



LESSON 3

Tell and Keep Telling



OVERVIEW

Students expand their understanding and skills for what to do if unwanted talking, showing or touching of private parts (sexual abuse) happens to them. With a focus on the safety tip “tell,” students choose additional trusted adults as resources, and recognize the need to “keep telling” if the first adult does not believe them or cannot help. Students act out skit(s) that model how to “keep telling.” As a final review, students participate in role playing and respond personally to Lea’s story of sexual abuse. They practice sharing knowledge about sexual abuse, how to get help, and that it’s not the child’s fault. Students can also advocate a message of safety through letter writing and/or art work.



GUAM CONTENT AND PERFORMANCE STANDARDS III

Health Education Standard 1: Core Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Topic: Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.3.1.4): Identify ways to prevent common childhood injuries.

Benchmark: (HE.4.1.1): Explain the connection between healthy behaviors and personal health.

Benchmark: (HE.4.1.3): Summarize ways in which a safe and healthy community environment can promote health.

Benchmark: (HE.4.1.4): Describe ways to prevent common health problems.

Benchmark: (HE.5.1.1): Describe the relationship between healthy behaviors and personal health.

Benchmark: (HE.5.1.3): Describe ways in which safe and healthy school and community environments can promote personal health.

Benchmark: (HE.5.1.4): Describe ways to prevent common childhood injuries and health problems.

Benchmark: (HE.5.1.5): Describe when it is important to seek health care. to assess situations that might be dangerous or risky and strategies to avoid such situations.

Benchmark: (HE.5.1.6): Explain basic health terms and concepts.

Health Education Standard 3: Access Valid Information

Demonstrate the ability to access valid information, products, and services to enhance health

Topic: Health Information, Products, and Services across Topic Areas

Benchmark: (HE.3.3.1): Recognize characteristics of valid health products and services.

Benchmark: (HE.3.3.2): Name resources from home and school that provide valid health information.

Benchmark: (HE.4.3.1): State characteristics of valid health information and services.

Benchmark: (HE.4.3.2): Identify resources from the community that provide valid health and wellness information.

Benchmark: (HE.5.3.1): Explain characteristic of valid health information, products and services.

Benchmark: (HE.5.3.2): Locate resources from home, school, and the community that provide valid health information.

Health Education Standard 7: Self-Management

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Topic: Mental and Emotional Health

Benchmark: (HE.3.7.1): Identify healthy practices to maintain personal health and wellness.

Benchmark: (HE.3.7.2): Demonstrate behaviors that avoid or reduce health risks.

Benchmark: (HE.4.7.1): Describe a healthy behavior to improve personal health and wellness.

Benchmark: (HE.4.7.2): Demonstrate a variety of behaviors to avoid or reduce health risks.

Benchmark: (HE.5.7.1): Identify responsible personal health behaviors.

Benchmark: (HE.5.7.2): Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Benchmark: (HE.5.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks.

Health Education Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic: Communication Skills across Topic Areas

Benchmark: (HE.3.4.1): Name effective non-verbal communication skills to enhance health and wellness.

Benchmark: (HE.3.4.2): Identify refusal strategies that reduces health risks.

Benchmark: (HE.3.4.4): Illustrate how to ask for assistance with a difficult personal situation.

Benchmark: (HE.4.4.1): Explain effective verbal communication skills to enhance health.

Benchmark: (HE.4.4.2): Show refusal skills that avoid health risks.

Benchmark: (HE.4.4.4): Model how to ask for support to enhance personal health and wellness.

Benchmark: (HE.5.4.1): Demonstrate effective verbal and nonverbal communication skills to enhance health.

Benchmark: (HE.5.4.2): Demonstrate refusal skills that avoid or reduce health risks.

Benchmark: (HE.5.4.4): Demonstrate how to ask for assistance to enhance personal health.

Health Education Standard 8: Health Advocacy

Demonstrate the ability to advocate for personal, family, and community health

Topic: Advocacy Across Topic Areas

Benchmark: (HE.3.8.1): Share correct information about a health issue.

Benchmark: (HE.3.8.2): Promote positive health choices.

Benchmark: (HE.4.8.1): Give accurate information about a health issue.

Benchmark: (HE.4.8.2): Promote positive health choices.

Benchmark: (HE.5.8.1): Express opinions and give accurate information about a health issues.

Benchmark: (HE.5.8.2): Encourage others to make positive health choices.

LEARNER OUTCOMES

- Students identify people and resources that can help if they suspect or experience sexual abuse.
- Students personalize how to tell according to specific situations.
- Students know what to do if the first person they tell about sexual abuse doesn't help them... keep telling.
- Students demonstrate and share with others their understanding of sexual abuse and ways to stay safe.

TOOLS

- **Review of Lesson 1 and 2** Worksheet*
- **Helping Hands** Worksheet
- **What I Can Do** Worksheet (Student's personal plan)
- Getting Help Skits
 - Younger Version: **Turtle Gets Help**
 - Older Version: **Keo (or Kalei) Gets Help**
- **Helping a Friend Stay Safe Role Play** (Lea's Story)
- **Core Concepts for Staying Safe** list

Optional Tools for Enrichment or Review

- Art Project: **What I Learned**
- **Letter to a Friend or Family Member** about staying safe.
- **My Body, My Boundaries Comprehensive Review***

*Younger and Older Version included

PREPARATION

Review:

- **What to Expect When Teaching about Sexual Abuse** (page 13)
- Student Questions (page 215)
- Teacher's Answer Keys for Worksheets

Acquire: Art supplies to create and decorate 8" X 10 " posters

Time: 45 minute class period



LESSON OUTLINE

Tip: Emphasize the Importance of Keep Telling

Sadly, some adults minimize or discount child disclosures of abuse, particularly if the disclosure involves incest and the respondent (the person who the child tells) is a family member. The respondent's anger, guilt, or shame can interfere with his or her ability to react in a helpful manner. To ensure child victims receive help, it is therefore important that "keep telling" be stressed.

Tip: As students complete the **Helping Hands** worksheet, you have a perfect opportunity to identify yourself and/or other school staff as adults who will help.

I. Refresh General and Sexual Abuse Specific Classroom Rules

II. Review

1. *Review of Lesson 1&2* Worksheet
2. Kinesthetic exercise of Say No, Get Away, Tell an Adult (page 47)

III. Helping Hands Worksheet: Who will I tell?

Summary: Students review the active ways to respond to sexual abuse: Say no, get away, tell an adult, and expand on "telling a trusted adult." Students decide who these adults and friends would be and write their name on the paper tracing of their hands.

Steps:

1. Lead students through brainstorming about adults to get them thinking about family and trusted adults. Create a visible list of student's responses.

If you had a big problem, who would you go to for help?

If you had to tell a personal story and needed someone who would really listen, who would you tell?

Who are the types of adults in your lives that you might be able to talk to?

2. Pass out **Helping Hands** Worksheet
 - Students trace their hands and label fingers with specific names of people.
 - Trace your own hand on the board as a model.
3. Evaluate students' worksheets as they are working:
 - Students list specific, accessible adults.
 - Please identify the school counselor, and yourself if you are comfortable, as trusted adults. Often, the first adult that students list or brainstorm will be their teacher. Offer school professionals as resources if a student can't come up with four adults.

4. Address the HOTLINE (Refer to your island's HOTLINE # page 36 & 37)
 - Someone is always there to talk to you about unwanted talking, showing or touching of private parts.
 - These people are counselors that talk to and help people all over the island, and they can answer any questions you might have.
 - The best thing to do is to tell a trusted adult first, and call the hotline together. If you don't know who you can talk to, you can always call the hotline by yourself.
5. **Sharing:** If appropriate, ask for student volunteers to share who they chose as a helping adult.

Tip: *What I Can Do* worksheet can also be assigned as homework after lesson 2 or 3.

IV. What I Can Do: Personal Plan to Respond to Sexual Abuse

Summary: Students determine and personalize their responses to three scenarios of sexual abuse, becoming more specific in how they respond, and who they will tell and how they will tell.

Steps:

1. Pass out *What I Can Do* Worksheet, for students to work on individually.
2. Evaluate students' worksheets as they are working or afterwards:
 - A. To respect students' differences and to ensure students do not feel responsible for the outcome of the abuse or response, work is evaluated more on effort than accuracy. Accept personal choices.
 - B. If students can not think of who to tell, volunteer appropriate school staff.
3. **Sharing:** individually with teacher or with groups/class if appropriate.

V. Keep Telling! Brief Teacher-Led Discussion

Summary: Use Q&A to help students realize they can and need to keep telling adults if they suspect sexual abuse or unsafe behavior (any unwanted talking, showing or touching of private parts) until they find an adult who will help them

T: *If you tell your grandmother that someone touched your private parts and your grandmother says "I don't think that happened," what can you do?*

S: Keep telling! Tell my uncle, auntie, tell another person, tell the teacher, etc.

T: *That's right! But what if that person can't help you?*

S: Keep telling! Tell... another person, another relative/adult (Continue as long as you want to exaggerate point).

T: *But what happens if that person can't help you?"*

S: Keep telling! Tell someone else, etc.

T: *Right!*

KEY MESSAGE: Keep telling until you find an adult who will help you.

You can always tell me (or _____) if this happens and we/I will believe you.

VI. Keo Gets Help Skit or Kalei Gets Help Skit

(Or **Turtle Gets Help Skit** for younger students)

Summary: Student volunteers act out a story of how Keo responds to his uncle's touching of Keo's private parts. Keo knows that he needs to tell someone so he can get help, and he has to keep telling in order to find an adult who can help him.

Steps:

1. Assign five roles to student volunteers: Narrator, Keo, Kalani, Pua, Mr. Lee.
2. Hand out script to student volunteers.
3. Have student volunteers read (act out) the skit in front of the class.

TIP: Involve the Whole Class

One way that teachers engage the whole class in helping Keo/Kalei or Turtle is to have the class repeat a positive, encouraging statement each time the main character doesn't get the help he or she needs. Prepare the class for this extra portion of the skit and decide what the class should say.

For example, after Kalani doesn't help and after Pua can't help, the Narrator reads his portion and the teacher or narrator asks the classmates, what can Keo/Kalei do? The classmates cheer, "Keep telling," or cheer "Tell someone else" to show their support.

4. Follow-up discussion (adjust if using Kalei's story):
 - *What's the moral of the story?*
Answer: Keo did the right thing. When Keo's uncle touched him on his private parts he kept telling an adult until someone believed him.
 - *Was it Keo's fault that his uncle touched him on his private parts?*
Answer: No!
 - *What if Keo took a really long time to tell someone, would it be his fault?*
Answer: No!
 - *What if Keo didn't tell anyone ever? Is it his fault then?*
Answer: No!
5. Summarize and relate to **Key Message:** What happened to Keo wasn't his fault. And he was able to get help by telling someone.

VII. Helping a Friend Stay Safe Role Play: Review and Share Knowledge

Summary: Students use the opportunity to respond to Lea as a way to reinforce their own learning, and share with another person ways to stay safe, respond, and get help.

Steps:

1. Ideally, review core concepts by having students brainstorm what they have learned so far. Refer to **Core Concepts for Staying Safe** (page 157) list to make sure all concepts were covered.
2. Prepare students by explaining that they will read and act out a story about how Lea's sister experienced unwanted touching and what she should do in response (page 153). They are going to help other children by sharing the concepts they have learned so far. Students will write ideas on paper (alternative is class discussion to verbalize ideas).
3. Everyone in the class participates in role playing. They break up into pairs and complete the role play together. Then they can share their responses with the class.

VIII. Enrichment or Review Options

A. *Art Project: Review and Share Knowledge*

Summary: Students create art work to share a safety tip, core concept message, personal interpretation of messages, and ideas or encouragement.

Steps:

1. Introduction/Set-up: Same set-up as *Helping a Friend Stay Safe Role Play*. Review core concepts with students so they have a reference list on the board, overhead or paper.
2. Pass out *What I Learned* paper with pre-printed directions or blank paper(s) and supplies.
3. Directions for students: Draw a picture or make a sign to share with others on how to stay safe if sexual abuse happens. Share using one of the concepts you reviewed, or create your own message that teaches others about staying safe, the safety tips – say no, get away, tell an adult - boundaries or gut feelings.

B. *Letter to a Friend or Family Member* about staying safe.

C. *My Body, My Boundaries Comprehensive Review*

IX. Reflection

Use the following questions to assist your personal reflection about the instruction and student responses to this lesson.

- What happened during the lesson?
- What did the students learn?
- What did I learn?
- How could I improve my lesson to be more engaging?
- How could I improve my lesson to help my students meet standards?

Name: _____

REVIEW OF LESSONS 1 AND 2

Directions: Draw a line to match the word to its definition.

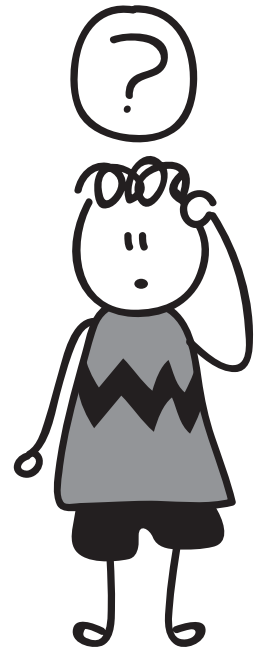
- | | |
|--|--|
| 1. Gut Feelings | a. What I can do if unwanted talking, showing, or touching of private parts happens to me. |
| 2. My Boundaries | b. Unwanted talking, showing, or touching of private parts is _____. |
| 3. Say No,
Get Away,
Tell an Adult | c. The feelings I get when someone crosses my boundaries. |
| 4. Not Safe | d. The area around my body that people can only cross with my permission. |

True or False:

_____ Unwanted talking, showing, and touching is never my fault.

_____ Unwanted touching should be kept a secret.

_____ I deserve to be safe.



REVIEW OF LESSONS 1 AND 2

Directions: Draw a line to match the word to its definition.

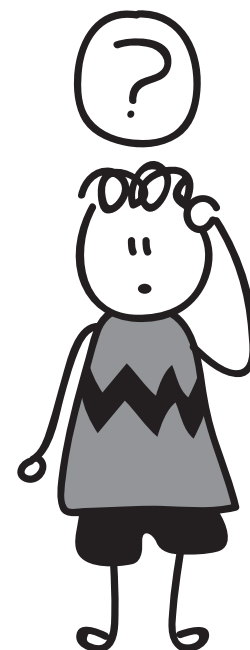
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|--|-------|--|
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| 2. My Boundaries | _____ | b. Unwanted talking, showing, or touching of private parts is _____. |
| 3. Say No,
Get Away,
Tell an Adult | _____ | c. The feelings I get when someone crosses my boundaries. |
| 4. Not Safe | _____ | d. The area around my body that people can only cross with my permission. |

True or False:

 T Unwanted talking, showing, and touching is never my fault.

 F Unwanted touching should be kept a secret.

 T I deserve to be safe.



Name: _____

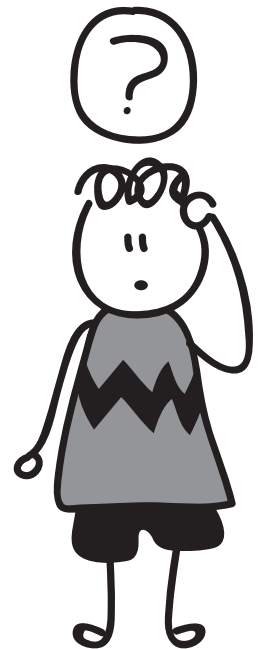
REVIEW OF LESSONS 1 AND 2

Directions: Draw a line to match the word to its definition.

- | | |
|--|---|
| 1. Gut Feelings | a. What I can do if unwanted talking, showing, or touching happens to me. |
| 2. My Boundaries | b. Any unwanted talking, showing, or touching of private parts is _____. |
| 3. Say No,
Get Away,
Tell an Adult | c. The feeling I get when someone crosses my boundaries. |
| 4. Sexual Abuse | d. The area around my body that people can only cross with my permission. |

True or False:

- _____ Sexual abuse is never my fault.
- _____ Sexual abuse is only unwanted touching.
- _____ If sexual abuse happens to me I shouldn't tell anyone.



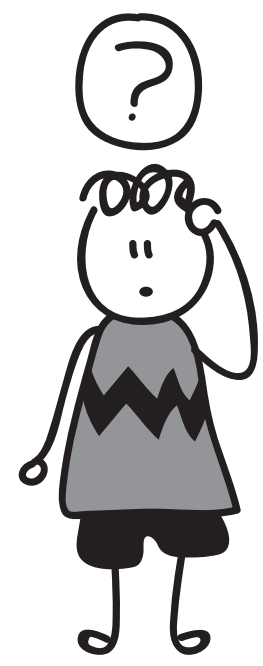
REVIEW OF LESSONS 1 AND 2

Match the word to its definition.

- | | | |
|------------------------------------|------------------|---|
| 1. Gut Feelings | _____ | a. What I can do if unwanted talking, showing, or touching happens to me. |
| 2. My Boundaries | _____ | b. Any unwanted talking, showing, or touching of private parts is _____. |
| 3. Say No, Get Away, Tell an Adult | _____ | c. The feeling I get when someone crosses my boundaries. |
| 4. Sexual Abuse | _____ | d. The area around my body that people can only cross with my permission. |

True or False:

- T Sexual abuse is never my fault.
- F Sexual abuse is only unwanted touching.
- F If sexual abuse happens to me I shouldn't tell anyone.



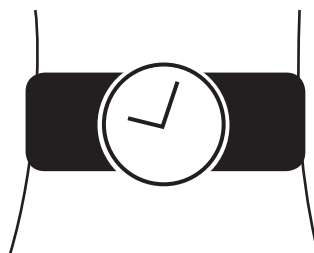
Name: _____

Helping Hands

If I feel unsafe I can tell an adult:

Directions: Trace the outline of your hand onto the paper.

On each of the fingers that you've traced, write the name of an adult that you can tell.



Name: _____

What I Can Do

TOUCHING

Teddy's babysitter has hugged him and touched his private parts ever since Teddy was a little boy. Now that Teddy is 9 years old he doesn't like it, and wants his babysitter to stop.

If you were Teddy...

What would you say to your babysitter: _____

How would you leave the situation: _____

Who would you tell: _____

What would you say: _____

SHOWING

Sara's older teenage brother told Sara that he wants her to come into his room so he can show her his new game. When Sara went into her older brother's room, he showed her his private parts and said that she needs to show him hers.

If you were Sara...

