



CONSENT-ED EDITION 1

FACILITATOR TRAIN THE TRAINER MODEL

FOR JUNIOR & SENIOR PROGRAMMES



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A little background to Consent-Ed.

Consent-Ed Edition 1 has evolved from the EU-funded Manuela Programme, which was a sexual violence prevention programme aimed at transition year students in 2017-2020. It was developed in partnership with the Rape Crisis Centres and the Rape Crisis Network in 2016. The Consent-Ed programmes advanced from key learning associated with the delivery Manuela programme, its independent research findings carried out by NUI Galway in 2020. Additionally, as part of the EU-funded Consent-Ed programme a facilitator-led youth participatory process evaluation was conducted with young people in county Wexford who had engaged in the programme in 2021. The Consent-Ed pilot is a collaborative project between Tusla Child and Family Agency, Galway Rape Crisis and Pavee Point and funded by the EU for 2021-2022 and moved into a continuum phase supported by the Department of Justice until the end of 2024.

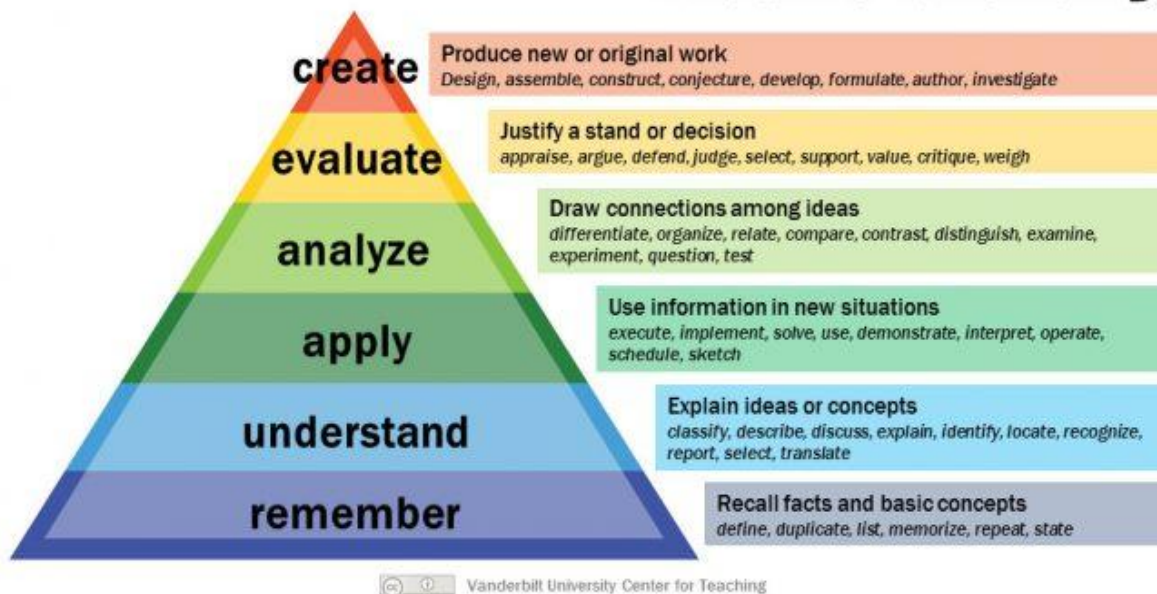
This resource follows on in the footsteps of the Manuela Programme offering a sexual violence prevention and awareness programme with young people. A significant difference Consent-Ed Edition 1 possesses from that of the Manuela Programme is that it is available for both junior and senior cycle students and members of the Travelling Community. The current junior edition offers a programme for second year students, and this will be extended to incorporate first and third year students in the next developmental phase of this programme culminating into Consent-Ed Edition 2. The junior programmes, irrespective of academic year, are, and will be aligned to the Junior Cycle Curriculum SPHE outcomes, positioning itself reverently within the formal curriculum requirements in association with guidance and consultation with the NCCA (National Council for Curriculum Assessment). Edition 2 for the senior programme will also enter into its next development stage culminating into the creation of edition 2 incorporating new subject matter from edition 1.

