



Aionkwatakari:teke

(A-YOU-GWA-DA-GA-RI-DE-GEH)

"For Us To Be Healthy"

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Aionkwatakari:teke

Aionkwatakari:teke is a newsletter published six times a year by Communications Services of Kahnawake Shaktotia'takehnhas Community Services (KSCS). Our purpose is to provide information on health and wellness issues that affect Kahnawa'kehró:non. All community members are welcomed & encouraged to submit articles provided that they are comprehensive to the general public, informative & educational. Slanderous material will not be accepted. **Views expressed in the articles may not necessarily reflect those of KSCS.** We reserve the right to edit all articles. All questions concerning this newsletter should be directed to:

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This newsletter is intended to complement, not replace the advice of your health care provider. Before starting any new health regimen, please see your doctor.



Editor's Notebook

Ahh, July! The halfway point. It is now six months until the New Year but perhaps that's getting ahead of ourselves. It hasn't exactly been the lazy, hazy days of summer around here, not with the Mercier Bridge situation affecting traffic and businesses in the area. We can only hope that the emergency repairs will be completed as promised by September, before regular work and school hours begin.

In this issue, we have another instalment in the six part series on what it is to be Rotisken'rakéhte by Chad Diabo and Teyowisonte Deer and the next instalment in the *Kids in the Middle* series by Bea Taylor. We also have news about the new well-child clinic at the KMHC.

There is an article by a grade 11 student studying at the Kahnawake Survival School. Wahsontano:ron McGregor-Yuan did a school project on fear and we thought it was a good fit for the newsletter. We also hope this encourages other students to consider contributing to the newsletter.

I'm also very happy to include a guest article on young girls and their sexualization by the Director of the Leadership Department at the YWCA in Montreal, Lilia Goldfarb. Madame Goldfarb came to KSCS a few months ago and gave a very interesting presentation on this topic. It's must reading for anyone concerned about the role the media plays in forming and shaping a child's view of themselves and their own sexuality.

So, it may indeed be the lazy, hazy days of summer but we're not taking it easy here at Aionkwatakari:teke. In fact, we're already hard at work on the next issue so stay tuned.

Sken:nen
Marie





ROTISKEN' RAKÉHTE

BE THE CHANGE - LEAD THE WAY

by CHAD DIABO AND TEYOWISONTE THOMAS DEER

Part 4 of 6

There are many lessons a father teaches his children, lessons that instill confidence and risk taking; lessons that fathers can teach directly and indirectly e.g. how to treat women and respect ourselves, to lessons in embracing the life-style and responsibility of being a Rotisken'rakéhte.

There are lessons to give to our children that we dream of for many years. They are proud moments to hold onto, signs that our children are taking their first steps into adulthood.

Traditionally, when a boy's voice begins changes and he enters manhood he was placed with his father, his uncles, and the other warriors of the community. It was during this time he was taught his duties and responsibilities as a Haudenosaunee man.

The tradition continues today from teaching boys how to drive a car, to shooting a gun, to learning how to hunt and fish.

While teaching them to be independent beings, they are also taught that they are part of a greater collective. These young men are groomed and instilled with a sense of *autonomous responsibility*—their individual

contribution and responsibility to the welfare of the collective—instilling an understanding that what they do affects everyone.

Parents must always look for teaching opportunities. Good parenting requires observation. We must be sensitive to our children's needs and desires, and open to teach them how to manage their lives through our example.

Being a Rotisken'rakéhte is a way of living that offers the best possible role model for our children.

A responsible Kanien'kehá:ka man, a Rotisken'rakéhte; has an ethical and moral code. He knows right from wrong. He helps out in his community, volunteering his time and helping those in need. He values his partner and stays committed to his relationship. He values his children and does his best to make a good home for them. Most importantly, he takes care of himself, for if he is un-well he is of little use to anybody who depends on him. He takes care of his needs in order to care for others.

