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# Consent Ed

## Teacher training



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# Before we get started:

- Please stay on mute (excluding interactive pieces and breakout rooms).
- Please turn cameras on if possible.
- This session will not be recorded.
- Use the “raise your hand” to ask a question, or pop a message in the chat.
- Be kind to yourself after the training - as this topic may affect you in ways you do not expect.



# Group agreement

What do you need to feel comfortable and safe participating in this training today?

- No recording
- Timekeeping
- Openness
- Confidentiality



# Overview of today's training

- Introduction to training
- Overview & background to Consent Ed
- Guide to facilitating Consent Ed
- Handling disclosures - best practice
- Self care
- Stretch Break
- Interactive activities
- Session Close, questions and evaluation



# Key takeaways of this training:

- **Increased awareness of the Consent Ed Project and resources**
- **Consent Ed lesson topics**
- **Being an affective facilitator**
- **Self-awareness of biases**
- **Basic disclosure skills**
- **Understand the sensitivity of the material for you and your students**
- **The importance of self care**

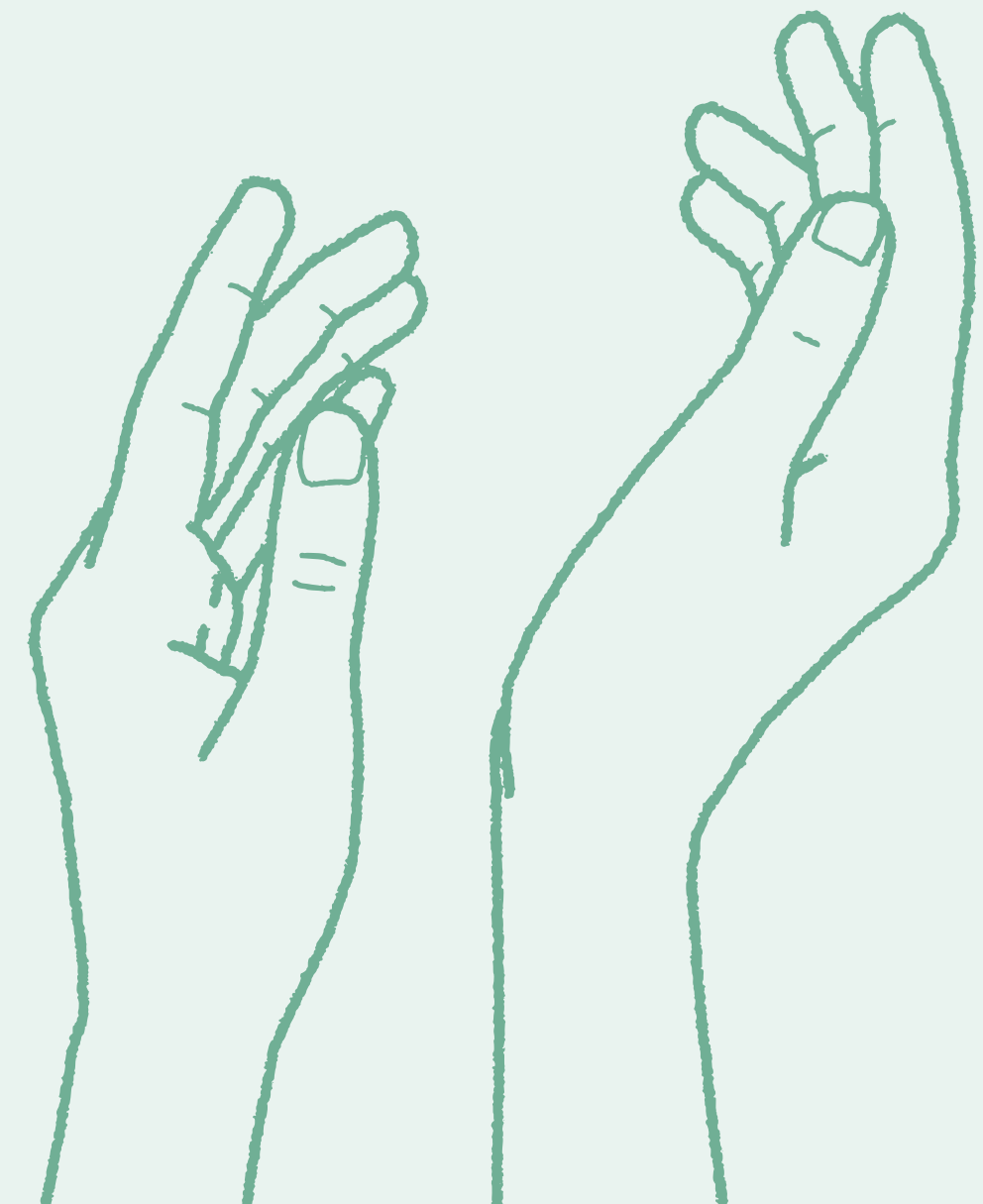


# Hybrid training

Before this training, you will have received your self-taught modules on the following topics:

- What is the Consent Ed Project and the journey so far.
- Consent Ed Project Guide to Facilitation.
- Consent Ed Project Guide to Disclosure.

If you did not receive an email with these PowerPoints attached, please contact us at [ConsentEd@grcc.ie](mailto:ConsentEd@grcc.ie) at your earliest convenience.



**What are your hopes and fears for this training?**





# Consent Ed

Overview and background



# Development of resources

**The Consent Ed project evolved out of The Manuela Programme which was developed in 2016, in partnership with 16 Rape Crisis Centres and the Rape Crisis Network.**

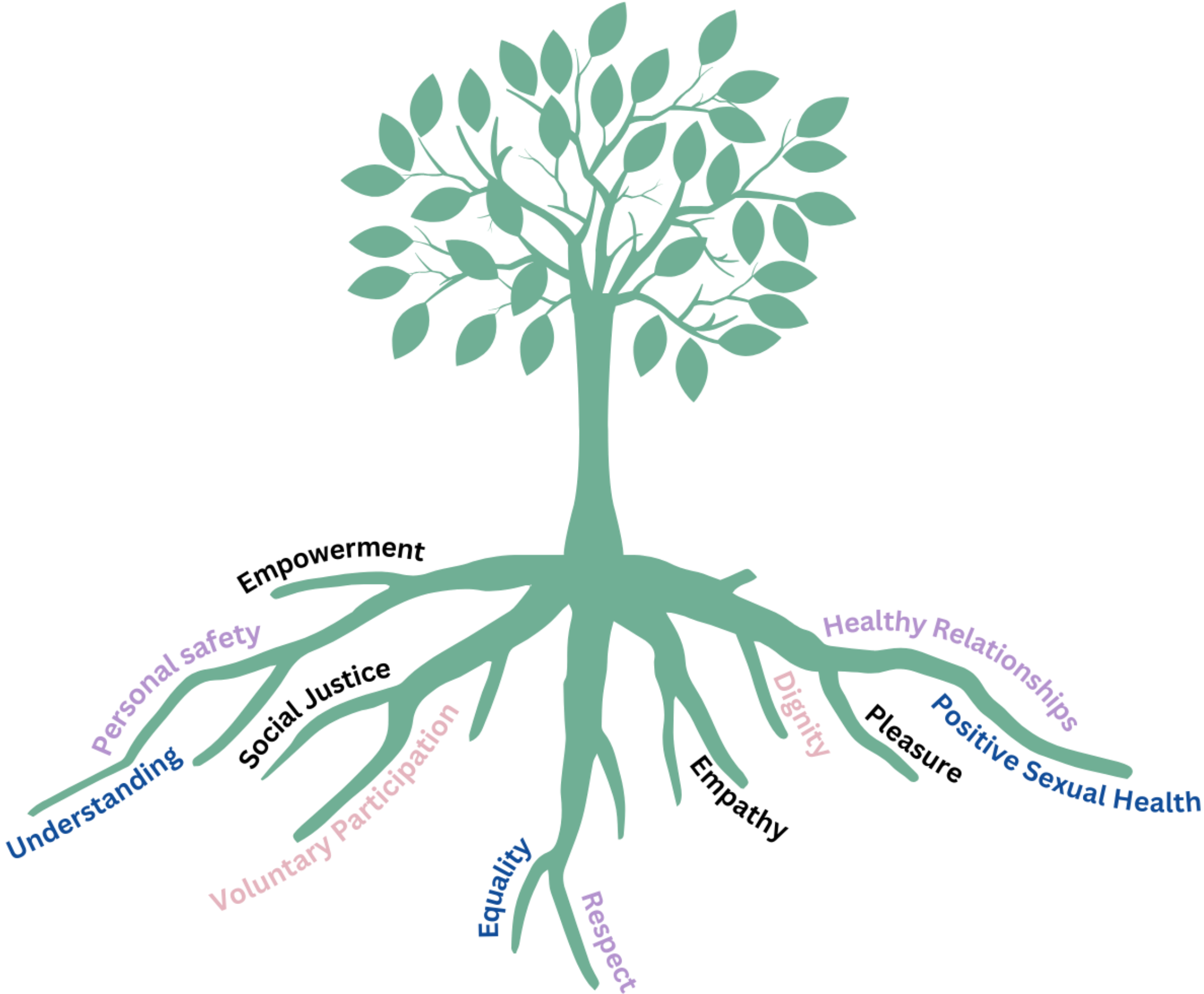
**These resources were created in consultation with young people and teachers and have been piloted & evaluated to ensure their efficacy.**

