

[r e s p e c t]

A Sexual Violence Prevention Curriculum

MIDDLE SCHOOL

***Made possible through the generous support of
The Higgins Family Foundation***

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Guam Amendments by Carol Hinkle-Sanchez, October 2016*



**THE SEX ABUSE
TREATMENT CENTER**

A Program of Kapi'olani Medical Center for Women & Children

Version 3

[respect] : A Sexual Abuse Prevention Curriculum

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Preface

The Sex Abuse Treatment Center's (SATC) decision to develop curricula on sexual violence prevention stems from a steadfast commitment to protect children from the serious consequences of sexual victimization. Since 1976, the SATC has served thousands of victims of sexual assault, both young and old, and it is to these courageous and resilient survivors that these curricula are dedicated. The lesson plans in all the curriculums meet the Hawai'i Content Performance Standards (HCPS) III for health education.

The Guam Department of Education, with the support and assistance of the LaniKate Task Force implements this school curricula on child sexual abuse prevention in compliance with the mandates provided for in Public Law 31-097:1, enacted on September 30, 2011. The decision to integrate this curriculum in Guam's school system stems from the steadfast commitment to protect children in our community from the serious consequences of sexual victimization, and to provide them with fundamental knowledge that will help them to make healthier choices so they may live a healthy lifestyle. This curricula also places some focus on online predators and cyberbullying, which coincides with the mandates under P.L.31-009:9, which requires the school system to develop a process for discussing the "harassment, intimidation, or bullying" and "cyberbullying" policy with pupils as part of the curriculum.

The [respect] curriculum for middle school students is part of a comprehensive sexual violence prevention curricula for students in grades Pre-K through 12. The key goals of the curricula are to protect children from sexual violence and to teach them the importance of respecting others.

Each of the six middle school lessons incorporates Guam Department of Education's Core Concepts Standards for health education. The health topic areas addressed include: Promoting Safety and Preventing Violence and Unintentional Injury; Personal Health & Wellness; and Mental and Emotional Health. Each lesson plan details the grade-level benchmarks achieved and an associated performance assessment component. Also, to assist teachers in presenting this challenging topic to students, each lesson plan provides the actual words to use to explain sensitive concepts to students, in addition to teacher tips and answers to common questions that may arise in the classroom.

Subjects covered in the middle school curriculum include:

- the four types of sexual violence—sexual harassment, exposure, unwanted sexual touching, and penetration (rape)
- how to reduce one's risk of sexual victimization
- what to do if sexually victimized
- respecting the physical boundaries of others
- how to help create safe, respectful communities

To maximize the effectiveness of sexual violence prevention education, it should be taught throughout a student's school career, starting with basic body safety concepts in kindergarten. To maximize the effectiveness of prevention education, the topic of sexual abuse should be taught throughout a student's school career, starting with basic body safety concepts found in this Pre-K – 2nd grade curricula and followed with the 3rd – 5th grade curriculum, My Body, My Boundaries, which focuses on prevention to include a more detailed look at what sexual abuse can include, the concept of personal boundaries, and how to keep safe from online predators. The middle school [respect] curriculum reinforces the key messages of the My Body, My Boundaries curriculum and extends its scope to include more emphasis on the impacts of sexual violence, respecting personal boundaries in peer-to-peer relationships, sexual harassment and taking action to create a safer, more respectful school environment. The high school [respect] curriculum, which follows this curriculum, reinforces the key messages of the middle school curriculum and extends its scope to include more emphasis on respecting sexual boundaries in peer-to-peer relationships and exploring how to be a more helpful bystander and friend.

Given the sensitive nature of this topic, teachers need to adequately prepare to present this curriculum to their students. A thorough reading of Sections 1–4 is a good place to start.



Acknowledgments

The [respect] curriculum for middle school students is part of a series of sexual violence prevention curricula for children in grades K–12 produced by The Sex Abuse Treatment Center (SATC). This important curriculum project could not have been undertaken without the solid commitment and generosity of Sanne and Ron Higgins of the Higgins Family Foundation. It was from their belief in sexual violence prevention education and their partnership with the SATC that this curriculum was developed, which has helped to provide greater protection to Hawai'i's children from sexual victimization. We are deeply honored to have them on our team.

Critical to the completion of the middle school [respect] curriculum was the assistance provided by the Hawai'i Department of Education (DOE) staff, and University of Hawaii University of Hawai'i Assistant Professor Kuulei Serna for her guidance and contributions to the development of this curriculum. A heartfelt thanks to all those in Hawaii who assisted and contributed a lot of time and energy in the development of this curriculum and review of lesson plan drafts, as well as the curricula for Elementary and high school age children. Many thanks and bravo to graphic designer Sam Kim of Spike Advertising & Design who created the curriculum's compelling cover art. It captures the spirit of this important endeavor. And finally a special acknowledgement to the following national organizations whose excellent DVDs were shared with SATC and Guam, and are included in the [respect] curriculum: The Pennsylvania Coalition Against Rape, Women's Education Media, and the National Center for Missing & Exploited Children.

Guam is very thankful to have this opportunity and to have a wonderful working partnership with the Sexual Abuse Treatment Center (SATC), and we are forever grateful for their support and assistance in providing this important curriculum to Guam to use as part of the Guam Department of Education school curriculum.

Essential to curriculum development is classroom testing. The members of the LaniKate Task Force is most grateful to the Guam Department of Education, their administrators and personnel, more so, the many enthusiastic teachers, nurses, and counselors who opened their doors to incorporating these materials into their health curriculum at their respective schools, and who have willingly shared the curriculum lessons with students. Their insightful comments and practical suggestions helped create a user friendly and student centered curriculum.

Finally, without question, the LaniKate Task Force is indebted to hundreds of Pre-K-2nd grade students who provided critical feedback to Task Force and educators in the classroom. Through their avid participation and candid responses to the various topics and learning activities, they were pivotal in shaping the curriculum and in helping to ensure that it is an effective tool to keep them safe from sexual abuse. And a very special thanks to the "Project Foresight" UOG Master's Program for their contributions and efforts in producing supplemental materials for the curriculum to include educational DVDs on child sexual abuse prevention and cyberbullying and sexting.

We are proud to partner with The Sex Abuse Treatment Center (SATC) in implementing this sexual - violence prevention curriculum for Guam. The decision to support this project is rooted in our commitment to make a difference in the lives of Y Fama'gu'on-Ta. We firmly believe that through this curriculum, young people's risk of sexual victimization can be reduced and abusive behaviors can be replaced with healthy interactions. This curriculum is important in shaping a healthy and violence-free Guam.

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[respect]

A Sexual Violence Prevention Curriculum for Middle School Students

Students learn:

- The four types of sexual violence – harassment, exposure, unwanted sexual touching, and penetration
- How to reduce one's risk of sexual victimization
- How to access help if sexually victimized
- How to respect others' personal boundaries
- How to create safe, respectful communities

Lesson 1: What is Sexual Violence?

Students generate a set of guidelines to establish a respectful classroom environment, and discuss sexual violence and the scope of behaviors it includes. Students watch a DVD on sexual violence and identify personal and community resources they could turn to for help.

Lesson 2: The Facts and Staying Safe

Students engage in a “chicken dance” activity to help them understand how sex offenders use power and control to trick victims, listen to a scripted role-play about personal boundaries being crossed, and discuss ways to stay safe in risky situations.

Lesson 3: Respecting Personal Boundaries

Students engage in an activity to help them identify their physical personal boundaries in a school setting, complete a handout that illustrates how personal boundaries can vary depending upon the situation, and listen to a scripted role-play about appropriate ways to communicate personal boundaries.

Lesson 4: Sexual Harassment

Session 1: Students discuss sexual harassment and other forms of bullying, discuss what targets can do to protect themselves, and engage in a role-play about communicating the effects of harassment.

Session 2: Students watch a documentary on bullying and share their reactions.

Session 3: Students role-play appropriate strategies to stop bullying and to be an ally to targets of bullying

Lesson 5: Staying Safer Online

Students watch DVD clips about online predators and cyber-bullying, discuss online safety and cyber-bullying, and identify ways to use online communication more safely.

Lesson 6: Getting Help and Offering Help

Students listen to a role-play that highlights how victims of sexual violence may need to tell more than one person before they can get help. They also discuss the challenges and importance of disclosing victimization, and describe appropriate ways to respond to a friend's disclosure of being a victim of sexual violence.



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Preparing to Teach the [respect] Curriculum

You are to be commended for your desire to teach sexual violence prevention in your classroom: Your role is a critical one. By teaching this challenging topic, you may well encourage a silent victim of sexual abuse in your classroom to speak up and to get help. By educating students about sexual violence—what it is, why it is wrong, and what they can do to protect themselves—you may prevent some of them from experiencing sexual victimization and the associated serious and often long-term consequences. Without question, you are embarking on very important work.

Sexual assault service providers in Guam strongly support your efforts and are available to assist you as you prepare to present this curriculum. (See Sexual Assault Service Providers on page 35.)

1. Before You Begin

Consider the following questions before you begin to teach this curriculum.

Do you have a history of sexual assault?

If you or someone close to you experienced sexual violence as a child or as an adult, it may preclude you from teaching this curriculum. To proceed could possibly trigger strong emotions or allow unresolved issues to surface. Be honest with yourself. Do not proceed unless you feel comfortable and confident about doing so. Also, you may want to consider seeking professional help if strong feelings arise as a result of teaching this curriculum.

Do you have victims of sexual assault in your class?

Given the prevalence of sexual assault, it is quite possible that you have students in your class with a history of sexual assault. If you have a known victim in your class, you will need to:

- Assess the advisability of presenting the material with that teen present
- Consult with others (e.g., school counselor, the student's parents or guardians, the student) to decide if the benefits of presenting the material outweigh concerns for the youth
- Brief the student ahead of time about the material to be covered (if you decide to teach the lessons with the teen present)
- Assure the student that he or she is free to leave the classroom during the lessons if he or she feels uncomfortable

It is more likely, however, that you will have students in your class who have not disclosed their sexual abuse to anyone. It is important, therefore, to teach the curriculum based on the assumption that victims of sexual abuse are in your classroom.

2. Developing a Comfort Level with the Curriculum

Talking about sexual violence in the classroom can be difficult. You may feel uncomfortable discussing sexual matters with students, you may be concerned about parental objections to the material, or you may be apprehensive about covering topics that you feel may embarrass or frighten students. While these concerns are reasonable, they are far outweighed by the benefit of protecting children from sexual violence. Sexual violence is shrouded in secrecy. It is only through education that we can bring this devastating crime to light and guide our children toward healthy, respectful relationships.

By becoming more knowledgeable about the subject, most teachers can develop the comfort and confidence necessary to present this curriculum. Before presenting Lesson 1, review Sections 1, 3, and 4, at a minimum.

Review each lesson and its associated materials carefully before presenting it to your students. Familiarity with the subject matter will increase your confidence and prepare you to better respond to student questions or concerns.

3. Teaching Prerequisites

Set a Respectful Tone

Each lesson begins with a short exercise to create a safe space for all present. It is designed to set a tone of respect among students and to highlight the seriousness of the subject matter. Be sure to provide sufficient time for this exercise before each lesson.

Stress That Victims Are Not to Blame

Fear of others' reactions and guilt keep many victims silent. It is, therefore, very important to state at least once during every lesson that victims are never to blame for being sexually abused. They are not to blame for what happened to them; they are not to blame because they couldn't get it to stop; and they are not to blame if they keep silent about the abuse. Incest victims, in particular, often remain silent because of misplaced guilt or because they have ambivalent feelings about the abuser. Creating an environment of respect and compassion for victims may encourage them to speak up and to get help.

Be Prepared for Disclosures

Before teaching the curriculum, think through how you will respond if a student discloses to you that he or she is a victim of sexual assault. Teachers are not expected to (nor should they) provide counseling to victims, but they do need to be sensitive and appropriate in their responses. As the first person to respond to a disclosure, you can play a powerful role in helping the victim feel safe and supported. Be sure to know ahead of time your school's protocol for handling disclosures and the appropriate staff member (e.g., counselor, principal) who will be available to assist in helping the child. Also, be sure to review **Basic Do's of Disclosure** (page 11).

4. Involve Parents and the School Community

Some schools require parental permission before presenting sensitive subject matter in the classroom. You may want to use or adapt the Parent Letter provided. Be sure to include the Parent Handout: **Keeping Young People Safe from Sexual Violence** (page 7) with the letter.

Also, it is important that members of the school community be notified that you will be teaching this curriculum and are prepared for possible student disclosures of sexual abuse. If possible, meet with other teachers and school staff to discuss the topics covered in the curriculum, how to respond appropriately to a disclosure of sexual abuse, and mandated reporting laws. At a minimum, distribute the Staff Letter: **Responding to Student Disclosures of Sexual Violence** and its attachment to appropriate parties (page 9 & 11).

Program to Prevent Sexual Abuse

Hafa Adai Parents!

Your child's safety and well being are important to us. For that reason we are offering an educational program on respect and sexual abuse prevention. The program is being implemented into the schools for all grades, Pre-K to 12th grades, pursuant to the mandates of Public Law 31-097;1, creating "The LaniKate Protehi Y Famagu'on-Ta Act."

Unfortunately, all children are at risk for sexual abuse. Through education, we can help decrease children's vulnerability to abuse and increase the likelihood they will speak up and get help if it happens to them.

Our in-class program will include topics such as the importance of developing healthy, respectful relationships; the nature and effects of sexual abuse and sexual harassment; how to avoid online predators; and how to get help if victimized. The curriculum is designed to be age appropriate, and is presented in a sensitive manner.

We encourage you to take the time to talk with your child about this subject. Attached is a handout to provide parents with information, which can be used as a reference. Should you have any questions, please feel free to contact _____.

(designated teacher and contact number)

This program is being made part of the school standards for all Health classes, and your child's participation in this program is integral in your child's success in school. Please sign and return this sheet no later than _____ [enter date], acknowledging your receipt of these documents.

Si Yu'us Ma'ase!

Student's Name _____

Parent/Guardian Signature _____

Date _____

Keeping Young People Safe from Sexual Violence

Parents and other caregivers need to be informed about sexual violence to help keep children safe. Know the facts and talk to your pre-teens about this important subject.

Sexual violence is any unwanted, forced, tricked, or coerced sexual activity. It can involve both contact and non-contact activity and occurs when the victim does not give consent to the sexual activity or when the victim is unable to do so (e.g., due to age, incapacitation through the use of alcohol or drugs, etc.).

It is estimated that one in six girls and one in sixteen boys will be sexually abused before the age of eighteen, in most cases by

someone older whom they know and trust.

Sexual violence in teen relationships is also a sobering reality. Statistics from the U.S.

Department of Justice indicate that teens aged sixteen to nineteen are three times more likely to be sexually victimized than the general population. Unfortunately, most young victims do not report the abuse out of fear, misplaced guilt, embarrassment, or because they think they will not be believed.

Keep the lines of communication open between you and your child. Discuss the following messages with him or her.

- It is okay to say “no” to touches that I don’t want.
- Anyone who doesn’t respect my body is an unsafe person.
- Sexual activity without consent is a crime.
- It is important to trust my inner or “gut” feelings. If something feels wrong, it probably is.
- Using drugs or alcohol can put me at increased risk for unwanted sexual activity.
- If sexual abuse happens to me, it is NEVER my fault.
- If I experience sexual abuse, I should let you know. You will support me.

Sexual Assault Service Provider

For information, support and treatment services call the Healing Hearts Crisis Center at: 647-5351 (or 647-8833 or 911 for after hours).

Responding to Student Disclosures of Sexual Violence

Hafa Adai,

I will be teaching a curriculum on sexual violence prevention soon:

Name: _____

Date: _____

Grade/Class _____

Fast Facts

- All young people are at risk of being sexually assaulted.
- Over 80% of victims of sexual violence are assaulted by someone they know and trusted.
- More than half of all victims do not report the assault.

The curriculum covers the scope and effects of sexual violence, ways to minimize one's risk of being sexually assaulted, and how to access help if victimized. A key message of the curriculum is the importance of students talking to a trusted adult (e.g., a parent, adult friend, member of the school community) if they have been sexually victimized recently or in the past. *Therefore, it is important that school staff be prepared to respond appropriately if a student discloses to them. Please review the attachment.*

Responding to Disclosures of Sexual Violence

When receiving disclosures, remember that teachers, counselors, and other school staff are *mandated reporters* and bound by law to inform the Department of Public Health and Social Services - Child Protective Services (475-2653/2672), when a minor discloses sexual assault by a family member or caregiver, even if the offense took place sometime in the past.

If you have questions about the curriculum, handling disclosures, or mandated reporting, please contact me or _____.
(designated staff member)

Basic Do's of Disclosure:

Responding to Disclosures of Sexual Abuse

Listen.

Let the victim set the pace. Avoid asking probing questions or pressuring the victim for information.

Thank the victim for confiding in you and let him or her know that you believe what you were told.

Acknowledge how hard it must be to talk about the abuse and praise the victim for his or her courage.

Let the victim know that it wasn't his or her fault.

The only person to blame is the offender.

Be non-judgmental.

Try not to say anything that would place blame on the victim. Asking "why" questions can make a victim feel like he or she did something wrong. Whatever he or she did to get through the assault was okay.

Keep in mind that individuals react in various ways.

Some people may cry, laugh, or seem emotionless as they recount the assault. The way a person copes may not always make sense to you, but must be respected.

Ask for permission before touching or getting close to the victim.

Touch can be more threatening after a sexual assault, a situation that may have left a victim feeling powerless. Asking for permission is a sign of respect and can empower a victim.

Offer to go with the victim to get help.

As much as possible, support the victim's ability to make his or her own choices and decisions.

Access help & report the abuse.

For information, support and treatment services call:

Healing Hearts Crisis Center at: 647-5351 (or 647-8833 or 911 for after hours)

Child Protective Services at: 475-2672/2653

Overview of Sexual Violence

Introduction

Sexual violence is a serious public health issue that often results in significant and lasting consequences for victims, families, and communities. The term *sexual violence* covers a wide range of behaviors that are commonly referred to as sexual assault, sexual abuse, or sexual harassment. Guam's sexual assault statutes covers various kinds of sexual assault offenses, ranging from first degree felony offenses to petty misdemeanor offenses. (See Guam's Sexual Assault Statutes.)

Sexual violence is broadly defined as any forced, tricked, or coerced sexual activity. It can involve both contact and non-contact activity and occurs when the victim does not consent to the sexual activity or is unable to do so (e.g., due to age, disability, incapacitation through the use of drugs or alcohol).

Sexual violence includes:

- **Sexual harassment**—Unwanted, usually repeated sexually explicit statements, gestures, or physical contact. It covers a broad range of activities such as pinching or grabbing body parts, sexually explicit gesturing, and pressuring someone for sexual favors.
- **Exposure**—Showing one's private parts to another or when a person is tricked, forced, or bribed into showing his or her private parts to someone else. Flashing and peeping tom activities are considered exposure. Also included are activities such as forcing or tricking others into viewing sexual activity or exposing them to sexually explicit materials via videos, Websites, magazines, etc. Offenders often "groom" child victims in this way.
- **Fondling/Touching**—Either having one's sexual parts touched or being made to touch another person's sexual parts over or under clothing.
- **Penetration**—Entering another person's body openings (vagina, mouth, anus) with a penis, finger, tongue, or object without the person's consent. Rape is a form of penetration.



Effects of Sexual Victimization

Experiencing sexual violence can be frightening and lonely. Victims are often left feeling shocked, confused, and overwhelmed. They may find themselves unprepared to deal with the many thoughts and emotions that arise. These are normal reactions for victims of sexual abuse.

In time, victims may find themselves trying to understand why the abuse occurred in the first place. *Why did this happen to me? Did I do something to encourage the assault? What sort of person would do this to me?* Victims commonly experience anger, shame, embarrassment, helplessness, mistaken guilt, and depression. Although these feelings are common, each victim is different and experiences sexual abuse in his or her own way.

If the sex offender is someone the victim knows well, such as a member of the family or extended family, the victim may have a very difficult time speaking up and getting help. Fear often prevents victims from telling anyone about the assault—fear of what the offender will do, fear of how everyone will react, or fear of what will happen to them and their families. Victims need to reach out to those they can trust for help, including professionals in the community who can counsel and support them and their families.

Common Short-term Effects

- anger
- self-blame
- denial
- sense of powerlessness, helplessness, being out of control
- sleep-pattern disturbances (insomnia, nightmares, etc.)
- eating-pattern disturbances (eating more or less)
- flashbacks
- emotional lability (crying jags, irritability, mood swings)
- hyperalertness and hypervigilance
- impaired concentration
- withdrawal from others
- depression



Common Long-term Effects

- difficulty trusting others
- impaired interpersonal relationships
- low self-esteem
- sexual dysfunction
- depression
- self-destructive behaviors (self-injury and suicide attempts)
- eating disorders (particularly bulimia, anorexia, and compulsive eating)
- re-victimization
- substance abuse
- prostitution

Surviving Sexual Violence

Although victims of sexual violence may never totally forget their victimization, they can recover from it. Psychologists and other mental health providers work with victims to help them find constructive ways of dealing with the emotional effects of sexual violence.

Therapy and support services, such as those offered through the Healing Hearts Crisis Center (HHCC), help victims to survive the trauma of sexual assault and to heal. In time, victims can learn to integrate the experience into their lives and find ways to cope. In fact, many of them ultimately gain a stronger sense of self, see themselves as “a survivor,” and move forward in their lives with greater confidence in their ability to meet future crisis.



Child Sexual Abuse

The sexual abuse of children can take a variety of forms. While it is nearly always perpetrated by individuals acquainted with the child, it may occur over short or long periods of time and may be accompanied by varying levels of coercion or physical violence. Cases of child sexual abuse generally fall into two categories: intra-familial and extra-familial. Intra-familial, or family-related sexual abuse, refers to cases in which the perpetrator is a family member or relative of the victim (e.g., a parent, step-father, older sibling, uncle) or someone who lives within the family home and may be responsible for caring for the child (e.g., mother's boyfriend). Extra-familial, or non-family-related sexual abuse, refers to abuse by someone outside of the family (e.g., babysitter, teacher, coach, Boy Scout leader, youth ministry leader).

How Sex Offenders Groom Children

In more than 90 percent of child sexual abuse cases, the offender is known and trusted by the victim. Grooming is the process the offender uses to recruit and prepare a child for sexual victimization. Grooming begins when the offender targets a specific child. While all children are at risk for victimization, certain factors make some children more vulnerable to sexual abuse than others. For example, children are at increased risk if they feel unloved, have low self-esteem, have little contact with committed adults, or regularly spend time unsupervised.

Sex offenders commonly engage children by spending time with them, playing games with them, showing them special attention, or giving gifts to them. Older children or teens may be offered drugs or alcohol. Offenders forge an emotional bond through frequent contact and positive interactions and by conveying to their victims that they “understand” or can appreciate their interests and concerns. They become adult friends or confidantes. In time, the emotional bond leads to non-sexual physical contact, which can take the form of physical play such as wrestling, affectionate touching, giving backrubs, etc. In this way, the offender tests the child's boundaries and gradually desensitizes the child to overt sexual touch. Secrecy is usually introduced during the grooming process, and as the child starts to become uncomfortable or fearful of the sexual activity, offenders typically use threats to keep the child from speaking up about it (e.g., if you tell, I will hurt you, you will get into trouble, no one will believe you). Most child victims are caught in a web of fear, guilt and confusion as a result of sex offender



grooming and manipulation. Sadly, most child victims remain silent about their abuse.

Indicators of Child Sexual Abuse

Indicators of child sexual abuse are varied and **should always be looked at in the context of what else is happening in a child's life**. Any one indicator, on its own, is but one sign that something may be affecting a child's well-being.

Behavior Indicators

- unexplained change in comfort level (attachment to or fear of) around a family member, an adult who is close to the family, or any person in a position of trust or authority for the child
- abrupt changes in performance in school or work
- abrupt changes in socializing, being out with friends, or being in the house
- for younger children, a sudden regression in skills (e.g., a child who is toilet trained starts wetting the bed)
- extreme avoidance responses to someone the child once liked or to a certain house or room in a house
- sexualized behavior, often in front of others; exposing oneself; excessive masturbation; touching other people's private parts; sexually charged language; promiscuous behavior (older children/teens)
- language and knowledge, especially detail specific, which is not age appropriate or has not been taught or shown in the school or household of the child

Physical Indicators

- bruises and scratches that are inconsistent with explanations of how they occurred or unexplainable irritation/itching around genital areas
- signs of any sexually transmitted diseases or infections (e.g., pubic lice, herpes, gonorrhea, etc.) for those who are not sexually active
- unexplained pregnancy
- tenderness or soreness around areas of penetration
- blood in stool or urine that is pervasive and not explained by any other actions (proof of abuse may often exist in underwear)

Children's Response and Recovery from Sexual Abuse

The speed and success of the child survivor's recovery depends, in large part, upon the degree to which the following four factors played a role in the assault.

1. Degree of intimacy/acquaintance between the survivor and the offender.

Nearly all cases of child sexual abuse involve offenders known to the survivor, such as a caregiver or a family acquaintance. The most highly reported cases of incest involve a father and a daughter. The entire family unit is often dysfunctional in cases of incest.

Assault committed by a relative or caretaker can result in more trauma for the victim because the child's trust has been betrayed and his or her sense of personal safety within the family is disrupted. The child may also feel betrayed by other family members (mother, siblings) who, the child feels, could or should have intervened but chose not to.

2. The period of time over which the abuse occurs.

Long-term, repeated abuse (characteristic of incest) is generally more traumatic to the child victim than a single incident of assault (characteristic of stranger assault) because the long-term abuse may involve extreme psychological pressure, causing confusion and guilt in the child. A child is more likely to report a one-time event to parents or other caregivers, who may then help the child understand what happened.

3. The relative intrusiveness of the abuse.

Generally, incest involves abusive contact that progresses from lesser though still traumatic contact (e.g., sexual talk, showing pornography, unwanted affection or contact) to more intrusive (penetrative) abuse over time. The more intrusive the contact (e.g., penetration, oral sex, genital fondling), the more traumatic it can be for child survivors.

