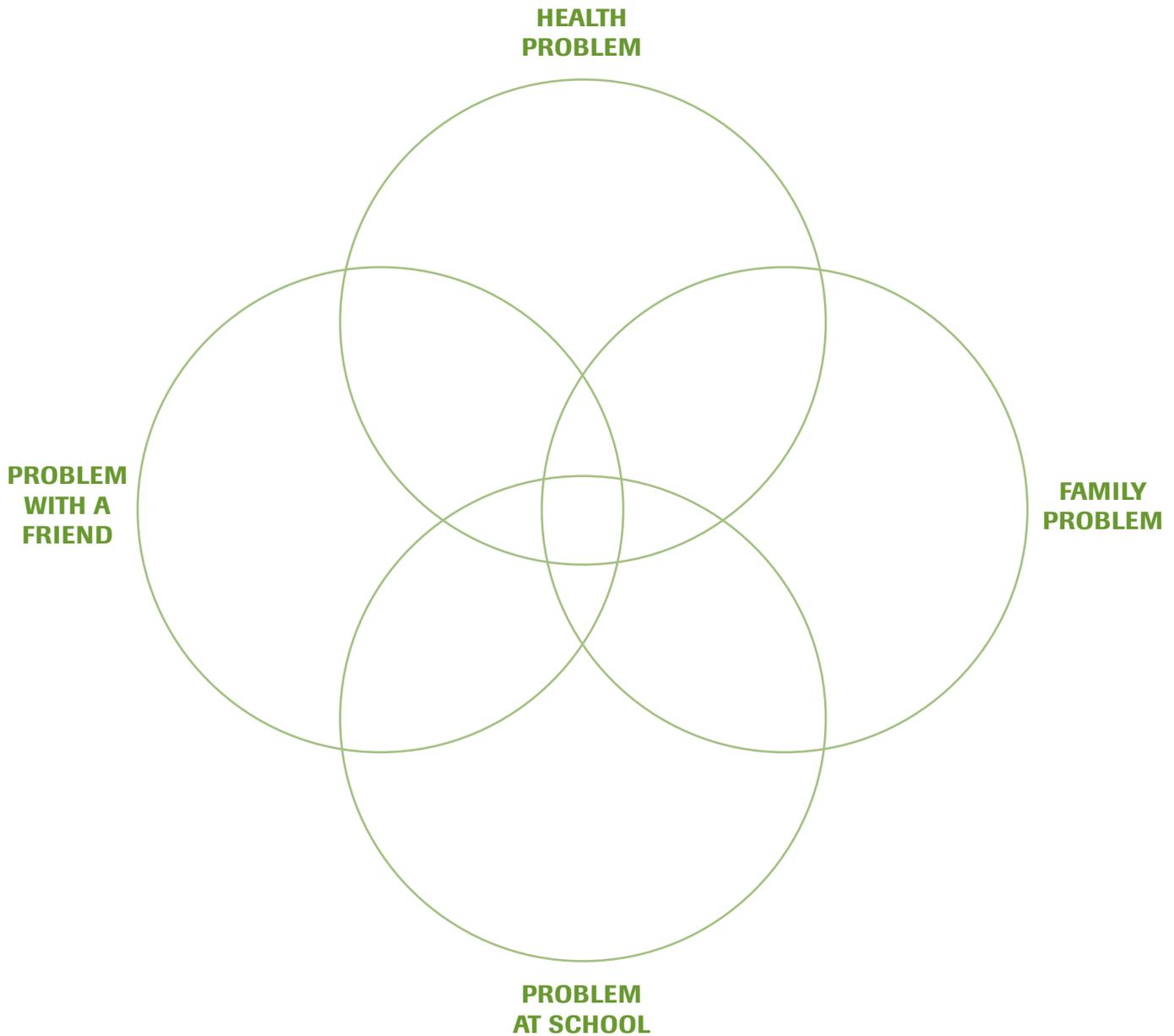
When you are looking for a way to get a problem off your mind, it's best to stay away from alcohol and drugs. Abusing drugs or alcohol will only make the problem harder to face later on. A better solution is to do something else, such as: sports, hang out with some good friends, go in the bush with your grandparents, etc.

Part 2 ASKING FOR HELP OR ADVICE

When you go through the Problem solving path, it's important to ask yourself whether or not you need help.

Make a list of the people who could help you with different problems. The same person could help you in more than one situation. When choosing these people, think of the qualities you want to find in a person you trust.

Write the name of each person who could help you, in the circle below.





Lexicon 3

- **Incompatible:** Contrary or opposed in character; that cannot coexist or be conjoined.
- **Expectations:** The act or state of looking forward or anticipating; belief about (or mental picture of) the future.
- **Prohibited:** To forbid (an action, activity, etc.) by authority or law.
- **Intentional:** Done or made or performed with purpose and intent.

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: What is a healthy relationship?

A healthy relationship between partners is based on Cree values, especially: love, respect, harmony and hope.



SOME OF THE THINGS I AM LEARNING TODAY

Section 1 Love relationships

A love relationship is when two people come together and share a special connection in all aspects of their wellbeing (physical, emotional, mental, and spiritual). This is also called intimacy.

Examples of intimacy

- **Physical:** Holding hands, hugging, cuddling, kissing, having sexual intercourse.
- **Emotional:** Being comfortable sharing fears, worries, exciting and happy times.
- **Mental:** Sharing thoughts, ideas and mutual interests.
- **Spiritual:** Sharing beliefs and values. Using religion or spirituality to strengthen their relationship.

Each person in a relationship is unique with his or her personal past, experiences, personality, **expectations**, circle of friends and family, etc. That's why, when two people come together in a relationship, it can be a bit of a shock! Getting to know each other and working things out in a relationship is a lot of fun. It is also a really big challenge!

What is a healthy love relationship?

In a healthy love relationship, partners have many rights and responsibilities. They seek equality, fairness and respect of each other's freedom. A healthy love relationship is based on Cree values, especially: Love (sâchihîwewinove), respect (chishtimâweyhtamuwin), harmony (nihîshkâtuwin) and hope (aspeyimuwin).



What is an unhealthy love relationship?

An unhealthy love relationship is when one person is taking advantage of the other person and trying to control his/her feelings or actions. It is an unequal relationship where one person's rights are not taken into account and/or where one person's freedom is limited.



¹ <http://honeymoons.about.com/cs/wordsofwisdom/a/whatislovequote.htm>

Section 2 The signs of healthy and unhealthy relationships

When you have the flu, your body gives you some signs that something is going wrong (fever, shivering, etc.). It is the same in a relationship. There are signs when your relationship is going well and also when something in it is going wrong.

Below are some of the signs of healthy and unhealthy relationships.²

HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
 <p>A relationship where both partners show acceptable behaviors or attitudes such as...</p> <ul style="list-style-type: none">• Acceptance• Listening• Trust• Honesty and truthfulness• Kindness• Loyalty and commitment• Respect	 <p>A relationship where one or both partners have unacceptable behaviors or attitudes such as...</p> <ul style="list-style-type: none">• Rejection• Indifference• Jealousy and possessiveness• Lying, cheating• Intimidation, threats• Infidelity, breaking a commitment• Excessive pressure on the other person

When you see the signs of an unhealthy relationship, you should ask yourself if you and your partner need help.

¹ Adapted from : Canadian Center for Child Protection inc. (2007) Love vs. Control



Someone is intoxicated when the amount of alcohol or drug taken affects their judgement. Keep in mind that, when a person's judgement is affected, they cannot consent to sexual activity.

What is mutual consent?

One very important component of healthy sexual activity is the presence of mutual consent. Mutual consent is when both partners freely and willingly agree, or consent, to whatever sexual activity is occurring. Sex without consent is sexual assault/rape.

Some tips to make sure you have your partner's consent

- Ask for consent – it communicates respect and provides an opportunity for partners to talk about their personal desires and sexual limits.
- You cannot assume that you have consent. You need to clearly ask. The lack of a “no” is not a “yes”.
- If someone is intoxicated they cannot consent to sex. If a partner says “no” to sex and then changes her/his mind after several drinks, there is no consent. Having sexual activity with this person would be a sexual assault.

Violence is incompatible with love

Remember, when you are in a relationship, it is normal to sometimes feel anger, frustration, sadness, jealousy, etc. However, there is a healthy way to communicate these feelings to your partner. You can use what you will learn in Chapter 2 about asserting yourself.

Using violence is always unacceptable. Violence is **prohibited** by the law in whatever shape or form it takes (physical, sexual and emotional). The person who uses violence is responsible for his/her actions, whatever the situation. There are no excuses. It is important to know that both partners need help. Someone using violence should seek help to get out of a destructive cycle of violence.



Alcohol and/or drug abuse is not an excuse for violence. The person is still responsible for his/her actions even though he/she is under the influence.