**Consent Ed Project resources have been developed in consultation with the NCCA, and are aligned with the NCCA SPHE and RSE learning outcomes.**

**We are currently developing and piloting more content for 1st years, 3rd years and 6th years in line with new NCCA SPHE guidelines for Senior Cycle.**



# Values underpinning Consent Ed resources



# Support for Schools

Our recommendations for working with parents in the roll out of Consent Ed in your school:

- Send out consent form & letter included in your training package in advance
- Hold information evening – online or in-person to respond to queries.
- Showcase testimonials from previous participants if Consent Ed has been rolled out before.
- If a parent is very concerned send them a copy of Consent Ed Handbook to ease concerns about the content their child will learn.
- Encourage them to contact school if they have any concerns, queries or questions.



# Session Timings

Junior Cycle Sessions are designed to be 1-hour sessions. These sessions could be extended across two 40-minute classes if needed.

Senior Cycle sessions are designed to last 80 minutes, but can easily be spread across 2 hour classes if needed to allow more time for activities.



# Session overview

## Junior Cycle

Session 1: Introduction to Consent Ed and Sexual Harassment.

Session 2: Online Sexual Harm.

Session 3: Sexting and Intimate Image Sharing.

Session 4: Sexual Exploitation and Grooming.

## Senior Cycle

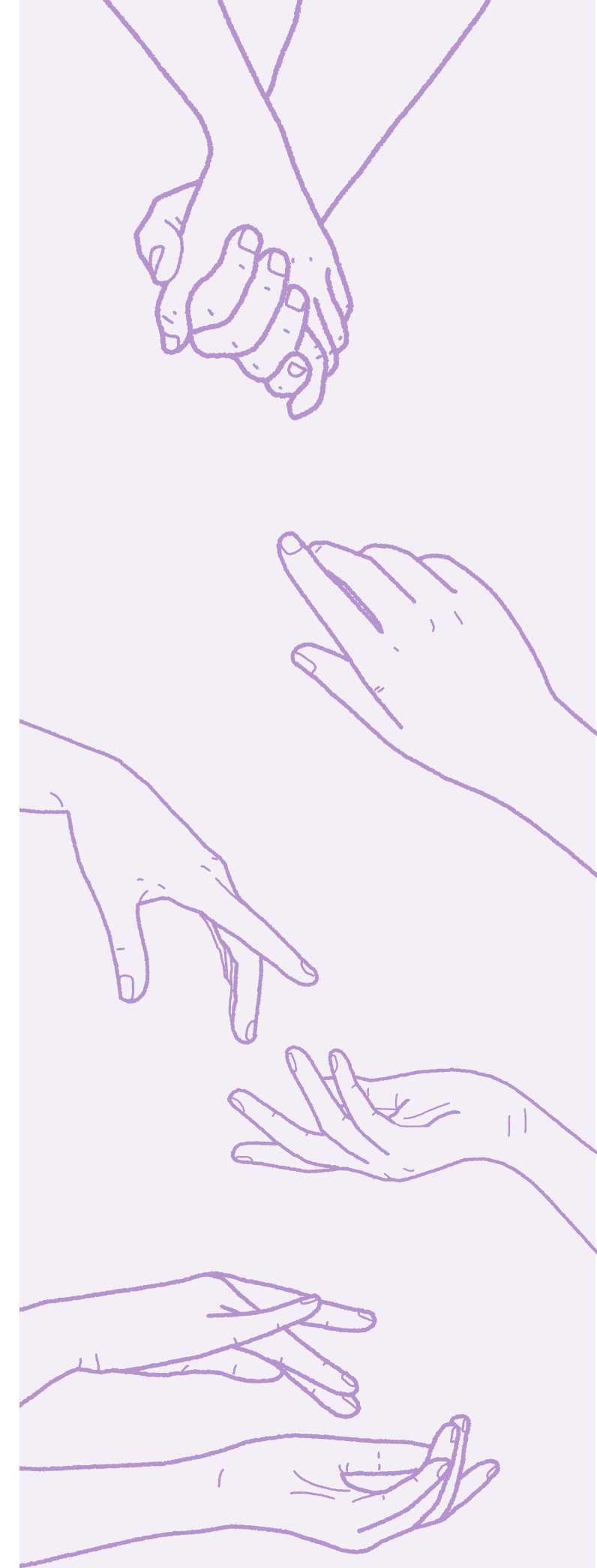
Session 1: Healthy Relationships.

Session 2: Consent and the Law.

Session 3: Sexual Violence.

Session 4: Online Sexual Harm.

*We are currently developing content for 1st, 3rd and 6th years on topics including: boundaries, bystander intervention, pornography, and other topics outlined in the NCCA SPHE outcomes*



# Learning Outcomes - Junior Cycle

**2.7 Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise.**

**2.9 Explore why young people share sexual imagery online and examine the risks and consequences of doing this.**

**3.4 Appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others.**

**3.6 Appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways.**

**3.11 Demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health.**

**4.4 Discuss ways to support themselves in challenging times and where / how to seek support, if needed.**

**4.6 Examine different kinds of abusive and bullying behaviour that can occur in online and face-to-face interactions.**

# Learning Outcomes - Senior Cycle

*We are currently aligning our senior cycle content with the upcoming NCCA learning outcomes for Senior Cycle, to be published this year.*

Differentiate between healthy and unhealthy relationships.

Recognise and act on negative/undesirable behaviours including 'red flags' and be cognisant of positives in relationship types.

Establish respectful and healthy relationship boundaries.

Participants will be able to demonstrate a clear understanding of consent and the law.

Participants will recognise that mutual consent is required for any sexual activity

Define the various forms of sexual violence.

Develop increased awareness of sexual violence and societal attitudes towards it.

Increase skills, knowledge and attitudes that decrease the perpetration of sexual violence.

