Program on Relationships and Sexual Health

Chii kayeh iyaakwaamih

Student workbook
Secondary 2
Authors: chii kayeh iyaakwaamihi 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

Produced by
Cree Board of Health and Social Services of James Bay, Public Health-Pimuteheu
© All rights reserved Cree Board of Health and Social Services of James Bay, Mistissini, Quebec G0W 1C0
Legal deposit: 3rd trimester 2014
National Library of Canada
Bibliothèque Nationale du Québec

Suggested reference:
chii kayeh iyaakwaamihi Working Group (2014). chii kayeh iyaakwaamihi Program on Relationships and Sexual Health, Mistissini:
Cree Board of Health and Social Services of James Bay, Public Health Department, Legal Deposit: National Library of Canada,

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

We would like to thank everyone who participated in the development of the chii kayeh iyaakwaamiih Program on Relationships and Sexual Health by sharing their knowledge and insight with us during the consultation process (2005-2006):

From Chisasibi, Mistissini, Waswanipi and Waskaganish, the high school students, their parents and their teachers for their generosity, their enthusiasm and their willingness to participate in this process so that other students will benefit in the future;

From Waswanipi: Irene Otter (Cree Facilitator), Lily Sutherland, Irene Neeposh, Dr. Marc Forget, Rita Mianscum Trapper, Annika Vachon, Innot Mush’ayama, Dorothy Dixon, Randy Martin, William Kitchen, Marie-Line P. Kitchen, Emily Mianscum and Sinclair Neeposh;

From Waskaganish: Lois Blackned (Cree Facilitator), Jimmy Jacob, Emma Jacob, James Jonah, Valerie Jonah, Barbara Blackned, Shirley C. Moar, Elizabeth Iserhoff, Freddie Iserhoff, Dr. Steve Ballou, Mélanie Lepage, Ed Trembath, Gilles Comtois, Queenie Stephen, Tim Whiskeychan, Bertha Dixon, Florrie Katapatuk, Christina Hester, Victoria Wischee, Daisy Moar, Doris Small, Corrina Hester, Lucie S. Trapper, Virginia Stephen and Rita Jonah Mcleod;

From Mistissini, the Elders who participated in the focus group discussion: Beatrice Petawabano (Cree Facilitator), Mabel Gunner, Minnie Awashish, Jane Trapper, Louise Trapper and Maggie Loon.

We wish to thank the following individuals for their advice and suggestions on various topics:

From the CBHSSJB-Public Health: Manon Dugas, George Diamond, Solomon Awashish, Dr. Ingrid Kovitch, Martine Drolet and Evike Goudreault;

From the Cree School Board: All the students, teachers, principals and support staff who participated in the pilot project and provided input during the evaluation process (2006-2008) on ways to improve the Program;

From UQAM: Mélanie Gagnon and Eva Nonn;

From Waswanipi: Clara Cooper.

We wish to thank the following individuals for their support:

From Waswanipi and Waskaganish: The members of the Parent Committee;

From the Cree School Board: Kathleen Wootton, Chairperson of the Council of Commissioners; Abraham Jolly, Director General; William Joseph MacNeil, Deputy Director General; Kimberly Quinn, Director of School Operations; Hardy Audate, Coordinator of School Operations; Renée Labbé, Education Consultant, School Operations;
From the Cree Board of Health and Social Services of James Bay: Laura Bearskin, Assistant Executive Director of Pimuhteheu; Manon Dugas, Assistant Director of Public Health for Uschiniichisuu Miyupimaatisiun; Michelle Gray, Assistant Director of Public Health for Uschiniichisuu Miyupimaatisiun (Interim); Solomon Awashish, Assistant Director of Public Health for Uschiniichisuu Miyupimaatisiun (Interim); Taria Matoush, Assistant Director of Public Health for Uschiniichisuu Miyupimaatisiun; Jill Torrie, Assistant Director of Public Health; Assistant Director of Public Health for Surveillance, Evaluation, Research, Communication (SERC) and Clinical Preventive Practices (CPP).

Special Thanks to the following Elders for allowing us to use their picture on the cover illustration: David Blueboy (Waskaganish), Lily Sutherland (Waswanipi).

