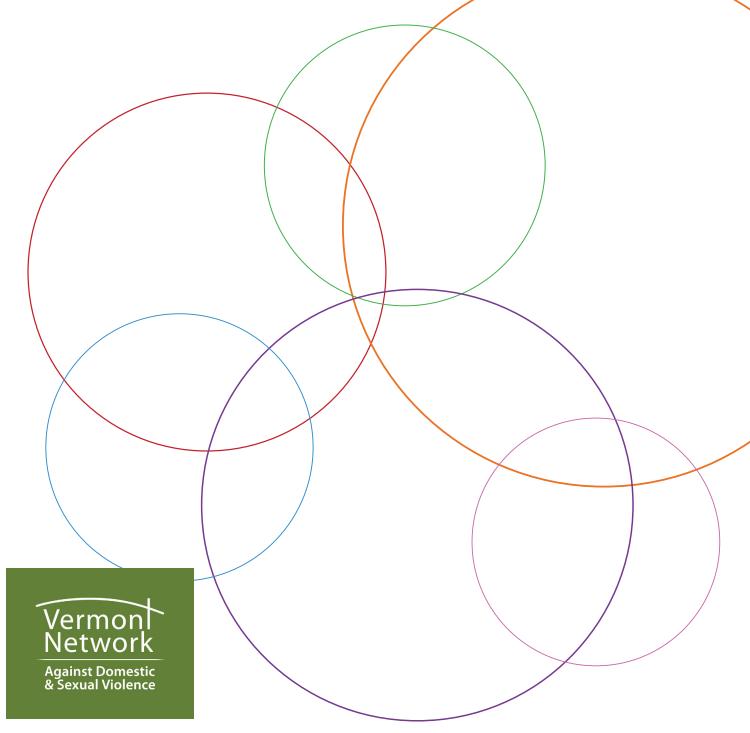
WholeSomeBodies Participant Workbook



Created by the Vermont Network Against Domestic & Sexual Violence • vtnetwork.org • 2013

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Welcome to WholeSomeBodies!

WholeSomeBodies is a curriculum for adults with youth in their lives like parents, teachers, coaches, mentors, and really all adults! Through the course of the workshop you will:

- Increase your knowledge of healthy sexuality and
- Increase your skills and motivation to model and teach healthy sexuality to the youth and children in your life.

Many adults haven't had the opportunity to gain the tools, skills and information needed to talk to the young people in their lives about sexuality. When conversations about sexuality do happen, they often don't go beyond basic reproductive health or talking with youth about sexually transmitted diseases and pregnancy prevention.

This leaves youth and children with a lack of access to information about the breath of experiences that define our sense of sexuality, including gender identity, sexual orientation, body image, close and intimate connections with others, pleasure and more; and they often fill in their gaps in knowledge with myths and false information that can be harmful or confusing.

When we don't discuss the broader issues of sexuality, we may inadvertently perpetuate a culture of silence and secrecy that can often lead to individuals feeling shamed or alone in their experiences. This may lead to youth not getting help when they need it.

Through increased education, conversation, and support for healthy sexuality we can increase support and protection for children and youth from sexual violence. For so long, the sexual violence prevention movement has focused on the problem; we are pleased to turn the page with this innovative curriculum and focus on the solution.

What behaviors do we want to see, what skills do we want to have, how do we cultivate those in ourselves and the people around us?

Throughout *WholeSomeBodies* you will have the chance to explore this question and begin to cultivate your own skills so that you can support the youth in your life and help end sexual violence. We hope you enjoy your journey.

How to Use the WholeSomeBodies Workbook

This workbook is meant to accompany the *WholeSomeBodies* workshop series. Through the course of activities in the workshops, you will be asked to reference various handouts, journal pages and resources included in this workbook.

Making the Connection

At the end of many sections there are *Making the Connection* handouts. These are resources for you to read at home at your own pace. There are discussion tips for how to have conversations with the youth you influence and more information about the topic. These can be great resources to refer back to from time to time.

Reflection Journals

After many activities, you are asked to take some time at home to reflect on what you have learned. Think about how what you have learned impacts the Three Pillars of Change:

- **Personal:** What is my personal relationship with the material in the activity? In what ways did this session impact me personally? Is there personal work on this topic that I should do in order to better support the children and youth in my life?
- **Relational:** How does the information from this activity impact my relationships with the children, youth and adults in my life? In what ways will this information change how I relate to the children and youth in my life?
- **Cultural:** How has dominant culture impacted how we give messages to children and youth? What about the dominant culture needs to change? What can I do to impact cultural change in this area?

For lasting change to occur, we need to be acting on each of these levels.

Vermon Network Against Domestic & Sexual Violence

Need more info?

We hope you enjoy these materials. For any additional support or information, you can contact your facilitator or e-mail prevent@vtnetwork.org.

SECTION 1 Welcome, Circles of Sexuality, & Sensual Feast

Spheres of Influence

ACTION Tracker



Facts & Definitions Etymology

Circles of Sexuality

Sensual Feast Free-Write



Reflection Journal 1 Circles of Sexuality



Making The Connection Sensual Feast

WholeSomeBodies Spheres of Influence

We each have different circles that we travel in within our daily lives. Each of these circles connects us to a certain set of people with whom we may have influence. Throughout the course of this workshop you will be encouraged to think about and define action steps that you can take in the different circles you connect with. Take a moment to define your spheres below.

My Spheres of Influence

Name	Name People it includes		
EX: church	Youth in my bible study group, parents of those youth, full ministry.		

WholeSomeBodies

Track actions you can take with each of your spheres as you think of them during the workshop. You can make a difference with even small actions; sometimes just having a conversation about what you learned here with a key person can create an opportunity or spark an idea that wouldn't have been there without that first small step.

Sphere	Action	When
EX: church	 Create a parent's night to discuss healthy sexuality education within the home. Talk to Education Director first to get permission and support. Talk to Jane D. to see if she can help plan 	Conversation with Ed. Director by August 30. Parent's night might align well with October's anti- violence theme.
		well with October's anti- violence theme.

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The *WholeSomeBodies* community is here to support you. If you need help, information or resources contact the *WholeSomeBodies* Coordinator at the Vermont Network Against Domestic and Sexual Violence at prevent@vtnetwork.org or 802-223-1302.



EROTIC

Eros (Columbia Encyclopedia, Sixth Edition)

From Greek religion and mythology — the god of love, the personification of love in all its manifestations, including physical passion at its strongest; tender, romantic love; and playful sportive love. One of the oldest gods, he was born from Chaos and personifies creative power and harmony.

erotic (Barnhart)

Borrowed from the French word *erotique* — from Greek word *Eros*, meaning love.

erotic (American Heritage)

1. Of or concerning sexual love and desire; amatory. 2. Tending to arouse sexual desire. 3. Dominated by sexual love or desire. From the Greek *ertikos*, from *ers*, *ert*-, sexual love.

INTIMACY

Latin *intimare, intimat-,* to make known, from *intimus,* innermost.

intimacy (American Heritage)

1. The condition of being intimate. 2. An instance of being intimate.

intimate (American Heritage) (adjective)

1. Marked by close acquaintance, association, or familiarity. 2. Relating to or indicative of one's deepest nature: intimate prayers. 3. Essential; innermost: the intimate structure of matter. 4. Marked by informality and privacy: an intimate nightclub. 5. Very personal; private: an intimate letter. 6. Of or involved in a sexual relationship.

Latin intimatus, past participle of intimare, to make familiar with.

intimate (transitive verb)

1. To make known subtly and indirectly; hint. 2. To announce; proclaim.

SENSUALITY

sensual (Barnhart Concise Dictionary of Etymology)

probably dates to before 1425, carnal, unspiritual; later, pertaining to the physical senses; borrowed from middle French (*sensuel*) and directly from Latin *sensualis*, endowed with feeling, sensitive.

sensuality (Barnhart)

from Latin, meaning capacity for sensation (before 1340)

sensual (American Heritage)

1. Relating to or affecting any of the senses or a sense organ; sensory. 2a. Of, relating to, given to, or providing gratification of the physical and especially the sexual appetites. b. Suggesting sexuality; voluptuous. c. Physical rather than spiritual or intellectual. d. Lacking in moral or spiritual interests; worldly.

sensuality (American Heritage)

1. The quality or state of being sensual or lascivious. 2. Excessive devotion to sensual pleasure.

SEXUALITY

sexual (1651): borrowed from late Latin sexualis, of or pertaining to the sexes.

sexuality (Roget's)

The quality or condition of being sensual

sex (Barnhart)

(related to secare, to divide or cut)

Latin *sexus*: state of being either male or female, gender. The meaning of the quality of being male or female (first recorded 1526).

sexuality (American Heritage)

1. The condition of being characterized and distinguished by sex. 2. Concern with or interest in sexual activity. 3. Sexual character or potency.

Circles of Sexuality

Sensuality

Awareness, acceptance of, and comfort with one's own body; physiological and psychological enjoyment of one's own body and the bodies of others.

body image human sexual response cycle skin hunger fantasy Th

Sexualization

The use of sexuality to influence, control, or manipulate others.

rape incest sexual harassment withholding sex

Intimacy

The ability and need to experience emotional closeness to another human being and have it returned.

> caring • sharing loving/liking risk-taking vulnerability self-disclosure trust

Sexual Health & Reproduction

Attitudes and behaviors to producing children, care and maintenance of sex and reproductive organs, and health consequences of sexual behavior.

factual info • feelings & attitudes sexual/reproductive systems physiology & anatomy of reproductive organs intercourse

Sexual Identity

The development of a sense of who one is sexually, including a sense of maleness and femaleness.

> gender identity gender role sexual orientation biological sex

Adapted from *Life Planning Education*. Advocates for Youth, Washington, D.C. advocatesforyouth.org. Circles of Sexuality created by Dennis M. Dailey, Professor Emeritus, University of Kansas, based on the initial work of Harvey Gochros.

CIRCLES OF SEXUALITY

Circle #1: Sensuality

Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us and others. This part of our sexuality affects our behavior in several ways.