Paramount to the progression and sustainability of Consent-Ed (Edn. 1) is the upskilling and training of teachers and educators as facilitators of the programmes. How this is achieved is through a specific model of delivery, unique to Consent-Ed with the inclusion of a robust in-person training day with teachers and other professionals delivered and facilitated by the Project Workers in the respective pilot areas. The intention and motivation to create a trained database of professionals who can continue to empower themselves and others in the delivery of these programmes. This commitment is achieved and affirmed through our MOA.

The underpinning principles of the model of delivery align with Bloom's Taxonomy positioned within adult learning theory which originated almost 200 years ago. The three domains can be attributed to Bloom.

- **Cognitive learning** comprises of intelligence, understanding information, recall and evaluation and creation.
- **Affective learning** involves our emotions toward listening and paying attention.
- **Psychomotor learning** or behavioural learning involves our physicality mechanical skill.

Bloom's Taxonomy

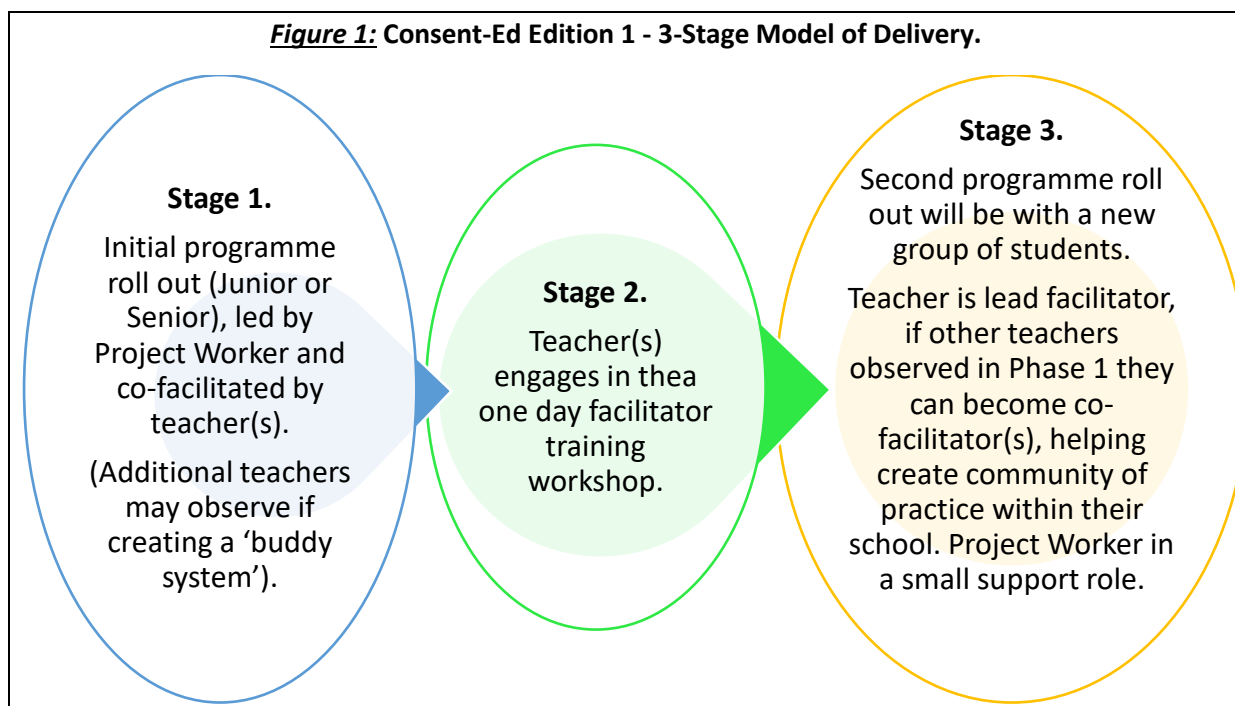


Devising the 'Train the Trainer' was fundamentally mindful of supporting the professional development and capacity of the participants as a continuum of learning and upskilling. To successfully engage participants the model needed to be designed to reach them at their level. The meant going beyond the basic process and challenging them on higher order processes such as facilitation, troubleshooting, prioritization, and adaptation in terms of the sensitive but vital topics and subject matter contained in the Consent-Ed Programme but in a competent manner.

