

# [ r e s p e c t ]

## A Sexual Violence Prevention Curriculum

### HIGH SCHOOL

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

*Developed by Christine Trecker, Christy Werner, Jennifer Mitchell and Rachel Block*

*Guam Amendments by Carol Hinkle-Sanchez, October 2016*



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

[respect]: A Sexual Violence Prevention Curriculum

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# Preface

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

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

The [respect] curriculum for high school students is part of a comprehensive sexual violence prevention curricula for students in grades K through 12. The high school curriculum teaches how to:

- Recognize and respond to sexually abusive behavior
- Access help if victimized
- Respect others' personal boundaries and communicate appropriately to avoid behaving in sexually abusive ways
- Assert boundaries to reduce the risk of victimization
- Advocate for safe, respectful relationships

Each of the six high school lessons incorporate Guam Department of Education's Core Concepts Standards for health education. The health topic areas addressed include: Promoting Safety and Preventing Violence and Unintentional Injury; Personal Health & Wellness; and Mental and Emotional Health. Each lesson plan details the grade-level benchmarks achieved and an associated performance assessment component. Also, to assist teachers in presenting this challenging topic to students, the lesson plans include step-by-step outlines of how to lead students through discussion, activities and worksheets. Lesson materials include student and teacher versions of worksheets, helpful pull-out teacher's guides and discussion tools as well as review and enrichment options. In addition, teachers are provided teaching tips, answers to common teen questions, and reference materials to extend knowledge about sexual violence.

To maximize the effectiveness of sexual violence prevention education, it should be taught throughout a student's school career, starting with basic body safety concepts in kindergarten. To maximize the effectiveness of prevention education, the topic of sexual abuse should be taught throughout a student's school career, starting with basic body safety concepts found in this Pre-K – 2nd grade curricula and followed with the 3rd – 5th grade curriculum, My Body, My Boundaries, and then the middle school [respect] curriculum. The high school [respect] curriculum, which follows this curriculum, reinforces the key messages of the middle school curriculum and extends its scope to include more emphasis on respecting sexual boundaries in peer-to-peer relationships and exploring how to be a more helpful bystander and friend.

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



# Acknowledgments

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

Critical to the completion of the high school [respect] curriculum was the assistance provided by the Hawai'i Department of Education (DOE) staff. A heartfelt thanks to all those in Hawaii who assisted and contributed a lot of time and energy in the development of this curriculum and review of lesson plan drafts, as well as the curricula for Elementary and high school age children.

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

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

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

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

*Special Thanks To:*

**SANNE and RON HIGGINS**  
*The Higgins Family Foundation*

*The Sex Abuse Treatment Center (SATC), most especially, Adrianna ???, Brooke Conway, and Tamara Smith*

**And members of the The LaniKate Task Force**

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Project Foresight (UOG)





# [respect]

## A Sexual Violence Prevention Curriculum for High School Students

### Students learn to:

- Recognize and respond to sexually abusive behavior
- Access help if victimized
- Respect others' personal boundaries and communicate appropriately to avoid behaving in sexually abusive ways
- Assert boundaries to reduce the risk of victimization
- Advocate for respectful relationships



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### Lesson 1: Sexual Violence: Definition, Impacts, Resources

Students learn key concepts to help them recognize, avoid and report sexual violence. They evaluate the definition and impacts of sexual violence as they listen to and discuss victims' stories. Students also identify and learn how to access resources which offer information and support for victims and the community.



### Lesson 2: Know The Truth About Sexual Violence

Students improve their ability to recognize and avoid sexually abusive behavior as they learn the types of sexual violence and distinguish the truth from the myths about sexual violence. Students evaluate if scenarios involve sexually abusive behavior and if so how the abusive behavior could have been prevented. Students describe what actions they would take to protect themselves if they were the victims in the sexually abusive scenarios. Students also evaluate a media campaign which promotes the truth about sexual violence.



### Lesson 3: Respect Personal Boundaries

Students learn appropriate strategies to respect others' personal boundaries and prevent acting in sexually abusive ways. This includes health-enhancing communication skills, such as checking in versus assuming what a partner or another peer wants, paying attention to nonverbal communication, and responding respectfully. Students evaluate if mutual consent is present in relationship situations, and they practice



correcting disrespectful behavior and choosing respectful courses of action. Students review peer-acted skits to identify disrespectful and respectful behaviors, and evaluate a television commercial that highlights effective communication skills and respectful behavior.



#### **Lesson 4: Communicate Personal Boundaries**

Students learn how to set and communicate their personal boundaries. Students evaluate a model of respectful communication and effective boundary setting. In response to scenarios and peer-acted skits, students practice how to set and communicate their boundaries, and how to respectfully accept others' boundaries.



#### **Lesson 5: Be A Helpful Bystander & Reduce Risk**

Students examine the relationship between bystanders and sexual violence prevention and respond to written and video bystander incidents. Students examine their own behaviors as bystanders, and how they can help others protect their health and prevent sexual violence.



#### **Lesson 6: Help A Friend & Advocate For Respect**

Students learn supportive and respectful ways to respond to a friend who discloses sexual abuse. Students learn about a victim's need to be believed, heard, and given choices. Students distinguish between helpful and non-helpful responses to a friend's disclosure as presented in a student-acted skit. Students apply their skills writing a letter of support to a survivor. Students develop a means to share the skills and knowledge they have learned in Lessons 1-6 and advocate for respect and sexual violence prevention.

#### **Guam Health Content and Performance Standards (HCPS) III Addressed:**

**#1 Core Concepts**

**#2 Accessing Information**

**#7 Self-Management**

**#4 Interpersonal Communication**

**#6 Decision-Making**

**#7 Goal-Setting**

**#8 Health Advocacy**



**THE SEX ABUSE  
TREATMENT CENTER**

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





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## SECTION 1

# Preparing to Teach the [respect] Curriculum

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

Sexual assault service providers in Guam strongly support your efforts and are available to assist you as you prepare to present this curriculum. (See Sexual Assault Service Providers on page 51)

### 1. Before You Begin

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

#### **Do you have a history of sexual assault?**

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

#### **Do you have victims of sexual assault in your class?**

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



victim in your class, you will need to:

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

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

## **2. Developing a Comfort Level with the Curriculum**

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

By becoming more knowledgeable about the subject, most teachers can develop the comfort and confidence necessary to present this curriculum. Before presenting Lesson 1, review Sections 1, 3, and 4, at a minimum. Review each lesson and its associated materials carefully before presenting it to your students. Familiarity with the subject matter will increase your confidence and prepare you to better respond to student questions or concerns.

## **3. Teaching Prerequisites**

### **Set a Respectful Tone**

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

### **Stress that Victims are not to Blame**

Fear of others' reactions and guilt keep many victims silent. It is, therefore, very important to state at least once during every lesson that victims are never to blame for being sexually abused.

- They are not to blame for what happened to them.
- They are not to blame because they couldn't get it to stop.
- They are not to blame if they keep silent about the abuse.

Incest victims, in particular, often remain silent because of misplaced guilt or because they have ambivalent feelings about the abuser. Creating an environment of respect and compassion for victims may encourage victims to speak up and to get help.

### **Be Prepared for Disclosures**

Before teaching the curriculum, think through how you will respond if a student discloses to you that he or she is a victim of sexual abuse. Teachers are not expected or advised to provide counseling to victims, but they do need to be sensitive and appropriate in their responses. As the first person to respond to a disclosure, you can play a powerful role in helping the victim feel safe and supported. Be sure to know ahead of time your school's protocol for handling disclosures and the appropriate staff member (e.g., counselor, principal) who will be available to assist in helping the youth. Also, be sure to review the Staff Letter Attachment, **Basic Do's of Disclosure** (page 11), and to involve the school community in preparing to handle disclosures.

## **4. Involve Parents and the School Community**

Some schools require parental permission before presenting sensitive subject matter in the classroom. You may want to use or adapt the Parent Letter provided (page 5). Be sure to include the Parent Handout: **Keep Teens Safe from Sexual Violence** (page 7) with the letter.

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





# Program to Prevent Sexual Violence

Hafa Adai Parents!

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

Unfortunately, all teens are at risk for sexual abuse. Through education, we can help decrease a teen's vulnerability to abuse and increase the likelihood that she or he will speak up and get help.

Our class lessons will cover topics such as how to identify and respond to sexually abusive situations, how to assert personal boundaries and how to respect the personal boundaries of others. The curriculum is age appropriate and is presented in a sensitive manner.

We encourage you to take the time to talk with your teenager about this subject. Attached is a handout with information for parents or other caregivers to use to help with that conversation. Should you have any questions, please feel free to contact:

\_\_\_\_\_  
(designated teacher and contact number)

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

*Si Yu'us Ma'ase!*

Student's Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



# Keep Teens Safe from Sexual Violence

Parents and other caregivers need to be informed about sexual violence to help keep young people safe. Know the facts and talk to your teenager about this important subject.

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

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

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

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

## Sexual Assault Service Provider

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



# Responding to Student Disclosures of Sexual Abuse

Hafa Adai,

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade/Class \_\_\_\_\_

## Fast Facts

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

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

## Responding to Disclosures of Sexual Violence

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

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



# Basic Do's of Disclosure:

## Responding to Disclosures of Sexual Violence

### **Listen.**

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

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

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

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

The only person to blame is the offender.

### **Be non-judgmental.**

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

### **Keep in mind that individuals react in various ways.**

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

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

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

### **Offer to go with the victim to get help.**

As much as possible, support the victim's ability to make his or her own choices and decisions. Remember, school staff is mandated to report disclosures of child sexual abuse if the suspected offender is a member of the family, another household member or caretaker of the child.

### **Access help & report the abuse.**

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







## SECTION 2

# Overview of Sexual Violence

### Introduction

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

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

Sexual violence includes:

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





# Effects of Sexual Victimization

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

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

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

## Common Short-term Effects

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



## Common Long-term Effects

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

## Surviving Sexual Violence

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

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





# Teens & Sexual Violence

## Teens at Increased Risk

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Teenagers are twice as likely as adults to be victimized by violent crime. In fact, research indicates that the rate of violent victimization is higher for 16 to 19 year olds than any other age group (Whitman and Joyce, 2005). The statistics on teen sexual victimization specifically are even more sobering. It is estimated that teens from 16 to 19 years old are three and half times more likely than the general population to be victims of rape, attempted rape, or sexual assault (Rennison, 2000).

Of teens who are sexually victimized, girls are at greater risk than boys (13% versus 3%). In terms of victim/offender relationship, nearly 3 in 4 teens report that the assault was committed by someone they knew well; almost one-third involved offenders who were friends; one fifth involved offenders who were strangers; and another one fifth involved offenders who were members of the youth's family, including fathers, stepfathers, brothers, step-brothers, other relatives, etc. (Kilpatrick et al, 2003).

Teen and child victims of sexual violence are also at high risk for revictimization (Siegel and Williams, 2003). Women who reported they were raped before the age of 18 were 3 to 5 times more likely to experience subsequent adult victimization than those who had not experienced child sexual abuse (Desai et al., 2002, Noll et al., 2003).

Another sobering reality is the number of teens reporting that they have been subjected to sexual coercion in dating relationships. In a 2006 survey conducted by Teenage Research Unlimited, nearly 30% of girls and 6% of boys who had been in a relationship reported that they were pressured to have sex or to engage in unwanted sexual acts, and about 50 % of the girls reported that they worried their partner would break up with them if they didn't agree to engage in sexual activity.

Teens are also at risk for committing sexual assault. Over 95% of teen offenders are male, and nearly one-half of adult sex offenders report committing their first sexual offense prior to the age of 18 (Snipe, 1998). Furthermore, approximately 20% of all sex offenders known to law enforcement are under the age of 18 (Snyder, 2000).

Compounding the issues of teen sexual victimization and perpetration is the fact that many teens do not report the abuse. According to research from the US Department of Justice, approximately 85% of sexual assaults against adolescents go unreported (Kilpatrick et al, 2003).



## Impacts of Victimization on Teens

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Teen victims commonly experience the effects of sexual victimization as detailed on pages 14-15. In addition, their victimization can also lead to other serious problems. Research indicates that a background of adolescent sexual abuse is associated with a range of high risk sexual behaviors, including the likelihood of being battered; trading sex for drugs, shelter, or money; entry into prostitution; and less likelihood to use birth control (Boyer and Fine 1991, Finkelhor 1987, Paone et al. 1992, Zierler et al. 1991). For a good overview on how being victimized impacts adolescents, refer to the following article in the appendices: *Talk About Being Knocked for a Loop: When Victimization Collides with Normal Teenage Ups and Downs*.

## Culture of Sexual Violence

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It is important for sexual violence prevention educators and those counseling teen victims and offenders to understand how contemporary culture can shape teen attitudes, and pave the way to sexually violent behavior. As Jamie Lee Evans in her article *Teen Survivors* explains:

*Today sex and violence have become so fused in our music, media, and even entertainment that it only follows that young people are being socialized to believe that sex and violence go together naturally. Popular music refers to women as “bitches and ho’s,” and video games give extra points for killing prostitutes who saunter across the screen with swollen and extra bouncy breasts.*

Females of all ages are commonly depicted in movies as victims of violence, and increasingly that violence is sexualized. Horror films, in particular, regularly use sexualized violence to shock and to sell their product, and their key target audience is teens. These disturbing images and messages, if left unchallenged, desensitize young people to sexual violence. Further, the media bombards youth with very limited definitions of what it is to be a man and what it is to be a woman. Sadly, these definitions relegate youth to “gender boxes” and at the same time make them more vulnerable to sexual violence:

*Overwhelmingly, the stories the mass media tell about men and about women are narrow, and stereotypical. Men are primarily portrayed as aggressive, strong, independent and violent. And although feminism has succeeded in attaining diverse roles for women on television shows and in movies, female characters are still mainly valued for their appearance (with extremely narrow definitions of beauty), their (hetero) sexuality, and their passivity. When these stories are internalized and interact in real-life relationships – a dominant, aggressive man paired with a*



*woman who believes she should look pretty and keep her opinions to herself - it promotes the dangerous dynamics that are common in violent relationships.* (Media Education & Preventing Sexual Violence, Media Education Foundation 2003)

A powerful strategy to combat the negative influence of today's media on young people is to teach them how to be media literate. **Media literacy** is "the ability to read, understand, and deconstruct media images and messages." Media literate youth are empowered to view media critically, to understand the subtle and not so subtle intent of those producing the media, and to assess the merit of what is being communicated.

**Note:** A sample media literacy activity for teens is included in the article, *Media Education & Preventing Sexual Violence* in the Appendices.

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# Child Sexual Abuse

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

## How Sex Offenders Groom Children

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

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

## Indicators of Child Sexual Abuse

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

### Behavior Indicators

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

### Physical Indicators

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

## **Children's Response and Recovery from Sexual Abuse**

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

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

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

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

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

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

### **3. The relative intrusiveness of the abuse.**

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



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

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

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

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



# Sex Offenders

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

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

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

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

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



# Sexual Harassment

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

Sexual harassment can involve a range of behaviors such as offensive touching, gesturing that is sexually explicit, pressuring someone for sexual favors, pulling a bra strap, “pants-ing” someone, spreading sexual rumors, etc. In recent years, sexual harassment has spread to cyberspace with disturbing repercussions. (See **Dangers Online**, page 29)

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

The survey also found:

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

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

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





# Federal Law and School Policies on Sexual Harassment

## Federal Law

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

## Types of Sexual Harassment Prohibited by Title IX

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### Hostile Environment

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

Examples of conduct that create a hostile environment include:

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

## Quid Pro Quo

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

Title IX requires all schools to have a policy against sex discrimination (which includes sexual harassment) and to notify students, faculty, and staff about it; a grievance policy; and a Title IX Coordinator to process and investigate sexual harassment complaints in a timely manner. If a school fails to respond appropriately, the person reporting the sexual harassment has the right to file a complaint with the U.S. Department of Education Office for Civil Rights, or the Hawai'i Department of Education, or may file a lawsuit under Title IX.

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

## Guam Public School Rules

### Guam Education Board Policy and Title 17, Guam Code Annotated, Chapter 3

The Guam Department of Education Administrative Rules, which includes all school administrative rules and school policies are promulgated by the Guam Education Policy Board, which is an elected entity. There are also local laws governing the Guam Department of Education that is found in Title 17 of the Guam Code Annotated, Chapter 3. Both of these sections provide details of prohibited student conduct and the associated penalties. The Guam law governing the Guam Department of Education is found in Title 17 of the Guam Code Annotated, Chapter 3, specifically Section 3112.1, entitled "Policy Against Bullying," details prohibited student conduct and the associated penalties. The Department of Education has also adopted board policies that address sexual offenses and harassment. Sexual offenses and harassment are listed in both administrative board policies, as well as Guam law, and they provide an important protection for students. All students should be informed about this rule and to whom they should report offenses.

*You can research school board policies by accessing the following link: [www.gdoe.net](http://www.gdoe.net)*

*You can research Guam law by accessing the following link: [www.guamcourts.org/justicedocs/index.html](http://www.guamcourts.org/justicedocs/index.html)*

### Civil Rights Policy and Complaint Procedure

The Guam Department of Education, Chapter 3 of Title 17, states that "The Guam Education Board (Board) shall adopt a policy prohibiting "harassment, intimidation, or bullying" and "cyberbullying" at school. The content of the policy shall be determined by the Board but shall contain at least the following components: prohibition statement; definition; description of the types of behaviors; consequences and appropriate remedial actions; procedure for reporting; procedure for prompt investigation; range of ways that schools can respond; prohibition of reprisal or retaliation against those who report; consequences and remedial action for those who falsely accuse another; statement of how policy will be publicized or how notice will be given; statement prohibiting reprisal and retaliation; mandatory reporting of school personnel who witness; and liability of school personnel. Under this section, the Board is to incorporate a section that sets out the proper consequences and appropriate remedial action for a person who commits an act of "harassment, intimidation, or bullying" and "cyberbullying." It is important that students and their parents are made aware of these very important rights provided for their protection, and that they know what available options they have.



# Dangers Online: Risks for Youth

The Internet is an exciting and evolutionary medium that has expanded and enriched the lives of millions. Unfortunately, it has also resulted in offensive, distressing, and sometimes dangerous online experiences for many young people. A national survey\* involving a representative sample of young people ages ten to seventeen years old found:

- About one in seven received a sexual solicitation or approach over the Internet in the last year.
- More than one in three were exposed to unwanted pictures of naked people or people having sex in the last year.
- Approximately one in twenty-five youth Internet users received an aggressive sexual solicitation in which the sender asked to meet them somewhere; called them on the telephone; or sent them regular e-mail, money, or gifts.

Based on these statistics, the researchers estimate that millions of 10- to 17-year-olds are propositioned online each year. Even if only a small percentage of these incidents result in unlawful sexual contact, that means several thousand young people are adversely affected every year.

The survey also found that 70 percent of those solicited were female and almost 20 percent of the total number of young people solicited were ten to thirteen years old. Surprisingly, only 16 percent of those solicited disclosed the incident to a parent, guardian, or school staff.

## Social Networking Sites

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More than half of teens using the internet are registered on social networking sites, such as MySpace and Facebook. Teens log on for hours each week to communicate with friends, create blogs, post photos, and meet new people. Unfortunately, these websites also provide sexual predators with a wealth of personal information on thousands of young people and make it easy for predators to meet with the most vulnerable among them.

Even though users of social networking sites are encouraged not to include telephone numbers and addresses, they often provide other detailed information about themselves (e.g., their photo, school, daily activities, favorite locations to hang out), which negates any attempt at anonymity. Also, it is not uncommon for teens to display provocative photos of themselves to grab attention or to add a few years to their age on their online profile.



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

## **Characteristics of Vulnerable Youth**

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

Some of these characteristics include:

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

## **Cyber-bullying**

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While sexual solicitations and unwanted exposure to sexual material online are often cited as the key online dangers for youth, cyber-bullying or online harassment has become a serious concern. In 2005, MindOh!, an educational company that tracks youth trends, reported that nearly 80 percent of the young people surveyed had read or spread gossip online, and more than half had visited a website that included putdowns of peers.

Cyber-bullies use strategies such as sending demeaning, cruel comments about peers through Instant Messaging; posting derogatory comments anonymously on blogs; stealing someone else's screen name and sending embarrassing, hurtful messages to friends or crushes; and forwarding private or sexually provocative images to those who were not intended to see them.

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



Tragic news stories about vulnerable youth committing suicide in response to unrelenting cyber-bullying underscore the need to address this critical issue. Unfortunately, the facelessness of cyber-bullying shields the perpetrator from directly experiencing the harm she or he has done, and all too often other young people unwittingly spread the damaging online content.

## **Protecting Adolescents from Online Dangers**

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Educating young people about the dangers of online communication is a critical step in reducing the risk of victimization by online sexual predators and cyber-bullies, and increasing the likelihood that those victimized will tell a parent or other concerned adult. See **Internet Safety Education** (page 235) for information on i-SAFE, Inc, a leader in internet safety education. They provide professional development training, K-12th grade curriculum and educational programs and materials for the community.

\* David Finkelhor, Kimberly J. Mitchell, and Janis Wolak. 2006. *Online Victimization: A Report on the Nation's Youth: Five Years Later*. Alexandria, Virginia: National Center for Missing & Exploited Children.

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







# Sexual Violence Statistics

## Prevalence

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- In Hawaii, one of every seven women has experienced a completed forcible rape during her lifetime (Ruggiero and Kilpatrick 2003).
- One of every six American women reports experiencing an attempted or completed rape in her lifetime (Tjaden and Thoennes 2000).
- One of every thirty-three American men reports experiencing an attempted or completed rape in his lifetime (ibid).

## Victims

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

## Offenders

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



## Characteristics of Sexual Assaults

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

## Effects of Victimization

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- Rape survivors are three times more likely to be diagnosed with major depressive disorder episodes than individuals who have not been raped, four times more likely to have contemplated suicide, and thirteen times more likely to have attempted suicide (Schafran 1996).
- Sexual victimization is associated with severe and enduring affective and behavioral consequences for victims, including increased drug and alcohol use, domestic violence, depression, suicide, and teenage pregnancy (Seymour et al. 1992).
- Rape had the highest annual victim cost at \$127 billion each year, followed by assault, murder, and drunk driving (U.S. Bureau of Justice Statistics 2000).

## At-Risk Populations

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### Children and Teens

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

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

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

### **College Students**

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

### **Disabled**

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



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

## Reporting of Sexual Assault

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

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# Sexual Violence Statistics for Guam

## Healing Hearts Crisis Center (HHCC) Statistics and Trends

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



## SECTION 3

# Responding to Disclosures of Sexual Violence

### Basic Do's of Disclosure

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#### **Listen.**

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

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

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

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

The only person to blame is the offender.

#### **Be non-judgmental.**

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

#### **Keep in mind that individuals react in various ways.**

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

*continue on back*

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

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

**Offer to go with the victim to get help.**

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



# Supporting Teen Survivors of Sexual Violence

When teens are sexually assaulted they are often confronted with many of the same challenges adult victims face; getting their medical needs met, dealing with the emotional aftermath, and grappling with the decision to report the assault or not. These challenges, however, are particularly difficult for an adolescent because unlike adults, they have limited life experience and control over their lives. Sadly, victimized teens commonly withdraw from adults and friends out of fear, guilt, shame, etc. For a good overview on how being victimized impacts adolescents, refer to the following article in the appendix: **Talk about Being Knocked for a Loop: When Victimization Collides with Normal Teenage Ups and Downs.**

A key goal of sexual violence prevention education in the classroom is to encourage teen victims to speak up about the abuse, and to get help. It is therefore critically important that caring adults in their lives are knowledgeable and respond appropriately should a teen disclose to them. To prepare for possible teen disclosures, review the **Basic Do's of Disclosure** (page 39). In addition, review the following tips:

## 1) Explain limitations of confidentiality

If the teen's disclosure is something that you need to report as a mandated reporter (page 47), let the teen know as soon as possible. Although he or she may not want you to report, you can show respect by explaining the reporting process, answering any questions, and acknowledging that even though speaking up about the abuse was the right thing to do, there may be challenges ahead as a result of reporting the abuse.

## 2) Allow the teen to tell their story

Resist the urge to interrupt or offer advice during a disclosure. First and foremost, teen victims need to be heard. Remember, the situation is likely much more complicated than it may appear on the surface (e.g., the teen may still love the offender, was dating the offender against parents' wishes, afraid of punishment by a parent, afraid others will find out about drinking or drug use the night of the assault).

*continue on back*

### **3) Involve teen in deciding next steps**

As much as possible, allow the teen to maintain control after her or his disclosure. Involve the teen in deciding next steps (e.g., who to tell and how), and offer options for support and assistance. In addition to school counseling and parental support, explore community resources such as local sexual assault service providers (page 51), and web-based resources tailored specifically for teens such as **[www.teenpcar.com](http://www.teenpcar.com)**.

**Note:** There are two teen handouts in this section which may be useful for teen victims to read: **Advice for Teen Survivors** and **Advice for Male Survivors**.

# Advice for Teen Survivors of Sexual Violence

## 1. You are not to blame.

Survivors of sexual assault sometimes blame themselves for the assault. They think that maybe something they did caused it, or that they could have done more to stop it. The bottom line is that it is never okay for someone to force, trick, or coerce another person into sexual activity, no matter what. The sexual assault is not your fault and you deserve to be safe.

## 2. Take care of your needs.

After a sexual assault, it is important that you do what you can to take care of your own needs. Regardless of the details of the situation, you have been hurt and you need help. The person who hurt you is responsible for what happened, not you. Right now your needs come first.

The person who assaulted you may say things like, “keep it quiet”, “keep it our secret” or “don’t make waves.” You may be afraid to speak up about what happened because you don’t know what the offender will do, how other people might react, or if you will be believed.

**Remember:** There are people who will believe you and want to help you through this difficult time.

This is a time to allow yourself to heal. Be gentle with yourself and let yourself go through the recovery process without judging or criticizing yourself.

## 3. Get medical attention.

Take steps to make sure you’re healthy and safe. Even if you don’t have serious injuries, it’s still important to see a doctor. Sometimes there are injuries that you might not be aware of, and a doctor can also help you with any concerns about pregnancy or being infected with a sexually transmitted disease. The service providers listed below can help you with these concerns, and they also offer free and confidential medical exams to collect and document evidence of your sexual assault. Teens 14 years old or older can receive these services without parental consent.

*continue on back*

#### **4. Tell a trusted adult.**

No one can predict how your parents or another trusted adult will react, but it is common for teens who have been sexually assaulted to be unsure about whether or not to tell what happened. Perhaps you do not want to cause others pain, or you may feel embarrassed or ashamed. Some teenagers are assaulted when doing something that their parents did not know about, such as drinking or hanging out with a particular person or group. You may think that if you tell your parents, they might blame you for what happened, punish or ground you. If you have any of these concerns, contact the [Healing Hearts Crisis Center \(HHCC\) at 647-5351](#). Their staff can suggest how to talk with your parents or another trusted adult in your life or, with your permission, can talk to them directly for you.

#### **5. Get Counseling.**

It's likely that you'll have a lot of different feelings about what happened. Many teens who have been sexually assaulted report feeling angry, scared, sad, or embarrassed. Some teens also report feeling "weird" and not like themselves. Talking with a counselor can be very helpful. You may think that talking to a counselor means you'll need to talk about what happened again. You don't have to unless you want to. A counselor can help you make sense of your feelings and allow you a safe space to talk. Counselors are trained to support you and can help you decide what to do next. Free counseling is available through the service providers listed below. Their crisis hotlines operate 24 hours a day, 7 days a week.

#### **Sexual Assault Service Providers:**

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

# Advice for Male Survivors of Sexual Violence

If you are a male victim of sexual assault, you are not alone. Sexual violence happens to guys too, not just females. Unfortunately, the mistaken belief that only women or girls are forced into unwanted sexual activity makes some guys less likely to get the help they deserve.

Any male, young or old, straight or gay, can be a victim. The majority of sexual assaults are committed by men, so male victims may wonder if being sexually assaulted means they are gay or believe that others may label them that way. It is important to remember that the assault has nothing to do with your present or future sexual orientation. Sexual assault is a crime of violence and power, not of lust or sexuality. Therefore, it is not true that sexual assaults against males are committed primarily by gay men or that being assaulted by another male impacts one's sexual orientation.

You may be feeling powerless, guilty or fearful about what happened. You need to know that there is counseling available to help you cope with how you are feeling. You can be assured of receiving the help and support you deserve from your local sexual assault service provider.

## Sexual Assault Service Providers:

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

There are also helpful websites for male survivors, such as **[www.malesurvivor.org](http://www.malesurvivor.org)**.





# Reporting Child Sexual Abuse

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

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

## Making a Report

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

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

## Steps to Report

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

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

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

## Answers to Common Questions about Reporting

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

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

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

### ■ *What happens following my report?*

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

### ■ *Will the police get involved?*

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

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

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



# Accessing Services at the Healing Hearts Crisis Center (HHCC)



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

## What is Healing Hearts Crisis Center?

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

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

The four prongs of the program are:

## Administrative

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

## Medical

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



## Social Work

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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

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

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

## Contacting HHCC

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School staff can contact The Healing Hearts Crisis Center (HHCC) for information and/or to access services for students who have been sexually assaulted. (Refer to **Reporting Child Sexual Abuse** (page 47) if the offender is a family/household member or caretaker of a child victim.)

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

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

Phone: (671) 647-5351

Fax: (671) 647-5414

Location: Please call for directions.



# Guam Sexual Assault Service Providers

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## Office of the Attorney General Of Guam

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

590 S. Marine Corps Drive

ITC Building, Suite 706

Tamuning, Guam 96913

Phone: 475-3406

[www.guamag.org](http://www.guamag.org)

## Healing Hearts Crisis Center

215 Duenas Drive

Tamuning, Guam 96913

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

Facsimile: 647-5414

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

194 Hernan Cortes Avenue

Ste 309

Hagatna, Guam 96910

475-2672/2653

<http://dphss.guam.gov>

[www.dphss.guam.gov/content/child-protective-services-section](http://www.dphss.guam.gov/content/child-protective-services-section)

## Guam Police Department

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

EMERGENCY CALLS 911

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

475-8514 (VAU)

[www.gpd.guam.gov](http://www.gpd.guam.gov)

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

123 Chalan Kareta Route 10

Mangilao, Guam 96913

638-7474 or 689-4480

Facsimile: 734-7500



### **Guam Coalition Against Sexual Assault and Family Violence**

P.O. Box 1093

Hagatna, Guam 96932

479-2277

Facsimile: 479-7233

[www.guamcoalition.org](http://www.guamcoalition.org)

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

**TTY: 1-800-787-3224**

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

### **Victim Advocates Reaching Out ("VARO")**

P.O. Box 2045

Hagatna, Guam 96932

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

[varoguam1@yahoo.com](mailto:varoguam1@yahoo.com)

### **Guam Department of Education**

P.O. Box DE

Hagatna, Guam 96932

475-0462/57

300-1547/36

Facsimile: 472-5003

[www.gdoe.net](http://www.gdoe.net)

### **Guam Legal Services Corporation ("GLSC")**

113 Bradley Place Hagatna

Guam 96910 477-9811/2

TDD/TTY: 477-3416

[www.lawhelp.org/gu](http://www.lawhelp.org/gu)

[information@guamlsc.org](mailto:information@guamlsc.org)

### **Anderson Air Force Base Sexual Assault Prevention and Response Office**

36WG/CVK Unit 14003

APO, AP 96543

366-7714/7715

### **Guam National Guard Sexual Assault Prevention and Response Program**

735-4688/685-8512

### **Navy Sexual Assault Prevention and Response Program**

PSC 455 Box 157

FPO AP 96540-1157

339-2654/2145

[www.safehelpline.org](http://www.safehelpline.org)







## LESSON 1

# Sexual Violence: Definition, Impacts, Resources



### OVERVIEW

Students learn key concepts to help them recognize, avoid and report sexual violence. They evaluate the definition and impacts of sexual violence as they listen to and discuss victim's stories. Students also identify and learn how to access resources which offer information and support for victims and the community.



