

**Guam Preservation Trust  
FINAL REPORT  
SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS**

Implemented during the 2025–2026 school year, Project SHOP (Supporting Heritage-Oriented Projects) awarded grants to 25 teachers from Guam’s public, private, and charter school systems. Each teacher received \$500 to purchase supplies for projects designed to increase students’ knowledge of Guam’s history and culture while supporting the consistent educational goals outlined in the Trust’s strategic plan. As a result, the Trust found the program to be successful, with projects demonstrating a clear connection to Guam’s history and culture. This final report will examine the results of Project SHOP and its impact on participating schools.

A total of 775 students, ranging from elementary through high school, participated in Project SHOP. The program also collected data on the project’s impact across different grade levels. This report outlines the number of participating students in each grade level and summarizes the overall results of the project on the classes involved.

At the elementary grade level, 394 students participated in the project and showed an immediate increase in awareness and knowledge of Guam’s history and culture. Teachers reported that the projects encouraged creativity and collaboration among students. They also observed that integrating lessons on Guam’s history and culture into classroom activities fostered greater pride in and appreciation for students’ work. Across the reports, teachers described students learning Chamoru history and cultural traditions through language instruction, reading local legend books, and participating in drawing activities.

In addition, incorporating these lessons into daily school activities increased student engagement, particularly because the activities were hands-on and enjoyable for students. One participating school noted that the project helped its ESL learners become more confident while also strengthening their understanding of the local community. The following quotes from the final reports further illustrate these outcomes:

“This project reinforced that student engagement and cultural pride matter more than completing every planned component.”

“A key lesson learned is that culturally relevant content significantly increases student engagement and confidence, especially for ESL learners. Students were more motivated to write and share when the content reflected their own community and identity.”

“Overall, the project demonstrated that language development and cultural education can be meaningfully and successfully intertwined.”

"A positive outcome was that students were more engaged and confident when cultural learning was hands-on and meaningful. Providing cultural lessons and activities helped strengthen students' appreciation for Chamoru culture and traditions."

At the middle and high school grade levels, the project encouraged students to recognize the importance of preserving Chamoru traditions and cultural arts. With 85 participating middle school students and 296 high school students, projects became more in-depth and analytical in nature. Similar to the elementary grade level, teachers observed that students were more engaged and confident in their learning when lessons incorporated hands-on activities. Additional activities included carving, dancing, and visits to historic sites.

Teachers at these grade levels also explored Chamoru history and cultural preservation in greater depth through topics related to cultural identity, environmentalism, colonization, and the impacts of tourism. Through these lessons, students developed a deeper appreciation for Chamoru cultural practices as well as the historical and cultural significance of important cultural sites. Overall, students enjoyed these projects because they encouraged deeper reflection on Chamoru culture and increased students' awareness and understanding of Guam as a whole. The following quotes from the final reports further illustrate these outcomes:

"A positive outcome was that students were more engaged and confident when cultural learning is hands-on and meaningful. Providing cultural lessons and activities helped strengthen student's appreciation for the Chamoru culture and traditions."

"This project reinforced that preservation happens through practice, and that giving students the opportunity to create helps strengthen their understanding and appreciation of Chamoru culture."

"Students learned about topics such as cultural identity, environmentalism, colonization, and impacts of tourism that were highlighted in the poetry books purchased from the grant."

"The students preserved the history and heritage of these historical sites of Guam by storytelling it to students, teachers, and assistant principal."

"This project challenged students to think beyond traditional symbols and explore meaningful ways to represent Chamoru identity through their own cultural lens."

Overall, the classroom and school community greatly benefitted from the SHOP project. Teachers responded positively to the project, noting growth not only in their students but also in themselves as educators. The project provided both teachers and students with valuable opportunities to learn about Guam's history and culture in ways that were previously inaccessible to them.

The availability of books, materials, and instructional support funded through the project significantly strengthened both classroom learning and the wider school community. By incorporating lessons and activities centered on Guam's history and culture into their lesson plans, teachers discovered meaningful ways to continue these practices even after the project ended.

Many teachers reported that the SHOP project had a lasting positive impact on students' learning and cultural awareness. As a result, several teachers expressed interest in participating in the grant program again in the future. The following quotes from the final reports further illustrate these outcomes:

"Perhaps most tellingly, students asked if they could repeat this project next year. This demonstrated that the experience left a lasting impression."

"Students became more excited to participate and share their own connections to Guam's tradition and family experiences. . . the classroom environment became more culturally inclusive and reflective of our island community."

"Overall, the SHOP funds positively impacted student learning and cultural awareness in lasting ways."

"Overall, the SHOP funds enhanced instructional quality, supported student achievement, and strengthened cultural appreciation within the classroom"

"Overall, the grant funding not only supported this specific cultural and environmental project, but also provided a lasting resource that will continue benefiting students and teachers across multiple areas of the school community."

"As the educator, my idea for this SHOP grant was fulfilled and made learning fun."

"The SHOP funds helped create an inclusive, culturally responsive learning environment that supported student growth and strengthened our school community"



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# GUAM PRESERVATION TRUST

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TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 4/21/2026

Applicant's Name: Phan (Tina ) Aguilar

Contact Information (Tel/Email): paguilar@gdoe.net

Applicant's School and Project Location: Price Elementary/Micronesia Mall

Teacher's classroom grade level: K-5 Primary subject area taught in class: GATE (All subjects)

Number of students impacted by SHOP PROJECT: 50 Gate students /Reg.classroom grades 3-5  
265 students

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A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, Chamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)

My project in the GATE classroom incorporated various concepts and ideas involving Guam history, heritage, preservation, and Chamoru culture. The students brainstormed about the impact that our island has on them personally hence our project title "Glipsmses of Guam". The idea behind their thinking process was to reflect on what is important to them that reminds them of Guam and the impact or connection is has for them. Students did their research and found a concept picture to use as reference for their project. They completed the project by using acrylic paint as their medium on canvases. The project was displayed at school as a walk through gallery for all students, faculty, and staff. It was then also displayed for a month at month at the micronesia mall bringing their art to the community of Guam and its visitors.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

We directly benefitted from the funds because it provided us with supplies that were needed to complete the project. We were also able to utilize more materials to reach a bigger audience and impact more students . I observed that the students were excited to be able to work with different mediums and also to have access to more supplies to complete their project. There was a sense of pride and accomplishment from the students and teachers involved in the project. I believe the students were uncertain about their project but with guidance and support they created beautiful art to be shared with others.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

Overall it was a great experience for educators and students. It brought exposure of the importance of Guam and cultural preservation of our island. The staff was very helpful and responsive in providing support to make this project a success. Only improvement would be to allow previous participants to apply again if they have a new idea and funding or spots are available.

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I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature:  \_\_\_\_\_

**DUE 4PM WEDNESDAY, MAY 13, 2026**

Pictures save to GPT's gmail account





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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



**Submission Date:** May 13, 2026

**Applicant's Name:** Tisha C. O. Alconaba

**Contact Information (Tel/Email):** tcalconaba@gdoe.net

**Applicant's School and Project Location:** AHES

**Teacher's classroom grade level:** 4 **Primary subject area taught in class:** All

**Number of students impacted by SHOP PROJECT:** 21

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**A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:**

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)**

Yes, my classroom incorporated Guam history, preservation, and CHamoru culture through an engaging legends project. Students read and answered comprehension questions about three significant CHamoru legends: Puntan and Fu'uña, Sirena, and the Young Maidens who saved Guam (Maisa). Students worked in teams to rewrite each legend in age-appropriate language, deepening their understanding while making the content relatable. Each team then created a diorama representing their assigned legend, along with clay trinkets related to their story. Students proudly shared these trinkets with family and friends, extending learning beyond the classroom and celebrating CHamoru heritage with their communities. Initially, I planned for each team to create a diorama for every legend. However, students demonstrated such ownership and pride in their work that they invested extra time perfecting their dioramas. While this meant completing fewer dioramas than planned, the quality and student engagement far exceeded my expectations. To provide enough time for students to their projects, I combined social studies and reading instruction, since the standard 30-minute social studies block wouldn't be enough. This integration allowed students the necessary time to read, comprehend, create, and reflect on the legends meaningfully. This project reinforced that student engagement and cultural pride matter more than completing every planned component.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The SHOP funds directly supported our classroom community by enabling the purchase of essential supplies for creating dioramas and trinkets. The impact was immediate and significant. Students consistently requested to work on their projects and expressed genuine disappointment when it was time to clean up. Their motivation demonstrated that culturally relevant, hands-on projects inspire deeper investment in learning. I also observed meaningful discussions among teammates and across teams about the meanings of their dioramas and trinkets. Students actively shared their connections to the legends, explaining which parts stood out and connected with them. Perhaps most tellingly, students asked if they could repeat this project next year. This demonstrated that the experience left a lasting impression.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

\* Pictures of students work maybe shared but please blur or cover student faces as not all have signed our schools media release form

**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

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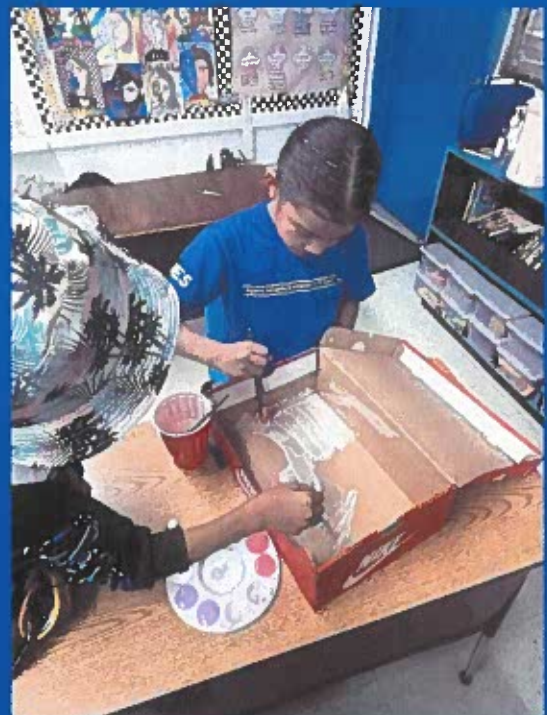
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**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**

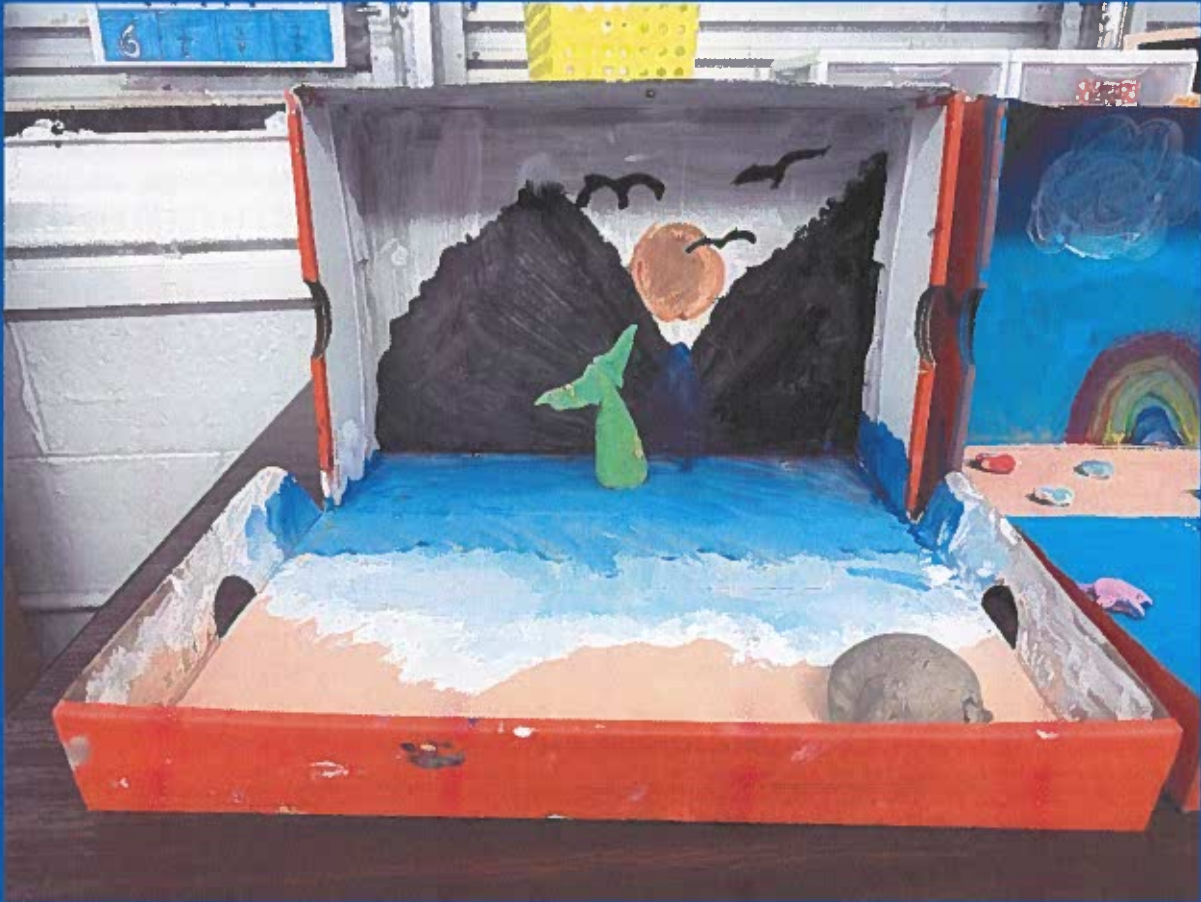
**Applicant's Signature:** Lisha Alconaba

**DUE 4PM WEDNESDAY, MAY 13, 2026**

# Students in Action



# Sirena



**Trinket:  
Sea  
Shells**

# The Legend of Sirena



A long time ago, on the island of Guam, there lived a young girl named Sirena. Sirena loved the ocean more than anything. She spent all her time swimming, diving, and playing in the water.

Her mother, Nana, would often call for her. "Sirena! Come back home!" she would shout. But Sirena did not listen. She just stayed in the ocean and kept playing. One day, Nana became very upset because Sirena would not come home again. In her anger, she said, "If you love the ocean so much, then go there and stay there forever!"

As soon as Sirena heard this, she ran straight to the ocean. She jumped into the water, and suddenly, something magical began to happen. Her legs slowly started to change into a fish tail!

Sirena's nina saw what was happening and quickly said, "Leave her top half as a girl, so she can still be human!" Because of her nina's words, Sirena's body became half girl and half fish. She had the head and body of a human, but the tail of a fish.

From that day on, Sirena lived in the ocean as a mermaid. People say that sometimes you can still see her swimming in the water when it is calm and quiet.

# Puntan & Fu'una

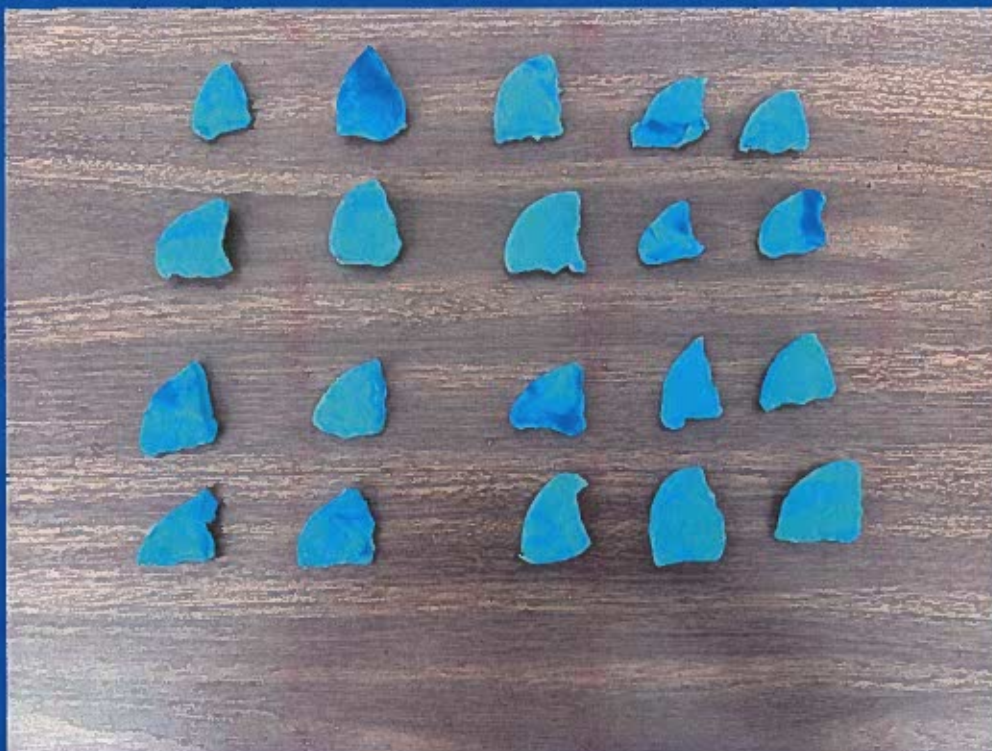
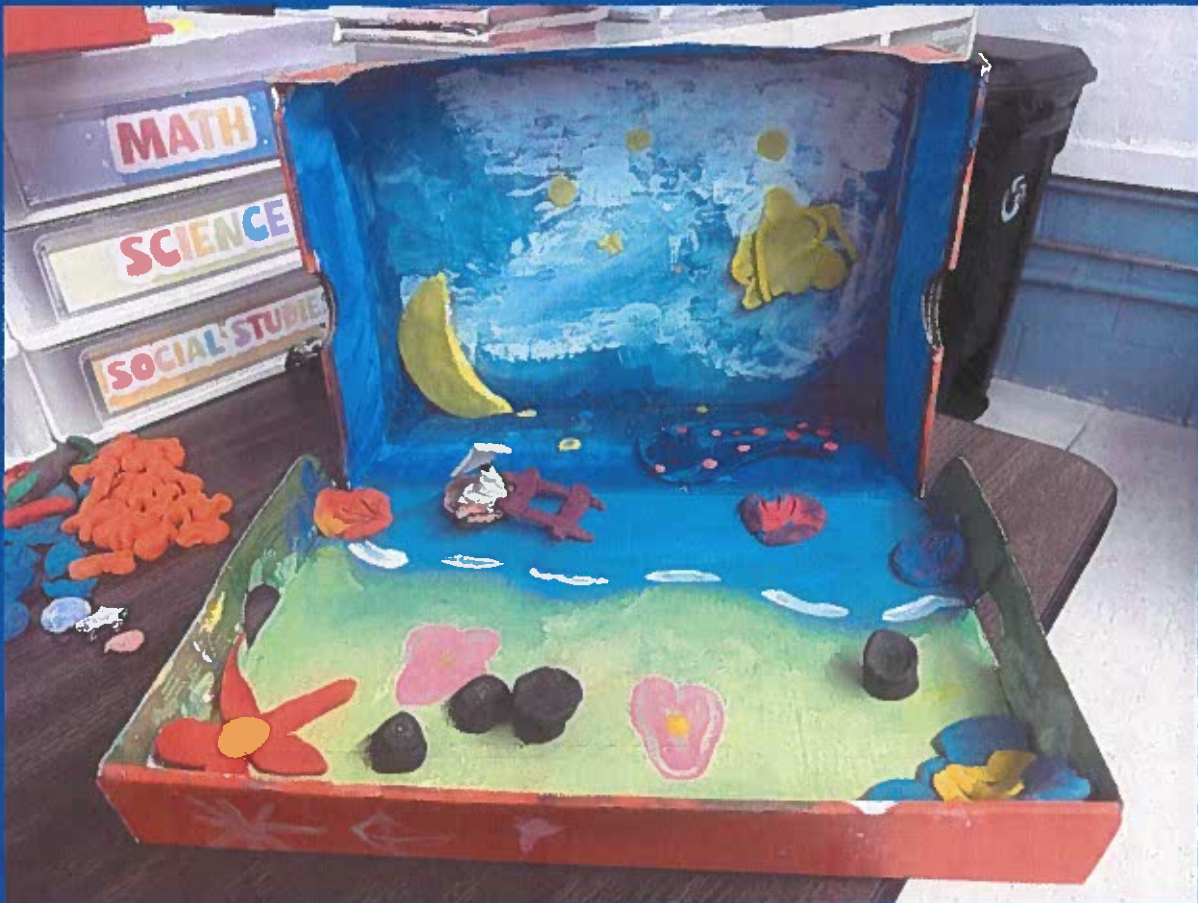


**Trinket:  
Stars**

# The Legend Of Puntan and Fu'una

Once upon a time there was a brother and a sister named Puntan {brother} Fu'una {sister}. They were like gods that roamed around the Great Vastness. One day, Puntan was about to die and Fu'una was crying. Before Puntan died he told Fu'una that she had the power of creation. When he died Fu'una started creating with Puntan's body. She used Puntan's backbone to create land - i tano. She used his blood to create the ocean - i tasi. She used his eyebrows to make the rainbow - i isa. Then she used both of his eyes to make the sun - i atdao and the moon - i pilan. Some believed her tears formed ocean currents and her hair became the trees and grass. When she was done she felt alone because her brother wasn't there to see what she created. So she mixed herself into a mixture that turned her into a rock to be with her brother and all they created. Out from that rock came beings who looked like Puntan and Fu'una. These people became the people of the land the brother and sister created together.

