

Simon Says: Your Body is Special!

This is a familiar game to help reinforce *body awareness* and *body ownership*. Consider having older students take turns leading this game. **Note:** Teacher version below includes positive *body ownership* questions and statements (in bold) as part of the game.

I. Explain the rules of Simon Says:

1. When I say, "Simon Says" to do something, like put your hands on your head, it means to put your hands on your head.
2. If I don't say "Simon Says" then don't do what you are told to do.
3. If I ask you a question, you can answer it.
4. Do a practice round.

II. Simon Says: (Teacher Version)

1. Simon says, touch your shoulders.
2. Simon says, touch your toes.
3. Simon says, touch your nose.
4. Touch your elbows!!

5. Who do your elbows belong to? (me!)

6. Simon says, put your hands above your head.
7. Simon says, point to your knees.
8. Simon says, touch your ears.
9. Touch your stomach!

10. Who does your stomach belong to? (me!)

11. Simon says, give your body a big hug because your body is so special.

12. Simon says pat yourself on the back for doing such a great job!



LESSON 2

I Don't Keep Secrets about Touching



OVERVIEW

Students review key concepts of lesson 1: Body ownership, body safety, safety rule #1, and healthy responses to unsafe situations. Students learn the “My Body Belongs to Me” song to enjoy and remember the idea of body ownership.

To further protect themselves from sexual abuse, students learn the difference between good and bad secrets, particularly as related to the touching of private parts. Students learn a second safety rule: *No one should ask me to keep a secret about touching*. Students apply this rule to scenarios to determine if the safety rule has been broken and then review how to respond accordingly. Students expand on the response “tell,” and specify adults in their school and community who they would talk to about an unsafe situation.



GUAM CONTENT AND PERFORMANCE STANDARDS III

Health Education Standard 1: Core Concepts

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

Topic: Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.K.1.1): Name Healthy Behaviors

Benchmark: (HE.K.1.4): State behaviors to prevent or reduce childhood injuries.

Benchmark: (HE.1.1.1): Tell how healthy behaviors impact personal health and wellness.

Benchmark: (HE.1.1.4): Identify places to play to prevent common childhood injuries.

Benchmark: (HE.2.1.1): Identify that healthy behaviors affect personal health.

Benchmark: (HE.2.1.4): List ways to prevent common childhood injuries.

Health Education Standard 3: Access Valid Information

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

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

Benchmark: (HE.K.3.1): Name a person who can help promote health and wellness.

Benchmark: (HE.K.3.2): Name ways to locate a school helper for a health-related situation.

Benchmark: (HE.1.3.1): Choose a professional who can help promote health and wellness.

Benchmark: (HE.1.3.2): List ways to locate a community helper for a health-related situation.

Benchmark: (HE.2.3.1): Identify trusted adults and professionals who can help promote health.

Benchmark: (HE.2.3.2): Identify ways to locate school and community health helpers.

Health Education Standard 7: Self-Management

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

Topic: Mental and Emotional Health

Benchmark: (HE.K.7.1): Identify healthy behaviors to improve personal health and wellness.

Benchmark: (HE.K.7.2): Recognize unsafe behaviors.

Benchmark: (HE.1.7.1): Describe healthy practices to maintain personal health and wellness.

Benchmark: (HE.1.7.2): Identify behaviors that avoid or reduce health risks.

Benchmark: (HE.2.7.1): Describe healthy practices and behaviors to maintain personal health.

Benchmark: (HE.2.7.2): Describe behaviors that avoid or reduce health risks.

Health Education Standard 4: Interpersonal Communication

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

Topic: Communication Skills across Topic Areas

Benchmark: (HE.K.4.1): Identify healthy ways to express needs.

Benchmark: (HE.K.4.3): State ways to respond when in an unwanted or uncomfortable situation.

Benchmark: (HE.1.4.1): Describe healthy ways to express needs, wants, and feelings.

Benchmark: (HE.1.4.2): Identify listening skills.

Benchmark: (HE.1.4.3): Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation.

Benchmark: (HE.2.4.1): Demonstrate healthy ways to express needs, wants, and feelings.

Benchmark: (HE.2.4.2): Demonstrate listening skills.

Benchmark: (HE.2.4.3): Demonstrate ways to respond when in an unwanted, uncomfortable, or unsafe situation.

LEARNER OUTCOMES

- Students identify good and bad secrets.
- Students learn a second safety rule: *No one should ask me to keep a secret about touching.*
- Students explain how to respond if someone asks them to keep a secret about touching: Say no, get away, tell a trusted grown-up.
- Students name adults in their school and community who can provide help if someone breaks the safety rule or unsafe touching occurs.



TOOLS

- **Word Scramble: My Body is Special** worksheet
- **“My Body Belongs to Me”** song
- **My Safety Rules** handout
- **Scenarios about Secrets**
- **Grown-Ups I Trust** worksheets (two options)



PREPARATION

Review:

- **Tips for Teaching K-2 Students about Sexual Abuse** (Page 15)

Time: 30-40 minutes (depending of grade level and use of worksheets and activities)



LESSON OUTLINE

I. Review Lesson 1 Concepts

TIP: If students have a hard time remembering the safety rule verbally, you can have them fill in the blanks: No one should touch my _____ unless it's to keep me _____.

Summary: Students review concepts learned in Lesson 1 in response to verbal Q&A with teacher. Tools to help students review also include the **Kinesthetic Learning** exercise, the **Word Scramble** worksheet, and the **I Can Be Safe!** worksheet from lesson 1 if it was not completed.

Steps & Sample Scripts (T):

1. Ask a series of questions to review previous concepts. You can use one of the **I Can Be Safe!** worksheets as a written review as well.
 - a. *Who does your body belong to?* (Me)
 - b. *What is the first safety rule?* (No one should touch my private parts unless it is to keep me healthy.
 - c. *What can you do if someone breaks this safety rule and touches you on your private parts and it's not to keep you healthy or clean?* (Say NO, get away, tell a grown-up)

Kinesthetic Learning: Act out and practice Say No, Get Away, Tell

Have students think of a way to represent each concept physically. For example, stand up and show me your pose for "no" (i.e., hand out like a stop sign, scowl on face, hands on hips, etc.), show me the pose for get away (i.e., a running stance), show me the pose for tell (i.e. hands cupped over mouth like about to shout, making a cell phone call etc.)

