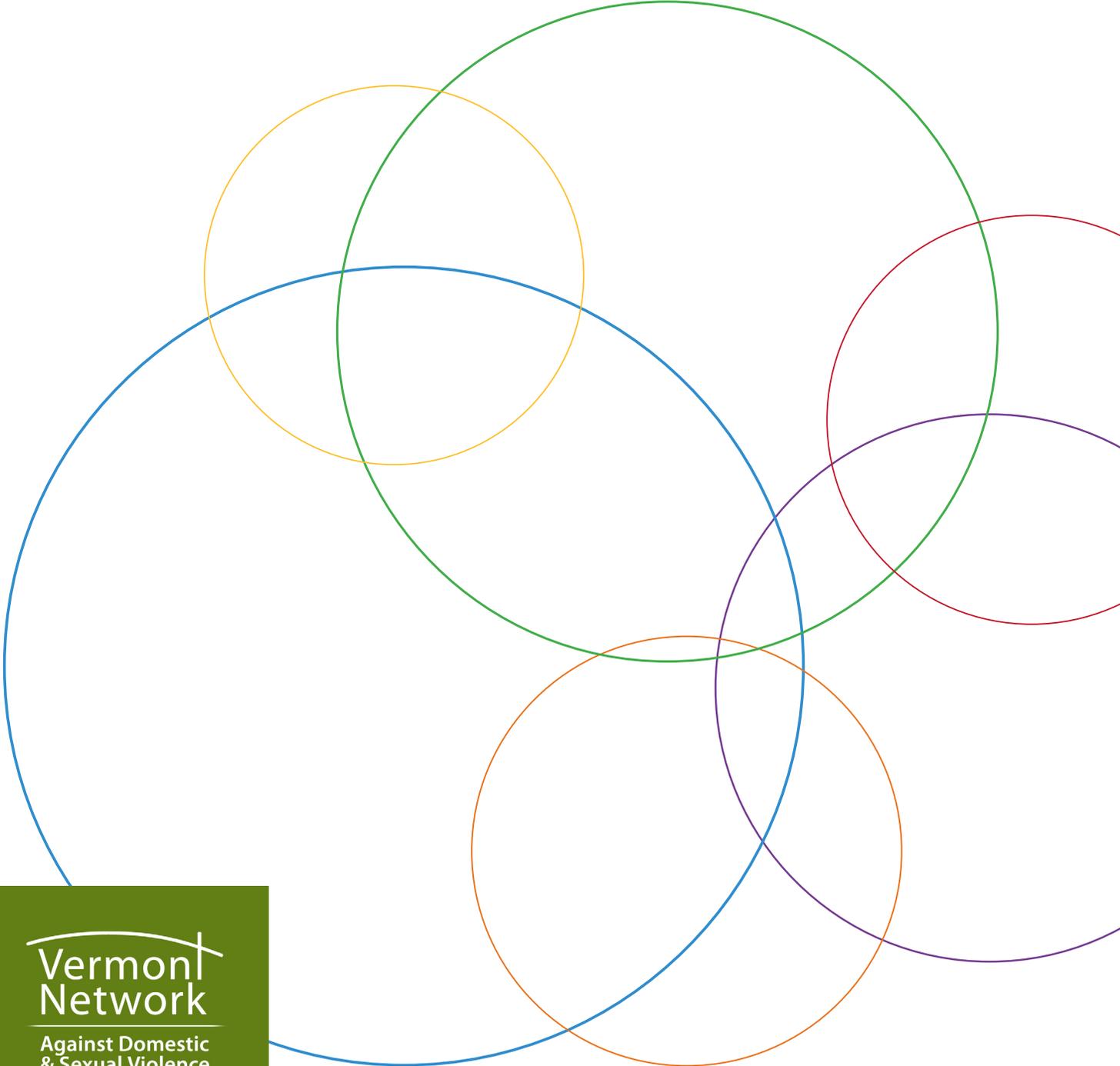


WholeSomeBodies

Guide for Facilitators



Vermont
Network
Against Domestic
& Sexual Violence

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Welcome to WholeSomeBodies!

Thank you for your interest in the **WholeSomeBodies** curriculum. We are delighted to share our philosophy, purpose, and materials with you. We welcome anyone to become a leader of our workshops. All you need (besides our helpful guidance included in this guidebook) is curiosity about how we form and communicate our sense of sexuality, both individually and as a culture, and a desire to support a cultural shift toward healthy sexuality.

WholeSomeBodies is a curriculum for adults who have children and youth in their lives—such as parents, teachers, coaches, and mentors. Through the course, participants will:

increase their knowledge of healthy sexuality and

increase their skills and motivation to model and teach healthy sexuality to the youth and children in their lives.

Many adults haven't had opportunities to talk about healthy sexuality with this broad a lens or to gain the tools, skills, and information they need to talk to the youth in their lives about sexuality. Some adults don't feel they have permission to have these conversations either; it feels taboo or scary. But when we don't talk about sexuality with our young people, we may leave them with a lack of access to age-appropriate information about the breadth of experiences that define our sexuality, including gender identity, sexual orientation, body image, and connections with others.

We may inadvertently perpetuate a culture of silence and secrecy that can lead to individuals feeling shamed or alone in their experiences. Silence and secrecy also allows sexual violence to continue unchecked, and helps create and maintain a culture in which victims are less likely to come forward and perpetrators are less likely to be held accountable for their actions.

Through increased education, conversation, and support for healthy sexuality, we create individual and social strengths that resist and change cultural norms that allow sexual violence to occur in our communities. Throughout this workshop, participants will use their own experiences as a starting place to think about, discuss, and learn about approaches to supporting healthy sexuality with the children and youth in our lives. We will push out the problem of sexual violence with a solution as we will ask ourselves: ***What behaviors do we want to see, what skills do we want to have, and how do we cultivate those behaviors in ourselves and the people around us?***

IN THIS GUIDEBOOK you will find:

- An introduction to the **WholeSomeBodies** philosophy
- A brief history of the project
- A discussion of the research underpinning the curriculum
- Detailed guidance for facilitators planning a workshop series
- Evaluation resources
- Detailed facilitator guides for workshop activities

The curriculum is designed to be delivered as a series of workshops but can be delivered as a one-day training if needed. We've offered suggestions on adapting the curriculum for different time allowances. Additional support is available through the **WholeSomeBodies** technical assistance providers.

ACKNOWLEDGEMENT

*We would like to acknowledge and thank all of the sexual violence prevention educators, advocates, and allies who have been a part of the Vermont **WholeSomeBodies** and Joyful Sexuality Workgroups over the years. It has taken a great deal of individual and collective commitment and many adventuresome spirits to keep this extraordinary work alive and moving forward.*



Need help?

Technical assistance is available through the Vermont Network Against Domestic and Sexual Violence. Please let us know if you are planning a workshop. The Network can offer valuable support and resources to help you, and we track where **WholeSomeBodies** is being used. Contact prevent@vtnetwork.org or call 802-223-1302.

WholeSomeBodies is a project of the Vermont Network Against Domestic and Sexual Violence, 2013.

Design and layout by Dana Dwinell-Yardley. Icon credits: speech bubble designed by Mateo Zlatar, key designed by Bucky Clarke, office supplies designed by Uri Ashkenazi, notebook designed by Carlo — all from The Noun Project.

What Do We Mean By 'Sexuality'?

We use the term "sexuality" broadly to include:

Sexual Identity

Intimacy

Sensuality

Sexualization

Sexual and Reproductive Health

Within each of these concepts lies gender identity and expression, sexual orientation, body image, communication, feelings, desires, sexual activity, vulnerability, violence and more.

It is nearly impossible for us to define "healthy sexuality" as it is a personal concept and what feels right for one person will be different for another. However, we can say that, in order for healthy sexuality to occur, there needs to be a culture of inclusion, communication and diversity surrounding an individual that supports safe exploration of one's own sexuality.

WholeSomeBodies works towards creating a culture in which healthy sexuality can thrive.

INTRODUCTION

Development of Sexuality

All humans have a yearning for wholeness and connection to others. It is what defines the human experience. Yet we live in a time when so many of us have not been encouraged to nurture our whole selves. We are often encouraged to nurture our intellect, spirituality, and physical health. Yet our sensual and sexual selves are often pushed into a private corner where they cannot be celebrated or explored.

Why is that? It all seems to start out fine. All people are sensual and sexual beings at birth. We are born needing the intimate connection of our caregivers to survive. We quickly learn about pleasurable touch as we are held gently in arms. We learn to use our bodies to get our needs met by crying when we need food or comfort and by cooing when we want more attention. Our world, as babies, is a completely sensual experience. We touch, smell, hear, see, and taste the world, and this is how we begin to know it.

Then, it gets more complicated. By the time we are toddlers we have begun to learn about gender roles, mommies and daddies, skirts and pants, pink and blue. We learn that it is our job to help care for others. We nurture our dolls and animals and we hug our siblings or parents when they seem sad. With encouragement, we find sensual pleasure in our daily lives by interacting with nature, other children, animals, and our imaginations.

During pre-pubescence, most of us have already experimented with masturbation and start to have attractions to others. Simultaneously, we are getting messages about sexuality that cause us to feel the need to be silent and secretive about our desires or questions. We also know well the expected differences between "boys" and "girls." By puberty, we are deep into exploring relationships and intimacy. We want to have someone to share everything with but we are also surrounded with messages telling us to "fit in," which makes it scary to tell everything. What if what we want to share is too weird? We fear being judged and shunned for not being "normal." During puberty we respond to an overly 'lookist' and critical world by obsessing over our own appearances and constantly comparing

ourselves to others. We get too many messages that support this fear of being different.

What is the Impact?

Imagine the shape of an hourglass that contains our sense of sexuality. In childhood, many of us are able to fill to the top of our hourglass: experience the wonders of all our senses and bathe in the intimacy of our relationships with nature, others, and ourselves. As we emerge into adolescence, cultural silence and messages of secrecy and danger surrounding sexuality have already begun to restrict our experiences and language to create the small middle of the hourglass, a pinching of ourselves. Our primary educators become the media and peers and our feelings become fear-driven: we are not attractive enough, we will not fit in, and anyone not “normal” will be ostracized.

In this situation, our society is stuck in the narrow confines of a pinched sense of sexuality. We lose so much in this place: our ability to reach our fullest potential and to be interconnected with one another and fully connected with ourselves. Yet imagine what our world might gain if we were encouraged to nurture and develop all parts of ourselves. Just as we develop our intellect and physical strength, we should be encouraged to develop our connection to our senses, our bodies and our understanding of ourselves in relation to others. In this way, we become whole. We become **WholeSomeBodies**.

Grounding Our Work

While our experiences in the early days of **WholeSomeBodies** intuitively told us that we were making a change, we also recognized that it was important to ground our work in the research and information that has been propagating over the past decade in the sexual violence prevention movement.

WholeSomeBodies was developed as a primary prevention/health promotion strategy to reduce first-time incidents of sexual violence. It is our goal that adults who participate in **WholeSomeBodies** increase their knowledge of healthy sexuality and increase their skills and motivation to model and teach healthy sexuality to the youth and children in their lives. Through conversations with youth, we will reduce the silence and secrecy around sexuality and prevent incidents of sexual violence.

Many of the risk factors for sexual violence perpetration, as defined by the Centers for Disease Control, are grounded in a lack of respect and empathy and a troubling inequality that makes it easier for a person to objectify and perpetrate harm upon those not seen as equal. Some risk factors include:

Being Trauma Informed

Many survivors of sexual violence, as well as people traumatized by sexual violence in our culture, will participate in **WholeSomeBodies** workshops both as participants and facilitators. The curriculum strives to incorporate a trauma-informed approach by allowing participants to have as much power, choice and control as possible over their interactions.

- Hostility towards women
- Hypermasculinity
- Strong patriarchal relationship or familial environment
- Emotionally unsupportive familial environment
- General tolerance of sexual violence within the community
- Weak community sanctions against sexual violence perpetrators
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women’s inferiority and sexual submissiveness
- Weak laws and policies related to gender equity¹

We hope that through **WholeSomeBodies** adults will have the opportunity to unpack their own “baggage” around sexuality and become better role models who respect diversity and equality and become safe and knowledgeable sources of information and support for the children and youth in their lives.

Why Health Promotion

The **WholeSomeBodies** approach is grounded in a health promotion framework for sexual violence prevention. This means that we focus more on the behaviors and attitudes we want to see in people than the things we don’t. There are many benefits to using this framework. Talking about sexuality can already be a little scary and intimidating for people. Using a health promotion approach gives a lot of power to participants to feel their way through the conversations without worrying about being wrong. It also allows people to engage in the conversation without labels such as “potential perpetrator” or “possible victim” that some prevention programs may inadvertently send.

Other methods for sexual violence prevention include:

- **Risk reduction:** “Don’t walk home alone, don’t leave your drink unattended, here is how to protect yourself.”
- **Bystander intervention:** “If you see something, say something.”
- **Awareness and education:** “This is what sexual violence looks like, and here are the impacts.”

1. Sexual Violence Risk and Protective Factors, Centers for Disease Control, www.cdc.gov/ViolencePrevention/sexualviolence/riskprotectivefactors.html

- **Resource and referral:** “Here is where to go if you or someone you know needs help.”

All of these forms of sexual violence prevention can be useful in different settings, and you may see parts of them within this curriculum, but we felt that using the health promotion framework was the best fit for *WholeSomeBodies*.

Developmental Assets

Throughout this manual you will see that we have connected our work to the Search Institute’s 40 Developmental Assets², which we included in the activity guides and re-phrased to reflect the goals of each *WholeSomeBodies* activity. The asset framework identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Educators and advocates familiar with the research behind the 40 Developmental Assets recognized a clear relationship between the Assets and the *WholeSomeBodies* approach. Reinforcing the assets and supported in resiliency and trauma research is the understanding that a positive connection to a caring adult is key to the resiliency, health and success of children and youth. Accordingly, this new edition of *WholeSomeBodies* has incorporated more skill development for adults working to enhance their connection to youth and support the development of protective assets in the lives of young people.

Child Development Theory

In his theory of child development, psychiatrist Erik Erikson proposed stages of emotional and social development, each with a specific developmental task attached. He suggested that, in order to fully move on to the next stage, one must learn and resolve the developmental task at hand. If a person is for some reason unable to do so, it is possible to revisit and resolve the task later. Fortunately, it is the presence of supportive adults at any point in a child’s life that helps to increase that child’s capacity for resilience and, in situations of hardship or trauma, helps them recover and thrive.

Erikson’s Childhood Stages:

- Infancy is the stage of hope where babies learn to trust, expect that their needs will be met, and very much rely on their senses to take in information.
- In toddlerhood, the stage of will, children learn to manage independence, imagination, self-control, and confidence through play.
- In the early childhood stage of purpose, children are faced with developing a sense of conscience and sexual identity as well as the appropriate expression of feelings.

2. www.search-institute.org/research/developmental-assets

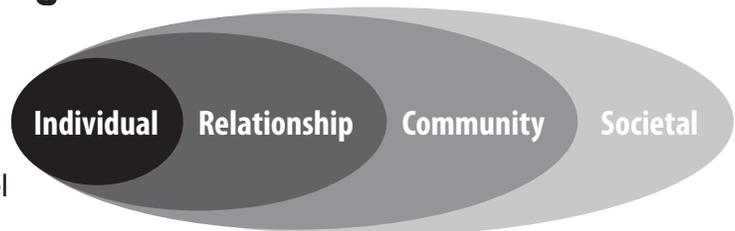
- The school age stage of competence is not only about mastering “tasks” like school work, but also about successfully navigating social interactions and developing a healthy self-concept. As with the next stage, behaviors and beliefs are influenced heavily by external factors like media, community, peers, and family.
- In adolescence, the stage of fidelity, young people struggle with identification issues, asking questions such as *Who am I?* and *Who do I want to be?* This emerges in all areas of teens’ lives including in their intimate relationships and in how they perceive themselves morally, physically, and sexually.

We agree with Erikson that children should be nurtured and allowed to take in the world through their senses; be free to explore their bodies, gender identities and expressions; be encouraged to ask questions about sexuality and relationships and trust that they will be listened to and responded to honestly; be supported in navigating their individual paths of sexual development in a world of extreme external pressure to conform to gender and beauty norms; and be honored and valued as they emerge into adulthood.

The **WholeSomeBodies** approach to sexual violence prevention suggests that it is adults who are ultimately responsible for supporting children through these developmental stages by broadly nurturing their sense of trust, autonomy, purpose, competence, and self—specifically in relation to their sexual development. Through our workshop, we hope to give participants the tools they need to support children and youth through these phases.

Social Ecology—Pillars of Change

Another research-based framework intentionally infused into this edition of the **WholeSomeBodies** curriculum is the Social Ecological Model, depicted at right. This model illustrates that individuals exist in the context of relationships, community, and society—all of which have bearing on that individual. Likewise, the individual impacts their relationships, community, and society. To create deep social change, we need our efforts to impact each level of the social ecology.



You will see at the end of each activity a time for personal reflection. Understanding that it is easier to imagine and define actions in smaller pieces, we ask participants to think about the three pillars of change (the individual, relationship, and community levels of the Social Ecological Model) and how they might be involved in making change at each level. The take home message is that, when change is enacted on each of these levels, social change will follow. We love thinking of **WholeSomeBodies** participants (and facilitators) as agents of change, and we hope that through this curriculum we will inspire a social revolution to address the epidemic of sexual violence that impacts us all directly or indirectly, and support new generations in moving past unhealthy social norms.

