



Let's Talk About Sexual Health to Support Sexual and Domestic Violence Prevention

May 30, 2018

AK: Hello everyone!

AK: Thanks so much for joining us today!

AK: PowerPoint slides for this session can be downloaded here: <http://www.preventconnect.org/2018/05/lets-talk-about-sexual-health-to-support-sexual-and-domestic-violence-prevention/>

AK: For audio over the phone, please call 1-888-447-7153, passcode 879 736 #

AK: Register for our June 20th web conference here <http://www.preventconnect.org/2018/05/community-level-indicators-advancements-in-evaluating-sexual-domestic-and-other-forms-of-violence-prevention/>

CM: Can't get the Sound

AK: Prevention at the National Sexual Assault Conference <http://www.preventconnect.org/2018/05/prevention-focused-workshops-at-the-2018-national-sexual-assault-conference/>

CM: Kassy Podvin here is the link for the slides! :) <http://www.preventconnect.org/2018/05/lets-talk-about-sexual-health-to-support-sexual-and-domestic-violence-prevention/>

AK: Search "sexual health" on preventconnect.org to find these and other resources

AK: CDC's STOP SV Technical Package <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>

AK: Comprehensive Sexuality Education as a Primary Prevention Strategy for Sexual Violence Perpetration <http://journals.sagepub.com/doi/full/10.1177/1524838018772855>

SM: Pennsylvania wasn't listed in that article. Any resources for PA folks?

LD: Washington State also has comprehensive Sex ED standards that include consent/healthy relationships, though the standards are optional for schools

KK: Elizabeth Smart has been an amazing advocate!

AE: these posters are fantastic!

KB: Elizabeth Smart is coming to speak for our agency fundraiser in Dubuque, IA tomorrow! Can't wait

KK: I'm jealous! I have never heard her in person

BM: That's us! Thank you so much for showcasing our work! You can find it at makeyourmovemissoula.org

AK: Make Your Move! Consent Campaign <http://www.makeyourmovemissoula.org/make-consent-explicit/>

LE: great posters

VS: Megan Foster is the BEST!!!

AK: How do we create environments to support healthy sexuality?

CM: Acknowledge that healthy sex doesn't have to be limited to ongoing romantic relationships

WP: : Have open and honest conversations. Be open minded.

ME: LGBTQ inclusive education

LE: open communication is necessary

CO: : have a NO judgment mindset

KP: Center the conversations around pleasure first!! make it age appropriate starting at kindergarden

MS: : acceptance and comfortability when it comes to sex

MP: be open to discuss it more

CK: We can model open, non-judgmental styles of discussing sexual health

JD: Safe Zone Trainings. Parent/Caregiver Healthy Sexuality Educational Workshops

DR: develop tools to talk about all forms of oppression

EN: I think giving science-based information to students is so important so that they can explore that information and what it means to them

EN: Encouraging curiosity and vulnerability

JT: Comprehensive sex education! Discussing all options!

SM: It has to be part of the public-school health curriculum

KM: Collaborate with community sex educators who are educating on STI and teen pregnancy prevention

MK: We have to remove the taboos regarding talking about sex. We have to be open and inclusive.

JD: Using inclusive language when having these conversations (especially with youth).

SH: : destroy the taboo - have regular conversations

AE: Hi Kari!

LE: yes we can

CM: Steer away from providing values, instead provide information

DD: 11:19 AM: by not shaming people and not making sex such a taboo subject

MC: be ready to engage at all times

LC: Teaching consent, early body safety/ autonomy

WS: Consent is not a one-time thing it is ongoing.

TM: Inclusive and comprehensive sex education in every state

IF: we are currently planning a training for DV and SA advocates for talking about sex and consent with survivors

CM: Use the proper terms for body parts without awkwardness. Recognize our own comfort levels with the topic and work to be the comfortable one in the conversation while the kids are learning.

JF: : Deliberately inclusive of LGBTQ identities - not just saying "people are gay!" but actually talking about sexual activity and sexual health for this community

AR: : Acceptance and comfortability.

SB: Address gender norms

SM: Our Whole Lives (OWL) is a great place to start

TD: : Encouraging adults to not be dismissive or uncomfortable when youth ask them questions about sex

DR: engage caring adults in the process. they have to do the ongoing and everyday work when we leave

CG: Start the conversations early - birth! Also the conversations need to be 2-way - not just talking AT someone.