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



- d. *Who are some grown-ups you can tell if someone gives you a touch you don't like?*
 - e. *Is it ever your fault if someone touches you on your private parts and it's not to keep you healthy?* (No)
2. For older students, you can also distribute the **Word Scramble** worksheet and help them complete it.



II. My Body Belongs to Me Song

Summary: Students learn the “My Body Belongs to Me” song to reinforce and enjoy the concepts of body ownership and self care. This song can be taught during or between any lessons and continued as a fun review after the three lessons are completed. See page 89 for a separate pull-out version of the song.

Steps:

1. Tell the students that you are going to teach them a song about their body. They will learn the words and actions that they can do while they sing. Distribute written copies of lyrics as appropriate.
2. The song is to the tune of Head, Shoulders, Knees and Toes.
3. Lyrics:



My body belongs just to me, just to me (*point thumbs to chest*),

Some parts of my body (*arms spread out*),

You can see, you can see (*point to eyes*),

Like my arms and my legs and my tummy and my nose
(*touch each body part*),

But my private parts (*hands on hips*),

belong just to me, just to me (*point thumbs to chest*).



III. Secrets: I Don't Keep Secrets about Touching

Summary: Students learn the difference between a good and bad secret. Students also learn the second safety rule: *No one should ask me to keep a secret about touching.*

Steps & Sample Scripts (T):

1. Clarify the concepts related to keeping a secret.

T: *What is keeping a secret?* Keeping a secret is not telling something you know.

2. Share examples of good and bad secrets to help students distinguish between the two.

T: Are all **secrets** good secrets? (No) There are good and bad secrets.

- A **good secret** is something that is fun and safe, such as a secret hiding place that only you and your friend know about.
- A **bad secret** is when a person does something wrong (like breaking the rules or hitting you) and tells you not to tell anyone, to keep it a secret.

3. Share two specific examples:

T: Let's talk about a **good secret**:

What if your brother's birthday was next week? Your mom told you she wants to have a surprise birthday party for him so you can't tell him because she wants your brother to be surprised. She asks you to keep the party a secret. Is this a good secret or a bad secret? (A good secret.)

*A **good secret** does not hurt anyone, it is fun and safe. It is something both people want to keep as a secret.*

T: Now let's talk about a **bad secret**.

Sometimes a person might ask you to keep touching a secret, but this is wrong, it is not safe. It breaks our second safety rule: No one should ask me to keep a secret about touching.

For example: Buddy goes over to his grown-up neighbor's house a lot. Usually they play fun games and make each other laugh. But one day the neighbor asks if Buddy wants to play a game where he shows Buddy his private parts and he touches Buddy on his private parts. The neighbor tells Buddy that he has to keep this game a secret. That he shouldn't tell anyone about the game of touching private parts. Is this a good or bad secret? (A bad secret. Buddy's neighbor is breaking a safety rule.)

4. Review with students the two rules and what to do if the rules are broken. (Use **My Safety Rules** handout or write on chalk board, as needed.)

First safety rule: No one should touch my private parts unless it's to keep me healthy.

Second safety rule: No one should ask me to keep a secret about touching.

What can you do if someone tells you to keep touching a secret?
Say No, get away, tell a grown-up.

IV. I Know Which Secrets to Tell

Summary: Students identify good and bad secrets and explain what to do if someone asks them to keep a secret about touching.

Steps:

1. Cut the **Scenarios about Secrets** sheet to separate the scenarios as directed. (Note: You may add scenarios as well as choose the ones that would be most appropriate for your students.) Fold the stories and put them into a hat or container.
2. Tell the students you are going to play a game to help them know when secrets are good or bad.
3. Ask one student at a time to come up and pick a story from the hat and read it or have the teacher read it.
4. After the story is read the student (or class) will tell you whether it is a good secret or a bad secret.
5. Remind students of the safety rule: *no one should ask me to keep a secret about touching*. You should always be able to tell someone about any type of touch.

For the scenarios that are bad secrets:

- Ask if the person in the scenario (story) is breaking the safety rules.
- Ask what students can do if someone asks them to keep this (touching) a secret (Say NO, get away, tell a grown-up.)

V. Grown-Ups I Trust

TIP: During this and other lessons, it is important to emphasize that most adults are safe and care about children's safety.

Summary: Students brainstorm safe adults in their lives who they can talk to about a problem or unsafe situation. Students specify who they will ask for help, in other words, who they will tell about unsafe touches or if someone breaks a safety rule.

Steps & Sample Scripts (T):

1. Ask students to name some of the helpful adults in their lives. Also emphasize that most adults are safe and care about children's safety.

T: *Do most grown-ups love us and want to keep us safe? (Yes) Do most grown-ups give us good touches? (Yes)*

2. Connect *telling a grown-up* to the safe responses students have if someone gives them a secret touch or a touch they don't like (no, go, **tell a trusted grown-up**.)

T: *After we say no and get away, we want to tell a grown-up we trust. Let's all think of all the grown-ups in our lives who we can trust. This means we can talk to them if we have a problem or if someone breaks our safety rule.*

T: *Who is a grown-up you can talk to?*

3. Write the name (or title, mom, auntie, etc.) of these grown-ups on the board.
4. Distribute your choice of the **Grown-Ups I Trust** worksheets.

Explain that the students are going to draw grown-ups they can talk to if someone breaks a safety rule, or if they feel unsafe. Students label who these adults are with their names. Make sure the students identify at least two people at school, including the school counselor.

Name: _____

Word Scramble: My Body is Special

Directions: Unscramble the letters to make a word. Write the correct letters in the boxes.

1. My

Y

D

O

B

 belongs to me!



2. No one should touch my

P

V

I

T

R

A

E

P

S

A

R

T

unless it is to keep me

L

H

E

A

Y

T

H



(Continued on back)

3. If someone breaks my

S	E	A	F	T	Y

rule I can:

4. Say

O	N

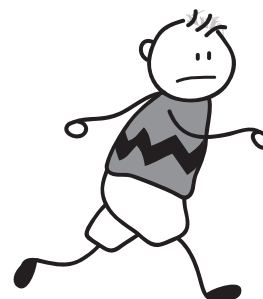


Get

W	Y	A	A

L	L	T	E

a grown-up I trust.



Keep telling until you get help!



Word Scramble: My Body is Special

Directions: Unscramble the letters to make a word. Write the correct letters in the boxes.