The Consent-Ed MOA.

A significant feature of Consent-Ed Edition 1 as mentioned is the partnering with teachers and educators in training and upskilling them which is accomplished through the 3 Stage Model of Delivery which is part of our package of resources as illustrated in Figure 1.

Figure 1: Consent-Ed Edition 1 - 3-Stage Model of Delivery.



Stage 1: The teacher is guided through the delivery of either the junior and senior programme whereby the Project Worker is the lead facilitator demonstrating the delivery of the programme construct, its activities, how to navigate the subject matter, affirming the parameters for engagement (creating boundaries and ground rules etc). The teacher/educator observes or can co-facilitate at a pace comfortable or them (this is optional). All resources are provided in advance of the programme roll out and support available from the Project Worker to assimilate the teacher with it.

Stage 2: Complements this observational learning, or optional co-facilitation from Stage 1, as the teacher participates in the facilitator training day where important experiential and interactive learning takes place followed by Stage 3 where they independently deliver the respective programme as a lead facilitator.

Consent-Ed Facilitator Training Workshop covers a number of key content which includes:

- Facilitation - looking through the lens at what it is, self-reflecting on facilitation traits, skills, characteristics that are specifically individual to them which will help them deliver this sexual violence awareness and prevention programme.
- Being the 'first point of contact' for a disclosure, giving them practical tips and a toolkit supporting their response to a disclosure, the legislative overture complemented by child protection protocols and procedures and the importance of self-care.
- Interactive and experiential segment which involves planning and delivering activities directly from the Consent-Ed Programmes.

- **Stage 3:** The teacher having observed (or co-facilitated) a programme roll out by a Project Worker, attended the facilitator training day now becomes the lead facilitator delivering the programme to a new group of students supported, in the wings, by the Project Worker. Teachers can have the 'add on' option to empower fellow colleagues within their school communities, using the 3-Stage Model of Delivery through a 'buddy system', having a domino effect, whereby enabling the upskilling of other colleagues thus being a part of the continuum of delivery. These teachers then access the facilitator training day externally and this further supports an internal community of practice being established with their respective school and there is also the opportunity for them to be part of the external wider community of practice for teachers from other schools.

Endorsement of the Facilitator Training Day.

Over the duration of the Consent-Ed Pilot a number of these training days were delivered in the pilot areas of Dundalk, Galway and Wexford. The feedback from teachers was overwhelming positive from all three areas which affirmed that;

- The availability of such training solidified further their understanding of the programme and an appreciation of the sensitive nature of aspects to it.
- Gave them the opportunity to deliver pieces of it to their peers.
- Provided a space for them to explore disclosures from the perspective of being a 'first point of contact' harnessing a subtle confidence to be able respond positively should they receive a disclosure.
- Was paramount to their upskilling in facilitation.

Some key and invaluable feedback highlighted the desire and validation for this one-day training to be extended and lengthened. The reason being that this would provide a more in-depth exploration of all the training day content and further enhance their learning. It also affirmed the quality of the training itself and how positively it was received by teachers was complemented in their evaluations of the benefits and rewards attained to engaging in this training. A uniqueness associated with this training as confirmed by them too was the inclusion of being the 'first point of contact' and giving them a practical toolkit to support them in receiving a disclosure, something they stated was not usually accessible or available as with regard to disclosures your response can have a great impact on a child or young person's ability to seek further help and recover from the trauma (CFCA, 2015).

Train the Trainer Facilitator 2-day Training Workshops.