Identify the various ways in which online sexual harm may occur.

Recognise the warning signs that may lead to various nuances of online sexual harm.

Explore the law surrounding sexual image sharing.

Develop empathy for victims of online sexual harm and ability to challenge our own victimblaming attitudes

# *Session Format*

## Junior Cycle

### Lesson Plan

- Title of session
- SPHE outcomes covered
- Materials needed
- Procedure

### Teacher Guidance

- Further reading and information

### Activity Pack

- Hand outs and activity sheets

## Senior Cycle

### Lesson Plan

- Title of session
- Outcomes covered
- Materials needed
- Procedure

### Facilitator guidance

### Session guidance

- Further reading and information

### Activity Pack

- Hand outs and activity sheets

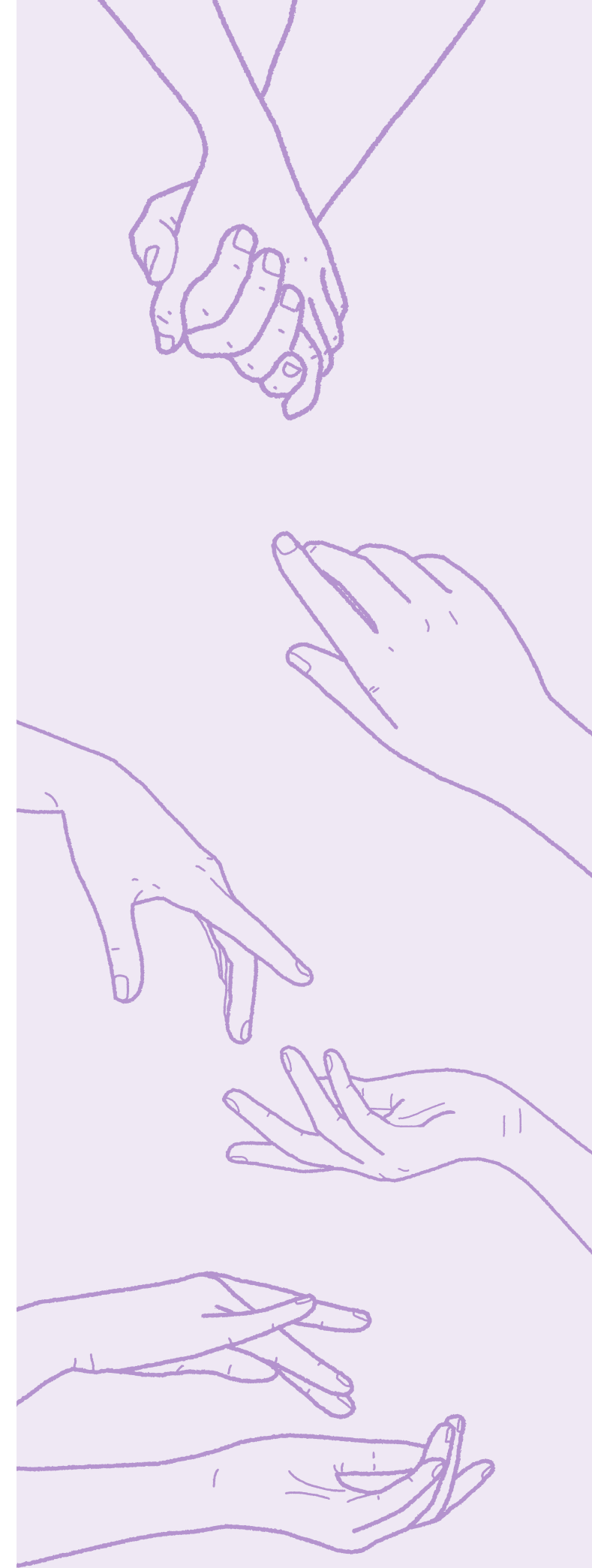
# Consent Ed Teachers Toolkit

After this training you will be sent your Teachers Toolkit. *You must complete an MS form to avail of these resources.*

This form will be shared with you at the end of this training.

This kit includes:

- Consent Ed Handbook
- Consent form template
- Letter for parents
- Powerpoints & supporting media



# Youth Work

Consent Ed resources are flexible and adaptive to Youth Work environments, aligning with key overarching national policies and frameworks overseeing youthwork.

Consent Ed acknowledges that Youth work compliments young people's formal education and plays a significant role in contributing to many aspects of their lives, e.g.

- Education
- Health and wellbeing
- Personal development
- Community engagement

Consent Ed resources are aligned with NCCA SPHE outcomes. These outcomes align seamlessly with youth work outcomes contained within BOBF and Youth Work's seven proximal outcomes (personal and social development outcomes).



# Youth Work - Seven Proximal Outcomes

## Communication Skills

Explaining; listening; expressing; questioning; using different ways of communicating

## Confidence & Agency

Self-reliance; self-esteem; self-efficacy; self-belief; ability to shape own life and the world around you

## Planning & Problem-Solving

Organising; setting and achieving goals; decision making; critical thinking; questioning & challenging; managing risks

## Relationships

Establishing positive relationships; managing conflict; empathising; motivating others; valuing team work

## Creativity & Imagination

Open to new ideas; imagining others ways of doing things; applying learning

## Resilience & Determination

Self-motivation; self-discipline; sense of purpose; persistent; self-control; concentrating

## Emotional Intelligence

Self-awareness; reflecting; self-accepting; self-regulating

# Youth Work goals and outcomes

Consent Ed resources are designed to:

- Further enhance the work of practitioners and volunteers engaging with young people
- Enrich young people's development
- Provide young people with the knowledge, skills and awareness to support them to make informed choices in the lives.

These resources work in parallel with the perspective of positive youth development which focuses on:

- Intentionality
- Pro-social approach
- Engaging with young people within their communities, schools, organizations, peer groups, and families.





# Facilitating Consent Ed

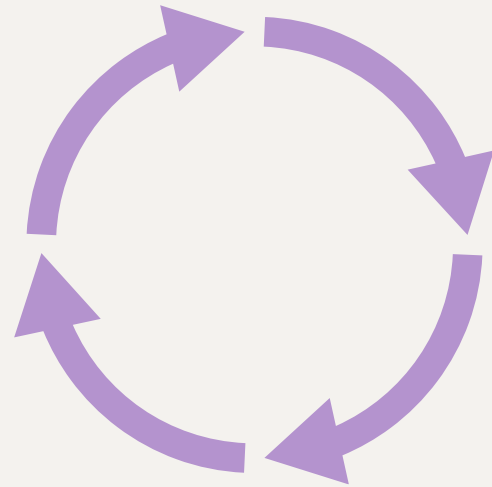


# The 3 P's of Facilitation

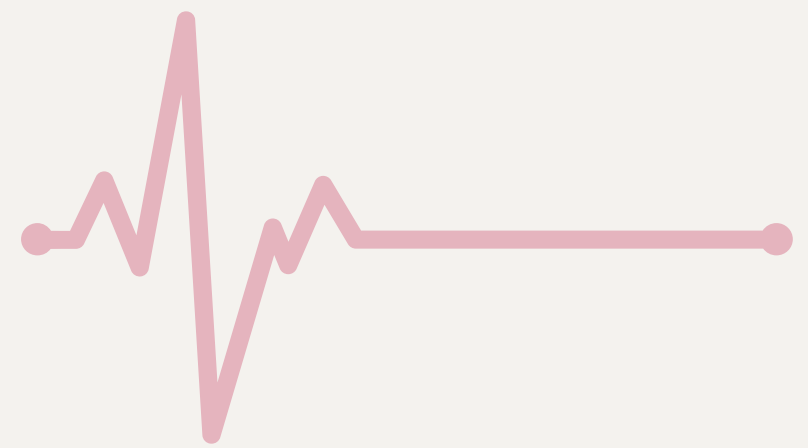
Pace



Process



Pulse



# Pace

As a facilitator you are responsible for the pace of your workshop. Pacing your workshop effectively can enhance learning and interaction with your participants.