What would you say to your brother: _____

How would you leave the situation: _____

Who would you tell: _____

What would you say: _____

TALKING

When Millie is alone with her adult neighbor, her neighbor talks about her private parts and it makes her feel funny and uncomfortable.

If you were Millie...

What would you say to your neighbor: _____

How would you leave the situation: _____

Who would you tell: _____

What would you say: _____

What I Can Do

TOUCHING

Teddy's babysitter has hugged him and touched his private parts ever since Teddy was a little boy. Now that Teddy is 9 years old he doesn't like it, and wants his babysitter to stop.

If you were Teddy...

What would you say to your babysitter: I don't like it when you touch me. I want it to stop.

(Sometimes children are afraid to speak up to an adult, and that is ok. If Teddy is afraid, tell students he can just get away as soon as he can.)

How would you leave the situation: I would walk away as soon as I could.

Who would you tell: I would tell...(specific adult.) i.e., parent, care-taker, counselor etc.

What would you say: I would say my babysitter is touching me and I don't like it.

SHOWING

Sara's older teenage brother told Sara that he wants her to come into his room so he can show her his new game. When Sara went into her older brother's room, he showed her his private parts and said that she needs to show him hers.

If you were Sara...

What would you say to your brother: No way! I'm getting out of here.

How would you leave the situation: I would run as fast as I could.

Who would you tell: I would tell...(specific adult.) i.e., parent, care-taker, counselor etc.

What would you say: I would say my brother is showing me things I don't like, makes me feel uncomfortable, etc.

TALKING

When Millie is alone with her adult neighbor, her neighbor talks about her private parts and it makes her feel funny and uncomfortable.

If you were Millie...

What would you say to your neighbor: I don't like to hear that kind of talk. Stop it!

How would you leave the situation: I would take off on my bike.

Who would you tell: I would tell...(specific adult.) i.e., parent, care-taker, counselor etc.

What would you say: I would say my neighbor makes me feel uncomfortable.

Name: _____

Skit: Turtle Gets Help

Narrator This is the story of how Turtle got help when unwanted touching happened to him. Turtle is a kid just like you, going to an elementary school under the sea. Recently Turtle's uncle broke The Safety Rules by touching Turtle's private parts and asking Turtle to keep it a secret. When this happened, Turtle was scared and confused. Luckily, Turtle remembered the Helping Hand activity from school and the importance of telling.

Turtle Snail, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Snail Oh no! He shouldn't do that! That's not a good secret to keep. But I don't want to talk about this now. Bye!

Narrator Turtle is disappointed that snail doesn't want to talk more about what Uncle did. Turtle knows what happened is not his fault, and that he shouldn't feel ashamed. Turtle thinks back to his Helping Hand worksheet and decides who to tell next.

Turtle Shark, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Shark I'm surprised! I don't know what to do.

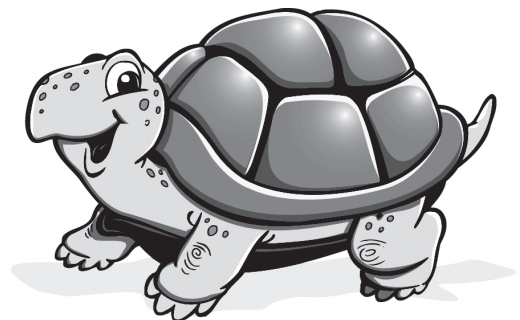
Narrator Turtle is disappointed but knows that sometimes others just don't know how to be helpful. Turtle stays strong and brave and decides to tell Dolphin.

Turtle Dolphin, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Dolphin I'm glad you told me, Turtle, because I can help you. You did the right thing and a brave thing by coming to talk to me. I believe you and I want you to know that it was not your fault that Uncle did that. I will help you.

Turtle Whew! I'm glad I told. Thank you, Dolphin.

Narrator And that's the story of how Turtle kept telling until he got help.



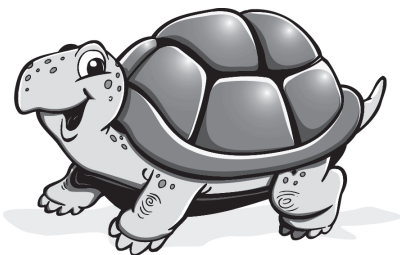
Skit: Turtle Gets Help

Directions:

1. Choose 5 volunteers that feel comfortable saying the words private parts.
2. Assign roles to the students.
3. Have students read the script aloud to the class.
4. If you choose, you can play the narrator.

Follow up Questions:

1. What is the moral of the story?
2. Was it Turtle's fault that Uncle touched him on his private parts? Answer: No.
3. What if Turtle took a really long time to tell someone? Is it ever too late to tell someone? Answer: No.



Narrator	This is the story of how Turtle got help when unwanted touching happened to him. Turtle is a kid just like you, going to an elementary school under the sea. Recently Turtle's uncle broke The Safety Rules by touching Turtle's private parts and asking Turtle to keep it a secret. When this happened, Turtle was scared and confused. Luckily, Turtle remembered the Helping Hand activity from school and the importance of telling.
Turtle	Snail, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Snail	Oh no! He shouldn't do that! That's not a good secret to keep. But I don't want to talk about this now. Bye!
Narrator	Turtle is disappointed that snail doesn't want to talk more about what Uncle did. Turtle knows what happened is not his fault, and that he shouldn't feel ashamed. Turtle thinks back to his Helping Hand worksheet and decides who to tell next.
Turtle	Shark, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Shark	I'm surprised! I don't know what to do.
Narrator	Turtle is disappointed but knows that sometimes others just don't know how to be helpful. Turtle stays strong and brave and decides to tell Dolphin.
Turtle	Dolphin, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Dolphin	I'm glad you told me, Turtle, because I can help you. You did the right thing and a brave thing by coming to talk to me. I believe you and I want you to know that it was not your fault that Uncle did that. I will help you.
Turtle	Whew! I'm glad I told. Thank you, Dolphin.
Narrator	And that's the story of how Turtle kept telling until he got help.

Name: _____

Skit: Keo Gets Help

Narrator This is the story of how Keo got help from a trusted adult when unwanted touching happened to him. Recently Keo's uncle touched Keo on his private parts and asked Keo to keep it a secret. When this happened, Keo was scared and confused. Keo remembered that if something like this happened to him that he should tell a person he trusted. The first trusted person that Keo decides to tell is Kalani, Keo's friend.

Keo Kalani, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Kalani Oh no! He shouldn't do that! That's not a good secret to keep. But I don't want to talk about this now. Bye!

Narrator Keo is disappointed that Kalani doesn't want to talk more about what Uncle did. Keo knows what happened is not his fault, and that he shouldn't feel ashamed. Keo thinks about someone else he can tell and goes to see a trusted adult named Pua.

Keo Pua, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Pua I'm sorry that you are scared but I'm not sure what to do. Sorry.

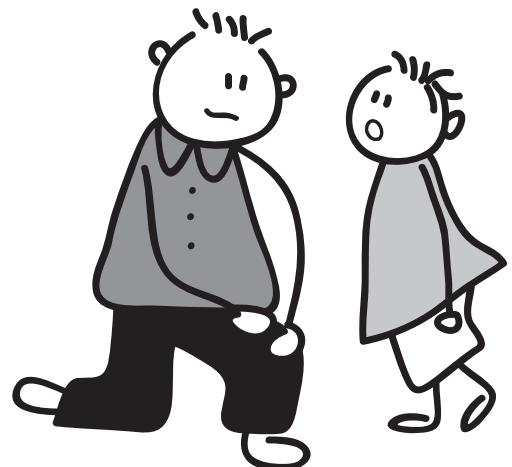
Narrator Keo is disappointed but knows that some adults just don't know how to be helpful. Keo stays strong and brave and decides to tell Mr. Lee, another trusted adult and friend.

Keo Mr. Lee, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Mr. Lee I'm glad you told me, Keo, because I can help you. You did the right thing and a brave thing by coming to talk to me. I believe you and I want you to know that it was not your fault that Uncle did that. I will help you.

Keo Whew! I'm glad I told. Thank you, Mr. Lee.

Narrator And that's the story of how Keo kept telling until he got help.



Skit: Keo Gets Help

Directions:

1. Choose 5 volunteers that feel comfortable saying the words "private parts."
2. Assign roles to the students.
3. Have students read the script aloud to the class.
4. If you choose, you can play the narrator.

Follow up Questions:

1. What is the moral of the story?
2. Was it Keo's fault that uncle touched him on his private parts? Answer: no
3. What if Keo took a really long time to tell someone? Is it ever too late to tell someone? Answer: no



Narrator	This is the story of how Keo got help from a trusted adult when unwanted touching happened to him. Recently Keo's uncle touched Keo on his private parts and asked Keo to keep it a secret. When this happened, Keo was scared and confused. Keo remembered that if something like this happened to him that he should tell a person he trusted. The first trusted person that Keo decides to tell is Kalani, Keo's friend.
Keo	Kalani, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Kalani	Oh no! He shouldn't do that! That's not a good secret to keep. But I don't want to talk about this now. Bye!
Narrator	Keo is disappointed that Kalani doesn't want to talk more about what Uncle did. Keo knows what happened is not his fault, and that he shouldn't feel ashamed. Keo thinks about someone else he can tell and goes to see a trusted adult named Pua.
Keo	Pua, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Pua	I'm sorry that you are scared but I'm not sure what to do. Sorry.
Narrator	Keo is disappointed but knows that some adults just don't know how to be helpful. Keo stays strong and brave and decides to tell Mr. Lee, another trusted adult and friend.
Keo	Mr. Lee, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Mr. Lee	I'm glad you told me, Keo, because I can help you. You did the right thing and a brave thing by coming to talk to me. I believe you and I want you to know that it was not your fault that Uncle did that. I will help you.
Keo	Whew! I'm glad I told. Thank you, Mr. Lee.
Narrator	And that's the story of how Keo kept telling until he got help.

Name: _____

Skit: Kalei Gets Help

Narrator This is the story of how Kalei got help from a trusted adult when unwanted touching happened to her. Recently Kalei's uncle touched Kalei on her private parts and asked Kalei to keep it a secret. When this happened, Kalei was scared and confused. Kalei remembered that if something like this happened to her that she should tell a person she trusted. The first trusted person that Kalei decides to tell is Kalani, Kalei's friend.

Kalei Kalani, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Kalani Oh no! He shouldn't do that! That's not a good secret to keep. But I don't want to talk about this now. Bye!

Narrator Kalei is disappointed that Kalani doesn't want to talk more about what Uncle did. Kalei knows what happened is not her fault, and that she shouldn't feel ashamed. Kalei thinks about someone else she can tell and goes to see a trusted adult named Pua.

Kalei Pua, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Pua I'm sorry that you are scared but I'm not sure what to do. Sorry.

Narrator Kalei is disappointed but knows that some adults just don't know how to be helpful. Kalei stays strong and brave and decides to tell Mrs. Lee, another trusted adult and friend.

Kalei Mrs. Lee, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.

Mrs. Lee I'm glad you told me, Kalei, because I can help you. You did the right thing and a brave thing by coming to talk to me. I believe you and I want you to know that it was not your fault that Uncle did that. I will help you.

Kalei Whew! I'm glad I told. Thank you, Mrs. Lee.

Narrator And that's the story of how Kalei kept telling until she got help.



Skit: Kalei Gets Help

Directions:

1. Choose 5 volunteers that feel comfortable saying the words "private parts."
2. Assign roles to the students.
3. Have students read the script aloud to the class.
4. If you choose, you can play the narrator.

Follow up Questions:

1. What is the moral of the story?
2. Was it Kalei's fault that uncle touched her on her private parts? Answer: no
3. What if Kalei took a really long time to tell someone? Is it ever too late to tell someone? Answer: no



Narrator	This is the story of how Kalei got help from a trusted adult when unwanted touching happened to her. Recently Kalei's uncle touched Kalei on her private parts and asked Kalei to keep it a secret. When this happened, Kalei was scared and confused. Kalei remembered that if something like this happened to her that she should tell a person she trusted. The first trusted person that Kalei decides to tell is Kalani, Kalei's friend.
Kalei	Kalani, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Kalani	Oh no! He shouldn't do that! That's not a good secret to keep. But I don't want to talk about this now. Bye!
Narrator	Kalei is disappointed that Kalani doesn't want to talk more about what Uncle did. Kalei knows what happened is not her fault, and that she shouldn't feel ashamed. Kalei thinks about someone else she can tell and goes to see a trusted adult named Pua.
Kalei	Pua, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Pua	I'm sorry that you are scared but I'm not sure what to do. Sorry.
Narrator	Kalei is disappointed but knows that some adults just don't know how to be helpful. Kalei stays strong and brave and decides to tell Mrs. Lee, another trusted adult and friend.
Kalei	Mrs. Lee, I have to tell you something. Yesterday, Uncle touched my private parts and told me to keep it a secret. I feel scared and confused.
Mrs. Lee	I'm glad you told me, Kalei, because I can help you. You did the right thing and a brave thing by coming to talk to me. I believe you and I want you to know that it was not your fault that Uncle did that. I will help you.
Kalei	Whew! I'm glad I told. Thank you, Mrs. Lee.
Narrator	And that's the story of how Kalei kept telling until she got help.

Name: _____

Helping A Friend Stay Safe

ROLE PLAY

Ryan: Hi, Lea!

Lea: Oh ... hi. (looking sad)

Ryan: What's wrong?

Lea: Well, I don't know if I should tell you but I don't know what else to do. I need help.

Ryan: I can try to help. What is it?

Lea: My sister told me that Mr. W touched her on her private parts when no one else was around. She doesn't know what to do and neither do I. Can you help me?

Ryan: Yeah, Lea. I learned about that in school. I can tell you what I learned.

Lea: Ok thanks!

Ryan: What Mr. W did is unwanted _____ of private parts.

Lea: My sister feels junk and thinks it's her fault. I didn't know what to tell her.

Ryan: _____

Lea: Is there something my sister can do when Mr. W tries to touch her private parts?

Ryan: _____

Lea: But she told me Mr. W told her to keep it a secret. She's scared to tell anyone else besides me.

Ryan:

Lea: Maybe she could tell our grandmother. But what if she doesn't help my sister?

Ryan:

Lea: Thanks for helping me out. I feel better. Now I'm going to _____

Helping A Friend Stay Safe

ROLE PLAY

Directions

1. Ask students what they have learned over the past 3 lessons.
2. Write student responses on the board.
3. Distribute worksheet.
4. Have students fill in the blanks with any applicable information that they have learned so far.

Note: The following is an example. Students' work should be similar but not exactly the same.

Ryan: Hi, Lea!

Lea: Oh ... hi. (looking sad)

Ryan: What's wrong?

Lea: Well, I don't know if I should tell you but I don't know what else to do. I need help.

Ryan: I can try to help. What is it?

Lea: My sister told me that Mr. W touched her on her private parts when no one else was around. She doesn't know what to do and neither do I. Can you help me?

Ryan: Yeah, Lea. I learned about that in school. I can tell you what I learned.

Lea: Ok thanks!

Ryan: What Mr. W did is unwanted touching of private parts.

Lea: My sister feels junk and thinks it's her fault. I didn't know what to tell her.

Ryan: You should tell your sister that unwanted talking, showing, or touching of private parts is never a child's fault.



Helping A Friend Stay Safe - ROLE PLAY

Lea: Is there something my sister can do when Mr. W tries to touch her private parts?

Ryan: Tell him she doesn't like it, stop, please stop etc. Also, to get away as soon as she can.

Lea: But she told me Mr. W told her to keep it a secret. She's scared to tell anyone else besides me.

Ryan: Tell your sister that no one should ever ask you to keep a secret about touching, talking, or showing of private parts. It's ok to be scared but she should tell an adult she trusts.

Lea: Maybe she could tell our grandmother. But what if she doesn't help my sister?

Ryan: She should tell your auntie. If your auntie doesn't believe or help her, she should tell another adult until she gets help.

Lea: Thanks for helping me out. I feel better. Now I'm going to tell my sister she should tell our auntie so she can get help.

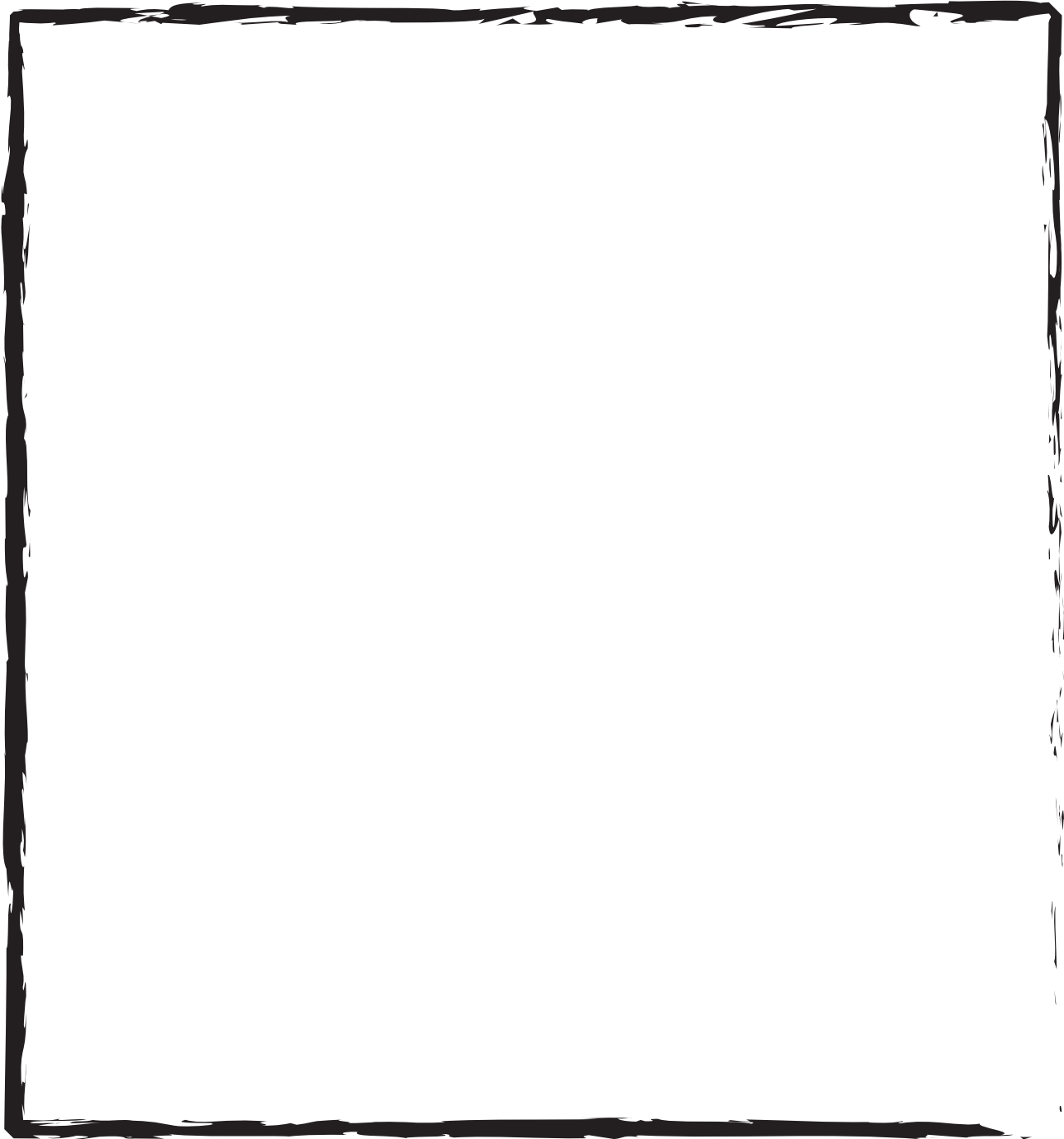
Core Concepts for Staying Safe

- Sexual Abuse is unwanted talking, showing or touching of private parts.
- OR
- Unwanted talking, showing or touching of private parts is UNSAFE.
 - No one should touch, talk or show private parts unless it is for health reasons.
 - No one should ask me to keep a secret about talking, showing or touching of private parts.
 - Sexual abuse is never my fault.
 - Say no! Get away! Tell a trusted adult. These are three things I can do if sexual abuse happens to me.
 - Tell and keep telling until you get help.
 - My boundaries and gut feelings keep me safe.
 - No one should cross my boundaries.
 - I listen to my gut feelings.
 - Trust your gut.

