

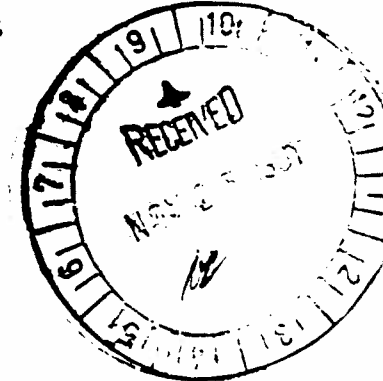


*Territory of Guam*  
*Territorio Guam*

OFFICE OF THE GOVERNOR  
PESINAN I MAGA LAHI  
AGANA, GUAM 96910 USA

NOV 21 1991

REFER TO  
LEGISLATIVE SECRETARY



The Honorable Joe T. San Agustin  
Speaker, Twenty-First Guam Legislature  
155 Hessler Street  
Agana, Guam 96910

Dear Mr. Speaker:

Transmitted herewith is Bill No. 568, which I have signed into law this  
date as Public Law 21-64.

Sincerely,

JOSEPH F. ADA  
Governor

210527

Attachment




Commonwealth Now!

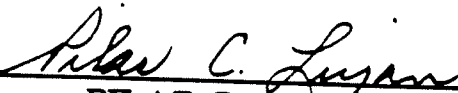
TWENTY-FIRST GUAM LEGISLATURE  
1991 (FIRST) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO THE GOVERNOR

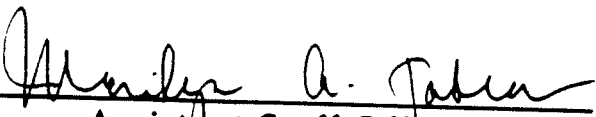
This is to certify that Substitute Bill No. 568 (COR), "AN ACT APPROPRIATING FUNDS TO ESTABLISH AND IMPLEMENT IN THE PUBLIC SCHOOL SYSTEM A YEAR-ROUND ANTI-SMOKING EDUCATIONAL PROGRAM TO BE CALLED Y PROGRAMAN MUNGA CHUMUPA," was on the 8th day of November, 1991, duly and regularly passed.

  
\_\_\_\_\_  
JOE T. SAN AGUSTIN  
Speaker

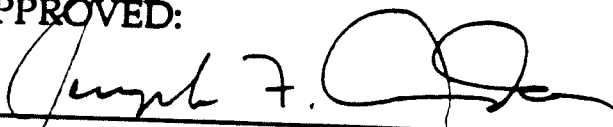
Attested:

  
\_\_\_\_\_  
PILAR C. LUJAN  
Senator and Legislative Secretary

-----  
This Act was received by the Governor this 15th day of November, 1991,  
at 3:30 o'clock P.M.

  
\_\_\_\_\_  
Assistant Staff Officer  
Governor's Office

APPROVED:

  
\_\_\_\_\_  
JOSEPH F. ADA  
Governor of Guam

Date: November 21, 1991

Public Law No. 21-64

TWENTY-FIRST GUAM LEGISLATURE  
(1991) FIRST Regular Session

Bill No. 568 (COR)

As substituted by the  
Committee on Rules

Introduced by:

M. Z. Bordallo  
J. P. Aguon  
E. P. Arriola

---

J. G. Bamba  
A. C. Blaz  
D. F. Brooks  
H. D. Dierking  
E. R. Dueñas  
E. M. Espaldon  
C. T. C. Gutierrez  
P. C. Lujan  
G. Mailloux  
M. D. A. Manibusan  
D. Parkinson  
M. J. Reidy  
M. C. Ruth  
J. T. San Agustin  
F. R. Santos  
D. L. G. Shimizu  
T. V. C. Tanaka  
A. R. Unpingco

AN ACT APPROPRIATING FUNDS TO ESTABLISH  
AND IMPLEMENT IN THE PUBLIC SCHOOL SYSTEM  
A YEAR-ROUND ANTI-SMOKING EDUCATIONAL  
PROGRAM TO BE CALLED Y PROGRAMAN MUNGA  
CHUMUPA.

1           **Section 1. Legislative intent.** It is the intent of the Legislature to insure  
2 that all minors enrolled in Guam's public school system are instructed as to  
3 the life-threatening hazards that result from smoking tobacco products. The  
4 Legislature finds that although certain local schools provide anti-smoking  
5 information that is integrated into their health course curriculum, a broader  
6 program for all schools should be established on the hazards of smoking,  
7 enabling the public schools to focus on the deleterious effects of smoking, such  
8 a program to be both an enhancement and an addition to the school system's  
9 anti-drug programs.

10           **Section 2. Appropriation.** One Hundred Fifty Thousand Dollars  
11 (\$150,000) are hereby appropriated from the General Fund to the Department  
12 of Education to establish and implement a year-round anti-smoking program  
13 in the public primary and secondary schools, the appropriation to be used to  
14 purchase needed materials and supplies, and to obtain the personnel needed  
15 to carry out the purpose of this Act. Such program shall be called Y  
16 **Programan Munga Chumupa.**

17           **Section 3. Implementation.** The provisions of this Act shall be  
18 implemented no later than school year 1992-1993.