HISTORY OF *WholeSomeBodies*

Outside, it is ten below zero. Inside, a fire is crackling in the stone fireplace. We, sexual violence service providers—many of whom provide sexual violence prevention education to youth and adults in Vermont, get up from the chairs to which we have been affixed for this two-day training on “Teens and Sexual Violence.” We have been asked to explore a beautifully arranged display in the middle of the room. Atop a green velvet cloth is an unusual collection of items: a gathering of heart shaped rocks, ceramic bowls of dirt, flax seed, orange lentils, purple beans and sand; chocolate covered peanuts and dried apricots; books with black and white photographs of people in nature, dancing, climbing trees; lavender, vanilla, and eucalyptus oils; a flawlessly round rock that fits perfectly in hand, a brass bell, a bouquet of dried flowers, lit candles, and a balancing stick found on a magical hiking journey. Together with the soft sound of a flute playing, we hear whispers of “yum” and “oooo” and the spontaneous sharing of stories.

When invited to speak about this experience, we talk about our grandfathers and family—propagated heirloom beans, of childhood rock collections, of our inspiring, insightful sons and daughters, of smells and tastes that evoke memories of our pasts or of our childhoods. We share a sense of slowing down, of connecting to our senses and being sensual people, of connecting to ourselves and to those with us.

The group looks at the words intimacy, erotic, sensuality, and sexuality. We talk about how these words describe our relationships with the world: with babies and children, with our partners, with nature and with ourselves. Then, when we look at a handout with the root origins and current definitions outlined, we discover that these words were once wholly connected in their full definitions and have been

separated over time. Intimacy now implies a sexual relationship, erotic relates to pornography, sensuality is about being sexy, and the meaning of sexuality has been reduced to the act of having sex. We list together the messages that we got as children about sexuality. They are, for the most part, steeped in negativity and emanate messages of silence and secrets.

The connection has been made and as prevention educators we know: sexuality education has been put into a disconnected and scary box confined to the biology of reproduction, abstinence education, birth control, rape avoidance, and sexually transmitted infections. We—and our children—have had our sexuality appropriated by a culture that only allows us to be sexual in the extreme (like the media would have us be) and does not support us in integrating our sexuality into our wholeness.

We find that we have not been encouraged to nurture our sexuality as we have other parts of our “humanness”—like our intellect or physical health.

Very few of us have been able to fully hold onto the joy that we instinctively felt as children around our sense of sexuality and connection to the world. We mourn together the loss of this sense of joy. We understand this cultural circumscription of our sexuality as part of sexual violence, and its reclamation as a crucial part of sexual violence prevention. Each of us considers how we will bring this learning into schools, incorporate these ideas into our work, and raise our children in a different way.

* * *

In 2001, the **WholeSomeBodies** workgroup (formerly known as the Joyful Sexuality workgroup) formed as part of Vermont’s Sexual Violence Prevention Task Force, a group

of educators and advocates from various organizations in Vermont who wanted to enhance the prevention work statewide. The workgroup focused its work on the concept of healthy sexuality education as sexual violence prevention.

The mission of the workgroup: To shift the cultural norm toward joyful and healthy sexuality by creating opportunities for individuals and communities to explore, reclaim, and discover a deeper and more expansive understanding of how sexuality informs our humanity.

To this end, the group committed to promoting joyful and healthy sexuality as a step toward ending sexual violence by bringing these types of trainings and experiences to educators, parents, and youth in our state and nationally.

The **WholeSomeBodies** workgroup began its work with the goal of deconstructing the negative, violent understandings of sexuality and exploring ways to reconstruct a joyful, healthier way of both teaching about sexuality and preventing sexual violence.

Similar to the experience described earlier, the members of this group explored healthy sexuality through intentionally experiencing their senses. They began to regain a broad organic definition of sexuality by listening to music and poetry, writing, cooking, eating, finger painting, and talking. Recognizing that the sense of joy and self and connectedness that was most often held by children was at the core of joyful human sexuality, the group identified that prevention might most effectively focus on helping children and youth retain that sense and helping adults reclaim it.

In September of 2003, the group collaborated with the H.O.P.E. Works in Chittenden County to organize a flag-making booth at Marketfest in

Burlington. Children were invited to answer this question by writing their answer on a cloth flag: “What are you doing when your body feels the happiest?” The answers were clearly indicative of how children are naturally tuned in to their sense of pleasure: petting my dog, singing, running, dancing, jumping on the bed, sharing a toy, etc. The children painted their flags with runny rainbow colors and took them home.

After adding some language and structure to their experiences, the **WholeSomeBodies** workgroup created further opportunities for individuals and communities to take part in this learning. The group brought this thinking to other professionals doing national and statewide sexual violence prevention work, including advocates of the Vermont Network Against Domestic and Sexual Violence and campus educators across the country. The work continued to grow and change as presenters learned as much from participants as participants learned from the presentations. The workgroup was clearly on to something. After years of prevention information focusing on how to stay safe or what not to do, they were finally exploring a broader connection to cultural norms and talking about what they DID want to see, what did feel good and right. It was exciting to see.

After years of the **WholeSomeBodies** work being a collective workgroup that wasn’t “owned” by any one agency, the workgroup recognized the need for more sustained support. The Vermont Network Against Domestic and Sexual Violence had been supporting and staffing the work from the beginning and it was a natural progression for the Network to increase its supportive role for the next stages of **WholeSomeBodies** development. With the workgroups’ permission, **WholeSomeBodies** became a Network project.

This shift has enabled us to engage in a revision process to update and ground our work and create this third edition with the input of an active advisory group and stakeholders across the state.

Today, the **WholeSomeBodies** work continues to support a shift toward incorporating joyful and healthy sexuality into sexual violence prevention work by making this curriculum accessible to a larger group of prevention educators and community members. The curriculum continues to support a shift toward cultural understandings that allow children and youth to experience and express their sexuality—rather than feel forced to consider it in a narrow and scary box—and to support adults exploring, discovering and reclaiming personal understandings of healthy sexuality.

THE CURRICULUM

Guidance for Facilitators

The **WholeSomeBodies** curriculum is designed as a series of activities that encompass 10 hours of training time. The workshop activities and materials are ordered in such a way that they build upon one another and bring a participant from awareness to skill building to action. Participants gain personal insights, learn from each other, and connect concepts of sexual violence prevention with their roles as parents, professionals, and role models to the youth in their lives. On the following pages, we have provided some information for people interested in facilitating the **WholeSomeBodies** curriculum.

The Facilitators

WholeSomeBodies can be facilitated by one, two or a group of people. We strongly encourage using at least two facilitators. This allows one facilitator to play a supporting role and “watch the vibe” of the group as the other facilitates the activity.

Facilitators do not need to have experience as sexual violence advocates or prevention educators, though linking with advocates and prevention educators will support your facilitation and help make connections for participants. The activities can bring up very personal or private experiences for participants. Though we have tried to be gentle in our approach, sometimes the material is just outside of someone’s comfort level. Facilitators should be prepared to support participants who may feel stretched or have negative reactions.

Some of the material might be outside of the facilitator’s comfort level as well. For example, a facilitator may not have a lot of information about diverse gender identities and may not feel comfortable talking about it with others. That’s okay! There are probably other people in your community that are more comfortable with this. Find them and ask them to help with that section. There is always support available. Please see the appendix of this manual for a list of Vermont-based resources or visit the Vermont Network’s website for a list of member programs at www.vtnetwork.org.

We recommend that facilitators connect with their local domestic and/or sexual violence service provider prior to delivery of the curriculum. Advocates at these programs will be vital allies and able to provide support to facilitators or participants if there are disclosures of sexual and/or domestic violence during the course of the training.

Please connect with the Vermont Network Against Domestic and Sexual Violence as you plan your workshops. The Network can offer valuable support and resources to help you, and we like to track where workshops are being presented. You can email prevent@vtnetwork.org or call 802-223-1302 for more information.

The Audience

WholeSomeBodies is intended for an audience of adults who have children and youth in their sphere of influence. Clearly, this will include almost all adults: parents, teachers, caregivers, relatives, clergy, service providers, camp counselors, doctors, etc. Each activity includes material that supports action steps and tips on how to bring **WholeSomeBodies** learning to the children and youth in participants' lives.

Venues for Workshops

There are many venues in which workshops can be delivered. Some ideas include:

- Parent education groups
- Support groups with survivors
- Parent-child centers
- School parent teacher organizations
- With your friends
- At a local library and open to the community
- Through a sports organization
- As a teacher in-service
- Through your childcare provider
- Through your church
- Through civic organizations like scouts

Workshop Structure

WholeSomeBodies is best if delivered over a series of four two-and-a-half hour workshops. This gives participants a chance to engage with the work outside of the workshop and bring their questions and experiences back to the group. Best practice prevention theory informs us that a multi-session approach to prevention programming is most effective¹ However, we understand the limitations some facilitators or participants may have on time and the need to be flexible in the agenda. We have included some sample agendas for shorter time frames in the appendix.

1. Nation, et al, Nine Theories of Effective Prevention

Diversity Awareness

WholeSomeBodies facilitators should pay attention to issues of diversity within the audience. Some differences will be more visible, others will be less so. It is likely that participants will have a variety of different experiences and come from different family, geographic, religious or ethnic cultures - all of which will impact their life experiences. We hope some of this diversity reveals itself through the course of the training, as a diverse group helps to expand participants' understanding of issues surrounding healthy sexuality.

It is the job of facilitators to make the workshop a safe place for all participants to talk about their experiences and about their feelings without fear of judgment or ridicule. Facilitators should check in with participants around assumptions about culture, race, sex, gender identity, age, ability, sexual orientation, religion, education level, etc. as they come up. We encourage facilitators to include questions in the discussions of the activities that highlight diversity issues and assumptions and ensure that participants are thinking not only of their own experiences, but of the larger cultural contexts impacting sexual health. Facilitators should strive to help the group examine a diversity of perspectives.

Accessibility

WholeSomeBodies workshop activities are diverse and designed to be both introspective and interactive. We have offered suggestions for ways to adapt activities for people of all abilities. For instance, an activity might have an option to read while listening or have a choice to sit or stand while participating. Facilitators should think ahead about the participants in their group and adjust their activities in ways that provide the most involvement possible by all participants.

Safety & Survivors as Participants

Statistics on sexual violence in the United States are staggering. One in six women and one in 33 men have been the victim of an attempted or completed rape in their lifetime (National Institute of Justice and Centers for Disease Control and Prevention. Prevalence, Incidence and Consequences of Violence Against Women Survey. 1998). It is probable that there will be survivors of child sexual abuse and/or sexual assault in every group of participants. There are steps that facilitators can take that will help to create safety for survivors during the course of the **WholeSomeBodies** workshops. In addition to the steps below, many of the activity outlines offer specific ways to pay attention to participant safety.

Being trauma informed and creating a safe workshop space involves incorporating activity options that give participants some power, choice, and control over their interactions. It is also important to address victim blaming language that is used by other participants if it comes up. Here are some general guidelines for creating safety for survivors of sexual violence or related trauma while facilitating **WholeSomeBodies**:

- Remember to **give permission for all participants to leave an activity or choose to observe** and not participate if that is more comfortable for them. You can say something like: “We’re talking about stuff that can be challenging for people and if for any reason you need to take a break, feel free to do so.”
- **Offer choices for participation** when possible, including allowing participants to choose to free-write or have a small group discussion.
- **Set up an activity such as flag making in a separate room or off to the side**, so participants can do it at any time.
- **Acknowledging that there may be survivors in the room** can be really important. It can be very helpful for some survivors to hear and know that it is safe for them to talk about their own experiences in that space. We have worked throughout the curriculum to be trauma informed knowing that this material may also be triggering for some. We have included safety tips at the beginning of many activity guides. When addressing these sensitive issues in your workshop, saying things like “if you are a survivor and this is tough for you, you may take a break anytime you need to” may inadvertently put a spotlight on anyone who has been victimized and make them feel like they will out themselves as a victim if they do stand up to take a break. Additionally, other participants who haven’t been victimized might have a hard time with some activities and not feel validated in their own need to take a break.
- If you have more than one facilitator, the non-active facilitator should **watch the vibe of the room to see how individuals are responding** to activities and conversations. If someone becomes upset or exhibits a visible change in behavior, that facilitator can check in with the participant individually when and however it seems most appropriate. If you only have one facilitator, continue to pay attention and if it seems like someone is struggling, take a break or shift to another activity if you can. If, on a rare occasion, there is a participant who is disruptive, abusive, or behaves in a way that makes others feel uncomfortable or unsafe, facilitators should address it with that participant in private. Check in with them and see what is going on for them. They may just need support in their participation. However, you may need to ask them to leave the group if they cannot control themselves.
- **Each group will be different.** We encourage facilitators to pay attention to the group dynamics to assess the best way to discuss safety and self-care.
- **Be flexible in your presentation of materials.** If the group of people with whom you are working needs to take extra time to work through a discussion, let them.

Facilitator Self-Care

Being a **WholeSomeBodies** workshop facilitator can be both joyful and intense. As participants experience each activity facilitators are guiding conversations, creating space for the sharing of stories and experiences, and identifying participants' concerns about sexual violence in our culture and their revelations about their role in prevention.

Facilitators should plan time after workshops or sections to check in with one another about their experiences and challenges in facilitating. This allows for time to reflect on issues of personal and participant safety, the diverse needs and input from participants, facilitation challenges and strengths, etc.

If you are facilitating alone, take some time to reflect on the session and keep a journal or notes. This will strengthen your facilitation for the next session, help you remember any changes you have to make, and allow you a chance to process your experience.

Here are some sample check-in/reflection questions:

- Name a positive moment or strength of this session.
- How did participants engage with the activities? Is there something I want to facilitate or do differently next time?
- How did participants understand and relate to the material? Is there something I want to facilitate or do differently next time?
- Did I or a participant seem to have a response to the material, shared stories, or another participant that was challenging? If so, how was it responded to or resolved? Is there something I want to facilitate or do differently next time?
- Do I want to seek supervision, coaching, or additional resources to further support my facilitation of **WholeSomeBodies**? If yes, how will I get it?

Remember to find your own joyful space before and after the workshops and take care of yourself!

Workshop Planning

Facilitators should begin to plan for their **WholeSomeBodies** workshop several months in advance. Below is a quick list of tasks to consider.

Things to set up and decide before announcing the workshop

- Structure of group: Decide if your workshop will be delivered in one or two sessions or as a workshop series.
- Facilitation: Decide if you will have one, two, or more facilitators. Confirm dates and times for pre-workshop planning, workshop sessions, and check-in time.
- Location: Seek a comfortable location with plenty of room for activities, small group work, and additional space in which people can take breaks.
- Child care: If providing child care, confirm the arrangements and details (including fees) to include in your announcements.
- Food: If your budget allows, providing lunch and/or snacks is an incentive for participants—especially for longer sessions. Alternatively, you can arrange and charge participants for lunch.
- Decide on fees: Decide if you will charge a participant fee based on your budget and expenses (copies, materials, food, child care, location, etc.).

Announcements and participant recruitment

- Audience: **WholeSomeBodies** is designed for adults who have children and youth in their sphere of influence. As you plan your workshop, you can decide to invite a general group of adults or specifically target teachers, parents, etc.
- Outreach: Create flyers, letters, press releases, etc. specific to the audience you hope to recruit. Include details, registration information, and fees.

Activity prep and planning

- Review facilitation notes.
- If it is helpful, highlight key points from the sample scripts.
- If you have two or more facilitators, decide who will do which parts of each activity.
- Ensure you have enough workbooks for each registered participant.

- Gather materials for each activity.
- Make copies, flip chart pages, etc. as outlined in activity.
- Set up time to check-in/reflect.

A note on workshop endings

All's well that ends well. Groups often find a sense of resolution and unity if given the opportunity to have a more formal "ending" to their workshop sessions. Although most activities do not have these formally included, we offer a list of possible group "endings" at the end of the activity guides for you to use if you choose. As you get to know the participants in your workshop, you may come up with endings that you feel suit their interests such as songs, poetry, ending questions, etc.

Food

Consider incorporating food into your workshops. Providing or sharing food creates a nurturing and comfortable environment in which participants feel taken care of and allowed space to slow down and breath. Eating together also encourages the building of community. If your budget allows, facilitators can offer to bring snacks. If not, your group could agree to have a "snack potluck" each session. You could also incorporate a potluck meal into the final **WholeSomeBodies** workshop session.

Activity Format

WholeSomeBodies activities generally follow the format below with variations depending on the activity. Included in activity guidelines are notes on safety and talking points for facilitators to use when leading group discussions. We also included sample scripts that introduce and explain activity sections. The suggested language is intended to be used as a guide. Facilitators may wish to create an outline from the scripts, highlight important points, use the scripts as they are written, or add to them.

General Activity Format:

- Purpose
- Objectives
- Outcomes as Connected to 40 Developmental Assets
- Time Needed
- Materials Needed

- Preparation
- Safety
- Activity Instructions

WholeSomeBodies Participant Workbook

WholeSomeBodies workshop participants should each receive a workbook to use during the training. Facilitators can either obtain these from the Vermont Network or make copies. Activity instructions outline when and how workbooks are used for each activity.