Name: _____

What I Learned

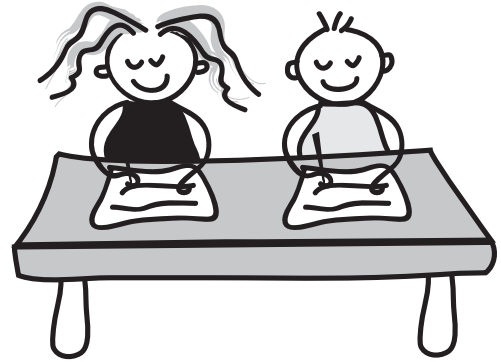
Directions: Draw a picture or make a sign about staying safe. For example, show something about boundaries, gut feelings or saying no, getting away and telling an adult about unwanted talking, showing or touching.



Name: _____

Write a letter to share about staying safe.

Write to a friend or family member. Share what you have learned about staying safe.



Today's Date _____

Dear _____,

Your Friend,

Name: _____

My Body, My Boundaries Comprehensive Review

Fill in the blanks:

Unwanted talking, _____, or _____ of private parts is _____.

If this happens to me it is _____ my fault.

There are three things I can do if this happens to me:

1. _____
2. _____
3. _____

True or False

1. ____ It is ok for someone to ask me to keep a secret about unwanted talking, showing, or touching of private parts.
2. ____ It is ok for someone to touch my private parts if it is for health reasons.
3. ____ My gut feelings can help me know if my boundaries are being crossed.

Match the words to the definition.

- | | |
|------------------------------|---|
| 1. ____ Gut Feelings | a. The area around my body that people can only cross with my permission. |
| 2. ____ Boundaries | b. Name, address, phone number, age, schools |
| 3. ____ Personal Information | c. Feelings that can help keep me safe. |

Answer the following questions in complete sentences.

1. What should I do if the first person I tell about unwanted touching isn't able to help me?
2. Name 2 people in your life you can tell if unwanted talking, showing, or touching of private parts happens to you.
3. Name two ways to stay safe on the internet.

Read the following scenario and answer the questions.

Kayla, 10 years old, is on a camping trip with her relatives. During the camping trip Kayla's teenage cousin touches Kayla on her private parts when no one is around. Kayla's cousin tells Kayla not to tell anyone.

1. Is this unwanted talking, showing, or touching?
2. Did Kayla's cousin cross Kayla's boundaries?
3. Should Kayla keep what happened a secret?

Extra Credit

Most people are safe to be around. Draw a picture of a grown-up you trust!

My Body, My Boundaries Comprehensive Review

Fill in the blanks:

Unwanted talking, showing, or touching of private parts is not safe.

If this happens to me it is never my fault.

There are three things I can do if this happens to me:

1. Say No
2. Get Away
3. Tell an adult I trust

True or False

1. F It is ok for someone to ask me to keep a secret about unwanted talking, showing, or touching of private parts.
2. T It is ok for someone to touch my private parts if it is for health reasons.
3. T My gut feelings can help me know if my boundaries are being crossed.

Match the words to the definition.

- | | |
|----------------------------------|---|
| 1. <u>c</u> Gut Feelings | a. The area around my body that people can only cross with my permission. |
| 2. <u>a</u> Boundaries | b. Name, address, phone number, age, schools. |
| 3. <u>b</u> Personal Information | c. Feelings that can help keep me safe. |



Answer the following questions in complete sentences.

1. What should I do if the first person I tell about unwanted touching isn't able to help me?

Keep telling until I find someone who believes me and can help.

2. Name 2 people in your life you can tell if unwanted talking, showing, or touching of private parts happens to you.

3. Name two ways to stay safe on the internet. (**Note:** This topic is covered in Lesson 4.)

- Never give out personal information (e.g., name, telephone, address) to people that I or parent's don't know.
- Tell my parents or an adult I trust if I read anything on the internet that makes me feel uncomfortable.
- Do not meet someone or have them visit me without the permission of my parents or guardian

Read the following scenario and answer the questions.

Kayla, 10 years old, is on a camping trip with her relatives. During the camping trip Kayla's teenage cousin touches Kayla on her private parts when no one is around. Kayla's cousin tells Kayla not to tell anyone.

1. Is this unwanted talking, showing, or touching?

Unwanted Touching

2. Did Kayla's cousin cross Kayla's boundaries?

Yes

3. Should Kayla keep what happened a secret?

No

Extra Credit

Most people are safe to be around. Draw a picture of a grown-up you trust!

Name: _____

My Body, My Boundaries Comprehensive Review

Fill in the blanks:

1. Sexual Abuse is any unwanted _____ , _____ , or _____ of _____ .
2. Sexual Abuse is _____ my fault.
3. There are three things I can do if sexual abuse happens to me:
 1. _____
 2. _____
 3. _____

True or False

1. ____ It is ok for someone to ask me to keep a secret about sexual abuse.
2. ____ It is ok for someone to touch my private parts if it is for health reasons.
3. ____ My gut feelings can help me know if my boundaries are being crossed.

Match the words to the definition.

- | | |
|------------------------------|---|
| 1. ____ Gut Feelings | a. The area around my body that people can only cross with my permission. |
| 2. ____ Boundaries | b. Name, address, phone number, age, school |
| 3. ____ Personal Information | c. Feelings that can help keep me safe. |

Answer the following questions in complete sentences.

1. What should I do if the first person I tell about sexual abuse doesn't help me?

2. Name 3 people in your life you could tell if sexual abuse happens to you.

3. Name three ways to stay safe on the internet.

Read the following scenario and answer the questions.

Kayla, 10 years old, is on a camping trip with her relatives. During the camping trip Kayla's teenage cousin touches Kayla on her private parts when no one is around. Kayla's cousin tells Kayla not to tell anyone.

1. Is this sexual abuse?
2. Is this unwanted talking, showing, or touching?
3. Did Kayla's cousin cross Kayla's boundaries?
4. What gut feelings do you think Kayla had?
5. If you were Kayla, describe in detail 3 things you would do.

1. _____

2. _____

3. _____

Extra Credit

Why is it important to learn about sexual abuse?

My Body, My Boundaries Comprehensive Review

Fill in the blanks:

1. Sexual Abuse is any unwanted talking , showing , or touching of private parts .
2. Sexual Abuse is never my fault.
3. There are three things I can do if sexual abuse happens to me:
 1. Say No
 2. Get Away
 3. Tell an adult I trust

True or False

1. F It is ok for someone to ask me to keep a secret about sexual abuse.
2. T It is ok for someone to touch my private parts if it is for health reasons.
3. T My gut feelings can help me know if my boundaries are being crossed.

Match the words to the definition.

- | | |
|----------------------------------|---|
| 1. <u>C</u> Gut Feelings | a. The area around my body that people can only cross with my permission. |
| 2. <u>A</u> Boundaries | b. Name, address, phone number, age, school |
| 3. <u>B</u> Personal Information | c. Feelings that can help keep me safe. |

Answer the following questions in complete sentences.

1. What should I do if the first person I tell about sexual abuse doesn't help me?
Keep telling until I find I find someone who believes me and can help.
2. Name 3 people in your life you could tell if sexual abuse happens to you.

3. Name three ways to stay safe on the internet. (**Note:** This topic is covered in Lesson 4.)

- Never give out personal information (e.g., name, telephone, address) to people that I or parent's don't know.
- Tell my parents or an adult I trust if I read anything on the internet that makes me feel uncomfortable.
- Do not meet someone or have them visit me without the permission of my parents or guardian.

Read the following scenario and answer the questions.

Kayla, 10 years old, is on a camping trip with her relatives. During the camping trip Kayla's teenage cousin touches Kayla on her private parts when no one is around. Kayla's cousin tells Kayla not to tell anyone.

1. Is this sexual abuse? Yes
2. Is this unwanted talking, showing, or touching? Unwanted touching
3. Did Kayla's cousin cross Kayla's boundaries? Yes
4. What gut feelings do you think Kayla had? Scared, mad, uncomfortable, afraid to tell, disgusted, etc.
5. If you were Kayla, describe in detail 3 things you would do.
 1. I would tell my cousin to stop and leave me alone. (If I was too scared to speak up that is ok. I would just try and get away as soon as possible.) _____
 2. I would get away from my cousin as soon as possible. _____
I would find my Mom and tell her in private what my cousin did so she could take
 3. action. I would never be alone with my cousin again. _____

Extra Credit

Why is it important to learn about sexual abuse?



LESSON 4

Cyber Safety

This lesson was produced in partnership with i-SAFE, Inc. For more information about i-SAFE and its comprehensive Internet safety education program visit their website: www.isafe.org/



OVERVIEW

Students associate health enhancing behaviors to prevent and/or respond to sexual abuse in the physical world with responses used in Cyberspace to prevent and/or respond to unsafe, unwanted solicitation by Internet predators. Students apply health enhancing behaviors for staying safe as learned in lessons 1-3 to the Cyberspace setting. Students identify and practice three ways to respond to unsafe online communication: Refuse to respond; close out Internet access; and tell a trusted adult. Students apply their knowledge to evaluate how a student, i.e. Brittany, can more safely communicate online and stay safe in Cyberspace.



GUAM CONTENT AND PERFORMANCE STANDARDS III

Health Education Standard 1: Core Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Topic: Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.3.1.1): Identify the link between healthy choices and being healthy.

Benchmark: (HE.3.1.4): Identify ways to prevent common childhood injuries.

Benchmark: (HE.4.1.1): Explain the connection between healthy behaviors and personal health.

Benchmark: (HE.4.1.3): Summarize ways in which a safe and healthy community environment can promote health.

Benchmark: (HE.4.1.4): Describe ways to prevent common health problems.

Benchmark: (HE.5.1.1): Describe the relationship between healthy behaviors and personal health.

Benchmark: (HE.5.1.3): Describe ways in which safe and healthy school and community environments can promote personal health.

Benchmark: (HE.5.1.4): Describe ways to prevent common childhood injuries and health problems.

Benchmark: (HE.5.1.5): Describe when it is important to seek health care.

Benchmark: (HE.5.1.6): Explain basic health terms and concepts.

Health Education Standard 3: Access Valid Information

Demonstrate the ability to access valid information, products, and services to enhance health

Topic: Health Information, Products, and Services across Topic Areas

Benchmark: (HE.3.3.1): Recognize characteristics of valid health products and services.

Benchmark: (HE.3.3.2): Name resources from home and school that provide valid health information.

Benchmark: (HE.4.3.1): State characteristics of valid health information and services.

Benchmark: (HE.4.3.2): Identify resources from the community that provide valid health and wellness information.

Benchmark: (HE.5.3.1): Explain characteristic of valid health information, products and services.

Benchmark: (HE.5.3.2): Locate resources from home, school, and the community that provide valid health information.

Health Education Standard 7: Self-Management

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Topic: Mental and Emotional Health

Benchmark: (HE.3.7.1): Identify healthy practices to maintain personal health and wellness.

Benchmark: (HE.3.7.2): Demonstrate behaviors that avoid or reduce health risks.

Benchmark: (HE.4.7.1): Describe a healthy behavior to improve personal health and wellness.

Benchmark: (HE.4.7.2): Demonstrate a variety of behaviors to avoid or reduce health risks.

Benchmark: (HE.5.7.1): Identify responsible personal health behaviors.

Benchmark: (HE.5.7.2): Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Benchmark: (HE.5.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks.

Health Education Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic: Communication Skills across Topic Areas

Benchmark: (HE.3.4.1): Name effective non-verbal communication skills to enhance health and wellness.

Benchmark: (HE.3.4.2): Identify refusal strategies that reduces health risks.

Benchmark: (HE.3.4.4): Illustrate how to ask for assistance with a difficult personal situation.

Benchmark: (HE.4.4.1): Explain effective verbal communication skills to enhance health.

Benchmark: (HE.4.4.2): Show refusal skills that avoid health risks.

Benchmark: (HE.4.4.4): Model how to ask for support to enhance personal health and wellness.

Benchmark: (HE.5.4.1): Demonstrate effective verbal and nonverbal communication skills to enhance health.

Benchmark: (HE.5.4.2): Demonstrate refusal skills that avoid or reduce health risks.

Benchmark: (HE.5.4.4): Demonstrate how to ask for assistance to enhance personal health.

Health Education Standard 8: Health Advocacy

Demonstrate the ability to advocate for personal, family, and community health

Topic: Advocacy Across Topic Areas

Benchmark: (HE.3.8.1): Share correct information about a health issue.

Benchmark: (HE.3.8.2): Promote positive health choices.

Benchmark: (HE.4.8.1): Give accurate information about a health issue.

Benchmark: (HE.4.8.2): Promote positive health choices.

Benchmark: (HE.5.8.1): Express opinions and give accurate information about a health issues.

Benchmark: (HE.5.8.2): Encourage others to make positive health choices.

LEARNER OUTCOMES

- Students associate safety rules and prevention techniques used in the physical world with safety rules and prevention techniques used in Cyberspace.
- Students recognize and explain ways that Internet communication can lead to unsafe situations or sexual abuse.
- Students explain how to communicate safely in Cyberspace.
- Students identify and practice three ways to respond to inappropriate online communication: refuse to respond, close out Internet access, tell a trusted adult.
- Students explain how to recognize suspicious behavior by an online stranger and how to tell to a trusted adult.
- Students explain how and why to refuse to meet face-to-face with internet strangers.

TOOLS

- *Cyber Smart = Cyber Safe* worksheet
- *What Would You Do: Brittany's Story* worksheet

Optional Tools for Enrichment or Review

- *Make it Make Sense!* worksheet
- Create an Awareness Campaign

PREPARATION

Review:

- *Dangers Online* (teacher reference)
- Teacher Answer keys for worksheets

Time: 45 minute class period



LESSON OUTLINE

I. Introduction: Cyberspace and Cyber Safety

Summary: Use Q&A with students to correlate what they learned about staying safe from unsafe situations or sexual abuse in the physical community to staying safe and following rules in Cyberspace.

Steps:

1. Discussion questions:

- *What is a community?* (The area where we live, which contains places where we know real people; groups of people who have common interests.)
- *How do we get from place to place in our community?* (1) Walking, types of vehicles and types of roadways etc. (2) With assistance from trusted adults.
- *What does the word Cyberspace mean?* (A community, which contains places to visit, just like in the real community. Places in the cyber community are called Web sites.)
- *How do people get around in the Cyberspace?* (1. By using the Internet. 2. With assistance from adults.)
- *How do people communicate in Cyberspace?* (E-mail, IM's, social networking sites such as My space, Chat rooms, etc)
- *What is a citizen?* (A member of a community.)
- *Who are the citizens in Cyberspace?* (Everyone who logs onto the Internet. They are called cyber citizens.)
- *What rules and laws do citizens follow to stay safe?* (Don't steal, follow traffic signals, wear a seatbelt, don't litter, etc.)
- *What are the rules that kids follow about talking to people they don't know?* (Talk only to people you know, don't talk to strangers).

2. Conclude with summary points:

1. Just as citizens follow rules in the physical world to stay safe, we should also follow rules online, or in cyberspace.
2. Sometimes people in cyberspace can be unsafe. It is important to be able to recognize when this happens and to follow rules to stay safe.

II. When Cyberspace is Not Safe

Summary: Through Q&A and lecture, connect the theme of cyber safety to students' everyday activity online and also describe unsafe online behavior.

Steps:

1. Discussion questions:
 - *How many of you go on the Internet?* Raise your hands.
 - *What activities do you like to do online?*
 - *Has anyone ever met anyone “new” online through instant messaging, chatting or e-mail?*
 - *If you are on the Internet, how would you know who you are talking to since you can not see the person?*
 - *Have you ever received a photo from someone online?*
2. Explain to students that the online environment allows some people to lie about who they are and why they are online. Sometimes a person may lie about who they are to become friends online with kids for reasons that are unsafe.
3. Write on the board: **Unsafe Online Messages or Activity**
Brainstorm and cover examples of what this includes:
 - Someone asking for personal information about you, such as: where you live, how old you are, what you look like;
 - Someone showing you pictures of naked people or sexual things online;
 - Someone talking about private parts or sexual things;
 - Anything that makes you feel uncomfortable (listen to your gut feelings); or
 - Someone asks you to keep your online communication a secret.

III. What Can I Do about Unsafe Messages: Refuse to Respond, Close Out Internet Access, Tell an Adult!

Summary: After students review previously learned ways to stay safe (Say no, get away, tell an adult) the teacher helps students connect these health enhancing behaviors with ways to stay safe online. Students apply these safety tips to the cyberspace setting and learn precise ways to respond to online danger.