# TWENTY-FIRST GUAM LEGISLATURE

155 Hesler Street,  
Agana, Guam 96910  
Tel: (671) 472-3581-3  
Fax: (671) 472-3585

*Senator*  
*Madeleine Z. Bordallo*

Chairperson  
COMMITTEE ON  
EDUCATION

October 30, 1991

MEMBER  
COMMITTEE ON HEALTH,  
ECOLOGY AND WELFARE

The Honorable Joe T. San Agustin  
Speaker, Twenty-First Guam Legislature  
155 Hesler Street  
Agana, Guam 96910

Dear Mr. Speaker:

The Committee on Education, to which was referred Bill No. 568: " AN ACT FOR THE ESTABLISHMENT AND IMPLEMENTATION WITHIN GUAM'S PUBLIC SCHOOL SYSTEM AN ANTI-SMOKING YEAR-ROUND EDUCATIONAL PROGRAM TO BE CALLED "Y PROGRAMAN MUNGA CHUMUPA", does recommend that the Bill, as introduced, be passed by the Twenty-First Guam Legislature.

Votes of the Committee members are as follows:

To Pass	<u>12</u>
To Not Pass	<u>0</u>
Abstain	<u>1</u>
To PLace in Inactive File	<u>0</u>
Off-Island	<u>1</u>
Not Available	<u>0</u>

Respectfully Submitted,

*Madeleine Z. Bordallo*  
MADELEINE Z. BORDALLO

Enclosures

COMMITTEE ON EDUCATION

VOTING SHEET  
ON  
BILL NO. 568

"AN ACT FOR THE ESTABLISHMENT AND IMPLEMENTATION WITHIN  
GUAM'S PUBLIC SCHOOL SYSTEM AN ANTI-SMOKING YEAR-ROUND  
EDUCATIONAL PROGRAM TO BE CALLED "Y PROGRAMAN MUNGA CHUMUPA".

<u>COMMITTEE MEMBER</u>	<u>TO PASS</u>	<u>NOT TO PASS</u>	<u>TO ABSTAIN</u>	<u>TO PLACE IN INACTIVE FILE</u>
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<i>Madeleine Z. Bordallo</i> MADELEINE Z. BORDALLO Chairperson	✓			
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<i>David L.G. Shimizu</i> DAVID L.G. SHIMIZU Vice Chairperson	✓			
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<i>John P. Aguon</i> JOHN P. AGUON Member	✓			
---	---	--	--	--

<i>E. Arriola</i> ELIZABETH P. ARRIOLA Member	✓			
---	---	--	--	--

<i>H. Dierking</i> HERMINIA D. DIERKING Member	✓			
--	---	--	--	--

<i>Carl T.C. Gutierrez</i> CARL T.C. GUTIERREZ Member	✓			
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<i>Don Parkinson</i> DON PARKINSON Member				
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<i>J. George Bamba</i> J. GEORGE BAMBA Member	✓			
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<i>Anthony C. Blaz</i> ANTHONY C. BLAZ Member	✓			
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<i>Doris F. Brooks</i> DORIS F. BROOKS Member	✓			
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*Edward R. Duenas*  
EDWARD R. DUENAS  
Member

✓

*Marilyn D.A. Manibusan*  
MARILYN D.A. MANIBUSAN  
Member

10/29/91

*Michael J. Reidy*  
MICHAEL J. REIDY  
Member

THOMAS V.C. TANAKA  
Member

*Joe T. San Agustin*  
Speaker Joe T. San Agustin  
(Ex-Officio Member)

✓

**COMMITTEE ON EDUCATION**

**COMMITTEE REPORT  
ON  
BILL NO. 568**

**"AN ACT FOR THE ESTABLISHMENT AND IMPLEMENTATION WITHIN  
GUAM'S PUBLIC SCHOOL SYSTEM AN ANTI-SMOKING YEAR-ROUND  
EDUCATIONAL PROGRAM TO BE CALLED "Y PROGRAMAN MUNGA CHUMUPA".**

A public hearing on Bill No. 568 was conducted by the Committee on Education, 21st Guam Legislature, on Monday, October 21, 1991 at 9:00 A.M., in the Public Hearing Room, temporary Legislative Building, Agana.

**MEMBERS PRESENT:** Chairperson Madeleine Z. Bordallo; and member Senators Carl Gutierrez, Michael Reidy, Eddie Duenas, and Speaker Joe T. San Agustin.

**WITNESSES PRESENT:** Dr. Franklin Quitugua, Acting Director of the Department of Education; and Mr. Toshimori Fukushima.

**SUMMARY OF TESTIMONY**

The Department of Education supports the provision of Bill No. 568. Dr. Franklin Quitugua testified on behalf of Dr. Lawrence Kasperbauer, Chairman of the Territorial Board of Education, and the Department of Education. He stated that the department and the Board are in full support of the bill, and that the additional funding provided by this provision will be directed towards strengthening and expanding the instruction curriculum in health, with emphasis in the hazards of smoking tobacco and other harmful drugs.

Also presenting oral testimony in support of Bill No. 568 was Mr. Toshimori Fukushima. Mr. Fukushima stated his full support of the bill and recommended that the bill be passed immediately so that the students in our public schools will benefit from the information provided through this program. Mr. Fukushima additionally offered his services to the Department of Education; he is a very good example of the possible harmful effects of smoking. He presently speaks with the assistance of a mechanical device due to the loss of his voice box as a result of smoking.

Written testimony was received from Ms. Christie Anderson, Executive Director of the American Cancer Society, Guam. Ms. Anderson stated that the American Cancer Society would be willing to provide Mr. Fukushima with the necessary materials once the program is implemented, assuming that the Department of Education utilizes the services of Mr. Fukushima in future anti-smoking presentations or programs.



Following the testimonies received from those present, questions were asked of the witnesses by the members of the Committee. Much of the comments made were in reference to commending Mr. Fukushima for taking the initiative to appear before the Committee and for the Department of Education to carry out the primary intent of the bill.