Workbooks include:

- ***ACTION Trackers***: Introduced in the opening session, this tool is used throughout the workshop to help participants identify prevention related action steps they can take with children, youth and other adults in their lives.
- **Activity-related worksheets and handouts**: Activity handouts vary per activity and include song lyrics, definitions, information sheets, etc.
- ***Reflection Journal*** pages: At the end of most activities, there is a journal page for personal reflection that asks participants to think about three “pillars of change” as they reflect on their learning. These can either be done as homework, which we suggest in the activity guides. Alternatively, time can be set aside during workshops for participants to complete these.
- ***Making the Connection***: Each activity includes a ***Making the Connection*** handout that connects the activity content to the children and youth in the participant’s life. These resources give participants tangible ideas about talking to and connecting with the children and youth in their lives about sexual violence related issues and prevention.

Evaluation

To ensure that we are delivering the best possible curriculum, we encourage all facilitators to conduct an evaluation of their workshop. We have included pre- and post-evaluation forms in the appendices of this document along with some additional guidance. You can copy and use the forms as they are or transfer the questions into an electronic format. Please do not change or amend the questions.

Pre-evaluation should be given before the first session, either through the mail or through an electronic link. You may also have participants fill out the survey in-person on the first day of training.

Post-evaluation should be given within one month of completing the workshop. It may also be

administered in-person on the last day of training, or you may use electronic or mailed copies. Do not have participants return evaluations directly to the Vermont Network Against Domestic and Sexual Violence. Completed evaluations should be returned to the facilitators.

Facilitators should compile and/or copy and e-mail results back to the Vermont Network at prevent@vtnetwork.org, or mail to: VNADSV, PO Box 405, Montpelier VT, 05601 ATTN: **WholeSomeBodies**.

Technical Assistance & Support

Support is available for anyone interested in facilitating a **WholeSomeBodies** workshop. Please contact the Prevention Specialist at the Vermont Network Against Domestic and Sexual Violence at Prevent@vtnetwork.org or by calling 802-223-1302 if you are planning on organizing a training in your area.

WholeSomeBodies

Activity Overview

Please see appendices for suggested agendas for workshop structure formats.

ACTIVITY TITLE	PURPOSE	OBJECTIVES	TIME	PARTICIPANT WORKBOOK PAGES
1. Welcome & Defining Our Spheres of Influence	Welcome participants and introduce a framework for thinking about social change.	<ul style="list-style-type: none"> • Introduce participants to each other • Introduce main goals of curriculum and workbook as a participant tool • Define safe communication guidelines for group participation • Identify individual “spheres of influence” 	30 min	<ul style="list-style-type: none"> • Spheres of Influence • ACTION Tracker
2. Etymology	Increase participants’ understanding of cultural definitions of sexuality.	<ul style="list-style-type: none"> • Examine the root origins of the words sensuality, intimacy, erotic, and sexuality • Identify how cultural understanding of these words have shifted over time to a more limited paradigm • Discuss the impacts of historical shifts in attitudes towards ideas connected with sexuality 	20 min	<ul style="list-style-type: none"> • Facts and Definitions: Etymology
3. Circles of Sexuality	Examine different aspects of sexuality.	<ul style="list-style-type: none"> • Introduce participants to a broad definition of sexuality • Examine different components of sexuality 	40 min	<ul style="list-style-type: none"> • Circles of Sexuality • Reflection Journal 1: Circles of Sexuality

<p>4. Sensual Feast</p>	<p>Expand understanding of sensuality to a broader vision of humans as sensual beings who experience and interpret the world through our senses.</p>	<ul style="list-style-type: none"> • Engage the senses (taste, smell, hear, touch, see) by experiencing a “Sensual Feast” • Discover and rediscover sensual experiences as connected to sexual wholeness and health, and sexual violence prevention • Through reflection, identify ways to incorporate and translate new understandings into relationships with children and youth 	<p>40 min</p>	<ul style="list-style-type: none"> • Sensual Feast Free-Write • Making the Connection: Sensual Feast
<p>5. Exploring Gender</p>	<p>Examine culturally-normed gender constructs through inviting participants to listen and respond to a song, poem, or piece of artwork that challenges perceptions about gender and evokes personal experiences and stories. Explore social constructs of gender and strategize ways to resist the gender binary and stereotypes.</p>	<ul style="list-style-type: none"> • Identify personal connections to a song, poem or piece of artwork which challenge gender constructs • Recognize social norms about gender and how these have personally impacted participants • Learn about and consider ideas of gender that extend beyond the gender binary • Practice bringing healthy messages about gender to children and youth 	<p>90 min</p>	<ul style="list-style-type: none"> • Lyrics for “When I Was a Boy” • Facts & Definitions: Gender, Sexual Orientation and Isms • The Genderbread Person • Reflection Journal 2: Exploring Gender • Making the Connection: Exploring Gender

<p>6. Childhood Messages</p>	<p>Examine cultural norms related to communicating with children and youth about sexuality and increase strategies and knowledge to infuse information that supports age-appropriate development of healthy sexuality.</p>	<ul style="list-style-type: none"> • Identify and explore messages about sex and sexuality that participants received during their childhoods, as related to the Circles of Sexuality • Uncover cultural norms about communicating to children and youth about sexuality, as connected to sexual violence and prevention • Devise personal actions to bring healthy and developmentally appropriate messages about sexuality to children and youth 	<p>65 min</p>	<ul style="list-style-type: none"> • Childhood Messages Worksheet • Facts & Definitions: Healthy Sexual Development • Reflection Journal 3: Childhood Messages • Making the Connection: Childhood Messages
<p>7. Body Image</p>	<p>Examine personal experiences and uncover impacts that adults, family, community, society, media, etc. have had on the development of peoples' body image.</p>	<ul style="list-style-type: none"> • Examine body image messages that participants have encountered as well as the impact that these messages have had on their experiences • Discuss how to support positive body image in children and youth 	<p>40 min</p>	<ul style="list-style-type: none"> • Body Image Timeline • Lyrics: Two Shoes • Lyrics: The Armpit Song • Circles of Sexuality • Making the Connection: Body Image
<p>8. Media Awareness</p>	<p>Build media literacy through discussing the messages conveyed in popular media and their impact on healthy sexual development. Increase skills and knowledge to prepare for teaching media literacy to young people.</p>	<ul style="list-style-type: none"> • Practice media literacy skills by analyzing popular media • Identify tools for participants to help children and youth practice critical thinking about the media that they consume • Create images that focus on what bodies can do versus what bodies look like 	<p>110 min</p>	<ul style="list-style-type: none"> • Sound Relationship: Nutritional Label • Making the Connection: Media Awareness

<p>9. Difficult Conversations</p>	<p>Identify strategies to engage in difficult conversations about healthy sexuality.</p>	<ul style="list-style-type: none"> • Identify challenging conversations participants want to have with people in their spheres of influence • Practice strategies for engaging in hard conversations 	<p>35 min</p>	<ul style="list-style-type: none"> • ACTION Tracker
<p>10. Action Planning</p>	<p>Articulate concrete action steps each participant can take to create change within their spheres of influence.</p>	<ul style="list-style-type: none"> • Plan strategies for achieving three priority action steps each participant has identified • Share reflections of what individuals have learned through WholeSomeBodies 	<p>20 min</p>	<ul style="list-style-type: none"> • ACTION Planning Worksheet • ACTION Tracker • Reflection Journal 4: Closing Journal
<p>11. Flag Making (optional)</p>	<p>Illustrate what brings our bodies joy on the most fundamental level by making cloth flags.</p>	<ul style="list-style-type: none"> • Reflect on what brings joy to our bodies • Participate in a WholeSomeBodies activity that participants can do with adults, children and youth in their spheres of influence 	<p>30–45 min</p>	

ACTIVITIES

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- 11. Flag Making (optional) 94**

ACTIVITY 1

Welcome & Defining Our Spheres of Influence



Purpose

Welcome participants and introduce a framework for thinking about social change.



Objectives

- Introduce participants to each other
- Introduce main goals of curriculum and workbook as a participant tool
- Define safe communication guidelines for group participation
- Identify individual “spheres of influence”



Outcomes as Connected to the 40 Developmental Assets

Positive Communication: Adults express thoughts and messages positively and respectfully, engage children and youth in conversations and deliver developmentally appropriate messages that invite their input.

Adult Role Models: Adults are role models for change; they use positive and responsible language and behavior that supports the adoption of healthy social norms.

Equality and Social Justice: Adults encourage children and youth to be change makers.

Responsibility: Adults encourage children and youth to accept and take responsibility for their personal behavior and actions in the community and at home.

Personal Power: Adults support children and youth to make positive changes to things that affect them.



Time Needed

30 minutes



Materials Needed

Flip chart, markers, name tags



From the WSB Participant Workbook

Spheres of Influence, page 8

ACTION Tracker, page 9



Preparation

Prepare three flip chart pages with “Group Agreements,” “Spheres of Influence,” and “Parking Lot” written at the top, respectively.



I. Welcome, Workbooks & Group Agreements (10 minutes)

Welcome participants as they come in and give them their workbook and a name tag to wear. If you are running a multi-session workshop, you may want to have materials such as markers and stickers available for participants to make reusable name tags.

If you have not sent participants the pre-evaluation ahead of time, ask them to fill it out before you begin.

SAMPLE SCRIPT

*“Welcome to this **WholeSomeBodies** workshop. During our time together, we will explore the concept of healthy sexuality and think about what we can do as adults to model and teach this concept to the children and youth in our lives. The goal of **WholeSomeBodies** is to nurture and support the development of and communication about healthy sexuality and to change cultural norms that perpetuate sexual violence.*

*“You have each been given a workbook, which is yours to keep. We will use it throughout the workshop. There are also tools for you to use outside of the workshop. You will find **Reflection Journals** and **Making the Connection** handouts that include tips and resource lists for your reference. Please bring your workbooks back with you each time we meet.*

*“At the end of your workbook are some additional resources. One of the resources lists seven of the 40 Developmental Assets from the Search Institute. The Developmental Assets are a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults and are based on research about resiliency. Some of you may be familiar with these and may notice, as we did, that there is a clear relationship between some of the Assets and the goals of **WholeSomeBodies**. We chose and adapted seven of the Assets that we feel connect to our work. An overarching concept is the idea that a positive connection to a caring adult is a key to the resiliency, health, and success of children and youth.*

“Throughout the course of this workshop we will be talking about childhood messages we received about sexuality; our definition of sexuality; gender identity and gender norms; body image; media messages; and how we talk to youth about all of this. We all might react differently to these topics based on our personal experiences. All of our reactions are valid and it is important to create and maintain a safe and respectful workshop environment for all of us.

*“Let’s set up some group agreements that we can use as our touchstone for communicating with each other. **In order to participate safely, what do you need from the group?** As we create these agreements, you may wish to consider how you talk about safe communication with the kids in your life. ”*

Write the agreements that participants offer on the “Group Agreements” flip chart page. You may want to start with one of the examples below. After agreements are recorded, ask participants if they have questions about any of them. Then ask if participants agree with all of the listed items being part of their group agreements. Adjust the list as necessary. Leave the list posted somewhere visible, and make sure you bring it to each group meeting.

Sample Group Agreements:

- Stay open-minded.
- Don’t share people’s stories without their permission.
- Try to listen to everyone.
- Don’t use identifying information when talking about people who aren’t present.
- What is said in the room stays in the room.
- No attacking people’s thinking or feelings.
- Step up/step back: if you listen a lot, try to share verbally; if you talk a lot, take a break.
- Take care of yourself.

Introduce the “Parking Lot” flip chart page. Explain that this will be used to capture questions that may need more discussion or will be answered in a different part of the workshop. As facilitator, use this space to capture things you want to return to.

II. Spheres of Influence and Introductions (20 minutes)

SAMPLE SCRIPT

*“All of us here today travel in different circles within our daily lives. Each of these circles connects us to a certain set of people with whom we have influence. We all have the ability to affect change in the different ‘spheres of influence’ in which we move. Throughout the course of this workshop, you will be encouraged to think about and define action steps that you can take within your spheres of influence. Let’s take a moment to define what these spheres might be. Open your participant workbook to pages 8 and 9 to the handouts **Spheres of Influence** and the **ACTION Tracker**.”*

*“Take a few minutes to fill out the **Spheres of Influence** page. As we go through the workshop, you will be encouraged to think of actions you can take within each sphere. When we are done, we will share with each other.”*

Give participants 5 minutes to do this. Once most participants have finished, ask each person to introduce themselves and name their spheres. Capture the names of the spheres people list on **Spheres of Influence** flip chart page (ex: church, school, family). Point out how many spheres this small group has the potential to impact. Bring this flip chart page back every time you meet.

Ask participants to look at the next page, the **ACTION Tracker**, and note that throughout the workshop, they can use this page to write down actions they want to take in their spheres of influence. At the end of the workshop, they will have the chance to share their action ideas.

ACTIVITY 2

Etymology



Purpose

Increase participants' understanding of cultural definitions of sexuality.



Objectives

- Examine the root origins of the words *sensuality*, *intimacy*, *erotic*, and *sexuality*
- Identify how cultural understanding of these words have shifted over time to a more limited paradigm
- Discuss the impacts of historical shifts in attitudes towards ideas connected with sexuality



Outcomes as Connected to 40 Developmental Assets

Positive Communication: Adults express themselves positively and respectfully, broadening instead of limiting the definition of sexuality. They engage children and youth in conversations about sexuality that are developmentally appropriate and that invite their input. Children and youth feel comfortable seeking advice and counsel about sexuality from caring adults.

Adult Role Models: Adults are role models for healthy lifestyles; they use positive and responsible language and behaviors; and they encourage children and youth to follow these examples.



Total Time

20 minutes



Materials Needed

Flip chart



From the WSB Participant Workbook

Facts and Definitions: Etymology, page 11



Preparation

Have flip chart pages prepared with prompting questions:



Page 1:

- What's the first thing that comes to mind when you hear this word?
- What does the word mean in pop culture?
- Where do you see it used?



Page 2:

- What stands out for you?
- How has the meaning changed over time?
- How do the most recent definitions provided on the handout fit with or differ from your own personal understanding of the words?

I. Activity (20 minutes)

SAMPLE SCRIPT

"It's hard to think for very long about healthy sexuality without coming up against the problem of language. What do we mean when we say 'sexuality?' Talking about our definition of sexuality today might be really different from talking about it 100 years ago, or 50 years from now. Let's look at some words that are linked to 'sexuality' and examine how the definitions have been influenced by culture over time."

Have participants split into pairs or small groups, depending on the group size and dynamics. With 20 or fewer, you can use pairs. If you have more people, you can use small groups of 3–4.

Divide pairs or groups into four sections and assign each of the four groups a single word from the **Etymology Definitions** on page 11 of the workbook: *intimacy*, *erotic*, *sensuality*, and *sexuality*. DO NOT TELL THEM TO OPEN THE WORKBOOK TO THE HANDOUT YET.

Ask each group to spend a few minutes talking with each other about what their word evokes for them, using the discussion questions on the flip chart page as a guide:

- What's the first thing that comes to mind when you hear this word?
- What does the word mean in pop culture?
- Where do you see it used?

After the groups have had a few minutes to talk, ask if anyone is willing to share a few words or phrases from their group's discussion with the larger group.

Instruct participants to open to page 11, **Etymology Definitions**, in their workbook. Ask them to read the definitions provided for the word their group was assigned and then talk in their group again for a few minutes. Let them know that the handout is structured so the etymology of each word begins with older definitions and proceeds to the *American Heritage Dictionary* definition. This last definition is closest to the way U.S. mainstream culture defines the word today.

Groups can use the prompting questions written on flip chart page 2:

- What stands out for you?
- How has the meaning changed over time?
- How do the most recent definitions provided on the sheet fit with or differ from your own personal understandings of the words?

Ask again if anyone would like to share any reflections on what they've read and how it relates to their earlier discussion.



Key Points

The roots of many of these words come from much gentler, more organic expressions. *Erotic*, for example, comes from a Greek god, Eros, who personified love in all its manifestations. Eros personified creative power and harmony. This is in sharp contrast with the American Heritage definition, which relates entirely to “dominate by sexual love or desire.”

The definitions of these words have been narrowed over time to relate primarily to sex acts. This indicates how we have socially narrowed what “sexuality” means to us and instead of it being a holistic part of who we are, something we are encouraged to nurture and develop just like our intellect, it is a dirty, taboo word not to be discussed openly with others, including children. What is the impact of this narrowing?

ACTIVITY 3

Circles of Sexuality



Purpose

Examine different aspects of sexuality.



Objectives

- Introduce participants to a broad definition of sexuality
- Examine different components of sexuality



Outcomes as Connected to the 40 Developmental Assets

Positive Communication: Adults express thoughts and messages positively and respectfully, engage children and youth in conversations, and deliver messages that are developmentally appropriate and that invite their input.

Adult Role Models: Adults are role models for change; they use positive and responsible language and behavior that supports the adoption of healthy social norms.

Self-Esteem: Adults value the children and youth in their lives and support children and youth to feel good about all aspects of themselves.



Time Needed

40 minutes



Materials Needed

Flip chart page with Circles of Sexuality drawn or poster of the Circles of Sexuality (available from the Vermont Network Against Domestic and Sexual Violence)



From the WSB Participant Workbook

Circles of Sexuality, page 13

Reflection Journal 1: Circles of Sexuality, page 19



Preparation

Prepare and hang a flip chart page with the Circles of Sexuality drawn and circles labeled,
OR hang the Circles of Sexuality poster.