# The Young Maidens WHO Saved Guam (Maisa)



**Trinket:  
Large  
Fish  
Fins**

# THE LEGEND OF MAISA

Long ago, there was a Chamorro girl named Maisa. She was brave and adventurous. One day, while her and her tata were fishing, a faraway object that seemed like an island appeared. "Tata! Look! Is that an island?" Maisa exclaimed. "Let's find out." her tata replied. They paddled to the object, once they got closer, they realized this didn't seem like an island. "Nevermind, tata. We should turn around." Maisa said. "Very well." Her tata replied. But as they paddled, something felt uneasy. Soon after, they realized that the object was getting closer. "Paddle! Paddle! Paddle!" Her tata yelled in distress. The object appeared to be a gigantic fish. The fish caught up to them and destroyed their canoe. Instead of eating Maisa and her tata, the fish ate a piece of Guahan.

Once the fish left, they swam to shore on a piece of their broken canoe. Maisa told the maga lahi' everything, but he wasn't convinced. Then Maisa's tata stood up for Maisa. Only then was Maga lahi' A'ot convinced. So, he sent his best men to kill the beast. Sadly, they had lost. Maisa didn't lose hope. She found out that if all the women cut their hair, they could weave a net that would be unbreakable. They started their plan. Her and all the other women cut their hair. Soon, they had a whole net. Perfect for catching the beast they were dealing with. Later on, all the women, including Maisa, went off to catch the fish. "THROW!" Maisa yelled. The net worked! Maisa's plan worked. "What shall we do with it? Should we punish it?" Maga lahi' A'ot asked. "We have already defeated it." Maisa said. Then, she looked at the fish. "You will leave Guahan, and never come back." Ever since then, the beast has never returned.



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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 5/13/2026

Applicant's Name: Cailey Cabiles

Contact Information (Tel/Email): (671)4885051 cmcabiles@gdoe.net

Applicant's School and Project Location: Wettengel Elementary School

Teacher's classroom grade level: 5 Primary subject area taught in class: CHamoru

Number of students impacted by SHOP PROJECT: 28

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A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)

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**1. Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)**

I was able to incorporate Guam history, preservation, heritage and CHamoru culture in my classroom by teaching my students about the history of Mariãnas Redware, or Early Calcareous Ware (ECW), and having them create their own replicas. First, I introduced the history, process and importance of pottery in the Mariãnas. Then, students were given a rubric and overview of their project: making their own replicas of Mariãnas pottery, specifically ECW. Next, students began molding their replicas using tools to carve designs that are similar to those found on Mariãnas pottery. After their replicas were fully dry, they were painted to resemble the red slip found on ECW. Upon their project's completion, they were tasked to write a reflection about their experience. In implementing my project idea, I had personal challenges such as timing and maximizing use of my class time. It was difficult for me to figure out when to begin my project. As a CHamoru teacher, managing Mes CHamoru activities, administering the Sensura (CHamoru standardized test) and preparing and recovering from typhoon Sinlaku was difficult. At my school, CHamoru class is scheduled for thirty minutes among all grade levels. Consequently, when my fifth-grade students arrived to class on a project day, we immediately got to work. At times, I worked with their regular classroom teacher to extend their CHamoru class period to work on their project when necessary. Overall, I am very happy with my project and my students' responses.

**2. How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The funds granted by Project SHOP benefitted my students by allowing them to work with materials they don't regularly use in the classroom. I wouldn't have been able to fund my class of over twenty-five students with the necessary materials they needed to complete this project. My students enjoyed the process of learning how to work with air dry clay, shaping and carving it. Similar to the authentic pottery practice, this took several days with a lot of trial and error. Painting their pottery also resembled the authentic practice of applying red slip to their finished vessel. Additionally, students questioned as to why we were using materials such as Crayola Air Dry Clay and terracotta shaded paint instead of real wild clay harvested in Guam. I took this teaching opportunity to explain that the authentic practice is laborious and requires knowledge to locate the clay and process it, though people are still practicing this tradition. This allowed me to reiterate why protecting our island's natural resources and preserving our cultural traditions is important. Within my school community, students from other grade levels expressed interest in the project as well, questioning what the pottery was for and admiring my students' vessels. I also noticed that my students were much more engaged in this lesson because it was a hands' on activity with one student mentioning, "I feel like an ancient CHamoru." This encourages me to consider doing a project similar to this with other classes, keeping the same themes of Guam history, preservation, heritage and CHamoru culture. Not only did my students grow and expand their knowledge during this project, I did too.

**3. Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

Project SHOP provided a great opportunity for all teachers among all grade levels to implement place-based knowledge in their schools. In future cycles, it would be great if one teacher can apply for multiple projects, or to apply twice for the same project idea to be implemented among multiple grade levels if funding allows.







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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



**Submission Date:** May 13, 2026

**Applicant's Name:** Meravelle S.P. Duran

**Contact Information (Tel/Email):** 671-988-9411 / mspduran@gdoe.net

**Applicant's School and Project Location:** D.L. Perez Elementary School in Yigo

**Teacher's classroom grade level:** K-3      **Primary subject area taught in class:** GATE

**Number of students impacted by SHOP PROJECT:** 28

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**A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025 - 2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions :**

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it ? Any challenges or lessons learned? (No more than 300 words )**

Yes. Students were introduced to six CHamoru legends that have been passed down through generations, allowing them to learn more about the island's cultural heritage and storytelling traditions. The legends included Puntan yan Fu'una, Two Lovers Point, The Scented Woman, Sirena, The Cow and the Carabao, and The Boy Who Escaped to Rota. After reading and discussing the stories, students selected their favorite legend and created both a painting and a clay sculpture based on a scene that stood out to them. This project encouraged creativity while also helping students build a deeper appreciation for Guam's history, traditions, and cultural identity through art. One challenge I experienced during the implementation of the project was that some of the clay materials used for sculpting were defective. Although this issue was out of our control, students and I worked together to adapt and find ways to still complete the sculptures successfully. Another lesson I learned was the importance of allowing more time for large projects. Some students needed additional time to carefully plan and complete their artwork, and extending the timeline would have helped reduce stress and allowed for even more detailed work. Overall, the project was a meaningful experience that combined cultural learning, storytelling, and artistic expression.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe ? (No more than 300 words )**

The classroom and school community greatly benefited from the use of the \$500 SHOP funds because it provided the materials and resources needed to successfully complete our CHamoru legends art project. The funds were used to purchase art supplies for the students' paintings and clay sculptures, as well as a CHamoru legends book that served as the main resource for reading and learning about the stories. Having these materials readily available allowed all students to fully participate in the project and express their creativity through art. The completed projects were later showcased during GATE Day on May 1 at the Micronesia Mall. Families, students, and community members who visited our school's booth had the opportunity to learn about the six different CHamoru legends through the students' artwork and presentations. Many visitors asked questions about the stories and the meaning behind the art pieces, creating meaningful conversations about Guam's culture and traditions.

- 3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

*Pictures were sent via email, but please let me know if I can send it via WhatsApp so I can make sure all pictures were sent/received. My number is 671-988-9411. Thank you!*

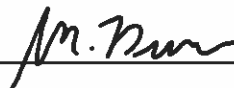
- 4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

The students loved learning about the CHamoru culture and showing their understanding by creating beautiful, artwork that they can later on explain to their friends families about. I hope there are more projects/grants such as this. Thank you for the opportunity to be able to work on this project.

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I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: \_\_\_\_\_



**DUE 4PM WEDNESDAY, MAY 13, 2026**









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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: May 11, 2026

Applicant's Name: Ashley Lordios

Contact Information (Tel/Email): (671) 489-2814/ ashleylordios9@gmail.com

Applicant's School and Project Location: P.C. Lujan ES/ Room 29

Teacher's classroom grade level: K Primary subject area taught in class: All core subjects

Number of students impacted by SHOP PROJECT: 14 kinder students

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A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)

My idea strongly incorporated Guam history and CHamoru culture into my kindergarten classroom through culturally responsive literacy activities and hands-on projects. One of the main ways I implemented this was by integrating CHamoru literature into our lessons. We read books based on local legends and island life such as Sirena, The Great Peskadot, and The Lovable Manzanita Tree. These stories allowed students to connect with Guam's traditions, values, and cultural identity in meaningful and age-appropriate ways. Students created drawings, crafts, and responsive activities inspired by the stories, which helped deepen engagement, and understanding. One challenge was finding enough time to incorporate cultural lessons while also prioritizing our learning standards. It required careful planning to intentionally embed CHamoru culture into literacy, art, and social-emotional learning activities rather than teaching it separately. Overall, this experience taught me the importance of culturally responsive teaching and how powerful it is for students to see their island, language, stories, and communities represented in the classroom setting, especially for young learners too.

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**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

~~Our classroom greatly benefited from the use of the funds by providing all learners with meaningful opportunities to engage with Guam's culture through interactive and hands-on learning experiences. The funds allowed me to purchase CHamoru literature, art supplies, and other materials that supported the integration of Guam history, heritage, and values into our lessons and classroom environment. Through these activities and materials, students were exposed to local legends, traditions, and important cultural values such as inafa'maolek, respect, sustainability, and community. One of the biggest changes I observed was an increase in student engagement and enthusiasm during our activities. Students became more excited to participate and share their own connections to Guam's traditions and family experiences. Additionally, the classroom environment became more culturally inclusive and reflective of our island community. Overall, the SHOP funds positively impacted student learning and cultural awareness in lasting ways.~~

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

One suggestion to improve this opportunity for future cycles would be to begin the process earlier in the school year. This would give educators more time to thoughtfully plan and fully implement activities through the year.

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**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**

**Applicant's Signature:** Alordino

**DUE 4PM WEDNESDAY, MAY 13, 2026**



THIS CLASS IS FULL OF

LUCKY  
CHANGES

OUR CLASS LEARNED A

LATTE TOGETHER





THIS CLASS IS FULL OF  
LUCKY  
CHICKENS

OUR CLASS LEARNED A  
LATTE TOGETHER



THIS CLASS IS FULL OF

LUCKY  
HAMMS

OUR

CLASS

LEARNED

A

LATTE

TOGETHER



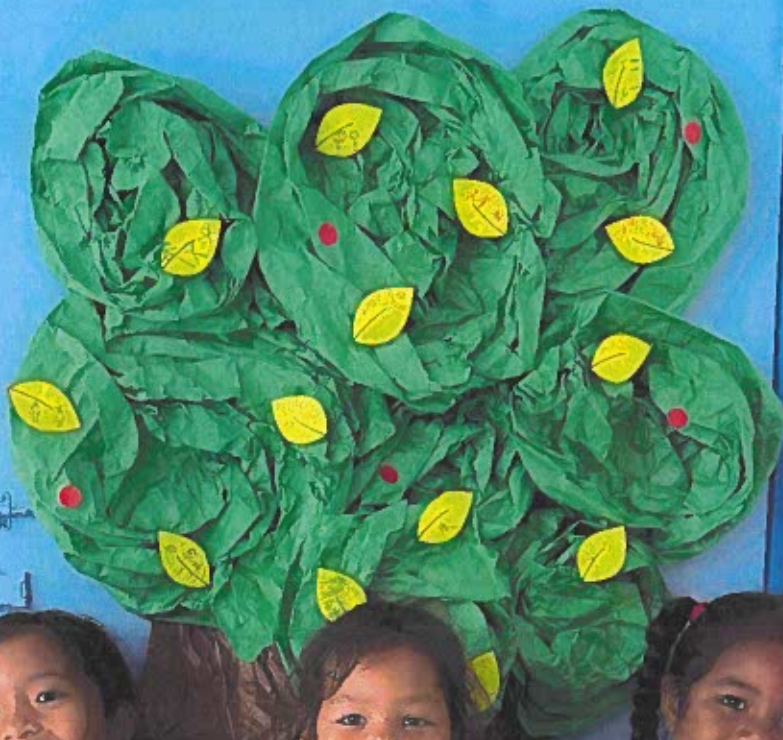


... and community  
... are Working  
... a nurturing, child-  
... and the best education  
... case for ALL children."

**Statement**  
We shared commitment to  
... child is equipped with the  
... and the necessary career-  
... to be a life-long learner  
... contributor in a technology  
... city of the 21st century"

**School Wide Expectations**

Learn	Be Prepared
Work	Be Productive
Play	Be Responsible
Team	Be Respectful
Player	Be a Team Player



**Ready to L**  
...  
...

**Make Better Ch**  
You n  
stop at  
about  
choice  
are m

**Teacher's Choice**  
You have b  
warned a  
now the  
teacher w  
choose or  
appropriate  
consequenc

**Parent Contact**  
You have had c  
consequence  
and now  
the teacher  
will need to  
call home!





OUR CLASS LEARNED A  
LATTE TOGETHER













# GUAM PRESERVATION TRUST

P.O. BOX 3036, HAGATÑA, GUAM 96932  
 TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



**Submission Date:** 5/12/26

**Applicant's Name:** Dr. Matilda Naputi Rivera

**Contact Information (Tel/Email):** 671-483-2987, mnrivera@gdoe.net

**Applicant's School and Project Location:** Ordot-Chalan Pago Elem. School, ESL Classroom

**Teacher's classroom grade level:** K-5 **Primary subject area taught in class:** ELA

**Number of students impacted by SHOP PROJECT:** 20

\*\*\*

**A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:**

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)**

Yes, the project successfully integrated Guam history, preservation, heritage, and CHamoru culture through the ESL Writing Project: *Our Guahan Symbols*. Students explored culturally significant symbols such as latte stones, the Guahan flag, the coconut tree, the flying proa, and the carabao. These symbols served as meaningful entry points for English Language Learners to connect language development with cultural understanding.

Implementation occurred between February and May 2026 during regular ESL instruction. Students engaged in guided lessons using vocabulary development, sentence frames, and structured writing prompts. They described each symbol's appearance, location, and cultural importance while practicing speaking and writing in English. Students also illustrated and labeled their work, culminating in a compiled class book that showcased their learning and cultural appreciation.

One challenge was addressing the wide range of language proficiency levels across K-5 students.

Differentiation was necessary, with some students requiring more visual supports, modeling, and oral practice before writing. Time management was another consideration, as balancing language instruction with cultural content required careful pacing.

A key lesson learned is that culturally relevant content significantly increases student engagement and confidence, especially for ESL learners. Students were more motivated to write and share when the content reflected their own community and identity. Additionally, integrating visual, oral, and written components proved effective in supporting diverse learners. Overall, the project demonstrated that language development and cultural education can be meaningfully and successfully intertwined together.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The \$500 SHOP funds had a direct and meaningful impact on both classroom instruction and student learning. The funds were used to purchase essential materials, which enabled the full implementation of *Our Guåhan Symbols* project. These materials supported hands-on, engaging lessons that combined writing, art, and cultural exploration.

Students benefited from access to high-quality, culturally relevant resources, including visual supports and printed materials that reinforced vocabulary and comprehension. The availability of these tools allowed students to actively participate in the learning process by writing, illustrating, and presenting their work. The final class book served as a tangible product of their efforts, promoting a sense of pride, ownership, and accomplishment.

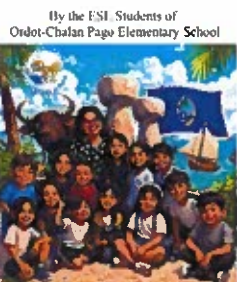
Observable changes included increased student engagement, improved confidence in writing and speaking, and greater awareness of Guam's cultural heritage. The students demonstrated growth in sentence construction, vocabulary usage, and oral expression. The integration of cultural content also fostered stronger connections between the students and their community.

Additionally, the project is sustainable beyond this school year. Overall, the SHOP funds enhanced instructional quality, supported student achievement, and strengthened cultural appreciation within the classroom.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

Please see the attached *Our Guåhan Symbols* project.

**Our Guåhan Symbols**



**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

Si Yu'os Ma'ase' for the opportunity! To strengthen future Project SHOP cycles, consider expanding funding opportunities to include collaborative community partnerships and extended timelines that allow students to further showcase and celebrate their learning outcomes.

\*\*\*

**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**



**Applicant's Signature:** \_\_\_\_\_

**DUE 4PM WEDNESDAY, MAY 13, 2026**

# Our Guåhan Symbols

By the ESL Students of  
Ordot-Chalan Pago Elementary School



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# **Our Guåhan Symbols**

**By the ESL Students of  
Ordot-Chalan Pago Elementary School**

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## A WORD FROM THE AUTHORS

We invite you to journey with us as we share heartfelt poems and meaningful illustrations inspired by the spirit of our island home. Through writing, we discover our voices, celebrate our stories, and reflect on the beauty, culture, and enduring spirit of Guåhan.

This collection is the work of the ESL students of Ordot-Chalan Pago Elementary School, from kindergarten through fifth grade. Each poem and illustration represents thoughtful effort, growth, and a deep sense of cultural pride. These pages capture not only developing language skills, but also the creativity and identity of our students. They have inspired us, and we hope they will inspire you as well.

We extend our sincere gratitude to the Guam Preservation Trust for awarding our ESL Teacher, Dr. Matilda Naputi Rivera, the SHOP: Supporting Heritage Oriented Projects grant, which made this meaningful project possible.

*Our Guåhan Symbols* was created to support elementary English Learners in building foundational writing and speaking skills while deepening their understanding of Guåhan's history, preservation, heritage, and CHamoru culture. Through this project, students explored important island symbols, including latte stones, the Guåhan flag, the coconut tree, ko'ko' bird, the flying proa, and the carabao – each representing the rich legacy of our island.

Implemented during the 2025–2026 school year as part of ESL literacy instruction, from February through May 2026, this project provided students with developmentally appropriate opportunities to strengthen language skills while fostering meaningful connections to Guåhan's identity and traditions.

We invite you to celebrate the wonders of Guåhan with us. May we continue to honor our island and uplift the voices of its future generations. Through the rhythm of pen to paper, we preserve our stories, strengthen our connections, and create lasting memories.

Thank you.

Si Yu'os Ma'åse'! Kalangan! Kulo! Kommol tata! Kinissow! Mesulang! Kammagar! Salamat!  
Domo Arigatō!



KIYOTO SIPPA, 5TH GRADE

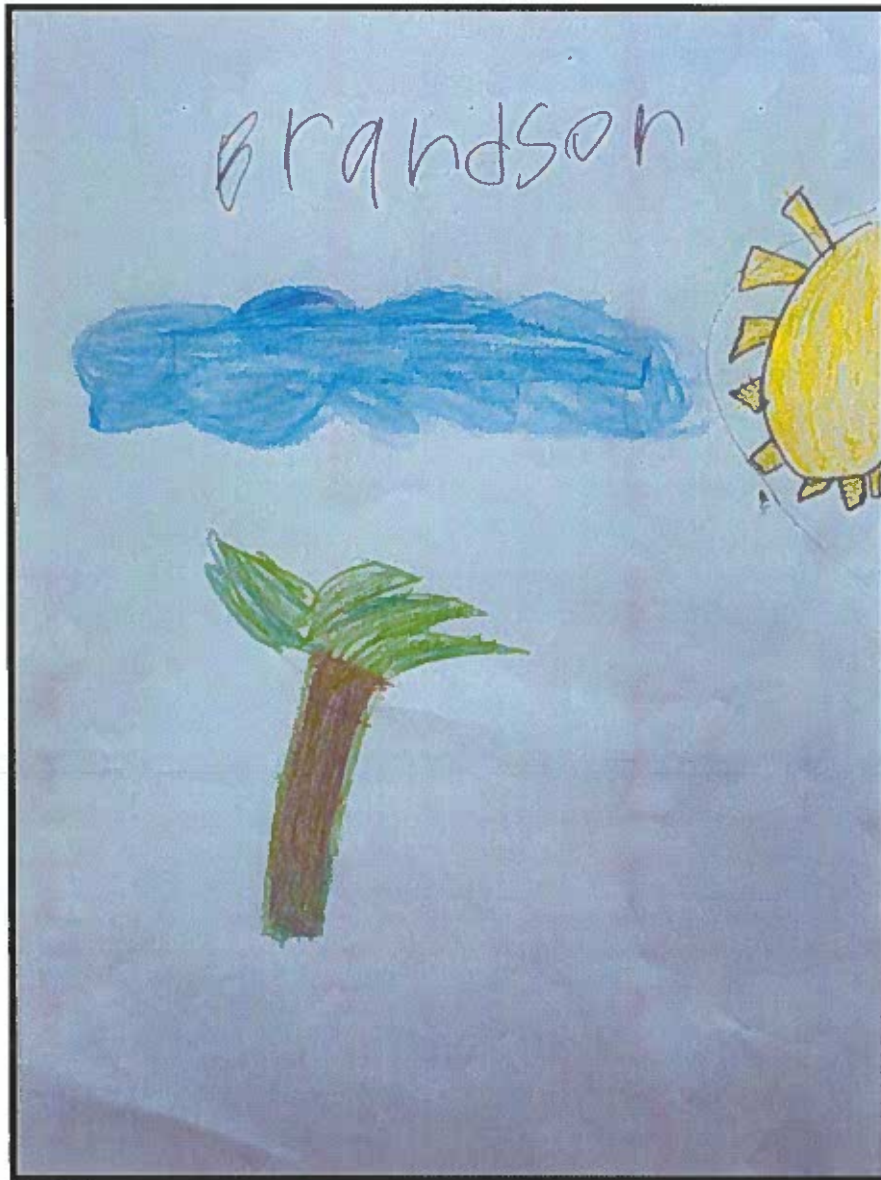
## **Carabao**

This is a carabao, an animal important to Guåhan's history.  
It lives on farms.