EW: The area in which I teach is very rural and very focused on abstinence education. I often go in trying to explain sexual assault and violence and the students don't know how sex works in the first place. So frustrating! A more comprehensive education is so important.

SM: Acknowledgement that sex isn't a bad thing, and it is in fact normal and people should never feel judged

LH: pleasure positive Sex ED!

OR: Develop more programs for male survivors of sexual violence education and prevention.

MO: Agree with EMILY WIRTZ: We can't address abuse and assault until young people know what healthy sexual relationships are.

TK: More programs focused on LGBT youth and young adults

AK: Why teach about sexual violence prevention in a sexual health unit?

EMG: We need to embrace a broad definition of sexual wellness that includes • Body Integrity and Sexual Safety • Complications within Sexual and Reproductive Health • Emotional Attachment • Eroticism (sexual pleasure) • Gender Expectation, Expression, Identity, and Role, e.g., healthy masculinity • Reproduction • Sexual Orientation

BA: Because so many students have experienced trauma related to their sexuality

LS: Cons - kids already don't really take those classes seriously

AB: To help normalize sexual health!

SM: Healthy relationships

CM: Because there are survivors in the room who might not be able to engage if it's not addressed

LS: Pros- we reach tons of kids, we can make the content interesting

LE: it is important to be able identify what is sexual violence

SM: Kids are put at risk when they are kept in the dark

DR: cons- links sexual violence as being about sex, not power and control

LC: Promoting consent where this conversation may not otherwise be had

SS: Pro: natural flowing conversation, directly related to what healthy sexuality looks like

WP: : We need to teach to bring awareness and educate students on prevention and what you can do if this does happen.

JJB: because that is the only place that many kids learn about healthy sexuality

LS: Pros- we do actually see change in these classes!

KM: In the past, the relationships unit has been totally separate from Sex ED... which means that consent isn't integrated into Sex ED and students aren't getting integrated, comprehensive information about sex and relationships

DR: pros- gets to people and normalizes talking about hard stuff

BA: Discussing choice and bodily autonomy is vital for healthy sexuality

MS: : it is such a "normal" part of today's world, it is important to allow teens to younger kids to realize what is really out there.

IF: normalizing the conversation and teaching consent

AB: There is the risk of not being thorough enough - if it's taught in schools, we need to be really strategic about our messages

JF: : Sexual health includes freedom to consent (or not consent), body autonomy, ability to understand their needs and desires

VS: : Community-based education sessions for parents and caregivers on how to have conversations with youth about healthy sexuality and overall sexual health.

CM: Because the dynamic of sexual violence is an important component in terms of safety

CMQB: administrators can be more open to conversations about sexual violence prevention and it can be used as a way to get in to talk about other Sex ED topics in a comprehensive manner

LE: most people can't clearly identify what is sexual violence until they see it or experience it

OR: Learn & teach about natural masculinity and societal masculinity.

DR: cons- many Sex ED programs are optional and need parental consent. if parent's opt out then youth won't get accurate information

WS: The biggest problem with not talking about sex is not talking about sex!

EW: So many kids who ARE engaging in some form of sexual activity don't understand what their own boundaries are or even that they should have boundaries in the first place

SS: Con: not enough time gets dedicated to that, OR too much time and then not enough of sex education

KL: Positive- to allow those starting a sexual life, to understand what is consent, what is healthy and unhealthy aspects of sexual activity

KT: consent is a factor of healthy sexuality

MP: Focus on healthy sex and understand its normal and necessary. Schools and parents focus too much on STDs and abstinence, which risks should be discussed, but sex is normal and can be a very positive experience

ME: Because sexual interactions are vulnerable interactions and require empathy, sensitivity, and social-emotional learning

DC: Teaching consent, listening to others and normalizing experiences, showing parents and other adults how to foster conversations around sex and promote healthy sexual experiences

CM: Because consent isn't yet normalized and so we don't always have the skills.

JF: : In my opinion sexual health education is incomplete if it doesn't include discussions around consent. Knowing how to put on a condom is important, but first you need to know how to ask and see if that's okay/wanted

BM: Studies show that most young people want to know how to have relationships - more than want the "nuts and bolts" of intercourse. Prevention really is all about having open conversations about healthy relationships

TM: The Arizona Coalition has created an entire campaign around this very topic.