I. Introduction to the Circles of Sexuality (30 minutes)

SAMPLE SCRIPT

*“Let’s start to dig deeper and explore what we mean by the term ‘sexuality.’ When many people see the word ‘sexuality,’ they think of physical sexual activities or being sexy. In our work with **WholeSomeBodies**, we will be using a definition of sexuality that is broader and about more than sexual intercourse. We will be viewing sexuality as an important part of who every person is and how they experience the world. Sexuality includes all the feelings, thoughts, and behaviors associated with the gender with which we identify; feeling attracted and attractive; being in love or friendship; and being in relationships that include sexual intimacy and physical sexual activity. Sexuality also includes enjoyment of the world as we know it through the five senses, or our sensuality: taste, touch, smell, hearing, and sight.*

“Many adults haven’t had opportunities to talk about healthy sexuality in these broader terms or to gain the tools, skills, and information to talk to the youth in their lives about sexuality. Some adults don’t feel they have permission to have these conversations; it feels taboo or scary. But when we don’t talk about sexuality broadly, we may leave youth and children with a lack of access to age-appropriate information about the breadth of experiences that define our sexuality, including gender identity, sexual orientation, body image, and connections with others.

*“We may also inadvertently perpetuate a culture of **silence and secrecy** that can lead to individuals feeling shamed or alone in their experiences. Silence and secrecy can allow sexual violence to continue unchecked, and help create or maintain a culture in which victims are less likely to come forward and perpetrators are less likely to be held accountable for their actions.*

*“Through increased education, conversation, and support for healthy sexuality, we create individual and social strengths that resist and change cultural norms that allow sexual violence to occur in our communities. Throughout this workshop, we will often use our own experiences as a starting place to think about, discuss, and learn about approaches to supporting healthy sexuality with the children and youth in our lives. We will push out the problem of sexual violence with a solution as we ask ourselves: **What behaviors do we want to see, what skills do we want to have, and how do WE cultivate those behaviors in ourselves and the people around us?***

*“One of the guiding tools we will use is the Circles of Sexuality, which helps us visualize the broader definition of sexuality that we will use throughout **WholeSomeBodies**. Let’s take a moment to look at the circles. Open to pages 13 of the participant workbook, **Circles of Sexuality**. This is a way of looking at human sexuality that breaks it down into five different components: sensuality, intimacy, identity, behavior and reproduction, and sexualization. Everything related to human sexuality will fit in one of these circles. Deeper explanations of each circle are on the following pages.”*

NOTE: There are two options offered for facilitating this section: one for a small group of fewer than 10 total participants, and one for a larger group. If participants have questions that you think will be answered in another section of the curriculum, write them on the “Parking Lot” flip chart page to hold them for later.

OPTION 1: Small group (fewer than 10)

- Starting at the top with the “Sensuality” circle, ask a participant to read out loud the words inside the circle. After each circle is read, stop and invite discussion. Highlight any talking points for that circle before you move on to the next one
- Allow approximately five minutes to discuss each circle, or 25 minutes in total.

OPTION 2: Large group (10 or more)

- Break participants into five groups. Assign each group a circle to review and discuss with each other.
- Ask groups to be ready to report back to the larger group on the meaning and key points about their circle.
- Small groups should have five minutes to discuss, which will leave 20 minutes for the reports out from all the groups. If necessary, add key points for each that the small group missed.



Key Talking Points for Each Circle

Circle #1—Sensuality

Skin hunger is a new phrase for many people. This is a natural part of our humanity. We each develop our own level of “hunger.” Some people crave a lot of touch; some people do not like a lot of touch.

Many teens are very hungry for touch. “No-touch” policies or norms in schools or homes can lead to teens hiding their physical connections with other teens from adults, and lead to silence and secrecy around touch.

We should be talking with youth about consensual touch of all kinds, not just consensual sexual activity, so that children and teens can get their need for touch met in safe and respectful ways.



Circle #2—Sexual Intimacy

It is important to remember that intimacy refers to our friendships and connections with others as well as our sexual partners.

We can talk to youth about how supportive and healthy relationships are built on foundations of caring, sharing, and vulnerability.

Circle #3—Sexual Identity

Gender bias means holding stereotyped opinions about people according to their gender. Gender bias might include believing that women are less intelligent or less capable than men; that men cannot raise children without the help of women; that male children “need a man around to help raise them right;” and that women cannot be analytical and men cannot be sensitive. Many times, people hold fast to these stereotyped opinions without giving rational thought to the subject of gender.

This aspect of sexuality is especially important for young adolescents to understand, since peer, parent, and cultural pressures to be “masculine” or “feminine” increase during the adolescent years.

All young people need help sorting out how perceptions about gender roles affect whether they feel encouraged or discouraged in their choices about relationships, leisure activities, education, and career.

Heterosexual, gay, lesbian, and bisexual youth can ALL experience same-gender sexual attraction and/or activity around puberty. Such behavior, including sexual play with same-gender peers, crushes on same-gender adults, or sexual fantasies about same-gender people is normal for pre-teens and young teens and not necessarily related to sexual orientation.

Negative social messages and homophobia in the wider U.S. culture can mean that young adolescents who are experiencing sexual attraction to and romantic feelings for someone of their own gender may need extra support to feel safe expressing their sexuality.

Circle #4—Reproduction and Sexual Health

This is the area most commonly focused on in “sex ed” classes in schools.



Circle #5—Sexualization

This is the circle into which harmful sexual behaviors fit, as well as the circle that we are trying to make smaller and smaller through talking about the other circles more and more.

II. Large Group Discussion (10 minutes)

To close, ask participants to discuss the following questions:

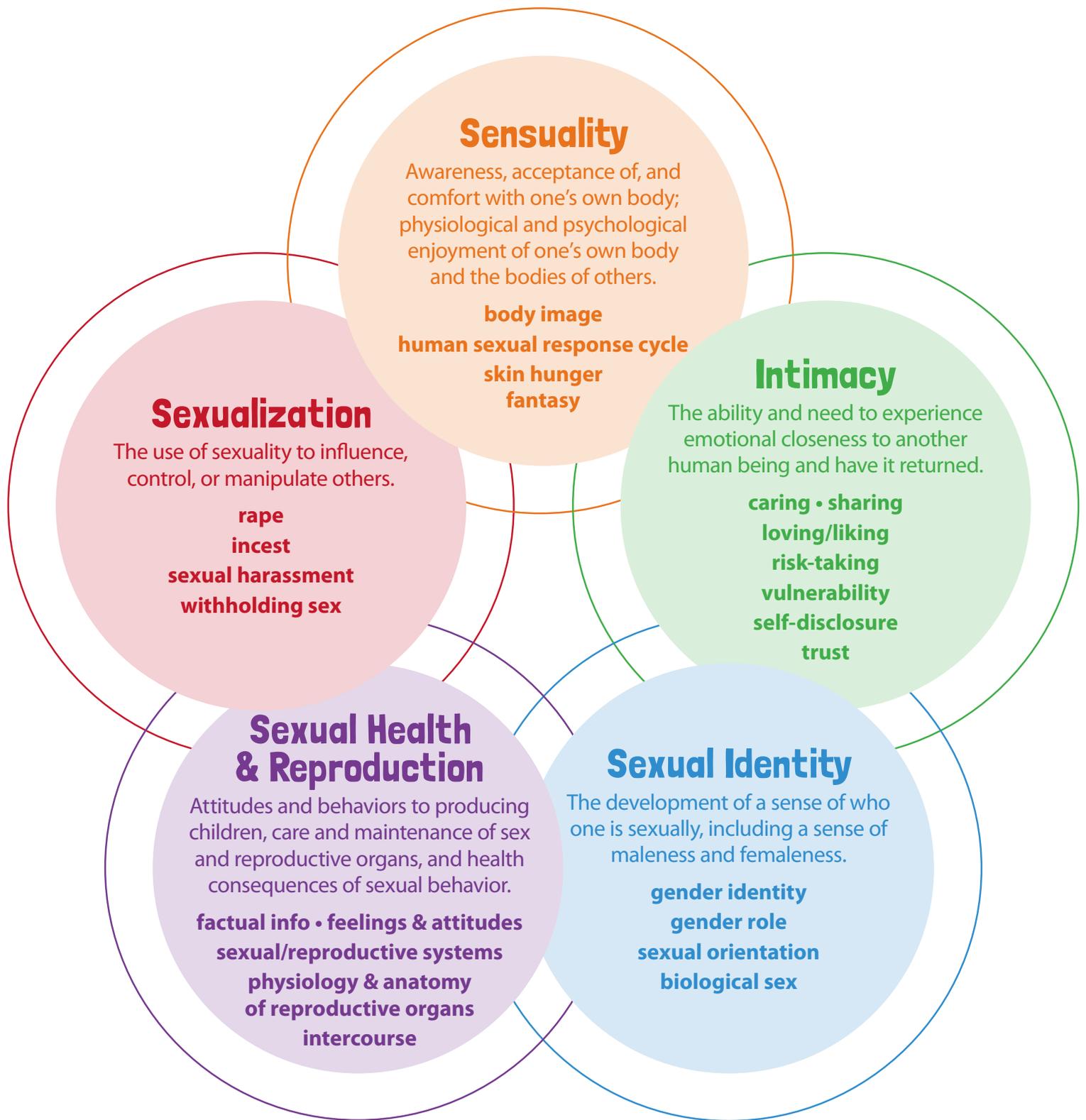


- Which of the five sexuality circles feels most familiar? Least familiar? Why do you think that is so?
- Is there any part of these five circles that you never before thought of as sexual? Please explain.
- Which parts of the circles do you already talk about with the youth and children in your life?
- How might this broader model for talking about sexuality be helpful to the youth in your life?

III. Homework

After the large group discussion, remind participants that they can write down any ideas they have for actions, including conversations they want to have with others, on their **ACTION Tracker**. Additionally, there is a **Reflection Journal** on page 19 for them to complete at home.

Circles of Sexuality



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: FOR FACILITATORS

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.

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 includes a number of different aspects.

Body image is feeling attractive and proud of one's own body and the way it functions. Body image influences many aspects of life. Adolescents often choose media personalities as the standard for how they should look, so they often feel 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 or 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 that 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 enjoy 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 in the brain. While we might not understand all of what makes us attracted to other people, attraction is our brains at work. The brain is therefore humans' most important "sex organ."

Fantasy is when the brain also 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. Aspects of intimacy include the following:

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 and having an emotional attachment or connection to others is a manifestation of intimacy.

Emotional risk-taking. To have 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 means that we share and care, like and love, and take emotional risks. 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 people understand themselves. 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 defined by 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. For some people, sexual orientation may also shift along the lifespan.

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 this knowledge 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 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 processes are important parts of sexuality. Youth need information about sexual reproduction even if they are not currently engaging in sexual intercourse, as they probably will be at some point in the future. Teens also need information about all the effective methods of contraception currently available, how they work, where to obtain them, their effectiveness, and their side effects. Young people also need basic information on human

reproductive systems so they understand how the contraceptive options work and how to maintain 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; that everyone knows the positive and negative consequences of engaging in the act; and that 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 of the participant workbook.

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, and the minor may internalize this blame. The triple burden of forced sexual contact, betrayed trust, and self-blame makes incest particularly damaging to its survivors.

ACTIVITY 4

Sensual Feast



Purpose

Expand understanding of sensuality to a broader vision of humans as sensual beings who experience and interpret the world through our senses.



Objectives

- Engage the senses (taste, smell, hear, touch, see) by experiencing a ‘Sensual Feast’
- Discover and rediscover sensual experiences as connected to sexual wholeness and health, and sexual violence prevention
- Through reflection, identify ways to incorporate and translate new understandings into relationships with children and youth



Outcomes as Connected to 40 Developmental Assets

Positive Communication: Adults are able to express themselves positively and respectfully, and to engage children and youth in conversations about sexuality that are holistic and draw connections between sensuality, pleasure, and connections to others. Children and youth feel comfortable seeking advice and counsel about sexuality from parents and caring adults.

Adult Role Models: Adults model healthy sexual lifestyles and positive, responsible sexual behavior. They encourage children and youth to follow these examples by expanding their view of sexuality to include connections to sensuality, joy, and pleasure.

Personal Power: Adults recognize that there are differences in how individuals derive pleasure from their senses. They encourage children and youth to explore and find their own joy through sensuality.

Self-esteem: Adults work to value their own experiences of sexuality, sensuality, joy and pleasure. They value and nurture those experiences of the children and youth in their lives.



Total Time

40 minutes (not including additional prep time)



Materials Needed

Sensual Feast materials (see menu and notes below)



From the WSB Participant Workbook

Sensual Feast Free-Write, page 18

Making the Connection: Sensual Feast, page 21



PRIOR TO TRAINING: Special Sensual Feast Preparation

Before training: a one-time investment of significant time is needed to gather items and/or to create the Sensual Feast box.



On training day: allow 30 minutes to set up the Sensual Feast before the training session begins and 30 minutes to break the feast down after the session.



Space Needed

- A relaxed, comfortable, aesthetically pleasing space is best when possible.
- Room for a large table or two.
- One Sensual Feast setup works for up to 25 participants. If many more people participate, you may need to set up two tables.
- Chairs should be arranged in a circle or semi-circle with the Sensual Feast display located in the middle and close enough that it can be seen while sitting, if possible.

Accessibility Considerations

- Consider the accessibility needs of participants, including any visual or mobility needs. Ask what assistance such participants might need prior to the workshop, if possible.
- If you have people with mobility concerns, arrange items so that they can all be reached from a wheelchair, walker or sitting position if needed. Make sure there is enough room for everyone to navigate around. You may need a bigger table with items more spread out and set at the edges so they can be reached easily. If there are small bottles that need to be opened, open them ahead of time—unless they contain scents.
- Check in with participants ahead of time to see if anyone has a chemical sensitivity or repulsion to strong odors (see Safety section below). Do not open anything that has a strong odor like perfumes or essential oils. These should all be contained with lids.
- Carefully label items so people with allergies or sensitivities can avoid them if necessary.

Notes

- The Sensual Feast is a display of various items that seek to elicit sensual responses from participants. Items include music or sounds (hearing); food (taste), tactile items like sand or cloth (touch); flowers, labeled bottles of fragrance (smell), and beautiful things and images (sight).
- Facilitators can choose to split the materials list and each bring items. Alternatively, facilitators can create a traveling Sensual Feast box that contains most items needed.
- There should be enough items to cover the space needed. Try to have at least two of each item if there are two display tables or a large group.
- Make efforts to include materials that are culturally relevant to the participants in the group (urban, rural, items which reflect the cultural diversity of the group, etc.). Example: some people might have more connection to basketballs than flowers. Consider a diverse array of materials.
- For a small well-established group: Ask group members to bring items that have personal meaning and bring them joy (photos, objects, etc.) for the Sensual Feast' table. This ensures cultural relevancy for the group. Participants can personally share about their items during the processing time.
- Tone it down if you need to. Doing an entire Sensual Feast may not be something your budget or space can accommodate. Try to incorporate as much of the activity as you can, but feel free to make needed adaptations. It may be easier for you to pass around some feast objects rather than have a display table. Or you may not have all of the items listed below. You might simply pass around a bowl of fruit and share descriptions of how it looks, smells, tastes, and feels.

Sensual Feast Menu Ideas

- Large table or two
- Beautifully colored fabric large enough to cover table(s) (velvet, silk, etc.)
- Vase(s) with flowers
- CD player, computer or iPod with music or sounds playing (music relevant to the group, nature sounds, instrumental music, world music, sound of traffic or rain)
- Beeswax cut into small squares for participants to hold, mold, and keep (can be found at local craft or toy stores)
- Sand, soil
- Dried beans and seeds: lentils, dried beans, flax seed, etc.
- Fresh fruit that is easy to pick up and eat, such as berries
- Bowls of water
- Good chocolate chunks in a small bowl with small spoon for self-serving
- Honey with coffee stirrers for tasting
- Lit candles (preferably unscented)
- Bells, drums, percussion instruments

- Toys (slinky, silly putty, play dough, rubber lizards, etc.)
- Things to do: cat's cradle, rubber balls to bounce, jump ropes (if there is room), etc.
- Bottles of essential oils for people to smell if they wish (keep closed and check in with group about chemical sensitivities)
- Photos or artwork by people of all ages from around the world
- Things from nature: rocks, sticks, leaves, nests, feathers, shells, etc.
- Children's artwork
- Basketball, baseball and glove
- Pop Rocks candy
- Other things you want to add!

Safety

Some experiences in the Sensual Feast may be difficult for survivors and people with allergies or sensitivities. Be sure to clarify that these experiences are optional. People can be particularly sensitive to smells. Make it a point to contain smells (in bottles, etc.) and tell participants that efforts have been made to do so. Opening bottles and smelling is voluntary.

Additional Preparation

If you choose to, prepare a flip chart page with the free-write questions to help guide the group discussion:

- 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?

I. Sensual Feast Experience (15 minutes)

SAMPLE SCRIPT

*"We would like to invite you all to take some time and experience the Sensual Feast. We invite you try out all of your senses: there are things to see, hear, taste, smell, and feel. We have made efforts to contain the smells (essential oils in bottles) so that you can choose to smell if you want to, and not if you don't. Remember that you can choose to what extent, if at all, you want to participate in this activity. You do not have to touch or smell everything. Stay comfortable. Please take your time enjoying the Sensual Feast. After you are done, please find your seat and work on the **Sensual Feast Free-Write** worksheet in your workbook. You may take an item from the feast back to your table if you'd like."*

Allow participants to explore the feast, turn the music on low, make sure candles are lit, etc. When it appears that everyone has finished or as you approach the 15-minute mark, ask that participants move back to their seats.

