



Conseil Cri de la santé et des services sociaux de la Baie James  
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 Cree Board of Health and Social Services of James Bay



Cree School Board  
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 Commission Scolaire Crie

Program on Relationships and Sexual Health

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**Teacher's Guide**  
**Secondary 1 - Secondary 3**

Authors: **chii kayeh iyaakwaamiih Working Group**

From the Cree Nation:

**The youth of Eeyou Istchee, Daisy Moar, Irene Otter, Bertha Dixon, Emily Mianscum;**

From the Cree Board of Health and Social Services of James Bay (CBHSSJB-Public Health):

**Françoise Caron, Andrée-Anne Bourdeau, Isabelle Duguay, Marlène Beaulieu;**

From the Université du Québec à Montréal (UQAM), Canadian Research Chair in Health Education:

**Joanne Otis, Sara Mathieu-Chartier**

### **Cover Page**

Le zeste graphique  
Montréal Québec

### **Page Layout and Original Illustrations**

Bernard Lafleur, Le zeste graphique  
Montréal Québec

### **Original Pictures**

George Diamond, (CBHSSJB-Public Health)

### **Other picture credits**

Robin D., Daniel K. Gebhart, Camilo Labrador, Marinka Van Holten, Lars Jensen, Fa Snail, Ivan Sanchez Lafuente, Marinela Satoncic, Christian Carolo, Mateusz Kapcik.

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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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# Table of content

<b>Introduction</b> .....	1
---------------------------	---

## **SECONDARY 1**

### **Chapter 1: Healthy relationships**

1. Introduction to the chii kayeh iyaakwaamiih program; Four stages of life .....	1
2. Four aspects of everyone's wellbeing .....	5
3. Four aspects of a healthy relationship .....	7

### **Chapter 2: Asserting yourself**

4. Communication styles; Body language .....	9
5. Saying how you feel; Stating what you want .....	11
6. What is peer pressure; Refusal techniques that really work .....	15
7. Sources of peer pressure .....	17

### **Chapter 3: Waiting until later to have sex**

8. Why choose this option? .....	19
9. How to stick to your decision .....	23

### **Chapter 4: Everything you need to know about prevention & Wrap-up**

10. STIs; HIV/AIDS .....	27
11. Unplanned pregnancy: reflecting on the consequences .....	33
12. Reviewing what I have learned .....	35

## **SECONDARY 2**

### **Chapter 1: Healthy relationships**

1. Cree traditions; Self esteem .....	39
2. The problem solving path .....	43
3. What is a healthy relationship? .....	47

### **Chapter 2: Asserting yourself & waiting until later to have sex**

4. Refusing what you don't want .....	49
5. Practising your refusal skills .....	51
6. What to say to your partner .....	53

**Chapter 3: Everything you need to know about prevention**

7. STIs and unplanned pregnancies .....57  
8. Unplanned pregnancy: How much does it cost? .....61  
9. Preventing FASD .....63

**Chapter 4: Love relationships & Wrap-up**

10. Respecting each other's rights and freedom .....67  
11. What should I do if my rights are not respected? .....69  
12 . Reviewing what I have learned .....71

**SECONDARY 3**

**Chapter 1: Introduction**

1. Learning to work in a team .....75  
2. Reviewing what we have learned .....81

**Chapter 2: Condoms**

3. Using them to your advantage .....87  
4. Using them with ease .....91  
5. Using them correctly; Methods of birth control .....95

**Chapter 3. Team work**

6 -12. Project and aashuumiih .....101

# 1. INTRODUCTION



The ***chii kayeh iyaakwaamiih*** Program on Relationships and Sexual Health was born out of the concerns of many community members, including Elders, grandparents, parents, young adults and youth, regarding the high rates of sexually transmitted infections (STIs) and unplanned pregnancies among the youth of Eeyou Istchee (E.I.). To deal with this worrisome situation, the Cree Board of Health and Social Services of James Bay (CBHSSJB) and the Cree School Board (CSB) joined together to put into place a school based education program on sexual health.

The words ***chii kayeh iyaakwaamiih*** mean "you too be careful".

The program was created especially for Cree youth during a pilot project that took place in Waswanipi and Waskaganish between 2005 and 2009. It is the result of a collaboration between the CBHSSJB, the CSB, the Canadian Chair on Health Education (affiliated to UQAM), the Canadian Institutes for Health Research (CIHR) as well as several community members. The youth of Eeyou Istchee also played an important role in this process. They helped to create this program by answering a questionnaire or by agreeing to be interviewed and by participating in the program over a two year period during the evaluation process.

Following this evaluation, the program was offered to students in secondary 3 or secondary 4 in the nine Cree communities. However, over time, many community members felt the majority of the lessons should be given to youth at a younger age. The original program was then restructured into its present form, i.e. offered over a 3 year period (sec. 1 to sec. 3) as part of Physical Education and Health.

## 2. DESCRIPTION OF THE PROGRAM

The goal of the *chii kayeh iyaakwaamiih* Program on Relationships and Sexual Health is to prevent STIs and unplanned pregnancies by helping students adopt a healthy behavior, that is : 1) wait until later to have sex; 2) or use a condom, if sexually active. The issues around these choices are approached in such a way as to enable students to develop a well thought out opinion, make a well informed decision and have the means to assume this decision. To do so, the students develop certain skills that are useful when dealing with relationships and sexuality.

The *chii kayeh iyaakwaamiih* Program on Relationships and Sexual Health is supported by a strong theoretical base. It integrates Cree values and culture and it is sensitive to the ways of being and of learning of Cree youth. Healthy relationships are based on Cree values: Faith, good child-rearing, happiness, hope, kinship, love, thankfulness, sharing, safety, respect, patience, obedience and wisdom. A healthy love relationship between partners is therefore based on Cree values, especially: Love, respect, harmony and hope.

Students develop five main competencies over the 3 year period:

1. Adopt a healthy behavior, that is either: wait until later to have sex or use a condom;
2. Resist peer pressure;
3. Use an assertive communication style;
4. Use the problem solving path;
5. Work as a team.

The program also aims to develop the students' self esteem and connection to Cree culture. Students are also invited to identify some goals in order to help them see their vision of what they would like to be in the future. All of these elements are protective factors associated with the adoption of safe sexual behaviors. The core elements of the program are presented in **figure 1**.

The lessons in this program were designed to modify many of the psychosocial factors that have been found to influence sexual risk taking behaviors directly.<sup>2</sup> In particular, these factors are:

- Connection to school and community;
- Connection to cultural values and teachings;
- Educational aspirations and plans for the future;
- Ability to communicate with one's partner about waiting until later (WUL) or condom use;
- Ability to resist negative peer pressure;
- Ability to resist sex or refuse sex without a condom;
- Role beliefs in favor of waiting until later or using a condom (i.e. the student believes that it is OK for a person of the same age and sex as himself or herself to wait until later to have sex or use a condom);
- Perceived benefits of waiting until later or using a condom;
- Perceived normative beliefs (the student believes that waiting until later or using a condom is part of his or her own value system);
- Confidence in ability to wait until later or use a condom (also called self-efficacy);

2 KirbyD, Lepore G, Ryan J.B. Sexual risk and protective factors affecting sexual behaviour, pregnancy, childbearing and sexually transmitted diseases. Which are

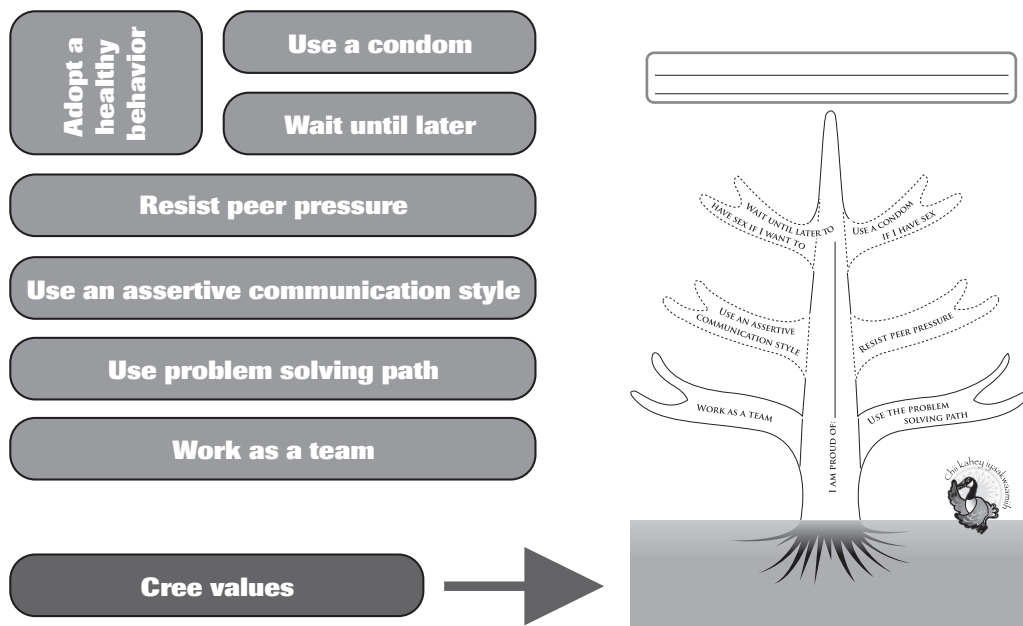
- Knowledge about HIV/AIDS and STIs;
- Perceived risks of contracting HIV or a STI;
- Link with medical services;
- Perceived risks of pregnancy if engaged in unprotected sex;
- Perceived effectiveness of birth control methods;
- Perceived consequences of unplanned pregnancy;
- Perceived male responsibility for pregnancy prevention.

The program also helps the students develop three of the key factors put forth in the Healthy Schools Approach. These key factors are:

- Self-esteem;
- Problem solving;
- Social skills.

## Figure 1

The core elements at a glance



For this program to have the desired impact on the youth, it is important to involve members of the community. Involving a few parents and Elders will help to provide an enriched experience for students and ensure the authenticity of the cultural components. The school Nurse, Social Worker and Guidance Counsellor can also bring something specific and interesting to this program. (see Table 1 for a description of each lesson).

Table 1: Summary of the chii kayeh iyaakwaamiih Program on Relationships and Sexual Health

Lessons	Themes	Activities
1	<b>Healthy relationships</b> Introduction to the chii kayeh iyaakwaamiih program Four stages of life	<ul style="list-style-type: none"> <li>- This module is presented as a learning journey (aniteh kaa pechi utuuhteyiku);</li> <li>- Answer questions on the qualities of a friend to draw up the class rules;</li> <li>- Read and discuss the stages of life;</li> <li>- Answer questions on the stages of life;</li> <li>- Create own examples of 4 stages of life.</li> </ul>
2	<b>Healthy relationships</b> Four aspects of everyone's wellbeing	<ul style="list-style-type: none"> <li>- Read and discuss the four aspects of everyone's well being;</li> <li>- Find examples of ways to develop one's wellbeing;</li> <li>- Complete sentences to draw up one's vision of what one would like to be and do in the future.</li> </ul>
3	<b>Healthy relationships</b> Four aspects of a healthy relationship	<ul style="list-style-type: none"> <li>- Find examples of the four aspects of healthy relationships/sexuality;</li> <li>- Fill in the sacred circle with examples of healthy relationships/sexuality.</li> </ul>
4	<b>Asserting yourself</b> Communication styles Body language	<ul style="list-style-type: none"> <li>- Read on communication styles and body language;</li> <li>- Complete matching game on communication styles;</li> <li>- Read or act out short stories and name the communication style.</li> </ul>
5	<b>Asserting yourself</b> Saying how you feel Stating what you want	<ul style="list-style-type: none"> <li>- Using the illustrated emotions, fill in the blanks with "feeling words" ;</li> <li>- Read or act out scenarios and indicate how each character is feeling and what he/she wants.</li> </ul>
6	<b>Asserting yourself</b> What is peer pressure? Refusal techniques that really work	<ul style="list-style-type: none"> <li>- Read text on peer pressure and refusal techniques;</li> <li>- Answer questions based on the text: examples of peer pressure, benefits of standing up for yourself, tips to resist peer pressure, effective refusal techniques.</li> </ul>
7	<b>Asserting yourself</b> Sources of peer pressure	<ul style="list-style-type: none"> <li>- Colour in the thermometers to identify sources of peer pressure in the community;</li> <li>- Answer questions on sources of peer pressure and discuss what can be done about this;</li> <li>- Read 2 situational scenarios and give appropriate assertive responses.</li> </ul>
8	<b>Waiting until later to have sex</b> Why choose this option?	<ul style="list-style-type: none"> <li>- Read story of Siibii and Siibish and write the answers to related questions: advantages of waiting, overcoming the obstacles that can make "waiting" difficult to do, etc.</li> </ul>
9	<b>Waiting until later to have sex</b> How to stick to your decision	<ul style="list-style-type: none"> <li>- Read text on advantages of waiting and obstacles identified by youth of E.I.;</li> <li>- Identify and write down personal advantages and obstacles to waiting;</li> <li>- Match an "obstacle to waiting" with the appropriate "tip to make waiting easier to do" .</li> </ul>
10	<b>Everything you need to know about prevention</b> STIs and HIV/AIDS	<ul style="list-style-type: none"> <li>- Play "autograph game" to demonstrate the exponential transmission of STIs;</li> <li>- Read on STIs/HIV;</li> <li>- Read text and fill in missing words.</li> </ul>
11	<b>Everything you need to know about prevention</b> Unplanned pregnancy: Reflecting on the consequences	<ul style="list-style-type: none"> <li>- Answer questions on the consequences of having an unplanned pregnancy;</li> <li>- Build a typical 24 hour schedule in "the life of being a new parent";</li> <li>- Fill in self-evaluation on readiness to becoming a parent.</li> </ul>
12	<b>Wrap-up</b> Reviewing what I have learned	<ul style="list-style-type: none"> <li>- Select and review the tools (iyaakwaamiih) one has gathered during this learning journey;</li> <li>- Fill out the Tamarack tree (a self-evaluation tool) and questionnaire.</li> </ul>



Lessons	Themes	Activities
1	<b>Healthy relationships</b> Cree traditions; Self esteem	<ul style="list-style-type: none"> <li>- Draw up class rules for chii kayeh iyaakwaamiih lessons;</li> <li>- Read text and discuss Cree traditions;</li> <li>- Create a box that represents me;</li> <li>- Identify the qualities of my classmates;</li> <li>- Make a list of my qualities and how I see myself.</li> </ul>
2	<b>Healthy relationships</b> The Problem Solving Path	<ul style="list-style-type: none"> <li>- Read the "problem solving path";</li> <li>- Read or act out story of Siibii and Siibiish and find strategies to solve the problem;</li> <li>- Write the names of the people who can help with various problems.</li> </ul>
3.	<b>Healthy relationships</b> What is a healthy relationship?	<ul style="list-style-type: none"> <li>- Read on the signs of a healthy and of an unhealthy relationship;</li> <li>- Create a mobile to illustrate what one is looking for in a partner;</li> <li>- Complete a questionnaire to determine the qualities one hopes to find in a healthy relationship.</li> </ul>
4	<b>Assertiveness in relationships</b> Refusing what you don't want	<ul style="list-style-type: none"> <li>- Review text on effective refusal strategies;</li> <li>- Read or act out scenarios and state whether the strategy used is effective or not effective;</li> <li>- In a team, create a scenario to illustrate several strategies for saying "no" effectively.</li> </ul>
5	<b>Assertiveness in relationships</b> Practicing your refusal skills	<ul style="list-style-type: none"> <li>- Present or act out the scenario created during the last lesson;</li> <li>- Check off the refusal strategies demonstrated in each scenario.</li> </ul>
6	<b>Waiting until later to have sex</b> What to say to your partner	<ul style="list-style-type: none"> <li>- Build a dialogue to respond to "pressure lines";</li> <li>- Act out own response to each pressure line.</li> </ul>
7	<b>Everything you need to know about prevention</b> STIs and unplanned pregnancies	<ul style="list-style-type: none"> <li>- Answer "True or False" questions;</li> <li>- Create a short message to help prevent STIs and unplanned pregnancies among youth.</li> </ul>
8	<b>Everything you need to know about prevention</b> Unplanned pregnancy: How much does it cost?	<ul style="list-style-type: none"> <li>- Using the list of items found in the student's workbook, write down the cost of each item in the space provided and calculate the total cost of having a baby during the first year of the baby's life.</li> </ul>
9	<b>Everything you need to know about prevention</b> Preventing FASD	<ul style="list-style-type: none"> <li>- Answer "True or False" questions on FASD;</li> <li>- Complete exercise on helping a pregnant woman avoid alcohol during pregnancy.</li> </ul>
10	<b>Love relationships</b> Respecting each other's rights and freedom	<ul style="list-style-type: none"> <li>- Read or act out scenarios and determine whether or not the behavior in each situation is acceptable or not acceptable;</li> <li>- Answer True or False questions on mutual consent to engage in sexual activity.</li> </ul>
11	<b>Love relationships</b> What should I do if my rights are not respected?	<ul style="list-style-type: none"> <li>- Read early warning signs of violence in a relationship;</li> <li>- Complete cross-word puzzle on the signs of a healthy and unhealthy love relationship.</li> </ul>
12	<b>Wrap-up</b> Reviewing what I have learned	<ul style="list-style-type: none"> <li>- Select and review the tools (iyaakwaamiish) one has gathered during this learning journey;</li> <li>- Fill out the Tamarack tree (a self-evaluation tool) and questionnaire.</li> </ul>



Secondary 3

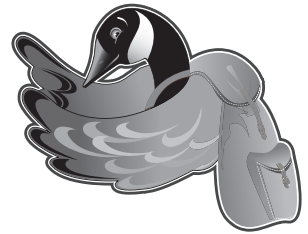
Lessons	Themes	Activities
1	<b>Introduction</b> Learning to work in a team	<ul style="list-style-type: none"> <li>- Read the teachings of the goose;</li> <li>- Create a goose mobile as part of a team;</li> </ul>
2	<b>Introduction</b> Reviewing what we have learned	<ul style="list-style-type: none"> <li>- Review the iyaakwaamiish acquired in secondary 1 and secondary 2.</li> </ul>
3	<b>Condoms</b> Using them to your advantage	<ul style="list-style-type: none"> <li>- Fill out self-evaluation questionnaire on using a condom;</li> <li>- Unscramble words to identify advantages and obstacles to using a condom;</li> <li>- Fill out self-evaluation on personal obstacles related to condom use.</li> </ul>
4	<b>Condoms</b> Using them with ease	<ul style="list-style-type: none"> <li>- Find ways to make using a condom easier to do by matching a solution card to each obstacle indicated on a board game.</li> </ul>
5	<b>Condoms</b> Using them correctly Methods of Birth Control	<ul style="list-style-type: none"> <li>- Read steps to using a condom and place cards in the correct order;</li> <li>- Read story of Sibii and Siibiish and write answers to questions on condoms;</li> <li>- Answer True or False questions on Birth Control Methods;</li> <li>- Fill out self-evaluation questionnaire.</li> </ul>
6-12	<b>Team work</b> Project and aashuumiish	<ul style="list-style-type: none"> <li>- Create and share a project with other youth in the school or in the community.</li> </ul>

### 3. LINKS WITH THE QUEBEC EDUCATION PROGRAM

The legitimacy of providing sexual health education at school lies in the fact that its mission is compatible with both the development of competencies that enable students to make well-informed and responsible choices regarding sexual health and with the existence of a link between good health and having success in school. The *chii kayeh iyaakwaamiih* Program on Relationships and Sexual Health is related to the Quebec Education Program in several ways and connections can be made with the broad areas of learning, the cross-curricular competencies and the subject area competencies.