1. My

Y
B

D
O

O
D

B
Y

 belongs to me!



2. No one should touch my

P
P

V
R

I
I

T
V

R
A

A
T

E
E

P
P

S
A

A
R

R
T

T
S

unless it is to keep me

L
H

H
E

E
A

A
L

Y
T

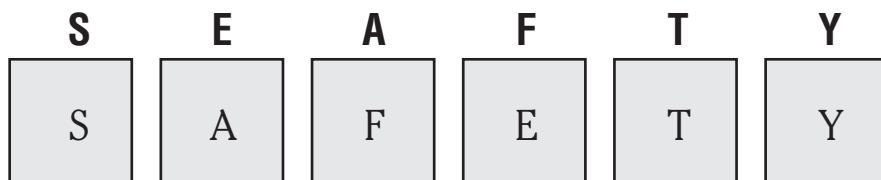
T
H

H
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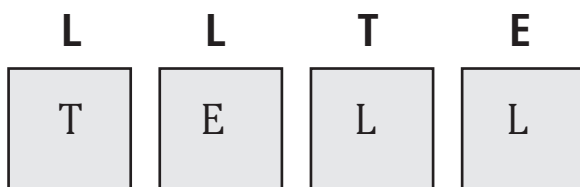
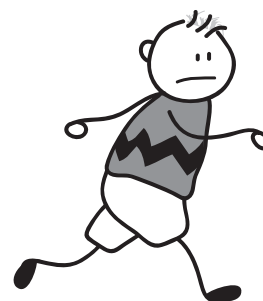
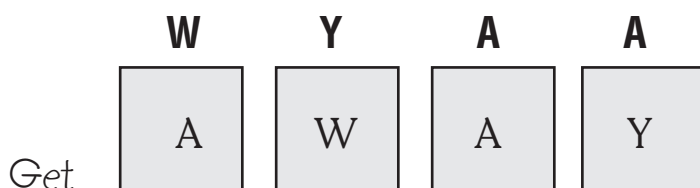


3. If someone *breaks* my



rule I can:

4. Say

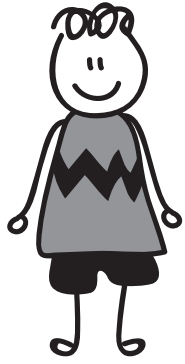


a grown-up I trust.



Keep telling until you get help!





My Body Belongs To Me* Song



(Sing to the tune of Head, Shoulders, Knees, and Toes)

♪ *My body belongs just to me, ♪*
just to me

Some parts of my body you can see,
you can see

Like my arms and my legs and my
tummy and my nose

But my private parts belong just to me,
just to me.

* Lyrics adapted from "Private Parts" song. Pennsylvania Coalition Against Rape

My Safety Rules

1. No one should touch my private parts unless it's to keep me healthy.



2. No one should ask me to keep a secret about touching.



Scenarios About Secrets

Directions: Cut scenarios into separate strips, fold the strips, put in a hat and ask students to take turns pulling one out. Read and let students decide if it is a good or bad secret.

You decide to surprise your dad when he comes home. You hide behind the sofa and tell your sister not to tell. When your dad walks in the door you jump up and surprise him.

Your friend pinched you and it really hurt. You asked him to stop but he pinched you again. He told you not to tell the teacher.

A grown up at your friend's house asks you to play a game where you touch his private parts and he touches you on your private parts. He tells you that you have to keep this game a secret.

Your friend whispers in your ear that her foster mom is bringing home a new puppy.

Your mom bought a doll for your sister for her birthday. She tells you to keep it a secret until your sister's birthday on Saturday.

Your older cousin keeps pushing you down when no one else is around. He tells you not to tell anyone.

Your friend tells you she is making her grandpa some special cookies as a surprise present and asks you to keep it a secret.

At home, when your parents are gone, your babysitter touches you on your private parts and she tells you to keep it a secret.

Name: _____

Grown-Ups I Trust

Directions:

1. Think of all the grown-ups in your life you can talk to.
2. Draw 3 grown-ups that will help you if you have a problem.
3. Write the name of the grown-up underneath the picture.



Name: _____

Grown-Ups I Trust



Directions:

1. Draw the faces of 4 grown-ups that you trust.
2. Write the name of the grown-up underneath the picture.

In School

Name: _____	Name: _____
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Family

Name: _____	Name: _____
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LESSON 3

I Know the Safety Rules and How to Get Help



OVERVIEW

Students review key concepts of Lessons 1 and 2, including body ownership, the two safety rules, and how to respond to unsafe touches or situations (Say no, get away, tell a grown-up). In addition to verbal and written reviews of concepts and practicing the “My Body Belongs to Me” song, students personalize refusal skills and communication skills in response to a “peer’s” (puppet’s) story of sexual abuse. Students learn another song called “Touches” and receive their own coloring book to work on at school and at home. Students are encouraged to share the book and songs with family at home.



GUAM CONTENT AND PERFORMANCE STANDARDS III

Health Education Standard 1: Core Concepts

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

Topic: Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.K.1.1): Name Healthy Behaviors

Benchmark: (HE.K.1.4): State behaviors to prevent or reduce childhood injuries.

Benchmark: (HE.1.1.1): Tell how healthy behaviors impact personal health and wellness.

Benchmark: (HE.1.1.4): Identify places to play to prevent common childhood injuries.

Benchmark: (HE.2.1.1): Identify that healthy behaviors affect personal health.

Benchmark: (HE.2.1.4): List ways to prevent common childhood injuries.

Health Education Standard 3: Access Valid Information

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

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

Benchmark: (HE.K.3.1): Name a person who can help promote health and wellness.

Benchmark: (HE.K.3.2): Name ways to locate a school helper for a health-related situation.

Benchmark: (HE.1.3.1): Choose a professional who can help promote health and wellness.

Benchmark: (HE.1.3.2): List ways to locate a community helper for a health-related situation.

Benchmark: (HE.2.3.1): Identify trusted adults and professionals who can help promote health.

Benchmark: (HE.2.3.2): Identify ways to locate school and community health helpers.

Health Education Standard 7: Self-Management

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

Topic: Mental and Emotional Health

Benchmark: (HE.K.7.1): Identify healthy behaviors to improve personal health and wellness.

Benchmark: (HE.K.7.2): Recognize unsafe behaviors.