II. Connecting to Health Sexuality (5 minutes)

Ask participants to open their workbooks to page 18 to the **Sensual Feast Free-Write** and write on these five questions for about five minutes.

III. Group Discussion (20 minutes)

Discussion structure option ONE: small group dialogue followed by large group sharing (*this is a good option if it is a large or tentative group*)

- Ask for participants to break up into small groups and share their experiences exploring the Sensual Feast. They can do this for about five to ten minutes depending on the size of the groups. They can use the free-write questions as a guide for their discussion. You may want to have the free-write questions written on a flip chart page.
- Once the groups are finished, come back to the large group and ask if anyone would like to share their thoughts with the whole group. Use the free-write questions and discussion tips below as a guide.

Discussion structure option TWO: large group dialogue (*this is a good option to use with smaller groups or groups where participants know each other well*)

- After the free-write ends, begin a large group dialogue by asking if anyone would feel comfortable sharing their experiences of the Sensual Feast. Use the free-write questions and discussion tips below as a guide. You may want to have the free-write questions written on a flip chart.

TIPS FOR LEADING THE DISCUSSION

- Encourage sharing by everyone who is comfortable doing so.
- The Sensual Feast dialogue usually starts by people sharing about how the items in the feast (dirt, a rock, a toy, for instance) sparked a memory or story for them. Shared stories are often about childhoods, what it felt like to play, or relationships with nature, sports, pets, and other children. Participants often talk about feeling freed up to “experience sensuality” in a way that they have not been able to for a long time. They sometimes describe a sense of “slowing down” or make statements like: “I haven’t been that close to both grapes and dirt at the same time since I was a kid.”
- Try asking questions like:
 - What does it tell us that this experience brought some of us back to childhood memories?
 - What does this tell us that some of us felt “freed up” to feel sensual in a way that we haven’t in a while?
 - What does it tell us about who we have become, how we have changed, what we might be missing or disconnected from?
 - How does this change our definitions of *sensual* or *sexual*?
- To wrap up the dialogue, presenters can help the group summarize the conversations, draw conclusions, and recognize inferences about how sensuality is connected to a sense of wholeness and joy.



Key Points

If we allow children to remain connected and help youth and adults to reconnect, reclaim, or discover the sense of sensuality and connection to the world around them, then we are supporting sexual health and joy.

We are working to expand the definition of sexuality to include all of our senses. We are working to remove human sensuality from the narrow confines of *sex*.

Encouraging connection to sensuality helps people pay better attention to the clues their body or another body might give, which will help with encouraging consensual touch. It takes the mystique out of “being sensual” and normalizes sensual experiences as essentially human.

IV. Homework

Point out to participants the ***Making the Connection: Sensual Feast*** handout on page 21 which provides more information and talking tips for supporting children and youth to stay connected to their senses. Ask participants to make sure to review this for homework or at a later time.

ACTIVITY 5

Exploring Gender



Purpose

Examine culturally-normed gender constructs through inviting participants to listen and respond to a song, poem, or piece of artwork that challenges perceptions about gender and evokes personal experiences and stories. Explore social constructs of gender and strategize ways to resist the gender binary and stereotypes.



Objectives

- Identify personal connections to a song, poem or piece of artwork which challenge gender constructs
- Recognize social norms about gender and how these have personally impacted participants
- Learn about and consider ideas of gender that extend beyond the gender binary
- Practice bringing healthy messages about gender to children and youth

40

Outcomes as Connected to 40 Developmental Assets

Positive Communication: Adults are able to express themselves positively, knowledgeably and respectfully as well as engage children and youth in dialogue on topics related to gender roles, identity, and expression, and sexual orientation. Children and youth feel comfortable seeking advice and counsel about sexuality and gender from adults.

Adult Role Models: Adults model healthy sexual lifestyles and positive, responsible sexual behavior. They encourage children and youth to follow these examples as related to gender roles, identity, and expression; and sexual orientation.

Equality and Social Justice: Adults encourage children and youth to value all people and speak up for equal treatment for people of all gender identities, expressions, and sexual orientations.

Responsibility: Adults encourage children and youth to accept and take responsibility for their personal behavior and actions in the community and at home including how they treat others based on gender identity and expression, and sexual orientation.

Interpersonal Skills/Competence: Adults support children and youth to seek, build and maintain a diversity of friendships as well as show empathy and sensitivity toward others.

Personal Power: Adults support children and youth to make choices that give them influence

and control over themselves and their bodies, including the freedom to express gender and sexual orientation in ways that feel natural to them.

Self-esteem: Adults value the children and youth in their lives and support children and youth of all gender identities and expressions and sexual orientations to feel valued by others and like themselves.



Total Time

90 minutes



Materials Needed

Computer, LCD projector if possible

Flip chart and markers

Ability to watch the YouTube video: “Understanding the Complexities of Gender: Sam Killermann at TEDxUofIChicago” (16:30) www.youtube.com/watch?v=NRcPXtqdKjE

Song to listen to or art or poem to analyze

- Recommended song is “When I Was a Boy” by Dar Williams — lyrics are included in participant workbook. Link to video: www.youtube.com/watch?v=BE5YzRr9yPo. *When I Was a Boy” is our recommendation for a song that explores childhood messages about gender. We recognize that no one type of song will appeal musically to everyone in a group. If you feel that there are other songs or types of music that are more relevant for the diversity of your participants, we encourage you to find alternatives. Ideal songs will evoke discussion about childhood experiences of gender and be inclusive of both male and female gender-norms.*
- If you choose another song that highlights childhood messages about gender, print out the song’s lyrics so participants can follow along.

Artwork or poem alternative

- You may choose a poem, short article, or a piece of artwork if you think that would work better for your group. Any alternative offered should highlight childhood experiences of gender for both males and females.
- Ideas for artwork that are available on the Internet:

Mens-up photo project by Rion Sabean: www.flickr.com/photos/clickandclash/sets/72157626584908000/with/5658642294/

Gender-swapped League of Justice characters: www.worldofsuperheroes.com/superheroes/what-would-happen-if-the-justice-league-switched-genders/



From the WSB Participant Workbook

Lyrics: “When I Was a Boy,” page 24

Exploring Gender Through Art Free-Write, page 26

The Genderbread Person, page 27

Facts & Definitions: Gender, Sexual Orientation & Isms, page 28

Reflection Journal 2: Exploring Gender, page 32

Making the Connection: Exploring Gender, page 34



Preparation

Have song, poem, or artwork cued and ready.



Have Sam Killermann video cued.

Prepare two flip chart pages:



Page 1 with these shapes—circle/hole, square and triangle—and corresponding meanings:

- Square: The material squares with what I already know or feel to be true.
- ▼ Triangle: The material has helped me to see something from a different angle.
- Hole: The material has filled a hole in my knowledge.

Page 2 with these discussion questions:

- What is challenging for me about this information?
- What is refreshing for me about this information?
- What questions do I have about sexual attraction, biological sex, gender identity and gender expression?

Safety

Discussing childhood experiences and perceptions about gender can bring up powerful emotions. “When I Was a Boy” is a song that often moves people to tears. Other music, poetry, or artwork may do the same thing. Make sure that participants know that they are free to take a break or choose to participate on any level that feels comfortable to them.

I. Exploring Gender: Song/Poem/Art (30 minutes)

SAMPLE SCRIPT

*"We are going to dive into looking at the 'sexual identity' circle, which includes sexual orientation and gender identity and roles. How we feel about these aspects of ourselves and others is heavily influenced by our family, friends, and community, as well as the media and culture at large. And as much as we are influenced by these groups, we also have the power to help shift the beliefs of these groups through our own actions. As we go through this next activity, be thinking about your **ACTION Tracker** and how you can affect your spheres of influence."*

Acknowledge that the song/poem/art you have chosen may not reflect every individual's personal style, and encourage them to remain open to the content and meaning.

If you are using Dar Williams' "When I Was a Boy," instruct participants to open to page 24 of their workbook so they can read along if using "When I Was a Boy." Or hand out poem or lyric sheet if using a different song.

Alternatively, present the song/poem/artwork of your choice. Let participants know that they will write down their observations of the piece and that volunteers will be asked to share some of their responses with the group.

Instruct participants to turn to page 26 of their workbook, the **Exploring Gender Free-Write**, and take five minutes to reflect. You may want to play the song or make the poem, article or artwork available while participants free-write.

From the workbook:

- 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?

After participants have finished the free-write, open general discussion about the song/poem/artwork, inviting a few people to share their thoughts and reflections.

During discussion, ask participants:



- What have we lost personally and as a culture because of the pressure we feel to conform to rigid gender norms?
- Why do you think these rigid gender roles are followed?
- What happens when someone steps outside of them?
- How can we push back against narrowly defined gender roles and offer youth broader experiences around gender?



Key Points

Most of us feel as if we have been relegated to gender boxes in various ways throughout our lives. These gender boxes illustrate what society thinks we should act like based on the sex we were born with or the sex people perceive we were born with. There are really only two options for gender expression that are commonly accepted: you are either a boy or a girl. This disregards the experiences of many people who don't identify with either of those.

When people step outside of the gender boxes they may experience name calling, shaming, bullying, or even violence by others who are uncomfortable with their alternate gender expression.

II. Complexities of Gender Video (27 minutes)

Post the two flip charts, one with the shapes (circle, square and triangle), and one with the discussion questions listed below, which the pairs will discuss.

SAMPLE SCRIPT

"One of the things that we need to tease out in our conversations with youth is the difference between gender, sex, sexual orientation, and sexual behavior. We are going explore gender a little deeper now by looking beyond the 'gender binary' that most of us were raised with, which gives us only two options: we are either boys or girls. For some people, it is hard to identify with either of these options. Others may identify with one of the choices, but feel that a narrow definition of gender doesn't fit them. For some of you, considering issues of gender identity may be something very familiar, but some of you may be considering these issues for the first time. Understanding gender is very important as we look at social norms that dictate our behavior and think about how to dismantle norms that support violence."

Ask participants to open their workbooks to page 27, **The Genderbread Person**. Ask them to keep this in front of them while they watch the following video.

Introduce and show "Understanding the Complexities of Gender: Sam Killermann at TEDxUoflChicago," www.youtube.com/watch?v=NRcPXtqdKjE. The video is 17 minutes long.

Note that participants can find a helpful **Definition Sheet** on page 28 to provide support as they watch.

After the video, ask participants to break into pairs and respond to the video by picking one of the shapes listed on the first flip chart page, talking about why they picked it and discussing the questions below. Each person will have five minutes to talk while the other listens. The facilitator should let them know when it is time to switch.

Write on a flip chart page:

- Square: The material squares with what I already know or feel to be true.
- ▼ Triangle: The material has helped me to see something from a different angle.
- Hole: The material has filled a hole in my knowledge.

Discussion questions (listed on the second flip chart page):

- What is challenging for me about this information?
- What is refreshing for me about this information?
- What questions do I have about sexual attraction, biological sex, gender identity, and gender expression?

In the large group, invite people to share their conversations, thoughts, and reflections of the video and ***The Genderbread Person*** handout.

During the discussion, ask participants:



- What is exciting or inspiring to us about talking about gender and sex in this way?
- How may having a broader understanding of the way sex, gender, and sexual orientation impact the way we interact with the youth in our lives?
- How does having a broader understanding of the diversity of expressions impact sexual violence prevention?



Key Points

In the video, Sam Killermann says: “This is about noticing how little we know about gender and being inspired to open our minds and learn more.” Even people who have been doing this work a long time recognize they still have a lot to learn.

Sex and gender are different. Sex is a biological marker you are born with. Gender is a socially constructed set of behaviors that individuals either adopt as their own or not.

Some people have experiences of feeling unable to express themselves freely due to cultural constraints and expectations based on gender.

Talking about gender in terms of masculine or feminine, boy or girl creates a gender binary. You are either boy or girl. This binary constrains people who do not conform to stereotypical gender roles. Instead of the binary, we could frame gendered behavior as a spectrum of traits and characteristics and talk about how some people do not identify themselves as either male or female and how most people feel somewhere along the spectrum and not fully at one end or the other.



When we broaden our understanding of gender, we can push back against rigid cultural norms that label men as sex-hungry fiends that are always ready for it and women as being submissive to or available to fill male desires for sex. These kinds of cultural norms (hyper-masculinity) contribute to the pervasiveness of sexual violence in our communities.

Socrates said: “The only true wisdom is in knowing you know nothing.” It is OK to not totally get this today. Many of us have had a lifetime of learning rigid gender norms and will need time to unlearn them.

III. Exploring Gender with Children and Youth: Scenarios and Responses (20 minutes)

Ask participants to open their workbook and read the ***Making the Connection: Exploring Gender*** handout on page 34 to themselves in preparation for the role play activity.

Introduce the next activity as a practice for engaging with kids about gender. Tell the group that you’ll read a scenario or role play and ask for people’s responses in the large group. Talk about how the trickiest part about this activity is thinking about ways to talk to kids about gender without shaming them for being inappropriate or not knowing enough to know better. Our goal is to keep the conversations open and the kids engaged. Folks should think about ways to teach about gender as well as redirect kids’ behavior and language if inappropriate. After the scenarios below, ask the group to offer a few to practice with.

SCENARIO 1

You are working with a group of kindergartners who are playing in the dress up corner. There is a little boy, Billy, who regularly puts on dresses and is teased by the other children. They are saying things like: “Why do you want to wear dresses and act like a girl all the time?” and “Billy is weird.”

TALKING POINTS: What can you say to the children and the little boy?

Possible responses:

- Girls wear pants. Why can’t boys wear dresses?
- There are lots of people who like to wear dresses; it doesn’t matter if you are a boy or a girl.
- Billy likes to wear dresses like I did when I was a little girl/boy. I also liked to climb trees and play with trucks. I also have a cousin who is a boy who likes to paint his fingernails.

- What are some things girls do? Do you have to be a girl to like doing that? Who likes doing that?
- What are some things boys do? Do you have to be a boy to like doing that? Who likes doing that?

SCENARIO 2

There is a teen girl in your community who comes back from summer camp asking his parents and community members to now call him Pete. His hair is shorter and he has chosen a more masculine appearance. Pete and your daughter have been friends for a long time and frequently have sleepovers. Your daughter asks if Pete can come stay overnight.

TALKING POINTS: What are some things you might do or things you might say?

Possible responses:

- Talk to your daughter about how she feels about Pete’s transition.
- When Pete comes over, engage in conversation with Pete like you always have — and include calling Pete by his new name. Pete’s interests haven’t changed, only his gender identity.
- Talk to your daughter about sleeping arrangements. If she and Pete always shared a room or a bed before, ask her what she is comfortable with. Then talk to Pete about it when he comes over and ask what he is comfortable with. Work together to make a decision that you all feel good about.
- Let Pete know that you support his transition and that you will always be there if he needs an adult to talk to or help with anything.
- Don’t stay away or avoid talking to Pete or his parents. Instead ask them if they need any support or if there is anything you can help with.

How might you support children, youth and other community members to support Pete?

Possible responses:

- Remind people that Pete prefers a male pronoun now and that the correct name to call him is Pete.
- Talk to children in your life about gender identity and expression. Show them ***The Genderbread Person*** handout.

- If it makes sense, explain what you know about Pete’s wishes.
- Be a resource for your community. Encourage people to ask you questions and refer them to available resources when appropriate.
- Ask Pete what he thinks would be helpful.

How might you respond if you overhear children or youth talking about Pete and asking what is wrong with him or using slang or incorrect words to describe him.

Possible responses:

- Approach them and ask if they have any questions you might be able to answer for them.
- Talk about the continuum of gender identity and expression as separate from one’s biological sex.
- Show them ***The Genderbread Person*** handout.

SCENARIO 3

You are at a basketball game at the local high school. You are sitting near a group of kids who you know well. After a kid on the other team misses a free throw, they laugh and one remarks loud enough for people on the stands to hear: “Faggot! You throw like a girl!”

TALKING POINTS: How might you respond to the kids at that moment?

Possible responses:

- Tell them “That is not cool.” or “Please stop. That is totally inappropriate and offensive.” You could also say “Please don’t call people faggots” or “Being like a girl is not an insult.” You could also engage them in a longer conversation if you think they would listen at that time. The main goal would be to let them know you heard what the person said and are not okay with it.

How might you respond later?

Possible responses:

- Check in with some of the kids in the group who did not make the comments. Ask about how it made them feel. Then, brainstorm with them about ways that they might be able to talk to the other kid about it.

GROUP-GENERATED SCENARIOS

Now ask the group for a few scenarios that come to mind for them. Then practice some ways in which they might respond to the scenarios.

ACTION TRACKER

Encourage people to take a few minutes to record any tools, language or actions that they identified on their **ACTION Tracker** worksheet.

IV. Homework

- Inform participants that there is a homework sheet on page 32 of their workbooks, **Reflection Journal 2: Exploring Gender**. Encourage participants to complete this between workshop sessions or later at home.
- There is also a **Making the Connection: Exploring Gender** handout on page 34 that provides more information and talking tips for supporting children and youth.



MAKING THE CONNECTION

Exploring Gender

SPECIAL EDITION for FACILITATORS

Gender is a range of physical, emotional, and behavioral characteristics that 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 only two genders (male and female), 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. Prescribed behaviors based on gender norms are ubiquitous, 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 "ladylike."