#### 3.1. THE BROAD AREAS OF LEARNING

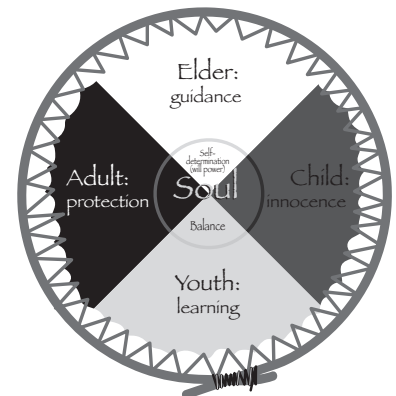
The main skills developed during the *chii kayeh iyaakwaamiih* Program (see figure 1) are transferable to a number of situations that students are likely to experience during their life time. Indeed, in the *chii kayeh iyaakwaamiih* Program, a pack sack is used to symbolize how the knowledge and skills (i.e. tools) gathered during the program will accompany them during their whole life. Students can use these tools to deal with issues that could affect several important areas of their life.



#### 3.1.1 HEALTH AND WELL-BEING

##### A) FOCUSES OF DEVELOPMENT<sup>3</sup>:

- Need for self-affirmation;
- Need for respect for her/his physical and psychological well-being;
- Need for recognition and fulfillment;
- Need to express his/her feelings;
- Knowledge of the principles of a balanced sexuality;
- Adoption of a safe behaviour in all circumstances;
- Adoption of a healthy lifestyle;
- Concern for collective well-being;



##### B) SPECIFIC LINKS WITH THE CHII KAYEH IYAAKWAAMIH PROGRAM :

Every aspect of the *chii kayeh iyaakwaamiih* Program easily links with the broad area of learning *Health and Well-being*. Indeed, the entire program was developed to promote healthy relationships and prevent sexually transmitted infections and unplanned pregnancies. Students learn about well-being through the Cree concept of *miyupimaatisiun* and the holistic approach of the sacred circle of life. They are brought to realize that a healthy human being is someone who strives for balance in four important areas of their wellbeing (physical, mental, emotional and spiritual). Then, students learn to recognize the advantages of asserting themselves and of resisting peer pressure. They also develop the skills needed to assert themselves. They will, in the following chapters, use these skills again to adopt healthy behaviours (waiting until later or use a condom). During the program, students question themselves on the decisions they can make in their own life and, at times, on the messages they can carry to contribute to the well-being of their community.

<sup>3</sup> The focuses of development are selected from a list found in the Quebec Education Program (QEP)

### 3.1.2 CAREER PLANNING AND ENTREPRENEURSHIPS

#### A) FOCUSES OF DEVELOPMENT:

- Recognition of his/her talents, strengths and interests;
- Recognition of his/her personal and career aspirations;
- Learning of strategies for collaboration.

#### B) SPECIFIC LINKS WITH THE CHII KAYEH IYAAKWAAMIH PROGRAM:

As shown in the core elements, students develop their skills while keeping in mind their vision of what they want to become. Students identify a personal goal and participate in an activity to recognize the talents, strengths and qualities of one another. Later, they will create an educational project (*aashuumiih*) to share their knowledge with younger students. During this process, they will put into practice many strategies that foster collaboration. They will also consider each team member's talents, strengths and interests. The identification of one's talents, strengths and interests, if done in collaboration with the guidance counsellor, could be used for the students' career plan. Finally, many of the skills and ways of being developed during the team project are needed for entrepreneurships, such as:

- Taking initiatives,
- Making plans and carrying them out;
- Using effective work methods;
- Persevering in a task;
- Collaborating with others.



### 3.1.3 ENVIRONMENTAL AWARENESS AND CONSUMER RIGHTS AND RESPONSIBILITIES

#### A) FOCUSES OF DEVELOPMENT:

- Making connections among the various elements of an environment;
- Learning of strategies to balance his/her budget;
- Learning of consumer Rights and Responsibilities.

#### B) SPECIFIC LINKS WITH THE CHII KAYEH IYAAKWAAMIH PROGRAM :

The *chii kayeh iyaakwaamiih* Program touches upon the environmental awareness component through the concept of *miyupimaatsiun*. In Cree culture, this expression means living a healthy life in harmony within ourselves and having connections with the other elements in life (land, people, etc.). This concept, presented in the first chapter, is a guiding principle that underscores the entire program. Finally, during a lesson on unplanned pregnancies, students determine the cost of purchasing many of the items needed by new parents for their baby. Teachers could use this opportunity to integrate information on Consumer Rights and Responsibilities.

### 3.1.4 MEDIA LITERACY

#### A) FOCUSES OF DEVELOPMENT:

- Understanding the elements of media language (sound, image, movement, message);
- Comparison between facts and opinions;
- Recognition of the positive and negative impact of media message;
- Assessment of the aesthetic qualities of media productions;
- Comparison of media productions based on different technologies and modes of communication;
- Respect for intellectual property;
- Defence of freedom of expression;
- Respect for people's privacy and reputation.

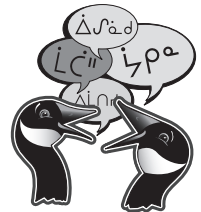
#### B) SPECIFIC LINKS WITH THE CHII KAYEH IYAAKWAAMIH PROGRAM :

Students create a project in order to share their knowledge with the younger students. This project provides a wonderful occasion to link with the *Media Literacy* broad area of learning. For example, students could be asked to research information, compute it and produce something respectful of certain rules.

### 3.1.5 CITIZENSHIP AND COMMUNITY LIFE

#### A) FOCUSES OF DEVELOPMENT:

- Respect for the democratic process in establishing rules of conduct in the classroom, in the school and in the municipal, national and international context;
- Respect for the principles, rules and strategies of teamwork and for complementary roles in the classroom and in the workplace;
- Respect for a decision-making process based on compromise, consensus, etc.;
- Establishment of egalitarian relationships;
- Promoting of mutual help;
- Involvement in community action projects.



#### B) SPECIFIC LINKS WITH THE CHII KAYEH IYAAKWAAMIH PROGRAM :

To start the program, students establish the class rules for creating a safe environment in which to learn about relationships and sexual health. This exercise is a first step in the broad areas of citizenship and community life. Also, during the team work phase of the program, students learn to establish rules between team mates, to negotiate and compromise when needed and to help each other in achieving a common goal. Finally, by sharing their project with others, students can experience some of the joys and challenges of community involvement.

### 3.2 THE CROSS-CURRICULAR COMPETENCIES AT A GLANCE

During the *chii kayeh iyaakwaamih* Program on Relationships and Sexual Health, students work on developing all 9 cross-curricular competencies found in the Quebec Education Program:

- Uses information;
- Solves problems
- Exercises critical judgement;
- Uses creativity;
- Adopts effective work methods;
- Uses information and communication strategies;
- Achieves his/her potential;
- Cooperates with others;
- Communicates appropriately.

### **3.3 THE SUBJECT - SPECIFIC COMPETENCIES AT A GLANCE**

Connections can also be made between the *chii kayeh iyaakwaamiih* Program on Relationships and Sexual Health and several subject - Specific competencies:

#### **3.3.1 LANGUAGE:**

- Uses language/talks to communicate and to learn;
- Reads and listens to written, spoken and media texts;
- Produces spoken, written and media texts.

#### **3.3.2 MATHEMATICS, SCIENCE AND TECHNOLOGIES:**

- Solves a situation problem;
- Uses mathematical language.

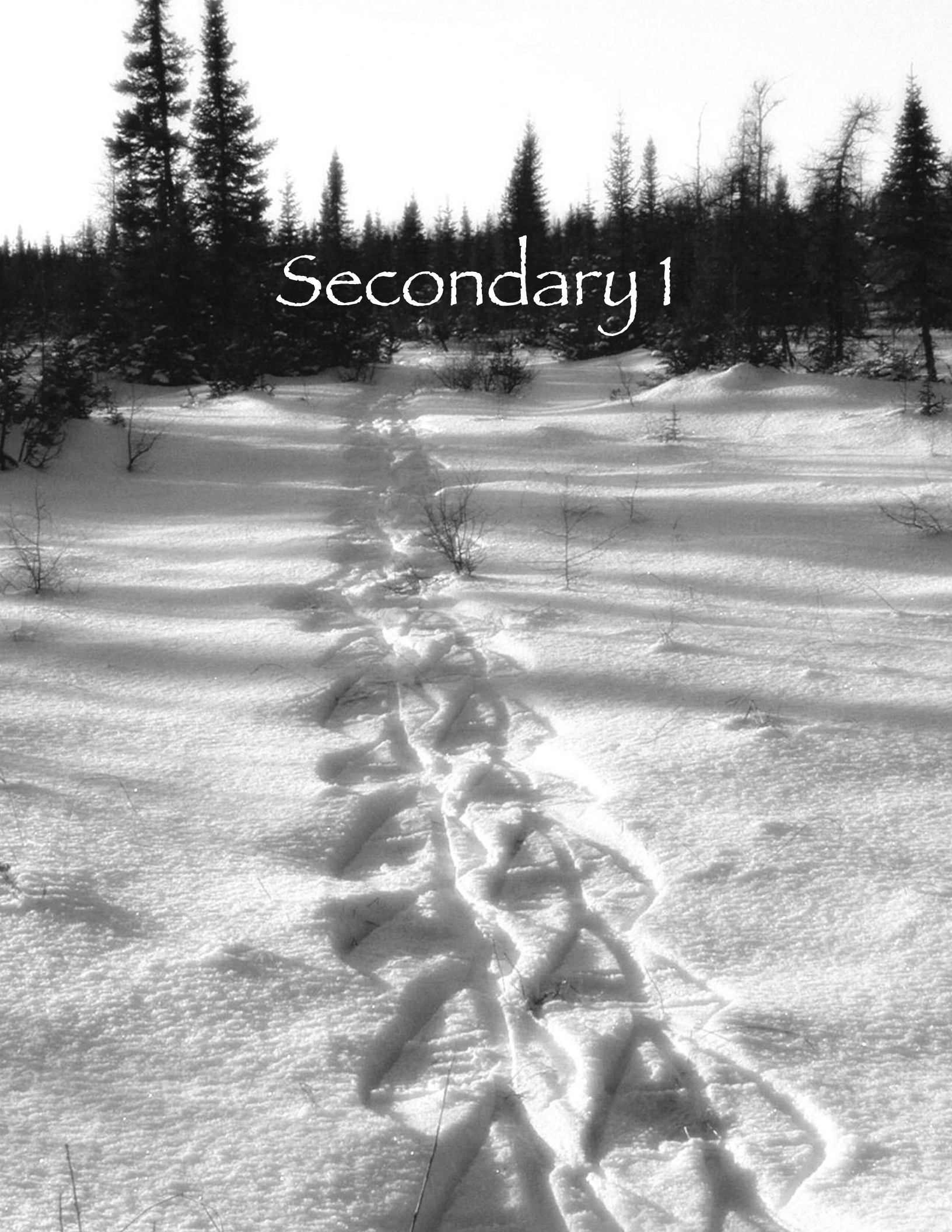
#### **3.3.3 ART:**

- Performs dramatic work;
- Creates personal images;
- Creates media images.

#### **3.3.4 SELF-DEVELOPMENT**

- Reflects on ethical questions;
- Engages in dialogue;
- Adopts a healthy and active lifestyle.

# Secondary 1







## Healthy relationships:

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

#### **PEDAGOGICAL INSTRUCTIONS**

- Discover important facts about the program
- Determine the rules that must be respected in the classroom
- Recognize the definition of Miyupimaatisiun
- Name the four stages of life
- Name the responsibilities associated with the four stages of life
- Give an example of the four responsibilities associated with the stages of life

#### **MATERIALS**

- Student workbook

#### **PROCEDURE**

Begin by explaining the name of the program. Chii kayeh iyaakwaamiih means “You too, be careful”. This name was given to our program on relationships and sexual health for two reasons. With the students, read the introduction to the student workbook. The introduction was written by Cree members of the Working Group who developed the program. They explain the name of the program and how it got started,

Go to the information letter found after the Table of content. Ask the students to give this letter to their parents. If you wish, you may ask them to return the letter signed by a parent or guardian.

Present the elements of content found in the student's workbook under "Some of the things I am learning today".



## Part 1 THINK OF A FRIEND

- Have the students choose a partner to work with.
- Ask them to think about someone they would go to if they wanted to talk about a problem (i.e. someone they really trust such as a family member, a teacher, their best friend).
- After a few minutes, ask each student to think about and share with their team mate why they would choose this person if they had a problem. What qualities would they look for in a person they trust?
- Ask each team to choose at least 5 qualities from the list or to write their own as well as the reasons why these qualities are important to them.
- Ask the teams to share the content of their list with the entire group. Ask them to explain the importance they assign to these qualities in establishing a relationship of trust between friends. Write the key words on the blackboard.
- Emphasize the importance of these qualities in establishing an environment of trust and mutual assistance in the classroom. Point out that listening and respecting others are essential when dealing with delicate topics such as healthy love relationships and the prevention of unplanned pregnancies and sexually transmitted infections.
- Invite the students to come up with the rules they think should be respected during the course.
- Lastly, ask the students to write these rules on the appropriate sheet in the student's workbook and sign the sheet. By signing, the student agrees to respect these rules throughout the program.

### EXAMPLES OF CLASS RULES

- Listen to each other
- Respect each other: those who speak up and those who don't
- Abstain from judging each other
- Respect each other's confidentiality: what happens in the classroom remains in the classroom

## Part 2 MIYUPIMAATISIUN

- Ask the students to complete the exercises in their workbook.
- To find their own examples of the responsibilities associated with each stage of life, it might be helpful for students to think of someone they know who is in each stage of life. For example, how does their mother (or another adult) show protection? How does their grandfather (or another Elder) show wisdom?
- Go over the answers to the exercise and then ask students to share their personal examples with the rest of the class. Do they think these responsibilities are important for a healthy family, a healthy community, and a healthy nation? In what way are these responsibilities important?

# SECONDARY 1 - CORRECTION KEY

## LESSON 1 PART 2

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

TRUE     FALSE

### A • 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 • 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 • Connect the stage of life with the appropriate example.**

<b>Stage of life</b>	<b>Example</b>
Child	A secondary 3 student learns about healthy sexuality.
Youth	A man tells his grand-children about the benefits of eating traditional foods.
Adult	A young boy plays with his friends. They pretend they are hunting for geese.
Elder	A mother talks to her daughter about how to make a good bannock.