And a special thanks to the youth Cree actors on the cover page.
Dear parents,

This letter is to inform you that your son or daughter will soon participate in the chii kayeh iyakwaamiih Program on relationships and sexual health. Chii kayeh iyakwaamiih means "You too, be careful"

This program was created especially for Cree youth by the Cree Health Board and the Cree School Board. Many people from Cree communities came together to make this course possible. It is based on Cree values. The aim is to prevent sexually transmitted infections (STIs) and unplanned pregnancies by helping youth make wiser and healthier choices.

This program was offered in secondary 3, but over the years, we were told certain parts of the program should be given to younger students. For this reason, the original program will now be given over 3 years, starting in secondary 1 to secondary 3.

Twelve lessons will be given each year as part of "Physical Education and Health". In secondary 2, your son or daughter will learn about:

• how connecting to Cree culture is important for self esteem;
• how to solve a problem;
• the difference between a healthy and an unhealthy relationship;
• how to communicate in an assertive manner;
• what you can say when you want to wait until later to have sex;
• general information on preventing STIs and unplanned pregnancy;
• how much it costs during the first year when you have a baby;
• how to prevent Fetal Alcohol Spectrum Disorder (FASD);
• rights and responsibilities in a relationship;
• what to do if your rights are not respected.

We would like to know how the students are responding to these lessons. We will ask your son or daughter to fill out a short (1 page) questionnaire on what he/she has learned and how he/she feels about the program. This information will help us improve the lessons in the future. If you do not wish your son or daughter to answer this questionnaire or you want more information please contact Mae Lafrance at the Public Health Office at 418-923-3355 local 42387.

We thank you for supporting your son or daughter throughout this program. As parents, you are the primary educators. "You too" can help our youth to "be careful" and safe.

Student’s Name

Parent’s or guardian’s signature

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

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

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

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

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

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

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

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

“You too” can make a huge difference by helping others to stay healthy!
Lexicon of the Cree terms used in the Program:

**chii kayeh iyaakwaamiih:** This word is a general broad term used to acknowledge you and the other person and one’s need to be careful in whatever situations/challenges comes during one’s journey (way).

**aashuumiih:** Since Natives are visual learners, the word is used when one passes down one’s knowledge and wisdom to another person. For example, showing and telling a person how to make a bannock.

**aniteh kaa pechi utuhteyiku:** It describes our journey from the past in the Cree (Eeyou Istchee) way of life.

**iyaakwaamisiih:** The word is used to remind you to become very cautious when doing an activity. For example, to wear a life jacket at all times while being in a canoe.

**siibii:** It is a river.

**siibiish:** It is a small river/creek.

**googoo:** Also known as gookum means grandmother in the Cree language.

**niimuutaan:** It is a pack sack.

**sâchihîwewinove:** Love ᣩᒧᐧᔭᐧᐸᐧᐃᓐ

**chishtimâweyihtamuwîn:** Respect ᣨᐧᓐᐦᑖᐦᑖᐧᐋᐧᐃᓐ

**nihishkâtuwin:** Harmony ᓂᑖᐦᑖᐧᐋᐧᐃᓐ

**aspeyimuwin:** Hope ᓄᐦᑖᐦᐋᐧᐃᓐ
CHAPTER 1

Healthy Relationships
Lexicon 1

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

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

• ______________  ____________________________________________

• ______________  ____________________________________________
Healthy relationships:
Cree traditions; Self-esteem

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

SOME OF THE THINGS I AM LEARNING TODAY

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

• A child
• A youth
• An adult
• An Elder

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

Cree traditions

The Walking Out Ceremony

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

The Child’s First Snowshoes Ceremony

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

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

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

The boy’s first kill (Bear Tradition)

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

The boy’s first kill (Goose Tradition)

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

---

2 Story told by elders Annie Neyassit and Caroline Kitchen (winter 1999), prepared by Diane J. Cooper K. Cultural coordinator, Waswanipi.
3 An elder from Mistissini tells the story of the Bear Tradition.
4 A community member from Waskaganish relates the story of the boy’s first hunt.
Moon time

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

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

About Self-esteem

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

An elder from Waswanipi relates the tradition of the first moon time.
MY ACTIVITY TODAY

Part 1  RULES FOR THE CHII KAYEH IYAAKWAAMIIH PROGRAM

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

chii kayeh iyaakwaamiih

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

My signature

Part 2  HOW I SEE MYSELF

Your teacher will guide you through this activity

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

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

Step 3: Put the box in front of the class.
### Part 3: SOME OF THE QUALITIES I SEE IN MY CLASSMATES

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

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

chii kayeh iyaakwaamiih Program on Relationships and Sexual Health
Part 4

SOME OF THE QUALITIES THAT I HAVE

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

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

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

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

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

You have the right to be proud of yourself!