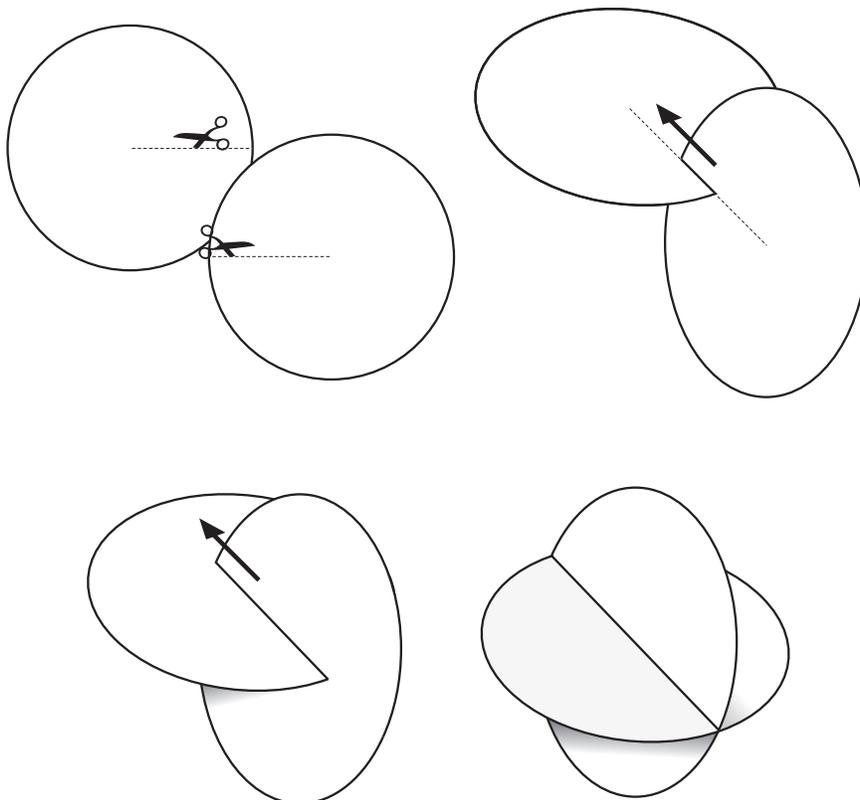
MY ACTIVITY TODAY

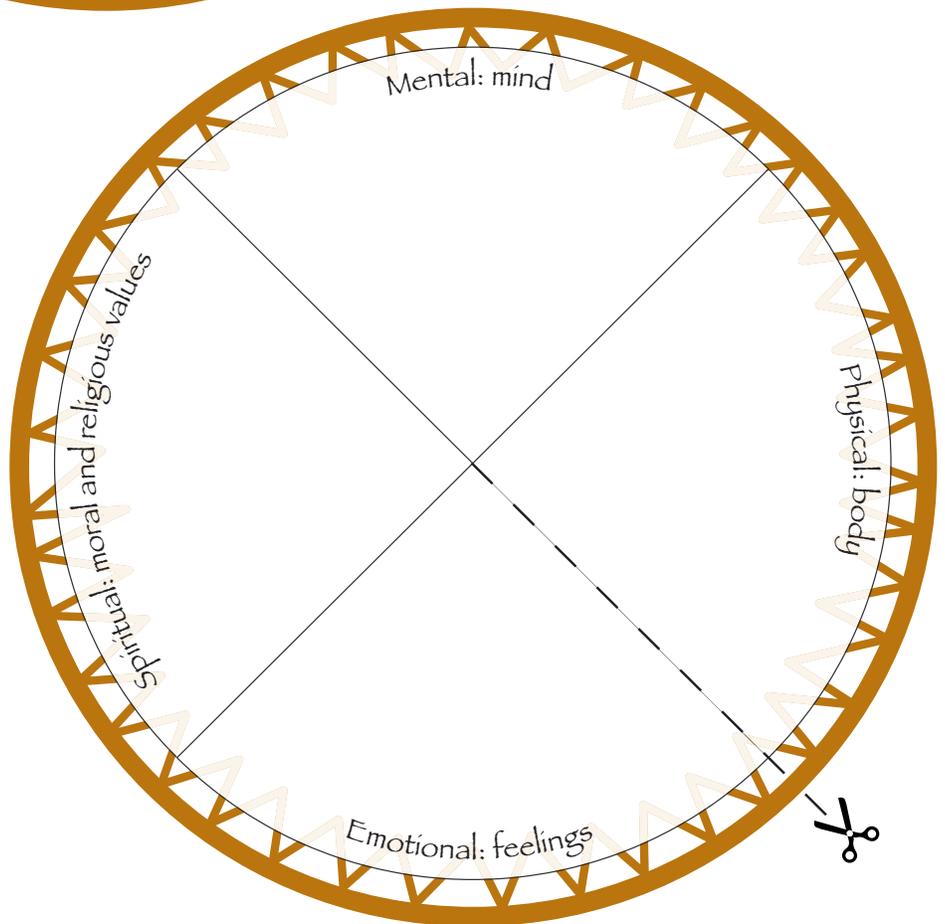
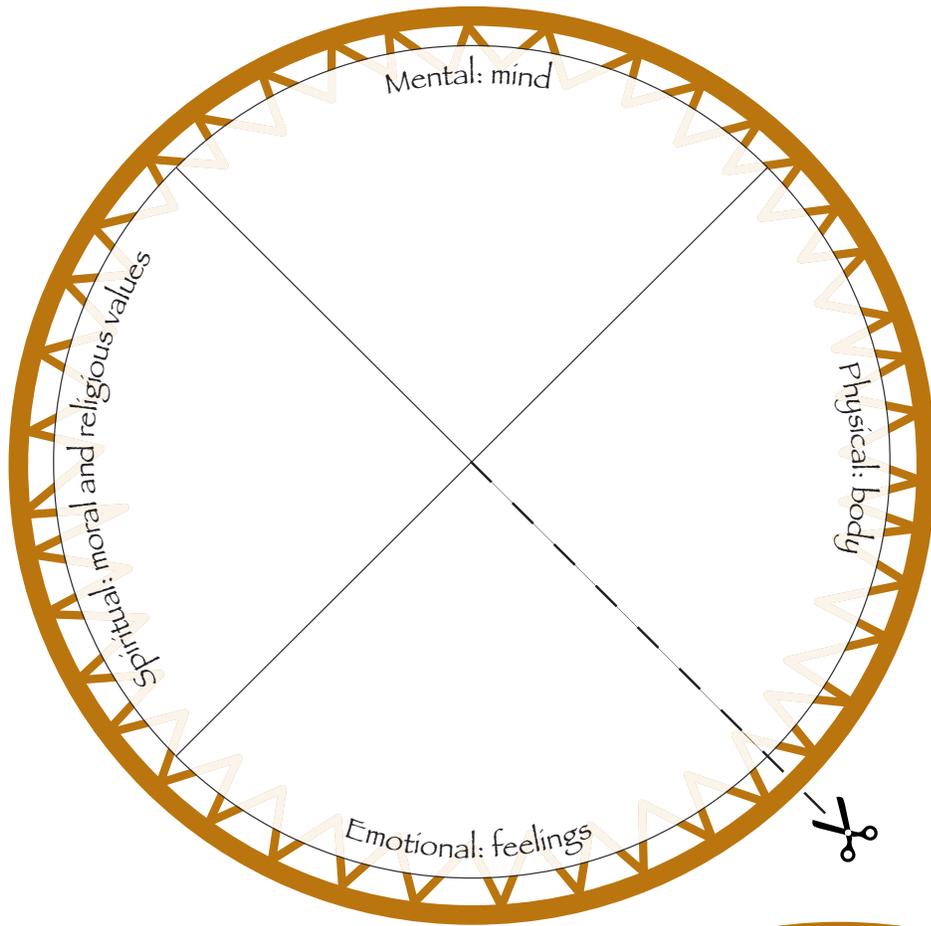
Part 1 COMING TOGETHER

In a love relationship, two individuals come together and share a special bond. During this activity, you will think about your ideal love relationship.

- 1 • The first step is to create the sacred circle of life that represents you.
 - Cut out the first circle.
 - Write or draw inside each aspect (mental, physical, emotional and spiritual) one or a few things that represent you.
- 2 • The second step is to create the sacred circle of life of your ideal partner. Ask yourself what you are looking for in a relationship. To help you find some examples, think about the qualities you like in your friends and family.
 - Cut out the second circle.
 - Write or draw inside each aspect (mental, physical, emotional and spiritual) one or a few things that would attract you to your ideal partner.

Now, cut the circles in the designated place and join them together. Keep this art work somewhere special to remember what you want in a love relationship.







Part 2 WHAT ARE YOU LOOKING FOR IN A PARTNER?

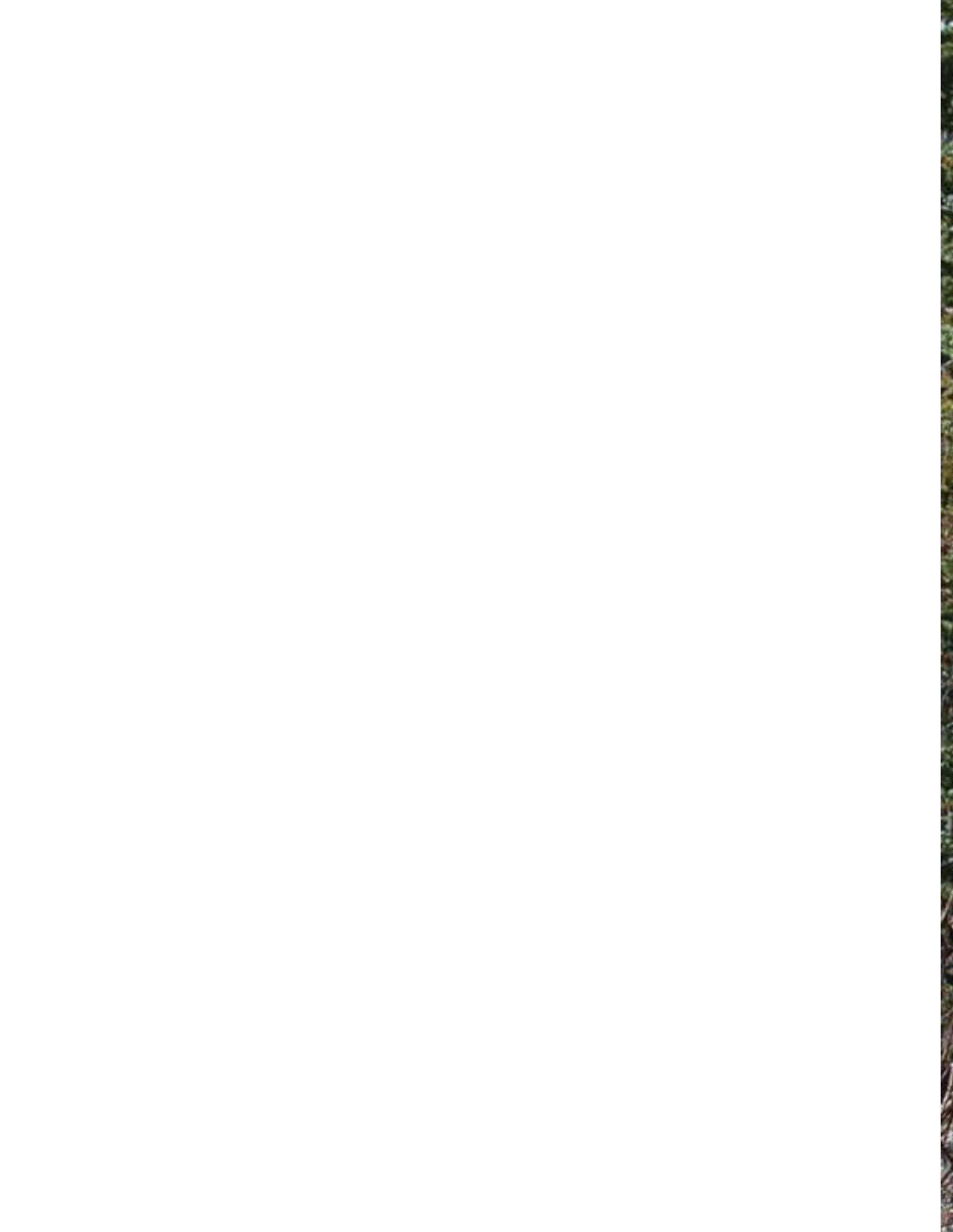
1 • Read the sentences below and circle the appropriate number, according to your opinion.