It is large and strong with curved horns.

It is special because it helped CHamoru people farm the land.

It is a symbol of hard work and strength.



BRANDSON ROBERT, KINDERGARTEN

### **Coconut Tree**

This is a coconut tree, tall and green,  
from Guåhan, the prettiest island you've seen.  
It grows by the beach in the warm, bright sun,  
where waves splash softly, and children have fun.  
It gives us coconuts, tasty and sweet –  
a special tree with a yummy treat!



KYE'AHU QUINATA, 3RD GRADE

## Coconut Tree

Also called niyok, the coconut tree stands tall and sways free, growing by the beaches of Guâhan by the sea. Its leaves dance softly in the warm island air as sunshine and the salty breeze linger there. It gives us sweet coconuts, cool and good to eat, with fresh water inside – a tasty treat. Strong and special, a gift from the land, a tree of life on our island so grand.



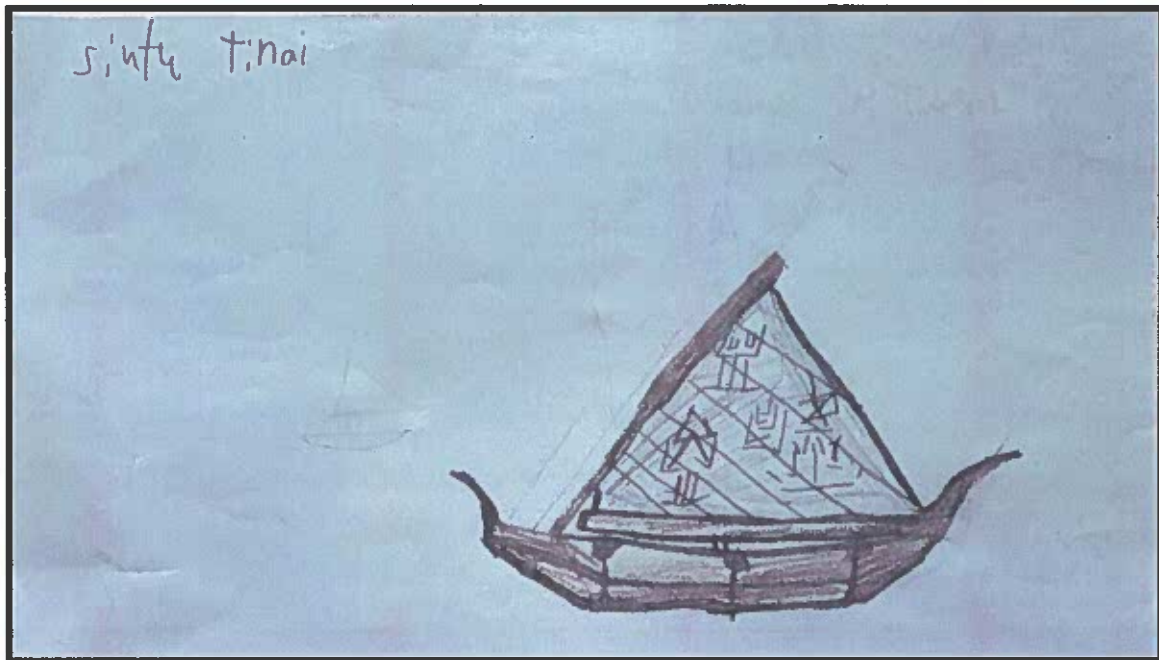
KIYOTO SIPPA, 5TH GRADE

### **Coconut Tree**

This is a coconut tree, an important plant on Guåhan,  
growing by the coast and in villages across the land.

It has long, swaying leaves and brown coconuts up high,  
reaching toward the sunshine in the bright island sky.

CHamoru people use it for food, cool drinks, and more,  
for tools and daily life, as they have done before –  
a strong, helpful tree, so special to see,  
a gift of the island for you and me.



SIUTU TINAI, 5TH GRADE

### **Flying Proa**

This is a flying proa, a traditional CHamoru canoe,  
gliding on the ocean's deep and shining blue.

It sailed around Guåhan with skill and steady speed,  
with a tall sail catching wind to guide where it would lead.

Its clever shape was made to move swift and light,  
skimming over waves from morning into night.

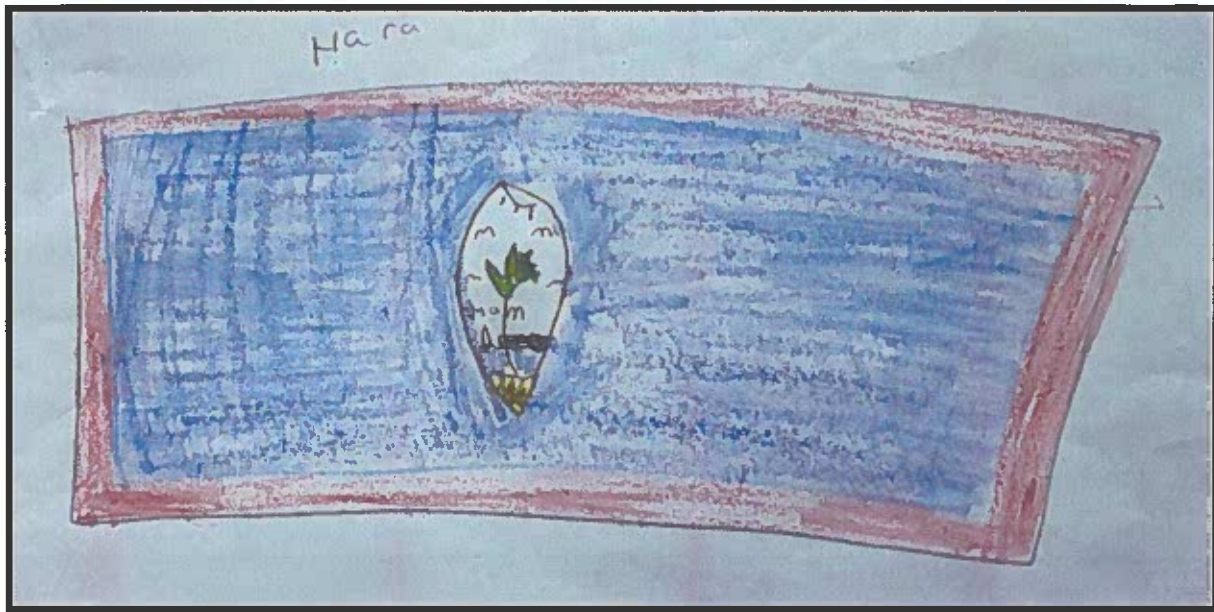
It is special and proud, a story to share,  
showing CHamoru wisdom and care for the sea's path and air.



MARTHA SIPPA, KINDERGARTEN

## ***Guåhan Flag***

This is the Guåhan flag.  
a symbol of our island home,  
proud and special to us all.



HARA SITAN, FIRST GRADE

### **Guáhan Flag**

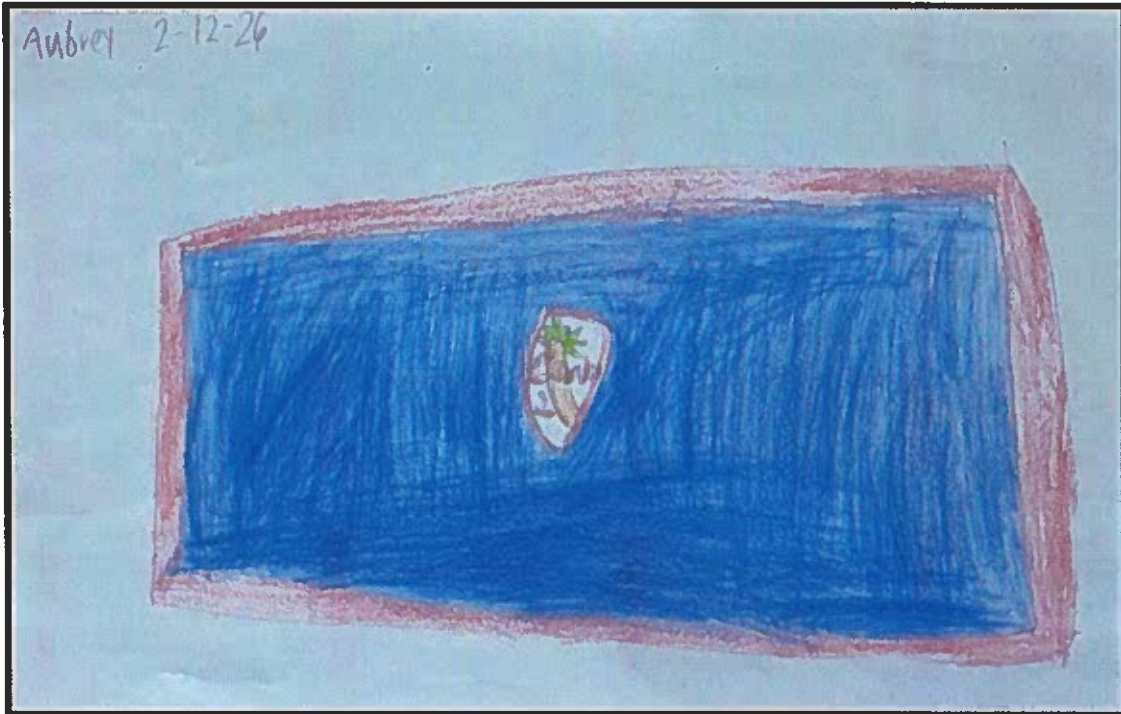
This is the flag of Guáhan.

Its blue and red colors shine with pride.

It is special because it represents

our island, our people,

and our heritage.



AUBREY RUNAS, 2ND GRADE

## **Guåhan Flag**

This is the Guåhan flag.

It represents the island of Guåhan.

In the center, it shows a flying proa, a coconut tree, and the ocean.

It is special because it tells the story of the island and its people.



JAENORA MACHUO, 2ND GRADE

### **Guáhan Flag**

This is the Guáhan flag,

born of our island home.

At its heart, a sacred image –

a flying proa,

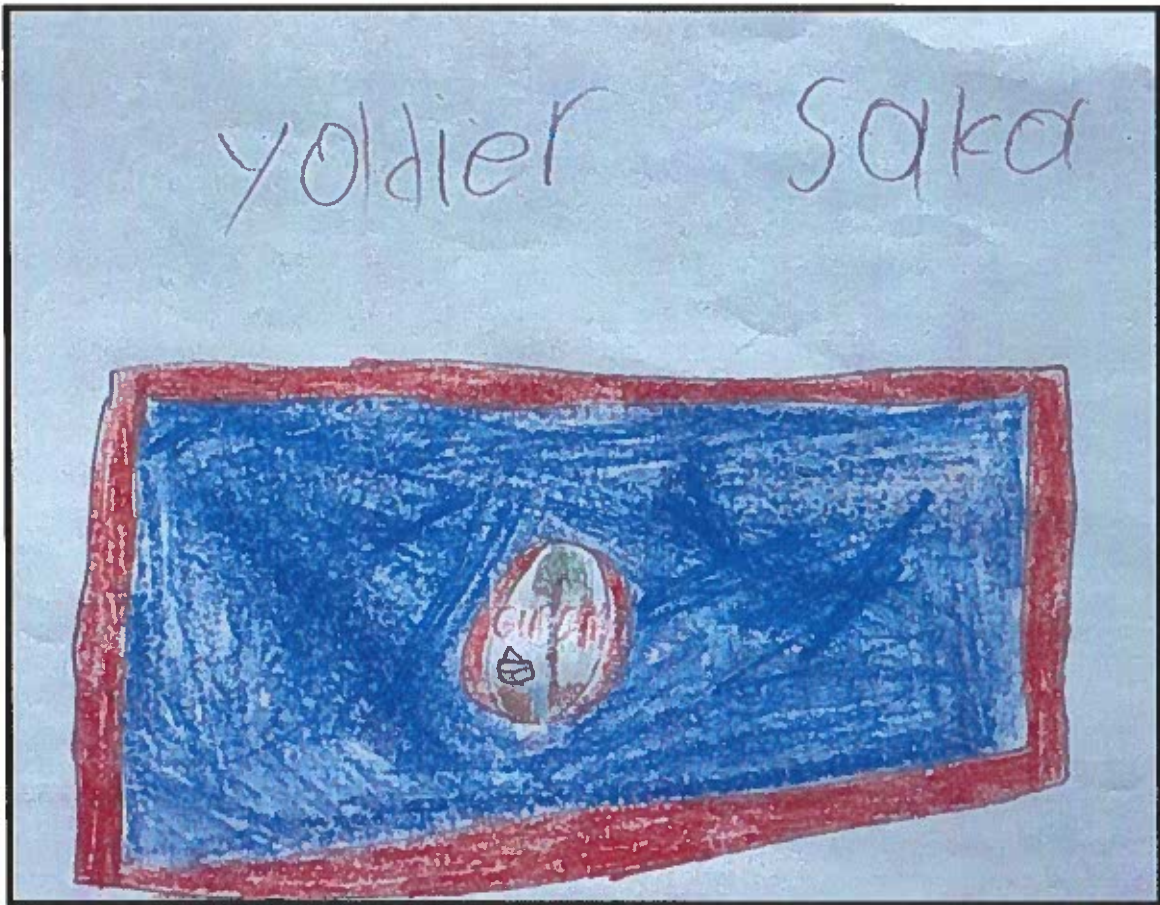
a coconut tree,

and the beautiful ocean.

It matters deeply,

for it reflects

who we are.



YADIER SAKA, 2ND GRADE

### **Guåhan Flag**

This is the Guåhan flag,  
so bright in red and blue,  
We see it at our schools each day,  
waving proudly and true.

It shows our island home,  
our people are strong and kind,  
A special sign of Guåhan,  
for all of us to find.

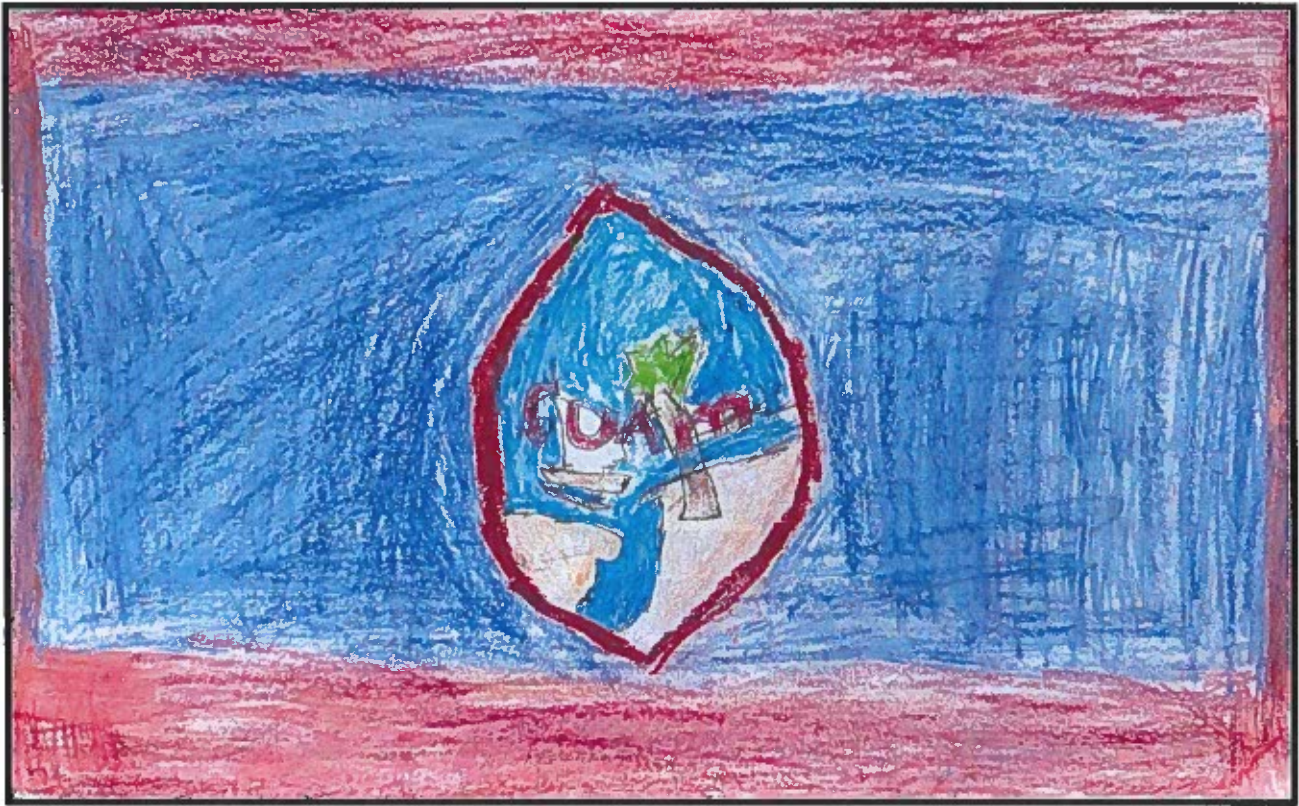


JEPREY SANTOS JR., 4TH GRADE

### **Guåhan Flag**

This is the Guåhan flag from our island home,  
blue like the ocean where the waves still roam.  
It has a coconut tree standing strong and tall,  
and a flying proa sailing past it all.

You'll see it at government buildings each day,  
gently waving as the breezes play.  
It's special and proud, for all to see,  
sharing CHamoru culture and identity.