Steps:

1. Review how to respond to unsafe situations (from lesson 1-3)

Sample Script: We have already learned that unwanted talking, showing and touching of private parts is unsafe in the physical world. What are the three things we can do if unwanted talking, showing, or touching of private parts (sexual abuse) happens to us? (Say No, Get Away, Tell a Trusted Adult)

- *Is it unsafe if unwanted showing and talking of private parts happens to us on the internet? (yes)*
- *If this happens to you, is it your fault? (No)*

2. **Kinesthetic Learning:** Act out and practice the three health enhancing behaviors: Say NO. Get away. Tell (as initially practiced in lesson 1).

From lesson 1: Have students think of a way to represent each concept physically. For example, stand up and show me your pose for “no” (i.e., hand out like a stop sign, scowl on face, hands on hips, etc.), show me the pose for get away (i.e., a running stance), show me the pose for tell (i.e. hands framing mouth like about to shout, using a cell phone, etc.)

You can make a game for it. When I say, “no,” do your pose, when I say, “get away,” do your pose, etc. Speed it up and slow it down, say the words out of order so students have fun following you or keeping up the pace. Make it memorable!



3. Connect previous learning with Cyber Safety: Explain that the safety tips we use in the physical world are very much like the safety tips we can use to respond to unsafe online messages.

Ask students: *What are the three things we can do if we recognize an unsafe situation, or see an unsafe message?*

- SAY NO!

Ask: *How do we do this online?* Explain: **Refuse to respond.**

- GET AWAY!

Ask: *How do we do this online?* Explain: **Close out Internet access** (“X” out the Webpage or message box by clicking on the X in the upper right hand corner of the page)

- TELL A TRUSTED ADULT! Tell someone you trust and get help.

4. During or by the end of discussion, write the three ways to respond to unsafe online messages on the board.

KEY MESSAGES:

- Three helpful ways to stay safe from online dangers are: (1) refuse to respond (2) close out internet access and (3) tell an adult.
- It is not your fault if someone sends unsafe messages to you over the Internet. Just make sure to tell an adult if it happens.

IV. The F.B.I. Internet Safety Tips

Summary: Using the *Cyber Smart = Cyber Safe* worksheet, reinforce and expand on ways to stay safe online and ways to respond to online dangers.

Steps:

1. Introduce topic: The Federal Bureau of Investigation has created some tips to help you remember ways to stay safe while on the Internet

2. Have students complete the **Cyber Smart = Cyber Safe** worksheet
 - Review with students the five FBI Internet Safety Tips.
 - o Never give out personal information such as your name, home address, school name, telephone number, or your picture on the Internet, without your parents' permission.
 - o Never write to someone on the Internet who has made you feel uncomfortable or scared.
 - o Do not meet someone you have met online, or have them visit you, without the permission of your parents.
 - o Tell your parents right away if you read anything on the Internet that makes you feel uncomfortable.
 - o Remember that people online may not be who they say they are.

V. Brittany's Story

Summary: Students apply what they have learned about cyber safety using the **What Would You Do: Brittany's Story** worksheet. Students evaluate Brittany's behavior, what she did that put herself in danger and what she could do to stay safe online.

Steps:

1. Pass out the **Brittany's Story** worksheet.
2. Read as a class.
3. Have students answer questions individually or in pairs.
4. Using the teacher's key, review student answers as a class and discuss.

VI. Homework, Enrichment, or Review Options

- **Make it Make Sense!** worksheet
- Create An Awareness Campaign

VII. Reflection

Use the following questions to assist your personal reflection about the instruction and student responses to this lesson.

- What happened during the lesson?
- What did the students learn?
- What did I learn? How could I improve my lesson to be more engaging?
- How could I improve my lesson to help my students meet standards?

Dangers Online

The Internet is an exciting and evolutionary medium that has expanded and enriched the lives of millions. Unfortunately, it has also resulted in offensive, distressing, and sometimes dangerous online experiences for many young people.

A national survey¹ involving a representative sample of young people (10-17yrs) found:

- More than one in three were exposed to unwanted pictures of naked people or people having sex online in the last year.
- About one in seven received a sexual solicitation or approach* over the Internet in the last year.
- Approximately one in twenty-five youth received an aggressive sexual solicitation in which the sender asked to meet them somewhere; called them on the telephone; or sent them regular e-mail, money, or gifts.
- Of those solicited online three in four of them were female and less than twenty percent disclosed the incident to a parent, guardian, or school staff member.

* requests to engage in sexual activities or sexual talk or give personal sexual information that were unwanted or, whether wanted or not, made by an adult.

Social Networking

People of all ages are spending more and more time online, particularly young people. According to a Pew Research Center Survey², 93% of youth (12-17yrs) now go online and 73% have profiles on social networking sites such as MySpace and Facebook. Most of them also use cell phones (75%) and texting teens send and receive on average 1500 texts a month.

While the internet reaps huge benefits in terms of communication, information sharing and learning, it can also be a potentially dangerous place for youth. Social networking sites, for instance, can provide sexual predators with a wealth of personal information on young people, making it easier for predators to target and to meet offline with the most vulnerable among them.

Unfortunately, young people don't always follow social networking safety guidelines (e.g., not listing telephone numbers and address on their profile, setting their profile to "private", not adding someone to their "friends list" unless they already know them offline). Too often young people provide a wealth of personal information on their MySpace or Facebook page such as photos, their school name, daily activities, favorite locations to hang out, all of which could put them at

risk. Also, some display provocative photos of themselves or add a few years to their age on their profile to gain attention, without realizing it may increase their vulnerability.

Online predators use social networking sites and chat rooms to hide their true age, identity and motive for interaction. They typically build trust with their victims by appearing “cool,” concerned, or understanding. In time, through manipulation and increased knowledge of their “target”, predators start to introduce sexual topics and the possibility of meeting the young person face to face.

Characteristics of Vulnerable Youth

Research has shown that certain characteristics are associated with young people who develop close relationships with those they have met online.³

Some of these characteristics include:

- girls aged fourteen to seventeen
- boys who have minimal communication with their parents and whose parents have little knowledge of who their friends are and where they spend their time
- those who live in households with a high degree of parent-youth conflict
- those who suffer from troubling life events, depression, prior victimization
- adolescents and teens who report high levels of Internet use

Cyber-bullying

In addition to sexual solicitation and unwanted exposure to sexual material online, cyberbullying or online harassment has become an increasingly serious concern.

According to a Pew Research Center study ², about one third (32%) of all teenagers who use the internet say they have been targets of a range of annoying and potentially menacing online activities – such as receiving threatening messages; having their private emails or text messages forwarded without consent; having an embarrassing picture posted without permission; or having rumors about them spread online. Of those who reported being cyber bullied, 38% were girls and 26% were boys.

While cyberbullying covers a range of behaviors, sexual harassment is key among them. Body shaming, sexual putdowns, gay-bashing, and sexual rumors have moved beyond the schoolyard or cafeteria and into cyberspace. The anonymity of cyberspace, combined with the amazing speed and reach achieved by the click of a mouse, have made this form of sexual harassment particularly devastating for young people.

Sexting, the use of a cell phone or other electronic device to distribute pictures or video of sexually explicit images, has become increasingly more commonplace among youth. According to a Pew Research Center ², 15% of cell phone using youth (12-17yrs) say they have received sexually suggestive nude/semi-nude images of someone they know via text, and 4% report they have sent sexually suggestive nude/semi-nude messages to others via text message. In addition to reports of young people being pressured or threatened into sending nude photos of themselves to peers, sexting presents serious legal concerns. Strictly speaking, even two consenting minors exchanging nude photos via a cell phone are breaking child pornography laws. As Hawai'i and other states explore the legal ramifications of sexting among minors, attention has focused on educating youth about the consequences of such behavior.

Tragic news stories about vulnerable youth who committed suicide in response to a damaging sexting episode or other forms of cyberbullying emphasize the need to address these online dangers. Sadly, cyberbullies seldom see or understand the harm they cause and too often other young people unwittingly participate in the dissemination of damaging online content.

Protecting Youth from Online Dangers

Educating young people about online dangers is a critical step in reducing the risk of victimization by online sexual predators and cyberbullies. Also, through education it is hoped that more child victims will reach out to their parent or another concerned adult for help.

Resources:

Netsmartz

www.netsmartz.org

This website provides a wealth of current information on internet safety issues and an array of educational tools for parents, teachers, students, etc.

That's Not Cool Campaign

www.thatsnotcool.com

An excellent website for youth which includes practical information and tips on online abuse, including sexting.

It Gets Better

www.itgetsbetter.org

This website was created in response to national concern about LGBT youth committing suicide after experiencing harassment in school and online. It includes thousands of user created videos from supporters letting LGBT youth know that life does get better.

Hawai'i Internet Crimes Against Children

www.hawaii.gov/ag/hicac

This Department of the Attorney General resource includes interactive games to teach kids web safety and information for adults on how to protect Hawai'i's children in cyberspace.

Cybertipline

www.cybertipline.com

A website to report incidents of online sexual exploitation of children.

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- ³ David Finkelhor, Kimberly J. Mitchell, and Janis Wolak. 2003. "Escaping or connecting? Characteristics of youth who form close online relationships." *Journal of Adolescence*.

Name: _____

Cyber Smart = Cyber Safe

F.B.I. Internet Safety Tips

1. Never give out personal information such as your name, home address, school name, or telephone number during online communication with people you and your parents don't know.
2. Never write to someone who has made you feel uncomfortable or scared, even if you or your parents know who they are.
3. Do not meet someone or have them visit you without the permission of your parents.
4. Tell your parents right away if you read anything on the Internet that makes you feel uncomfortable.
5. Remember that people online may not be who they say they are.

Cyber Smart = Knowing how to handle Internet messages.

List 3 Cyber Smart, Cyber Safe ways to respond to an unsafe online message.

- 1.
- 2.
- 3.

Cyber Smart = Knowing how to contact a trusted adult.

An adult I trust to help me with the Internet at school:

A person I trust to help me on the Internet outside of school:

Remember: It's not your fault if someone contacts you with an unsafe message online. There is never a good reason for an adult you don't know to send an Internet message to you.

Trust your gut feelings! Don't Respond!

Cyber Smart = Cyber Safe



F.B.I. Internet Safety Tips

1. Never give out personal information such as your name, home address, school name, or telephone number during online communication with people you and your parents don't know.
2. Never write to someone who has made you feel uncomfortable or scared, even if you or your parents know who they are.
3. Do not meet someone or have them visit you without the permission of your parents.
4. Tell your parents right away if you read anything on the Internet that makes you feel uncomfortable.
5. Remember that people online may not be who they say they are.

Cyber Smart = Knowing how to handle Internet messages.

List 3 Cyber Smart, Cyber Safe ways to respond to an unsafe online message.

1. **Refuse to Answer**
2. **Close out Internet Access**
3. **Tell a Trusted Adult**

Cyber Smart = Knowing how to contact a trusted adult.

An adult I trust to help me with the Internet at school:

A person I trust to help me on the Internet outside of school:

Remember: It's not your fault if someone contacts you with an unsafe message online. There is never a good reason for an adult you don't know to send an Internet message to you.

Trust your gut feelings! Don't Respond!

Name _____

What Would You Do?

Instructions: Read the story and answer the questions based on what you have learned about cyber safety.

Brittany's Story:

Brittany liked to hangout, play softball, and chat on the Internet – especially chat with Jason, an online friend that no one, not even her best friend, knew about. It started one day when Jason wrote Brittany and asked to join her buddy list. She said yes, even though they had not met in person. Jason told Brittany that her screen name, “softballstar” caught his eye, and Jason wrote a lot of funny things to her online. Brittany felt like Jason was her friend and she really liked that he paid attention to her. She liked that he asked her lots of questions and that he liked to talk about playing softball, her favorite thing to do. All of this happened online, through writing, but it felt like a real friendship to Brittany. Jason said that they should keep their friendship a secret and so she did.

By asking Brittany questions, Jason found out a lot of personal information about Brittany. He found out the name of Brittany's school, when her softball team practiced, the team colors, and what she looked like. And he learned her real name was Brittany not “softballstar.” This would make it easy for Jason to find Brittany whether she wanted to meet him or not. Jason even suggested that Brittany come to a certain park to meet him. She didn't tell anyone about this idea.

Brittany felt safe online. However, she didn't know how dangerous it is to give out personal information or talk with people she didn't know in the physical world.

Name some ways Jason, a stranger, tried to become friends with Brittany.

Why did Brittany feel safe on the Internet?

Brittany did not give out her home address to Jason. How could Jason find her offline?

Jason asked Brittany to keep their friendship a secret. Is it safe to keep online friendships a secret?

From what you know from the story, name at least 2 things you would have done if you were Brittany to stay safer online.



What Would You Do?

Instructions: Read the story and answer the questions based on what you have learned about Cyber safety.

Brittany's Story:

Brittany liked to hangout, play softball, and chat on the Internet – especially chat with Jason, an online friend that no one, not even her best friend, knew about. It started one day when Jason wrote Brittany and asked to join her buddy list. She said yes, even though they had not met in person. Jason told Brittany that her screen name, “softballstar” caught his eye, and Jason wrote a lot of funny things to her online. Brittany felt like Jason was her friend and she really liked that he paid attention to her. She liked that he asked her lots of questions and that he liked to talk about playing softball, her favorite thing to do. All of this happened online, through writing, but it felt like a real friendship to Brittany. Jason said that they should keep their friendship a secret and so she did.

By asking Brittany questions, Jason found out a lot of personal information about Brittany. He found out the name of Brittany's school, when her softball team practiced, the team colors, and what she looked like. And he learned her real name was Brittany not “softballstar.” This would make it easy for Jason to find Brittany whether she wanted to meet him or not. Jason even suggested that Brittany come to a certain park to meet him. She didn't tell anyone about this idea.

Brittany felt safe online. However, she didn't know how dangerous it is to give out personal information or talk with people she didn't know in the physical world.

Name some ways Jason, a stranger, tried to become friends with Brittany.

- **Shared an interest in softball**
- **Built up trust by writing her a lot, paying attention to her**
- **Asked her lots of personal information questions**
- **Told her to keep the friendship a secret**

Why did Brittany feel safe on the Internet?

She did not think of Jason as a stranger – he seemed like a caring friend.

Brittany did not give out her home address to Jason. How could Jason find her offline?

Jason could go to Brittany's school during softball practice and identify Brittany by her team uniform and her looks. He could ask other people to point out a girl named Brittany.

Jason asked Brittany to keep their friendship a secret. Is it safe to keep online friendships a secret?

NO. If someone asks you to keep your relationship with them a secret, it is very likely that person is unsafe.

From what you know from the story, name at least 2 things you would have done if you were Brittany to stay safer online. Possible answers:

- **Refuse to let Jason join my buddy list**
- **Choose a screen name that did not identify me as a softball star**
- **Refuse to chat online with a stranger – Close out internet access if Jason tried to talk to me**
- **Refuse to answer personal questions that would tell someone where I am or what I look like**
- **Tell a trusted adult or friend about my online friendship**

Name: _____



Make it Make Sense!

i-Buddy wants to help kids be safe in Cyberspace!
Help him fill in the blanks to complete each sentence.
Use the bank of terms to help.

1. Just as citizens follow rules in the physical world, we should also follow rules in _____.
2. Listen to your _____ if someone on the Internet makes you feel uncomfortable. Close out Internet Access!
3. There is _____ a good reason for an adult you don't know to send an Internet message to you.
4. Tell a _____ if you get an unsafe Internet message.
5. Your name, address, and photograph are all _____ and should never be given to someone you know only from the Internet.
6. There is never a good reason to keep an Internet friendship a _____ from others.

Bank of Terms

gut feelings
secret
never
trusted adult
personal information
Cyberspace



Make it Make Sense!

i-Buddy wants to help kids be safe in Cyberspace!
Help him fill in the blanks to complete each sentence.
Use the bank of terms to help.

1. Just as citizens follow rules in the physical world, we should also follow rules in Cyberspace
2. Listen to your gut feelings if someone on the Internet makes you feel uncomfortable. Close out Internet access!
3. There is never a good reason for an adult you don't know to send an Internet message to you.
4. Tell a trusted adult if you get an unsafe Internet message.
5. Your name, address, and photograph are all personal information and should never be given to someone you know only from the Internet.
6. There is never a good reason to keep an Internet friendship a secret from others.

Bank of Terms

gut feelings
secret
never
trusted adult
personal information
Cyberspace

Create an Awareness Campaign!

Educate others – Draw attention to Cyber Safety issues with Posters

Develop your ideas

Think about what you've learned about the online predators and the grooming process. Discuss why it is important to discuss this issue with others and how to be proactive in dealing with it. Here are some example ideas:

- Conduct a school wide awareness week for Internet responsible use issues.
- Develop and display posters created in the lesson throughout the school to raise awareness.
- Create a webpage about online safety and display it on your school website.

Draw Attention—with a Poster or Webpage

Create Awareness Art that Promotes Responsible Internet Use!

One of the best ways to reach out and get your message across is through expression. A creative poster or webpage that inspires, educates, and motivates students to be responsible and safe online is right at your fingertips.

Gather Materials!

- Cardboard, poster board or butcher paper—anything easy to paint or write on
- Paint and Paint Brushes – Crayons, Markers, Pencils
- Masking Tape (to attach posters to windows or doors)
- Magazines, Scissors, Glue
- Computer Software (i.e. Adobe Photoshop., Illustrator., Microsoft Paint., etc.) to enhance or create your awareness art digitally

Build It- Be Creative! Draw attention to get your message across!

On some scrap paper, draw up a rough idea of what you'd like the poster or webpage to look like. Staying Cyber Safe is the theme. Remember to use **powerful words and bold pictures** to catch everyone's attention. Next, get to work! Take your idea and make it come to life.

Post It!

Put your poster up where the most people will see it. A poster is only as good as its **location**. Be sure to ask your principal before you hang posters around school. If your class is creating a large number of posters, create a cyber art gallery in the school library, cafeteria, or main hallway. Create a "Hallway of Inspiration" motivating students to be safe online. You can also ask your favorite restaurant or music store if you can hang a poster in their window to get the message out to the community!

Upload it!

Get permission to post your webpage on the school website – advertise it in the school newspaper or in the media center. Be seen – be heard!



SECTION 6



Meeting Guam Content and Performance Standards III:

LESSON 1

Staying Safe



Health Education Standard 1: Core Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Topic

Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.3.1.1): Identify the link between healthy choices and being healthy.