4. The way in which the child was engaged in sexual activity.

Although actual physical violence may worsen the trauma of assault for the child, a child victim who was tricked into sexual activity may have a more difficult time recovering from assault later. As with adult victims who were not physically harmed, the child victim who was emotionally overpowered may not be believed as readily by others and may feel that he or she could have done something to stop or prevent the abuse.

5. The response of the person to whom the child discloses the abuse.

If the person the child victim discloses the abuse to reacts with disbelief, anger, blame or indifference, it can re-traumatize the child and seriously undermine her or his recovery.



Sex Offenders

While it is impossible to profile a typical sex offender, gender is one key characteristic. Nearly all sex offenders are male. This fact holds true in cases involving both male and female victims. Also, in a majority of sex assault cases, the offender is known and often trusted by the victim (e.g., a member of the family or extended family, a date, a friend, an acquaintance, etc.). While the average age of imprisoned sex offenders is the early thirties, an offender can be any age. Offenders also are a diverse group in terms of race, ethnicity, religion, profession, and socio-economic level.

Sex offenders can be broadly categorized as rapists (those who sexually assault adults, mainly women) and child molesters (those who mainly victimize children). Incest molesters are those who sexually victimize someone related to them. Pedophiles have an over-riding, primary sexual attraction to children and often show patterns of deviant behavior. Sex offenders do not always fall neatly into a single category. For example, a molester may commit incest, but may also target victims outside of the family.

Acts of sexual violence are typically premeditated or opportunistic. While the media tend to focus on psychopathic, sexually violent offenders, this group constitutes a small segment of the offender population. Most offenders do not use weapons or inflict serious bodily injury, but instead exert their power and control over the victim through the use of intimidation, threats, or coercion. It is very important to understand that while sexual assault involves sexual activity, it is not a sexual act. At root, it is an act of violation and aggression.

There are various theories to explain why offenders sexually assault others. Research suggests that biological factors and personality characteristics can help pave the way to sexually abusive behavior. Also, data show that many sex offenders were sexually victimized themselves as children. However, the majority of victims of sexual abuse do not become offenders. Most researchers agree that certain factors, such as beliefs sex offenders may hold and social environment underpinnings, can help set the stage for sexual abuse. Some of these factors include the belief in male superiority and sexual entitlement; objectification of women and children; encouragement of tough, aggressive behavior in men; and the use of pornography.

Given the vulnerability of children, it is particularly important for adults to understand how child sex offenders operate and to recognize the indications that signal a child may be a victim of sexual abuse. (See Child Sexual Abuse.)





Sexual Violence Statistics

Prevalence

- One in six girls and one in sixteen boys will be sexually assaulted by age eighteen (Carey, Mohr and Stein 2004).
- In Hawaii, one of every seven women has experienced a completed forcible rape during her lifetime (Ruggiero and Kilpatrick 2003).
- One of every six American women reports experiencing an attempted or completed rape in her lifetime (Tjaden and Thoennes 2000).
- One of every thirty-three American men reports experiencing an attempted or completed rape in his lifetime (ibid.).

Victims

- Of all sexual assault victimizations reported to law enforcement agencies, 67 percent of the victims were under eighteen years of age, 34 percent were under twelve years old, and 14 percent were under six years of age (Snyder 2000).
- Sixty-seven percent of women who were raped and/or physically assaulted since age eighteen were assaulted by a current or former husband, cohabiting partner, or date (Tjaden and Thoennes 1998).
- More than 90 percent of victims of sexual assault twelve years or older are female (Greenfeld 1997).

Offenders

- More than 95 percent of sexual assault offenders are male (Greenfeld 1997).
- Twenty-three percent of all sexual offenders known to law enforcement are under the age of eighteen (Snyder 2000).
- The average age of imprisoned rapists at arrest is thirty one. Fifty-two percent are white; 22 percent of imprisoned rapists report that they are married (Greenfeld 1997).

Characteristics of Sexual Assaults

- Seven of ten rape and sexual assault victims know the offender prior to the assault (Rennison 2000).
- Approximately 90 percent of rape victims under twelve years old know the offender (Greenfield 1997).
- About four out of ten sexual assaults take place at the victim's own home. Two out of ten take place in the home of a friend, neighbor, or relative. One out of ten takes place outside, away from home. And about one in twelve takes place in a parking garage. More than half of all rape/sexual assault incidents were reported by victims to have occurred within one mile of their home or at their home (Greenfeld 1997).
- Approximately one-third of rapes/sexual assaults occur during the day (6 a.m.–6 p.m.) (Greenfeld 1997).
- In more than 35 percent of sexual assaults, the offender is intoxicated (Greenfeld 1998).
- Only 13 percent of sexual assaults involved a weapon (U.S. Bureau of Justice Statistics 2004).

Effects of Victimization

- Rape survivors are three times more likely to be diagnosed with major depressive disorder episodes than individuals who have not been raped, four times more likely to have contemplated suicide, and thirteen times more likely to have attempted suicide (Schafran1996).
- Sexual victimization is associated with severe and enduring affective and behavioral consequences for victims, including increased drug and alcohol use, domestic violence, depression, suicide, and teenage pregnancy (Seymour et al. 1992).
- Rape had the highest annual victim cost at \$127 billion each year, followed by assault, murder, and drunk driving (U.S. Bureau of Justice Statistics 2000).

At-Risk Populations

Children and Teens

- More than 90 percent of juvenile sexual assault victims reported knowing their attacker; 34 percent were family members and 59 percent were

acquaintances. Only 7 percent of the perpetrators were strangers to the victim (Snyder 2000).

- Juveniles are responsible for about 40 percent of child sexual assault victimizations (Snyder 2000).
- Women who reported they were raped before the age of eighteen were three to five times more likely to experience subsequent adult victimization than those who had not been raped (Desai et al. 2002; Noll et al. 2003).
- Childhood or adolescent sexual abuse is associated with a range of high-risk sexual behaviors, including the likelihood of being battered; trading sex for drugs, shelter, or money; entry into prostitution; and less likelihood to use birth control. (Boyer and Fine 1992; Finkelhor 1987; Paone et al. 1992; Zierler et al. 1991).
- Teens sixteen to nineteen years of age are three and a half times more likely than the general population to be victims of rape, attempted rape, or sexual assault (Rennison 2000).
- Female students who have been physically and/or sexually abused by a dating partner in the ninth through twelfth grades are at increased risk for substance use, unhealthy weight control, risky sexual behavior, pregnancy, and suicide (Silverman, Raj, Mucci, and Hathaway 2001).

College Students

- Among college students nationwide, between 20 and 25 percent of women reported experiencing completed or attempted rape (Fisher, Cullen, and Turner 2000).
- Of surveyed college women, about 90 percent of rape and sexual assault victims knew their attacker prior to the assault (ibid.).
- Among female undergraduates at the University of Hawaii, Manoa, approximately 10 percent reported experiencing sexual assault, 2 percent reported being raped, 11 percent reported experiencing partner violence, and more than 10 percent reported experiencing stalking since starting school (Bopp 2003).

Disabled

- Women with disabilities are at least twice as likely to be raped and abused as the general population of women (Sobsey 1994).
- Among adults who are developmentally disabled, as many as 83 percent of the women and 32 percent of the men have been victims of sexual assault (Johnson and Sigler 2000).

- In one study, 40 percent of women with physical disabilities reported being sexually assaulted (Young, Nosek, Howland, Chanpong, and Rintala 1997).

Reporting of Sexual Assault

- On average, from 1992–2000, only 31 percent of all rapes and sexual victimizations were reported to the police (Hart, Timothy, and Rennison 2003).

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Sexual Violence Statistics for Guam

Healing Hearts Crisis Center (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.

Responding to Disclosures of Sexual Violence

Basic Do's of Disclosure

Listen.

Let the victim set the pace. Avoid asking probing questions or pressuring the victim for information.

Thank the victim for confiding in you and let him or her know that you believe what you were told.

Acknowledge how hard it must be to talk about the abuse and praise the victim for his or her courage.

Let the victim know that it wasn't his or her fault.

The only person to blame is the offender.

Be non-judgmental.

Try not to say anything that would place blame on the victim. Asking "why" questions can make a victim feel like he or she did something wrong. Whatever he or she did to get through the assault was okay.

Keep in mind that individuals react in various ways.

Some people may cry, laugh, or seem emotionless as they recount the assault. The way a person copes may not always make sense to you, but must be respected.

Ask for permission before touching or getting close to the victim.

Touch can be more threatening after a sexual assault, a situation that may have left a victim feeling powerless. Asking for permission is a sign of respect and can empower a victim.

Offer to go with the victim to get help.

As much as possible, support the victim's ability to make his or her own choices and decisions.

Reporting Sexual Violence

Barriers to Reporting Sexual Assault

Fear the Offender Will Retaliate

In cases where the offender threatened to harm the victim or a family member or threatened to tell some untruth about the victim, the victim may be too afraid to make a report. Many victims state that one of their greatest concerns during the sexual assault was the fear of being killed or injured. “If he is crazy enough to sexually assault me, he’s crazy enough to follow through on his threats.” “I thought I knew him. Now I don’t know what he’s capable of doing.” “I’m worried that he will come back.”

Not Recognizing the Experience as Sexual Assault

“I went out on a date with him, so I didn’t think it could be called sexual assault. I blamed myself for doing something to anger him. If I hadn’t been drinking alcohol, it might not have happened.” Most victims also believe the common misconception that a sexual offender is a stranger, a psychopath who jumps out from behind a bush to attack. When the victim knows the offender, the victim may not believe that the experience was sexual assault and a crime.

Shock

A victim may also be too overwhelmed and disoriented by the assault to think about contacting the police. The victim may be more focused on trying to comprehend what has happened and how to feel safe again. Some victims deny being affected by the assault: “I can handle what happened, so I don’t need to make a report or seek services. I just want to put it all behind me.”

Not Wanting Others to Know about the Sexual Assault

Some victims do not want to report sexual assault because they do not want their family, spouse, or friends to know what has happened. Victims' reluctance to report sexual assault often is related to concerns about being blamed for the assault and fears about how others will perceive them.

Women often are concerned about how their spouses or boyfriends will react and how it will affect their relationship. Children, teenagers, and young adults often are concerned that parents will react negatively to them as well. They may fear that their parents will either blame them or become overly protective and severely curtail their social interactions.

Drug-Induced Amnesia or Alcohol/Drug Use

To increase a victim's vulnerability, an offender may encourage the victim to use drugs or alcohol or trick the victim into ingesting drugs. Alcohol and drugs are used to lower the victim's inhibitions, sedate the victim, and decrease the victim's ability to ward off the offender. Some "date rape" drugs also impair the victim's ability to recall the event.

Fear of Being Blamed or Disbelieved

All of the previously listed factors also relate to the victim's fear that friends and family members will blame the victim for the assault or disbelieve that it occurred. Victims are aware that many people believe sexual assaults occur because victims somehow provoke or encourage their offenders, use poor judgment, or do not respond appropriately or fight back hard enough.

Fear of Being Treated with Hostility by the Police

Related to the fear of being blamed by family members is the fear that the police will not believe them or that the incident will not be seen as serious enough to involve law enforcement. While this fear may not be based on fact, it is also a common perception about sexual assault. The perception that they will have to "prove" that the assault occurred is often too daunting for victims.



Reporting Child Sexual Abuse

If the suspected offender is a member of the family, a household member, or a caretaker of the child victim, then employees or officers of any public or private school are mandated to report the abuse or neglect.

Title 19 of the Guam Code Annotated, Chapter 13, §13101(b), defines “abused or neglected child” as “a child whose physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of the person(s) responsible for the child’s welfare.”

Making a Report

A mandated reporter* who, in the course of his or her employment, occupation or practice of his or her profession, comes into contact with children shall report when he or she has reason to suspect on the basis of his medical, professional or other training and experience that a child is an abused or neglected child. No person may claim “privileged communications” as a basis for his or her refusal or failure to report suspected child abuse or neglect or to provide Department of Public Health and Social Services (DPHSS), Bureau of Social Services Administration, Child Protective Services or the Guam Police Department with required information. If the suspected abuse is sexual in nature, all public school staff must also report the matter to the Guam Police Department, pursuant to Guam Department of Education school policy.

If abuse or neglect is suspected, all mandated reporters must immediately make a report either to the Bureau of Social Services Administration, Child Protective Services (CPS) Agency at 475-2653/2672 or the Guam Police Department at 911. After making the report, the reporter should notify the person in charge or the designated delegate at her or his school or organization of the report.

Steps to Report

19 G.C.A. § 13203 governs the reporting responsibilities. The reporting procedures under Guam law require the following:

“Reports suspected child abuse or neglect from persons required to report under § 13201 shall be made immediately by telephone and followed up in writing within 48 hours after the oral report. Oral reports shall be made to Child Protective Services or to the Guam Police Department.”

You must first immediately report any situations immediately by telephone. Once you have called the number provided below, and you have provided a verbal report, it is important that you submit a written report within 48 hours using the Child Protective Services Referral Form. Be sure to provide all relevant information requested for in the forms. If possible, download the Child Protective Services Referral Form and keep copies so you have it available should a situation arise that requires you to make a report. The referrals are available at the website: <http://dphss.guam.gov>, and, and they should also be available at the main office, or nurse’s and counselor’s offices at each of the schools.

Answers to Common Questions about Reporting

(From the *Guam Code Annotated, Title 19, Chapter 13, Child Protective Act*)

■ *What if I'm not sure about reporting?*

You can consult with the Bureau of Social Services Administration, Child Protective Services (CPS) Agency regarding your concerns or observations. You need not be prepared to prove that abuse or neglect has occurred before making a report. For mandatory reporters, Guam law only requires that a report be made when that person has reason to suspect on the basis of his medical, professional or other training and experience that a child is an abused or neglected child. Any other person (those who are not deemed mandatory reporters) may make such report if that person has reasonable cause to suspect a child is an abused or neglected child. If the child has shared information with you about the abuse or neglect, this is enough for you to call Child Protective Services. Since the social worker may need to interview the child, it is our goal that the child not be subjected to numerous interviews about his or her abusive or neglectful situation. Any person who in good faith makes a report or testifies in any proceedings arising out of an instance of suspected child abuse or neglect, or complies with other requirements under this Child Protective Act as part of their reporting requirements shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions.

■ *What happens following my report?*

If the report is accepted for investigation, a social worker will be assigned to investigate the referral to determine if the child has been harmed or is at risk of harm. The worker will gather as much information as possible by talking to the child, family members and if necessary, others in the community. Within sixty days of the date the report is assigned for investigation, a decision must be made whether the report is confirmed or not. You will be contacted regarding the disposition of your report.

■ *Will the police get involved?*

A report of suspected child abuse or neglect or substantial risk of child abuse or neglect must be made to the Child Protective Services Agency or to the Guam Police Department. Depending on the circumstances of the report and harm to the child, the police may become involved either at the request of the department or by a determination by the police that they need to take immediate action and/or conduct an investigation.

■ *Will the family find out who made the report?*

Information received pursuant to this Article may be released, on a need to know basis, and only as necessary to serve and protect the child, to the following, except that release of the identity of persons reporting child abuse is strictly prohibited, unless disclosed pursuant to subsection (d) of § 13203. Any information received pursuant to this Article which could identify a subject of the report or the person making the report shall be confidential. It is a crime (felony of the third degree) for any person who willfully releases or permits the release of any such information to persons or agencies not permitted by this section. §13203 states that “the identity of all persons who report under this Article shall be confidential and disclosed only among child protective agencies, to counsel representing a child protective agency, to the Attorney General’s Office in a criminal prosecution or Family Court action, to a licensing agency when abuse in licensed out-of-home care is reasonably suspected, when those persons who report waive confidentiality, or by court order. Anyone reporting in good faith is immune from liability.



Accessing Services at the Healing Hearts Crisis Center (HHCC)



School staff on Guam can contact The Healing Hearts Crisis Center for information and/or to access services for students who have been sexually assaulted. (Refer to Reporting Child Sexual Abuse (page 35) if the offender is a family/household member or caretaker of a child victim.)

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

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.

Contacting HHCC

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

Fax: (671) 647-5414

Location: Please call for directions.



Guam Sexual Assault Service Providers

Office of the Attorney General Of Guam

- **Prosecution and Juvenile Division**
- **Victim Services Center**

590 S. Marine Corps Drive

ITC Building, Suite 706

Tamuning, Guam 96913

Phone: 475-3406

www.guamag.org

Healing Hearts Crisis Center

215 Duenas Drive

Tamuning, Guam 96913

647-5351 (after hours and weekends, call 647-8833)

Facsimile: 647-5414

Child Protective Services (Department of Public Health and Social Services)

194 Hernan Cortes Avenue

Ste 309

Hagatna, Guam 96910

475-2672/2653

<http://dphss.guam.gov>

www.dphss.guam.gov/content/child-protective-services-section

Guam Police Department

- **Domestic Assault Response Team (DART)**
- **Victims Assistance Unit (VAU)**

EMERGENCY CALLS 911

475-8620/8560 or 473-8000 (DART)

475-8514 (VAU)

www.gpd.guam.gov

Department of Public Health and Social Services - Office of the Minority Health

123 Chalan Kareta Route 10

Mangilao, Guam 96913

638-7474 or 689-4480

Facsimile: 734-7500



Guam Coalition Against Sexual Assault and Family Violence

P.O. Box 1093

Hagatna, Guam 96932

479-2277

Facsimile: 479-7233

www.guamcoalition.org

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

TTY: 1-800-787-3224

National Sexual Assault Hotline: 1-800-656-HOPE (4673)

Victim Advocates Reaching Out ("VARO")

P.O. Box 2045

Hagatna, Guam 96932

477-5552 **(24-hour hotline)**

varoguam1@yahoo.com

Guam Department of Education

P.O. Box DE

Hagatna, Guam 96932

475-0462/57

300-1547/36

Facsimile: 472-5003

www.gdoe.net

Guam Legal Services Corporation ("GLSC")

113 Bradley Place Hagatna

Guam 96910 477-9811/2

TDD/TTY: 477-3416

www.lawhelp.org/gu

information@guamlsc.org

Anderson Air Force Base Sexual Assault Prevention and Response Office

36WG/CVK Unit 14003

APO, AP 96543

366-7714/7715

Guam National Guard Sexual Assault Prevention and Response Program

735-4688/685-8512

Navy Sexual Assault Prevention and Response Program

PSC 455 Box 157

FPO AP 96540-1157

339-2654/2145

www.safehelpline.org



What Is Sexual Violence?



Overview

Students generate a set of guidelines to establish a respectful classroom environment, discuss sexual violence and the scope of behaviors it includes, watch a DVD on sexual violence, and identify personal and community resources they could turn to for help.



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 and Unintentional Injury

Benchmark: (MS.1.1): Analyze the relationship between healthy behaviors and personal health.

Benchmark: (MS.1.2): Analyze interrelationships between physical, mental/emotional, and social health.

Benchmark: (MS.1.4): Describe ways to reduce or prevent injuries and other adolescent health problems.

Benchmark: (MS.1.5.): Explain how appropriate health care can promote personal health.

Benchmark: (MS.1.6): Describe the benefits of and barriers to practicing healthy behaviors.

Benchmark: (MS.1.7): Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.8): Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.9): Explain interrelationships between behaviors, functions of the body, and overall health.

Benchmark: (MS.1.10): Explain key 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: (MS.3.1): Analyze the validity of health information, products and services.

Benchmark: (MS.3.2): Access valid health information from home, school and the community.

Benchmark: (MS3.3): Determine the accessibility of products that enhance health.

Benchmark: (MS.3.4): Describe situations that may require professional health services.

Benchmark: (MS.3.5): Locate valid and reliable health product and services.

Benchmark: (MS.3.6): Develop injury prevention and management strategies for personal and family health.

Benchmark: (MS.3.7): Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks.



Assessment

Tasks

Students will define sexual violence.

Students will describe the short-term and long-term effects of sexual violence on victims.

Students will create an “*Trongkon familia*” or “*family tree*” to identify personal and community resources for help in dealing with sexual violence.

Tools

Students will define sexual violence as sexual behavior that is unwanted, forced, or tricked.

Students will describe the types of sexual violence (exposure, touching, and penetration).

Students will describe three short-term effects and three long-term effects of sexual violence.

Students will name at least two community resources for help in dealing with sexual violence.

Students will identify individuals from their “*familia*” or “*family*” that they feel they could turn to for help in dealing with sexual violence and describe what help they can offer.





Materials and Preparation

Make transparency:

- **Types of Sexual Violence**

Copy student tools (one page for each student): ■

Sexual Violence Student Handout

- *Trongkon Familia "Family Tree"* Student Worksheet
- *Familia/"Family" Interview* Student Worksheet
- **What Is Sexual Violence?** Student Worksheet

Choose extra assessment tools (as needed)

- **Identifying Sexual Violence** Student Worksheet
- **Share Your knowledge** Student Letter
- **Accessing Information** Student Worksheet

Review:

- Introductory curriculum material (Sections 1 – 4)
- **Responses to Common Questions** Teacher Aid
- **What Is Sexual Violence?** Teacher Answer Key

Have:

- *Gonna Make It* DVD (four minutes)
- DVD Player, overhead projector

Time:

One 45–55 minute class period



Active Learning Opportunities

Bell-Ringer

Write on the board in capital letters the word RESPECT.

Ask students for examples of respect.

(treating someone with courtesy, taking another person's feelings into account before you act, not interrupting when someone is speaking, no name calling, no put-downs, no teasing, etc)

Write responses on the board.

1. Introduce the lesson.

Explain to students that today's lesson is about sexual violence. Say to students:

Sexual violence can be a sensitive topic for people to talk about. It can make people feel embarrassed or uncomfortable. Some people, maybe even students in this classroom, may have experienced or witnessed some form of sexual violence. That's why it's very important to create a safe, respectful environment for our lesson today and for this series of lessons on preventing sexual violence.

Let's talk about some guidelines we can follow to make sure that everyone feels comfortable asking questions and getting the information he or she needs. What are some rules we should follow to make sure we treat the information—and especially one another—with respect?

With students, generate a set of guidelines to create a respectful classroom environment. These guidelines will likely include some of the suggestions from the Bell-Ringer activity. At a minimum, the list should include guidelines such as:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions. (For example, instead of saying or writing, "My cousin was sexually abused, and I wondered ...," ask, "Is it true that a person who has been sexually abused ...?")
- No put downs, teasing, name calling, etc.



Explain that you are available to speak privately with students. Any personal information a student shares with you will be kept confidential unless there is a threat of harm to the student or to someone else. Emphasize that, as a teacher, you are a mandated reporter. The law requires that you report to authorities any suspected sexual abuse of a student by a family member or another caretaker.

2. Define sexual violence.

Student Handout: **Sexual Violence**

Distribute the student handout. Have students use the handout to take notes throughout the lesson.

Ask students:

What is violence?

(something that hurts or harms someone)

Ask students to give examples of types of violence. Categorize examples into physical violence and emotional violence. Add sexual violence, if not mentioned.

Say to students:

Sexual violence is sexual behavior that is unwanted, forced, or tricked. The offender, the person who commits the act of sexual violence, causes harm to the victim.

Sexual violence is never the victim's fault.

Note: Sexual violence is also referred to as sexual assault or sexual abuse.

3. Define types of sexual violence.

Transparency: **Types of Sexual Violence**

Display the transparency and explain the three types of sexual violence.

- **Exposure:** Looking at someone's naked body or private parts (peeping tom); showing a private part (flashing).
- **Touching:** Touching another's private parts or being forced to touch another person's private parts (over or under clothing).
- **Penetration:** Using a penis, finger, tongue, or object to enter another person's body. Rape is a type of penetration.

Note: Penetration is broadly defined to ensure that students understand that it includes more than forced sexual intercourse (rape). This is important to convey because children who are victims of sexual violence often are

penetrated by fingers or a tongue. Also, rape is a loaded term that is often sensationalized by the media. For clarity, it is better to focus more on the act of penetration than to limit the discussion to rape. If students need clarification, explain that penetration can involve the vagina, anus, and/or mouth.

Explain to students that rape (forced sexual intercourse) is a form of penetration. If asked, explain that forced oral sex (sexual activity involving a mouth and/or tongue) also is a form of penetration.

4. Students view and discuss DVD.

DVD: *Gonna Make It*

Teacher Aid: **Responses to Common Questions**

Review **Responses to Common Questions** to prepare for students' reactions to the DVD.

Introduce the DVD by telling students that the DVD they will be watching, *Gonna Make It*, is a short music DVD performed by rap singer J-Saint and featuring Kelly B. The DVD addresses the difficulty two young women face in dealing with the many thoughts and emotions that may arise after experiencing sexual violence. The DVD focuses on two types of sexual violence: incest and rape. Rape and incest are serious crimes.

Before showing the DVD, say to students:

Incest is when a person is harmed sexually by another family member (such as a parent, step-father, or older brother or sister) or by a relative. The 14-year-old girl in this DVD is a victim of incest. Her father is the offender.

Rape is when one person forces or tricks another person into having sexual intercourse. The 18-year-old college student in this DVD is raped by her date. Her date purposely gets her drunk, and when she passes out, he rapes her.

This DVD does not actually show the rape and incest happening. Also, the DVD shows female victims, but it is important to know that victims of sexual violence can be either male or female.



Quick Write

After showing the DVD, ask students:

What was your reaction to this DVD?

Why is it important to study sexual violence?

Have students write their responses on the Sexual Violence handout. (Allow two or three minutes for this activity.) Ask for volunteers to share their thoughts.

Use the following questions to guide a discussion of the DVD.

Do you think the 14-year-old girl in the DVD would have a hard time telling someone what happened to her? What would make it difficult?

(She might feel embarrassment, shame, or fear. She might be afraid of what her father would do. She might be afraid that no one would believe her. She might be afraid that telling someone would cause problems in her family, etc.)

Explain to students that incest is so serious that counselors and teachers are required by law to report to Child Protective Services and the police department suspected sexual abuse of a student by a family member.

Do you think the college student in the DVD would report what happened to her? Why or why not?

(She might feel scared the offender would hurt her again. She might be worried other people would find out and her reputation would be ruined. She might mistakenly blame herself for what happened because she had been drinking alcohol at the time, etc.)

Do you think it is important for the two females in the DVD to tell someone? Why or why not?

(to stop the abuse; to get the help they need to recover; because it is a crime, etc.)