This model of delivery which encompasses a comprehensive training element is clear in its intentions, objectives and essentially upskilling and empowering practitioners in the area of sexual violence prevention and awareness.

An exclusive suite of resources and benefits is part of this Train the Trainer package which includes an information brochure, the Consent-Ed Programmes Handbook, attendance at the two-day training workshops and the invitation to join the Community of Practice associated with Consent-Ed. Provides the opportunity to participants to peruse and engage in pre-foundational individual preparation on receipt of the Consent-Ed Programmes Handbook in advance of the training days by familiarising themselves with its content which will help them to establish the context and positionality of the activities for the experiential aspect of the workshop. On completion of the two-day training and the supplementary resources, participants will be able to plan, prepare and delivery the Consent-Ed Programme(s).

Training Workshop Aims:

- Exploration of the content thoroughly in a peer supported learning environment.
- Caters for both the Junior and Senior programmes inclusively.
- Engage in an experiential and interactive learning environment in the Consent-Ed Programmes over a longer, pronounced timeline.
- Reconnoitre facilitation: looking at what it is, skills/traits/characteristics needed or beneficial.
- Practice facilitation and programme delivery through a practical experience in planning and delivering aspects of the programme to their peers.
- Delve into the area of disclosures and in the context of being a first point of contact.
- Highlight the importance of self-care.
- Help establish a community of practice for each other.

Training Workshops' Outcomes:

- Participants will have gained learning on facilitating a sexual violence prevention and awareness programme.
- Gain an insight and understanding into the sensitivity of the material for both participants and themselves.
- Identified individual facilitation traits, style best suited to them.
- Experienced the practical aspect of facilitation empowering their capacity.
- Upskilled in their abilities to responding to disclosures as a 'first point of contact'.
- Identified and reflected on what self-care will mean individually for them.

Additionally, the training guides you through an introduction to what facilitation of the Consent-Ed Programme strives for:

- Peer to peer Learning occurring.
- Reaffirming how the Student's voice is heard and critical thinking encouraged.

- The opportunity ‘to open the door’ in starting conversations around sexual violence awareness and prevention.
- Mindfulness around how the subject of sexual violence and harassment can be distressing and uncomfortable.
- Importance of using your personal style as a facilitator.

As previously mentioned, a key feature of the in-person workshops is the inclusion of disclosures in the context of being the first point of contact for a person who chooses to disclose. The main premise of the disclosures element of the training is to support the participant to identify their own skills and to offer an insight into what disclosure skills are and to foster same.

Disclosure skills refer to the knowledge, attitudes, interpersonal and self-care techniques that are connected with receiving and responding to a disclosure. It is not something we may experience too often and your response in that moment is critical in how that person chooses their next steps. Therefore, becoming comfortable with receiving and responding to a disclosure, of any type of sexual violence or harassment, is paramount to the healing of the person disclosing.

Workshop one will help develop knowledge and understanding around receiving and responding to a disclosure through different methodologies. It will explore the interpersonal and communication skills involved in managing a disclosure, encouraging you to provide a safe space for you both managing your self-care needed to protect your own wellbeing.

The content for both workshops varies as in the first one it reflects and explores the ‘how, why, what and enables planning and preparation for the experiential and interactive component of workshop two. Both workshop formats are included overleaf.

We wish you every success as a Consent-Ed trainee using our suite of resources on your journey promoting sexual violence prevention and awareness through the programme delivery, starting conversations and ‘opening doors’ to these sensitive and often taboo topics for young people. And, addressing topical and relevant areas which are part of our everyday lives and especially acknowledging the presence of the online world.

Day 1 Workshop Itinerary.

Part 1: Welcome. Introductions; Group Agreement; Hopes and Fears, Training Learning Outcomes.

Part 2: Consent-Ed.

- Overview of the Consent-Ed Project (Edition 1).
- Programmes construct.
- Key attainments.

SHORT BREAK.

Part 3: Facilitation.