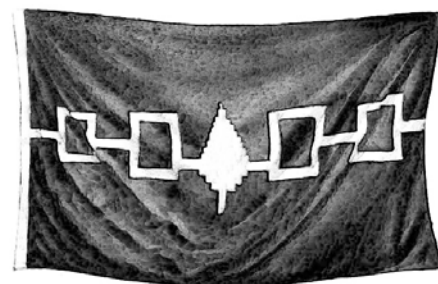
These teachings are a benefit to the whole community. If your child is a boy, then you—the father—can teach him, passing down everything it means to be a Mohawk man.

If your child is a daughter, you can teach her some of this too so that she will be an independent woman. It's just as important you show her what to expect from a healthy partner. Show her that Kahnawake men have integrity, honour, that they work hard and respect women. How you treat your wife or girlfriend is how she will learn to expect to be treated.

Today, more than ever, a father should be more responsible because our children are growing up immersed in the latest technologies in a fast paced, globalized world.

A responsible father, a Rotisken'rakéhte, will help anchor our children to our Kanien'kehá way of life. This is a strong foundation to build and grow on. They will be prepared to succeed and live a good life.

What a great fatherhood gift, to be a part of a child's first steps to becoming an adult; to becoming a Rotisken'rakéhte themselves!





Spite: Caught in the Middle

by CHAD DIABO, PROMOTION & EDUCATION

SPITE / NOUN: ill will or malice towards a person, grudge, hard feelings, resentment, vindictiveness / **VERB:** hurt, injure, offend, get back at, harass, annoy, frustrate, be nasty. (Oxford English Dictionary, Roget's Thesaurus).

When a break-up or divorce is inevitable, we have choices about how we're going to survive it. Both parties can choose to act like sensible adults and make the best possible arrangements emotionally, financially and, if they have them, for their children. We can realize that the relationship and/or contract of marriage has been broken and we can go on with our lives. This would be a healthy way of dealing with this situation.

The alternative to a healthy ending of a relationship is ranting, blaming, and trying by any means available to hurt your ex-partner. Sometimes we try so hard to hurt the ex-partner that we miss seeing who is getting caught in the crossfire ...our children.

Or we intentionally use our children as pawns to spite the other parent, or we vent our anger and pain at our children instead of at the ex-partner e.g. "Your father/mother is a....!"

Break-ups happen amid pain and emotional scars. Some of this pain and scarring can't be prevented but some of it can.

Acting out of spite is totally preventable. The children are already hurting from the break-up, why hurt them more by using them e.g. not showing up for a visitation or denying a parent visitation with his or her child? Who does this hurt, your ex-partner, your child, or both? Using children as pawns is a twisted game!

As adults we have choices. Relationships and marriages end and we can choose to end the relationship with compassion and with rational, healthy thinking. The goal should always be to keep the hurt at a minimum level for all involved.

Keeping our emotions in check when going through a break-up/divorce is one of the most difficult experiences that we will ever face in life. This should be done for the sake of any child or children involved. Sparing them any more emotional grief and heartache is a necessity.

DEMONIZING YOUR EX ESPECIALLY WITH YOUR CHILDREN. Remember that when you trash their mom or dad you are trashing a part of them. People will always take sides in a break-up/divorce but adding to the hurt with

name calling only makes the process harder, especially for the children. You can vent to friends or a therapist in confidence but an attack on an ex-partner will only add to the emotional pain for all involved.



FORCING YOUR KIDS TO TAKE SIDES. This happens more times than not and is very destructive for a child's well being. Using children as validation and as pawns does irreparable damage. Keep matters between you and your ex-partner and act mature.

If you are experiencing a break-up or divorce and you are not sure what to do with your anger or with your frustrations, you can contact the Family & Wellness Center for advice and support at 450-638-0408.



To Know More....

Skawenniio Tsi Iewennahnotah-khwa Kahnawake Library has books on these topics and more. Call them at 450-633-1016 or email klibrary@paulcomm.ca.

- Sports in the Lives of Children and Adolescents by Robert S. Griffin.
- Mom's House, Dad's House: A Complete Guide for Parents Who Are Separated, Divorced, or Remarried by Isolina Ricci.
- What am I Doing in a Step-Family? by C. Berman.
- Living on the Other Side of Fear by Hilda Villaverde.