JD: Primary Prevention and Correct Terminology

PM: another pro is they will be getting accurate information

CK: If we DON'T offer this, kids will find the information online and typically it's porn--hardly a source of compassion, listening, consent-based sexual activity

LC: Body positivity, learning how to seek consent, and promoting healthy, respectful relationships

TM: www.acesdv.org/sex-turned-up

LE: the problem is there is not 1 definition for a healthy relationship. We can all identify when something is not healthy, but not as much healthy.

AK: @Luis that's a really good point

Anita Woodley 11:25 AM: by creating an environment where autonomy is normalized

SD: The One Love Foundation provides great healthy/unhealthy relationship resources online at www.joinonelove.org

CM: Moderator: There are so many great resources in the chat. Can those be collected and sent out to everyone after?

IS: also check out our love like this materials that put forth positive models here at www.wscadv.org/llt

AK: @Christina we will be making the text chat available and can pull our links to resources separately

EN: Can Kari share the 2 proven programs?

EO: I'd also like to know what the 2 proven programs are called.

AK: @Emily and Erin, I will ask

ER: Hi it's Safe Dates and Shifting Boundaries

CM: Fantastic, thx!

EN: Thanks Ashleigh!

AK: FLASH Curriculum <https://www.etr.org/flash/>

ER: Here is the Tharp article: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5875446/>

AK: Thanks for the link, @Emily R!

LE: How would you navigate the complexities of addressing harmful gender norms and cultural attitudes that may reinforce those attitudes?

LS: We have edited the gender box activity to have them contemplate which words they wish weren't in their boxes and then use empathy to imagine the words the other group would not want to be assumptions or expectations made about them - we always get really thoughtful and empathetic responses

LS: we skip the outside the box words because we're working with 7th grade and they tend to enjoy saying those words instead of seeing how harmful the words are

LS: We also spend a few lessons getting them ready for that activity by helping them think about cultural norms, how they can change over time, how they can be harmful, etc

LS: We also do an activity to get them thinking about how many similarities we all have, physically, so they see that this "interplanetary model" isn't reality

LE: what is the racial-ethnic background of the students who receive this curriculum? Has this impacted the way the curriculum is given

LE: I like how you gave the distinction between hearing no and saying no

SM: Where can we get a copy of those scenarios?

AK: @Shayna here is the website for the FLASH Curriculum <https://www.etr.org/flash/>

LE: the scenarios sound great.

AK: How can you integrate sexual violence prevention into the existing sex education in your community?

LS: we've been doing it for 8 years :)

LH: my organization, Family Tree Clinic, has partnered with the developers of FLASH in implementing a rigorous study of the curriculum, so we have done these lessons with fidelity in hundreds of classrooms, and I am happy to say that these activities have been very well received by very diverse audiences. we like them very much!

EW: My whole job is surrounded by this question. Our agency goes into local schools with an altered version of "Safe Dates" and we have a few teachers who will integrate these types of lessons, but most often our 3-day program is the only true sexual violence

prevention that they receive. Most of our schools are required to teach abstinence

BP: : Focus on how communication is integral to all sexual activity

CM: We've done it the other way around. We are bringing sex education to individuals with disabilities as a component of reducing sexual violence.

AB: We currently do three lessons in a high school about sexual violence and consent. But we haven't really thought about "how to say no" and that's so critical. I will look into FLASH definitely!!! <3

RM: We use FLASH but we can also add other complementary programs that aim to prevent sexual violence and shift from harmful gender norms

KM: I coordinate a local healthy sexuality coalition with community sex educators, but I've also worked really hard to build relationships with my school district's curriculum coaching department.

LS: Christina Meneses would you share resources on that? We want to serve individuals with disabilities better but don't have resources

SM: It's a fine line with our conservative community schools and parents. We are told SV is our specialty but the health classes are to handle the sexual health piece. However, not all the teachers are covering this topic.