Body image is feeling attractive and proud of one's own body and the way it functions influences many aspects of life. Adolescents often choose media personalities as the standard for how they should look, so they are often disappointed by what they see in the mirror. They may be especially dissatisfied when the mainstream media does not portray or does not positively portray physical characteristics they see in the mirror, such as color of skin, type of hair, shape of eyes, height, or body shape. Additionally, we often focus on what a body looks like instead of all the amazing things it can do. Part of a healthy body image is knowing one's body is valuable and capable of doing many things.

Experiencing pleasure is an essential part of being alive and experiencing the world. Sensuality allows a person to experience pleasure from taste, touch, sight, hearing, and smell.

Skin hunger is the need to be touched and held by others in loving, caring ways. Adolescents typically receive considerably less touch from their parents than do younger children. Many teens satisfy their skin hunger through close physical contact with peers. Sexual intercourse may sometimes result from a teen's need to be held, rather than from sexual desire.

Feeling physical attraction for another person. The center of sensuality and attraction to others is not in the genitals but instead is actually in the brain. While we might not understand all of what makes us attracted to other people, it is our brains at work; humans' most important "sex organ."

Fantasy is when the brain gives people the capacity to have fantasies about sexual behaviors and experiences. Adolescents often need help understanding that sexual fantasy is normal and that one does not have to act upon sexual fantasies.

Circle #2: Sexual Intimacy

Sexual intimacy is the ability to be emotionally close to another human being and to accept closeness in return. Several aspects of intimacy include:

Sharing intimacy is what makes personal relationships rich. While sensuality is about physical closeness, intimacy focuses on emotional closeness.

Caring about others means feeling their joy and their pain. It means being open to emotions that may not be comfortable or convenient. Nevertheless, an intimate relationship is possible only when we care.

Liking or loving another person, having an emotional attachment or connection to others is a manifestation of intimacy.

Emotional risk-taking is part of having true intimacy with others; a person must open up and share feelings and personal information. Sharing personal thoughts and feelings with someone else is risky, because the other person may not feel the same way; but it is not possible to be really close with another person without being honest and open with her/him.

Vulnerability is to have intimacy means that we share and care, like or love, and take emotional risks. That makes us vulnerable—the person with whom we share, about whom we care, and whom we like or love, has the power to hurt us emotionally. Intimacy requires vulnerability, on the part of each person in the relationship.

Circle #3: Sexual Identity

Sexual identity is a person's understanding of who they are sexually, including a sense of gender. Sexual identity consists of three interlocking pieces that, together, affect how each person sees themself. Each piece is important:

Gender identity is how one identifies their gender. Sometimes, a person's physical sex is not the same as their gender identity—this is called being transgender. Gender is not a binary; there is not just male OR female but a range of gender expressions in between. Like so much of sexuality, gender exists on a spectrum. The only way to truly know someone's gender identity is to ask them. You can ask "what pronoun do you prefer?"

Gender roles are identifying actions and/or behaviors associated with different genders. Some things are determined by biological differences. For example, female born people usually menstruate and male born people usually produce sperm. Many gender roles are culturally determined. In the United States, it is considered appropriate for only female identified people to wear dresses to work in the business world. In other cultures, many male identified people may wear skirt-like outfits everywhere.

Sexual orientation is whether a person's primary attraction is to people of another gender (heterosexuality) or to the same gender (homosexuality) or to any genders (bisexuality/ pansexuality). Sexual orientation begins to emerge by adolescence although many youth say they knew who they felt attracted to by age 10 or 11 (or even earlier). Sexual orientation exists on a spectrum, some people may not feel completely heterosexual or homosexual but may not identify as bisexual either. Sexual orientation may also shift along the lifespan for some people.

Circle #4: Reproduction and Sexual Health

These are a person's capacity to reproduce and the behaviors and attitudes that make sexual relationships healthy and enjoyable.

Factual information about reproduction is necessary so youth will understand how reproductive systems function and how conception and/or STD infection occur. Adolescents often have inadequate information about their own and/or their partner's body. Teens need this information so they can make informed decisions about sexual expression and protect their health. Youth need to understand anatomy and physiology because every adolescent needs the knowledge and understanding to help them appreciate the ways in which their bodies function.

Feelings and attitudes are wide-ranging when it comes to sexual expression and reproduction and to sexual health-related topics such as STD infection, HIV and AIDS, contraceptive use, abortion, pregnancy, and childbirth.

Sexual intercourse is one of the most common behaviors among humans. Sexual intercourse is a behavior that may produce sexual pleasure that often culminates in orgasm. It may also result in pregnancy and/or STDs. In programs for youth, discussion of sexual intercourse is often limited to the bare mention of penis and vagina intercourse. However, youth need accurate health information about different types of sexual intercourse including vaginal, oral, and anal with both same-sex and different-sex partners.

Reproductive and sexual anatomy is the biology of the physical male and female body and the ways in which they actually function is a part of sexual health. All children and teens deserve to know the proper names for their body parts. An elbow is an elbow and a clitoris is a clitoris. Normalizing talking about the health of all body parts will help reduce the secrecy and shame associated with "private" parts and help children and youth understand and acknowledge health concerns they might have.

Sexual reproduction is the actual processes of conception, pregnancy, delivery, and recovery following childbirth. These are important parts of sexuality. Youth need information about sexual reproduction even if youth are not currently engaging in sexual intercourse; they probably will be at some point in the future. Teens need information about all the effective methods of contraception currently available, how they work, where to obtain them, their effectiveness, and their side effects. They also need basic information on the bodies' reproductive systems so they understand how contraceptive options work and how to keep track of their reproductive systems' health.

Circle #5: Sexualization

Sexualization is that aspect of sexuality in which people behave sexually to influence, manipulate, or control other people. Often called the "shadowy" side of human sexuality, sexualization spans

behaviors that range from the relatively harmless to the sadistically violent, cruel, and criminal. These sexual behaviors include flirting, seduction, withholding sex from an intimate partner to punish her/ him or to get something, sexual harassment, sexual abuse, and rape. Teens need to know that no one has the right to exploit them sexually and that they do not have the right to exploit anyone else sexually.

Seduction is the act of enticing someone to engage in sexual activity. The act of seduction implies manipulation that at times may prove harmful for the one who is seduced.

Sexual harassment is an illegal behavior. Sexual harassment means harassing someone else because of her/his gender. It could mean making personal, embarrassing remarks about someone's appearance, especially characteristics associated with sexual maturity, such as the size of a woman's breasts or of a man's testicles and penis. It could mean unwanted touching, such as hugging a subordinate or patting someone's bottom. It could mean demands by a teacher, supervisor, or other person in authority for sexual intercourse in exchange for grades, promotion, hiring, raises, etc. All these behaviors are manipulative. The laws of the United States provide protection against sexual harassment. Youth should know that they have the right to file a complaint with appropriate authorities if they are sexually harassed and that others may complain of their behavior if they sexually harass someone else.

Rape/sexual assault/unwanted sexual contact means coercing or forcing someone else to have sexual contact with another. Sexual assault can include unwanted or forced touching as well as unwanted or forced sexual intercourse. Force can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person who is victimized. This includes using power, pressure, threat or coercion to make it unsafe for a person to say no.

All touch needs to have consent, meaning that all people involved are totally willing and excited about participating; that there is a sufficient balance of power; everyone knows the positive and negative consequences of engaging in the act; and it is safe for anyone involved to say or change their mind at any time. For more on consent, please see the Consent handout and Tips for Adults in the additional resources section.

Youth should know that they are legally entitled to the protection of the criminal justice system if they are the victims of an assault and that they may be prosecuted if they force anyone else to have sexual contact with them for any reason. Refusing to accept no and forcing the other person to have sexual intercourse always means rape.

Incest means forcing sexual contact on any minor who is related to the perpetrator by birth or marriage. Incest is always illegal and is extremely cruel because it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is illegal and tries to hide the crime, he/she often blames the child/youth. The triple burden of forced sexual contact, betrayed trust, and self-blame makes incest particularly damaging to survivors of incest.

Adapted by the Vermont Network Against Domestic and Sexual Violence, 2013, from Life Planning Education, Advocates for Youth, Washington, D.C.; advocatesforyouth.org. Circles of Sexuality created by Dennis M. Dailey, Professor Emeritus, University of Kansas, based on the initial work of Harvey Gochros.

Sensual Feast Free-Write

What did you like about the sensual feast?

What did you feel as you participated in the sensual feast?

How does our connection to sensuality connect to our broader sense of sexuality?

What can you do in your everyday life to nurture your connection to sensuality?

What can you do to help the children and youth in your life explore their sensuality?



Using the 3 pillars of change (personal, relational, and cultural), reflect and think about your role in making change. Record any actions you identify onto your ACTION Tracker worksheet.

Personal: How do I feel about this broader sense of sexuality? Is there personal work on this topic that I should do in order to better support the children and youth in my life? Are there lessons from my personal experiences that I should remember?

Relational: How does my response or comfort with this broad definition of sexuality impact the way I support children and youth in my life? What can I do to encourage a broader understanding of what sexuality encompasses with those people in my spheres of influence?

Cultural: How does our cultural definitions of the words we looked at impact my ability to connect to this broader image of sexuality? How has dominant culture impacted how we give messages to children and youth about sexuality? What about the dominant culture needs to change? What can I do to impact cultural change in this area?

MAKING THE CONNECTION Sensual Feast

Children and youth are sensual beings, we all are! We learn about the world through our senses — seeing, hearing, tasting touching, and smelling. When we are young children, this is how we learn and connect to the world. This is also how we derive pleasure, from our caregiver's touch, from our first foods and soft toys. Somehow, as we grow up, we move away from our sensual world and into one driven by schedules and responsibilities, school and work, raising kids and relationships; we may neglect our bodily connection to the world as our brains take over.

Wouldn't it be nice if kids could be supported to remain sensually connected throughout their lives in all areas of their lives? A healthy culture would be one where sensuality wasn't relegated to the act of sex by the time we became adults — but was one in which children, youth and adults were able to enjoy sensuality throughout their lives in all parts of their lives.

Below are some fun and tangible ways to help the children and youth in your life remain connected to their senses. Remember, you would be a great role model if you made sure to get dirty too. Here's to jumping into a pile of leaves ... no matter your age!