#### **COMMITTEE FINDINGS/RECOMMENDATIONS**

The Committee on Education finds that the positive testimonies received from the witnesses on the intent of Bill No. 568 emphasizes the need for the creation and implementation of such a program in our island's public school system. The funding provided by this legislation will assist the Department of Education in financing the materials and supplies for the program and in insuring that the program is successfully implemented and maintained.

The Committee on Education recommends that Bill No. 568 be favorably considered and passed by the Twenty-First Guam Legislature.

#### **ATTACHMENTS**

1. Voting Sheet on Bill No. 568.
2. Bill No. 568, as introduced.
3. Written testimony by Dr. Lawrence Kasperbauer, Chairman, Territorial Board of Education.
4. Written testimony by Ms. Christie Anderson, Executive Director, American Cancer Society, Guam.
5. Witness Attendance Sheet.

TWENTY-FIRST GUAM LEGISLATURE  
1991 (FIRST) REGULAR SESSION

91 SEP 24 AM 10:02

Bill No. 568

Introduced By:

M. E. BORDALLO

*M. E. Bordallo*  
*M. J. R. ...*

AN ACT FOR THE ESTABLISHMENT AND IMPLEMENTATION WITHIN  
GUAM'S PUBLIC SCHOOL SYSTEM AN ANTI-SMOKING YEAR-ROUND  
EDUCATIONAL PROGRAM TO BE CALLED "Y PROGRAMAN  
MUNGA CHUMUPA".

1 BE IT ENACTED BY THE PEOPLE OF THE TERRITORY OF GUAM:

2 Section 1. Legislative Intent.

3 It is the intent of the Legislature to insure  
4 that all minors and teenagers enrolled in Guam's public school  
5 system are properly educated of the life threatening hazards  
6 that result from the effects of smoking tobacco. Certain  
7 schools provide anti-smoking information that is integrated  
8 into their health course curriculum, however, a specific  
9 program should be dedicated and implemented towards the  
10 hazards of smoking. Therefore, the intent of this legislation  
11 is hereby provided to insure the establishment and  
12 implementation of a more comprehensive and specialized anti-  
13 smoking program which will enable the public schools to  
14 primarily focus on the effects and symptoms of smoking  
15 tobacco. The program created will be an enhancement and an  
16 addition to the school's anti-drug programs.

17           Section 2. The sum of one hundred and fifty thousand  
18 dollars (\$150,000) is hereby appropriated from the  
19 General Fund to the Department of Education for the purposes  
20 of establishing and implementing a year-round anti-smoking  
21 program in the elementary, middle, and high schools. The sum  
22 herein is to be utilized toward the funding of needed  
23 materials, supplies, and personnel to effectively initiate and  
24 carry out the intent of this legislation.

25           Section 3. The provisions of this bill are scheduled for  
26 implementation no later than school year 1992-1993.



HAWAII PACIFIC DIVISION, INC.  
GUAM UNIT

October 7, 1991

Senator Madeleine Bordallo  
Twenty-first Guam Legislature  
Agana, Guam 96910

Dear Senator Bordallo:

The American Cancer Society has long provided educational materials and speakers to Guam's schools on the topic of smoking prevention. One type of presentation, shown in the film "Feminine Mistake," which can be very effective, is a speaker who has lost his or her voice box as a result of cancer.

Mr. Toshimori Fukushima is willing to make such presentations to school children of all ages. We are willing to provide him with appropriate American Cancer Society materials once the programs have been scheduled.

I understand that Mr. Fukushima would like to receive a stipend for his presentations, as well as use of a car. Funding for these expenses is not available from the American Cancer Society. The individuals who make educational presentations for the American Cancer Society volunteer their time.

I hope that funding can be found for Mr. Fukushima's presentations, or that he decides to conduct at least a portion of them as a volunteer.

Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Christie Anderson", written in black ink.

Christie Anderson  
Executive Director



**GUAM TERRITORIAL BOARD OF EDUCATION**

P.O. BOX DE  
AGANA, GUAM 96910



Lawrence Kasperbauer, Ph.D  
*Chairman*

Jose Leon Guerrero, Ed.D.  
*Vice Chairman*

October 21, 1991

**MEMBERS**

Peter Alexis Ada  
Ignacio Tainatongo  
Bernie Taitague  
Ester Yanza

Senator Madeleine Bordallo  
Chairperson, Committee on Education  
Twenty-First Guam Legislature  
Agana, Guam 96910

RE: Bill 568

Dear Senator Bordallo:

**EX-OFFICIO MEMBERS**

Mary Gutierrez  
(GPTO)

CPT John Hennigan  
(USAF)

Frederic Leon Guerrero  
(Non-Public Schools)


Beth McClure  
(GFT)

Barbara Askey  
(USN)

Jose Rivera  
(Mayors' Council)

The Department of Education welcomes the strong mandate to provide a comprehensive instructional program to instill in the minds of our students the harmful effects of smoking. The Department appreciates the funding resources provided in the bill which can be used to supplement the funds used in Health Education Programs. The additional funds will be spent to strengthen and expand instruction in health, focusing primarily in teaching the young the hazards associated to smoking tobacco and other harmful drugs.

As mentioned in Bill 568, Substance Use and Abuse is specifically addressed in the curriculum. We would welcome the additional instructional materials, supplies and professional expertise to supplement the current implementation of the curriculum.

  
LAWRENCE F. KASPERBAUER, Ph.D  
Chairman

ENCLOSURE

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Descriptor Term:

Descriptor Code:  
430

Issued Date:  
2/3/83

SMOKING

---

Rescinds:

Issued:

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## BOARD POLICY

The Board of Education, in consideration of the health and safety of students within the school system, believes that a total ban on student smoking within the school campus would be in the best interest of our school children. It is the policy of this Board that smoking by all public school students in the secondary is strictly prohibited at all times on any school property, in all school buses, and at school activities, both on and off-campus. It is also the policy of the Board that smoking by adults is strictly prohibited on campus in any areas accessible to students.

