

WHOLESOMEBOODIES: BROADENING THE CONVERSATION ABOUT SEXUALITY AND SEXUAL VIOLENCE PREVENTION

What would it take?

What do we need to move away from victim centered risk reduction and rape awareness?

What tools do we need to promote healthy sexuality?

Assumptions:

- We are bombarded with messages about sexuality our whole lives.
- Most messages we receive limit the definition of sexuality and leave many people's experiences out.

Assumptions

- We are sensual and sexual beings and our sensuality and sexuality connects us to the world and others.

Assumptions

- We have not been encouraged to nurture our sexuality as we have other parts of our humanness-like our intellect or physical health.
- Most humans long for a sense of wholeness and connectedness.

Assumptions

- If we broaden our understanding of our own sexuality, we are more likely to respect others'.

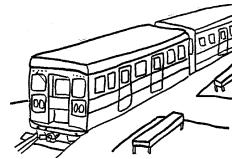
<h3>Assumptions</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Sexuality includes more than just what is “sexy.” <input type="checkbox"/> Gender and sexual identity <input type="checkbox"/> Sensuality, body image, <input type="checkbox"/> Reproductive and sexual health <input type="checkbox"/> Intimacy/ relationships <input type="checkbox"/> Sexualization (using sexuality to control others) 	<h3>Sexuality education has been confined to:</h3> <ul style="list-style-type: none"> <input type="checkbox"/> the biology of reproduction, <input type="checkbox"/> abstinence education, <input type="checkbox"/> birth control, <input type="checkbox"/> safe sex (mostly hetero condom use) and sexually transmitted infections.
<h3>SVP education has focused on:</h3> <ul style="list-style-type: none"> <input type="checkbox"/> avoiding how to become a perpetrator or victim: what you shouldn't do or how to tell. <input type="checkbox"/> what you can do if you see something happening: bystander intervention. 	<p>Participants walk through activities designed to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nurture the exploration of our senses: <ul style="list-style-type: none"> <input type="checkbox"/> Joyful feast: experiencing your senses, inviting wonder in. <input type="checkbox"/> What are you doing when your body feels happiest? 
<ul style="list-style-type: none"> <input type="checkbox"/> Identify and analyze the negatively steeped and narrowed language of sexuality: <input type="checkbox"/> Etymological history: sexuality, sensuality, erotica, intimacy <input type="checkbox"/> Media and society's mixed messages 	<ul style="list-style-type: none"> <input type="checkbox"/> Survey the personal impact of messages that we receive about sexuality: <ul style="list-style-type: none"> <input type="checkbox"/> Exploring childhood messages <input type="checkbox"/> Deconstruct the gender binary and “normal”



A WholeSomeBody!

Getting folks on the train!

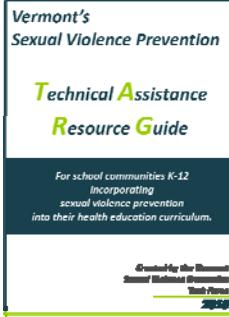
- Advocates and other allied professionals
- Parents and adults
- Older youth



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Search: TARG

Leveraging prevention opportunities!



Grade 7-8: HE 3, Analyzing Influences

Students will show understanding of how culture, media, peers, family and other factors influence health.

- Analyze influences on sexual behavior (e.g. family, peers, religion, media, culture, internal factors). (FSSH-b)
- Describe how school, family and peers influence the choices and behaviors of individuals related to safety and violence. (VIP-b)
- Analyze how messages from the media influence safety and violence-related behavior. (VIP-a)

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