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Consent Ed Teacher Facilitator Training Self Taught Module. Part 2.

Welcome to the Consent Ed
online Facilitator module for
Teachers.

Workshop length – 2.5 hours.



Learning outcomes for today's training.

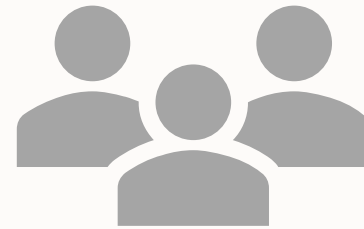
Participants will:

- Have an increased awareness of the Consent Ed Project and resources.
- Explore facilitation and identify individual key strengths/traits.
- Become aware of any biases they may have around the topics/subject matter.
- Understand the sensitivity of the material for both participants and themselves and explore self-care.





Introducing the Consent Ed Programme resources.



Outlining the offerings available to you as a member of the Consent Ed Community of Practice.

Programmes construct.

- Positioned in a robust theoretical framework.
- Programme delivery supports experiential and interactive learning.
- All materials align with best practice in delivering a sexual violence awareness and prevention programme.
- All are informed by an array of sources.
- Consent Ed Facilitator Handbook: Main document.



Facilitation n Overview.

3. Check in on our tolerances and biases thresholds. (20-25 mins).

This part of the training will focus on...

- Facilitating using the Consent Ed resources. (20-25 mins).

2. Looking at what facilitation is, reflecting on the skills/traits/characteristics for facilitation. (40-50 mins).

Facilitating the Programme.

As facilitators, we should first familiarise ourselves with:

- Our audience/target group.
- Our own viewpoints, comfort levels, biases or any challenges around the topics.
- The programme resources, its content, activities, materials, purpose and premise.

In facilitating this programme, we should consider:

- Peer to peer learning inspired.
- Student's voice and critical thinking are encouraged.
- Opportunity 'to open the door' in starting conversations around sexual violence.
- Being mindful that the subject of sexual violence and harassment can be distressing and uncomfortable.

“Tell me, and I will forget.

Show me, and I may remember.