Kids in the Middle

Parenting After Separation

by BEA TAYLOR, PREVENTION

Part 2 of 3

In the last issue of Aionkwatakari:teke, I wrote about what happens when parents break up and how it's important to seek help if the relationship was abusive. I also briefly described the loss and grief involved and how it's important for parents to be honest with their children about the separation. This article will discuss grieving and coping strategies.

Adults must learn to heal themselves to help make the process of separation easier on their children.

There are five basic principles to live by: keeping yourself **safe**, taking **responsibility** for your life, **respect** yourself and others around you, **co-operating** with others to help support healing and **celebrating** the healing that you have already done.

How to tell the children: According to *Kids in the Middle Handbook*, parents should only tell the children when they have made clear plans about what will be happening to them.

- Tell your children together (if you can).
- It may help to tell all your children at the same time, rather than separately, so they may provide support to one another.
- Discuss your future living arrangements.

- Talk about their needs such as friends, toys, and school.
- Allow your children to show grief and sadness and invite them to talk about it, to draw about it, or simply to cry.

Children need to hear that: they are not the reason for the separation/divorce, they will not be asked to pick sides, this wasn't an easy decision, you are sorry for the hurt this decision is causing them, and that you will never stop loving them.

What children DON'T need to hear is: the breakup is the other parent's fault, why it went wrong, or calling down the other parent.

Helping your child(ren) cope:

There are six ways that can help your child(ren) through this separation. According to the *Kids in the Middle Handbook*, it is important to

- Keep a structured and regular routine, similar to what existed before the separation.
- Not fight and yell in front of your child(ren).
- Encourage child(ren) to express their feelings.
- Allow time for child(ren) to grieve, mirror their feelings.

- Tell them you love them and it was not their fault.
- Set limits on their behavior.

Divorce and separation is difficult to deal with and sometimes children just can't cope with their parents breaking up. It is time to get help when

- a child experiences anguish and constant and ongoing problems.
- your child's symptoms get worse over time.
- you feel like you can't cope with your child(ren).

For more information on this topic, check out these resources on the Internet.

- Justice Canada: www.canada.justice.gc.ca
- Families Change: www.familieschange.ca.

**Source: Justice Education Society of British Columbia: Kids in the Middle Handbook. British Columbia. 2003-2005. Print.*



On the Sexualization of Young Girls

by LILIA GOLDFARB, YWCA OF MONTREAL

Increasingly, younger and younger girls are encouraged to act and dress “sexy” and to consider themselves sexual objects, a phenomenon called sexualization.

Sex Sells

Since children learn about life through imitation, it is easy to understand how this happens. The media overly use sexual themes because “sex sells” (although some studies reveal that often people remember the *sexy* parts rather than the product) and because exploiting sexuality does not require as much creative effort.

Many people think that sexualization and sexuality are the same thing. Under ideal conditions, sexuality develops through internal readiness and maturity. Sexualization is an *external* process by which children adopt behaviours or attitudes because they feel pressured to do so and not because they are ready to experience their own sexuality.

Sources of Pressure

This pressure can come from many sources: media messages that normalize sexualized attitudes and behaviours; peers, as groups of children come to believe that being popular—for example—requires them to dress or act in certain ways; or even from

themselves as they identify an advantage, such as increased attention they can get from behaving *sexy*.

Being sexualized does not necessarily mean being sexually active, as the picture of the six year-old girl that appeared in *Vogue* magazine (France, December 2010 issue) illustrates.

This little girl is being sexualized because her make-up, hairdo, clothing, shoes, jewellery and pose imply that she is a legitimate object of sexual desire. The setting of the picture is also suggestive since being surrounded by wild animal skins sends the message that she is a little wild animal waiting to be caught.

In France, this picture and the other equally offensive ones that accom-



Six-year-old girl as pictured in French Vogue magazine. December 2010.

panied it, drew a protest campaign by paediatricians and other concerned people.

Strong Reactions

The topic of sexualization gets a strong reaction from people. For some it is only a tempest in a teapot and for

others it is an important issue. Since in many societies a people’s sexuality is guided by tradition and religion, it is not surprising that changes in sexual morality will appear as *a threat* to some and *as liberation* to others. However, as sociologist Bryan Turner says, once sexuality and eroticism are used to promote consumerism, it is very difficult to adopt a political stance against it that will not be made to appear moralistic.