### 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:** (HS.1.1): Predict how healthy behaviors can affect health status.

**Benchmark:** (HS.1.2): Evaluate the interrelationships of physical, mental/emotional, and social health.

**Benchmark:** (HS.1.3): Analyze how environment influences personal and community health.

**Benchmark:** (HS.1.4): Analyze how genetics and family history can impact personal health.

**Benchmark:** (HS.1.5): Propose ways to reduce or prevent injuries and health problems.

**Benchmark:** (HS.1.7): Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

**Benchmark:** (HS.1.8): Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

**Benchmark:** (HS.1.9): Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors.

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

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

#### Health Education Standard 3: Access Valid Information

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



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

**Benchmark: (HS.3.1):** Evaluate the validity of health information, products and services.

**Benchmark: (HS.3.2):** Utilize resources from home, school and the community that provide valid health information.

**Benchmark: (HS.3.3):** Determine the accessibility of products that enhance health.

**Benchmark: (HS.3.4):** Determine when professional health services may be required.

**Benchmark: (HS.3.5):** Access valid and reliable health product and services.



## LEARNER OUTCOMES

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- Students define sexual violence.
- Students describe key characteristics of sexual violence (unwanted, forced, tricked) that help them recognize sexually abusive behavior in themselves or others.
- Students identify positive social norms that they share with other students.
- Students describe impacts, including short-term and long-term effects, of sexual violence on victims.
- Students know how to report sexual violence.
- Students know how to access health services and information related to sexual violence prevention and recovery.



## TOOLS

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- **What Do You Think?** social norms survey
  - Student survey
  - Teacher tool: Grid to Tally Results
- **Definition of Sexual Violence** worksheet
  - Student version
  - Teacher answer key
- **Reality and Impact of Sexual Violence: Five Stories**
  - Five Stories CD (each story approximately 2 minutes long)
  - Five Stories text
  - Student worksheet
  - Teacher answer key & discussion points
- **Teens Can Access Resources** handout



## TOOLS FOR HOMEWORK

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- **Sexual Violence Fact Finder** worksheet (requires internet access)
  - Student version
  - Teacher answer key





## TOOLS FOR ENRICHMENT

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- **Why Learn about Sexual Violence?** quick-write worksheet
  - Student version
  - Teacher answer key



## PREPARATION

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### **Review:**

- **Preparing to Teach the Curriculum** (page 1)
- Lesson outline & teacher answer keys
- **Answers to Teen Questions** (page 239)

**Time:** 50 minute class period





## LESSON OUTLINE

### I. Establish a Safe Environment & Provide Resources (5-8 minutes)

**Summary:** Help students establish a safe environment for studying about sexual violence. Clarify behavioral expectations as well as mandated reporting policies that could potentially affect you and students. Show community resources for victims.

#### Steps:

**TIP:** Assume that you have victims in the classroom. Before Lesson 1, provide and announce to students alternative options for anyone who chooses not to participate in these lessons.

1. **Introduce the topic of sexual violence.** Explain to the class that they will be learning about sexual violence and how to prevent it. Because it can be a sensitive subject, you want to set a few guidelines for the class and incorporate their concerns as well. Open this up to discussion and student input as desired.
2. **Establish or review behavioral expectations.** Include the following:
  - a. Respect others: No putdowns or teasing about questions or comments other students may have.
  - b. Differences of opinions are okay.
  - c. Respect the subject: No jokes about sexual violence.
  - d. Respect other people's privacy: Don't share information or rumors about other people.
3. **Share resources for help.** During every lesson, write appropriate school and community support services on the board so this is visible to all students. Highlight this information as resources for students to turn to if they need someone to talk with, or have questions or concerns. Key information:
  - a. Appropriate school counselor or staff.
  - b. Local sexual abuse treatment programs.  
Oahu: Sex Abuse Treatment Center (SATC), 24-hour hotline 524-7273. Neighbor Island programs: see page 51

**KEY MESSAGE:** Help is available, whether an incident of sexual violence happened recently or in the past.

4. **Explain mandated reporting.** Explain your role as a mandated reporter in case students want to talk with you about any specific or personal issues (see page 47).



**Sample Script:**

*I want you to know that I am a mandated reporter, and that means that if any of you report to me that you've been sexually abused, depending on the circumstances, I may need to tell and involve other people in order to ensure your safety.*

## **II. What Do You Think? Social Norms Survey**

**Summary:** Ask students to complete the **What Do You Think?** survey. Collect and tally answers, or redistribute in such a way as to report class survey results back to students. Share results to help students confirm that showing respect in peer relationships is in fact important to their peers, that respect is the norm.

**Steps:**

- 1.** Explain the **What Do You Think?** survey: It asks your opinion, it's confidential, it's a way to gauge the class as a whole's opinion. The information will be tallied and reported back to the class.
- 2.** Distribute the **What Do You Think?** survey.
- 3.** Tally students' answers and share results.
  - a. Collect the surveys into one pile, shuffle papers, and pass back out to students so they have an unknown peer's paper.

**For questions 1-6**

Read aloud the questions one by one, asking students to raise their hands if the response on the peer survey they have strongly agrees, agree, disagrees, etc. (Note: Survey results typically show that the majority of teens want to be respected and respect others in peer relationships).

*Concluding point: Based on our survey results, it is clear that most students agree that respect is very important in their relationships.*

**For question # 7**

Read aloud each quality statement one by one, asking students to raise their hands to rate its importance based on the peer survey they have, starting from "not important at all" all the way to "very important." Typically, most students rate the three qualities "very important."

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**TIP:** Periodically remind students of class survey results while teaching this curriculum to highlight positive class norms and to reinforce pro-social behaviors. For example: "Results from our class survey show that nearly everyone agrees that it's wrong to pressure someone into sexual activity."



*Concluding point: Most students rated the relationship qualities being listened to, being treated as an equal and given freedom of choice as important or very important. These are ways we show respect for others. These key qualities are missing in sexually abusive relationships.*

- b. Collect surveys and later record group results using the **What do You Think?** teachers tool. These quantified results can be shared with students in later lessons as needed.

### III. Define Sexual Violence (8-10 minutes)

**Summary:** Through mini lecture, Q&A, and discussion, help students complete the **Definition of Sexual Violence** worksheet as they discuss the definition of sexual violence, the key concepts and the range of behaviors covered by the definition. Utilize **Definition of Sexual Violence** teacher answer key as a guide.

**Steps:**

1. Write the definition of sexual violence on the chalk/white board:

**KEY MESSAGE:** Sexual violence is any sexual activity that is unwanted, tricked or forced.

2. Distribute the **Definition of Sexual Violence** worksheet. Ask students to fill in the blanks at the top using the definition of sexual violence written on the board.
3. Using the guiding questions below have students brainstorm and describe the key concepts: Violence, sexual activity, unwanted, tricked and forced. Refer to **Definition of Sexual Violence** teacher answer key for the questions below.

Guiding Questions:

- a. Violence

***What words would you use to describe violence? Is violence only about people being hurt physically? What are other forms of violence?***



- b. Sexual Activity  
***Does sexual activity always involve some form of physical contact? What is a non-contact form?***
  - c. Unwanted  
***What are other ways to say unwanted?***
  - d. Tricked  
***What are some ways people trick others?***
  - e. Forced  
***What are non-physical ways to force others into unwanted activity?***
3. Highlight the fact that sexual violence is a range of disrespectful behaviors. Review with students the bottom portion of the grid which addresses Hawaii law and school policy regarding sexual offenses. Provide students with details on how to report offenses at your school.
  4. Tie this activity to the respect theme by emphasizing that sexually abusive behavior is an extreme form of disrespect.

#### **IV. Victims Tell Their Story**

**Summary:** To increase victim empathy and understanding about sexual violence, choose at least three victim's stories in the CD to present to students. Assign students the **Reality and Impact of Sexual Violence: Five Stories** worksheet and discuss their answers and reflections.

**Note:** Each story is about 2 minutes long.

##### **Steps:**

1. Explain that the purpose of listening to and discussing victims' stories is to learn the true picture of sexual violence and how it impacts victims.
2. Play the **Five Stories** CD. Stop the CD player after each story and ask discussion questions or distribute worksheet and assign questions to students. (If a CD player is not available, read and/or distribute text versions of the stories.)
3. Use the **Reality and Impact of Sexual Violence: Five Stories** teacher answer key as a discussion tool to cover key points.



## V. Teens Can Access Resources: Homework Assignment

**Summary:** Students review victim and community resources and practice accessing them for homework or classwork.

### Steps:

1. Distribute and review **Teens Can Access Resources** handout.
2. Assign the **Sexual Violence Fact Finder** worksheet (requires internet access) for homework so students can practice accessing healthy resources and helpful information related to sexual violence, crisis services and counseling.

## VI. Tool For Enrichment

- **Why Learn about Sexual Violence?** quick-write worksheet

Assign worksheet individually or in groups, as classwork or homework. Ask volunteers to share their responses. Refer to the **Why Learn About Sexual Violence?** teacher answer key to share statistics and cover key points.

## VII. Reflection

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

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

# What Do You Think?

**Directions:** Circle your answers. Complete this survey on your own. Your answers will be kept confidential.

1. Being respected by other people is very important to me.  
A. Strongly Disagree      B. Disagree      C. Neutral      D. Agree      E. Strongly Agree
2. If a person says “No” to any form of sexual activity, their partner should accept that and not pressure them.  
A. Strongly Disagree      B. Disagree      C. Neutral      D. Agree      E. Strongly Agree
3. It’s okay to try and get another person drunk so that they will say yes to sexual activity.  
A. Strongly Disagree      B. Disagree      C. Neutral      D. Agree      E. Strongly Agree
4. If someone doesn’t want to have sex, it’s okay to pressure them a little bit into doing it anyway.  
A. Strongly Disagree      B. Disagree      C. Neutral      D. Agree      E. Strongly Agree
5. Respect is an important part of my friendships and/or dating relationships.  
A. Strongly Disagree      B. Disagree      C. Neutral      D. Agree      E. Strongly Agree
6. I don’t want to be pressured by anybody to do sexual things that I don’t want to do.  
A. Strongly Disagree      B. Disagree      C. Neutral      D. Agree      E. Strongly Agree

**For the following questions, use a scale of 1-5:**

1= not important at all, 2= not too important, 3= neutral, 4=important, 5= very important

In choosing a friend or partner, how important are the following qualities to you?

7. They listen to what I have to say. \_\_\_\_\_
8. They don’t try to control me. \_\_\_\_\_
9. They treat me as an equal. \_\_\_\_\_





# What Do You Think? Grid to Tally Results

## Social Norms Survey

1. Being respected by other people is very important to me.

A. Strongly Disagree	B. Disagree	C. Neutral	D. Agree	E. Strongly Agree

2. If a person says “No” to any form of sexual activity, their partner should accept that and not pressure them.

A. Strongly Disagree	B. Disagree	C. Neutral	D. Agree	E. Strongly Agree

3. It’s okay to try and get another person drunk so that they will say yes to sexual activity.

A. Strongly Disagree	B. Disagree	C. Neutral	D. Agree	E. Strongly Agree

4. If someone doesn’t want to have sex, it’s okay to pressure them a little bit into doing it anyway.

A. Strongly Disagree	B. Disagree	C. Neutral	D. Agree	E. Strongly Agree

5. Respect is an important part of my friendships and/or dating relationships.

A. Strongly Disagree	B. Disagree	C. Neutral	D. Agree	E. Strongly Agree

6. I don’t want to be pressured by anybody to do sexual things that I don’t want to do.

A. Strongly Disagree	B. Disagree	C. Neutral	D. Agree	E. Strongly Agree



## Activity Continued

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In choosing a friend or partner, how important are the following qualities to you?

**Use a scale of 1-5:**

1= not important at all, 2= not too important, 3= neutral, 4=important, 5= very important

7. They listen to what I have to say. \_\_\_\_\_

1	2	3	4	5

8. They don't try to control me. \_\_\_\_\_

1	2	3	4	5

9. They treat me as an equal. \_\_\_\_\_

1	2	3	4	5



NAME: \_\_\_\_\_

# Definition of Sexual Violence

Sexual violence is any sexual activity that is \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

Violence	Sexual Activity	Unwanted	Tricked	Forced

Many sexual offenses are against the law in Hawaii. Depending on the nature of the crime, sexual offenses can be Class A, B, or C felonies or misdemeanors. Sentences for convicted offenders can vary from payment of a fine to many years or life in prison. (HRS: 707-757)

Sexual harassment & other inappropriate sexual behavior are against school policy at all public and private schools. School staff is required to make sure students feel safe at school and must take action if sexual offenses are reported. Know your school policy! Public school students, see Hawaii's Department of Education Administrative Rules, Chapter 19. Chapter 19 details all prohibited student conduct during school hours and the penalties for it. For more information go to [www.doe.k12.hi.us/](http://www.doe.k12.hi.us/) (type "Chapter 19" in search box)





# Definition of Sexual Violence

Sexual violence is any sexual activity that is unwanted , tricked or forced .

Violence	Sexual Activity	Unwanted	Tricked	Forced
<ul style="list-style-type: none"> <li>• harm</li> <li>• abuse</li> <li>• assault</li> <li>• injury</li> <li>• force</li> <li>• mean words</li> <li>• crime</li> </ul>	<ul style="list-style-type: none"> <li>• Contact/non-contact activity</li> <li>• touching of private parts</li> <li>• showing of private parts</li> <li>• talking about sex</li> <li>• intimate kissing</li> <li>• intercourse</li> <li>• oral sex</li> </ul>	<ul style="list-style-type: none"> <li>• unwelcome</li> <li>• not asked for</li> <li>• no consent given</li> <li>• do not want</li> </ul>	<ul style="list-style-type: none"> <li>• deceive</li> <li>• mislead</li> <li>• trap</li> <li>• lie to</li> <li>• coerce</li> <li>• manipulate</li> </ul>	<ul style="list-style-type: none"> <li>• physically control</li> <li>• threaten</li> <li>• intimidate</li> </ul>
<p><b>TIP: Use examples to clarify/ explain what is meant by <u>unwanted</u>, <u>tricked</u> or <u>forced</u>.</b></p>		<p><b>Examples:</b></p> <p>Grabbing someone on the butt without their permission.</p> <p>Making sexual comments to someone who is embarrassed or upset by it.</p>	<p><b>Examples:</b></p> <p>Secretly watching another person undress.</p> <p>Putting a drug in someone's drink in order to take advantage of them sexually.</p> <p>Telling a partner you will break up with them if they don't say yes to sexual activity.</p>	<p><b>Examples:</b></p> <p>Holding someone down against their will and touching their private parts.</p> <p>Telling someone you will hurt them if they don't agree to have sex.</p>

Many sexual offenses are against the law in Guam. Depending on the nature of the crime, sexual offenses can be classified as a first degree felony to a misdemeanor offense. Sentences for convicted offenders can vary from payment of a fine to many years or life in prison.

Sexual harassment & other inappropriate sexual behavior are against school policy at all public and private schools. School staff is required to make sure students feel safe at school and must take action if sexual offenses are reported. Know your school policy! Public school students, see Hawai'i Department of Education Administrative Rules, Chapter 19. Chapter 19 details all prohibited student conduct during school hours and the penalties for it. For more information go to [www.doe.k12.hi.us/](http://www.doe.k12.hi.us/) (type "Chapter 19" in search box)





## Kai's Story

We were in the car. And he said he wanted to kiss me. I was excited and nervous. I really liked him and the whole night had been going so perfect. He's a Senior—I'm just a Freshman—he plays football. I used to watch him practice. He's pretty popular. I never thought someone like him would actually be interested in me. Sometimes, I couldn't even believe we were hanging out. I wanted to kiss him, too. We did. It felt good at first. So we kissed and then kept kissing. But then he started to—to try to do more... and I thought, I can't do this... I asked him to stop. But he didn't listen—it was like he was someone else. He wasn't all sweet and caring anymore, he just kept going... I tried to say no again—but I couldn't speak—like my voice was gone. I was really scared. I didn't know what to do... I just didn't know what to do.

When he was through, he drove me home. And when he dropped me off, he said, "I had a good time"—and that he really liked me. He said we should go out again. None of it made any sense. He said I should come down to see him play in the next football game. He acted like nothing even happened...

I haven't said anything to anyone. Who would I tell? I'm just trying to forget it ever happened. But sometimes I can't. It's always there. I feel so weird, like I'm not myself. I can't sleep at night and I don't want to be around anyone... I just wish I'd never gotten into his car.





# Kanani's Story

I was 13 years old when something weird happened with my friend's older brother... It was on this one day after a soccer game. I had to get something from my family's car across the field, and he was there hanging out on the tailgate of his truck right by our car.

He had just graduated high school and was one of the assistant coaches. He'd come out and help for a lot of the games, so I would see him all the time. On this particular day, I was at my mom's car when he got out of his truck and started talking to me. He was touching my shoulders and he told me that he had a CD for my brother in his truck. He told me I should listen to one of the songs, so I got inside the truck.

We sat inside his truck and he started playing the song and just talking... he told me I was doing a really good job on the field, and that I had improved a lot over the season. Then he asked me how I was doing "off the field." And I didn't know what he meant. He said, "You know... off the field..." and he reached over and touched my leg. He kept touching me and put his hand under my shorts. I was so scared, I just froze.

Eventually he stopped and let me out of the truck, but he told me not to say anything to anyone about what had happened. Whenever I saw him he just acted like nothing happened. I know it wasn't rape, but it still scared me and bothered me a lot. I'm not sharing this because I am strong or brave; I just wish I could get over it and get it off my mind.

I quit playing soccer after that season, but sometimes I miss it. I get nervous now being around guys, and I'm not sure about dating. I also sometimes feel weird when people, even friends, touch me.





## David's Story

My name is David. I am going to college next year. I play football, surf, and just started learning kickboxing. I have a lot of friends, and get along well with others. Except when I get into fights with people... I get angry really easily, but most people know not to mess with me.

Even though I have friends and people tell me I'm lucky, there are many times when I feel different from other people. You see, when I was a kid... like 6 or 7, there was this one guy in the neighborhood that, well...this is kind of hard to talk about... but, um... There was this one guy that my parents were good friends with and he was like an uncle to me. I'd always go to his house and hang out and follow him around. He'd let me help him in his woodshop and he'd play sports with me. As time went on, things started to get uncomfortable because he'd do stuff to me. It started off when we'd wrestle, it would start off normal, but then he'd always end up touching my privates. As time went on, he made me do sexual stuff with him. He told me I would get into big trouble if I told anyone..., I remember feeling trapped and scared...

I can't really talk about it. I've pretty much tried to forget all about it. I try to act like it never happened. But I think it still affects me.





## Trista's Story

My name is Trista. I'm a sophomore and I like to surf and paddle canoe. My favorite subject is art. I used to really like school, but this year, I kind of hate it.

There's a couple guys at my school that have started to pick on me... and it's the most uncomfortable feeling in the world. They're a year older than me, and I see them a lot in the hallways or at recess. Whenever I walk past them, they look me up and down and laugh. I look away and try to avoid them, but I always seem to end up running into them on my way to art class. If they see me they make embarrassing comments about my body, the way I dress, and pretty much anything they feel like.

Once they told me that my shirt was too tight... after that I started wearing jackets all the time, but then one of them said, "What are you trying to hide under there?"

I've told them to stop, but they'll just laugh and say things like, "Stop what?" When no one else is around, they'll do stupid things like throw a pencil down on the floor and tell me, "Bend over and pick it up." They don't realize how it hurts to be treated like that. Like you don't count... like you are just a body... They don't know who I am.

It's harder now for me to concentrate in class. I used to like school but I am starting to hate going now. Some days I actually pretend to be sick so I can stay home and not deal with it. I even tried telling the teacher once, but he just said to ignore them. The thing that people don't get is that it's not so much what they're saying... it's the way they say it, the way they look at me, and how it makes me feel. It makes me feel like I just want to disappear.





# Ashley's Story

When I was in junior high I started taking more time in the bathroom, showering and doing my hair and stuff. Sometimes my mom would get annoyed with me and tell me to hurry up. She'd yell from the other side of the door.

Other times my step-dad would just open the door and peek in. He'd stare at me in certain ways and I could tell he was looking at my chest and my private parts. He would keep staring even when I told him to close the door! From the very first time he did it, I felt so uncomfortable. I was really shocked and embarrassed; I felt so gross about the whole thing. He's my step-father! He isn't supposed to look at me that way! The worst part was that even when I asked him to close the door, he wouldn't, he'd say some excuse like he's making sure I was finishing up. But that wasn't true. And even when I told him to please knock first, he wouldn't. He never knocked.

I never told my mother that this was happening. She had enough to deal with, they were always fighting anyway. I always said if something happened to me like that I would tell someone. I shared this secret with one other person that had a similar kind of thing happen to her, but no one else.

Even though I don't live at home anymore, I get upset sometimes remembering how nervous and uncomfortable I felt around my step-father. Maybe that's why I feel kinda awkward around men now, especially older men.





**NAME:** \_\_\_\_\_

# Reality and Impact of Sexual Violence: Five Stories

**Directions:** Read the following questions before listening to the **Five Stories CD**. Answer the questions after listening to each victim tell his/her story.



## Kai

1. What is your reaction to Kai's story?
2. In what ways has Kai been impacted by sexual violence?
3. Why might being sexually assaulted by a boyfriend or girlfriend be more hurtful than being sexually assaulted by a stranger?
4. Why might Kai mistakenly blame herself for what happened to her?



## Kanani

1. Initial reaction?
2. Why do you think Kanani "froze" when the assistant coach started touching her?
3. In what ways did this situation affect Kanani?
4. Why is this sexual violence?

## Activity Continued

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### David

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1. In what ways could David still be affected by the sexual violence that happened to him?
2. What may have prevented David from telling anyone about what happened to him when he was younger?



### Trista

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1. How does Trista feel and why?
2. How are the boys' comments and actions affecting Trista's life?
3. Why is the boys' behavior considered sexual violence? What if the boys were just joking?



### Ashley

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1. How do you think Ashley felt as a result of her step-father's actions?
2. Why is the step-father's behavior considered sexual violence?



# Reality and Impact of Sexual Violence: Five Stories

**Directions:** Read the following questions before listening to the **Five Stories CD**. Answer the questions after listening to each victim tell his/her story.

## Kai (rape)

1. What is your reaction to Kai's story?  
***Student responses will vary.***
2. In what ways has Kai been impacted by sexual violence?  
***Kai is scared, confused and sad. She has trouble sleeping at night, doesn't want to be around anyone and can't stop thinking about what happened.***
3. Why might being sexually assaulted by a boyfriend or girlfriend be more hurtful than being sexually assaulted by a stranger?  
***It could be more hurtful because in addition to being assaulted, Kai might also feel betrayed by someone she liked and trusted. She could feel regret and confusion and it maybe more difficult to tell someone because she may fear they won't believe her.***
4. Why might Kai mistakenly blame herself for what happened to her?  
***Kai might feel that she did something to make her boyfriend sexually assault her. She might have thought because she was alone with him in his car or because she wanted to kiss him that it is her fault he sexually assaulted her. She might also blame herself because she didn't verbalize "No" more than once.***

## Kanani (sexual touching)

1. Initial reaction?  
***Student responses will vary.***
2. Why do you think Kanani "froze" when the assistant coach started touching her?  
***She was surprised that someone she knew and trusted would sexually assault her. She may have been frightened or confused. She didn't expect that her coach would touch her. She was shocked and didn't know how to react.***
3. In what ways did this situation affect Kanani?  
***She quit soccer, an activity she enjoyed. She is more nervous around guys and about dating. She sometimes feels weird when people, even friends, touch her.***
4. Why is this sexual violence?  
***Kanani did not want to be touched. The coach tricked her into his truck under false pretenses (to listen to music), and he used his power and authority as an adult and coach to take advantage of her.***



## Activity Continued

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### David (child abuse)

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1. In what ways could David still be affected by the sexual violence that happened to him?  
***He still thinks about the sexual violence and it bothers him. His past assault may explain why he gets into lots of fights.***
2. What may have prevented David from telling anyone about what happened to him when he was younger?  
***He may have been embarrassed, ashamed, and/or afraid to tell or might have blamed himself for the sexual violence. He may have felt uncomfortable, unsure who to tell, afraid he might not be believed, or afraid of getting into trouble.***

### Trista (sexual harassment)

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1. How does Trista feel and why?  
***She seems to feel uncomfortable, intimidated, scared, unsafe, embarrassed and disrespected. She feels this way because she is being treated disrespectfully, doesn't feel safe at school and doesn't know what to do about the situation.***
2. How are the boys' comments and actions affecting Trista's life?  
***She no longer wants to go to school, she tries to change her route so she doesn't run into them and she changed the way she dresses.***
3. Why is the boys' behavior considered sexual violence? What if the boys were just joking?  
***The boys are making unwanted and inappropriate sexual comments. They are not respecting Trista's boundaries, comfort level and right to feel safe at school. How a victim feels determines if it is a joke or harassment. Trista dislikes the comments and has told the boys to stop, and because the boys continued, it is considered sexual violence.***

### Ashley (exposure)

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1. How do you think Ashley felt as a result of her step-father's actions?  
***She felt disrespected, vulnerable, not in control, shame, anger, distrust of authority or care-takers and unsafe in her own home.***
2. Why is the step-father's behavior considered sexual violence?  
***It is considered sexual violence because Ashley's step-father did not respect her right to privacy, did not stop or change his behavior when she asked him to and looked at her naked body after she told him to stop.***

# Teens Can Access Resources

## LOCAL RESOURCES :

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You can call the following hotlines anytime (24/7) to talk with a counselor.

Healing Hearts Crisis Center 647-5351

You can learn about sexual violence & how to get help  
at <http://gbhwc.guam.gov/services/healing> or  
<http://www.guamcoalition.org/>

Child Protective Services 475-2672/2653

Guam Police Department 911

VARO 477-5552



## NATIONAL RESOURCES:

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You can access many additional resources online. One helpful resource is [www.rainn.org](http://www.rainn.org).

A site especially for teens is [www.teenpcar.com](http://www.teenpcar.com).

You can call the National Sexual Assault Hotline 1-800-656-HOPE. It's free and available 24/7.

**You are not alone. There is help when you are ready.**





**NAME:** \_\_\_\_\_

# Sexual Violence *Fact Finder*

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

## The Healing Hearts Crisis Center

1. The Healing Hearts Crisis Center's number is: \_\_\_\_\_
2. Who can call the hotline?
3. The Healing Hearts Crisis Center's hotline number is: \_\_\_\_\_

## What To Do If You Are Sexually Assaulted

1. Go to a safe place and reach out to someone you \_\_\_\_\_ for help and support.
2. Call \_\_\_\_\_ or call \_\_\_\_\_ .

## Acute Forensic Examinations

1. In order to collect evidence, examinations need to be done within \_\_\_\_\_ hours of the assault.
2. What is the purpose of collecting evidence after a sexual assault?

## Dealing with the Trauma of Sexual Assault

What are the three stages of recovery?

- 1.
- 2.
- 3.

## Therapy

### FAQ's about Therapy

Why should victims consider therapy?

- 1.
- 2.



## Activity Continued

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### FAQs for teens: Fill in the blanks

1. As a teenager, you are at \_\_\_\_\_ for a sexual assault, but you are among the \_\_\_\_\_ likely to report this. Remember: you are not to blame for the attack. The person who hurt you is responsible for what happened, not you. Since you survived, you chose the right way to handle it. There are people who will \_\_\_\_\_ what you say about what happened to you and who will \_\_\_\_\_ you get through the experience.

What are two Other General Frequently Asked Questions (FAQs) and their answers?

- 1.
- 2.

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## INFORMATION ON SEXUAL VIOLENCE

### An Overview

List the four types of sexual violence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Child Sexual Abuse

List 3 things that can influence a child's recovery from sexual abuse:

- 1.
- 2.
- 3.

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## Dangers Online

1. A national survey involving a representative sample of youth ages 10 to 17 years old found: About one in five received a sexual solicitation or approach over the \_\_\_\_\_ in the last year.
2. What is one example of a "social networking site?" \_\_\_\_\_ .
3. \_\_\_\_\_ use social networking sites and chat rooms to hide their true age, identity and motives for interaction. They spend time building \_\_\_\_\_ with their victims by appearing "cool," concerned and understanding. In time, through manipulation and \_\_\_\_\_ of the victim, predators start to introduce sexual topics and the possibility of \_\_\_\_\_ the youth face-to-face.

## Sexual Violence Statistics

- ## Impact of Victimization

## OTHER RESOURCES

- 1.
- 2.
- 3.



# Sexual Violence

## Fact Finder

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

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### The Healing Hearts Crisis Center

1. The Healing Hearts Crisis Center's number is: 647-5351
  2. Who can call the hotline? ***Everyone—adults, teenagers, and young children, both females and males.***
  3. The Healing Hearts Crisis Center's hotline number is: 647-8833/647-8843
- 
- 

### What To Do If You Are Sexually Assaulted

1. Go to a safe place and reach out to someone you trust for help and support.
2. Call 911 or call 647-5351.

### Acute Forensic Examinations

1. In order to collect evidence, examinations need to be done within 72 hours of the assault.
  2. What is the purpose of collecting evidence after a sexual assault? ***The purpose for collecting evidence after an assault is in case the victim wants to make a police report and pursue legal action.***
- 
- 

### Dealing with the Trauma of Sexual Assault

What are the three stages of recovery?

1. ***Immediate or Acute Phase***
  2. ***Outward Adjustment Phase***
  3. ***Integration/Resolution Phase***
- 
- 

### Therapy

#### FAQ's about Therapy

Why should victims consider therapy?

1. ***You can learn to better understand your thoughts, feelings, and reactions. To understand what happened to you.***
2. ***You can learn to regain a sense of self-esteem and safety that the assault may have robbed you of.***

## Activity Continued

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### FAQs for teens: Fill in the blanks

1. As a teenager, you are at high risk for a sexual assault, but you are among the least likely to report this. Remember: you are not to blame for the attack. The person who hurt you is responsible for what happened, not you. Since you survived, you chose the right way to handle it. There are people who will believe what you say about what happened to you and who will help you get through the experience.

What are two Other General Frequently Asked Questions (FAQs) and their answers?

1. ***If a person doesn't speak English very well can that person still come in for therapy?***  
***Answer: Yes and ideally see someone who speaks that person's native language.***
2. ***I'm a guy and was sexually assaulted. How can you help me?***  
***Answer: A male victim can receive support and confidentiality from SATC.***
3. ***I'm an elderly person who was sexually assaulted. Will any of your therapists be able to help me?***  
***Answer: Yes. Therapists have the knowledge and experience to support you and your family, focusing on your individual needs, including plans for personal safety.***

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## INFORMATION ON SEXUAL VIOLENCE

### An Overview

List the four types of sexual violence.

- |                             |                       |
|-----------------------------|-----------------------|
| 1. <u>Sexual Harassment</u> | 3. <u>Fondling</u>    |
| 2. <u>Exposure</u>          | 4. <u>Penetration</u> |

### Child Sexual Abuse

List 3 things that can influence a child's recovery from sexual abuse:

1. ***Degree of intimacy/acquaintance between the victim and offender***
2. ***Time over which the abuse occurs***
3. ***The relative intrusiveness of the abuse***

***Other Answers: The way in which the child was engaged in sexual activity and the response of the person to which the child discloses the abuse.***

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## Dangers Online

1. A national survey involving a representative sample of youth ages 10 to 17 years old found:  
About one in five received a sexual solicitation or approach over the internet in the last year.