Write the word *Effects* with two columns beneath it on the board. At the top of the left column, write “Short-term;” at the top of the right column, write “Long-term.”

In the Short-term column, write the words *fear, anger*.

Ask students:

Can you think of other feelings or problems that the female victims in the DVD may have had?

Write responses on the board and include the following: *sadness, feeling powerless, moodiness, trouble sleeping/nightmares, changes in appetite.*

In the Long-term column, write the words *depression, low self-esteem, difficulty trusting others, drug abuse problems, eating disorders.*

Emphasize that sexual violence can result in both short-term and long-term consequences for the victim, so it is important for victims to get help as soon as possible.

Say to students:

Victims are never at fault for sexual violence. We all deserve—we have the right—to feel safe and respected in our relationships with others. It is important for victims to tell someone and get help.

5. Students identify community and personal resources.

Student Worksheets: *Trongkon Familia, or Family Tree, Familia/Family Interview*

Distribute the *Trongkon Familia, or Family Tree*, worksheet.

Ask for a volunteer to define *ohana*.

(the bonds of family that extend far beyond blood to include the larger community, such as friends and “aunties,” “godparents/”nina or nino”; the people in your life you feel close to and trust)

Explain that it is important to have *familia/family* in our lives to whom we can turn with serious problems, when we are sad, or simply need to talk. *Ohana* are especially important when someone has been the victim of sexual violence.

Ask students:

Who would you turn to for help if you or someone you know were the victim of sexual violence? Where would you go for help?

Direct students to use the *Trongkon Familia* (“family tree”) worksheet to help them select at least five people, if possible, they would turn to for assistance. (Allow approximately five minutes for this activity.)

Ask students:

What would you do if the first person on the *Trongkon Familia* (“Family Tree”) that you went to for help couldn’t help you?

Emphasize to students that if the first person on the *Trongkon Familia* (“Family Tree”) cannot help, students should select another person from the list and tell that person what has happened. Students should continue choosing another trusted person until they find someone who can help.

Draw students' attention to the sex assault hotlines listed on the trunk of the tree. Explain that at each of these resources, a trained crisis counselor is available 24 hours a day to take calls, to listen, to answer questions, to help. Callers may remain anonymous and still obtain information and support.

[tip]

Keep Telling

It is important to emphasize the need for victims of sexual violence to keep telling what has happened, even when the first person they turn to for help cannot or will not help. Too often, respondents to such disclosures minimize or discount what they hear. This may be because of their discomfort with the subject or because they believe that victims of sexual violence are somehow to blame. In addition, if the disclosure involves incest and the respondent is a family member, the respondent's anger, guilt, or shame may interfere with his or her ability to react in a helpful manner.

6. Students summarize key messages.

Student Worksheet: **What Is Sexual Violence?**

Use the **What Is Sexual Violence?** worksheet as a review or as an assessment. Have students fill out the worksheet. (Allow five minutes for this activity.) Explain that they can use the notes they took on the Sexual Violence handout to answer the questions.

Ask students if they have any questions. Use the **What Is Sexual Violence?** teacher answer key to identify additional short-term and long-term effects and to clarify any misconceptions. Point out that students will use their worksheets to help them complete their homework.

Homework

Distribute the *Familia/Family Interview* worksheet.

Ask students to interview someone from their *Trongkon Familia* ("family tree") tonight, using this worksheet. Suggest that students keep the completed interview in a safe place where they can easily find and refer to it if needed.



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? How did they interact with each other and with me?
- 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?

For teacher use only. Do not distribute to students.

Responses to Common Questions

These student questions or concerns may arise in response to the *Gonna Make It* DVD or other material in Lesson 1.

Why does someone do that? (rape or incest)

There is no one reason. It is complicated. However, it is clear that anyone who would violate another person sexually has serious problems and needs help. The important points for you to remember are that crimes such as rape and incest are:

- *wrong*
- *against the law*
- ***never*** *the victim's fault*

How often does this happen? (incest)

Fortunately, most adults would never even think about sexually violating someone. But if this happens to you or to someone you know, help is available.

Types of Sexual Violence

Sexual violence is sexual behavior that is unwanted, forced, or tricked.

Exposure

Looking at someone's naked body or private parts

Showing a private part

Touching

Touching another's private parts

Being forced to touch another's private parts (over or under clothing)

Penetration

Using a penis, finger, tongue, or object to penetrate (enter into) another person's body

(Example: rape)

Sexual violence is wrong and against the law!

Sexual Violence

Directions: Use this handout to take notes and write down any information you think is important to know.

Define sexual violence.

Give one example of each type of sexual violence.

Exposure

Examples

Touching

Examples

Penetration

Examples

After viewing the *Gonna Make It* DVD, answer the following questions.

- What was your reaction to this DVD?

Sexual Violence (continued)

- Why is it important to study sexual violence?

Identify short-term and long-term effects of sexual violence on victims.

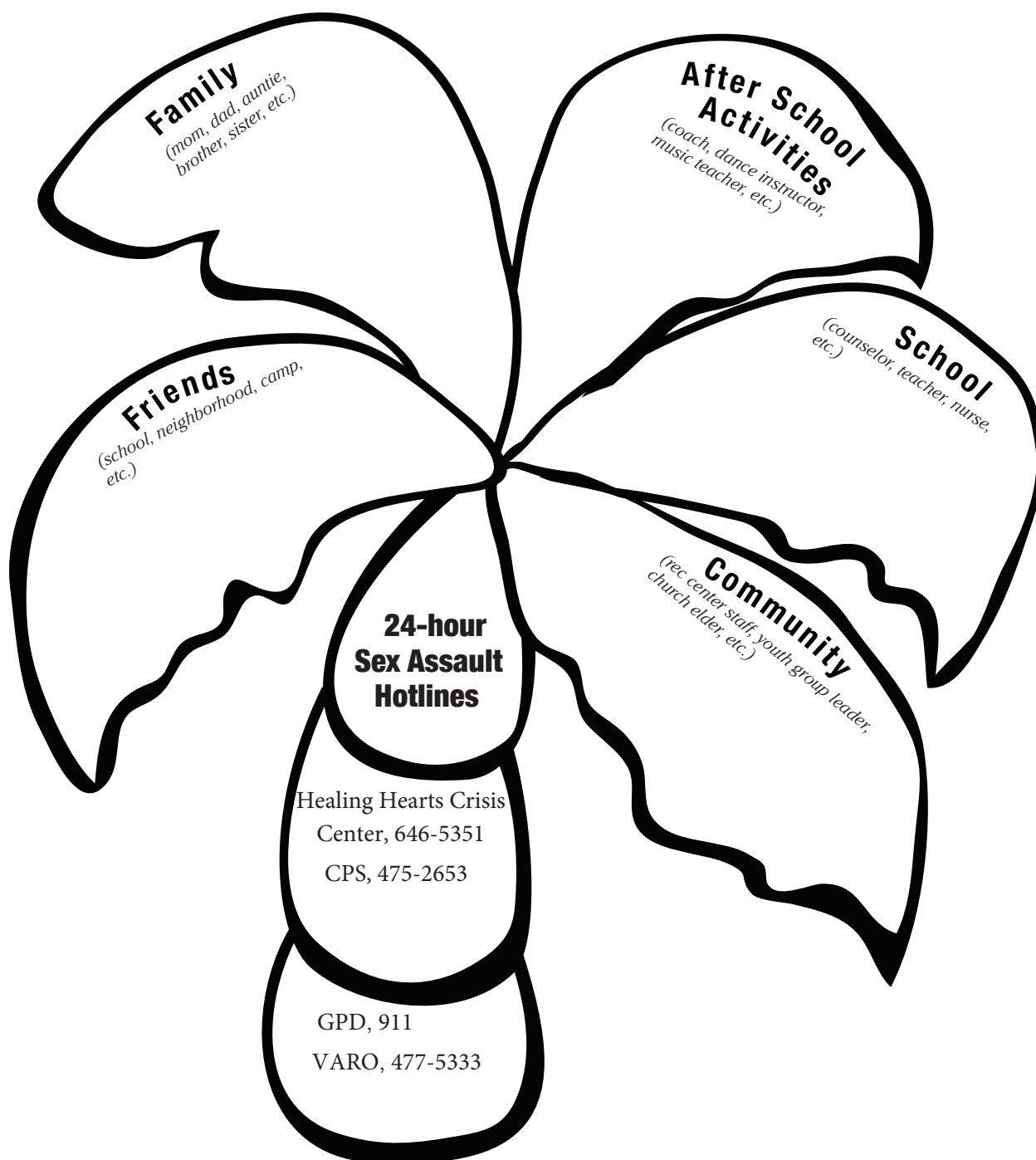
Examples of short-term effects:

Examples of long term effects:

Name: _____

Trongkon Familia ("Family Tree")

Directions: Take a moment to think about all of the people in your life that you feel you can talk to. On the palm tree's fronds, write the names of people you trust for support or help with a problem. If possible, provide at least one name for each of the categories.



Name: _____

Familia/Family Interview

1. Pick one person from your *familia/family* to talk to about sexual violence. Explain to that person that he or she is part of your *familia/family*.
2. Tell that person about what you learned in class today and how important it is to tell someone and get help if you or someone you care about is ever a victim of sexual violence.
3. Ask how he or she could help if you came to him or her with a problem about sexual violence. Check all that apply:
 - ☐ Really listening to what I have to say.
 - ☐ Staying calm even though you may be angry, shocked, or upset.
 - ☐ Telling me how brave I was to tell you.
 - ☐ Believing me and telling me so.
 - ☐ Telling me it isn't my fault.
 - ☐ Letting me tell you as much or as little as I feel comfortable doing.
 - ☐ Going with me to talk to a sex abuse counselor.
 - ☐ Helping me file a police report.
 - ☐ Being there for me.

After you have completed the interview, have your *familia/family* member sign the form below.



.....
Detach here.

The *familia/family* member I interviewed was from my (circle one)

family

community

church

friends

school

after-school activities

Signature (*ohana* member)

Date

My name

Date

What Is Sexual Violence?

Directions

Fill in the blanks with correct answers.

1. Sexual violence is defined as _____.
2. There are three main types of sexual violence. Identify each type of behavior and give one example of each.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Sexual violence is against the _____.
4. Sexual violence is _____ the victim's fault.
5. Three short-term effects of sexual violence on victims are

6. Three long-term effects of sexual violence on victims are

7. If the first person a victim of sexual violence goes to cannot help, the victim should

What Is Sexual Violence?

Directions

Fill in the blanks with correct answers.

1. Sexual violence is defined as **sexual behavior that is unwanted, forced, or tricked.**
2. There are three main types of sexual violence. Identify each type of behavior and give one example of each.

Exposure: **Looking at someone's naked body or private parts**
(peeping tom); showing a private part (flashing).

Touching: **Touching another's private parts or being forced to touch**
another's private parts (over or under clothing).

Penetration: **Rape. (Using a penis, finger, tongue, or object to enter**
another person's body.)

3. Sexual violence is against the **law**.
4. Sexual violence is **never** the victim's fault.
5. Three short-term effects of sexual violence on victims are
fear, anger, sadness, feeling powerless, moodiness, trouble sleeping/nightmares,
changes in appetite

6. Three long-term effects of sexual violence on victims are
depression, low self-esteem, difficulty trusting others, drug abuse, eating disorders

7. If the first person a victim of sexual violence goes to cannot help, the victim should
keep telling until he or she finds someone who can help

Identifying Sexual Violence

Sexual Violence is sexual activity that is unwanted, forced, or tricked.

Sexual Violence can include *exposure*, *touching* and *penetration*.

Directions:

- Read the following scenarios and indicate whether or not you think an act of sexual violence occurred (circle “yes,” “no,” or “unsure”)
- If yes, write what type of sexual violence it is.
- Explain why you think it is or is not sexual violence.

Scenario 1:

Cynthia’s stepfather walks in on her while she’s taking a shower. She’s told him to stop, but he continues to do it. He always acts like it’s an accident, but it has happened on several occasions.

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Scenario 2:

Layla’s sister walks in on her while she is taking a shower. Often it’s to use the bathroom or to brush her teeth. Neither one has ever had a problem with this habit.

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Scenario 3:

Lea and her older cousin Kimo play around a lot. One day when they’re rough-housing, Kimo starts grabbing Lea’s private parts, she tells him to stop, but he doesn’t listen.

Identifying Sexual Violence (continued)

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Scenario 4:

After school Alex, an 8th grader, goes to the teen center and works out in the gym. Mike, a junior in high school, is usually there, and he often flashes his private parts at Alex when he sees him in the changing room. Alex laughs it off so it looks like he doesn't care, but in truth, he hates it when Mike does that.

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Scenario 5:

Damian wants to kiss Lisa, who he has been hanging out with at lunch time and after school. Lisa agrees to go to the movies with Damian and once there, Damian leans over and tries to kiss Lisa on the lips. She is surprised and says "no way!"

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Scenario 6:

At a college graduation party Ann and Rob celebrated with champagne and talked about the classes they had together over the years. They ended up alone in one of the fraternity rooms, and once inside, Rob locked the door. Ann was too shocked and scared to fight back as Rob forced her to have sex.

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Identifying Sexual Violence (continued)

Scenario 7:

Danielle's uncle comments on how her body has been changing. Sometimes she catches him staring at the private areas of her body. Lately when he hugs her his hand touches her butt. She's never said anything, but feels really uncomfortable and can't tell if it's an accident or on purpose.

Is this sexual violence? Yes No Unsure If yes, what type: _____

Explain your answer: _____

Make it Respectful:

Choose one scenario that was an example of sexual violence and rewrite it so that the offender shows respect, and so that it is no longer an example of sexual violence.

Identifying Sexual Violence

Sexual Violence is sexual activity that is unwanted, forced, or tricked.

Sexual Violence can include *exposure*, *touching* and *penetration*.

Directions:

- Read the following scenarios and indicate whether or not you think an act of sexual violence occurred (circle “yes,” “no,” or “unsure”)
- If yes, write what type of sexual violence it is.
- Explain why you think it is or is not sexual violence.

TEACHER'S GUIDE:

As you review the answers, ask questions to clarify that students understand what distinguishes sexual violence (SV) from other behavior and allow them to be in the position of teaching/telling you why a situation is or is not sexual violence.

Many of the talking points include times when the teacher is playing Devil's Advocate (DA); this allows students to identify the correct information. These times are noted in the talking points with “DA.”

All scenarios of sexual violence can be followed up with “How do you think (the victim) feels? What could (the victim) do?”

Scenario 1:

Cynthia's stepfather walks in on her while she's taking a shower. She's told him to stop, but he continues to do it. He always acts like it's an accident, but it has happened on several occasions.

Is this sexual violence? Yes No Unsure If yes, what type: Exposure

Explain your answer: **Cynthia is uncomfortable and she asked him to stop, so her stepfather's actions are unwanted. He is looking at her during a private time. He continues even after she said stop.**

Talking points:

Devil's Advocate (DA): Why is it SV? He isn't physically injuring her. He isn't even touching her.

Answer: SV isn't just physical. Cynthia is uncomfortable; exposure can be just as hurtful and disrespectful as physical contact.

Identifying Sexual Violence (continued)

Scenario 2:

Layla's sister walks in on her while she is taking a shower. Often it's to use the bathroom or to brush her teeth. Neither one has ever had a problem with this habit.

Is this sexual violence? Yes ☒ No ☐ Unsure ☐ If yes, what type: _____

Explain your answer: ***It's not SV because Layla is ok with it. She seems to be comfortable with her sister's presence.***

Talking points:

DA: This scenario is similar to the first scenario, so why isn't this sexual violence?

Answer: Because Layla is ok with it.

Note: Students often say it's ok because it involves family members, but that is not why this is ok. Students may also say it's ok because it's between two women, but that is not why this is ok. Sexual violence happens between family members as well as people of the same gender.

Scenario 3:

Lea and her older cousin Kimo play around a lot. One day when they're rough-housing, Kimo starts grabbing Lea's private parts, she tells him to stop, but he doesn't listen.

Is this sexual violence? ☒ Yes ☐ No ☐ Unsure ☐ If yes, what type: ***Touching***

Explain your answer: ***This is SV because Kimo is touching Lea's private parts and he does not stop when Lea asks him to.***

Talking points:

DA: What if Kimo is only playing around, is that ok?

Answer: No.

DA: Is it still SV if he isn't trying to be sexual?

Answer: Yes, it is SV because it's touching of private parts and it's unwanted.

How do you think Lea feels about her cousin not listening to her about her own body?



Identifying Sexual Violence (continued)

Scenario 4:

After school Alex, an 8th grader, goes to the teen center and works out in the gym. Mike, a junior in high school, is usually there, and he often flashes his private parts at Alex when he sees him in the changing room. Alex laughs it off so it looks like he doesn't care, but in truth, he hates it when Mike does that.

Is this sexual violence? ☒ Yes ☐ No ☐ Unsure If yes, what type: Exposure

Explain your answer: **This is SV because Mike's behavior is sexual in nature, unwanted, and really bothers Alex.**

Talking points:

DA: Is this SV even if Alex doesn't say anything to Mike? What might make it difficult for Alex to say something to Mike to let him know he's uncomfortable? What could Alex do in this situation, despite the discomfort? Whose responsibility is it to stop the unwanted behavior? (Mike's)

Scenario 5:

Damian wants to kiss Lisa, who he has been hanging out with at lunch time and after school. Lisa agrees to go to the movies with Damian and once there, Damian leans over and tries to kiss Lisa on the lips. She is surprised and says "no way!"

Is this sexual violence? Yes ☒ No ☐ Unsure If yes, what type: _____

Explain your answer: **This is not SV if Damian stops what he is doing when Lisa says "no way" to him.**

Talking points:

DA: If Lisa is going to the movies with Damien, should he expect he can kiss her?

Answer: No.

DA: What if he pays for the movie and calls it a date?

Answer: No.

DA: If Damien wants to kiss Lisa, what should he do before he tries to kiss her? Answer: Ask. If she says, "No" and he stops, then it is not sexual violence.

Identifying Sexual Violence (continued)

Scenario 6:

At a college graduation party Ann and Rob celebrated with champagne and talked about the classes they had together over the years. They ended up alone in one of the fraternity rooms, and once inside, Rob locked the door. Ann was too shocked and scared to fight back as Rob forced her to have sex.

Is this sexual violence? ☒ Yes ☐ No ☐ Unsure If yes, what type: Penetration/rape

Explain your answer: It is SV because it is forced and unwanted sexual activity.

Talking points:

DA: If Anne didn't fight back, why is it still considered SV? What might be some of the reasons Anne didn't physically or verbally fight back?

Answer: Shock, fear, intimidation, not wanting to draw attention to what is happening, trying to pretend it's ok, denial, fear for her safety, belief that her efforts to fight wouldn't make a difference and make it worse since Rob isn't being respectful in the first place.

DA: Anne was drinking alcohol at the party. Is she partly to blame for what happened because she was drinking?

Answer: No. Anne is not at fault for Ron's behaviors and his decision to sexually assault her.

Scenario 7:

Danielle's uncle comments on how her body has been changing. Sometimes she catches him staring at the private areas of her body. Lately when he hugs her his hand touches her butt. She's never said anything, but feels really uncomfortable and can't tell if it's an accident or on purpose.

Is this sexual violence? ☒ Yes ☐ No ☒ Unsure If yes, what type: Touching

Explain your answer: Her Uncle's behavior seems inappropriate and makes Danielle feel uncomfortable. If she tells him to stop and he doesn't then it is sexual violence.



Identifying Sexual Violence (continued)

Talking points:

DA: Is it ok if it's a family member who is doing the touching or overstepping boundaries?

Answer: No

DA: How might Danielle feel when her Uncle makes those comments? Could words alone be SV?

Answer: Yes, and we will address sexual harassment more later.

DA: What could Danielle do to protect herself?

Make it Respectful:

Choose one scenario that was an example of sexual violence and rewrite it so that the offender shows respect, so that it is no longer an example of sexual violence.

Share Your Knowledge

Sharing knowledge about sexual violence can help protect others. Write a letter informing someone about sexual violence. Include the definition, key facts, and what she or he can do if it happens.

Date _____

Dear _____,

[illegible]

Your Friend,

Accessing Information

Use the website <http://gbhwc.guam.gov/services/healing-hearts-crisis-center> to find the following information (and class discussions).

HEALING HEARTS CRISIS CENTER

1. The Healing Hearts Crisis Center's number is: _____
2. The Healing Hearts Crisis Center's hotline number is: _____
3. When can you call the hotline? _____
4. Who can call The Healing Hearts Crisis Center? _____

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

List three things you can do if you are sexually assaulted.

1. _____
2. _____
3. _____

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED: FAQ's for Teens

1. Why do teachers, doctors, or school counselors have to call the police if a teen tells them they have been sexually assaulted by someone living with them? _____

2. Can I call the hotline if I am only 11 years old? _____
3. How old do you have to be to get medical care or counseling without your parent's permission? _____

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

Dealing with the Trauma of Sexual Assault

Describe three "normal reactions" someone who is sexually assaulted may have.

1. _____
2. _____
3. _____

Accessing Information (continued)

SERVICES

1. The four prongs of the HHCC program are: _____;
_____; _____; and
_____ to coordinate services, and referrals for counseling, legal assistance
and other services that may be needed.
2. Child Forensic Interviews/Multi-Disciplinary Team Interviews are conducted for victims between _____
and _____ years of age.
3. HHCC works in partnership with different agencies such as the _____,
_____, _____,
_____ and _____ to provide a neutral location
to interview the patient on a one-time basis to avoid repetitive questions with the different agencies.

INFORMATION ON SEXUAL VIOLENCE: CHILD SEXUAL ABUSE

Define grooming. _____

List 3 ways offenders can groom children.

1. _____
2. _____
3. _____

INFORMATION ON SEXUAL VIOLENCE: DANGERS ONLINE

1. "About one in _____ [youth age 10-17] received a sexual solicitation or approach over the Internet in the last year."
2. "It is estimated that _____ young people age 10 – 17 get propositioned online each year."
3. How do "sexual predators" (sex offenders) benefit from social networking sites like myspace.com? How do predators use these sites? _____

4. Cyberbullying is online _____.



Accessing Information

Use the website <http://gbhwc.guam.gov/services/healing-hearts-crisis-center> to find the following information (and class discussions).

HEALING HEARTS CRISIS CENTER

1. The Healing Hearts Crisis Center's number is: 647-5351
2. The Healing Hearts Crisis Center's hotline number is: 647-8833/647-8834
3. When can you call the hotline? Anytime day or night (24 hours)
Who can call Healing Heart Crisis Center? Everyone: adults and young children, *elderly and teenagers, both females and males.*

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

List three things you can do if you are sexually assaulted.

1. ***Go to a safe place and reach out to someone you trust for help and support.***
2. ***If you wish, you can call 911 to report the sexual assault to the police.***
3. ***Call the Healing Hearts Crisis Center: 647-5351***

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED: FAQ's for Teens

1. Why do teachers, doctors, or school counselors have to call the police if a teen tells them they have been sexually assaulted by someone living with them? ***They are required by law to notify the police and Child Welfare Services. These laws aim to protect children and adolescents and make sure that young people who are being abused get the help they need.***
2. Can I call the hotline if I am only 11 years old? ***yes***
3. How old do you have to be to get medical care or counseling without your parent's permission? ***14***

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

Dealing with the Trauma of Sexual Assault

Describe three "normal reactions" someone who is sexually assaulted may have.

1. ***They may feel shocked, confused, overwhelmed, and unprepared to deal with the many thoughts and emotions that arise.***

Accessing Information (continued)

2. *They may feel like their mind has detached from their body and it's just watching what their body is doing.*
3. *They can't eat, can't sleep, or are afraid to do things that used to come naturally.*

SERVICES

1. The four prongs of the HHCC program are: Administrative; Medical; Social Work; and Community Outreach and Public Awareness.
2. Child Forensic Interviews/Multi-Disciplinary Team Interviews are conducted for victims between 3 and 15 years of age.
3. 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.

INFORMATION ON SEXUAL VIOLENCE: CHILD SEXUAL ABUSE

Define grooming. *Grooming is the process used by the offender to recruit and prepare a child for sexual victimization.*

List 3 ways offenders can groom children.

1. *Spending time with them, playing games with them, showing them special attention or giving them gifts.*
2. *Offer drugs or alcohol to older children or teens.*
3. *Through frequent contact, positive interactions and by conveying to the child or teen that they "understand" or can appreciate their interests and concerns.*

INFORMATION ON SEXUAL VIOLENCE: DANGERS ONLINE

1. "About one in 7 [youth age 10-17] received a sexual solicitation or approach over the Internet in the last year."
2. "It is estimated that several million young people age 10 – 17 get propositioned online each year."
3. How do "sexual predators" (sex offenders) benefit from social networking sites like myspace.com? How do predators use these sites? *They provide sexual predators with a wealth of personal information on thousands of children and provide access to the most vulnerable children. Sexual predators use social networking sites and chat rooms to hide their own true age, identity and motives for interaction. They*



Accessing Information (continued)

spend time building trust with their victims by appearing “cool,” concerned and understanding. In time, through manipulation and increased knowledge of the victim, predators start to introduce sexual topics and the possibility of meeting the youth face-to-face.

4. Cyberbullying is online harassment.

The Facts and Staying Safe



Overview

Students engage in a “chicken dance” activity to help them understand how sex offenders use power and control to trick victims, listen to a scripted role-play about personal boundaries being crossed, and discuss ways to stay safe in risky situations.



Guam Content and Performance Standards

Health Education Standard 1, Core Concepts

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

Topic

Promoting Safety and Preventing Violence and Unintentional Injury

Benchmark: (MS.1.1): Analyze the relationship between healthy behaviors and personal health.

Benchmark: (MS.1.2): Analyze interrelationships between physical, mental/emotional, and social health.

Benchmark: (MS.1.4): Describe ways to reduce or prevent injuries and other adolescent health problems.

Benchmark: (MS.1.5): Explain how appropriate health care can promote personal health.

Benchmark: (MS.1.6): Describe the benefits of and barriers to practicing healthy behaviors.

Benchmark: (MS.1.7): Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.8): Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.9): Explain interrelationships between behaviors, functions of the body, and overall health.

Benchmark: (MS.1.10): Explain key health terms and concepts.



Assessment

Tasks

Students will explain that sexual violence can happen to anyone.