---

**Lexicon 2**

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

- ____________  __________________________________________________________
- ____________  __________________________________________________________
LESSON 2

Healthy relationships:
The problem solving path

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

SOME OF THE THINGS I AM LEARNING TODAY

What is a problem?

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

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

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

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

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

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

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

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

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

1. Is this problem really important to me?
   - no: Forget it
   - yes: Or if you can’t...

2. Can I think of any solutions yet?
   - no: Take a break
   - yes: Solve it on my own

3. Do I need to ask for help or advice?
   - no: What can I do?
   - yes: Who can help me?

This is my problem. So, I will find help if I need it. I won’t give up!
ONE PROBLEM, MANY SOLUTIONS

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

Story of Siibiish and Siibii

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

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

Possible ways of responding to a problem:

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

Siibiish told herself:

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

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

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

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

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

When you are looking for a way to get a problem off your mind, it’s best to stay away from alcohol and drugs. Abusing drugs or alcohol will only make the problem harder to face later on. A better solution is to do something else, such as: sports, hang out with some good friends, go in the bush with your grandparents, etc.
When you go through the Problem solving path, it's important to ask yourself whether or not you need help.

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

Write the name of each person who could help you, in the circle below.
**Lexicon 3**

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

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

- __________________________  __________________________
  __________________________  __________________________

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

SOME OF THE THINGS I AM LEARNING TODAY

Section 1  Love relationships

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

Examples of intimacy

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

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

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

**What is an unhealthy love relationship?**

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

---

1 [http://honeymoons.about.com/cs/wordsofwisdom/a/whatislovequote.htm](http://honeymoons.about.com/cs/wordsofwisdom/a/whatislovequote.htm)
The signs of healthy and unhealthy relationships

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

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

<table>
<thead>
<tr>
<th>HEALTHY RELATIONSHIPS</th>
<th>UNHEALTHY RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A relationship where both partners show acceptable behaviors or attitudes such as...</td>
<td>A relationship where one or both partners have unacceptable behaviors or attitudes such as...</td>
</tr>
<tr>
<td>- Acceptance</td>
<td>- Rejection</td>
</tr>
<tr>
<td>- Listening</td>
<td>- Indifference</td>
</tr>
<tr>
<td>- Trust</td>
<td>- Jealousy and possessiveness</td>
</tr>
<tr>
<td>- Honesty and truthfulness</td>
<td>- Lying, cheating</td>
</tr>
<tr>
<td>- Kindness</td>
<td>- Intimidation, threats</td>
</tr>
<tr>
<td>- Loyalty and commitment</td>
<td>- Infidelity, breaking a commitment</td>
</tr>
<tr>
<td>- Respect</td>
<td>- Excessive pressure on the other person</td>
</tr>
</tbody>
</table>

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

¹ Adapted from: Canadian Center for Child Protection inc. (2007) Love vs. Control
Violence is incompatible with love

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

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

What is mutual consent?

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

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

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

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

Alcohol and/or drug abuse is not an excuse for violence. The person is still responsible for his/her actions even though he/she is under the influence.
In a love relationship, two individuals come together and share a special bond. During this activity, you will think about your ideal love relationship.

1 • The first step is to create the sacred circle of life that represents you.
   - Cut out the first circle.
   - Write or draw inside each aspect (mental, physical, emotional and spiritual) one or a few things that represent you.

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

Now, cut the circles in the designated place and join them together. Keep this art work somewhere special to remember what you want in a love relationship.
Part 2

WHAT ARE YOU LOOKING FOR IN A PARTNER?

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

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

I would like a partner who...

A • Respects me and takes time to listen to my point of view.  

B • Makes me change my mind when I am not feeling very good.  

C • Tells my secrets to others.  

D • Communicates with me using an assertive communication style.  

E • Doesn’t insist or pressure me to do things I don’t want.  

F • Encourages me to achieve my personal goals.  

G • Never shares something private about me with his/her friends.  

H • Makes me laugh and with whom I have lots of fun.