## Activity Continued

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2. What is one example of a “social networking site?” MySpace, Facebook, Xanga .
3. Sexual predators use social networking sites and chat rooms to hide their true age, identity and motives for interaction. They spend time building trust with their victims by appearing “cool,” concerned and understanding. In time, through manipulation and increased knowledge of the victim, predators start to introduce sexual topics and the possibility of meeting the youth face-to-face.

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## Sexual Violence Statistics

1. In Hawaii, one in 7 women has experienced a completed forcible rape during their lives.
2. Teens 16 to 19 years old are three and a half times more likely than the general population to be victims of rape, attempted rape, or sexual assault.
3. Over 90 percent of juvenile sexual assault victims reported knowing their attacker.
4. In over 35 percent of sexual assaults, the offender is intoxicated .

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## Impact of Victimization

What are two impacts of victimization?

1. ***Rape survivors are three times more likely to be diagnosed with major depressive disorder episodes than individuals who have not been raped, four times more likely to have contemplated suicide and 13 times more likely to have attempted suicide.***
2. ***Sexual victimization is associated with severe and enduring behavioral consequences for victims, including increased drug and alcohol use, domestic violence, depression, suicide and teenage pregnancy.***
3. ***Rape had the highest annual victim cost at \$127 billion per year, followed by assault, murder, and drunken driving.***

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## Guam’s Sexual Assault Statutes

Give one example of when a person will be found guilty of the offense of criminal sexual conduct in the first degree if:

- (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.

## **OTHER RESOURCES**

Using an internet search engine list three national organizations that support victims of sexual assault:

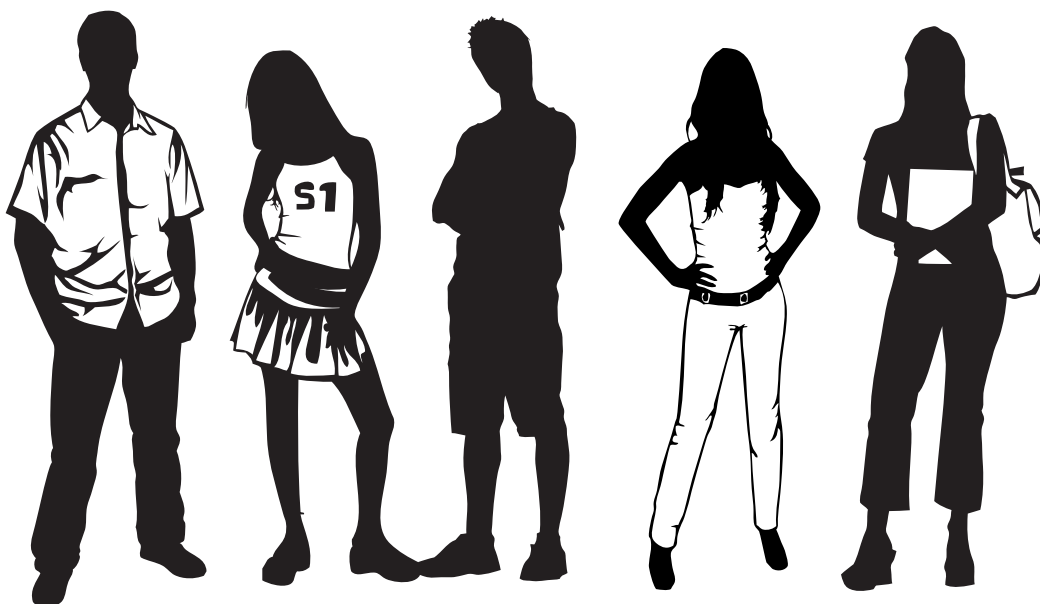
1. *Rape, Abuse & Incest National Network ([www.rainn.org](http://www.rainn.org))*
2. *National Alliance to End Sexual Violence ([www.naesv.org](http://www.naesv.org))*
3. *National Organization on Male Sexual Victimization ([www.malesurvivor.org](http://www.malesurvivor.org))*

**Other Organizations:**

*Men Can Stop Rape ([www.mencanstoprape.org](http://www.mencanstoprape.org))*

*National Sexual Violence Resource Center ([www.nsivrc.org](http://www.nsivrc.org))*

*Stop It Now ([www.stopitnow.org](http://www.stopitnow.org))*



**NAME:** \_\_\_\_\_

# Why Learn About Sexual Violence?

**List your ideas:**

- **Why should teens learn about sexual violence?**
  - **What can teens do to prevent sexual violence?**
- 



*continue on back*





# Why Learn About Sexual Violence?



## List your ideas:

- Why should teens learn about sexual violence?
  - What can teens do to prevent sexual violence?
- 

**Summary of Answers:** Teens can be victims, offenders, sources of support and information, and voices for prevention. Teens can learn strategies and behaviors to protect themselves and prevent sexual violence.

## Key Points:

### Some teens are victims of sexual violence:

- Sexual violence hurts teens, happens in teen dating relationships and impacts teens in and out of school.
- At the Sex Abuse Treatment Center on Oahu, the majority—over 50%—of victims are 17 years old or younger.
- Teens are at high risk: Teens 16 to 19 years old are three and a half times more likely than the general population to be victims of rape, attempted rape, or sexual assault (Rennison, 2000).
- \* Teenagers can learn ways to decrease their risk of victimization as well as how to report sexual violence and get help.

### Some teens are offenders who commit sexual violence:

- Offenders of all forms of sexual violence (from harassment to exposure to rape) include teenagers.
- Nationally, the FBI reports that 23% of all sexual offenders known to law enforcement are under the age of 18 (Snyder, 2000).
- \* Teens can learn how to be more respectful of others. Teens can learn strategies and communication skills to prevent behaving in sexually abusive ways.

### Teens talk to teens, so they need to know how to help each other:

- Teens often tell a friend if some type of sexual violence happens to them, so teens need to be able to help each other.
- Teens need to know how to get help and how to help someone who discloses, such as by offering resources and information.

*continue on back*



## Activity Continued

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- Statistics show that if sexual violence happens to teens, the majority of them are most likely to tell a peer, rather than a parent or other adult.

### **Teens can help prevent sexual violence by:**

- Being respectful to their boy/girlfriend and peers.
- Not acting in any sexually abusive ways.
- Not saying offensive things about a person's body or sexuality.
- Talking with their partners about their limits. For example, what they don't want to do, or are ok with, in terms of any form of sexual activity.
- Telling others the truth about sexual violence and standing up against all forms of sexual violence.
- Calling out and/or reporting sexual harassment or any form of sexual violence.
- Using risk reduction strategies such as not doing drugs or using alcohol, not giving out personal information to people you meet online, and clearly communicating boundaries.

For additional answers see *100 Things You Can Do to Prevent Sexual Violence* at [www.ncdsv.org/images/100thingsSa.pdf](http://www.ncdsv.org/images/100thingsSa.pdf)



## LESSON 2

# Know the Truth About Sexual Violence



### OVERVIEW

Students improve their ability to recognize and avoid sexually abusive behavior as they learn the types of sexual violence and distinguish the truth from the myths about sexual violence. Students evaluate if scenarios involve sexually abusive behavior and if so how the abusive behavior could have been prevented. Students describe what actions they would take to protect themselves if they were the victims in the sexually abusive scenarios. Students also evaluate a media campaign which promotes the truth about sexual violence.



### 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:** (HS.1.1): Predict how healthy behaviors can affect health status.

**Benchmark:** (HS.1.2): Evaluate the interrelationships of physical, mental/emotional, and social health.

**Benchmark:** (HS.1.3): Analyze how environment influences personal and community health.

**Benchmark:** (HS.1.4): Analyze how genetics and family history can impact personal health.

**Benchmark:** (HS.1.5): Propose ways to reduce or prevent injuries and health problems.

**Benchmark:** (HS.1.7): Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

**Benchmark:** (HS.1.8): Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

**Benchmark:** (HS.1.9): Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors.

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

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



### LEARNER OUTCOMES

- Students recognize sexually abusive behavior.
- Students define sexual violence and identify four types of sexual violence (sexual harassment, exposure, sexual touching, penetration/rape).
- Students distinguish the truth from misinformation about sexual violence (the who, what, when, where, how, why of sexual violence).
- Students evaluate the truth as presented in the [respect] media campaign.





## TOOLS

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- **Identify and Prevent Sexual Violence** worksheet
  - Student version
  - Teacher answer key
- **Sexual Violence Myths and Facts** grid worksheet
  - Student version
  - Teacher answer key
- **Analyze the Truth in Media** worksheet
  - Student version
  - Teacher answer key
- **[respect] media campaign DVD (PSA # 1 Kevin & PSA #2 My Boyfriend)**



## TOOLS FOR REVIEW

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- **The Truth about Sexual Violence** fill-in-the-blanks worksheet
  - Student version
  - Teacher answer key



## TOOLS FOR ENRICHMENT

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- **Media Literacy Activity**



## PREPARATION

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### Review:

- **Preparing to Teach the Curriculum** (pg. 1)
- Lesson outline and teacher answer keys
- **Answers to Teen Questions** (pg. 239)

**Time:** 50 minute class period





## LESSON OUTLINE

### I. Review Lesson 1

**Summary:** Review classroom behavioral expectations, support services for victims, and the experience of listening to victims' stories. Review homework and enrichment assignments if assigned in lesson 1. (Note: The definition and key concepts of sexual violence covered in lesson 1 are more effectively reviewed as you introduce the types of sexual violence and the related worksheet in this lesson.)

#### Steps:

1. Review behavioral expectations for a respectful classroom environment.
2. Review with Q&A: The SATC hotline number (524-7273) and other local resources for victims and community members (page 51).
3. Ask students about the experience of listening to victims' stories:
  - a. *Do you have any new thoughts related to this experience and/or related to sexual violence?*
  - b. *What were some impacts of sexual violence on victims?*
4. Review Homework: **Sexual Violence Fact Finder** worksheet:
  - a. Use teacher answer key to review assignment.
  - b. Ask students to share about additional local and national resources for victims.
5. Review Enrichment: **Why Learn About Sexual Violence?** quick-write worksheet:
  - a. If students were assigned this activity in Lesson 1, use teacher answer key to review and discuss why learning about sexual violence is relevant to teens and their health.
  - b. Conclude with key reasons why to learn about sexual violence:
    - i. So students can recognize it in their own lives, respond accordingly and seek support.
    - ii. So students can evaluate their own behavior to determine if they are at risk of being sexually abusive or disrespectful to others.

## II. Identify the Types of Sexual Violence (5-8 Minutes)

**Summary:** In a mini-lecture with discussion, cover the four types of sexual violence.

### Steps:

#### 1. Review with Q&A:

- a. ***What is the definition of sexual violence?*** Write definition on board.

***Sexual Violence is any sexual activity that is unwanted, tricked or forced.*** (It includes a range of behaviors from contact to non-contact activity.)

- b. ***There are four types of sexual violence, can anyone name a type?*** (or start by writing the 4 different types of sexual violence on the board.)

#### 2. Define each type and share examples as needed.

- ***Sexual Harassment: Unwanted, repeated sexual actions or words.*** (examples: Catcalls, slapping someone on the butt as they walk by, spreading sexual rumors, sexual gestures, pressuring someone for sexual favors)
- ***Exposure: Unwanted looking at private parts or showing of private parts.*** (examples: Someone peeking or secretly watching another person undress without that person's knowledge or permission; someone tricking another person into viewing pornography; exposing or flashing one's private parts to others)
- ***Sexual Touching: Touching someone's private parts without their permission.***
- ***Sexual Penetration: Rape, forced oral sex.*** Using a penis, finger, tongue, or object to enter another person's body (vagina, mouth, anus) without their consent.



### III. Identify and Prevent Sexual Violence

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**TIP:** Follow the *Identify and Prevent Sexual Violence teacher answer key* to ask students important follow-up questions.

These questions help students:

- clarify why a situation is sexually abusive
- learn the breadth of the definition
- solidify their ability to recognize sexually abusive behaviors in others and themselves.

**Summary:** Students determine whether or not scenarios involve sexual violence, and if so, distinguish the type of sexual violence. Students practice analyzing offensive behavior and describe how not to commit sexual violence, such as how to be respectful in a given situation. Students also brainstorm how victims can protect themselves.

**Steps:**

1. Hand out the **Identify and Prevent Sexual Violence** worksheet.
  2. Have students fill in the blanks for the definition and types of sexual violence at the top of the worksheet and review answers.
  3. Complete the first two scenarios as a class. As part of reviewing answers, include follow-up questions and talking points from the teacher answer key.
  4. Assign the remainder of the worksheet to students or student groups.
  5. Utilize the teacher answer key to review answers, address key points and facilitate further discussion.
- **Sample Scripts** are provided in the teacher answer key.

### IV. Know the Truth! Dispel Myths About Sexual Violence

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**TIP:** To increase student participation and comfort level with the topic, incorporate student's reading of worksheets as much as possible.

**Summary:** Students identify common myths about sexual violence and then refute the myths with facts about sexual violence. They fill in the truth on the **Sexual Violence Myths and Facts** grid worksheet.

**Steps:**

1. Ask Students to define the word *myth*. Although there is more than one definition of the word, highlight the definition: *A false idea or belief*.
2. Explain that there are myths about sexual violence that can be harmful to victims and can make preventing sexual violence more difficult.
3. Ask students if they can describe some myths about rape or other forms of sexual violence. (Students might volunteer "rapists are crazy old men in a dark alleys," or "sexily clothed young women are asking for it," "only women are victims," etc.)



4. Explain that knowing the facts about sexual violence:
  - Helps people recognize sexual violence when they see it happening.
  - Makes it more likely that victims will report sexual violence and access help.
  - Leads to communities holding sex offenders accountable for their actions.
5. Assign and hand out the **Sexual Violence Myths and Facts** grid worksheet.
  - a. Students can work individually or in groups.
  - b. Refer students to the middle column on the worksheet, and explain that these are common myths or misconceptions about sexual violence.
  - c. Instruct students to dispute these myths, using the information learned from Lesson 1 (the victim stories they heard) and the information learned so far in Lesson 2. Answers can be broad as well as supported with examples from victim's stories or scenarios.
6. Discuss answers as a class, using the **Sexual Violence Myths and Facts** teacher answer key with background information. Dispute myths and offer evidence and information to support the truth.

**Note:** The expectation is not that students know all the evidence, but learn enough of it to believe and support the key truths.

**KEY MESSAGE:** Sexual violence can happen to anyone.

- Victims and offenders can be male or female
- Offenders are usually someone the victim knows
- Sexual violence can happen at any time of day and in safe places
- It's more about power and control than sex

**Alternative options:**

- a. Assign each group a certain myth(s) to discuss and refute within the group, and then report back to class with information (broad statements and/or specifics) about the truth.
- b. Assign certain victim stories from Lesson 1 to specific groups, who then report back to the class by recapping the story and telling which myths it refutes, and what they think the truth is. Groups will have some overlap and may have similar answers, which will help reinforce the key points.

## V. Analyze the Truth in Media

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**TIP:** PSAs can be shown at other times during the curriculum for review of key points, to spark discussion or as models for the creative advocacy project in lesson 6.

**Summary:** Students view two public service announcements (PSAs) of the [respect] media campaign that depict important truths about sexual violence and complete the **Analyze the Truth in Media** worksheet. Students learn that sexual violence can and does happen in dating or intimate relationships, and that offenders are more likely to be someone the victim knows rather than a stranger.

### Steps:

1. Using a DVD player, show **PSAs #1 Kevin** and **#2 My Boyfriend**. Show both PSAs then discuss both together or view and discuss one at a time.
2. Assign **Analyze the Truth in Media** worksheet as individual or group work, or lead discussion utilizing worksheet questions and teacher answer key.

## VI. Tool For Review

- **The Truth about Sexual Violence** fill in the blanks worksheet.

## VII. Tool For Enrichment

- **Media Literacy Activity**  
Students analyze both positive and negative images, and how media images perpetuate or help prevent sexual violence. Refer to page 251 for the Media Education Foundation (MEF) suggested activity.

## IX. Reflection

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

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





**NAME:** \_\_\_\_\_

# Identify & Prevent Sexual Violence

**Directions:** Fill in the blanks.

Sexual Violence is any sexual activity that is \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

Types of Sexual Violence: \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, and \_\_\_\_\_.

**Directions:** Read the following scenarios and answer the questions.

**Scenario 1** Jasmine's step-father walks in on her while she's taking a shower. The shower curtain is see through and he can see her body. She's told him to stop, but he continues to do it. He always acts like it's an accident, but it's happened on several occasions.

Is this sexual violence?    Yes    No    Unsure    If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: \_\_\_\_\_

**Scenario 2** Katherine's sister walks in on her while she's taking a shower. Often it's to use the bathroom or brush her teeth. Neither one has ever had a problem with this habit.

Is this sexual violence?    Yes    No    Unsure    If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: \_\_\_\_\_

**Scenario 3** Malia and Devin have been going out for several months. Devin wants to touch Malia under her clothes but she tells him "No." He gets angry and says, "This is what boyfriends and girlfriends are supposed to do," and he puts his hand up her shirt.

Is this sexual violence?    Yes    No    Unsure    If yes, type of sexual violence: \_\_\_\_\_

## Activity Continued

Explain your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Scenario 4** Whenever Jonah sees Chessa he says “Hi, sexy,” and winks at her. Sometimes he comments on her body, saying things like, “You look hot in that dress.”

Is this sexual violence?    Yes    No    Unsure    If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Scenario 5** Michelle and Larry go to a party. Michelle gets drunk and asks Larry to take her home. Instead he takes her up to one of the bedrooms and tells her to rest. Michelle passes out. The next morning she wakes up with no clothes on. When she asks Larry what happened, he tells her that they had sex.

Is this sexual violence?    Yes    No    Unsure    If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Scenario 6** Karla has a crush on Jarrett. One night at a party, they go off to hang out alone. Karla puts her hand on Jarrett’s inner thigh and leans in to kiss him on the lips. He doesn’t say anything but turns his head away. She kisses his neck and continues to kiss him while he just sits there looking uncomfortable.

Is this sexual violence?    Yes    No    Unsure    If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity Continued

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# PREVENT SEXUAL VIOLENCE

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**Directions:** For the scenarios that involve sexual violence do the following:

- 1. Make it respectful:** Improve (rewrite, change, edit) the scenarios so that the offender shows respect and so that the scenarios are no longer examples of sexual violence.
- 2. Describe your response:** Describe what you could do if you were the victim. How might you respond? How or where could you get help?

*Write your answers in the space below or by each scenario.*





# Identify & Prevent Sexual Violence

**Directions:** Fill in the blanks.

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

Types of Sexual Violence: sexual harassment , exposure ,  
sexual touching , and penetration (rape) .

## Teacher Directions:

- Instruct students to read the following scenarios and indicate whether or not they think an act of sexual violence occurred by circling Yes, No, or Unsure.
- Students should write reasons that support their answers, and if they think it is sexual violence, indicate the type of sexual violence that occurred.

**Scenario 1** Jasmine's step-father walks in on her while she's taking a shower. The shower curtain is see through and he can see her body. She's told him to stop, but he continues to do it. He always acts like it's an accident, but it's happened on several occasions.

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

Explain your answer: ***Exposure includes unwanted showing of private parts. Jasmine does not want her step-father to come into the bathroom when she's showering. She's told him to stop, but he continues to do it.***

## Question to Ask:

- ***How could this be considered sexual "violence" when there is no physical touching?***  
Sexual violence is not just about touching. It includes contact and non-contact sexual activity that is unwanted.

**Note:** Some students might ask why Jasmine doesn't lock the door. It is important to redirect student's attention to the step-father's lack of respect for her boundaries. You may want to ask the following questions:

***Whose behavior should we be questioning?***

***Who is not respecting boundaries in this scenario?***

***Should Jasmine need to lock the door in her own house in order to feel safe?***

**Final Point:** Jasmine deserves to have her privacy respected and has the right to define what situations are private for her.

## Activity Continued

**Scenario 2** Katherine's sister walks in on her while she's taking a shower. Often it's to use the bathroom or brush her teeth. Neither one has ever had a problem with this habit.

Is this sexual violence? Yes ☒ No ☐ Unsure ☐ If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: ***It's not sexual violence because Katherine is comfortable in this situation.***

### Questions to Ask:

- ***How is this scenario different from the first? We still have someone walking in on another person in the shower.*** Yes, but in this situation it's not unwanted.
- ***What if Katherine was NOT okay with this? Would it then be considered sexual violence? Even if they're sisters?*** Yes, if Katherine told her sister she wasn't okay with it and to stop, and her sister did not stop, then it would be considered a type of sexual violence (Exposure).

**Final Point:** Some people may say that this situation isn't sexual violence because both people are girls, or that they are family. It's important to know that the ***gender*** or ***type of relationship*** between the people involved does not determine whether or not something is sexual violence.

**Scenario 3** Malia and Devin have been going out for several months. Devin wants to touch Malia under her clothes but she tells him "No." He gets angry and says, "This is what boyfriends and girlfriends are supposed to do," and he puts his hand up her shirt.

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

Explain your answer: ***Even if Malia and Devin are boyfriend and girlfriend, Malia still has the right to choose what she's okay with. She does not want Devin to touch her under her clothes and has told him "No." His behavior is unwanted and he uses both emotional coercion and physical force.***

(Note: Coercion includes pressuring or threatening someone; making them feel like they don't have a choice, etc.)

### Questions to Ask:

- ***If Devin is Malia's boyfriend, doesn't he have a right to touch her?*** No, just because Devin is Malia's boyfriend doesn't mean she has to let him touch her if she's not comfortable with it.
- ***Can this or other forms of sexual violence happen in same-sex or gay relationships?*** Yes, it can.
- ***What if Malia and Devin had been going out for a year? What if they were married? Then would it be okay?*** No, it's still up to Malia to decide what's okay with her and who she wants to touch her body.



## Activity Continued

**Note:** Some students might say that it's okay for Devin to break up with Malia if she doesn't want to go as far as he does. Point out that while he has the right to break up with Malia, it's not okay to pressure her into unwanted sexual activity.

**Final Point:** Regardless of what kind of relationship people are in, no one has the right to force sexual activity on someone else.

**Scenario 4** Whenever Jonah sees Chessa he says "Hi, sexy," and winks at her. Sometimes he comments on her body, saying things like, "You look hot in that dress."

Is this sexual violence?      Yes      No      Unsure      If yes, type of sexual violence: \_\_\_\_\_

Explain your answer: ***Because we don't know how Chessa feels in this situation, we don't know whether or not this is sexual harassment. If she didn't like Jonah saying those things to her, and she told him to stop, but he continued, it would sexual harassment.***

### Questions to Ask:

- ***What would we need to know in order to determine whether or not this is sexual harassment?*** How Chessa felt about his comments.
- ***What's the difference between flirting and sexual harassment?*** If it's flirting, both people are okay with/enjoy the behavior. With sexual harassment, one person does not want the behavior (e.g., feels uncomfortable, embarrassed, humiliated, unsafe).
- ***What could Jonah do to make sure he doesn't sexually harass Chessa?*** He could ask her if she's okay with him calling her sexy. He could also watch her reactions to see if she seems bothered by what he's doing/saying.

### **Final Points:**

- ***Sexual harassment*** depends on how the receiver feels about the behavior. If one person is trying to be nice or joking, but the other person feels bad and wants the behavior to stop, then the behavior should stop immediately.
- ***Sexual harassment*** is more harmful than many people realize. Victims of sexual harassment commonly report feeling embarrassed, humiliated or scared. Students who are sexually harassed at school have trouble concentrating at school and often skip school to avoid those who harass them.

## Activity Continued

**Scenario 5** Michelle and Larry go to a party. Michelle gets drunk and asks Larry to take her home. Instead he takes her up to one of the bedrooms and tells her to rest. Michelle passes out. The next morning she wakes up with no clothes on. When she asks Larry what happened, he tells her that they had sex.

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

Explain your answer: ***Larry did not have Michelle's permission to have sex. Michelle said she wanted to go home, and Larry tricked her by taking her up to a bedroom and telling her to rest. Someone sleeping, passed out, or drunk cannot give permission (consent) for sex.***

### Questions to Ask:

- ***Since Michelle didn't say, "No" can it really be considered sexual violence?*** Yes, because she has the right to choose if she wants sexual activity, and if she's passed out, she can't make that choice.
- ***How did Larry trick or manipulate Michelle?*** He told her to rest, then had sex with her while she was passed out.
- ***If Larry was also drunk, would it still be considered rape?*** Yes, because Michelle's right to choose whether or not to have sex was taken away.

**Final Point:** Being drunk is never an excuse for taking advantage of someone sexually.

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**Scenario 6** Karla has a crush on Jarrett. One night at a party, they go off to hang out alone. Karla puts her hand on Jarrett's inner thigh and leans in to kiss him on the lips. He doesn't say anything but turns his head away. She kisses his neck and continues to kiss him while he just sits there looking uncomfortable.

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

Explain your answer: ***Both "yes" and "unsure" are acceptable answers. Karla is kissing him on the lips and touching him in a private area (inner thigh), but since we don't know for sure how Jarrett feels, we can't say if what she is doing is unwanted. However, the fact that he doesn't say anything, turns his head away from her and looks uncomfortable seems to indicate that he does not want her attention.***

### Questions to Ask:

- ***Can a guy be sexually violated by a girl?*** Yes.
- ***Why might Jarrett not tell Karla to stop, even if he didn't want her kissing him?*** He might feel embarrassed or shy. He might not want to make her embarrassed and is hoping she'll get the hint.

## Activity Continued

- **What should Karla do to make sure that she's not offending Jarrett?** She should pay attention to his body signals and notice that he is not responding to her. She should stop kissing him and ask him if he's okay with her behavior.

**Note:** Some students may make comments like *"If Jarrett doesn't want her to kiss him, he must be gay"*? Discuss reasons Jarrett might not want to kiss Karla (e.g., he thinks of her as only a friend, he likes someone else, he's not ready to kiss Karla, etc.).

### Final Points:

- If you are not sure if someone is ok with your behavior or sexual activity, **check-in** and respect their comfort level.
- Both guys and girls can be sexually abusive and abused.
- Some guys (like Jarrett) may think that they can't say no to kissing or sexual activity because guys are expected to say "yes". That's not true. Both guys and girls have the right to say "No."

## PREVENT SEXUAL VIOLENCE

**Directions:** For the scenarios that involve sexual violence do the following:

1. **Make it respectful:** Improve (rewrite, change, edit) the scenarios so that the offender shows respect, so that the scenarios are no longer examples of sexual violence.
2. **Describe your response:** Describe what you could do if you were the victim. How might you respond? How or where could you get help?

*Write your answers in the space remaining below*

### Sample ways to respond:

*"I'm not comfortable with you doing/saying that."*

*"You are not respecting me."*

*"I don't like what you are doing."*

*"I just want to be friends and not kiss."*

*"I'd feel more comfortable if you did not say that/do that."*

### I could get help by:

*Telling a trusted adult.*

*Telling a friend.*

*Telling my parents.*

*Calling a sexual assault hotline. On Oahu 524-7273. Statewide list (page 51).*





**NAME:** \_\_\_\_\_

# Sexual Violence Myths and Facts

**Directions:** Fill in as many facts as you can, based on what you know about sexual violence.

	MYTH	FACT
<b>What</b>	Sexual violence is only rape.	
<b>Who</b>	Only young, pretty females wearing sexy clothes get sexually assaulted.	
	You can always pick out a sex offender because of the way he looks.	
<b>Blame</b>	Sometimes the victim is to blame for being sexually assaulted.	
<b>Where</b>	Sexual violence usually occurs in isolated places like dark alleys and parking lots.	
<b>When</b>	Sexual violence only occurs late at night.	
<b>How</b>	Sexual violence usually involves a weapon and the victim will have bruises and evidence of fighting back.	
<b>Why</b>	Sexual violence happens because the offender is desperate for sex.	



# Sexual Violence Myths and Facts

**Directions:** Fill in as many facts as you can, based on what you know about sexual violence.

	MYTH	FACT
<b>What</b>	Sexual violence is <u>only rape</u> .	<p><b><i>Sexual violence includes much more than rape. It includes unwanted sexual touching, unwanted exposure of private parts and sexual harassment.</i></b></p> <p><u>Additional information:</u></p> <ul style="list-style-type: none"> <li>Sexual violence is any unwanted sexual activity that is forced or tricked. (This can include coercion, threats, contact and non contact activity.)</li> <li>Rape is a form of penetration. Penetration includes using a penis, finger, tongue or object to enter another person's vagina, mouth or anus.</li> </ul>
<b>Who (victims)</b>	Only <u>young pretty</u> females <u>wearing sexy clothes</u> get sexually assaulted.	<p><b><i>Both males and females of any age can be victims of sexual violence.</i></b></p> <p><u>Additional information:</u></p> <ul style="list-style-type: none"> <li>Nationally, approximately 1 in 6 girls and 1 in 16 boys are sexually abused before the age of 18.</li> <li>Victims can also be <b>any age</b>. At the Sex Abuse Treatment Center (SATC) clients have ranged in age from 2 months to 98 years old.</li> <li>Victims are assaulted in all types of clothing from sweats to jeans, suits and dresses.</li> </ul>
<b>Who (offenders)</b>	You can always pick out a sex offender because of the <u>way he looks</u> .	<p><b><i>You can't tell who a sex offender is based on appearance alone. Over 80% of victims know their offender.</i></b></p> <p><u>Additional information:</u></p> <ul style="list-style-type: none"> <li>Although most known offenders are male (over 90%), some offenders are females.</li> <li>Most offenders are <b>people known and often times trusted by their victims</b>.</li> <li>In Hawaii, of the victims who sought services at SATC, 90% of them knew the person who assaulted them.</li> <li>Offenders can include family members, peers, people in trusted community positions, etc.</li> </ul>

## Activity Continued

	MYTH	FACT
<b>Blame</b>	Sometimes the <u>victim is to blame</u> for being sexually assaulted.	<p><b><i>The offender is 100% at fault.</i></b></p> <p><u>Additional information:</u></p> <ul style="list-style-type: none"> <li>While there are things people can do to reduce their risk of being a victim (don't use drugs, use a buddy system versus going out alone, trust your instincts if you feel unsafe), a victim is never at fault. Even if the victim wears "sexy" clothes or is drinking alcohol at the time, the offender chooses to sexually offend and is therefore 100% responsible for the sexual violence.</li> </ul>
<b>Where</b>	Sexual violence usually occurs in <u>isolated places</u> like <u>dark alleys</u> and <u>parking lots</u> .	<b><i>Sexual violence often happens in a setting that is familiar to the victim. Over 50% of sexual assaults occur in either the victim or offender's home.</i></b>
<b>When</b>	Sexual violence only occurs late at <u>night</u> .	<b><i>Sexual violence can happen at anytime of the day or night. Approximately 1/3 of sexual assaults occur during daytime hours. A disrespectful harassing text or e-mail can be sent at any time.</i></b>
<b>How</b>	Sexual violence usually involves a <u>weapon</u> and the victim will have bruises and <u>evidence of fighting back</u> .	<p><b><i>In most sexual assaults, victims are tricked, threatened, pressured or intimidated into the unwanted activity.</i></b></p> <p><u>Additional information:</u></p> <ul style="list-style-type: none"> <li>Many victims report being too scared or shocked to fight back at the time of the assault. (Remember the majority of sexual abuse happens between people who already know each other.)</li> </ul>
<b>Why</b>	Sexual violence happens because the <u>offender is desperate for sex</u> .	<p><b><i>Reasons vary, but usually the offender wants power and control over another person.</i></b></p> <p><u>Additional information:</u></p> <ul style="list-style-type: none"> <li>Sometimes sex offenders have serious personality disorders, but more often a person commits sex assault because he or she believes they have the right to force others into sexual activity.</li> <li>See page 23 for more information on sex offenders.</li> </ul>



NAME: \_\_\_\_\_

# Analyze the Truth in Media



**Directions:** Answer the questions after viewing the PSAs: **Kevin** and **My Boyfriend**.

1. Why is Kevin being accused of rape?
2. Suppose Kevin didn't get accused of rape, are there other reasons why he might want to change his behavior?
3. In the **PSA My Boyfriend**, why is the female victim surprised or shocked?
4. What truths (or facts) about sexual violence do these videos show?
5. Why do you think these commercials were created?