Students will identify tactics that sex offenders use.

Students will describe steps to stay safe in risky situations.

Tools

Students will describe at least two realistic steps they would take to help stay safe in a risky situation.



Materials and Preparation

Copy student tools (one page for each student):

- **Mr. Jones Role-play**
- **Protect Yourself!** Student Handout

Choose extra assessment tools (as needed)

- **Facts and Fiction about Sexual Violence** Student Worksheet
- **Enrichment Activities**
- **Share the Truth** Student Letter
- **Review of Lesson 2** Student Worksheet

Review:

- **Responses to Common Questions** Teacher Aid
- **Facts and Fiction about Sexual Violence** Teacher Fact Sheet

Time:

One 45–55 minute class period



Active Learning Opportunities

1. Review the previous lesson.

If a week or more has passed between Lesson 1 and Lesson 2, briefly review guidelines for a respectful classroom environment.

At a minimum, the list should include guidelines such as:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually abused, and I wondered ...," ask, "Is it true that a person who has been sexually abused ...?")
- No put downs, teasing, name calling, etc.

Lesson 1 Key Concepts

With participation from student volunteers, restate the key concepts from Lesson 1.

- Sexual violence is sexual behavior that is unwanted, forced, or tricked.
- Sexual violence includes exposure, touching, and penetration.
- Sexual violence is serious and causes harm.
- Sexual violence is *never* the victim's fault.
- Keep telling. It is important for a victim of sexual violence to tell someone and get help. If the first person a victim talks to cannot help, the victim needs to continue choosing another trusted person until he or she finds someone who *can* help.

2. Explain facts about sexual violence.

Teacher Fact Sheet: **Facts and Fiction about Sexual Violence**

Read aloud each statement from the teacher fact sheet. After each statement, ask for volunteers to stand up if they think the statement is true. Ask students who correctly identify a false statement to provide accurate information. Use the teacher fact sheet to provide additional information and clarify any misconceptions.

After the true/false exercise, emphasize that accurate information will help victims:

- recognize sexual violence if it happens to them

- realize it is not their fault
- take action

Say to students:

If we think that only strangers hiding out in alleys or violent criminals are offenders, then we might not recognize or believe that someone we know could commit sexual violence. In fact, most of the time the victim and offender know each other.

3. Students identify tactics that sex offenders use.

Ask students if they would like to participate in a stretching exercise.

First, ask them to get up and stand next to their desks. Next, ask them to stretch their arms up to the ceiling and then stretch them out (airplane-wing style). When everyone has done so, ask students to lift up one leg and bend it at the knee. While students keep their leg bent, ask them to bend both arms at the elbow, tuck their thumbs in their armpits, and slowly flap their arms up and down. Then ask them to repeat this same movement very fast three times. (Students resemble chickens flapping their wings and most students find this amusing.) After a moment, tell students they can stop and sit down.

After the class is seated, ask:

Why did you participate in the previous exercise (the chicken dance)?

(Because you asked us to; we were tricked into thinking it was just a typical stretching exercise; we're supposed to do what teachers ask because of their age and their role.)

Explain that we usually listen to people who play important roles in our lives and people whom we trust. Such people have the power to influence the way we act or think.

Ask students:

What are some examples of other people who might influence you, people you tend to listen to?

(parents, friends, coaches, older brothers or sisters, etc.)

Explain that it's usually a good idea for students to listen to parents, coaches, etc., and do as they ask or advise. Emphasize that these people usually act in their best interest. However, a very small percentage of people use their position of trust or authority—their power—to *trick* others into unwanted

sexual activity. They do not respect the other person's right to make decisions about his or her own body.

Explain to students that offenders do *not* always use physical force to commit sexual violence. In fact, offenders often trick their victims in other ways, such as pressuring or threatening them or bribing them with special attention or gifts.

Ask students to think about the *Gonna Make It* DVD from Lesson 1. Then say to students:

How do you think the father might have tricked his daughter in the video?

(told her she had no choice; threatened to hurt her if she spoke up; told her no one would believe her, etc.)

How was the college student tricked by her date?

(He got her drunk; took her to a place where there was no one to help her, etc.)

4. Students role-play.

Student Handout: **Mr. Jones Role-play**

Distribute the **Mr. Jones Role-play** handout.

Explain to students that the next activity, a role-play, will help them learn what to do if someone tries to trick them into unwanted sexual activity. The first role-play, the Keoni version, highlights the fact that males—not just females—can be tricked. Ask for volunteers to read the parts of Keoni (the victim) and the Narrator.

Let students know you will be putting on the “Mr. Jones hat” for this exercise and that you will read the role of Mr. Jones (the offender).

Say to students:

As you listen to the role-play, put yourself in the role of Keoni. At what point do you get an “uh-oh” feeling? How do you feel as the role-play unfolds?

Have volunteers read their parts.

Use the following questions to guide discussion.

Mr. Jones crossed the lines of respect and personal boundaries in this role play. When did you first get that “uh-oh” feeling about him?

Did Keoni communicate his discomfort/displeasure firmly and clearly to Mr. Jones?

Why was it hard for Keoni to speak up, take action?

(imbalance of power between a young person and an adult; long-standing, trusted relationship with Mr. Jones, \$20.00 an hour would be a lot of money to give up, etc.)

Note: If time permits, repeat the process using the second role-play, the Dana version. In addition, an alternative approach to this activity is to have students read the role-play to themselves, then discuss it in small groups or as a class.

5. Students identify ways to protect themselves.

Student Handout: Protect Yourself!

Distribute the **Protect Yourself!** student handout.

Briefly review the handout with students. Emphasize that paying attention to that “uh-oh” feeling, taking action, and asking for help are steps everyone can take to help stay safe from sexual violence.

Direct students to look again at the **Mr. Jones Role-play** handout.

Instruct them to circle the parts where they felt that Mr. Jones crossed the line (the parts where they experienced that “uh-oh” feeling). Ask students to put a number from the Reaction Scale next to each circle to indicate how uncomfortable they would have felt if they were Keoni/Dana. Explain that the Reaction Scale measures their “gut feelings.”

Have students underline what Keoni/Dana did or said to “Take Action.” Emphasize that even small things, such as looking the other way, are forms of taking action.

Have students use the **Protect Yourself!** handout to take notes during the following discussion. Ask students:

What other realistic actions could Keoni have taken?

(clearly and firmly communicating NO; telling Mr. Jones his conversation made him feel uncomfortable/is out of line/inappropriate; moving Mr. Jones’ hand away and firmly saying “Don’t touch me”; looking Mr. Jones steadily in the eye and firmly saying “I’ll tell my parents”; staying calm until an opportunity arose to get away; pretending to need to use a restroom, getting out of the car at a busy gas station or mini-mart, and calling parents; etc)

Note: Students sometimes suggest actions such as “Punch the guy out” or “Call 9-1-1 right away.” Explain that while we might want to hit back when someone crosses our personal boundaries or call the police right away, it might not always be the best thing to do. In this case, it might be more realistic to immediately report what happened to a parent or another trusted adult who can help us to decide what to do next.

Explain to students that there is no single “right” way to take action. The action a person will take depends on the situation. Emphasize that even when victims don’t know what to do or are afraid to take action, they are *never* at fault for what happens to them.

Ask:

Where might Keoni go for help?

Remind students of the *Trongkon Familia* (“*Family Tree*”) they created in Lesson 1. Emphasize to students that if the first person on the *Trongkon Familia* (“*Family Tree*”) cannot help, students should select another person from the list and tell that person what has happened. Students should continue choosing another trusted person until they find someone who *can* help.



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?

For teacher use only. Do not distribute to students.

Responses to Common Questions

These student questions or concerns may arise in response to the material in Lesson 2.

If a girl or a woman wears very sexy clothes, isn't she partly to blame if she gets raped (sexually assaulted)?

*No. The victim is **never** at fault. Everyone has the right to wear what he or she wants. People may wear certain clothes because they think it looks good or because it's in fashion, but no one ever "asks for" or deserves to be raped. The offender is always 100 percent at fault.*

Isn't it true that people sometimes lie about being raped?

*It can happen, but data from the Department of Justice Statistics show that lying about rape is very rare. In fact, rape is the most **unreported** serious crime. Reporting it is difficult for victims. Victims often fear that the offender may harm them in some way if they report it, or they may be embarrassed about having the private details of their life made public, or they may be afraid that others might blame them for what happened.*

For teacher use only. Do not distribute to students.

Facts and Fiction about Sexual Violence

1. One in ten girls will be sexually abused before age 18. **False**
 - One in six girls will be sexually abused before age 18.
 - Boys can be victims too. One in sixteen boys will be sexually abused before age 18.
2. Only young, attractive females are victims of sexual violence. **False**
 - *Anyone* can be a victim of sexual violence—anyone of either gender or any age (even elderly people are victims of sexual violence).
3. Most sex offenders are mentally ill and assault others in isolated places, such as dark alleys. **False**
 - An offender can be *anyone*, even people who don't seem dangerous.
 - Most offenders are males, but they can also be females. They can be any age, even someone close to your age.
 - While a sexual assault can happen in an isolated place, that's not usually the case. They usually happen in familiar places like someone's home.
4. Offenders usually use weapons to commit sexual violence. **False**
 - More often, offenders trick their victims in other ways, such as pressuring, frightening, or threatening them.
5. Most victims are sexually abused by someone they know and trust. **True**
 - An offender can be a friend, relative, neighbor, an adult who works with kids, etc.
 - About 80 percent of the time, the victim knows the offender.

Note: If students express concern that they are now afraid or feel distrustful of others, assure them that most people would never think of sexually abusing another person. Most people are safe to be around. It is a relatively small number of people who sexually abuse another person.

6. Sexual violence happens because the offender cannot control his or her desire for sex.

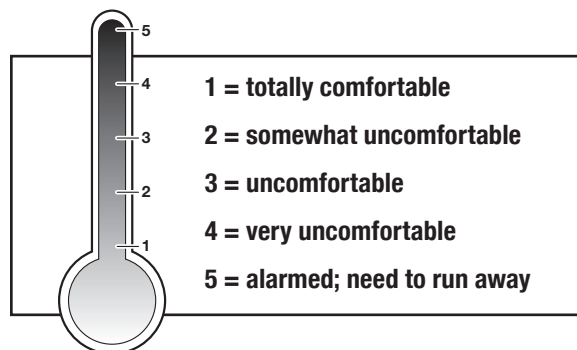
False

- Although sexual violence involves sexual activity, it's really about power and control. The offender uses his or her power in a sexual way to control and violate (or harm) another person's body.

*Note: Students often believe that offenders' primary motive is a desperate need for sex. Students may also believe that offenders cannot control themselves because the victim was attractive and/or dressed provocatively. See **Responses to Common Questions** for responses to this myth.*

Mr. Jones Role-play

Reaction Scale



Keoni

Narrator: Mr. and Mrs. Jones are best friends with the parents of Keoni. The two sets of parents have been best friends since Keoni was little. The Joneses have hired Keoni to do their yard work at \$20.00 an hour! Keoni is really excited because he is saving money to buy a guitar. Mr. Jones always gives Keoni a ride home after he's done working in the yard. One day Mr. Jones starts saying and doing things that make Keoni feel kind of weird.

Mr. Jones: Hey, Keoni. Thanks for all the great work you did in the yard today.

Keoni: No problem. It's fun and it's good exercise. And thanks for paying me \$20 bucks an hour! I'd never make that much anywhere else. It'll really help toward paying for the guitar I want to get.

Mr. Jones: You are growing up so fast. I remember when you used to run through the sprinklers naked. You sure were a rough and tumble kid.

Keoni: *(Laughs)* Yeah, well, that was a long time ago ... Hey, I saw this guitar on eBay I want to bid on. It's this '57 Fender that's in top condition.

Narrator: The traffic light turns red. Mr. Jones reaches over and puts his hand on Keoni's shoulder.

Mr. Jones: You're really turning into a strong young man, Keoni. I bet you're seeing changes all over your body!

Narrator: Mr. Jones glances down at Keoni's lap. The traffic light turns green and Mr. Jones keeps driving. He takes one hand off of the wheel and reaches over and runs his hand through Keoni's hair. Keoni turns away and looks out his side window.

Mr. Jones Role-play (continued)

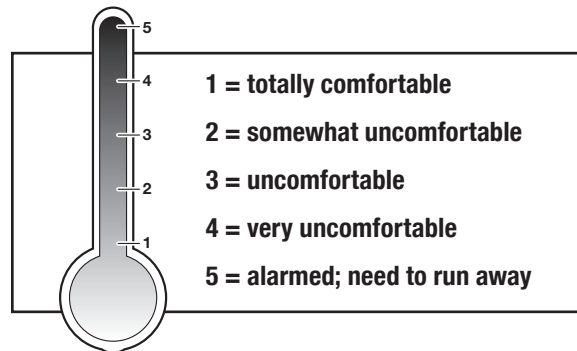
Mr. Jones: What's wrong, Keoni? We've known each other a long time. Relax ...

Narrator: They continue driving for a while before coming to another stoplight. Mr. Jones reaches over again and starts to massage Keoni's neck. Keoni brushes Mr. Jones's hand away and looks down.

Mr. Jones: Hey, Keoni, I just installed some new gym equipment at my house. You could come by this weekend and we could work out. I'd be happy to spot you

Keoni: Um. No thanks, Mr. Jones. Hey, here's my house. 'Bye.

Reaction Scale



Dana

Narrator: Mr. and Mrs. Jones are best friends with the parents of Dana, the babysitter. The two sets of parents have been best friends since Dana was little. The Joneses have hired Dana to baby-sit their little daughter Emily at \$20.00 an hour! Dana is really excited because she is saving up money to buy a computer. Mr. Jones always gives Dana a ride home after babysitting. One day Mr. Jones starts saying and doing things that make Dana feel kind of weird.

Mr. Jones: Hey, Dana. Thanks for babysitting tonight.

Dana: No problem. Emily's so easy to baby-sit. Besides, she's practically like my little sister. And thanks for paying me \$20 bucks an hour! I'd never make that much anywhere else. It'll really help toward paying for the computer I want to buy.

Mr. Jones: You know, Dana, you are growing up so fast. I remember when you used to run through the sprinklers naked. You sure were cute!

Dana: (*Laughs*) Yeah, well, that was a long time ago ... I can't wait till I can go shopping for my own laptop.

Narrator: The traffic light turns red. Mr. Jones turns to Dana, smiles, and reaches over, tucking a wisp of hair behind Dana's ear.

Mr. Jones: But you're even cuter now, Dana. Do you have a boyfriend yet, now that you're getting to be so grown-up and so sexy?

Narrator: Mr. Jones puts his hand on Dana's knee. Dana squirms away and looks down, frowning.

Mr. Jones: What's wrong? We've known each other a long time, Dana. Relax ...

Mr. Jones Role-play (continued)

- Narrator:** They continue driving for a while before coming to another stoplight. Mr. Jones takes one hand off the wheel and starts rubbing Dana's shoulder and playing with her ponytail. Dana just freezes and stares ahead.
- Mr. Jones:** Hey, Dana, I have a new camera. I'd really like to try it out and take some pictures of you. We could go to the beach this weekend and I could shoot a couple rolls of film.
- Dana:** Um. I don't think so, Mr. Jones. I'm not interested in being photographed. Thanks anyway. Hey, here's my house. 'Bye.

Protect Yourself!

Directions: Use this handout to take notes and identify ways to Take Action!

Trust Your Gut!

If something feels unsafe, uncomfortable or just “not right,” **pay attention to that feeling!** Don’t ignore that gut feeling or the little voice inside of you. It’s there to help keep you safe.

Take Action!

Speak up! Say how you feel or **leave** the person or the situation. Put your safety first.

Ask for Help!

Ask others for help, whether it’s your parents, counselor, teacher, or a friend!

**You can also call a 24-hour Sex Assault
Hotline.**

Healing Hearts Crisis Center, 647-5351

Crisis Hotline: 647-8833/647-8834

Child Protective Services, 475-2672/2653

GPD, 911

Sexual violence is NEVER the victim’s fault!

Facts and Fiction About Sexual Violence

Directions:

Read the sentences below. Decide if each statement is true or false. Write in information about the truth as you learn it.

1. One in ten girls will be sexually abused before age 18.

TRUE

FALSE

Facts: _____

2. Only young, attractive females are victims of sexual violence.

TRUE

FALSE

Facts: _____

3. Most sex offenders are mentally ill and assault others in isolated places, such as dark alleys.

TRUE

FALSE

Facts: _____

4. Offenders usually use weapons to commit sexual violence.

TRUE

FALSE

Facts: _____

5. Most victims are sexually abused by someone they know and trust.

TRUE

FALSE

Facts: _____

Enrichment Activities for Lesson 2: Promote the Truth!

1. Share the Truth Letter to a Friend

Ask students to write a letter to someone they care about explaining the definition of sexual violence, some of the facts about sexual violence, and why knowing the truth can be helpful.

2. Promote the Truth!

Ask students to create a poster, visual or personal expression (poem, song, rap, bumper sticker etc.) to promote one of the truths about sexual violence or to support victims of sexual violence.

[Student Letter]

Share the Truth

Sharing the truth about sexual violence supports victims and helps people stay safe. In a letter, explain some of the facts about sexual violence and why knowing the truth is helpful.

Date _____

Dear _____,

[illegible]

Your Friend,

Review of Lesson 2

Facts & Fiction about Sexual Violence

Write *True* or *False* on the line next to the statement.

1. ____ Only women and girls are sexually assaulted.
2. ____ Most sex offenders are scary looking men who attack their victims in dark alleys.
3. ____ Offenders are more likely to pressure, threaten, or trick a victim than to use a weapon on them.
4. ____ Most victims are sexually assaulted by someone they know and trust.
5. ____ Most victims do something to cause the assault (i.e. because of the way they dress or act.)

In the Mr. Jones role play, Mr. Jones tried to trick the young person (Keoni & Dana) into unwanted sexual talk and unwanted touching. What are two things you could do to protect yourself if you were faced with a similar situation?

1. _____
2. _____

The following are newspaper headlines. Based on the facts that you have learned about sexual violence, which two headlines represent the more common types of sexual violence?

1. *High School Student Sexually Assaulted by Escaped Convict*
2. *Six Year Old Boy Sexually Abused By Family Friend*
3. *Woman Reports Being Raped by Her Date*
4. *College Student Raped at Gunpoint*

Review of Lesson 2

Facts & Fiction about Sexual Violence

Write *True* or *False* on the line next to the statement.

1. **F** Only women and girls are sexually assaulted.
2. **F** Most sex offenders are scary looking men who attack their victims in dark alleys.
3. **T** Offenders are more likely to pressure, threaten, or trick a victim than to use a weapon on them.
4. **T** Most victims are sexually assaulted by someone they know and trust.
5. **F** Most victims do something to cause the assault (i.e. because of the way they dress or act.)

Talking points #5:

It is never the victim's fault. No one chooses to be sexually violated. The offender is 100% at fault.

In the Mr. Jones role play, Mr. Jones tried to trick the young person (Keoni & Dana) into unwanted sexual talk and unwanted touching. What are two things you could do to protect yourself if you were faced with a similar situation?

1. ***Tell Mr. Jones that I don't like being spoken to that way and that I do not want him to touch me.***
2. ***Tell my family, teacher, counselor, etc. what happened so they can help me.***

The following are newspaper headlines. Based on the facts that you have learned about sexual violence, which two headlines represent the more common types of sexual violence? Answer: #2 and #3

1. *High School Student Sexually Assaulted by Escaped Convict*

Talking points:

Most victims of sexual violence are not assaulted by a stranger; they are assaulted by someone they know. It is a common misconception that people who commit sexual violence are typically strangers, ex-convicts or 'crazy' people who attack at random.

2. *Six Year Old Boy Sexually Abused By Family Friend*

Talking points:

90% of child victims are abused by someone they and their family know. In addition, not just females can be assaulted; boys and men can be victims too.

3. *Woman Reports Being Raped by Her Date*

Talking points:

The majority of people who are sexually assaulted are abused by someone they know.

4. *College Student Raped at Gunpoint*

Talking points:

Few offenders use weapons such as knives and guns during the assault. Sexual violence is a crime of power and control. The offender more often tricks, threatens or pressures the victim.

Respecting Personal Boundaries



Overview

Students engage in an activity to help them identify their physical personal boundaries in a school setting, complete a handout that illustrates how personal boundaries can vary depending upon the situation, and listen to a scripted role-play about appropriate ways to communicate personal boundaries.



Hawai'i Content and Performance Standards III

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: (MS.7.1): Explain the importance of assuming responsibility for personal health behaviors.

Benchmark: (MS.7.2): Demonstrate healthy practices and behaviors that will maintain and improve the health of self and others.

Benchmark: (MS.7.3): Demonstrate behaviors to avoid or reduce health risks to self and others.



Assessment

Tasks

Students will define personal boundaries.

Students will explain that personal boundaries differ from one individual to another.

Students will describe healthy ways to respond to the personal boundaries of others.

Tools

Students will define three types of personal boundaries.

Students will describe at least two ways to help determine others' personal boundaries.

Students will describe at least two personal strategies to handle the consequences of crossing someone else's personal boundaries.



Materials and Preparation

Copy student tools (one page for each student):

- **My Boundaries** Student Worksheet
- **Matt and Sue Role-play**
- **Communicating Personal Boundaries** Student Worksheet

Choose extra assessment tools (as needed)

- **Enrichment Activities**
- **Review of Lesson 3** Student Worksheet

Review:

- **Communicating Personal Boundaries** Teacher Answer Key

Time:

One 45–55 minute class period





Active Learning Opportunities

1. Review the previous lesson.

If a week or more has passed between Lesson 2 and Lesson 3, remind students of the guidelines they established for a respectful classroom environment.

Guidelines for a respectful classroom include:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually abused, and I wondered ...," ask, "Is it true that a person who has been sexually abused ...?")
- Do not put down, tease, laugh at, or call other people names, etc.

Lesson 2 Key Concepts

With participation from student volunteers, restate the key concepts from Lesson 2.

- Sexual violence can happen to anyone.
- Sex offenders don't necessarily use physical force. They often trick their victims into unwanted sexual activity by pressuring them, threatening them, or bribing them with special attention or gifts.
- If you feel uncomfortable or unsafe: Trust Your Gut. Take Action. Ask for Help.

2. Introduce the concept of boundaries.

Explain to students that the short warm-up exercise they're about to do will introduce them to the concept of physical personal boundaries.

Emphasize that students are not to speak during the exercise. However, if they feel the need to laugh, that's okay. Have students pick a partner and stand face-to-face about one arm's length away from each other. Tell students to take one small step closer. Have them continue stepping closer until they are toe-to-toe. After students have stood toe-to-toe for about five (5) seconds, tell them they may return to their seats.

Ask students:

How did you feel standing toe-to-toe with your partner?
(*uncomfortable, weird, fidgety, my space was invaded, etc.*)

Explain to students that what they are experiencing is their “gut feelings” about their physical personal boundaries. Their gut feelings, or inner voice, alerts them when someone crosses their personal boundaries. Remind them of the **Mr. Jones Role-play** in Lesson 2. Ask them to think about when they first had that “uh-oh” feeling. Explain that the “uh-oh” feeling indicated when Mr. Jones crossed personal boundaries.

Point out that the activity they just engaged in makes most people uncomfortable because such physical closeness crosses our physical personal boundaries. If students laughed during the activity, explain that laughing is a common reaction when people are nervous or uncomfortable. Freezing and looking away are other common reactions.

[tip]

If Your Class Is Rambunctious ...

An alternative activity to illustrate personal boundaries is to ask a volunteer and a partner of his or her choice to come to the front of the class. Have the volunteers face one another and step closer and closer until they are toe-to-toe, as described in the exercise above. Have the rest of the class take notes on how the volunteers reacted.

(They couldn't stop laughing. He couldn't look in her face. She was leaning away from him more and more, etc.)

Engage students in a discussion about how body language reflects our feelings.

3. Students define personal boundaries.

Student Worksheet: **My Boundaries**

Distribute the student worksheet.

Ask students:

What are personal boundaries?

(limits or lines that we don't want others to cross)

Point out that the previous exercise illustrated *physical* personal boundaries. In physical boundaries, we have limits on how close we want other people to be when we are having a conversation, standing in line, taking an elevator, sitting on a bus seat, etc. Explain that we all have other types of personal boundaries as well, such as:

- sexual boundaries
(e.g., not feeling comfortable about making out with someone)
- emotional boundaries
(e.g., not wanting to share personal information with strangers)

Have students complete the **My Boundaries** worksheet. After students have completed the worksheet, ask:

When you look at your responses on the worksheet, do you find you've circled different people for different activities?

(yes)

Why do you think that's so?

(depends on the type of relationship, how well we know the other person, how close we are, how much we trust the other person, etc.)

Emphasize that our boundaries change depending on the kinds of relationships we have with others. The more we trust a person, the more relaxed our boundaries become. For example, many of us are comfortable sharing our deepest feelings and personal experiences with a best friend. In fact, many of us define a best friend as someone we share those thoughts with. Generally, we wouldn't share the same feelings or personal information with a stranger. We also expect our best friends to keep what we tell them private.

Point out that our boundaries also differ depending on the culture we've grown up in, the culture we live in. In some cultures, for example, family and friends frequently hug one another, touch one another on the shoulder, or walk hand-in-hand, etc. In other cultures, showing physical affection—even with close relatives—may be viewed as disrespectful.

Ask students:

Since we all have different boundaries, how do we know what another person's personal boundaries are?

(Pay close attention to what others say and do—their body language. When in doubt, ask!)

Say to students:

It is important to clearly communicate what our personal boundaries are to others. It is even more important to respect the personal boundaries of others.

4. Students listen to a role-play and discuss verbal and non-verbal cues.

Student Handout: **Matt and Sue Role-play**

Explain to students that the next activity, a role-play, will highlight the importance of:

- paying attention to the clues others give us about *their* boundaries
- communicating clearly to others what *our* boundaries are
- acknowledging the feelings that may arise when we discover we have crossed another person's boundaries

Ask for volunteers to read the parts of the Narrator, Matt, and Sue. Distribute the **Matt and Sue Role-play** to volunteers only.

Have volunteers read their parts.

Use the following questions to guide discussion.

Is it common for friends to develop strong feelings for one another?