2 • Now, using your own words, write some other things that are really important to you in a healthy love relationship.
Asserting yourself; waiting until later to have sex
**Lexicon 4**

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

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

- ____________________________
- ____________________________
- ____________________________
Asserting yourself:
Refusing what you don’t want

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

SOME OF THE THINGS I AM LEARNING TODAY

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

Assertive communication style

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

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

Refusal techniques that really work

The seven main refusal techniques are:

○ Say no while using assertive body language

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

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

However, simply saying «no thanks» often works when you are faced with friendly or teasing pressure. It is important to know that sometimes it doesn’t work. You need to know the other refusal skills so that you can keep trying until you find the one that works for you.
● **Repeat the refusal**
  Saying «no» as many times as necessary is an effective refusal technique. This skill may be used as a stalling technique.

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

● **Refuse to discuss the matter any further**
  Try saying you’ve got something else you must do: «I can’t, I’ve got to go help my brother with his snowmobile». You can also change the subject. You can talk and talk and talk about anything but the offer put before you. If you keep talking long enough, the opportunity to walk away or use another refusal skill will present itself.

● **Give a cold shoulder**
  This refusal skill can help you avoid direct confrontation. You do not have to talk; you can look the other way, turn your shoulder or start a conversation with someone else.

● **State your reasons and move on**
  Always have a reason or excuse stored in your memory. That way, when it’s time to use it, you will do so without hesitation. You will sound confident! For example, you can let people know that you made a promise not to drink or have sex and you’re sticking to your promise. Remember, **don’t get into an argument with the person putting the pressure on you. It is an argument you are likely to lose!** Just state your reasons and move on.

● **Just walk away**
  By far, walking away is one of the most effective refusal skills. You need to fully understand you have a right to say no to offers which involve making bad choices. You need to put one foot in front of the other and walk away!
MY ACTIVITY TODAY

Part 1  EFFECTIVE OR INEFFECTIVE REFUSAL STRATEGIES

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

**Situation 1**

Siibii and Siibiish are at a party after the tournament.

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

This is an example of an __________________________ REFUSAL STRATEGY

**Situation 2**

Siibii and Siibiish are at a party after the tournament.

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

This is an example of an __________________________ REFUSAL STRATEGY
CREATE YOUR OWN SCENARIO

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

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

A • Decide on a name for each character

________________________________________ (Name of the first character)
________________________________________ (Name of the second character)

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

________________________________________

C • What are the characters doing?

________________________________________
________________________________________
________________________________________

D • Decide the reason for their argument.

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

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________

____________________ : ____________________________
Lexicon 5

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

• ___________  ___________

• ___________  ___________

• ___________  ___________
I have the right to refuse what I don’t want without feeling guilty.

SOME OF THE THINGS I AM LEARNING TODAY

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

MY ACTIVITY TODAY

Part 1 CREATE YOUR OWN SCENARIO

Finish the scenario you were working on during the last lesson.
Your teacher will guide you through this activity.

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

### Team 1

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

### Team 2

- Say «no» (Use assertive body language)
- Repeat the refusal
- Suggest an alternative
- Refuse to discuss the matter any further
- Give a “cold shoulder”
- State your reasons and move on
- Just walk away (Use your strength to push away, protect yourself or get help, if needed)
**Team 3**

Say «no» (Use assertive body language)

Repeat the refusal

Suggest an alternative

Refuse to discuss the matter any further

Give a “cold shoulder”

State your reasons and move on

Just walk away (Use your strength to push away, protect yourself or get help, if needed)

**Team 4**

Say «no» (Use assertive body language)

Repeat the refusal

Suggest an alternative

Refuse to discuss the matter any further

Give a “cold shoulder”

State your reasons and move on

Just walk away (Use your strength to push away, protect yourself or get help, if needed)
**Lexicon 6**

- **STI:** Sexually transmitted infection.

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

- ________________  ________________________________
- ________________  ________________________________
Waiting until later to have sex:
What to say to your partner

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

SOME OF THE THINGS I AM LEARNING TODAY

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

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

MY ACTIVITY TODAY

Part 1

ASSERITIVE REFUSAL STATEMENTS

• In this activity, The “P” statements are pressure lines. The “A” statements are assertive refusal statements. Cut out all of the statements. Place all the “P” statements in one pile. Place all the “A” statements together in a second pile.