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" and "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

Many people are more conscious now about the messages that kids get about gender roles. Girls have heard that they have "girl power" and that they can play with trucks and climb trees, go to college, and compete in traditionally male sports and vocations—though they may still encounter barriers. Boys have also gotten messages that they can play with dolls, dance, cook, take care of babies, clean the house, and be nurses, although this message is expressed less frequently than "girl power" messages. However, it is easy to become complacent and feel like 'we've done our job' once we diligently communicate broader gender messages to our children by giving them trucks and dolls to play with. However, as kids grow and venture out into the world, numerous influences impact how they view gender. We need to continue to talk about gender with our children.

- Teach kids to be critical thinkers about gender roles. What are the stories or books you read or the movies you watch telling you about the roles of males and females? Help them to create worldviews that move 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, from toy stores to television. Encourage kids to be aware of, question, and share their thoughts about these stereotypes.

Know and understand gender beyond the traditional gender binary.

It is incumbent upon all adults to seek to understand social conversation and understandings about gender. We must learn from our own experiences as well as those in our lives who are gender non-conforming or identify in diverse ways. The more we understand and share, the better able we will be to both teach the children in our lives about the diversity of gender and support them as they navigate their own.

- 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 come up—and that this is OK! There are many resources online that can help you.
- When you hear kids narrowing gender or taunting or teasing someone based on gender, address the situation. Teach that there is a continuum of gender identities and expressions that are separate from someone's biological sex. Remind kids that all of these expressions are normal.

Don't conflate gender expression with sexual preference.

Our culture constantly influences us to do this. If we see a little tomboy, we may wonder if she will grow up to be a lesbian. If we see a boy who wears dresses, we may wonder if he is gay. Yet the way in which children express their gender does not lead to nor define their eventual sexual preference. Assuming adult sexual preferences for a child—whether it's teasing them about a playground "boyfriend" or assuming their gender non-conformity will lead to a same-sex orientation—unfairly boxes them into predetermined categories. Likewise, don't assume children will grow to be interested in partners of the opposite sex. Use language that keeps it open; this way when they do know for themselves, children will know that they can talk to you about it.

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 express 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

And, for those of us who feel we are most evolved having spent years using the word ‘partner’ and being explicit in voicing our support for a wide variety of gender expressions and sexual desires, we must remember to express interest in our children’s experiences while not demanding information or taking over their processes.

- 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. Don’t pass it on to the kids in your life.

We each have something from our childhood—someone calling our best friend a fag, our grandparent wondering why we don’t wear makeup, a sideways look at our dancing or singing that made us feel less of a man, or rumors that the players on the girls’ basketball team were all lesbians.

If you find yourself wanting to talk your nephew out of wearing a dress, or fearing that your daughter joining the basketball team may lead to something more than friendships—don’t lay it on your kids. Keep yourself in check and talk to other adults who will challenge you to confront your baggage.

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 when boys and men express hyper-masculinity (extreme adherence to masculine social norms) and societies devalue and objectify women,¹ the result is 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/; www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html

ACTIVITY 6

Childhood Messages



Purpose

Examine cultural norms related to communicating with children and youth about sexuality and increase strategies and knowledge to infuse information that supports age-appropriate development of healthy sexuality.



Objectives

- Identify and explore messages about sex and sexuality that participants received during their childhoods, as related to the Circles of Sexuality
- Uncover cultural norms about communicating to children and youth about sexuality, as connected to sexual violence and prevention
- Devise personal actions to bring healthy and developmentally appropriate messages about sexuality to children and youth



Outcomes as Connected to 40 Developmental Assets

Positive Communication: Adults express themselves positively and respectfully, engaging children and youth in developmentally appropriate conversations about sexuality and that invite their input. Children feel comfortable seeking advice and counsel about sexuality from parents and caring adults.

Adult Role Models: Adults model open communication, tolerance of diverse sexual expressions, and healthy sexual lifestyles; and encourage children and youth to follow these examples.

Equality and Social Justice: Adults encourage children and youth to value all people and speak up for equal treatment for people of all sexes, gender expressions, body types and sexual orientations.

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.

Interpersonal Skills/Competence: Adults provide tools and guidance that support children and youth to seek, build, and maintain friendships and intimacy with others in age appropriate ways.

Personal Power: Adults give children and youth information that allows them to make choices that give them influence and control over themselves and their bodies, including sexually.

Self-esteem: Adults show that they value the children and youth in their lives, support many different expressions of individual sexuality, and encourage children and youth to feel valued by and show value for others.



Total Time

65 minutes



Materials Needed

Flip chart pages with pre-written material



From the WSB Participant Workbook

Childhood Messages Worksheet, page 38

Facts & Definitions: Healthy Sexual Development, page 40

Reflection Journal 3: Childhood Messages, page 44

Making the Connection: Childhood Messages, page 46



Preparation

Prepare one flip chart page for each assigned small group. On each page, create a chart like the one pictured below, with the three questions across the top and Circles of Sexuality categories down the left side.



Age:	What messages did you get about sexuality as a child? OR What messages do you think people your age got as children?	From whom or where?	What was the impact of this message?
Sensuality			
Intimacy			
Sexual Identity			
Reproductive Health			
Sexualization			

If you choose to, prepare a flip chart page with the following directions for the Making the Connection activity:

- Underline what they are already doing
- Circle what they would like to start doing to support that child or youth
- Write in any other ideas they have that might not be there

Safety

Make it clear to the group that their participation is completely voluntary. Survivors of childhood sexual abuse might not identify with some of the messages discussed in this exercise or might not want to share their experiences. This activity might bring up negative experiences for many participants regardless of a past history of abuse. We have included alternative questions so that participants who choose to partake in the activity will have more options. Remind participants that they should take care of their personal well-being and may leave the room to take breaks if desired.

I. Uncovering Childhood Messages: Small Group Share (10 minutes)

SAMPLE SCRIPT

“Before we begin this next activity, we’d like to acknowledge that talking about experiences of sexuality and, in this instance, the messages that we got about sexuality when we were younger, can sometimes be difficult. This activity might remind you of negative experiences. You can choose to participate in this activity in different ways. There are options for discussion and writing, or you can take a break, or limit your participation in a way that feels comfortable for you.

“Talking with children about sexuality can be challenging for adults. In this activity, we will begin by thinking about our own experiences of learning about sexuality, what messages we got and from where, and what impact they had on us. Then, we will uncover some of our cultural norms around sexuality and how this relates to child sexual abuse and sexual assault. You will then have an opportunity to strategize about how to bring healthy messages to the children and youth in your lives.”

Divide into groups of 2–4 people. Give each group a flip chart page that includes the chart from the Preparation section.

Let participants know that they can choose to either work in that small group or through the **Childhood Messages** worksheet on page 38 of their workbooks and the **Reflection Journal 3: Childhood Messages** on page 44 on their own. If they choose to work in the small group, they can make notes on their **Childhood Messages** worksheet to refer to when they do their **Reflection Journal** for homework.

Give group and individuals 10 minutes to discuss and answer the questions on the chart/handout:

- What messages did you get about sexuality as a child? OR What messages do you think people your age got as children? From whom or where?
- What were the impacts of these messages?

Note: If the group has developed a comfort level and is engaged in sharing their thoughts with each other, or if the group is very small, this exercise can be done in one group instead of in small groups.

II. Large Group Discussion (30 minutes)

When the groups are done, ask them to post their group flip chart pages on the wall.

Ask groups to share some of the key points from their flip chart pages.

Ask for individual volunteers to share their thoughts.

As people offer their experiences, use the following facilitation notes to move the conversation along and elicit experiences from group members.



Key Points

No information: If a participant offers something like: “My parents actually never said anything about sex,” note that this common experience sends children the message: “Don’t talk about it.” Ask how many others in the room got that message. This is an important piece of the exercise. If this point doesn’t arise from within the group, facilitators should make sure to bring it up by asking: Did anyone have the experience of not getting any information about sex from their parents or caregivers?

Gender identity: What messages did boys get? What messages did girls get? Did anyone experience gender identity messages that were supportive? Did you get gender messages that didn’t feel right to you?

Body image: What were you told about how you looked or dressed?

Sexual orientation: If no one brings this up, ask participants what messages they got about sexual orientation. Many people got either negative or inaccurate information through jokes and/or name-calling or have been given no information about sexual orientation which, by default, assumes that heterosexuality is the acceptable norm.

Cultural diversity: Although themes might emerge that are common across cultures, facilitators should ask about cultural diversity and how one’s ethnic, religious, or other cultural markers impacted the messages they received.

Messages from “agents of social norming” like media: Explore with the group what messages they got from books, magazines, jokes, television, and music.

Developmental stages: Note similarities and differences, trends and observations about the ages and stages at which people received (or didn’t receive) messages and what they were.

Note the many different types of messages: Healthy information, facts only, inaccurate or funny information from friends, rumors, jokes, etc.

Silence and secrets about sexuality is our cultural norm: Children most often grow up with the message that sexuality is not to be directly talked about. Have participants find specific messages on the charts that support this perspective.

- Perpetrators of child sexual abuse seek out and are drawn to children who don’t have the tools or language to talk about sexuality, who have little or no



communication with parents or caregivers about sexuality, don't know the proper names of sexual body parts, or aren't listened to or believed by their caregivers.

- Perpetrators who assault teenagers and adults also rely on silence and secrets. Victims are less likely to come forward to report or seek help because all sexual contact, good or bad, is something our culture doesn't talk about and the silence around sexual violence often makes people ignore or disbelieve victims.

Positive shifts: It is powerful to note any messages that reflect a shift toward communication and honesty about sexuality. The group may recognize that the younger participants in the room were more apt to get positive and open communication about sexuality during their childhoods. If there is time, ask those participants to talk about how their experience of open communication and positive messages has affected them.

III. Childhood Messages (15 minutes)

Instruct participants to open to page 40 of their workbooks, **Facts and Definitions: Healthy Sexual Development**, and page 46, **Making the Connection: Childhood Messages**.

Introduce the handouts by reading the first two paragraphs of the **Healthy Sexual Development** handout, or ask a participant to read them:

SAMPLE SCRIPT

"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 people's 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."

Point out the developmentally specific lists about healthy sexual growth and the tips on supporting and talking to kids about sexuality.

Ask each participant to think of one child or youth whom they influence.

Ask each participant to find and review the points for healthy sexual development for that child's age and then review the corresponding stage in the ***Making the Connection: Childhood Messages*** lists.

Ask participants to use a pen or pencil to:

- Underline what they are already doing
- Circle what they would like to start doing to support that child or youth
- Write in any other ideas they have that might not be there.

It might be helpful to have these above bullet points written on a flip chart page prior to doing the activity.

Remind them to look at both the "What to do!" and "What to say!" sections.

Encourage people to record any actions on their ***ACTION Tracker***.

IV. Pair and Share (10 minutes)

When they are done with the previous task, ask participants to turn to another person and share their thoughts.

After they have talked in pairs, ask for volunteers to share anything big that came up for them with the whole group.



Key Points

Getting information about sexuality can be difficult: Our own childhood experiences of getting information about sexuality (including bad, confusing or little information) is often linked to insecurity and embarrassment when we speak or communicate about sexuality—especially with children and youth.

Adults as change agents: Once they understand how silence undermines the safety of all people, adults can strengthen commitments to communicate clearly, fully, and appropriately with the children and youth in their lives. Encourage participants to deliver supportive, positive messages and engage in conversations around sexuality as early as possible. Such efforts may be awkward at first, but will become easier.

V. Homework

Inform participants that there is a homework sheet on page 44 of their workbooks, ***Reflection Journal 3: Childhood Messages***. Encourage participants to complete this later at home.

There is also a ***Making the Connection: Childhood Messages*** handout on page 46 which provides more information and talking tips for supporting children and youth.

ACTIVITY 7

Body Image Timeline



Purpose

Examine personal experiences and uncover impacts that adults, family, community, society, media, etc. have had on the development of peoples' body image.



Objectives

- Examine body image messages that participants have encountered as well as the impact that these messages have had on their experiences
- Discuss how to support positive body image in children and youth

Outcomes as Connected to 40 Developmental Assets



Positive Communication: Adults express thoughts and messages about a diversity of body types positively and respectfully, engaging children and youth in developmentally appropriate conversations about body image and messages that invite their input.

Adult Role Models: Adults are role models for healthy body images. They use positive and responsible language and behavior that supports the acceptance of a diversity of body types and encourage children and youth to follow these examples.

Equality and Social Justice: Adults encourage children and youth to value all people and speak up for equal treatment for people with all kinds of bodies.

Responsibility: Adults encourage children and youth to accept and take responsibility for their personal behavior and actions in the community and at home, including how they treat others based on body type and appearance.

Interpersonal Skills/Competence: Adults support children and youth to seek, build, and maintain a diversity of friendships and to show empathy and sensitivity toward others.

Personal Power: Adults support children and youth to make choices that give them influence and control over their bodies and how they feel about them.

Self-esteem: Adults value the children and youth in their lives and support children and youth to feel good about their bodies.



Total Time

40 minutes



Materials Needed

Flip chart pages with instructions and discussion questions

Markers, crayons, or colored pencils

(Optional) YouTube or audio of the song “Two Shoes” by the Cat Empire:

www.youtube.com/watch?v=kRUyRuouppw

(Optional) YouTube or audio of the song “The Armpit Song” by Siwan Clark:

www.youtube.com/watch?v=ZGV80FePwRU



From the WSB Participant Workbook

Body Image Timeline, page 54

“Two Shoes” lyrics, page 58

“The Armpit Song” lyrics, page 60

Circles of Sexuality, page 13

Making the Connection: Body Image, page 62



Preparation

Prepare a flip chart page with the following discussion questions for pair and share:

- What was your experience of doing this activity?
- How can you shift the way you personally act or respond to youth to encourage a culture of positive body acceptance?



Safety

This activity includes a section where participants are asked to think about their own personal history regarding body image and messages. We have included some language in the introduction of this section to draw particular attention to the possibility of difficult emotions arising during the reflection. As always, to ensure participants’ comfort and safety, provide them with a variety of options for participation.

I. Personal Timeline (25 minutes)

SAMPLE SCRIPT

"In the next section we will be looking at body image, the messages we received about body images, and the ways those messages have impacted us. We will examine these messages together and think about how we cultivate positive body acceptance in ourselves and the youth in our lives. We all participate in communicating messages about body image through our words and actions. The messages we receive and give can have a huge impact on how we experience the world, how we act, how we seek attention and connection to others, and how we feel about ourselves and what we feel we are capable of.

"The image of the ideal body is something that has shifted and changed over time and is not constant across cultures. Typically, we think of women as the targets for messages about ideal body image, but men and boys also receive as many messages about what their bodies should look like and be able to do. Many people—and especially adolescents—spend a lot of time thinking about how their bodies look. In adulthood, many of us still spend a lot of time on body maintenance in hopes of being closer to a beauty or physical ideal that is unattainable for most people.

"We wonder what it would be like if all bodies were accepted as having beauty and use and how we can work towards that vision."

Ask participants:



- What are the things we or others do to fit into a body ideal (waxing, working out, etc.)?
- Where have we gotten messages that say we should be doing this?
Note: Media messages will come up here. Explore them briefly but don't spend too much time. We will talk more about media messages in the next section.
- What role did the adults in our lives have on how we feel about our bodies?

Personal Timeline

Have participants open to page 54 of their workbooks, the **Body Image Timeline** activity sheet, and invite them to draw their personal body image timeline.

Explain that the timeline should reflect their life from birth to now. They should reflect on and note events, shifts, and points of impact on their perception of their own bodies. What was it, where did it come from, and what was the impact?

Remind them that the visual history they create doesn't need to be a "line" but can be any shape, image, or picture they choose.

Participants will have 10 minutes to draw their timeline. This is for their eyes only unless they choose to share.

Safety intro and alternative: The topic of body image can bring up uncomfortable feelings and memories for many people. This might be a hard activity to do. If you want, you can choose to do an alternative timeline instead of your own. You can do a timeline for your kids or a youth in your life documenting what you know or imagine to be their 'body image' timeline and experience. Or you could write a timeline for your kids or yourself for a future or imaginary life and think about what you hope it would be like.

When they are done drawing, they should turn to the reflection questions on page 56 of their workbooks and write or think about their responses.

Note: After 10 minutes of drawing time, remind participants to move to the reflection questions.

(Optional) Play "Two Shoes" by The Cat Empire as groups begin to work on their images, or "The Armpit Song." Both are available on YouTube. Song lyrics are in the participant workbook on pages 58 and 60.

II. Pair and Share (10 minutes)

Have participants pair with each other and take 10 minutes to discuss the following questions. It will be helpful to have these questions written on a flip chart page for participants to reference.

- What was your experience of doing this activity? Remember, you don't need to share your timeline or anything you don't want to. This is a time to reflect on what it brought up for you, emotions you felt, thoughts or memories.
- How can you shift the way you personally act or respond to youth to encourage a culture of positive body acceptance?

III. Large Group Share (5 minutes)

At the end of 10 minute pair and share, ask participants to share any insights or important ideas they had with the larger group. Ask if anyone had ideas for how to provide better support for youth.

Remind participants to capture any action ideas they had on the **ACTION Tracker**.

IV. Homework

The **Making the Connection: Body Image** handout on page 62 provides more information and talking tips for supporting children and youth. Encourage participants to review this later on their own.

ACTIVITY 8

Media Awareness



Purpose

Build media literacy through discussing the messages conveyed in popular media and their impact on healthy sexual development. Increase skills and knowledge to prepare for teaching media literacy to young people.