(Yes, this does happen. Friendship is a good basis for a more serious relationship.)

What were some of the verbal (spoken) and non-verbal (physical) cues (or signs) Sue gave Matt to indicate she was not interested in having a more serious relationship?

(She avoided the slow dance; after she went to the restroom headed for her girlfriends instead of Matt; slipped out from under his arm; told him no when he kissed her, etc.)

Why do you think Matt did not pick up on Sue's verbal and non-verbal cues?

(He wasn't paying attention; he only saw and heard what he wanted to see and hear; he just wanted to convince himself she was really into him, etc.)

Explain that while it is understandable for Matt to be disappointed, sad, and even angry when Sue rejected his kiss, no one has the right to disrespect another's personal boundaries.

What are some examples of appropriate ways to respond when we cross someone's boundaries or think we might have?

(Ask the person if he or she is uncomfortable and why. If you have crossed someone's boundaries, apologize right away. If you need time to cool off, it's better to say nothing and leave, etc.)

Point out that another approach is to “reframe” the situation. Explain that reframing is the ability to pull back from a situation and see it in a more positive light. In the **Matt and Sue Role-play**, Matt could have re-framed the situation by telling himself, “Sue likes me, but she’s just not interested in kissing me. That’s her right. I can’t control other people. Besides, I don’t want to kiss someone unless she wants to kiss me, too.”

Ask students:

Do girls sometimes cross boys’ personal boundaries?
(Yes, anyone can cross another person’s boundaries—boys, girls, grown-ups, too.)

5. Students identify ways to communicate about boundaries.

Student Handout: **Matt and Sue Role-play**

Student Worksheet: **Communicating Personal Boundaries**

Distribute the handout and worksheet to students.

Have students review the role-play and circle Sue’s non-verbal cues (what she *did*) and verbal cues (what she *said*) that showed she wasn’t interested in Matt as a boyfriend.

Then ask students:

What could Matt and Sue have done differently in terms of communicating their boundaries so they would have avoided their argument?

Have students complete the **Communicating Personal Boundaries** worksheet. (Allow about five to ten minutes for this activity.)

Ask for female volunteers to share their suggestions of what Matt could have done differently. Ask for male volunteers to share their suggestions of what Sue could have done differently. Write suggestions on the board. Be sure to discuss students’ answers to how Matt should have responded when Sue rejected his kiss (Question 4). Use the **Communicating Personal Boundaries** teacher answer key for additional suggestions.

After the exercise, say to students:

Misunderstandings about personal boundaries are common. If it happens to us, it is important to identify

what went wrong so we can learn from our mistakes and avoid a similar situation in the future.

Healthy relationships are based on good communication and respect. It is important to clearly communicate what our personal boundaries are and even more important to respect the personal boundaries of others.



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: _____

My Boundaries

Directions: Circle the people you would feel comfortable with for the activities below.
Circle all that apply.

Note: Since most middle school students don't have a boyfriend or girlfriend, answer what you think would be true if you did.

<u>Activities</u>	<u>People</u>			
Borrow your CD	Family	Friends	Boyfriend/Girlfriend	No One
Borrow your toothbrush	Family	Friends	Boyfriend/Girlfriend	No One
Eat off your plate	Family	Friends	Boyfriend/Girlfriend	No One
Read your e-mail	Family	Friends	Boyfriend/Girlfriend	No One
Hug you	Family	Friends	Boyfriend/Girlfriend	No One
Give you a back rub	Family	Friends	Boyfriend/Girlfriend	No One
Kiss you on the lips	Family	Friends	Boyfriend/Girlfriend	No One

Circle your answer to each of the following questions.

Did you circle different people for different activities? Yes No

Do you think your personal boundaries are the same as other people's boundaries?

Yes No

Matt and Sue Role-play

Directions: After reading the role-play, circle the things Sue *did* (non-verbal cues) and *said* (verbal cues) that showed that she wasn't interested in Matt as a boyfriend.

Narrator: Matt and Sue are in ninth grade. They have a great relationship. They talk every day at school; she laughs at his jokes; they help one another with homework. Matt realizes he'd like Sue to be more than just a friend. Here's what happens at the school dance. A slow dance has just come on.

Matt: Hey, Sue, wanna dance?

Sue: Um ... , I need to use the restroom. Maybe later.

Narrator: Instead of coming back to Matt, Sue finds a group of girlfriends. Matt walks over and stands next to Sue and tries to put his arm around her shoulder. But Sue slips out from under his arm as she pretends to straighten her hair, and she steps closer to her friends—out of his reach.

Sue: Hey, Matt. We were really talking ... and, uh ... we'd kinda like to just ... talk about stuff without a guy around. Ya' know?

Narrator: Matt gets a little annoyed and walks away. Later, Matt and Sue meet up again. They go outside of the gym to get some air. Sue sits down on a bench and Matt sits *right* next to her, so his hip touches hers. Sue shifts her position so there's some space between the two of them. Matt leans over, grabs her, and tries to kiss her on the lips.

Sue: Stop it! What are you doing, Matt?

Matt: What's wrong with you? I don't need this! You're lucky anybody would want to kiss *you*!

Narrator: Sue gets up and leaves. She feels angry, disappointed with Matt, sorry she hurt his feelings. Matt feels angry. But he also feels sad, defensive, embarrassed, and tricked.

Name: _____

Communicating Personal Boundaries

Directions: Using complete sentences, answer the following questions.

1. What are three types of personal boundaries?

2. What are three suggestions you would give Matt that would have helped him avoid crossing Sue's personal boundaries?

3. What are two suggestions you would give Sue that would have helped her to communicate more clearly what her personal boundaries were to Matt?

4. When Sue rejected his kiss, Matt became angry and defensive. What are two more appropriate ways for him to have responded?

Communicating Personal Boundaries

Directions: Using complete sentences, answer the following questions.

1. What are three types of personal boundaries?

The three types of personal boundaries are physical, sexual, and emotional boundaries.

2. What are three suggestions you would give Matt that would have helped him avoid crossing Sue's personal boundaries?

Matt should not have assumed Sue was interested in a romantic relationship.

Matt should have paid more attention to Sue's cues (e.g., not wanting to slow dance, slipping out from under his arm, moving away from him on the bench).

Matt should have asked Sue if she wanted to kiss instead of just doing it.

3. What are two suggestions you would give Sue that would have helped her to communicate more clearly what her personal boundaries were to Matt?

Sue should have said something to Matt earlier about how she felt.

She should have told him in a clear, respectful way that she didn't want him as a boyfriend.

She should not have relied on non-verbal cues, which aren't always clear.

4. When Sue rejected his kiss, Matt became angry and defensive. What are two more appropriate ways for him to have responded?

Apologize right away.

Take a deep breath and walk away.

Take time to cool off instead of blurting out hurtful remarks.

Reframe the situation.

Recognize that Sue's response was not a personal rejection—she was rejecting Matt's behavior, not him.

Enrichment Activities for Lesson 3: Respect Personal Boundaries

1. Personal Boundaries

Draw a picture that shows your personal boundaries using three different situations. For example, you can choose to draw yourself with three different people (i.e. stranger, policeman, auntie, or friend) or draw yourself with the same person in three different situations or places (i.e. school, sports practice, family event, court house, church, beach). Label each situation.

2. Promote Respect

Create a poster, picture or personal expression (poem, song, rap, bumper sticker, etc.) to promote the concept of respecting personal boundaries. For example, create a bumper sticker design using the words, “My Boundaries are Up to Me!” or create your own expression.

Review of Lesson 3

Respecting Personal Boundaries

List the 3 types of personal boundaries. Give an example of how each boundary could be crossed.

1. _____

2. _____

3. _____

Julie is walking down the hall at school. James comes up behind her and puts his arm around her shoulder. Julie tries to shrug him off but he doesn't move his arm. James tells Julie she should give him her number so he can take her on a date. Julie is really uncomfortable.

List 2 ways James can respect Julie's personal boundaries.

1. _____
2. _____

List 2 ways Julie can communicate her personal boundaries to James.

1. _____
2. _____

How can people prevent crossing others' personal boundaries?

Review of Lesson 3

Respecting Personal Boundaries

List the 3 types of personal boundaries. Give an example of how each boundary could be crossed.

1. **Physical:** When someone stands too close to you or touches you in a way that makes you feel uncomfortable.
2. **Sexual:** When someone tries to kiss you on the lips or touch your private parts and you want them to stop.
3. **Emotional:** When someone reads your personal letters or journal without your permission or talks about private things that make you feel uncomfortable.

Julie is walking down the hall at school. James comes up behind her and puts his arm around her shoulder. Julie tries to shrug him off but he doesn't move his arm. James tells Julie she should give him her number so he can take her on a date. Julie is really uncomfortable.

List 2 ways James can respect Julie's personal boundaries.

1. ***Not touch Julie unless she gives him permission.***
2. ***He can ask Julie for her number, but not tell her to give him her number.***

List 2 ways Julie can communicate her personal boundaries to James.

1. ***Remove James' arm and tell him she doesn't like it when he puts his arm around her.***
2. ***Tell James that she is not interested in him in that way and doesn't like him putting his arm around her.***

How can people prevent crossing others' personal boundaries?

****Could be any range of answers****

- ***Ask first.***
- ***Be aware of body language and signs of discomfort.***
- ***Treat others as we would like to be treated.***

Sexual Harassment



Overview

Session 1: Students discuss sexual harassment and other forms of bullying, discuss what targets can do to protect themselves, and engage in a role-play about communicating the effects of harassment.

Session 2: Students watch a documentary on bullying.

Session 3: Students role-play appropriate strategies to stop bullying and to be an ally to targets of bullying.



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

Personal Health and Wellness

Benchmark: (MS.1.1): Analyze the relationship between healthy behaviors and personal health.

Benchmark: (MS.1.2): Analyze interrelationships between physical, mental/emotional, and social health.

Benchmark: (MS.1.4): Describe ways to reduce or prevent injuries and other adolescent health problems.

Benchmark: (MS.1.5): Explain how appropriate health care can promote personal health.

Benchmark: (MS.1.6): Describe the benefits of and barriers to practicing healthy behaviors.

Benchmark: (MS.1.7): Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.8): Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.9): Explain interrelationships between behaviors, functions of the body, and overall health.

Benchmark: (MS.1.10): Explain key health terms and concepts.



Assessment

Tasks

Students will define sexual harassment as a form of bullying.

Students will explain how bullying affects people's lives.

Students will identify ways to stop bullying as a target and as an ally.

Tools

Students will define sexual harassment as a form of bullying that involves unwanted sexual actions or words.

Students will describe at least three effects of bullying on targets.

Students will demonstrate, through role-playing, various strategies an ally can use.



Materials and Preparation

Make transparencies:

- **Types of Sexual Harassment** (Session 1)
- **Are You a Bystander or Ally?** (Session 3)

Copy student tools (one page for each student):

- **Sexual Harassment** Student Handout (Session 1)
- **What to Do if You're a Target** Student Handout (Session 1)
- **What I Want You to Know: Identities** Student Handout (Session 1)
- **Take Action: Be an Ally** Student Handout (Session 2 or 3)
- **Not Just a Bystander Role-plays** Student Handout (Session 3)
- **Stand Up, Don't Stand By** Student Worksheet (Session 3)
- **What Is Sexual Harassment?** Student Worksheet (Session 3)

Choose extra assessment tool (as needed)

- **Review of Lesson 4** Student Worksheet

Review:

- **Responses to Common Questions** Teacher Aid
- **Teaching about Sexual Harassment** Teacher Aid
- **Sexual Harassment** Teacher Fact Sheet
- **Creating a Safe School** Teacher Fact Sheet
- **Federal Law and School Policies on Sexual Harassment** Teacher Fact Sheet
- **What Is Sexual Harassment?** Teacher Answer Key

Have:

- *Let's Get Real* DVD
- DVD player

Time:

Three class sessions (approximately 40 minutes each) or two class sessions (55–60 minutes each)

Note: Three activities and the DVD used in this lesson are taken from the *Let's Get Real* curriculum, © 2004 The Respect for All Project, a program of Women's Educational Media. Activities: *What I Want You to Know*; *Take Action, Be an Ally*; and *Not Just a Bystander*. DVD: *Let's Get Real*



Session 1

Active Learning Opportunities

1. Review the previous lesson.

If a week or more has passed between Lesson 3 and Lesson 4, remind students of the ground rules they established for a respectful classroom environment. Guidelines for a respectful classroom include:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually abused, and I wondered ...," ask, "Is it true that a person who has been sexually abused ...?")
- No put downs, teasing, name calling, etc.

Lesson 3 Key Concepts

With participation from student volunteers, restate the key concepts from Lesson 3.

- Personal boundaries are limits or lines that we don't want others to cross.
- Personal boundaries can be physical, sexual, and emotional.
- It is important to clearly communicate what our personal boundaries are.
- It is even more important to respect the personal boundaries of others.

2. Define sexual harassment.

Teacher Fact Sheet: **Sexual Harassment**

Transparency: **Types of Sexual Harassment**

Student Handout: **Sexual Harassment**

Distribute the student handout. Have students use the handout to take notes throughout the lesson.

Write on the board in capital letters: *BULLYING*.

Ask students for examples of bullying (*threatening another person, pushing people around, scaring someone, hurting others, calling people names,*



putting people down, teasing or laughing at others, etc.). Write these on the board.

Say to students:

Sexual harassment is a form of bullying that involves unwanted sexual actions or words. Students often experience or witness sexual harassment at school.

Sexual harassment includes things such as pinching or grabbing someone's private parts, making unwelcome sexual comments about someone's body, or spreading sexual rumors.

Just because sexual harassment involves more everyday incidents doesn't mean it isn't serious. It is a type of sexual violence. Young people who are sexually harassed often feel uncomfortable, humiliated, angry, or fearful. They can have trouble concentrating at school or develop other problems, especially if the harassment continues over time.

Both girls and guys can be targets of sexual harassment.

Victims of sexual harassment and other forms of bullying are called *targets*.

*(Note: The term **target** is preferred to **victim** when discussing bullying. Student targets of bullying, particularly those experiencing it on campus, have various options available to them to address the situation. As a result, they are not as powerless as the term **victim** implies.)*

[tip]

Lesson Tip: Sexual Name-Calling

Referring to derogatory terms on the transparency—such as *fag*, *whore*, and *dyke*—ensures that students understand what is meant by sexual name-calling. However, avoid allowing students to use or say such words as part of the lesson.

Ask students for examples of sexual harassment, using the categories **Talking, Showing, and Touching**. To provide an overview of examples, use the **Types of Sexual Harassment** transparency.

Ask students to raise their hands if they have experienced or witnessed some form of sexual harassment at school.

Emphasize that sometimes the harasser may not always realize or identify that what he or she is doing is sexual harassment. However, the key to sexual harassment is *how the target feels*. If the target feels uncomfortable, offended, or scared by the harasser's words or actions, then it is sexual harassment and the target has the right to speak up and get help.

3. Identify steps to respond to sexual harassment.

Teacher Fact Sheet: **Creating a Safe School**

Student Handout: **What to Do if You're a Target**

Point out that if students are bullied in any way, they can take steps to make it stop. Read this scenario to students:

Blair has to walk down a certain hallway to get to math class each day. A group of guys always stare, whistle, and shout comments about her body when she passes by. She gives them an angry look and moves away each time it happens, but that hasn't stopped them. She feels embarrassed and afraid to go to class. What can she do?

Have students write down appropriate ways the target could respond to the situation.

(Tell a teacher, counselor, or other member of the school staff. As she walks down the hall, display confident body language while ignoring the group of boys and what they're saying. Walk with a group of girls or other students, etc.)

Emphasize that their suggestions must be realistic and not involve fighting back in a physical way. Ask for student volunteers to share their examples. (Allow five minutes for this activity.)

Distribute the handout. Review strategies that students did not mention. Have students add to the list any appropriate suggestions they thought of that were not included on the handout.

Explain to students that schools must take sexual harassment and other types of bullying behavior seriously. Chapter 19 of the Hawai'i Department of Education Administrative Rules requires all public schools to discipline students who harass or bully others. Point out that if a student experiences sexual harassment or other forms of bullying by another student or even an

adult at school, the student should report what has happened to the school counselor or staff member who is responsible for taking such reports.

Write on the board the name of the person in your school who is responsible for taking such reports. Emphasize that students can also report incidents of sexual harassment to *any* teacher or other school personnel they feel comfortable talking to.

Note: Private school teachers can refer to their school policy on harassment for specifics and information on whom to report such incidents.

Say to students:

If the first person on the school staff that you turn to cannot or will not help, choose another staff member and tell that person what happened. Keep telling until you do get help, even if you have to go all the way to the principal.

4. Students role-play.

Student Handout: **What I Want You to Know: Identities**

1. In a hat or box, put folded pieces of paper with role-playing “identities” for all the students in the class. Use identities provided or come up with your own examples. Make sure that more than one student has the same identity and that at least four students pull the identity of someone who harasses or bullies others.
2. Tell students they are going to do a role-playing exercise. Pass the hat or box around, and instruct each student to select one slip of paper. Everyone should remain silent until everyone has selected a slip of paper.
3. Read the various identities aloud, assigning everyone with a particular identity to an area within the room. For example, all students who have selected the identity of being put down for their body type should go to the back of the room; all students who have selected the identity of being the target of sexual rumors should meet in the center of the room; and all students who have selected the identity of bully/harasser should come to the front of the room.
4. Once all students have found their groups, give them five minutes to think about how to respond to the questions on their slip of paper.
5. Emphasize that for the role-play to work, students must fully assume the identity on their piece of paper and take the activity seriously. Remind them of their respectful classroom guidelines. Explain that they are in a safe

space in which people can talk calmly and honestly about the roles they are playing and what they feel.

6. When everyone is ready, have the groups who are harassed meet with one of the students who harasses others.

7. Have the students who are targets begin by sharing what they would want students to know about them, how the harassment has affected them (how it makes them feel), and what they wish those students would do differently.

8. Have students who bully/harass others respond appropriately. For example, they might want to offer an apology and explain why they acted that way and what they would want to change about their behavior.

9. Have several groups act out scenes in front of the class. Applaud after each group completes its exchange.

10. After the exercise, talk with students about how it felt to do the exercise. Ask how it felt to be in their assigned roles and what they learned.

Let's Get Real curriculum, © 2004 The Respect for All Project, a program of Women's Educational Media.



Session 2

Active Learning Opportunities

1. Review Session 1.

If a week or more has passed between Session 1 and Session 2, remind students of the ground rules they established for a respectful classroom environment. Guidelines for a respectful classroom include:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually harassed and I wondered ...," ask, "Is it true that a person who has been sexually harassed ...?")
- No put downs, teasing, name calling, etc.

With student participation, restate the key concepts covered in Session 1.

- Sexual harassment is a form of bullying that involves unwanted sexual actions or words.
- Sexual harassment can involve talking, showing, or touching. (Ask for or provide examples.)
- Targets of sexual harassment or other forms of bullying can take steps to stop the bullying. Some of these steps are display confident body language and tell the harasser to stop; keep a written record of each time it happens; if it doesn't stop, report it to school staff or another trusted adult, etc.

2. Students view and discuss DVD.

DVD: *Let's Get Real*

Note: Let's Get Real is 35 minutes long. Teachers should allow at least 50 minutes for students to view the video and to process its content. If class time is less than 50 minutes, we strongly suggest viewing only Chapters 4–8 (25 minutes) and using the remaining 10–20 minutes of class time to process the content.

Introduce the DVD by telling students that the DVD they will be watching, *Let's Get Real*, shows real-life students talking about sexual harassment and other forms of bullying behavior.

Say to students:

Watching this DVD can be difficult and emotional. You will hear from targets (or victims) of bullying, those who bully, and those who witness bullying. As you watch, you might feel sad, angry, or uncomfortable. If for any reason you need to stop watching the DVD, please let me know quietly. You may want to laugh at times or say something out loud during the DVD. It is important not to distract others and to show respect for those who have been hurt by bullying.

Quick Write

After showing the DVD, ask students:

What was your reaction to this video?

To encourage students to uncover their feelings about the DVD, you may want to provide one or more of the following sentence starters:

- I feel ...
- I wish ...
- I wonder ...
- I believe ...
- I really can't understand ...

Have students write their responses on a sheet of paper without putting their names on it. (Allow about three minutes for this activity.) Discuss their responses as a class. Collect their written responses.

Note: Students typically respond in a thoughtful, concerned way to the DVD. They write about being bullied themselves, their concern for others being bullied, their desire for a safer campus, etc. Reading some of their comments out loud can very effectively highlight the fact that most students want bullying to stop. Group acknowledgement can set the stage for addressing the problem.

If time permits, use the following questions to guide further discussion of the DVD. The questions focus primarily on sexual harassment and how it affects people's lives.

Direct students to think about Laura, the girl on the athletic field. She was harassed by a boy who called her names and slapped her on the butt. Then ask:

Why do you think the boy in the video sexually harassed Laura? How did it make Laura feel?

(Boys sometimes make sexual comments or touch girls inappropriately to get their attention, to show off, to look cool. The harassment made Laura feel upset and self-conscious about her body, made her feel disrespected, etc.)

What is the difference between sexual harassment and flirting?

(The difference is how the other person feels. In flirting, both people enjoy the exchange of glances, words, and/or gestures. In sexual harassment, one person feels uncomfortable, disrespected, angry, afraid, trapped, etc. In sexual harassment, the harasser continues even though his or her actions are unwanted and hurtful.)

What did the girls do after Laura told them that one particular boy was bothering her and they realized he was harassing all of them the same way? Discuss their strategy.

(The girls went as a group to report the harassment. Friends who understand what you are experiencing can support you, make you feel more confident. It can be easier to report sexual harassment as a group because the focus isn't on just one person—you. Reporting as a group shows the problem is affecting others too. There's safety in numbers: a harasser is less likely to retaliate against a group than just one person.)

Direct students to think about Brian, the guy in the gym. Then ask:

How do you think Brian felt to have people calling him “faggot” all day long?

(sad, left out, hopeless, bad about himself, angry, etc.)

Brian spoke of being pushed to his limit. What is the danger of pushing people to their limit?

(They might not want to come to school, they might hurt themselves or others, they may even consider suicide, etc.)

Direct students to think about Jasper, the boy on the bicycle. Then ask:

How did you feel when you saw Jasper get pushed off his bike?

(Let students know this was a real event. Jasper really was pushed off his bike—just as the film crew was shooting. The boy who pushed Jasper was suspended. Students may feel sad, shocked, thought it was funny, not surprised from what Jasper recounted, angry, wanted to stand up for Jasper, etc.)

Note: If students say something like, “I just wanted Jasper to stand up for himself, push back, because then the bullying would stop,” acknowledge that we would all hope that Jasper could do something to protect himself. Point out that Jasper may have stood up for himself in the beginning, but if the bullying didn’t stop and no other student or school staff member stood up for him, it’s not surprising that he would just give up trying to do anything.

How did you feel about the other kids who just stood around watching Jasper get put down, pushed around?

(disappointed no one did anything to help Jasper; not surprised because no one wants to get in the middle of stuff like that, etc.)

Why do you think Jasper said he sometimes thought about bringing a gun to school? How did you react when he said that?

(Jasper was tired of being pushed around. He didn’t feel that the bullying would ever end; no one in authority would put a stop to it. Jasper was feeling like he’d reached the limit of what he could take. I was shocked that Jasper would even think about bringing a gun to school, etc.)

Point out that bullying can have long-term effects on the target. Young people who are bullied repeatedly often have difficulty concentrating in school; may stop going to school to avoid being bullied; often feel sad, lonely, or seriously depressed, etc.

That is why it is important for targets of bullying to:

- Ask trusted adults for help.
- Report the bullying to school staff so they can take action against those who bully.

Ask students:



Who else, besides the target and school staff, can take action against bullies?

(People who witness bullying [bystanders] can take action to put an end to sexual harassment and other forms of bullying.)

Say to students:

In our next session, we will discuss the important role bystanders can play in putting a stop to sexual harassment and other types of bullying.

(To prepare for Session 3, you may want to distribute the handout **Take Action: Be an Ally**. Student familiarity with the material beforehand will allow more time for the role-play activity in Session 3.)



Session 3

Active Learning Opportunities

1. Review Session 2.

If a week or more has passed between Session 2 and Session 3, remind students of the ground rules they established for a respectful classroom environment. Guidelines for a respectful classroom include:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually harassed and I wondered ...," ask, "Is it true that a person who has been sexually harassed ...?")
- No put downs, teasing, name calling, etc.

With student participation, restate the key concepts covered in Session 2.

- Sexual harassment and other forms of bullying are serious and cause harm to targets.
- Sexual harassment is different than flirting. In flirting, people enjoy the exchange of glances, words, and/or gestures. In sexual harassment, one person feels uncomfortable, disrespected, angry, afraid, trapped, etc.

To set the stage for this session, read aloud samples of students' *Quick Writes* (in response to the *Let's Get Real* DVD) from Session 2. Students' *Quick Writes* typically highlight the fact that most students think bullying is serious and wrong.

2. Discuss the roles of bystanders.

Transparency: **Are You a Bystander or an Ally?**

Display the transparency.

Point out that even though being harassed or bullied is a reality for many students, *most* young people are not targets (victims) or bullies. Most of the time, they are bystanders. Bystanders are those who witness others being bullied.



Say to students:

A bystander may be active or passive:

- **An *active bystander* is someone who participates in the bullying or sexual harassment by laughing at the target or encouraging the bullying behavior.**
- **A *passive bystander* just watches the harassment or bullying and does nothing (like the students who simply watched Jasper get pushed off his bike).**

An ally stands up for and helps the target.

To step up and help, an ally must feel *empathy* toward the person who is being bullied. Do you know what *empathy* means?

Empathy means the ability to imagine and to feel what it is like to be in someone else's place. In this case, it means the ability to feel what it is like to be the target (victim) of bullying.

Watching *Let's Get Real* probably helped you to empathize with the targets.

3. Discuss ways to assist as a bystander.

Student Handout: **Take Action: Be an Ally**

Distribute the handout (if students were not given it during Session 2). Briefly review the strategies. Emphasize that allies can play an important role in reducing bullying in their schools and communities by standing up for targets.