# Analyze the Truth in Media



**Directions:** Answer the questions after viewing the PSAs: **Kevin** and **My Boyfriend**.

1. Why is Kevin being accused of rape?

**Answers:** *He didn't listen to his girlfriend - when she said stop, he didn't stop.*

2. Suppose Kevin didn't get accused of rape, are there other reasons why he might want to change his behavior?

**Answers:** *If he wants to show he cares, he needs to listen to his girlfriend and respect her choices about sexual activity. He may end up alone, no one likes a bully. Relationships without mutual respect are junk!*

3. In the **PSA My Boyfriend**, why is the female victim surprised or shocked?

**Answers:** *She can't believe that someone she trusted, her boyfriend, would act in such a disrespectful or inconsiderate, mean, selfish, etc way. She can't believe it happened to her.*

4. What truths (or facts) about sexual violence do these videos show?

**Answers:** *These videos reinforce the fact that people who commit sexual violence can be someone you know and that sexual violence happens in dating and intimate relationships.*

5. Why do you think these commercials were created?

**Answers:** *To promote the truth, to help people recognize sexually violent behavior, to show offenders that it is not okay to assume they have the right to sex in a relationship or to ignore the word, "No". Opinions vary.*

**NOTE:** There are many ways to express the correct understanding.





NAME: \_\_\_\_\_

# The Truth About Sexual Violence



## 1. VICTIMS

Sexual violence happens to both \_\_\_\_\_ and females. Sexual assault happens to **people of all ages**.

## 2. SEX OFFENDERS

People who offend can be **anyone**. This means a family member, friend, neighbor, or someone at school. Most offenders are trusted by others.

Over \_\_\_\_\_ of victims know the offender.

## 3. WHEN & WHERE

More than \_\_\_\_\_ of assaults happen in places where people usually feel safe, like at home. Sexual violence can occur in **any place and at any time**.

## 4. HOW (Method)

Weapons like guns and knives are **not commonly** used in sexual assaults. More often, offenders \_\_\_\_\_ or \_\_\_\_\_ people into sexual activity.

## 5. WHY (Motive)

Offenders are often motivated by a desire for \_\_\_\_\_ & \_\_\_\_\_. When someone sexually assaults another person, they are **violating that person's right** to be safe, and **dis**\_\_\_\_\_ that person's boundaries.

## 6. RESPONSIBILITY

The \_\_\_\_\_ is always responsible for the sexual assault. Victims are never to blame. No one wants to be sexually violated.

*continue on back*



## Activity Continued

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### YOUR THOUGHTS:

1. Which of the above “truths” do you think are most important for teens to know? Why?
2. Why don't some people know the truth?
3. How could you share the truth about sexual violence?

# The Truth About Sexual Violence

## 1. VICTIMS

Sexual violence happens to both male and females. Sexual assault happens to **people of all ages**.

## 2. SEX OFFENDERS

People who offend can be **anyone**. This means a family member, friend, neighbor, or someone at school. Most offenders are trusted by others. **Over 80% of victims know the offender.**

## 3. WHEN & WHERE

More than 50% of assaults happen in places where people usually feel safe, like at home. Sexual violence can occur in **any place and at any time**.

## 4. HOW (Method)

Weapons like guns and knives are **not commonly** used in sexual assaults. More often, offenders intimidate or manipulate (trick, threaten, pressure, etc.) people into sexual activity.

## 5. WHY (Motive)

Offenders are often motivated by a desire for power & control. When someone sexually assaults another person, they are **violating that person's right** to be safe, and **disrespecting** that person's boundaries.

## 6. RESPONSIBILITY

The offender is always responsible for the sexual assault. Victims are never to blame. No one wants to be sexually violated.

*continue on back*



## Activity Continued

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### YOUR THOUGHTS:

1. Which of the above “truths” do you think are most important for teens to know? Why?

*Answers will vary*

2. Why don't some people know the truth?

*Answers will vary and include:*

- *Because they accept how the media (movies, news articles etc) often incorrectly portrays sexual violence.*
- *Stereotypes in the community are hard to change.*
- *People don't talk enough about this topic or even what it means to be respectful.*
- *Some people don't believe or want to think the problem exists or is “that bad.”*
- *It's easier for people to blame the victim instead of hold the offender accountable, no matter who the offender is.*

3. How could you share the truth about sexual violence?

*Answers will vary and include:*

- *Be more open to talking about this topic (when appropriate).*
- *Tell the truth when I hear people saying things that aren't true such as, “she asked for it” or, “it couldn't be him, it couldn't be her boyfriend.”*
- *Be willing to listen and talk with someone I know who might be dealing with sexual violence.*
- *Be willing to share resources for victims to get help, and validate that sexual violence does happen and people of all ages and backgrounds can and do get help.*
- *Participate in school projects to prevent sexual violence, promote respect etc.*



## LESSON 3



# Respect Personal Boundaries

## OVERVIEW

Students learn appropriate strategies to respect others' personal boundaries and prevent acting in sexually abusive ways. This includes health-enhancing communication skills, such as checking in versus assuming what a partner or another peer wants, paying attention to nonverbal communication, and responding respectfully. Students evaluate if mutual consent is present in relationship situations, and they practice correcting disrespectful behavior and choosing respectful courses of action. Students review peer-acted skits to identify disrespectful and respectful behaviors, and evaluate a television commercial that highlights effective communication skills and respectful behavior.



## 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: (HS.1.1): Predict how healthy behaviors can affect health status.

Benchmark: (HS.1.2): Evaluate the interrelationships of physical, mental/emotional, and social health.

Benchmark: (HS.1.3): Analyze how environment influences personal and community health.

Benchmark: (HS.1.4): Analyze how genetics and family history can impact personal health.

Benchmark: (HS.1.5): Propose ways to reduce or prevent injuries and health problems.

Benchmark: (HS.1.7): Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

Benchmark: (HS.1.8): Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

Benchmark: (HS.1.9): Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors.

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

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

### 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: (HS.7.1): Analyze the role of individual responsibility for enhancing health.

Benchmark: (HS.7.2): Analyze the benefit of responsible behaviors that lead to a healthy lifestyle.

Benchmark: (HS.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Benchmark: (HS.7.4): Develop and practice skills to avoid risky behaviors.

Benchmark: (HS.7.5): Demonstrate the use of resiliency skills and other life skills.

Benchmark: (HS.7.6): Design, implement, and evaluate strategies to manage stress.



## LEARNER OUTCOMES

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- Students define personal boundaries and consent.
- Students analyze situations to determine if consent is present and if personal boundaries are being respected.
- Students evaluate boundary respecting and boundary setting behaviors.
- Students identify and compare disrespectful and respectful behaviors in a variety of peer-to-peer situations.
- Students choose and justify respectful, health-enhancing courses of action to avoid potentially harmful situations.



## TOOLS

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- **How Would You Feel If...**
  - Teacher tool: Activity questions & discussion points
- **Respect: Show Some** worksheet
  - Student version
  - Teacher answer key
  - Skills handout
- **[respect] Media Campaign DVD (PSA #3 Positive Modeling)**
- **Three Personal Boundaries Skits**  
(Student version & teacher answer key for each)
  - **Personal Boundaries at the Dance**
  - **Personal Boundaries at a Party**
  - **Personal Boundaries in Homeroom**
- **Consent is a Must for All Sexual Activity** worksheet
  - Student version
  - Teacher answer key



## TOOLS FOR REVIEW

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- **Analyze Consent and Choose Respectful Behavior** worksheet
  - Student version
  - Teacher answer key



## PREPARATION

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### Review:

- **Preparing to Teach the Curriculum** (page 1)
- Lesson outline & teacher answer keys
- **Answers to Teen Questions** (page 239)

**Time:** 50 minute class period





## LESSON OUTLINE

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### I. Review Lesson 1 and 2

**Summary:** Review support services and concepts learned in Lessons 1 and 2.

**Steps:**

1. Review behavioral expectations for a respectful classroom environment.
2. Review with Q&A: The SATC hotline number (524-7273) and other local resources for victims and community members (page 51).
3. Ask students:
  - a. ***What is the definition of sexual violence?*** (Any sexual activity that is unwanted, tricked, or forced)
  - b. ***What are some of the truths, or facts, about sexual violence (who, how, when, etc)?***
    - Most victims are abused by someone they know and trust.
    - An offender can be anyone (male, female, any age or ethnicity, etc.).
    - A victim can be anyone (any gender, any age, etc.).
    - Most victims are tricked, manipulated or intimidated into the abuse.
    - Sexual violence happens because the offender does not behave respectfully. The offender puts his or her needs first, violating the rights and choices of the other person.
  - c. ***Why is knowing the truth about sexual violence important to preventing sexual violence?*** (When people know the truth, it is easier for victims to speak up and seek help. The truth helps communities hold offenders accountable for their actions.)
  - d. ***Is sexual violence ever a victim's fault?*** (No)

**Additional review options:**

- Show the **PSAs #1 Kevin** and **#2 My Boyfriend** as outlined in Lesson 2 and discuss using the **Analyze the Truth in Media** worksheet.

## II. Personal Boundaries (5-8 Minutes)

**Summary:** Lead mini-lecture with three key questions to introduce the topic of personal boundaries. Help students define key terms and relate concepts to choosing health-enhancing behaviors and preventing sexual violence.

**Steps:**

Ask students three key questions and help them connect the idea of respecting boundaries to preventing sexual violence.

**1. What are Boundaries?**

- a. A fixed limit or line not to be crossed.
- b. Limits that we set to help us stay safe emotionally, physically, socially, and sexually.
- c. Limits that when crossed can result in feelings of anger, fear, discomfort, etc.

**2. What are Personal Boundaries?**

- a. The individual limits each person has in order to stay safe (or feel safe).
- b. Limits based on one's experiences, beliefs, culture, and preferences.

**3. How do Boundaries relate to sexual violence?**

- a. When someone is sexually violated, their personal boundaries are crossed or disrespected.
- b. It is helpful to always be aware of others' personal boundaries so that we don't violate them.
- c. Effectively communicating our own personal boundaries can help us stay safe.

## III. How Would You Feel If...

**Summary:** Lead students through an experiential activity to enhance their understanding of personal boundaries.

**Steps:**

1. Follow detailed instructions in the **How Would You Feel If...** teacher tool to conduct this activity.
2. Transition from this activity to learning and practicing skills to respect others' boundaries. The remainder of this lesson and the next lesson covers skills and behaviors that help students avoid acting in sexually abusive ways, and help keep them safe from victimization.

**KEY MESSAGE:** Personal boundaries are unique to each individual. In order to respect others' boundaries it's always best to err on the safe side and *ask* the other person what they want or don't want.

#### IV. Respect: Show Some (10 Minutes)

**Summary:** Lead mini-lecture with Q&A to help students brainstorm and identify respectful behaviors that can prevent sexual violence. Utilize the **Respect: Show Some** skills handout as a reference to lead discussion. Students apply their understanding in the **Respect: Show Some** practice worksheet.

**Steps:**

1. Introduce topic of respecting other people's boundaries as a way to decrease one's risk of behaving in a sexually abusive way.
2. Ask students to brainstorm and create a list of behaviors or strategies to prevent crossing boundaries. Gradually group ideas into three types of strategies on the board: *Check in with the other person, Pay attention to nonverbal signals, Respect a "No."*
3. Ask students for specific suggestions for ways to Check in, Pay attention to nonverbal signals, and respect a "No."
  - *What questions can you ask the other person?*
  - *What signs can you look for?*
4. Hand out **Respect: Show Some** skills handout as a reference and review anything not covered in brainstorm and lecture. Hand out and assign **Respect: Show Some** worksheet.
5. Review and discuss answers as a class. Refer to teacher answer key for sample answers.

**KEY MESSAGE:** To reduce your risk of behaving in an abusive way, use your communication skills to respect boundaries: Ask (don't assume), read nonverbal signals and respect a "No".

#### V. Checking in Shows Respect

**Summary:** Show students the **PSA #3 Positive Modeling** as a positive example of checking in within the context of an intimate relationship. Follow with discussion or a written assignment.



### Steps:

1. Prepare students that they will hear noticeable, loud kissing sounds at the beginning of the PSA.
2. Show **PSA #3 Positive Modeling**.
3. Ask students:
  - a. ***What do you think?*** (General thoughts and reactions)
  - b. ***What strategy did the guy use to check in?*** (He checked in by asking her a question, he asked her if she was “ok with this?”)
  - c. ***Was it respectful?*** (Yes) ***Did he respect his partner’s boundaries?*** (Yes) ***Did he help clarify boundaries and comfort levels?*** (Yes)
  - d. ***Could this strategy be effective in preventing abusive behavior?*** (Yes)
  - e. ***How did the girl react to him checking in?*** (She reacted positively, she appreciated it, and she seemed to feel more comfortable. She was thankful that he checked in.)

## VI. Prevent Crossing Boundaries: Analyze Three Personal Boundaries Skits

**Summary:** Choose 1-3 **Personal Boundaries Skits** for student actors to act out for the class. Classmates watch and evaluate the actors’ behavior.

### Steps:

1. Ask for volunteers to act out one or more short skits. Have volunteers read skit ahead of time to best portray the characters and incidents (and to make sure students are comfortable with the material).
2. Explain the activity to the class: They will watch a short skit. After the skit they will analyze the characters’ behaviors and offer suggestions to some characters as needed.
3. As a written assignment: Pass out the **Personal Boundaries Skit** script with questions for students to work on individually or in groups.
4. As a discussion activity: Utilize teacher version of skits with discussion questions to review and discuss answers.

### **Alternative options:**

- Students write and then evaluate their own skits, including incidents that are common to their lives. In follow-up discussion, make sure to focus on correcting the *offender's* behavior.
- Students re-write the 3 skits provided so that the offender responds respectfully. For example, the offender checks in and/or tries to read and respect nonverbal cues more effectively, and/or the offender responds appropriately to the “No” responses.

## **VII. Consent is a Must for All Sexual Activity**

**Summary:** Using the **Consent is a Must for All Sexual Activity** worksheet, students learn the legal definition of consent and how to determine whether consent exists in various situations.

### **Steps:**

1. Hand out and assign the **Consent is a Must for All Sexual Activity** worksheet (for individual or group work).
2. Review students' answers and facilitate class discussion using the **Consent is a Must for All Sexual Activity** teacher answer key.
3. Share concluding points on teacher answer key (page 159).

### **KEY MESSAGE: A person cannot legally consent if they are:**

1. Under 14-years-old
2. 14 or 15-years-old and their partner is 5 years or more older than them
3. Drugged or unconscious

See page 266 for summary of related Hawaii Statutes.

**Note:** When information about Hawaii's consent laws is presented in class, it may surprise students that it is legal for teens 14 -17 to have sex with peers. Students have often been told by adults to wait until they are older to have sex. Be ready for questions such as, “So it's ok for a 14 year to have sex with their 16 year old boyfriend?”



**Possible teacher responses:**

- *Even if it's not against state law, that doesn't mean it is ok, safe or smart behavior.*
- *Most teens wait until they are older because there can be serious consequences of having sex too early including pregnancy, sexually transmitted diseases, or the emotional pain or regret of having sex before you are ready.*

Focus on what is safe, respectful behavior in relationships versus legal consent.

**VIII. TOOL FOR REVIEW**

- **Analyze Consent and Choose Respectful Behavior** worksheet

**Summary:** Students analyze the concept of consent in relationships. In particular, students evaluate the challenges and benefits of asking for consent and share personal strategies for asking for consent, as well as asserting personal boundaries by saying no.

**IX. Reflection**

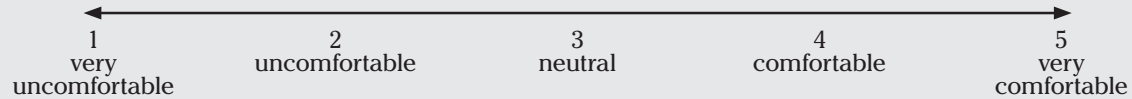
Use the following questions to assist your personal reflection about the instruction and student responses to this lesson.

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

# How Would You Feel If...

## Instructions:

- Ask students to number their paper 1 through 7. Explain that they will hear seven situations and should rate their *comfort level* in each situation on a scale of 1 to 5
- Draw the scale on the board as you explain it.



- Read each situation and pause for students to write down their comfort level rating after each one.  
**Note:** Students may ask for clarification about the situations. Tell them to respond based on their first reaction and how they imagine the situation. Help them see that their desire for clarification reflects the reality that comfort levels depend on a variety of personal and contextual factors.
- Re-read each statement and ask students to share their comfort level rating by raising a hand and using their fingers to reflect their rating (i.e. 3 fingers means a comfort level of 3).
- Point out the differences in comfort levels as students share their ratings. Note the range of ratings for each statement.
- Ask concluding questions to help students understand that there are many factors that affect someone's comfort level and that everyone has different comfort levels.

## Seven situations:

How would you feel if:

1. *Someone asks to borrow your clothes?*
2. *Someone in your family goes through your backpack when you aren't at home?*
3. *A friend takes a bite out of your slice of pizza?*
4. *Your mom or dad gives you a hug and kisses you on the lips?*
5. *A friend asks you personal questions about yourself?*
6. *Someone you hardly know gives you a hug?*
7. *A classmate makes comments about your body?*

*continue on back*



## Activity Continued

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### **Concluding questions:**

1. **Do you all have the same boundaries and comfort levels?** (No!)
2. **What do boundaries and personal preferences depend on?** (They depend on the person, situation, setting, context, etc.)
3. **FINAL POINT: So how would you know if someone is ok with, or comfortable with what you want to do?** (ASK! Don't assume what is ok for you, is ok for someone else.)

**NAME:** \_\_\_\_\_

# RESPECT: Show Some

## PRACTICE

**Directions:** For each scenario below choose the most respectful course of action. Compare all three answers and explain why the alternative answers are NOT respectful and why your choice is best.

1. Chelsea and David are friends hanging out at a party. Chelsea decides to show David how she really feels about him and leads him by the hand into an empty room. David goes along since he trusts her. Chelsea puts her arms around his waist and moves in to start kissing him. He doesn't move toward her, but doesn't push her arms away either. Chelsea decides to:
  - a. Say, "Just relax, don't worry about anything."
  - b. Move in closer against David and kiss him on the lips.
  - c. Say, "I know this is different for us, are you cool with this?"

The best answer choice is: \_\_\_\_\_ because \_\_\_\_\_

If I were Chelsea I would: \_\_\_\_\_

2. Blair and Will are a college couple who spend a lot of time together. One night they are in her apartment alone and are making out. Will decides tonight will be the night they have sex for the first time, and takes a condom out of his pocket. Blair has always cared about Will and likes being with him, but she acts surprised by his actions. Will decides to:
  - a. Say, "Do you want to do this?"
  - b. Tell her, "I love you and really want to do this with you."
  - c. Move closer and try to have sex, to not ruin the moment with conversation.

The best answer choice is: \_\_\_\_\_ because \_\_\_\_\_

If I were Will I would: \_\_\_\_\_

3. Ami has had a huge crush on Sonny for a while, but Sonny has a girlfriend and he hasn't shown much interest in Ami. At a party Ami and Sonny are alone and start having a great conversation. Ami is hoping that maybe Sonny likes her more than he likes his girlfriend. Ami's wanted to kiss him for a long time, and it seems like this might be her chance, since they're alone together. She should:
  - a. Just kiss him and see how he reacts.
  - b. Tell him that she really likes him and listen to what he says back.
  - c. Move closer to him, put her hand on his leg and see how he reacts.

The best answer choice is: \_\_\_\_\_ because \_\_\_\_\_

*continue on back*



## Activity Continued

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If I were Ami I would: \_\_\_\_\_

4. Kina is wearing something new at school today. Mark definitely notices her and thinks she looks very sexy. He wants to compliment her, but he doesn't usually talk to Kina. So he decides to:
- a. Compliment her body as they pass in the hallway.
  - b. Tell her, "You look great today." Then watch how she reacts.
  - c. Say, "Hey, can I tell you something, like how hot your body looks today?"

The best answer choice is: \_\_\_\_\_ because \_\_\_\_\_

If I were Mark I would: \_\_\_\_\_

5. Joe and Kelly are in the same class. One day Kelly was searching MySpace and found Joe's profile. Kelly requested to be Joe's friend and he accepted her request. Kelly has always had a huge crush on Joe and wants to send him a flirtatious message but wants to be respectful too. What should Kelly say in her message?
- a. "You looked really hot at school today."
  - b. "Hey Joe, what do you think of my picture?" And sends a link to a revealing picture.
  - c. Good luck in the game tonight.

The best answer choice is: \_\_\_\_\_ because \_\_\_\_\_

If I were Kelly I would: \_\_\_\_\_

6. Justin and Kahea are talking as they walk to class. Justin notices that when he puts his hand on Kahea's shoulder, or tries to tickle her neck, she gets sort of still and stops talking as much. Justin trusts Kahea a lot and really feels comfortable around her, but he isn't sure why she changes her behavior this way. She's not saying the word "no," but as they continue to walk, he decides to:
- a. Continue touching her shoulders and neck until she tells him not to.
  - b. Say, "Hey, is this okay with you?"
  - c. Say, "You can trust me, you know, just relax."

The best answer choice is: \_\_\_\_\_ because \_\_\_\_\_

If I were Justin I would: \_\_\_\_\_

# RESPECT: Show Some

## PRACTICE

**Directions:** For each scenario below choose the most respectful course of action. Compare all three answers and explain why the alternative answers are NOT respectful and why your choice is best.

1. Chelsea and David are friends hanging out at a party. Chelsea decides to show David how she really feels about him and leads him by the hand into an empty room. David goes along since he trusts her. Chelsea puts her arms around his waist and moves in to start kissing him. He doesn't move toward her, but doesn't push her arms away either. Chelsea decides to:
  - a. Say, "Just relax, don't worry about anything."
  - b. Move in closer against David and kiss him on the lips.
  - c. Say, "I know this is different for us, are you cool with this?"

**ANSWER:**

**The best answer choice is c because Chelsea is asking! By asking David if he's cool with her actions, Chelsea shows David that she respects him and wants things to be comfortable between them. This way she makes it a little easier for him to say "no" if he isn't comfortable with her actions. In the other options she tells him how to feel or doesn't ask at all.**

2. Blair and Will are a college couple who spend a lot of time together. One night they are in her apartment alone and are making out. Will decides tonight will be the night they have sex for the first time, and takes a condom out of his pocket. Blair has always cared about Will and likes being with him, but she acts surprised by his actions. Will decides to:
  - a. Say, "Do you want to do this?"
  - b. Tell her, "I love you and really want to do this with you."
  - c. Move closer and try to have sex, to not ruin the moment with conversation.

**ANSWER:**

**The best answer choice is a because Will asks. He makes an effort to ask for permission/consent and not force or assume anything. The other options don't allow her as much opportunity and respect to share her thoughts and feelings. Blair can say no at any time even if she cares a lot about Will.**

3. Ami has had a huge crush on Sonny for a while, but Sonny has a girlfriend and he hasn't shown much interest in Ami. At a party Ami and Sonny are alone and start having a great conversation. Ami is hoping that maybe Sonny likes her more than he likes his girlfriend. Ami's wanted to kiss him for a long time, and it seems like this might be her chance, since they're alone together. She should:
  - a. Just kiss him and see how he reacts.
  - b. Tell him that she really likes him and listen to what he says back.
  - c. Move closer to him, put her hand on his leg and see how he reacts.

**ANSWER:**

**The best answer choice is b because Ami listens to what Sonny says. By expressing her feelings but not making a move on Sonny, Ami allows room for the two of them to talk about their relationship and expectations. In the other two options Sonny is not given a chance to say no or explain his perspective.**

*continue on back*



## Activity Continued

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4. Kina is wearing something new at school today. Mark definitely notices her and thinks she looks very sexy. He wants to compliment her, but he doesn't usually talk to Kina. So he decides to:
- a. Compliment her body as they pass in the hallway.
  - b. Tell her, "You look great today." Then watch how she reacts.
  - c. Say, "Hey, can I tell you something, like how hot your body looks today?"

### **ANSWER:**

**The best answer choice is b because Mark can pay attention to how Kina responds. If she appears uncomfortable with the compliment, it will be a signal to him that Kina would be even more uncomfortable with a comment about how her body looks "hot." In options "a" and "c" he is focusing too much on her body without knowing her comfort level.**

5. Joe and Kelly are in the same class. One day Kelly was searching MySpace and found Joe's profile. Kelly requested to be Joe's friend and he accepted her request. Kelly has always had a huge crush on Joe and wants to send him a flirtatious message but wants to be respectful too. What should Kelly say in her message?
- a. You looked really hot at school today.
  - b. "Hey Joe, what do you think of my picture?" And sends a link to a revealing picture.
  - c. Good luck in the game tonight.

### **ANSWER:**

**The best answer choice is c because Kelly keeps her comments non-sexual and respectful until she knows Joe well enough and knows how he likes to communicate. Kelly's picture and comments about Joe's body or looks could make him uncomfortable so the best choice is to say something friendly like choice "c" so he can express what he wants.**

6. Justin and Kahea are talking as they walk to class. Justin notices that when he puts his hand on Kahea's shoulder, or tries to tickle her neck, she gets sort of still and stops talking as much. Justin trusts Kahea a lot and really feels comfortable around her, but he isn't sure why she changes her behavior this way. She's not saying the word "no," but as they continue to walk, he decides to:
- a. Continue touching her shoulders and neck until she tells him not to.
  - b. Say, "Hey, is this okay with you?"
  - c. Say, "You can trust me, you know, just relax."

### **ANSWER:**

**The best answer choice is b because Justin asks and doesn't assume what Kahea is comfortable with, even if they are close friends. He shouldn't keep touching her, especially if he notices the changes in her body language or is at all unsure. Instead of encouraging or convincing Kahea it is ok (option "c"), he should just check in and ask how she feels such as in option "b".**



# Respect: Show Some Skills

## *Three ways to prevent crossing someone's boundaries*

### **1. Check In**

Check in with the other person instead of assuming you know what they want or how they feel. Ask questions such as:

- Is this okay?
- Is this cool?
- Are you comfortable?
- How do you feel about? ... (For example, me here with you, us doing this)
- Would you be okay with me kissing you?
- I want to ... what do you think?

### **2. Pay Attention to Clues about Boundaries**

Notice body language and look for nonverbal clues or signals.

Helpful strategies include:

- Pay attention to body language (posture, position of hands, eye contact, strong movements) and clues (sudden changes, tone of voice, facial expressions) that could communicate discomfort.
- Don't assume others' boundaries are the same as yours.
- Ask yourself questions such as:
  - What kind of body language do I see?
  - Why is she/he moving away?
  - Why is she/he suddenly quiet?
  - Does he/she seem comfortable with how I'm acting?

### **3. Respect a "No"**

Remember the motto that "it's 'no' until she/he says 'yes'"

Ways to respond respectfully when "No" is communicated verbally or nonverbally include:

- Say okay, cool, fine, etc.
- If you are angry or upset, take a deep breath or walk away if necessary to cool off.
- Accept no whether you agree with it or not, whether you understand it or not. A person has the right to say no, change their mind, be unsure and/or hesitant.
- When in doubt, wait until you are sure that you have consent or just stop.



# Personal Boundaries at the Dance

## Skit



**Narrator** The following skit shows Jamie being asked out by Cole, a guy she knows from her school. They are both at a community teen dance, and Cole sees Jamie standing alone, against a wall.

**Cole** Hey, you're Jamie, right?

**Jamie** Yeah, hey.

**Cole** I see you around school a lot. So, what's up? Do you always come to these things?

**Jamie** Not really... just when my friends want to go.

**Cole** How come you're not dancing? I'd think a hot girl like you would be dancing with all the guys.

**Jamie** (laughs nervously and looks down) Um... yeah, I'm kind of just hanging out, I guess I don't really feel like dancing. Also I'm waiting for my friends to get here.

**Narrator** Although Cole seems friendly, Jamie has a funny feeling in her stomach and feels a little uncomfortable talking with him.

**Jamie** (starts to walk away) Um... I'm going to see if my friends are here yet... nice talking with you...

**Narrator** Cole turns and places himself directly in front of Jaime, which prevents her from walking away.

**Cole** Why you leaving so soon? C'mon, don't you want to hang out?

**Narrator** Cole reaches out to touch Jamie's hand. She instinctively pulls her hand away before he grabs it.

**Cole** Come on, don't be shy, I think you're really pretty. And you're here all alone... you know you want to dance with me. Come on, let's dance.

**Jamie** Thanks Cole, but really I'm just waiting for my friends to come. I don't feel like dancing.

**Narrator** Cole tries to grab Jamie's hand again, and she steps back and pulls her hands out of reach once more.

**Cole** Well, if you don't feel like dancing, maybe we can hang out later. Why don't you give me your number?

**Narrator** Jamie tries to walk to the side of Cole, but he moves in front of her again. She tries to move around him, but he blocks her and continues to stand in her way.

*continue on back*



## Activity Continued

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**Jamie** Look, I think I see my friends. I gotta go. Can you please move?

**Cole** (smiling and standing in Jamie's way) Okay, I'll move, but first you gotta give me your number...

**Narrator** Jamie tries to move past Cole one more time, but again he blocks her way. She really wants to get away from him.

**Jamie** (annoyed) Fine! It's 355-7373. Now can you move so I can meet my friends?

**Cole** Sure thing, babe. I'll call you later.

**Narrator** Cole steps out of the way and Jamie heads over to her friends. She's annoyed that she gave Cole her phone number and wishes she had handled the situation differently.

### Questions for Discussion

1. List the ways that Cole is not showing respect for Jaime's boundaries?
2. What clues did Jamie give that would indicate she wasn't comfortable with Cole's behavior?
3. List three examples of how Cole could have respected Jaime's boundaries. (i.e. What other ways could he have talked to her? How could he have acted and/or responded to her differently?)
4. How would it have benefited Cole and/or Jamie if Cole had been more respectful of Jamie's preferences and boundaries? List two ideas.

# Personal Boundaries at the Dance

## Skit

### Instructions for teacher:

1. Assign roles to three student volunteers: Narrator, Jamie, Cole. Allow student actors to read play ahead of time.
2. Ask students who watch the skit to evaluate if and how people are respecting boundaries.
3. Lead class discussion.

**Narrator** The following skit shows Jamie being asked out by Cole, a guy she knows from her school. They are both at a community teen dance, and Cole sees Jamie standing alone, against a wall.