With Little Kids

- Play.
- Get dirty, play in water, mud, paint, food, etc. Talk about what things feel like.
- Sing, make and listen to music. Notice sounds and talk about how sounds make you feel.
- Be outside a lot.
- Jump in leaves.
- Jump on the bed.
- Notice colors, be curious about how looking at colors might make you feel different ways in your body.
- Have "taste tests" where you try new foods and talk about how they taste.
- If children are acting hyper or distracted, help ground and calm them by asking them to look for certain colors or describe what they can smell. Connect them to their body and senses.
- Limit activities that don't fully engage senses (like TV, computers, and video games).

With Older Kids

- Play.
- Get dirty, be artistic, build and create.
- Sing, play instruments, listen to and go hear live music.
- Be outside a lot.
- Encourage kids to include all their senses when writing and telling stories.
- Introduce kids to lots of different kinds of delicious foods.
- Limit activities that don't fully engage senses (like TV, computers, and video games).
- Talk about beauty, look at art and photography.

For Adults

- Play with kids or other adults, get dirty.
- Go outside often.
- Turn off technology when you can and leave it at home sometimes.
- Move your body, notice what different stretches or movements feel like.
- Sing, dance, play and listen to music.
- Notice and talk about beauty. Look at art, photography, sculptures, nature.
- Savor your favorite foods, pull out the different flavors, explore what it tastes like when it touched different taste buds.
- Pause and take a deep breath or three.
- Make time for little treats like bubble baths or yoga classes.
- Take a different way home than usual.
- Hang out with children and youth and learn from them how to stay better connected to your senses.

SECTION 2 Exploring Gender

Lyrics "When I Was a Boy"

Genderbread Person 2.0



Definitions

Gender, Sexual Orientation & Isms



Reflection Journal 2 Exploring Gender



Making the Connection Exploring Gender

When I Was a Boy

© Dar Williams

I won't forget when Peter Pan came to my house, took my hand I said I was a boy; I'm glad he didn't check. I learned to fly, I learned to fight, I lived a whole life in one night. We saved each other's lives out on the pirate's deck.

And I remember that night When I'm leaving a late night with some friends And I hear somebody tell me it's not safe, someone should help me I need to find a nice man to walk me home.

When I was a boy, I scared the pants off of my Mom, Climbed what I could climb upon, And I don't know how I survived, I guess I knew the tricks that all boys knew.

And you can walk me home, but, I was a boy too. I was a kid that you would like, Just a small boy on her bike, Riding topless, yeah, I never cared who saw. My neighbor came outside to say, "Get your shirt," I said, "No way, it's the last time I'm not breaking any law."

And now I'm in a clothing store, And the sign says less is more. More that's tight means more to see, more for them, Not more for me. That can't help me climb a tree in ten seconds flat. When I was a boy, see that picture? That was me Grass stained shirt and dusty knees. And I know things have gotta change, They got pills to sell, they've got implants to put in, They've got implants to remove But I am not forgetting That I was a boy too.

And like the woods where I would creep, it's a secret I can keep Except when I'm tired, except when I'm being caught off guard. I've had a lonesome awful day, the conversation finds its way To catching fireflies out in the backyard.

And I tell the man I'm with about the other life I lived And I say now you're top gun, I have lost and you have won; And he says, "Oh no, no, can't you see

When I was a girl, my mom and I we always talked And I picked flowers everywhere that I walked. And I could always cry, now even when I'm alone I seldom do And I have lost some kindness But I was a girl too.

And you were just like me, and I was just like you."

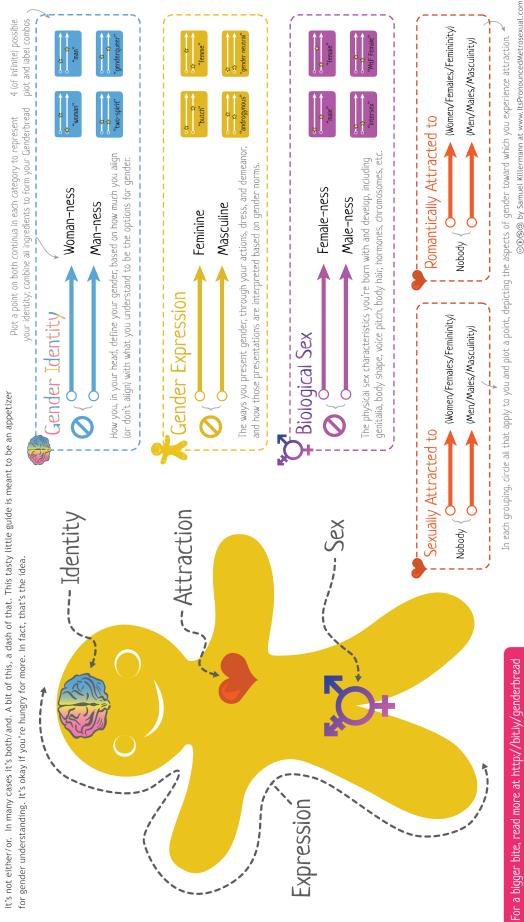
Exploring Gender Through Art: Free-Write

What feelings did the song/poem/art bring up for you?

How did it relate to your own childhood experiences of gender or other life experiences related to gender?

What does it say about the idea of gender in our culture?





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Below is a list of definitions for words and ideas that are relevant to gender identity and sexual orientation. There are probably some words we left out and some that are included but not used much. Our culture continues to learn, shift and evolve our understanding of gender and sexual orientation, and the words we use reflect these shifts.

biological sex

A physical condition, identified at birth by one's primary sex characteristics (penis and scrotum for males and vulva, labia, clitoris, and vagina for females).

gender

Gender Binary: The social construction of gender in most societies in the world where gender is a dichotomy between male and female. Male and female gender expectations, roles, and functions are generally very rigid and the presence of alternate gender constructions are usually denigrated, ignored, or made oblivious.

Gender Identity: One's personal, internal recognition of their own gender, which may or may not align with their biological sex.

Gender Expression: How a person represents or expresses one's gender identity to others, often through behavior, pronoun choice (she, he, ze, they), clothing, hairstyles, voice or body characteristics.

Gender Pronoun: She, he, ze, zie, they, him, her, his, hers, theirs, etc. These are terms used in language instead of saying a person's name. Most people are familiar with *she* and *he* to refer to female and male identified people. Some people choose to use alternatives like *ze* or *they*.

Passing: A term used by transgender people to mean that they are seen as the gender with which they self-identify. For example, a transgender man (born female) who most people see as a man.

Transgender: A term referring to people whose gender identity and/or expression differs from the social expectations for their born biological sex.

Transgender Man: A term for a transgender individual who currently identifies as a man but was born with female biological markers (see also *FTM*).

FTM: A person who transitions from "female-to-male," meaning a person who was assigned female at

birth, but identifies and lives as a male.

Transgender Woman: A term for a transgender individual who currently identifies as a woman but was born with male biological markers (see also *MTF*).

MTF: A person who transitions from "male-to-female," meaning a person who was assigned male at birth, but identifies and lives as a female.

Transition: The period during which a person begins to live as their new gender. Transitioning may include changing one's name, taking hormones, having surgery, or changing legal documents (e.g. driver's license, Social Security record, birth certificate) to reflect their new gender.

Transsexual: A term for people whose gender identity is different from their assigned sex at birth. Often transsexual people alter or wish to alter their bodies through medical interventions including hormones therapies or surgery to reduce the evidence of their born biological markers and change their bodies to align with their gender identity.

Sex Reassignment Surgery: Surgical procedures that change one's body to make it conform to a person's gender identity. This may include "top surgery" (breast augmentation or removal) or "bottom surgery" (altering genitals). Contrary to popular belief, there is not one surgery; in fact there are many different surgeries. "Sex change surgery" is considered a derogatory term by many.

Androgynous: A term of gender identity, it is a person who does not fit neatly into the typical masculine and feminine gender roles of their society. Androgynes may also use the term *ambigender* or *polygender* to describe themselves. Many androgynes identify as being mentally between woman and man, or as entirely genderless.

Intersex: A term used for people who are born with external genitalia, chromosomes, or internal reproductive systems that are not traditionally associated with either a "standard" male or female.

Crossdressers: People who dress in the clothing of the gender identity opposite to that considered socially appropriate to their biological sex (sometimes referred to as transvestites). Most crossdressers are content with their own biological sex and gender identity. Most crossdressers do not want to be the other biological sex or to be another gender.

Drag Queen: Generally used to accurately refer to men who dress as women (often celebrity women) for the purpose of entertaining others at bars, clubs, or other events. It is also used as slang, sometimes in a derogatory manner, to refer to all transgender women.

Drag King: Used to refer to women who dress as men for the purpose of entertaining others at bars, clubs, or other events.

Genderqueer: Describes a category of gender that is neither traditionally female nor male. Many different, nontraditional gender identities fall under the umbrella term *genderqueer*. Genderqueer individuals may identify as having a gender somewhere between female and male or, more

commonly, out of the gender binary all together. Unless told otherwise, polite pronouns for genderqueer individuals are the singular *they* and *ze/hir* pronouns.

Gender Non-Conforming: A term for individuals whose gender expression is different from societal expectations related to gender.

Cisgender/Cissexual: are two words used to describe related types of gender identity where an individual's self-perception of their gender matches their biological sex.

Bi-Gendered: One who has a significant gender identity that encompasses both genders, male and female. Some may feel that one side or the other is stronger, but both sides are there.

Two-Spirit: A contemporary term that references historical multiple-gender traditions in many First Nations cultures. Many Native/First Nations people who are lesbian, gay, bisexual, transgender, intersex, or gender non-conforming identify as Two-Spirit; in many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one's community. (Task Force's First Nations/Indigenous/Two-Spirit Collective).

sexual orientation

Sexual Orientation: an individual's sense of personal and social identity based on sexual attractions, behaviors expressing them, and membership in a community of others who share them.

Queer: A term used to refer to lesbian, gay, bisexual and, often also transgender people. Some use *queer* as an alternative to *gay* in an effort to be more inclusive, since the term does not convey a sense of gender. Depending on the user, the term has either a derogatory or an affirming connotation, as many have sought to reclaim the term that was once widely used in a negative way.

Homosexuality: An emotional, romantic, and sexual attraction to people of the same biological sex.

Heterosexuality: An emotional, romantic, and sexual attraction to people of the opposite biological sex.