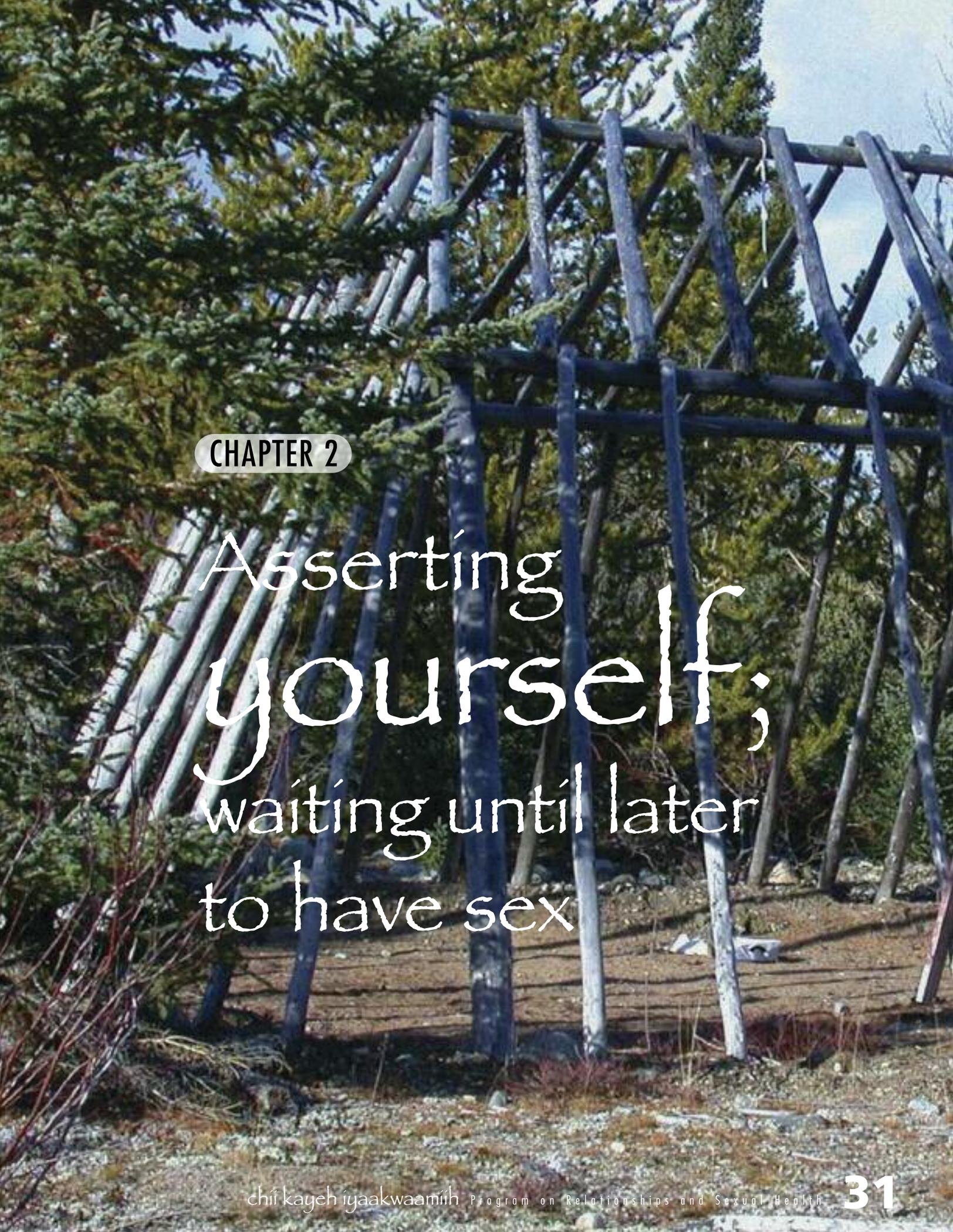
1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

I would like a partner who...

A • Respects me and takes time to listen to my point of view.	1	2	3	4
B • Makes me change my mind when I am not feeling very good.	1	2	3	4
C • Tells my secrets to others.	1	2	3	4
D • Communicates with me using an assertive communication style.	1	2	3	4
E • Doesn't insist or pressure me to do things I don't want.	1	2	3	4
F • Encourages me to achieve my personal goals.	1	2	3	4
G • Never shares something private about me with his/her friends.	1	2	3	4
H • Makes me laugh and with whom I have lots of fun.	1	2	3	4

2 • Now, using your own words, write some other things that are really important to you in a healthy love relationship.





CHAPTER 2

Asserting
yourself;
waiting until later
to have sex



Lexicon 4

- **Character:** A person portrayed in an artistic piece, such as a drama or a play role.
- **Dialogue:** Conversation between two or more persons. To carry on a dialogue; to converse.
- **Scenario:** An outline of the plot of a dramatic work, giving particulars as to the scenes, characters, situations, etc.

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: Refusing what you don't want

I have the right to refuse what I don't want without feeling guilty.



SOME OF THE THINGS I AM LEARNING TODAY

You may remember some of the things that were in the chii kayeh iyaakwaamiih Program last year.

Assertive communication style

An assertive communication style is a healthy way of communicating with others. Being assertive means:

- **Using assertive body language**
- **Saying how you are really feeling (both positive and negative)**
- **Saying what you want or need**
- **Refusing what you don't want without feeling guilty**

Refusal techniques that really work

The seven main refusal techniques are:

● **Say no while using assertive body language**

While this refusal technique is fundamental, some of you simply forget to try it. Picture yourself as a confident leader who has a say in what you do. Decide how you feel about things like putting down others, sex, alcohol, stealing, drugs, etc. A firm «No thanks, I don't do that; count me out, » is convincing if it's heartfelt.

Be matter-of-fact when you decide to say «no» to your friends. Don't be angry or judgmental. Realize that others may be looking for someone to take the lead in refusing to follow. You could be that someone.

However, simply saying «no thanks» often works when you are faced with friendly or teasing pressure. It is important to know that sometimes it doesn't work. You need to know the other refusal skills so that you can keep trying until you find the one that works for you.

● Repeat the refusal

Saying «no» as many times as necessary is an effective refusal technique. 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. You can talk and talk and talk about anything but the offer put before you. If you keep talking long enough, 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, turn your shoulder or start a conversation with someone else.

● State your reasons and move on

Always have a reason or excuse stored in your memory. That way, when it's time to use it, you will do so without hesitation. You will sound confident! For example, you can let people know that you made a promise not to drink or have sex and you're sticking to your promise. Remember, **don't 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. You need to fully understand you have a right to say no to offers which involve making bad choices. You need to put one foot in front of the other and walk away!

MY ACTIVITY TODAY

Part 1 EFFECTIVE OR INEFFECTIVE REFUSAL STRATEGIES

Read the 2 **scenarios** below. Fill in the blank by inserting the word **effective** or **ineffective** depending on the type of refusal strategy demonstrated in each scenario.

Situation 1

Siibii and Siibiish are at a party after the tournament.

- Siibii:** Come on, let's go. (Siibii is pointing to the bedroom)
Siibiish: I don't know. (Soft voice)
Siibii: Have another beer. (Hands over a beer)
Siibiish: (Silence, shrugs shoulders and takes the beer)
Siibii: This party is fun. (In the bedroom, Siibii is kissing Siibiish on the neck)
Siibiish: (Silence, doesn't move)
Siibii: Relax, this is good. (Pushes Siibiish on the bed)
Siibiish: Stop. (In a low muffled voice)

This is an example of an _____ REFUSAL STRATEGY

Situation 2

Siibii and Siibiish are at a party after the tournament.

- Siibii:** Come on, let's go. (Siibii is pointing to the bedroom)
Siibiish: No, I like this party, I want to stay here. (Voice is pleasant but firm)
Siibii: Have another beer. (Hands over a beer)
Siibiish: Thanks, but I think I've had enough for now. (Does not take the beer)
Siibii: We'll have more fun over there. (Pushes Siibiish toward the bedroom)
Siibiish: No! (Pulls arm up in a «get off me» gesture)
Siibii: Come on, you're spoiling the party. (Lets go of Siibiish's arm)
Siibiish: I don't want to discuss this anymore. Let's go talk to Harry and Harriet. (Voice is strong and confident)
Siibii: (Shrugs shoulders)
Siibiish: I wonder if they're still going to the tournament next week. (Walks away)

This is an example of an _____ REFUSAL STRATEGY

Part 2 CREATE YOUR OWN SCENARIO

Create your own scenario using as many effective refusal strategies as possible. You will finish your scenario during the next class.

Seven effective refusal strategies

- Say «no» (Use assertive body language)
- Repeat the refusal
- Suggest an alternative
- Refuse to discuss the matter any further
- Give a cold shoulder
- State your reasons and move on
- Just walk away

A • Decide on a name for each character

_____ (Name of the first character)

_____ (Name of the second character)

B • Decide on the location (name the place where the characters meet or are)

C • What are the characters doing?