## SECONDARY 1 - LESSON 2

# Healthy relationships: Four aspects of everyone's wellbeing

### PEDAGOGICAL INSTRUCTIONS

- Name the four aspects of everyone's wellbeing
- Identify some goals that will help them see their vision of what they would like to be in the future

### MATERIALS

- Student workbook

### PROCEDURE

Introduce this lesson by presenting the information found in "Some of the things I am learning today" in the student workbook.

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

- Ask students to complete the questions in their workbook, with your support if needed.
- **Correction Key: a) spiritual; b) physical; c) emotional; d) mental**

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

- Tell the students that the stars represent what they would like to be and do in the future. They represent their vision of what is possible.
- Ask them to fill each star by completing the sentence.
- When they are done, remind the students to keep their vision in mind when they are facing a difficult time. This will help them make healthy choices.

# Healthy relationships: Four aspects of a healthy relationship

## PEDAGOGICAL INSTRUCTIONS

- Identify the four aspects of a healthy relationship

## MATERIALS

- Student workbook
- Sheets of paper (2 sheets for each team)
- Felt pen (1 pen for each team)
- Adhesive putty

## PROCEDURE

Briefly review the teachings presented in the last lesson on the “four aspects of everyone’s wellbeing”. Present “Some of the things I am learning today” in the student workbook.

## Part 1 FOUR ASPECTS OF HUMAN SEXUALITY

- Ask the students to form a team with another student. Provide each team with two sheets of paper and a felt pen. Ask the students to use a felt pen to write down, in large letters, two things that are important to them in a healthy sexual relationship (ex.: mutual love, dialogue, respect, listening, etc.). Use a single sheet of paper for each element.
- Make a sacred circle on the blackboard.
- Ask the students, in turn, row by row, to stick their cards on the blackboard in the appropriate quadrant. Provide each student with a piece of adhesive putty when he/she is up to the blackboard.
- Review the cards in each quadrant of the sacred circle. When reviewing the cards, the emphasis should be put on the importance of each element and on how it contributes to the wellbeing of both partners (and **not on how the cards were classified in the sacred circle of life**).
- Ask the students to complete the activity found in their workbook. When completing the sacred circle of life, students should choose the elements that are most important to them and would contribute the most to the wellbeing of both partners.



# Asserting yourself : Communication styles Body language

### **PEDAGOGICAL INSTRUCTIONS**

- Define each communication style
- Identify the characteristics of the body language associated with each communication style
- Distinguish one communication style from another

### **MATERIALS**

Student workbook

PowerPoint presentation

### **PROCEDURE**

Introduce the subject covered during this phase of the chii kayeh iyaakwaamiih Program, for example: “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 during the chii kayeh iyaakwaamiih Program.”

“Why is communication sometimes difficult in a relationship?” Possible answers include: feeling too shy, feeling uncomfortable, feeling very upset or emotional, not having the words to express what we mean, the time and place is not right (i.e. no privacy), fear of rejection, afraid of the other person’s response, the other person does not allow us to speak, etc.

“During the following lessons we will learn some important skills that can help us feel good about ourselves and our relationships. Today we will learn about three communication styles: the passive, aggressive and assertive styles of communication.” We will also learn how to be more assertive by using the appropriate body language.

Present the PowerPoint on communication styles and on the body language associated with each style of communication.



## Part 1 COMMUNICATION STYLES: MATCHING GAME

- Begin by asking students to complete the matching exercise found in their workbook.
- Ask students to make the appropriate corrections in their workbook, if needed.
- **Correction Key: 1) passive; 2) aggressive; 3) passive; 4) assertive; 5) aggressive; 6) aggressive; 7) passive; 8) assertive; 9) passive; 10) assertive.**

## Part 2 CAN YOU TELL THE DIFFERENCE BETWEEN THE THREE COMMUNICATION STYLES?

- Ask the students to read or “act out” the 3 real-life situations found in their workbook and name the communication style associated with each of these situations. Highlight the body language used in each situation.
- **Correction key : 1) passive; 2) assertive; 3) aggressive**
- End this lesson with the advantages of being assertive, for example (also in the student workbook): “An assertive communication style increases self-esteem and 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.”

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

### **PEDAGOGICAL INSTRUCTIONS**

- Name feelings expressed in various situations of daily life
- Demonstrate the components of an assertive communication style.

### **MATERIALS**

- Student workbook

### **PROCEDURE**

Introduce today's topic, for example: "In the last lesson we saw that an assertive communication style is important for self-esteem and for successful and healthy relationships. We also saw that using an assertive body language is very important when we want to communicate with others. Today we will learn how to be more assertive by saying what we are really feeling (both positive and negative)."

Write the components of an assertive communication style on the board and review each one.

The components of an assertive communication style are:

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

Go over the illustrations of the emotions found in the student's workbook. Make sure the students understand them well and that they get familiar with the words they don't know.

## Part 1 FEELINGS AND EMOTIONS

- Ask the students to read the situations found in their workbook and name the feeling that is associated with each situation. Students should try to use a different feeling word for each situation described (in other words, use each feeling word only once). This activity can be done individually or in teams of two.
- Go over the answers when everyone is finished. Please note that more than one feeling can apply to a situation. If a student has another answer, ask him/her to talk about his interpretation of the situation.
- **Correction Key: a) satisfied; b) scared; c) frustrated; d) shy; e) sorry; f) confused; g) suspicious; h) surprised; i) comfortable; j) angry; k) thrilled; l) confident.**

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

- Depending on the size of the class, ask students to form a team of 2 or more students.
- Ask each team to work on resolving one of the situations found in their workbook
- When everyone is finished, ask each team to present and discuss the situation they have been working on (refer to correction key on the following page).
- Tell the students that assertiveness is a skill that they will continue to work on and practice throughout their lives. Some situations are harder to resolve than others. They must be patient with themselves and not give up! the more you practice, the easier it gets!

## SECONDARY 1 - CORRECTION KEY

### LESSON 5 PART 2

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... Uncomfortable

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

I want... to get to know you better, but things are moving too fast. I want you to stop.

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 want to go home.

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

I feel... happy to see you again but I am annoyed by your behaviour.

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

I want... to go home.

3. Siibii and Siibiish meet again at a party after the dance (where they didn't dance, ha! ha! ha!). 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. Once in the bedroom, Siibii is uncomfortable because there are too many people in the house. Siibii wants to wait until the time is right and would like to do something else with Siibiish for now.

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

I feel... uncomfortable because there are too many people in the house.

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

I want... to wait until the time is right. Lets do something else together.

4. Siibii and Siibiish have been dating for a few months. Siibiish has always used a condom in her past relationships. Siibii has never used a condom and feels embarrassed and worried about how things will go when using one. Siibii makes jokes about it and avoids the subject as much as possible. 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... embarrassed because I have never used a condom and I'm worried about how things will go.

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

I want... to use a condom because I know that it's the right thing to do.

Asserting yourself:

What is peer pressure?

Refusal techniques that really work

### PEDAGOGICAL INSTRUCTIONS

- Identify useful tips for dealing with peer pressure
- Name seven effective refusal techniques

### MATERIALS

- Student workbook

### PROCEDURE

Introduce this topic by asking the students to give an example of "peer pressure".

Then ask them to distinguish the difference between "beneficial peer pressure" and harmful peer pressure" by giving examples, such as:

Beneficial:

- Provide support and motivation to do good things. such as: stay in school, learn to play a musical instrument, achieve your goals

Harmful:

- leads to unhealthy or risky choices, such as: pressure to have sex when you're not ready, pressure to have unprotected sex, pressure to do drugs or alcohol

### Part 1 PEER PRESSURE

- Ask the students to answer the questions found in their workbook on an individual basis. The answers can be found in the text.
- Go over the answers with the students. Ask them to make the proper corrections in their workbook, if needed.

## SECONDARY 1 - CORRECTION KEY

### LESSON 6 PART 1

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

Mentally rehearse different scenarios, find someone else who wants to say no, think of how you'll feel afterward, talk with someone you trust about how to deal with these situations, keep your parents informed of your activities and avoid the situations when the risk of peer pressure or of violence is high; get help right away.

**B • What factors can make it hard for teenagers to stand up to their friends? (List 3)**

Lack of self confidence; lack of balance in your life; feeling insecure or unsure about your friendships.

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

While a few people may think less of you, many others will quietly respect you more. Why? Because they may be impressed that you are your own person, and not just one of a crowd. What's more, doing your own thing can make you feel good about yourself. It can be empowering to resist peer pressure. Saying "no" to others can mean saying "yes" to yourself.

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

Say "no"

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

## Asserting yourself: Sources of peer pressure

### PEDAGOGICAL INSTRUCTIONS

- Identify the main sources of peer pressure in Eeyou Istchee
- Describe the circumstances when one is most likely to encounter peer pressure
- Give advice to a friend on how to resist peer pressure
- Formulate an excuse for resisting peer pressure

### MATERIALS

- Student workbook

### PROCEDURE

During this lesson, students will identify and describe some major sources of peer pressure in Eeyou Istchee. They will also find ways to resist various forms of harmful peer pressure.

Begin by asking the students to name a source of peer pressure in the community. Common examples are: doing drugs or alcohol, having sex without a condom, getting pregnant, smoking, being part of a gang, stealing, lending money.

### Part 1 COMMON SOURCES OF PEER PRESSURE

- Give the students a few minutes so they can complete the first part of the exercise in their workbook individually. The student must colour the thermometer to indicate how much, in his/her opinion, the common sources of peer pressure are present in the community. Then help the students find other sources of peer pressure, if needed.



- In teams of two or three students (depending on the size of your class), ask the students to move on to the next part of the exercise (i.e. the team must name an important source of peer pressure and give advice to a friend who is experiencing this form of peer pressure).
- Ask each team to present their answers, then discuss each source of peer pressure identified by the teams and the advice they would give to help their friend resist this peer pressure.

## **Part 2** PEER PRESSURE IN DIFFERENT SITUATIONS

- With the same team, ask students to move on to the last part of the exercise. In this part of the exercise, they must find an excuse that will help them get out of the situation described in the examples.
- Ask each team to share their answers with the class. Discuss each excuse proposed by the students as much as possible. Finally, write them on the board so the students can copy them in their workbook.

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

### PEDAGOGICAL INSTRUCTIONS

- Identify the advantages to waiting until later to have sex with a new partner
- Identify the obstacles that can make it difficult to wait until later to have sex with a new partner

### MATERIALS

- Student workbook

### PROCEDURE

To introduce this topic tell the students that there are only two ways to avoid an unplanned pregnancy or getting a STI: “either you decide to wait until later to have sex or 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. During the next three lessons we will discuss the advantages of waiting until later to have sex, the difficulties experienced by those who choose this option and what you can do to make “waiting” a lot easier to do.

## Part 1 THE STORY OF SIIBII AND SIIBIISH

- Ask the students to read the story of Siibii and Siibiish and answer the questions individually in the space provided in their workbook.
- Invite a few students to share their answers with the class. If needed complete the student’s answers with the correction key. Students should feel free to express their ideas and opinions on this important topic.
- Lead a discussion on the following question: Can a person who has already had sex in the past, decide to “wait until later to have sex” with a new partner? Why would this person decide to wait?
- End the lesson with the key message: There are lots of good reasons to wait until later to have sex including with a new partner. You have the right to make this personal decision according to your own values.

## SECONDARY 1 - CORRECTION KEY

### LESSON 8 PART 1

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

List four reasons presented in the story.

He was not ready to make love with her;

He hoped that it would happen in a more romantic place;

He wanted to plan it so that it would be really special when it did happen;

He wanted to use a condom the first time they made love together.

**2 • There are many good reasons (advantages) why a lot of teenagers actually prefer to wait until later to have sex.**

a) List at least four advantages presented in this story by Siibii's grandmother.

Siibii is able to discuss his personal limits with Siibiish. Siibii is showing self-respect by standing up

for his beliefs. Siibii can get to know his girlfriend better. Siibii can build a stronger relationship

with Siibiish. They can find out if they really love each other.

They will want and appreciate sex more when it happens later on.

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

Siibiish's reasons for wanting to have sex	YES	NO
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 Sibbiish's reaction. what did he do to overcome this obstacle?**

To overcome these obstacles, he tried to explain his point of view to Siibiish. When this became impossible, he refused to discuss it any further and he went home. He also discussed his problem with his grandmother.

**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?**

Siibii could pull away and refuse to go into the bedroom. He could say: "Sorry, but not now. I need to think about this". He could go talk to someone else or pretend he needs to go to the bathroom. This would give him more time to figure out what he really wants to say to Siibiish.

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

In the end, Siibii felt happy and proud for making the right decision.

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

In the end, Siibiish was happy to wait because she realized that she wasn't as ready as she thought she was. She saw that Siibii wanted to be with her even if they didn't have sex. She no longer felt rejected. She felt more secure in their relationship. She realized she had too much to drink and that she was putting a great deal of pressure on herself.



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

### PEDAGOGICAL INSTRUCTIONS

- Identify the advantages to waiting until later to have sex
- Recognize the obstacles that can make it difficult to wait until later to have sex
- Identify the ways to overcome the various obstacles related to waiting until later to have sex

### MATERIALS

- Student workbook

### PROCEDURE

When students from Eeyou Istchee were asked to express their opinion, they identified many good reasons for waiting until later to have sex with a new partner. They also identified a number of obstacles that make waiting difficult to do for some teenagers. During this class students will identify the advantages and the obstacles that are most important to them. They will also learn about some of the things they can do to make "waiting" easier to do. **During this lesson, it is important to emphasize the advantages to waiting and the ways to make "waiting" easier to do.**

Ask the student's to name as many advantages to "waiting until later" as they can. Write these examples on the board. Refer to page 53 in the student's workbook for examples given by students in E.I.

Ask the students to name as many "obstacles" to waiting as they can. Refer to page 55 in the student's workbook for examples given by students in E.I.

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

- Ask the students to put a check mark next to each advantage that would be important to them if they wanted to wait until later to have sex with a new partner.
- Then ask the students to choose from this list, the three advantages that are the most important to them.

## Part 2 TIPS TO HELP YOU WAIT

- Ask the students to draw a line to connect the obstacle to "waiting until later" found in column A with the correct solution or "tip" in column B.
- **Correction Key: 1) d; 2) f; 3) b; 4) e; 5) c; 6) a.**
- When everyone has finished the exercise in their workbook, use the following questions to initiate a class discussion.
- What do students think of the advantages of waiting until later to have sex?
- Are some advantages more important to them than others?
- What do students think of the obstacles presented in their workbook?
- Which of these obstacles are the most difficult to overcome?
- What do they think of the advice given on how to overcome these obstacles?
- In their opinion, what would be the best advice to give to someone who wants to wait until later to have sex?
- What other advice would they offer to someone who wants to wait until later to have sex with a new partner?
- During this lesson, it is important to emphasize the solutions to overcoming the obstacles associated with "waiting until later". The following tips were suggested by the youth of E.I.

## **TIPS TO OVERCOME THE OBSTACLES TO WAITING UNTIL LATER TO HAVE SEX WITH A NEW PARTNER**

### **● You have a hard time controlling yourself:**

- Decide how far you are willing to go ahead of time and discuss your personal limits with your partner as soon as possible. Don't wait until you are in a risky situation! If this person really cares about you, he or she will respect and honour your decision!
- Learn to recognize the intensity of your sexual feelings so you can stop before it's too late!
- It's best to avoid risky situations where you are more likely to lose control (such as being alone in the bedroom with your partner). Remember, it's OK to leave if a situation is too uncomfortable.
- Don't abuse drugs or alcohol. You don't want to wake up the morning after a party to an unpleasant surprise!

### **● You are in a loving and healthy relationship with your partner:**

- Some teens prefer to wait until after they are married. This is a valid personal decision that must be respected. If this is difficult, remind yourself of all the advantages of waiting and avoid situations where you are likely to lose control.

Some people decide to have sex because they are in a loving and healthy relationship. If so, don't forget to always use a condom!

### **● You are under pressure from your partner:**

- If your partner asks you to make love, you can tell him or her that you prefer to wait. It is important to stick to your decision and resist outside pressure. If this person really cares about you, he or she will respect and honor your decision!
- If you are afraid of losing your partner, it's best to express your feelings clearly. For example, you could say "I love you very much and I don't want to lose you but I'm just not ready to have sex now". Don't give your partner a double message (i.e. let your partner think that you might have sex when in fact you don't intend to do so).





## SECONDARY 1 - LESSON 10

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

### PEDAGOGICAL INSTRUCTIONS

- Recognize how quickly sexually transmitted infections (STI) and HIV can spread
- Name three ways that HIV can be transmitted
- Name the common STIs
- Understand that STIs can be transmitted even when a person has no symptoms
- Describe what to do when a person has a STI

### MATERIALS

- Student workbook
- The autograph game: Provide each student with a piece of paper (all the same size). Print a small “A” for AIDS on the back of one of the sheets. Print a small “C” for condom on the back of another sheet; print a small “W” for waiting until later to have sexual intercourse on another sheet. Then mark all the other sheets with letters other than “A” “C” and “W” to avoid drawing the students’ attention to the letters
- PowerPoint presentation

### PROCEDURE

Introduce the topic of today’s lesson by asking the students what they know about STIs. Why is this topic important? Do the students think they are at risk of being infected with a STI?