The real issue is not one of morality but rather of how ethical it is to turn children into prey. Who really benefits from sexualization: girls? Or the people and industries that sell the products? For girls, it is mostly a call for attention. Think of a 5-year-old imitating Brittany Spears; her dance moves might appear seductive to an outsider and cute to a parent but for her they are just a way to get the attention she craves.

The Impact of Early Sexualization

Research on the impact of sexualization tells us we should be worried: precocious sexual activity (before age 14–15) has been linked to low self-esteem in girls, poor condom use, increased risk of sexually transmitted infections and pregnancy.

As well, there is the possibility of high-risk behaviours such as having multiple sexual partners, alcohol and drug abuse developing over time.

Other research shows links between early sexualization and depression, suicidal thoughts, eating disorders and self-harm. Also, the

lower the age of first sexual encounter, the higher the chance of having experienced coercion and the risk of experiencing other forms of violence increases.

For psychologist Sharon Lamb, although many girls and women feel guilty about their childhood sexual explorations, the sexual play that girls initiate in childhood helps them

Many industries benefit from the sexualization of our children, and high profits are at stake

discover their own sexuality and what gives them pleasure.

However, sex isn't play and having sex prematurely, even oral sex, appears to direct a girl's sexual development towards wanting to please men, which leaves little room for discovering and exploring their own feelings about sex. Instead, it has more to do with wanting the consideration reserved for grown women.

The transition from childhood to adolescence is often difficult for girls and some develop an obsession with being desirable, which erodes their self-confidence, self-determination and self-direction.

Many girls and young women think that the only thing of value they have is their looks and they struggle to reconcile the contradictory media messages they receive: "be innocent"

and "be sexy". If they fall for the "must look sexy trap", parents and teachers tell them it is inappropriate, if they do not, they can feel excluded from their peers.

Boys also experience the effects of sexualization in their own ways. What is clear is that all young people who consume media through music, film, television, magazines, games, etc, are being sold sexualized consumerism.

Who Benefits?

Many industries benefit from the sexualization of our children, and high profits are at stake since kids are considered a very important market.

For example, the multi-billion dollar porn industry targets young kids and—unfortunately—defines for them a version of sexuality and what it means to be a man or a woman.

Another empire that profits enormously from the sexualization of children is Disney. From the moment they can walk, little girls are invited to play with very pink princess products (50,000 of them in the market) and encouraged to act pretty. Rapidly, the role models become sexy. The character *Hannah Montana* is a good example of this process that Peggy Orenstein calls "from wholesome to whoresome".

Reality vs. Simulation

It is increasingly difficult to tell the difference between reality and the simulation proposed by the media.

Children are not the only ones who are confused since, through my work educating adults, I have been surprised to discover how many fear being thought of as *old-fashioned* if they discuss sexual values.

However, it is essential for significant adults to guide children because if not, we are allowing the media to be the uncaring *super parent*. Besides discussing sexuality, why don't we let children enjoy childhood by increasing creative play and decreasing screen and other media time?

Lilia Goldfarb

*Director of the Leadership Department,
YWCA Montreal*

*For a full list of references please contact
lgoldfarb@ydesfemmesmtl.org*



French Immersion Comes to Kateri School

by TYSON PHILLIPS, COMMUNICATIONS

A new initiative is coming to Kateri School in September. For the first time, a French immersion program will be available to kindergarten students. If parents opt for this program, their child(ren) will continue onto grades 1 and 2 in the immersion program.

Parents have been requesting more French in the school system since the Kahnawake Education Blueprint in 1999. This was reinforced again in the 2009 Kahnawake Education Center Five-Year Review.

Though increases to Kateri School's programs were made, such as increasing the French and the English within

the existing kindergarten program, and then the reintegration of the K4 (nursery) students into the same 50–50 programs, parents still seemed to want more.

This is evident by the number of parents who responded to the surveys and who have chosen to send their children to off-reserve schools in the belief that their French programs were stronger than Kateri's.

Arlie Goodleaf is the principal of Kateri School. "Through the First Nations School Success Program, a consultant was hired to assess the situation," she explained. Research was conducted comparing various programs and "It was then decided that Kahnawake needed a French immersion program," she said.