D • Decide the reason for their argument.

E • Write the dialogue for the role play. Put in brackets () beside the dialogue, any important physical movement from the character that can help to describe the action in the scenario.

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____



Lexicon 5

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: Practising your refusal skills

I have the right to refuse what I don't want without feeling guilty.



SOME OF THE THINGS I AM LEARNING TODAY

Seven effective refusal strategies

- Say «no» (Use assertive body language)
- Repeat the refusal
- Suggest an alternative
- Refuse to discuss the matter any further
- Give a cold shoulder
- State your reasons and move on
- Just walk away

MY ACTIVITY TODAY

Part 1 CREATE YOUR OWN SCENARIO

Finish the scenario you were working on during the last lesson.

Part 2 SCENARIO SHARING

Your teacher will guide you through this activity.

Check off each refusal strategy that you hear or see when each team presents a scenario:

Team 1

	Say «no» (Use assertive body language)
	Repeat the refusal
	Suggest an alternative
	Refuse to discuss the matter any further
	Give a “cold shoulder”
	State your reasons and move on
	Just walk away (Use your strength to push away, protect yourself or get help, if needed)

Team 2

	Say «no» (Use assertive body language)
	Repeat the refusal
	Suggest an alternative
	Refuse to discuss the matter any further
	Give a “cold shoulder”
	State your reasons and move on
	Just walk away (Use your strength to push away, protect yourself or get help, if needed)

Team 3

	Say «no» (Use assertive body language)
	Repeat the refusal
	Suggest an alternative
	Refuse to discuss the matter any further
	Give a “cold shoulder”
	State your reasons and move on
	Just walk away (Use your strength to push away, protect yourself or get help, if needed)

Team 4

	Say «no» (Use assertive body language)
	Repeat the refusal
	Suggest an alternative
	Refuse to discuss the matter any further
	Give a “cold shoulder”
	State your reasons and move on
	Just walk away (Use your strength to push away, protect yourself or get help, if needed)



Lexicon 6

- **STI:** Sexually transmitted infection.

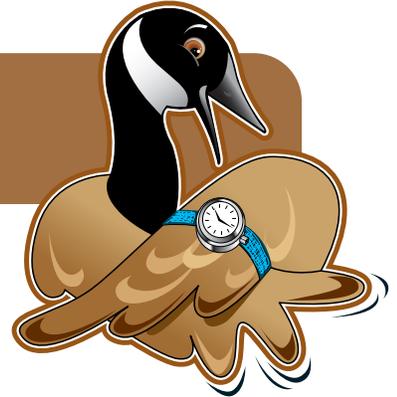
Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.

- _____
- _____

LESSON 6

Waiting until later to have sex: What to say to your partner

Waiting until later to have sex is easier to do when you talk about it with your partner.



SOME OF THE THINGS I AM LEARNING TODAY

Waiting until later can be very difficult when your partner wants to make love with you and he or she puts pressure on you. Today you will learn to respond to a pressure line by using an assertive refusal statement.

**Remember; don't get into an argument with your partner!
Make your assertive refusal statement and then move on!**

MY ACTIVITY TODAY

Part 1 ASSERTIVE REFUSAL STATEMENTS

- In this activity, The “P” statements are pressure lines. The “A” statements are assertive refusal statements. Cut out all of the statements. Place all the “P” statements in one pile. Place all the “A” statements together in a second pile.
- Your task is to build a dialogue with all the statements you have.
- To do this task, start with a “P” statement and alternate, so every “P” statement is followed by an “A” statement, and so on.

“P” STATEMENTS



P: I WON'T GET YOU PREGNANT. I PROMISE. YOU CAN TRUST ME!

P: I LOVE YOU. I WON'T EVER LEAVE YOU.
LET'S DO THIS AWESOME THING TOGETHER.

P: ALL OUR FRIENDS ARE HAVING SEX. WHAT'S YOUR PROBLEM?

P: DON'T YOU WANT TO KNOW HOW IT FEELS?

P: I'M SURE I'M CLEAN. IT'S OK! YOU WON'T GET ANYTHING FROM ME.

P: COME ON! WE ARE GOING TO GET MARRIED SOME DAY ANYWAY.

P: THIS TOURNAMENT IS THE PERFECT TIMING!

P: WE ARE BOTH FEELING GOOD. DON'T DISAPPOINT ME!

P: YOU KNOW WE'RE READY. COME ON!

P: THIS IS THE RIGHT TIME FOR US.

“A” STATEMENTS



A: I LOVE YOU TOO BUT IT WILL BE A LOT MORE SPECIAL LATER ON. I DON'T WANT TO HAVE SEX NOW.

A: I'M NOT READY TO HAVE SEX NOW. PLEASE RESPECT MY DECISION TO WAIT.

A: MAYBE YOU ARE CLEAN. IT'S HARD TO TELL. MOST PEOPLE WITH A STI LOOK AND FEEL HEALTHY. I WANT TO GET TO KNOW YOU BETTER AND GET TESTED. I'M NOT GOING TO HAVE SEX NOW.

A: THIS IS NOT THE RIGHT TIME FOR ME. I KNOW THIS IS HARD, BUT I DON'T WANT TO HAVE SEX RIGHT NOW. I WANT TO WAIT.

A: WE ARE BOTH FEELING GOOD BECAUSE WE ARE BOTH DRUNK. I DON'T WANT ANY REGRETS ABOUT THIS IN THE MORNING. I REFUSE TO HAVE SEX. I WANT TO GO HOME RIGHT NOW.

A: WHAT OUR FRIENDS DO IS NOT ALWAYS RIGHT FOR ME. I WANT TO WAIT.

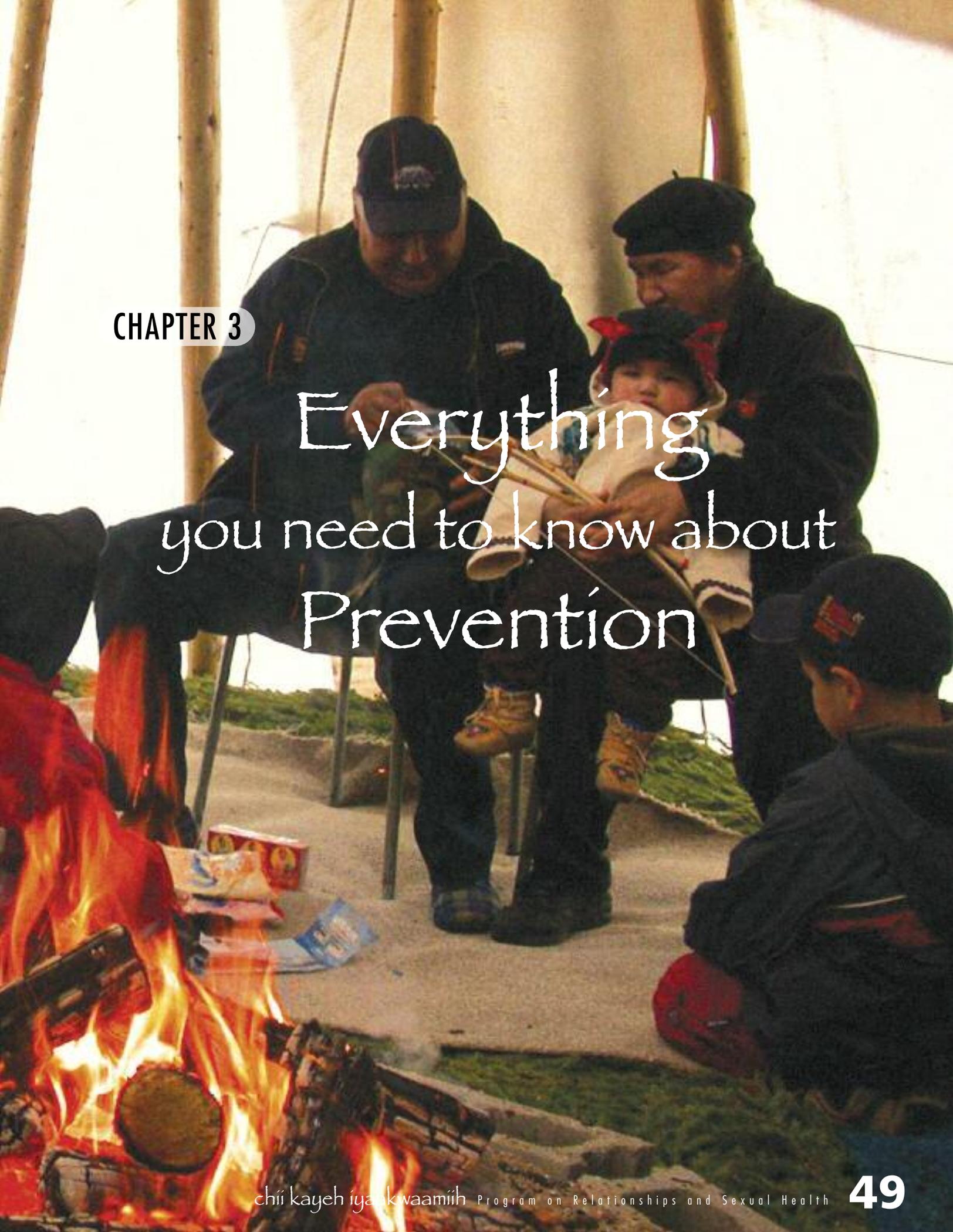
A: YES WE WILL GET MARRIED SOME DAY. SEX WILL BE A LOT MORE MEANINGFUL WHEN WE ARE MARRIED. THAT'S WHY I WANT TO WAIT.

A: I TRUST YOU, BUT ANYONE WHO HAS SEX WITHOUT PROTECTION CAN GET PREGNANT. I DON'T WANT TO START A FAMILY NOW. I WANT TO FINISH SCHOOL AND HAVE A GOOD JOB. THAT'S WHY I'M WAITING UNTIL LATER TO HAVE SEX.