Give some general facts about STIs, for example: “In fact, young people in Eeyou Istchee are catching sexually transmitted infections! STIs are more widespread in Eeyou Istchee than in the rest of Canada. 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 or a higher risk of developing cancer of the cervix in girls who are not vaccinated against HPV.

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

STIs are a big concern in Eeyou Istchee because many youths are affected. This is the time to ask all the questions you have about this important topic. Don’t be shy, all questions are smart questions!!”

Do the students think youth are at risk for HIV?

**Emphasize the following points showing that the youth of Eeyou Istchee could indeed be at risk for HIV infection.**

The number of people who may be HIV positive in Eeyou Istchee is not known.

A person can be infected and not know it.

That person can spread HIV without knowing it.

Other STI rates are high in Eeyou Istchee.

An HIV/AIDS epidemic could occur because of risky behaviour:

- Alcohol abuse because it often leads to unprotected sex,
- Risky behaviour when people go down south,
- Fear and ignorance about HIV and AIDS. This can make them feel like they don't need to protect themselves because: They are sure they will catch it anyway or they are sure "this could never happen to them".

## Part 1 THE AUTOGRAPH GAME

- Give each student a piece of paper (see materials: the autograph game).
- Ask each student to shake hands with three other people and to have them sign his paper. If there are less than 10 students in the class, students should be allowed to obtain one of the three signatures from someone outside the classroom, if possible.
- When everyone has finished, ask the students to go back to their seats.
- Ask the student who finds an "A" on the back of his sheet to stand up and come to the front of the classroom. Inform the group that, for this activity only, this person is HIV positive.
- Ask him to read the three names on his sheet. Ask the students named to come to the front of the classroom, since they may be HIV positive because they have had sexual relations with someone who is HIV positive. If the person named is not in the classroom, write his or her name on the blackboard.
- Ask the students who are standing to read the names on their sheets and have these students join the others at the front, since they may also be infected. Continue in this way until most of the students are standing.
- Demonstrate that, in this game, all the students have directly or indirectly been in contact with the first person who was HIV positive and that some of them have been in contact more than once.
- Ask the students who are standing to look on the back of their sheets. The students who find a "C" or a "W" can sit down, because they made the choice of using a condom or of waiting until later to have sexual intercourse with their new partner. These students are not at risk of being infected by HIV.
- Ask the students to return to their seats.
- To conclude, invite the students to express their reactions and to comment on the activity. Point out that all these people who were "infected" by HIV are young and healthy. These people did not know they were "infected". Also each of them believed they were safe because the number of contacts was low (only three people).

- In order to help the students understand the risks related to the sexual transmission of HIV and of other sexually transmitted infections, ask them to look at the diagram in their workbook.
- **Correction key: M & M are at risk of catching HIV because these two people do not know all the partners of their present partner's past partners, or even of their own past partners' partners.**
- **The transmission chain is broken as soon as one of the partners uses a condom or abstains from sexual relations.**

## Part 2 FACTS ABOUT HIV/AIDS AND STIS

- Present the learning elements using the PowerPoint presentation..
- After the presentation, ask the students to fill in the blanks in their workbook.
- **Correction key: 1) carriers; 2) good health; 3) can transmit; 4) blood-related; 5) sexual intercourse; 6) mother to child; 7) unprotected sex; 8) mother; 9) don't know they have it; 10) cured; 11) for life; 12) cancer; 13) sores; 14) abstain; 15) condom**

### EXTRA INFORMATION FOR TEACHERS

STIs are usually transmitted through sexual contact. These germs like to grow in warm and wet places in the body like the mouth and genital area. You can avoid contact with these germs by using a condom.

All STIs can be passed from a mother to her baby, either during the pregnancy (through the placenta), or when the baby is being born, by coming into direct contact with the germs in the vagina. This can cause a serious health problem for the baby, such as a severe eye infection.

Since STIs may not cause any symptoms, don't wait for a symptom before you see a doctor or nurse. If you have ever had unprotected sexual relations, it is a good idea to get a test for these infections before they cause problems.

Infertility can occur if the diagnosis and treatment is made too late, or if the treatment is not completed properly, for example: The person did not take the medication properly. The infection begins in the cervix, but can spread to the uterus and into the fallopian tubes. This causes damage and scarring in the tubes. When this happens, the fertilized egg can get stuck in the tube and begin to grow there. This is called an ectopic pregnancy. This is a dangerous situation because the tube can burst and the women can bleed very heavily. If the scarring is very bad, and the tubes become completely blocked, the woman may not be able to get pregnant at all. Also, when the infection spreads, it can cause constant abdominal pain.

Rarely, untreated gonorrhoea can lead to infertility in men. It is much better to prevent an STI than to treat it or have to live with the problems that result.

Remember, STIs can be prevented! If you abstain from sex, or always use a condom, you will stay healthy and free from infection. If you have ever had unprotected sexual contact, see a nurse or doctor to check if you have been infected. If you do have an STI, it is very important to take all of your antibiotics, even if you do not have any symptoms and feel perfectly well. If you only take some of the antibiotics, the germs that survive will get stronger and will be harder to get rid of. This means the infection can start again, and may be harder to treat. Make sure to use a condom while you are taking the antibiotics, and for one week after. It is also important to tell all your current and past sex partners as quickly as possible, so that they can get treatment too. This is the only way to stop the spread. Don't be shy or embarrassed—you should feel proud for taking responsibility.

Infected women can have any of these symptoms: abnormal discharge (leaking) from the vagina, burning when urinating (peeing), bleeding between menstrual periods, and pain during sex and abdominal pain. In men, the symptoms can be: discharge (leaking) from the penis, itching inside the penis, burning when urinating (peeing) and pain in the testicles. Luckily, these infections can be cured by taking antibiotics!

HPV is one of the most widespread viruses in the world and it is the most common STI. There are many types of HPV that can infect different parts of the body. HPV is the cause of almost 100% of cervical cancers. It is possible to be infected with more than one type of HPV at a time, and more than once during your lifetime.

HPV infection can cause:

- No symptoms at all.
- Small, painless bumps (tiny warts) anywhere on the genitals, in the anus and occasionally inside the mouth
- Discharge or itching
- This infection can be very hard to treat;
- If treatment is necessary, it can be painful and require several medical visits;
- Reoccurrences are common;

Other important facts about HPV:

Most people get rid of the virus on their own, but some infected people carry the virus for life;

HPV spreads easily through skin to skin contact during sexual activity, even without penetration of the penis;

- A Pap test can detect if an early cervical cancer is starting;
- Condoms help, but are less successful for preventing HPV than for preventing HIV or Chlamydia or gonorrhoea. This is because the virus and warts can be found in places not covered by the condom;
- Condoms should be used during all types of genital contact (like rubbing the penis near the vagina or anus) and not just during penetration.

Why vaccinate girls in grade 4 and secondary 3?

- Because immune response to the vaccine is best between the ages of 9 and 11. This means the vaccine is more likely to be more effective.
- Because the vaccine is more effective when a person is not yet infected. Since infection usually occurs within the first few years of sexual activity, it is preferable that girls be vaccinated before they become sexually active.
- A booster shot is administered in secondary 3 to ensure optimal protection at an age when the risk of exposure to HPV increases.

There are 2 viruses of herpes simplex (HSV): type 1 and type 2. Type 1 infection usually affects the mouth area (called a “cold sore”). Type 2 infection usually affects the area around the genitals and anus. Any contact with saliva, open blisters and sores of an infected person can transmit this infection, i.e. through kissing, oral sex as well as during vaginal and anal penetration of the penis. Once a person is infected with HSV, they will carry the virus for life.

**Genital Herpes can cause:**

- No symptoms at all;
- Painful blisters or sores around the genitals or anus;
- Burning when peeing;
- Discharge (leaking) from the vagina or penis;
- General discomfort (fever, headaches, muscle pain, nausea).

These symptoms can be reduced by taking medication, so it is important to see a nurse or doctor as quickly as possible if you think you have genital herpes.

**Other important facts about HSV:**

- The virus can be transmitted even when the person does not have symptoms;
- Condoms help prevent the spread of this virus, but do not work as well when the blisters or sores are in an area not covered by the condom;
- Condoms should be used during all types of genital contact (like rubbing the penis near the vagina or anus) and not just during penetration.



## SECONDARY 1 - LESSON 11

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

### PEDAGOGICAL INSTRUCTIONS

- Imagine what they would have to do if they found out they were pregnant
- Reflect on the consequences of pregnancy and childbearing

### MATERIALS

- Student workbook
- Glue for each student

### PROCEDURE

When introducing this lesson, make sure you don't give the impression that having a baby at a young age is always a bad thing because there are cultural differences regarding this issue. This can be a joyful event. Some teens are very good parents and also happy in this role. However, it is also important to insist on the importance of being prepared physically, mentally, emotionally spiritually as well as financially when having a baby. The emphasis in this lesson is on the importance of thinking about this topic ahead of time and on the need to plan a pregnancy, whether you are a male or a female.

## Part 1 THE CONSEQUENCES OF AN UNPLANNED PREGNANCY

- Have the student answer the questions individually. There is no right or wrong answer.



## Part 2 A DAY IN THE LIFE OF...

- Ask the students to write down in their workbook what they do during a typical day.
- Ask the students to fill Siibii and Siibiish's schedule as if they were parents of a newborn baby. To do so, students must cut out the cards provided in their workbook. Each card represents a typical action done by a new parent. In order to build the typical day in a new parent's life, students must associate each action with a period of time in the schedule by sticking the card next to the time period, in the order of their choice.
- When everyone is finished, ask the students to name or describe the changes experienced by Siibii and Siibiish since the arrival of the new baby.
- Ask the students to conclude with their own private thoughts by answering the questions found in the last section of their workbook. Remind them to talk about this important topic with their family.

Wrap-up:

## Reviewing what I have learned

### PEDAGOGICAL INSTRUCTIONS

- Review the knowledge and skills acquired during the chii kayeh iyaakwaamiih Program

### MATERIALS

- Student workbook
- Green, yellow and orange marker for each student

### PROCEDURE

Tell the students that traditionally, when somebody was going on a journey in the bush, the Elders gave them a back pack filled with the things they would need to be careful. These things were called *iyaakwaamisiih*. As they travel through the chii kayeh iyaakwaamiih program, they are gathering *iyaakwaamisiih*.

Then tell the students to think about some of the things they have learned so far during the the chii kayeh iyaakwaamiih program.

Now, from the list found in their workbook, ask them to pick the *iyaakwaamisiih* that they are really happy they have learned about and that they would find useful to have in their back pack as they go through life's journey. Students should choose at least 1 tool from each chapter.

During today's lesson, students will discover these tools. It will help them remember the most important things they have learned during the chii kayeh iyaakwaamiih Program.

## Part 1 REMEMBERING WHAT I HAVE LEARNED

- Ask the students to write down, in the space provided, one important thing to remember for each iyaakwaamisiih they have gathered.
- They can go back to the various chapters in their workbook to get the information needed.
- If time permits, ask students to share an example of a situation in every day life where a iyaakwaamisiih gathered during this program could be used.

## Part 2 THE TAMARACK TREE

- Finally, tell the students that the people who created this program want feedback from them. This information will help them improve the program for future generations. By filling out the Tamarck tree and the questionnaire found at the end of their workbook, they can help in this process. **Please note that students are free to refuse to do this.** Please return the Tamarack trees and the questionnaires to the Public Health Office in Mistissini.

# Secondary 2





## Healthy relationships: Cree traditions; Self-esteem

### PEDAGOGICAL INSTRUCTIONS

- Describe the coming of age traditions
- Define self-esteem
- Nurture their own self-esteem

### MATERIALS

- Student workbook
- Box or envelope (one for each student)
- Magazines
- Glue and scissors

### PROCEDURE

Last year, during the *chii kayeh iyaakwaamiih* lessons, students started to learn about the teachings from the sacred circle of life. They 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. Today, we are going to talk about some of these Cree traditions.

Invite an Elder to talk to the class about these Cree traditions. If the Elder can not attend at this time, then ask the students what they know about the various Cree ceremonies (see brief descriptions in the student's workbook).

What preparations are done for the ceremony? Who participates? What happens during the ceremony? How do they feel about participating in the ceremony?

Emphasize the fact that feeling connected to one's culture and Cree identity is important for self esteem and for one's wellbeing. In fact, people who feel connected and are proud of their Cree identity are more likely to take care of themselves and adopt a healthy lifestyle.

## **Part 1** RULES FOR THE CHII KAYEH IYAAKWAAMIH PROGRAM

- Invite the students to come up with a list of the rules they think should be respected in the classroom in order to establish an environment of trust and mutual assistance during the chii kayeh iyaakwaamiih lessons. For example: "We have all agreed on the importance of respecting each others' opinions, maintaining confidentiality, being honest and helping each other. We feel that respect begins by listening to the other person without judging them and that showing respect will make our group happy and harmonious". Students should write the rules in their workbook and sign the agreement.

## **Part 2** HOW I SEE MYSELF

- Ask the students to decorate either a box (small box such as a kleenex box) or an envelope with pictures taken out of magazines that represent who they are.
- Somewhere on the box or on the envelope, their name should appear clearly.
- When the boxes or envelopes are done, ask the students to put them in front of the class.

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

- Ask the students to read the list of qualities found in their workbook.
- Ask them to choose at least one quality for each classmate.
- Then, ask the students to cut the quality out and to place it in the appropriate box (or envelop) in front of the classroom.

## Part 4 SOME OF THE QUALITIES THAT I HAVE

Ask the students to fill the empty space by:

- 1 • Adding a picture of themselves (or a picture of something that represents them)
  - 2 • Looking in the box to find out what their classmates think of them.
  - 3 • Writing down some of the things found in their box (or envelope).
  - 4 • Completing the last question with the qualities they see in themselves that have or have not been mentioned by their classmates.
- When the students are finished, remind them of the following: “When you are facing a challenge in your life, go back to your box or read the section in your workbook “Some of the qualities that I have”. Be proud of who you are and of your many good qualities!





# Healthy relationships: The problem solving path

### **PEDAGOGICAL INSTRUCTIONS**

- Learn a problem solving strategy
- Use a problem solving strategy in different situations

### **MATERIALS**

- Student workbook

### **PROCEDURE**

Begin by asking the students if they think "being able to solve a problem" is important in a healthy relationship.

Then, define what is meant by a problem: an obstacle that stops you from reaching your goal or that makes it more difficult for you to attain your goal.

Look at the illustration with the students. The people in this illustration 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.

Ask the students for suggestions to help the people cross the river. Demonstrate, by showing the solutions found by the students and by adding your own, if needed, that there are always many solutions to a problem.

Ask the students to think of a problem that two partners in a healthy relationship might face. Use this example, to go through the steps of the problem solving path.

Using the students' example of a problem, go over the problem solving path. Then give an example of the possible ways of responding to a problem (see list below).

**Look at the problem from a different point of view**

- Get more information.
- Try to see the situation from the other person's point of view.
- Discuss it with someone who may have another point of view.

**Talk about it with someone you trust and who can help you to...**

- Brainstorm various options.
- Choose the best alternative.
- Reflect on the consequences of your decision.
- Find a resource person.

**Take a break or get it off your mind for the time being**

- Let your thoughts simmer. You might come up with a new idea, plan or strategy!
- After your break, try again and be persistent!

**Do something concrete about it**

- What is the root cause? Why did this happen?
- What is my goal?
- What are my options? For each option, what will happen if...?
- Choose the best option and take action!

**Make an action plan**

- What are the steps to reaching my goal?
- Do I need to break it down into smaller steps?
- How many of these steps have I taken already?
- What is stopping me from reaching my goal?
- What steps do I need to take to overcome this obstacle?

# Part 1 ONE PROBLEM, MANY SOLUTIONS

- With the students, read the story of Siibiish and Siibii.
- Ask the students to identify the reaction to the problem illustrated in each example found in their work book and then go over the correction key with the class.

## SECONDARY 2 - CORRECTION KEY

### LESSON 2 PART 1

Siibiish told herself:

It's true. Siibii is a cute guy.  
In fact, I am proud to see that other people are interested in him.

Siibiish looked at the problem  
from a different point of view

I am going to take a deep breath and find out what's going on. I will go over there and sit next to Siibii. Finally, I realized that one of the girls is Siibii's cousin from another community!

Siibiish did something concrete  
about it.



I will talk to my older sister about what happened. I feel good when she listens to me and I trust her not to tell everybody about what happened.

Siibiish talked about it with someone she trusts.

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

Siibiish made an action plan.

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

Siibiish decided to take a break or to get it off her mind for the time being.

## Part 2 ASKING FOR HELP OR ADVICE

- Ask the students to make a list of people they can go to for help or advice. Remind them that asking for help is a strength, not a weakness.
- Students should write the names or the function of these people in the appropriate circle found in their workbook. When the same person can help with more than one type of problem, that person's name could appear at the junction of the appropriate circles.
- Remind the students that they can go back to the problem solving path when faced with a challenging situation.

## SECONDARY 2 - LESSON 3

# Healthy relationships : What is a healthy relationship?

### PEDAGOGICAL INSTRUCTIONS

- Distinguish between a healthy and an unhealthy love relationship;
- Reflect on the type of relationship they want with a partner.