Disciplinary procedures to be enforced for student violations of the smoking policy are as follows:

### For Elementary Students

The disciplinary measures to be taken with elementary students who violate this policy shall be in accordance with those procedures developed by the elementary principals and approved by the Associate Superintendent, Elementary relative to student smoking. The approved procedures must be in written form and disseminated by the Associate Superintendent, Elementary to all elementary schools.

### For Middle School Students

Each offense shall be handled as a "major offense" as described in Chapter I of the Student Discipline Procedures of the Department of Education.

### For High School Students

1st offense	3 day suspension
2nd offense	6 day suspension
3rd offense	9 day suspension
4th offense	Suspension up to 10 days and referral to Discipline Advisory Council for consideration of further disciplinary action.

ADOPTED: BOARD OF EDUCATION 1/5/83  
REVISED: 10/18/88

## HEALTH

Good health has a positive effect on students reaching their potential. Providing information on how to foster student's growth and development is an essential part of the curriculum. At the kindergarten level, it is crucial to provide students with learning experiences that help them understand what factors affect their health and how attitudes and lifestyles have a bearing on the quality of life.

The Health tasks include:

## DISEASE PREVENTION AND CONTROL

1. Explain how and whom to ask for help when not feeling well.
2. Describe which items should not be shared.
3. Explain what doctors, nurses, and dentists do.
4. Explain the importance of dental and medical check-ups.

## PERSONAL SAFETY

1. Explain safety procedures for crossing streets, riding a tricycle, bicycle, skate board, car, and bus, roller skating, swimming, and playing on the school grounds.
2. Tell what to do during emergencies.
3. Discuss at least two uses for fire and safety precautions that should be followed.
4. Identify pictures of potentially dangerous objects or situations - poison, electric sockets, irons, stoves, abandoned refrigerators, matches, guns, firecrackers, lighters.
5. Identify the symbol for poison.
6. Discuss when to call 911 and how to ask for help.
7. Explain what to do if approached by a stranger.

## NUTRITION

1. Name the three main meals.
2. Explain why people need food.
3. Identify foods that make a healthy meal.
4. Explain where foods come from.

PERSONAL HEALTH DEVELOPMENT

1. Name parts of the body - head, hands, legs, feet, arms, hair, ears, eyes, nose, mouth, tongue, fingers.
2. Identify emotions.
3. Accept emotions.
4. Express emotions in socially acceptable ways.
5. Discuss the importance of brushing teeth, washing hands, taking a shower.
6. Demonstrate proper techniques for brushing teeth and washing hands.
7. Discuss the importance of nutrition.
8. Discuss the importance of regular exercise.
9. Discuss the importance of rest and sleep.

ENVIRONMENTAL HEALTH

1. Describe two ways to help keep the home and school clean.
2. Explain the importance of keeping the environment clean.

SUBSTANCE USE AND ABUSE

1. Explain when medicine should be taken.
2. Name people who may administer medicine.

FAMILY LIFE AND HUMAN SEXUALITY.

1. Identify the different roles of family members.
2. Identify a person's private parts.
3. Explain the difference between a good and bad touch.



FIRST GRADE

HEALTH

Health is a state of physical, mental, and moral well-being that is dependent upon the interaction of these dimensions. At the first grade level it is crucial that students are provided with learning experiences that develop decision making skills which will enable them to assume responsibility for their health.

The Health tasks include:

DISEASE PREVENTION AND CONTROL

- . Describe proper health practices.
- . Discuss symptoms of discomfort such as fever, pain, upset stomach.
- . Describe how germs spread and cause disease.
- . Identify possible breeding grounds for disease-causing mosquitoes.

PERSONAL SAFETY

- . Specify toxic substances.
- . Investigate location of poisonous materials around home and school.
- . Describe a first aid procedure to follow if someone comes into contact with poisonous materials.
- . Describe safe practices in household situations.
- . Describe safe practices in the community.
- . Discuss where to go for help.

UTRITION

- . Discuss why people need food.
- . Illustrate foods that make a healthy meal.
- . Explain where food comes from.

PERSONAL HEALTH DEVELOPMENT

- . Recognize socially acceptable behavior.
- . Demonstrate socially acceptable behavior.
- . Demonstrate responsibility in performing classroom tasks.
- . Interact effectively in a group.
- . Demonstrate awareness of and respect for the rights and feelings of others.
- . Practice relaxation skills.
- . Identify ways to cope with stressful situations.
- . Demonstrate proper tooth brushing technique.
- . Understand the value of rest, relaxation, and exercise.

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## FAMILY LIFE AND HUMAN SEXUALITY

1. Role play effective communication skills among family members.
2. Demonstrate ways to help at home.
3. Identify a person's private parts.
4. Explain the difference between a good and bad touch.

## SUBSTANCE USE AND ABUSE

1. Discuss medical reasons for using drugs.
2. Describe the proper use of medicine.
3. Explain the ill effects of drugs.

## ENVIRONMENTAL HEALTH

1. Discuss ways to keep school, home, and public areas clean.
2. Explain the importance of keeping the environment clean.

## HEALTH

Health is influenced by the interaction of hereditary and environmental factors and conditions over which the individual may exercise varying amounts of control. At the second grade level it is essential that the student continue to integrate the basic facts of healthful learning into daily practice. tasks include:

The Health tasks include:

## DISEASE PREVENTION AND CONTROL

1. Recognize proper hygiene.
2. Recognize ways to prevent disease.
3. Identify possible breeding grounds for disease-causing mosquitoes.
4. Describe how germs spread and cause disease.