The French immersion program will be 80 per cent French and 20 per cent English and Kanienkeha.

Kateri's cultural programs will continue to be part of the immersion program and will be delivered in French. "There was an overwhelming interest in the program and by the end of the registration period, there were more students registered in the 80–20 immersion program," she said. "The immersion program will put us at par with outside schools."

Arlie explained how it will work. "Our regular nursery and kindergarten 50–50 programs will also

"We have a lot of support from parents at this time and we are all looking forward to this exciting new venture."

continue with an increase in the amount of French instruction at the grade 1 level and progressing to grade 6. Parents will continue to have a choice [in] which option is preferable for their child(ren) when registering."

Recently, Kateri received some very good news. All students who are entering kindergarten were given the Brigrance Early Preschool Screen*. "We are very proud to mention that students who attended our nursery program scored higher on their English readiness skills than students who did not attend Kateri School last year. We were extremely pleased with these results!" she beamed. "For the immersion program, we have a lot of support from parents at this time and we are all looking forward to this exciting new venture."

* *The Brigrance Early Preschool Screen assesses developmental and early academic skills.*

Why Do We Fear?

by WAHSONTANO:RON MCGREGOR-YUAN

For my school project, I wanted to find out why we have fear. We need fear to survive otherwise we would be doing things that would be potentially dangerous and life-threatening.

What is fear?

There is fear that we know will help us survive and that we can deal with. There is fear that is irrational and fears that we have developed over time. The brain interprets fear. There are various parts of the brain involved in the fear response.

- The Thalamus. decides where to send the sensory data it receives from the eyes, ears, skin, or mouth.
- The Sensory Cortex. Decodes the sensory data.
- Hippocampus. Stores, retrieves, and interprets various memories. Processes stimuli and gives it context.
- Amygdala. Interprets emotions, evaluates threats, and stores fear memories.
- Hypothalamus. initiates the response of *fight-or-flight*.

Understanding Fear

Our brain can imagine the worst fears. For instance, fictional fears such as aliens, zombies or monsters beneath a child's bed or closet is a fear that we made up. In reality; however, zombies and vampires don't exist. It just shows that not all fears are natural; we can make ourselves be afraid of the most ridiculous and unrealistic things.

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The Challenges of Continuing Education

by TYSON PHILLIPS, COMMUNICATIONS

Students entering their final year of high school this fall may already be thinking about what to do after graduating.

The Kahnawake Education Center's post secondary Counsellor Nadine Montour encourages all high school graduates to continue their education by going to CEGEP or a vocational trade school. "If you are unsure of

what CEGEP to choose, or what program to enter, speak to your guidance counsellor at

your high school or come speak to me at the Kahnawake Education Center," she advises.

"When the CEGEP has an open house, go visit and see what they offer. Students can also get a lot of information on the school's website," she said.

It's normal for someone to feel nervous or anxious going into a new school environment. "The CEGEP environment is more free and you have to be organized and self motivated," Nadine said. "In CEGEP, you have to become more independent and accountable for your work."

Teachers give out the course outlines on the first day of classes and it is strongly recommended that students mark down when all the assignments are due.

"The number one item is to have an organized agenda," Nadine said. "It can be a program on your computer, a calendar, or written down in an agenda. Write down all of your

assignments and the dates that they are due, the dates of exams, and when your final term papers/projects have to be handed in,"

she advised. "You are expected to keep track of deadlines," explained Nadine. Being well organized means there's less chance to fall behind or fail courses. "Be prepared for a heavy course load," she continued. "You will have a lot of reading and studying to do."

Classes can run from two to three hours with a possible break of a few hours between classes. Students who find themselves struggling with the transition to CEGEP should check out their school's learning centers, tutoring options, student mentors, and Aboriginal centers that may be offered.

"There is so much help and guidance available to students to ensure success."

"There is so much help and guidance available to students to ensure success," Nadine said. "If a student becomes frustrated and wants to quit, I recommend that they call me and I can steer them into the right direction. Don't be shy to ask for help! It's all there, you just have to find the proper services available to you."

Nadine points out that it's not all schoolwork and no play. "Students will also make new friends; there are many groups to join, and a variety of sports to play."