NICK BOSSY, 5TH GRADE

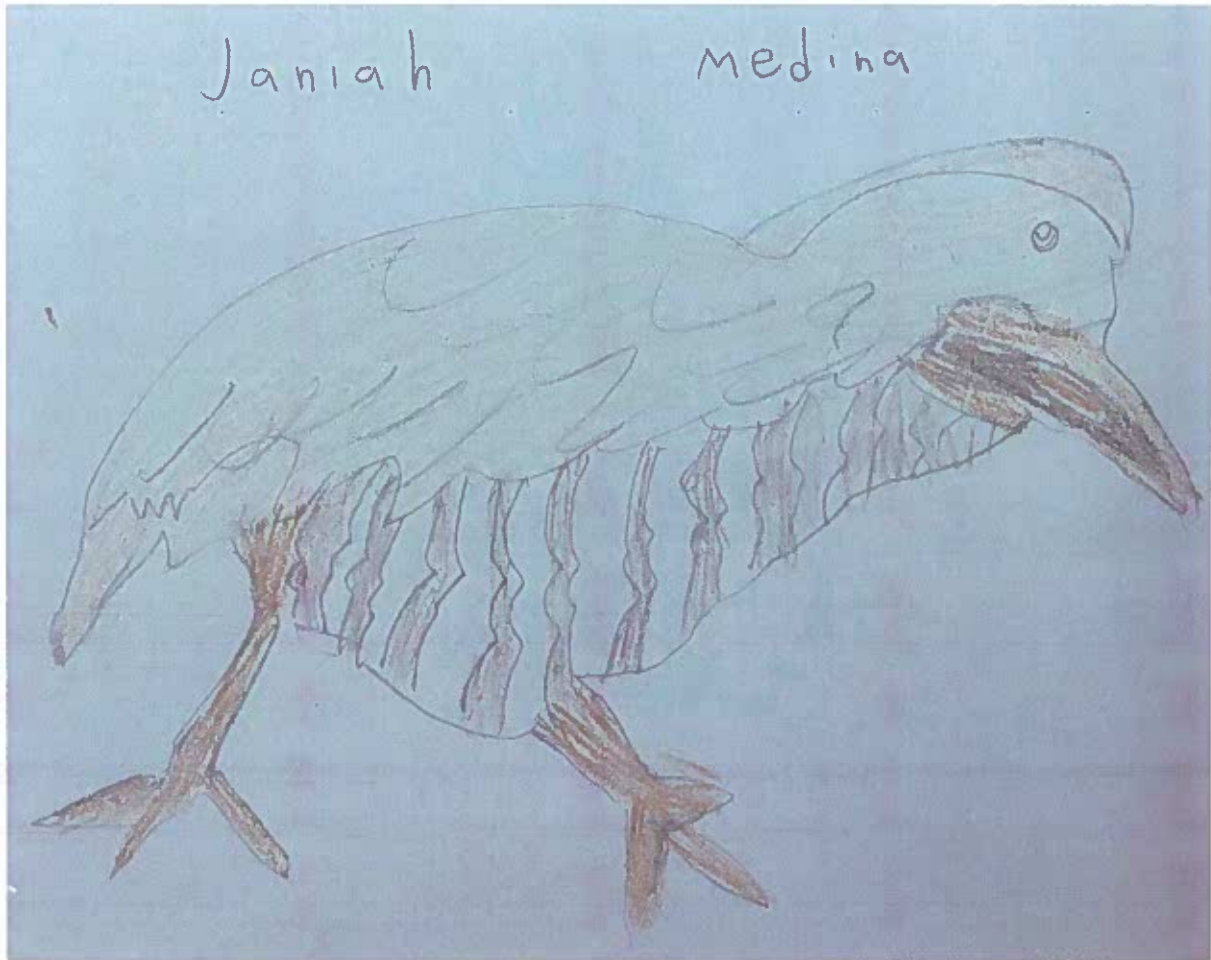
## **Guåhan Flag**

This is the Guåhan flag, a symbol of island pride,  
blue like the ocean with a red outline.

In the center stands a coconut tree so strong,  
with a flying proa sailing along.

You'll see it at schools, in villages, and offices, too,  
waving in the breeze beneath skies so blue.

It's special and bright, for all to see,  
showing the land, the ocean, and our island family.



JANIAH MEDINA, KINDERGARTEN

### ***Ko'ko' Bird***

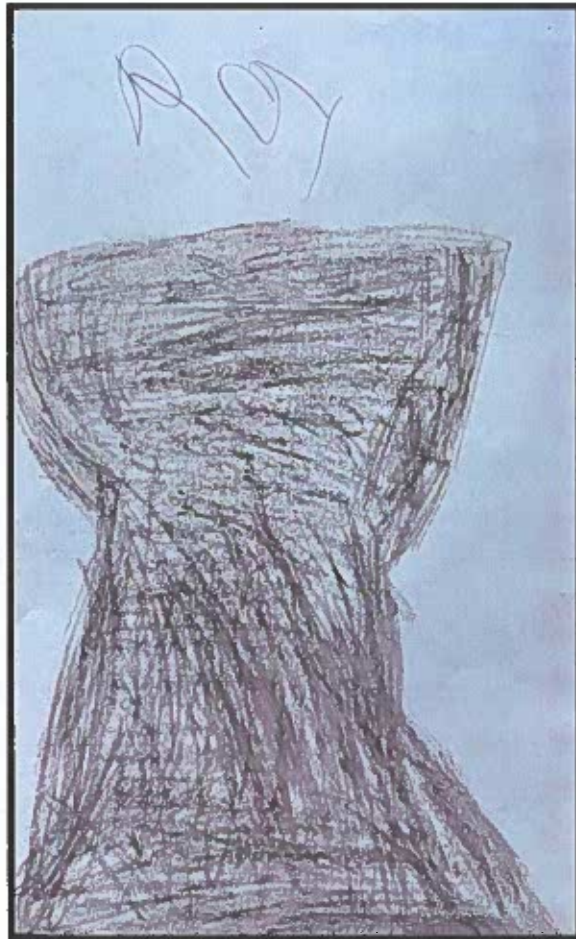
The ko'ko' bird cannot fly,  
It runs on Guam so freely,  
We help keep it safe, you and me.



SIERRALEENJOY ENIKEN, KINDERGARTEN

### ***Ko'ko' Bird***

Ko'ko' bird, strong and small,  
It came back after a fall,  
Now it's a symbol loved by all.



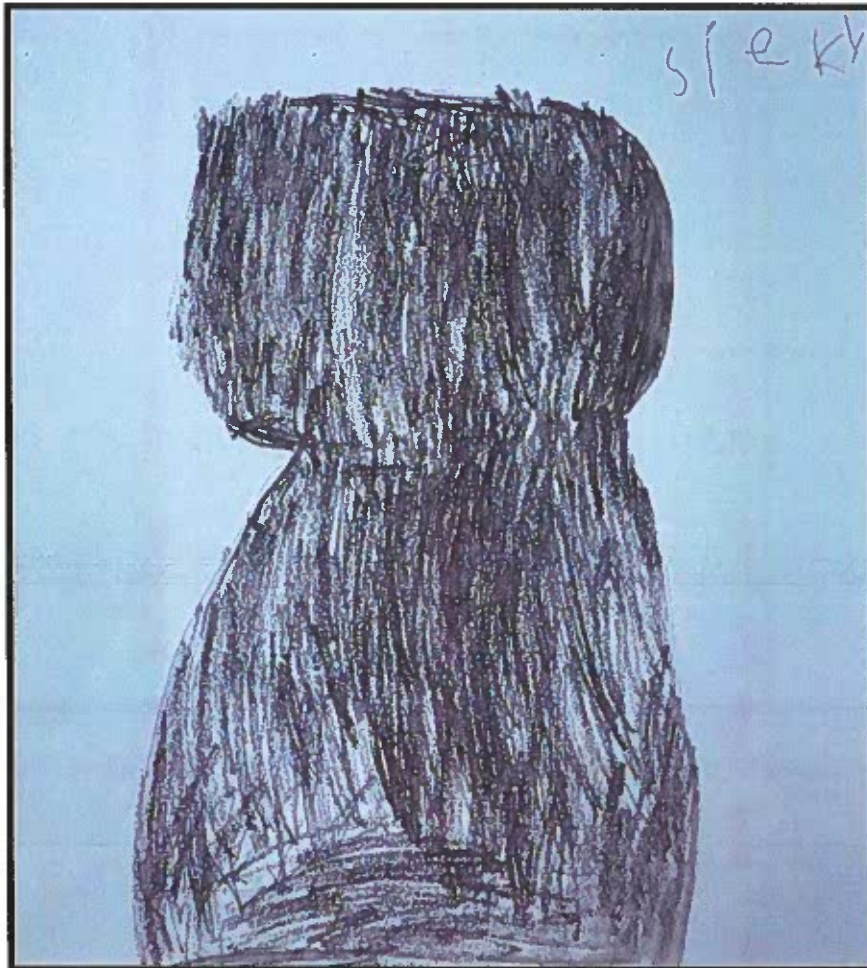
ROY JOHNA PHILLIP, KINDERGARTEN

## ***Latte Stone***

This is a latte stone.

It is an important symbol of Guåhan.

It is special because it is part of our history.



SIERZKY ENIKEN, KINDERGARTEN

## ***Latte Stone***

This is a latte stone.  
It is from Guåhan.  
It is special.



DR. MATILDA NAPUTI RIVERA

### ***Latte Stone***

A latte stone from Guåhan, our home,  
rises where bright blue oceans foam.

Carved from limestone, shaped by hand,  
it held up homes across our land.

Tall haligi and rounded tasa above,  
built with strength, with care, with love.

Through sun and rain, through years so long,  
it stands like a quiet, ancient song.

It tells of CHamoru life and pride,  
of families gathered safe inside.

A gift from the past, still standing strong,  
a sacred place where we belong.



GEROTENE SIPPA, 2ND GRADE

### **Latte Stone**

This is a latte stone from Guáhan,  
Tall and strong in the sun.  
With a round top, big and wide,  
Lifting homes up high with pride.

Long ago, people used it each day –  
A special treasure from long, long away.



BRAYMALSON SALADIER, 2ND GRADE

## **Latte Stones**

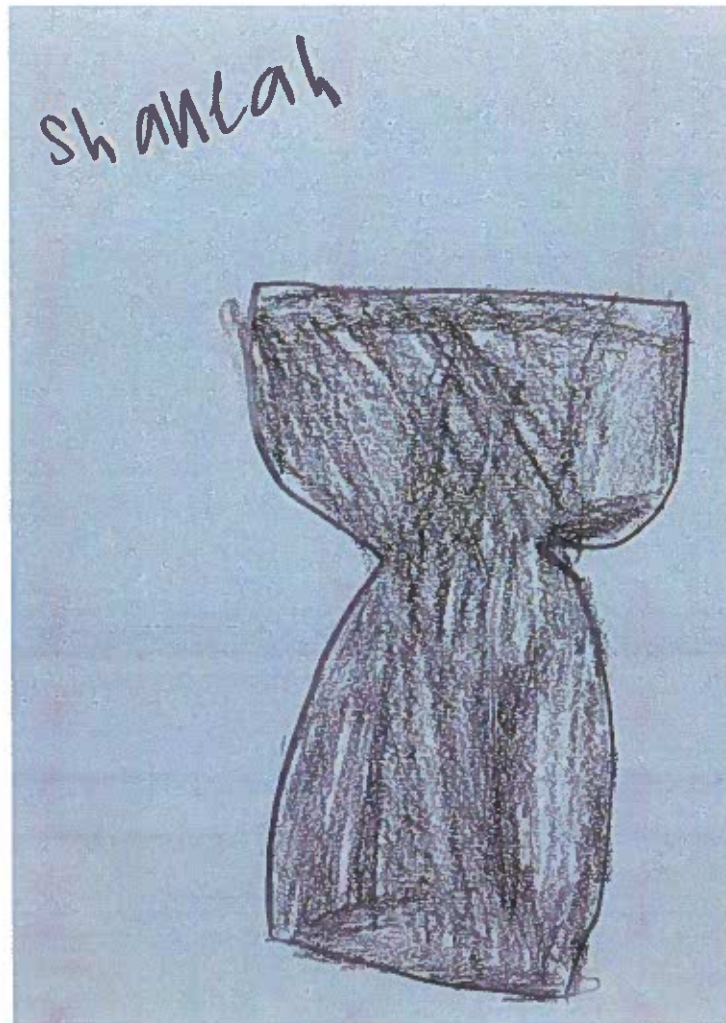
These are latte stones.

They are from Guåhan.

Latte stones are made of strong rock,  
carved by hand long ago.

They have two parts, tall and round,  
holding houses off the ground.

Latte stones are very special,  
and are part of our history.



SHANEAH ROSARIO, 2ND GRADE

### **Latte Stone**

This is a latte stone from Guåhan.

It has a tall base and a round top.

It is a historical structure and part of our CHamoru culture.



GIMALEEN SIPPA, 3RD GRADE

## **Latte Stone**

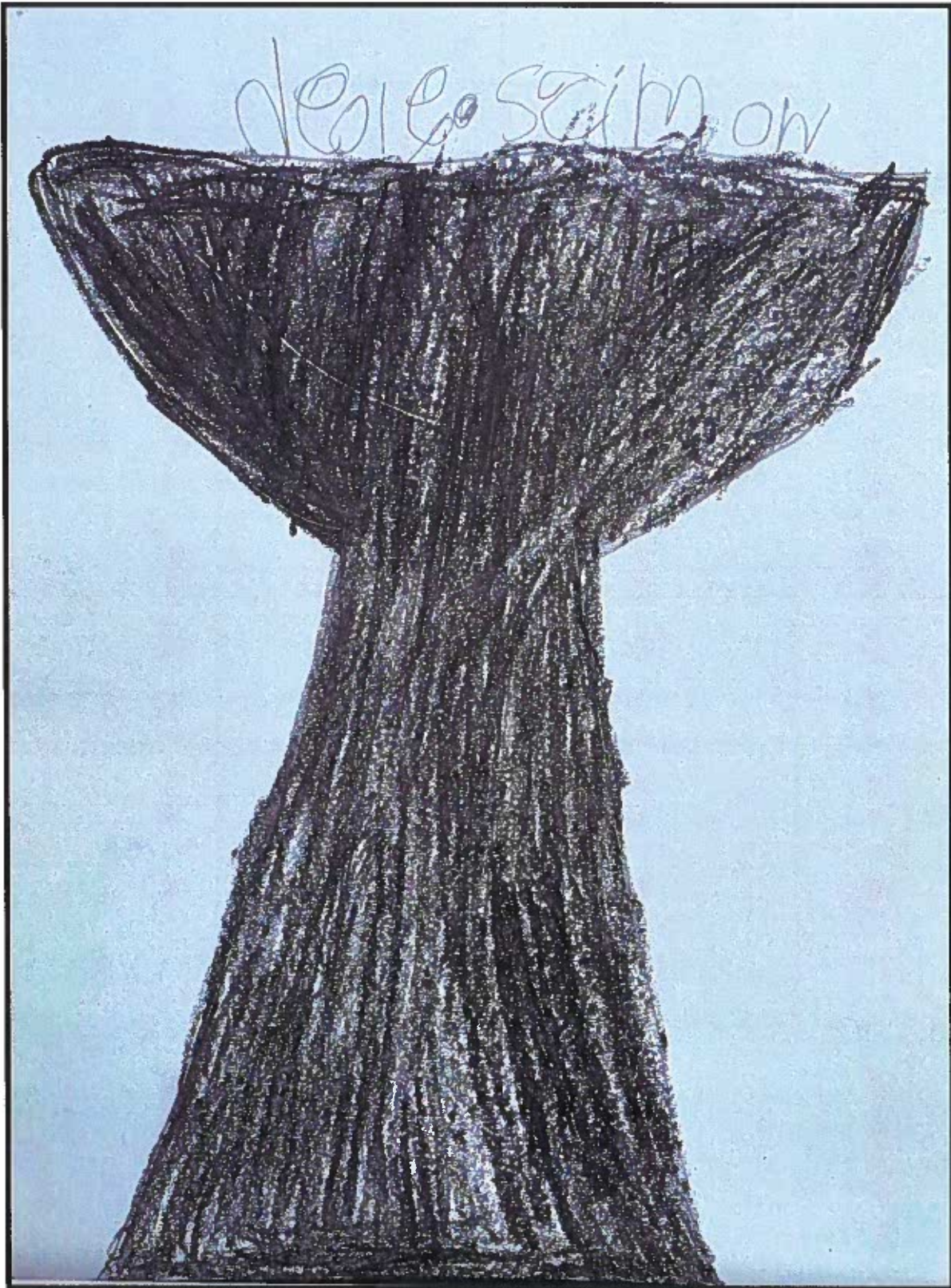
This is a latte stone.

It can be found on Guåhan and is made of limestone.

It has a tall base with a rounded capstone on top.

Latte stones can be seen at historical sites.

They are an important symbol of CHamoru culture and history.



DEOLEI SAIMON, 5TH GRADE

# Project Snapshots



## How do you say THANK YOU in the Pacific:

<u>LANGUAGE</u>	<u>PHRASE</u>	<u>PRONUNCIATION</u>
CHamoru	Si Yu'os Ma'ase'	See DZOO-ooos ma-AH-say
Chinese	Xiè xiè	Sheh sheh'
Chuukese	Kinissow	Keen-ee-SO
Japanese	Arigato	Ah-ree-gah'-too
Korean	Kamsa hamnida	Kahm'-sah-hahm-nee-dah
Kosraean	Kulo	Ku-LO
Marshallese	Kommol	Kohm-mohl
Palauan	Mesulang / Sulang	M-soo-LAHNG / Soo-LAHNG
Pohnpeian	Kalahngan / Kalangan	Ka-LANG-an
Tagalog	Salamat	Sah-lah'-maht
Vietnamese	Cam on	Gahm-oon'
Yapese	Kammagar	KAHM-mah-gahr





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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 5/11/26

Applicant's Name: Jonilin San Nicolas

Contact Information (Tel/Email): jlsannicolas@gdoe.net

Applicant's School and Project Location: Maria Ulloa ES, Room 14

Teacher's classroom grade level: Kindergerten Primary subject area taught in class: All Subject Areas

Number of students impacted by SHOP PROJECT: 14-18 (there are days when other students join my class due to SPLIT class when their teacher is absent)  
 \*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)

I incorporated CHamoru culture by labeling items throughout my classroom with CHamoru words and intentionally using CHamoru vocabulary and phrases during instruction.

I added or recreated classroom posters currently in English into CHamoru to support students' vocabulary development and oral language skills. Some challenges were spelling the CHamoru words correctly.

I used the kindergarten CHamoru workbook and online resources for assistance. Due to scheduling conflicts I wasn't able to have my CHamoru teachers assist with spelling and translating some posters in my classroom. I plan to do more research over the summer and add more CHamoru posters and vocabulary words in my classroom for the upcoming school year.