### MATERIALS

- Student workbook
- PowerPoint presentation

### PROCEDURE

Introduce this lesson by presenting the information found in Sections 1 and 2 under "Some of the things I am learning today" (see PowerPoint presentation).

## Part 1 COMING TOGETHER

- In this activity, the students are asked to think about their ideal love relationship. To represent their ideal love relationship, they will create a three dimensional object consisting of two interlocked circles of life. Give the following instructions to the students:
  - **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 of the sacred circle of life (mental, physical, emotional and spiritual) one or a few things that represent you. To help you find some examples, go back to lesson 1 in your workbook.

- **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. Which qualities do you like in your friends and family? What qualities would attract you to your ideal partner?

- Cut out the second circle.
- Write or draw inside each aspect of the sacred circle of life (mental, physical, emotional and spiritual) one or a few things that represent this ideal partner.

- **The third step is to join both circles together.**

- Make a cut along the line indicated on each circle. This will create a slit in each circle.
- Interlock the circles by fitting one slit inside the other.

- Finally, tell the students to keep this art work somewhere special to remember what they want in a love relationship.

## **Part 2** WHAT ARE YOU LOOKING FOR IN A PARTNER?

- Tell the students that, with what they have learned, they can now make up their own opinion about what they want or don't want in a love relationship.
- Invite the students to complete the questionnaire found in their workbook by checking the appropriate answer, according to their opinion. Then, using their own words, ask them to add any other important elements in the space provided.

# Asserting yourself: Refusing what you don't want

### **PEDAGOGICAL INSTRUCTIONS**

- Distinguish effective refusal strategies from ineffective refusal strategies
- Demonstrate effective refusal skills

### **MATERIALS**

- Student workbook
- PowerPoint presentation

### **PROCEDURE**

Begin by reviewing the characteristics of an assertive communication style and the effective refusal strategies that were examined in more detail in secondary 1 (see PowerPoint presentation).

#### **Part 1 EFFECTIVE OR INEFFECTIVE REFUSAL STRATEGIES**

- Ask students to form a team composed of two students.
- Ask each team to read the situations in the workbook and decide if the situation described is an effective or an ineffective refusal strategy.

#### **Part 2 CREATE YOUR OWN SCENARIO**

- In teams of two, ask students to demonstrate effective refusal strategies by writing a short scenario in their own words. These short scenarios will be completed in the next lesson and read aloud.
- To conclude, encourage students to practice what they are learning in real life situations. The more you practice, the easier it gets!





## Asserting yourself: Practising your refusal skills

### PEDAGOGICAL INSTRUCTIONS

- Demonstrate effective refusal skills

### MATERIALS

- Student workbook

### PROCEDURE

Today, students will finish writing their scenario and they will share it with the class. Review the observation sheet that will be used by the rest of the class as each scenario is presented (see student workbook).

#### Part 1 CREATE YOUR OWN SCENARIO

- Have the team finish the scenario from the last lesson.

#### Part 2 SCENARIOS SHARING

- Ask each team to hand in their scenario and then distribute these among the other teams. Ask each team to present (by reading or by role playing) the scenario they were given. Invite the other students to complete the observation form as they listen to the scenarios.
- To conclude, congratulate the students for their good work and remind them that they can always refuse what they don't want without feeling guilty.



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

### PEDAGOGICAL INSTRUCTIONS

- Choose an effective refusal statement in order to assert their decision to wait until later to have sex with a new partner

### MATERIALS

- Student workbook

### PROCEDURE

Introduce this lesson by reminding the students of some of the things they have already learned in the chii kayeh iyaakwaamiih Program on assertiveness. Go over the components of an assertive communication style

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

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

## Part 1 ASSERTIVE REFUSAL STATEMENTS

- Ask the students to form a team composed of two students in each team.
- The team's task is to build a dialogue with all the statements found in their workbook. To do this task, they must start with a “P” statement and alternate, so every “P” statement is followed by an “A” statement, and so on.
- Review the dialogue with the class. Use the correction key, but bear in mind there might be other good ways to connect the statements.
- What do the students think of these refusal statements? Can they be useful in real life situations?

- Remind students about the importance of not getting into an argument with their partner. It's best to make their refusal statement and then "move on".
- Emphasize the importance of self-respect and of standing up for your own values. Both are related to high self-esteem.
- Conclude with the key message:

Waiting until later to have sex is easier to do when you talk about it with your partner. Let your partner know about your decision in an assertive way (for example, by responding to pressure with an assertive refusal statement).

## SECONDARY 2 - CORRECTION KEY

### LESSON 6 PART 1

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

**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.

---

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

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

---

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

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

---

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

**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.

---

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

**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.

---

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

**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.

---

**P:** THIS TOURNAMENT IS THE PERFECT TIMING!

**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.

---

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

**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.

---

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

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

---

**P:** THIS IS THE RIGHT TIME FOR US.

**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.

---



## SECONDARY 2 - LESSON 7

# Everything you need to know about prevention STIs and unplanned pregnancies

### **PEDAGOGICAL INSTRUCTIONS**

- Understand the general facts on the prevention of STIs and unplanned pregnancies;
- Create a short message or slogan to help prevent STIs and unplanned pregnancies among youth.

### **MATERIALS**

- Student workbook
- Dictionary or thesaurus

### **PROCEDURE**

Introduce the topic of today's lesson by asking the students what they know about STIs (slide 1). Why is this topic important? What do they remember learning about this topic last year? Do the students think they are at risk of being infected with a STI?

STIs are a big concern in Eeyou Istchee because many youths are affected. As *chii kayeh iyaakwaamiih* students, they can play an important role in the fight against STI, HIV and AIDS in their school, community and Nation.

During this lesson, students will think about a message they would like to share with their friends, family and the youth in the community at large on the prevention of STIs and unplanned pregnancies.

Begin by answering the questions in Part 1 with the whole class.



# Part 1

## IMPORTANT INFORMATION ON STIs AND UNPLANNED PREGNANCIES

- Ask the students to fill in the questionnaire in their workbook. Go over the correct answers with the class.

### SECONDARY 2 - CORRECTION KEY

#### LESSON 7 PART 1

	True	False
1. In E.I., STI rates are very high among the youth. STI rates are much higher here than in the southern regions of Québec.	x	
2. Anyone who has unprotected sex can catch an STI or HIV. It doesn't matter who you are, but it does matter what you do!	x	
3. People usually have no symptoms when they have an STI or HIV.	x	
4. A person can only transmit an STI to someone else when he/she has some symptoms, such as a burning sensation when urinating.		x
5. Some STIs have no cure. HIV, Herpes and sometimes HPV	x	
6. All STIs can be transmitted to a baby during pregnancy or during the birth process.	x	
7. It's best to always use a condom even when the girl is already taking an oral contraceptive (the pill or injection) Using 2 methods together will prevent both an unplanned pregnancy and STIs. The most common STIs can cause infertility if they are not treated. By using a condom now, you are making sure you will be able to get pregnant later, when the time is right.	x	
8. The best time to get tested is as soon as you have symptoms of a STI. Don't wait for symptoms to appear. You should get a screening test, if you had unprotected sex.		x

	True	False
<p>9. A girl can become pregnant even if the boy pulls his penis out of the girl's vagina before he ejaculates (or "comes").</p> <p>"Pulling out", also known as "withdrawal" is not an effective method of birth control, As soon as a man gets an erection, the fluid from his penis can contain enough sperm to cause a pregnancy. The man has no control over this "pre-ejaculation fluid".</p>	x	
<p>10. A girl can't become pregnant if she has sex during her menstrual period.</p> <p>Many teenagers have very irregular menstrual cycles. Sometimes the egg is released close to the time when they have their period. The sperm can live in the woman's body for up to 7 days and they are just waiting for the egg to come along!</p>		x
<p>11. "The pill" is one of the most effective methods of birth control and it is safe for most women.</p> <p>It is 92%-99.7% effective. It is estimated that if 100 women have unprotected sex, 85% of them will become pregnant during the first year.</p>	x	
<p>12. If you are afraid you might be pregnant because you had unprotected sex, you should see a Nurse or Doctor right away.</p> <p>It is very important to see the Nurse or Doctor as soon as possible to find out about Emergency contraception. This can help to prevent an unplanned pregnancy.</p>	x	

## Part 2 A MESSAGE TO MY PEERS

- This can be done with the entire class as a brainstorming activity.

### Step 1: Explain the rules of the brainstorming activity

- a) All ideas, no matter how wild, are encouraged;
- b) Criticism of ideas is not allowed;
- c) The more ideas, the better;
- d) Every student should try to build or combine the ideas of others.

### Step 2: State your goal

- a) Clearly define the situation you want to promote. What exactly do you want to happen? What is the task? What is the specific action that you want to inspire?
- b) Why should people do this? What are the advantages of doing this? List as many advantages as possible. You will need to refer to this again later.
- c) Who are you trying to reach? What are their attitudes and characteristics?

### Step 3: Start the creative process

- a) Find as many words as possible that name the task and adjectives that enthusiastically describe it. Don't worry about being silly or offbeat. Use a dictionary or thesaurus to expand the word list or get new ideas. Go back to your list of advantages. Play on the words, if possible.
- b) Put the words into phrases that combine a positive description with a specific suggestion. Move the words around to create new combinations. Keep it short. No more than one sentence.

### Step 4: Test your slogan for effectiveness

- a) Clarity: Is the message clear, unambiguous and easy to understand? Could the message be misconstrued or found to be offensive?
- b) Substance: Is the slogan linked with the original goal and specific action you want to inspire?
- c) Persuasion: Using your list of advantages, make sure your slogan gives people a good reason to do what you want them to do.

- At the end of this brainstorming activity, ask the students to write down the newly created slogan in their workbook.

- The following are examples of slogans on condom use that were developed in E.I.
- Before you sting, wrap ur thing;
- 4 peace of mind, use one every time;
- Dudes who respect, use latex;
- Don't be a fool, wrap ur tool;
- Fly strong and proud, don't go without;
- Don't go bare, put it on before you go there.

## SECONDARY 2 - LESSON 8

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

### PEDAGOGICAL INSTRUCTIONS

- Develop their ability to make a budget
- Calculate the cost of taking care of a baby the first year
- Recognize that an unplanned pregnancy can have an important financial impact on their parents and their grandparents

### MATERIAL

- Student workbook
- Catalogues (Sears, Northern, etc.)
- Calculators
- Internet access (if available)

### PROCEDURE

During the consultation for the chii kayeh iyaakwaamiih Program, parents and grandparents felt it would be important for the youth to realize how much it costs to have a baby when it is not planned and the impact this can have on the lives of both the parents and the grandparents. Facing an unplanned pregnancy can be difficult for the teenager but also for the parents and the grandparents.

**Make sure that you don't give the impression that having a baby at a young age is always a bad thing because there are cultural differences regarding this issue. This can be a joyful event in some families and some teens are very good parents and also happy in this role. However, it is also important to insist on the importance of being prepared physically, mentally, emotionally spiritually as well as financially when having a baby.**

This activity can be done in one of two ways. The first one is to go to the store with your class and have them find the prices of the various items on the list and complete with catalogues. If this seems difficult to do, students could stay in the classroom and use a catalogue (Sears or local Store). You will need to borrow additional catalogues from other people or the local Store in order to have enough copies (i.e. 4 or 5 copies depending of the size of your class). You could also use the internet to find the cost of the different items. If the students cannot find the price for an item, they could make an estimate by asking their parents, other family members or your class could estimate the cost of the suggested item.

## Part 1 LET'S BUDGET!

- Ask the students how much they think it would cost to have a baby during the first year. Write down the various answers to this question on the blackboard. Tell the students they will find out if they are correct by making a real budget.
- Working in teams of 3 or 4 people, ask the students to write down the actual price of each item on the list provided in their workbook. This tool will be used to calculate the approximate cost of having a baby during the first year. If you do not have catalogues, help your class to estimate the cost of the suggested item or search on the internet.
- Ask the students to compare the estimate they gave at the beginning of the class with the actual cost of having a baby.
- Are they surprised by the results of this exercise?
- How would the high cost of having a baby affect them and their family?
- To conclude, emphasize that a new baby can be a financial strain on the whole family. Planning is the key!

## SECONDARY 2 - LESSON 9

# Everything you need to know about prevention Unplanned pregnancy : Preventing FASD

### **PEDAGOGICAL INSTRUCTIONS**

- Define FASD
- Identify the cause of FASD
- Propose ways to prevent FASD

### **MATERIAL**

- Student workbook
- Scissor and glue

### **PROCEDURE**

Introduce FASD by asking the students what they know about this topic. Tell the students: “During this part of the chii kayeh iyaakwaamiih Program you will learn a little bit more about FASD and you will help to prevent it in the community by sharing your knowledge with others”.

Ask the students to read (or read with them) “Some of the things I am learning today”.

# Part 1 FACTS ON FASD

- Ask the students to answer the true or false questions about FASD.
- When they are done, go through the answers with them.

## SECONDARY 2 - CORRECTION KEY

### LESSON 9 PART 1

	TRUE	FALSE
<p>1 • FASD stands for Fetal Alcohol Spectrum Disorder</p> <p><b>(Extra information for teachers:</b> It's the set of mental and physical birth defects caused by prenatal exposure to alcohol.)</p>	✓	
<p>2 • FASD affects only the First Nations in Canada</p> <p><b>(Extra information for teachers:</b> FASD is an important concern in the First Nations but it can affect anybody, from any group, any age, any nationality.)</p>		✓
<p>3 • FASD is preventable</p> <p><b>(Extra information for teachers:</b> You can prevent FASD by not drinking alcohol if you are pregnant or if you are planning on becoming pregnant.)</p>	✓	
<p>4 • There is no safe time to drink alcohol during pregnancy</p> <p><b>(Extra information for teachers:</b> Since the fetus is developing from the beginning to the end of the pregnancy, there is no safe time to drink.</p>	✓	
<p>5 • During your pregnancy, you can have a drink once in a while</p> <p><b>Extra information for teachers:</b> There is no safe quantity of alcohol. It's better to stay away from alcohol during the entire pregnancy.</p>		✓



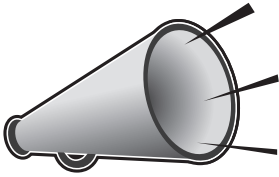


## Part 2 PREVENTION TOOLS

- Ask the students to sit together in teams of two.
- Tell them to cut the cards in their workbook and then match each illustration with a “prevention tool”.
- Make sure they have all the right answers before you tell them to glue the cards in their workbook.
- Go over the “Prevention tool” Chart with the students. Emphasize what they can do to prevent FASD in their community.



# SECONDARY 2 - CORRECTION KEY

## LESSON 9 PART 2

Why somebody might drink alcohol when pregnant	Solutions	
Examples	Illustrations	Prevention tools
<p><b>Doesn't know she is pregnant</b></p>		<p>Use contraception to prevent unplanned pregnancy. Make sure you avoid drinking if you are planning to get pregnant or if you have unprotected sex.</p>
<p><b>Lack of support from the father</b></p>		<p>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 and go through the pregnancy together. Helping your partner avoid drinking during pregnancy is also the boy's responsibility since his child's future is at stake.</p>
<p><b>Lack of awareness</b></p>		<p>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.</p>
<p><b>Social pressure</b></p>		<p>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.</p>
<p><b>Alcohol problem</b></p>		<p>If it's hard to stop drinking, you can find help. Talk with somebody you trust, a Nurse or a Doctor.</p>

## SECONDARY 2 - LESSON 10

Love relationships :

Respecting each other's rights and freedom

### **PEDAGOGICAL INSTRUCTIONS**

- Distinguish the difference between acceptable and unacceptable behavior in a relationship
- Identify what is mutual consent when it comes to engaging in sexual activities

### **MATERIAL**

- Student workbook

### **PROCEDURE**

Introduce this lesson by presenting the information in the student's workbook under "Some of the things I am learning today".

### **Part 1** HEALTHY OR UNHEALTHY?

- Ask the students to read or "act out" the scenarios of Siibii and Siibiish. Then, in teams of two, ask the students to answer the questions regarding each scenario.

## Part 2 TRUE OR FALSE?

- With the group, go over the True or False questions on sexual consent. This is a review of content covered in secondary 1.

### SECONDARY 2 - CORRECTION KEY

#### LESSON 10 PART 2

	TRUE	FALSE
1 • If a person doesn't say "Yes" or "No", it means he or she wants to have sex.		x
2 • Consensual sex is when both partners are freely and willingly agreeing, or consenting, to whatever sexual activity is occurring.	x	
3 • Sex without consent is sexual assault/rape.	x	
4 • You cannot assume that you have consent, you need to ask.	x	
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.		x

## SECONDARY 2 - LESSON 11

Love relationships:

What should I do if my rights are not respected?

### PEDAGOGICAL INSTRUCTIONS

- Identify the warning signs that a partner may become violent
- Know what to do if their rights are not respected
- Distinguish between a healthy and an unhealthy relationship

### MATERIALS

- Student workbook
- PowerPoint presentation

### PROCEDURE

Begin by presenting the information found in the PowerPoint.