- A look at facilitation.
- Exploration and reflection of individual skills and personal styles.

LUNCH BREAK.

Part 4: Disclosures.

- 'First Point of Contact'- responding in the moment.
- Legislative overture, policies and protocols.
- Importance of Self-Care.

Part 5: Q&A.

Workshop close.

****Explanations around the Power Points for Workshop 1 and Workshop 2 are included in the Handbook with clarifications provided where appropriate for slides contained therein to support you as facilitator of this train the trainer model.*

Day 2 Workshop Itinerary.

Part 1: Welcome. Revisit group boundaries, reflection circle on individual key learning from day 1 workshop.

Part 2: Facilitation Planning Segment.

Plan, prepare and practice for delivery of activities from the programme (Junior and Senior).

SHORT BREAK.

Part 2: (contd): Facilitation Planning Segment.

Part 3: Experiential and Interactive Practical Segment.

Participants have the opportunity to experience facilitation and delivery of exercises and activities contained with Consent-Ed (Edn. 1).

LUNCH BREAK.

Part 3: (contd): Experiential and Interactive Practical Segment.

Part 4: Wrap Up, Q&A and Evaluations.

Workshop close.

Workshop 1 - Power Point Slides information.

Slide 1.	Introduction Slide.
Slide 2.	Welcome.
Slide 3.	Housekeeping and ice-breaker.
Slide 4.	Workshop Itinerary.

Slide 5.	Ground Rules, Hopes and Fears.
Slide 6.	Training Outcomes.
Slide 7.	Introduction slide to Part 2 - overview.
Slide 8.	Consent-Ed Programme overview.
Slide 9.	<p>Background to Consent-Ed – the Manuela Programme.</p> <p><i>The Manuela Riedo Foundation worked tirelessly for over 10 years in Ireland supporting and fundraising therapeutic services for victims of sexual violence and changed one of its focusses in a vein to start conversations around potential perpetrator behaviours with young people aged 15-17 years and raising awareness around sexual violence with the hope of prevention, which is where the programme was born from.</i></p>
Slide 10.	Continued - Background to Consent-Ed – the Manuela Programme.
Slide 11.	Consent-Ed Programmes Construct.
Slide 12.	Continued - Consent-Ed Programmes Construct.
Slide 13.	<p>Consent-Ed Deliverables (Edition 1).</p> <p><i>Consent-Ed was funded for a specifically for 24 months and was extended for a further six month period.</i></p>
Slide 14.	Continued - Consent-Ed Deliverables (Edition 1).
Slide 15.	<p>Junior Cycle Programme Content.</p> <p><i>The content was informed from different strata and from testing at a pre-foundational level ensuring it was developmentally appropriate for the age cohort and also to affirm and establish if a baseline knowledge/awareness was present in this age cohort.</i></p>
Slide 16.	<p>Senior Programme Content.</p> <p><i>The senior programme underwent significant reflection, review and evaluation from key stakeholders including students, educators, Consent-Ed Staff and external organisations.</i></p>
Slide 17.	<p>Overall Learning Outcomes for the Senior Programme.</p> <p><i>The learning outcomes for the senior programme are different in the sense that the junior programme specifically correlate with the SPHE outcomes of the junior cycle curriculum.</i></p>
Slide 18.	<p>Infographic on some examples of Sexual Violence Types.</p> <p><i>Both this slide and the next are not exhaustive lists of the types of sexual violence as the spectrum can be quite vast.</i></p>