Benchmark: (HE.3.1.4): Identify ways to prevent common childhood injuries.

Benchmark: (HE.4.1.1): Explain the connection between healthy behaviors and personal health.

Benchmark: (HE.4.1.3): Summarize ways in which a safe and healthy community environment can promote health. Benchmark: (HE.4.1.4): Describe ways to prevent common health problems.

Benchmark: (HE.5.1.1): Describe the relationship between healthy behaviors and personal health.

Benchmark: (HE.5.1.3): Describe ways in which safe and healthy school and community environments can promote personal health.

Benchmark: (HE.5.1.4): Describe ways to prevent common childhood injuries and health problems.

Benchmark: (HE.5.1.5): Describe when it is important to seek health care.

Benchmark: (HE.5.1.6): Explain basic health terms and concepts.

Students understand and apply the following concepts: definition of sexual abuse, three types of sexual abuse, and distinguishing factors of sexual abuse such as secret touching, unwanted and private parts. These concepts help students to recognize, respond and stay safe from sexual abuse. In order to decrease shame and self-blame, students also learn that sexual abuse is never a child's fault. Students learn the general concept that there is help for children who are/were sexually abused and that it is ok to "tell someone" about sexual abuse.

Students understand and practice (act out) three safety-tips: say no, get away, and tell a trusted adult, as health enhancing responses to sexual abuse and/or the perception or threat of abuse.

Students learn how to use their understanding of sexual abuse, the types and defining characteristics of sexual abuse to recognize and avoid sexual abuse. Students practice assessing situations using written scenarios and teacher discussion questions. Students also identify, practice and personalize safety-tip responses: say no, get away and tell a trusted adult as strategies to avoid and respond to unsafe situations.

* Guam Content & Performance Standards



Health Education Standard 3: Access Valid Information

Demonstrate the ability to access valid information, products, and services to enhance health.

Topic

Health Information, Products and Services across Topic Areas

Benchmark: (HE.3.3.1): Recognize characteristics of valid health products and services.

Benchmark: (HE.3.3.2): Name resources from home and school that provide valid health information.

Benchmark: (HE.4.3.1): State characteristics of valid health information and services.

Benchmark: (HE.4.3.2): Identify resources from the community that provide valid health and wellness information.

Benchmark: (HE.5.3.1): Explain characteristic of valid health information, products and services.

Benchmark: (HE.5.3.2): Locate resources from home, school, and the community that provide valid health information.

Students learn the importance of “telling” and accessing help in response to sexual abuse. Students decide which specific adults inside and outside of school are their initial source of help and health information. Students recite the SATC hotline number, a resource to access with a trusted adult.

Students explain where they can turn if sexual abuse happens and how to get help. They decide which specific adults they will contact and what safe resources to utilize.



Health Education Standard : Self-management

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic ***Mental and Emotional Health

Benchmark: (HE.3.7.1): Identify healthy practices to maintain personal health and wellness.

Benchmark: (HE.3.7.2): Demonstrate behaviors that avoid or reduce health risks.

Benchmark: (HE.4.7.1): Describe a healthy behavior to improve personal health and wellness.

Benchmark: (HE.4.7.2): Demonstrate a variety of behaviors to avoid or reduce health risks.

Benchmark: (HE.5.7.1): Identify responsible personal health behaviors.

Benchmark: (HE.5.7.2): Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Benchmark: (HE.5.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks.

Students reduce their risk of victimization and keeping silent by understanding the distinguishing characteristics of sexual abuse: unwanted touching/talking/showing of private parts, secret touching, touching that is not for medical/health reason. Students reduce their risk of suffering from sexual abuse by acknowledging their right to feel safe, and learning how to respond to sexual abuse. Students learn, practice and personalize specific safety tips and techniques for responding to unsafe situations.

Students learn they have choices in responding to unsafe, stressful or uncomfortable situations. If sexual abuse happens, is suggested, or threatened; students can say no, get away and tell a trusted adult. Students apply these strategies in response to written scenarios and decide what the most effective ways are for them to react. Students demonstrate that when in doubt, tell.

Importantly, students also learn that it is ok to talk about sexual abuse, and that there are adults, including school professionals, who can help them. Students, particularly victims, learn that it is never their fault if they are sexually abused, in order to ease the emotional reaction to sexual abuse.

Students evaluate behaviors and situations in terms of their understanding of sexual abuse and its defining characteristics. In promoting self-care versus self-blame students learn that sexual abuse is never a child's fault, it is ok to talk about sexual abuse and it is ok to tell a trusted adult.

Health Education Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic Communication Skills across Topic Areas

Benchmark: (HE.3.4.1): Name effective non-verbal communication skills to enhance health and wellness.

Benchmark: (HE.3.4.2): Identify refusal strategies that reduces health risks.

Benchmark: (HE.3.4.4): Illustrate how to ask for assistance with a difficult personal situation.

Benchmark: (HE.4.4.1): Explain effective verbal communication skills to enhance health.

Benchmark: (HE.4.4.2): Show refusal skills that avoid health risks.

Benchmark: (HE.4.4.4): Model how to ask for support to enhance personal health and wellness.

Benchmark: (HE.5.4.1): Demonstrate effective verbal and nonverbal communication skills to enhance health.

Benchmark: (HE.5.4.2): Demonstrate refusal skills that avoid or reduce health risks.

Benchmark: (HE.5.4.4): Demonstrate how to ask for assistance to enhance personal health.

Students learn and practice how to respond verbally and nonverbally if sexual abuse happens or is suggested or threatened: Say no, get away and tell a trusted adult. Students personalize each of these three strategies and learn to tailor their responses to different scenarios of sexual abuse.

Students also learn that “telling” and talking about sexual abuse can help them deal with the stressful situation and/or emotional reactions.



Health Education Standard 8: Health Advocacy

Demonstrate the ability to advocate for personal, family, and community health.

Topic Advocacy across Topic Areas

Benchmark: (HE.3.8.1): Share correct information about a health issue.

Benchmark: (HE.3.8.2): Promote positive health choices.

Benchmark: (HE.4.8.1): Give accurate information about a health issue.

Benchmark: (HE.4.8.2): Promote positive health choices.

Benchmark: (HE.5.8.1): Express opinions and give accurate information about a health issues.

Benchmark: (HE.5.8.2): Encourage others to make positive health choices.

Students identify trusted adults who they can turn to if sexual abuse occurs, adults who they perceive as advocates for their health and safety. Students also identify specific school staff as resources for help and as advocates for their safety. Students identify the Healing Hearts Crisis Center (HHCC), particularly how to contact HHCC, and any hotline phone number and specific HHCC staff (if featured during the My Body My Boundaries lessons) as resources for help and advocacy.

If in lesson 1 the teacher utilizes letter writing assignments:

Benchmark: (HE.5.8.1): Express opinions and give accurate information about a health issues.

If students participate in the letter writing, students share their own opinions about staying safe from sexual abuse, how to recognize it and how to respond.



Meeting Guam Content and Performance Standards III: : **LESSON 2**

Personal Boundaries and Gut Feelings



Health Education Standard 1: Core Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Topic

Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.3.1.1): Identify the link between healthy choices and being healthy.

Benchmark: (HE.3.1.4): Identify ways to prevent common childhood injuries.

Benchmark: (HE.4.1.1): Explain the connection between healthy behaviors and personal health.

Benchmark: (HE.4.1.3): Summarize ways in which a safe and healthy community environment can promote health.

Benchmark: (HE.4.1.4): Describe ways to prevent common health problems.

Benchmark: (HE.5.1.1): Describe the relationship between healthy behaviors and personal health.

Benchmark: (HE.5.1.3): Describe ways in which safe and healthy school and community environments can promote personal health.

Benchmark: (HE.5.1.4): Describe ways to prevent common childhood injuries and health problems.

Benchmark: (HE.5.1.5): Describe when it is important to seek health care.

Benchmark: (HE.5.1.6): Explain basic health terms and concepts.

Students understand the concepts of personal boundaries and gut feelings and how these signal the need to take action: say no, get away, tell a trusted adult. Students learn they have choices in setting boundaries and that boundaries vary depending on the person and situation.

Self awareness about personal boundaries and gut feelings helps students to recognize, respond and stay safe from sexual abuse. Students learn that when boundaries are crossed and/or they get negative or uncomfortable gut feelings, they can and need to take action. Students practice assessing situations during kinesthetic exercises, teacher led visualizations and classroom discussions. Students continue to practice and personalize safety-tip responses: Say no, get away and tell a trusted adult as a way to respond to negative gut feelings and the strategies to avoid and respond to unsafe situations.



Health Education Standard 3: Access Valid Information

Demonstrate the ability to access valid information, products, and services to enhance health.

Topic Health Information, Products, and Services across Topic Areas

Benchmark: (HE.3.3.1): Recognize characteristics of valid health products and services.

Benchmark: (HE.3.3.2): Name resources from home and school that provide valid health information.

Benchmark: (HE.4.3.1): State characteristics of valid health information and services.

Benchmark: (HE.4.3.2): Identify resources from the community that provide valid health and wellness information.

Benchmark: (HE.5.3.1): Explain characteristic of valid health information, products and services.

Benchmark: (HE.5.3.2): Locate resources from home, school, and the community that provide valid health information.

Students continue to learn the importance of “telling” and accessing help in response to sexual abuse, boundaries being crossed and/or experiencing negative gut feelings.

Students specify how to respond and access help if they perceive sexual abuse.

In deciding which specific adults they will contact and which safe resources they will utilize, students explain where they can turn if sexual abuse happens and they need help.



Health Education Standard 7: Self-Management

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Topic Mental and Emotional Health

Benchmark: (HE.3.7.1): Identify healthy practices to maintain personal health and wellness.

Benchmark: (HE.3.7.2): Demonstrate behaviors that avoid or reduce health risks.

Benchmark: (HE.4.7.1): Describe a healthy behavior to improve personal health and wellness.

Benchmark: (HE.4.7.2): Demonstrate a variety of behaviors to avoid or reduce health risks.

Benchmark: (HE.5.7.1): Identify responsible personal health behaviors.

Benchmark: (HE.5.7.2): Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Benchmark: (HE.5.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks.

Students reduce their risk of victimization with their understanding of personal boundaries and gut feelings and their ability to act on these feelings. Students reduce their risk of suffering from sexual abuse by acknowledging their right to choose their boundaries and their right to respond if boundaries are crossed.

Students learn they have choices in responding to unsafe, stressful or uncomfortable situations, including when they feel their boundaries are being crossed and/or they feel negative gut feelings. Students respond to written scenarios and decide if boundaries are crossed and what the most effective ways are for them to react.

Students continue to learn that it is ok to talk about sexual abuse, personal space and feelings. They learn the vocabulary to disclose if sexual abuse happens (ed) to them. They continue to learn that there are adults, including school professionals, who can help them. Students, particularly victims, learn that it is never their fault if they are (were) sexually abused, in order to ease the emotional reaction to sexual abuse.

Students evaluate behaviors and situations in terms of how they affect personal boundaries and gut feelings. Students learn to take action if they feel their boundaries are being crossed or they experience uncomfortable gut feelings. In recognizing personal differences in setting boundaries students also learn to respect other's boundaries.

Health Education Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic Communication Skills across Topic Areas

Benchmark: (HE.3.4.1): Name effective non-verbal communication skills to enhance health and wellness.

Benchmark: (HE.3.4.2): Identify refusal strategies that reduces health risks.

Benchmark: (HE.3.4.4): Illustrate how to ask for assistance with a difficult personal situation.

Benchmark: (HE.4.4.1): Explain effective verbal communication skills to enhance health.

Benchmark: (HE.4.4.2): Show refusal skills that avoid health risks.

Benchmark: (HE.4.4.4): Model how to ask for support to enhance personal health and wellness.

Benchmark: (HE.5.4.1): Demonstrate effective verbal and nonverbal communication skills to enhance health.

Benchmark: (HE.5.4.2): Demonstrate refusal skills that avoid or reduce health risks.

Benchmark: (HE.5.4.4): Demonstrate how to ask for assistance to enhance personal health.

Students continue to learn and practice how to respond verbally and nonverbally: Say no, get away and tell a trusted adult if sexual abuse happens or if they experience boundaries being crossed or negative gut feelings. Students tailor their responses to different scenarios of sexual abuse.

Students continue to learn that “telling” and talking about sexual abuse can help them.

Meeting Guam Content and



Performance Standards III: LESSON 3

Tell and Keep Telling

Health Education Standard 1: Core Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Topic Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.3.1.1): Identify the link between healthy choices and being healthy.

Benchmark: (HE.3.1.4): Identify ways to prevent common childhood injuries.

Benchmark: (HE.4.1.1): Explain the connection between healthy behaviors and personal health.

Benchmark: (HE.4.1.3): Summarize ways in which a safe and healthy community environment can promote health.

Benchmark: (HE.4.1.4): Describe ways to prevent common health problems.

Benchmark: (HE.5.1.1): Describe the relationship between healthy behaviors and personal health.

Benchmark: (HE.5.1.3): Describe ways in which safe and healthy school and community environments can promote personal health.

Benchmark: (HE.5.1.4): Describe ways to prevent common childhood injuries and health problems.

Benchmark: (HE.5.1.5): Describe when it is important to seek health care.

Students understand and expand on the concept of telling a trusted adult, as a health enhancing response to sexual abuse and/or the perception or threat of abuse. Students continue to learn the general concept that there is help for children who are or were sexually abused and that it is ok to “tell someone” about sexual abuse.

Students practice assessing dangerous situations described in written scenarios, skits and teacher discussion questions. Students personalize the safety-tip responses: Say no, get away and tell a trusted adult which are strategies to avoid and respond to unsafe situations.



Health Education Standard 2: Access Valid Information

Demonstrate the ability to access valid information, products, and services to enhance health.

Topic Health Information, Products and Services across Topic Areas

Benchmark: (HE.3.3.1): Recognize characteristics of valid health products and services.

Benchmark: (HE.3.3.2): Name resources from home and school that provide valid health information.

Benchmark: (HE.4.3.1): State characteristics of valid health information and services.

Benchmark: (HE.4.3.2): Identify resources from the community that provide valid health and wellness information.

Benchmark: (HE.5.3.1): Explain characteristic of valid health information, products and services.

Benchmark: (HE.5.3.2): Locate resources from home, school, and the community that provide valid health information.

Students learn the importance of “telling and keep telling” and accessing help in response to sexual abuse. Students expand their resources for help and decide which friend and which specific adults inside and outside of school are their initial sources of help and health information. Students learn more about the SATC hotline number, a resource to access with a trusted adult.

Students explain where they can turn if sexual abuse happens to them and how to get help. They decide which specific adults they will contact and what safe resources to utilize.

Health Education Standard 7: Self-management

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Topic Mental and Emotional Health

Benchmark: (HE.3.7.1): Identify healthy practices to maintain personal health and wellness.

Benchmark: (HE.3.7.2): Demonstrate behaviors that avoid or reduce health risks.

Benchmark: (HE.4.7.1): Describe a healthy behavior to improve personal health and wellness.

Benchmark: (HE.4.7.2): Demonstrate a variety of behaviors to avoid or reduce health risks.

Benchmark: (HE.5.7.1): Identify responsible personal health behaviors.

Benchmark: (HE.5.7.2): Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Benchmark: (HE.5.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks.

Students reduce their risk of victimization and keeping silent by understanding the distinguishing characteristics of sexual abuse: unwanted touching/talking/showing of private parts, secret touching, touching that is not for medical/health reason. Students reduce their risk of suffering from sexual abuse by acknowledging their right to feel safe, and by learning how to respond to sexual abuse. Students learn, practice and personalize specific safety tips and techniques for responding to unsafe situations.

Students continue practicing their response to unsafe, stressful or uncomfortable situations. If sexual abuse happens or is suspected students say no, get away and tell a trusted adult. Students also practice “keep telling,” or re-telling and continuing to express their concerns until they find an adult or resource (i.e., SATC) that believes and can help them. Students use these strategies in response to written scenarios and skits. Students share with characters in a role play how to respond to sexual abuse and the importance of telling.

Students continue to learn that it is ok to talk about sexual abuse and that there are adults, including school professionals, who can help them. Students, particularly victims, learn that it is never their fault if they are sexually abused, in order to ease the emotional reaction to sexual abuse.

Students further evaluate behaviors and situations (in scenarios and skits) in terms of their understanding of sexual abuse and its defining characteristics. In promoting self-care versus self-blame students learn that sexual abuse is never a child's fault, that it is ok to talk about sexual abuse and that it is ok to tell a trusted adult.

Health Education Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic Communication Skills across Topic Areas

Benchmark: (HE.3.4.1): Name effective non-verbal communication skills to enhance health and wellness.

Benchmark: (HE.3.4.2): Identify refusal strategies that reduces health risks.

Benchmark: (HE.3.4.4): Illustrate how to ask for assistance with a difficult personal situation.

Benchmark: (HE.4.4.1): Explain effective verbal communication skills to enhance health.

Benchmark: (HE.4.4.2): Show refusal skills that avoid health risks.

Benchmark: (HE.4.4.4): Model how to ask for support to enhance personal health and wellness.

Benchmark: (HE.5.4.1): Demonstrate effective verbal and nonverbal communication skills to enhance health.

Benchmark: (HE.5.4.2): Demonstrate refusal skills that avoid or reduce health risks.

Benchmark: (HE.5.4.4): Demonstrate how to ask for assistance to enhance personal health.

Students continue to practice how to respond verbally and nonverbally if sexual abuse happens, is suggested or threatened: Say no, get away and tell a trusted adult. Students expand on the concept of telling, and practice how to keep telling if the first adult(s) they tell do not believe them. Students personalize each of these three strategies and learn to tailor their responses to different scenarios and stories of sexual abuse.

Students also learn that “telling” and talking about sexual abuse can help them handle stressful situations.

Health Education Standard 8: Health Advocacy

Demonstrate the ability to advocate for personal, family, and community health

Topic Advocacy across Topic Areas

Benchmark: (HE.3.8.1): Share correct information about a health issue.

Benchmark: (HE.3.8.2): Promote positive health choices.

Benchmark: (HE.4.8.1): Give accurate information about a health issue.

Benchmark: (HE.4.8.2): Promote positive health choices.

Benchmark: (HE.5.8.1): Express opinions and give accurate information about a health issues.

Benchmark: (HE.5.8.2): Encourage others to make positive health choices.