Benchmark: (HE.1.7.1): Describe healthy practices to maintain personal health and wellness.

Benchmark: (HE.1.7.2): Identify behaviors that avoid or reduce health risks.

Benchmark: (HE.2.7.1): Describe healthy practices and behaviors to maintain personal health.

Benchmark: (HE.2.7.2): Describe behaviors that avoid or reduce health risks.

Health Education Standard 5: Interpersonal Communication

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

Topic: Communication Skills across Topic Areas

Benchmark: (HE.K.4.1): Identify healthy ways to express needs.

Benchmark: (HE.K.4.3): State ways to respond when in an unwanted or uncomfortable situation.

Benchmark: (HE.1.4.1): Describe healthy ways to express needs, wants, and feelings.

Benchmark: (HE.1.4.2): Identify listening skills.

Benchmark: (HE.1.4.3): Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation.

Benchmark: (HE.2.4.1): Demonstrate healthy ways to express needs, wants, and feelings.

Benchmark: (HE.2.4.2): Demonstrate listening skills.

Benchmark: (HE.2.4.3): Demonstrate ways to respond when in an unwanted, uncomfortable, or unsafe situation.

LEARNER OUTCOMES

In review of Lesson 1:

- Students recite and apply the safety rule: *No one should touch my private parts unless it is to keep me healthy.*
- Students recognize unsafe touching and distinguish safe from unsafe touching of private parts.
- Students describe three ways to respond to unsafe touching, or if someone breaks either of the safety rules: Say no, get away, and tell a grown-up.
- Students identify trusted grown-ups whom they can talk to if unsafe touching occurs.
- Students learn that unsafe touching of private parts is never a child's fault.

In review of Lesson 2:

- Students recite and apply the second safety rule: *No one should ask me to keep a secret about touching.*
- Students name adults in the school and community who can provide help if unsafe touching occurs.

Additionally:

- Students practice refusal skills and communication skills in response to unsafe touching.



TOOLS

- ***“My Body Belongs to Me”*** song (see Lesson 2)
- ***My Safety Review*** worksheet
- ***Leilani’s Story: Getting Help when Secret Touches Happen*** (narrative or using puppet)
- ***Let’s Talk About Touching*** coloring book
- ***“Touches”*** song

Contact your local sexual abuse service provider for free coloring books (page 40)

Optional Tool for Enrichment or Review

- ***My Body Is Special Word Search*** worksheet



PREPARATION

Review:

- ***Tips for Teaching K-2 Students about Sexual Abuse*** (page 15)

Time: 30-40 minutes (depending on grade level and use of worksheets and activities)



LESSON OUTLINE

I. Review Lesson 1 and 2 Concepts

Summary: Students review the concepts learned in lesson 1 and 2, including body ownership, both safety rules, and how to stay safe and get help (Say no, get away, tell). Sing **“My Body Belongs to Me”** song and utilize **My Safety Review** worksheet to enhance review.

Steps & Sample Scripts (T):

1. Lead Q&A to review concepts.

Questions:

- a. *Who does your body belongs to?* (Me)
- b. *What is our first safety rule about touching?* (No one should touch my private parts unless it's to keep me healthy.)
- c. *What is our safety rule about secrets?* (No one should ask me to keep a secret about touching.)
- d. *Is it ever your fault if someone else breaks a safety rule?* (No)
- e. *What can we do if someone breaks our safety rules?* (Say no, get away, tell a grown-up.)

II. Leilani's Story: Getting Help When Secret Touches Happen

Summary: Students listen to a story about unsafe touching and how someone just like them could get help. The story helps students personalize the key concepts about body safety, the safety rules about private part touching, and what to do if unsafe touching happens. This story can be acted out using a puppet, or read to and shared with students in narrative form.

Steps:

1. Explain to students that you are going to read them a story about how unsafe touching happened to Leilani (**Leilani's Story**). Tell them Leilani will need their help along the way.
2. After reading Leilani's story, ask students questions about how Leilani can respond and “tell” about what happened to her. As appropriate to students' maturity level, you can also ask what would they do and tailor the following questions to students, about themselves versus Leilani.



Questions:

- a. *What can Leilani say to her uncle? Or, what would you say if someone asked you to keep touching a secret?*
- b. *How can Leilani get away? How would you get away?*
- c. *Who can Leilani tell? Who would you tell?*
- d. *What should Leilani tell her mom or other trusted adult?*

III. Coloring Books

Summary: Students receive a ***Let's Talk About Touching*** coloring book to begin working on at school, and continue working on at home. This reviews some of the concepts taught in the curriculum and offers a parent-friendly way to discuss touching with children. Encourage or assign students to share the book with an adult at home.

Steps:

1. Open up the first page of ***Let's Talk About Touching*** coloring book and read the "Note to Keiki."
2. As appropriate, ask students to write their name in the coloring book where it says "this book belongs to."
3. Then ask students to draw a picture of themselves and their favorite grown-up in the box.
4. Students work on the first page. Instruct them to take the coloring book home to complete and to share with their family. Consider having students bring the completed book back to school so you can review and reward effort.

Note: The parent handout ***Help Protect Your Child from Sexual Abuse*** (page 9) is another tool for families to use to educate their children. This handout can be sent home with your students or used as a flyer and distributed to all families. It is also helpful when used in conjunction with school-wide parent/teacher meetings to discuss child sexual abuse.

IV. Touches Song

Summary: Students learn the "**Touches**" song to reinforce the need to take action if they experience unsafe touching. The song also further connects the themes of the curriculum to the key messages and vocabulary of the coloring book. Singing the song in class, even long after the curriculum lessons are complete, is a fun and upbeat way to help students remember key messages and skills for their safety. See page 113 for a separate pull-out version of the song.

Steps:

1. Tell students that you are going to teach them a song about good, bad and secret touches. Distribute written copies as appropriate, especially to encourage sharing the song at home.
2. Sing the song to the tune of “If You’re Happy and You Know It”
3. Lyrics:



If good touches make you smile, clap your hands

If good touches make you smile, clap your hands

If good touches make you smile, smile like a crocodile

If good touches make you smile, clap your hands.



If bad touches make you frown, stomp your feet

If bad touches make you frown, stomp your feet

If bad touches make you frown, then don’t hang around

If bad touches make you frown, stomp your feet.