4. Students role-play being allies.

[tip]

Read before proceeding with role-play activity: Role-play activities are not for every class. To be successful, they must be performed respectfully and not alienate members of the class who may be actual targets of bullying or make those playing targets feel threatened. Before you begin, discuss what it means to role-play versus actually harming or offending other students. If possible, do not let known targets play targets or known harassers play the bullying role. Some teachers may want to reserve the bullying role for themselves. Make sure it's clear that no physical contact is allowed in the role-playing.

Also, some students may play up the bullying portion of the exercise in inappropriate ways. To avoid this, instruct them to focus their skit on the part that comes *after* the bullying incident has occurred. Limit each skit to no more than a few minutes in length.

As an alternative to the Not Just a Bystander role-play activity that follows, students can participate in “Stand Up, Don’t Stand By” (Think, Pair, Share activity) that follows it.

Student Handout: **Not Just a Bystander Role-plays**

Divide class into small mixed-gender work groups. Distribute one role-play scene to each group. Allow approximately 5–10 minutes for each group to create its scene. Instruct students to read the scenario, assign roles, and create a short role-play, using the instructions provided on the handout. Encourage students to refer to the **Take Action: Be an Ally** and **What to Do if You’re a Target** handouts for ideas.

Since the factual information presented in each scenario is limited, encourage students to flesh out the story on their own with certain details. Encourage them to be realistic but respectful in their portrayals. You may need to signal when students should move on from rehearsing the situation to rehearsing the responses. Encourage them to run through the role-play from beginning to end before concluding.

Time permitting, before reconvening the class, give each group a few minutes to do some silent writing, using the questions at the end of each scenario. Ask groups to volunteer to read their situations to the class, then



perform their role-plays. After each group performs, ask the following questions.

- **Everyone in this team:** How did you feel being in the role to which you were assigned? What felt real about the role-play and what didn't?
- **For the rest of the class:** What were your reactions to the skit? Would you have done it the same or differently?
- **Entire class:** What do you think is going on in this role-play? Why is the student being teased or bullied? What do you think about it?
- **For the student playing the target:** What thoughts or actions helped you cope with the situation?
- **For the student playing the bystander:** How did you feel when you witnessed the bullying? What actions did you take that helped the target? Did you feel more like a bystander or an ally? Why?
- **For those in the bullying role:** How did you feel playing the bully? What effect did your behavior have on others in the skit? What did you learn from playing this role?
- **For those playing adults:** How was the way you acted the same or different from the way adults usually act in this type of situation? Do you think you helped the target? Why or why not?

At the conclusion of the activity, say to students:

It is my hope that this activity has helped us to:

- **See the impact of our own behavior if we bully others and to stop and think when we are tempted to bully someone.**
- **Learn how to handle a situation if we are being targeted.**
- **Be more comfortable being an ally if we witness bullying.**

(Role-play activity and teacher notes from *Let's Get Real* curriculum, © 2004 The Respect for All Project, a program of Women's Educational Media.)

*Note: The following activity is an alternative to the **Not Just a Bystander Role-plays** activity.*

Student Worksheet: **Stand Up, Don't Stand By**

Distribute the **Stand Up, Don't Stand By** student worksheet.

Think, Pair, Share (or small group)

Instruct students to read each of the three scenarios and answer the questions individually. After 5–10 minutes, have students share their answers with a partner or small group.

5. Students summarize key messages.

Student Worksheet: **What Is Sexual Harassment?**

Use the **What Is Sexual Harassment?** worksheet as a review or as an assessment. Have students fill out the worksheet. (Allow five minutes for this activity.) Explain to students that they may use their handouts, including the notes they took on the **Sexual Harassment** note-taking handout, to answer the questions.

Ask students if they have any questions regarding the worksheet. Use the **What Is Sexual Harassment?** teacher answer key to provide additional information and to clarify any misconceptions.

Enrichment

Ask students to imagine they are a friend of Brian (the guy in the gym who was harassed about being gay), Jasper (the guy pushed off the bike), or Laura (who was sexually harassed). Instruct them to write a letter to the person who bullied them explaining why what the bully is doing is wrong and how it hurts the target, and convincing the bully to stop.



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? How did they interact with each other and with me?
- 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?

For teacher use only. Do not distribute to students.

Responses to Common Questions

These student questions or concerns may arise in response to the material in Lesson 4.

Sexual harassment (or other forms of bullying) is no big deal. People laugh it off—it doesn't really bother them.

Sometimes targets of bullying laugh because they are embarrassed or because they don't know what to say or do. But the truth is, targets of bullying feel bad; are not able to relax and concentrate at school; may skip school to avoid it; and talk about feeling angry, sad, and alone. In fact, many adults can still recall painful incidents of bullying when they were in school. (If you have a personal incident to share, you may want to do so.)

People do it (bullying and sexual harassment) all the time and the school doesn't do anything to stop it.

Unfortunately, teachers and other school staff are not always aware that bullying is going on. That's why it is important to speak up and report it to them. Sometimes when school staff members are made aware of bullying, they don't do enough to make it stop. If that happens to you, tell another staff member or report it directly to the principal. By law, all schools must provide a safe environment for students to learn.

For teacher use only. Do not distribute to students.

Teaching about Sexual Harassment

- In Lesson 4, sexual harassment is defined as a form of bullying. Since pre-teens tend to be unfamiliar with the term sexual harassment, positioning sexual harassment as bullying provides a familiar and effective frame of reference for students. Like bullying, sexual harassment typically involves aggression and an imbalance of power. Also, since students typically view bullying in a negative light, calling sexual harassment a type of bullying encourages students to take it more seriously and to hold harassers accountable.
- The word *target* is used instead of *victim* to designate the person sexually harassed or bullied. The word *target* does not have the negative, disempowering connotations associated with the word *victim*. Also, the word *target* better reflects the fluid nature of bullying (students may bully others, but also experience being bullied themselves).
- Avoid using the label *bully*, which negatively pigeonholes students. Instead refer to bullying behavior, which implies that it is something that can be changed.
- It is very important for teachers to model respectful behavior in the classroom, particularly when teaching this lesson. You must be sensitive to the fact that there are targets and perpetrators in your classroom and take a serious approach to the topic.
- When talking about bullying and sexual harassment, students may become defensive, uncomfortable, or disruptive. Review guidelines for a respectful classroom before each session and be consistent about enforcing them.
- Finally, remember to refer to targets as both male and female. Although girls are sexually harassed more often than boys, many boys are victimized. Failing to normalize victimization among males helps to discourage boys from speaking up about it and getting help.

For teacher use only. Do not distribute to students.

Sexual Harassment

Sexual harassment is broadly defined as any unwanted or unwelcome words or actions of a sexual nature. Although sexual harassment can occur in any setting, victims of sexual harassment in public schools and in the workplace are protected under Title IX of the Federal Education Amendments of 1972.

Sexual harassment can involve a range of behaviors such as offensive touching, gesturing that is sexually explicit, pressuring someone for sexual favors, pulling a bra strap, “pants-ing” someone, spreading sexual rumors, etc. In recent years, sexual harassment has spread to cyberspace with disturbing repercussions. (See **Dangers Online**, Lesson 5.)

A landmark survey* conducted by the American Association of University Women Foundation clearly indicates that sexual harassment is widespread on school campuses. The national survey involved 1,632 randomly sampled public school children in grades 8–11. When questioned, 66 percent of the boys and 52 percent of the girls surveyed admitted that they had sexually harassed someone at school.

The survey also found:

Types of Sexual Harassment Experienced	Girls	Boys
Sexual comments, jokes, gestures, or looks	76%	56%
Touched, grabbed, or pinched in a sexual way	65%	42%
Intentionally brushed up against in a sexual way	57%	36%
Flashed or mooned	49%	41%
Had sexual rumors spread about them	42%	34%
Had clothing pulled at in a sexual manner	38%	28%

*American Association of University Women. 1993. *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*. Washington, DC.

Sexual harassment can range from relatively minor, one-time incidents to very traumatizing and repeated harassment. Targets of sexual harassment commonly report feeling uncomfortable, demeaned, fearful, trapped, or threatened. In the school setting, sexual harassment can lead to disruption in learning, because targets cannot concentrate and/or avoid classes or areas in which the harassment occurs. Serious and repeated sexual harassment can lead to symptoms such as anxiety, difficulties sleeping, disordered eating, physical ailments, depression, and even suicide.

Unfortunately, many schools fail to adequately address sexual harassment. This creates an atmosphere of complacency and disrespect. To effectively address sexual harassment and other forms of bullying, schools must adopt a comprehensive approach. (See **Creating a Safe School.**)

For teacher use only. Do not distribute to students.

Creating a Safe School

Sexual harassment is a form of bullying and should be addressed as part of school-wide efforts to prevent bullying. Creating a safe, respectful school environment free of sexual harassment and other forms of bullying requires a comprehensive, proactive approach. The strategies outlined below highlight some of the key steps school administrators can take. This is a summary of guidelines found on the U.S. Department of Health and Human Services Website, www.stopbullyingnow.hrsa.gov.

Steps to Address Bullying at Your School

Tips for School Administrators

- 1) Form a bullying prevention coordinating committee to help explore the problem and possible solutions.
- 2) Administer an anonymous student questionnaire to assess the nature, extent, and location of bullying problems in your school.
- 3) Solicit staff perceptions of the problem and parent feedback.
- 4) Research effective bully prevention programs and choose one that fits the needs of your school.

At a minimum, programs on bullying prevention should include the following:

- In-service training for all school staff on the issue of bullying.
- Bullying prevention curriculum in the classroom.
- Clear rules and sanctions related to bullying. Post and distribute the rules and discuss with students, staff, and parents.
- Strategies to reward students for positive, inclusive behavior.
- Supervision in areas that are “hotspots” for bullying and harassment.
- A confidential reporting system.
- Be responsive to students and parents who make bullying reports. Investigate and resolve issues quickly and effectively.
- Ensure that all staff takes immediate action when bullying is observed.
- Ensure protection for students who are bullied.
- Avoid common misdirection in bullying prevention and intervention, such as utilizing conflict mediation with bullies and targets. (See fact sheet “Misdirections in Bullying Prevention and Intervention” found on the Website listed above.)

Federal Law and School Policies on Sexual Harassment

Federal Law

Sexual harassment is considered a form of discrimination and is against federal law. The federal law, Title IX of the Federal Education Amendments of 1972, states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Public schools are required to provide an environment that is free from sexual harassment for students and school employees, and to take appropriate and timely steps to address complaints.

Types of Sexual Harassment Prohibited by Title IX

Hostile Environment

Conduct of a sexual nature is exhibited that is sufficiently severe, persistent or pervasive, and unwelcome. This environment can be created by a school employee, another student, or a school visitor. *A hostile environment is created when both the student views the environment as hostile and it is reasonable for the student to view the environment as hostile.*

Examples of conduct that create a hostile environment include:

- sexual advances
- sexual touching
- sexual graffiti
- displaying or distributing sexually explicit drawings, pictures, and written materials
- sexual gestures
- sexual or “dirty” jokes
- touching oneself sexually or talking about one’s sexual activity in front of others
- spreading rumors about or rating other students as to sexual activity or performance

Quid Pro Quo

This situation occurs when a school employee explicitly or implicitly conditions a student’s participation in an education program or school activity or bases an educational decision (such as a grade) on the student’s submission to unwelcome sexual conduct.

Title IX requires all schools to have a policy against sex discrimination (which includes sexual harassment) and to notify students, faculty, and staff about it; a grievance policy; and a Title IX

– Continued –

Coordinator to process and investigate sexual harassment complaints in a timely manner. If a school fails to respond appropriately, the person reporting the sexual harassment has the right to file a complaint with the U.S. Department of Education Office for Civil Rights, or the Hawai'i Department of Education, or may file a lawsuit under Title IX.

(National Education Association: www.nea.org/titlenine/images/harass.pdf)

Hawai'i Public School Rules

Chapter 19

The Hawai'i Department of Education Administrative Rules, Chapter 19, details prohibited student conduct and the associated penalties. Sexual offenses and harassment are listed as Class A and Class B offenses respectively. Chapter 19 is an important protection for students. All students should be informed about this rule and to whom they should report offenses.

(www.k12.hi.us/) type "chapter 19" in search box

Civil Rights Policy and Complaint Procedure

The Hawai'i Department of Education Administrative Rules, Chapter 41, states that "there shall be no discrimination in any program, activity, or service of the public school system on the basis of race, color, religion, sex, age, national origin, ancestry or disability." Under Chapter 41, students and their parents can file complaints against school staff for harassment, which includes "unwelcome and unwanted sexual advances, sexual remarks, and sexual innuendoes." Chapter 41 is an important protection for students. Students should be informed about Chapter 41 and should know that to file a complaint they can call the Civil Rights Compliance Office, 586-3328.

(<http://doe.k12.hi.us/>) type "chapter 41" in search box

Types of Sexual Harassment

Talking

Making sexual comments

Spreading sexual rumors

Pressuring someone for a date or sexual activity

Sexual name calling (slut, fag, dyke)

Showing

Making sexual gestures

Mooning

Creating sexual graffiti about someone

Touching

Pinching or grabbing someone's private parts

Giving someone a "wedgie" or "pants-ing" someone

Pulling someone's bra strap

Giving unwanted hugs, back rubs, etc.

Are You a Bystander or an Ally?

Witnesses to bullying can play one of two roles.

Bystander

- participates by laughing at the target or encouraging the bullying (active bystander)
- ignores the situation or watches the bullying but does nothing to help (passive bystander)

Ally

- stands up for and helps the target of bullying

Sexual Harassment

Directions; Use this handout to take notes.

Be sure to:

Define sexual harassment.

Give examples of the three types of sexual harassment.

Talking

Examples _____

Showing

Examples _____

Touching

Examples _____

As a result of sexual harassment or other forms of bullying, targets may experience fear or anger. Name other feelings or problems they may have:

Sexual Harassment (continued)

What is a bystander?

What is an ally?

I also need to know ...

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

What to Do if You're a Target

- **Display confident body language.** (Look the person harassing you in the eyes; stand up straight; keep your face calm and expressionless.)
- **Tell the person harassing/bullying you to stop it.** (Speak in a clear, firm voice or write a note.)
- **Ask for help from someone you trust.**
- **Do not trade insults or get physical with the person harassing you.** (This will only make things worse.)
- **Do not blame yourself.**
- **Keep a written record of each time it happens.**
- **If the harassment/bullying doesn't stop, report it to school staff.**
- **If someone threatens violence against you or other students, get away fast and tell an adult immediately.**

What I Want You to Know: Identities

Directions: Make copies of this sheet, cut identities into separate strips, fold the strips, and distribute to students.

You are put down for wearing clothes that aren't in style.

What do you want students who put you down to know about you? What is one example of how this has affected you? What do you wish these students would do differently?

Sexual graffiti about you appears on the restroom wall at school.

What do you want students who wrote the graffiti to know about you? What is one example of how this has affected you? What do you wish these students would do differently?

Students are spreading sexual rumors about you.

What do you want students who are spreading the rumors to know about you? What is one example of how this has affected you? What do you wish these students would do differently?

You are put down because of your body type.

What do you want students who put you down to know about you? What is one example of how this has affected you? What do you wish these students would do differently?

You are put down about being gay (whether it is true or not, it hurts).

What do you want students who put you down to know about you? What is one example of how this has affected you? What do you wish these students would do differently?

You are put down for making good grades.

What do you want students who put you down to know about you? What is one example of how this has affected you? What do you wish these students would do differently?

You put down or harass other students.

Why do you do this? Why might you want to change your behaviors? What do you wish other students would understand about you?

Take Action: Be an Ally

It's difficult to know what to say or do when we witness someone being sexually harassed or bullied in another way. This handout provides examples of what an ally can do to help a target (victim) of bullying. An ally is someone who helps the target.

Responding to someone who is bullying:

Get the person's attention.

- Say, "Can I talk to you for a second?"
- Use a clear, firm voice; look the harasser in the eye; stand tall.

Keep it calm.

- Say, "You're probably just trying to be funny, but ..."
- Keep your face calm and expressionless.

Call it out.

- Say, "That's messed up."

Say how you feel.

- Say, "What you're doing is not OK with me."

Tell the bully what you want.

- Say, "Hey, stop that."

Helping a target:

Help the target leave the situation.

- Say, "Come on, let's walk to class together."
- Invite the target to sit at your lunch table, join you on the bus, etc.

Give the target moral support.

- Say, "Just ignore them. They think they're funny."
- Stand or sit next to the target.
- Pick up the target's books, backpack, etc., if necessary.

Get an adult.

- Go to the nearest classroom or office to find an adult who can help.

Take Action: Be an Ally (continued)

Brainstorm ways to avoid bullying in the future.

- Is there a different way to get to class? For example, can the target avoid lonely stairwells or hallways that the school staff doesn't monitor?
- Are there places to steer clear of, places where harassers are known to hang out?
- Can the target use the "buddy system" to make sure he or she is usually with a group of students and not alone?

Adapted from *Let's Get Real* curriculum, © 2004 The Respect for All Project, a program of Women's Educational Media.

Not Just a Bystander Role-plays

Directions: Make copies of this sheet and separate the situations. Give each small group one situation.

Situation 1

Two girl students tend to keep to themselves and their friends. One day in gym class, a guy student starts calling out to them, laughing and making fun of their bodies and asking them to come sit near him. An ally looks on.

Two of you are the girls who are targeted.

One of you is the guy.

One of you is an ally.

If there is a fifth person, you are an adult.

Responses

If you are the girls, act out how you would address the situation. Determine if you would act alone or together.

If you are the ally, act out how you would address the situation.

If you are the adult, act out what you could do or say to help the students.

If you are the guy, act out what you could do at the end of the skit to make the situation better.

Act out the situation and the responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences on why girls get teased or bullied with sexual comments. How does this benefit guys? Are guys also teased or bullied with sexual comments? How is it the same as or different from when girls get teased?

Not Just a Bystander Role-plays (continued)

Situation 2

Two students, Friend 1 and Friend 2, are good friends. One day Friend 1 and Friend 2 both come out of a locker room, talking to each other. At that point a third student starts picking on them, saying they are gay and teasing them about being in the locker room together. A fourth student is an ally watching.

Two of you are Friend 1 and Friend 2. (You should be two boys or two girls.)

One of you is bullying the friends.

One of you is the ally.

If there is a fifth person, you are a concerned adult who has not witnessed the event.

Responses

If you are Friend 1 or Friend 2, act out what you think would be a good strategy to deal with the situation. How would you involve the bystander or adult? What would you want the bully to understand about the words he or she used?

If you are the ally, act out what you would do to help, whether it is saying something to the bully, the targeted friends, or the adult.

If you are the adult, act out what you could do or say to help the students (once they let you know what happened).

If you are the one bullying, think about how you can provide an ending to this skit that would make the situation better.

Act out the situation and the responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences explaining why people make anti-gay slurs and who is harmed by them.

Not Just a Bystander Role-plays (continued)

Situation 3

One student, Target, is quite popular in school. One day, outside of Target's presence in the cafeteria, two of Target's "friends" are spreading nasty rumors about Target, saying that they saw Target kissing someone else's boyfriend or girlfriend. Another student is a bystander who overhears the nasty rumor. Later, the ally tells Target about the rumors.

One of you is the Target.

Two of you are spreading the nasty rumor.

One of you is an ally.

If there is a fifth person, you are an adult who is not aware of the rumor.

Responses

If you are Target, how would you react to the situation? Act out what you would say to the bystander, the two friends who started the rumor, or the adult.

If you are the ally, act out what you could you do to help Target.

If you are the adult, act out what you could you do or say to help the students (once you become aware of the rumor).

If you are the two students spreading the rumor, act out what could you do at the end of the skit to make the situation better.

Act out the situation and the responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences explaining why people start rumors, how they affect us, and what can be done to minimize rumors and gossip.

Not Just a Bystander Role-plays (continued)

Situation 4

One student, Target, comes from a family that does not have a lot of money. One day in the hallway, a student teases Target, pointing out Target's clothing is ugly, low-class, and out of style. Two other students are allies looking on.

One of you is Target.

One of you is teasing Target.

Two of you are allies.

If there is a fifth person, you are an adult.

Responses

If you are Target, act out how you would respond to the situation. What would you want the person teasing you to understand about people who don't wear the "latest" clothes?

If you are the allies, act out what you would do to help Target.

If you are the adult, act out what you could do or say to help the students (once you became aware of the situation).

If you are the student teasing the target, act out what you could do at the end of the skit to make the situation better.

Act out the situation and the responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences explaining how it might feel to have less than other people, why people and society value those who have greater wealth, and how we can place greater value on other qualities.

Not Just a Bystander Role-plays (continued)

Situation 5

One student, Target, studies a lot, is quick to answer questions in class, and gets good grades and high test scores. One day after class, a student starts to make fun of Target, calling Target names and accusing Target of being a teacher's pet. Two classmates are bystanders.

One of you is Target.

One of you is picking on Target.

Two of you are allies.

If there is a fifth person, you are an adult.

Responses

If you are Target, act out how you would deal with the student who is picking on you.

If you are the allies, act out how you would address the situation.

If you are the adult, act out how you could help the students.

If you are the student picking on the Target, act out what you could do at the end of the skit to make the situation better.

Act out the situation and the responses respectfully. Help each other with what you are going to say.

If you finish early: On your own, write at least three sentences on how students get targeted for their grades or their study habits. Try to explain why students might get teased for doing well in school. Compare this to how students are treated if they do not do as well in school or don't get the highest grades.

(Let's Get Real curriculum, © 2004 The Respect for All Project, a program of Women's Educational Media.)

Stand Up, Don't Stand By

Directions: Read the situations and answer the questions, using a variety of strategies. Use your Take Action: Be an Ally and What to Do if You're a Target handouts for ideas. Be sure your responses end on a positive note.

Scene 1

You are hanging out with friends after school. Everybody is standing behind the gym when your friend Ben starts talking trash about a girl who is a friend of yours. Ben makes rude comments about her body and everyone laughs. Then he pulls out a marker and draws pictures of the girl on the gym's wall.

Write a dialogue between you (the ally of the target) and Ben.

You (the ally): _____

Ben: _____

You (the ally): _____

If Ben continues his actions, what other steps could you take to help the target?

Scene 2

Every time you walk down the hall going from English to math class, you see the same group of students trying to trip Jim or knock Jim's books out of his hands. You don't feel confident enough about saying something to the bullies because you are outnumbered. What else could you do to help Jim?

Stand Up, Don't Stand By (continued)

Scene 3

One day in the cafeteria two of your classmates are laughing and whispering as they pass you a note. The note says another girl in your class made out with two different boys at a party last Saturday. They want you to read it and pass it on. What do you say?

You (the ally):

Girl 1: What's the big deal? I bet the rumor is true.

You (the ally):

Girl 2:

What Is Sexual Harassment?

Directions: Fill in the blanks with correct answers.

1. Sexual harassment is a form of bullying that includes unwanted sexual actions or words. It can involve _____, _____, or _____.

2. Give three examples of sexual harassment.

3. List three effects that targets of sexual harassment or other types of bullying may experience.

4. As a target of bullying, three things I could do to stop it are

5. As an ally of a target, three things I could do to help are

What Is Sexual Harassment?

Directions: Fill in the blanks with correct answers.

1. Sexual harassment is a form of bullying that includes unwanted sexual actions or words. It can involve **talking**, **showing**, or **touching**.

2. Give three examples of sexual harassment.

sexual name calling, unwanted touching such as pants-ing, sexual rumors

3. List three effects that targets of sexual harassment or other types of bullying may experience.

fear, anger, sadness, humiliation, embarrassment/self-consciousness, not being able to concentrate at school, skipping school, depression, etc

4. As a target of bullying, three things I could do to stop it are

■ **Display confident body language.**

■ **Do not trade insults or get physical**

(Look the person harassing you in the

with the person harassing you. This

eyes; stand up straight; keep your face

will only make things worse.

calm and expressionless.)

■ **Do not blame yourself.**

■ **Tell the person harassing/bullying**

■ **Keep a written record of each time it**

you to stop it. (Speak in a clear, firm

happens.

voice or write a note.)

■ **If the harassment/bullying doesn't**

■ **Ask for help from someone you trust.**

stop, report it to school staff.

5. As an ally of a target, three things I could do to help are

■ **Get the bully or harasser's attention.**

■ **Help the target leave the situation.**

■ **Keep it calm.**

■ **Give the target moral support.**

■ **Call it out.**

■ **Get an adult.**

■ **Say how I feel.**

■ **Help the target brainstorm ways to**

■ **Tell what I want.**

avoid the situation in the future.

Name: _____

Review of Lesson 4

Sexual Harassment

What is Sexual Harassment?

You are in the girls' bathroom in between classes with your friends. One of your friends starts talking about another girl in your class. She makes mean comments about her, saying that she "makes out" with a lot of guys. Other girls in the bathroom start laughing and joining in. Your friend pulls out a pen and writes mean comments about the girl on one of the stalls.

Is this sexual harassment? _____

Why or why not?

As an ally, what would you do or say in this situation?

Review of Lesson 4

Sexual Harassment

What is Sexual Harassment?

Sexual harassment is a form of bullying that includes unwanted sexual actions words. It can involve talking, showing, or touching.

You are in the girls' bathroom in between classes with your friends. One of your friends starts talking about another girl in your class. She makes mean comments about her, saying that she "makes out" with a lot of guys. Other girls in the bathroom start laughing and joining in. Your friend pulls out a pen and writes mean comments about the girl on one of the stalls.

Is this sexual harassment? ***Yes.***

Why or why not?

The girl is spreading rumors about another girl's sexual activity.

As an ally, what would you do or say in this situation?

- Tell the girl that it is not cool to say those things about someone else.***
- Tell the principal or counselor.***
- Tell the other girls that they wouldn't think it was funny if someone said that about them.***
- Stand up for the target, tell the other girls that they don't really know how many guys the other girl does or does not "make out" with and she shouldn't spread rumors.***

Staying Safer Online



Overview

Students watch DVD clips about online predators and cyber-bullying, discuss online safety and cyber-bullying, and identify ways to use online communication more safely.



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 and Unintentional Injury

Benchmark: (MS.1.1): Analyze the relationship between healthy behaviors and personal health.

Benchmark: (MS.1.2): Analyze interrelationships between physical, mental/emotional, and social health.

Benchmark: (MS.1.4): Describe ways to reduce or prevent injuries and other adolescent health problems.