Objectives

- Practice media literacy skills by analyzing popular media
- Identify tools for participants to help children and youth practice critical thinking about the media that they consume
- Create images that focus on what bodies can do versus what bodies look like



Outcomes as Connected to 40 Developmental Assets

Positive Communication: Adults express themselves positively and respectfully, engaging children and youth in conversations about media literacy that are developmentally appropriate and that invite their input. Children and youth feel comfortable seeking advice and counsel about the impact of media from parents and caring adults.

Adult Role Models: Adults model healthy and critical consumption of media and encourage children and youth to follow these examples.

Equality and Social Justice: Adults encourage children and youth to value all people, speak up for equal treatment for people, and view critically how consumer media represents people of all genders.

Personal Power: Adults support children and youth to make choices that give them influence and control over their personal consumption of media.



Total Time

110 minutes



Materials Needed

Song audio and lyrics:

- Before session, choose and preview a pop song from the Billboard top 100: www.billboard.com/charts/hot-100
- Choose a song that has a relationship theme and describes a physical or emotional connection between two or more people and should support, celebrate, or glorify the unhealthy or healthy characteristics of that relationship
- Have a YouTube link or audio available to play for the group
- Print lyrics of the song for each participant

Current editions of popular magazines:

- Enough for 1 magazine per small group
- Try to get a variety of magazines including some for men, some for younger people, some about sports, some for people of color, etc.

Sticky notes to mark magazine pages

Markers, crayons, or colored pencils

Flip chart paper or other large newsprint (at least two pages for each small group)

Glue and scissors



From the WSB Participant Workbook

Sound Relationship: Nutritional Label, page 66

Making the Connection: Media Awareness, page 67



Preparation

Prepare a flip chart page with two discussion questions for the Section II. Analyzing Print

Media activity:

- Why did you pick these images/articles?
- What stories are they telling you that relate to the Circles of Sexuality?



Safety

Remind participants to take part in this activity to the extent that they are comfortable.

I. Analyzing a Song: Nutritional Label (10 minutes)

SAMPLE SCRIPT

"In the next few activities, we are going to examine media, including music, television, movies, magazines, advertising, etc. We will not be talking about social media specifically, though we often see links to other media on social media sites. Today we want to focus on the stories and messages embedded in the marketing and entertainment we consume.

"We are constantly bombarded with media messages. Advertisements pop up in our Internet browsers; billboards or other images line our way to work; music is ubiquitous background noise in stores and our homes. Many schools these days offer classes in "media literacy" and are working towards teaching young people how to analyze the messages behind the media. It is important that adults also become critical consumers of media, so that we can support and reinforce the children and youth in our lives to do the same.

*"During this activity, we will introduce you to some tools to help analyze a current pop song and some popular magazines. In addition, the **Making Connections** handout for this session provides tools to help you support young people to think critically about consumer media.*

"The first tool helps to score the 'nutritional value' of a song – with the understanding that all of the ingredients of a song feed our brains and can bring us positive and negative information as well as impact the way we see relationships and ourselves."

Give each participant a copy of the song lyrics chosen for this activity and direct them to open the workbook to page 66, the **Sound Relationship: Nutritional Label** handout.

Review the Nutritional Label categories briefly with participants and ensure that everyone understands them. The definitions of the ingredients are at the bottom of the label.

Ask participants to put an X under the "present" column for every ingredient present in the song as they listen. They will go back and assign a score to those ingredients after.

Play the selected song and advise participants to read along so they can catch all the lyrics.

After the song has finished, give participants a moment to score the level of intensity for each ingredient they marked with an X on the handout. Use a scale of 1 to 10, in which 1 indicates a very low level of that ingredient and 10 indicates a very high level.

Ask them to total the "intensity" column for both the "unhealthy" and "healthy" sections. These scores are the healthy and unhealthy nutritional values for this song.

II. Large Group Discussion (15 minutes)

Facilitate a discussion with the large group using these guiding questions and the Nutritional Label results:



- What scores did you all end up with? Why?
- Who was the song about, who were the players in it?
- What is the relationship between them?
- What was the story or plot?
- How were genders represented?
- How did the music make you feel? What are the messages that you might take away from this song?
- How might you use this tool with the children and youth in your life?

Additional general conversation points, if you have time:



- How does the pop music of today compare to what you listened to as a youth? What messages did you get about relationships? Sexuality?
- How did the adults in your life respond to your music? How did that make you feel?
- What response would you have liked from the adults in your life about the music you listened to? What would have been helpful?

III. Analyzing Print Media (15 minutes)

SAMPLE SCRIPT

"We've looked at the kinds of messages that we get through music. Now let's take some time to look at some magazines to see what kinds of messages we are getting from print media."

Divide participants into small groups of about 3-4 people.

Give each small group a current magazine and some sticky notes.

Groups will have 10 minutes to mark two articles or images with stickies in their magazines; one that they think is sending a negative or limiting message about sexuality AND one that they think is sending a positive or expanding message about sexuality.

Ask groups to discuss and answer the two questions below on a flip chart page and be prepared to report out on them. It will be helpful to have the questions posted somewhere for reference:

- Why did you pick these images/articles?
- What stories are they telling you that relate to the Circles of Sexuality?

IV. Large Group Discussion (30 minutes)

Have each small group report out on their discussion.

Ask the large group:



- How can we encourage youth to think about the media messages in their lives?
- What are some ways we can deal with the unhealthy messages once we see them?



Key Points

We don't need to stop listening to all the songs we like, but we do need to think about what they are saying. When we encourage youth to think critically about the messages that media sends them, they will be better equipped to resist buying in to unhealthy or harmful messages.

Encourage youth to see that the media tells a very narrow story of the human experience that is marketed to a particular 'ideal' of masculine and feminine. In fact, people come in many shapes, sizes, personalities and styles and with a variety of desires, likes, and dislikes. When we base our expectations of each other in real life rather than what media tells us we should expect, we are more likely to have deeper respect for each individual and less likely to feel pressured to conform to the standards media portrays.

When we can pick apart the messages, we make space for a diversity of masculine and feminine expressions in all gendered people. Men won't feel the need to "score" to ensure their masculinity; women won't feel the need to pressure themselves or others to conform to idealistic beauty standards that distract them from other things that might bring them joy.

When we can step away from the social pressures media places on us, we also strengthen our ability to resist pressure from peers or others to engage in behaviors or adopt attitudes that don't feel right for us.

When we have a society that is media literate, we can collectively put pressure on media makers to reflect more diversity and equality, honoring and respecting all people. When equality is the norm, the power and control that underpin acts of sexual violence will be diffused.

V. Whole Bodies that CAN! (40 minutes)

SAMPLE SCRIPT

"We've examined some of the messages we get from the media and others about relationships and our bodies. Unfortunately, many of those messages are negative. Let's take some of our power back from those negative messages by doing something positive. Some of us spend so much time focusing on all the things that are wrong with our bodies that we sometimes forget what amazing biological machines they are! Let's take some time to make some Whole Bodies that CAN!"

Have participants go back into their small group that looked at the magazines.

Tell them that they are going to create their own representation of bodies that focuses on what they can do instead of what they look like. Each group will have 15 minutes to use pieces of the magazines to make a Whole Body which is filled with words or pictures that highlight what the different parts of the body are capable of and why they are so amazing.

Give participants the magazines you used in the Media Awareness activity and allow them to cut out and use pieces of those images for a new Whole Body image that they will make together. Give each group a piece of flip chart paper or newsprint on which to create their Whole Body.

Have groups designate someone to share their Whole Body with the large group.

After groups are finished, ask each group to share their Whole Body.

Ask the group the following questions:



- How did it feel to focus on what bodies can do instead of what they look like?
- Where do we have opportunities to do this activity or have this conversation with the children and youth in our lives?

VI. Homework

Let participants know they should review the ***Making the Connection: Media Awareness*** handout on page 67, which provides more information and talking tips for supporting children and youth.

ACTIVITY 9

Difficult Conversations



Purpose

Identify strategies to engage in difficult conversations about healthy sexuality.



Objectives

- Identify challenging conversations participants want to have with people in their spheres of influence
- Practice strategies for engaging in hard conversations



Outcomes as Connected to 40 Developmental Assets

Adult Role Models: Adults model positive and responsible behavior, and encourage children and youth to follow these examples.

Equality and Social Justice: Adults encourage each other and children and youth to value all people and speak up for equal treatment and respect.

Responsibility: Adults encourage each other and children and youth to accept and take responsibility for their personal behavior and actions in the community and at home, including how they treat others.

Personal Power: Adults support children and youth to make choices that give them influence and control over things that happen to them.

Self-esteem: Adults value the children and youth in their lives and support children and youth to feel valued by others and like themselves.



Total Time

35 minutes



Materials Needed

None



From the WSB Participant Workbook

ACTION Tracker, page 9



Preparation

None



I. Answering Remaining Questions (5 minutes)

Ask if anyone has any questions about sexuality that they are still sitting with.

If you have been keeping a flip chart with “parking lot” items throughout the workshop, revisit it and see if any unaddressed issues remain.

Do your best to answer any questions that come up, and ask other participants to help.

II. Starting the Conversation (30 minutes)

SAMPLE SCRIPT

“We’ve learned and shared a lot through our workshop. Before we close, we want to take a little time to acknowledge that many of the conversations that we are encouraging you to have may not feel easy. Often, we are talking with people we really care about: our friends, children, students, and families.”

Facilitate a group discussion with the following guiding questions:



- As we think about our spheres of influence and the actions we might want to take based on our work with **WholeSomeBodies**, we might identify some difficult but necessary conversations to have with others. Some of you may have noted these on your ACTION Trackers already. What are some of the conversations you’d like to have that might be difficult?

Possible answers: *Talking about sexual orientation with youth, having conversations about body image, talking about the negative messages someone is sending.*

- What are the things we fear about having conversations about sexuality with those in our spheres of influence?

Possible answers: *They think we are silly or overdoing it. I don’t know how to start it. They might not agree with us. They might get mad at us. I’m uncomfortable. I feel in over my head. I won’t have all the answers. It never seems like a good time.*

- What advice would we give a friend who was feeling nervous about having a hard conversation?

Let participants brainstorm for a little bit. Then offer these tips, discussing each one in turn:

- Pick a time to start the conversation when you aren’t feeling rushed or there aren’t other distractions.

- Invite the other person into the conversation with you. Check to make sure it is a good time for them. If it isn't, work with them to arrange a good time.
- Clarify your expectations. Be clear with yourself about what your experience might be. For example, if you are talking with children or youth, their interaction with you may be minimal and it may feel like a one-sided conversation. If you are talking with an adult, think about the expectations you have of their response. Remember they may not respond as you expect them to. Ask yourself what you want from the other person and then tell them that.
- Be willing to listen without judgment. Once you open the door for conversation, lots of stuff might come up that you weren't prepared for.

III. Role Play (10 minutes)

Have participants pair up.

Each partner should pick a topic they want to talk about with someone in their spheres of influence. They will role play the discussion with their partner. However, they will swap roles. The person who wants to have the conversation will actually play the person they want to have the conversation with, and their partner will play them.

Example: In the group, John is paired with Deb. For his difficult conversation, John wants to talk to his 15-year-old daughter about her buying clothing that says "sexy" on it. John is going to play his daughter; Deb is going to play him starting the conversation. Play the role you are playing as close to what you think the person's actual reaction will be—don't overact behavior.

After the role play, pairs should talk about things that worked well and other approaches that occurred to them while they were acting. Each role play will last about three minutes, with two minutes to debrief. Total time in pairs will be 10 minutes.

Each person in the pair will get a chance to try their conversation.

IV. Large Group Share (10 minutes)

After the role plays, have participants report out on what worked really well, and any observations they have. Help pull out and highlight successful strategies from their conversations.

ACTIVITY 10

Action Planning



Purpose

Articulate concrete action steps each participant can take to create change within their spheres of influence.



Objectives

- Plan strategies for achieving three priority action steps each participant has identified
- Share reflections of what individuals have learned through **WholeSomeBodies**



Outcomes as Connected to 40 Developmental Assets

Adult Role Models: Adults model healthy sexual lifestyles and positive and responsible behavior, and encourage children and youth to follow these examples.

Equality and Social Justice: Adults encourage children and youth to value all people and speak up for equal treatment and respect.

Responsibility: Adults encourage children and youth to accept and take responsibility for their personal behavior and actions in the community and at home, including how they treat others.

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 feeling free to express their gender and sexual orientation in ways that feel natural to them.

Self-esteem: Adults value the children and youth in their lives and support children and youth to feel valued by others and like themselves.



Total Time

20 minutes



Materials Needed

Flip chart pages to collect priorities

Large sticky notes

Envelopes: one for each participant to self address and give back (optional, if you choose to send the list of actions through the mail)



From the WSB Participant Workbook

ACTION Tracker, page 9

ACTION Planning Sheet, page 72

Reflection Journal 4: Closing Journal, page 73



Preparation

Prepare a flip chart page with the word "ACTIONS" across the top.



I. Action Planning (10 minutes)

SAMPLE SCRIPT

*"We are coming to the close of our time together and each of you will now be going forward and integrating what you have learned in **WholeSomeBodies** into your life. Throughout this workshop we have encouraged you to identify actions you can take to foster healthy sexuality in the youth and children in your life through your interactions in different spheres of influence. In our closing activity, we'd like you to share some of these action steps and envision your path forward. Please take a few moments to:*

- Review your **ACTION Tracker** worksheets and select three priority actions you want to focus on. These can be priorities because they are near and dear to your heart, seem urgent, are something you can do right away or however else you want to define "priority." They can be about changes you want to make in yourself, or change you want to support in other spheres.*
- Write these priorities down on your **ACTION Planning Sheet** on page 72 of your participant workbook.*
- Using the worksheet, start thinking about how you are going to take these actions, including what support you might need from others.*
- When you are done planning, write a brief description of your three actions on three separate sticky notes. "*

II. Closing Circle (10 minutes)

Ask each participant to share the three priority actions that they wrote on their sticky notes and stick them on a shared flip chart with the word "ACTION" written across the top.

Applaud them for the wonderful and inspiring lists they created. Tell them that you will type these actions up and send back to participants in three months as a reminder of the great work they did over the course of the workshop.*

Let them know there will also be a post-workshop evaluation sent to them at that time (or a link to where they should fill it out online) and encourage them to complete that.

(If not doing Flag Making or another closing activity) Thank all participants for coming and make sure they have your contact information for follow up support or questions. Let participants know that they can become facilitators if they want to take the **WholeSomeBodies** curriculum to one of their spheres of influence!

** Actions and evaluations can be sent through postal mail or email. Decide ahead of time which method you will use and collect either email addresses or self-addressed envelopes.*

III. Three-month check-in (post-workshop)

After the **WholeSomeBodies** workshop is finished, facilitators will type up the group's collection of identified priority actions into one document.

Three months after the end of the workshop, facilitators will send the list of actions to all participants via email or in the self-addressed envelopes provided.

Facilitators can include a note reminding participants of the powerful list of actions that was generated and encourage them to reach out for continued support from facilitators.

A post-workshop evaluation should also be sent at this time.

ACTIVITY 11

Flag Making (Optional)



Purpose

Illustrate what brings our bodies joy on the most fundamental level by making cloth flags.

Objectives



- Reflect on what brings joy to our bodies
- Participate in a **WholeSomeBodies** activity that participants can do with adults, children and youth in their spheres of influence



Total Time

30–45 minutes (not including prep)

Prep time:

- Gathering materials: Initial time is needed to gather and purchase the materials, cut cloth into flag shapes, and pin cloth onto sticks. If you have a longer time with participants, you could have them cut and pin the cloths as part of their activity.
- Set up: Set up can take up to 20 minutes depending on the room layout (if you need to set up tables, etc.)



Materials Needed

White or beige cotton cloth cut into pennant shapes (about 13 inches long)

Sticks or wooden dowels (about 18 inches)

Small safety pins (two per flag) to attach stick to cloth

Permanent dark colored, medium point markers

Watered down tempera or poster paint in a variety of colors

Jars, buckets, or containers for paints (if you use re-sealable containers, you can save the paint)

Water

Paintbrushes 2–3 inches in width with long handles

Hand wipes

Wet rags and towels for clean up

Protective materials:

- Table or floor coverings (plastic table cloths work well)
- Paper towels
- Smocks (optional)

Space needed

- Work Space: The space should be large enough to comfortably allow participants to make individual flags. Covered tables or hard floor space should be provided as workspace.
- Drying Space: There should be large space set aside for flags to dry away from other activities. A bucket of sand works nicely. You should allow at least 20 minutes of drying time before taking flags to their next homes.

Preparation



You may choose to assemble the flags ahead of time: Attach the flat short end of the cloth triangle to the top of the stick or dowel by rolling it and pinning it with two safety pins.



I. Instructions (5-10 minutes)

SAMPLE SCRIPT

*"We have explored a lot of material today connecting us to our bodies. Let's close with an activity that helps us become aware of what brings us joy on the most fundamental level. This is a fun creative activity that you can do at home and in your communities that helps spread the healthy sexuality messages of **WholeSomeBodies**."*

Introduce flag making as a fun activity that helps us become aware of what brings us joy on the most fundamental level. Participants will be able to bring their flags home as a reminder to celebrate their connection to their bodies and to the world.

Ask participants to take a moment to think about this guiding question:

- What are you doing when your body is the happiest?

Give instructions for making the flags (see below).

II. Flag Making (10-20 minutes)

Constructing flags (can be done ahead of time)

Attach the flat short end of the cloth triangle to the top of the stick or dowel by rolling it and pinning it with two safety pins.