Bisexuality: An emotional, romantic, and sexual attraction to people whose biological sex is different than and the same as one's own.

Pansexuality: The term *bisexual* implies a sexual attraction towards people whose biological sex is different than and the same as one's own. Since, however, there are more than two genders, some people do not self-identify as bisexual, finding themselves attracted to people across a spectrum of genders. These people have adopted different terms, including pansexual, a term that can also apply to people whose gender is fluid or who consider themselves genderqueer (or genderless).

Asexuality: A lack of sexual attraction. Some asexual people experience romantic attraction, some don't. Some experience arousal, some don't. Asexuality is not celibacy — celibacy is a choice to abstain from sexual intimacy while asexuality is an orientation which results in lack of sexual attraction. (asexuality.org)

-isms & phobias

Homophobia: A range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It can be expressed as antipathy, contempt, prejudice, aversion, or hatred, may be based on irrational fear, and is sometimes related to religious beliefs

Heterosexism: A system of attitudes, biases, and discriminations in favor of opposite-sex sexuality and relationships. It can include the presumption that other people are heterosexual or that opposite-sex attractions and relationships are the only norm and are superior. Heterosexism confers rights and privileges to heterosexual people that are denied to gay, lesbian, and bisexual people. This is revealed through personal behaviors and discriminatory policies, such as denial of health, retirement, and housing benefits. In addition, mainstream media provide few characterizations of gay, lesbian, or bisexual people, and these few are usually stereotypes.

Cissexism: The belief and treatment of transgender and/or transsexual people as inferior to cissexual (non-trans) people.



Using the 3 pillars of change (personal, relational, and cultural), reflect and think about your role in making change. Record any actions you identify onto your ACTION Tracker worksheet.

Personal: In what ways did this session impact me personally? Is there personal work on this topic that I should do in order to better support the children and youth in my life?

Relational: How do my responses to the music or artwork that we reviewed impact my relationships with the children, youth and adults in my life? In what ways will this information change how I relate to the children and youth in my life?

Cultural: How has dominant culture impacted how we give messages to children and youth about gender? What about the dominant culture needs to change? What can I do to impact cultural change in this area? Are there lessons from my personal experience of culture that I should remember?

MAKING THE CONNECTION Exploring Gender

Gender is a range of physical, emotional, and behavioral characteristics which lie on a continuum between what society has defined as masculinity and femininity. Most of us have been brought up in a heteronormative culture which has us believe that there are two genders (male and female) and that everyone is either one or the other and that our gender is defined by our biological sex. Society also dictates a prescribed set of behaviors that align with our sex and gender.

Most of us have experienced this as problematic — either because we don't personally identify with this gender binary and/or we have been forced to socially conform in ways that are oppressive (girls who wanted to climb trees or play football or boys who wanted to dance and cook). Prescribed behaviors based on gender norms are abundant and they limit our potential to express ourselves fully. Boys and men are forced to conform to social expectations that don't allow them to express a full range of emotions. Girls and women aren't allowed to engage in certain activities because it wouldn't be "lady-like."

When someone expresses themselves outside of their sexed gender (born male or female) they are often teased or excluded. We callously throw around phrases like: "you throw like a girl," "mama's boy," or "that's so gay." When youth hear these, they learn narrowing messages about gender expression. Society can clearly benefit from a more expansive, fluid conception of gender, gender roles and sexual preference.

Supporting children and youth on gender issues

Keep pushing back on traditional gender role stereotypes

- Teach kids to be critical thinkers about gender roles. What are the stories or books they read or movies they watch telling them? Help them to create their own world view which moves beyond traditional gender role stereotypes.
- Keep talking about gender and stereotypes and how they limit potential!
- Point out instances of gender stereotyping. There are many opportunities for this in toy stores and on television. Ask kids what they think when they see these things.

Know and understand gender beyond the traditional gender binary

- Engage kids in conversations about gender identities and expression.
- Support them in their own journeys around understanding and navigating gender.

- Know that you won't be able to answer all the questions that might come up and that is OK! There are many resources online to help gain more information.
- Address it when you hear kids narrowing gender or taunting or teasing someone based on gender. Teach that there is a continuum of gender identities and expressions that are separate from someone's biological sex. And, remind them that they are all normal.

Don't conflate gender expression with sexual preference

• Give kids these messages:

All gender expression is OK, even when it is different from what other kids do and what we learn from media.

All sexual orientations are OK, and you are free to decide yours.

People should never be picked on because of the gender identity or sexual orientation.

Using terms like "that's so gay" and "you're such a girl" or other gendered put-downs are unacceptable and harmful.

Communicate openness while also respecting your child's autonomy and privacy

- Let kids know that you are available to talk about gender and sexual orientation.
- Make sure they know that you have no investment in the outcomes of their decisions beyond their happiness and that you respect their processes and their timelines.

Acknowledge and work on your baggage around gender and sexuality and don't pass it on to the kids in your life

• Make sure you are celebrating diversity instead of fearing it.

Making the connection to Sexual Violence Prevention

It is important to address gender with children and youth. Research shows that boys and men who express hyper-masculinity (extreme adherence to masculine social norms) and societies which devalue and objectify women lead to increased risk for sexual violence perpetration. We can teach youth to resist gendered social norms that are harmful. Opening the conversation will help us build a society that values gender equality and differences.

RESOURCES In Our Words: Independent queer activist and literary salon founded in 2001; *We Can Give Them Words: Clearing Space for Children To Explore Gender*; August 13, 2012 · by inourwordsblog · in Advice, Ally, Gender, Genderqueer, Parenting, Trans: inourwordsblog.com/2012/08/13/we-can-give-them-words-clearing-space-for-children-to-explore-gender/

SECTION 3 Childhood Messages

Worksheet Childhood Messages



Facts & Definitions Healthy Sexual Development



Reflection Journal 3 Childhood Messages



Making the Connection Childhood Messages

WORKSHEET Childhood Messages

If you'd like, fill out this worksheet in your small group or individually. As you reflect, think about what messages you or other children got about body image, touch, sexual orientation, physical appearance and dress, gender, sexual activity, etc.

Circle of Sexuality	What messages did you get about sexuality as a child?	From whom or where?	What was the impact this message had on you?
 SENSUALITY body image human sexual response skin hunger fantasy 			
INTIMACY • caring • sharing • risk-taking • vulnerability • trust			

Circle	Messages	Whom/where	Impact on you
SEXUAL IDENTITY • gender identity • gender role • sexual orientation • biological sex			
SEXUAL HEALTH & REPRODUCTION • factual information • feelings • attitudes • reproductive system • anatomy & health • intercourse			
SEXUALIZATION • rape • incest • harassment • manipulation through sex			



When we define sexual health broadly to include gender identity, body image, intimacy, caring, sharing, physical sexual health, reproduction and sexual orientation; we can see that infants, children, teens and adults are all sexual beings. It is as important to lay foundations for a child's sexual growth as it is to enhance a child's physical, emotional, and cognitive growth.

Adults have a responsibility to help children be free to explore, understand and accept their own evolving sexuality. We also have a responsibility to help children understand and have empathy for other peoples evolving and diverse sexual expressions. When we do this, we are more likely to raise children who are both comfortable with their own sexuality and who are less likely to bully, taunt or hurt others based on their identity or appearance.

Each stage of sexual development encompasses specific markers. However, each child is an individual and may reach these stages of development earlier or later than other children their same age. When concerns arise about a specific child's development, parents or other caregivers should consult a doctor or other child development professional. Here is some basic information about healthy sexual development by developmental stage:

AGES 0-3

Most children age zero to three will:

- Be curious and explore their own body and others' bodies
- Experience an erection or vaginal lubrication
- Touch their genitals for pleasure
- Talk openly about their bodies and bodily functions
- Be able to say and understand, when taught, the appropriate names for body parts (head, nose, stomach, penis, vulva, etc.)
- Start to differentiate between male and female and explore gender identity
- · Begin to empathize with others in need of caring

AGES 4-5

Most children age four to five will:

- Experience vaginal lubrication or erection
- Touch their genitals or engage in some form of genital rubbing for pleasure
- Feel curiosity about where babies come from and how they were born
- Play games like doctor where they can explore the body
- Most, but not all, children will begin to feel sure of their own gender identity and have the ability to recognize males and females
- Begin to recognize and distinguish cultural male and female gender roles
- Become conscious of their own body, how it appears to others, and how it functions
- Comfort others in distress
- Make choices that give a sense of influence over their lives
- · Like her/himself and have a growing sense of being valued by others

AGES 6-8

Most children age six to eight will:

- Recognize the social stigmas and taboos surrounding sexuality, especially if parents are nervous about the subject, and will be less open about asking questions
- Understand more complex ideas with regard to sexuality and begin to understand intercourse and sexual activity apart from making a baby
- · Look to peers, media, and other sources for information about sexuality
- Understand cultural gender role stereotypes, and be able to identify when someone is "outside of the box" in their gender expression
- May engage in same-gender sexual exploration
- Have a stronger self-concept in terms of gender and body image
- Be concerned about fairness
- · Begin to accept and take responsibility for behavior and actions

- Learn about self-control
- Have a growing sense of influence over some things that happen in their lives
- · Like her/himself and feel valued by others

AGES 9-12

Most young people age nine to twelve will:

- Have an emerging sense of self as a young adult
- Feel conscious of their sexuality and how they choose to express it
- Understand jokes with sexual content
- Feel concerns about being normal, such as whether it is normal to masturbate, have wet dreams, etc.
- Feel anxious and curious about puberty, when it will happen, how it will occur, how to be prepared, etc.
- Compare their body with other bodies and try to define what is "normal"
- Become influenced by media messages regarding sexuality
- Be curious about differences they see in family and friends sexuality values versus others.
- Feel shy about asking questions of caregivers, especially regarding sexuality, and may act like they already know all the answers
- Value privacy highly
- Be concerned about equality of all people
- · Begin to accept and take responsibility for behavior and actions
- Exhibit empathy, sensitivity and friendship skills
- Have influence over things that happen in their lives

AGES 13-18

Most young people aged 13 to 18 will:

- Understand that they are sexual and understand the options and many of the consequences of sexual expression including gender identity, intimacy with boyfriends, girlfriends and other friends, sexual orientation, and sexualization
- Choose to express and explore their sexuality in ways that may or may not include sexual activity
- Recognize the components of supportive or controlling relationships and have the capacity to learn about intimate, loving, long-term relationships
- Have a clear understanding of pregnancy and of HIV and other sexually transmitted infections and the possible consequences of sexual intercourse, and the ability to make reasoned choices about sex based on knowledge
- Recognize the role media play in propagating views about sexuality
- Struggle with issues around body image
- Have an understanding of their own sexual orientation and develop a stronger gender identity
- Be more comfortable seeking advice and counsel from parents and other adults
- · Seek information from the internet and other sources
- Place a high value on promoting equality of all people
- · Accept and take responsibility for behavior and actions
- Have control over things that happen in their lives

Adapted from Advocates for Youth; advocatesforyouth.org; Parents' Sex Ed Center, Growth and Development: advocatesforyouth.org/growth-and-development-psec

Included information from Search Institute 40 Developmental Assets: search-institute.org/developmental-assets



Using the 3 pillars of change (personal, relational, and cultural), reflect and think about your role in making change. Record any actions you identify onto your ACTION Tracker worksheet.