Some students worry about travelling to the city. Nadine advises them to "Find out who else is going from Kahnawake and carpool with them. Other options are to take the CITSO bus that picks up people in Kahnawake and stops at the metro. Or rent an apartment with someone."

It can seem daunting but there are many benefits to continuing your education. "CEGEP is a great opportunity for our youth and is an experience they will not forget," Nadine said. "Best wishes to all Kahnawake students who are graduating from high school and hope to see you soon!"



To contact Nadine Montour, call the Kahnawake Education Center at 450-632-8770.



Family Preservation: What is it? Why Take Part in Parenting Workshops?

by STEPHANIE HORNE, PREVENTION

Family preservation's goal, as a prevention concept is to keep the family system intact.

Historically in Kahnawake, the immediate and extended family took responsibility of correcting behaviour and protecting the safety of the children. One of the goals of family preservation is to empower our families to resume this responsibility.

One question that is often asked is why should I take part in a parenting workshop? Parenting styles are influenced by the society we live in and have changed through the years.

As a result, if the prevailing attitude is one of free will and rebellion against conservative customs and values, this may be reflected in one's parenting style. This contrasts with the *do as you are told* and *children are to be seen and not heard* notion of parenting. It appears that we are lacking balance in our approach to parenting.

It is beneficial to empower parents through parenting workshops to deal with situations that may arise. Too often, emphasis is put on learning how to care for a newborn and early childcare programs are well covered within our community. However, parents are challenged throughout the stages of their children's development, not just when they are newborn.

By taking part in parenting workshops, our caretakers will be better equipped to deal with toddler tantrums, sibling rivalry, bullying (being bullied or being the bully), addiction to video games, and how to handle a teenager who talks back, etc.

trums, sibling rivalry, bullying (being bullied or being the bully), addiction to video games, and how to handle a teenager who talks back, etc.

It is important to note that one should not wait for a crisis to happen before they engage in parenting workshops and information sessions.

At KSCS, our goal is to find parent programs that are reflective of the way we parented traditionally. Traditionally and historically, parents were in close proximity to their children. They taught life and daily skills that were needed for survival. Today, parents are often challenged with the difficulty of our modern lifestyle and the age of technology.

One of the parenting models being used is based on the teaching of Ronald Morrish. The model was introduced to the community at the Family Preservation Conference last November. Morrish, an educator and behaviour specialist, introduced models based on his *Secrets of Discipline* and *The 12 Keys for Raising Responsible Children*.

Morrish's approach to parenting is through engagement that is not unlike our traditional ways. His philosophy is that it is best for a parent to teach their child how to do things right as *they are learning how to do something for the first time*.

For example, a parent teaching a child how to clean their room should work with their child until they learn what the parent's expectations are in terms of what 'a clean room is'. This same method of teaching/discipline can be extended e.g. using the family car, cooking a meal, and other life skills that are critical when raising independent, problem solving, ethical children. Morrish is the first to admit that this parenting approach is high on time and demanding, however, it is based on lifelong learning and preventative parenting.

What is coming up in KSCS Family Preservation Programs?

The intention of the Family Preservation program is to have a series of parent and caregiver information and training opportunities available throughout the year that relay the principles of parenting according to the philosophy of Ronald Morrish.

If you are interested in being part of the training groups, please contact Stephanie Horne at 450-632-6880.



New Well-Child Clinic at KMHC

by WENDY SKY-DELARONDE, RN

Kateri Memorial Hospital Centre's Community Health Unit is pleased to announce that children between the ages of **5 and 6 years old** will now receive check-ups in the Well-Baby Clinics.

Previously, only children between the ages of 0-4 were seen but as of this month the clinic will now be seeing older children as well.

This expansion has been in the works for the past three months. Recommendations were sought from KMHC's consultant pediatrician, Kent Saylor MD, regarding proper assessment tools and frequency of check-ups for children. The Director of Professional

Services, Suzanne Jones MD, also gave her input for these clinics.

The child's check-up will include the following

- A measurement of their weight, height and blood pressure.
- An assessment of any parental concerns, their development, and nutritional intake.
- A sample of their urine will be screened for problems.
- Their eyes will also be screened.
- Immunizations will be given if the child is not up to date.

