

**PAVEE POINT**  
**TRAVELLER AND ROMA CENTRE**



**TÚS LA**  
**An Ghníomhaireacht um**  
**Leanaí agus an Teaghlach**  
**Child and Family Agency**

## Consent-Ed (Edition 1) Train the Trainer 2 day Facilitators Training Workshops.

*This workshop was funded by the European Union's Rights, Equality and Citizenship Programme (REC 2014-2020). The content of this project represents only the views of the Consent Ed Project and lead beneficiary Galway Rape Crisis Centre and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.*



**Welcome to Facilitator Train the Trainer Workshops of Consent-Ed (Edition 1).**

**Workshop one will be an accompaniment through a backdrop to the Consent-Ed resource, facilitation and disclosures.**

**Workshop two provides the opportunity to explore, plan and execute an interactive and experiential praxis of specific activities from both the junior and senior programmes.**

A stylized illustration of several people sitting at a table. The people are represented by black silhouettes. One person is holding a sign that contains the text for the workshop. The chairs are orange. The background is white.

## WORKSHOP 1

### Part 1

#### Welcome and Introductions.

1. Opening welcome – thanks to everyone for registering for the two day workshops and hope they will gain great learning and insights into Consent-Ed (Edn 1).
2. Outline ‘Housekeeping’ points – relay the location of the bathrooms, fire exits etc.
3. Icebreaker – invite the group to tell us their:
  - Name.
  - School.
  - If you have any experience with the programme(s).
  - Why you are doing the training.
  - What is your favourite food.