## PERSONAL SAFETY

1. Demonstrate pedestrian and traffic safety practices.
2. Demonstrate bicycle safety practices.
3. Describe water safety rules.
4. Describe procedures to follow in case of an accident or sudden illness.
5. Demonstrate first aid for minor cuts and injury.
6. Practice safe habits in the school environment.
7. Demonstrate where to go for help.

## NUTRITION

1. Identify the food groups.
2. Recognize how activity and growth and related to eating.
3. Explain the importance of having foods from all the food groups daily.

## PERSONAL HEALTH DEVELOPMENT

1. Demonstrate positive personal attitudes.
2. Make decisions concerning daily activities.
3. Identify emotions and socially acceptable ways to express them.
4. Describe similarities/differences in the way people behave.
5. Identify ways to cope with stressful situations.
6. Know the importance of seeing help in cases like child abuse and extortion.
7. Understand the value of rest, relaxation, and exercise.

## ENVIRONMENTAL HEALTH

1. Explain the importance of keeping the environment clean.

## SUBSTANCE USE AND ABUSE

1. Identify helpful and harmful ways to use medicine.
2. Identify life-saving techniques.

## FAMILY LIFE AND HUMAN SEXUALITY

1. Discuss the importance of the family.
2. Describe similarities and differences of males and females.
3. Understand factors which influence family relationships.
4. Explain the difference between a good and bad touch.

THIRD GRADE

HEALTH

Health in Grade Three enables individuals to take responsibility for their health and for the health of others.

The Health tasks include:

DISEASE PREVENTION AND CONTROL

- 1. Specify sources of air pollution and its effects on respiratory diseases.
- 2. Specify sources of water pollution and its relationship to diseases.
- 3. Explain how individuals contribute to the spread of AIDS and other communicable diseases.

PERSONAL SAFETY

- 1. Describe and demonstrate the procedures in reporting an emergency.
- 2. Identify rules, procedures, and precautions in play activities.
- 3. Recognize safety hazards in the immediate environment.
- 4. Identify safety problems in advertised products.
- 5. Demonstrate awareness of where to go for help.

NUTRITION

- 1. Describe foods that affect growth and development in a positive way.
- 2. Plan a balanced meal.
- 3. Describe how emotions affect eating habits.
- 4. Discuss nutritional value of local food.

PERSONAL HEALTH DEVELOPMENT

- 1. Analyze the effects of remarks on others.
- 2. Describe the importance of sharing feelings, concerns, and opinions.
- 3. Describe the importance of hobbies and other leisure time activities.
- 4. Identify ways to cope with stressful situations.
- 5. Know the importance of seeking help in cases like child abuse and extortion.
- 6. Discuss socially acceptable behaviors.
- 7. Describe components of wellness.
- 8. Identify human body systems.

ENVIRONMENTAL HEALTH

- 1. Compare and contrast sources of air pollution.
- 2. Compare and contrast sources of water pollution.

**SUBSTANCE USE AND ABUSE**

1. Discuss why people smoke.
2. Discuss why people abuse drugs.
3. Display assertiveness skills in saying no to drugs and alcohol.
4. Describe the effects of drugs, alcohol, and tobacco on the body systems.
5. Identify "just say no" clubs and other similar substance abuse organizations.
6. Discuss laws related to substance use and abuse.

**FAMILY LIFE AND HUMAN SEXUALITY**

1. Discuss child's roles, responsibilities, and contributions to the family.
2. Express feelings about growing up.
3. Understand factors which influence family relationships.
4. Identify the private parts of a person.
5. Explain the difference between a good touch and a bad touch.

## FOURTH GRADE COMPONENTS HEALTH EDUCATION

Health in the fourth grade focuses on the dissemination of information regarding health issues and teaching students how to make intelligent decisions concerning mental, emotional, and physical well-being. It is critical that students in this grade level be attuned to the importance of physical exercise for the development of a healthy growing body. The importance of a positive self-image, sense of belonging and sense of self worth are essential to the total growing child.

The Health Tasks include:

### Personal Health and Hygiene

1. Discuss the importance of cleanliness, sleep habits, and posture.
2. Describe the human body systems.
3. Analyze positive and negative feelings.
4. Demonstrate socially acceptable behaviors.
5. Discuss the importance of harmonious relationships with other people.
6. Discuss ways to cope with stressful situations.
7. Discuss the different types of personalities.
8. Discuss the relevance of good hobbies.

### Nutrition

1. Discuss the importance of good eating habits.
2. Discuss the importance of the Basic Food Groups.
3. Discuss the nutritional value of local foods.
4. Explain the value of alternative sources of nutrients.
5. Describe foods that affect growth and development.
6. Plan a balanced meal.

### Disease Prevention and Control

1. Discuss the importance of immunization practices.
2. Discuss communicable disease.
3. Discuss the cause and prevention of HIV/AIDS.
4. Discuss prevention and control of communicable diseases.

### Substance Abuse and Use

1. Discuss the positive uses of medicine including local herbs.
2. Discuss the use of legal and illegal drugs, alcohol and tobacco.
3. Discuss laws related to substance use and abuse.
4. Describe the effects of drug, alcohol, and tobacco abuse.
5. Discuss why students are encouraged to support "Just Say No" clubs and other similar drug free organizations.