Personal: How do the messages you got as a child impact your sense of healthy sexuality? Is there personal work on this topic that I should do in order to better support the children and youth in my life?

Relational: How does the information from childhood messages impact my relationships with the children, youth and adults in my life? In what ways will this information change how I relate to the children and youth in my life?

Cultural: How has dominant culture impacted how we give messages to children and youth about sexuality? What about the dominant culture needs to change? What can I do to impact cultural change in this area? Are there lessons from my personal experience of culture that I should remember?

MAKING THE CONNECTION Childhood Messages

Here are some ideas of ways to support and talk with the kids in your life about healthy sexuality. Remember, sexuality is about far more than acts of sex; it includes a variety of issues like body image, gender, connection with other people and more. Always give kids information and have conversations that are developmentally appropriate and that they are ready for and look for "teachable moments" when you are together, like talking about song lyrics or TV shows and addressing issues as they arise.

Age **0-3**

What to do!

- Help children feel good about their entire body. Caregivers should name all body parts, including anatomically correct names for genitals, and convey that the body and its functions are natural and healthy.
- Be aware of a children's body language. They may not always want to be touched or hugged by you but may not have the words to say so.
 Respect that. As they get older you can even ask them if they want to be touched before you do it or help them find the words to say no.
- Help children begin to understand the difference between public and private behaviors and that certain behaviors, such as picking one's nose or touching one's genitals, are private ones.
- Teach children to respect another person who says "no" to any kind of touch.
- Encourage children to comfort others in distress.
- Describe bodily processes, such as pregnancy and birth, in very simple terms.
- Don't make a big deal out of gender. Provide toys that both boys and girls would like to play

with including dolls, trucks, kitchen toys and other items that may be traditionally considered a boy or girl toy.

What to say!

- Penis, vagina, testicles, labia, breasts, anus, vulva, eyes, ears, nose, elbow, knee (*repeat*).
- Some things we do are public and some things are private. Private things are things like picking your nose or touching your private parts or genitals.
- Touching your private parts can feel good. This is OK.
- Secrets about touching are never OK.
- Your body is yours and it is OK to say 'no' if you don't want someone to touch you in any way, even grownups. If someone doesn't listen to your 'no', it is OK to tell a grownup you trust.
- Sometimes grownups touch little kids to help them wash up or make sure they are well. These are usually parents or doctors.
- If someone says or indicates "no" to your touch, stop!

a project of the Vermont Network Against Domestic and Sexual Violence

- Different people have different body parts and all bodies are shaped differently! Everyone is equally special.
- Who are the grownups that you can talk to?

Age 4-5

What to do!

- Teach correct names of the major body parts (internal and external) and their basic functions.
- Explain how babies "get into" the mother's uterus in factual ways; consider including information about how some babies aren't born from the parents that are raising them (adoption) or doctors might help make babies using science also (in vitro fertilization). Explain that all families are equal, no matter how many people or what gendered people the family has.
- Encourage children to come to them or other trusted adults for information about sexuality.
- Help children understand that different families talk about sexuality at different times and in different ways. Let them know that most parents like to be the ones to teach their children about these things.
- Reinforce with children to respect another person who says or shows "no" to any kind of touch.
- Allow children to make choices that give them some influence over things that happen to their bodies. Ask before you touch them.
- Encourage empathy building and sensitivity to others by encouraging children to comfort others who are upset or in distress. Make sure your child asks the other child for permission to hug or hold before they do it.

- It is OK to talk to trusted grownups when you are feeling confused, scared or uncomfortable.
- Keeping a secret with an adult about a birthday present is OK, but touching should never be secret.

- When you have questions about anything *(fill in the blank re: sexuality)*, it is OK to ask me *(or other trusted adult)*.
- There are many different types of families and they are all awesome. Love is what defines a family.
- If someone touches you in a way you don't like, you can always tell me, even if they said you shouldn't or made you scared to. I will never be mad at you for telling me.
- Our bodies are so cool and can do so many things.

Age **6-8**

What to do!

- Continue to provide information about sexuality, even if a child does not ask for it. At these ages, children may ask fewer questions, but still have lots of curiosity and need information about sexuality. Look for ripe opportunities to discuss things you see on TV or elsewhere.
- Explain that there are many different types of families and all types have equal value and deserve respect.
- Provide basic information about important sexuality issues, such as HIV/AIDS, abortion, marriage, and sexual abuse.
- Inform children about the changes that will take place when they begin puberty. Though most
 6- to 8-year-old children do not experience these changes, the age at which some begin to show signs of puberty, such as pubic hair, breast buds, and hair under the arms is gradually decreasing, so that children need this information sooner.
- Recognize that everyone does not have the same sexual orientation. Acknowledge to children that some people have romantic feelings for members of the other gender, and some have these feelings for members of the same gender, and some may have feelings for both. All of these are perfectly natural.
- Reinforce children to respect another person who says "no" to any kind of touch.
- Allow children to make choices that give them some influence over things that happen to their bodies.
- Encourage empathy building and friendship skills.
- Encourage children to be concerned with equality and fairness.

- Teach children to accept and take responsibility for their personal behavior.
- Talk to children about what they see and the messages they get. Ask them lots of questions.
- Encourage a healthy sense of body image. Don't talk negatively about your own or other bodies in front of them. Point out the beauty in all people.

- You can talk to me (or other trusted adult) about anything (sexuality related).
- People's bodies are all different, develop differently, and look different. This is all OK.
- Bodies change a lot when kids reach puberty. This can happen any time — elementary school aged kids to an older teenagers. (*Define, discuss, teach about puberty.*)
- The first changes are getting pubic hair, breast buds, and hair under the arms then menstruation for girls.
- Some people have romantic feelings for members of the other gender, and some have these feelings for members of the same gender, some have these feelings for both genders!
 Some people never have romantic feelings for others. All of this is OK and natural.
- You should always ask before you hug, pick up, hold hands, rub or touch someone.
- If you see a friend who isn't listening to someone say "no" to touch, you should tell a grown up or talk to that friend yourself. Sometimes our friends just need reminders of the right things to do, like asking for permission before you touch.

Age **9-12**

What to do!

- Help young people understand puberty and the changes they are going through and that these changes, including menstruation and nocturnal emissions (ejaculation), are normal. There are books available at your local library or book store that can help. Sometimes youth feel more comfortable digesting the information at their own pace and in the privacy of their bedroom rather than talking all the time. Make yourself available for conversation after they have had some time with a book if you choose this option.
- Convey that growth and maturation rates differ from person to person.
- Be open to conversations about contraception and condoms and respond honestly and accurately when young people ask about them.
- Use inclusive language that recognizes that some youth may be gay, lesbian, bisexual, or transgender.
- Reinforce youth to respect another person who says "no" to any kind of touch, encourage them to always ask before they touch and continue to always ask them before you touch them.
- Discuss the difference between consent and coercion in the context of friendships and intimate relationships.
- Support youth to value all people and speak up for equal treatment for all people of all genders, races, sexual orientations, and origins.
- Support youth to accept and take responsibility for their personal behavior and actions in the community and at home.

- You can talk to me (or other trusted adult) about anything (sexuality related including puberty and sexual feelings and activity).
- Puberty and the changes your body is going through, including menstruation and nocturnal emissions (ejaculation), are normal.
- You deserve privacy.
- Having sexual or romantic feelings for others is normal. It feels good and exciting.
- You or some of your friends may be gay, lesbian, bisexual, or transgender (define, discuss, teach about gender diversity and norms).
- As you grow older, there will be many ways to express sexuality. These do not all include having sex.
- Being sexual with someone is both physical and emotional. There are all kinds of feelings that go along with sexual activity. Some of these are exciting and some confusing.
- When people do decide to have sexual intercourse, there are ways to prevent pregnancy and sexually transmitted infections (define, discuss, and teach about STIs and contraception).
- It is OK to not want to engage in sexual activity or intercourse.
- It is never OK to pressure, guilt or force another person into engaging in any kind of sexual activity.

Age **13-18**

What to do!

- Clearly articulate your family values regarding sexual intercourse.
- Talk with youth about sexual activity. It is natural for many youth to become curious about physical connections with people they like. Remind them that there is no rush and that waiting to engage in sex acts is better for them emotionally. Hand holding, hugging and kissing is just as intimate as oral and penetrative sex and that they all need consent and all have ties to our emotions.
- Express that we all have a variety of options for experiencing intimacy and expressing love.
- Discuss together the factors; including age, mutual consent, protection, contraceptive use, love, intimacy, etc., that you and your teen believe should be a part of decisions about sexual intercourse.
- Reinforce teens' ability to make decisions while providing information on which they can base those decisions.
- Discuss exploitive behavior and why it is unhealthy and (in some cases) illegal.
- Help youth identify various physical and verbal responses to avoid/get away from sexual situations that make them feel uncomfortable.
- Help youth practice things they can say that aren't pressuring when their partner doesn't want to do the same thing as them.
- Use inclusive language that recognizes that some youth may be gay, lesbian, bisexual, or transgender.