# SHAPES



circle

aridondo  
sitkolo



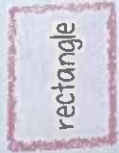
triangle

tri-angulo



square

kuadrato



rectangle

rektangulo



star



rhombus



trapezoid



pentagon

WE

April

Sun April 1

Mon April 2

Tue April 3

Wed April 4

Thu April 5

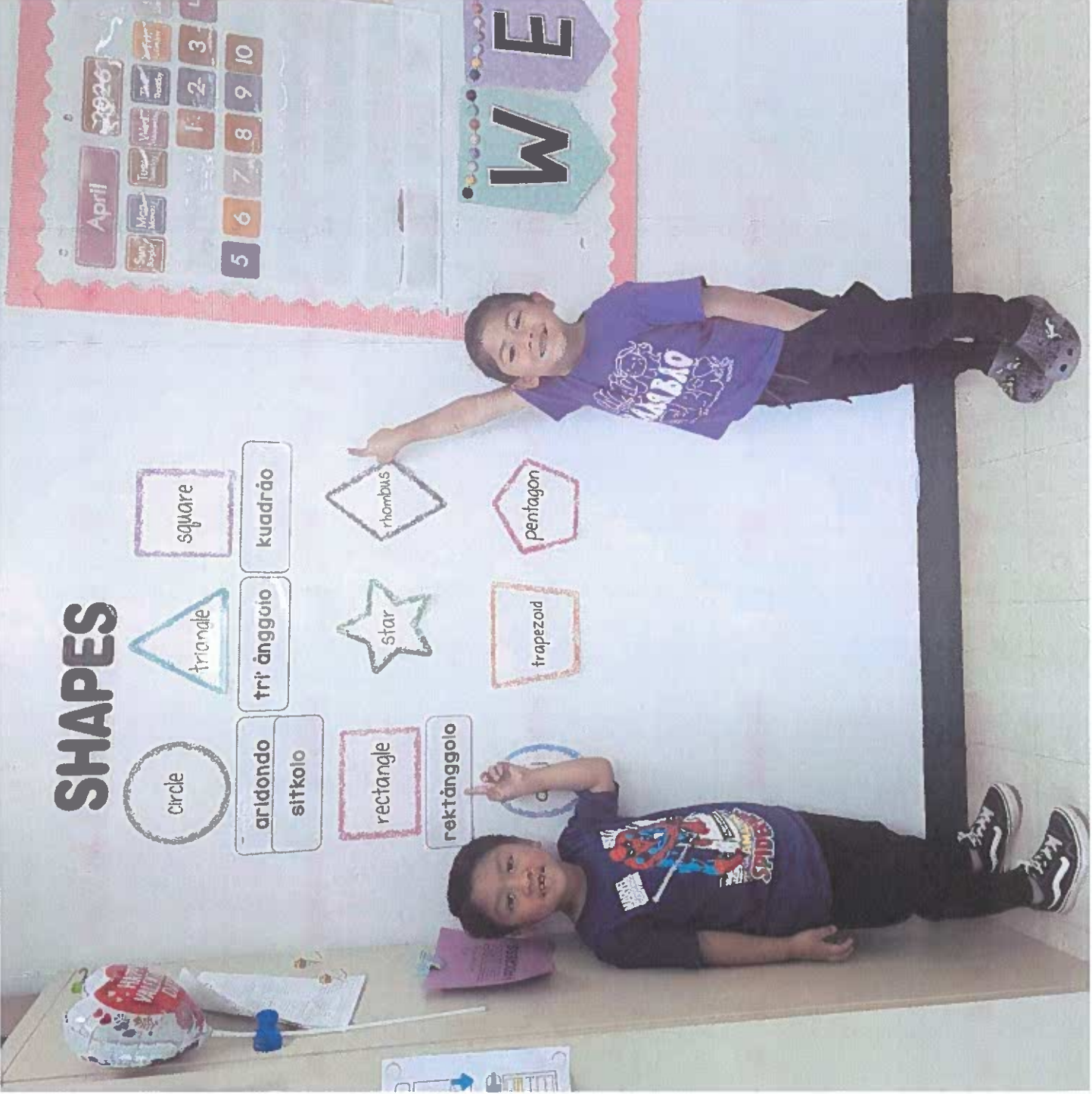
Fri April 6

Sat April 7

Sun April 8

Mon April 9

Tue April 10



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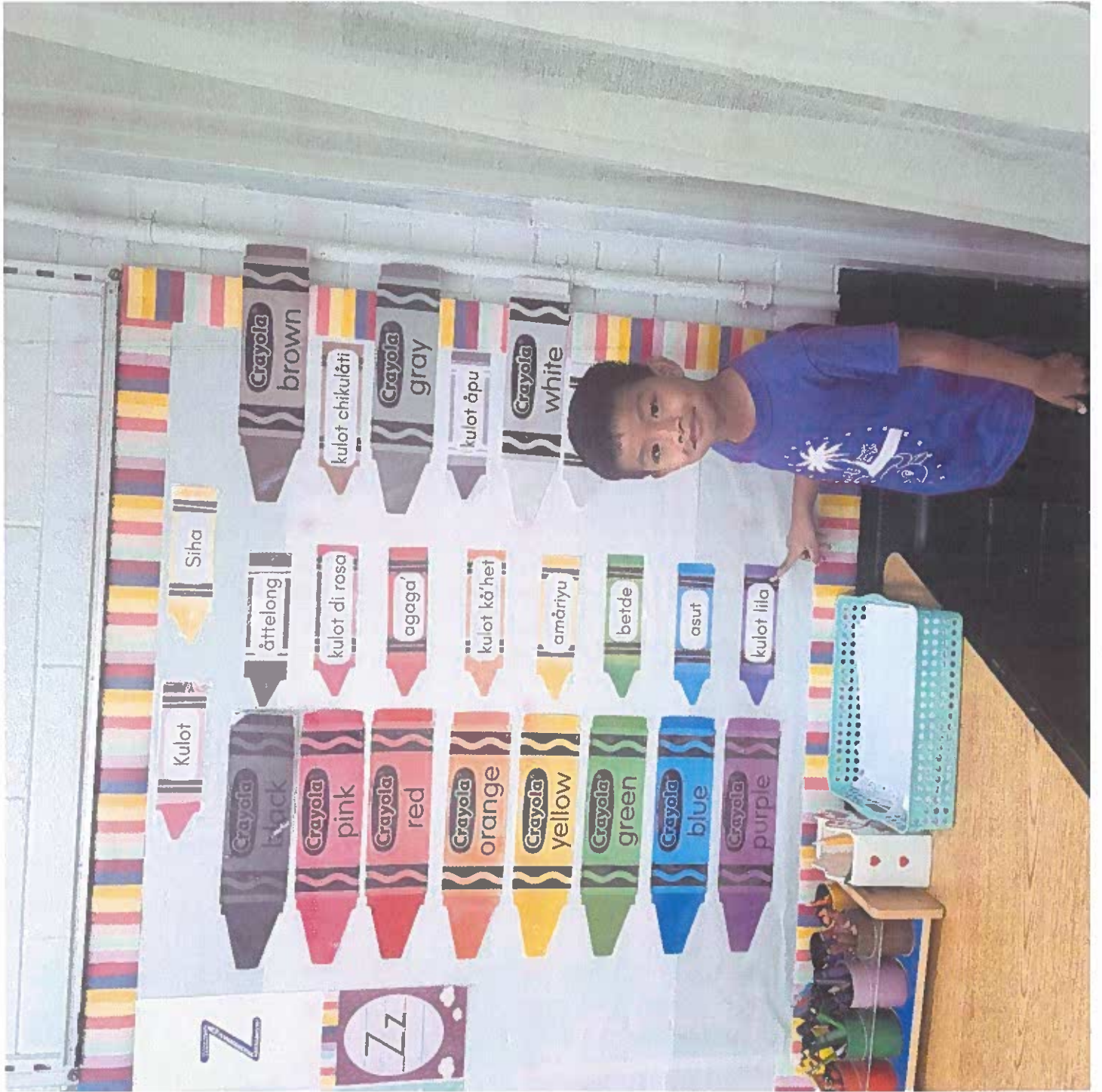
11:30 - 12:45	Math
12:45 - 2:43	CHamoru/ Mon/Wed & Alternating Fridays Content

**HAPPY BIRTHDAY**

<b>JANUARY</b> Ineru	<b>FEBRUARY</b> Fibreru	<b>MARCH</b> Mātsso
<b>APRIL</b> Abrit	<b>MAY</b> Móyu	<b>JUNE</b> Hun
<b>JULY</b> Hullo	<b>AGUST</b> Agosto	<b>SEPTEMBER</b> Septembru
<b>OCTOBER</b> Oktubri	<b>NOVEMBER</b> Nubembre	<b>DECEMBER</b> Diseembre

**Komple-anosi!**





Kulot

Siha

Z

Zz

Crayola  
black

aittelong

Crayola  
pink

kulot di rosa

Crayola  
red

agaga'

Crayola  
orange

kulot ka'het

Crayola  
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kulot lila

Crayola  
brown


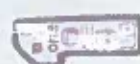









kulot chikulati

Crayola  
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kulot apu

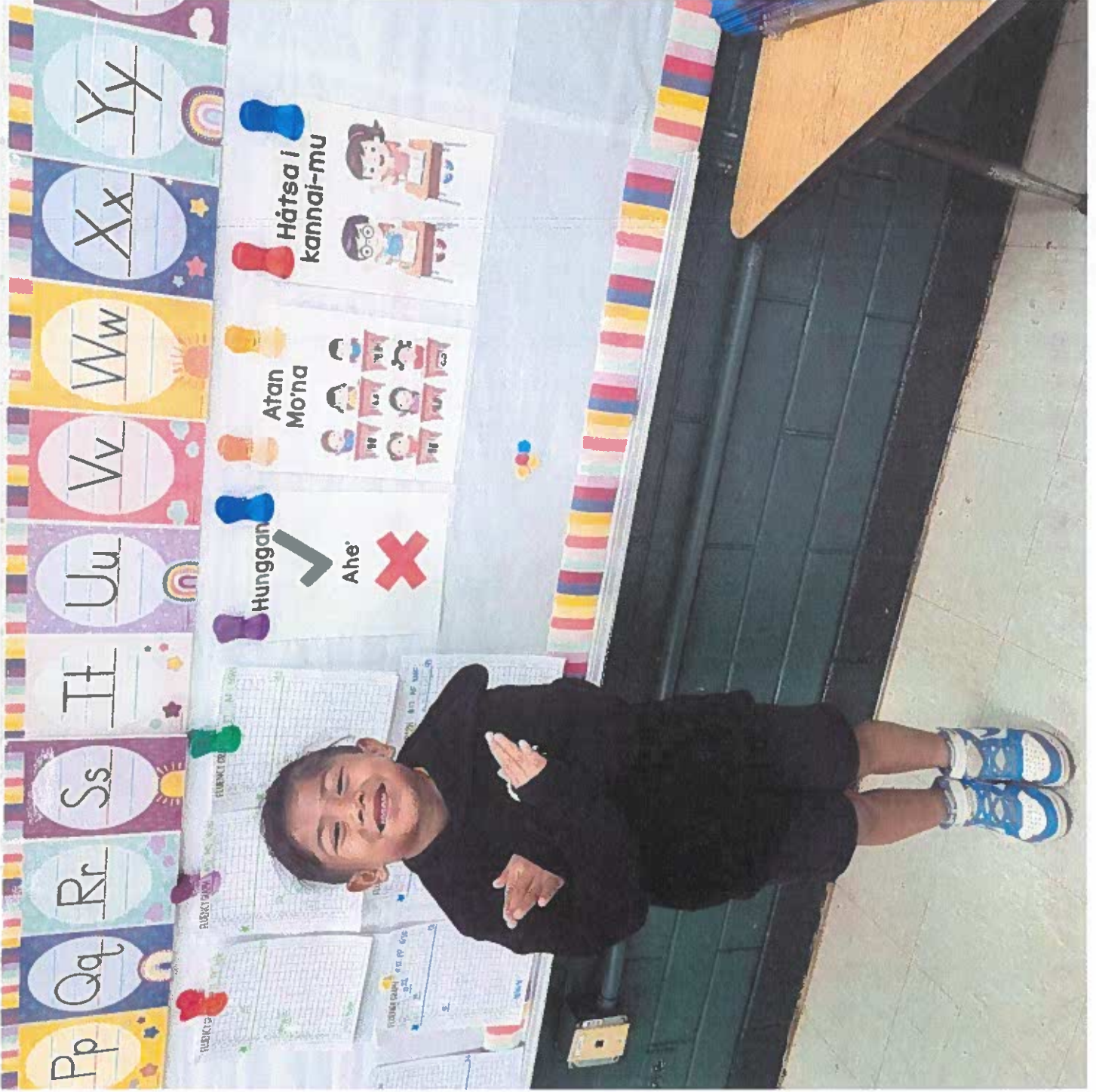
Crayola  
white

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35	36	37	38	39	40
45	46	47	48	49	50
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85	86	87			
95	96	97			

			
seru	unu	dos	tres
			
kuáttro	singko	sais	siette
			
ocho	nuebi	dies	









Káo sina yu'  
malak i  
emfetmera?



**NURSE'S FOLDER**  
**X6750**  
J. SAN NICOLAS

LNF = 48



WRF = 25







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INADAH! GUAHAN  
TRUST**

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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: May 20, 2026

Applicant's Name: Michelle A.T. Balajadia

Contact Information (Tel/Email): 671-9297579 Email: matbalajadia@gdoe.net

Applicant's School and Project Location: Agueda I. Johnston Middle School

Teacher's classroom grade level: 6<sup>th</sup>-8<sup>th</sup> Primary subject area taught in class: Cultural Arts

Number of students impacted by SHOP PROJECT: \_\_\_\_\_

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)

Throughout the school year, I taught a variety of lessons in CHamoru dancing, singing, chanting, weaving, and slinging. Students learned about history and understand the importance of preserving CHamoru traditions. The cultural arts lessons provided students with opportunity to learn and practice traditional and cultural skills through hands-on activities.

Students learned cultural dances that taught them about storytelling, celebration, and the importance of community within CHamoru culture. With the newly purchased Kulo', students had the chance to learned about the history and cultural importance of the shell. They were also able to experience its cultural connection during a traditional blessing. Other students were able to witness the presentation of a traditional bendision.

These activities were implemented through classroom instruction, demonstrations, guided practice, and participation in cultural events and competitions. Students were highly engaged because of the hands-on activities.

One challenge was ensuring there was enough time for lessons. Due to limited materials and diverse learners it was a challenge for students to fully practice each skill. Another challenge was teaching activities that required patience and repeated practice, especially for students who were learning the skills for the first time.

A positive outcome was that students were more engaged and confident when cultural learning is hands-on and meaningful. Providing cultural lessons and activities helped strengthen student's appreciation for the Chamoru culture and traditions.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The Guam Preservation Trust SHOP Grant of \$500 positively impacted our classroom and school community. By providing students with meaningful cultural learning opportunities through hands-on experiences. With the awarded grant funds, we were able to purchase five slings, one traditional conch shell horn known as a kulo', fifteen hundred feet para cords, seven 2mm 100yard and 4mm 60yard burlap ropes. The following items were purchased from Sling Guam, Marianas Handicraft, Cost-U-Less, and Shop4Less. The materials allowed students to actively learn and practice the traditional CHamoru art of slinging. It will continue to strengthen their understanding and appreciation of cultural traditions and preservation.

Students used the newly purchased slings to prepare for and participate in a Yiyupåktu (slinging) competition. The materials supported three Agueda I. Johnston sling teams that competed in the GDOE CHamoru Studies Division's Gupot CHamoru Yiyupåktu competition on April 25, 2026. AIJMS represent three teams out of a total of eight teams entered for school division.

One out of the three teams received 3<sup>rd</sup> place in the competition. This was a significant accomplishment for the students and school community. Through practice and teamwork, students developed confidence, perseverance and cultural pride. Most of all students were exposed to history of our CHamoru people and took part in preserving our culture.

The purchase of the kulo' was a great item to add to a cultural arts class. It provided cultural learning with hands-on experience. It also benefited students by providing an authentic cultural experience during a cultural blessing. The Students were able to witness and participate in traditional practices that connected them to CHamoru heritage.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. \* Please see attached pictures.**

4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?

Thank you for providing grant opportunities for teachers.


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I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: 

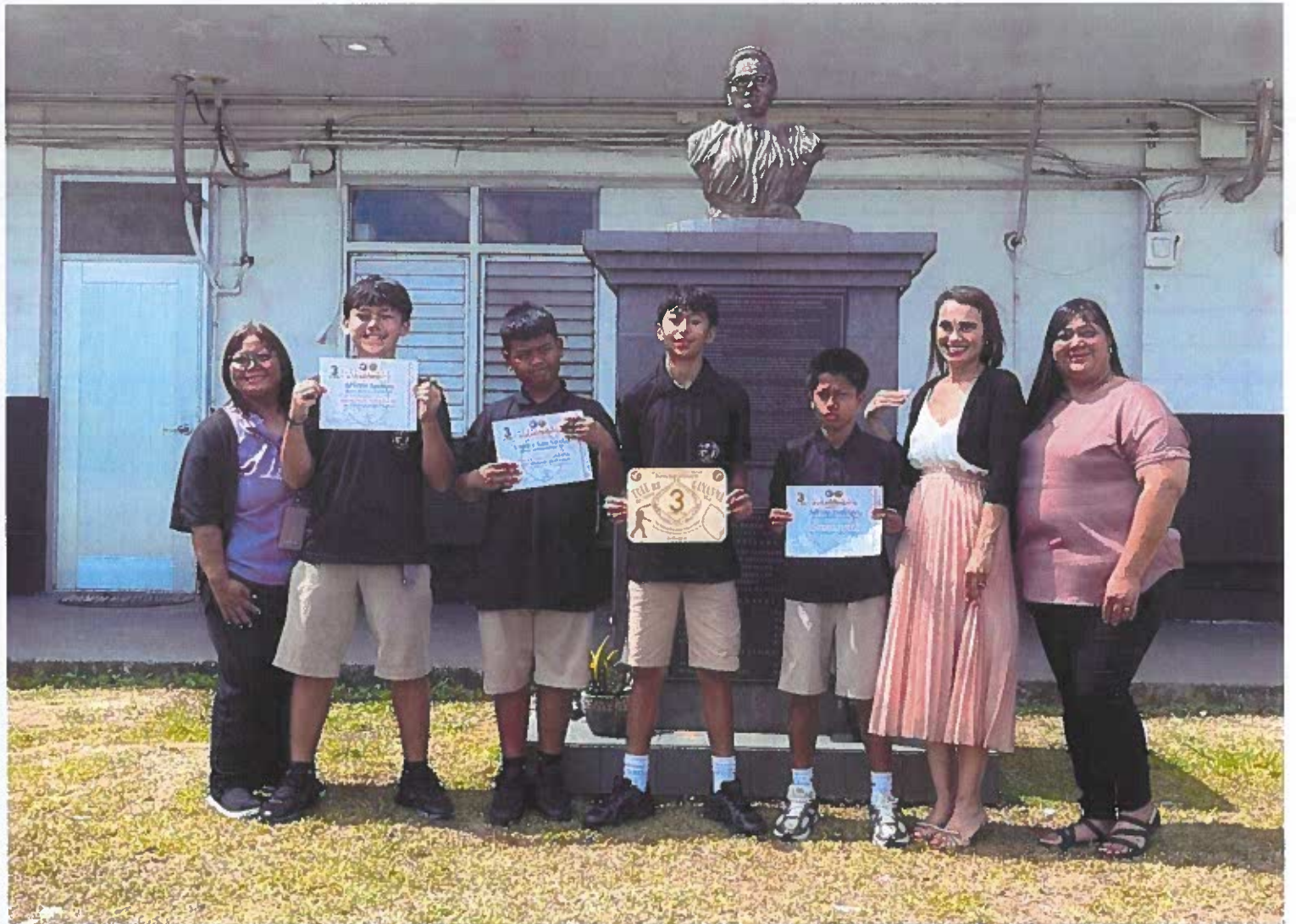
**DUE 4PM WEDNESDAY, MAY 13, 2026**













838779

**MARIANAS HANDICRAFTS**  
P.O. Box 2580  
San Juan, P.R. 00901-0258  
Tel. (787) 671-4337-4338

CUSTOMER'S RECEIPT

NAME: Guam Preservation Trust      PAID: 12/28/20

ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_

SOLD BY: \_\_\_\_\_

CASH	C.O.D.	C.V.I.R.E.	ON ACCT.	M.O.D.E. P.E.T.O.	P.A.I.D. C.A.S.H.

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1	Thrift shell		160.00
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
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17			
18			

20

GC # 14337

RECEIVED BY: \_\_\_\_\_

\$160.00

KEEP THIS SLIP FOR REFERENCE

01 91









# GUAM PRESERVATION TRUST

P.O. BOX 3036, HAGATNA, GUAM 96932  
 TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: May 20, 2026  
 Applicant's Name: Maxine Q. Bigler  
 Contact Information (Tel/Email): 671 483 2802  
 Applicant's School and Project Location: Jose Rios Middle School, PITI  
 Teacher's classroom grade level: 6 8 Primary subject area taught in class: CHamoru  
 Number of students impacted by SHOP PROJECT: 50

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)

Absolutely. Teaching CHamoru Language and Culture incorporates the history, preservation, heritage and the CHamoru culture. The way the project was implemented was through storytelling throughout the month of March through May. Our class focused on the celebration of who we are as a people through song, dance, and chant. The standards covered during the semester perfectly aligned with the Guam Department of Education. competition allowed our students to express their story with costumes made to share the meaning of what is worn and story tell through our presentation. This was made possible during the CHamoru Studies division (Ballan Taotao Tano') CHamoru Dance competition during silberasion Mes. The challenges I had faced during this process was that of typhoon Sinlaku affecting the completion of the grant final report and it's due date. I have learned that our students took pride in wearing their costumes to help understand storytelling through dance and chant.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The students weaved themselves into our community group based of of Mongmong Toto Maite community center. This allowed them to take the materials used in the school made specifically for them to continue telling their story carrying on the and sharing the legacy of our people and sharing the love of who we are and the history and practices passed on for those yet to come. Through this our students continued to branch out and meet other peers of their age embracing our language and history through dance.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders.**

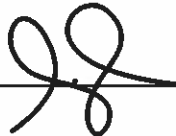
**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

Possibly provide vendors locally and off island that can accommodate us in the grant funds.

\*\*\*

**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**

**Applicant's Signature:** \_\_\_\_\_



**DUE 4PM WEDNESDAY, MAY 13, 2026**











# GUAM PRESERVATION TRUST

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 TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 5/13/26

Applicant's Name: Elianna Castro

Contact Information (Tel/Email): 6714839386/eycastro@gdoe.net

Applicant's School and Project Location: Jose Rios Middle School

Teacher's classroom grade level: 6 Primary subject area taught in class: Reading

Number of students impacted by SHOP PROJECT: 15

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)

Yes, I was able to incorporate Guam Heritage into my project because the students had to try and have a Guam related element in their book. I found many challenges with this project. First, it was my students. They took longer than expected to come up. Every step took way longer than expected with them: the brainstorming process, the writing. Not only did the students take long to get their brains working, it was also a challenge to get them to be motivated to want to improve their books in order to be considered for publication. Finally, one of the last roadblocks was Sinlaku. Sinlaku caused us to lose an entire week of school. Once we came back, we dived into testing which made us lose more time for

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The \$500 was beneficial to my classroom because 15 students were able to get their books. At the time that I'm sending this report, I have been able to place the order for the books. purchase items to be given as prizes for each student that published a book. So with the money, I printed 15 books, purchased 15 locally made pouches from Guam Makerspace, and purchased 2 straw hats to be given to 2 students who I felt really went above and beyond with their book and with their story. If I was to attempt this project again, I would start earlier in the school year to provide enough time for all things to be done.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders.**


**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

Show examples of different projects that have been done. Give a timeline of when things were done. Give a little bit of leeway to due dates when natural disasters hit.