• Your task is to build a dialogue with all the statements you have.

• To do this task, start with a “P” statement and alternate, so every “P” statement is followed by an “A” statement, and so on.
“P” STATEMENTS

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

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

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

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

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

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

P: THIS TOURNAMENT IS THE PERFECT TIMING!

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

P: YOU KNOW WE’RE READY. COME ON!

P: THIS IS THE RIGHT TIME FOR US.
| A: | I LOVE YOU TOO BUT IT WILL BE A LOT MORE SPECIAL LATER ON. I DON'T WANT TO HAVE SEX NOW. |
| A: | I'M NOT READY TO HAVE SEX NOW. PLEASE RESPECT MY DECISION TO WAIT. |
| A: | MAYBE YOU ARE CLEAN. IT'S HARD TO TELL. MOST PEOPLE WITH A STI LOOK AND FEEL HEALTHY. I WANT TO GET TO KNOW YOU BETTER AND GET TESTED. I'M NOT GOING TO HAVE SEX NOW. |
| A: | THIS IS NOT THE RIGHT TIME FOR ME. I KNOW THIS IS HARD, BUT I DON'T WANT TO HAVE SEX RIGHT NOW. I WANT TO WAIT. |
| A: | WE ARE BOTH FEELING GOOD BECAUSE WE ARE BOTH DRUNK. I DON'T WANT ANY REGRETS ABOUT THIS IN THE MORNING. I REFUSE TO HAVE SEX. I WANT TO GO HOME RIGHT NOW. |
| A: | WHAT OUR FRIENDS DO IS NOT ALWAYS RIGHT FOR ME. I WANT TO WAIT. |
| A: | YES WE WILL GET MARRIED SOME DAY. SEX WILL BE A LOT MORE MEANINGFUL WHEN WE ARE MARRIED. THAT'S WHY I WANT TO WAIT. |
| A: | I TRUST YOU, BUT ANYONE WHO HAS SEX WITHOUT PROTECTION CAN GET PREGNANT. I DON'T WANT TO START A FAMILY NOW. I WANT TO FINISH SCHOOL AND HAVE A GOOD JOB. THAT'S WHY I'M WAITING UNTIL LATER TO HAVE SEX. |
| A: | YES I WANT TO KNOW HOW IT FEELS. BUT I WILL ENJOY SEX A LOT MORE WHEN I'M REALLY READY. I'VE DECIDED TO WAIT UNTIL I'M REALLY READY. |
| A: | THIS TOURNAMENT HAS NOTHING TO DO WITH IT. STOP PRESSURING ME TO HAVE SEX. I WANT TO DO SOMETHING ELSE OR JUST GO HOME. |
CHAPTER 3

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

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

SOME OF THE THINGS I AM LEARNING TODAY

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

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

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

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

**Part 1**

**IMPORTANT INFORMATION ON STIS AND UNPLANNED PREGNANCIES**

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

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

With your team mates, create a short message or slogan to help prevent STIs or unplanned pregnancies among youth in your community.
Add to this list any new words you don’t understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.

- ________________________________  ________________________________
- ________________________________  ________________________________
Lesson 8

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

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

MY ACTIVITY TODAY

Part 1 LET’S BUDGET!

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

$...

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

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

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

Nursery items

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>$ Each</th>
<th>$ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 • You will need crib(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 • You will need crib mattress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 • You will need crib sheets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 • You will need crib blankets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 • You will need crib mattress pad(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 • You will need crib mobile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 • You will need crib activity center(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 • You will need changing table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 • You will need changing table pad(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 • You will need cradle or bassinet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Health/safety items** (Remember, you are buying for a year!)

11 • You will need ________ hairbrush and ________ comb for the baby $ each ________ $ total

12 • You will need ________ digital thermometer ________ $ each ________ $ total

13 • You will need ________ baby nasal aspirator(s) ________ $ each ________ $ total

14 • You will need ________ toothbrush ________ $ each ________ $ total

15 • You will need ________ baby monitor(s) ________ $ each ________ $ total

16 • You will need ________ stairway gate(s) ________ $ each ________ $ total

17 • You will need ________ baby bathtub ________ $ each ________ $ total

18 • You will need ________ baby washcloths ________ $ each ________ $ total

19 • You will need ________ bathtub ring ________ $ each ________ $ total

20 • You will need ________ hooded towel(s) ________ $ each ________ $ total

You will need to buy: (Remember you are buying for a year! So multiply by the number you think you will need for one year… ) Example: baby soap 1.29$ times 30= (18.70$ total)