- Talk with youth about the messages they get about sexuality from the media they consume.
- Teach consent and coercion in the context of friendships, intimate relationships and sexual activity.
- Support youth to value all people and speak up for equal treatment for all people.
- Support youth to accept and take responsibility for their personal behavior and actions in the community and at home.

- You can talk to me (or other trusted adult) about anything (sexuality related).
- Touch can be pleasurable and feel good when it is consensual.
- There are lots of fun and exciting options for experiencing intimacy and expressing love that don't include having intercourse.
- It is a healthy choice to wait to initiate sexual intercourse until you are in a mature, loving, and responsible relationship.
- If it feels too awkward to talk about, than you probably aren't ready to do it.
- What do you think are the factors that should be part of decisions about sexual activity and intercourse? (age, mutual consent, protection, contraceptive use, love, intimacy, etc.)
- You can come to (me or other trusted adult) for information that will be helpful for you when you make decisions.

- Sexual violence is when someone pressures, tricks, guilts or forces another into sexual activity. It is illegal.
- It is never OK to force or coerce another person into engaging in any kind of sexual activity. Ever!
- If a person is drunk or intoxicated, they cannot consent to sexual activity.
- What are signs to help you know if you are feeling uncomfortable in a sexual situation? What can you do if you feel this way?
- What are some things you can say when you get rejected or the other person says "not right now" that won't make the other person feel bad?
- If you are uncomfortable, you can call me and I will come and get you no matter where you are or who you are with.

Adapted from Advocates for Youth; advocatesforyouth.org; Parents' Sex Ed Center, Growth and Development: advocatesforyouth.org/growth-and-development-psec and included information from Search Institute 40 Developmental Assets: search-institute.org/developmental-asset

SECTION 4 Body Image

Body Image Timeline

Lyrics "Two Shoes"

Lyrics "The Armpit Song"



Making the Connection

Body Image Timeline

Draw your own body image timeline on the next two pages. Note events, memories, shifts and points of impact on your perception of your own body. What was it? Where did it come from? What was the effect it had on you? Think about both positive and negative influences. Your timeline doesn't need to be a "line" but can be any shape, image, picture you choose.

Body Image Timeline Free-Write

Please take a few minutes to reflect on your personal timeline using these guiding questions.

What kinds of external influences impacted your body image (family, community, society, media, etc)?

How is your body image linked to your sexuality and sensual self?

How might this activity change how you will speak to the youth in your life about this issue, or how your actions might change?

What would you like the rest of your timeline to include? (Feel free to write it or draw it.)

Two Shoes

© The Cat Empire

One day one woman asked him "what do you to survive?" he said "oh my dear listen here" and this is what he cried:

On my feet I wear two shoes for dancing "dancing to be free" my feet they're paying tribute to the Bobby Marley legacy

And my knees they've got some cuts and bruises from skating all my days 'cos when I'm skating with my friends my troubles drift away

I say my legs they're wearing baggy pants I like to move around 'cos getting down and jumping up these are some good things that I found

CHORUS Aeehhhiiiaaaaa — boom shak the empire be rising Aeehhhiiiaaaaa — boom shak we making some lovin Aeehhhiiiaaaaa — boom shak the greedy men running Aeehhhiiiaaaaa — boom shak got two shoes for dancing

And my waist it's got a slinky belt with a clip that's quick to open because a loving is the sweetest thing and from my waist it happen

And my stomach's got some tasty food that's making me feel good

'cos sharing some meals is something I wish the world could do

And my chest it wears a singlet ah my chest it beating proud my chest suggest I am a man that no institution can knock down

And around my neck is superstition hanging from a chain because I've got my gods but in the end I make my own way

CHORUS

My mouth it's got a great big smile that shows some great big teeth to friends it brings a happiness and to enemies it means defeat

And my eyes they've got some vision that can see through many lies ah my eyes they look for better things the better things to see in life

And my ears are wearing headphones that do play my favourite songs not music I'm told to like but the songs that make me dance along

Cos on my feet are shoes for dancing "dancing to be free" my feet they're paying tribute to the Bobby Marley legacy

CHORUS 2x



The Armpit Song

© music by Siwan Clark, featuring Mayank Banerjee and Siwan Clark

It seems like every time I open a magazine There's something else I should be doing And I'm spending so much time in the mirror Trying to look normal and it's exhausting.

And I don't even think we've seen the worst, I sometimes think I could take on the world but first . . .

Oh my God, my eyebrows need plucking And oh my God, my legs need shaving And my pores need cleansing and my skin needs toning And my boobs need padding and my hair needs combing and Oh my God, I know a girl who shaves her arms. She's got arm stubble, we're really in trouble.

Has my make-up run? Is my hair undone? Has my make-up run? Is my hair undone?

Oh my God, my eyebrows need plucking And oh my God, my legs need shaving And my pores need cleansing and my skin needs toning And my boobs need padding and my hair needs combing My nails need painting and my feet need scraping Sick of being hassled into getting vajazzled And oh my God! Oh. My. God. But even though this song is quite feminist, There's still no need to mention armpits. God forbid! God forbid!

But I'm not brave enough to fix it on my own; I'm not brave enough to take a stand on my own, I'm not brave enough to fix it on my own, I'm not brave enough to fix it on my own.



MAKING THE CONNECTION Body Image

Body Image is "a subjective picture of one's own physical appearance established both by selfobservation and by noting the reactions of others."¹ It can define our comfort with ourselves and others and directly ties into our self-confidence and self-esteem. Some studies suggest that a positive body image may be linked to fewer risk-taking health behaviors.² Certainly, when we judge the worth of someone based on what they look like, we limit that person's humanity. There are things that adults can do to support and nurture health body image across all ages of youth development. Here are some basics to keep in mind:

• How children see themselves and feel about their bodies develops at an early age and is influenced by the reactions of those around them. Children who learn early that healthy bodies come in different shapes and sizes will learn to value a diversity of bodies, including their own.

• Puberty can begin as early as age 8 (or younger). Kids will start to compare themselves with others at this time and it's good to talk about the fact that nobody's body changes the same way or at the same time.

• Between 8 and 14 or so, growth spurts can be really dramatic and with these changes come clumsiness and a lack of coordination. This can make kids feel bad about themselves and their physical abilities. Focus on the positive!

• Typically, between ages 12 and 14, kids become very aware of their own sexuality and how to use their body to convey sexuality. Talk with them early and often, point out sexualization and help them think about the impacts of that on their whole self.

• Children and youth consume a lot of media (television and movies, internet, music), and through that receive many messages about what "attractive" is and how their bodies "should" look, including a lot of unhealthy and unattainable ideals about what counts as "beautiful" for both males and females. It is really important that we are talking to kids about these messages and giving them tools for thinking critically about what they are being shown and told.

• On the next page are some tips and things to consider when talking with children and youth about body image. There are things we can do across all ages to help support healthy body images for boys and girls. Think about the toys and clothes you buy and the messages or images they send, even little babies start to learn these messages. As kids grow, talk often about these things. There are a lot of negative or limiting messages out there, we need to balance those with positive ones to create *WholeSomeBodies*!

TALKING TIPS:

- Watch what you say. Pay attention to subtle messages that you may be giving to children and youth. Try not to say negative things about your own body in front of kids and be careful what you say about their bodies or others'. Even things that may seem like a complement can have negative consequences, like "looks like you've lost weight."
- Watch for "body talk." Watch for times when you hear kids talking about physical appearance. Look for ways you can shift the conversation toward healthy body conversations if it sounds negative, or ways to take the focus off image all together.
- Let them set the tone. Some kids might just want a book that they can read quietly by themselves for a while that you then discuss; others might want more direct conversation and of course, some may want to avoid it all together! While you may start the conversation, try to then follow their lead after that and don't get too far outside of their comfort zone.

Ways to start the conversation:

- Ask kids what their bodies are doing when they feel best. Ask them if it matters if they have curly hair or freckles or dark skin when they are doing this, or if they are even thinking about these things when they feel good.
- Ask youth who they see as good role models. Wonder with them if it matters what these role models look like or if what we celebrate is their actions or words more than looks. Explore with them how they can find more positive role models.
- Ask youth to describe what they have received as good or healthy body images messages. Explore where they can continue to find these kinds of messages.
- Suggest a "body talk free week," where you agree to ban talk about people's image and instead give each other compliments at least once a day that focus on personal qualities.
- Keep the conversation going. Talking about body image personal and societal is an ongoing conversation. Grab opportunities to bring up the topic in creative ways over many years. It may feel awkward at first, but the conversations will get easier and knowledge about what is happening to their bodies will help youth cope with and understand these changes.
 - Talking openly and positively about our bodies breaks downs the silence and secrets that sexual violence perpetrators prey on.
 - When we normalize these conversations, we lay fertile ground for other conversations about aspects of sexuality to come up.