### Part 1 WHAT CAN I DO?

- Ask the students to answer the questions related to section 1 in their workbook.

## SECONDARY 2 - CORRECTION KEY

### LESSON 11 PART 1

1. Avoid risky situations; get out of a potentially risky situation as soon as I sense something is wrong; get help from someone who cares about me.
2. Get help immediately, Inform people I trust who will watch out for my safety; get professional help.
3. Avoid abusing drugs and alcohol because these will impair my judgement and self control; Get away from a potentially violent situation and allow myself to cool down; get professional help.

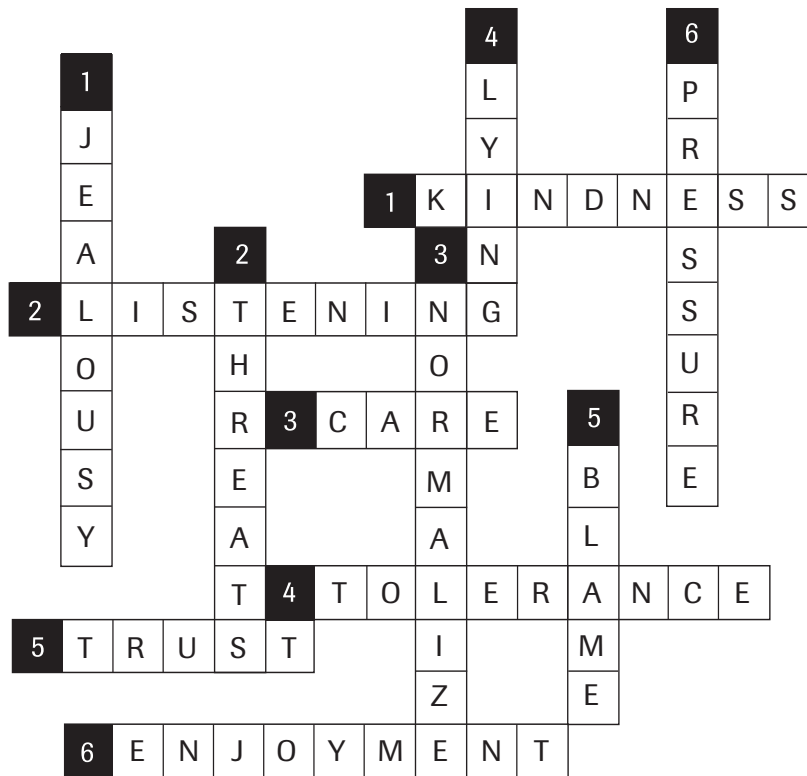
# Part 2

## SIGNS OF HEALTHY AND UNHEALTHY RELATIONSHIPS CROSS WORD PUZZLE

- Ask the students to complete individually the cross word puzzle in their workbook. Make sure students understand that the words "across" are signs (or examples) of a healthy relationship and the words "down" are the signs (or examples) of a an unhealthy relationship. When everyone is finished, go over the answers with the class.

### SECONDARY 2 - CORRECTION KEY

### LESSON 11 PART 2



Wrap-up:

# Reviewing what I have learned

## PEDAGOGICAL INSTRUCTIONS

- Review the knowledge and skills acquired during the chii kayeh iyaakwaamiih Program

## MATERIALS

- Student workbook
- Green, yellow and orange marker of each student

## PROCEDURE

Tell the students that traditionally, when somebody was going on a journey in the bush, the Elders gave them a back pack filled with the things they would need to be careful. These things were called *iyaakwaamisiih*. As they travel through the chii kayeh iyaakwaamiih program, they are gathering *iyaakwaamisiih*.

Then tell the students to think about some of the things they have learned so far during the the chii kayeh iyaakwaamiih program.

Now, from the list found in their workbook, ask them to pick the *iyaakwaamisiih* that they are really happy they have learned about and that they would find useful to have in their back pack as they go through life's journey. Students should choose at least 1 tool from each chapter.

During today's lesson, students will discover these tools. It will help them remember the most important things they have learned during the chii kayeh iyaakwaamiih Program.

## Part 1 REMEMBERING WHAT I HAVE LEARNED

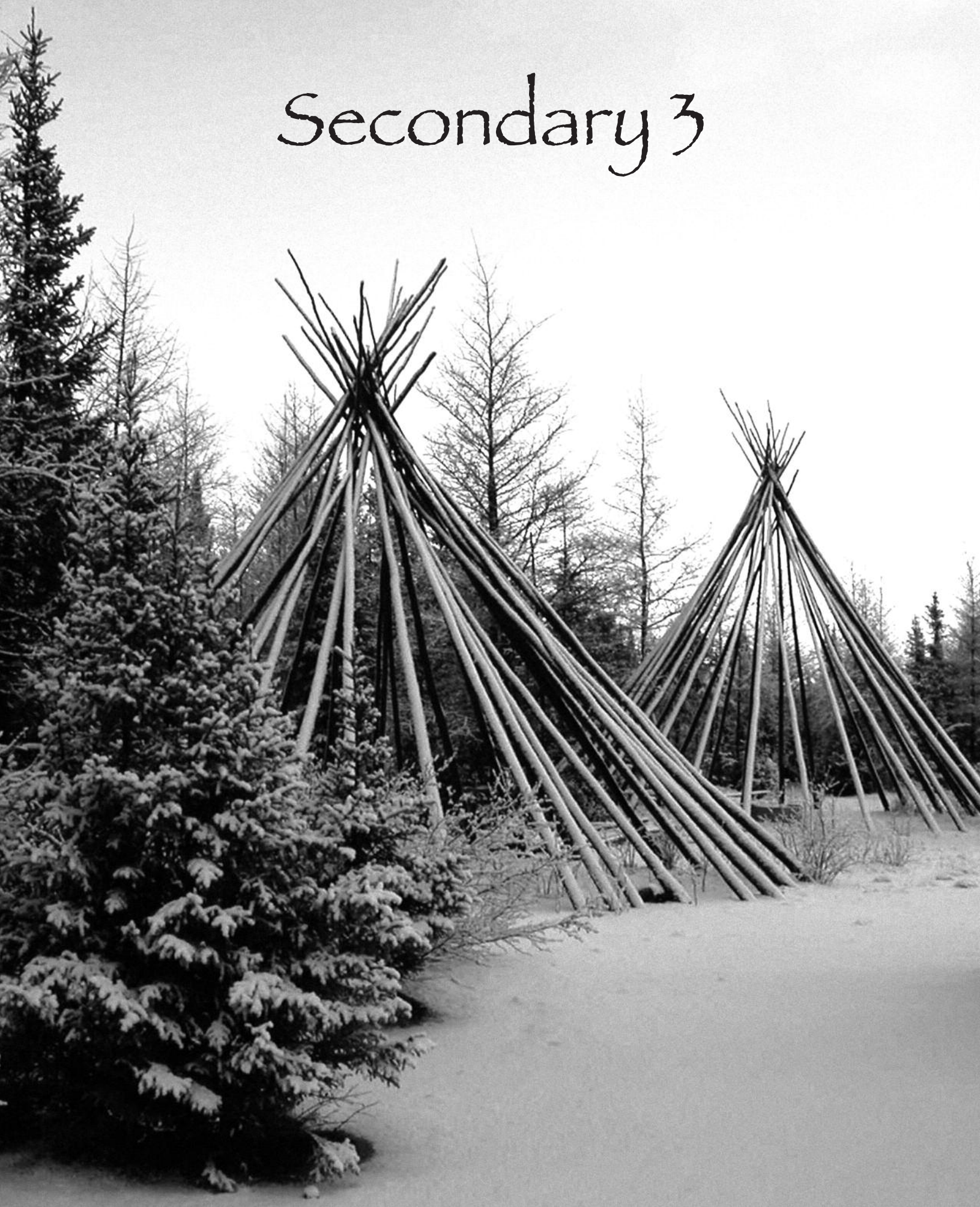
- Ask them to write down, in the space provided, one important thing to remember for each iyaakwaamisiih they have gathered.
- They can go back to the various chapters in their workbook to get the information needed.
- If time permits, ask students to share an example of a situation in every day life where a iyaakwaamisiih gathered during this program could be used.

## Part 2 THE TAMARACK TREE

- Finally, tell the students that the people who created this program want feedback from them. This information will help them improve the program for future generations. By filling out the Tamarck tree and the questionnaire found at the end of their workbook, they can help in this process. Please note that students are free to refuse to do this. Please return the Tamarack trees and the questionnaires to the Public Health Office in Mississauga.



# Secondary 3







## Introduction: Learning to work in a team

### PEDAGOGICAL INSTRUCTIONS

- Discover important facts about the program
- Experiment efficient team working strategies

### MATERIALS\*

- Student workbook
- A chronometer or a clock to check the time
- 1 model of a goose (created before you begin the class: see instructions below)
- For the activity “The flock of geese”, each team will need:
  - 1 photocopy of the model of the goose (see annex 1)
  - 5 white and 5 brown cardboards (or sheets), some teams might need more if they work quickly.  
Make sure you have extra material in the classroom
  - 1 pair of scissors\*
  - 1 tube of glue (or scotch tape) \*
  - 1 pack of markers\*
  - 1 roll of string (approximately 1 meter per team)\*
  - 1 punch for each team or 1 for the class that you will leave in front of the class\*
  - 2 pieces of wood (sticks) that you join together in a V shape to hold the flock of geese. This should be made before the class starts (you can skip this part if you don't find anything to support the flock of geese)

**\* Except for the paper (or cardboard), the quantity of material suggested above must be respected so that students have to share this material. In this way, students will need to define specific tasks for each team member in order to be more efficient.**

## HOW TO CREATE THE MODEL OF THE GOOSE\*

- 1 • Reproduce the body of the goose on a white cardboard (see annex 1, part 1).
- 2 • Cut the body part of the goose.
- 3 • With the marker, draw and color the eye, the beak, the neck and the tail (see the model to find out where to draw).
- 4 • Reproduce the wing of the goose twice on a brown cardboard (see annex 1, part 2).
- 5 • Cut the two wings.
- 6 • Fold the dotted lines of each wing and put glue on it.
- 7 • Fix the wings to each side of the body of the goose (see the model to find out where to fix the wings).
- 8 • With the punch, make a hole on the upper part of the body (see the model).
- 9 • Using the string, attach the goose to the wooden V.

**\* Make sure the model is done before you begin the class**

## PROCEDURE

### PRESENT THE CHII KAYEH IYAAKWAAMIH PROGRAM

#### • **Name : chii kayeh iyaakwaamih (means you too, be careful) :**

If some students in your class are new to this program, then begin by explaining the name of the program: chii kayeh iyaakwaamih means “You too, be careful”. This name was given to our program on relationships and sexual health for two reasons. With the students, read the section "some of the things I am learning today" in the student workbook. The introduction was written by Cree members of the Working Group who developed the program. They explain the name of the program and how it got started.

#### • **Sharing the knowledge :**

Explain the chii kayeh iyaakwaamih Program, for example: “chii kayeh iyaakwaamih Program is unique in that it recognizes the important role that you can play to promote sexual health and prevent teen pregnancies and sexually transmissible infections, HIV and AIDS among the youth of Eeyou Istchee.

During this program you will participate in a form of aashuumihi by sharing your knowledge and skills with other students. Your role will be to help them think about relationships and healthy sexuality and learn how to make good choices. The chii kayeh iyaakwaamih program will help you play this important role.

Working as a team with other classmates, you will prepare a fun educational project on relationships and sexual health that will be presented to other students.

Ask the students the following question: “As a young person, do you think you are in a good position to reach out to other youth on relationships, love and safer sex with other students? Why?” Answers could include: It is easier for them to understand and relate to the things that concern the other students because they share the same experiences; they can make the topic interesting and meaningful for other youth and also use words that youth can understand and relate to; younger students may be more comfortable with people closer to their own age than with adults, etc.

**Make sure the students know they will be guided and supported throughout this process. There is a place for everyone in this project. Each person in the class has a talent or skill that is important to the success of the aashuumiih.**

## **ESTABLISH CLASS RULES**

Before going on to today's activity, it is a good idea to establish some specific rules that should be respected in the context of this course, such as:

- Listen to others
- Respect the other student's right to speak (or to avoid speaking)
- Do not judge the other students
- Respect confidentiality within the group
- Other rules suggested by students

## **Part 1 THE GOOSE STORY**

**Important: Before you start this activity, make sure you have produced a model of the goose so that students have a visual idea of what they need to create.**

- Ask the students to form a team of 3 to 4 students (or you may decide to create the team yourself). Students must be seated next to each other and have enough space for everyone to work (place the desks in a triangle or a square shape).
- Hand out the material that you have prepared before the class (see list of materials needed).
- Ask the students not to start the activity until your signal.
- Tell the students that the goal of this activity is to create as many geese as they can in 15 minutes. They cannot use any other material than the one given to them. To be accepted, the goose has to be very similar to the model and it has to be completed. Don't give too much information. The students must work out for themselves how to create the goose efficiently. Remind them that effective team work will help them succeed in this task.
- Ready, Set ...Go! With the chronometer or the clock, count 15 minutes. During that time, motivate the students to work on their task, without telling them what to do. Observe the teams to identify the strategies they are using to work effectively as a team. Remind the class of the time remaining several times and keep encouraging them.

- When the time is out, collect the “flock of geese” and announce the winning team. Point out the different strategies you observed during the activity. Do not focus on inefficient strategies, only on efficient ones. For example:
  - “This team worked really fast and made very nice geese mainly because everybody on the team was responsible for a specific task, for example: one student did all the cutting, one student did all the drawing, one student assembled all the geese.
  - This team worked very well, when someone had finished his task, he was helping his teammates.”
  - “This team was really good at encouraging each other.”
  - “This team had a good leader who made sure everyone had a task to do.”
- Ask the students to describe any other strategies they may have used during the team work. List the strategies on the blackboard so that students can write them down in the space provided in their workbook.
- Congratulate the students for their good work. If possible, find a space to expose the flock of geese in the classroom. You can then refer to this activity in the future to remind students of the strategies that are important for effective team work.

### **READ “THE GOOSE STORY” FROM THE STUDENT WORKBOOK.**

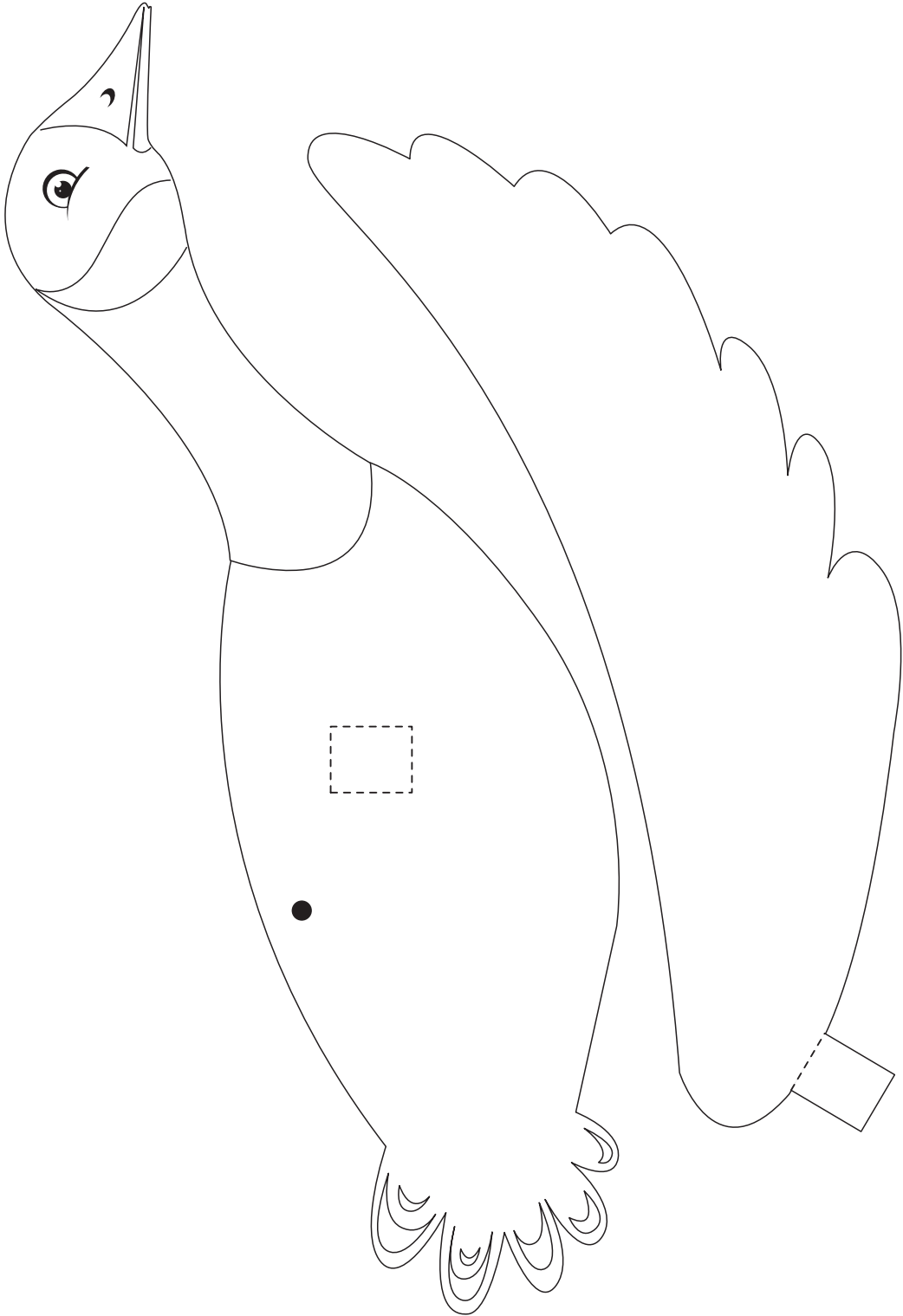
Emphasize the importance of teamwork and the value of each student’s role in this project. **Insist on the fact that there is a place for every student in this program.** Even students who are very shy can play an important role in the teamwork (ex.: they can bring good ideas to the team, prepare posters, texts, costumes, participate in creating a soundtrack, a video-clip, etc.).