Students identify many trusted adults and a friend who they can turn to if sexual abuse occurs. Students also recognize specific school staff as resources for help and as advocates for their safety. Students identify the Healing Hearts Crisis Center staff, if featured during the My Body My Boundaries lessons, as part of a group that advocates for the student's and community's health.

Students share how to respond to sexual abuse with peers and characters in a role-play. They share specific strategies to help others stay safe if they experience or suspect any form of sexual abuse. They share encouragement to get help and promote telling a trusted adult and keep telling as needed.

If students participate in the art project or letter writing, students also share their own opinions about sexual abuse, how to recognize it and how to respond. They can create their own messages to help others learn about and stay safe from sexual abuse.

Meeting Guam Content and Performance Standards III: LESSON 4

Cyber Safety (i-SAFE Inc.)

Health Education Standard 1: Core Concepts

Comprehend concepts related to health promotion and disease prevention to enhance health.

Topic Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.3.1.1): Identify the link between healthy choices and being healthy.

Benchmark: (HE.3.1.4): Identify ways to prevent common childhood injuries.

Benchmark: (HE.4.1.1): Explain the connection between healthy behaviors and personal health.

Benchmark: (HE.4.1.3): Summarize ways in which a safe and healthy community environment can promote health.

Benchmark: (HE.4.1.4): Describe ways to prevent common health problems.

Benchmark: (HE.5.1.1): Describe the relationship between healthy behaviors and personal health.

Benchmark: (HE.5.1.3): Describe ways in which safe and healthy school and community environments can promote personal health.

Benchmark: (HE.5.1.4): Describe ways to prevent common childhood injuries and health problems.

Benchmark: (HE.5.1.5): Describe when it is important to seek health care.

Benchmark: (HE.5.1.6): Explain basic health terms and concepts.

The i-SAFE curriculum builds upon concepts taught in earlier grade levels to be safe online. This includes informing students and teaching them how to identify online situations that are safe versus those that are risky or harmful and how to seek help from an adult when needed. Students learn basic skills such as refusing to respond, closing out internet access and talking to an adult in order to deal with inappropriate online situations.

Health Education Standard 2: Access Valid Information

Demonstrate the ability to access valid information, products, and services to enhance health.

Topic Health Information, Products and Services across Topic Areas

Benchmark: (HE.3.3.1): Recognize characteristics of valid health products and services.

Benchmark: (HE.3.3.2): Name resources from home and school that provide valid health information.

Benchmark: (HE.4.3.1): State characteristics of valid health information and services.

Benchmark: (HE.4.3.2): Identify resources from the community that provide valid health and wellness information.

Benchmark: (HE.5.3.1): Explain characteristic of valid health information, products and services.

Benchmark: (HE.5.3.2): Locate resources from home, school, and the community that provide valid health information.

The i-SAFE curriculum refers students to resources in their home, school, and community to get the answers and help they need. One core message found in the FBI tips is to ask an adult for help, a theme reinforced in the music and song choice for lesson accompaniment.

Health Education Standard 7: Self-management

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Topic Mental and Emotional Health

Benchmark: (HE.3.7.1): Identify healthy practices to maintain personal health and wellness.

Benchmark: (HE.3.7.2): Demonstrate behaviors that avoid or reduce health risks.

Benchmark: (HE.4.7.1): Describe a healthy behavior to improve personal health and wellness.

Benchmark: (HE.4.7.2): Demonstrate a variety of behaviors to avoid or reduce health risks.

Benchmark: (HE.5.7.1): Identify responsible personal health behaviors.

Benchmark: (HE.5.7.2): Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Benchmark: (HE.5.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks.

In the grades 3-5 i-SAFE curriculum, students continue exploration of what is safe and what is risky or harmful online. Students learn prevention tips and practice appropriate strategies for dealing with inappropriate situations including online bullies or predators.

Health Education Standard 4: Interpersonal Communication

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Topic Communication Skills across Topic Areas

Benchmark: (HE.3.4.1): Name effective non-verbal communication skills to enhance health and wellness.

Benchmark: (HE.3.4.2): Identify refusal strategies that reduces health risks.

Benchmark: (HE.3.4.4): Illustrate how to ask for assistance with a difficult personal situation.

Benchmark: (HE.4.4.1): Explain effective verbal communication skills to enhance health.

Benchmark: (HE.4.4.2): Show refusal skills that avoid health risks.

Benchmark: (HE.4.4.4): Model how to ask for support to enhance personal health and wellness.

Benchmark: (HE.5.4.1): Demonstrate effective verbal and nonverbal communication skills to enhance health.

Benchmark: (HE.5.4.2): Demonstrate refusal skills that avoid or reduce health risks.

Benchmark: (HE.5.4.4): Demonstrate how to ask for assistance to enhance personal health.

In the grades 3-5 i-SAFE curriculum, the concept that physical communication and online communication differ is more fully explored. Students learn and apply tips for safe online nonverbal communication.

Students learn not to provide personal information online to someone they don't know or without a parent's permission, as well as to not keep communication a secret and not to communicate with someone who makes them uncomfortable. Students also learn how inappropriate or mistaken online communication can result in cyber harassment or bullying.



Health Education Standard 7: Advocacy

Demonstrate the ability to advocate for personal, family, and community health.

Topic Advocacy across Topic Areas

Benchmark: (HE.3.8.1): Share correct information about a health issue.

Benchmark: (HE.3.8.2): Promote positive health choices.

Benchmark: (HE.4.8.1): Give accurate information about a health issue.

Benchmark: (HE.4.8.2): Promote positive health choices.

Benchmark: (HE.5.8.1): Express opinions and give accurate information about a health issues.

Benchmark: (HE.5.8.2): Encourage others to make positive health choices.

Through enrichment opportunities and youth empowerment opportunities such as the Create an Awareness Campaign students reflect on their new understanding of cyberspace, online communication and cyber safety. They share their opinions about these issues and health enhancing behaviors with others in their school and community.



APPENDICES



Student Questions

While teaching the curriculum, students typically ask a range of questions. The following is a sample of questions and a generic teacher response which can be further personalized to the student and lessons (topics) of the day.

I. How to Handle an Abusive Situation

1. What if someone tries to sexually abuse me?

Get away as soon as you can and tell a trusted adult.

2. If someone is abusing me, should I kick them, hit them, etc. to make them stop?

Sometimes it may help to try and physically stop someone from abusing you. Other times it may be safer to get away as soon as you can and ask a trusted adult to help you.

II. Victim Concerns

1. What if you are afraid (embarrassed, ashamed, etc.) to ask for help?

It's understandable that children may feel unsure about telling an adult that they are being hurt or abused. Telling isn't always easy to do, but it is the safest thing to do. Asking for help takes courage and you are allowed to tell if someone is hurting you or breaking the safety rules. You can tell a parent or another trusted adult or you can tell someone here at school (mention yourself or another staff person's name). Every child deserves to be safe.

2. What if you want to tell, but are afraid of getting someone (e.g., dad, older sibling, uncle) in trouble?

It is understandable that you may not want to get someone in trouble or you are worried about them. Although it can be hard to speak up if the other person is someone you know and care about, it is still the right thing to do. You deserve to be safe.

3. What if you want to tell, but don't think anyone will believe you?

Sometimes a child is told that they will get in trouble if they tell, or that he/she won't be believed if he/she tells. Remember: If the first adult you tell can't help you, keep telling until you find one who can!

4. What if the person threatens you and tells you not to tell anybody?

The best and safest thing you can do is to tell another adult you trust. Remember, no one should ever tell you to keep unwanted talking, showing, or touching of private parts a secret. You deserve to be safe and it's not your fault if that kind of unsafe behavior is happening.

5. What if someone you know is hurting (abusing) you and you don't say no?

Sometimes children are too afraid to say "no" or they feel tricked or bullied into letting it (something unsafe) happen. But remember, it is never the child's fault. Even if the child didn't say no, he/she can still tell another adult. Who are some adults that *you* can tell?

6. What if it happened to you when you were a little kid (a long time ago) and you didn't tell anyone about it?

No matter when it happened it is not your fault; even if you didn't say no or get away or tell an adult. But now you know what you can do. It is never too late to tell an adult and get help.

III. Impact of Sexual Abuse

1. How does sexual abuse hurt people?

Sexual abuse can hurt people in a lot of different ways. It can make them feel afraid, sad, hurt, upset, angry, lonely, or confused. That's why if it happens or happened to a child, he/she should tell an adult they trust (such as...) so they can begin to feel better again.

IV. Why Does Sexual Abuse Happen?

1. Why do people do this (sexual abuse)?

Sometimes people act this way because they think it's ok to disrespect another person's body, their boundaries or feelings. What they are doing is harmful.

V. Is this Sexual Abuse?

1. Is it ok to take a bath or shower with a family member (e.g., parent, sibling, cousin)?

Sometimes when we are very young we take baths or showers with family members. As we get older, we deserve privacy. Just remember your body belongs to you. If ever you feel uncomfortable or unsafe, speak up about it.

2. Is it “unwanted talking about private parts” when my parents talk to me about my body?

Parents or other adults who take care of children sometimes talk to them about their bodies, including their private parts. They may answer questions you have about your body, talk to you if you have an injury or medical problem. That's ok. It's good to be proud of our bodies and to take care of them.

3. Are pictures of naked people, like the pictures outside porn stores or in magazines, unwanted showing of private parts?

They can be if it makes someone feel uncomfortable. If someone shows you pictures of naked people you can say no, get away and tell an adult you trust.

VI. General Questions about Sexual Abuse

1. How many kids get sexually abused?

I don't know exactly how many. But it does happen sometimes. That's why we are learning about it and the ways that you can stay safe and get help.

2. What is molestation/rape?

Rape and molestation are types of sexual abuse that involve unwanted touching of private parts. Older child: Rape is unwanted sexual intercourse or being forced to have sex.

3. What is a rapist?

A rapist is another word for someone who touches someone's private parts when it is unwanted (or sexually abuses someone).

4. Why do we need to know about sexual abuse (unsafe behavior)?

If we learn about sexual abuse we will know if it happens to us and what we can do to stay safe. We are also learning about being respectful of other people's bodies. Being respectful of others and their bodies and boundaries is very important.

5. Is someone who does this (commits sexual abuse) a bad person?

What they are *doing* is wrong and unsafe.

VII. How can I stay safe?

1. How can I stay safe from abuse?

You can stay safe from sexual abuse by knowing what it is and knowing what to do if it happens to you. What is it? Unwanted talking, showing, and touching of private parts. What to do if it happens to you? Say No. Get Away. Tell a Trusted Adult.

Another way to stay safe is to listen to your gut feelings. Our gut feelings can sometimes help us know when someone is crossing our boundaries or doing something that is unsafe.

2. How can people stop sexual abuse?

There are at least two things you can do to stop sexual abuse. First, you can tell your friends and family about what sexual abuse is and what kids can do if it happens to them. Second, you can decide that you will always respect other people and not cross their personal boundaries.

VIII. Sexual Activity

1. Don't older people have sex, touch private parts, etc.?

Yes. When people get older they can make the decision who to share their body with.

2. Do some kids like seeing private parts?

Some kids might be curious about their private parts or other people's private parts.

3. What is sex? (or other sex education questions)

Today we are talking about how to keep safe from unwanted talking, showing, or touching of private parts. I suggest you ask your parents or another adult you are close to about sex.



The Stages of Sexuality in Young Children

Introduction

Sexuality is part of a child's growth and development. As with other behaviors, there is a "normal curve" for a child's interest in sex; some children are very curious, others disinterested, though the majority are somewhere in between. Sex education includes the physical, emotional, social, biological, moral and spiritual aspects of sexuality. Providing sex education is key to a child's normal development. How to teach, what to teach, and who teaches are questions asked by many parents.

Sex education begins from the moment a child is born. Parents express love by the way in which they hold their child, the gentleness of their voices, and the tenderness and warmth of their physical closeness. In loving their child, parents reach out with warmth and the child in turn develops the capacity for affection and the ability to love and trust which is perhaps the most important ingredient for healthy sexuality. The way parents touch children as well as family and cultural attitudes toward nudity, modesty, bodily pleasure and physiological development all affect a child's sexual development. So, the child learns about love, intimacy and gender identity from that all-important parent-child relationship.

INFANCY

Infants experience a heightened sensitivity in the genital area soon after birth. Newborn infant boys have penile erections regularly in light sleep states, and they nearly always have erections when they are being diapered and bathed. Infant girls have similar erections of the clitoris (sometimes followed by lubrication in the vagina), but they usually go unnoticed. Boys do not have orgasms, but both boy and girl babies, even as young infants, have expressions of pleasure on their faces during erections.

By six months of age, most children will begin to reach for their genitals. Boys will begin to play with and to stimulate their penises to erection. Girls will find that rubbing the vaginal area and pressing their legs together produces a special sensation. Masturbation is seen more in infant boys than girls. For all babies, sexual pleasure is quite secondary to the pleasure they derive from satisfaction of their needs being met for food, sleep, and touch. Children may not want to wear clothing at this age.

FOUR TO SIX YEAR OLDS

Children have a consuming interest in family. They can become romantic about the parent of the opposite sex and jealous and resentful of the parent of the same sex. They have kindergarten “love affairs,” play house, play doctor, and play at having babies themselves.

They are very curious about adult behavior. They may peek in on parents when they are dressing, join them in the bathroom, climb in bed, and at times ask frank questions that embarrass their parents. They may ask about adult sexual encounters and even suggest that they have sex with a parent.

They need a sense of their own body and that it is ok. Respect their privacy. The 5-8 year old child asks many types of questions: “How does the baby get inside the mother?” “Why do I have a belly button?” “Why does mommy get so big?”

A child will learn some “sex words” but not know the meaning. Humor still focuses on bathroom talk and noises. If unsupervised, children this age often engage in exploratory sexual play with children of both sexes. Children are becoming aware of social taboos, that the genitalia are the only part of the body always covered, that sexual parts may be spoken about with nicknames and in private.

SIX TO ELEVEN YEAR OLDS

The older child expresses sexual curiosity by asking about “the facts of life”, reproduction, and sexual behavior. Older siblings and peers are often the sources of “information”. Books continue to be a great source of factual information. Social behavior outside the family focuses on practicing future gender roles through activities in same sex groups, i.e., clubs, teams, gangs.

Modesty around adults is usually practiced. They no longer feel comfortable undressing in front of adults, showering with them, etc. Nudity is accepted with same sex peers, changing for P.E., swimming pool, showers, etc. Children ages 10 and 11 have intense same sex friendships, boys have close buddies, girls get crushes on other girls. There may be some play involving same gender friends.

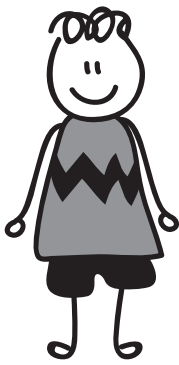
Preteens often say they know more about sexuality than they actually do. They may have a lot of misinformation from peers. They may feel the opposite sex is “yucky”.



Child Sexual Behavior: What's Normal, What's Not

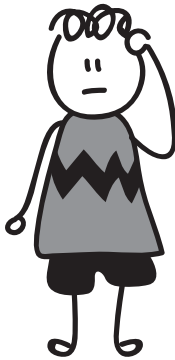
Kindergarten through 4th grade

Normal



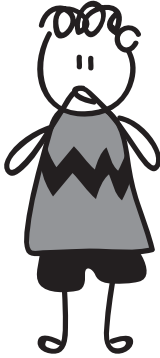
- Asks about genitals, breasts, intercourse, babies
- Plays doctor
- Shows his/her genitals
- Occasional masturbation
- Imitates kissing, flirting
- Plays house and simulates roles of mommy and daddy
- Talks about sex with friends
- Likes to hear and tell dirty jokes

Of Concern



- Attempting to expose other's genitals
- Sexually explicit conversation
- Sexual graffiti
- Preoccupation with masturbation
- Mutual or group masturbation
- Simulation foreplay with dolls or peers with clothing on
- Shows fear or anxiety about sexual topics
- Continues to use dirty words and tell dirty jokes after parents say "no"

(Continued on back)



Seek Help

- Excessive sexual knowledge for his/her age
- Forced touching of other's genitals
- Forced exposure of other's genitals
- Compulsive masturbation, interrupts activities to masturbate
- Simulate intercourse with dolls and peers
- Oral, vaginal, anal penetration of dolls, children, animals
- Any genital injury or bleeding not explained by accidental cause

Adapted from G. Ryan, et.al., 'Juvenile Sex Offending,' 1997



Healing Hearts Crisis Center Services



What is Healing Hearts Crisis Center?

The Healing Hearts Crisis Center (HHCC) is Guam’s only Rape Crisis Center. Guided by Public Law 21-44, the Healing Hearts Crisis Center (HHCC), was established in 1993 under the Guam Memorial Hospital. The intent of the program was to provide survivors of sexual assault with “discrete, immediate, and full medical attention”. A year later, Public Law 22-23 removed the program from the hospital’s jurisdiction and placed the program under the Department of Mental Health & Substance Abuse, now the Guam Behavioral Health and Wellness Center, where it remains today.

HHCC incorporates a holistic approach for individuals who may have experienced a sexual assault. Regardless of when the assault occurred or the age, ethnicity, gender or disability of the victim, Healing Hearts offers a supportive, healing atmosphere with caring people to assist them in regaining feelings of safety, control, trust, autonomy and self-esteem.

The four prongs of the program are:

Administrative

The administrative arm involves a Program Manager who provides the following services: overseeing and monitoring the program and staff; developing and updating program policies and procedures; leadership of grant writing-administering funds and all record keeping functions; collecting statistics and publishing data; conducting meetings, and writing reports. Additionally, the HHCC Program Manager is an active member in the Guam Coalition Against Sexual Assault and Family Violence (GCASAFV) and provides leadership for Guam’s Sexual Assault Response Team (SART) Steering Committee.

Medical

At HHCC, registered nurses and medical doctors have been specially trained to perform examinations on children as well as adults who have experienced a sexual assault. The role of the examiner is to remain neutral and objective, and to care for the patient with sensitivity. These examiners fully understand the important role they play in not only the criminal justice aspect of the sexual assault case, but in the healing and emotional well-being of a person. HHCC is equipped to perform the examination in a private, calm environment, away from the crisis setting of the hospital emergency room. The exam may include treatment for Sexually Transmitted Infections, emergency contraception and collection of forensic evidence such as the rape kit provided by the Guam Police Department.