A: YES I WANT TO KNOW HOW IT FEELS. BUT I WILL ENJOY SEX A LOT MORE WHEN I'M REALLY READY. I'VE DECIDED TO WAIT UNTIL I'M REALLY READY.

A: THIS TOURNAMENT HAS NOTHING TO DO WITH IT. STOP PRESSURING ME TO HAVE SEX. I WANT TO DO SOMETHING ELSE OR JUST GO HOME.





CHAPTER 3

Everything
you need to know about
Prevention



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

Everything you need to know about prevention STIs and unplanned pregnancies

STIs and unplanned pregnancies are 100% preventable. Wait until later to have sex or always use a condom, even if the girl is using another method of birth control.



SOME OF THE THINGS I AM LEARNING TODAY

STIs are very widespread in Eeyou Istchee. Most of the time, people don't know they have it because they have no symptoms. But these people can still give the infection to others.

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

The other birth control methods are highly effective to prevent an unplanned pregnancy but they do not protect you from STIs.

To stop the spread of STIs:

- Abstain from sex or always use a condom, even if the girl is using another method of birth control
- See a Nurse or Doctor for a test if you have unprotected sex
- If you are infected, take all of your antibiotics (medicine)
- Tell your partner(s). A Nurse can help with this.

MY ACTIVITY TODAY

Part 1 IMPORTANT INFORMATION ON STIS AND UNPLANNED PREGNANCIES

For each statement, check the box to indicate your answer.

	TRUE	FALSE
1 • 1. In Eeyou Istchee, STI rates are very high among the youth.		
2 • Anyone who has unprotected sex can catch a STI or HIV.		
3 • People usually have no symptoms when they have a STI or HIV.		
4 • A person can only transmit a STI to someone else when he/she has some symptoms, such as a burning sensation when urinating.		
5 • Some STIs have no cure.		
6 • All of the STIs can be transmitted to a baby during pregnancy or during the birth process.		
7 • It's best to always use a condom even when the girl is already using another form of birth control (such as the pill or injection).		
8 • The best time to get tested for a STI is as soon as you have symptoms.		
9 • A girl can become pregnant even if the boy pulls his penis out of the girl's vagina before he ejaculates (or "comes").		
10 • A girl can't become pregnant if she has sex during her menstrual period.		
11 • "The pill" or "Injection" (needle) is one of the most effective methods of birth control. It is safe for most women.		
12 • If you are afraid you might be pregnant because you had unprotected sex, you should see a Nurse or Doctor right away.		

Part **2** A MESSAGE TO MY PEERS

With your team mates, create a short message or slogan to help prevent STIs or unplanned pregnancies among youth in your community.



Lexicon 8

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

Everything you need to know about prevention Unplanned pregnancy: How much does it cost?

The financial impact of an unplanned pregnancy will affect the lives of the teen parents, their parents and their grandparents. Planning is the key!

MY ACTIVITY TODAY

Part 1 LET'S BUDGET!

In my opinion, the cost of having a baby during the first year is:

\$

Find out if you are right! You will find a list of almost all the things needed during the first year. Write down, as much as possible, the actual cost of each item in the space provided.

Take this quiz and find out how much it costs to raise a baby for the first year! Enter how many of each item you think you will need. Total it up. Are there other items you can think of that you will need in the baby's first year? Add this to your total.

N.B. Because the list is long, the teacher could decide to do the budget with fewer items.

Nursery items

- | | | | | | |
|--------------------------|-------------------------|-------|---------|-------|----------|
| 1 • You will need _____ | crib(s) | _____ | \$ each | _____ | \$ total |
| 2 • You will need _____ | crib mattress | _____ | \$ each | _____ | \$ total |
| 3 • You will need _____ | crib sheets | _____ | \$ each | _____ | \$ total |
| 4 • You will need _____ | crib blankets | _____ | \$ each | _____ | \$ total |
| 5 • You will need _____ | crib mattress pad(s) | _____ | \$ each | _____ | \$ total |
| 6 • You will need _____ | crib mobile | _____ | \$ each | _____ | \$ total |
| 7 • You will need _____ | crib activity center(s) | _____ | \$ each | _____ | \$ total |
| 8 • You will need _____ | changing table | _____ | \$ each | _____ | \$ total |
| 9 • You will need _____ | changing table pad(s) | _____ | \$ each | _____ | \$ total |
| 10 • You will need _____ | cradle or bassinet | _____ | \$ each | _____ | \$ total |



Health/safety items (Remember, you are buying for a year!)

- 11 • You will need _____ hairbrush and _____ \$ each _____ \$ total
comb for the baby
- 12 • You will need _____ digital thermometer _____ \$ each _____ \$ total
- 13 • You will need _____ baby nasal aspirator(s) _____ \$ each _____ \$ total
- 14 • You will need _____ toothbrush _____ \$ each _____ \$ total
- 15 • You will need _____ baby monitor(s) _____ \$ each _____ \$ total
- 16 • You will need _____ stairway gate(s) _____ \$ each _____ \$ total
- 17 • You will need _____ baby bathtub _____ \$ each _____ \$ total
- 18 • You will need _____ baby washcloths _____ \$ each _____ \$ total
- 19 • You will need _____ bathtub ring _____ \$ each _____ \$ total
- 20 • You will need _____ hooded towel(s) _____ \$ each _____ \$ total

You will need to buy: (Remember you are buying for a year! So multiply by the number you think you will need for one year...) Example: baby soap 1,29\$ times 30= (18.70\$ total)

- 21 • _____ baby soap(s) _____ \$ each _____ \$ total
- _____ baby lotion(s) _____ \$ each _____ \$ total
- _____ baby powder(s) _____ \$ each _____ \$ total
- _____ baby oil(s) _____ \$ each _____ \$ total
- _____ diaper rash ointment(s) _____ \$ each _____ \$ total
- 22 • _____ detergent for baby clothes! _____ \$ each _____ \$ total

Diapers (Remember, you are buying for a year!)

- 23 • _____ diapers (about 320 diapers a month) _____ \$ each _____ \$ total
- 24 • _____ boxes of baby wipes _____ \$ each _____ \$ total
- 25 • _____ diaper pail(s) _____ \$ each _____ \$ total
- 26 • _____ diaper cover(s) _____ \$ each _____ \$ total

Feeding baby (Remember, you are buying for a year!)

N.B. You have to choose what method you are going to use to feed your baby

If you plan on breast-feeding the baby:

- 27 •** You will need to buy _____ breast pump(s) _____ \$ each _____ \$ total
if you plan on nursing while you are in school or working
- 28 •** You will need to buy _____ pack(s) of _____ \$ each _____ \$ total
nursing pads
- 29 •** You will need to buy _____ nursing bra(s) _____ \$ each _____ \$ total
- 30 •** You will need to buy _____ pacifiers _____ \$ each _____ \$ total

If you plan not breast-feeding the baby:

- 31 •** You will need to buy _____ cans of formula _____ \$ each _____ \$ total
(Hint – you will use 7-8 a week and about 32 a month)
- 32 •** You will need to buy _____ 4 oz. bottles _____ \$ each _____ \$ total
- 33 •** You will need to buy _____ 8 oz. bottles _____ \$ each _____ \$ total
- 34 •** You will need to buy _____ bottle brushes _____ \$ each _____ \$ total
(to clean the bottles)
- 35 •** You will need to buy _____ nipple(s) for _____ \$ each _____ \$ total
the bottles

Feeding related items (Remember, you are buying for a year!)

- 36 •** You will need to buy _____ jars of baby food _____ \$ each _____ \$ total
- 37 •** You will need to buy _____ high chair(s) _____ \$ each _____ \$ total
- 38 •** You will need to buy _____ childproof plates _____ \$ each _____ \$ total
and bowls
- 39 •** You will need to buy _____ infant spoons _____ \$ each _____ \$ total
- 40 •** You will need to buy _____ cloth bibs _____ \$ each _____ \$ total
- 41 •** You will need to buy _____ plastic bibs _____ \$ each _____ \$ total
- 42 •** You will need to buy _____ no-spill cups _____ \$ each _____ \$ total

Clothing (Remember, you are buying for a year!)

- | | | | |
|---------------------------|------------------|---------------|----------------|
| 43 • You will need to buy | _____ sleepers | _____ \$ each | _____ \$ total |
| 44 • You will need to buy | _____ hats | _____ \$ each | _____ \$ total |
| 45 • You will need to buy | _____ booties | _____ \$ each | _____ \$ total |
| 46 • You will need to buy | _____ gowns | _____ \$ each | _____ \$ total |
| 47 • You will need to buy | _____ outfits | _____ \$ each | _____ \$ total |
| 48 • You will need to buy | _____ socks | _____ \$ each | _____ \$ total |
| 49 • You will need to buy | _____ coats | _____ \$ each | _____ \$ total |
| 50 • You will need to buy | _____ warm suits | _____ \$ each | _____ \$ total |
| 51 • You will need to buy | _____ shirts | _____ \$ each | _____ \$ total |
| 52 • You will need to buy | _____ pants | _____ \$ each | _____ \$ total |

Additional items (Not necessary items, but they sure make life easier!)

- | | | | |
|---|-----------------------------------|---------------|----------------|
| 53 • You decide to buy | _____ carrier(s) | _____ \$ each | _____ \$ total |
| 54 • You decide to buy | _____ stroller(s) | _____ \$ each | _____ \$ total |
| 55 • You decide to buy | _____ a play yard | _____ \$ each | _____ \$ total |
| 56 • You decide to buy | _____ swing(s) | _____ \$ each | _____ \$ total |
| 57 • You decide to buy | _____ doorway jumper(s) | _____ \$ each | _____ \$ total |
| 58 • You decide to buy | _____ small toys | _____ \$ each | _____ \$ total |
| 59 • You decide to buy | _____ baby books | _____ \$ each | _____ \$ total |
| 60 • You decide to buy | _____ set(s) of pictures
taken | _____ \$ each | _____ \$ total |
| 61 • Your baby is growing - you now need a toddler car seat | _____ | _____ \$ each | _____ \$ total |

All together it will cost...