- Appeal to the students’ creativity and invite them to be as imaginative as possible in preparing an activity that will be interesting and meaningful for the other students.

## **Part 2 REMEMBER THE LESSONS FROM THE GEESE**

- Ask the students to complete complete the exercise in their workbook.  
Correction key  
**1: d; 2: a; 3: e; 4: b; 5: c.**
- To conclude, go over the information letter for the parents (found in the student’s workbook after the Table of Content).
- Ask the students to explain the chii kayeh iyaakwaamiih program to their parents or guardian and, to bring the letter signed by a parent or guardian to the next course.

# The Goose model





# Introduction: Reviewing what we have learned

### PEDAGOGICAL INSTRUCTIONS

- Review some of the learning elements acquired during the chii kayeh iyaakwaamiih program in secondary 1 and in secondary 2

### MATERIALS

- Student's workbook
- Scissors

### PROCEDURE

During this lesson students will play a card game that will help them remember some of the most important things they have learned during the chii kayeh iyaakwaamiih program in secondary 1 and in secondary 2. This review is important because it helps situate the use of condoms, covered during the next 3 lessons, within the context of a healthy loving relationship. The information will also be used during the team projects.

### Part 1 A QUICK REVIEW

Ask the students to sit together in a team (2-4 students).

Give the following instructions on how to play the card game (also found in the student workbook).

- 1 • Cut out a set of game cards from one of the student workbooks.
- 2 • Stack the "Question Cards" together in one pile and place it face down in the middle of the desk.
- 3 • Mix the "Answer Cards" and distribute them among your team mates.
- 4 • Take a few minutes to read your cards before you start to play.
- 5 • Flip over a question card. If you have the correct answer to that question, place the "Question" and the "Answer" cards together on the table beside you. Each correct answer is worth 1 point.
- 6 • If no one thinks they have the right answer to the question, then place the "Question card" at the bottom of the "Question card" pile. You may try again later!
- 7 • The person with the most points wins the game.



Note: if time permits, students can also create their own game cards by using the spaces provided in their workbook.

When students are finished playing the game, go over the correct answers with the class.

## SECONDARY 3 - CORRECTION KEY

### LESSON 2 PART 1

Give 3 examples of a passive communication style

**Communication style**

- 1. Speaking in a soft muffled voice.**
- 2. Remaining silent.**
- 3. Saying "I don't know" all the time to everything.**

Give 3 examples of an assertive communication style

**Communication style**

- 1. Saying how you feel (both positive and negative).**
- 2. Stating what you want.**
- 3. Saying "No" to what you don't want without feeling guilty.**

Give 3 examples of an aggressive communication style

**Communication style**

- 1. Threatening someone.**
- 2. Putting someone down.**
- 3. Pressuring someone.**

Give 2 examples of body language associated with an aggressive communication style

**Body language**

- 1. Using a loud voice.**
- 2. Showing your fists.**

Give 2 examples of body language associated with a passive communication style

**Body language**

- 1. Having little or no eye contact.**
- 2. Shrugging your shoulders.**

Give 2 examples of body language associated with an assertive communication style

**Body language**

- 1. Making direct eye contact.**
- 2. Using a firm tone of voice.**

What advice would you give to a friend who is under a lot of peer pressure?

**I would tell my friend to get help right away as soon as he/she feels the peer pressure is affecting him/her.**

Name 4 benefits of "waiting until later"

- 1. I will feel more ready later on.**
- 2. I will feel happy and proud of myself.**
- 3. I won't catch a STI or become a parent before I'm ready.**
- 4. I won't worry about it the next day.**

What is meant by "mutual consent"?

**Both partners fully agree to whatever sexual activity is occurring.**

A healthy relationship is based on Cree values. Name 4 of these values.

**Love  
Respect  
Harmony  
Hope**

Name 3 refusal techniques to resist peer pressure.

- 1. Repeat the refusal.**
- 2. State your reasons and move on to something else.**
- 3. Just walk away.**

How can "waiting until later" help you and your partner build a better relationship?

**We can build a better relationship because...**

- 1. We will take the time to get to know each other.**
- 2. We will take the time to learn to trust each other.**
- 3. We will take the time to find out if we are truly in love.**

Name 3 obstacles that could make "waiting until later" more difficult to do.

- 1. It's hard to control myself.**
- 2. I'm in love with my partner.**
- 3. I'm feeling pressure from my partner.**

Name 3 things you can do to make "waiting until later" easier to do.

- 1. Tell my partner that I want to wait until later and avoid risky situations where the opportunity might present itself.**
- 2. Tell my partner when I'm feeling too much pressure and that I don't want to have sex.**
- 3. Avoid abusing alcohol/drugs and tell my partner ahead of time that I want to wait until later.**

Why do STIs spread so rapidly?

**STIs spread rapidly because:**

- 1. Most of the time the person who has the infection does not know it.**
- 2. A condom was not used.**

What can you do to stop the spread of STIs?

- 1. Abstain from sex or always use a condom.**
- 2. See a doctor or nurse for a test.**
- 3. If you have a STI, take all your medicine and tell your partners.**

What is a love relationship?

**A love relationship is when 2 people come together and share a special connection in all aspects of their wellbeing: physical, mental, emotional and spiritual.**

Give an example of physical intimacy.

**Physical intimacy: Holding hands, hugging, cuddling, kissing.**

Give an example of mental intimacy.

**Mental intimacy: Sharing thoughts, ideas and mutual interests.**

Give an example of emotional intimacy.

**Emotional intimacy: Being comfortable sharing our feelings such as fears, worries, hopes and dreams.**

Give an example of spiritual intimacy.

**Spiritual intimacy: Sharing beliefs and values. Connecting to the land to strengthen our relationship.**

What can you do to prevent FASD?

**I can prevent FASD by not drinking alcohol when I am pregnant or think I could become pregnant. As a man, I can support my partner to not drink alcohol if she could become pregnant**

What kind of behaviors and attitudes do partners have in a healthy relationship?

**Partners have acceptable behaviors and attitudes such as: Respect, acceptance, listening, honesty, love, kindness, loyalty, commitment.**

What kind of behaviors and attitudes do partners have in an unhealthy relationship?

**One or both partners have unacceptable behaviors and attitudes such as: Lack of respect, indifference, excessive jealousy, intimidation, threats, pressure, lying, cheating, breaking a commitment.**

You have many rights when you are in a love relationship. Name 3 of these rights.

**I have the right to be respected, to set my sexual limits and to change my mind at any time about having sexual contact.**

You have many responsibilities when you are in a love relationship. Name 3 of these responsibilities.

**I have the responsibility to respect my partner, respect my partner's limits and respect my partner's right to change his/her mind at any time about having sexual contact.**

What advice would you give to your friends regarding violent situations or relationships?

- 1. As much as possible, avoid situations that can put them at risk of violence occurring.**
- 2. Trust their instincts and get out of a situation as soon as they sense something is wrong.**
- 3. Get help immediately if their partner is violent.**

What would you tell a friend who admits to being violent in his/her relationships?

- 1. Get away from a potentially violent situation and allow themselves to cool down.**
- 2. Stop alcohol and drug abuse that impair their judgement and self control.**
- 3. Get help to learn how to deal with their emotions and have healthy relationships that are free of violence.**



Condoms:

## Using them to your advantage

### PEDAGOGICAL INSTRUCTIONS

- List the advantages of using a condom
- Identify obstacles related to condom use

### MATERIALS

- Student's workbook

### PROCEDURE

During the next three lessons, the students will learn how they can protect themselves from an unplanned pregnancy and from getting a STI by using a condom every time they have sexual intercourse. When students from Eeyou Istchee, were asked to express their views on this topic, they identified many good reasons and some difficulties associated with using a condom. Today, students will identify these advantages and also reflect on which of these advantages are the most important to them. They will discover the obstacles that can sometimes make a condom more difficult to use. Students will be given the opportunity to think about which of these obstacles are the most difficult in their own life and how they can make condoms easier to use. **When students are doing this activity, please emphasize that any obstacle to using a condom can be easily overcome. Students will learn how to make condoms easier to use during the next lesson.**

### Part 1 MY SELF EVALUATION

- Ask each student to answer the self evaluation questionnaire individually.
- Let the students know they will need their score at the end of this chapter (i.e. lesson 5).

### Part 2 AND Part 4 FIND THE MISSING WORDS

- Ask the students to choose a partner to work with.
- When everyone is paired, ask each team to complete the activity.
- Correct the activity with the whole class.

## SECONDARY 3 - CORRECTION KEY

### LESSON 3 PART 2 AND PART 4

#### Advantages to using a condom:

##### A • I can protect myself and my partner.

- 1 • I can avoid an unplanned pregnancy (pagemncy).
- 2 • I can avoid (aiovd) getting a STI or HIV-AIDS.
- 3 • I will feel safe (sfae).
- 4 • I will stay healthy (hatlehy).

##### B • I can feel good about myself.

- 1 • I will feel more confident (cdoinfnet).
- 2 • I will feel more comfortable (cmaofolbtre).
- 3 • I will feel more responsible (ribspesnole).
- 4 • I will be happier (hieppar).
- 5 • I will feel proud (puord) of myself.

##### C • I won't be worried later on.

- 1 • I will have no regrets (rgertes) the next day.
- 2 • I won't worry (wrory) that I might have HIV or a STI.

##### D • I will gain my partner's respect.

- 1 • My partner will respect me more because I respect (rpecset) and honor myself.

##### E • I can reach my future goals.

- 1 • I can finish (fnisih) school and get a good job.

## The obstacles to using a condom

### A • I find it hard to control myself.

- 1 • I'm too excited (exteicd) or too eager.
- 2 • I wasn't thinking (tinnhikg) at the time.
- 3 • I'm under the influence (inenfclue) of drugs or alcohol.

### B • I think I will experience less pleasure if I use a condom.

- 1 • I want to feel more (mroe) pleasure.
- 2 • I want to feel the real (rael) thing.
- 3 • The condom is uncomfortable (utmnfcoaolrbe).
- 4 • I like to take risks (rsiks).
- 5 • I'm worried the condom might break (baerk).

### C • I find it hard to negotiate the use of a condom with my partner.

- 1 • I don't know my partner (ptanrer) well enough.
- 2 • I'm shy (shy).
- 3 • My partner refuses (rufsees) to use a condom.
- 4 • I find it hard to ask my partner to use a condom (cdoonm).

### D • I feel I don't need any protection

- 1 • I know my partner is “ clean ” (caeln).
- 2 • It's the first (fsrit) time for both of us.
- 3 • I trust (tusrt) my partner.
- 4 • I'm in a long (lnog) term relationship.

### E • I feel pressure from my partner or from others

- 1 • My partner is too excited (eictexd) or in a hurry to have sex.
- 2 • people (ploepe) around me want me to become pregnant.
- 3 • My partner wants (wtnas) to get me pregnant.
- 4 • My friends don't approve (avprpoe) the use of the condom.

### F • I have a hard time finding a condom

- 1 • I don't have one at the time (tmie).
- 2 • I'm too shy to see the school nurse (nruse).
- 3 • The school nurse is absent (asnbt).
- 4 • I'm too shy to go to the clinic (cnliic).
- 5 • The clinic is closed (cselod).
- 6 • The box at the clinic is empty (etmpy).



## Part 3 AND Part 5 FIND THE MISSING WORDS

Students should fill out these sections individually. This activity will help them figure out what is important to them personally. Remind students, that it is important to discuss this topic with their parents.

# Condoms: Using them with ease

## PEDAGOGICAL INSTRUCTIONS

Find various ways to reduce the obstacles related to condom use

## MATERIALS

- Student Workbook
- Pair of scissors for each team

## PROCEDURE

Introduce this lesson, for example: “When students from Eeyou Istchee were asked to express their opinion, they identified obstacles that make using a condom difficult for some people. During this class, we will find some ways to overcome these obstacles. In other words, you will learn what you can do to make condoms easier to use”.

### Part 1 WAYS TO OVERCOME THE OBSTACLES TO USING A CONDOM AND STILL HAVE FUN!

- Ask students to form a team and give them the following instructions (also found in the student workbook).
- Cut out the green cards (advice to help you overcome an obstacle) and the yellow cards (slogans).
- Put all the yellow cards together in one pile in front of you.
- Place the green cards into six separate piles (i.e. one for each letter: A, B, C, D, E, F).
- You should now have six piles of green cards and one pile of yellow cards in front of you.
- The board game contains a list of obstacles identified by the youth of Eeyou Istchee. To do this activity, your team must cover each obstacle with the appropriate green card (solutions) and choose a yellow card (slogan) when required. Make sure the letter on the green card matches the letter associated with the obstacle. There is more than one right answer.
- Go around the class to support the students during this activity. Use your own judgement if the students' answers differ from your correction key.
- Go over the activity with the class. Which solutions do the students like the most? What suggestions would they give to someone who doesn't want to use a condom?
- Ask the students to answer individually the remaining questions found in their workbook.

# SECONDARY 3 - CORRECTION KEY

## LESSON 4 PART 1

<p><b>A • Hard to control</b> I'm too excited or too eager.</p> <p>Discuss using the condom before you have sex and get your partner to agree before you go any further or get too excited.</p>	<p><b>B • Less pleasure</b> The condom is uncomfortable.</p> <p>Add more lubricant. Relax! Slow down, take it easy. Have fun.</p>	<p><b>B • Less pleasure</b> I want to feel more pleasure.</p> <p>You will feel more pleasure if you are not worried about an unplanned pregnancy or catching a STI.</p>
<p><b>A • Hard to control</b> I'm too excited or too eager. What I told myself.</p> <p>Choose a slogan</p>	<p><b>B • Less pleasure</b> The condom is uncomfortable.</p> <p>To avoid discomfort, make sure the condom is rolled all the way up to the base of the penis.</p>	<p><b>B • Less pleasure</b> I'm worried the condom might break.</p> <p>Lubricate the condom with a water based lubricant. Learn how to use the condom correctly. Always check the expiry date on the condom.</p>
<p><b>A • Hard to control</b> I wasn't thinking at the time.</p> <p>Any new habit takes time to develop. Remembering to use the condom will get easier with time.</p>	<p><b>B • Less pleasure</b> The condom is uncomfortable.</p> <p>To avoid discomfort, choose a condom that is the right size for you. Lubricate it with a water-based lubricant.</p>	<p><b>B • Less pleasure</b> I like to take risks. What I told myself.</p> <p>Choose a slogan</p>
<p><b>A • Hard to control</b> I'm under the influence of drugs or alcohol.</p> <p>Limit your intake so that you can still keep your resolve to use a condom every time you have sex.</p>	<p><b>B • Less pleasure</b> I want to feel the real thing.</p> <p>Add a water-based lubricant to make the condom feel more natural for both partners.</p>	<p><b>C • Hard to negotiate</b> I'm too shy or ill at ease.</p> <p>Practice putting on the condom by yourself before you have sex. You will feel more at ease and self confident when it is time to use it.</p>
<p><b>A • Hard to control</b> I'm under the influence of alcohol.</p> <p>Ask a friend to let you know if you are drinking too much. Stop while you can still keep your resolve to use a condom!</p>	<p><b>B • Less pleasure</b> I want to feel more pleasure. What I told myself.</p> <p>Choose a slogan</p>	<p><b>C • Hard to negotiate</b> I'm too shy or ill at ease.</p> <p>To feel more at ease, you can prepare the condom ahead of time. Just take the condom out of the package so it is ready to use. It's a lot easier that way!</p>
<p><b>A • Hard to control</b> Wow, is she (he) ever hot! What I told myself.</p> <p>Choose a slogan</p>	<p><b>B • Less pleasure</b> I want to feel more pleasure.</p> <p>A boy can control his ejaculation more easily with a condom. Sex will last longer and this means more pleasure for both you and your partner!</p>	<p><b>C • Hard to negotiate</b> I don't know my partner well enough. What I told my partner.</p> <p>Choose a slogan</p>