If you get a secret touch, get away

If you get a secret touch, get away

If you get a secret touch, tell a grown-up you can trust

If you get a secret touch, get away.

V. Enrichment or Review Option

My Body is Special Word Search worksheet



Name: _____

My Safety Review

Safety Rule #1

No one should touch my _____

unless it's to keep me _____.



WORD BOX

PRIVATE PARTS

HEALTHY

SECRET

Safety Rule #2

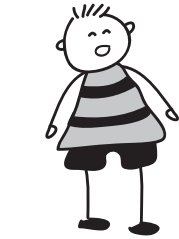
No one should ask me to keep a

_____ about touching.



(Continued on back)

If someone breaks the safety rules I can:





My Body Belongs to _____ !

One grown-up I trust is _____.



My Safety Review

Safety Rule #1

No one should touch my PRIVATE PARTS

unless it's to keep me HEALTHY.



WORD BOX

PRIVATE PARTS

HEALTHY

SECRET

Safety Rule #2

No one should ask me to keep a

SECRET about touching.



(Continued on back)

If someone breaks the safety rules I can:



Say no

Get away

Tell, Tell a grown-up



My Body Belongs to ME !

One grown-up I trust is TEACHER, MOM. DAD,
AUNTIE, UNCLE, PAPA, TUTU, ETC...



Leilani's Story:

Getting Help When Secret Touches Happen

This is a story about Leilani. In this story, we will learn how her Uncle breaks the safety rules about touching and how Leilani gets help. Before I tell you the story:

What is the first safety rule about touching of private parts? *No one should touch my private parts unless it's to keep me healthy.*

What is the safety rule about secrets? *No one should ask me to keep a secret about touching.*

It was Friday and Leilani was at school. The bell rang and the teacher let all the children out of class. Leilani gathered her books and started walking home. On her way home, she passed by her Uncle's house. Leilani has known her Uncle ever since she was a baby. Every time she visits her Uncle and Auntie's house, her Uncle gives her treats. Everybody really likes Uncle. So when she saw her Uncle outside his house she was happy.

Her Uncle said to her, "Leilani! I'm so glad to see you! How was school today?" Leilani had a really good day at school, so she told her Uncle all about it. Then he said, "I have a surprise for you, Leilani. Come inside my house, you'll like the surprise." Leilani and her Uncle went into his house.

Her Uncle sat on the couch and gave Leilani some chocolate. She told him, "Thank you! I love chocolate!" Then her Uncle said, "Leilani, you're growing up so fast." He started patting Leilani's hair and rubbing her shoulders. Leilani likes it when her Mom touches her hair and shoulders, but when her Uncle did this it made her feel a little funny. After Leilani finished her chocolate, Uncle took Leilani into another room. He closed the door and started to touch her private parts.

When Leilani's Uncle touched her private parts was it to keep her healthy? *No.*

Did her Uncle break one of our safety rules? *Yes.*

Which one? *No one should touch my private parts unless it's to keep me healthy or clean.*

Leilani didn't like what her Uncle was doing. She was feeling a lot of different things: scared, sad, and mad. Then her Uncle said to her, "Leilani, you have to keep this a secret. You can't tell anyone about this or else I won't give you any more surprises."

Did her Uncle break another one of our safety rules? *Yes.*

Which one did he break? *No one should ask me to keep a secret about touching.*

Leilani did not like what her Uncle was doing so she got up and left his house. She went straight home and went up to her bedroom. She thought that maybe what her Uncle did was her fault. She didn't know what to do.

Was this Leilani's fault? *No.*

Is it ever a child's fault if someone breaks the safety rules about touching? *No.*

Then Leilani remembered what her teacher told her. Her teacher said that if someone touches you on your private parts and tells you to keep it a secret, it is never your fault. But Leilani couldn't remember what to do.

Can you help Leilani? What can Leilani do? *Say No, Get Away, Tell a grown-up.*

Leilani was afraid to say "No" to her Uncle, but she did get away! Now, she just needed to tell a grown-up she trusted. She decided to tell her Mom about the touching that happened to her. When she did, her Mom said, "Leilani, I am so glad you told me! You did the right thing by telling me. I am going to help you. I love you very much."

Leilani felt so much better after she told her Mom. She knew she would be ok now, and that most grown-ups in her life loved her and wanted to keep her safe.

Leilani's Story:

Getting Help When Secret Touches Happen

(Puppet Version)

Leilani: Everyone has done a great job learning about our safety rules and what to do if someone breaks those rules. Now, I want to tell you a story about how unsafe touching happened to me and how I got help.

Leilani Asks the Students: What is our first safety rule about touching of private parts? *No one should touch my private parts unless it's to keep me healthy.*

Leilani Asks the Students: And what is our safety rule about secrets? *No one should ask me to keep a secret about touching.*

Leilani: That's great! I'm glad you know our safety rules. My story is going to be about how my neighbor broke those safety rules and how I was able to get help.

Leilani: On my way home after school one day I walked past my Uncle's house. I've known Uncle ever since I was a baby. Every time I go over to Uncle's house he always has treats for me. Everybody really likes Uncle. So when I saw Uncle outside his house that Friday, I was happy.

Leilani: Uncle said to me, "Leilani! I'm so glad to see you! How was school today?" I had a really good day at school so I told Uncle it was great. "I have a surprise for you," he said. "Come inside, you'll like the surprise" I followed Uncle into the house and waited.

Leilani: Uncle sat on the couch and gave me a chocolate. I told him, "Thank you! I love chocolate!" Uncle told me, "Leilani, you're growing up so fast." Then Uncle started petting my hair and rubbing my shoulders. I like it when my Mom does this, but when Uncle did this it made me feel a little funny. Then Uncle took me to another room, closed the door and touched my private parts.

Leilani Asks the Students: Was Uncle touching my private parts to keep me healthy? (No.)

Leilani: I was feeling a lot of different things: scared, sad, and mad. Then Uncle said to me, "Leilani, you have to keep the touching a secret. You can't tell anyone about this or else I can't give you any more surprises."

Leilani Asks the Students: Did Uncle break our safety rules? Yes. Which one did he break? (No one should touch my private parts unless it's to keep me healthy.) Did Uncle break another one of our safety rules? Yes. Which one did he break? (*No one should ask me to keep a secret about touching.*)

Leilani: I did not like what Uncle was doing so I got up and left his house. I went straight home and went up to my room. I thought that maybe what happened was my fault. I shouldn't have gone over his house.