GRAND TOTAL:

This is a brief picture of the costs of having a baby. You might not need all of the items listed, but this is the «recommended» shopping list for new parents. There are also additional costs not listed, like traditional outfits, toys, babysitter, etc.

Now that you know the cost of having a baby, how would an unplanned pregnancy affect you and your family?



Lexicon 9

- **Disorder:** A disease that affects the function of the mind and body.
- **Fetus:** A baby developing inside the mother's uterus or womb

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 9

Everything you need to know about prevention

Preventing FASD

Prevent FASD. Don't drink alcohol if there is a chance you could become pregnant.

SOME OF THE THINGS I AM LEARNING TODAY

Do you know that FASD stands for **Fetal Alcohol Spectrum Disorder**? This **disorder** can happen when the **fetus** has contact with alcohol at any stage of his development. The child will have to live with the consequences of this disorder for the rest of his life. It can affect the child physically, mentally, emotionally and also spiritually. There is good news: You can prevent this disorder by not drinking alcohol when pregnant. Also, as a member of the community, you can encourage women to not drink alcohol when pregnant.

When in the belly, the fetus is growing and developing by using the nutrients the mother is absorbing when she eats or drinks. Most of the things the mother consumes during the pregnancy can affect the fetus.

When alcohol is consumed, it easily goes into the circulatory system of the fetus. Since the fetus is really small, even a little quantity of alcohol can affect it. Also, the fetus is busy developing himself during the whole pregnancy, so there is no safe time to drink alcohol.



MY ACTIVITY

Part 1 FACTS ON FASD.

What do you know about FASD?

Indicate your answer by placing an X in the appropriate space below.

	TRUE	FALSE
1 • FASD stands for Fetal Alcohol Spectrum Disorder		
2 • FASD affects only the First Nations in Canada		
3 • FASD is preventable		
4 • There is no safe time to drink alcohol during pregnancy		
5 • During your pregnancy, you can have a drink once in a while		

Part 2 SOME PREVENTION TOOLS

Use the illustrations and the “prevention tools” found on the next page to complete the following activity.

Cut all the cards on the next page and place them in the appropriate box on the answer sheet. When you are happy with your results, show them to your teacher. When you have all the right answers, glue the cards on the answer sheet.

ANSWER SHEET

Why somebody might drink alcohol when pregnant	Solutions	
Examples	Illustrations	Prevention tools
Doesn't know she is pregnant		
Lack of support from the father		
Lack of awareness		
Social pressure		
Alcohol problem		



Use contraception to prevent unplanned pregnancy. Make sure you avoid drinking if you are planning to get pregnant or if you have unprotected sex.

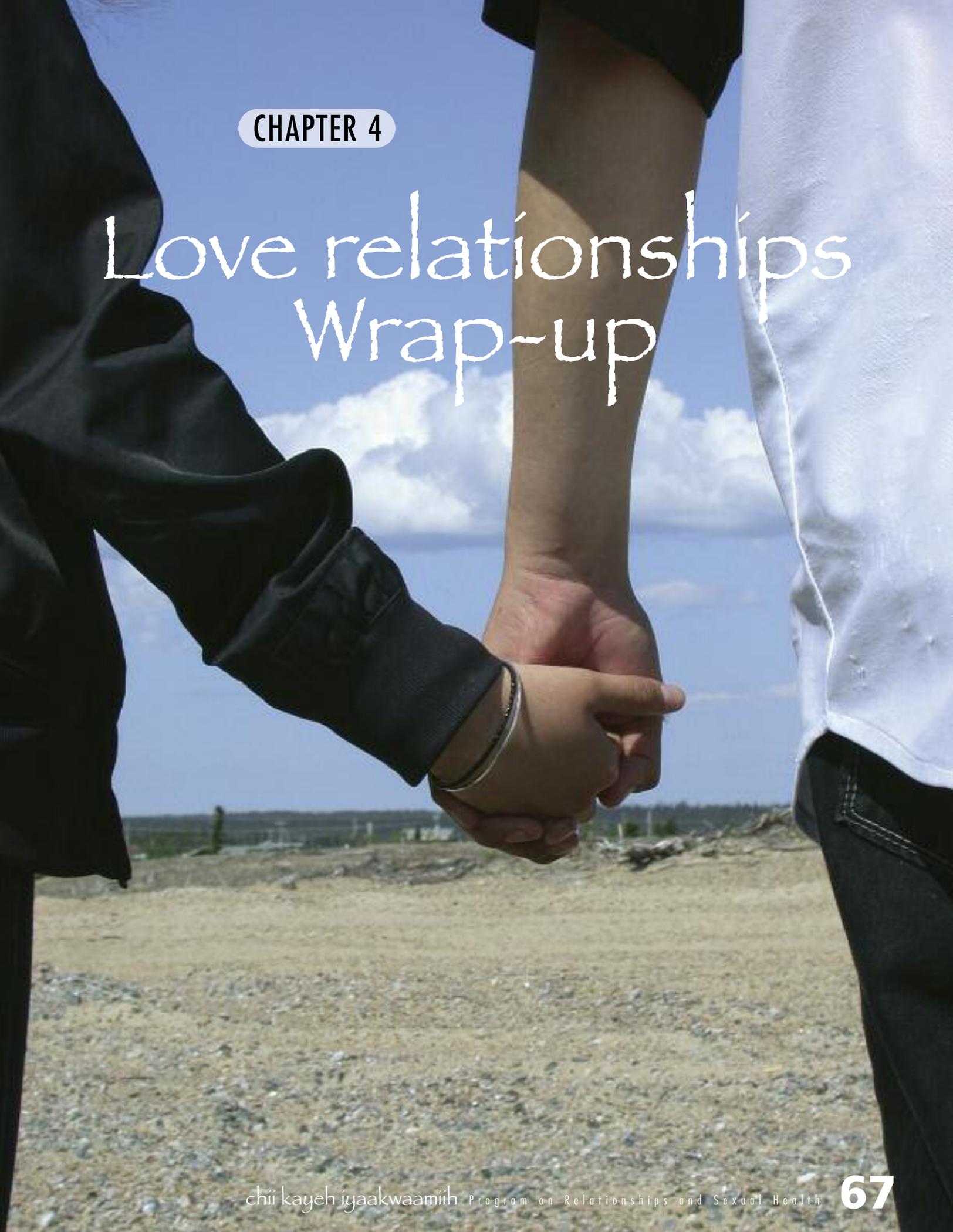
People can feel pressured from others to drink while pregnant. Stay away from the situations where you may find it hard to say no to alcohol. Also, use the techniques you learned previously to assert yourself and say "no" to what you don't want.

Share what you know about FASD with your friends, your family and your community. Encourage people to abstain from drugs and alcohol when pregnant. You can help by planning activities that don't involve drinking with your pregnant friends or family members.

When you plan a pregnancy with your partner, you make sure you are both physically, mentally, emotionally and spiritually ready to take care of the baby. Helping your partner avoid drinking during pregnancy is also the boy's responsibility since his child's future is at stake.

If it's hard to stop drinking, you can find help. Talk with somebody you trust, a Nurse or a Doctor.



A photograph of a couple holding hands on a beach. The person on the left is wearing a dark jacket and has a silver bracelet on their wrist. The person on the right is wearing a white t-shirt and dark pants. The background shows a sandy beach, a blue sky with white clouds, and a distant shoreline with trees.

CHAPTER 4

Love relationships Wrap-up



Lexicon 10

- **Consent:** Permission to do something or agreement.
- **Inflicting:** To impose something unpleasant.
- **Rape:** Any act of sexual intercourse that is forced upon a person.
- **Sexual assault:** Illegal sexual contact that usually involves force upon a person without consent or is inflicted upon a person who is incapable of giving consent.

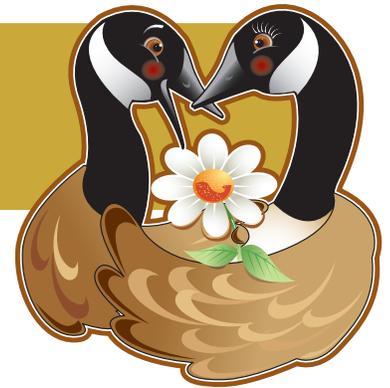
Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.

- _____
- _____

LESSON 10

Love relationships: Respecting each other's rights and freedom

In a healthy love relationship, partners have many rights and responsibilities. They seek equality, fairness and respect of each other's freedom.



SOME OF THE THINGS I AM LEARNING TODAY

Remember

- Anger, frustration, sadness, jealousy are normal feelings that shouldn't be expressed with violence.
- Violence is an unacceptable behaviour that is prohibited by the law.
- A person that uses violence is responsible for his/her actions.
- Someone suffering from any kind of violence should seek help.
- Someone **inflicting** any kind of violence should seek help.

Rights and responsibilities in a love relationship

As you know already, a healthy love relationships is based on Cree values, especially: love, respect, harmony and hope. When you are in a love relationship, you have many rights. You also have the responsibility to respect the rights of your partner.

MY RIGHTS	MY RESPONSIBILITIES
To be respected	Respect my partner
To set my limits	Respect my partner's limits
To change my mind at anytime about having sexual contact	Respect my partner's right to change his/her mind at anytime about having sexual contact
To keep my intimacy private	Respect my partner's intimacy by keeping it private
To give my consent when I wish to engage in a sexual activity with my partner	To obtain my partner's consent when I wish to engage in a sexual activity with my partner

Using your skills to stop the violence in a relationship

Use the problem solving path

As you learned in lesson 2, a good way to face challenging situations is to work on solving the problem. Remember, both partners need to get help when there is violence in a relationship.