# Process

The interactive nature of the Consent Ed lesson plans creates a learning journey for participants, facilitated in an 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 group. When there is a high level of energy, learning is taking place because the participants are engaged. When there is a dip in energy, as facilitator you will need to get the energy back up again rather than focusing just on getting through all the content.

# Bias

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.



# Acknowledging your bias

We all have biases, especially around the topic of sexual violence - they are very common because of the culture we have grown up in. However it is vital to ensure that these biases do not impact the young people we are working with. Some examples include:

- Discomfort around the idea of young people being sexually active.
- Feeling if someone willingly sends nudes, they are responsible if they get leaked.
- Thinking that young men are more likely to be perpetrators than to be victims of sexual assault.

Acknowledging these biases and being self aware will make you a stronger facilitator.



# Reflective Prompt

As Consent Ed facilitators working with young people, what can you do to 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 entirely. Some examples could be:

- Sexting
- Young people under 17 having sex
- Gender differences
- Young men who experience assault



# Before you start

- Know your material! Study your handbook and lesson plans
- Print out activity sheets
- Test technology in advance (videos, audio, powerpoints, internet, etc)
- Reflect on any challenges or biases you may have around the material



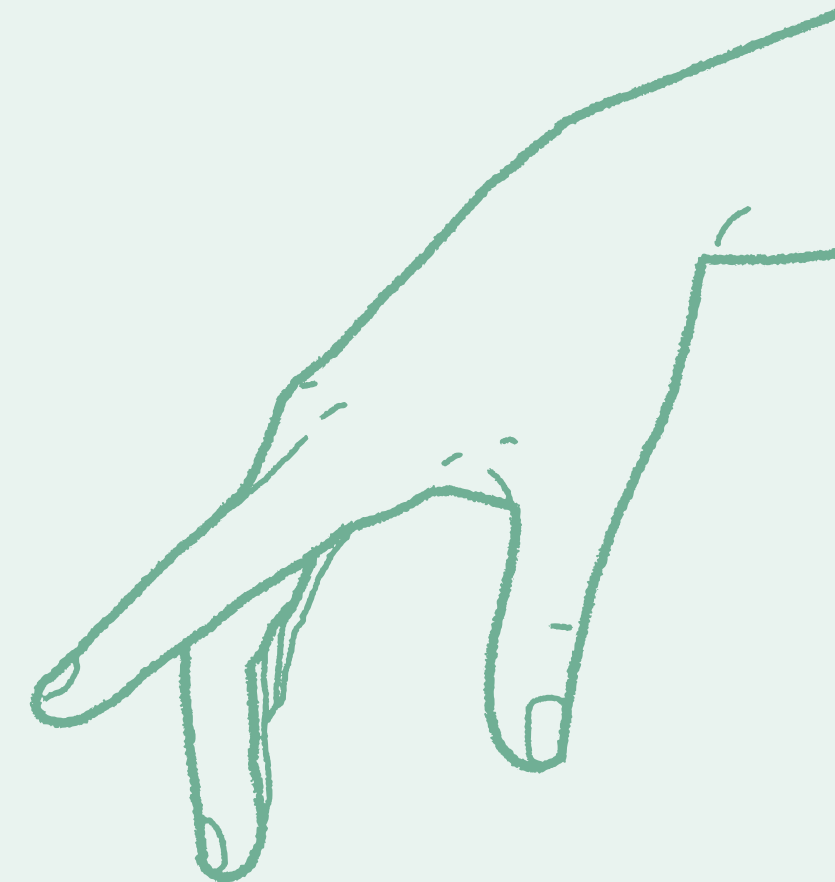
# During the lesson

- Create the right environment for your participants - rearrange the room if necessary
- Work with your own unique facilitation style and personality
- Establish expectations and boundaries through the group contract and empower participants to create or add to it
- Be mindful of the energy within the room
- Manage participation ensuring an engagement for all at a level suited to them individually



# After the lesson

- Reflect on how your participants responded to certain activities or topics, and tailor future lessons to suit their needs
- Gather feedback in your preferred method
- Make time for self care!



# Activity: Healthy Sexual Expression

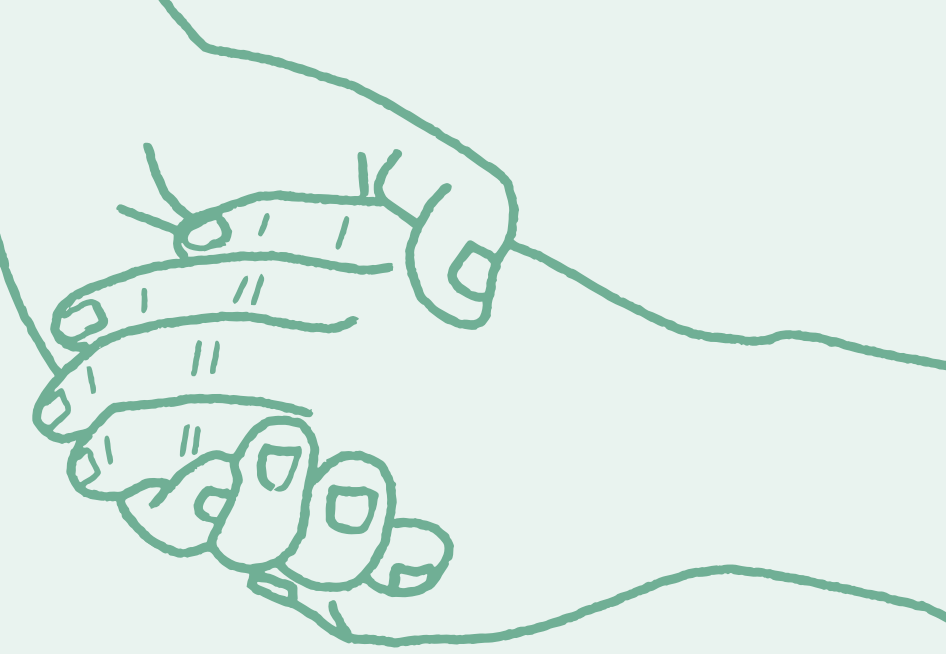
This activity comes from Junior Cycle Session 1 - Sexual Harassment.

The facilitator will read out a list of examples of sexual expression.

Then in the chat, type if you think this is an example of “healthy” or “unhealthy” sexual expression.



# Activity: Healthy Sexual Expression



- Asking someone out on a date.
- Continuously viewing someone's social media and taking note of any new followers they have, or who likes their pictures.
- Sending someone a sexual photo, without asking if they would like to receive it.
- Kissing someone that you like.