Leilani Asks the Students: Was this my fault? Is it ever a child's fault if someone breaks our safety rules? (No.)

Leilani: But then I remembered what my teacher told me. She said that if someone touches me on my private parts it is never my fault. But I couldn't remember what to do.

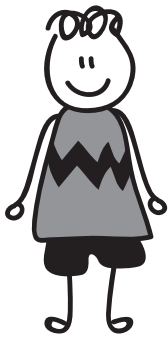
Leilani Asks the Students: Can you help me? What can I do? (Say no, get away, tell.)

Leilani: That's it! So even if I was afraid to say no right away, it's not my fault! And I did the safe thing by leaving. Now I just need to tell a grown-up. I decided to tell my Mom.

Leilani: When I told my Mom what happened, she said to me: "Leilani, I am so glad you told me! You did the right thing by telling me. I believe you and I will help you. I love you very much."

Leilani: I felt so much better after I told my Mom. I knew I would be safe and that most grown-ups in my life love me and want to keep me safe. Thank you for listening to my story. Remember our safety rules and that you always deserve to be safe!





Touches Song



(Sing to the tune: "If You're Happy and You Know It")

♪ If good touches make you smile, clap your hands
If good touches make you smile, clap your hands
If good touches make you smile, smile like a crocodile
If good touches make you smile, clap your hands.



If bad touches make you frown, stomp your feet
If bad touches make you frown, stomp your feet
If bad touches make you frown, then don't hang around
If bad touches make you frown, stomp your feet.



If you get a secret touch, get away
If you get a secret touch, get away
If you get a secret touch, tell a grown-up you can trust
If you get a secret touch, get away.

Name: _____

My Body Is Special Word Search

G	S	A	F	E	T	Y	S	D	T	Y	S
R	A	C	L	E	A	N	T	E	E	N	A
O	F	T	R	R	G	O	C	T	U	H	Y
W	E	C	O	D	O	G	E	U	R	O	N
N	T	E	C	G	E	T	A	W	A	Y	O
U	Y	R	B	A	D	T	O	U	C	H	W
P	R	I	V	A	T	E	P	A	R	T	S
I	U	U	T	H	O	L	L	P	S	L	R
T	L	E	M	E	U	L	S	O	L	M	H
R	E	U	O	G	C	M	Y	B	O	D	Y
U	E	L	I	U	H	E	A	L	T	H	Y
S	E	C	R	E	T	T	O	U	C	H	T
T	E	S	P	E	C	I	A	L	O	L	D

WORD BANK

HEALTHY

PRIVATE PARTS

SECRET TOUCH

SAY NO

SPECIAL

GROWN UP I TRUST

SAFETY

SAFETY RULE

GET AWAY

CLEAN

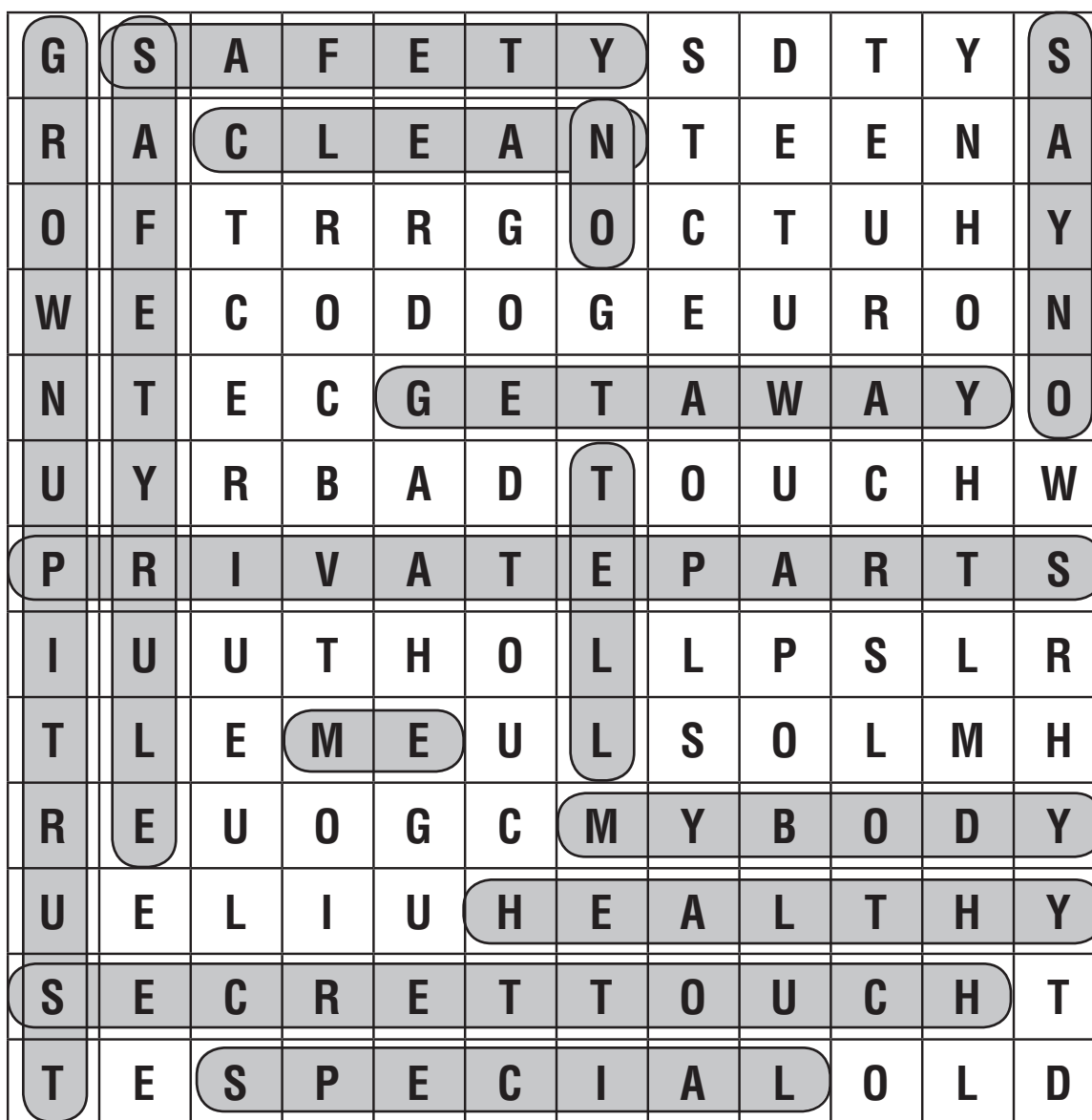
MY BODY

NO

ME

TELL

My Body Is Special Word Search



WORD BANK

HEALTHY

PRIVATE PARTS

SECRET TOUCH

SAY NO

SPECIAL

GROWN UP I TRUST

SAFETY

SAFETY RULE

GET AWAY

CLEAN

MY BODY

NO

ME

TELL



SECTION 6



Meeting Guam Content and Performance Standards III: My Body is Special Curriculum