Benchmark: (MS.1.5): Explain how appropriate health care can promote personal health.

Benchmark: (MS.1.6): Describe the benefits of and barriers to practicing healthy behaviors.

Benchmark: (MS.1.7): Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.8): Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Benchmark: (MS.1.9): Explain interrelationships between behaviors, functions of the body, and overall health.

Benchmark: (MS.1.10): Explain key health terms and concepts.



Assessment

Tasks

Students will explain how choices young people make when using the Internet can increase their risk of becoming a victim.

Students will explain basic guidelines for communicating more safely online.

Tools

Students will explain how posting personal or false information can increase the risk for victimization.

Students will describe at least three steps they can take to protect themselves from harassment or other unwanted online communication.



Materials and Preparation

Make transparency:

- **Am I Putting Myself at Risk?**

Copy student tools (one page for each student):

- **Staying Safer Online** Student Handout
- **Patty's Profile** Student Worksheet
- **Keeping Children Safer Online** Parent Handout

Choose extra assessment tools (as needed)

- **Advocate for Online Safety** Student Letter
- **Review of Lesson 5** Student Worksheet

Review:

- **Dangers Online** Teacher Fact Sheet
- **Internet Safety Resources** Teacher Fact Sheet
- **Keeping Children Safer Online** Parent Handout
- **Patty's Profile** Teacher Answer Key

Have:

- *Amy's Choice* DVD clip* (approximately 4 minutes)
- *Cyberbullying* DVD clip* (approximately 3 minutes)
- DVD player, overhead projector

* Additional vignettes and educational resources for grades K-12 are available at www.NetSmartz.org. NetSmartz was created by the National Center for Missing & Exploited Children and Boys & Girls Clubs of America.

Time:

One 45–55 minute class period



Active Learning Opportunities

1. Review the previous lesson.

If a week or more has passed between Lesson 4 and Lesson 5, briefly review guidelines for a respectful classroom environment.

At a minimum, guidelines should include:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually abused, and I wondered ...," ask, "Is it true that a person who has been sexually abused ...?")
- No put downs, teasing, name calling, etc.

Lesson 4 Key Concepts

With student participation, restate the key concepts from Lesson 4.

- Sexual harassment is a form of bullying.
- Bullying can have serious consequences on targets (the people being bullied).
- Students have the right to be safe from bullying at school.
- Students can take steps to help stop sexual harassment and other forms of bullying when they occur.

2. Introduce risks of online activity.

Ask students:

Can you give me examples of common online activities young people engage in?

(instant messaging, using chat rooms, using online networking sites such as Myspace.com, blogging, surfing the Web for information)

What are some of the benefits of these online activities?

(staying connected with friends, sharing educational and interesting information, viewing photos, etc.)

Write student examples on the board.

Ask students:

What are some of the dangers associated with online activities?

(getting distracted from studies and other responsibilities, becoming a cyber-potato [spending too much time sitting at the screen and not getting exercise], having too much personal information out in cyberspace, receiving inappropriate material, cyber-bullying [receiving unkind or threatening messages or rumors over the Internet], online predators posing as cyberspace friends to trick young people into meeting in person with them to harm them)

Write student examples on the board.

Explain that although online activities can be fun, educational, and a great way to connect with friends, online dangers are real and can result in serious consequences for young people.

Note: If a story has recently appeared in the news about a young person having been lured online and then abducted or assaulted by a sexual predator, cite the story to highlight the potential dangers of online activities. Ask students if they know of other news stories to share about online dangers.

3. Students listen to and discuss a real-life story.

DVD: *Amy's Choice*

Tell students the film clip they are about to view is a true story about the dangers a young person may encounter when meeting in person with someone she or he first “met” online.

After students have watched the DVD clip, use the following questions to guide a discussion.

Why do you think Amy might feel comfortable telling the man she met online “things you’d never tell your friends”?

(She didn’t think she had anyone to talk to. He gained her trust. He was someone she didn’t know in real life, so telling him very personal things was sort of like writing in a diary. She thought that because he was older and more experienced, he would understand. He told her he would take care of her until she could take care of herself.)

Do you think Amy originally intended to meet the man in person?

(No, she was comfortable just having him as an online friend.)



What reasons did Amy have for running away the second time?

(The man showed up at her house and talked her into going away with him. It seemed like a good way to get away from her problems.)

What were some of the warning signs about this man?

(He was a lot older than Amy. He wanted her to stay with him. He had another online “friend” contact Amy to let her know he was at her house. He had really planned things out but hadn’t included Amy in those plans.)

Who could Amy have talked to instead of turning to someone she met online?

(She could have talked to her friends because they were going through similar experiences. She could have talked to a trusted adult.)

Emphasize that it is normal for teens to feel lonely at times and to feel like they have no one to talk to. Those feelings of loneliness can be hard to deal with, but it’s important to remember that safety must come first. Meeting in person with people we have first met online can be dangerous.

What would you do if you knew a friend was planning to meet in person with someone he or she first met online?

(Tell a trusted adult immediately so that he or she could help my friend out of this situation; try to talk my friend out of it; plan to spend more time with my friend so he or she wouldn’t feel the need to meet with people he or she didn’t really know.)

4. Discuss guidelines for staying safer online.

Teacher Fact Sheet: **Dangers Online**

Transparency: **Am I Putting Myself at Risk?**

Ask students:

Do you or someone you know use online social networking sites? Which sites do they use?

(Most middle school students will have used or be familiar with online social networking sites—friend sites—such as MySpace.com, Xanga.com, and Friendster.com.)

Emphasize that although these sites may be a great way to communicate with other people and talk with friends, it’s important to use them in a safe way. Unfortunately, online predators, such as the one Amy met, use these sites to lure unsuspecting children and teens. Highlight the fact that predators use

the personal information young people post online to take advantage of and trick children and teens into meeting them in person.

Explain to students that there are certain “red flags”—things to watch out for—that indicate that the person they first met online probably is *not* safe.

Ask students for examples of “red flags.”

What would some of those “red flags” be?

Acknowledge student feedback.

Display the **Am I Putting Myself at Risk?** transparency. Read the bullets aloud.

Say to students:

If you have friends who are communicating with people they first met online and you feel they could be putting themselves at risk, tell a trusted adult *immediately*.

5. Discuss cyber-bullying.

Teacher Fact Sheet: **Dangers Online**

Student Handout: **Staying Safer Online**

DVD: *Cyberbullying*

Say to students:

Although most teens use online communications, such as IM-ing, to hang out with friends and stay connected, some teens use it to spread rumors, make fun of, or even threaten others. This is called cyber-bullying or online bullying.

Ask students:

Raise your hand if you know someone, including yourselves, who has experienced cyber-bullying?

(Students usually raise their hands.)

What are some ways teens bully online?

(IMs containing put-downs, rumors, and threats; posting embarrassing photos on cell phones or Websites; stealing passwords; creating Websites that target certain students; text messages on cell phones, etc.)

Say to students:

Cyber-bullying is very serious. Even though a cyber-bully can't see the other person's face, targets of cyber-bullying have reported how painful and long-lasting the effects can be.

Show DVD.

After students have watched the DVD clip, use the following questions to guide discussion.

Why do you think people say hurtful things or put other people down online?

(They don't care about others' feelings; they do it because their friends are doing it; the Internet is faceless and they don't realize the hurt they are causing, etc.)

The guy in the DVD has serious regrets about participating in rating girls over the Internet. What could he do now?

(Apologize to those he hurt; let his friends know that he thinks what they did was wrong; make a point of never doing it again, etc.)

What can you do to protect yourself from cyber-bullies?

(Talk to a trusted adult if you have been targeted by a cyber-bully; guard your personal contact information—don't give your cell phone number, IM name, etc., to people you don't know; do not respond to harassing or rude messages, etc.)

Distribute the **Staying Safer Online** handout.

Explain to students that the first two sections of the handout provide online safety tips and the last section covers what to do if someone cyber-bullies you. Have various students read aloud one guideline at a time from the first two sections. Encourage students to raise their hands and ask questions or make comments about each guideline after it is read.

6. Students summarize key messages.

Student Worksheet: **Patty's Profile**

Parent Handout: **Keeping Children Safer Online**

Use the **Patty's Profile** worksheet as a review or as an assessment. Have students fill out the worksheet. (Allow five minutes for this activity.) Explain

to students that they may use the **Staying Safer Online** handout to help answer the questions.

Ask for volunteers to share their answers. Use the **Patty's Profile** teacher answer key and/or the teacher fact sheets to provide additional information and to clarify any misconceptions.

Ask students:

What do you think about Patty's pose and dress?

(Students will likely bring up the fact that her sexy pose and outfit might attract people who could harm her.)

Explain that the best photos to use online are the ones that truly represent who we are, not the ones that are used just to get attention. Emphasize that we have no control over who views our photos, so before deciding which photo to post online, students should ask themselves:

- How would I feel if my friends see it?
- How would I feel if my parents or other adults, such as teachers, see it?
- How would I feel if a sex offender in my community sees it?

Also explain that photos posted online should not include any personal identifiers that could provide clues to someone about your location.

Enrichment

As an optional activity, have students select one of the following assignments to complete outside of regular class.

- Imagine that you work for a big advertising agency and you have just been asked to be the lead on a major project. The project is to create a poster, PowerPoint presentation, or full-page ad that appeals to and educates middle school students on basic online safety. (Students may work together in groups or individually on this project.)
- Your middle school has a big problem with cyber-bullying. You have been asked to write a three-minute speech for the next school assembly on why cyber-bullying is serious and what needs to be done about it.

In addition to using the handouts from today's lesson, encourage students to explore other valid sources of information in completing the assignment. Among those resources are www.netsmartz.org and www.wiredsafety.org.

Tell students their project must:

- Take a clear stand for a healthy choice.
- Use information to support the choice.

- Show awareness of the audience for the message.
- Be persuasive.
- Show conviction about the message.

Distribute the **Keeping Children Safer Online** parent handout for students to take home to their families or include it in a school publication or mailing to parents.



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?

For teacher use only. Do not distribute to students.

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 survey* involving a representative sample of young people ages ten to seventeen years old found:

- About one in seven received a sexual solicitation or approach over the Internet in the last year.
- More than one in three were exposed to unwanted pictures of naked people or people having sex in the last year.
- Approximately one in twenty –five youth Internet users 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.

Based on these statistics, the researchers estimate that millions 10- to 17-year-olds are propositioned online each year. Even if only a small percentage of these incidents result in unlawful sexual contact, that means several thousand young people are adversely affected every year.

The survey also found that 70 percent of those solicited were female and almost 20 percent of the total number of young people solicited were ten to thirteen years old. Surprisingly, only 16 percent of those solicited disclosed the incident to a parent, guardian, or school staff.

Social Networking Sites

Recently, concern has grown about pre-teens and teens' escalating use of social networking sites, such as MySpace and Facebook. More than eight million young people are registered on MySpace.com alone. Young people log on for hours each week to communicate with friends, create blogs, post photos, and meet new people. Unfortunately, these Websites also provide sexual predators with a wealth of personal information on thousands of children and make it easy for predators to meet with the most vulnerable among them.

Although sites such as MySpace say users must be at least fourteen years old and cannot post suggestive photos, middle school students are creating Websites in droves. Moreover, some middle school students, mimicking older users, display provocative photos of themselves to grab attention and frequently add a few years to their online profiles. Even though users of MySpace must agree not to include telephone numbers and addresses, they often provide other detailed information about themselves (e.g., their photo, school, daily activities, favorite locations to hang out), which negates any attempt at anonymity.

Sexual predators may use social networking sites and chat rooms to hide their true age, identity,

and motive for interaction. They spend time building trust with their victims by appearing “cool,” concerned, and understanding. In time, through manipulation and increased knowledge of the victim, 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.** 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, etc.
- adolescents and teens who report high levels of Internet use

Cyber-bullying

While sexual solicitations and unwanted exposure to sexual material online are often cited as the key online dangers for youth, cyber-bullying or online harassment has become a serious concern. In 2005, MindOh!, an educational company that tracks youth trends, reported that nearly 80 percent of the young people surveyed had read or spread gossip online, and more than half had visited a Website that included putdowns of peers.

Cyber-bullies use strategies such as sending demeaning, cruel comments about peers through Instant Messaging; posting derogatory comments anonymously on blogs; stealing someone else’s screen name and sending embarrassing, hurtful messages to friends or crushes; and forwarding private or sexually provocative images to those who were not intended to see them.

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

Tragic news stories about vulnerable youth committing suicide in response to unrelenting cyber-bullying underscore the need to address this critical issue. Unfortunately, the facelessness of cyber-bullying shields the perpetrator from directly experiencing the harm she or he has done, and all too often other young people unwittingly spread the damaging online content.

Protecting Adolescents from Online Dangers

Educating young people about the dangers of online communication is a critical step in reducing the risk of victimization by online sexual predators and cyber-bullies, and increasing the likelihood that those victimized will tell a parent or other concerned adult. While Lesson 5 provides a good overview of Internet dangers and safety tips for middle school students, it is recommended that teachers consider expanded learning opportunities. Resources such as www.netsmartz.org provide a wealth of information on Internet issues and an array of educational tools for students in grades K–12.

Other important steps to protect children from online dangers include:

- involving parents and other caregivers (see **Keeping Children Safer Online** parent handout, page 209)
- training school staff on Internet dangers and safety
- increasing reports of incidents of online sexual victimization and cyber-bullying to schools, Internet providers, and law enforcement
- increasing support and awareness for national online reporting resources such as the Cybertipline (www.cybertipline.com)
- investigating and prosecuting online sexual predators
- updating various criminal statutes to ensure they apply to Internet behavior

* David Finkelhor, Kimberly J. Mitchell, and Janis Wolak. 2006. *Online Victimization: A Report on the Nation's Youth: Five Years Later*. Alexandria, Virginia: National Center for Missing & Exploited Children.

** David Finkelhor, Kimberly J. Mitchell, and Janis Wolak. 2003. "Escaping or connecting? Characteristics of youth who form close online relationships." *Journal of Adolescence* 26.

For teacher use only. Do not distribute to students.

Internet Safety Resources

Resources from the National Center for Missing & Exploited Children (NCMEC)

Cybertipline: www.cybertipline.com

Report suspected stalking or sexual exploitation of a child at this site. NCMEC has a system for identifying online predators and child pornographers and contributing to law-enforcement investigations. Leads forwarded to the site will be acknowledged and shared with the appropriate law-enforcement agency for investigation.

The NetSmartz Workshop

www.netsmartz.org

The NetSmartz Workshop combines the newest technologies and current information to create educational activities for kids, including the most tech-savvy students. This Website also provides resources for parents, guardians, educators, and law enforcement to learn and teach about the dangers children may face online. The NetSmartz Workshop was created by the National Center for Missing & Exploited Children and the Boys & Girls Clubs of America.

Hawai'i Internet Crimes Against Children Task Force (HICAC)

www.hawaii.gov/ag/hicac/index.htm

HICAC is part of a cooperative nationwide network of task forces that is dedicated to protecting children in the online environment. HICAC makes Internet education and safety programs and information available for Hawaii's children, teachers, and parents. If prevention efforts fail, HICAC investigates and prosecutes persons who victimize children through the use of computers and the Internet. Hawaii's Attorney General created HICAC with the help of the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention.

I-SAFE

www.i-safe.org

I-SAFE is a nonprofit foundation whose mission is to educate and empower youth to make their Internet experiences safe and responsible. It accomplishes this through providing a K–12 curriculum and community outreach programs to parents, law enforcement, and community leaders. I-SAFE's comprehensive online Internet education program will prepare instructors to teach the curriculum in their schools.

Web Wise Kids

www.webwisekids.com

This site is committed to teaching strategies for safe Internet use, including methods for detecting and deterring online predators, to children and their caregivers.

SafeKids.com

www.safekids.com

This site is a family's guide to making the Internet and technology fun, safe, and productive.

Am I Putting Myself at Risk?

Are you communicating with someone who:

- asks questions that make you feel uncomfortable?
- talks about sexual things or sends sexual pictures?
- lies about his or her age?
- tells little about himself or herself, but asks a lot about you?
- puts pressure on you, particularly about meeting in person?
- wants to meet you alone with no parents or friends?
- asks you to keep secrets?

If the answer is yes to *any* of these questions, talk to a trusted adult!

Staying Safer Online

You meet a great person on a social networking site. This person really seems nice, funny, and totally gets you. But remember, unlike meeting people in real life, meeting people online is completely faceless. Even if you have a picture of this person and the two of you IM all the time, do you *really* know who this person is? Here are some simple online tips to keep in mind.

When Receiving Messages or Chatting

- Trust your gut. If someone says things that make you feel scared or uncomfortable, end the conversation. (You can also save or print the conversation and show it to a trusted adult.)
- Even though you want some privacy, talk to your parents about people you communicate with online as you do about your friends from school. Your parents should know if someone you met online sends you gifts (such as money) or wants to meet you in person.
- Never agree to meet with someone you've first met online without getting permission from your parents or guardian. If they say yes, have them join you and make sure the meeting is in a public place.
- If you are in doubt about what to do, chances are it is not a safe situation.

When Sending Messages

- Respect others. Avoid any statement that is hurtful, harassing, or annoying.
- Think before you send. Communicating online can make it easier to talk to people, but a good rule to keep in mind is not to say anything to anyone online you wouldn't say face-to-face.
- Never give your real last name, address, or telephone number to anyone. If someone asks for this information (or your password), don't respond. Log off and tell a trusted adult.
- Never provide information about others (friends, family members, etc.) that could possibly cause them trouble or harm.

Protecting Yourself against Cyber-Bullying

- If you receive messages that are hurtful or threatening, do not respond, and talk to a trusted adult about how you feel.
- Block IM messages and other online communications from senders who bully.

Staying Safer Online (continued)

- Save harassing messages you receive from other students and show them to a trusted adult. You can also forward harassing messages to your Internet Service Provider. (Your parents can help you do this.) Most service providers have policies that ban online users from harassing others.
- If the bullying includes threats of physical violence, tell a trusted adult immediately and contact the police.

If cyber-bullying happens to you, it's not your fault. Ask for help!

Report Sexual Predators

CyberTipline: (800) 843-5678 or www.cybertipline.com. CyberTipline is a program of the National Center for Missing & Exploited Children.

Internet Safety Resources

NetSmartz: www.netsmartz.org

Safe Kids: www.safekids.com

Hawai'i Internet Crimes Against Children Task Force: www.hawaii.gov/ag/hicac/index.htm

Patty's Profile

Directions: Patty is a 14-year-old student. Circle any information on Patty's profile that could put her at risk. Then answer the questions that follow.

Patty Brown



About Me: 2much2write: Call me at 555-5555!

Age: 17

Gender: female

Occupation: student

Interests: soccer, shopping, the beach (Sandy Beach every Saturday!)

Favorite Movies: I love horror flicks!

Favorite Books: Harry Potter, science fiction

Favorite Music: rock, hip hop

COMMENTS



Alex at 8:37 p.m., September 18

hey, patty! what's up??? see you at rainbows sunday! we gotta get there by 1pm so i'll pick u up at 12:30. u still live at 600 main street??



Julie at 4:45pm, August 29

Hi PATTY!!! Last weekend was SOOO much fun! LOL!! Didja do the math hw??? See you tomorrow!



Anonymous at 3:30pm, August 31

u looked so stupid in that outfit. ck out this foto w/your mouth hanging open. u shudda herd what alex sed bout u ... LOL!

Patty's Profile (continued)

Questions

1. Why is it dangerous for Patty to put *personal* information on her profile?

2. Why is it dangerous for Patty to put *false* information on her profile?

3. Who made the safer comment, Alex or Julie? Why?

4. What are three things Patty could do to protect herself from further messages like the one she received on August 31?

Patty's Profile

Questions

1. Why is it dangerous for Patty to put *personal* information on her profile?
It makes it easier for sex offenders or other people she doesn't know to find her, trick her, and harm her.

2. Why is it dangerous for Patty to put *false* information on her profile?
Saying she's older might make an older person think it's okay to date her.

3. Who made the safer comment, Alex or Julie? Why?
Julie. Her message did not contain any personal information. Using Alex's message, a sex offender, or another person who could harm Patty, would know how to find her—where she lives, where she goes to school, and where her favorite hangout is.

4. What are three things Patty could do to protect herself from further messages like the one she received on August 31?
Block the message. Save and print the messages. Not respond. Tell a trusted adult.

Keeping Children Safer Online

Parents and other caregivers play a critical role in keeping children safe from online dangers such as sexual solicitation, exposure to pornography, and online harassment or cyber-bullying. Take a few moments to review the following tips, and then take action to reduce your child's risk of victimization.

- Keep the computer in the family room or another open area of your home so that you can monitor your child's Internet activity.
- Be aware of any other computers your child may be using.
- Look into safeguarding programs or options for your computer that include monitoring or filtering capabilities.
- If your child has a social networking site (e.g., MySpace.com, Friendster.com), periodically monitor your child's page to ensure the information and images, etc., do not make your child susceptible to Internet predators.
- Discuss with your child the importance of not sharing personal information such as name, address, school, location of activities, etc. online.
- Talk to your child about never meeting in person with anyone he or she first "meets" online.
- Talk to your child about not responding to offensive or dangerous e-mails, IMs, chats, or other online communications. Report any such communication to local law enforcement. Do not delete the offensive or dangerous e-mail. Turn off the monitor and contact local law enforcement.
- Discuss what to do if your child sees something that makes him or her feel scared, uncomfortable, or confused. Show your child how to turn off the monitor and emphasize that it's not your child's fault if he or she sees something upsetting. Remind children to tell a trusted adult if they see something that bothers them online.
- If you suspect a child is being "stalked" or sexually exploited online, report it to CyberTipline (www.cybertipline.com). CyberTipline is a system for identifying online predators and child pornographers and for contributing to law enforcement investigations. Reports to this site will be acknowledged and shared with the appropriate law enforcement agency for investigation. CyberTipline is sponsored by the Nation Center for Missing & Exploited Children.

Adapted from a list provided by the NetSmartz Workshop. For more information, go to www.netsmartz.com, www.safekids.com, and.

Advocate for Online Safety

Write a letter to a younger friend sharing the tips you've learned about staying safe online. Explain why it is important to follow online safety tips.

Date _____

Dear _____,

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a dark vertical strip, possibly representing a binding or a shadow from the scanner. The right edge of the paper is slightly irregular. There is no handwriting or other markings on the page.

Your Friend,

Review of Lesson 5

Circle all the things that make Jim's *friends.com* profile unsafe.

friends.com



JIM'S PROFILE

About Me:	Always looking for fun! Call 555-5555!
Age	14
Gender:	Male
Occupation:	8th grader, football player – Western MS!!
Interests:	football, basketball, paddling, partying
Favorite Movies:	Pirates of the Caribbean, Spiderman
Favorite Books:	Harry Potter
Favorite Music:	Rap, Reggae, Island music

JIM BROWN
14 years old
Honolulu, Hawaii

COMMENTS



Alex at 8:37 p.m., Today
Hey Jim, I used to play football for college. I almost went pro. Maybe I could help you out.



Julie at 4:45pm, Today
Jim, you party a lot?! I haven't seen you out? Where do you hang out? Maybe we can hang.


List 4 things Jim can do to stay safer online.

1. _____
2. _____
3. _____
4. _____

Review of Lesson 5

Circle all the things that make Jim's *friends.com* profile unsafe.

friends.com




JIM BROWN
 14 years old
 Honolulu, Hawaii

JIM'S PROFILE


About Me:	Always looking for fun! Call 555-5555!
Age:	14
Gender:	Male
Occupation:	8th grader, football player - Western MS!!
Interests:	football, basketball, paddling, partying
Favorite Movies:	Pirates of the Caribbean, Spiderman
Favorite Books:	Harry Potter
Favorite Music:	Rap, Reggae, Island music

COMMENTS



Alex at 8:37 p.m., Today

Hey Jim, I used to play football for college. I almost went pro. Maybe I could help you out.



Julie at 4:45pm, Today

Jim, you party a lot?! I haven't seen you out? Where do you hang out? Maybe we can hang.

List 4 things Jim can do to stay safer online.

1. Do not put his picture and full name on his profile.
2. Do not put his phone number on his profile.
3. Do not put the name of his school on his profile.
4. Do not meet in person someone he meets online without parent's permission.

Getting Help and Offering Help



Overview

Students listen to a role-play that highlights how victims of sexual violence may need to tell more than one person before they can get help, discuss the challenges and importance of disclosing victimization, and describe appropriate ways to respond to a friend's disclosure of being a victim of sexual violence.



Guam Content and Performance Standards III

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: (MS.3.1): Analyze the validity of health information, products and services.

Benchmark: (MS.3.2): Access valid health information from home, school and the community.

Benchmark: (MS3.3): Determine the accessibility of products that enhance health.

Benchmark: (MS.3.4): Describe situations that may require professional health services.

Benchmark: (MS.3.5): Locate valid and reliable health product and services.

Benchmark: (MS.3.6): Develop injury prevention and management strategies for personal and family health.

Benchmark: (MS.3.7): Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks.

Health Education Standard 8, Health Advocacy

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

Topic

Advocacy across Topic Areas

Benchmark: (MS.8.1): Choose a health enhancing position on a topic and support it with accurate information.

Benchmark: (MS.8.2): Demonstrate how to influence and encourage others to make positive health choices.

Benchmark: (HE.8.3): Work cooperatively to advocate for healthy environments.

Benchmark: (MS.8.4): Identify ways in which health communication techniques can be modified for different diverse audiences.

Benchmark: (MS8.5): Demonstrate the ability to convey accurate information and opinions about health issues.



Assessment

Tasks

Students will define disclosure.

Students will identify barriers to getting help.

Students will explain how to get help.

Students will demonstrate how to help a friend who is a victim of sexual violence.

Tools

Students will define disclosure as telling a trusted person about being the victim of sexual violence.

Students will identify at least three reasons that victims of sexual violence might find it difficult to seek help.

Students will name at least two community resources for help in dealing with sexual violence and explain why those sources are valid.

Students will explain that listening, providing support, offering praise, and sharing knowledge are appropriate ways to respond to a friend's disclosure of sexual violence.