**Did this activity trigger any  
biases for you?**



# Stretch break!



See you in a few minutes



# Handling disclosures

Best practice



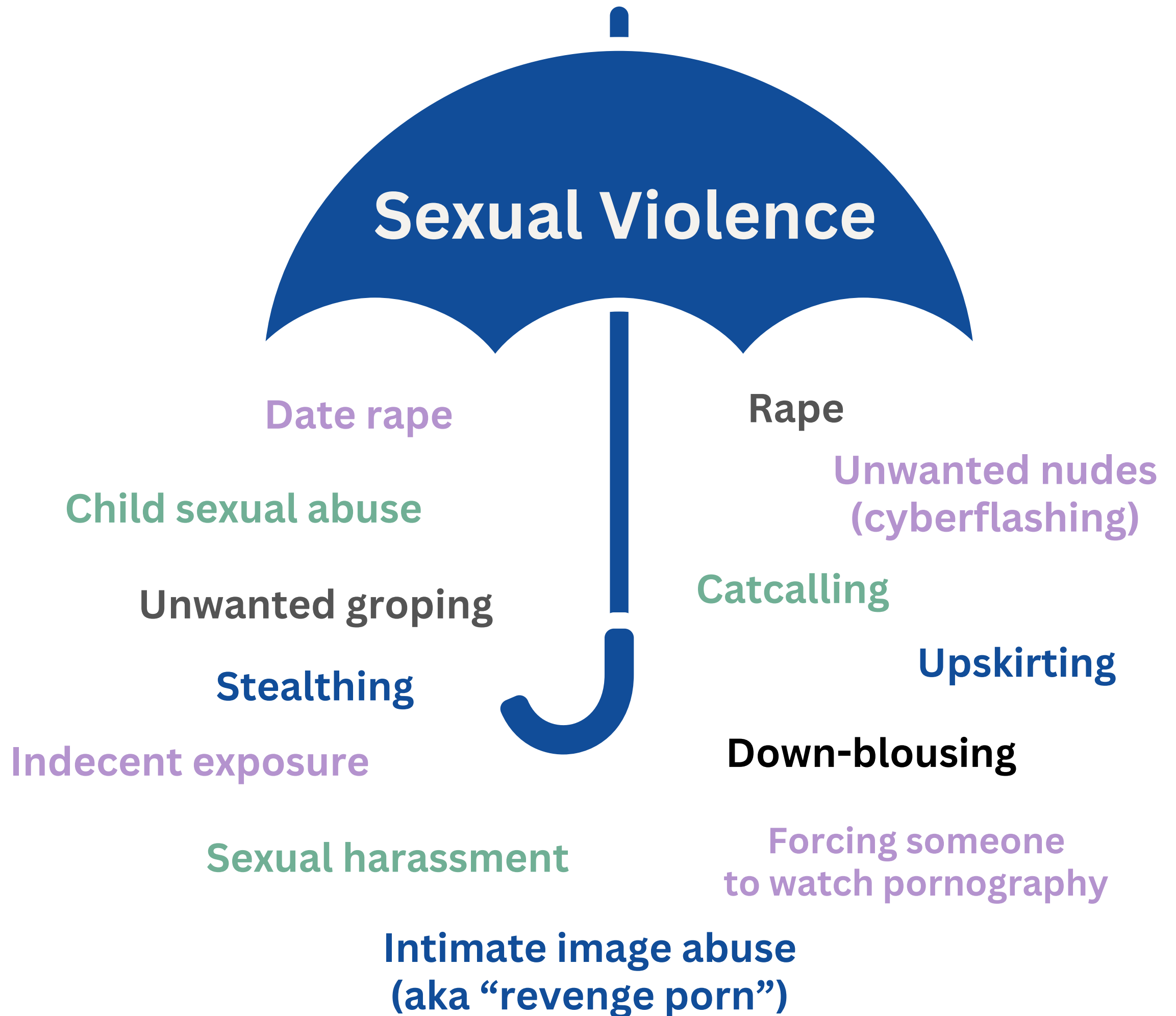
**A disclosure can come out of the blue, or the person may have decided and chosen you as the person they wish to disclose to.**



***How you respond in that moment is key to which pathway that person may choose going forward.***

A disclosure from a participant could be prompted by the student having experienced any of the following forms of sexual harm.

Sexual violence is *any kind* of sexual contact or behaviour that happens without consent.



# Common anxieties around disclosure:

## Verbal

- Not knowing what to say
- Saying the “wrong thing”

Avoid asking “why” - Instead use open questions like ‘is there anything else you would like to share about what has happened?’

## Physical

- Displaying defensive or unsupportive body language.
- Seeming too ‘cold’ or ‘clinical’
- Not actively listening

## Other

- Not making them feel heard or believed.
- Dismissive – not validating their story.
- Timing: It could happen when it is really busy time or on a Friday afternoon.
- Not knowing the right support services

**Can you think of any others?**

# DISCLOSURE TIPS

## DO

- Listen carefully and trust that what is being said is correct.
- Reflect back key phrases of what's been said (to check your understanding).
- Offer immediate support and reassurance.
- Thank them for telling you.
- Record a factual account of the conversation immediately, using the person's actual words wherever possible.
- Speak with your DLP immediately following the disclosure being made to you.

## DON'T

- Tell them you can keep it a secret. Explain that you may need to pass the information on to keep them, or other people, safe.
- Panic, overreact, be judgmental or make assumptions or say things that may sound accusing or assigning blame.
- Pressure them for names or details of the perpetrator.
- Investigate, repeatedly question or ask the individual to repeat the disclosure.
- Discuss the disclosure with people who do not need to know.

I'm glad you told me, I'm here to help you.

What happened is not your fault.

You don't need to tell me the details.

That must have been a hard thing to say - you've been very brave.

**I believe you.**

You aren't to blame, the perpetrator is.

I'm listening. I hear what you're saying.

Thank you for telling me, I can't keep this to myself. I have to talk to the DLP to make sure you're safe.

It's ok to be upset, you're having a normal reaction to an abnormal experience.

# Disclosure Scenario

**In breakout rooms please discuss the following:**

You are facilitating Session 3 of the Consent Ed Junior Cycle materials to a 2nd year class group of 27 students. You know the group well as you have them for some other classes.

While facilitating a discussion about the intimate image sharing laws, a male student named Keith discloses out loud that a nude image of him is currently being circulated. Keith explains that he sent the nude to a girl he liked after engaging in some consensual sexting. The girl screenshot the image and sent it to her best friend to prove that her and Keith were serious in their dating phase. This friend then leaked the picture online on a private story.

You can tell that Keith is now not comfortable having disclosed this information. A female student at the front of the group named Roisin has turned bright red and has begun to pack her bag furiously as if she is about to leave the classroom. Some of the class look sympathetic while some of the class jeer and laugh.