## **Personal Safety**

1. Recognize safety hazards in the home and immediate environment.
2. Discuss rules and procedures in play activities.
3. Discuss precautions in play activities.
4. Describe and demonstrate the procedures in reporting an emergency.
5. Discuss the importance of fire prevention and fire escape procedure.
6. Discuss and role play ways to deal with strangers.
7. Discuss pedestrian, bicycle and water safety rules.
8. Identify safety labels on commercial products.
9. Describe and demonstrate the importance of gun safety.

## **Environmental Health**

1. Discuss the sources and prevention of pollution.
2. Discuss the impact of pollution.
3. Discuss laws relative to various types of pollution.
4. Discuss the proper use of public facilities.

## **Family Life and Human Sexuality**

1. Discuss the various changes in adolescence.
2. Discuss the importance of students' roles, responsibilities, contributions to their family.
3. Encourage open communication among family members.



## FOURTH GRADE COMPONENTS PHYSICAL EDUCATION

Physical education like all other subject areas contribute to the development of the individual as a whole person and responsible citizen.

Physical education task include:

1. Basic body movements in preparation for sports skills:
  - Demonstrate competence in performing basic movement skills utilizing locomotor skills
  - Perform non-locomotor skills
  - Use manipulative skills correctly
  - Apply weight appropriately for movement skills
2. Demonstrate basic movement skills associated with individual and team sports.
3. Increase proficiency in gross and fine motor skills.
4. Increase proficiency in eye-hand/eye-foot coordination.
5. Demonstrate correct body position when performing various sports skills.
6. Demonstrate scientific principles when executing movement skills.
7. Demonstrate correct relationships necessary for performing various activities and sports.

### Physical Fitness Skills

1. Participate in various activities that specifically enhance fitness.
2. Demonstrate sufficient strength, endurance and flexibility to participate in age-level activities.
3. Increase power and speed through vigorous fitness activities.
4. Become acquainted with the task on the required fitness activities.
5. Perform exercises and activities in improving performance on the required fitness test.
6. Use terminology associated with sports.
7. Recognize effects of strenuous physical activity on skill performance.
8. Demonstrate proper warm up/cool down before and after an activity.

### Rhythmic Dance and Movement Skills

1. Communicate ideas and emotions through body shapes and rhythmic activities.
2. Perform a student-created routine to music in order to communicate a saying, poem or short story.
3. Perform talk square/social dances appropriate for the age level.
4. Perform basic dance routine.
5. Discuss why students are encouraged to support "Just Say No" clubs and other similar drug free organizations.

## **PERSONAL SAFETY**

1. Recognize safety hazards in the immediate environment.
2. Discuss rules and procedures in play activities.
3. Discuss precautions in play activities.
4. Describe and demonstrate the procedures in reporting an emergency.
5. Discuss the importance of fire prevention and fire escape procedure.
6. Discuss and role play ways to deal with strangers.
7. Discuss pedestrian, bicycle and water safety rules.
8. Identify safety labels on commercial products.

## **ENVIRONMENTAL HEALTH**

1. Discuss the sources and prevention of pollution.
2. Discuss the impact of pollution.
3. Discuss laws relative to various types of pollution.
4. Discuss the proper use of public facilities.

## **FAMILY LIFE AND HUMAN SEXUALITY**

1. Discuss the various changes in adolescence.
2. Discuss the importance of students' roles, responsibilities and contributions to their family.
3. Encourage open communication among family members.

## HEALTH

At the middle school level, students are encouraged to recognize their emotional, physical, and psychological aspects of themselves as unique individuals. At this grade level, students begin to assume responsibilities in maintaining a sound mind and body and become involved in choices leading to a healthy lifestyle. The following curricular tasks are developed to address the circumstances of physical and mental growth for each child.

The Health curricular tasks include:

### DISEASE PREVENTION AND CONTROL

1. Identify causes of communicable diseases.
2. Identify harmful microorganisms that cause disease and prevention measures in controlling the spread of disease.
3. Describe how the body fights against infection.
4. Discuss how vaccines protect the body against communicable diseases.
5. Identify examples of modern sanitation methods that help protect against communicable diseases.
6. Identify how noncommunicable diseases affect the body.
7. Describe common diseases associated with the circulatory system.
8. Describe causes, symptoms, and prevention of cancer, diabetes and arthritis.

### NUTRITION

1. Identify the basic food groups and foods from each group.
2. Discuss the benefits of nutrients and identify foods that contain various types of nutrients.
3. Discuss the benefits of a balanced diet.
4. Identify problems arising from too little or too much food.
5. Discuss nutritional deficiency and its effects on the body.
6. Discuss the benefits of regular exercise.
7. Discuss convenience foods common at stores, home and school and identify the nutrient content of each food.
8. Discuss the importance of reading labels on food packages.
9. Identify healthful ways of preparing foods.
10. Identify locally nutritious foods.

### ENVIRONMENTAL HEALTH

1. Demonstrate an understanding of the ways which technology has affected the environment.
2. Identify the causes and results of air pollution, water pollution, noise pollution, and solid waste pollution.
3. Identify ways in which technology has helped solved the problems of pollution.
4. Identify ways to conserve resources such as oil, energy, water, and solid materials.

## **Personal Safety**

1. Explain how to care for and use electrical appliance properly.
2. Discuss fire safety.
3. Describe the procedures to follow in specific emergencies (i.e., choking, fire, drowning).
4. Recognize safety hazards in the immediate environment.
5. Discuss pedestrian, bicycle and water safety rules.
6. Discuss good sportsmanship in play activities.
7. Identify safety labels on commercial products.

## **Environmental Health**

1. Discuss the hazards of the water, air, and food pollution.
2. Identify ways of proper waste disposal.
3. Discuss terms such as rape, incest, molestation.
4. Discuss avoidance of situations which might lead to child abuse.
5. Discuss where to go for help.