**Cole** Hey, you're Jamie, right?

**Jamie** Yeah, hey.

**Cole** I see you around school a lot. So, what's up? Do you always come to these things?

**Jamie** Not really... just when my friends want to go.

**Cole** How come you're not dancing? I'd think a hot girl like you would be dancing with all the guys.

**Jamie** (laughs nervously and looks down) Um... yeah, I'm kind of just hanging out, I guess I don't really feel like dancing. Also I'm waiting for my friends to get here.

**Narrator** Although Cole seems friendly, Jamie has a funny feeling in her stomach and feels a little uncomfortable talking with him.

**Jamie** (starts to walk away) Um... I'm going to see if my friends are here yet... nice talking with you...

**Narrator** Cole turns and places himself directly in front of Jaime, which prevents her from walking away.

**Cole** Why you leaving so soon? C'mon, don't you want to hang out?

**Narrator** Cole reaches out to touch Jamie's hand. She instinctively pulls her hand away before he grabs it.

**Cole** Come on, don't be shy, I think you're really pretty. And you're here all alone... you know you want to dance with me. Come on, let's dance.

**Jamie** Thanks Cole, but really I'm just waiting for my friends to come. I don't feel like dancing.

**Narrator** Cole tries to grab Jamie's hand again, and she steps back and pulls her hands out of reach once more.

**Cole** Well, if you don't feel like dancing, maybe we can hang out later. Why don't you give me your number?

**Narrator** Jamie tries to walk to the side of Cole, but he moves in front of her again. She tries to move around him, but he blocks her and continues to stand in her way.

**Jamie** Look, I think I see my friends. I gotta go. Can you please move?

**Cole** (smiling and standing in Jamie's way) Okay, I'll move, but first you gotta give me your number...

**Narrator** Jamie tries to move past Cole one more time, but again he blocks her way. She really wants to get away from him.

**Jamie** (annoyed) Fine! It's 355-7373. Now can you move so I can meet my friends?

*continue on back*



## Activity Continued

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**Cole** Sure thing, babe. I'll call you later.

**Narrator** Cole steps out of the way and Jamie heads over to her friends. She's annoyed that she gave Cole her phone number and wishes she had handled the situation differently.

---

### Questions for Discussion

1. List the ways that Cole is not showing respect for Jaime's boundaries?

**Answers:**

- He pressures her to dance with him.
- He tries to grab her hand.
- He blocks her path, he says that he won't get out of her way until she gives him her number.

2. What clues did Jamie give that would indicate she wasn't comfortable with Cole's behavior?

**Answers:**

- She tells him that she doesn't feel like dancing.
- She doesn't try to keep the conversation going.
- She continues to look for her friends.
- She pulls her hand away when he tries to grab it.
- She tries to walk past him a couple times.
- She says "fine!" in an annoyed voice before she gives him her number.

3. List three examples of how Cole could have respected Jaime's boundaries. (i.e. What other ways could he have talked to her? How could he have acted and/or responded to her differently?)

**Answers:**

- He could have started a conversation that was more about getting to know her than getting her to dance with him or getting her number (i.e. how are you doing today?)
- He should not try to grab her hand when he doesn't know her well.
- He should not tell her to dance with him when she already said she didn't want to dance.
- Instead of standing in her way he could have moved to the side.
- When she said that she didn't want to give him her number he could have said something like "okay, I hope I see you around again".

4. How would it have benefited Cole and/or Jamie if Cole had been more respectful of Jamie's preferences and boundaries? List two ideas.

**Answers:**

- Jamie would have felt more comfortable and wouldn't have felt pressured into giving him her number.
- Jamie may have liked him more had he not been so pushy.
- Most likely Jamie won't respond well to Cole. He has hurt his chances of being a respectful friend.



# Personal Boundaries at the Party

## Skit



- Narrator** Jenna and Ron are high school classmates who talk together a lot in class. Both have small crushes on each other but neither one has told the other. Tonight Jenna and Ron run into each other at a mutual friend's party.
- Jenna** Hey Ron, how's it going? I didn't know you knew Kara.
- Ron** Yeah, I know her from Matt. Cool party, huh? Let me grab you a beer.
- Narrator** Ron reaches in the cooler for a beer.
- Jenna** I'm good, thanks. I'm really ...
- Ron** How can you be good without a beer, girl?! Here you go.
- Narrator** He hands the beer to her after opening it.
- Jenna** Thanks, but I don't drink, and I can't stay late anyway.
- Ron** Oh, come on, it's just one beer. Relax. Hang out for a while. It's good to see you somewhere besides school. Wait, I'll be right back.
- Narrator** Ron puts the beer in her hand and walks toward some friends that were calling him. Jenna stands there with the beer she doesn't want. She feels happy that Ron was giving her so much attention, but also feels a little weird about him pushing her to drink. Jenna thinks Ron is acting different from how he is in class and doesn't know what to make of it. She finds her way to another room and tosses her beer. Some time later, Ron approaches her and starts to talk...
- Ron** Hey, girl, still here, huh?! I knew you weren't leaving! You girls are all talk. Come over here and hang out.
- Jenna** I'm just....
- Ron** Come over here, hang out with us.
- Narrator** Ron offers her another beer and Jenna just sets it on the table, again annoyed that he keeps offering her beer when she says she doesn't drink. She is feeling more awkward now around him, but it's hard to shake the crush that she has on him.
- Ron** Let's hang out more Jenna, give me your number.
- Jenna** Thanks but that's ok.
- Ron** Just give me your number, it's cool.

*continue on back*

## Activity Continued

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**Jenna** No need, I know I'll see you at school.

**Ron** I know that, but I'm talking about this weekend.

**Jenna** No thanks, Ron.

---

### Questions for Discussion

1. Circle and count the number of times or ways Jenna sets her boundaries or says no to Ron (include verbal and nonverbal clues).
2. In what ways was Ron not respecting Jenna's boundaries?
3. Why do you think Jenna didn't want to give Ron her phone number?

# Personal Boundaries at the Party

## Skit

### Instructions for teacher:

1. Assign roles to three student volunteers: Narrator, Jenna, and Ron. Allow student actors to read the play ahead of time and prepare props.
2. Ask students who watch the skit to evaluate if and how people are respecting boundaries.
3. Lead class discussion using questions and answer key provided below.

**Narrator** Jenna and Ron are high school classmates who talk together a lot in class. Both have small crushes on each other but neither one has told the other. Tonight Jenna and Ron run into each other at a mutual friend's party.

**Jenna** Hey Ron, how's it going? I didn't know you knew Kara.

**Ron** Yeah, I know her from Matt. Cool party, huh? Let me grab you a beer.

**Narrator** Ron reaches in the cooler for a beer.

**Jenna** I'm good, thanks. I'm really ...

**Ron** How can you be good without a beer, girl?! Here you go.

**Narrator** He hands the beer to her after opening it.

**Jenna** Thanks, but I don't drink, and I can't stay late anyway.

**Ron** Oh, come on, it's just one beer. Relax. Hang out for a while. It's good to see you somewhere besides school. Wait, I'll be right back.

**Narrator** Ron puts the beer in her hand and walks toward some friends that were calling him. Jenna stands there with the beer she doesn't want. She feels happy that Ron was giving her so much attention, but also feels a little weird about him pushing her to drink. Jenna thinks Ron is acting different from how he is in class and doesn't know what to make of it. She finds her way to another room and tosses her beer. Some time later, Ron approaches her and starts to talk...

**Ron** Hey, girl, still here, huh?! I knew you weren't leaving! You girls are all talk. Come over here and hang out.

**Jenna** I'm just....

**Ron** Come over here, hang out with us.

**Narrator** Ron offers her another beer and Jenna just sets it on the table, again annoyed that he keeps offering her when she says she doesn't drink. She is feeling more awkward now around him, but it's hard to shake the crush that she has on him.

*continue on back*



## Activity Continued

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**Ron** Let's hang out more Jenna, give me your number.

**Jenna** Thanks, but that's ok.

**Ron** Just give me your number, it's cool.

**Jenna** No need, I know I'll see you at school.

**Ron** I know that, but I'm talking about this weekend.

**Jenna** No thanks, Ron.

---

### Questions for Discussion

1. Circle and count the number of times or ways Jenna sets her boundaries or says no to Ron (include verbal and non verbal clues).

**Answer:** Five times. See underlined portions of script in skit.

2. In what ways was Ron not respecting Jenna's boundaries?

**Answers:**

- She tells him she doesn't drink, but twice he hands her a beer.
- He pressures her to give him her phone number.

3. Why do you think Jenna didn't want to give Ron her phone number?

**Answers:**

- She's not sure how much she likes him and feels like he's a different person from the Ron she knows in school.
- She may feel uncomfortable around him because he is so pushy.

# Personal Boundaries in Homeroom

## Skit



- Narrator** Mikala and Elijah are friends who sit next to each other in homeroom. They both arrive early today and talk while they wait for class to start.
- Mikala** Hey, what's up?
- Elijah** Nothing. What's up with you?
- Mikala** Same old, same old. So... what are you up to this weekend?
- Elijah** Not sure. Gonna check out the game. What about you?
- Narrator** Elijah starts to put a folded piece of paper in his bag.
- Mikala** Yeah, I'm going to check out the game too. Hey... what's that in your hand?
- Elijah** Oh, it's nothing. Yeah... so you think we have a chance at winning?
- Mikala** It wasn't nothing (referring to the paper). What was that, a note?
- Elijah** Nah... it...
- Narrator** Mikala quickly reaches into Elijah's bag and pulls out the paper. It's a note from Elijah to Chelsea, another girl in their homeroom.
- Mikala** Ooooh! What do I have here? Is this a love letter? (laughs)
- Elijah** Shut up, it's nothing. Now give it back. It's none of your business.
- Mikala** (continues to laugh) If it's nothing, then why are you acting so funny?
- Narrator** At this point Chelsea enters the classroom.
- Mikala** Ooh la la... your girlfriend just walked in. Want me to deliver your letter to her?
- Elijah** Stop it, Mikala. I want you to give it back, and be quiet, please. She'll hear you.
- Narrator** Mikala continues to hold on to the note and dangles it in front of Elijah, teasing him with it.

*continue on back*



## Activity Continued

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### Questions for Discussion

1. In what ways was Mikala not respecting Elijah's boundaries?
2. How do you think Elijah feels?
3. How should Mikala have acted toward Elijah in this situation?

# Personal Boundaries in Homeroom

## Skit

### Instructions for teacher:

1. Assign roles to three student volunteers: Narrator, Mikala, and Elijah. Allow student actors to read the play ahead of time and prepare props.
2. Ask students who watch the skit to evaluate if and how people are respecting boundaries.
3. Lead class discussion using questions and answer key provided below.

**Narrator** Mikala and Elijah are friends who sit next to each other in homeroom. They both arrive early today and talk while they wait for class to start.

**Mikala** Hey, what's up?

**Elijah** Nothing. What's up with you?

**Mikala** Same old, same old. So... what are you up to this weekend?

**Elijah** Not sure. Gonna check out the game. What about you?

**Narrator** Elijah starts to put a folded piece of paper in his bag.

**Mikala** Yeah, I'm going to check out the game too. Hey... what's that in your hand?

**Elijah** Oh, it's nothing. Yeah... so you think we have a chance at winning?

**Mikala** It wasn't nothing (referring to the paper). What was that, a note?

**Elijah** Nah... it...

**Narrator** Mikala quickly reaches into Elijah's bag and pulls out the paper. It's a note from Elijah to Chelsea, another girl in their homeroom.

**Mikala** Ooooh! What do I have here? Is this a love letter? (laughs)

**Elijah** Shut up, it's nothing. Now give it back. It's none of your business.

**Mikala** (continues to laugh) If it's nothing, then why are you acting so funny?

**Narrator** At this point Chelsea enters the classroom.

**Mikala** Ooh la la... your girlfriend just walked in. Want me to deliver your letter to her?

**Elijah** Stop it, Mikala. I want you to give it back, and be quiet, please. She'll hear you.

**Narrator** Mikala continues to hold on to the note and dangles it in front of Elijah, teasing him with it.

*continue on back*



## Activity Continued

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### Questions for Discussion

1. In what ways was Mikala not respecting Elijah's boundaries?

**Answers:**

- She grabbed the paper without his permission.
- She teased him, and kept teasing him even though he told her to stop ("It's none of your business").
- She continued to hold on to the note after Elijah asked for it back.
- She didn't respect his privacy.

2. How do you think Elijah feels?

**Answers:**

- Embarrassed, mad, worried and scared that Chelsea will find out, frustrated.

3. How should Mikala have acted toward Elijah in this situation?

**Answers:**

- Mikala should have not have taken Elija's paper without his permission.

**NAME:** \_\_\_\_\_

# Consent is a Must for All Sexual Activity

## What is consent?

- Consent is mutual \_\_\_\_\_ or \_\_\_\_\_.
- Consent must be free from \_\_\_\_\_ or \_\_\_\_\_.
- Both partners need to be \_\_\_\_\_ and \_\_\_\_\_ in order to give consent.
- The Age of Consent (age you need to be in order to legally consent to any sexual activity) is \_\_\_\_\_. (Hawaii Sexual Assault Statutes 707-730)
- It is illegal for a person to have sexual activity with a 14 or 15-year-old if the person is \_\_\_\_\_ years or older than the 14/15-year-old.
- Any sexual activity with a person younger than \_\_\_\_\_ years old is illegal.

### WORD BANK

agreement

conscious

intimidation

permission

sober

threats

14

5

16

## Is there Consent?

1. Brenda is 15-years-old; she is dating Travis, a 21-year-old. They have been seeing each other for a couple of months. Lately he's been asking her to do sexual things with him. She's unsure but ends up agreeing. Does Travis have Brenda's consent?
    - Why/why not?
- 
- Why might it be hard for Brenda to say "no" to Travis?



## Activity Continued

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2. Kekoa and Maile have been together for a while and have decided that they're ready to "take things further." As they make out, Maile realizes she's not comfortable with what Kekoa is doing. She tells him that she's changed her mind and doesn't want to, but he tells her it's too late because she's already told him yes. If Kekoa continues to proceed, does he have Maile's consent?
  - Why/why not?

## Share Your Thoughts:

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1. Why do you think the law was written so that 14 and 15-year-olds are not able to legally consent to sexual activity with someone 5 or more years older?
  
  
  
  
  
  
  
  
  
  
2. Why do you think it's important that a person is sober when giving consent?

*Sexual activity without consent is against the law.*



# Consent is a Must for All Sexual Activity

## What is consent?

- Consent is mutual permission or agreement.
- Consent must be free from intimidation or threats.
- Both partners need to be sober and conscious in order to give consent.
- The Age of Consent (age you need to be in order to legally consent to any sexual activity) is 16. (Hawaii Sexual Assault Statutes 707-730)
- It is illegal for a person to have sexual activity with a 14 or 15-year-old if the person is 5 years or older than the 14/15-year-old.
- Any sexual activity with a person younger than 14 years old is illegal.

### WORD BANK

agreement

conscious

intimidation

permission

sober

threats

14

5

16

## Is there Consent?

- Brenda is 15-years-old; she is dating Travis, a 21-year-old. They have been seeing each other for a couple of months. Lately he's been asking her to do sexual things with him. She's unsure but ends up agreeing. Does Travis have Brenda's consent? NO
  - Why/why not?  
***Legally Brenda cannot give her consent to Travis because he is 6 years older. A 15-year-old cannot legally consent to have sexual activity with anyone more than 5 years older than he or she is.***
  - Why might it be hard for Brenda to say "no" to Travis?  
***Brenda might have strong feelings for Travis and want to please him. She could be worried about saying "no" because he is older and expects her to have sex. She might be afraid he will break up with her if she doesn't do what he wants.***



## Activity Continued

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2. Kekoa and Maile have been together for a while and have decided that they're ready to "take things further." As they make out, Maile realizes she's not comfortable with what Kekoa is doing. She tells him that she's changed her mind and doesn't want to, but he tells her it's too late because she's already told him yes. If Kekoa continues to proceed, does he have Maile's consent?

- Why/why not?

***Kekoa would not have her consent because she no longer agrees to the activity. If he were to continue he would be violating her boundaries. Maile has the right to change her mind if she decides she's not ready.***

## Share Your Thoughts:

---

1. Why do you think the law was written so that 14 and 15-year-olds are not able to legally consent to sexual activity with someone 5 or more years older?

***Points to consider: Power differentials often exist between older and younger people. An older, more knowledgeable and experienced partner has the power to strongly influence the decision-making of a younger partner. The law helps to protect teens from adults who might want to take advantage of them sexually.***

2. Why do you think it's important that a person is sober when giving consent?

***Points to consider: Alcohol can affect one's ability to think clearly, make decisions, and communicate. It makes a person less aware of their surroundings or actions. Alcohol can also make them less able to get away or protect themselves if they are physically incapacitated.***

**Note:** Students may ask, "What if both people have been drinking and want to have sex, aren't they giving their consent?"

**Answer:** *Perhaps, but it's hard to know for sure if they are intoxicated. It's important to remember that it's never OK for a person to trick or take advantage of another person sexually when the other person is too intoxicated to decide for themselves if they want sexual activity.*

### Concluding points:

1. ***Consent is a must for all sexual activity.***
2. ***Consent is a legal issue. There are specific state laws provided to protect victims and youth.***
3. ***You have the right to give or not to give consent, it's your choice.***

***Sexual activity without consent is against the law.***



**NAME:** \_\_\_\_\_

# Analyze Consent & Choose Respectful Behavior

1. Although it's respectful to get consent (permission) before kissing or touching a partner, what are two reasons why people might not always check in with a partner and ask for consent?

- 
- 

2. Even though it might be difficult, what are two reasons or benefits of first asking for consent?

- 
- 

3. Matt wants to kiss Sue. If you were Matt, what are three ways you could ask Sue for consent to kiss her in a way that wouldn't make her feel pressured? (Come up with actual statements.)

- 
- 
- 

4. What are two reasons why teens say, "No" to sexual activity?

- 
- 





# Analyze Consent & Choose Respectful Behavior

1. Although it's respectful to get consent (permission) before kissing or touching a partner, what are two reasons why people might not always check in with a partner and ask for consent?

**Sample Answers:**

*They might feel uncomfortable or embarrassed. They might be afraid of rejection by a partner. They might not know what to say. It might "ruin the mood" or sound funny.*

2. Even though it might be difficult, what are two reasons or benefits of first asking for consent?

**Sample Answers:**

*You make sure that you're respecting your partner's boundaries, and that you're both sure each of you is okay with what's going on. It avoids (eliminates the chances of) misunderstandings, and can provide an opportunity to talk about what each person thinks and feels about the activity.*

3. Matt wants to kiss Sue. If you were Matt, what are three ways you could ask Sue for consent to kiss her in a way that wouldn't make her feel pressured? (Come up with actual statements.)

**Sample Answers:**

*"Would it be okay if I kissed you?"*

*"I really like you a lot. Can I kiss you?"*

*"I'd really like to kiss you. Do you want to kiss me too?"*

4. What are two reasons why teens say, "No" to sexual activity?

**Sample Answers:**

*Many teens are ok with kissing, but do not want sexual activity. They want to wait until they are older to participate in sexual activity. They may not feel comfortable with the person or the situation. They may be concerned about sexually transmitted infections or pregnancy.*







## LESSON 4

# Communicate Personal Boundaries



### OVERVIEW

Students learn how to set and communicate their personal boundaries. Students evaluate a model of respectful communication and effective boundary setting. In response to scenarios and peer-acted skits, students practice how to set and communicate their boundaries, and how to respectfully accept others' boundaries.



### Guam Content and Performance Standards III

#### Health Education Standard 7: Self-Management

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

**Topic:** Mental and Emotional Health

**Benchmark: (HS.7.1):** Analyze the role of individual responsibility for enhancing health.

**Benchmark: (HS.7.2):** Analyze the benefit of responsible behaviors that lead to a healthy lifestyle.

**Benchmark: (HS.7.3):** Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Benchmark: (HS.7.4):** Develop and practice skills to avoid risky behaviors.

**Benchmark: (HS.7.5):** Demonstrate the use of resiliency skills and other life skills.

**Benchmark: (HS.7.6):** Design, implement, and evaluate strategies to manage stress.

#### 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: (HS.4.1):** Utilize skills for communicating effectively with family, peers, and other to enhance health.

**Benchmark: (HS.4.2):** Analyze how refusal skills enhance health and reduce health risks.

**Benchmark: (HS.4.3):** Select and utilize various strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Benchmark: (HS.4.4):** Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Benchmark: (HS.4.5):** Analyze the possible causes and effects of conflicts in schools, families, and communities.



## Health Education Standard 6: Decision-Making

Demonstrate the ability to use decision making skills to enhance health.

**Topic:** Decision Making across Topic Areas

Benchmark: (HS.5.1): Examine barriers that can hinder healthy decision making.

Benchmark: (HS.5.2): Determine the value of applying a thoughtful decision making process in health-related situations.

Benchmark: (HS.5.3): Justify when individual and collaborative decision making is appropriate.

Benchmark: (HS.5.4): Generate alternatives to health-related issues or problems.

Benchmark: (HS.5.5): Defend the healthy choices when making decisions.

Benchmark: (HS.5.6): Evaluate the effectiveness of health-related decisions.

Benchmark: (HS.5.7): Develop and practice decision making skills.

## Health Education Standard 6: Goal-Setting

Demonstrate the ability to use goal setting skills to enhance health.

**Topic:** Decision Making across Topic Areas

Benchmark: (HS.6.1): Access personal health practices and overall health status.

Benchmark: (HS.6.2): Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

Benchmark: (HS.6.3): Demonstrate the ability to design and implement a plan for achieving a personal health goal.

Benchmark: (HS.6.4): Formulate and implement an effective long-term personal health plan.



## LEARNER OUTCOMES

- Students evaluate different methods of communicating boundaries in relationships.
- Students evaluate personal behaviors in the context of peer-to-peer relationships and sexual activity.
- Students demonstrate appropriate verbal and/or nonverbal communication skills to avoid risky situations.
- Students know how to respond appropriately to situations involving sexually abusive behavior.



## TOOLS

- **Ask! Don't Assume**
  - Teacher tool guide for discussion
  - David & Lisa Image
- **Communicate Personal Boundaries** worksheet
  - Student version: instructions
  - Teacher tool
- **[respect] media campaign DVD (PSA # 3 Positive Modeling)**
- **Evaluate and Take Action** worksheet





## TOOLS FOR HOMEWORK

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- **Have You Ever Been a Bystander?** homework assignment



## PREPARATION

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### Review:

- **Preparing to Teach the Curriculum** (page 1)
- Lesson outline & teacher tools
- **Answers to Teen Questions** (page 239)

**Time:** 50 minute class period





## LESSON OUTLINE

### I. Review Lesson 3

**Summary:** Review support services and concepts learned in Lesson 3.

**Steps:**

1. Review behavioral expectations for a respectful classroom environment.
2. Review with Q&A: The SATC hotline number (524-7273) and other local resources for victims and community members (page 51).
3. Ask students:
  - a. ***What are personal boundaries?*** (Personal limits that we set to keep us safe, limits that reflect our comfort levels, personal boundaries depend on the individual, setting, etc.)
  - b. ***How are boundaries related to preventing sexual violence?*** (Respecting personal boundaries helps prevent sexual violence.)
  - c. ***What are skills to respect others' boundaries and prevent sexual violence?*** (Check in, ask questions, communicate, ask instead of assume, pay attention to nonverbal clues, respect answers such as, "No," "later," etc.)

### II. ASK! Don't Assume

**Summary:** Show students the image of a man and woman facing each other and ask students questions according to the **Ask! Don't Assume teacher tool** guide for discussion. Help students review the concept that boundaries are unique and not always self-evident, to reinforce the value of asking and not making assumptions in the context of romantic relationships.

**Steps:**

1. Show students the **David and Lisa** photo image.
2. Using the teacher tool, lead Q&A about the image, facilitate discussion, and elicit key points.



### III. Know and Communicate Personal Boundaries (10 minutes)

**Summary:** Through mini-lecture and discussion, help students define and discuss concepts related to communicating personal boundaries. Cover (1) the need to make decisions ahead of time, (2) strategies to communicate boundaries, and (3) how to respect others' boundaries once communicated.

#### Steps:

1. Ask the following questions and cover bulleted key points:

a. ***What is the benefit of being aware of your boundaries?***

- Helps you to know when you are in a potentially disrespectful or harmful situation, or are being treated in a way that feels “wrong” or “unsafe.”
- Can help you to recognize and communicate discomfort, or do something to change the situation.

***Share Example:*** *Katie is hanging out with Jeff. He moves a little closer to her and puts his arm on her shoulders. Katie notices that she gets a knot in her stomach and feels tense. This clues her into the fact that she's not feeling completely comfortable with the situation. She takes a moment and thinks about what she wants to do, and then she decides to...*

b. ***Why is it helpful to make decisions about your boundaries ahead of time?***

- It is helpful because you are more likely to stick with what you want if you have thought out what you prefer, want and need ahead of time.
- Intimate situations can make us nervous, uncomfortable or surprised and if we aren't sure of our boundaries it can be tough to decide what to do in the moment.
- Knowing what works for you ahead of time helps you to stand up for your own boundaries against peer or other pressure.



c. ***What are some examples of communicating boundaries?***

- I really like you, but I'm not ready for this.
- I'm okay with kissing you, but not...
- I don't like what you're doing and would like you to stop.
- Stop, No!, Not!
- Not now. Let's do ... instead.
- This does not work for me, this does not feel right (whether you know why or not).
- We need to chill.
- Nonverbal actions such as physically moving away, walking off, yelling out for help, etc.

2. Summarize key points covered in this discussion and the previous activity:

**KEY MESSAGES:**

- Not everyone's boundaries are the same.
- The best way to know what another's personal boundaries are is to ask.
- The best way to let others know your personal boundaries is to communicate (tell or show) them.
- It is helpful to make decisions about your boundaries, needs, preferences, etc. ahead of time.

## **IV. Practice Communicating Personal Boundaries**

**Summary:** Use the **Communicate Personal Boundaries** activity to help students plan and practice communicating their boundaries. Reference the teacher tool for additional examples to share with the class.

**Steps:**

1. Pass out the **Communicate Personal Boundaries** worksheet and explain what students will need to do according to worksheet directions. Lead class through at least one example.
2. For students to practice communicating boundaries, have them read their responses aloud (to the class or within smaller groups) or share them in role plays.

## V. Positive Modeling: It's Cool to Communicate!

**Summary:** Students watch and evaluate an example of communicating boundaries within the context of an intimate relationship. This is the second time students view **PSA # 3**.

### Steps:

1. Prepare students (again) for watching a short PSA, **Positive Modeling**, as an example of not only checking in (previously covered in Lesson 3) but also communicating boundaries in a dating situation. Let students know that they will hear noticeable, loud kissing sounds at the beginning of the PSA.
2. Show **PSA #3 Positive Modeling**.
3. Lead brief discussion to reinforce concepts of Lesson 3 (the importance of asking/checking-in), and Lesson 4 concepts (the importance of communicating boundaries).

### Discussion questions:

#### Lesson 3 review:

- a. **How did the guy check in?** (He asked her if she is ok.)
- b. **How did the girlfriend react to him checking in?** (She liked it, and it made the situation even better for her. She appreciated it and appreciated him more than before.)
- c. **What are the benefits of checking in?** (Conveys respect to someone you care about, you avoid hurting or offending someone, avoid sexual violence, build trust, feel good about your own actions.)

#### Lesson 4 review:

- a. **Was the girlfriend able to communicate her boundaries?** (Yes)
- b. **How did she communicate her boundaries?** (She told him what actions she was okay with, and not ok with.)
- c. **What are the benefits and positive impacts of communicating boundaries?** (Helps both partners feel comfortable, helps to make the relationships better. You don't end up doing things you regret. Shows strength and maturity.)



4. Point out that, if the guy in the **PSA #2 My Boyfriend** had asked or checked in and listened to his girlfriend's response, or if Kevin **PSA #1** had listened to his girlfriend's "No" they could have prevented the sexual violence.

## VI. Evaluate and Take Action

**Summary:** Students respond to a variety of short situations to learn more about their own boundaries, determine their comfort levels in different situations, and practice communicating boundaries.

### Steps:

1. Distribute **Evaluate and Take Action** worksheet and explain directions according to the worksheet.
2. Helpful discussion questions:
  - *What makes it more or less uncomfortable to communicate boundaries?*
  - *Why were certain situations rated as more uncomfortable than others?*
3. After students complete the worksheet, ask for volunteers to share examples of how they would respond to certain situations and communicate their needs and boundaries.

## VII. Homework for Lesson 5

**Summary:** Assign **Have You Ever Been a Bystander?** to set the stage for more meaningful learning in Lesson 5 about the role of bystanders in sexual violence prevention. Many students need time to recall bystander examples (personal experiences or situations they have heard). Given sufficient time at home or in class with their assignment leads to more engaging and thought-provoking discussions and more meaningful self-analysis.

If you cannot assign the entire worksheet and expect written answers (essay, paragraph, or list can be acceptable) explain the topic of bystanders and ask students to brainstorm and look for bystander incidents between now and the next class. For variations on how to use this assignment see page 190.

## VIII. Review Options

Re-examine the three **Personal Boundaries Skits** from lesson three in terms of how the victims in the skits communicated boundaries.

- Ask students to identify ways in which the people in the skits tried to communicate boundaries.
- Ask students what some of the challenges are to communicating boundaries and brainstorm ways to overcome these challenges.

## VII. Reflection

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

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





# ASK! DON'T ASSUME

## Teacher's Instructions:

**1. Display the image** of David & Lisa (using an overhead projector) or distribute copies of the image to students.

**2. Choose names** for the male and female in the image as appropriate for your students.

**3. Lead discussion** as students look at the image. Ask:

- a. What's going on in this picture?*
- b. What do you think the guy is feeling or thinking? Why do you think that?*
- c. What do you think the girl is feeling or thinking? Why do you think that?*

(Typical answers include: The guy is feeling good, wants to kiss the girl, he's thinking, "Oh yeah!" The girl is thinking she loves the guy, hopes he likes her, wants to kiss him, etc.)

- d. Most of you stated that you felt the guy and the girl felt good and wanted to kiss each other. Take another look at the picture, can you be absolutely sure?*

**4. Ask more questions** to further examine the image and how we make assumptions:

- a. Could the girl's body language convey that she is not sure or uncomfortable? Her hand is in front of her on his chest, is that affectionate? Or is that to keep him away?*
- b. Why is the girl looking down?*
- c. Does the girl have a happy face or an uncertain face? Can you be sure?*
- d. Does the guy's body language seem clear? Are we assuming his role or intentions?*
- e. Can we really know what he is feeling or thinking by just looking at him?*
- f. Do people always show how they feel?*
- g. Why might Lisa be unsure in this photo?*



## Activity Continued

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**Note:** Students may mention that the girl might not feel safe, comfortable, or interested, but feel pressured to act otherwise. This is a good opportunity to normalize that not all teens are ready for or want sex. Share with your students that in a recent national survey, 29% of teenage girls and 6% of teenage guys reported being pressured into sexual activity (Teenage Research Unlimited, 2006).

### 5. Ask concluding questions:

**a. *If the guy wanted to kiss the girl how would he know if she is ok with it? If the girl wanted to kiss the guy how would she know if it's okay with him?***

(He or she would need to ask and listen to a response to know for sure.)

**b. *How does this relate to preventing sexual violence?***

(By asking and not assuming what a partner wants, we can be respectful and more likely prevent violating others' boundaries. By asking and checking in we give someone the opportunity to communicate their boundaries, preferences, etc.)

### Concluding points:

- Ask instead of assume! Ask instead of making assumptions about other people's personal boundaries, especially when it comes to touching, kissing, or any sexual activity.
- Respecting others' boundaries starts with communication. Don't assume you know what your partner does or doesn't want – ASK them and respect their boundaries.