***What would you do if you found yourself in this situation while facilitating a Consent Ed Session?***



**Following the disclosure, what would you do?**

**What steps would you take to protect the students in this situation?**





# Self Care



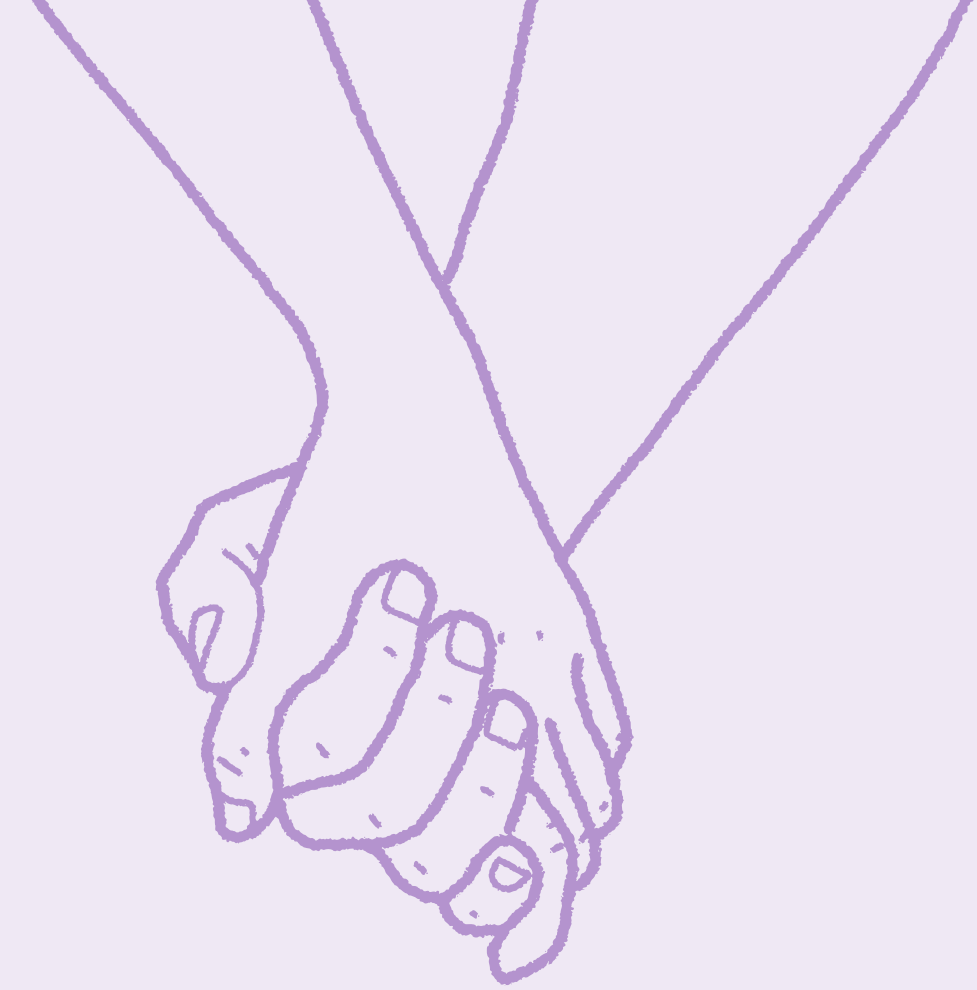
**At its core, self-care is the practice of protecting your own well-being and happiness, particularly during times of stress. Self-care means taking the time to do things that you enjoy or that make you feel good.**

**It's about taking action to balance your physical, mental, emotional, spiritual health by knowing your limits and not going over them. Ensure you set boundaries around your wellbeing.**

**Self-care can help to improve many aspects of your overall wellbeing.**



**Take a moment to self reflect individually. This training may have brought up something for you that upsets or triggers you.**