21 • ________ baby soap(s) ________ $ each ________ $ total

22 • ________ baby lotion(s) ________ $ each ________ $ total

23 • ________ baby powder(s) ________ $ each ________ $ total

24 • ________ baby oil(s) ________ $ each ________ $ total

25 • ________ diaper rash ointment(s) ________ $ each ________ $ total

26 • ________ detergent for baby clothes! ________ $ each ________ $ total

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

23 • ________ diapers (about 320 diapers a month) ________ $ each ________ $ total

24 • ________ boxes of baby wipes ________ $ each ________ $ total

25 • ________ diaper pail(s) ________ $ each ________ $ total

26 • ________ diaper cover(s) ________ $ each ________ $ total
**Feeding baby** (Remember, you are buying for a year!)

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

**If you plan on breast-feeding the baby:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price Each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>breast pump(s)</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>28</td>
<td>pack(s) of nursing pads</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>29</td>
<td>nursing bra(s)</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>30</td>
<td>pacifiers</td>
<td>$</td>
<td>$ total</td>
</tr>
</tbody>
</table>

**If you plan not breast-feeding the baby:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price Each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>cans of formula</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>32</td>
<td>4 oz. bottles</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>33</td>
<td>8 oz. bottles</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>34</td>
<td>bottle brushes</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>35</td>
<td>nipple(s) for the bottles</td>
<td>$</td>
<td>$ total</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price Each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>jars of baby food</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>37</td>
<td>high chair(s)</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>38</td>
<td>childproof plates and bowls</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>39</td>
<td>infant spoons</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>40</td>
<td>cloth bibs</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>41</td>
<td>plastic bibs</td>
<td>$</td>
<td>$ total</td>
</tr>
<tr>
<td>42</td>
<td>no-spill cups</td>
<td>$</td>
<td>$ total</td>
</tr>
</tbody>
</table>
### Clothing
(Remember, you are buying for a year!)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>You will need to buy</td>
<td>________ sleepers</td>
</tr>
<tr>
<td>44</td>
<td>You will need to buy</td>
<td>________ hats</td>
</tr>
<tr>
<td>45</td>
<td>You will need to buy</td>
<td>________ booties</td>
</tr>
<tr>
<td>46</td>
<td>You will need to buy</td>
<td>________ gowns</td>
</tr>
<tr>
<td>47</td>
<td>You will need to buy</td>
<td>________ outfits</td>
</tr>
<tr>
<td>48</td>
<td>You will need to buy</td>
<td>________ socks</td>
</tr>
<tr>
<td>49</td>
<td>You will need to buy</td>
<td>________ coats</td>
</tr>
<tr>
<td>50</td>
<td>You will need to buy</td>
<td>________ warm suits</td>
</tr>
<tr>
<td>51</td>
<td>You will need to buy</td>
<td>________ shirts</td>
</tr>
<tr>
<td>52</td>
<td>You will need to buy</td>
<td>________ pants</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>You decide to buy</td>
<td>________ carrier(s)</td>
</tr>
<tr>
<td>54</td>
<td>You decide to buy</td>
<td>________ stroller(s)</td>
</tr>
<tr>
<td>55</td>
<td>You decide to buy</td>
<td>________ a play yard</td>
</tr>
<tr>
<td>56</td>
<td>You decide to buy</td>
<td>________ swing(s)</td>
</tr>
<tr>
<td>57</td>
<td>You decide to buy</td>
<td>________ doorway jumper(s)</td>
</tr>
<tr>
<td>58</td>
<td>You decide to buy</td>
<td>________ small toys</td>
</tr>
<tr>
<td>59</td>
<td>You decide to buy</td>
<td>________ baby books</td>
</tr>
<tr>
<td>60</td>
<td>You decide to buy</td>
<td>________ set(s) of pictures taken</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>Your baby is growing - you now need a toddler car seat</td>
<td>________ $ each</td>
</tr>
</tbody>
</table>

---

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

**Now that you know the cost of having a baby, how would an unplanned pregnancy affect you and your family?**
Lexicon 9

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

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

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

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

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

Part 1 FACTS ON FASD.