# Communicate Personal Boundaries

## Instructions and Example:

- 1. Create a scenario in which a person's boundaries are crossed.** Your scenario can involve yourself or it can be about someone else, such as the example below:

**Example:** *Kawika and Jon are friends. Kawika thinks that Jon's 13-year-old sister is hot and always talks to Jon about how good looking she is. Lately, Kawika has been joking with Jon in front of their friends, saying that he'd like to see Jon's sister naked. This makes Jon very uncomfortable. He wishes Kawika wouldn't talk about his sister like that.*

- 2. a) Describe the reaction of the person whose boundaries are crossed.**

Jon feels uncomfortable, irritated, and disrespected when Kawika talks that way about his sister. Sometimes Kawika's comments make him really angry.

- b) What could that person say or do to communicate their boundaries?**

Jon could say the following to Kawika:

*That's my sister; don't talk about her like that to me.*

*It makes me mad when you talk about my sister like that; you need to stop.*

*Jon could walk away from Kawika anytime he starts to talk that way.*



# It's Your Turn To Communicate Boundaries!

1. Create a scenario in which a person's boundaries are crossed.

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2. a) Describe the reaction of the person whose boundaries were crossed.

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b) What could that person say or do?

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# Communicate Personal Boundaries

## Additional examples to share with class

### 1. a) Create a scenario in which a person's boundaries are crossed.

**Example:** Candice and Aliko have been going out for a couple of months. Candice has had sex before, but Aliko hasn't. One night while making out, Candice tries to convince him to have sex. Aliko tells her, "Nah," and she laughs and asks him if he's chicken. He ignores her, but she continues to tease him.

### b) Describe the reaction of the person whose boundaries are crossed.

Aliko's possible reactions: Unsure, doesn't want to have sex, maybe doesn't like Candice that much, may be embarrassed, feels disrespected, and has different ideas about sex than Candice.

### c) What could that person say or do?

Aliko could:

- Stick with his original response and say "Nah" again.
- Say, "I am not doing that."
- Tell Candice "I like you a lot; I just want to slow things down."
- Stop making out with Candice.

### 2. a) Create a scenario in which a person's boundaries are crossed.

**Example:** Chad is gay. His friends know this, but they continue to say things like, "That's so gay" whenever they make fun of other people. The other day they were complaining about someone they know and saying, "He's so gay it's not even funny."

### b) Describe the reaction of the person whose boundaries are crossed.

Chad's possible reactions: Why do my friends have to act like that? Don't my friends know I hear them and that it bothers me? He might feel disrespected, frustrated, hurt, annoyed.

### c) What could that person say or do?

Chad could:

- Remind his friends that he's gay and what they're saying offends him.
- Joke with his friends and say, "Whatever, that's so hetero."
- Ask his friends to say something else: "Instead of always saying 'That's so gay,' how about saying, 'That's so lame?'"



## Activity Continued

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### 3. a) Create a scenario in which a person's boundaries are crossed.

**Example:** *Shantae sometimes feels like her older cousin tries to flirt with her. He'll make comments about how pretty she is and always asks her if she has a boyfriend. The last time she hung out with him, he told her, "Good thing you don't have a boyfriend, otherwise I might get jealous."*

### b) Describe the reaction of the person whose boundaries are crossed.

*Shantae's possible reactions: Confused, uncomfortable. Unsure how to deal with it since it's her cousin. Maybe feels a little unsafe around him or at events that he goes to.*

### c) What could that person say or do?

*Shantae could:*

- *Tell him that she doesn't like it when he talks like that. (For example, "It makes me feel weird when you say those things.")*
- *Talk to a relative that she trusts about what's going on, and ask for their advice.*
- *Say, "We're cousins, what are you talking about? Don't talk like that to me."*
- *Say something about how disrespectful he is.*

# Evaluate and Take Action

## Directions:

1. **Rate:** In the following situations, rate how comfortable you would be taking action to communicate how you feel to the other person.

1	2	3	4	5
Very uncomfortable communicating	Uncomfortable	Neutral	Comfortable	Very comfortable communicating

2. **Respond:** For the four situations with your lowest rating, describe what actions you could take to reduce your risk and communicate how you feel or what you need.

(For example, what could you say or do to let the other person know how you feel? What could you do to avoid the situation or prevent it from happening again or getting worse?)

## Example:

Scenario: Your friend tells other people about your secret crush. Rating: 2

Response: I would tell my friend that it wasn't cool to tell others what I told her in confidence, and, "keep what I tell you just between us!"

## It's Your Turn to Rate and Respond:

1. Your best friend greets you and gives you a hug at a football game. Rating: \_\_\_\_\_

Response:

2. At a party someone you know of the same gender as you, pats you on the butt every time he/she walks by. Rating: \_\_\_\_\_

Response:

3. At a party someone you know of the opposite gender as you, pats you on the butt every time he/she walks by. Rating: \_\_\_\_\_

Response:



## Activity Continued

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4. Your boyfriend/girlfriend pressures you to do sexual things that you do not want to do. When you say "no" he/she makes fun of your reactions. Rating: \_\_\_\_\_

Response:

5. A classmate you don't know well asks you personal questions about sexual activity. Rating: \_\_\_\_\_

Response:

6. An adult relative of yours makes comments about your body, and calls you sexy. Rating: \_\_\_\_\_

Response:

7. A friend's father asks you a lot of sexual questions about your boyfriend/girlfriend. Rating: \_\_\_\_\_

Response:

8. Someone that you're no longer interested in texts you daily and keeps contacting you on-line.

Rating: \_\_\_\_\_

Response:

9. On a regular basis, a classmate makes comments about your body and criticizes you for not dating yet. Rating: \_\_\_\_\_

Response:

10. Your coach starts to massage your shoulders when you are relaxing with teammates after practice.

Rating: \_\_\_\_\_

Response:

**NAME:** \_\_\_\_\_

# Have You Ever Been A Bystander?

Have you ever witnessed a crime or some type of harmful behavior? Ever seen or heard something that you knew was wrong but weren't sure what to do about it?

## Directions:

Choose a time when this happened and write about it:

1. Describe what happened and your reaction. What did you think? Do? Feel?
2. What influenced your actions or inaction? In other words, why did you react that way?
3. If you could go back in time, is there anything you would do differently? Why or why not?

*If you want some ideas, the following are examples of other people's answers.*

## Example 1

One day in class, some of the girls were talking about another classmate, Anne, behind her back, and making fun of how she dressed. They were saying that Anne dresses sexy to get attention and that "she's just asking for trouble." They were calling Anne names which made me feel uncomfortable. Even though I didn't know Anne that well, I wanted to say something in her defense, but I was a little afraid that the girls would turn against me. I kind of muttered something like "I don't think she's that bad," but they argued back that she was and continued to criticize her. I didn't say anything after that.

When Anne came into class, they all started giggling. I just sat there and looked down at my desk. I could tell that Anne knew they were laughing at her and it made me feel really bad for her. I would have hated to be in her shoes. Looking back I wish I had stood up for her more. I shouldn't have been so worried about whether or not the girls would still be my friend, because when I think about it, they aren't that nice of friends.



## Activity Continued

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### *Example 2*

One time I was at the pool and I kept noticing this one little boy who didn't seem to be able to swim well. He kept grabbing onto the side of the pool but didn't want to get out. When his mom walked away to go to the bathroom it made me nervous because she wasn't there to watch her son. I kept watching the boy, expecting to have to jump in and help him. His mom was talking with other people near the bathroom when I had to leave. I wanted to ask her to be closer to her son, or tell her in a nice way that I was worried about him. She seemed to have a strong attitude of 'don't mess with me' so I didn't say anything. Later that summer when I heard about people drowning I was worried it was that boy. It wasn't, but what if it had been? I would feel so guilty. I still think about that situation some times and wonder if I should have done something.

### *Example 3*

I remember when I was about 15 my dad, my Uncle and I used to go fishing a lot. This one time one of their friends who was visiting from the mainland came with us. His friend was a smoker and would throw his cigarette butts into the ocean. I was so mad! He was littering and the worst part was that no one was saying anything! Each time he did it I would glance at my Dad or Uncle to see if they were going to say anything, but they were silent.

I couldn't stop thinking about how gross it was and I worried about the sea creatures like the dolphins and honu. I didn't want to say anything because he was a grown-up, I barely knew him and no one else was saying anything, but finally, I grabbed one of the buckets and as politely as I could, said something like "here you can throw your butts in here."

It was kind of awkward in that moment and I felt a little weird for doing what I did, but after about 5 minutes everything felt back to normal and he didn't throw anymore butts into the water which made me feel happy with my decision. Going home that day my Dad said he was proud of the way I handled the situation. Looking back, I don't think I would have done anything differently because I like how it turned out.



## LESSON 5

# Be a Helpful Bystander & Reduce Risk



### OVERVIEW

Students examine the relationship between bystanders and sexual violence prevention and respond to written and video bystander incidents. Students examine their own behaviors as bystanders, and how they can help others protect their health and prevent sexual violence.



### Guam Content and Performance Standards III

#### Health Education Standard 7: Self-Management

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

**Topic:** Mental and Emotional Health

Benchmark: (HS.7.1): Analyze the role of individual responsibility for enhancing health.

Benchmark: (HS.7.2): Analyze the benefit of responsible behaviors that lead to a healthy lifestyle.

Benchmark: (HS.7.3): Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Benchmark: (HS.7.4): Develop and practice skills to avoid risky behaviors.

Benchmark: (HS.7.5): Demonstrate the use of resiliency skills and other life skills.

Benchmark: (HS.7.6): Design, implement, and evaluate strategies to manage stress.

#### 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: (HS.4.1): Utilize skills for communicating effectively with family, peers, and other to enhance health.

Benchmark: (HS.4.2): Analyze how refusal skills enhance health and reduce health risks.

Benchmark: (HS.4.3): Select and utilize various strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

Benchmark: (HS.4.4): Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Benchmark: (HS.4.5): Analyze the possible causes and effects of conflicts in schools, families, and communities.



## Health Education Standard 5: Decision-Making

Demonstrate the ability to use decision making skills to enhance health.

**Topic:** Decision Making across Topic Areas

Benchmark: (HS.5.1): Examine barriers that can hinder healthy decision making.

Benchmark: (HS.5.2): Determine the value of applying a thoughtful decision making process in health-related situations.

Benchmark: (HS.5.3): Justify when individual and collaborative decision making is appropriate.

Benchmark: (HS.5.4): Generate alternatives to health-related issues or problems.

Benchmark: (HS.5.5): Defend the healthy choices when making decisions.

Benchmark: (HS.5.6): Evaluate the effectiveness of health-related decisions.

Benchmark: (HS.5.7): Develop and practice decision making skills.

## Health Education Standard 6: Goal-Setting

Demonstrate the ability to use goal setting skills to enhance health.

**Topic:** Decision Making across Topic Areas

Benchmark: (HS.6.1): Access personal health practices and overall health status.

Benchmark: (HS.6.2): Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

Benchmark: (HS.6.3): Demonstrate the ability to design and implement a plan for achieving a personal health goal.

Benchmark: (HS.6.4): Formulate and implement an effective long-term personal health plan.



## LEARNER OUTCOMES

- Students evaluate their behavior and the factors that impact their behavior as bystanders in harmful or potentially harmful situations.
- Students describe and demonstrate appropriate and safe responses as a bystander to harmful situations.
- Students use appropriate communication skills to help themselves and others avoid harmful situations.



## TOOLS

- **Bystander Roles Diagram**
- **Have You Ever Been a Bystander?** homework assigned in lesson 4
- **[respect] media campaign DVD (PSA # 4 Translation)**
- **Analyze & Challenge Harmful Behavior** worksheet



## TOOLS FOR HOMEWORK

- **Stand Up for Respect** worksheet



## PREPARATION

**Review:**

- **Preparing to Teach the Curriculum** (page 1)
- Lesson outline
- **Answers to Student Questions** (page 239)

**Time:** 50 minute class period





## LESSON OUTLINE

### I. Review

**Summary:** Review support services and key concepts learned in Lesson 4.

**Steps:**

1. Review behavioral expectations for a respectful classroom environment.
2. Review with Q&A: The HHCC number (647-5351) and other local resources for victims and community members (page 51).
3. Ask students:
  - a. ***What are some ways to communicate boundaries?*** (I'm not comfortable with that, I am not into that, I'm cool with...etc.).
  - b. ***What are some benefits to communicating boundaries?*** (Both people understand each other and can feel more comfortable and respected. People can better avoid risky situations by stating what they need or don't like ahead of time.)

### II. Bystander's Role in Sexual Violence (5-8 minutes)

**Summary:** Lead mini-lecture to help students learn about bystanders and their potential role in facilitating sexual violence or reducing a victim's risk. Utilize the **Bystander Roles Diagram** as a handout or as a model to draw a visual for students to help them identify different bystander roles.

**Steps:**

1. Ask students: ***Who is involved in a sexually abusive situation?*** (Victim and offender)
2. Explain that in addition to the victim and offender, there are often other people involved such as people who witness or hear about a sexually abusive or harmful situation. These people are called bystanders.
3. Define **Bystander:** Person who has the opportunity to say or do something to help prevent sexual violence.



4. Ask students: ***Can you think of some people who could be bystanders to sexually abusive situations?*** (People near by or who are with the victim or offender. People who know or suspect the offender's intentions. People who hear sexually harassing comments, etc.)

5. Define **Types of Bystanders:**

***Helpful Bystander (Ally):*** Person who steps in to help reduce the risk of sexual violence. He/she may provide assistance to a victim or potential victim, advocate for the victim in some way, and/or confront the offender or potential offender in some way. A helpful bystander may use subtle, behind the scenes actions or obvious actions to help or advise a victim/potential victim or to stop the offender.

***Harmful Bystander (Facilitator):*** Person who facilitates or increases the risk of sexual violence. He/she makes the sexual violence more likely to happen or continue occurring.

*For example, they could be people egging on the offender, encouraging potential or known victims to drink or do something unsafe, people who make it easier for the offender to have access to the victim, people who laugh at disrespectful sexual jokes or sexual harassment, people who lie for the offender or help the offender trick the victim.*

***Passive Bystander:*** Person who does nothing to assist the victim or potential victim or to stop the offender. He/she sees or knows about a sexually abusive situation, but doesn't act in order to help reduce risk, doesn't tell anyone else or try to get help, doesn't do anything to intervene or to protect the victim or potential victim.

### III. Have You Ever Been a Bystander?

**Summary:** Review the **Have You Ever Been a Bystander?** homework, and give more time for students to reflect further on bystander situations and their own behavior as bystanders.

**Steps:**

1. To review concepts of the mini-lecture, ask students to identify the different types of bystanders in the three homework situations provided, and analyze the impact of acting or not acting as a helpful bystander.



2. Before students hand in their homework assignment, ask for volunteers to share their experiences being a bystander, or being helped by a bystander.

**Note:** Before volunteers share, explain that the purpose is not for classmates to judge another's behavior or decisions. The speaker can evaluate his/her own behavior and ask for feedback if they choose, but otherwise answers are not shared in order to be criticized by others. Remind students to protect the confidentiality of anyone in their story by not mentioning names.

**Additional ways to utilize the assignment:**

- Ask students to describe how they would act in the three homework situations provided and what factors influenced their choice of actions.

## **IV. Challenge Harmful Behaviors**

**Summary:** Students view the **[respect] media campaign PSA #4 Translation**, analyze harmful conduct, and practice being a helpful bystander. Students respond in writing to the offender and demonstrate their response in short role-plays.

**Steps:**

1. Play **PSA #4 Translation**.
2. Assign **Analyze & Challenge Harmful Behaviors** worksheet.
3. Have students work individually or in pairs for number #3 on the worksheet, responding to Craig and then have pairs act out the dialogue with Craig in a role play for the class. (Note: Some students may ask if they can use swear words.)

**KEY MESSAGE:** As a helpful bystander, you can help others reduce their risk of victimization and potentially prevent sexual violence.

## **V. Tool for Review**

- **Stand Up for Respect** worksheet

**Summary:** Students respond personally to three situations in the **Stand Up for Respect** worksheet. This helps students personalize their responses as bystanders to disrespectful and potentially harmful behaviors.



## VI. Option for Enrichment: Risk Reduction

**Summary:** Ask students to choose an area of risk to research and then share information about that topic with the class.

### Steps:

1. Share the statistic: ***Teens 16 to 19 years of age are three and a half times more likely than the general population to be victims of rape, attempted rape, or sexual assault.***

(Rennison, Callie M. "Criminal Victimization 1999: Changes 1998-00 with Trends 1993-99." Bureau of Justice Statistics, U.S. Department of Justice, August 2000.)

2. Write on the board two factors that have been shown by research to increase a teen's risk of sexual assault:
  - Alcohol/drug use
  - Using social networking sites to meet people (e.g., MySpace, Facebook)
3. Ask students to research one of these risk factors to see how they can increase a person's risk of sexual victimization. Students then share what they have learned in class.

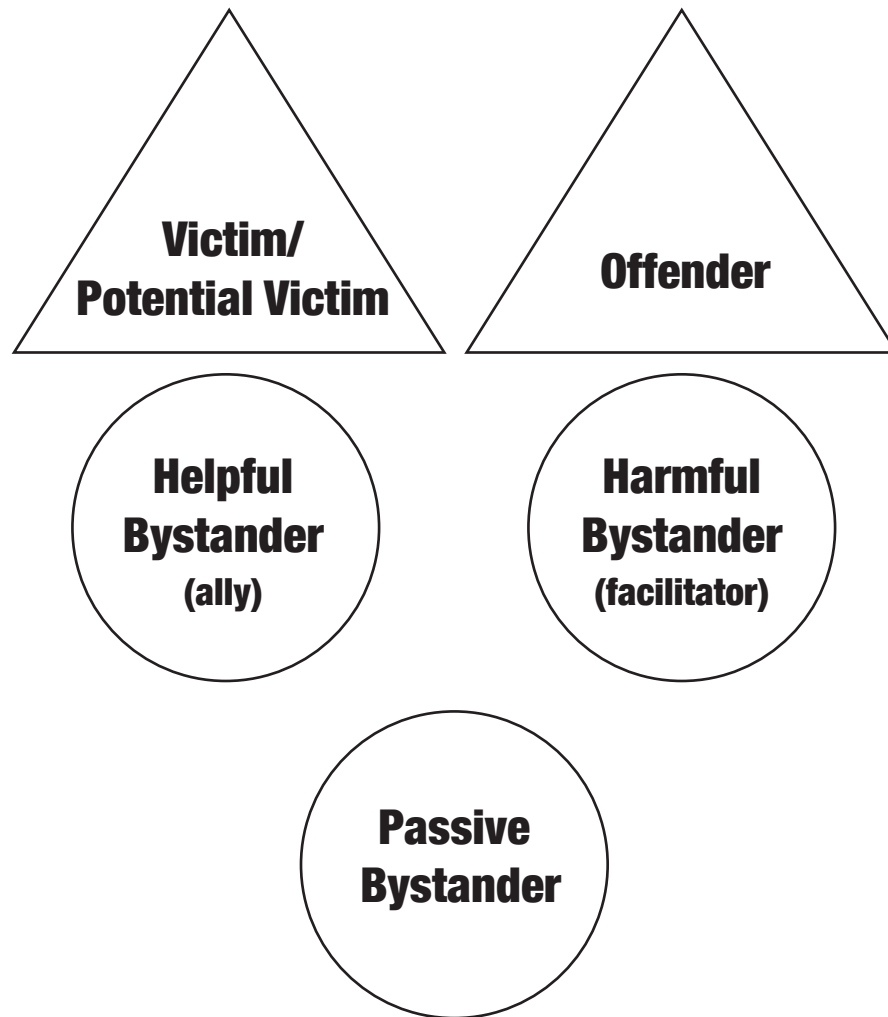
## VII. Reflection

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

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

**NAME:** \_\_\_\_\_

# Bystander Roles



## DEFINITIONS:

**Bystander:** Person who has the opportunity to say or do something to reduce the risk of sexual violence.

**Helpful Bystander:** Person who steps in and helps to reduce the risk of sexual violence (e.g., they assist the victim/potential victim or confront the offender).

**Harmful Bystander:** Person who facilitates or increases the risk of sexual violence (e.g., they encourage the offender, lie for the offender).

**Passive Bystander:** Person who does nothing to assist the victim or potential victim or to stop the offender.





NAME:

## Analyze & Challenge Harmful Behavior

After viewing the [respect] Media Campaign PSA#4 Translation:

1. What do you think about Craig's behavior toward Jen?
2. Do you think it's important to call out behaviors like Craig's? Why or why not?



3. Imagine you're at the party and Craig makes the following statements to you. How could you respond?

- a. Craig: “Hey I’m going to get Jen loosened up with a bunch of shots.”

**You:**

- b. Craig: "I'm leaving with Jen, she asked me to take her home, but I have somewhere better in mind."

**You:**

- c. Craig: "Girls always say, "No" but they're only doing that to play hard to get. You know they really want it."

**You:**

## Activity Continued

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4. Imagine you are not able to verbally respond to Craig but hear his comments or plans at the party. What other actions could you take at the party to be a helpful bystander to Jen?
  
  
  
  
  
  
  
  
  
  
5. What factors affect your decision of whether to act as a helpful bystander or not? (Consider the party situation or any other opportunities for bystanders to help.)



**NAME:** \_\_\_\_\_

# Stand Up for Respect

**Explain what you could do to promote safety and respect in the following situations:**

**Situation 1** You're hanging out with your friends after school, behind the gym, when one of your friends is talking meanly about someone in your class. Your friend starts making rude comments about that person's body and sexual behavior, and everyone is laughing. Then your friend pulls out a marker and starts drawing pictures of the person on the wall.

***What could you do?***

**Situation 2** You are at a BBQ hanging out with your friends and relatives. Your older college-age cousin tells you he's been checking out one of the freshman girls at the party. He says, "Young girls are easier to get." He thinks her parents will let him take her home later. He says he's going to see what he can "get away with on the way home."

***What could you do?***

**Situation 3** You are hanging out with your friends at school when one of them starts making fun of a guy in school who is openly gay. Everybody laughs and a couple of them join in with more put-downs. The guy they are talking about is in one of your classes. He is smart and funny, and you consider him a friend.

***What could you do?***







## LESSON 6

# Help a Friend & Advocate for Respect



### OVERVIEW

Students learn supportive and respectful ways to respond to a friend who discloses sexual abuse. Students learn about a victim's need to be believed, heard, and given choices. Students distinguish between helpful and non-helpful responses to a friend's disclosure as presented in a student-acted skit. Students apply their skills writing a letter of support to a survivor. Students develop a means to share the skills and knowledge they have learned in Lessons 1-6 and advocate for respect and sexual violence prevention.



### Guam Content and Performance Standards III:

#### Health Education Standard 2: Accessing Information

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

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

Benchmark: (HS.3.1): Evaluate the validity of health information, products and services.

Benchmark: (HS.3.2): Utilize resources from home, school and the community that provide valid health information.

Benchmark: (HS.3.3): Determine the accessibility of products that enhance health.

Benchmark: (HS.3.4): Determine when professional health services may be required.

Benchmark: (HS.3.5): Access valid and reliable health product and services.

#### Health Education Standard 8: Health Advocacy

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

**Topic:** Advocacy across Topic Areas

Benchmark: (HS.8.1): Utilize accurate peer and societal norms to formulate a health enhancing message.

Benchmark: (HS.8.2): Evaluate strategies that influence and encourage others to make positive health choices.

Benchmark: (HS.8.3): Work cooperatively as an advocate for improving personal, family, and community health.

Benchmark: (HS.8.4): Adapt health messages and/or communication techniques to target a specific audience.

Benchmark: (HS.8.5): Employ life skills that promote healthy, productive, and functional lives.

Benchmark: (HS.8.6): Develop and articulate personal opinions about health issues.



## LEARNER OUTCOMES

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- Students respond respectfully to a victim disclosure and share appropriate health information with them.
- Students distinguish between helpful and non-helpful responses to a friend's disclosure of sexual violence.
- Students create ways to share the truth about sexual violence and teach respectful behavior.



## TOOLS

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- **How to Help a Friend** worksheet
  - Student version
  - Teacher answer key
- **Friends Respond to Tonya's Story**
  - Student version
  - Teacher answer key: Skit instructions and discussion answer key
- **Letter to a Survivor**
- **Promote Respect** advocacy assignment handout



## TOOLS FOR HOMEWORK

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- **[respect] Comprehensive Review**
  - Student version
  - Teacher answer key



## PREPARATION

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### Review:

- **Preparing to Teach the Curriculum** (page 1)
- Lesson outline & teacher answer keys
- **Answers to Student Questions** (page 239)

**Time:** 50 minute class period





## LESSON OUTLINE

### I. Review

**Summary:** Review support services and concepts learned in Lessons 5.

**Steps:**

1. Review behavioral expectations for a respectful classroom environment.
2. Review with Q&A: The HHCC number (647-5351) and other local resources for victims and community members (page 51).
3. Ask students:
  - a. **What is a bystander?** (A bystander is someone who has the opportunity to say or do something to help prevent harm to someone else.)
  - b. **How could bystanders assist in preventing sexual violence?**
    1. Confront the offender/potential offender. If they see someone acting disrespectfully to someone else, step up and tell the offender/potential offender what they are doing is wrong.
    2. Assist the victim/potential victim. Ask the victim/potential victim if they need help, a ride home, want to walk to class, want to get something to eat, or suggest leaving the situation in some other way.
    3. Confront harmful bystanders or facilitators. If people are laughing at a sexually abusive joke or action, speak out against the action. Suggest that they would not be laughing if they were in the victim's position. Verbalize or model respectful behavior.
    4. Go to an adult and report the sexually abusive behavior/incident.
4. Transition to the next theme of helping a friend.

**Sample script:** *You have learned how to help as a bystander and reduce another's risk of sexual violence. Now we will discuss how to help when a friend discloses an experience of sexual violence.*



## II. How to Help a Friend

**Summary:** Students learn three helpful ways to respond to a friend who discloses an experience of sexual abuse.

### Steps:

1. Ask students: ***Who do you often turn to when you have a problem?*** (A friend, a parent) Who do you think is the first person a teenage victim is most likely to tell about the abuse? (A friend, a parent or an adult that they trust)
2. Inform students that teenage victims of sexual violence more often tell a peer about their experience. Peers can play a valuable role in responding supportively to a friend who has been a victim of sexual violence.
3. Facilitate a brief discussion about the responses that may be helpful to victims. Ask:
  - a. ***If you just had something difficult or hurtful happen to you, and you needed/wanted to tell someone, how would you want them to respond?***
  - b. ***What helpful responses have you heard people say?***
4. Explain (as you write key concepts on the board) that victims of sexual violence sometimes fear that no one will believe them or that they will be blamed for what happened. This can make talking about the assault and seeking help more difficult. In order to help a victim, share the following three concepts:
  - a. I believe you.
  - b. It's not your fault.
  - c. There is help available when you are ready.
5. Distribute and instruct students to complete the **How to Help a Friend** worksheet.

## III. A Friend Responds to Tonya's Story

**Summary:** Students participate in a skit (Part 1) in which the character, Tonya, tells a friend about being sexually abused. After Part 1, students identify the ways in which the friend's responses were not supportive. Next, students watch a second skit (Part 2) and identify ways in which the friend responded respectfully and helpfully. Refer to **Friends Respond to Tonya's Story** teacher answer key to lead activity, discussion and assignments.

### Steps:

1. Ask for student volunteers to act in the skit. Utilize the teacher answer key to prepare students for the skit, discussion and worksheets.
2. Instruct students that they will be viewing a situation in which a victim of sexual violence tells a friend she's been abused. Ask them to observe the ways in which two different friends' responses were helpful and unhelpful.
3. Facilitate class discussion according to the questions in the teacher answer key.

**KEY MESSAGE:** How you respond to a victim's disclosure can play an important role in helping a victim of sexual violence access support and heal.

## IV. Letter to a Survivor

**Summary:** Students practice showing support to a victim of sexual violence by writing a letter.

### Steps:

1. Instruct students to write a letter to a survivor, showing support for what they've been through and incorporating the concepts from the **How to Help a Friend** worksheet and class discussions about **Friends Respond to Tonya's Story** skit.
2. Students may write this letter to Tonya or any of the other victims mentioned in previous lessons. Students may also write this letter to someone they know who has been sexually abused if they can maintain confidentiality.

## V. Promote Respect

**Summary:** Students design a means to share the truth about sexual violence and/or teach skills to prevent sexual violence. This creative project allows for students to present a message in their own way and to practice advocating for respectful behavior and choices.

### Steps:

1. Pass out the **Promote Respect** advocacy assignment handout (page 223).



2. Review the purpose of advocacy or sharing the truth:
  - a. The truth helps people recognize sexual violence.
  - b. The truth makes it easier for victims to seek and get help.
  - c. The truth can help eliminate the blaming of victims.
  - d. The truth places accountability for sexual violence on the offender.

**KEY MESSAGE:** You can help reduce sexual violence by sharing the truth and promoting respectful behavior.

## VI. Conclusion

**Summary:** Review concepts learned and remind students about available support services.

**Steps:**

1. Summarize concepts taught in class, including definition and types of sexual violence.
2. Remind students the HHCC number (647-5351) for their local sexual assault service provider (page 51).

## VII. Tool for Review

- **[respect] Comprehensive Review**  
Student version & teacher answer key provided.

## VIII. Reflection

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

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

**NAME:** \_\_\_\_\_

# How to Help a Friend

**List two ways that you have been helpful to a friend in the past:** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

Sexual violence can happen to anyone. Someday you might have a friend who has been sexually violated and needs your support.



**List three helpful things to tell a friend who discloses sexual violence:** \_\_\_\_\_

- I \_\_\_\_\_ you.
- It's not your \_\_\_\_\_ .
- There is help available when and if you are \_\_\_\_\_ .



**List three helpful pieces of information you could share with a friend:** \_\_\_\_\_

(E.g. community resources for support, the truth about sexual violence)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



***If a friend is in serious danger, tell an adult as soon as possible.***



# How to Help a Friend

**List two ways that you have been helpful to a friend in the past:**

1. *Answers will vary*

2. *Answers will vary*



Sexual violence can happen to anyone. Someday you might have a friend who has been sexually violated and needs your support.

**List three helpful things to tell a friend who discloses sexual violence:**

- I believe you.
- It's not your fault.
- There is help available when and if you are ready.



**List three helpful pieces of information you could share with a friend:**

(E.g. community resources for support, the truth about sexual violence)

**Answers can include:**

- **The local sex abuse treatment program (on Guam: The Healing Hearts Crisis Center, contact number (647-5351))**
- **National resources: [www.rainn.org](http://www.rainn.org): 1-800-656-HOPE**
- **Talk to the school counselor or teacher**
- **Talk to a trusted adult**
- **Share what was learned during the past 5 lessons. For example: Sexual violence can happen to anyone.**



***If a friend is in serious danger, tell an adult as soon as possible.***



# Friends Respond to Tonya's Story

## Part 1

**Narrator** Tonya and Kelly are high school friends. Last night Tonya went to a party with some friends and she was sexually assaulted by a guy she knew from school. Tonya doesn't know what to do and decides to try and talk with Kelly about what happened to her. The following conversation takes place as Tonya and Kelly walk home from school.