Materials and Preparation

Copy student tools (one page for each student):

- **Keoni Tries to Tell His Mom** Role-play
- **Dana Tries to Tell Her Mom** Role-play
- **How to Help a Friend** Student Handout
- **Helping Chris** Student Worksheet

Choose extra tool (as needed)

- **Keoni Gets Help** Role-play (a tool to model appropriate response to victim disclosure)

Review:

- Introduction (especially Sections 3 and 4)
- **Responses to Common Questions** Teacher Aid
- **Helping Chris** Teacher Answer Key

Time:

One 45–55 minute class period



Active Learning Opportunities

1. Review the previous lesson.

If a week or more has passed between Lesson 5 and Lesson 6, briefly review guidelines for a respectful classroom environment.

At a minimum, guidelines should include:

- Treat everyone's questions with respect.
- Don't ask personal questions of a classmate or the teacher.
- Don't refer to specific people in your questions.
(For example, instead of saying or writing, "My cousin was sexually abused, and I wondered ...," ask, "Is it true that a person who has been sexually abused ...?")
- No put downs, teasing, name calling, etc.

Lesson 5 Key Concepts

With student participation, restate key Internet safety rules from Lesson 5.

- If someone says things that make you feel scared or uncomfortable, end the online conversation. Save or print the conversation and show it to a trusted adult.
- Never agree to meet with someone you've talked with online without getting permission from your parents or guardian first.
- Never provide personal information—such as your last name, address, telephone number, or where you go to school—to someone you only know online.
- Think before you send.
- Never reply to harassing or bullying messages.
- When in doubt, tell a trusted adult.
- If the bullying includes threats of physical violence, contact the police.

2. Define disclosure.

Say to students:

Because experiencing sexual violence can be very troubling, victims often find it difficult to speak up about what has happened to them. It takes a lot of courage for a victim to disclose incidents of sexual violence. To disclose means to tell someone that you are being hurt in a sexual way.

3. Students role-play and discuss disclosure.

Role-plays: **Keoni Tries to Tell His Mom**, **Dana Tries to Tell Her Mom**

Distribute **Keoni Tries to Tell His Mom**.

Explain to students that the next activity is a follow-up role-play to the **Mr. Jones Role-play** in Lesson 2. Briefly review the **Mr. Jones Role-play**. In the role-play, Keoni does yard work for Mr. Jones. One evening while driving Keoni home, Mr. Jones says sexual things to Keoni and touches him in a way that makes Keoni feel uncomfortable.

Explain that the role-play they are about to read will help them learn how to respond if someone tries to disclose to them—to tell them—that he or she has been a victim of sexual violence.

Ask for volunteers to read the parts of Keoni (the person disclosing), his Mom, and the Narrator.

Have volunteers read their parts.

Use the following questions to guide discussion.

How do you think Keoni felt when he went to bed?

(confused, helpless, unsure, sad, angry at his mom, etc.)

How did the mom respond to Keoni?

(didn't take Keoni seriously, didn't believe Keoni, kept on making excuses for Mr. Jones, etc.)

Why do you think the mom responded this way?

(The mom has known Mr. Jones for a long time and has come to trust him. She didn't want to believe that someone she thought she knew and could trust would do something like that, etc.)

Point out that even though Keoni's mom didn't respond appropriately, that doesn't mean she doesn't care about Keoni. Sometimes it's easier for people to believe the victim is overreacting or not telling the truth than to accept the truth about what happened. Also, it was probably very hard for Keoni's mother to believe that a man she trusted, knew well, and liked could do such a thing.

How do you think Keoni felt when his mother said, "Don't you think you're over-reacting?"

(Keoni might begin to doubt himself. He might begin to wonder if he had done something to cause what happened. Instead of reacting the way he did, he might have gotten really angry and defensive at that point.)

What can Keoni do now?

(Keoni could tell another trusted adult, such as his father or a relative, about Mr. Jones's inappropriate behavior and that he had crossed Keoni's personal boundaries. Keoni could quit his job doing yard work for Mr. Jones. He could keep his job but have his parents—or someone else—pick him up so he is never alone with Mr. Jones.)

Remind students of the “keep telling” tip from Lesson 1: Victims of sexual violence need to keep telling what has happened, even when the first person they turn to for help cannot or will not help. Emphasize that there are people in the community they can call for help. Sex assault hotline numbers are listed on the Ohana Tree handout from Lesson 1 and will be reviewed at the end of this lesson.

*Note: The second role-play, **Dana Tries to Tell Her Mom**, is very similar to the **Keoni Tries to Tell His Mom** role-play and can be used instead of the Keoni version. However, it is advisable to use the Keoni version to emphasize that male victims should speak up. Unfortunately, male victims are less likely than female victims to disclose.*

4. Discuss disclosure and incest.

Emphasize to students that it takes a great deal of courage for a victim of sexual violence to disclose what has happened to her or him, *especially* if the offender is a family or other household member.

Ask students to think about the girl from the *Gonna Make It* DVD in Lesson 1. (If time permits, show the four-minute DVD again.)

Say to students:

Incest is when a person (male or female) is sexually abused by a family member or relative. The 14-year-old girl in the *Gonna Make It* DVD is a victim of incest. Her father is the offender.

Use the following questions to guide a discussion about disclosure and incest.

What are some of the reasons the 14-year-old girl in the DVD would have a hard time telling someone what happened to her? What would make it difficult?

(She might feel embarrassment, shame, or fear. She might be afraid of what her father would do. She might be afraid that no one would believe her. She might be afraid that telling someone

would cause her family to break up. She might be worried that her father would end up in jail, etc.)

Explain to students that counselors and teachers are required by law to report to Child Protective Services and the police department any suspected sexual abuse of a student by any member of his or her household. That includes parents; step-parents; other adults, such as aunts or uncles; brothers or sisters; or even someone who doesn't live in the household, but who is responsible for the student's care.

What if the girl in the DVD had been your friend? What would you say to her?

(It's not her fault. She can get help from an adult she trusts. Incest is a serious crime and her father is breaking the law, etc.)

What are some ways you might be able to help her?

(Help her figure out who in her ohana she could turn to for help. Try and convince her that her safety is important. Turn to my parents or another trusted adult for advice on what to do. Encourage her to talk to the school counselor, etc.)

Say to students:

Although disclosing incest can be very difficult for victims, it can help them become safe. Victims are never to blame for what happens to them, and they deserve to be safe and respected, especially at home.

[tip]

**Lesson Tip: Incest Disclosure
and Family Disruption**

When disclosure involves incest and the person responding to the disclosure is a family member, that person's anger, guilt, or shame may interfere with his or her ability to respond in a helpful manner. In addition, the disclosure often is extremely disruptive to the family, at least in the short term. In spite of the challenges resulting from disclosure, it is a critical first step toward stopping the abuse and initiating recovery.



5. Discuss responding to disclosure.

Student Handout: **How to Help a Friend**

Say to students:

Because sexual violence is so common, it's possible that a friend will confide in you—that is, disclose—that he or she is a victim. This friend may be a victim of sexual harassment, a victim of an abusive dating partner, or perhaps a victim of sexual abuse by an adult in his or her life.

If a friend confides in you that he or she is a victim, the way you respond to your friend is important. Responding the wrong way—like Keoni's mom—can make things worse for the victim. It can leave the victim feeling unsure, confused, embarrassed, or afraid to get help.

Distribute the handout.

Explain to students that the handout provides tips for responding appropriately when a friend discloses that he or she has been harmed in a sexual way. Have various students read aloud one tip at a time. Encourage students to ask questions or make comments about each guideline after it is read.

Draw students' attention to the sex assault hotlines listed at the bottom of the handout. Explain that a crisis counselor is available 24 hours a day to take calls, to listen, to help. Callers will be asked their name, but do not have to provide that information. Callers may remain anonymous and still obtain information and support. Remind students that these community resources are also listed on the trunk of their *ohana* trees from Lesson 1.

6. Students respond to disclosure.

Student Worksheet: **Helping Chris**

Distribute the student worksheet.

Have students work in pairs to complete the worksheet. Explain to students that they may use the **How to Help a Friend** handout to develop appropriate responses. Ask for volunteers to share their responses. Use the **Helping Chris** teacher answer key for additional appropriate responses and to clear up any misconceptions.

Optional Activity: Distribute **Keoni Gets Help** and assign roles for students to read aloud to class. This role-play models appropriate adult response to disclosure.



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? How did they interact with each other and with me?
- 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?

For teacher use only. Do not distribute to students.

Responses to Common Questions

These student questions or concerns may arise in response to the material in Lesson 6.

Why does someone do that? (incest)

There is no one reason. It is complicated. However, it is clear that anyone who would harm another person sexually has serious problems and needs help. The important points for you to remember are that crimes such as incest are

- *wrong*
- *against the law*
- **never** *the victim's fault*

I'm concerned someone in my family might do this to me. (incest)

Fortunately, most adults would never even think about sexually abusing someone. But if this happens to you or to someone you know, help is available.

Keoni Tries to Tell His Mom

- Narrator:** Mr. and Mrs. Jones are best friends with Keoni's parents. The Joneses have hired Keoni to do their yard work at \$20.00 an hour! Mr. Jones always gives Keoni a ride home after he's finished working in the yard. On the way home today, Mr. Jones started talking about how sexy and good looking Keoni is and tried to touch him in ways that made Keoni feel very uncomfortable. What should he do? He decides to tell a trusted adult. Keoni finds his mom, sitting in the living room reading a book.
- Keoni:** Hey, Mom.
- Mom:** Hey there, Keoni. How did the job go today for Mr. Jones?
- Keoni:** Uhhhhmm. It was okay.
- Mom** (*still reading her book*): That's good. By the way, isn't your history project due tomorrow? You are running out of time, get going on it
- Keoni:** Okay. Mom?
- Mom:** Yes?
- Keoni:** Nothing.
- Mom:** What's the matter, Keoni?
- Keoni:** Well, Mr. Jones was acting weird on the way home in the car.
- Mom** (*looks up at Keoni*): What do you mean? Weird, how?
- Keoni:** He kept saying things that made it kind of *weird*, like how good-looking and muscular I am. And then he tried to touch me and put his hand in my hair.
- Mom:** C'mon, Keoni. You know how Mr. Jones is. He's just a friendly guy. He's been a close friend of the family for years
- Keoni:** Maybe, Mom, but it wasn't like that, it was just gross.
- Mom:** Keoni, is this a joke? Because if it is ...
- Keoni:** Never mind.
- Narrator:** Keoni's mom doesn't believe that someone she's known for fifteen years, her best friend's husband, could be anything but a decent family friend. The mom's voice takes on a firm, no-nonsense tone.

Keoni Tries to Tell His Mom (continued)

Mom: Honey, Mr. Jones has known our family a long, long time. He practically *is* family. He's never been anything but kind and generous. Who else in middle school makes \$20.00 for doing yard work? Don't you think you're overreacting?

Keoni: Yeah, I know, Mom. I mean, if you'd been there, it was uncomfortable. I can't explain it.

Mom: Listen to me, Keoni. I'm sure you just misunderstood him. Nothing more. Don't worry about it. Now, get going on your homework.

Narrator: Keoni walks away. He's very confused and is worried about doing yard work for Mr. Jones again.

Dana Tries to Tell Her Mom

Narrator: Mr. and Mrs. Jones are best friends with Dana's parents. Dana babysits the Jones' daughter at \$20.00 an hour! Mr. Jones always gives Dana a ride home after babysitting. On the way home today, Mr. Smith started talking about how attractive Dana is and tried to touch her in ways that made Dana feel very uncomfortable. What should she do? She decides to tell a trusted adult. Dana finds her mom, who's up late reading a book.

Dana: Hey, Mom.

Mom: Hey there, Dana. How was your night?

Dana: Uhhhmm. It was okay.

Mom (*still reading her book*): That's good, sweetie. Boy, it's late. Better take your shower now and get into bed. School tomorrow.

Dana: Okay. Mom?

Mom: Yes?

Dana: Well, tonight was kinda weird.

Mom: What do you mean?

Dana: Well, Mr. Jones was acting weird in the car.

Mom (*looks up at Dana with interest*): What do you mean? Weird, how? Is he all right?

Dana: Well, I think he is. Except he kept saying things that made me uncomfortable, like how good-looking I am. And he tried to put his arm around me.

Mom: Dana, is this a joke? Because if it is ...

Dana: No, Mom! It's not. It was really uncomfortable. I ...

Mom: C'mon, Dana. You know how Mr. Jones is. He's just a friendly guy. He's just complimenting you, that's all.

Dana: Maybe, Mom, but ...

Narrator: Dana's mom doesn't believe that someone she's known for fifteen years, her best friend's husband, could be anything but a decent family friend. The mom's voice takes on a firm, no-nonsense tone.

Dana Tries to Tell Her Mom (continued)

Mom: Honey, Mr. Jones has known our family a long, long time. He practically *is* family. He's never been anything but kind and generous. Who else in middle school makes \$20.00 an hour babysitting? Don't you think you're overreacting?

Dana: Yeah, I know, Mom. But Mr. Jones just didn't ... I mean, if you'd been there, heard the tone in his voice and all.

Mom: Listen to me, Dana. I'm sure you just misunderstood him. Nothing more. You've been watching too much TV. Don't worry about it. Now, it's really time for bed. You've got to get up early.

Dana: Okay, Mom. Night.

Narrator: Dana quietly goes upstairs to bed. She is very confused and wonders what she should do.

How to Help a Friend

Sexual violence can happen to anyone, even someone you know. If a friend tells you he or she has been sexually abused, you can help.

Be a good listener.

Don't interrupt or ask too many questions.

Support your friend.

Let your friend know that you believe what he or she told you. Let your friend know that what happened is *not* his or her fault.

Praise your friend's courage.

Let your friend know that he or she is very brave for telling you.

Share your knowledge.

Tell your friend where he or she can get help. If your friend is willing, assist her or him in getting help.

If a friend is in serious danger, tell an adult as soon as possible!

Community Resources

24-hour Sex Assault Hotlines:

Healing Hearts Crisis Center, 647-5351

Crisis Hotline: 647-8833/647-8834

Child Protective Services, 475-2672/2653

GPD, 911

Helping Chris

Directions: In the conversation below, Kim does not respond to Chris in an appropriate way. On the blank lines, provide different—and appropriate—responses Kim should give to help Chris.

Chris: Hi, Kim.

Kim: Hi! Hey, how come you didn't come to Tony's house yesterday? It was fun!

Chris: Yeah, I ... um ... I had stuff to do.

Kim: Tony's older brother was there. He is so cool! He's kind of cute too!

Chris: Tony's older brother is weird. Why is he always there?

Kim: Because he lives there? Duh. What's your problem? He's a nice guy.

What Kim should say: _____

Chris: He creeps me out. One time he pulled me into the bathroom ... he tried to kiss me ... and to touch me.

Kim: Wow, are you serious? You are so lucky! I wish that had happened to me.

What Kim should say: _____

Chris: I didn't want him to do that. And he wouldn't let me out of the bathroom when I tried to leave. But then I started to freak out. It was kinda scary ...

Kim: Maybe he thought you liked him. Did you lead him on?

What Kim should say: _____

Chris (sounding worried): I'm confused. Maybe this is really all *my* fault.

Kim: (Doesn't know what to say so she says nothing.)

What Kim should say: _____

Helping Chris

Directions: In the conversation below, Kim does not respond to Chris in an appropriate way. On the blank lines, provide different—and appropriate—responses Kim should give to help Chris.

Chris: Hi, Kim.

Kim: Hi! Hey, how come you didn't come to Tony's house yesterday? It was fun!

Chris: Yeah, I ... um ... I had stuff to do.

Kim: Tony's older brother was there. He is so cool! He's kind of cute too!

Chris: Tony's older brother is weird. Why is he always there?

Kim: Because he lives there? Duh. What's your problem? He's a nice guy.

What Kim should say: **(Responses will vary.) Gee, Chris. You seem upset and you think he's weird. Did something happen?**

Chris: He creeps me out. One time he pulled me into the bathroom ... he tried to kiss me ... and to touch me.

Kim: Wow, are you serious? You are so lucky! I wish that had happened to me.

What Kim should say: **(Responses will vary.) That's really messed up. He should never have done that to you. You must have been so scared.**

Chris: I didn't want him to do that. And he wouldn't let me out of the bathroom when I tried to leave. But then I started to freak out. It was kinda scary ...

Kim: Maybe he thought you liked him. Did you lead him on?

What Kim should say: **(Responses will vary.) It was really brave of you tell me. I'm really glad you told me. It's hard to share something awful like that.**

Chris (sounding worried): I'm confused. Maybe this is really all *my* fault.

Kim: (Doesn't know what to say so she says nothing.)

What Kim should say: **(Responses will vary.) It's not your fault! He shouldn't have done that! Let's figure out who you can go to for help.**

Helping Chris Teacher Answer Key (continued)

How about telling your parents?

Let's tell the school counselor right now. I'll go with you.

Do you know about the Healing Hearts Crisis Center? They have a 24/7 number you can call. They know about this stuff and can help you.



Keoni Gets Help

Narrator: Mr. and Mrs. Jones are best friends with Keoni's parents. The Joneses have hired Keoni to do their yard work at \$20.00 an hour! Mr. Jones always gives Keoni a ride home after he's finished working in the yard. On the way home today, Mr. Jones started talking about how sexy and good looking Keoni is and tried to touch him in ways that made Keoni feel very uncomfortable. Keoni tried to tell his mom, but she didn't believe him.

Narrator: What should he do? Keoni decides to confide in his friend, Rob.

Rob: Hey Keoni. How's it going?

Keoni: Oh ... it's ok. (looking sad)

Rob: What's wrong?

Keoni: I don't know if you will believe me.

Rob: I'll listen to you Keoni. We have been friends forever. You always help me.

Keoni: Ok. Well, you know how I have been working in Mr. Jones' yard all summer? He usually gives me a ride back home after I'm done. But today he was acting really weird.

Rob: Weird? How do you mean?

Keoni: He told me how good-looking I was and how muscular I got.

Rob: That is weird. But you are working out. You got more muscle, man.

Keoni: Dude, it's not funny! He started touching me. It was so gross. Why would he say those things and touch me?

Narrator: Rob realizes that this is a serious issue and that it's nothing to joke around about. Keoni is upset and Rob knows that what Mr. Jones did was wrong.

Rob: Keoni, I'm sorry man. It was wrong of Mr. Jones to do that. You need to tell someone so he can stop. That's not cool!

Keoni: I tried to tell my mom but she didn't believe me. She said I misunderstood him. There is no way I can tell my family. Mr. Jones is my dad's best friend!

Rob: Keoni we need to tell someone. How about we tell my dad? He always helps me out when I have a problem. I'll even come with you.

Keoni: Thanks Rob. I'm glad you believe me and that you'll help me.

Rob: No problem!

Narrator: Rob and Keoni start walking towards Rob's house to tell his dad. Keoni feels a lot better after Rob believes him and helps him out.



Accessing Services at the Healing Hearts Crisis Center (HHCC)



School staff on Guam can contact The Healing Hearts Crisis Center for information and/or to access services for students who have been sexually assaulted. (Refer to Reporting Child Sexual Abuse (page 35) if the offender is a family/household member or caretaker of a child victim.)

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

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.

Contacting HHCC

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

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.



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) Sadomasochistic 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, sadomasochistic 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.



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/>

For Teachers

- *Flirting or Hurting: A Teacher's Guide on Student-to-Student Sexual Harassment in Schools* (Grades 6 through 12). 1994. Nan Stein and Lisa Sjostrom. National Education Association (NEA) Women and Girls Center for Change and the Wellesley College Center for Research on Women. The curriculum includes classroom lessons suitable for social studies, English, psychology, or health classes on the topic of sexual harassment.
- *Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences* (Grades 7 through 12). 1999. Nan Stein and Dominic Cappello, with contributions from Linda Tubach and Jackson Katz. Wellesley College Center for Research on Women. The purpose of this teaching guide is to explore power, inequities, and violence in relationships, as well as friendship, interventions, justice, and courage in relationships.
- *More Than a Few Good Men: Strategies for Inspiring Boys and Young Men to Be Allies in Anti-Sexist Education*. 1998. Jackson Katz. Wellesley College Center for Research on Women. Jackson Katz is a leader in bringing men and boys into the cause of ending violence and sexism against women. This paper outlines six key strategies for inspiring boys and young men to be allies with girls and women in gender violence prevention education.
- *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.
- *Unequal Partners: Teaching About Power and Consent in Adult-Teen and Other Relationships*. Second Edition. 2000. Sue Montfort and Peggy Brick. Planned Parenthood of Greater Northern New Jersey, Inc. This curriculum provides various activities to teach teens about the dynamics in adult-teen relationships, how consent factors in, and the impacts of dating someone older than you.

Helpful Websites

- **The Sex Abuse Treatment Center**

www.satchawaii.com

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.

- **Men Can Stop Rape**

www.mencanstoprape.org

This Website focuses on awareness-to-action education and community organizing. Men Can Stop Rape promotes gender equity and builds men's capacity to be strong without being violent.

- **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.



- **Family Violence Prevention Fund**

www.endabuse.org

This site is an excellent resource for a multitude of programs and research projects related to violence against women and children.

- **The Domestic Violence Action Center**

www.stoptheviolence.org/public/

The Domestic Violence Action Center, based in Hawaii, provides information on its Website related to its work to end domestic violence and other forms of abuse through leadership, prevention, legal services, individual and systemic advocacy, and social change efforts.

For Youth

- *Boy v. Girl? How Gender Shapes Who We Are, What We Want and How We Get Along.* 2002. G. Abrahams and S. Ahlbrand. Minneapolis: Free Spirit Publishing. A self-help guide for teens that examines gender construction and attitudes.
- *May I Kiss You? A candid Look at Dating, Communication, Respect & Sexual Assault Awareness.* 2003. M.J. Domitrz. Greenfield: Awareness Publications. A self-help book for teens and adults that examines various methods to ensure respectful dating behavior.
- *Speak.* 2003. L.H. Anderson. New York: Penguin Group. A novel that explores a teen's sexual assault experience.

- **Choose Respect**

www.chooserespect.org

This interactive Website is part of an initiative to help adolescents form healthy relationships to prevent dating abuse before it starts. This national effort is sponsored by the Centers for Disease Control and Prevention.

- **Teen PCAR/Pennsylvania Coalition Against Rape**

www.teenpcar.com

A Website devoted to helping teens recognize and respond to abusive partners. Visitors to the Website can play the award-winning video *Gonna Make It*.

- **National Teen Dating Abuse Helpline**

www.loveisrespect.org

Help for teens in abusive relationships. Website has interactive blogs, quizzes and articles. Sponsored by Liz Claiborne Inc.

- **Teen Central**

www.teencentral.net

An internet site for teens that gives them a space to share their problems and find solutions. Also offers a list of teen help-lines nationwide. This site is operated by KidsPeace, the world's oldest and largest independent organization dedicated to helping children in crisis.

- **Netsmartz**

www.netsmartz.org

This Website combines educational activities for even the most techsavvy students as well as resources for adults about the dangers children face online.

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

Acquaintance rape: Rape that involves people who know each other.

Ally: A person who helps another or who is on the target's (victim's) side.

Blog: An online journal that is used to post stories about oneself or one's thoughts.

Bully: (v) To threaten, scare, or harm someone through actions or words. (n) Someone who bullies others.

Bystander: A person who witnesses an act or event.

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.

Chatroom: An online location in which users can talk to one another in real time. Chatrooms are established to share users' common interests such as music, politics, social issues, etc.

Consent: Permission.

Cyber-bullying: Spreading hurtful comments, visual media, rumors, or gossip about someone through online activities and cell phones.

Cyberspace: Refers to all the computer networks on the Internet. The term distinguishes the physical world from the virtual or computer-based world.

Date rape: Rape that occurs on a date.

Date rape drugs: Drugs that are usually slipped into drinks undetected for the purpose of rendering the drinker incapacitated and unable to resist sexual activity. Common date rape drugs include Rohypnol (roofies), Ketamine, and MDMA (Ecstasy).

Disclose: To tell.

Disclosure: What is told or shared. In the context of this curriculum, disclosure refers to victims of sexual violence telling someone what happened.

Exposure: Showing one's private parts to another; or when a person is forced or tricked into showing his or her private parts to someone else.

Fondling: Either having one's sexual parts touched or being made to touch another person's sexual parts over or under clothing.

Harass: To bother or upset someone repeatedly through words or actions.

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.

Instant Messaging (IM): A service that allows people to send and receive messages almost instantly over the Internet.

Molestation: Subjecting someone to unwanted sexual activity, especially a woman or child.

Penetration: Forced entry into another person's body openings (vagina, mouth, anus) with a penis, finger, tongue, or object. Rape is a form of penetration.

Student Definition: Using a penis, finger, tongue, or object to enter into another's person's body (when it is unwanted, forced or tricked).

Perpetrator/sex offender: A person who commits an act of sexual violence.

Personal boundaries: Limits or lines that we don't want others to cross.

Rape: Forced, tricked or coerced vaginal, oral, or anal intercourse. Usually pertains to female victimization.

Student Definition: Unwanted, forced, or tricked sexual intercourse.

Sex offender/perpetrator: A person who commits an act of sexual violence.

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 harassment: Unwanted, usually repeated, sexually explicit statements, gestures, or physical contact. It covers a broad range of activities, such as pinching or grabbing body parts, sexually explicit gesturing, pressuring someone for sexual favors, joking or commenting about sex that may include sounds (e.g., mooing, barking), writing sexual graffiti about others, and spreading sexual rumors.

Student Definition: Unwanted sexual actions or words that students often experience at school.

Sexual violence: Any forced, tricked, or coerced sexual activity. It can involve both contact and non-contact activity and occurs when the victim

does not consent to the sexual activity or is unable to do so (e.g., due to age, disability, incapacitation through the use of drugs and alcohol). It includes penetration, fondling, exposure, and sexual harassment.

Student Definition: Any sexual behavior that is unwanted, forced, or tricked.

Survivor: A person on whom sexual violence is inflicted. Sometimes used instead of the word *victim*.

Target: A victim of sexual harassment or other types of bullying.

Title IX: A federal law that guarantees all students an education in an environment free from sex discrimination and sexual harassment. Public schools are required to provide such an environment for students and school employees and to take appropriate and timely steps to address complaints.

Victim: A person on whom sexual violence is inflicted.

Victim 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.