What do you know about FASD?
Indicate your answer by placing an X in the appropriate space below.

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 • FASD stands for Fetal Alcohol Spectrum Disorder

2 • FASD affects only the First Nations in Canada

3 • FASD is preventable

4 • There is no safe time to drink alcohol during pregnancy

5 • During your pregnancy, you can have a drink once in a while

Part 2 SOME PREVENTION TOOLS

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

Cut all the cards on the next page and place them in the appropriate box on the answer sheet. When you are happy with your results, show them to your teacher. When you have all the right answers, glue the cards on the answer sheet.
<table>
<thead>
<tr>
<th>Why somebody might drink alcohol when pregnant</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Illustrations</td>
</tr>
<tr>
<td>Doesn’t know she is pregnant</td>
<td></td>
</tr>
<tr>
<td>Lack of support from the father</td>
<td></td>
</tr>
<tr>
<td>Lack of awareness</td>
<td></td>
</tr>
<tr>
<td>Social pressure</td>
<td></td>
</tr>
<tr>
<td>Alcohol problem</td>
<td></td>
</tr>
</tbody>
</table>
Use contraception to prevent unplanned pregnancy. Make sure you avoid drinking if you are planning to get pregnant or if you have unprotected sex.

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

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.

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

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.
CHAPTER 4

Love relationships
Wrap-up
Lexicon 10

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

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

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

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

**Remember**

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

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

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

Using your skills to stop the violence in a relationship

Use the problem solving path

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

Use an assertive communication style

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

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

Part 1 HEALTHY OR UNHEALTHY?

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

A • Siibiish often says to Siibii

Is this acceptable or unacceptable?  

You are so stupid!!! You should use your head once in a while.
B • Siibiish is calling Siibii on his cell.

Do you want to see me tonight? I would like to rent a movie.

Oh! It would have been nice but I promised my friends that I would go play basketball tonight!

I'm disappointed, but enjoy your game. See you at school tomorrow! I'll tell you all about the movie.

Is this acceptable or unacceptable?

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

What's up?

You're always doing that, flirting with other boys in front of me.

I'm not flirting, these are my friend. You know that!

"Sorry!"

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

Is this acceptable or unacceptable? ________________

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

You are so exciting, mmmm…

I like to kiss you but I am not ready to go further.

It is ok with me; I just like to be with you.

Is this acceptable or unacceptable? ________________
F • Siibii and Siibiish decided to have sexual intercourse. Siibii is busy putting on a condom.

Sorry, but I want to stop now.

I mean that I don’t want to make love right now. I’m not really in the mood.

What do you mean?

OK. I’m glad you told me. I want to be sure that we’re both in the mood when we are making love. Let’s cuddle!

Is this acceptable or unacceptable?

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

Are you sure you want to have intercourse now?

Yes, I’m sure! Let’s use a condom.

Is this acceptable or unacceptable?
### TRUE OF FALSE?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If a person doesn't say &quot;Yes&quot; or &quot;No&quot;, it means he or she wants to have sex. <strong>FALSE</strong></td>
</tr>
<tr>
<td>2</td>
<td>Mutual consent is when both partners are freely and willingly agreeing, or consenting, to whatever sexual activity is occurring. <strong>TRUE</strong></td>
</tr>
<tr>
<td>3</td>
<td>Sex without consent is sexual assault/rape. <strong>TRUE</strong></td>
</tr>
<tr>
<td>4</td>
<td>You cannot assume that you have consent, you need to ask. <strong>TRUE</strong></td>
</tr>
<tr>
<td>5</td>
<td>If a partner says &quot;no&quot; 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. <strong>FALSE</strong></td>
</tr>
</tbody>
</table>
Lexicon 11

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

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

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

SOME OF THE THINGS I AM LEARNING TODAY

Section 1

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

- Is extremely jealous
- Follows you around, makes prank phone calls to check up on you
- Wants to make all the decisions in the relationships
- Has unpredictable mood swings
- Is hypersensitive, gets angry easily and quickly
- Does not take responsibility for his/her own actions, problems or feelings (It is always someone else’s fault).
- Harms animals or children
- Calls you hurtful or mean names, threatens to use violence
Section 2

What I should do if my rights are not respected

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

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

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

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

Remember,
There are many ways to express yourself as a boy and a man or as a girl and a woman. Bullying someone because he or she is "different" is unacceptable. The right to be happy, respected and safe belongs to everyone.
Part 1 WHAT CAN I DO?