- Referrals will be made as the need arises such as to the dietitian and/or the optometrist, etc.

A community health nurse will conduct the check-up and the parent will have to make another appointment with their child's doctor for the medical exam.



Children's check-ups are very critical to detect problems as early as possible for a better out-come. They are also very important to make sure that the parents receive current advice regarding the promotion of health and the prevention of disease and injuries e.g. no over-the-counter cough and cold medicines

should be given to children aged 5 and under. Parenting information is also given if needed.

Clinics will be open every Wednesday morning for **most** of the summer. Parents who have brought their children to KMHC will be called to give them an appointment for their child's check-up. Those who have not brought their children to KMHC for check-ups can call Celina Montour at Kateri Memorial Hospital Centre at (450) 638-3930 extension 344 for an appointment.

Bringing children for routine check-ups is one of the most important things a parent can do to ensure their good health.

Wendy Sky-Delaronde is a nurse with the KMHC.

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The High Road, and The Low Road are the two paths that deal with fear. The Low Road acts quickly and initiates the 'flight-or-flight' response deciding whether to run or to face the fear without determining if it proves to be an actual threat or not. There are times when that response is appropriate and could be life-saving.

The High Road takes more time to give a more accurate interpretation of the information; it decodes everything slowly, to give a clear and appropriate response as to why the stimuli causes fear in the first place.

When it comes to fear we do not think as clearly as we should and that is what makes fear so dangerous to us. Not only does it make us do crazy things, but it also makes us a threat to the people around us, depending on the type of fear and its severity.

Fear reveals our true colors and potential and it puts us to the test. It lets us know how we would act in a difficult and/or troubling situation. Fear helps us to survive.

Source: Layton, Julia. "How Fear Works" 13 September 2005. HowStuffWorks.com. <<http://health.howstuffworks.com/mental-health/human-nature/other-emotions/fear.htm>> 28 April 2011.

Wahsontano:ron McGregor-Yuan is a grade 11 student studying at the Kahnawake Survival School.

The Back Page...

"Human beings are the only creatures that allow their children to come back home."

Bill Cosby



Parents Are the Key to Success

by JAMES LAZARE, PREVENTION

Through my experience as a coach and a player in the Kahnawake Minor Hockey Association, I have had the privilege of witnessing the parent and child relationship through hockey.

Unfortunately, it's not always a good experience. In hockey rinks all over, I have seen parents verbally and physically assaulting an official, a coach, or another player. But the worst is when I've witnessed a parent forcing their child to play or scolding their child in disappointment because of a mistake their child made during the game.

Being disappointed and forceful with your child is the worst thing a parent can do. It can serve to discourage their child's love of the game and the fun the child has playing the sport.

In making a mistake, the child is already feeling the disappointment from fellow teammates, other parents, and from his or herself. If your child accidentally scores on their own goaltender, be supportive and proud of

their performance. Encourage them to learn from their mistakes. Don't forget professional athletes make mistakes too.

Many Kahnawakehronon have the potential to play at a high performance level but the foundation for success must begin at home.

Setting priorities that allows your child to have fun and to thrive in sports, such as putting education

before sports, can have a wonderful impact on a child's development.

Priorities that go beyond sports

can teach your child what is important e.g., having fun, setting realistic goals, and keeping an emphasis on education, and where to focus their efforts.

When your child has reached a high performance level, he or she will have the tools that can help them steer themselves away from distractions such as drugs and alcohol that will ruin their career. Parents are the key to their child's success!



Parents are the key to their child's success!

August is...

20 **KSCS BBQ Cook-off**

September is....

Breakfast for Learning Month

Childhood Cancer Awareness Month

Men's Cancer Health Awareness Month

Natl. Arthritis Month

Ovarian Cancer Month

12-20 AIDS Walk for Life

9 FASD Awareness Day

18 Terry Fox Run

21 World Alzheimer's Day

26 World Heart Day

28 Terry Fox National School Run Day

28 World Rabies Day

Do you have questions or suggestions? Is there a topic you would like to see covered in a future issue of the newsletter? Contact us and let us know.

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