<p><b>C • Hard to negotiate</b> My partner refuses to use a condom. <i>Refuse to have sex without a condom. Remember, there are other ways to experience pleasure with your partner.</i></p>	<p><b>D • No need</b> It's the first time for both of us. What I told myself.  Choose a slogan</p>	<p><b>E • Feel pressure</b> My friends don't approve the use of condoms. What I told my friends.  Choose a slogan</p>
<p><b>C • Hard to negotiate</b> My partner refuses to use a condom. What I told my partner.  Choose a slogan</p>	<p><b>E • Feel pressure</b> My partner is too excited or in a hurry to have sex. <i>Make sure your partner knows you want to use a condom. It will be a lot easier if you both agree to use it ahead of time.</i></p>	<p><b>F • Can't find it</b> I don't have one at the time.  <i>Always have condoms on you. Keep them in a cool and dry place.</i></p>
<p><b>D • No need</b> I know my partner is "clean". <i>Most people who have HIV or a STI don't know they have it. It's better to be "safe" than "sorry"!</i></p>	<p><b>E • Feel pressure</b> My partner is too excited or in a hurry to have sex. What I told myself.  Choose a slogan</p>	<p><b>F • Can't find it</b> The box at the clinic is empty.  <i>When you get condoms, think ahead and take more than one!</i></p>
<p><b>D • No need</b> I know my partner is "clean". What I told myself.  Choose a slogan</p>	<p><b>E • Feel pressure</b> People around me want me to get pregnant.  <i>Becoming pregnant is a personal choice that should not be made under pressure. It's best to plan for this big event that will change your life and that of your family.</i></p>	<p><b>F • Can't find it</b> The school nurse is absent or the clinic is closed.  <i>If condoms are hard to find, get one from a friend, a teacher, a counselor, a parent or other family member.</i></p>
<p><b>D • No need</b> I trust my partner.  <i>You can trust your partner and still want to stick to your own Rules: no condom, no sex!</i></p>	<p><b>E • Feel pressure</b> My partner wants me to become pregnant (I want to get my girlfriend pregnant).  <i>You might want to reach some goals before becoming a parent. Don't be afraid to tell your partner how you feel.</i></p>	<p><b>F • Can't find it</b> I'm too shy to go to the clinic or to see the school nurse.  <i>Go with a friend, you'll be more at ease! Getting condoms shows you respect yourself, your partner and your community. It makes you a responsible person: Be proud of it!</i></p>
<p><b>D • No need</b> I'm in a long term relationship.  <i>If your partner cares about you, he/she will respect your decision to use a condom.</i></p>	<p><b>E • Feel pressure</b> My friends don't approve the use of condoms.  <i>You will feel good about yourself and gain the respect of your real friends if you resist harmful peer pressure.</i></p>	<p><b>F • Can't find it</b> I'm too shy to go to the clinic or to see the school nurse. What I told myself.  Choose a slogan</p>



# Condoms: Using them correctly

## Methods of birth control

### **PEDAGOGICAL INSTRUCTIONS**

- Repeat the steps involved in using a condom safely as part of a demonstration on how to use a condom
- Name an effective birth control method

### **MATERIALS**

- Student workbook
- Model of a penis: one for each team
- Condoms: one for the demonstration and one for each student  
(You can get them from the clinic or your school nurse).

### **PROCEDURE**

Introduce today's lesson, for example: "Today we are going to learn how to use the condom correctly and what you can do to use a condom more easily. This information is extremely important because condoms are very effective when used correctly".

### **Activity**

#### **Part 1 STEPS TO USING A CONDOM<sup>1</sup>**

- Ask the students to close their workbook and form a team with 3 other students. Ask each team to choose a team leader. Give the team leader a set of cards (N.B., the ten steps involved in putting on a condom should be mixed up!). The objective of the game is to put the cards in the correct order as quickly as possible. When the team has finished, the team leader must run to the front of the class and show the cards to the teacher. If the steps to using a condom are incorrect, the team leader must quickly return to his (her) team and try again. The first team to have the correct answer wins the challenge.
- Using a model of a penis and a condom, show the class how to use a condom correctly. Distribute a model of a penis and four condoms to each team. Invite the students to take turns practising this skill.

## SECONDARY 3 - CORRECTION KEY

### LESSON 5 PART 1

#### STEPS INVOLVED IN USING A CONDOM

- Get condoms from the clinic or the school nurse.
- Always have a condom on you. Keep it in a cool and dry place.
- Talk about the condom with your partner. If you both decide you want to go ahead and have sex then make sure you both agree to use a condom every time.
- Check the expiry date on the condom.
- Open it with care, without damaging the condom (be careful with your teeth, nails or jewellery).
- Slide a finger inside the condom to find the way it unrolls. Place the condom on the tip of the penis.
- Pinch the tip of the condom to remove the air. Unroll the condom to the base of the penis.
- You may add a drop of water-based lubricant inside the condom and a few more outside.
- After ejaculation, withdraw while penis is still hard, holding the base of the condom.
- Do not flush condoms down the toilet. Throw it away in a garbage bin. Never re-use a condom!

#### Part **2** MORE ABOUT CONDOMS

- Have the students read the story and complete the questions individually.
- Go over the answers to the questions in the workbook.

## SECONDARY 3 - CORRECTION KEY

### LESSON 5 PART 2

#### 1 • What errors are common when using a condom? Fill in the blank.

- A • The \_\_\_\_\_ expiry \_\_\_\_\_ date on your condom has passed.
- B • The condom was not \_\_\_\_\_ stored \_\_\_\_\_ properly. For example, you are constantly sitting on the condom you keep in your wallet! Keep the condom in a cool, dry place. It's best to keep a condom in your front pocket or your purse.
- C • There was an air pocket in the tip of the condom when it was on the penis. Make sure you \_\_\_\_\_ pinch \_\_\_\_\_ the tip before unrolling the condom.
- D • You did not put enough \_\_\_\_\_ lubricant \_\_\_\_\_ on the condom.
- E • The lubricant you used was not \_\_\_\_\_ water-based \_\_\_\_\_ (ex.: Vaseline).
- F • You \_\_\_\_\_ damaged \_\_\_\_\_ the condom with your fingernails, your teeth or your jewellery when you put it on.
- G • The condom slipped off during sex. Choose one that is the right \_\_\_\_\_ size \_\_\_\_\_ (i.e. make sure it's not too big!).
- H • Put the condom on when the penis is fully \_\_\_\_\_ erect \_\_\_\_\_ and unroll it to the base of the penis. Remember to always hold the condom at the base when withdrawing the penis after sexual intercourse.
- I • If you're not able to unroll the condom, it may be \_\_\_\_\_ upside down \_\_\_\_\_. If so, start again with another condom because some **seminal fluid** (semen) might be on it.

#### MY SELF EVALUATION

To conclude this activity, ask each student to answer the self evaluation questionnaire in their workbook and then compare their score with the one they had at the beginning of the first lesson on the condom. Congratulate the students who have a high score. This means they are more likely to use condoms and stay healthy! It also shows their sense of responsibility and self respect. They should be very proud of it!

## Part 3 BIRTH CONTROL METHODS.

The students should answer the questions individually. Go over the answers with the class, adding pertinent information found in the correction key. If needed, invite students to see the school nurse for more detailed information adapted to their needs.



## SECONDARY 3 - CORRECTION KEY

### LESSON 5 PART 3

	TRUE	FALSE
1 • «The pill» is the common name for oral contraceptives.	✓	
2 • «The pill» is one of the most effective methods of birth control, if taken correctly. <b>(Extra information for teachers: it is 92%-99.7% effective)</b>	✓	
3 • «The pill» contains <b>hormones</b> that are very similar to the ones normally present in a women's body.	✓	
4 • Taking “the pill” can give you acne and more painful periods. <b>(Extra information for teachers: This is false. In fact, taking the pill can reduce acne and many girls take it in order to have more regular periods with less bleeding and less pain).</b>		✓
5 • It is important to take «the pill» every day at about the same time each day to maintain the level of hormones that prevents pregnancy. <b>(Extra information for teachers: it's very important to find a way to remember to take the pill. Some people always take it at bedtime, or when they brush their teeth in the morning. Some women set the alarm on their watch or phone. A thoughtful boyfriend can also give you a gentle reminder, until it becomes a regular habit).</b>	✓	
6 • «The pill» is easy to use and safe for most women.	✓	
7 • There is another type of hormonal contraception. It is given by an <b>injection</b> («the needle») every three months. <b>(Extra information for teachers: This method is the most effective method of birth control, if used properly (i.e every 3 months). A lot of women like it because it is very effective and requires no day to day routine)</b>	✓	
8 • If you have unprotected sex, you can reduce the risk of pregnancy by seeing a nurse or doctor for emergency contraception.	✓	
9 • There are two types of emergency contraception: emergency contraceptive pills also called «the morning after pill» or insertion of an <b>IUD</b> (a small device is put into the <b>uterus</b> ). <b>(Extra information for teachers: Emergency contraception is most effective when taken within 24 hours after unprotected sex, so see the nurse as quickly as possible. The emergency contraceptive pills work if taken within 5 days of unprotected sex and the IUD within 7 days of unprotected sex).</b>	✓  ✓	
10 • It is best to use a condom along with the «pill». <b>(Extra information for teachers: The two methods used together will prevent both an unplanned pregnancy and STI-HIV. You are also protecting your fertility for the future. Remember: Chlamydia and gonorrhea can cause infertility. By using a condom now, you are making sure that you will be able to get pregnant in the future when the time is right).</b>		

## **NOTE: START PLANNING THE NEXT LESSONS NOW**

Students will start working on their team project during the next lesson. It would be useful to start thinking about how to form the teams for this phase of the program and what additional resources you may need.

### **Forming the teams**

We recommend that you use a method based on the co-operative learning model. The aim is to create a balance within each team as well as between the teams. As a result, all the teams are more likely to succeed.

A more balanced team can be created by taking certain things into account, such as:

- the students' sex;
- their previous academic performance;
- their level of autonomy;
- their creativity;
- their ability to organize themselves;
- their ability to listen to others and express themselves in a group.

## **SUPPORTING THE STUDENTS' PROJECTS**

The following is a question list that can help you determine the additional resources needed.

- What could I display in my classroom that would correspond to the field of study?
- What could I share with my students?
- Do I have enough resources for the field of study chosen?
- Where will I place the information and documents that students will bring on the topics interest them?
- Which Internet sites could provide information and help the students in their research?
- What resources could they consult in the school or community?
- Could the parents contribute to enriching the students' project through their experience, trade or profession?
- What could our environment provide?
- Are there any organizations or associations that could enrich the students' projects?



Team work:

Project and aashuumiih

## PEDAGOGICAL INSTRUCTIONS

- Form a team and identify the topic of their project
- Identify their target audience
- Plan a project
- Agree on the information that will be passed on to the target audience
- Choose an interesting way to pass on knowledge
- Define the roles and responsibilities needed to achieve the project
- Share the roles and responsibilities within the team
- Present their project to their teacher and classmates
- Give or receive constructive feedback
- Work as a team to improve their project
- Publicly present or display their project

## MATERIALS

- Student workbook

Reference for teachers: Work that matters: The teacher's guide to project-based learning.

<http://www.innovationunit.org/sites/default/files/Teacher%27s%20Guide%20to%20Project-based%20Learning.pdf>

## WEB SITES FOR YOUTH

**<http://www.sexualityandu.ca/>**

Website providing information on several aspects of sexual health and administered by the Society of Obstetricians and Gynaecologists of Canada. Several themes are covered through various means.

**<http://en.teljeunes.com/home>**

Website developing a number of themes such as physical development, sexual relations, high-risk sexual practices, contraceptives and STBBI. Young people can also ask questions to a counsellor and read questions and answers from other teenagers.

(24/7 helpline)

**[www.kidshelpphone.ca](http://www.kidshelpphone.ca)**

Website that offers young people a chance to ask questions, share their experience and receive information on various themes relating to teenage sex.

(24/7 helpline)

**<http://www.nativeyouthsexualhealth.com/toolkit.html>**

The Native Youth Sexual Health Network is an organization by and for Indigenous youth that works across issues of sexual health and reproductive health and justice throughout the United States and Canada.

**[http://www.itss.gouv.qc.ca/accueil\\_en.dhtml](http://www.itss.gouv.qc.ca/accueil_en.dhtml)**

Government website pertaining specifically to condoms and safe sex. Fun and colourful.

**<http://www.homophobiaday.org/default.aspx?scheme=51>**

Gai Écoute is an online support, helpline and information centre for people concerned with issues relating to sexual orientations.

(also, helpline: 7 days/week to 7 p.m.)

**<http://www.agressionssexuelles.gouv.qc.ca/en/index.php>**

Informational website on sexual assault; also recommends a number of specialized resources on the problem. (Tel-Jeune, CAVAC (crime victims assistance centre), CALAC (sexual assault victims support centre), etc.).

## **PROCEDURE**

At this point in the program, the students will work in a team to prepare a project that will be publicly presented or displayed.

## **PRESENT THE PROJECT**

Explain what is meant by a project, for example: "During this part of the chii kayeh iyaakwaamiih program, you will work as a team on a really important project for youth in your community. A project is an activity that produces a concrete and useful "output" or product that is publicly displayed or presented. This product can take on many forms but it must be useful and meaningful to youth. The product is designed and produced by members of a team who agree to work together and help each other out.

Your project is to design and produce an educational product to promote the prevention of STIs and/or unplanned pregnancies among youth in this community. This product can take on many forms, such as: a publication (booklet, pamphlet, calendar, poster, etc.), video, radio message, song, game, etc.

## **FORM THE TEAMS**

As mentioned in the last lesson, teams must be formed carefully. It is now time to assign your students to a team for the project.

Ask the students to sit with their team mates and write down the name of the members of their team in the space provided in their workbook.

## **OUTLINE THE STEPS TO CREATING A SUCCESSFUL PROJECT**

### **STEP 1: CREATING HARMONIOUS RELATIONSHIPS WITHIN OUR TEAM**

To create harmonious relationships within the team and for everyone to succeed, two conditions are absolutely essential: the team must share the tasks in a fair manner and each member must be personally accountable. Everyone must do their own tasks for the whole group to succeed and everyone must be willing to help out a team mate, when needed.

See Annex 1: Feedback on your team work. This tool can be used if the team is facing some challenges during the teamwork.

### **STEP 2: GATHERING INFORMATION AND DEVELOPING THE PROJECT (3 LESSONS)**

Each team will decide on the information they wish to pass on to the youth in this community. Then they will decide on a personal and original way to pass on this information. They will share the tasks that need to be done to create their product and come up with a first draft.

### **STEP 3: FINE-TUNE THE PROJECT (2 LESSONS)**

Each team will present their project, receive constructive feedback from the teacher and the other students in the class, and make the necessary changes or corrections to improve their project.

## **STEP 4: CARRYING OUT THE AASHUUMIIH**

If the project is judged to be educational and appropriate for the target audience, it is displayed or presented to the other youth in the school or community.

### **PRESENT THE ESSENTIAL QUESTION**

To get the project started, present the essential question, such as: "As you know, too many youth in Eeyou Istchee are catching STIs and having unplanned pregnancies. This is unacceptable because it is a totally preventable situation. So, considering what you know about being a youth in today's world and the things you have learned during the chii kayeh iyaakwaamiih program, what can you do, as a team, to help convince the youth of this community to protect themselves?"

Write down everyone's ideas on the board, then move on to the next question.

What do the youth of today need to know in order to protect themselves?

- Basic facts on STIs and unplanned pregnancies;
- How to communicate with their partner and be assertive;
- How to resist peer pressure;
- How to keep to their decision to wait until later to have sex;
- How to make sure they use a condom if they decide to have sex.

Ideally, all of these topics should be covered so that the target audience will get all of the information they need to protect themselves. Invite the teams to do their project on one of the above topics and have the class cover as many of these topics as possible.

Give the students a few minutes to decide on a topic for their team.

If everyone wants to work on the same topic or most of the topics are not covered, you may want to assign the topics during the next class. In this case, invite the students to discuss and agree on the order of priority they wish to give to the topics for their team project. Ask the teams to submit their list to you on a sheet of paper. Gather the lists and assign the topics during the next lesson taking into account, as much as possible, the preferences expressed by each team.

See the student's workbook for steps that can be used to help the team plan its project and give constructive feedback to other teams.

- Planning our project
- Finding the knowledge we wish to share
- Finding our own way to pass on knowledge
- Sharing roles and responsibilities
- Finding the materials we need
- Putting it all together
- Giving and receiving feedback

When all is done and the projects have been presented or displayed to the target audience, ask the students to answer the questionnaire found on the last page of the student's workbook. Return the questionnaires to the Public Health Office in Mississauga.

Finally, we suggest that you keep the best projects so you can show them to your students next year. These models will inspire your students to produce really great projects in the future!





# SECONDARY 3 - LESSON 1 - ANNEX 1

## Feedback on your team work

You will be working again on your project at your next class. Today, you have been working as a team on **your project plan**. It is important to reflect on how well your team is working together. Individually, fill out the questionnaire below.

**Circle the answer you think corresponds best to your team's performance during the work session you have just completed.**

Everyone had a chance to talk	Yes	No
Everyone participated in the work	Yes	No
We have done our work and reached our objectives	Yes	No
We used our time well (little time was wasted)	Yes	No
We listened to each other	Yes	No
We helped each other	Yes	No

● **One thing we could do to improve our teamwork**

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