Health Education Standard 1: Core Concepts

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

Topic

Promoting Safety and Preventing Violence & Unintentional Injury

Benchmark: (HE.K.1.1): Name Healthy Behaviors

Benchmark: (HE.K.1.4): State behaviors to prevent or reduce childhood injuries.

Benchmark: (HE.1.1.1): Tell how healthy behaviors impact personal health and wellness.

Benchmark: (HE.1.1.4): Identify places to play to prevent common childhood injuries.

Benchmark: (HE.2.1.1): Identify that healthy behaviors affect personal health.

Benchmark: (HE.2.1.4): List ways to prevent common childhood injuries.

Students identify situations and touches that are unsafe based on two safety rules: No one should touch my private parts unless it's to keep me healthy, and no one should ask me to keep a secret about touching. Students practice assessing situations to determine if someone breaks a safety rule. Students also identify and practice healthy responses to unsafe situations or touching. These responses include saying no, getting away and telling a trusted grown-up. Students identify these behaviors as strategies to avoid and respond to unsafe situations.

In promoting self-care versus self-blame students learn that sexual abuse or someone breaking a safety rule is never a child's fault. They learn that it is ok to talk about unsafe touching of private parts and that telling a trusted adult about an unsafe situation is helpful.

Students explain how individuals can stay healthy and safe by taking certain actions if someone breaks a safety rule. Students apply their understanding

* Guam Content & Performance Standards

of the two safety rules; no one should touch my private parts unless it's to keep me healthy, and no one should ask me to keep a secret about touching, to identify safe versus unsafe touches or situations. Students respond to unsafe situations or touches with one or all of the following actions: Say no, get away, and tell a trusted grown-up. These three behaviors are identified as safe strategies to protect against and respond to unsafe situations.



Health Education Standard 3: Access Valid Information

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

Topic

Health Information, Products and Services across Topic Areas

Benchmark: (HE.K.3.1): Name a person who can help promote health and wellness.

Benchmark: (HE.K.3.2): Name ways to locate a school helper for a health-related situation.

Benchmark: (HE.1.3.1): Choose a professional who can help promote health and wellness.

Benchmark: (HE.1.3.2): List ways to locate a community helper for a health-related situation.

Benchmark: (HE.2.3.1): Identify trusted adults and professionals who can help promote health.

Benchmark: (HE.2.3.2): Identify ways to locate school and community health helpers.

Students learn the importance of “telling” and accessing help in response to sexual abuse or someone breaking a safety rule. Students name specific adults inside and outside of school who can provide assistance and support if a child needs to talk about unsafe touches or situations. Students identify these adults as helpful people they can turn to if sexual abuse happens.



Health Education Standard 7: Self-management

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

Topic

Mental and Emotional Health

Benchmark: (HE.K.7.1): Identify healthy behaviors to improve personal health and wellness.

Benchmark: (HE.K.7.2): Recognize unsafe behaviors.

Benchmark: (HE.1.7.1): Describe healthy practices to maintain personal health and wellness.

Benchmark: (HE.1.7.2): Identify behaviors that avoid or reduce health risks.

Benchmark: (HE.2.7.1): Describe healthy practices and behaviors to maintain personal health.

Benchmark: (HE.2.7.2): Describe behaviors that avoid or reduce health risks.

Students identify unsafe situations or touches according to two safety rules; no one should touch my private parts unless it's to keep me healthy, and no one should ask me to keep a secret about touching, rather than defining situations and touches according to feelings. Students also describe ways



to deal with someone breaking a safety rule. Students learn that they have multiple ways to respond safely, including some form of saying no, getting away and talking to a trusted grown-up. Students practice identifying situations in which such action is needed and then describe appropriate health enhancing responses.

Importantly, students also learn that it is ok to talk about touching and/or private parts, and that there are adults, including school professionals, who can help them if a safety rule is broken or they experience unsafe touching. In order to ease the emotional reaction to sexual abuse, students learn that it is never their fault if they are sexually abused.



Health Education Standard 4: Interpersonal Communication

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

Topic

Communication Skills across Topic Areas

Benchmark: (HE.K.4.1): Identify healthy ways to express needs.

Benchmark: (HE.K.4.3): State ways to respond when in an unwanted or uncomfortable situation.

Benchmark: (HE.1.4.1): Describe healthy ways to express needs, wants, and feelings.

Benchmark: (HE.1.4.2): Identify listening skills.

Benchmark: (HE.1.4.3): Identify ways to respond when in an unwanted, uncomfortable, or unsafe situation.

Benchmark: (HE.2.4.1): Demonstrate healthy ways to express needs, wants, and feelings.

Benchmark: (HE.2.4.2): Demonstrate listening skills.

Benchmark: (HE.2.4.3): Demonstrate ways to respond when in an unwanted, uncomfortable, or unsafe situation.

Students learn how to effectively respond verbally and nonverbally if sexual abuse happens or is suggested. These responses include a personalized version of saying no, getting away and telling a trusted adult. Students practice each of these three methods of communicating their needs.

Students describe appropriate refusal skills for a given situation such as saying no to a person who is breaking one of the safety rules. Students practice saying no and recognizing when it is appropriate to say no or refuse to participate. Students also recognize there are many ways to communicate “no,” and many ways to refuse to participate in an unsafe situation.



APPENDICES



The Stages of Sexuality in Young Children

Introduction

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

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

INFANCY

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

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

FOUR TO SIX YEAR OLDS

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

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

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

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

SIX TO ELEVEN YEAR OLDS

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

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

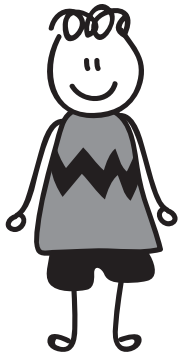
Preteens often say they know more about sexuality than they actually do. They may have a lot of misinformation from peers. They may feel the opposite sex is “yucky”.