TG: Previously, our campus team has included conversations about healthy relationships and body positivity/self-love + empowerment into our programs - I'm excited to include some more of the polling/social norms approach to these conversations

JD: We use Shifting Boundaries in 6th Grade as well as Safe Zone Trainings in the community and a Sexual Violence Prevention Workshop specifically for parents/caregivers discussing healthy sexuality conversations with children from birth to 18+

KL: We are trying to use Safe Dates yet, we are not able to get into the majority of schools in our district

JJB: teach boys to respect women and girls and teach girls and to respect themselves and also teach them self-defense

BA: We aren't allowed to delve into sexual health in our violence prevention work, which is really hard .

WS: We have a long way to go in Charlotte County Florida where the principal of each school has the say of who can or cannot come into each school, and more than not do not believe we have a problem in this county, or that their current Sex ED program is not enough.

TC: talk to the school counselors and provide literature/curriculum...also provide information to the local Pregnancy Resource Center, and to the parents in our Parenting classes

Jess Cowl 11:43 AM: Using this research, both quantitative and qualitative, in addition to propping up the voices of our site contacts (regarding need) to support lobbying efforts to effect change on a legislative level

NR: Most of the communities that we prevention work in won't even let us say "Sexual Assault" in front of students

BT: Able to talk to either students or those who've been through it and share your own experience. When I talk to my students, when I tell them my side of the story they're able to listen and react more because I let my guard down.

EMG: We don't just instruct consent - we incorporate consent into our sex-positive, kink-friendly discussions on mutual sexual pleasure.

DD: 11:45 AM: focusing on enthusiastic consent and being inclusive. We break down power and privilege and how it prevents sexual violence

EO: We partner with high schools in our county to offer MyStrength and My Life clubs that meet weekly and are optional for students (they run all year long); we also come into schools to do sexual violence presentations when they are focusing on the sexual health unit of their health classes

SH: @Eric Marlowe Garrison - That's amazing! What age group? Is this a certain curriculum?

DW: I was curious about the name of 2 evidence sexual health curricula you mentioned earlier?

IS: thank you Kari, always great to hear your clarity around this - you rock!

TK: Thank you, that was very interesting and helpful

EO: Daniella, it was Safe Dates and Shifting Boundaries

CMQB: thank you Kari!!!!

DC: Discuss the significance of power and control in creating sexual violence and creating a healthy environment to exchange ideas about this

CG: We've been school board approved in all 3 of our county school districts for over 20 years. We do programs that integrate consent and other SV prevention strategies in grades K, 3, 5, in middle and high school health classes and have provided modified programs in Life Skills, Emotional Support and Autism Support classes for over 15 years. I modify the special needs classroom programs based on the input from the teacher (each classroom-each year is very different). Teacher input is important to 'buy in' and if you have board members, staff, etc. who can help you get the program approved by the school board, it helps a LOT.

AG: Someone asked the name of the curriculum. It's High School FLASH. It can be found at www.etr.org/flash, or you can email FLASH@kingcounty.gov to get more information about it. Thanks!!

CM: So excited - heard about this program on the radio!

EW: There is also another program rated "promising" and their evidence-based application is in process through SAMHSA--"Date Safe" is a much more modern and interactive classroom program (similar to "Safe Dates"). My agency is currently looking into funding the new programming in our area. There's a greater focus on consent and sexual violence prevention over recognizing DV red flags.

KK: The 2 proven education programs are identified in DeGue, 2014: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5875446/>

KK: They are Safe Dates and Shifting Boundaries

DW: Thanks Kari!

AK: Link to this article: Utah becomes 1st state to declare pornography a public health crisis
<https://www.ksl.com/?sid=39405776&nid=148>

BM: But do these studies suggest causation or just correlation?

YW: I can't hear

NP: Yes, there are many contradictory, longitudinal of violence link too. Not sure if she will present the other side or not.

DL: Where there studies done on white children?

AE: Derek I believe Emily stated these studies were done on mostly Black and Hispanic youth due to the composition of patients in that particular hospital unit

AK: Start Strong <http://www.bphc.org/whatwedo/violence-prevention/start-strong/Pages/Start-Strong.aspx>

TK: Having a difficult time hearing, it sounds pretty muffled

DL: I think it would be beneficial to compose studies on white children as well, so as not to stereotype a negative connotation with the study placed on solely black children

KP: what is the web series and site it can be located at?

JB:@Derek: agree with that.

JA: The halls, www.thehallsboston.com

KP: Thank you!

NP: Isn't describing it as "been exposed" and "incidental exposure" assuming young people have no agency or sexual interests and desires? Most report retrospectively seeking it intentionally.