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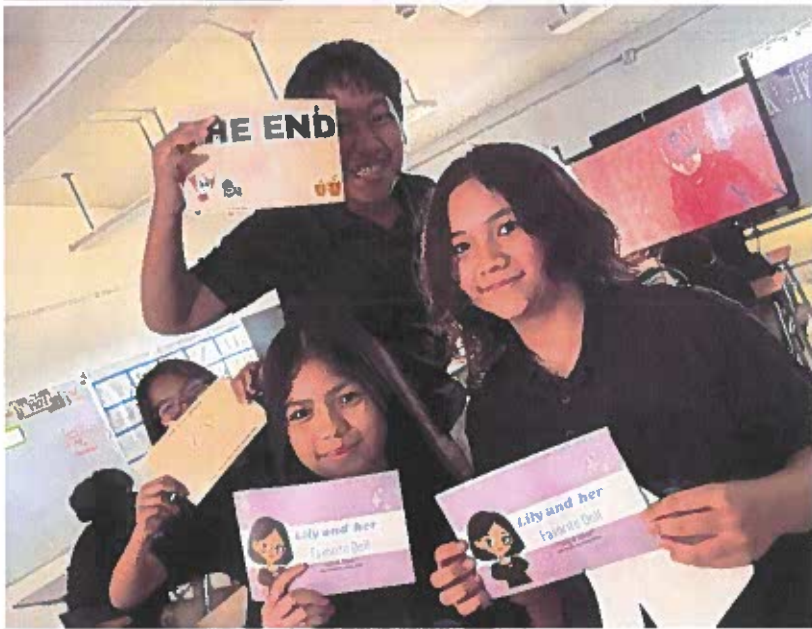
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**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**

**Applicant's Signature:** 

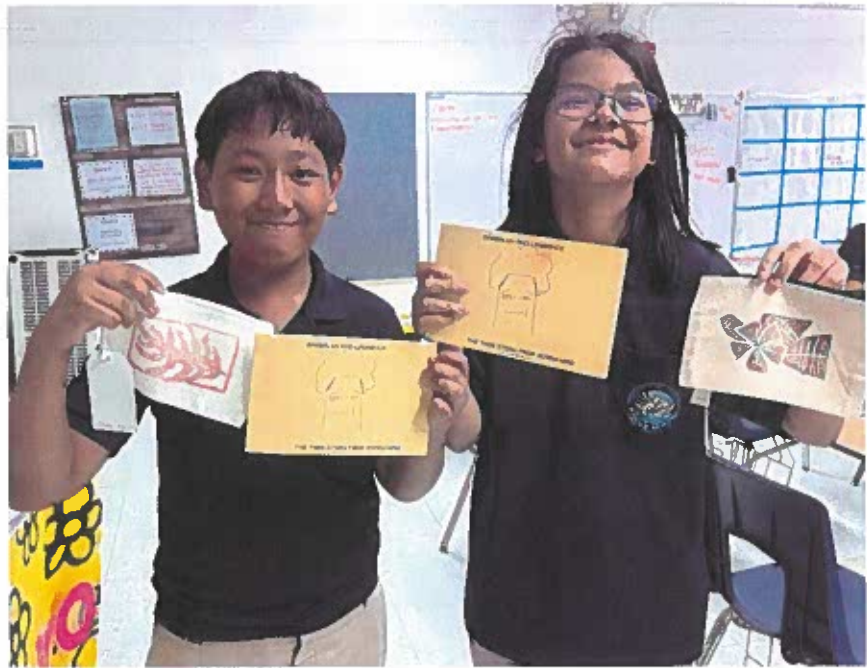
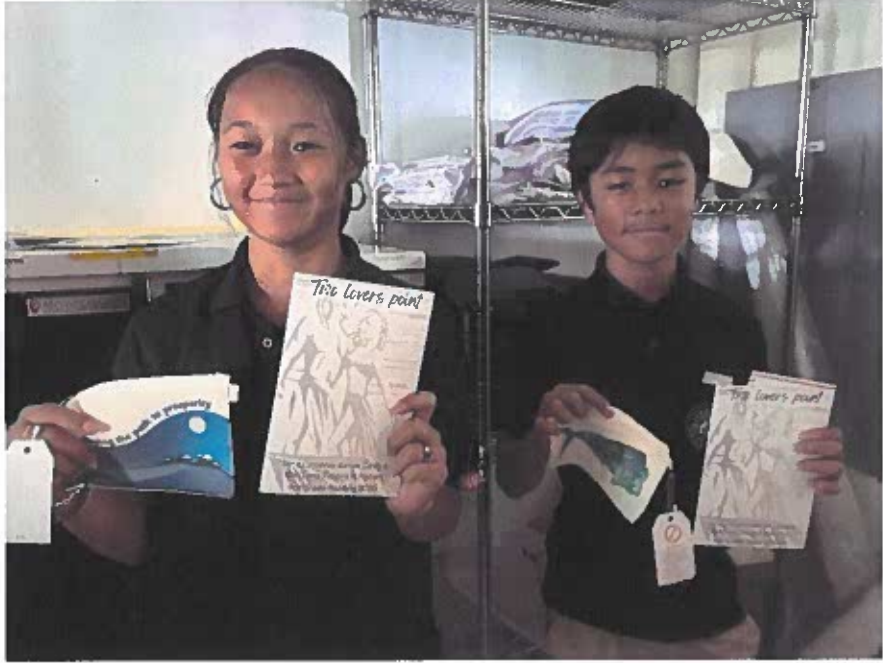
**DUE 4PM WEDNESDAY, MAY 13, 2026**















**GUAM  
INANGOKRON  
PRESERVATION  
INADAHI GUAHAN  
TRUST**

# GUAM PRESERVATION TRUST

P.O. Box 3036, HAGATÑA, GUAM 96932  
TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 5-13-2026

Applicant's Name: Kennith C Sabalboro

Contact Information (Tel/Email): 671-489-6090

Applicant's School and Project Location: Astumbo Middle School

Teacher's classroom grade level: 6-8 Primary subject area taught in class: Culture

Number of students impacted by SHOP PROJECT: 40 students

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)

(Please see attachment)

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## **GUAM PRESERVATION TRUST FINAL REPORT**

**1.) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)**

**Yes, my project directly incorporated Guam history, preservation, heritage, and CHamoru culture through my carving class. The focus was on introducing students to traditional CHamoru carving by creating jewelry and small cultural pieces. Students learned about the cultural significance of carving, the use of natural materials, and how these practices have been passed down through generations. This helped connect them to CHamoru identity while building hands-on skills.**

**I implemented this by first teaching students about the history and purpose of traditional carving, including its role in daily life and cultural expression. Students then applied this knowledge through guided, step-by-step carving activities using tools and materials purchased through the grant. They also incorporated CHamoru vocabulary related to cultural arts and reflected on their learning through short writing pieces.**

**One challenge was ensuring safety while students used carving tools, especially for those with little to no experience. This required clear instructions, modeling, and constant supervision. Another challenge was pacing, as carving takes time and patience, which varied among students.**

**A key lesson learned is that students are more engaged when they can physically connect to the culture they are learning. This project reinforced that preservation happens through practice, and that giving students the opportunity to create helps strengthen their understanding and appreciation of CHamoru culture.**

**2.) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

**The \$500 SHOP funds were used to purchase essential supplies needed to start the carving class, including Dremel tools, sandpaper, personal protective equipment such as masks, ear plugs, and protective eyewear, as well as mats for carving. These materials allowed students to safely and actively participate in hands-on CHamoru cultural arts, giving them the opportunity to learn traditional carving through direct experience.**

**The benefits extended beyond the carving class. Members of the Kotturan CHamoru Club also benefited, as the final class project was to create carved necklaces for students competing in the Bailan Taotao Tåno competition. This gave carving students a meaningful purpose, knowing their work would be worn in a cultural performance, while also supporting their peers.**

**In the classroom, I observed increased engagement, focus, and pride in student work. Students were more motivated because their projects had real value and purpose. They demonstrated patience and care in their craftsmanship, understanding that their pieces represented both themselves and their school.**

**Overall, the use of the funds helped build a stronger sense of community, cultural pride, and collaboration. Students were not only learning about CHamoru culture, but actively contributing to it, making the experience meaningful and impactful.**

## INTRODUCTION TO CHAMORU CARVING

Chamoru carving is an ancient practice rooted in identity, culture, and connection to the land and ocean. Before colonization, Chamoru people created body adornments using natural materials such as shells, bone, stone, seeds, and tusk.



## STUDENT WORK & FUTURE CARVERS

The completed carved pendant presents more than just a finished product; it reflects growth, patience, and cultural connection. Through continued practice and teaching, Chamoru carving remains alive for future generations.



# Traditional Chamoru Carving

Preserving Tradition for Future Generations



## THE CARVING PROCESS

Students use tools such as rotis, drills and sanders to shape and refine their pieces, while still honoring the patience and care of traditional carving requires. The process includes shaping, smoothing, carving details, and polishing.



## CULTURAL REVIVAL & IDENTITY

Today, there is a strong movement across the Marianas to revive Chamoru carving. Artists and cultural practitioners are reconnecting with ancestry, knowledge and passing it on to younger generations. Saina Juli Benavente, is one of the most carvers that is leading this movement.





# GUAM PRESERVATION TRUST

P.O. Box 3036, HAGATÑA, GUAM 96932  
 TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 05/13/26

Applicant's Name: Joseph Chargualaf II

Contact Information (Tel/Email): jfchargualaf@gdoe.net

Applicant's School and Project Location: Okkodo High School

Teacher's classroom grade level: 9-12 Primary subject area taught in class: ELA / Creative Writing

Number of students impacted by SHOP PROJECT: 30

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)

The Podcast Project focused on Guam's history and the preservation of CHamoru culture through the analysis of local poetry in Guam. Students learned about topics such as cultural identity, environmentalism, colonization, and impacts of tourism that were highlighted in the poetry books purchased from the grant. The supply of books allowed me to invite the editor of one of the books to discuss the writing process. Through her workshop, she explained the writing process and how words changed the meaning about cultural symbolisms and the indigenous language. As a culminating activity, students produced a podcast to explain how local culture is depicted and how language impacts the message to the audience.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The \$500 SHOP funds provided supplementary instructional materials to supply my creative writing class. I was able to purchase books to use in my creative writing class. Students were able to read poetry from Guam rather than American texts. They were able to make more connections to the references used since the poems were rooted in family, culture, and island living. Students were able to break down the poems more easily than with American poems because students understood the subject matter of each poem.

**3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

Media files attached to email.

**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

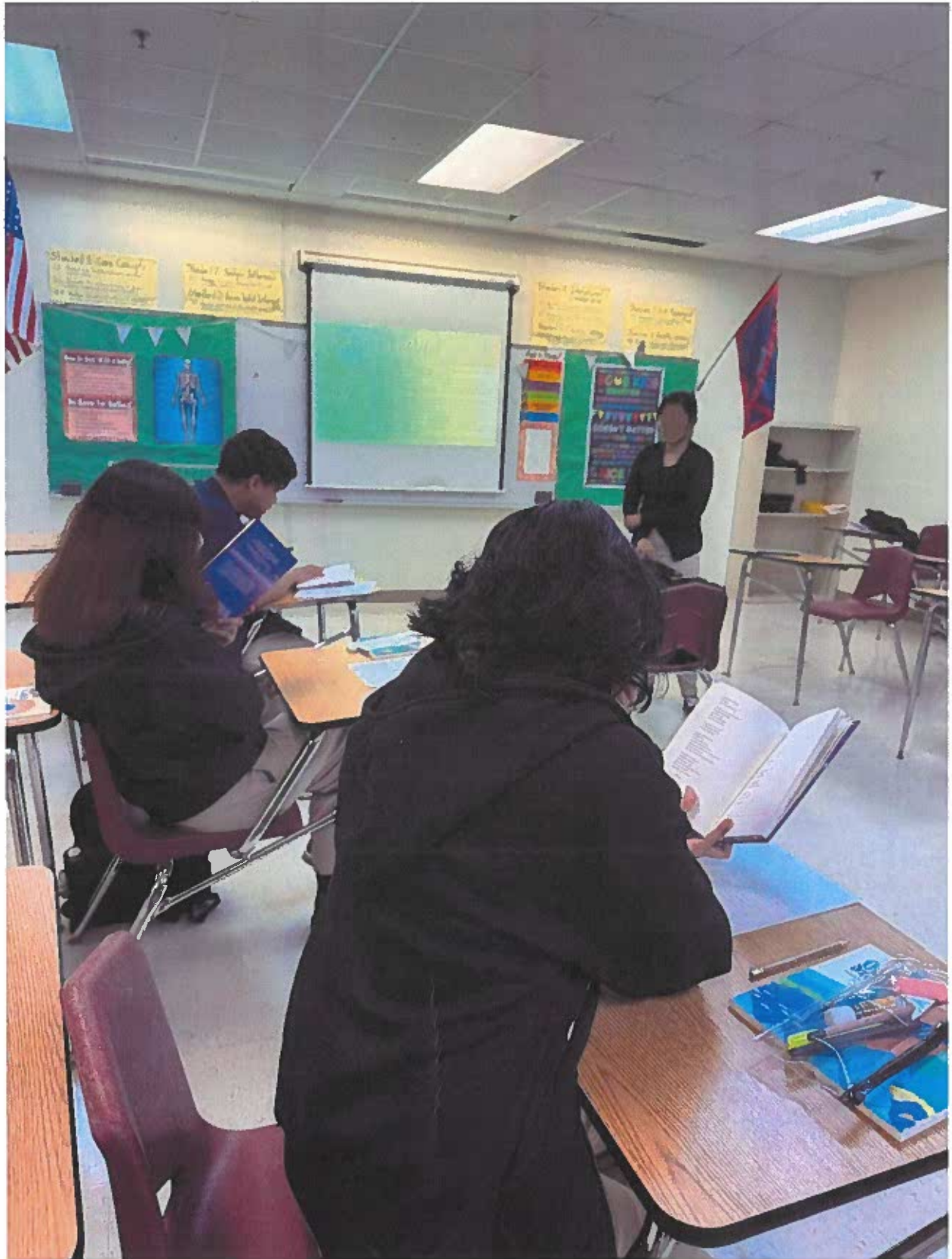
Please consider allowing previous grantees the opportunity to reapply. This grant was beneficial to my students and our classroom.

\*\*\*

**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**

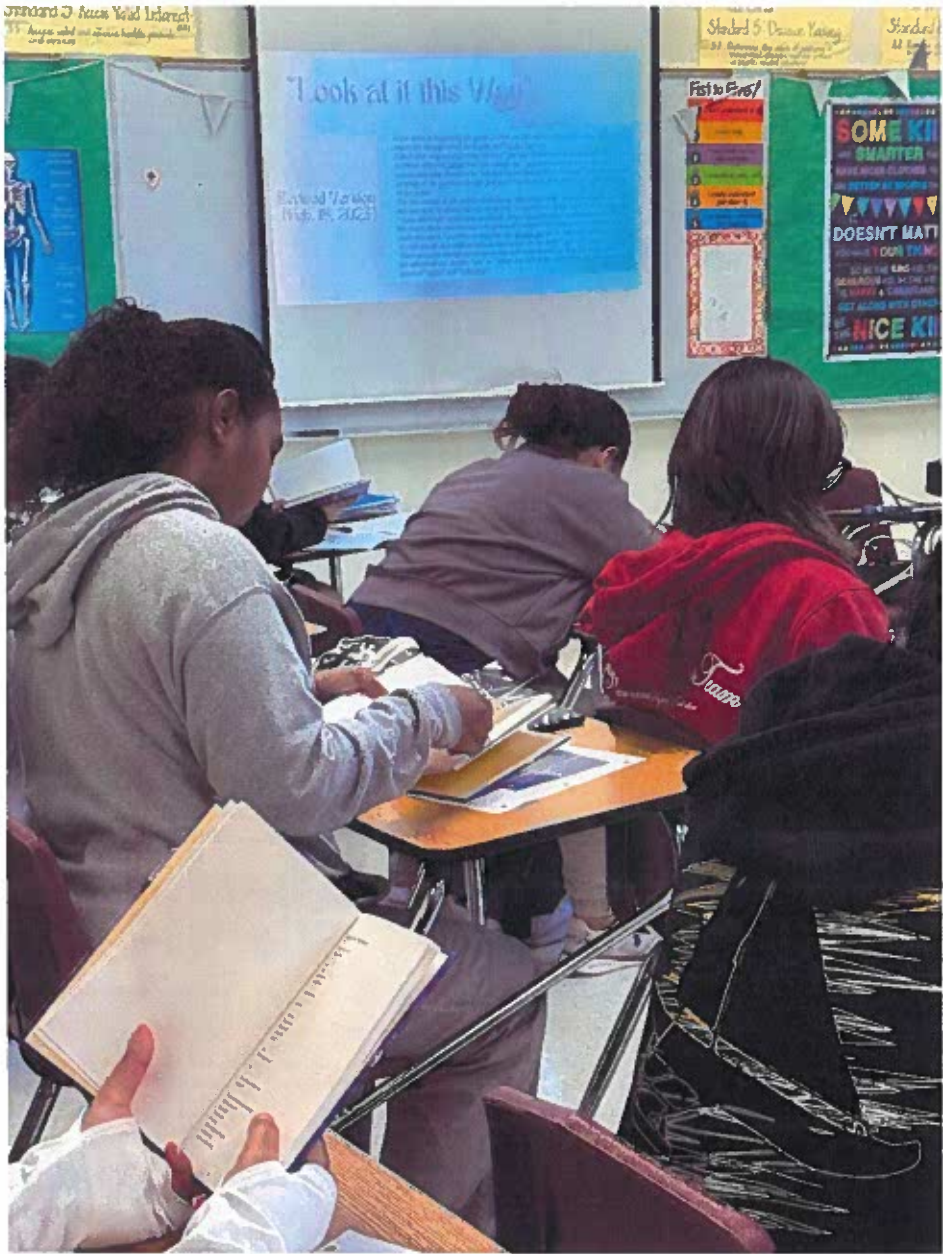
Applicant's Signature: *Charanalaf*

**DUE 4PM WEDNESDAY, MAY 13, 2026**











# GUAM PRESERVATION TRUST

P.O. Box 3036, HAGATÑA, GUAM 96932  
TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 5-7-26

Applicant's Name: Joaquin Diego

Contact Information (Tel/Email): 671-687-0506/ judiego@gdoc.net

Applicant's School and Project Location: Southern High School, Santa Rita, GU

Teacher's classroom grade level: 10-12 Primary subject area taught in class: GU History, US History Honors, Peer Support

Number of students impacted by SHOP PROJECT: 140

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)

Please see attached document for answers.

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- 2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)

Please see the attached document for the answer.

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- 3) Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.

- 4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?

Please see the attached document for the answer.

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I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: \_\_\_\_\_



**DUE 4PM WEDNESDAY, MAY 13, 2026**

**Final Report: Project S.H.O.P Responses**

1.

My idea incorporated CHamoru preservation, culture, and heritage in several ways. I wanted to create a project that promoted Guam's natural environment, *tåno' yan tåsi* (land and water), while also bringing awareness to Guam's native and endemic species. People on Guam have had different experiences with many of these animals over time. However, because of invasive species and habitat destruction, many Guam students, especially CHamoru students, do not realize that the Guam they know today is very different from the Guam experienced by older generations.

Within the classroom, a multipart project was implemented. First, peer support students planned a service-learning project that included a field trip to both the Fish Eye Observatory and the Guam Zoo. The trip took place on January 29. During the visit, students took pictures of different Guam species and later created quality posters featuring the animal's name in both CHamoru and English, facts about the species, and an original poem. These posters were then printed in color and displayed in the classroom.

The main challenge I faced was paying for buses and zoo admission. Transportation and entrance fees were covered by the students and adults who attended. Another major challenge was that the internet at Southern High School was unavailable for nearly a month. This significantly delayed the project timeline and almost caused me to cancel the use of the grant. Many of my students also do not have reliable laptops or internet access at home.

If I were to complete this project again, I would begin earlier in the semester. I believe this was a worthwhile project because many of my students had never seen some of these animals or taken the time to research them. These native animals are an important part of the CHamoru story of Guam.

2.

The \$500 provided through the Project S.H.O.P. grant was instrumental in helping purchase a high-quality Kyocera color printer for classroom and student project use. This printer directly supported my class project focused on Guam's native and endemic species by allowing students to create and print vibrant, professional-quality posters in color. The final products created by students were very well received, especially because students were able to read and learn about different species through the work of their peers. Multiple students commented that they did not realize Guam had so many species of birds, fish, and other animals, and that some of these species were found only on Guam. This further reinforced the learning that took place from attending the field trips.

The printer will continue to benefit students long after the completion of this project. My plan is to compile the best student posters and distribute them to elementary school teachers in southern Guam at

the beginning of the next school year. By sharing these materials with younger students, the project can continue promoting awareness of Guam's environment, CHamoru culture, and the importance of protecting native species. These posters can also serve as educational resources that encourage students to take pride in Guam's unique natural heritage.