**After this training or if you were to receive a disclosure, what self care practice would you engage in?**

**Make a self care promise to yourself that if you receive a disclosure, that this is what you will do!**

# Self care can look like...

Asking for help

Making time for hobbies

Forgiving yourself

Saying no

Taking a step back

Alone time

Calling a friend

Asking for what you need

Putting yourself first

# Interactive activities

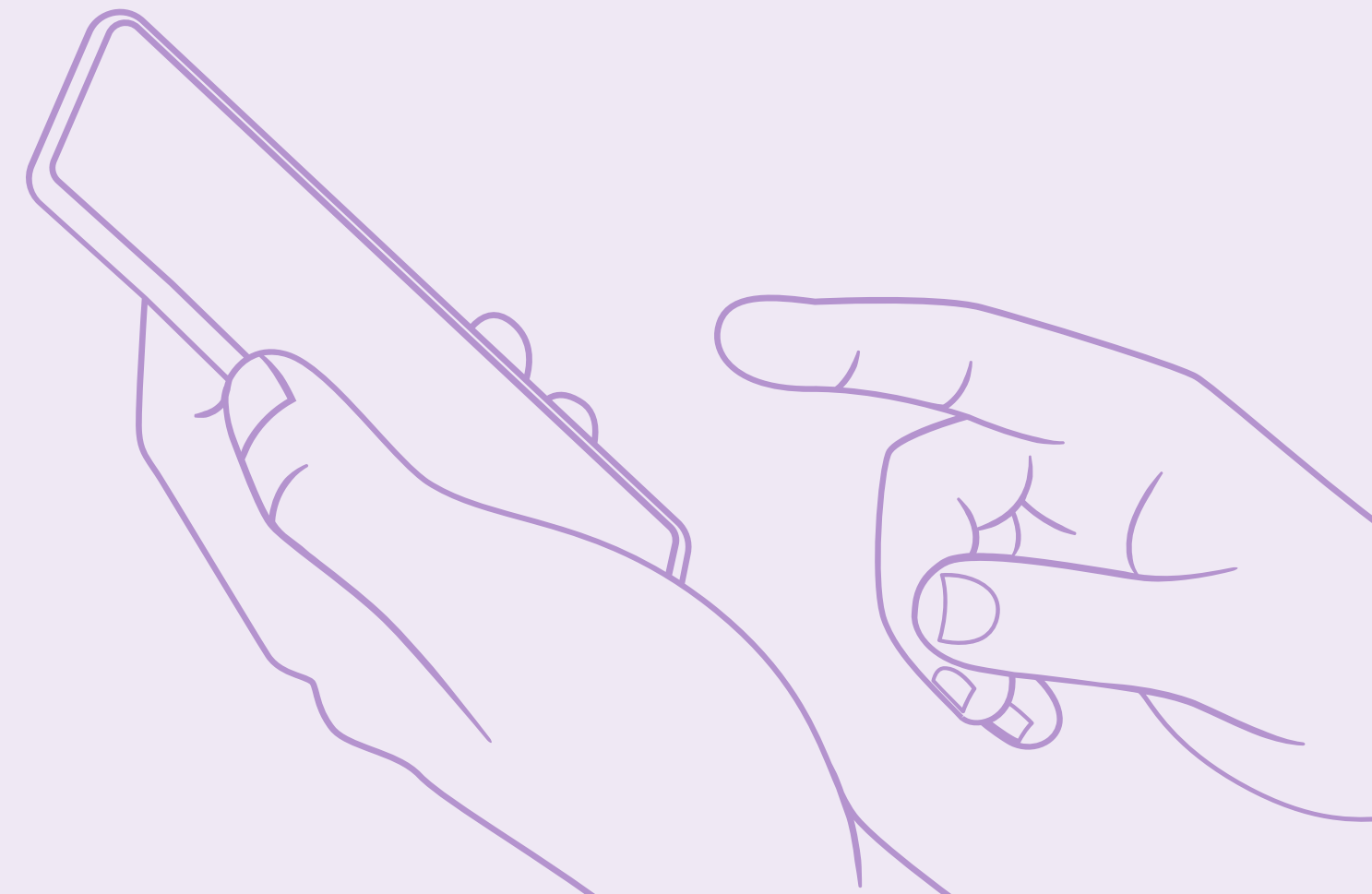


# Why do young people sext?

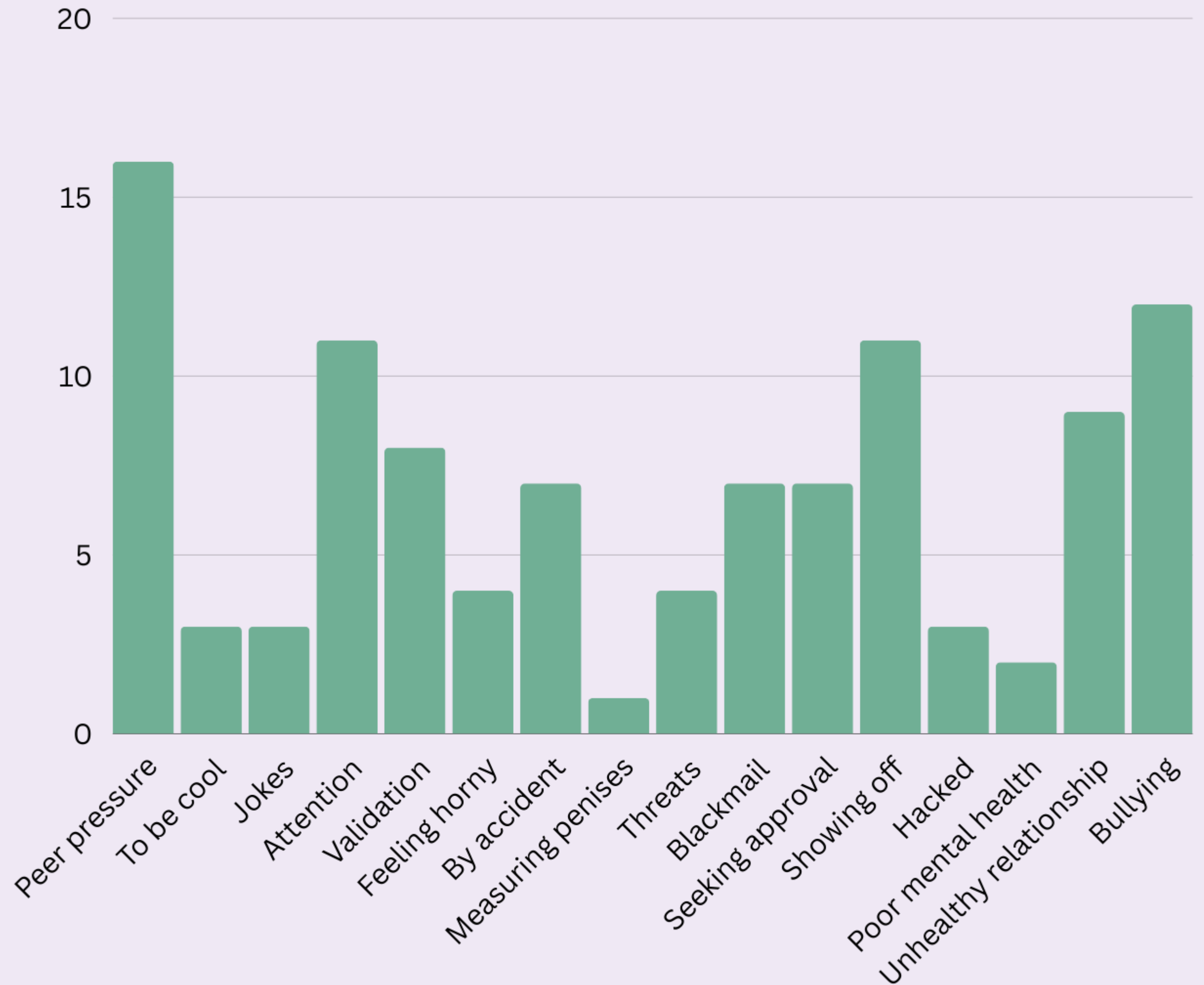
Discuss in your breakout rooms

This activity appears in Session 3 of the Consent Ed Junior Cycle aimed at 2nd years.

Try and put yourself in the shoes of a 2nd year student when answering this question.



**“Why do young people sext?”**  
**Reasons young people have told us**



# What is consent?

*"A person consents to a sexual act if he or she freely and voluntarily agrees to engage in that act".*

Section 48 of Criminal Law (Sexual Offences) Act 2017, which amended the Criminal Law (Sexual Offences) Act 2006.

The legal age of consent is 17 (18 for digital intimacy).

Boundaries are vital for consent, as they set the tone for what is okay and not okay in terms of behaviours and expectations.

Consent is a two-way process of negotiation, you have to give AND get it.

Consent must be clear and coherent; affirmative; retractable; informed and mutual, willing and freely given and a balance of power exists.

There can be a difference between someone willing to do something and wanting to do something.

**PAST CONSENT does not mean FUTURE CONSENT.**

**Any failure or omission on the part of a person to offer resistance to an act does not of itself constitute consent to that act.**

# “What happened?” activity

This activity appears in Session 3 of the Consent Ed Senior Cycle and covers the topic of Sexual Violence. For the purposes of this training workshop, we will be the facilitators and you are the participants

- The facilitator will read several statements and invite the participants to decide per statement, what took place from the following categories: Rape, Sexual Assault, Sexual Harassment, Sexual Coercion or Intimate Partner Violence.
- The group then discusses their answers either individually after each statement or a general discussion following all ten statements. This builds on content around sexual violence earlier in the session.
- We will read out a sample of the statements. if you are comfortable to do so, place your answers in the chat and we will read them out.
- We will follow this with a short debrief on - how you found the activity, and encourage further reflection on the individual skills, traits, characteristics etc you know will best work for you as a facilitator of the Consent Ed programme.

1

You had sex with me before, so why not now? I take it you lied when you said you were into me.

2

They had been messaging their ex when they were with me, after the smack in the face I gave, I don't think they will be doing that again.

3

They kept turning me down for sex, after I spiked their drink, that soon changed.

4

Begging your partner to watch porn with you when he said it make him uncomfortable. If he loved you, he would want to make you happy. So what is the problem?

5

She was wearing a tiny tight dress. She may have said no, but she was asking for sex.

6

A group of friends in the class keep making sexual comments about your body.

7

I only pushed them up against the wall and put my hand up their top. I didn't hit them.

8

They keep touching my hair and face. They sit really close to me and whisper disgusting things in my ear. I try to move away but they keep telling me to chill out, its only a joke.