^{1.} merriam-webster.com/medical/body%20image

^{2.} Commonwealth Office on the Status of Women (2003), "Looking risky: Body image and risk-taking behaviours." *Focus On Women*, Issue 6, ofw.facs.gov.au/downloads/pdfs/focus_women_issue6.pdf.2

SECTION 5 Media Awareness

Sound Relationships Nutitional Label



Making the Connection Media Awareness

Nutritional Impact	pact	
Artist: Song title: Serving Size: Min: Sec:		
Amount per serving:	Present Intensity level (1-10)	
Unhealthy Relationship Ingredients		0 ഗ
Drama		- Music,
Possession/obsession		ingredi
		our he
Relationship = sex		the "nu
Manipulation		headpl
Total Unhealthy		these (
Healthy Relationship Ingredients		STEP
Fun/Enjoyable		Select
Support		them c
Respect		them t
Equality		in the s
Trust		STEP
Total Healthy		has a
		Songs
The song may portray: Drama: a belief that making up/breaking up, yelling, bitter arguing, destroying property or a general sense that unhealthy conflict in the relationship is part of a normal relationship Possession/Obsession: a belief that another person is an object to use	/breaking up, yelling, bitter arguing iflict in the relationship is part of a : another person is an object to use	an em ween 1
for one's personal benefit. This could also include statking, objectification, and controlling behavior. Distespect: a belief that it is acceptable to distegard another person's feelings.	, objectification, and controlling regard another person's feelings.	suppor healthy
ideas, opinions and wishes. This could include name ca	ling, put downs, minimizing lan-	
guage, and cneating. Helationship=sex a belief that the main component or focus of the relationship is sex. Manipulation: a belief that it is acceptable to lie or use another person's	main component or focus of the stable to lie or use another person	STEP Carefu
emotions or vulnerabilities to get what is desired. This could include guilt trips, lying, and using alcohol to get sex. Fun/Eniovable: a belief that relationships are eniovable and fun.	ould include guilt trips, lying, and ationships are eniovable and fun.	
Support: a belief that a relationship includes building up the other person's confidence and) the other person's confidence ar	
strengths. This could include encouraging another person to make healthy decisions to better themselves, even when the other person may not totally agree. Respect: a belief	in to make neatrny decisions to totally agree. Respect: a belief	box fo
that another person has value and is appreciated and recognized for their ideas, thoughts, and decisions. This could include the use of positive or supportive words to describe the	cognized for their ideas, thoughts upportive words to describe the	you fin each r
other person. Equality: a belief that both parties share in decision making and are free to choose what is right for them. One person does not have power over the other either in	n decision making and are free to e power over the other either in	botton
decision making or sex. Trust: a belief that the other person in the relationship has your best interest at heart. This could include being faithful and honest.	son in the relationship has your of honest.	dient th score f
		-

UND RELATIONSHIPS

like food, can feed our brains and give us energy. But, it also can be filled with ients that can affect us negatively. Some music may even have an influence on alth and the health of our relationships. This instrument will help you evaluate hones, turn up the volume and become a song lyrics nutritionist. Just follow utritional" value of the music you might listen to. We want you to put on your easy steps

ONE: Find a song

a song. Find the lyrics of the song online. Print out the lyrics, and read to get a feel for the main themes from the CD insert, or search for song.

TWO: Determine if the song I relationship theme

ort, celebrate or glorify the unhealthy or y characteristics of the relationship. s with a relationship theme describe lotional or physical connection bettwo or more people and should

hat is present in the song, assign it a from 1-10 in the "INTENSITY LEVEL" THREE: Score the song lyrics n the chorus and verses of the song. ully examine the song's title and all or each relationship ingredient that n of the label. Finally, for each ingreto the left. Check the "PRESENT" relationship ingredient are at the nd in the song. The definitions for ook at the Song Lyric Scoring

indicate a very high level of that relationship score, consider how those particular lyrics mpact the overall message of the song. very low level of that relationship ingredi ent in the song while a score of **10** would box based on how much of that relation. score of 1 would indicate that there is a ngredient. When assigning an intensity ship ingredient you feel is in the song. A

nealthy sections. These totals indicate the unhealthy and healthy relationship STEP FOUR: Total your numbers Add up the scores from the intensity column in both the unhealthy and

'nutritional" value of the song's lyrics.

Knowing the ingredients will help you make Just like with the food we eat, it is important STEP FIVE: Balance your "lyrical" diet des lots of healthy relationship ingredients. to have a balanced "song" diet that incluout the relationship ingredients of a song. an informed decision about which songs Use this tool whenever you want to find will promote good relationship health. Prepared by the Boston Public Health Commission, 2009

MAKING THE CONNECTION Media Awareness

The types of media and the way that media gets to us is constantly evolving. We now have tablets and smartphones that make media more accessible to youth and with less parental oversight. Increasingly, studies show us that the messages the media uses to sell us products or entertain us can have harmful effects on the development of young people. Eating disorders are on the rise for young girls and boys, hyper-masculinity or over-sexualization are touted as paths to popularity or fame, and retailers depend on consumers' not feeling good about ourselves in order to sell us the latest product.

We need to ensure that children and youth have the skills and knowledge to decipher these messages instead of blindly consume them. Just as we focus on what we put into our bodies, we need to examine what we put into our minds. Adults have a role in both managing (for young children) and helping older youth manage the amount and content of media that they consume and think critically about their choices. Entertainment and product media (music, television, movies, print media, advertising, etc.) sends us all kinds of messages about relationships and gender roles that are of particular concern when thinking about sexual violence prevention and healthy relationships. What stories are companies telling us about gender? How are people to be treated? What do relationships look like? What is powerful? What is sexy?

Adults can take advantage of teachable moments and introduce fun tools to children and youth to help them think critically about the stories they get. Here are a few ideas and resources:

Teachable Moments

In the car: Make up games to score or rate songs you hear. Repeat or rewind songs so that you can catch all the lyrics if you can. Talk about:

- Who are the players in this song?
- What is the relationship between them?
- What is the story or plot?
- How are genders represented?
- What are the messages that someone might take away from this song?

- How does the music make you feel?
- How would you rate this song in terms of healthy messages on a scale of 1 to 10 (1 being very healthy, 10 being very unhealthy)?
- What do we do when we like the melody or rhythm of a song but not the lyrics?

Watching movies or videos: Make a movie rating card with children and youth to use when they watch movies or videos. Include ratings for:

- Portrayal of healthy relationships that show good communication, conflict resolution, no physical or emotional abuse of partners, family members or friends.
- Portrayal of healthy sexual relationships including consent, respect, balance of power and positive experience, and fun.
- Portrayal of gender roles outside the norm.
- Positive and deep portrayal of women and girls (who are shown to have leadership, intelligence, skills beyond pleasing or supporting men).
- Overall rating healthy messages: 1–10 (1 being very healthy, 10 being very unhealthy).

Conversations about personal responsibility: After a movie or a conversation about a song, engage in deeper conversations about actions and personal responsibility that kids can take. Possible conversation starters:

- How do you feel about this movie or song (even if it scored low on a 'healthy messages scale)?
- How do you think this movie/song might impact kids who don't think critically about these kinds of things?
- What would you do to change this movie of song, if anything?
- How could you encourage other kids to think critically about the movies and songs, even if they like them?

Tools

Sound Relationships: 'nutritional value' song analysis tool

This tool helps evaluate the "nutritional value" of a song based on healthy and unhealthy ingredients.

bphc.org/programs/cafh/violenceprevention/Forms%20%20Documents/Start%20Strong%20Sound%20 Relationships.pdf

True View: music video analysis tool

This tool helps evaluate music videos based on qualities of healthy and unhealthy relationships.

bphc.org/programs/cafh/violenceprevention/strartstrong/Forms%20%20Documents/188_BPHC-TrueView%20tool-final_v1-1.pdf

The Bechdel Test

The Bechdel Test, sometimes called the Mo Movie Measure or Bechdel Rule is a simple test that names the following three criteria: (1) it has to have at least two women in it, who (2) who talk to each other, about (3) something besides a man. This link shows movies that have been rated using this test and allows you to rate movies yourself and add them to the list.

bechdeltest.com

Disney Princesses with a Splash of Feminism

This site lists 11 Disney Princess movies and how they rated using the Bechdel Test.

lipsredasroses.tumblr.com/post/51417367402/bechdel-test-the-disney-princess-movies

Resources

Boston Public Health Commission: Start Strong Initiative

The Start Strong Initiative aims to stop teen dating abuse before it starts. We focus on teaching 11-14 year olds teen dating violence prevention strategies and healthy relationships skills. They have created some great tools to encourage media literacy for teens.

bphc.org/programs/cafh/violenceprevention/strartstrong/Pages/Home.aspx

Net Cetera

The Net Cetera Community Outreach Toolkit helps you provide the people in your community with information about protecting kids online. Regardless of your experience as a speaker — or your expertise in online safety — this kit has the resources and information you need to convey key points about protecting kids online.

onguardonline.gov/features/feature-0004-featured-net-cetera-toolkit

SECTION 6 ACTION Tracker Skill Build

ACTION Planning Sheet



Reflection Journal 4 Closing Journal

ACTION Planning Sheet

Priority Action	Sphere of Influence	HOW I will do this and what SUPPORT I may need

a project of the Vermont Network Against Domestic and Sexual Violence



Using the 3 pillars of change (personal, relational, and cultural), reflect and think about your experience with **WholeSomeBodies**.

Personal: How have you been impacted by WholeSomeBodies?

Relational: How have you or will you use the information in *WholeSomeBodies* to impact those in your sphere of influence?

Cultural: What do you see differently in the culture at large? What would you like to change on the cultural level?

Additional Resources

WholeSomeBodies & the Developmental Assets

Vermont Network Member Programs

Other Services

Consent Handout for Youth

Adults Talking Tips on Consent

WholeSomeBodies & the Developmental Assets

When developing the *WholeSomeBodies* curriculum, we noticed a clear relationship between our goals and several of the Search Institute's 40 Developmental Assets for children and youth. The asset framework is based in resiliency research and identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Below you will find seven of the 40 Developmental Assets that we found to be congruent with the goals of *WholeSomeBodies*. We changed the language slightly to align with our content.

To find out more about the work of the Search Institute and the 40 Developmental Assets, explore their website: search-institute.org.

- **1. Positive Communication:** Adults express themselves positively and respectfully, engaging children and youth in conversations about sexuality that are developmentally appropriate and that invite their input. Children feel comfortable seeking advice and counsel about sexuality from parents and caring adults.
- **2. Adult Role Models**: Adults model healthy sexual lifestyles, positive and responsible sexual behavior, and encourage children and youth to follow these examples.
- **3. Equality and Social Justice:** Adults encourage children and youth to value all people and speak up for equal treatment for people of all genders, races, sexual orientations, and origins.
- **4. Responsibility:** Adults encourage children and youth to accept and take responsibility for their personal behavior and actions (including sexual behavior and actions) in the community and at home.
- **5. Interpersonal Skills/Competence:** Adults support children and youth to seek, build and maintain friendships as well as show empathy and sensitivity toward others.
- **6. Personal Power:** Adults support children and youth to make choices that give them influence and control over things that happen to them and their bodies including sexually.
- **7. Self-Esteem:** Adults value the children and youth in their lives, support children and youth to feel valued by others and like themselves.

1. search-institute.org/research/developmental-assets

Vermont Network Member Programs

The programs of the Vermont Network support victims and survivors of domestic and sexual violence across Vermont, providing:

- Confidential Advocacy
- 24/7 Hotlines
- Emergency Shelter
- Help with the Legal System
- Medical Advocacy

Confidential Advocacy: Advocates from Vermont Network programs provide free and confidential advocacy. An advocate will not disclose any information about a survivor without the survivor's permission.*

* While most advocates can keep your conversations confidential, some advocates may need to report child abuse to the state if they are concerned that a child may be in danger. If you are concerned about child abuse reporting, you can ask to speak with an advocate who is not a "mandated reporter", or you can speak anonymously with hotline advocates.