Slide 19.	<p>Infographic on some examples of Online Harm that young people experience.</p> <p><i>Different forms of sexual violence may have different consequences or impacts on individuals.</i></p>
Slide 20.	<p>Break.</p> <p><i>Encourage participants to be punctual.</i></p>
Slide 21.	<p>Introduction slide to Part 3 on Facilitation.</p> <p><i>This component of the training will now look at facilitation skills and will actively encourage the participants to reflect on what they will feel and identify as the most suitable skills, traits and characteristics they possess which will empower and enhance them as facilitators of Consent-Ed.</i></p>
Slide 22.	<p>Explanation slide on what Part 3 will explore on Facilitation.</p>
Slide 23.	<p>Prompt slide on what the group’s thoughts and understanding of facilitation is.</p> <p><i>Acknowledge that there are many different opinions, understandings, definitions of facilitation, all sharing commonalities but their similarities are that they all want key objectives/goals to be attained through a process of facilitation.</i></p>
Slide 24.	<p>Slide outlining what Facilitation is.</p> <ul style="list-style-type: none"> • <i>Facilitators can have their own unique style, flair or way of delivery. Role of architect includes delivering the session(s), designing the exercises, setting up the technology, introducing activities and helping participants to contribute and drawing their insights and reflections.</i> • <i>It is important to reinforce that facilitation of the Consent-Ed programmes is not didactic but the facilitation of a conversations promoting awareness around sexual violence in an interactive way.</i> • <i>Facilitators need a solid foundation in process knowledge of how groups work and learn together.</i>
Slide 25.	<p>Infographic on Facilitation.</p> <ul style="list-style-type: none"> • <i>Facilitation is performing: Being the facilitator means wearing another sort of hat, performing another kind of role.</i> • <i>Facilitation is about collaboration: The facilitator supports the collaboration of a team, a group, a network, a community, an organization.</i>

	<ul style="list-style-type: none"> As facilitators we are becoming experts for learning: The advantage and challenge at the same time is that our expertise is based on our own learning experiences.
Slide 26.	Bridging slide to next aspect of Part 3.
Slide 27.	When facilitating the Consent-Ed Programme.
Slide 28.	Any thoughts.....check in with the group.
Slide 29.	<p>Quick 'Brainstorming' Activity.</p> <p><i>The emphasis here is to not only look at facilitation in general but to refine the participants thinking as to what skills they possess which will complement them as facilitators of Consent-Ed.</i></p>
Slide 30.	<p>Some examples of facilitation skills delivering the programmes (but not limited to).</p> <p>Some other examples may include:</p> <ul style="list-style-type: none"> No need to be an expert – it is okay to say you do not know the answer to a question. but affirm you will try to find out an answer for the next session. Being respectful. Visit and revisit the knowledge in a variety of ways – hear; see; say; do. Where necessary make appropriate notes of suggestions. Summarising carefully and check that you have got it right. Ask open questions or give a choice. Create a safe space. Share/think about experiences: reflect (think about the experience and its effects). Generalise (to other situations where appropriate). Checking assumptions – help to dispel rape myths. Give feedback – realistic, positive (or constructive only if warranted). Debrief. Access your community of practice within your school community and with others within the wider school communities.
Slide 31.	Key point on prevention programmes.
Slide 32.	<p>Continued - Facilitation skills.</p> <p><i>It is of particular importance they refine the facilitation skills, traits etc. they feel most suit delivering a sexual violence prevention and awareness programme.</i></p>
Slide 33.	Continued - Facilitation skills.
Slide 34.	Slide informing of YouTube clips to follow.
Slide 35.	<p>YouTube Clip 'What do Facilitators Do?' (3 minutes 56 seconds).</p> <p><i>This clip brings you through what's involved in facilitation, it may be speaking about it in a specific context but it is transferable to any facilitation.</i></p>