SB: I'm pretty sure a ton of studies have already been done on white guys

SH: How can we get in touch with y'all/Emily to learn more about your curriculum?

AK: @Sarah they have a training coming up and some next steps that they will share at the end

JA: Here's the link to our upcoming training: <http://publichealthtraining.wixsite.com/mysite>

EMG: So glad to hear that these programs are sex-positive, anti-censorship, and GSRD-friendly...

NP: Why is "Reduced pornography use" a long-term outcome goal if the program is porn "neutral"?

ER: Hi Nicole: just when they are underage

SH: Thank you! @Eric how can I learn more about the curriculum you mentioned in this chat?

EMG: write me, please @ Eric@ericmgarrison.com

KM: Is there a way we can learn more about this curriculum or obtain the outline for those of us who can't attend the training in Boston?

TK: I would also be interested in possibly obtaining this curriculum

JJB: me too

MC: What is the age range for attendees? Did you have to go through a parental consent process?

KM: Also - if you're not teaching this curriculum in school, how are you recruiting participants and ensuring that they attend for all eight sessions? Is it an afterschool program?

AK: We probably won't have time to get to all of your questions, but I can facilitate getting answers to you.

KM: thank you Ashleigh!

MC: When talking about the ethical issues, do you discuss the legal ramifications of sexting? I'm unsure what the laws are in California. We have had a child pornography case here because of pictures. ooooh you just touched on it.

DL: Racist porn would also be a great topic to discuss the derogatory language used in the title toward Black Actor and Actress in the film

KT: Why is it "so-called" revenge porn?

ER: Hi Kaylin The proper term is non-consensual dissemination of sexually explicit material but sometimes people haven't heard of that

DL: Also how porn perpetuates a hyper sexualization of Black Men and Women.

LH: I've also heard it called "sexual abuse images" by local SV professionals

KT: thank you @Emily!

CK: Has a version of this curriculum been tested on college students? I understand that we have much more leeway in the terms, language and issues that can be covered with this cohort, but I'd be interested in knowing this. @ericgarrison let's talk offline sometime about this.

DL: And what that looks like in viewers interaction with that race

KM: Wow - there is so much I see wrong with that graphic.

KT: thank you @Lindsey!

KM: I feel like if I didn't like sex you would judge me from that graphic.

KM: IJS

KT: I agree @Derek!

KT: @Claire I'd love to be part of that conversation too!

DL: Another great topic would be to discuss how those porn sites cater almost exclusively to white men and boys and the studies that should be highlighted showcasing that. considering porn is highly marketed toward that demographic

AB: Yes @Derek! That's so important. I've seen documentaries about it and it needs addressing

SS: Does this address at all members of the Asexual community? I'm trying to see a space for them in this, but I am struggling a little...

EMG: @ Claire K: YES!

CK: @Derek I know that much older gay porn is horribly racist. Not sure about today's versions, but there was a lot of refusal to discuss that issue. May be different today.

JA: We discuss the asexual community heavily when covering different types of intimacy

SS: That's awesome! Thanks.

MC: are there any national studies and data on youth use of pornography?

EN: That's great to hear, Jess! Would love more info on including the members of the Asexual community if you might share?

KK: it was Rebecca Milliman at Harborview, in attendance today :)

KK: you can email with questions about FLASH: flash@kingcounty.org

KT: Yes, I would love to hear more about ace inclusion in the curriculum too!

KK: we would love to talk to you about it :)

AE: Thank you! This was very informative!

TK: Great webinar, thank you.

JM: Thank you. I appreciate all the information

Julie Goble 12:31 PM: Thank you so much! This was wonderful!

CG: Thank you!

AH: Great webinar! Thank you!

WS: Thanks for a lot of great information.

EN: This was wonderful! Thank you so much! And I really enjoyed the discussion in here :)

KM: Thank you - the presenters were excellent

DL: Please have more studies done on racist porn, the hyper sexualization of Black Men and Women

JJB: wonderful webinar. looking forward to the next one

CM: Thank you so much truly enjoyed this!

DL: More studies that highlight white men and boy who watch porn considering they are the main viewers of porn

DL: Showcasing Black boys in the study when they are not the majority of viewers is a disservice to research as well as the connotation it places on the Black community