Use an assertive communication style

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

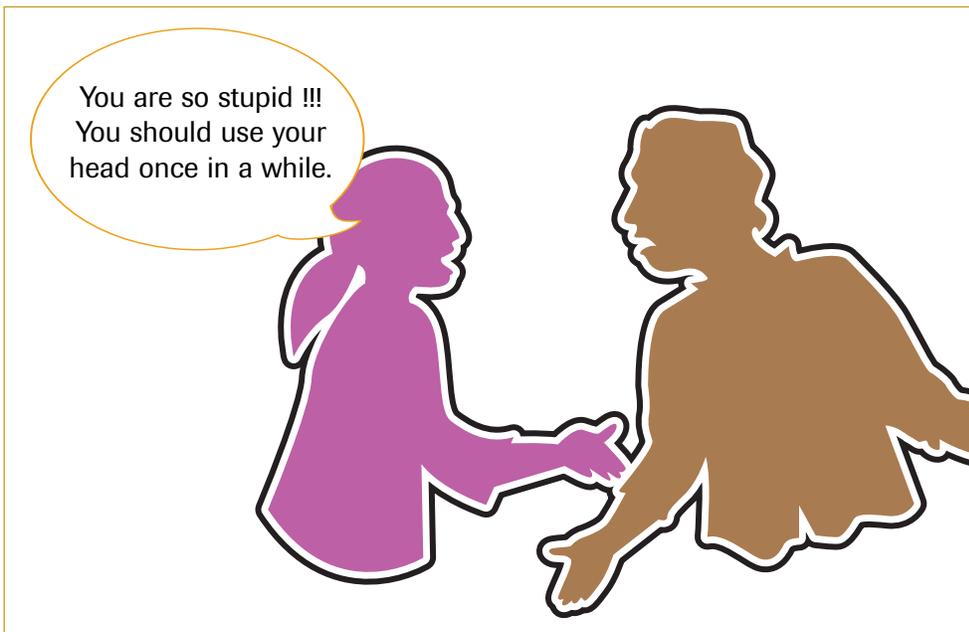
These skills are very useful when things are not going well in a love relationship. It also keeps the lines of communication open between the partners. This leads to a healthier relationship.

MY ACTIVITY TODAY

Part 1 HEALTHY OR UNHEALTHY?

For each scenario, indicate if the situation is acceptable or unacceptable.

A • Siibiish often says to Siibii



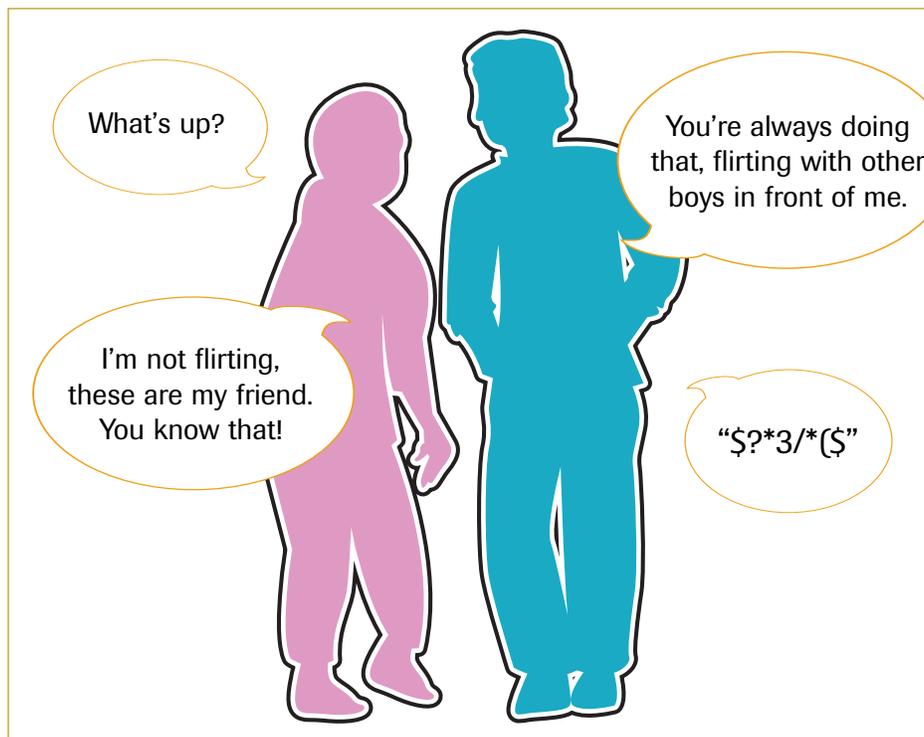
Is this acceptable or unacceptable? _____

B • Siibiish is calling Siibii on his cell.



Is this acceptable or unacceptable?

C • Siibii and Siibiish are walking down the street. Siibiish waves to her friends who just drove by. Siibii is making angry eyes.



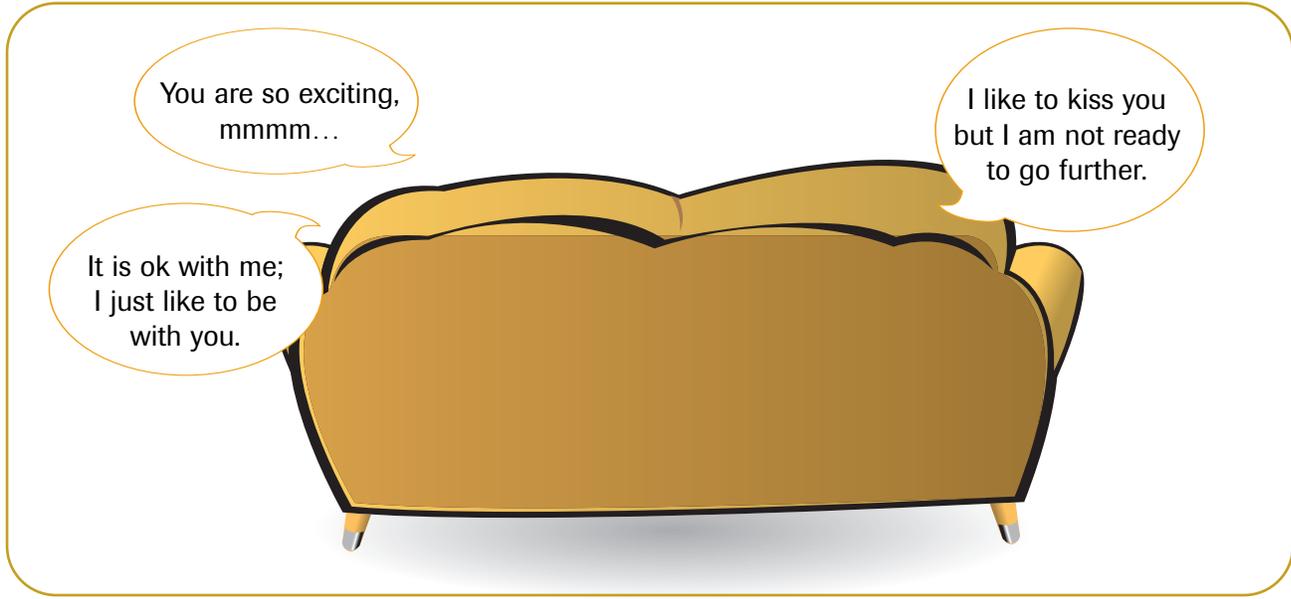
Is this acceptable or unacceptable?

D • Siibii and Siibiish had a big fight yesterday. They decided to take a break but Siibii is really upset with this decision.



Is this acceptable or unacceptable? _____

E • Siibii and Siibiish are watching a movie but they are getting really distracted kissing each other.



Is this acceptable or unacceptable? _____

F • Siibii and Siibiish decided to have sexual intercourse. Siibii is busy putting on a condom.



Is this acceptable or unacceptable? _____

G • Siibii and Siibiish are about to have sexual intercourse.



Is this acceptable or unacceptable? _____

Part 2 TRUE OF FALSE?

	TRUE	FALSE
1 • If a person doesn't say "Yes" or "No", it means he or she wants to have sex.		
2 • Mutual consent is when both partners are freely and willingly agreeing, or consenting, to whatever sexual activity is occurring.		
3 • Sex without consent is sexual assault/rape.		
4 • You cannot assume that you have consent, you need to ask.		
5 • If a partner says "no" to sex and then changes her/his mind after several drinks, it is ok to have sex because he/she has given his/her consent.		



Lexicon 11

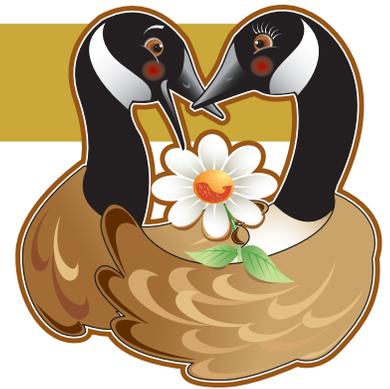
Add to this list any new words you don't understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.

- _____
- _____

LESSON 11

Love relationships: What should I do if my rights are not respected

You have the right to be respected, happy and safe.



SOME OF THE THINGS I AM LEARNING TODAY

Section 1

Early warning signs that a partner may become violent in the future

- Is extremely jealous
- Follows you around, makes prank phone calls to check up on you
- Wants to make all the decisions in the relationships
- Has unpredictable mood swings
- Is hypersensitive, gets angry easily and quickly
- Does not take responsibility for his/her own actions, problems or feelings (It is always someone else's fault).
- Harms animals or children
- Calls you hurtful or mean names, threatens to use violence

Section 2

What I should do if my rights are not respected

1. Some situations can increase your risk

- Alcohol and drugs make you vulnerable. Avoid alcohol and drug abuse.
- Avoid getting drunk or stoned with someone you don't know or trust.
- Watch your drink. Someone could put a drug into it, resulting in bad consequences.
- Avoid going to remote or unsafe locations where you cannot summon help.
- Avoid giving personal information to someone over the Internet.

2. Get out of a risky situation as soon as you sense something is wrong

- Recognize the early warning signs that a partner may become violent in the future (see section 1).
- Trust your instincts and act on them.
- Learn to identify dangerous behaviours.
- Stand up for yourself. Be direct and state what you want. "Get out! I mean it!"
- Always let someone know who you are with and where you are going.
- If you go to a party, always have a plan for getting home safely.