Social Work/Forensic Interview

HHCC offers crisis intervention, intake assessment, and short-term case management to coordinate services, and referrals for counseling, legal assistance and other services that may be needed. It has been shown to be best practice that a victim undergoes the fewest number of interviews as possible to limit the trauma of reliving the assault. HHCC works in partnership with different agencies such as the Guam Police Department, Attorney General's Office, Child Protective Services, Adult Protective Services and various military branches to provide a neutral location to interview the patient on a one-time basis to avoid repetitive questions with the different agencies. HHCC has staff specially trained in child forensic interviewing to conduct these interviews while the team observes through a one-way mirror to collect information necessary for their purposes. Child Forensic Interviews/Multi-Disciplinary Team Interviews are conducted for victims between 3 and 15 years of age

Community Outreach and Public Awareness

Education and raising public awareness are the best ways to help women, children and men who have survived sexual assault as well as to prevent sexual assault. HHCC is involved in outreach and education programs for elementary, middle and high schools and the community at large to talk about appropriate touching, when and how to say "NO," and personal safety. To schedule a presentation, call 647-5351 during business hours.

In addition, the HHCC participates in the leadership of Guam's Sexual Assault Response Team (SART), which is a group of multi-disciplinary team members established to improve services to victims of sexual assault. Primary members of Guam's SART include protective service agencies, victim advocates, law enforcement, prosecution, legal assistance, and military counterparts. The benefit of the SART is a coordinated, efficient, and supportive response to victims who have been sexually assaulted. The SART Steering Committee meets monthly to discuss ways to improve a comprehensive, effective continuum of care for survivors.

Healing Hearts Crisis Center

Hours of Operation: 8am-5pm Monday through Friday

Immediate medical services are available after hours, weekends and Holidays (On-Call accessible through GBHWC Crisis Hotline)

Phone: (671) 647-5351/647-8833 (after hours)

Fax: (671) 647-5414

Location: Please call for directions.



Statistics from the Sex Abuse Treatment Center (SATC) and the Healing Hearts Crisis Center (HHCC)

Victims Seeking Services

- On average, two victims of sexual assault seek services from the SATC each day of the year.
- In SATC's history, the youngest victim ever seen was two months old and the oldest was 98 years old.
- More than half of the victims who come to SATC are children or adolescents.
- Approximately 90 percent of victims seen at the SATC are female and 10 percent are male.
- The average age of all male victims at the time of the assault is ten and the average age for boys who sought services is eight.
- The average age of all female victims at the time of the assault is nineteen years, but the average age for girls who sought services is ten.
- More than 45 percent of SATC clients report their assault to the police, which is higher than the national reporting average of about 30 percent.
- About 90 percent of the time, victims know who assaulted them.
- Younger children are more likely to know the offender, although most adult women who are assaulted also know their assailant.
- Children are more likely than adolescents and adults to be assaulted over a longer period of time.
- Most assaults occur in the victim's or offender's home, especially if the victims were younger in age.

Statistics from the Healing Hearts Crisis Center (HHCC)

HHCC Statistics and Trends

- HHCC generally serves between 100-150 clients each year.
- On average, 92% of clients are female.
- 80% are minors
- The majority of minors are between 12-17 years of age, with 14-15 year olds being at highest risk according to the clients we serve.
- Although sexual assault and abuse affect all ethnicities, about 50% of our clients are Chamorro, followed by Chuukese (15%) and mixed ethnicity (12%).
- Perpetrators of sexual violence are often known to their victims. Over the past three years, statistics show almost 50% of perpetrators are family members, with an additional 33% listed as acquaintances. This means almost 90% of victims know their perpetrator.



Age of Consent: Guam's Law

Age of Consent is the age at which a minor is deemed mature enough to consent to sexual activity with an adult.

Guam's Age of Consent is sixteen years old.

Guam law prohibits any persons of any age engaging in sexual penetration or contact with a child under the age of sixteen.

Guam law also has an automatic certification statute that allows for adult prosecution of juveniles sixteen years of age or older, who commit a first or second degree felony. This means that a juvenile who is sixteen or seventeen years of age could possibly face adult charges for committing sexual crimes that is classified as a first or second degree felony offense.



Sex Offender Registry

The Sex Offender Registry is an informational site for keeping track of convicted sex offenders and classifying each offender so that the public may receive information about dangerous sex offenders who live or work in each community. The Guam Sex Offender Registry provides a listing of convicted sex offenders residing in Guam. The goal of the Sex Offender Registry is to educate the public and to prevent further victimization. The registry is operated and maintained by the Judiciary of Guam. The webpage also has a link that allows the public to access the Sex Offender Registry of other jurisdictions as well. Visit the website at the link below. The website provides detailed information on each sex offender, such as the crime they committed, where they live and their photo. You can use the site's search engine to search for information on a particular sex offender by typing in their name. If you want to check to see a list of sex offenders residing in your area all you need do is enter your village or zip code.

Guam's Sex Offender Registry can be accessed online at:

<http://www.guamcourts.org/sor/>



Guam's Sexual Assault Statutes

Sexual Offenses

§ 25.10. Definitions.

(a) As used in this Chapter:

(1) Actor means a person accused of criminal sexual conduct;

(2) Force or Coercion includes but is not limited to any of the following circumstances:

(A) when the actor overcomes the victim through the actual application of physical force or physical violence;

(B) when the actor coerces the victim to submit by threatening to use force or violence on the victim and the victim believes that the actor has the present ability to execute these threats;

(C) when the actor coerces the victim to submit by threatening to retaliate in the future against the victim or any other person and the victim believes that the actor has the ability to execute this threat.

As used in this Subsection, to retaliate includes threats of physical punishment, kidnapping or extortion;

(D) when the actor engages in the medical treatment or examination of the victim in a manner or for purposes which are medically recognized as unethical or unacceptable; or

(E) when the actor, through concealment or by the element of surprise, is able to overcome the victim.

(3) Intimate Parts includes the primary genital area, groin, inner thigh, buttock or breast of a human being;

(4) Mentally Defective means that a person suffers from a mental disease or defect which renders that person temporary or permanently incapable of appraising the nature of his or her conduct;

(5) Mentally Incapacitated means that a person is rendered temporarily incapable of appraising or controlling his or her conduct due to the influence of a narcotic, anesthetic or other substance administered to that person without his or her consent, or due to any other act committed upon that person without his or her consent;

(6) Physically Helpless means that a person is unconscious, asleep or for any other reason is physically unable to communicate unwillingness to an act;

(7) Personal Injury means bodily injury, disfigurement, mental anguish, chronic pain, pregnancy, disease or loss or impairment of a sexual or reproductive organ;

(8) Sexual Contact includes the intentional touching of the victim's or actor's intimate parts or the intentional touching of the clothing covering the immediate area of the victim's or actor's intimate parts, if that intentional touching can reasonably be construed as being for the purpose of sexual arousal or gratification;

(9) Sexual Penetration means sexual intercourse, cunnilingus, fellatio, anal intercourse or any other intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body, but emission of semen is not required; and

(10) Victim means the person alleging to have been subjected to criminal sexual conduct.

(b) Whenever in this Chapter the criminality of conduct depends on a child's being below the age of fourteen (14), it is no defense that the defendant reasonably believed the child to be fourteen (14) or older. Whenever in this Chapter the criminality of conduct depends on a child's being below a specified age older than fourteen (14), it is an affirmative defense that the defendant reasonably believed the child to be of that age or above.

§ 25.15. First Degree Criminal Sexual Conduct.

(a) A person is guilty of criminal sexual conduct in the first degree if he or she engages in sexual penetration with the victim and if any of the following circumstances exists:

(1) the victim is under fourteen (14) years of age;

(2) the victim is at least fourteen (14) but less than sixteen (16) years of age and the actor is a member of the same household as the victim, the actor is related to the victim by blood or affinity to the fourth degree to the victim, or the actor is in a position of authority over the victim and used this authority to coerce the victim to submit;

(3) sexual penetration occurs under circumstances involving the commission of any other felony;

(4) the actor is aided or abetted by one or more other persons and either of the following circumstances exists:

(A) the actor knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless; or

(B) the actor uses force or coercion to accomplish the sexual penetration.

(5) the actor is armed with a weapon or any article used or fashioned in a manner to lead the victim to reasonably believe it to be a weapon;

(6) the actor causes personal injury to the victim and force or coercion is used to accomplish sexual penetration; and

(7) the actor causes personal injury to the victim, and the actor knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless.

(b) Criminal sexual conduct in the first degree is a felony in the first degree. Any person convicted of criminal sexual conduct under § 25.15(a) shall be sentenced to a minimum of fifteen (15) years imprisonment, and may be sentenced to a maximum of life imprisonment without the possibility of parole. The term imposed shall not be suspended, as indicated in §80.60 of Article 4, Chapter 80, Title 9 GCA; nor shall work release or educational programs outside the confines of prison be granted; nor shall the provisions under § 80.31 of Article 2, Chapter 80, Title 9 GCA apply. Any such sentence shall include a special parole term of not less than three (3) years in addition to such time of imprisonment.

(c) Any person convicted of criminal sexual conduct under § 25.15(a) subsequent to a first conviction of criminal sexual conduct under § 25.15(a) shall be sentenced to a minimum of twenty-five (25) years imprisonment, and may be sentenced to life imprisonment without the possibility of parole. Said term shall not be suspended as indicated in § 80.60 of Article 4, Chapter 80, Title 9 GCA; nor shall parole, work release or educational programs outside the confines of prison be granted.

§ 25.20. Second Degree Criminal Sexual Conduct.

(a) A person is guilty of criminal sexual conduct in the second degree if the person engages in sexual contact with another person and if any of the following circumstances exists:

(1) that other person is under fourteen (14) years of age;

(2) that other person is at least fourteen (14) but less than sixteen (16) years of age and the actor is a member of the same household as the victim, or is related by blood or affinity to the fourth degree to the victim, or is in a position of authority over the victim and the actor used this authority to coerce the victim to submit;

(3) sexual contact occurs under circumstances involving the commission of any other felony;

(4) the actor is aided or abetted by one or more other persons and either of the following circumstances exists:

(A) the actor knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless; or

(B) the actor uses force or coercion to accomplish the sexual contact.

(5) the actor is armed with a weapon or any article used or fashioned in a manner to lead a person to reasonably believe it to be a weapon;

(6) the actor causes personal injury to the victim and force or coercion is used to accomplish the sexual contact; and

(7) the actor causes personal injury to the victim and the actor knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless.

(b) Criminal sexual conduct in the second degree is a felony in the first degree, but a person convicted of criminal sexual conduct in the second degree who receives a sentence of imprisonment shall not be eligible for work release or educational programs outside the confines of prison. The term imposed shall not be suspended, as indicated in § 80.60 of Article 4, Chapter 80, Title 9 GCA; nor probation be imposed in lieu of said minimum term; nor shall parole be granted; nor shall the provisions under § 80.31 of Article 2, Chapter 80, Title 9 GCA apply. Any such sentence shall include a special parole term of not less than three (3) years, in addition to such time of imprisonment.

(c) Any person convicted of criminal sexual conduct under § 25.20(a) subsequent to a first conviction of criminal sexual conduct under § 25.15(a), which involves sexual penetration, shall be sentenced to a minimum of twenty-five (25) years imprisonment, and may be sentenced to life imprisonment without the possibility of parole. Said term shall not be suspended; nor probation be imposed in lieu of said term, as indicated in §80.60 of Article 4, Chapter 80, Title 9 GCA; nor shall parole, work release or educational programs outside the confines of prison be granted.

§ 25.25. Third Degree Criminal Sexual Conduct.

(a) A person is guilty of criminal sexual conduct in the third degree if the person engages in sexual penetration with another person and if any of the following circumstances exists:

- (1) that other person is at least fourteen (14) years of age and under sixteen (16) years of age;
- (2) force or coercion is used to accomplish the sexual penetration; and
- (3) the actor knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless.

(b) Criminal sexual conduct in the third degree is a felony of the second degree.

§ 25.30. Fourth Degree Criminal Sexual Conduct.

(a) A person is guilty of criminal sexual conduct in the fourth degree if he or she engages in sexual contact with another person and if either of the following circumstances exists:

- (1) force or coercion is used to accomplish the sexual contact;
- (2) the actor knows or has reason to know that the victim is mentally defective, mentally incapacitated or physically helpless.

(b) Criminal sexual conduct in the fourth degree is a felony of the third degree, except for first time offenders it is a misdemeanor.

§ 25.35. Assault with Intent to Commit Criminal Sexual Conduct.

Assault with intent to commit criminal sexual conduct involving penetration is a felony in a third degree.

§ 28.52. Use of One's Child in Obscene Acts.

A person is guilty of a felony of the first degree if while having custody or control of any child under the age of sixteen (16) years, he shall knowingly permit that child to be used in or be a party to any material or performance that is obscene.

§ 28.65. Indecent Exposure; Defined & Punished.

A person commits the crime of indecent exposure if he or she intentionally exposes their genitals or performs any other lewd act under circumstances in which their conduct is likely to be observed by any person who would be offended or alarmed.

Except as provided below, indecent exposure is a misdemeanor.

Indecent exposure is a felony in the third degree if:

- (a) a person intentionally exposes their genitals or intentionally performs any other lewd act to a person under the age of sixteen (16) years; or
- (b) a person intentionally exposes their genitals or performs any other lewd act for the purpose of sexual gratification; or
- (c) a person has previously been convicted under this Section; or
- (d) a person has been convicted of any other sexual offense as defined in a provision of the Guam Code Annotated.

§ 28.80. Photography of Minors' Sexual Acts: Punished.

A person commits a felony of the first degree if he knowingly:

(a) sells or offers for sale publications, pictures or films that depict minors under 16 years of age performing sexual acts; or

(b) photographs minors under 16 years of age to engaging [sic] sexual acts

§ 28.90. Obscene, Anonymous, Harassing and Threatening Communications by Computer; Defined and Punished.

(a) It is unlawful for any person, with the intent to harass or abuse another person, to use a computer to:

(1) make contact via the internet with another without disclosing his or her identity with the intent to harass or abuse;

(2) make contact via the internet with a person after being requested by the person to desist from contacting them;

(3) threaten via the internet to commit a crime against any person or property; or cause obscene material to be delivered or transmitted via the internet to a specific person after being requested to desist from sending such material; or

(4) publish via the internet a webpage or posting on a newsgroup untrue statements about another person which are false and designed to entice or encourage other people to ridicule or perpetuate the untruth about that person.

For purposes of this Article and Sections therein, "obscene material" means material that:

(A) An average person, applying contemporary adult community standards, would find, taken as a whole, appeals to the prurient interest, is intended to appeal to the prurient interest, or is pandered to a prurient interest;

(B) An average person, applying contemporary adult community standards, would find, depicts or describes, in a patently offensive way, sexually explicit conduct consisting of an ultimate sexual act, normal or perverted, actual or simulated, an excretory function, masturbation, lewd exhibition of the genitals or sadomasochistic sexual abuse; and

(C) A reasonable person would find, taken as a whole, lacks literary, artistic, political or scientific value.

(b) It is unlawful for any person to knowingly permit a computer under his or her control to be used for any purpose prohibited by this Section.

(c) Any offense committed under this Section may be determined to have occurred at the place at which the contact originated or the place at which the contact was received or intended to be received.

(d) Any person who violates a provision of this Section is guilty of a misdemeanor and, upon conviction thereof, shall be fined not more than One Thousand Dollars (\$1,000) or imprisoned for not more than one (1) year, or both.

§ 28.100. Illegal Use of a Computer or Telecommunications Device to Disseminate Prohibited Materials Involving a Minor- Sexting; Crime Defined and Punished.

(a) A minor is guilty of an offense of Illegal Use of a Computer Telecommunications Device Involving a Minor, otherwise known as Sexting, if the minor, by use of a computer or any telecommunications device, recklessly or knowingly creates, receives, exchanges, sends, disseminates, transmits or possesses a photograph, video, depiction or other material that shows himself or herself, or of another minor, in a state of nudity.

§ 25A102. Indecent Electronic Display to a Child.

(a) Any person who intentionally masturbates or intentionally exposes the genitals of him or herself, or of another, in a lewd or lascivious manner live over a computer online service, internet service, or local bulletin board service, and who knows or should know or has reason to believe that the transmission is viewed on a computer or other device capable of electronic data storage or transmission, by:

- (1) a minor known by the person to be under the age of eighteen (18) years;
- (2) another person, in reckless disregard of the risk that the other person is under the age of eighteen (18) years, and the other person is under the age of eighteen (18) years; or
- (3) another person who represents him or herself to be under the age of eighteen (18) years is guilty of indecent electronic display to a child.

(b) Indecent electronic display to a child is a Third Degree Felony.

(c) It shall not constitute a defense against any charge or violation of this Section that a law enforcement officer, peace officer, or other person working at the direction of law enforcement was involved in the detection or investigation of a violation of this Section.

§ 25A103. Electronic Enticement of a Child as a Third Degree Felony.

(a) Any person who, using a computer online service, internet service, or any other device capable of electronic data storage or transmission to solicit, lure, or entice, or attempt to solicit, lure, or entice:

(1) intentionally or knowingly communicates:

- (A) with a minor known by the person to be under the age of eighteen (18) years;
- (B) with another person, in reckless disregard of the risk that the other person is under the age of eighteen (18) years, and the other person is under the age of eighteen (18) years; or
- (C) with another person who represents him or herself to be under the age of eighteen (18) years,

(2) with the intent to promote or facilitate the commission of an unlawful sexual act or sexual offense in violation of Guam law, or another criminal offense as set forth in Title 9 GCA Chapter 89, §89.01, is guilty of electronic enticement of a child as a Third Degree Felony.

(b) Electronic enticement of a child under this Section is a Third Degree Felony.

(c) Each separate use of a computer online service, internet service, or any other device capable of electronic data storage or transmission wherein an offense described in this Section is committed may be charged as a separate offense.

(d) It shall not constitute a defense against any charge or violation of this Section that a law enforcement officer, peace officer, or other person working at the direction of law enforcement was involved in the detection or investigation of a violation of this Section.

§ 25A104. Electronic Enticement of a Child as a Second Degree Felony.

(a) Any person who, using a computer online service, internet service, or any other device capable of electronic data storage or transmission:

(1) intentionally or knowingly communicates:

(A) with a minor known by the person to be under the age of eighteen (18) years;

(B) with another person, in reckless disregard of the risk that the other person is under the age of eighteen (18) years, and the other person is under the age of eighteen (18) years; or

(C) with another person who represents him or herself to be under the age of eighteen (18) years,

(2) with the intent to promote or facilitate the commission of a felony, or another criminal offense as set forth in Title 9 GCA Chapter 89, § 89.01, agrees to meet with the minor, or with another person who represents him or herself to be a minor under the age of eighteen (18) years; and

(3) intentionally or knowingly travels to the agreed upon meeting place at the agreed upon meeting time, is guilty of electronic enticement of a child as a Second Degree Felony.