Slide 36.	<p>YouTube Clip ‘The difference between Lecturing vs Teaching vs Facilitation’ (2 minutes 8 seconds).</p> <p><i>This clip clarifies the difference between what lecturing is, what teaching is and how facilitation is not quite in the same vein as the others.</i></p>
Slide 37.	<p>Directional slide for small group work based on the clips and earlier content.</p>
Slide 38.	<p>Response slide to the activity.</p>
Slide 39.	<p>Any thoughts.....check in with the group.</p>
Slide 40.	<p>Lunch Break.</p> <p><i>Encourage participants to be punctual.</i></p>
Slide 41.	<p>Introduction slide to Part 4 on Disclosures, being the first point of contact and self-care.</p> <p><i>This section will enable an exploration of the area of disclosures and how critical a person’s reaction is in the moment when someone chooses to disclose to them. It is critical their reaction is non-judgemental, supportive and positive as it may determine the pathway the person disclosing may or may not take.</i></p>
Slide 42.	<p>Bridging slide highlighting managing disclosures and being the first point of contact.</p>
Slide 43.	<p>Information slide on receiving a disclosure.</p>
Slide 44.	<p>Being the first point of contact and disclosure skills.</p>
Slide 45.	<p>Information slide on receiving a disclosure.</p>
Slide 46.	<p>What can help in the moment.</p> <p><i>The points on slides 46 and 47 are very helpful in empowering a person’s confidence in dealing with a disclosure.</i></p>
Slide 47.	<p>Continued - what can help in the moment.</p>
Slide 48.	<p>Some challenges in responding to a disclosure.</p>
Slide 49.	<p>YouTube Clip ‘Let's talk about how we talk about disclosures of sexual violence’ (2 minutes 6 seconds).</p> <p><i>This clip is a short video which has been created by Together Consent to educate the TCD community on how they respond when someone makes a disclosure of sexual violence to them.</i></p>

Slide 50.	<p>The ‘SRONG’ acronym is very useful and beneficial when responding to a disclosure.</p> <p><i>This is a very beneficial support to have in a toolkit when responding to a disclosure. To remember the word strong at a minimum encourages the person receiving a disclosure to be just that for the person disclosing. There is a reason(s) why they person has chosen you to disclose to as they may feel you are someone who will be there for them, not judge them and help them. They will very likely be aware of legal obligations to report if they are a minor. Body language, facial expressions are crucial here, be cognisant of how they are if you are the person being disclosed to.</i></p>
Slide 51.	<p>How to respond using ‘STRONG’.</p> <ul style="list-style-type: none"> • Listen carefully to what they are telling you. Do not bombard with them with questions, only use open questions if necessary, for example what happened? • Check back with the person disclosing that what you have heard is correct and understood. • Record what they tell you in permanent ink ensuring you distinguish between fact and opinion writing down their exact words about what happened. • Do not express any opinions or confront the alleged perpetrator as you may place the person disclosing (or other family members) at more risk.
Slide 52.	<p>Continued – How to respond using ‘STRONG’.</p>
Slide 53.	<p>When responding examples of responses.</p> <p><i>To remember some of these responses would be very helpful in a disclosure situation.</i></p>
Slide 54.	<p>Slide informing the group they will practice responding to a disclosure based on a hypothetical scenario.</p>
Slide 55.	<p>Role play the hypothetical scenario.</p> <p><i>This practical exercise provides the opportunity to put ‘STRONG’ into practice and also depict terminology or language a person disclosing may use describing something that happened to them.</i></p>
Slide 56.	<p>Hypothetical Scenario.</p>
Slide 57.	<p>In response to the scenario – prompts.</p>
Slide 58.	<p>Be mindful of....</p> <p><i>It is imperative you are aware of who your DLP or CPO officer is and your individual organisation’s policies and procedures in accordance with our legislation.</i></p>