In addition, the Kyocera printer will support a variety of future school activities and programs. It can be used for classroom projects, student clubs, presentations, and materials for the school's Mock Trial team. Overall, the grant funding not only supported this specific cultural and environmental project, but also provided a lasting resource that will continue benefiting students and teachers across multiple areas of the school community.

3.

I believe Guam Preservation Trust did an excellent job overall explaining the purpose of the grant and how the funds could be used. The examples provided online were especially helpful because they sparked project ideas for both myself and my students. I also appreciated the flexibility provided with the funding, the training on expectations, and the straightforward application and reporting process.

My only concern is that I would like the opportunity to apply again next school year if possible. I was informed that previous recipients may not be eligible to participate again, and I believe allowing successful projects to continue or expand could provide even greater benefits for students and the community.



# akaleha

They inhabit cool, shaded forests shade and rich vegetation.

They measure up to 0.6 to 0.7 inches.

The shell is translucent, ranging from a white and brown color.

**"Resilient Shell"**  
Humble, as I tread  
Across nature's vibrant green  
Small life lived so free

# Haggan

(GREEN SEA TURTLES)

**"GREEN SEA TURTLE—KEEP THE PATH CLEAR, LEAVE THE OCEAN WHOLE, SO IT STAYS HERE"**

GREEN SEA TURTLES IN GUAM LIVE IN THE HAZARDS AROUND GUAM AND ARE OFTEN SEEN NEAR REEF AND SCUBA DIVERS.

GREEN SEA TURTLES ARE PROTECTED BY LAW IN GUAM BECAUSE THEY ARE ENDANGERED AND FACE THREATS LIKE HABITAT LOSS AND LIGHT POLLUTION ON BEACHES.

# FANIHI

Preserving Guam's Heritage

Guam's history is a rich tapestry of cultures, traditions, and stories. From ancient times to the present, the island has been shaped by the hands of many people. It is our duty to preserve and protect this heritage for future generations to enjoy and learn from.

**DO YOU KNOW?**

- Guam is the only island in the Pacific Ocean that has been inhabited continuously since the first human settlement.
- The island's name, "Guam," is derived from the Chamorro word "GWAH," which means "to be strong or powerful."
- Guam is the only island in the Pacific Ocean that has been a part of the United States since 1898.
- Guam is the only island in the Pacific Ocean that has been a part of the United States since 1898.



# Guam Kingfisher

Jayvin Mero

**Sihek**

The Sihek is brightly colored orange and blue and endemic to Guam.

Their extinction was caused by the invasive brown tree snake and habitat loss.

The Guam Kingfisher once so bright, in forest shade a flash of light, with feathers blue and call so clear, A song of peace for all to hear.



# BLACK TIP REEF SHARK

HALU'U

"A sharp design for all to see, through shallow water; An existence that's meaningful to me."

# ABABANG

MARIANA EIGHT-SPOT BUTTERFLY

Lives only on the islands of Guam and Saipan.

Female appears larger and more brightly colored.

Picture appears smaller and more blackish-brown.

Lives near buildings and small cliffs.

Lays eggs and feeds on a plant called a *Polypodium*.

Think with you when you see this butterfly.



# Purple Queen "Tuka"

Fun Facts:  
The Tuka is NATIVE to Guam!

Scientific name - *Pseudanthias posocellus/tuka*

Lives in softwater coral reef (deepwater zone).

"Visible when you scuba diving in the reef blue, beautiful is the Tuka with a unique purple hue"

# FADUINI

## SPECIES NAME:

MARIANUS FRUIT BAT  
(PTEROPIUS MARIANUS)

## FEATURES:

THEY HAVE ROUGHLY A 3-FOOT WINGSPAN, BROWN FUR WITH GOLDEN-BROWN NECKS, AND ARE SOMETIMES CALLED "FLYING FOXES" DUE TO THEIR COONIE-LIKE FACIAL FEATURES.

## HABITAT & DIET:

THEY FEED ON FRUITS, FLOWERS, AND LEAVES FROM NATIVE TREES LIKE PANDANUS AND BREADFRUIT, LARGELY RESIDING IN NORTHERN GUAM.

## EXTINCTION:

EXTINCT IN THE WILD IN 1920S, (REFERRING TO THE SMALLER FRUIT BAT)

## CAUSE:

HABITAT DESTRUCTION, ILLEGAL PET TRADE, AND HUNTING.



Emily Wramp

# Ga'ga' Karisu



The Nightingale reed-warbler in Guam has head feathers that often look shaggy and are sometimes held upright, and its legs and feet are light gray.

## Poem about Ga'ga' Karisu

Golden-brown in mangrove  
shade,  
Guam's nightingale reed-warbler  
played.  
Tiny voice, both soft and clear,  
A fleeting song we long to  
hear.

In 1969, it became extinct on the island. Its decline was caused by introduced predators like the brown tree snake, rats, and cats, along with habitat loss from plants like ivy gourd and human land use.

Partula .

Gibba

Two small snails with translucent shells are positioned on either side of the word 'akaleha'. One is on the left, facing right, and the other is on the right, facing left. They are on a green leaf that is partially visible in the upper right corner of the page.

# akaleha

- They inhabit cool, shaded forests shade and rich vegetation
- They measure up to 0.6 to 0.7 inches
- The shell is translucent, ranging from a white and brown color

A close-up photograph of a snail with a translucent, yellowish-white shell and a brown body, resting on a large green leaf. The leaf has some small holes, suggesting it has been eaten by insects.

“Resilient Shell”

Humble, as I tread

Across nature’s  
vibrant green

Small life lived so free

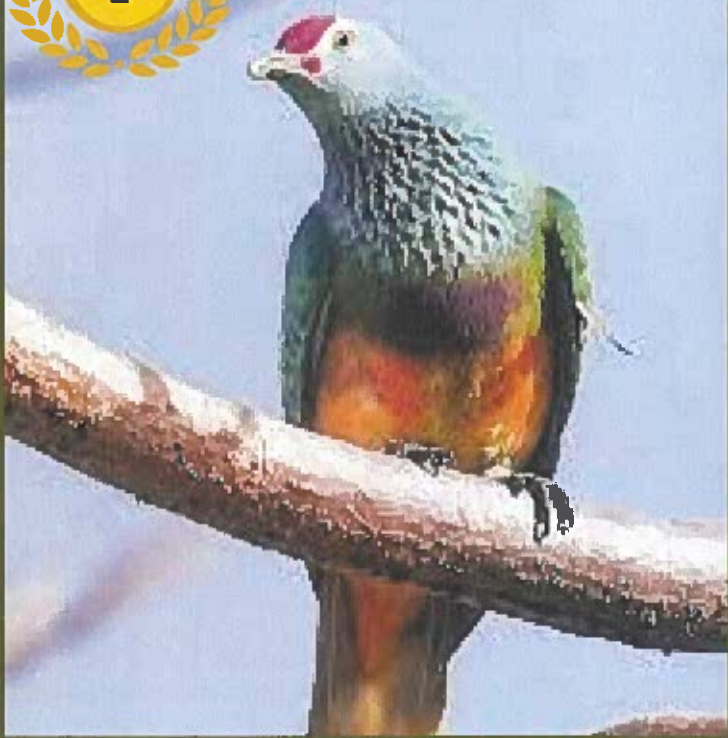
Kyrick

B.

W.



# Totot



In the island's thick green trees,  
A "living rainbow" flies with ease.  
With pink on its head and gold on its chest,  
The Mariana fruit dove is the islands' best.  
It hunts for figs and berries to eat,  
A forest snack that's a colorful treat.  
By dropping seeds as it travels along,  
It keeps the tropical jungle strong

## Mariana Fruit Dove Fun Facts

A colorful bird with a green body and pink head; males are brighter.  
Eats fruit and helps spread seeds.  
Lives in Guam, Saipan, and Rota.  
Guam's official bird, called the "Totot."  
Builds small nests and lays one egg.  
Endangered in some areas and hard to spot. Great at camouflaging .

### How to Help

Protect forests and plant native trees.  
Control invasive species like the brown tree snake.  
Keep habitats clean and don't disturb nests.  
Teach others about the bird.



Mariana Fruit Dove





# Guam

Jayvin Meno

## Kingfisher *Sihek*



The Sihek is brightly colored orange and blue and endemic to Guam

The Sihek has been extinct on Guam since 1988.

Their extinction was caused by the invasive brown tree snake and habitat loss.

The Guam Kingfisher, once so bright,  
In forest shade, a flash of light.  
With feathers blue and call so clear,  
A song of peace for all to hear.

# Small Lives **BIG IMPACT**

## Preserving Guam's Hidden Species

### Lesser-Known Native Birds



#### Yâyaguak/ Mariana Swiftlet

- Uses echolocation to navigate dark caves
- Feeds on flying insects, helping control pest populations
- Sensitive to disturbance in cave habitats

#### Sihek/ Guam Kingfisher

- Extinct in the wild on Guam due to habitat loss and invasive species
- Survives today through captive breeding programs in zoos
- Known for nesting in tree cavities and having a strong, sharp beak for catching prey



### Lesser-Known Marine Life



#### Puti'on tâsi/ Blue Sea Star

- Can regrow limbs, showing resilience in reef systems
- Feeds on algae and organic material
- Indicator of reef health

#### Hima/ Giant Clam

- Filters water, improving water clarity and quality
- Has a symbiotic relationship with algae for energy
- Provides shelter for small marine organisms



## Drifting Out of Sight

Like tides that retreat  
without asking why,  
they slip from the reef,  
the forest, the sky.

What once moved in color  
now drifts out of sight,  
leaving the world just a little less bright.

# ABABANG

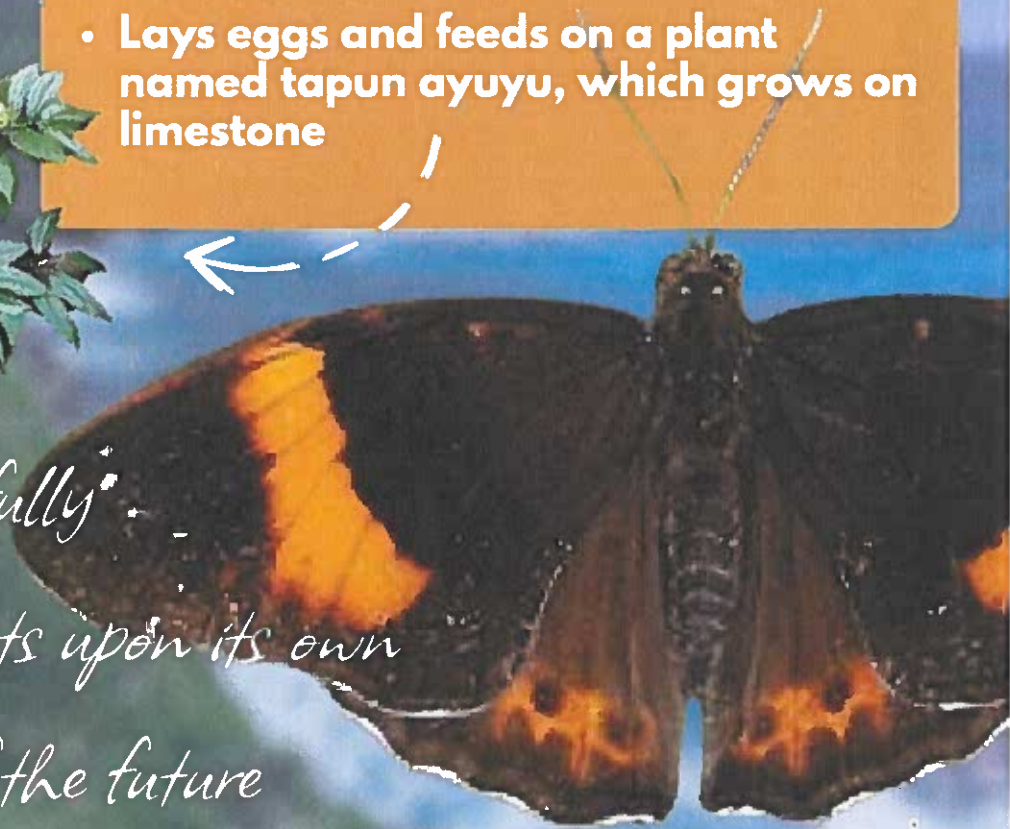


## MARIANA EIGHT-SPOT BUTTERFLY



- Found only on the islands of Guam and Saipan
- Females appear larger and more orange
- Males appear smaller and more black
- Lives near boulders and small cliffs
- Lays eggs and feeds on a plant named tapun ayuyu, which grows on limestone

Loss of limestone habitat, brown tree snakes, and wasps have caused a decrease in this species.



*Soaring gracefully  
With eight spots upon its own  
Wings of the future*

KATRINA BÄNES

The Akaleha is a very tiny snail in the Partulidae family that can only be found here on Guam.

Jason Pablo



# Akaleha

(Guam Tree Snail)

## Endangered Species

Adult akaleha's only grow up to a tiny length between 0.5 and 0.7 inches. That is about the same size as a penny. These snails prefer to live in cool, shady jungles roaming trees and plants. The Akaleha is not a picky species with their diet consisting of vegetation, fungi, and micro algae.



Fun Fact: The akaleha is so rare and endangered as a species that it's presence alone can shut down any construction project.

Jason Pablo



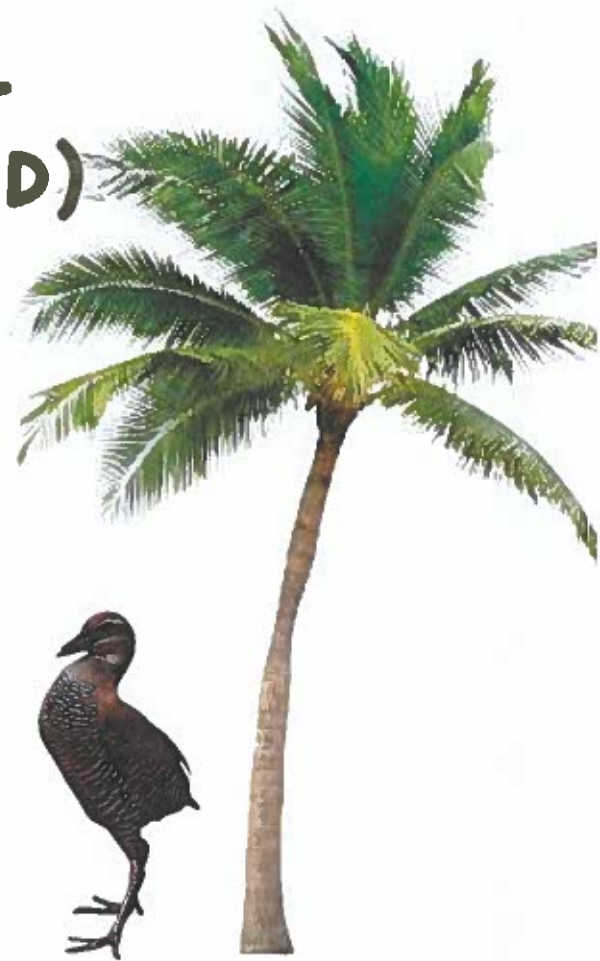
# GUAM RAIL (KO'KO' BIRD)

## KO'KO'S POEM

In jungle shadows soft and green,  
A quiet bird moves rarely seen,  
The Ko'Ko' walks with caeful grace,  
A hidden jewel of Guams embrace.

No longer flying, yet still strong,  
It sings the island's ancient song,  
Through limestone forests, wild and  
free,  
A symbol if resilience you'll see.

Through once near lost, us humans  
find its way,  
With hopeful steps each breaking  
day,  
The Guam Rail lives, a spirit bright,  
Restored by care, returned to light.



## FUN FACTS

01

Fun Fact #1 the Ko'Ko' bird can swim and dive to escape danger despite their lack of muscle to fly.

02

Fun Fact #2 the chicks of the ko'Ko bird can already walk, run, and forage for food when they are only a few days old.

03

Fun Fact #2 the Ko'Ko' birds diet consist of lizards, snails, slugs, and insects, but they also eat plants like tomatoes and melons.

# WHITE TERN

*Gygis alba*

## CHUNGE'



### *Facts about White*

#### *Terns (Chunge'):*

- White Terns lay single eggs onto a bare tree branch without building a nest.
- White Terns have the unusual ability to carry multiple fish at once in their beaks to feed their chicks.



### *2 ways to help preserve White Terns:*

- Check for nests before cutting down trees.
- Protect big trees especially when White Tern's prefer to nest there.



### *White Tern Poem*

*The white terns fly and sing us a song.  
They are just as beautiful as how they  
sound.*

*Their wings flap quite elegantly.*

*Leaving behind traces of places they've  
been.*

*Truth be told,*

*We shall not disturb their homes.*

*Including trees they plan their nests in.*

*We want to help them thrive and grow.*

*Both in age and population.*

*Help the White terns.*

*Watch them grow through time.*

*And help them live a sustainable life.*

*Hailey Lubasan*

# MARIANA MALLARD

# NGANGA' PALAO

## Fun Facts:

The Mariana Mallard was a type of duck that lived only in the Mariana Islands.

The males were about 51-55 cm (20 inches) long.

They lived in a wetland with lots of reeds and water plants, sheltered areas rather than open water. Unfortunately, the Mariana Mallard is extinct because of habitat loss, overhunting, and the brown tree snake.



Gliding through the island streams, feathers shining in the sun's beam. nangka' now gone, but still see your gentle spirit, wild and free.

Chloe Iglesias

# M A R I A N A C R O W



## *facts about* ÅGA

- Found only in Rota & Guam
- Critically endangered
- About 50 breeding pairs
- Weighs only 8-10 ounces
- Stands at 15in (38cm) tall

High in the flame tree,  
Black feathers catch the light.  
A shadow in the canopy,  
A ghost of Guam's old flight.  
On Rota now he makes his stand,  
The smartest bird in all the land

---



Small and sleek with a glossy sheen,  
Pecking at shells where the forest is green.  
A rare "aaa" call across the sky,  
Where the limestone cliffs are steep and high.  
Protector of seeds, guardian of trees,  
A black wing riding the ocean breeze.

# S A V E O U R A N I M A L S

-ALBERT SANTOS

# Micronesian Honeyeater (Egigi).

**5 inches**

**Mainly drinks nectar  
from flowers**

**Prey to brown tree  
snakes**



**Little Egigi in the morning light,  
Singing soft at day's first sight.  
In forest trees your wings belong,  
Island breezes carry your song.  
We plant, protect, and gently care,  
So future skies will hear you  
there.**

**Small bird, big hope, we all  
agree —  
Your home must live, from reef to  
tree**

# MARIANA FRUIT BAT -FANIHI-

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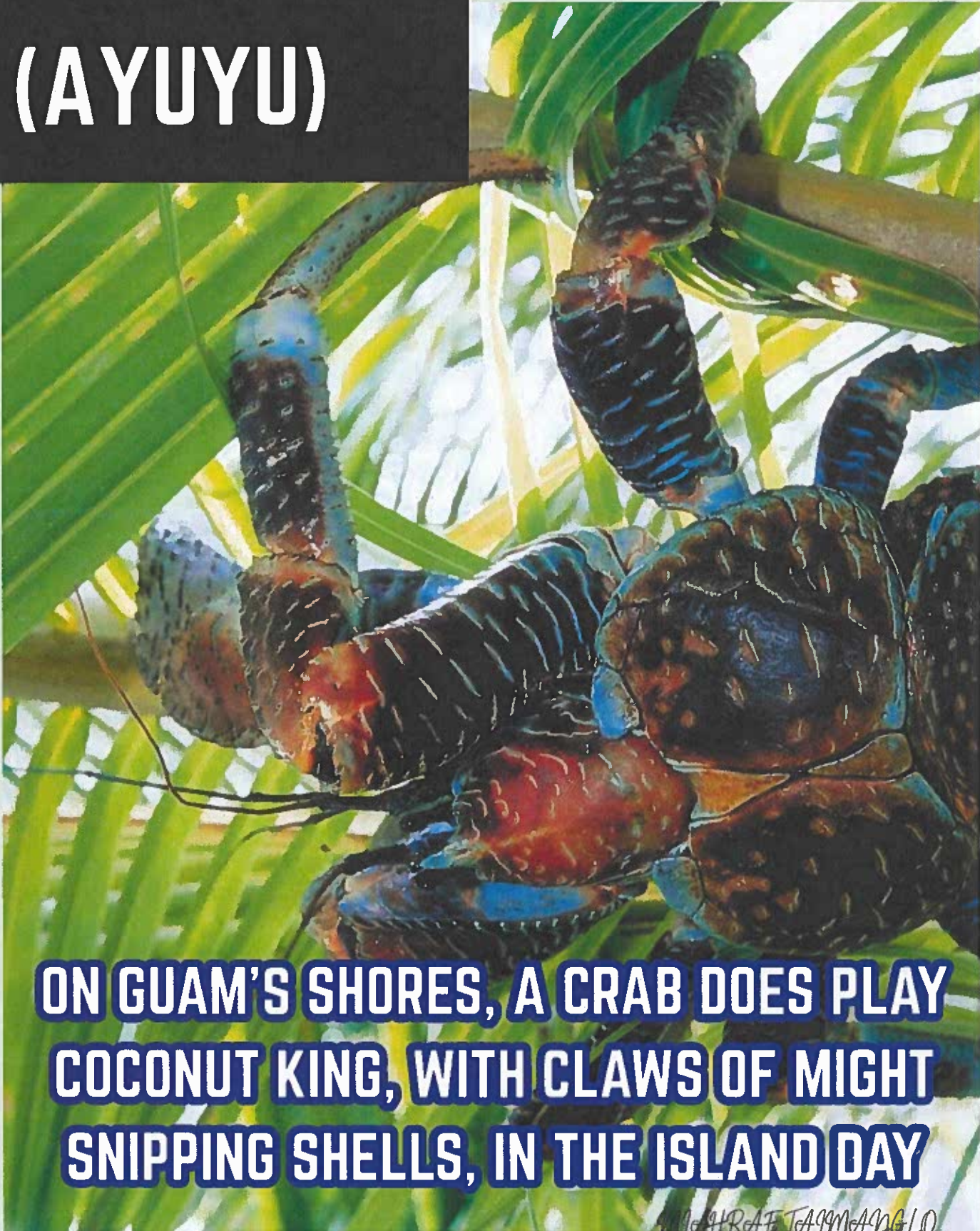


*This is the Mariana fruit bat. It is found only in the Mariana Islands. They also call it the mega bat because it can get bigger than most bats. They are nearly extinct due to the people eating them and habitat loss. The fruit bat used to be found all over the island from Dededo to Talofofu. They mainly eat fruits like the noni fruit (lada) and breadfruit (lemai), which is why they are called fruit bats.*



# COCONUT CRAB (AYUYU)

COCONUT CRAB MAGAZINE



GUAM KNOWS CRAB

**ON GUAM'S SHORES, A CRAB DOES PLAY  
COCONUT KING, WITH CLAWS OF MIGHT  
SNIPPING SHELLS, IN THE ISLAND DAY**

PHOTOGRAPH BY JAMMANG ILO



# FANIHI



## Mariana Fruit Bat

SAVE THE FANIHI

Up in the trees, just hanging around,  
Quiet and calm, without a sound.