(b) Electronic enticement of a child under this Section is a Second Degree Felony.

§ 25A105. Electronic Enticement of a Child as a First Degree Felony.

(a) Any person who, using a computer online service, internet service, or any other device capable of electronic data storage or transmission:

(1) intentionally or knowingly communicates:

(A) with a minor known by the person to be under the age of eighteen (18) years;

(B) with another person, in reckless disregard of the risk that the other person is under the age of eighteen (18) years, and the other person is under the age of eighteen (18) years; or

(C) with another person who represents him or herself to be under the age of eighteen (18) years,

(2) with the intent to promote or facilitate the commission of a felony:

(A) that is murder or aggravated murder as defined in Title 9 GCA Chapter 16;

(B) that is a first degree felony; or

(C) that is another criminal offense as set forth in Title 9 GCA Chapter 89, § 89.01, agrees to meet with the minor, or with another person who represents him or herself to be a minor under the age of eighteen (18) years; and

(3) intentionally or knowingly travels to the agreed upon meeting place at the agreed upon meeting time, is guilty of electronic enticement of a child as a First Degree Felony.

(b) Electronic enticement of a child under this Section is a First Degree Felony.

§ 25A201. Definitions.

As used in this Chapter:

(a) Child pornography means any pornographic visual representation, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexual conduct, if:

(1) the pornographic production of the visual representation involves the use of a minor engaging in sexual conduct; or

(2) the pornographic visual representation has been created, adapted, or modified to appear that an identifiable minor is engaging in sexual conduct.

(b) Community standards means the standards of Guam.

(c) Computer means any electronic, magnetic, optical, electrochemical, or other high-speed data processing device performing logical, arithmetic, or storage functions, and includes, all computer equipment connected or related to such a device in a computer system or computer network, but shall not include an automated typewriter or typesetter, a portable hand-held calculator, or other similar device.

(d) Computer equipment means any equipment or devices, including all input, output, processing, storage, software, or communications facilities, intended to interface with the computer.

(e) Computer network means two (2) or more computers or computer systems, interconnected by communication lines, including microwave, electronic, or any other form of communication.

(f) Computer program or software means a set of computerreadable instructions or statements and related data that, when executed by a computer system, causes the computer system or the computer network to which it is connected to perform computer services.

(g) Computer services includes, but is not limited to the use of a computer system, computer network, computer program, data prepared for computer use, and data contained within a computer system or computer network.

(h) Computer system means a set of interconnected computer equipment intended to operate as a cohesive system.

(i) Data means information, facts, concepts, software, or instructions prepared for use in a computer, computer system, or computer network.

(j) Lascivious means tending to incite lust to deprave the morals with respect to sexual relations, or to produce voluptuous or lewd emotions in the average person, applying contemporary community standards.

(k) Material means any printed matter, visual representation, or sound recording and includes, but is not limited to, books, magazines, motion picture films, pamphlets, newspapers, pictures, photographs, and tape or wire recordings.

(l) Minor means any person less than eighteen (18) years old.

(m) Pornographic shall have the same meaning as in Title 9 GCA Chapter 28, Article 2.

(n) Sadoomasochistic abuse means flagellation or torture by or upon a person as an act of sexual stimulation or gratification.

(o) Sexual conduct means acts of sexual penetration, sexual contact, masturbation, bestiality, sexual penetration, deviate sexual intercourse, sadoomasochistic abuse, or lascivious exhibition of the genital or pubic area of a minor.

(p) Visual representation includes, but is not limited to, undeveloped film and videotape and data stored on computer disk or by electronic means that are capable of conversion into a visual image.

(q) Disseminate means to publish, sell, distribute, transmit, exhibit, present material, mail, ship, or transport by any means, including by computer, or to offer or agree to do the same.

§ 25A202. Possession of Child Pornography.

(a) A person commits the offense of possession of child pornography if, knowing or having reason to know its character and content, the person possesses:

(1) child pornography;

(2) any book, magazine, periodical, film, videotape, computer disk, electronically stored data, or any other material that contains an image of child pornography; or

(3) any pornographic material that employs, uses, or otherwise contains a minor engaging in or assisting others to engage in sexual conduct.

(b) The fact that a person engaged in the conduct specified by this Section is prima facie evidence that the defendant had knowledge of the character and content of the material. The fact that the person who was employed, used, or otherwise contained in the pornographic material was, at that time, a minor is prima facie evidence that the defendant knew the person to be a minor.

(c) Possession of child pornography under this Section is a Second Degree Felony.

§ 25A203. Dissemination of Child Pornography.

(a) A person commits the offense of dissemination of child pornography if, knowing or having reason to know its character and content, the person:

(1) disseminates child pornography;

(2) reproduces child pornography with intent to disseminate;

(3) disseminates any book, magazine, periodical, film, videotape, computer disk, electronically stored data, or any other material that contains an image of child pornography;

(4) disseminates any pornographic material that employs, uses, or otherwise contains a minor engaging in or assisting others to engage in sexual conduct; or

(5) possesses ten (10) or more images of any form of child pornography regardless of content, and the content of at least one (1) image contains one (1) or more of the following:

(A) a minor who is younger than the age of fourteen (14);

(B) sadomasochistic abuse of a minor;

(C) sexual penetration of a minor; or

(D) bestiality involving a minor.

(b) The fact that a person engaged in the conduct specified by this Section is prima facie evidence that the defendant had knowledge of the character and content of the material. The fact that the person who was employed, used, or otherwise contained in the pornographic material was, at that time, a minor is prima facie evidence that the defendant knew the person to be a minor.

(c) Dissemination of child pornography under this Section is a First Degree Felony.

§ 31.15. Incest: Defined & Punished.

A person is guilty of incest, a misdemeanor, if he knowingly marries or cohabits or has sexual intercourse with an ancestor or descendant, a brother or sister of the whole or half blood or an uncle, aunt, nephew or niece of the whole blood. Cohabit means to live together under the representation or appearance of being married. The relationships referred to herein include blood relationships without regard to legitimacy, and relationship of parent and child by adoption.

§ 31.30. Child Abuse; Defined & Punished.

(a) A person is guilty of child abuse when:

(1) he subjects a child to cruel mistreatment; or

(2) having a child in his care or custody or under his control, he:

(A) deserts that child with intent to abandon him;

(B) subjects that child to cruel mistreatment; or

(C) unreasonably causes or permits the physical or, emotional health of that child to be endangered.

(b) Child abuse is a felony of the third degree when it is committed under circumstances likely to result in death or serious bodily injury. Otherwise, it is a misdemeanor.



Resources

Books for Adults

- Keeping Kids Safe: A Child Sexual Abuse Prevention Manual. 2002. Pnina Tobin, Sue Levinson Kessner. Hunter House.

Keeping Kids Safe arms children with safety skills and helps adults teach kids prevention strategies. This trusted resource for teachers, parents, and counselors includes age-appropriate curricula and word-for-word scripts.

- Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents, Second Edition. 1997. Carol Plummer. Learning Publications.

This curriculum provides various learning activities related to sexual assault prevention for grades K-12. Included are adaptations for students with special needs.

- There Is No Sex Fairy- To Protect Our Children From Becoming Sexual Abusers. 2006. Jan Hindman. Alexandria Associates.

In an easy to read and entertaining format this book teaches adults how they can raise sexually respectful children using everyday situations and opportunities.

Websites

- **The Sex Abuse Treatment Center**

www.satchawaii.org

This Website provides comprehensive information on the Center's crisis, counseling, and education services. It also includes information on various aspects of sexual violence, statistics, and links to relevant national sites.

- **The National Sex Offender Registry**

www.nsopr.gov/

This public service Website hosted by the U.S. Department of Justice provides members of the public access to information about the possible presence of convicted sex offenders in their community and in communities throughout the United States.

- **Darkness to Light**

www.darkness2light.org/

A Website devoted to providing adults with information to prevent, recognize and react responsibly to child sexual abuse.

- **National Sexual Violence Resource Center**

www.nsvrc.org

A central clearinghouse for numerous resources and research materials related to sexual violence.

- **Rape, Abuse and Incest National Network**

www.rainn.org

A comprehensive online resource of information and statistics and also the home of The National Sexual Assault Hotline: 1-800-656-HOPE.

- **Prevent Child Abuse America**

www.preventchildabusehawaii.org/ (local chapter)

Prevent Child Abuse America is one of the leaders in educating, building awareness, and advocating that everyone can play a role in preventing child abuse and neglect.

- **Stop It Now**

www.stopitnow.com

Stop It Now's mission is to call on all abusers and potential abusers to stop and seek help, to educate adults about the ways to stop sexual abuse, and to increase public awareness of the trauma of child sexual abuse.

- **Futures Without Violence**

www.futureswithoutviolence.org/

This site is an excellent resource for a multitude of programs and research projects related to violence against women and children.

GUAM RESOURCES

- **Healing Heart Crisis Center (HHCC)**

www.preventchildabuse.org

Guam's only rape crisis center, providing medical-legal examinations, crisis intervention, advocacy, support and referral services to victims of sexual violence.

- **Guam Coalition Against Sexual Assault & Family Violence (GCASAFV)**

www.guamcoalition.org

The Guam Coalition Against Sexual Assault & Family Violence (GCASAFV) is a non-profit organization whose members are other community-based providers, government allies, and individuals who address sexual assault and family violence issues on Guam.

GCASAFV purposes:

To address sexual assault and family violence issues with one united voice.

- To provide education, outreach and training regarding sexual assault and family violence.
- To identify gaps in services to victims of sexual assault and family violence and to make recommendations for changes.
- To identify gaps in services to victims of sexual assault and family violence and to make recommendations for changes.
- To speak out so that victims of sexual assault and family violence on Guam can readily get the services that they need.
- To build the capacity of organizations and networks through training and education in order to meet Guam's sexual assault and family violence needs.
- To be sure that voices of survivors of sexual assault and family violence guide the work of the GCASAFV

- **Guam Sexual Assault & Abuse Resource Center Association (SAARCA)**

guamsaarca@yahoo.com

Guam SAARCA is a non-profit organization formed in June 2008 with the expressed purpose of providing technical assistance and education in the care of victims of sexual assault. Guam SAARCA is committed to providing technical assistance in conducting medical-legal forensic examinations, training and supervision of forensic medical staff, providing support and assistance to build a team of sexual assault mental health professionals and to teach risk reduction and rape awareness programs in the schools and in the community.

Address: 133 Lagoon Drive, Tamuning, GU 96913

Phone: (671) 647-5351

Fax: (671) 649-3983

- **Oasis Empowerment Center**

Services for women that have substance abuse issues and also have been traumatized by others in their lives; assistance to individuals with disabilities, and; services to ex-offenders who have exited the Department of Corrections and are in need of assistance in finding work opportunities.

Address: P.O. Box 26627, Barrigada, GU 96921

Phone: (671) 646-4601/5601

Email: oasis@guam.net

Website: <http://www.oasisempowermentcenter.org>

- **The Salvation Army**

Limited rental and utilities assistance and distribution of food and clothing for those with immediate needs; (Lighthouse Recovery) Provides residential facility for homeless men with substance abuse problems, outpatient treatment, social detoxification, and aftercare housing.

Address: P.O. Box 23038, GMF, GU 96921

Phone: (671) 477-9872



- **Sanctuary, Incorporated**

Sanctuary provides 24-hour crisis intervention, Emergency Shelter and Rural Host Home placement to youth and their families experiencing difficulties or in situations with abuse and neglect. Sanctuary also runs a Transitional Living Program for youth ages 16-21 who are aging out of the foster care system or are otherwise homeless, as well as a drug and alcohol rehabilitation facility (Sagan Na'Homlo) for young people struggling with substance abuse and dependency issues. Youth groups include anger management, self-esteem, relationship intelligence, tobacco cessation, drug and alcohol education and support. Adult groups include anger management, parenting skills and parent support. Sanctuary's AmeriCorps program helps augment all our services through support, mentoring and assisting.

Address: 406 Mai Mai Rd., Chalan Pago, GU 96910

Phone: (671) 475-7100 (Crisis Hotline); (671) 475-7101 (Office)

Fax: (671) 477-3117

Email: inquiries@sanctuaryguam.org

Website : <http://www.sanctuaryguam.org>

- **Victim Advocates Reaching Out (VARO)**

VARO is a non-profit organization which provides free and confidential, voluntary services to victims of domestic violence, sexual assault/abuse, rape, physical abuse, and other violent or traumatic events. VARO also serves family members as well as individuals who were victimized long ago and still experience emotional crisis. VARO volunteers are on call 24 hours a day, 7 days a week.

Address: P.O. Box 2045, Hagåtña, GU 96932

Phone: (671) 477-5552 (24-Hr Hotline)

Email: varoguam1@yahoo.com

Government Allies and Other Community Partners

- **Child Protective Services, Department of Public Health and Social Services**

Phone: (671) 475-2653/2672

- Andersen Air Force Base Sexual Assault Prevention and Response Office

Address: 36 WG/CVK Unit 14003 APO, AP 96543

Phone: (671) 366-7714 / 7715

- **Department of Integrated Services for Individuals with Disabilities**

Address: 238 Archbishop FC Flores St. Suite 702, DNA Building, Hagåtña, GU 96910

Phone:(671) 475-4624

Fax: (671) 477-2892

- **Department of Public Health and Social Services**

Address: 123 Chalan Kareta, Mangilao, GU 96913

Phone: (671)735-7173

Fax: : (671) 734-5910

Website: <http://dphss.guam.gov>

- **Guam Department of Education**

Address: Aspinall Avenue, Hagatna Guam 96910

Mailing: P.O. Box DE, Hagåtña, Guam 96932

Phone: (671) 475-0462/57 or (671) 300-1547/36

Fax: (671) 472-5003

Website: www.gdoe.net

- **Guam National Guard Sexual Assault Prevention and Response Program**

Phone: (671)735-4688 / (671)685-8512

- **Guam Police Department- Victims Assistance Unit**

Phone:(671) 475-8620

Fax: (671) 475-8514

Website: www.gpd.guam.gov

- **Guam Police Department- Domestic Assault Response Unit**

Phone:(671) 475-8620

Fax: (671) 475-8514

Website: www.gpd.guam.gov

- **Judiciary of Guam**

Address: Suite 300 Guam Judicial Center 120 West O' Brien Drive Hagåtña, GU 96910

Phone: (671) 475-3544

Fax:(671) 477-3184

Website: <http://www.justice.gov.gu>

- **Navy Sexual Assault Prevention & Response Program (SAPR)**

Address: PSC 455 Box 157 FPO AP 96540-1157

Phone: (671) 339-2654 / (671) 339-2145

Website: www.safehelpline.org

- **Office of the Attorney General**

Address: 590 S. Marine Corps Drive, ITC Bldg., Suite 706 Tamuning, GU96913

Phone: (671) 475-3324/3406/3360

Fax:(671) 472-2493

Email: law@guamag.org

Website: <http://www.guamag.org/>

- **University of Guam, Violence Against Women Prevention Program (UOG-VAWPP)**

UOG- VAWPP was created in 2007 through a federally funded grant awarded to the University of Guam by the U.S.

Department of Justice, Office on Violence Against Women. The program aims to address the prevention of violent crimes against women on campus, particularly domestic violence, dating violence, sexual assault, and stalking, and serves as a resource and victim services center for University students, staff, faculty, and members of their families.

Address: College of Liberal Arts & Social Sciences, University of Guam UOG Station, Mangilao, GU 96923

Phone: (671) 735-2890

Email: vawpp@uguam.uog.edu



Glossary

Chapter 19: A section in the Hawai'i Department of Education Administrative Rules document that details prohibited student conduct, including sexual offenses, and the associated penalties.

Chat room: An online location in which users can talk to one another in real time. Chat rooms are established to share users' common interests such as music, politics, social issues, etc.

Child Sexual Abuse: Sexual activity between an adult and a child or between two minors if there is a significant age difference or imbalance of power between the minors.

Cyberspace: Refers to all the computer networks on the Internet. The term distinguishes the physical world from the virtual or computer-based world.

A community which contains places to visit, just like in the real community. It is called the cyber community. Places in the cyber community are called web sites. (student definition)

Disclose: To tell.

Disclosure: What is told or shared. In the context of this curriculum, disclosure refers to victims of sexual abuse telling someone what happened.

Grooming: The process in which an offender prepares a person to become his or her victim by using tactics such as special attention, gifts, an understanding/sympathetic ear, and bribes.

When a person pretends to be your friend online to get you to do things you wouldn't normally do, such as meet a stranger without telling your parents. (student definition)

Gut feelings: *Feelings you can get (in your gut or stomach) if someone crosses your boundaries. The body alarm system that can let you know if something is not safe (student definition). Na'au is the Hawaiian word for "gut."*

Instant Messaging (IM): A service that allows people to send and receive messages almost instantly over the internet.

Incest: Sexual contact between family members. Both victims and offenders can be male or female. Most known incest is between adult males and female children.

Internet Predator: *People who groom you (get you ready) to do things you wouldn't normally do, such as lie to your parents about a relationship.* (student definition)

Molestation: Subjecting someone to unwanted sexual activity, especially a woman or child.

Perpetrator/Sex Offender: A person who commits an act of sexual violence.

Personal Boundaries: *The area around your body people can only cross with your permission. Also called your personal space or your personal bubble* (student definition).

Private parts: *The area under your bathing suit: vagina, penis, breasts and buttocks.* (student definition)

Rape: Forced, tricked or coerced vaginal, oral, or anal intercourse. Usually pertains to female victimization.

Sexting: The use of a cell phone or other electronic device to distribute pictures or video of sexually explicit images.

Sexual Abuse: Any forced, tricked or coerced sexual activity (also referred to as Sexual Violence).

Unwanted talking, showing, or touching of private parts. (student definition)

Sexual Activity: A range of behaviors including such things as sexual talk and gestures, looking at sexual material, exposure of genitals, intimate touching, kissing, and sexual intercourse.

Sexual Assault: An act of sexual violence as defined by Hawai'i law (See Hawai'i Sexual Assault Statutes in the appendix).

Sexual Violence: Any forced, tricked or coerced sexual activity. (also referred to as sexual abuse)