**Tonya** Hey Kelly, what's up?

**Kelly** Nothin' much, I'm so tired today, you know? I stayed up so late last night online.

**Tonya** Yeah.

**Kelly** Are you ok? You seem really quiet today? You didn't even say or eat anything at lunch.

**Tonya** Yeah.

**Kelly** Party too much at John's or what?

**Tonya** No. I didn't even want to go to that party.

**Kelly** Who was there?

**Tonya** The usual boys.

**Kelly** Ian too?

**Tonya** Yeah.

**Narrator** Tonya starts to look upset, looks down at the floor, and tears up.

**Kelly** Hey, what's wrong? What's going on?

**Tonya** Nothing. I...

**Kelly** You don't seem like its nothing. What's wrong?

**Tonya** I am just upset because... I don't even know why I feel so messed up. I just feel so confused.

**Kelly** Why?

**Tonya** Things were messed up at the party.

**Kelly** What are you talking about? What happened?

**Tonya** Ian kissed me.

**Kelly** What?! That's awesome... right?! You had a crush on him, right?!

**Tonya** Yeah, but not like that.

**Kelly** Like what?



*continued on back*



## Activity Continued

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- Tonya** Kelly, it's a long story, I don't know how to talk about it, but if I did tell you would you promise not to tell anyone?
- Narrator** Like many victims of sexual violence, Tonya is uncomfortable talking about what happened. She's scared that her friend may not believe her or may blame her for what happened. Tonya is also uncomfortable talking about sexual things with her friend.
- Kelly** Sure, I won't tell, Tonya, what's up?
- Tonya** Well, Ian tried to do a lot of stuff with me.
- Narrator** Kelly looks confused and isn't sure how to react.
- Tonya** I mean he told me to check out some stuff in the bedroom and then he tried to do everything, you know? Everything.
- Kelly** I don't get it. I thought you liked him.
- Tonya** Yeah but I wasn't trying to do all that on the first date, and it wasn't even a date.
- Kelly** What did you do?
- Tonya** When he was kissing me it was fine but then he was using his hands and stuff and I was like, trying to move away, and I was like, "I gotta go, Ian." Then he says to me, "Your brother is still here and he's driving you, right? So you can't go yet." I tried to think of another excuse but it all happened so fast.
- Kelly** Why didn't you just walk away?
- Tonya** It's not that simple, you know. He had his arms around me and he wasn't listening. And its not that I didn't want to be with him but I didn't want what he was doing.
- Kelly** So what happened?
- Tonya** He pushed me on to the bed and started unbuttoning my pants. I couldn't even look at him, I kept trying to hold his hands back, but he just wouldn't stop. I didn't know what to do.
- Kelly** Why didn't you tell him to stop?
- Tonya** (getting frustrated) I tried... I did! But he wasn't listening, and I just kind of froze.
- Kelly** You should have yelled or something.
- Tonya** Kelly! Why are you making this so difficult?! It's not like I was expecting this. I didn't know what to do. I couldn't believe he was acting this way. Besides, how am I going to just start yelling in the middle of John's party?! No way. Then everyone would know we were in the bedroom together. I didn't even want to be in there like that.
- Narrator** Tonya's reaction during and after the assault is common to many victims of sexual violence. It is not only difficult to react in the moment of the assault, but also hard to talk about it afterwards.



## Activity Continued

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**Narrator** *[TURN TO CLASS AND ASK]:* Even if the victim doesn't yell, or keep fighting back, can it still be considered sexual violence?

(Wait for class response)

*[TURN TO CLASS AND ASK]:* How might Kelly's reaction make Tonya feel?

(Wait for class response)

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### **Part 1 Questions for Discussion:**

1. What could Tonya say if she calls a sexual violence hotline number, counselor, or the police?
2. Why do you think Tonya is hesitant to talk about what happened at the party?
3. What were Tonya's reactions during the sexual assault?
4. Even if Tonya didn't physically fight back against Ian, or even if Tonya had not been allowed to go to the party, does that make the sexual assault her fault?





# Friends Respond to Tonya's Story

## Part 2



**Narrator** Tonya is in the middle of explaining to Sam what happened the other night with Ian.

**Tonya** When Ian pushed me on the bed...he did everything. I didn't even want to do anything with him, at least not yet, but I didn't know what to do, I was kind of shocked and scared too. You know what I mean.

**Sam** I don't exactly know what you mean, Tonya, but I don't have to. I know you shouldn't have to do anything you don't want to. I can't believe you had to deal with that. I can't believe Ian would act like that. That is just really wrong.

**Tonya** I know. I can't believe it either. I guess I didn't really know Ian after all.

**Sam** I'm so sorry that happened to you, Tonya.

**Tonya** I don't know what to do now, because no one will believe me, especially about him.

**Sam** I believe you Tonya.

**Tonya** Thanks, Sam. Thanks for listening to all this. I didn't know who to talk to.

**Narrator** It makes a big difference to Tonya that someone believes her.

**[TURN TO CLASS AND ASK]:** Can the offender be someone the victim knows and liked?

(Wait for class response)

**Tonya** I don't know if I should tell anyone else about this. What would you do?

**Sam** Tonya, it doesn't matter what I'd do, you gotta do whatever is right for you. I know this is a hard situation so maybe you could talk to counselor or something and they could help you decide what to do.

**Tonya** Yeah, there's that hotline I could call. I don't want to talk about this stuff, but I can't stop thinking about it. I liked Ian before, you know, now I'm just so confused. I don't know how I'm going to be able to go to school if he's there. I can't believe he did that to me.

**Sam** I know Tonya. I would be confused too. Maybe you could talk to an adult about this, like maybe someone in your family or the school counselor.

**Narrator** Sam respects that Tonya has to decide who and when to tell others about what happened to her.

*continued on back*



## Activity Continued

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**Tonya** I just wish I hadn't gone to that party. I wasn't even allowed to go, you know, I snuck out. So it's going to be hard to tell my mom.

**Sam** Yeah, but it may help to tell someone. What Ian did was wrong! It's not your fault that he did that to you. I can go with you to tell someone if you want.

**Tonya** Thanks a lot, Sam. I appreciate it.

**Narrator** *[TURN TO CLASS AND ASK]:* How was Sam's reaction different from Kelly's?

(Wait for class response)

## THE END

### Part 2 Questions for Written Reflection:

1. How was Sam's reaction to Tonya more helpful than Kelly's reaction?
2. Describe how you would respond to Tonya. (How would you react to hearing her story? What would you say to her concerns?)
3. If a friend like Tonya asked you for help, what would you do? What information could you share?

# Friends Respond to Tonya's Story

## Part 1

### Directions:

1. Explain to students that this is a two-part skit in which a high school girl tries to tell her friend that she was sexually assaulted by a guy she had liked. The two scenes take place the day after the assault and show two different reactions to Tonya's story. There are times during the skit when the Narrator asks the class questions.
2. Ask for four to five actors to play the following roles: Tonya (the victim), Kelly (the friend in Part 1), Sam (the friend in Part 2), and Narrator (two actors can split the Narrator role). All of these roles can be played by a male or female.

You may also use new actors for the roles in Part 2 to involve more students.

**Narrator** Tonya and Kelly are high school friends. Last night Tonya went to a party with some friends and she was sexually assaulted by a guy she knew from school. Tonya doesn't know what to do and decides to try and talk with Kelly about what happened to her. The following conversation takes place as Tonya and Kelly walk home from school.

**Tonya** Hey Kelly, what's up?

**Kelly** Nothin' much, I'm so tired today, you know? I stayed up so late last night online.

**Tonya** Yeah.

**Kelly** Are you ok? You seem really quiet today? You didn't even say or eat anything at lunch.

**Tonya** Yeah.

**Kelly** Party too much at John's or what?

**Tonya** No. I didn't even want to go to that party.

**Kelly** Who was there?

**Tonya** The usual boys.

**Kelly** Ian too?

**Tonya** Yeah.

**Narrator** Tonya starts to look upset, looks down at the floor, and tears up.

**Kelly** Hey, what's wrong? What's going on?

**Tonya** Nothing. I...

**Kelly** You don't seem like its nothing. What's wrong?

**Tonya** I am just upset because... I don't even know why I feel so messed up. I just feel so confused.



*continued on back*



## Activity Continued

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- Kelly** Why?
- Tonya** Things were messed-up at the party.
- Kelly** What are you talking about? What happened?
- Tonya** Ian kissed me.
- Kelly** What?! That's awesome... right?! You had a crush on him, right?!
- Tonya** Yeah, but not like that.
- Kelly** Like what?
- Tonya** Kelly, it's a long story, I don't know how to talk about it, but if I did tell you would you promise not to tell anyone?
- Narrator** Like many victims of sexual violence, Tonya is uncomfortable talking about what happened. She's scared that her friend may not believe her or may blame her for what happened. Tonya is also uncomfortable talking about sexual things with her friend.
- Kelly** Sure, I won't tell, Tonya, what's up?
- Tonya** Well, Ian tried to do a lot of stuff with me.
- Narrator** Kelly looks confused and isn't sure how to react.
- Tonya** I mean he told me to check out some stuff in the bedroom and then he tried to do everything, you know? Everything.
- Kelly** I don't get it. I thought you liked him.
- Tonya** Yeah but I wasn't trying to do all that on the first date, and it wasn't even a date.
- Kelly** What did you do?
- Tonya** When he was kissing me it was fine but then he was using his hands and stuff and I was like, trying to move away, and I was like, "I gotta go, Ian." Then he says to me, "Your brother is still here and he's driving you, right? So you can't go yet." I tried to think of another excuse but it all happened so fast.
- Kelly** Why didn't you just walk away?
- Tonya** It's not that simple, you know. He had his arms around me and he wasn't listening. And its not that I didn't want to be with him but I didn't want what he was doing.
- Kelly** So what happened?
- Tonya** He pushed me on to the bed and started unbuttoning my pants. I couldn't even look at him, I kept trying to hold his hands back, but he just wouldn't stop. I didn't know what to do.
- Kelly** Why didn't you tell him to stop?

## Activity Continued

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**Tonya** (getting frustrated) I tried... I did! But he wasn't listening, and I just kind of froze.

**Kelly** You should have yelled or something.

**Tonya** Kelly! Why are you making this so difficult?! It's not like I was expecting this. I didn't know what to do. I couldn't believe he was acting this way. Besides, how am I going to just start yelling in the middle of John's party?! No way. Then everyone would know we were in the bedroom together. I didn't even want to be in there like that.

**Narrator** Tonya's reaction during and after the assault is common to many victims of sexual violence. It is not only difficult to react in the moment of the assault, but also hard to talk about it afterwards.

**[TURN TO CLASS AND ASK]:** Even if the victim doesn't yell, or keep fighting back, can it still be considered sexual violence?

(Wait for class response)

**[TURN TO CLASS AND ASK]:** How might Kelly's reaction make Tonya feel?

(Wait for class response)

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### **Part 1 Questions for Discussion:**

1. What could Tonya say if she calls a sexual violence hotline number, counselor, or the police?

***She could say that she needs someone to talk to. She could talk about what happened, and how she feels and she could ask questions. If she feels too uncomfortable talking about what happened, she could tell the counselor that as well.***

2. Why do you think Tonya is hesitant to talk about what happened at the party?

***Talking about what happened will make her think about the incident. Tonya may want to forget about what happened. She might fear that others will blame her for the sexual assault. It can also be uncomfortable to talk about sexual activity.***

3. What were Tonya's reactions during the sexual assault?

***She froze. She was in shock about what was happening and didn't know how to react. She tried to hold his hands back and felt scared and embarrassed. She felt like everything was happening so fast.***

4. Even if Tonya didn't physically fight back against Ian, or even if Tonya had not been allowed to go to the party, does that make the sexual assault her fault?

***No, it's not. Ian is at fault for the assault. Even though Tonya might have disobeyed her parents by going to the party, and even though she wasn't able to stop the assault, it doesn't mean she's at fault for what Ian did.***





# Friends Respond to Tonya's Story

## Part 2

### Directions:

1. After class discussion about Part 1, explain that students will view a new scene between Tonya and Sam.
2. At the end of Part 2, ask students to write their answers to the questions for reflection.

**Narrator** Tonya is in the middle of explaining to Sam what happened the other night with Ian.

**Tonya** ...When Ian pushed me on the bed...he did everything. I didn't even want to do anything with him, at least not yet, but I didn't know what to do, I was kind of shocked and scared too. You know what I mean.

**Sam** I don't exactly know what you mean, Tonya, but I don't have to. I know you shouldn't have to do anything you don't want to. I can't believe you had to deal with that. I can't believe Ian would act like that. That is just really wrong.

**Tonya** I know. I can't believe it either. I guess I didn't really know Ian after all.

**Sam** I'm so sorry that happened to you, Tonya.

**Tonya** I don't know what to do now, because no one will believe me, especially about him.

**Sam** I believe you Tonya.

**Tonya** Thanks, Sam. Thanks for listening to all this. I didn't know who to talk to.

**Narrator** It makes a big difference to Tonya that someone believes her.

**[TURN TO CLASS AND ASK]:** Can the offender be someone the victim knows and liked?

(Wait for class response)

**Tonya** I don't know if I should tell anyone else about this. What would you do?

**Sam** Tonya, it doesn't matter what I'd do, you gotta do whatever is right for you. I know this is a hard situation so maybe you could talk to counselor or something and they could help you decide what to do.

**Tonya** Yeah, there's that hotline I could call. I don't want to talk about this stuff, but I can't stop thinking about it. I liked Ian before, you know, now I'm just so confused. I don't know how I'm going to be able to go to school if he's there. I can't believe he did that to me.

**Sam** I know Tonya. I would be confused too. Maybe you could talk to an adult about this, like maybe someone in your family or the school counselor.

**Narrator** Sam respects that Tonya has to decide who and when to tell others about what happened to her.

*continued on back*



## Activity Continued

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**Tonya** I just wish I hadn't gone to that party. I wasn't even allowed to go, you know, I snuck out. So it's going to be hard to tell my mom.

**Sam** Yeah, but it may help to tell someone. What Ian did was wrong! It's not your fault that he did that to you. I can go with you to tell someone if you want.

**Tonya** Thanks a lot, Sam. I appreciate it.

**Narrator** *[TURN TO CLASS AND ASK]:* How was Sam's reaction different from Kelly's?

(Wait for class response)

(Sam was more respectful and understanding. He listened to Tonya and believed her. He said supportive comments and offered to help Tonya get help.)

## THE END

### Part 2 Questions for Written Reflection:

1. How was Sam's reaction more helpful to Kelly?

***He was more respectful and believed her. He listened instead of interrupting and was understanding. He offered to get Tonya help.***

2. Describe how you would respond to Tonya. (How would you react to hearing her story? What would you say to her concerns?)

***Answers will vary, but should include:***

- ***It's not your fault.***
- ***I believe you.***
- ***There is help when you are ready.***

3. If a friend like Tonya asked you for help, what would you do? What information could you share?

***Answers will vary***

# Letter to Survivor

**Directions:**

Write a supportive letter to a victim of sexual violence. Share how to access health services and/or resources as part of your letter.

Dear \_\_\_\_\_,

[illegible]

Sincerely,

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# Promote Respect

## Prevent Sexual Violence

**Directions:** Create and display a message that educates others about sexual violence and respectful behavior. Or design a means (commercial, poster, activity etc.) to teach others how to be more respectful, how to prevent crossing boundaries or how to be a helpful bystander.

### Examples:

#### A. The beginning of a rap or poem:

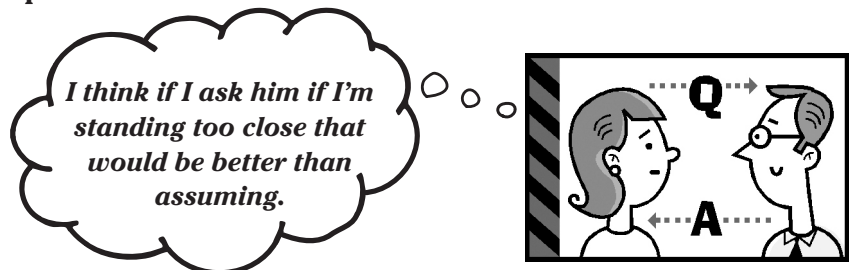
*Don't believe the hype,  
just a stereotype  
that misplaces blame  
and victims feel the shame*

#### B. Poster

LIES	FACTS
It only happens to women.	It happens to men and women.
Offenders are creepy old men.	Offenders are usually someone you know and even trust.
Sexual violence usually involves a weapon.	Sexual violence is more about pressure, trickery and manipulation.

#### C. Create a script for TV or radio that shows the truth about sexual violence, such as the [respect] media campaign public service announcements.

#### D. Draw a poster.





# [respect] Comprehensive Review

1. **Define sexual violence.**

2. **List the four types of sexual violence.**

3. **Pick the statement that is most accurate:**

- a. A guy cannot be sexually harassed.
- b. Sexual violence only happens at night.
- c. Sex offenders typically use physical force and weapons on the victim.
- d. Sex offenders are usually people the victim knows and often trusts.

4a. **Is the following sexual violence? Why or why not?**

*Patty and her friends have never liked Darla. Lately they have been spreading hurtful comments online about her body and rumors about her having sex with another student at their school.*

b. **If you heard what Patty and her friends were doing, how could you be a helpful bystander to support Darla?**

5. **What are three ways to prevent crossing someone's boundaries?**

6. **Fill in the blanks:**

- a. \_\_\_\_\_, instead of assume when it comes to another person's boundaries or comfort level.
- b. \_\_\_\_\_ is mutual agreement or permission.
- c. A person cannot legally give permission for sexual activity if they are under \_\_\_\_\_ years old.



## Activity Continued

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7. **Lindsey is 15 years old and her boyfriend, Steven, is 22 years old. Steven wants to have sex with Lindsey. Can Lindsey and Steven legally engage in sexual activity?**
  - a. Yes
  - b. No
  - c. Need more information.
  
8. **Shantae sometimes feels very uncomfortable around her older cousin. He makes comments about how sexy she is and always asks her if she has a boyfriend. The last time she hung out with him, he told her, “Good thing you don’t have a boyfriend, otherwise I might get jealous.”**
  - a. If you were Shantae, what are two things you could do or say to communicate how you feel and/or what you want to your cousin?
  
9. **Imagine that your friend told you that they were sexually assaulted.**
  - a. What could you say to your friend to be supportive?
  
  
  
  
  
  
  
  
  
  
  - b. List two resources (people, places or phone numbers) that you could share so they can access more help.



# [respect] Comprehensive Review

1. **Define sexual violence.**

*Sexual violence is any sexual activity that is unwanted, tricked or forced.*

2. **List the four types of sexual violence.**

*Sexual Harassment, Exposure, Sexual Touching, and Sexual Penetration.*

3. **Pick the statement that is most accurate:**

- a. A guy cannot be sexually harassed.
- b. Sexual violence only happens at night.
- c. Sex offenders typically use physical force and weapons on the victim.
- d. *Sex offenders are usually people the victim knows and often trusts.*

4a. **Is the following sexual violence? Why or why not?**

*Patty and her friends have never liked Darla. Lately they have been spreading hurtful comments online about her body and rumors about her having sex with another student at their school.*

**Answer:** Yes. This situation is an example of sexual violence because Darla is being sexually harassed by Patty. Patty is repeatedly posting unwanted sexual comments about Darla online.

b. **If you heard what Patty and her friends were doing, how could you be a helpful bystander to support Darla?**

**Answer:** I could tell Patty to stop posting comments about Darla online. I could tell Patty to apologize about the comments. I could tell Darla that what Patty is doing is wrong and suggest that we talk to an adult about the situation.

5. **What are three ways to prevent crossing someone's boundaries?**

**Answer:**

- Check in or ask the person if they are ok with the situation.
- Pay attention to verbal and nonverbal clues about boundaries.
- Respect someone if they say "No".

6. **Fill in the blanks:**

- a. ASK , instead of assume when it comes to another person's boundaries or comfort level.
- b. Consent is mutual agreement or permission.
- c. A person cannot legally give permission for sexual activity if they are under 14 years old.

## Activity Continued

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7. **Lindsey is 15 years old and her boyfriend, Steven, is 22 years old. Steven wants to have sex with Lindsey. Can Lindsey and Steven legally engage in sexual activity?**

a. Yes

**b. No**

c. Need more information.

8. **Shantae sometimes feels very uncomfortable around her older cousin. He makes comments about how sexy she is and always asks her if she has a boyfriend. The last time she hung out with him, he told her, “Good thing you don’t have a boyfriend, otherwise I might get jealous.”**

a. If you were Shantae, what are two things you could do or say to communicate how you feel and/or what you want to your cousin?

**Answers:** *“I don’t feel comfortable when you talk about my body and tell me I’m sexy.”*

*“Stop asking me if I have a boyfriend.” or “You shouldn’t talk to me like that.”*

*Invite another family member or friend to hang out with her and her cousin so she does not need to be alone with him.*

9. **Imagine that your friend told you that they were sexually assaulted.**

a. What could you say to your friend to be supportive?

**Answers:** *I believe you. It’s not your fault. There is help for you when you are ready.*

b. List two resources (people, places or phone numbers) that you could share so they can access more help.

**Answers:** *School counselor, other knowledgeable/trusted adult*

*Sexual assault service providers:*

*Healing Hearts Crisis Center, 647-5351*

*Crisis Hotline: 647-8833/647-8834*

*Child Protective Services, 475-2672/2653*

*GPD, 911*



## SECTION 6



### Meeting HCPS III:

# [respect] High School 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: (HS.1.1): Predict how healthy behaviors can affect health status.

Benchmark: (HS.1.2): Evaluate the interrelationships of physical, mental/emotional, and social health.

Benchmark: (HS.1.3): Analyze how environment influences personal and community health.

Benchmark: (HS.1.4): Analyze how genetics and family history can impact personal health.

Benchmark: (HS.1.5): Propose ways to reduce or prevent injuries and health problems.

Benchmark: (HS.1.7): Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

Benchmark: (HS.1.8): Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

Benchmark: (HS.1.9): Analyze the potential effects of unhealthy behaviors and propose ways to avoid risky behaviors.

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

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

### Lessons 1 and 6:

Students learn how to recognize and avoid sexual violence. Specifically students learn how to (1) identify sexual violence as any sexual activity that is unwanted, tricked or forced, (2) identify four different types of sexual violence and (3) describe six distinguishing characteristics or facts about sexual violence (who, what, where, when and why).

Furthermore, the opportunity is provided for students to relate to and empathize with victims of sexual violence. This helps students understand the negative consequences of sexually abusive behavior and recognize if they themselves have behaved abusively or experienced sexual violence. Students describe the impacts of sexual violence on victims.

Students know how to access helpful resources in school and in the community in order to report sexual violence and/or disclose about sexual violence and seek help.

Students describe and know how to apply three strategies to prevent crossing boundaries. Students reduce their likelihood of behaving in a sexually abusive



way by checking in with others, paying attention to nonverbal signals and respectfully responding to boundary-setting behavior or any form of, “No.”

Finally, students define consent, describe important features of Guam’s Age of Consent law and apply their understanding to scenarios to determine if legal consent is present. This knowledge and practice helps students avoid harmful or potentially harmful behaviors and 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: (HS.3.1): Evaluate the validity of health information, products and services.

Benchmark: (HS.3.2): Utilize resources from home, school and the community that provide valid health information.

Benchmark: (HS.3.3): Determine the accessibility of products that enhance health.

Benchmark: (HS.3.4): Determine when professional health services may be required.

Benchmark: (HS.3.5): Access valid and reliable health product and services.

### **Lessons 1 and 6:**

Students access local and national resources that offer information and support related to sexual violence prevention and recovery. Students practice accessing online information and services, particularly as offered by the Healing Hearts Crisis Center.

By participating in and/or watching a peer-acted skit students learn when to access or offer resources, such as a sexual violence hotline number or the school counselor, to a friend who is a victim of sexual violence.

In a letter format, students write what they would say to a victim of sexual violence and explain how to access support and services. Students share helpful information in a respectful manner.



## **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: (HS.7.1):** Analyze the role of individual responsibility for enhancing health.

**Benchmark: (HS.7.2):** Analyze the benefit of responsible behaviors that lead to a healthy lifestyle.

**Benchmark: (HS.7.3):** Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Benchmark: (HS.7.4):** Develop and practice skills to avoid risky behaviors.

**Benchmark: (HS.7.5):** Demonstrate the use of resiliency skills and other life skills.

**Benchmark: (HS.7.6):** Design, implement, and evaluate strategies to manage stress.

**Lessons 3, 4 and 5:**

Students compare and analyze disrespectful and respectful behaviors in terms of how to prevent crossing boundaries and how to communicate ones' boundaries. Students describe how to manage their own behavior and desires in situations that could lead to crossing another person's boundaries. Students examine how to prevent behaving in a sexually abusive way and how to respond respectfully to situations in which they are told any form of, "No".

Students evaluate and compare the effectiveness of strategies to prevent crossing boundaries and the impacts of sexually abusive or boundary crossing behaviors. Students evaluate others' behavior in scenarios and skits to compare strategies and distinguish between respectful and harmful behaviors. As students evaluate others' behaviors, they describe what strategies were used and what strategies *could be* used to reduce risk. Students also describe how best to show respect, cope with and/or improve a harmful or potentially harmful situation.

In situations in which boundaries are crossed, students evaluate and compare how to respond to reduce their risk, how to avoid or report the situation as needed and how to communicate and assert boundaries.

Students also compare three ways to react as a bystander to sexual violence, reacting in either a helpful, harmful or passive way. Students compare their own and others' different responses to bystander incidents.

**Lessons 3, 4 and 5:**

Students evaluate behaviors related to communicating, crossing and respecting boundaries. Students evaluate their comfort level in various situations and recognize differences between themselves and their peers.

Students evaluate personal choices as they assess the effectiveness of others' communication skills and boundary setting skills in a brief video of an intimate relationship, in student-acted skits and in written scenarios. Students also explain and justify their choices of behavior in risky situations or situations that are potentially harmful and explain how to avoid committing any form of sexual violence (part of Standard 6).

Furthermore, students evaluate their own behavior and factors that impact their behavior as bystanders in harmful or potentially harmful situations. Students evaluate their own and others' experiences as bystanders, what actions were taken and why, and what alternative behaviors could be appropriate and why. Students evaluate their personal behaviors and responses to bystander incidents.



## 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: (HS.4.1):** Utilize skills for communicating effectively with family, peers, and other to enhance health.

**Benchmark: (HS.4.2):** Analyze how refusal skills enhance health and reduce health risks.

**Benchmark: (HS.4.3):** Select and utilize various strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Benchmark: (HS.4.4):** Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Benchmark: (HS.4.5):** Analyze the possible causes and effects of conflicts in schools, families, and communities.

### Lessons 4 and 5:

Students demonstrate effective skills to communicate boundaries and avoid potentially harmful situations. Students use verbal and/or nonverbal communication skills and actions to communicate personal boundaries ahead of time and to communicate boundaries after they are crossed in order to decrease the risk of victimization. Students respond to a variety of situations that involve, or may potentially lead to, sexual abuse.

Students learn not to make assumptions when it comes to other people's boundaries and comfort levels. They learn to ask versus assume, to check in with others and to pay attention to nonverbal signals. As risk reduction measures, students learn to make decisions about boundaries ahead of time and know how to communicate their boundaries or needs in potentially harmful situations.

Students also learn to communicate as a helpful bystander in order to help others avoid harmful or potentially harmful situations. Students share past and/or present experiences of communicating as a bystander and students practice appropriate communication skills in a role play with someone who has offensive and harmful behavior. Students describe appropriate responses as a bystander to situations that involve sexual abuse.



## Health Education Standard 5: Decision-Making

Demonstrate the ability to use decision making skills to enhance health.

**Topic** Decision-Making across Topic Areas

**Benchmark: (HS.5.1):** Examine barriers that can hinder healthy decision making.

**Benchmark: (HS.5.2):** Determine the value of applying a thoughtful decision making process in health-related situations.

**Benchmark: (HS.5.3):** Justify when individual and collaborative decision making is appropriate.

**Benchmark: (HS.5.4):** Generate alternatives to health-related issues or problems.

**Benchmark: (HS.5.5):** Defend the healthy choices when making decisions.

**Benchmark: (HS.5.6):** Evaluate the effectiveness of health-related decisions.

**Benchmark: (HS.5.7):** Develop and practice decision making skills.

## Health Education Standard 6: Goal-Setting

Demonstrate the ability to use goal setting skills to enhance health.

**Topic** Decision-Making across Topic Areas

Benchmark: (HS.6.1): Access personal health practices and overall health status.

Benchmark: (HS.6.2): Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

Benchmark: (HS.6.3): Demonstrate the ability to design and implement a plan for achieving a personal health goal.

Benchmark: (HS.6.4): Formulate and implement an effective long-term personal health plan.

### Lessons 4 and 5:

Students evaluate potentially harmful situations and decide what specific actions to take and why in order to decrease their risk of committing any form of sexual violence.

Students determine how they will respond to risky situations, including how they will avoid crossing boundaries. Students decide how they will check in, pay attention to nonverbal signals, and respond to rejection or boundary setting responses.

Similarly, students evaluate potentially harmful situations and decide how to communicate boundaries in order to decrease their risk of victimization or continued victimization.

Students determine how to safely respond if their boundaries or comfort levels are crossed.

Students decide and describe how they would respond as a bystander to risky situations and situations with sexual violence. Students decide what type of bystander they can or want to be and how they will behave accordingly.



## Health Education Standard 7: Health Advocacy

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

**Topic** Advocacy across Topic Areas

Benchmark: (HS.8.1): Utilize accurate peer and societal norms to formulate a health enhancing message.

Benchmark: (HS.8.2): Evaluate strategies that influence and encourage others to make positive health choices.

Benchmark: (HS.8.3): Work cooperatively as an advocate for improving personal, family, and community health.

Benchmark: (HS.8.4): Adapt health messages and/or communication techniques to target a specific audience.

Benchmark: (HS.8.5): Employ life skills that promote healthy, productive, and functional lives.

Benchmark: (HS.8.6): Develop and articulate personal opinions about health issues.

### Lesson 6:

Students demonstrate how to be a helpful friend to someone who discloses sexual violence. Students demonstrate, in writing, ways to respectfully encourage friends and/or victims to seek support.

Students analyze helpful and non-helpful behavior and practice supportive advocacy in a letter to a victim.

Students publicly advocate for sexual violence prevention through a creative project.







## SECTION 7

# Internet Safety Education

Online sexual victimization is a serious and growing concern. The internet has dramatically increased sexual predator access to young people and online sexual harassment or cyberbullying is on the rise (see **Dangers Online** page 29). Internet safety education is an important tool to address the dangers of online sexual victimization.

### Internet Safety Education Resource for Teachers:

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i-SAFE Inc., a leader in internet safety education nationwide, provides free professional development training, K-12th grade curriculum, educational programs and materials for the community. Information on their program is included in this section and online at [www.isafe.org](http://www.isafe.org).

i-SAFE, Inc. partners with Hawaii educators statewide. For more information and a list of partner schools visit [www.isafe.org](http://www.isafe.org) (click on “About i-SAFE” tab at top, then click on “i-SAFE in your state” icon on lower left side of screen).

The Hawaii Department of Education has partnered with i-SAFE, Inc since 2004. For more information visit the DOE website [www.k12.hi.us/internet\\_safety.html](http://www.k12.hi.us/internet_safety.html).