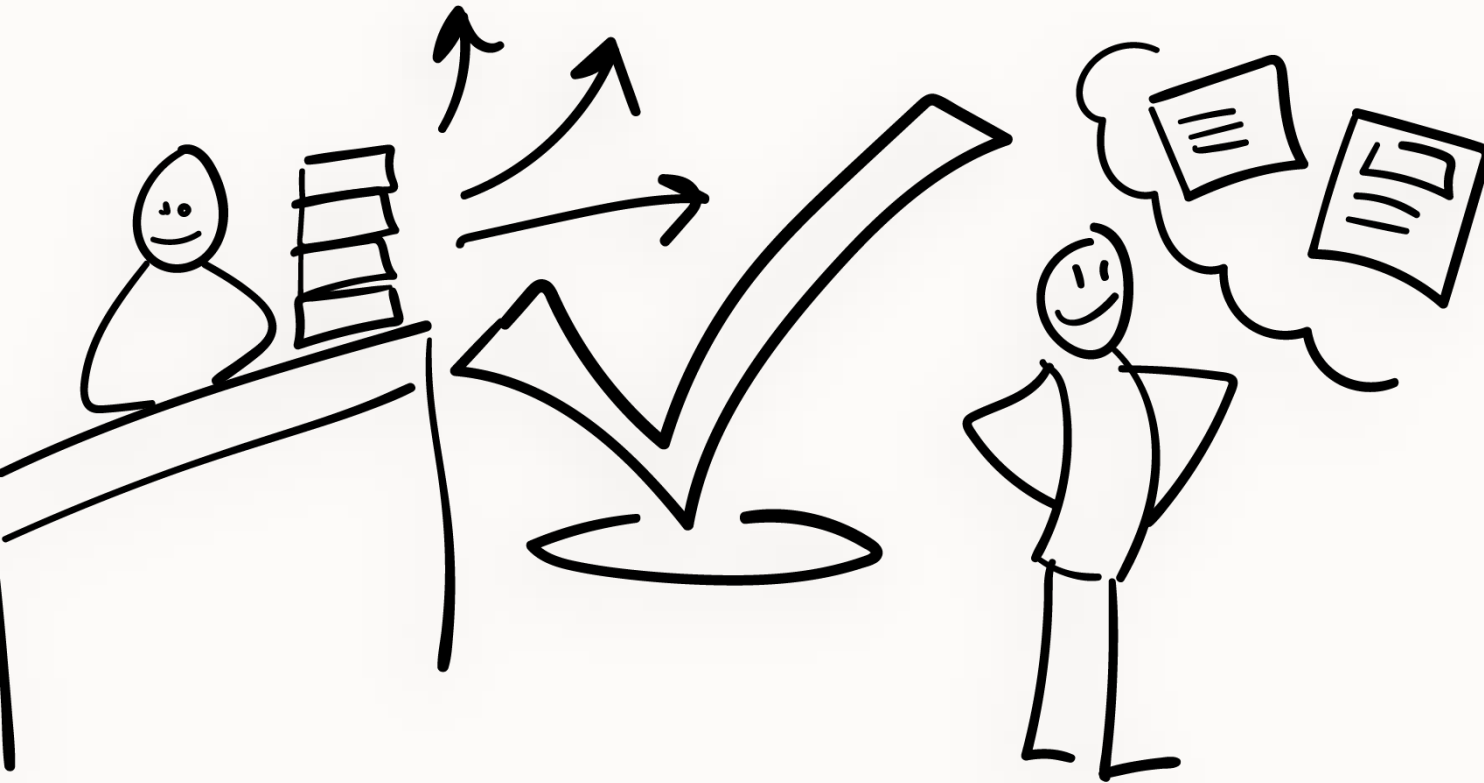
Involve me, and I will understand.”

Confucius 450 BC.

The 3 P's of Facilitation.

When facilitating any programme, workshop, course, class, tutorial, meeting and so forth there are varying posits upon which a facilitator can set their facilitation compass. One such posit which is most apt and aligned with facilitating Consent Ed is

Pace, Process, Pulse.





PACE: As a facilitator you are responsible and must be aware of the pace of your workshop. So the pacing of a workshop is a critical element for the facilitator. Paramount in facilitating the Consent Ed programmes is the learning and interaction for both the facilitator and the participants.



PROCESS: The interactive nature of the Consent Ed programmes cultivates and harnesses a learning journey facilitated in a dialogical and engaging process by the facilitator. It's about the having the ability to take content and transfer it over so that the participants can own it.



PULSE: Just like when you take your own pulse on your wrist, the facilitator has to take the pulse of the whole class. What is the energy of the participants at any one moment? It's important to note when there is a high level of energy then learning is taking place because the participants are engaged. In contrast if you sense a lull or dip in energy as facilitator you will need to get the energy back up again. You need to gauge the energy of the participants and adjust as needed, rather than focusing just on getting through all the content. (Selfgrowth.com, 2023).

Examples of some Key Facilitation Skills.

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Active Listening - Paying attention to what your participants are saying, listening to them and acknowledging that you have heard them.



Maintaining Objectivity – what the premise and purpose of the facilitation role is.



Being Prepared – having all handouts, activities, clips photocopied in advance and lined up ready to roll for the programme.



Communicating – effectively disseminating and delivering the ethos and fundamental messages and learning for participants.



Guiding Participants – to navigate the information and messages of the programme in a fun learning environment.



Facilitation Trait – what quality or characteristic that is unique to you which complements your facilitation style. Everyone is different and that is okay.

- Facilitation is performing.

- Facilitation is about collaboration.

- As facilitators we are becoming experts for learning.

- Facilitators need a solid foundation in process knowledge.

(Von Holzen, 2019).