Writing on flags

Participants are encouraged to come up with

- A one or two word answer to the guiding question and
- Write it on their flag cloth with a permanent marker.
- The question is: "What are you doing when your body is the happiest?"

Painting flags

Participants are then encouraged to paint their flags with the paints and brushes provided. The paint should be watery so that colors can blend together.

III. Dialogue/Processing (15 minutes)

Be creative and flexible about this part of the activity.

Participants could each be asked to present their flags as a 'go around' talking a little about the words on their flags, how it felt to make their flag, where they will hang it, etc.

Have participants show their flags to others and talk about how they answered the question.

Take your flags outside and create a temporary piece of artwork like a spiral. To make a spiral, bring your flags outside, join hands and make a circle. After the circle is made, one person drops their hands and leads the circle into a spiral (moving into the middle layer by layer). Once the first person is in the middle, everyone drops hands and places their flag on the ground or sticking out of the snow or dirt. The first person can then double back slowly leading the group back out of the spiral. This way, everyone can see each other's flags.

Close by asking participants to share final thoughts they have about **WholeSomeBodies** or wishes they have for the future.

If you are doing this as your final activity, thank everyone for coming and make sure they have your contact information.

Notes

ADDITIONAL MATERIAL

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Thinking About Workshop Endings

If you are doing a multi-session workshop series, you may want to add a brief closing activity to each workshop. Below is a list of possible endings for you to use. As facilitators get to know their group participants, they can choose endings that they feel the group would enjoy. Facilitators can also think of new and different endings that may suit their group, or add time in for participants to fill out their ACTION Trackers or have time for them to complete their *Reflection Journals* at the end of the workshop instead of at home.

LETTERS TO SELF

Hand out an envelope and a piece of paper to each participant. Ask them to address the envelope to themselves. Invite participants to write themselves a note. You can suggest that the note contain thoughts and feelings that relate to their experience in a particular workshop session. These can include personal insights, reminders about how to incorporate the *WholeSomeBodies* approach into their lives, ways to share their learning with the children and youth in their lives, or anything else that is meaningful.

If you do this during the Sensual Feast, you can invite participants to put a little something from the Sensual Feast display into the envelope and seal it (a bean, some dirt, etc.). Facilitators take the envelopes, post them, and send them to participants about a month or so later.

POETRY, QUOTES, READINGS

Find poetry, quotes, or readings that relate to *WholeSomeBodies*. Reading one of these pieces can be a centering ending for a workshop.

Here is a good one:

"...When we live outside ourselves, and by that I mean on external directives only rather than from our internal knowledge and needs, when we live away from those erotic guides from within ourselves, then our lives are limited by external and alien forms, and we conform to the needs of a structure that is not based on human need, let alone an individual's. But when we begin to live from within outward, in touch with the power of erotic within ourselves, and allowing that power to inform and illuminate our actions upon the world around us, then we begin to be responsible for ourselves in the deepest sense. For as we begin to recognize our deepest feelings, we begin to give up, of necessity, being satisfied with suffering and self-negation, and with the numbness which so often seems like the only alternative in our society. Our acts against oppression become integral with self, motivated and empowered from within."

—Riane Eisler, *Sacred Pleasure* (1995), quoting Audre Lorde (1984)

FLAG MAKING

If you plan to do the Flag Making activity in your workshop, you can incorporate a sharing about the flags into an ending.

Have participants show their flags to others and talk about how they answered the question.

Take your flags outside and create a temporary piece of artwork, for instance, a spiral.

To make a spiral, bring your flags outside, join hands while holding your flags and make a circle. After the circle is made, one person drops their hands and leads the circle into a spiral (moving into the middle layer by layer. Once the first person is in the middle, everyone drops hands and places their flag on the ground or sticking out of the snow or dirt. The first person can then double back slowly leading the group back out of the spiral. This way, everyone can see each other's flags.

PHYSICAL CENTERING EXERCISES

Exercise #1: Physical Centering

Goal: To have participants engage in limited movement to ground themselves in the moment, feel centered and connected to their physical environment and to further encourage the self-care that they have engaged in throughout the workshop.

Activity: Ask participants to stand or sit up as tall as they can—whichever is most comfortable for them. If they're comfortable, they can close their eyes.

Ask them to rock slightly back and forth and around in circles until they feel their bodies coming to a place where they feel the most balanced. Encourage them to roll their heads around in a circle, and bring them to a place where they feel the most supported by imagining a string from the crown of their heads going up into the sky. Ask them to hunch their shoulders up and then roll them back, opening up space in their chests and feeling tension roll away down their backs. Ask them to relax their jaws, their necks, their shoulders, arms, stomachs, legs, and feet. Then encourage them to breathe deeply in this posture, just letting their bodies relax.

Ask them to contemplate how they are physically connected to the space where they're standing/sitting. If they'd like, they can imagine that they have roots shooting out from their feet that ground them to the earth's energy and branches from the top of their heads stretching out toward the sky and the healing light of the sun and moon. Remind them of how much their bodies are able to do for them every day: they take us wonderful places, they take in nourishing food and turn it into energy, they allow us to touch and smell and drink in all the sensual feasts that surround us, they support us in our work and our play. Sometimes our bodies groan and complain when we overwork them or when we don't pay enough attention to them. Encourage participants to appreciate all that their physical selves do for them, and to take time to feel the many ways in which we are grounded and connected to our environment.

When participants feel ready, they can reopen their eyes and/or refocus their attention back into the room. Encourage them to take their centeredness and appreciation with them as they travel back out into the world.

Exercise #2 – Observe

Observe your breath; don't purposefully try to change it. Just observe your breathing in and out for the next two minutes.

Exercise #3 –Notice

Restrict your breath by holding it and just letting in a tiny bit through your nose. As you breathe in this way what do you notice? Now take a big deep breath and let it out with a deep sigh. Do this slowly and gently 5 times. Now what do you notice? When we constrict our breathing it affects our entire well-being. This is the opposite of openness and relaxation. When we employ rigid thinking or insist that things must be a certain way, it affects us in the same way.

EVERYBODY NEEDS A ROCK

Spread out enough small rocks for every participant to have one each plus several extras. You can choose smoothed rocks, striped rocks, or even purchased tumbled rocks. Rocks from their natural habitat appeal to many, but if obtaining them is difficult because of your location, you can use the tumbled stones.

As a closing of a workshop, read aloud Byrd Baylor's book *Everybody Needs a Rock*. You may have to skip some pages for timing's sake. Instruct the participants that while you are reading the book they can come up to the table to choose a rock as they feel inspired. Suggest that the rock can be a reminder of their experience either with the **WholeSomeBodies** workshop.

Optional: People can write a word on their rock that will serve to remind them of the day. Use a permanent marker, maybe silver or gold. At the end, ask participants to share something they have enjoyed and/or found helpful about the experience to share with others.

ADDITIONAL ACTIVITIES

There are many activities that groups can insert into trainings or workshops that are not formally explained as exercises. These are some activities that the original workgroup found inspirational during their initial exploration.

- Finger-painting
- Reading poetry or passages and free writing

- Listening to music and songs
- Sharing family pictures
- Telling stories of childhood or about daughters and sons
- Playing in the sand
- Cooking and eating
- Finding things in nature to share
- Taking walks

Training Structure Options

Option 1: Four Workshops – 2.5 hours each (150 minutes)

This is the creators of *WholeSomeBodies* preferred delivery structure. No materials are cut, and there is an extra hour in the last workshop session for building community or exploring ideas for action together. *Total Training Time: 10 hours.*

WORKSHOP	SECTION	TIME	AMENDMENT NOTES
Workshop 1 <i>Total time: 150 minutes</i>	Pre-evaluation and name tag making	10 min	<i>Allow some time at the beginning of the workshop and invite participants to make their own name tags and fill out the pre-evaluation.</i>
	Welcome and Defining Spheres	30 min	
	Etymology	20 min	
	Circles of Sexuality	40 min	
	Sensual Feast	40 min	
	Closing	10 min	<i>Choose a closing from the endings section or add your own.</i>
Workshop 2 <i>Total time: 150 minutes</i>	Exploring Gender	90 min	
	Childhood Messages	60 min	<i>Shorten the Large Group Discussion in Section II by 5 minutes. Have participants share only brief highlights.</i>
Workshop 3 <i>Total time: 150 minutes</i>	Body Image	40 min	
	Media Awareness	110 min	
Workshop 4 <i>Total time: 90 minutes without the potluck</i>	Hard Conversations	35 min	
	Action Planning	20 min	
	Flag Making	35 min	
	Bringing Families In		<i>Throw a potluck or pizza dinner party with participants and their families!</i>

Option 2: Four Workshops – 2 hours each (120 minutes)

Total Training Time: 8 hours.

WORKSHOP	SECTION	TIME	AMENDMENT NOTES
Workshop 1 Total time: 120 minutes	Pre-evaluation and name tag making	10 min	Allow some time at the beginning of the workshop and invite participants to make their own name tags and fill out the pre-evaluation.
	Welcome and Defining Spheres	30 min	
	Etymology	20 min	
	Circles of Sexuality	40 min	
	Flag Making	20 min	Use the Flag Making, Activity 11. Omit Section III: Dialogue.
Workshop 2 Total time: 120 minutes	Sensual Feast	35 min	Shorten Section III by 5 minutes. Choose option 2, large group discussion.
	Exploring Gender	85 min	Skip the Group Generated Scenarios in Section III.
Workshop 3 Total time: 120 minutes	Childhood Messages	55 min	Shorten Group Share in Section I, Uncovering Childhood Messages, by 5 minutes. Have participants share only brief highlights.
	Body Image	40 min	
	Media Awareness Part 1	25 min	Section I: Analyze a song
Workshop 4 Total time: 110 minutes	Media Awareness Part 2	50 min	Section II: Print Media, and Section IV: Action Tracker. Omit Section III: Whole Bodies that Can.
	Hard Conversations	35 min	
	Action Planning	25 min	

Option 3: One Workshop – 7.5 hours with breaks

Proposed 9 a.m.–4:30 p.m. schedule. Total Training Time: 6.5 hours.

START TIME	SECTION	TIME	AMENDMENT NOTES
9:00	Welcome and Defining our Spheres of Influence	30 min	
9:30	Etymology	10 min	<i>Have participants pair up. Assign each pair one word from the definitions in the participant workbook; read and discuss in pair for 5 minutes using prompting questions from activity guide. Have a quick 5-minute report out.</i>
9:40	Circles of Sexuality	40 min	
10:10	Sensual Feast	40 min	
10:50	Exploring Gender	90 min	
12:15–1	<i>lunch</i>	45 min	
1:00	Childhood Messages	55 min	<i>Shorten Group Share in Section I: Uncovering Childhood Messages, by 10 minutes. Have participants share only brief highlights.</i>
1:50	Body Image	40 min	
2:35–2:45	<i>break</i>	10 min	
2:45	Media Awareness	70 min	<i>Cut Section III: Whole Bodies That Can and Section IV: Action Tracker.</i>
3:55	Hard Conversations	15 min	<i>Only do the Group Brainstorm from Section II: Large Group Discussion and tease out strategies and tips.</i>
4:10	Action Planning	20 min	

WholeSomeBodies

Pre-Evaluation

Please take a moment to rate your response to the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I feel confident in my ability to talk to children and youth in my life about sexuality.					
I think promoting healthy sexuality will help eliminate sexual violence.					
Sensuality and sexuality are different.					
I often talk to children and youth in my life about sexuality.					
I understand what is meant by the word <i>sexuality</i> .					
I can help youth understand the messages they get about sexuality.					
I believe there are actions I can take to help prevent sexual violence.					
I have examined my own sense of sexuality and know how that impacts how I talk to youth.					

WholeSomeBodies

Post-Evaluation

Please take a moment to rate your response to the following statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I feel confident in my ability to talk to children and youth in my life about sexuality.					
I think promoting healthy sexuality will help eliminate sexual violence.					
Sensuality and sexuality are different.					
I often talk to children and youth in my life about sexuality.					
I understand what is meant by the word <i>sexuality</i> .					
I can help youth understand the messages they get about sexuality.					
I believe there are actions I can take to help prevent sexual violence.					
I have examined my own sense of sexuality and know how that impacts how I talk to youth.					
Participating in WholeSomeBodies increased my skills to talk to children and youth about sexuality.					
My understanding of sexuality was enhanced through the workshop.					

Sample Outreach Letter for School Administrators

For an electronic version, contact prevent@vtnetwork.org.

Dear School Administrator,

I would love to set up a time to talk to you about a new sexual violence prevention program we would like to offer to your school community. **WholeSomeBodies** is a curriculum for adults who have children and youth in their lives—such as parents, teachers, coaches, and mentors. It offers an opportunity to bridge the gap between home and school and help ensure that children and youth are getting clear and consistent messages that support non-violence, healthy relationships and the development of healthy sexuality.

Additionally, **WholeSomeBodies** provides schools with an important resource in fulfilling Act 1 mandates to protect children and youth from sexual violence. Many schools have already enhanced the curriculum offerings for students and have taken great strides to educate school personnel on issues around sexual violence prevention. As part of Act 1, School Boards were also directed to provide opportunities for parents, guardians and other interested persons to receive the same information (Sec. 9 16 V.S.A §563). **WholeSomeBodies** can help support implementation of comprehensive sexual violence prevention education across your school community.

Who it is for: Adults who work with, live with, or otherwise influence children and youth.

What it is: **WholeSomeBodies** is a curriculum that focuses on primary prevention (before first time occurrences) of sexual violence through health promotion. It is best offered as a series of four 2.5 hour-workshops, though can be amended to accommodate a variety of presentation options.

Through the course, participants will:

- increase their knowledge of healthy sexuality and
- increase their skills and motivation to model and teach healthy sexuality to the youth and children in their lives.

Where it is presented: We would like to present the workshop to the parents and teachers in your school. One possible setting is your parent's group.

What do we mean by healthy sexuality? We use the term “sexuality” broadly to include:

- Sexual Identity
- Intimacy
- Sensuality
- Sexualization
- Sexual and Reproductive Health

Within each of these concepts lies gender identity and expression, sexual orientation, body image, communication, feelings, desires, sexual activity, vulnerability, violence and more.

How does focusing on health promotion support and protect youth?

Many adults haven’t had opportunities to gain tools, skills, and information that support them in talking to the youth in their lives about sexuality. Some adults don’t feel they have permission to have these conversations either; it feels taboo or scary. When we don’t talk about sexuality broadly with young people, we may leave them with a lack of access to age-appropriate information about the breadth of experiences that define our sexuality.

We may inadvertently perpetuate a culture of silence and secrecy that can lead to individuals feeling shamed or alone in their experiences. Silence and secrecy also allows sexual violence to continue unchecked in our communities. It helps create and maintain a culture in which victims are less likely to come forward and perpetrators are less likely to be held accountable for their actions.

Through increased education, conversation, and support for healthy sexuality, we create individual and social strengths that resist and change cultural norms that allow sexual violence to occur.

We will push out the problem of sexual violence with a solution as we will ask ourselves: ***What behaviors do we want to see, what skills do we want to have, and how do we cultivate those behaviors in ourselves and the people around us?***

We would love to talk with you further about this program. I will follow up with a call soon and feel free to contact me any time at (insert contact information).

Sincerely,

[Your name]

Sample Outreach Letter for Parents, Caregivers & Teachers

For an electronic version, contact prevent@vtnetwork.org.

Dear Parent/Caregiver/Teacher,

We are excited to share an opportunity with you to participate in an innovative sexual violence prevention program. **WholeSomeBodies** is a curriculum for adults who have children and youth in their lives—such as parents, teachers, coaches, and mentors. Through the course, participants will:

- increase their knowledge of healthy sexuality and
- increase their skills and motivation to model and teach healthy sexuality to the youth and children in their lives.

What do we mean by healthy sexuality? We use the term “sexuality” broadly to include:

- Sexual Identity
- Intimacy
- Sensuality
- Sexualization
- Sexual and Reproductive Health

Within each of these concepts lies gender identity and expression, sexual orientation, body image, communication, feelings, desires, sexual activity, vulnerability, violence and more. We believe that for healthy sexuality to occur there needs to be a culture of inclusion, communication and diversity surrounding an individual that supports safe expression of one’s own sexuality.

How does focusing on healthy sexuality support and protect youth?

Many adults haven’t had opportunities to gain tools, skills, and information that support them in talking to the youth in their lives about sexuality. Some adults don’t feel they have permission to have these conversations either; it feels taboo or scary. When we don’t talk about sexuality broadly with young people, we may leave them with a lack of access to age-appropriate information about the breadth of experiences that define our sexuality.

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unchecked in our communities. It helps create and maintain a culture in which victims are less likely to come forward and perpetrators are less likely to be held accountable for their actions.

Through increased education, conversation, and support for healthy sexuality, we create individual and social strengths that resist and change cultural norms that allow sexual violence to occur.

Throughout the **WholeSomeBodies** workshop, participants will use their own experiences as a starting place to think about, discuss, and learn about approaches to supporting healthy sexuality with the children and youth in our lives. We will push out the problem of sexual violence with a solution as we will ask ourselves: ***What behaviors do we want to see, what skills do we want to have, and how do we cultivate those behaviors in ourselves and the people around us?***

The program will be presented in a series of [X-hour] workshops. Workbooks and resources will be provided to participants. Workshops will happen on:

[List dates and times]

For more information or to register, please contact:

[List contact information]

We hope you can join us for this important workshop.

Sincerely,

[Your name]