Hotlines: Each program staffs a free 24/7 hotline for crisis support, ongoing peer support and advocacy, and information and referral.

Legal Advocacy and Support: Trained peer advocates can support survivors in making informed decisions about legal concerns and/or accompany survivors to court. Advocates provide information about protection orders for survivors of domestic violence, sexual assault and stalking, and about what to expect in civil and criminal court. Advocates may be able to provide referrals to specialized legal resources including attorneys.

Hospital Support: Advocates are available to meet survivors at the hospital after a sexual or physical assault to assist them in understanding their rights, to provide support and information before, during and after examinations, and to help survivors connect with other resources as needed.

Financial and Personal Advocacy: Peer advocates can support survivors in identifying and accessing a wide variety of public benefits and community resources for basic needs. Advocates can assist survivors in securing rights and services with social service providers, landlords, creditors and others.

Shelters and Safehomes: Shelters provide a home-like environment for survivors of domestic and sexual violence and their children who need a safe place to stay temporarily. An advocate can help a survivor identify and access community resources and develop a plan for leaving the shelter, while a children's advocate can support her children. In communities without shelters, and for male survivors

of domestic violence, programs can connect survivors with local safe homes, or with shelters in other regions of the state.

Other Resources: Most programs offer peer education and/or support groups for adult survivors, youth and/or children, creating opportunities to connect with others sharing similar experiences. Some programs provide individual advocacy with youth and children, parenting support, limited transportation and/or childcare, transitional housing, and education and support regarding substance use or abuse.

List of Programs

* indicates program with shelter

Addison County & the town of Rochester

WomenSafe P.O. Box 67, Middlebury, VT 05753 Hotline: 802/ 388.4205 or toll-free 1.800.388.4205 womensafe.net

Bennington County

PAVE * P.O. Box 227, Bennington, VT 05201 Hotline: 802/442.2111 pavebennington.com

Caledonia, Orleans, & Essex Counties

Advocacy Program at Umbrella*
1222 Main Street #301, St. Johnsbury, VT 05819 Hotline: 802/748.8645
93 East Main Street, Suite #1, Newport, VT 05855 Hotline: 802/ 334.0148
umbrellanek.org

Caledonia, Washington, & Orleans Counties (Hardwick area)

AWARE P.O. Box 307; Hardwick, VT 05843 Hotline: 802/472.6463 awarevt.org

Chittenden County

H.O.P.E. Works P.O. Box 92, Burlington, VT 05402 Hotline: 802/863.1236 stoprapevermont.org

Women Helping Battered Women* P.O. Box 1535, Burlington, VT 05402 Hotline: 802/658.1996 whbw.org

Franklin & Grand Isle Counties

Voices Against Violence* P.O. Box 72, St. Albans, VT 05478 Hotline: 802/524.6575 voices@cvoeo.org

Lamoille County

Clarina Howard Nichols Center* P.O. Box 517, Morrisville, VT 05661 Hotline: 802/888.5256 clarina.org

Orange & Northeastern Windsor Counties

Safeline P.O. Box 368, Chelsea, VT 05038 Hotline: 1.800.639.7233 safelinevt.org

Rutland County

Rutland County Women's Network and Shelter* P.O. Box 313, Rutland, VT 05701 Hotline: 802/775.3232 rcwn.org

Washington County

Circle* P.O. Box 652, Barre, VT 05641 Hotline: 1.877.543.9498 circlevt.org

Sexual Assault Crisis Team* 4 Cottage Street, Barre, VT 05641 Hotline: 802/479.5577 sexualassaultcrisisteam.org

Windham County (including village of Bellows Falls)

Women's Freedom Center* P.O. Box 933, Brattleboro, VT 05302 Hotline: 802/254.6954 or 1.800.773.0689 .womensfreedomcenter.net

Windsor County

WISE* 38 Bank Street, Lebanon, NH 03766 24-Hour Crisis Line: 603/448.5525 or toll-free 1.866.348.WISE wiseoftheuppervalley.org

Other Services

Deaf Vermonters Advocacy Services

P.O. Box 61, South Barre, VT 05670 Videophone & Hearing: 802/661.4091 All hotline callers: 802/661.4091

SafeSpace: LGBTQ community

P.O. Box 5883, Burlington, VT 05402 802/863.0003 or 1.866.869.7341

Vermont Interpreter Referral Service

1.888.317.2006 (toll-free)

Vermont Interpreting and Translation Services 802/654.1706

Communication Support Project (CSP)

(for people who have disabilities that interfere with their ability to communicate effectively) 1.888.686.VCSP (8277) csp@disabilityrightsvt.org

Prevent Child Abuse Vermont

94 Main Street #3, Montpelier, VT 05602 802/229-5724 pcavt.org

Vermont Department for Children and Families

dcf.vermont.gov *Report Child Abuse:* If you suspect child abuse or neglect, call 1-800-649-5285



Consent means:

At the time of the act, there are **WOIDS** AND physical **ACTIONS** indicating that everyone involved **Greels** agree, and **really** want to do the same thing. *Checking for* consent is a process that each person needs to keep doing.

Sexual consent can only be FREELY given if:

There is a sufficient balance of power in the relationship. There is no significant age*, developmental or status differences. One person doesn't have authority over the other. No one has used or threatened to use violence over the other. ** See the law on the flip side.*

Both people are aware of the consequences of sexual activity, both positive and negative, and know what will happen next. Decisions have been made together about birth control and STD/HIV protection, both people agree to what types of contact are okay, both people understand what it means for their relationship together.

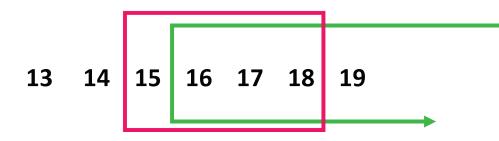
If you say yes you can change your mind or stop at anytime. You feel comfortable that if you change your mind at any point you will be respected and listened to.

Neither party is under the influence of drugs or alcohol. If someone is drunk or high, they can't really say yes for sure. Save sexual activity for when you're both sober.

It is safe to say no. There is no pressure, tricks or manipulation to say yes, no threats of harm or embarrassment. There are no negative consequences for saying no, no teasing, no pressure, no jokes or telling other people.

Don't guess: ASK

By law:	EXAMPLES			
People 18 and over cannot	Person 1 Age	Person 2 Age	ls It L	egal?
engage in sexual activity with people younger than 16 <i>unless</i>	18	14	NO	0
both people are between the	18	15	YES	\checkmark
ages of 15 and 18. The age of	19	15	NO	\otimes
consent in Vermont is 16.	19	16	YES	\checkmark



Vermont law defines sex as contact between any genitalia or breasts (without clothing) and any other part of the body including the mouth; any penetration, however slight, by any part of a person's body or any object into the genital or anal opening of another; and masturbation in front of someone else.

You really need consent for ALL sexual activity including kissing, touching or rubbing under or over clothes, being naked with each other, sending fully or partially nude photos or sending provocative messages via email or text (sexting). Each activity needs to have clear consent from each partner every time.

If you or someone you know has had non-consensual sex, help is available. Call Vermont's 24-hour sexual violence hotline: 1-800-489-7273

It is free and you don't have to give your name. You can talk about your own experience or find out how to help your friend.



alk about it...

Tips for ADULTS talking to youth about consent.

Youth benefit from the opportunity to talk to trusted adults, like parents, coaches and teachers, about healthy sexuality and relationships. Your student is currently learning in school about the concept and law regarding sexual consent. We encourage you to use the "Got Consent" handout and talking tips below to start a valuable dialogue with the youth in your life about the values that are important to you.

Whether you feel confident and comfortable having planned conversations, or using spontaneous teachable moments, any and all opportunities are valuable.

Remember: Talk early and often

Be open and non-judgmental, listen and respond appropriately from your experience. Send a clear message that you are open to talking and listening about sexuality and healthy relationships. Acknowledge that it can be uncomfortable and awkward, and that's okay. Consent is all about communication.

Here are some conversation starters:

• Is there equality in the relationship?

Equality in relationships describes a situation in which neither partner has a clear power over the other. A sufficient balance of power is important in a relationship so that each person has as much say over what happens as the other.

Examples where there is NOT equal power:

- \heartsuit one person is a teacher, coach or caregiver of the other person;
- ♀ one person is significantly older (example, a 20 year old person should not date a 15 year old person);
- \heartsuit one person lacks the ability to understand what is happening or the potential consequences due to developmental differences or lack of access to information;
- \heartsuit one person lacks the ability to say no (e.g. is intoxicated) or is too afraid to.

• Sexual activity and consent questions:

- How do you tell that you are ready for sexual activity?
- \circ $\,$ How do you know that your partner is ready for sexual activity?
- How would you ask if your partner is ready for sexual activity?
- Why do you think it is important to ask?
- If you feel pressured, manipulated, or like someone is tricking you, what do you do? What do you say?
- What do you do if you feel like you want to kiss someone but you aren't sure yet?
- What if you decide to kiss your partner, and he or she wants more?
- What if it feels good and you want to do more but your partner says "no"?
- Does it feel o.k. to say no when you're not ready? Why or Why not?
- Do you know what to do and who to call if you feel scared or like you need help?

• Consent law:

- Why do you think there is a consent law?
- How old do you have to be to give consent for sexual activity?
- o If someone has been drinking or getting high, can they give consent?

• Bystander situations:

- What would do if your friend told you she was being pressured to have sex and didn't feel ready?
- What if your friend is boasting about how he is going to get this girl he knows high or drunk and have sex with her?
- What would you do if you see someone bullying or harassing someone in a sexual way?
- Do you know how to get help if one of your friends has been hurt or is hurting someone?

It may be awkward, but giving kids the chance to think and talk about consent and safe sexual activity BEFORE they need to put these skills into action will help them make safe choices when the time comes.

For more information, see the documents your students received titled: "Consent: Got it?" and "Are You Ready?"



www.vtnetwork.org