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

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

3 • What should you do if you or someone you love is being violent toward someone else?
Read the examples below and associate them with the correct word from the following list. Then, write the correct word in the appropriate space on the grid. Pay attention to the orientation of the words. The ones across are signs of a healthy relationship. The words going downward on the grid are signs of an unhealthy relationship.

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

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

Down – Signs of an unhealthy relationship
1 • Demanding to know where the other person is at all times and not believing his/her answer. Getting angry when your partner does things without you.
2 • Trying to scare someone with blackmail or with statements that indicate you want to hurt him/her.
3 • Telling the other person that "getting drunk" is normal and common; saying that everyone does it.
4 • Telling false stories to avoid the consequences of your actions.
5 • Holding the other person responsible for everything that has happened.
6 • Pressuring the other person to do something he/she doesn’t want to do or will not accept.
Add to this list any new words you don’t understand. Then, ask your teacher for the meaning of these words or look them up in the dictionary.

- ____________________________
- ____________________________
- ____________________________
Wrap-up: Reviewing what I have learned

I can use what I’ve learned in the chii kayeh iyaakwaamiih Program in my own life.

SOME OF THE THINGS I AM LEARNING TODAY

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

MY ACTIVITY

Part 1 REMEMBERING WHAT I HAVE LEARNED

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

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

In the space provided, write down one important thing to remember for each of these iyaakwaamisiih. Go back to the various Chapters in your workbook, to get the information you need.
### CHAPTER 1

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

### CHAPTER 2

<table>
<thead>
<tr>
<th>√</th>
<th>iyaakwaamisiih</th>
<th>One important thing to remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned how to refuse what I don’t want without feeling guilty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned some things I can say if I want to wait until later to have sex</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CHAPTER 3

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

### CHAPTER 4

<table>
<thead>
<tr>
<th>√</th>
<th>iyaakwaamisiih</th>
<th>One important thing to remember</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I know my rights and responsibilities in a love relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I know what I can do if my rights are not respected</td>
<td></td>
</tr>
</tbody>
</table>
The tamarack tree is a very strong and resilient tree. It has a lot of medicine in it. Elders chose this tree to represent the chiikayeh iyaakwaamiih program. The Tamarack tree represents the things you have learned and could use to reach your goals.

**Step 1**
Write your goal in the space provided on the next page. Your goal is something you want to do or become.

**Step 2**
You have learned ways
• to connect to your Cree culture
• to use an assertive communication style
• to resist peer pressure
• to wait until later to have sex, if I want to
• to prevent STIs and unplanned pregnancies

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

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

**Step 3**
On the trunk of this Tamarack tree, write one thing you have accomplished during this program that makes you proud. Try to write this down in your own words.
The Tamarack Tree

MY GOAL:

PREVENT STIS

RESIST PEER PRESSURE

CONNECT TO MY CREE CULTURE

I AM PROUD OF:

PREVENT AN UNPLANNED PREGNANCY

WAIT UNTIL LATER TO HAVE SEX, IF I WANT

USE AN ASSERTIVE COMMUNICATION STYLE

FAITH

GOOD CHILD-REARING

Happiness

Hope

Kinship

Love

Obedience

Patience

Respect

Safety

Sharing

Thankfulness

Wisdom

I AM PROUD OF:
You can help us improve the chii kayeh iyaakwaamiih program by answering these questions. Please let us know your thoughts. Begin by making a "X" in the box that is closest to your opinion.

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

<table>
<thead>
<tr>
<th></th>
<th>I strongly disagree</th>
<th>I disagree</th>
<th>I agree</th>
<th>I strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) connecting to Cree traditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) signs of a healthy relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) the problem solving path</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) how to refuse what I don't want</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) how much it costs to have a new baby</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) how to prevent FASD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) signs of an unhealthy relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) my rights and responsibilities in a relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) what I should do if my rights are not respected</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

________________________________________________________________________

________________________________________________________________________

3. The chii kayeh iyaakwaamiih lessons were...

<table>
<thead>
<tr>
<th></th>
<th>I strongly disagree</th>
<th>I disagree</th>
<th>I agree</th>
<th>I strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) easy to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________