Slide 59.	<p>Any thoughts.....check in with the group.</p> <p><i>This may be a good opportunity for peer learning and sharing of information to occur.</i></p>
Slide 60.	<p>Bridging slide specifying legislative overtures and school policy/procedures.</p> <p><i>This next section affirms our legal obligations and the legislative framework we abide by and to as practitioners. There is a lot of information presented but is relevant and vital for inclusion.</i></p>
Slide 61.	Duty in responding to a disclosure.
Slide 62.	Key Policy – Children First Guidelines.
Slide 63.	Key legislation – Children First Act 2015.
Slide 64.	Process and/or Procedure.
Slide 65.	Schools’ individual policy/procedure.
Slide 66.	<p>Bridging slide specifying moving into the area of Self-Care.</p> <p><i>This part of the workshop focusses on the importance of self-care as a practitioner of Consent-Ed and/or if one receives a disclosure. It will also link back to previous aspects of the workshop.</i></p>
Slide 67.	<p>Exploring Self-Care.</p> <p><i>Reiterate the point self-care is not prescriptive ‘one size fits all’ is not necessarily the case, every person is individual and what best works for them is something they will know.</i></p>
Slide 68.	Prompt slide to think of self-care examples.
Slide 69.	Self-care is.
Slide 70.	Some examples of Self-Care.
Slide 71.	Creation of Boundaries in self-care.
Slide 72.	Prompts for self-reflection following a disclosure.
Slide 73.	<p>Introduction slide to Part 5 to Q&A, Workshop close.</p> <p><i>This is a good opportunity for the group to reflect on the workshop, or key learning points they have taken away from it.</i></p>
Slide 74.	Any thoughts.....check in with the group.
Slide 75.	Paired Reflection Activity.

	<i>This is a beneficial exercise as the participants can discuss and explore their individual reflection with another participant and may gain new learning in the process through a shared peer experience.</i>
Slide 76.	Workshop 2 Itinerary. <i>Quickly go through the itinerary for day two to ensure all are clear for what is involved.</i>
Slide 77.	Thank you slide.
Slide 78.	References.
Slide 80.	List of Support Services.

Workshop 2 - Power Point Slides information..

Slide 1.	Introduction Slide.
Slide 2.	Welcome.
Slide 3.	Workshop Itinerary.
Slide 4.	Introduction slide to Part 1 - overview
Slide 5.	'Housekeeping', revisit Ground Rules etc.
Slide 6.	Reflection Circle activity on workshop 1 key learning points.
Slide 7.	Workshop 2 Outcomes.
Slide 8.	Introduction slide to Part 2 - Facilitation Planning segment.
Slide 9.	Consent-Ed Programmes Construct (content for both).
Slide 10.	Paired facilitation planning activity. <i>This slide will give context to the participants in their planning and preparation for delivering an activity or exercise from either Consent-Ed's Junior or Senior Programme.</i>
Slide 11.	Prompt slide. <i>To help reflect on the facilitation skills they identified as individual to them in workshop one supporting them planning their activity which will align best with their individual style, flair and skills.</i>
Slide 12.	Reminder slide. <i>This slide captures some key points from workshop one on facilitation.</i>
Slide 13.	Break. <i>Encourage participants to be punctual.</i>

Slide 14.	Continued - Introduction slide to Part 2 - Facilitation Planning segment.
Slide 15.	Slide with tips and pointers to facilitating.
Slide 16.	Any thoughts.....check in with the group.
Slide 17.	Introduction slide to Part 3 - Experiential and Interactive Practical segment. <i>Practical aspect where the participants will begin to deliver activities they have planned.</i>
Slide 18.	Slide affirming it is now time to begin the practical aspect of workshop two.
Slide 19.	Any thoughts.....check in with the group. Break. <i>Encourage participants to be punctual</i>
Slide 20.	Continued – Experiential Practical.
Slide 21.	Introduction slide to Part 4 – Wrap-up, Q&A, Evaluations.
Slide 22.	Prompt slide encouraging reflection on how they felt facilitating. <i>Acknowledge that there are many different styles, approaches, understandings, definitions of facilitation. No one style is superior to another, each individual should be encouraged to utilise their best traits complementing their delivery of Consent-Ed.</i>
Slide 23.	Infographic on impact of Consent-Ed on knowledge.
Slide 24.	Care for Educators/Facilitators.
Slide 25.	Any thoughts.....check in with the group. Evaluation Forms.
Slide 26.	Workshop close – summation of key points from both workshops.
Slide 27.	Thank you slide.
Slide 28.	

Bibliography.

Armstrong, P. (2010). Bloom’s Taxonomy. Vanderbilt University Centre for Teaching.