Facilitation skills can include:

- Helping the group gain skills/knowledge.
- Not didactic – interactive and experiential.
- Learning from one another, as equals.
- Sharing responsibility to create good learning; build on own knowledge; draw on life experiences.
- Fun!
- We don't need to be experts to facilitate.
- Being respectful.
- Visit and revisit knowledge – hear; see; say; do.
- Active listening.



Facilitation skills contd.

Where appropriate, make notes of suggestions.

Summarising carefully and checking that you have understood the point a participant is making.

Ask open questions or give choices.

Create a safe space.

Share/think about experiences, reflect and relate.

Checking assumptions – both ours and the students.

Build trust.

Give feedback – realistic, positive, constructive

Debrief.

Access your Community of Practice within your school and the wider community for support.

Any others?

Two You Tube Clips information.

(10 mins).

**The Facilitator Role
(2016).**

51 secs.

**The Difference Between
Facilitation, Teaching, and
Lecturing (2016).**

2min 08.



The Facilitator Role

CREATED USING
BwTeeen

LECTURING VS. TEACHING VS. FACILITATION

with Sam Killermann





**(c) Check in on our tolerances
and biases thresholds.**

Let's unpack
this.....



What do we mean by bias?



For a couple of minutes think about what bias, unconscious bias means to you or what your understanding of the terms are.....



Now reflect on how you will harness this going forward.

Bias is a prejudice against a person, thing or group usually positioned from a perspective which is unfair and are held by individuals, organizations, groups.

Unconscious bias is an instinctive process based on our past experiences and we can often be unaware of these views or opinions or their full impact.



Up to this point we have:

- 1. Looked at what the programmes cover – the topics, subject areas etc.**
- 2. The facilitator role – skills, traits etc. complementary for same.**

With these in mind, do you think potentially some challenges may arise for you in terms of bias or unconscious bias?

Thus, it is important to recognize and/or identify our bias and acknowledge their presence but also actively make changes to take charge of them.

It is important for us to remember how our actions and decisions can become outcomes of our unconscious bias which can affect others.



This Photo by Unknown author is licensed under [CC BY-NC-ND](#).

Prevention programmes offer the opportunity to engage the young person in a discussion of the issues involved. They offer a safe and respectful environment in which to challenge attitudes that condone violence and build perceptions that help young people to understand what is involved for those who experience domestic or sexual violence.”

Reflective Prompt.

As facilitators of the Consent Ed programmes with young people, what can you do remedy any bias or unconscious bias you may have?

Bias/unconscious bias could be around the topics, the interaction with young people and what that may bring up for you or something else.....



Short You Tube clip (1 min 07 secs).

HOW WE MAKE DECISIONS




**Other
actions
too can
include.**

Increase your self-awareness by slowing down your thought process – ***preparation in key, know your session in advance, its content and any potential triggers that may arise.***



Consider your interaction with others, can it be different due to age, gender, ethnicity, reputation, something else for example? - ***know your intended audience, their capacity and level of ability, will they be able cope and engage meaningfully with the session content (also linked to the first point).***



Address your unconscious bias by placing yourself in 'the young peoples' shoes', viewing the world from their perspective – ***they may be feeling the same as you, nervous, anxious, excited, covering topics they may not have done previously.***

Care for facilitators/educators.

You could create a charter which will empower you to identify how to support yourself as a facilitator of Consent Ed.



I will:

- *Look after myself in this work by.....*
- *Be careful to/not to.....*
- *Identify any potential challenges, biases in preparation of my role as a facilitator and acknowledge them.*
- *Be helpful if....*
- *Feel supported when.....*
- *Access and utilise my community of practice within and outside of my school.*

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- Marshall E-Learning Consultancy. (2017). *How we make decisions and how Unconscious Bias affects judgement in the workplace video*, [video online], available: <https://www.youtube.com/watch?v=dlwkvB0Diz4> [accessed 28 August, 2023].
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