When night comes in, they start to fly,  
Gliding so smooth across the sky.

Eating sweet fruits, doing their part,  
Helping the forest grow strong at heart.

So let them live, wild and free,  
Fanihi belong to you and me



### DID YOU KNOW?

- Chamoru name: Fanihi
- English name: Mariana Fruit Bat
- Found in Guam and other Mariana Islands
- They eat fruits like papaya, banana, and figs
- Help forests grow by spreading seeds (very important!)
- Mostly active at night (nocturnal)
- Population has decreased hunting and habitat loss
- Protected species, we should not harm them

### K&du fanihi



K&du fanihi is a dish made with fanihi in a coconut milk soup. The bat is boiled, with all of its parts intact, before being served up with coconut milk and, preferably, vegetables. Everything but the fur, teeth, and bones is supposed to be eaten.

Overhunting and loss of habitat has led to the fanihi population's drastic decline.

# Purple Queen "Tuka"

## Fun Facts:

- The Tuka is **NATIVE** to Guam!
- Scientific name – **Pseundanthias pascalus/tuka**
- Lives in **saltwater coral reefs**(deepwater zones).



"Visible when you scuba  
living in the vast blue  
Beautiful is the Tuka  
with a unique purple hue"



-Lana Quinata





# BLACK TIP REEF SHARK

## HALU'U

"A sharp design  
for all to see,  
through shallow water:  
An existence that's  
meaningful to me."

by Milo  
Wolford

# HAGGAN

(GREEN SEA TURTLE)

"GREEN SEA TURTLE—  
KEEP THE PATH CLEAR,  
LEAVE THE OCEAN WHOLE,  
SO IT STAYS HERE."



GREEN SEA TURTLES (HÅGGAN) LIVE IN  
THE WATERS AROUND GUAM AND ARE  
OFTEN SEEN NEAR REEFS AND  
SEAGRASS BEDS.

GREEN SEA TURTLES ARE PROTECTED BY  
LAW ON GUAM BECAUSE THEY ARE  
ENDANGERED AND FACE THREATS LIKE  
HABITAT LOSS AND LIGHT POLLUTION ON  
BEACHES.

# DUKDUK

## HERMIT CRAB

Hermit crabs, also known as dukduks, are creatures known for their unique habit of occupying empty shells for protection rather than growing their own.



Beneath the moon's soft, silvery glow,  
hermit crabs in silence grow,  
On Guam's warm shores, where  
the palm trees sway,  
They crawl the earth, both night  
and day.

**JON'MIKOL C.**

# GIANT GIANT TREVALLY

# TARAKITU TARAKITU

**i'e'e:** This is the Chamorro name for the juvenile form of the giant trevally (and sometimes the bluefin trevally).

• **Tarakitu:** This term is only used for the adult giant trevally.



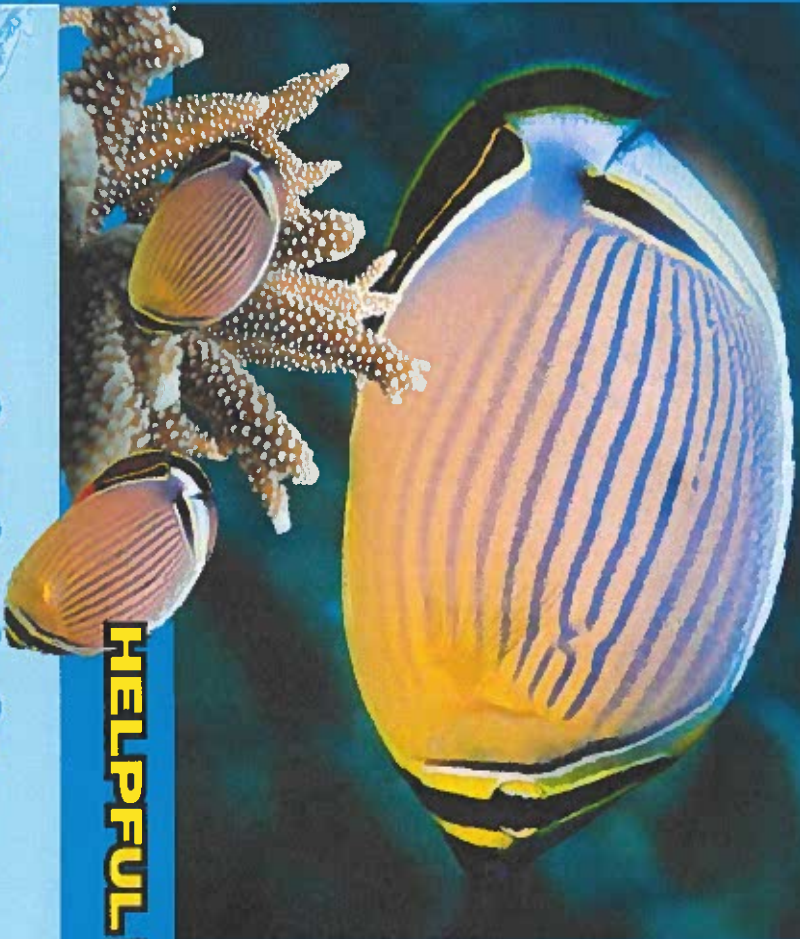
• **Mamulan:** Another name sometimes used in the region for trevally species

## FUN FACT:

- A powerhouse reef apex predator in the Indo-Pacific, growing up to 1.7 meters (5.6 ft) and 80 kg, known for swimming at speeds of 50 km/h.



# OVAL BUTTERFLY FISH (GUIHAN ABAABANG)



Native to a land filled with a history of strong stories. Although it is weak and picky, So, preserve this fish so that Guam may continue its strong history and identity!

## HELPFUL FACTS



1. Native to the island of Guam
2. Eats coral polyps
3. Sensitive to diseases





# MANTA RAY



## HAFULA'

"Roses are red,  
Violets are blue,  
what glides below  
the bay, a  
mysterious  
wandering Manta  
Ray."

## FUN FACTS!

- Giant manta rays can weigh up to two tons and have a wingspan reaching 7-9 meters.
- Manta is Spanish for "blanket" or "cloak," likely referring to their wide, flat bodies.
- Manta Rays could easily grow bigger than your average car.



-SCHILLA  
HERBERT





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 TEL: 671-472-9439/40 FAX: 671-477-2047

## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 13 May 2026

Applicant's Name: David Mercado Jr.

Contact Information (Tel/Email): dqmercado@gdoe.net

Applicant's School and Project Location: Okkodo High School, Dededo, GU

Teacher's classroom grade level: 10th Primary subject area taught in class: English Language Arts

Number of students impacted by SHOP PROJECT: 105

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)

Yes, my idea to incorporate Guam history and CHamoru culture was implemented by reading several CHamoru legends in class. With that, specifically in my Honors classes my students were able to come up with their own legends, created in groups, that incorporate different symbols from Guam, such as latte stones, carabao, and even fina'denne. The students were reading Greek mythology prior so they were able to connect key plots and characters, too, with their project. The students presented their skits LIVE in class. They were challenged to add props, music, and even costume to enhance the learning experience. A big challenge was time because of the recent storm that hit. My students dedicated more time to recap on the project to put the ideas back together from before the storm.

- 2) **How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

My school community, moreso my classroom, benefited greatly from the funds because it added local resources to my classroom library. Usually, I would have to research stories on local legends and perspectives online or from a coworker, but having physical texts available on-hand made it easier for my students and me to read and reference. One thing I noticed, because of some texts lacking class sets due to limited funding, was that my students really had to learn how to "share" a book with a classmate. This was an added challenge but also a learning experience, as well. Hopefully, I can get a class set in the coming years so that my classroom is more ready for future students to read.

- 3) **Please provide the Guam Preservation Trust with copies of any print, digital, written or visual media that were funded by this grant. We also appreciate any other forms of media, including but not limited to videos, press articles, publications, and photographs that document your work. Guam Preservation Trust assumes permission to share any of the media with our community and stakeholders. Please indicate if you prefer we not share this information or if you would like the media to be credited in a specific way.**

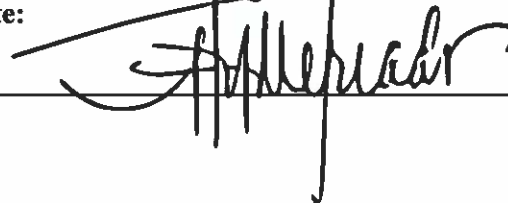
- 4) **Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

I hope to see an increase in given funds because with the price of these texts, it's hard to get a classroom set (which might be a goal for some teachers). Nevertheless, I am very grateful to have been given an opportunity to use the funds since there's so many great books to choose from.

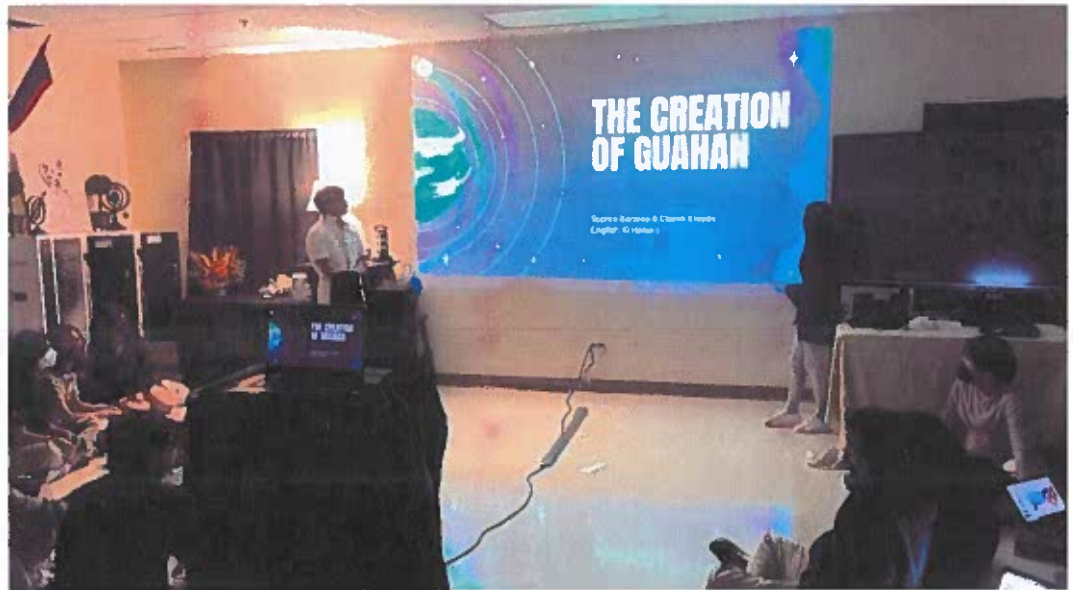
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**I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:**

Applicant's Signature: \_\_\_\_\_



**DUE 4PM WEDNESDAY, MAY 13, 2026**







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PRESERVATION  
INADARI GUAHAN  
TRUST

# GUAM PRESERVATION TRUST

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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



Submission Date: 08/12/2026

Applicant's Name: Darlens S. Servino

Contact Information (Tel/Email): dnsanchez@gdoe.net

Applicant's School and Project Location: Southern High School: Marketing Classroom

Teacher's classroom grade level: 10-12 Primary subject area taught in class: Marketing

Number of students impacted by SHOP PROJECT: 75 students

\*\*\*

A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)

Please see attachment

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2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)

Please see attachment

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4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?

Please see attachment

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I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature:  \_\_\_\_\_

**DUE 4PM WEDNESDAY, MAY 13, 2026**

**1. Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you able to implement it? Any challenges or lessons learned? (No more than 300 words)**

Our Marketing Lab students created hand-painted sarongs and tapestries inspired by CHamoru heritage and the importance of cultural preservation. This project challenged students to think beyond traditional symbols and explore meaningful ways to represent CHamoru identity through their own cultural lens. Because our classroom includes students from diverse backgrounds, we encouraged each student to connect their personal culture to CHamoru culture, highlighting shared values such as respect, resilience, and community.

Throughout the project, students researched CHamoru motifs, reflected on their significance, and experimented with visual storytelling. Many students initially struggled to move past literal imagery, but with guidance, they began to explore deeper themes; such as land, family, and history, and express them through pattern, color, and symbolism.

The final sarongs and tapestries demonstrated not only artistic growth but also a stronger understanding of cultural interconnectedness and the role youth play in preserving and honoring CHamoru heritage.

**2. How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

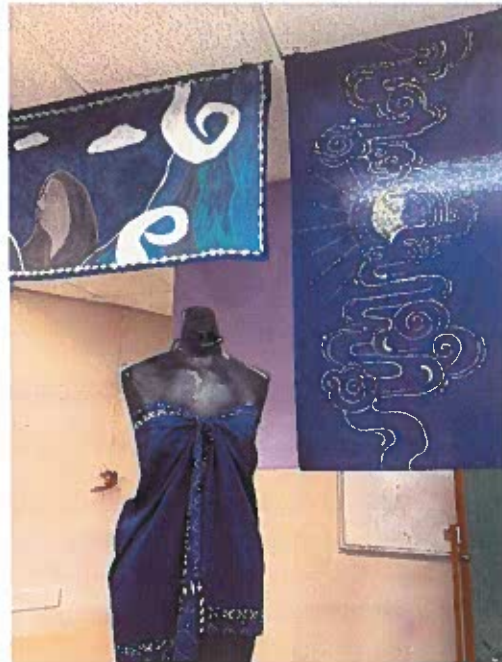
The \$500 SHOP funds significantly enriched our classroom and school community by providing the materials needed for students to participate in a hands-on cultural arts project centered on CHamoru heritage. With these resources, students created hand-painted sarongs and tapestries that explored themes of cultural preservation, identity, and community values. Because our students come from diverse cultural backgrounds, this project encouraged them to reflect on how their own cultures connect to CHamoru traditions, fostering a deeper sense of belonging and shared respect.

The funds also allowed us to host a sarong/tapestry workshop during our Gupot CHamoru celebration. This event extended the impact beyond the classroom, giving students the opportunity to teach others, showcase their work, and contribute to a school-wide cultural experience. The workshop strengthened community engagement and highlighted student leadership, creativity, and pride.

Throughout the project, we observed increased student confidence, collaboration, and willingness to take creative risks. Students who were initially hesitant became more expressive as they experimented with symbolism, color, and storytelling. Classroom morale improved, and discussions about culture, identity, and preservation became more thoughtful and meaningful.

The SHOP funds helped create an inclusive, culturally responsive learning environment that supported student growth and strengthened our school community.

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**4. Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

Partner with CHamoru cultural practitioners, artists, and historians to offer mini-workshops or guest demonstrations. This would deepen students' understanding of traditional motifs, weaving, storytelling, and symbolism.





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## FINAL REPORT

### SHOP: SUPPORTING HERITAGE ORIENTED PROJECTS



**Submission Date:** 5/13/2026

**Applicant's Name:** Joanna Payumo

**Contact Information (Tel/Email):** 988-0913/jcpayumo@gdoe.net

Simon A. Sanchez High School & JFKHS

**Applicant's School and Project Location:** (double session), Hagatna Historical Places

**Teacher's classroom grade level:** 10, 12 **Primary subject area taught in class:** History of Guam

**Number of students impacted by SHOP PROJECT:** 51

\*\*\*

**A Final Report is required to complete your participation in Project S.H.O.P. for SY 2025-2026. We look forward to hearing about how your project idea was implemented. In the lines below please answer the following questions:**

- 1) Did your idea incorporate Guam history, preservation, heritage, CHamoru culture in your classroom and how were you be able to implement it? Any challenges or lessons learned? (No more than 300 words)**

My idea was to take my Guam History classes on a Historical Sites field trip. The students used an Instax Mini 12 to take pictures, explore, learn, and read the historical information of four different sites in Hagatna. The students then brought back the historical knowledge and pictures into the classroom. They created a DIY poster frame using poster boards, used a hot glue gun to attach the twine string. They hung the historical sites using pictures using the wooden mini clothespins on the twine string.

The students prepared and storytell about the history of the historical sites to invited Guam History and U.S. History classes, teachers, and assistant principal. This educational field trip enhanced the student learning by visualizing the location of the historical sites which majority of the students do not visit because they do not go beyond the daily commute to school within their village. Storytelling was the means of passing history during the Ancient CHamoru Society so it was fitting for the students to use this to preserve the history of Guam. The students preserved the history and heritage of these historical sites of Guam by storytelling it to students, teachers, and assistant principal.

There were several unpredictable challenges that surfaced. The original plan to join my colleague on the historical sites field trip, who is in the same career academy did not happen due to limited communication. Another challenge was the arrival of a natural disaster, Super Typhoon Sinlaku. The island of Guam won typhoon condition readiness one for almost a week and there was no classes for six days hindering the the field trip planning. Due to this,

the original plan of offering service learning through this idea did not happen instead it became an assignment.

**2) How did the classroom/school community benefit from the use of the \$500 SHOP funds and what changes were you able to observe? (No more than 300 words)**

The classroom/school community benefitted from the use of \$500 SHOP funds and there were changes observed. First, as a teacher in the classroom, the opportunity to apply for grants is a daunting task as a majority lack the skills of grant writing and I am one of them. The SHOP grant was simple and easy to apply for. Being the one teacher out of 70 plus educators in my high school, I was able to extend the learning beyond the classroom to the real life. Second, the students learned about the location and the history of the historical sites which the students were excited about.

The changes I observed were significant. The first observation was the majority of the class learned how to use Instax Mini 12 camera. The students learned how to ensure successful photos developed when it printed. Students were empowered and were happy and excited about it. Secondly, as the educator, my idea for this SHOP grant was fulfilled and made learning fun.

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**4) Any additional comments or suggestions to improve the Project SHOP opportunity for future cycles?**

The Project SHOP is an awesome opportunity that must continue to support the learning in the classroom. Best of all, this supports the preservation of our island's rich history that needs to be passed down from generation to generation.

\*\*\*

I have made such steps as are necessary to verify the information given in this final report and attest that I am a teacher teaching at a Guam public or private school and recipient of PROJECT SHOP funds, and to the best of my knowledge and belief, all information is true, correct and accurate:

Applicant's Signature: 

**DUE 4PM WEDNESDAY, MAY 13, 2026**