3. Get help from someone who cares about you!

- If you are in a violent relationship, get help immediately.
- Inform people you trust and who will watch out for your safety.
- Get professional help

4. Get help if you are being violent toward someone else

- Alcohol and drugs impair your judgement and self control. Avoid alcohol and drug abuse.
- Get away from a potentially violent situation and allow yourself time to cool down.
- Get help from someone who cares about you! Get professional help.

Remember,

There are many ways to express yourself as a boy and a man or as a girl and a woman. Bullying someone because he or she is "different" is unacceptable. The right to be happy, respected and safe belongs to everyone.

Part 1 WHAT CAN I DO?

1 • Name 3 things you can do if your rights are not respected.

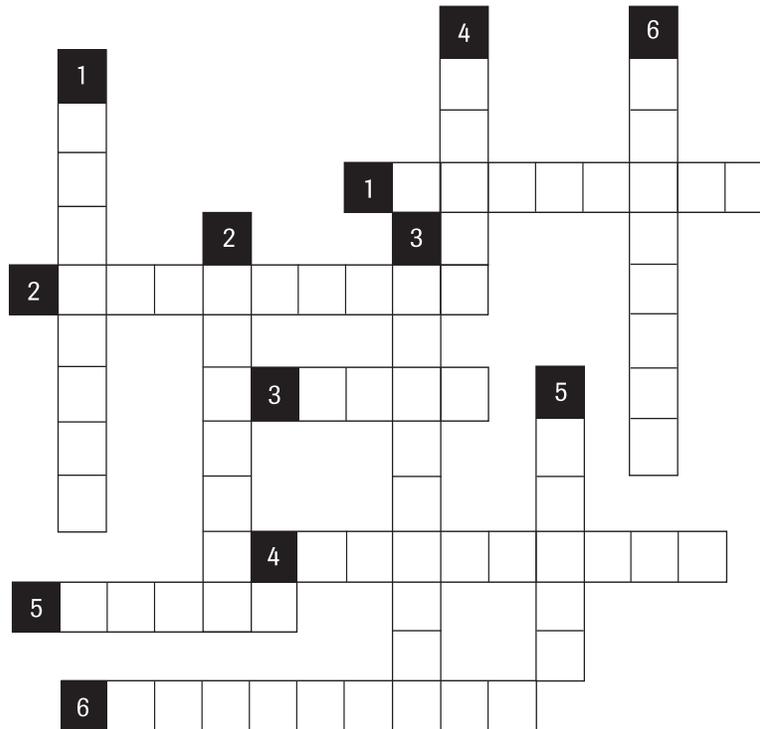
2 • What should you do if you or someone you love is in a dangerous relationship?

3 • What should you do if you or someone you love is being violent toward someone else?

MY ACTIVITY TODAY

Part 2

SIGNS OF HEALTHY AND UNHEALTHY RELATIONSHIPS CROSS WORD PUZZLE



Read the examples below and associate them with the correct word from the following list. Then, write the correct word in the appropriate space on the grid. Pay attention to the orientation of the words. The ones **across** are signs of a **healthy relationship**. The words going **downward** on the grid are signs of an **unhealthy relationship**.

**Lying – Threats – Blame – Normalize – Jealousy – Care – Pressure
Kindness – Enjoyment – Listening – Trust – Tolerance**

Across – Signs of a healthy relationship

- 1 • Being gentle, helpful and thoughtful with one another
- 2 • Paying close attention to your partner when he/she is talking. Making sure you understand what is said.
- 3 • Being concerned about each other and looking after each other.
- 4 • Being ready to allow others to believe or act as they judge best. Understanding that nobody is perfect and everybody makes mistakes.
- 5 • Having confidence in your partner. For example, knowing your partner will not share private information or anything that would embarrass or hurt you.
- 6 • Enjoying each other's company. Having a good time with each other.

Down – Signs of an unhealthy relationship

- 1 • Demanding to know where the other person is at all times and not believing his/her answer. Getting angry when your partner does things without you.
- 2 • Trying to scare someone with blackmail or with statements that indicate you want to hurt him/her.
- 3 • Telling the other person that "getting drunk" is normal and common; saying that every one does it.
- 4 • Telling false stories to avoid the consequences of your actions.
- 5 • Holding the other person responsible for everything that has happened.
- 6 • Pressuring the other person to do something he/she doesn't want to do or will not accept.



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 the chii kayeh iyaakwaamiih Program in my own life.



SOME OF THE THINGS I AM LEARNING TODAY

During 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 later on, when needed.

MY ACTIVITY

Part 1 REMEMBERING WHAT I HAVE LEARNED

We have come to the end of the chii kayeh iyaakwaamiih Program for this year. It is now time for you to reflect on what you have learned during this journey.

Read the list below and place a check mark next to the iyaakwaamisiih that are important for you. Choose at least two from each chapter.

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

CHAPTER 1

√	iyaakwaamisiih	One important thing to remember
	I can name some of my qualities	
	I learned how to use the problem solving path (a strategy to solve problems)	
	I know the difference between a healthy and an unhealthy relationship	
	I have an idea of what I am looking for in a relationship	
	I know the meaning of mutual consent	

CHAPTER 2

√	iyaakwaamisiih	One important thing to remember
	I learned how to refuse what I don't want without feeling guilty	
	I learned some things I can say if I want to wait until later to have sex	

CHAPTER 3

√	iyaakwaamisiih	One important thing to remember
	I understand that I am at risk of catching a STI if I engage in risky behavior	
	I know what to do to avoid getting a STI	
	I know how to avoid an unplanned pregnancy	
	I know the cost of having a baby during the first year.	
	I know how to prevent FASD	

CHAPTER 4

√	iyaakwaamisiih	One important thing to remember
	I know my rights and responsibilities in a love relationship	
	I know what I can do if my rights are not respected	

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 I 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

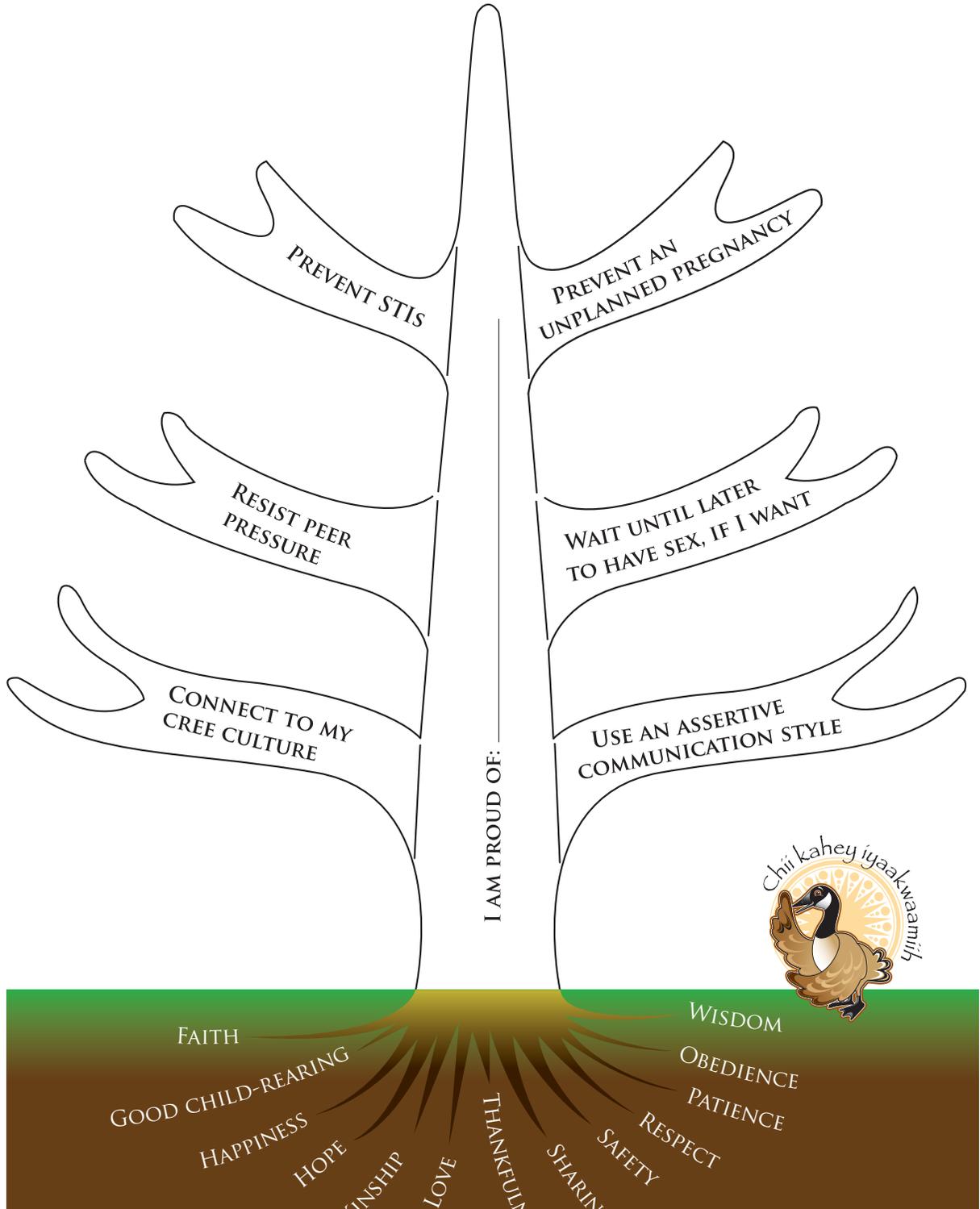
- Green I am really sure that I could...
- Yellow I am quite sure that I could...
- Orange I am not sure that I could...

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:



You can help us improve the chii kayeh iyaakwaamiih program by answering these questions. Please let us know your thoughts. 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) connecting to Cree traditions				
b) signs of a <u>healthy</u> relationship				
c) the problem solving path				
d) how to refuse what I don't want				
e) how much it costs to have a new baby				
f) how to prevent FASD				
g) signs of an <u>unhealthy</u> relationship				
h) my rights and responsibilities in a relationship				
i) what I should do if my rights are not respected				

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

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!