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

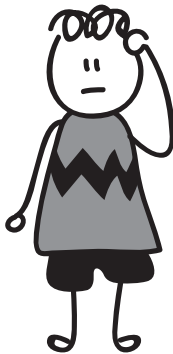
Kindergarten through 4th grade

Normal



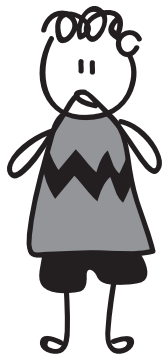
- Asks about genitals, breasts, intercourse, babies
- Plays doctor
- Shows his/her genitals
- Occasional masturbation
- Imitates kissing, flirting
- Plays house and simulates roles of mommy and daddy
- Talks about sex with friends
- Likes to hear and tell dirty jokes

Of Concern



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

(Continued on back)



Seek Help

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

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





Healing Hearts Crisis Center Services



What is Healing Hearts Crisis Center?

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

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

The four prongs of the program are:

Administrative

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

Medical

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

Social Work/Forensic Interview

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

Community Outreach and Public Awareness

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

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

Healing Hearts Crisis Center

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

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

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

Fax: (671) 647-5414

Location: Please call for directions.



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

Victims Seeking Services

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

Statistics from the Healing Hearts Crisis Center (HHCC)

HHCC Statistics and Trends

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



Age of Consent: Guam's Law

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

Guam's Age of Consent is sixteen years old.

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

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





Sex Offender Registry

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

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

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



Guam's Sexual Assault Statutes

Sexual Offenses

§ 25.10. Definitions.

(a) As used in this Chapter:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

§ 25.15. First Degree Criminal Sexual Conduct.

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

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

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

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

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

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

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

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

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

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

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

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

§ 25.20. Second Degree Criminal Sexual Conduct.

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

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

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

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

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

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

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

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

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

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

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

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

§ 25.25. Third Degree Criminal Sexual Conduct.

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

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

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

§ 25.30. Fourth Degree Criminal Sexual Conduct.

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

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

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

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

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

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

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

§ 28.65. Indecent Exposure; Defined & Punished.

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

Except as provided below, indecent exposure is a misdemeanor.

Indecent exposure is a felony in the third degree if:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

§ 28.100. Illegal Use of a Computer or Telecommunications Device to Disseminate Prohibited

Materials Involving a Minor- Sexting; Crime Defined and Punished.

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

§ 25A102. Indecent Electronic Display to a Child.

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

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

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

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

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

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

(1) intentionally or knowingly communicates:

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

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

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

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

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

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

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

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

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

(1) intentionally or knowingly communicates:

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

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

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

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

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

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

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

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

(1) intentionally or knowingly communicates:

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

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

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

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

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

(B) that is a first degree felony; or

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

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

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

§ 25A201. Definitions.

As used in this Chapter:

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



- (1) the pornographic production of the visual representation involves the use of a minor engaging in sexual conduct; or
- (2) the pornographic visual representation has been created, adapted, or modified to appear that an identifiable minor is engaging in sexual conduct.
- (b) Community standards means the standards of Guam.
- (c) Computer means any electronic, magnetic, optical, electrochemical, or other high-speed data processing device performing logical, arithmetic, or storage functions, and includes, all computer equipment connected or related to such a device in a computer system or computer network, but shall not include an automated typewriter or typesetter, a portable hand-held calculator, or other similar device.
- (d) Computer equipment means any equipment or devices, including all input, output, processing, storage, software, or communications facilities, intended to interface with the computer.
- (e) Computer network means two (2) or more computers or computer systems, interconnected by communication lines, including microwave, electronic, or any other form of communication.
- (f) Computer program or software means a set of computerreadable instructions or statements and related data that, when executed by a computer system, causes the computer system or the computer network to which it is connected to perform computer services.
- (g) Computer services includes, but is not limited to the use of a computer system, computer network, computer program, data prepared for computer use, and data contained within a computer system or computer network.
- (h) Computer system means a set of interconnected computer equipment intended to operate as a cohesive system.
- (i) Data means information, facts, concepts, software, or instructions prepared for use in a computer, computer system, or computer network.
- (j) Lascivious means tending to incite lust to deprave the morals with respect to sexual relations, or to produce voluptuous or lewd emotions in the average person, applying contemporary community standards.
- (k) Material means any printed matter, visual representation, or sound recording and includes, but is not limited to, books, magazines, motion picture films, pamphlets, newspapers, pictures, photographs, and tape or wire recordings.
- (l) Minor means any person less than eighteen (18) years old.
- (m) Pornographic shall have the same meaning as in Title 9 GCA Chapter 28, Article 2.
- (n) 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.



Resources

Books for Adults

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

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

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

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

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

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

Books for Young Children

- I Said No! A kid to kid guide to keeping private parts private. 2010. Zack and Kimberly King. Boulden Publishing.
- My Body is Private. 1992. Linda Walvoord Girard. Albert Whitman & Company.
- Your Body Belongs to You. 2000. Cornelia Maude Spelman. Albert Whitman & Company.

Websites

- **The Sex Abuse Treatment Center**
www.satchawaii.org

This Website provides comprehensive information on the Center's crisis, counseling, and education services. It also includes information on various aspects of sexual violence, statistics, and links to relevant national sites.



- **The National Sex Offender Registry**

www.nsopr.gov/

This public service Website hosted by the U.S. Department of Justice provides members of the public access to information about the possible presence of convicted sex offenders in their community and in communities throughout the United States.

- **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.

- **Darkness to Light**

www.darkness2light.org/

A Website devoted to providing adults with information to prevent, recognize and react responsibly to child sexual abuse.

- **Rape, Abuse and Incest National Network**

www.rainn.org

A comprehensive online resource of information and statistics and also the home of The National Sexual Assault Hotline: 1-800-656-HOPE.

- **Prevent Child Abuse America**

www.preventchildabuse.org

www.preventchildabusehawaii.org (local chapter)

Prevent Child Abuse America is one of the leaders in educating, building awareness, and advocating that everyone can play a role in preventing child abuse and neglect.

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