## **Family Life Human Sexuality**

1. Identify the physical and emotional changes that take place during puberty.
2. Discuss the various changes in adolescence.
3. Identify the male and female sex organs and explain their functions.
4. Discuss the process by which human life is created.
5. Discuss the importance of good and open communication among the members of the family.

## **Child Abuse**

1. Recognize difference of "good" and "bad" touch.
2. Develop respect for each others' bodies.
3. Discuss terms such as rape, incest, molestation.
4. Discuss avoidance of situations which might lead to child abuse.
5. Discuss where to go for help.

## FIFTH GRADE COMPONENTS HEALTH

Health in the fifth grade level addresses the need for enhancing social skills, such as resistance to peer pressure. At this level, students are becoming independent thinkers. It is critical that students become aware and involved with their health and apply learned skills to daily practice, taking into account the world around them.

The Health tasks include:

### Physical and Mental Health Development

1. Discuss the various kinds of emotions.
2. Discuss ways to cope with stressful situations.
3. Describe the emotional changes due to growing up.
4. Discuss the various stages of physical development.
5. Describe components and functions of the different body systems.
6. Discuss the importance of respecting the human body.

### Nutrition

1. Identify the different body parts that help in the process of digestion.
2. Discuss the differences between "health food" and "junk food".
3. Plan a fiesta of healthy foods based on the 4 basic food groups.
4. Discuss the benefits of health conscious eating habits.
5. Discuss the nutritional value of local food.

### Disease Prevention and Control

1. Discuss the importance and need to practice good hygiene.
2. Discuss the preventions and symptoms of communicable diseases.
3. Explain non-communicable disease.
4. Discuss the prevention of chronic diseases.
5. Discuss the preventions, symptoms, and spread of HIV/AIDS.
6. Discuss resources available for intervention of HIV/AIDS.

### Substance Use and Abuse

1. Discuss the uses of medicine including local herbs.
2. Discuss the negative effects of smoking, alcohol and other drugs.
3. Practice assertiveness skills in saying "no" to tobacco, alcohol and drugs.
4. Support "Just Say No" clubs and other similar drug free organizations.
5. Discuss laws pertaining to prescription and over-the counter drugs.
6. Discuss the resources/services available to assist students with drug and alcohol problems.

5. Identify means that address protecting the environment.

#### FAMILY LIFE AND HUMAN SEXUALITY

1. Discuss roles, responsibilities and contributions made to the family by the different family members.
2. Express feelings about changes during puberty.
3. Identify growth processes which occur in males and females.
4. Demonstrate an understanding of how the endocrine system controls growth and change in the body.
5. Discuss HIV/AIDS and other sexually transmitted diseases.
6. Identify and understand the reproductive system of the human body.
7. Discuss the biological effects that occur in teenage pregnancy.
8. Discuss abstinence and assertiveness skills in saying no to sexual intercourse.
9. Discuss available resources regarding sexual abuse.
10. Identify birth control methods for males and females (parental permission recommended).

#### CHEMICAL USE AND ABUSE

1. Identify positive qualities in oneself.
2. Discuss the harmful effects of smoking, chewing tobacco, alcohol, marijuana, and other drugs.
3. Discuss the effects of drugs on pregnancy.
4. Describe the hazards of driving while using drugs.
5. Understand the pressures, the advantages and disadvantages in being part of a group.
6. Discuss laws in relationship to possession and use of gateway drugs.
7. List resources available who can help students with drug problems.
8. Discuss the relationship of the HIV/AIDS virus and the use on intravenous drugs.

#### PERSONAL SAFETY

1. Identify major causes of accidents.
2. Discuss first aid skills for control of heat exhaustion, heatstroke, scrapes, cuts, muscle soreness, choking, and dislocation.
3. Discuss procedures in medical emergencies for heart attack, stroke, asthma, appendicitis, and diabetic coma.
4. Describe how to protect yourself during a natural disaster.

#### HEALTH DEVELOPMENT

1. Discuss the emotional and social growth during adolescence.
2. Identify positive and negative stressors and the body's response to stress.
3. Identify alternatives and solutions to address adolescent problems.
4. Discuss the mental and physical benefits of regular exercise.

5. Understand the structure and function of the skin, hair, teeth, and nails in order to properly care for them.
6. Describe the anatomy, function and care of the eyes and ears.
7. Identify the factors that contribute to a healthy lifestyle.

## HEALTH

A good review of basic and current health information is important at the high school level. Opportunities for structured learning activities enhance the students awareness and understanding of the dynamics involved in the decision-making process. Stimulating students to express and discuss current opinions and views of his/her peers will provide a rich atmosphere for practicing the living skills learned in earlier curricula.

The Health curricular tasks include:

### DISEASE PREVENTION AND CONTROL

1. Identify factors, symptoms, and treatment which contribute to major chronic diseases, cardiovascular diseases, and cancer.
2. Discuss the importance of early detection through periodic physical examination and self-examination.
3. Identify factors, symptoms, and treatment of diabetes.
4. Identify common diseases associated with aging such as Alzheimer's disease and senile dementia, and arthritis.
5. Discuss how diseases may be spread.
6. Describe the body's structural, cellular, and immune defenses against pathogens.
7. Describe the causes, symptoms, and treatment for salmonellosis, shigellosis, tuberculosis, hepatitis B, epidemic conjunctivities, impetigo.
8. Describe the use of immunization and the use of vaccines in the treatment of disease.