9

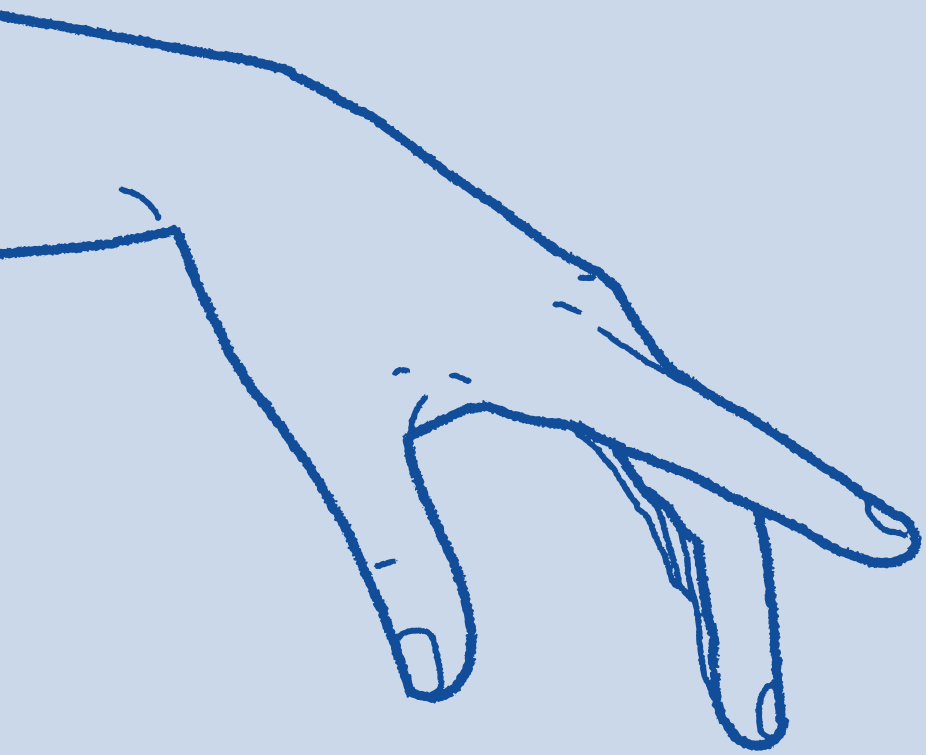
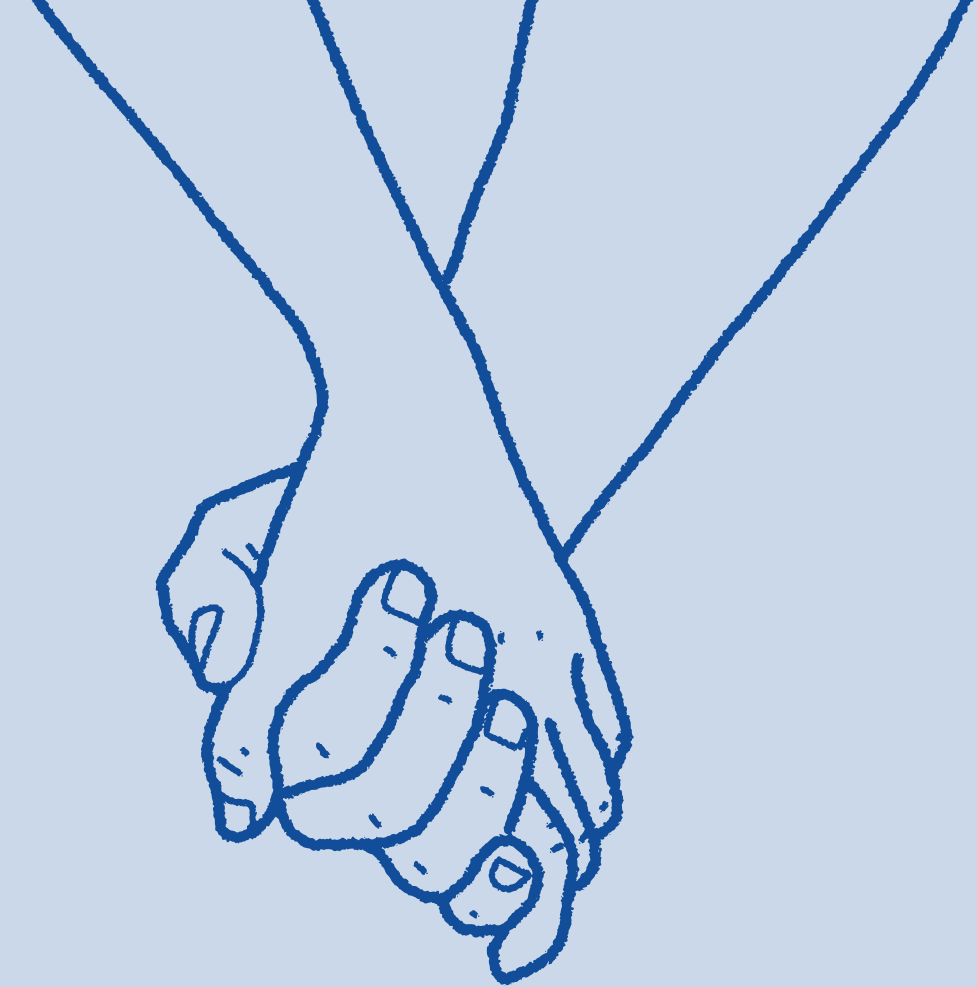
Well if you won't have sex with me, you're clearly having sex with someone else. I knew I should never have trusted you.

10

They are meant to be my friend, but when they hugged me, they slid their hand under my skirt and into my knickers. It happened really quickly and everyone was there, I was so shocked I didn't know what to say, so I said nothing.

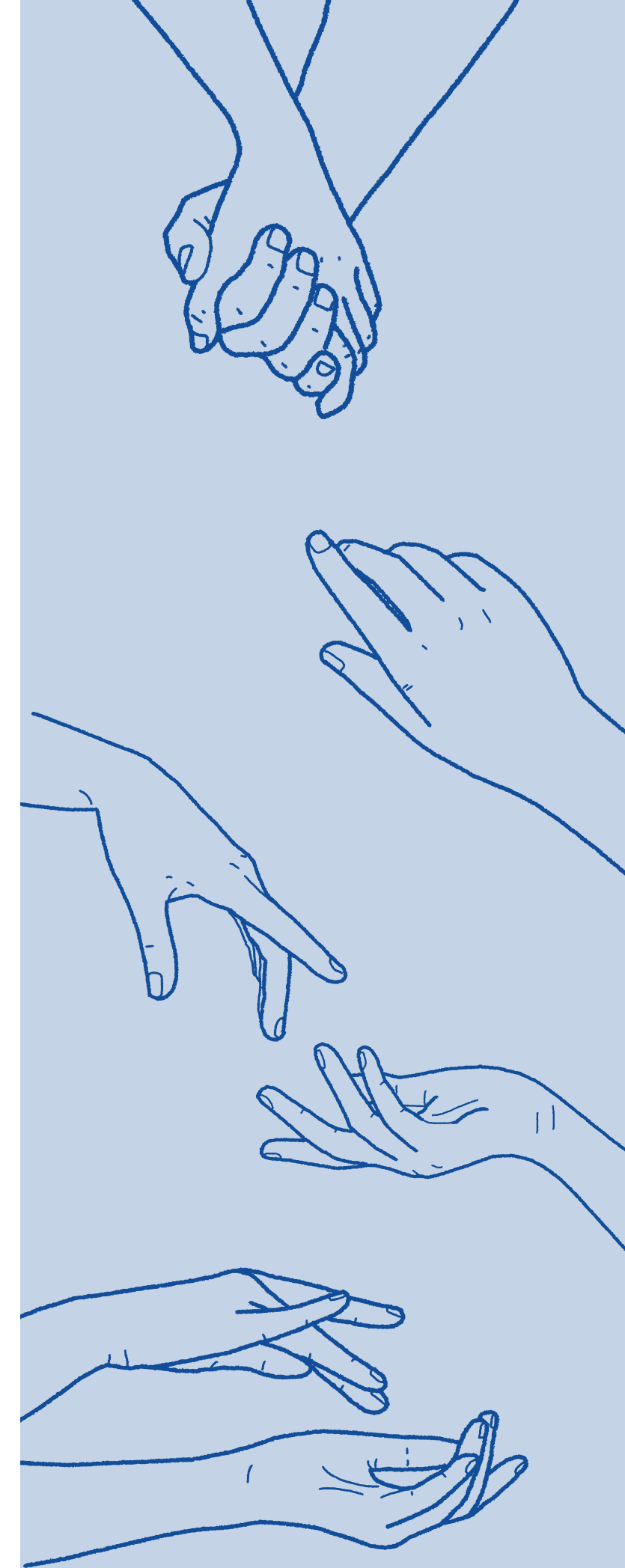
# Session Close

Questions & evaluation



# Next steps

- Directly after this training you will receive a survey evaluation form. Please complete this as honestly as you can with as much information as possible.
- Training package including the Consent Ed Handbook and materials will be emailed to you.
- You will receive an email inviting you to join the Consent Ed Community of Practice.
- Follow us on social media. Our social media handles are in next slide. Here we will keep you up to date with training details, updates on the Project and relevant information.
- Please spread the word about the Consent Ed Hybrid Model of Training and details of upcoming trainings can be found on our social media platforms or please contact us via email at [ConsentEd@grcc.ie](mailto:ConsentEd@grcc.ie)



# Thank you!

The Consent Ed Project aims to train as many teachers as possible during this academic year.

If there is any TY Co-ordinator, SNA, School Counsellor, School Completion Officer or educators you think may be interested in our training, please share information about Consent Ed with them.



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