

**WHOLESOMEBODIES:  
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'.

### Assumptions

- Sexuality includes more than just what is “sexy.”
  - ▣ Gender and sexual identity
  - ▣ Sensuality, body image,
  - ▣ Reproductive and sexual health
  - ▣ Intimacy/ relationships
  - ▣ Sexualization (using sexuality to control others)

### Sexuality education has been confined to:

- the biology of reproduction,
- abstinence education,
- birth control,
- safe sex (mostly hetero condom use) and sexually transmitted infections.

### SVP education has focused on:

- ▣ avoiding how to become a perpetrator or victim: what you shouldn't do or how to tell.
- ▣ what you can do if you see something happening: bystander intervention.

### Participants walk through activities designed to:

- Nurture the exploration of our senses:
  - ▣ *Joyful feast: experiencing your senses, inviting wonder in.*
  - ▣ *What are you doing when your body feels happiest?*



- Identify and analyze the negatively steeped and narrowed language of sexuality:
  - ▣ *Etymological history: sexuality, sensuality, erotica, intimacy*
  - ▣ *Media and society's mixed messages*

- Survey the personal impact of messages that we receive about sexuality:
  - ▣ Exploring childhood messages
  - ▣ Deconstruct the gender binary and “normal”



### Getting folks on the train!

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

[www.education.vermont.gov](http://www.education.vermont.gov)  
**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)

[Protectkids.vt.gov](http://Protectkids.vt.gov)

**CONTACT ME!**

Bethany Pombar, Prevention Specialist  
 Vermont Network Against Domestic and Sexual Violence  
 802.223.1302 x 103 / [Bethany@vtnetwork.org](mailto:Bethany@vtnetwork.org)