### PERSONAL SAFETY

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1. Identify major causes of accidents.
2. Discuss ways to avoid accidental poisoning and falls in the home.
3. Describe procedures and prevention in case of a fire.
4. Identify dangerous marine life and first-aid treatment procedures.
5. Discuss how to protect yourself during natural disasters.
6. Discuss first-aid skills for control of bleeding, poisoning, shock, CPR, mouth-to-mouth breathing, and other emergencies.

### NUTRITION

1. Identify the basic nutrients and know their functions in the body.
2. Identify food sources of local foods and its nutritional value.
3. Compare foods for their nutritional value to include local foods.
4. Apply the principles of nutrition to eating habits and maintenance of desirable weight and plan a nutritional balanced diet.
5. Discuss health risks associated with obesity.



6. Discuss the importance of basic metabolic rate (BMR), caloric intake and caloric expenditure and discuss health risk associated with obesity.

#### PERSONAL HEALTH DEVELOPMENT

1. Identify the factors that make up health and a positive lifestyle.
2. Understand the structure and function of the skin, hair, teeth and nails in order to properly care for them.
3. Understand the structure and function of the nervous system and identify common disorders.
4. Identify the location, function, disorder, and treatment of the endocrine glands.
5. Describe the anatomy, function, care and disorder of the eye and ears.
6. Describe the structure and function of bones and muscles.
7. Discuss the mental and physical benefits of exercise.
8. Identify positive and negative stressors and the body's response to stress.
9. Describe the causes of stress and summarize implications of stress on the individual and society.
10. Identify alternatives likely to reduce the negative impact of one's mental health given possibilities of suicide, death and dying.

#### ENVIRONMENTAL HEALTH

1. Identify sources of hazardous wastes, air pollution, water pollution and food pollution.
2. Discuss personal action that can be taken to safeguard our health from environmental risks.
3. Discuss problems of solid waste and possible solutions.
4. Discuss the hazards of eating food (i.e., fish) from potentially polluted sources.
5. Identify laws associated with environmental safety.

#### CHEMICAL USE AND ABUSE

1. Discuss the legal control of the use of drugs and consequences related to illegal drugs.
2. Identify the importance of communication and positive qualities and strengths in oneself, family and other relationships.
3. Discuss the value of a drug free environment.
4. Understand how advertising influences drug buying and drug usage.
5. Understand why people use drugs.
6. Discuss the effects of chemical abuse on relations and recognize enabling behaviors.
7. Discuss the harmful effects of stimulants, depressants, inhalants, hallucinogens, and narcotics.
8. Discuss the harmful effects of breathing second hand smoke.

## FAMILY LIFE AND HUMAN SEXUALITY

1. Discuss what a family structure is and incorporate the role and responsibilities of each family member.
2. Describe the family structures on Guam and how gender roles differ in society.
3. Recognize the parental role in addressing sex education.
4. Understand changes that take place during puberty and individual growth patterns.
5. Describe how body changes are influenced by hormones.
6. Identify male and female reproductive organs.
7. Describe the menstrual cycle.
8. Discuss abstinence education.
9. Discuss the value of dating.
10. Discuss why teenagers engage in premarital sexual intercourse and assertiveness skills in saying not to sexual intercourse.
11. Discuss the importance of family planning including several methods and responsibilities of birth control.
12. Discuss the impact of teenage pregnancy on health, finances, education, and personal goals.
13. Discuss the reproduction process to include conception to delivery.
14. Discuss the importance of prenatal care.
15. Describe common male and female reproductive disorders.
16. Identify the various types, causes, symptoms, and treatment of sexually transmitted diseases.
17. Identify the causes, prevention, symptoms, and treatment for HIV/AIDS.
18. Discuss sexual variances in society.
19. Discuss what sexual assault is including rape, incest, pornography, family abuse, child abuse, and spouse abuse.
20. Assess available resources for information and counseling on family relationship problems.

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TWENTY-FIRST GUAM LEGISLATURE  
1991 (FIRST) REGULAR SESSION

Int

NOV 05 '91

Bill No. 568(COR)

Introduced By:

M. Z. BORDALLO 

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AN ACT FOR THE ESTABLISHMENT AND IMPLEMENTATION WITHIN  
GUAM'S PUBLIC SCHOOL SYSTEM AN ANTI-SMOKING YEAR-ROUND  
EDUCATIONAL PROGRAM TO BE CALLED "Y PROGRAMAN  
MUNGA CHUMUPA".

1 BE IT ENACTED BY THE PEOPLE OF THE TERRITORY OF GUAM:

2 Section 1. Legislative Intent.

3 It is the intent of the Legislature to insure  
4 that all minors and teenagers enrolled in Guam's public school  
5 system are properly educated of the life threatening hazards  
6 that result from the effects of smoking tobacco. Certain  
7 schools provide anti-smoking information that is integrated  
8 into their health course curriculum, however, a specific  
9 program should be dedicated and implemented towards the  
10 hazards of smoking. Therefore, the intent of this legislation  
11 is hereby provided to insure the establishment and  
12 implementation of a more comprehensive and specialized anti-  
13 smoking program which will enable the public schools to  
14 primarily focus on the effects and symptoms of smoking  
15 tobacco. The program created will be an enhancement and an  
16 addition to the school's anti-drug programs.

17           **Section 2.** The sum of one hundred and fifty thousand  
18 dollars (\$150,000) is hereby appropriated from the  
19 General Fund to the Department of Education for the purposes  
20 of establishing and implementing a year-round anti-smoking  
21 program in the elementary, middle, and high schools. The sum  
22 herein is to be utilized toward the funding of needed  
23 materials, supplies, and personnel to effectively initiate and  
24 carry out the intent of this legislation.

25           **Section 3.** The provisions of this bill are scheduled for  
26 implementation no later than school year 1992-1993.