For more information about the **e-Safety curriculum** for the classroom visit [www.isafe.org](http://www.isafe.org) (click on Educators tab at the top, then choose Educator Information in the left column.) The following topics are covered:

1. Professional Development Program (PDP)
2. i-SAFE Subscriptions
3. Curriculum Overview
4. Activity/Resource Pages
5. i-Buddy Zone
6. Assessments
7. Cooperative Agreement
8. Dig Deeper

*Dig Deeper Articles:*

Articles related to sexual violence listed in bold:

- Copyright Basics
- **Beware of the Cyber Bully**
- Understanding Peer-to-Peer Networking
- The Value of Acceptable Use Policies (AUPs)
- **The Promise and Perils of Blogging**



# **i-SAFE, Inc** ([www.isafe.org](http://www.isafe.org))

## **Grades 9–12 Lessons, Activities, and Webcasts**

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Lessons related to sexual violence prevention listed (in bold) below:

### **Video Webcasts**

#### **Privacy and the Internet**

#### **Cyber Relationships**

Intellectual Property Theft

Malicious Code

Cyber Citizenship

Social Issues

#### **Pornography on the Web**

**Cyber Harassment** (may also be used for grades 6 through 8)

### **Non-Webcast Lessons**

Music Rules: Learn B4 U Burn Unit

Cyber Community – Survey Activity

Online Freedoms and the Culture of the Internet Community

#### **Online Relationships**

Online Gambling

#### **Online Privacy**

Identity Theft

Online Shopping Risks

Legal Issues of Internet Safety

#### **Social Networking Risks**







## APPENDICES



# Common Teen Questions About Sexual Violence

### I. Peer Relationships & Abuse

#### 1. What are the first signs of being in an abusive relationship?

There are many signs of an abusive relationship. Some signs include a partner who is jealous and possessive toward you, wants to control what you do and who you see, doesn't respect your opinions or feelings, or pressures you into sexual activity. For more information about abusive relationships and what you can do about them, visit [www.loveisrespect.org](http://www.loveisrespect.org). You can text for help, or talk to their peer mentors. For help via phone, in Hawaii call the Domestic Violence Action Center Hotline at 531-3771, or you can call the National Teen Dating Abuse Helpline 1-866-331-9474.

#### 2. What if your partner says “no” to sex, but you know they really mean “yes”?

If your partner says “no” to any type of sexual activity, STOP! Do not assume you know what someone else wants or doesn't want. Even if your partner doesn't say “no” or you are not sure how she or he feels, check in with them before going any further.

#### 3. Is it wrong to have a boyfriend/girlfriend much older than you?

Older boyfriends or girlfriends are more likely to expect their relationships to include sex, and many teens aren't ready for sex. The teen could feel pressure from the older person and have a difficult time saying “no”. In fact, that is one of the reasons why there are laws about younger teens and sexual activity.



## Guam Laws

**Age of Consent:** Age you need to be in order to legally consent to sexual activity.

- The Age of Consent in Guam is 16 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.

### 4. How do I know if someone is going to sexually assault me?

Unfortunately, it is difficult to predict if and when someone will sexually assault you, but there are things you can do to reduce your risk:

- trust your “gut” feelings about a person or situation and take actions to protect yourself.
- avoid one-on-one situations with people you don’t know very well.
- don’t drink alcohol or take drugs.
- use a buddy system in risky social situations.
- communicate your sexual boundaries with your partner.
- let a friend/parent know where you are going.

### 5. What if a girl says “yes” to sex and then while you’re doing it she says “no”, but you still have sex with her. Is that sexual abuse?

Yes. If your partner says “no” and you don’t stop, that is abuse. A person has the right to change their mind anytime about sexual activity, including during sexual activity. Their partner has a responsibility to respect their sexual boundaries.

### 6. What if my boyfriend asks me to have sex with him and I don’t want to, but he says if I don’t he will leave/break up with me?

You have the right to decide for yourself if or when you want to have sexual activity. That decision should be made without force, pressure, or threats from a partner. You deserve to be with someone who respects you and your choices.

## **II. Who is to Blame?**

- 1. If someone is doing something risky at the time they are sexually assaulted (i.e. getting drunk, using drugs, hanging out with the wrong crowd), are they partly to blame for the assault?**

No. A person may put themselves at risk, but they are never to blame for being sexually assaulted. No one asks to be sexually violated. The offender is 100% at fault.

- 2. Can you be accused of rape if you had sex with someone who was drunk, who didn't say no at the time, but later accused you of rape?**

Any type of drug, including alcohol, decreases a person's ability to decide whether or not they want to engage in sexual activity. In fact, someone who is very intoxicated can not legally consent to sexual activity. Sex without consent is rape.

## **III. Is this sexual assault?**

- 1. If a woman felt threatened or pressured into having sexual activity, but didn't say or do anything to stop it, would it be rape if she and her partner had sex?**

If the woman accused her partner of rape it would be up to a jury to decide whether he was guilty or innocent. Bottom line: It is difficult to know what another person wants or is feeling. If in doubt, ask them and respect their wishes. Good communication between partners before sexual activity reduces the chances of being a perpetrator or victim of sexual violence.

- 2. Is it possible for a female to rape a male?**

Yes, although it is much less common than a male raping a female. Also, people of the same gender can sexually assault one another. Any type of sexual assault is a serious crime. Note: Rape is a type of penetration. Penetration is more than just sexual intercourse. It can include a person inserting a penis, finger, tongue or object into another person's vagina, anus or mouth.



**3. If a man gets an erection when he is getting raped (or a woman's body seems to be aroused) can it still be considered a rape?**

Yes. Sometimes the body reacts in a physical way during a sexual assault. The way a person's body reacts does not determine whether or not it is rape. The determining factor is whether or not the sexual activity was wanted or unwanted. Any forced or tricked sexual activity is sexual violence.

#### **IV. Regarding Victims**

**1. What would you do if you know someone is being abused, but he or she doesn't want you to tell?**

There are several things you could do:

- let them know that what happened is not their fault and you believe them.
- share with them what you have learned about sexual violence in class.
- encourage them to tell a trusted adult what happened.
- give them a sex assault hotline number to call for help or information (see page 51).

They don't have to give their name when they call a hotline if they don't want to, and can still get information and advice. However, if you believe your friend is in serious danger, be sure and tell an adult you trust right away.

**2. What if the person who sexually assaulted you threatened to hurt/kill you?**

That is a difficult and scary situation. The best way to get the abuse to stop and to feel safe is to reach out for help. Go to a trusted adult for protection and advice. You can also call your local sex assault hotline number (page 51) for help. Remember, you deserve to be safe.

**3. When someone is sexually abused when they are young, why do they sometimes continue to get abused or end up becoming a prostitute or exotic dancer? You'd think the opposite would be true.**

Sometimes, a young sexual abuse victim can grow up feeling bad about herself or himself. They may not be able to protect themselves or

to set firm boundaries. Being abused at an early age can also confuse the victim - they learn to connect sexual activity with affection because often the person who sexually abused them also gave them positive things, such as special attention and gifts. This can lead them to believe that their value lies in using their body in sexual ways to please others.

**4. How long does it take for a person to recover from being raped?**

Every person is different and experiences rape in their own way. The time it takes to recover can vary a great deal from one person to another. Even though a victim may never totally forget what happened, most recover and move forward in their lives with greater confidence in their ability to handle life's challenges.

**5. What if you have been sexually assaulted but don't want to tell anyone about it, not even your parents?**

Most victims of sexual assault feel better after talking to someone they trust. If telling your parents right now is too difficult, who else could you tell? Think of trusted adults in your life. Who would listen and help you? How about your school counselor? You could also consider calling your local sex assault hotline for information and help. Their trained counselors can listen, offer support and help you decide what to do next. They also can tell you about their free medical/legal exams.

**6. If a woman became pregnant from rape, does she have to give up the child?**

There is no law stating that a woman must give up the child.

**7. What if my friend raped me but he told me not to tell everyone. What am I supposed to do?**

Offenders often try to pressure or threaten the victim to not tell. This makes telling very difficult. But remember, your safety comes first. Also, if you have medical or emotional problems you may need help right away. Think of trusted people in your life. Who would listen and help you? You can also call your local sex assault hotline number (page 51). A trained counselor can listen and help you decide what to do next.



## **V. Why does Sexual Assault/Abuse Happen?**

### **1. Why do people rape or sexually assault others? Isn't it an uncontrollable urge for sex?**

Sexual desire or urges can be strong in males and females, but they are controllable. People who sexually assault others decide to put their needs first, violating the rights and choices of the other person. Sex offenders use their power to control others. Sexual assault is not about “uncontrollable sexual urges”, it is an act of violence.

### **2. What causes someone to be a sex offender?**

There are various reasons why someone becomes a sex offender. Some experts believe that certain individuals are more likely to become offenders due to their biological make-up or personality characteristics. However, many experts agree that sex offenders (over 95% of them male) hold certain beliefs that lead them to abuse others, such as the belief that men are superior to women; that they have a right to sex whenever they want it, or that men should be tough and aggressive. Also, research shows that frequent use of pornography is common among those who sexually offend others. Finally, while many sex offenders were sexually abused as children, most victims of sexual abuse do not become offenders.

## **VI. General Questions about Sexual Violence**

### **1. What kind of punishments do sex offenders receive?**

Sex offenders can receive a variety of punishments, depending on the nature of the crime. Sexual assaults can be Class A, B or C felonies and sentences can range from a few years to many years in prison.

### **2. Do guys rape other guys (or women rape other women)?**

Yes. Men and women can rape or sexually assault someone of the same gender.

Note: Rape is a type of penetration. Penetration is more than just sexual intercourse. It can include a person inserting a penis, finger, tongue or object into another person's vagina, anus or mouth.

### **3. Is being raped and molested the same thing?**

No. Rape is a type of penetration and usually refers to unwanted or forced sexual intercourse. Molestation, on the other hand, can refer to range of unwanted sexual activity including touching or fondling.

#### **4. Am I likely to get raped?**

It is estimated that 1 in 6 girls and 1 in 16 boys will be sexually abused before the age of 18. There is no way to predict who will be sexually assaulted. But there are ways to reduce your risk, such as:

- trust your “gut” feelings about a person or situation and take actions to protect yourself.
- avoid one-on-one situations with people you don’t know very well.
- don’t drink alcohol or take drugs.
- use a buddy system in risky social situations.
- communicate your sexual boundaries with your partner.
- let a friend/parent know where you are going.







# Talk About Being Knocked for a Loop

Brian is in eighth grade. He lives in the city and walks three blocks to his house after getting off the school bus each afternoon. Walking home one afternoon, he saw some older boys—not from his neighborhood—walking toward him. After he passed them, he felt somebody push him from behind, and he fell to his knees. He dropped his book bag and CD player and headphones. One of the boys told Brian to give him his CD player—Brian’s most prized possession. It was a birthday gift from his father, and he listened to it every day on the way to and from school. When he didn’t hand it over, the boys pushed him again. One of the boys pulled a gun out of his pocket and demanded the CD player and headphones. Brian cried as they ripped it out of his hands and ran off.

## WHEN VICTIMIZATION COLLIDES WITH NORMAL TEENAGE UPS AND DOWNS

As a victim, Brian may experience any or all of the following reactions in the immediate aftermath of the crime:

- Shock
- Numbness
- Loss of control
- Disorientation
- Helplessness
- Sense of vulnerability
- Fear

Although all of these reactions are a normal response to an overwhelming incident such as the robbery Brian experienced, to many victims (and, sadly, to their families and friends as well), these reactions are a sign of weakness. Victims have a tendency to blame themselves for “allowing” the crime to happen. If adult victims see themselves as weak, imagine the feelings of an adolescent boy who naturally judges himself on how well he measures up to standards of manliness set by society and his peers!

Victimization can impact adolescents in each of the crucial areas of adolescent development.

### Physical Development

**Puberty:** While all early adolescents undergoing the massive changes of puberty wonder whether they are normal, those who have been victimized often are convinced that they are *not* normal. Victimization intensifies their feelings of awkwardness and makes them feel even more removed from their peers.

**Body image:** When early adolescents are sexually abused or assaulted, it can be difficult for them to avoid associating the victimization with their own changing bodies. They may try to hide their bodies, believing that the changes of puberty brought on the victimization. They may also believe that if they were bigger, stronger, skinnier, etc., the crime would not have happened. Middle adolescents or those who are multiple or chronic victims of sexual assault may begin to believe that their bodies are “only good for one thing,” or they may become promiscuous in an effort to reclaim control over their own sexuality.

*Victimized teens may isolate themselves, believing that no one understands what they are going through.*

**Sexual identity:** When adolescents are sexually abused or assaulted by someone of the same sex, they often wonder if they were targeted because they were in some way perceived as gay or if the abuse will “make them gay.” While there is no evidence of a correlation between victimization and subsequent sexual orientation, these victims are more likely to question their sexual orientation. Victim service providers should be sympathetic to this questioning while clarifying for young victims that sexual aggression is not connected to sexual orientation, for victims or for offenders. In fact, most people who commit same-sex sexual assault actually identify themselves as heterosexual.

### **Cognitive Development**

**Concrete thinking:** When youth become victims during early adolescence before they have developed abstract thinking skills, they are likely to believe that the current reality will be permanent. They lack the perspective of experience and the abstract and critical thinking skills that would enable them to imagine a different reality. An early adolescent victim may think that the painful feelings accompanying his or her victimization will last a lifetime or even that the victimization itself will never end.

**Abstract and critical thinking:** Older adolescents begin to ask “why” and “how” questions as they ponder meaning and cause and effect. But because teens often lack enough experience to provide valid answers to these questions, the answers they come up with often point back to themselves. The victimized teen in the critical thinking phase may wonder, “What did I do to deserve this?” “Why didn’t I prevent this from happening?” “What does this say about me as a person?”

### **Social Development**

**Peer group involvement:** Victimization can lead to several different peer dynamics. Some peer groups offer support that adults cannot, and very strong bonds of friendship can often stand the test of traumatic experiences. On the other hand, victimized teens may isolate themselves, believing that no one understands what they are going through, or they may be “kicked out” of their group of friends because of victim-blaming, especially if the victim speaks out against a popular offender.

**“The wrong crowd”:** Teens connect with people who are like themselves. Many victimized teens identify with others who are experiencing similar feelings of anger, betrayal, or isolation, though these teens usually don’t articulate the source of those feelings to one another. Adults and other teens may see these groups as “the bad kids” because they are more likely to use and abuse substances, skip school, and get into trouble.

**Withdrawal or aggression:** Victimization can lead normally social teens to withdraw, or it can lead to aggressive behavior in normally placid kids. It is important to recognize a change from the teen’s normal pattern.

### **Emotional Development**

**Mood swings:** Teens are already experiencing dramatic highs and lows. Add to that the emotional reactions to crime, such as anger, fear, confusion, guilt, and frustration, and a “moody” teen may develop a “dark cloud” of negative emotions. Such teens generally have trouble finding acceptance from adults and peers alike.

**Emotional control:** The adolescent struggle for autonomy, when combined with the stressful emotional states that accompany victimization,



*For an adolescent, victimization  
may intensify negative feelings,  
sometimes to the point of despair.*

may produce a troubling dilemma. Teens may believe that they should be able to handle their own feelings and reactions, but when they find that they can't control their emotions, they may be filled with fear, anxiety, and self-doubt. It never occurs to most teens to turn to victim service providers who have information to help them handle these normal reactions to criminal victimization. The teens don't understand that these reactions are normal, that feelings may change rapidly, and that things can get better.

*The "Big Four":* Four typical reactions to crime are particularly damaging for teens:

- Isolation—Feeling different from the peer group, the teen either drops this group of friends or finds that they have dropped him or her.
- Helplessness—The teen feels that nothing can be done to change the situation and that no one can or will help or that no one cares.
- Hopelessness—The teen loses hope that life will return to normal or that the future will be better.
- Powerlessness—The teen feels that he or she has no control and no personal power.

All victims may experience these feelings, but for a teenager, who may already be experiencing feelings like these as a normal part of adolescence, they can be especially destructive. For an adolescent, victimization may intensify these negative feelings, sometimes to the point of despair.

## **Adult Identity Development**

*Identity:* An adolescent victim who is in the throes of developing an adult identity may incorporate weakness or vulnerability as major elements of that identity. Alternatively, the victim may decide

to be "tough" or "strong." This may be constructive (the former victim goes on to advocate for the weak and vulnerable) or destructive (the victim engages in bullying or abuse).

*Autonomy:* Some adolescent victims experience regression to earlier, childlike behaviors. Believing that they are not able to take care of themselves, they pull back from autonomy and become clingy with their parents or friends.

*Risk-taking:* All adolescents take some emotional and physical risks. Victimization—particularly repeat or chronic victimization—can turn normal risk-taking into recklessness. Victimized teens are more likely to abuse substances, engage in unprotected sex or sex with multiple partners, commit crimes, and attempt or complete suicide.<sup>1</sup>

Working with teens is not a science, and it isn't always easy to distinguish between normal adolescent behavior and behavior that is the result of victimization. Victim service providers and others working with teens should keep in mind that victimization *may* be at the root of troubling behavior, but they should never assume that it is. A good rule of thumb is, "If in doubt, ask." Sometimes teens do not want to talk, but sometimes they are just waiting for the opportunity to open up. A simple "You don't seem yourself. Anything going on?" might be just the opening a teen was waiting for. If he or she doesn't want to talk right then, leaving the door open for a later conversation can be reassuring to a teen. Even if he or she never takes you up on it, just knowing that there is one adult willing to listen and care can help tremendously.

## **NOTE**

1. Wordes and Nunez, *Our Vulnerable Teenagers*, 13.



## **MEDIA EDUCATION & PREVENTING SEXUAL VIOLENCE**

It is commonly accepted that sexual violence prevention programs should address the cultural factors that encourage violence, specifically those involving limited definitions of gender. But where should we begin?

To answer this question, we can look in our own living rooms – to the television set in the corner entertainment center and the magazines on the coffee table. We bring mass media into our homes, and they become the dominant storytellers in our society. Children between the ages of 2 and 17 watch an annual average of **15-18,000 hours of television**, and it is estimated that the average child sees more than **20,000 commercials every year**, which works out to be at least **55 commercials per day**. Children and young adults often learn what it means to be men and women – and how to have sexual relationships – from movies, television shows and magazines that are owned by multi-national media corporations.



*(Gucci advertisement)*

Overwhelmingly, the stories mass media tell about men and about women are narrow and stereotypical. Men are primarily portrayed as aggressive, strong, independent and violent. And although feminism has succeeded in attaining diverse roles for women on television shows and in movies, female characters are still mainly valued for their appearance (*with extremely narrow definitions of beauty*), their (hetero)sexuality, and their passivity. When these stories are internalized and interact in real-life relationships – a dominant, aggressive man paired with a woman who believes she should look pretty and keep her opinions to herself – it promotes the dangerous dynamics that are common in violent relationships.

**Media literacy** – the ability to read, understand and deconstruct media images and messages – can give young people the tools to construct positive self images and navigate healthy relationships. A media literacy activity, such as the careful analysis of an advertisement in a fashion magazine, can be an effective point of entry into a conversation about gender stereotypes and sexual violence. A sexual violence prevention educator might hand out photocopies of an advertisement featuring a woman and ask students the following questions:

- » *What do you see?*
- » *What is the advertisement trying to sell?*
- » *Who is the ad targeting?*
- » *What point of view of women is represented by this image?*
- » *What points of view of women are not represented by this image?*

***"Children & young adults often learn what it means to be men and women... from movies, television shows and magazines..."***





(Valentino advertisement)

*"When these stories are internalized & interact in real-life relationships... it promotes the dangerous dynamics that are common in violent relationships."*

- » Does this woman look like a real person with thoughts, opinions and goals?
- » Who makes money from this image and message?
- » Can you imagine seeing a man's body, rather than a woman's, used in this way? Why? Why not?

Learning to question images and messages is a critical first step to becoming an active, thoughtful consumer of the media, and, consequently, an independent thinker capable of resisting and challenging unhealthy cultural norms.

Media, however, goes beyond just portraying the gender in stereotypical ways. Women and girls are frequently depicted in the media as victims of explicit violence; often, the violence is sexualized. Scenes of violent assaults against women are used continually in horror films for entertainment purposes, and some companies use violent images in their advertising campaigns for shock and aesthetic value to help sell their products. When we see these images regularly and without serious commentary, we become desensitized to them. Media literacy activities can help make students aware of the ways media trivialize men's violence against women and can create an avenue for important discussions.

As the dominant storytellers in our culture, media have a powerful influence on our understanding of our selves and our world. It is imperative that we take the stories they tell, and the notions of love they purport, seriously. Sexual violence prevention educators, whose work directly addresses cultural definitions of gender, are in a unique position to bring awareness to the persuasive role media play in our lives and our relationships.



# Healing Hearts Crisis Center (HHCC)



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

## **What is Healing Hearts Crisis Center?**

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

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

The four prongs of the program are:

### **Administrative**

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

### **Medical**

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

## Social Work

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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

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

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

## Contacting HHCC

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

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

Phone: (671) 647-5351

Fax: (671) 647-5414

Location: Please call for directions.





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

### **Victims Seeking Services**

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

### **Statistics from the Healing Hearts Crisis Center (HHCC)**

#### HHCC Statistics and Trends

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



# Guam's Sexual Assault Statutes

## Sexual Offenses

### § 25.10. Definitions.

(a) As used in this Chapter:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **§ 25.15. First Degree Criminal Sexual Conduct.**

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

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

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

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

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

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

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

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

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

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

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

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

#### **§ 25.20. Second Degree Criminal Sexual Conduct.**

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

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

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

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

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

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

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

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

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

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

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

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

#### **§ 25.25. Third Degree Criminal Sexual Conduct.**

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

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

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

§ 25.30. Fourth Degree Criminal Sexual Conduct.

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

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

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

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

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

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

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

§ 28.65. Indecent Exposure; Defined & Punished.

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

Except as provided below, indecent exposure is a misdemeanor.

Indecent exposure is a felony in the third degree if:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**§ 25A102. Indecent Electronic Display to a Child.**

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

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

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

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

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

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

(1) intentionally or knowingly communicates:

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

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

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

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

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

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

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

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

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

(1) intentionally or knowingly communicates:

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

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

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

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

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

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

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

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

(1) intentionally or knowingly communicates:

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

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

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

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

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

(B) that is a first degree felony; or

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

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

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

**§ 25A201. Definitions.**

As used in this Chapter:

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



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

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

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

§ 25A202. Possession of Child Pornography.

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

(1) child pornography;

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

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

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

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

§ 25A203. Dissemination of Child Pornography.

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

(1) disseminates child pornography;

(2) reproduces child pornography with intent to disseminate;

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

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

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

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

(B) sadomasochistic abuse of a minor;

(C) sexual penetration of a minor; or

(D) bestiality involving a minor.

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

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

**§ 31.15. Incest: Defined & Punished.**

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

**§ 31.30. Child Abuse; Defined & Punished.**

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

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

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

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

(B) subjects that child to cruel mistreatment; or

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

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



# Age of Consent: Guam's Law

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

**Guam's Age of Consent is sixteen years old.**

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

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





# Sex Offender Registry

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

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

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



# Resources

## For Teachers

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- *Flirting or Hurting: A Teacher's Guide on Student-to-Student Sexual Harassment in Schools* (Grades 6 through 12). 1994. Nan Stein and Lisa Sjostrom. National Education Association (NEA) Women and Girls Center for Change and the Wellesley College Center for Research on Women. The curriculum includes classroom lessons suitable for social studies, English, psychology, or health classes on the topic of sexual harassment.
- *Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences* (Grades 7 through 12). 1999. Nan Stein and Dominic Cappello, with contributions from Linda Tubach and Jackson Katz. Wellesley College Center for Research on Women. The purpose of this teaching guide is to explore power, inequities, and violence in relationships, as well as friendship, interventions, justice, and courage in relationships.
- *More Than a Few Good Men: Strategies for Inspiring Boys and Young Men to Be Allies in Anti-Sexist Education*. 1998. Jackson Katz. Wellesley College Center for Research on Women. Jackson Katz is a leader in bringing men and boys into the cause of ending violence and sexism against women. This paper outlines six key strategies for inspiring boys and young men to be allies with girls and women in gender violence prevention education.
- *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents*, Second Edition. 1997. Carol Plummer. Learning Publications. This curriculum provides various learning activities related to sexual assault prevention for grades K-12. Included are adaptations for students with special needs.
- *Unequal Partners: Teaching About Power and Consent in Adult-Teen and Other Relationships*. Second Edition. 2000. Sue Montfort and Peggy Brick. Planned Parenthood of Greater Northern New Jersey, Inc. This curriculum provides various activities to teach teens about the dynamics in adult-teen relationships, how consent factors in, and the impacts of dating someone older than you.



## Helpful Websites

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- **The Sex Abuse Treatment Center**

[www.satchawaii.com](http://www.satchawaii.com)

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

- **The National Sex Offender Registry**

[www.nsopr.gov/](http://www.nsopr.gov/)

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

- **Darkness to Light**

[www.darkness2light.org/](http://www.darkness2light.org/)

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

- **National Sexual Violence Resource Center**

[www.nsvrc.org](http://www.nsvrc.org)

A central clearinghouse for numerous resources and research materials related to sexual violence.

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

[www.rainn.org](http://www.rainn.org)

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

- **Men Can Stop Rape**

[www.mencanstoprape.org](http://www.mencanstoprape.org)

This Website focuses on awareness-to-action education and community organizing. Men Can Stop Rape promotes gender equity and builds men's capacity to be strong without being violent.

- **Stop It Now**

[www.stopitnow.com](http://www.stopitnow.com)

Stop It Now's mission is to call on all abusers and potential abusers to stop and seek help, to educate adults about the ways to stop sexual abuse, and to increase public awareness of the trauma of child sexual abuse.

- **Family Violence Prevention Fund**

[www.endabuse.org](http://www.endabuse.org)

This site is an excellent resource for a multitude of programs and research projects related to violence against women and children.

- **The Domestic Violence Action Center**

[www.stoptheviolence.org/public/](http://www.stoptheviolence.org/public/)

The Domestic Violence Action Center, based in Hawaii, provides information on its Website related to its work to end domestic violence and other forms of abuse through leadership, prevention, legal services, individual and systemic advocacy, and social change efforts.

## **For Youth**

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- *Boy v. Girl? How Gender Shapes Who We Are, What We Want and How We Get Along.* 2002. G. Abrahams and S. Ahlbrand. Minneapolis: Free Spirit Publishing. A self-help guide for teens that examines gender construction and attitudes.
- *May I Kiss You? A candid Look at Dating, Communication, Respect & Sexual Assault Awareness.* 2003. M.J. Domitrz. Greenfield: Awareness Publications. A self-help book for teens and adults that examines various methods to ensure respectful dating behavior.
- *Speak.* 2003. L.H. Anderson. New York: Penguin Group. A novel that explores a teen's sexual assault experience.

- **Choose Respect**

[www.chooserespect.org](http://www.chooserespect.org)

This interactive Website is part of an initiative to help adolescents form healthy relationships to prevent dating abuse before it starts. This national effort is sponsored by the Centers for Disease Control and Prevention.

- **Teen PCAR/Pennsylvania Coalition Against Rape**

[www.teenpcar.com](http://www.teenpcar.com)

A Website devoted to helping teens recognize and respond to abusive partners. Visitors to the Website can play the award-winning video *Gonna Make It*.

- **National Teen Dating Abuse Helpline**

[www.loveisrespect.org](http://www.loveisrespect.org)

Help for teens in abusive relationships. Website has interactive blogs, quizzes and articles. Sponsored by Liz Claiborne Inc.



- **Teen Central**

[www.teencentral.net](http://www.teencentral.net)

An internet site for teens that gives them a space to share their problems and find solutions. Also offers a list of teen help-lines nationwide. This site is operated by KidsPeace, the world's oldest and largest independent organization dedicated to helping children in crisis.

- **Netsmartz**

[www.netsmartz.org](http://www.netsmartz.org)

This Website combines educational activities for even the most techsavvy students as well as resources for adults about the dangers children face online.

## GUAM RESOURCES

- **Healing Heart Crisis Center (HHCC)**

[www.preventchildabuse.org](http://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](http://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](mailto: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](mailto: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](mailto: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](mailto: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](http://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](http://www.gpd.guam.gov)

- **Guam Police Department- Domestic Assault Response Unit**

Phone:(671) 475-8620

Fax: (671) 475-8514

Website: [www.gpd.guam.gov](http://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](http://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](mailto: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](mailto:vawpp@uguam.uog.edu)



# Glossary

**Age of Consent:** The age you need to be in order to legally consent to any sexual activity. (page 266)

**Boundary:** A fixed limit or line not to be crossed.

**Bystander** (as defined in this curriculum): Person who has the opportunity to say or do something to help prevent sexual violence.

**Helpful Bystander (ally):** Person who steps in to help reduce the risk of sexual violence.

**Harmful Bystander (facilitator):** Person who facilitates or increases the risk of sexual violence.

**Passive Bystander:** Person who does nothing to assist the victim or potential victim or to stop the offender.

**Chapter 19:** A section in the Hawai'i Department of Education Administrative Rules document that details prohibited student conduct, including sexual offenses, and the associated penalties.

**Consent:** Mutual permission or agreement free from intimidation or threats.

**Cyber-bullying:** Spreading hurtful comments, visual media, rumors, or gossip about someone through online activities and cell phones.

**Cyberspace:** Refers to all the computer networks on the Internet. The term distinguishes the physical world from the virtual or computer-based world.

**Date rape drugs:** Drugs that are usually slipped into drinks undetected for the purpose of rendering the drinker incapacitated and unable to resist sexual activity. Common date rape drugs include Rohypnol (roofies), Ketamine, and MDMA (Ecstasy).

**Disclosure:** (n) The act or instance of disclosing. Disclosure refers to victims of sexual violence telling someone what happened to them.

**Exposure:** Unwanted looking at sexual parts or showing of sexual parts.

**Fondling:** Either having one's sexual parts touched or being made to touch another person's sexual parts over or under clothing.

**Incest:** Sexual contact between family members. Both victims and offenders can be male or female.

**Molestation:** Subjecting someone to unwanted sexual activity, especially a woman or child.



**Penetration:** *Using a penis, finger, tongue, or object to enter into another's person's body (vagina, mouth, anus) without their consent. Includes rape and forced oral sex.*

**Perpetrator/sex offender:** A person who commits an act of sexual violence.

**Personal boundaries:** The individual limits each person has in order to stay safe (or feel safe). Limits are based on one's experiences, beliefs, culture and preferences.

**Rape:** Forced, tricked or coerced vaginal, oral, or anal intercourse.

**Sex offender:** A person who commits an act of sexual violence. Also referred to as perpetrator.

**Sexual activity:** A range of behaviors including such things as sexual talk and gestures, looking at sexual material, exposure of genitals, intimate touching, kissing, and sexual intercourse.

**Sexual assault:** An act of sexual violence as defined by Hawai'i State law. (See Hawai'i Sexual Assault Statutes in the appendix.)

**Sexual harassment:** Unwanted, usually repeated, sexually explicit statements, gestures, or physical contact. It covers a broad range of activities, such as pinching or grabbing body parts, sexually explicit gesturing, pressuring someone for sexual favors. *Student Definition: Unwanted, repeated sexual actions or words.*

**Sexual violence:** Any forced, tricked, or coerced sexual activity. It can involve both contact and non-contact activity and occurs when the victim does not consent to the sexual activity or is unable to do so (e.g., due to age, disability, incapacitation through the use of drugs and alcohol). It includes penetration, fondling, exposure, and sexual harassment. *Student Definition: Any sexual activity that is unwanted, tricked, or forced.*

**Survivor:** A person on whom sexual violence is inflicted. Sometimes used instead of the word *victim*.

**Title IX:** A federal law that guarantees all students an education in an environment free from sex discrimination and sexual harassment. Public schools are required to provide such an environment for students and school employees and to take appropriate and timely steps to address complaints.

**Victim:** A person on whom sexual violence is inflicted.