# Day 1 – Workshop Itinerary



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

**10.15. Part 2: Consent-Ed Programme.**

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

**10.45. SHORT BREAK.**

**11.15. Part 3: Facilitation.**

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

**1.00. LUNCH BREAK.**

**2.00. Part 4: Disclosures.**

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

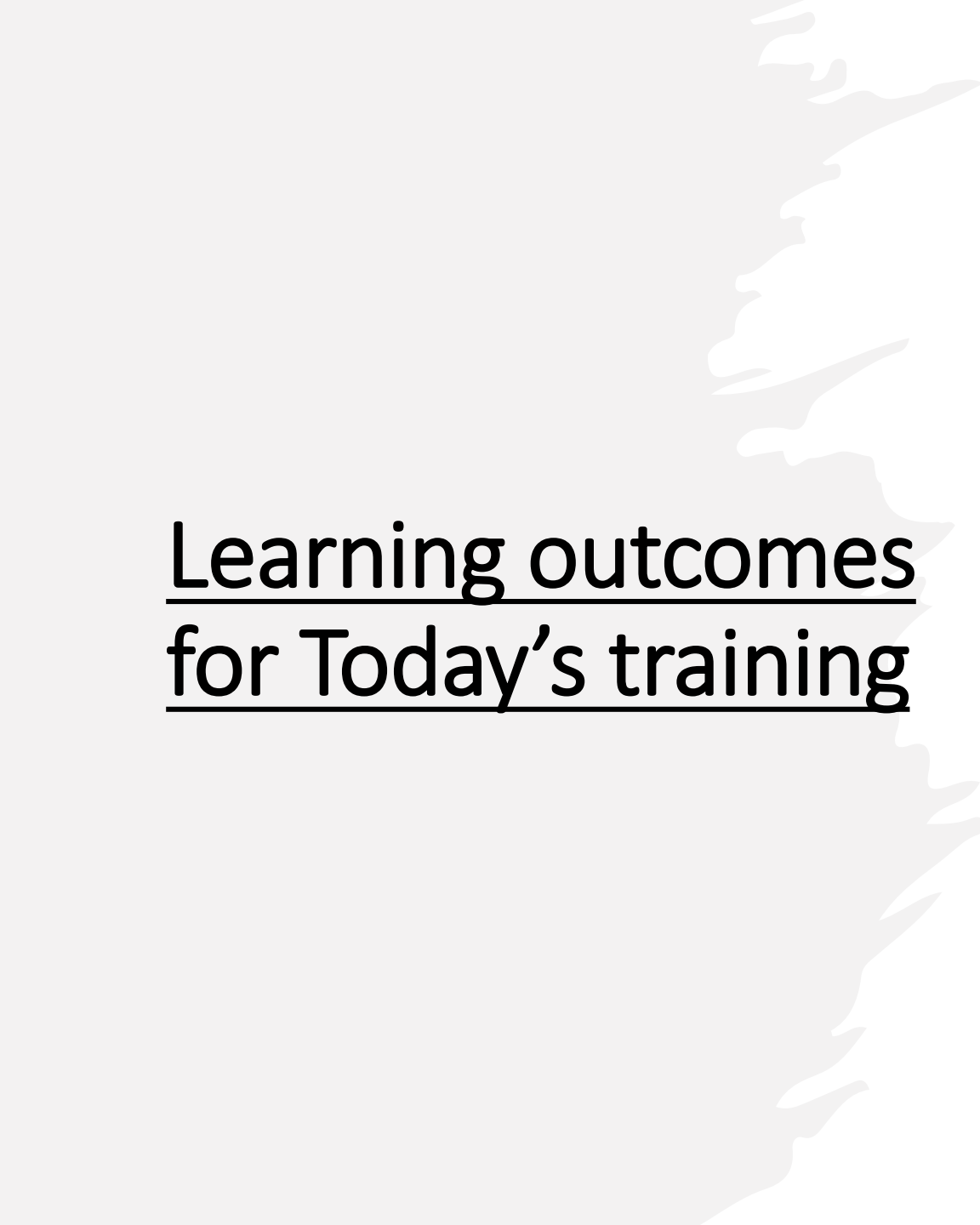
**4.00. Part 5: Q&A.**

**4.30-4.45. Workshop close.**

# Group Agreement and Hopes and Fears

- **Establishment of the Group Agreement: Important to include points supporting a comfortable and safe participation.**
- **Some suggestions for inclusion are (anything the group would like to add).**
  - **Timekeeping. Openness to the topics and the workshops.**
  - **Bring yourself - participate at a level comfortable for you.**
  - **Timekeeping.**
  - **No recording.**
- **Have you any hopes or fears around the training? Please share if you are comfortable to do so with the group.**





# Learning outcomes for Today's training

## **Participants will:**

- **Understand Consent-Ed (Edn. 1) and their role in it.**
- **Explore facilitation as a medium of delivery.**
- **Engage in a practical experience delivering aspects of the programme to their peers.**
- **Be more informed responding 'in the moment' and as a 'first point of contact' with disclosures.**
- **Understand the sensitivity of the material for both participants and themselves and the importance of self-care.**
- **Be able join the Consent-Ed Community of Practice.**

## PART 2

### Overview of Consent-Ed (Edition 1).



# The Consent-Ed Programme.

**We will look at:**

- **An overview of the Consent-Ed Project (Edition 1).**
- **The Programmes construct – Junior (2<sup>nd</sup> year) and Senior.**
- **Its key attainments.**




**On the left is Manuela Riedo whom the original Manuela Programme was developed in honour of and as a legacy to following her tragic and untimely death in 2007 at the tender age of 17 years.**

**A national consortium of passionate people from the rape crisis sector came together to help challenge and change the landscape for young people in Ireland**

**The EU funded Manuela Programme was piloted from October 2017-March 2020 and delivered to secondary schools, Youthreach centres and youth projects in Wexford, Dublin, Kerry and Galway.**

**The Manuela Project delivered and evaluated the Manuela Programme.**



**Tusla and the beneficial partners Galway Rape Crisis Centre and Pavee Point came together to pursue and attain EU funding to pilot a follow on programme based on the evaluations and recommendations.**



**The programme is called the Consent-Ed and currently it is edition 1.**

# Consent-Ed Programmes Construct.


The programmes are:

- Positioned within a robust theoretical framework supporting an experiential and interactive learning experience for all.
- Aligned with best practice in programme delivery.
- Under the umbrella of sexual violence prevention and awareness to the various age cohorts, TY's, Junior Cycle.
- Pavee Point Traveller and Roma Centre had the lead role in the creation of its specific programme.
- Informed by an array of sources signposted throughout, and in the Appendix of the Handbook.

**Date: It operated from January 2021-December 2022 developing and testing three specific programmes for TY's, second years and the Traveller and Roma Communities.**



**Area: Three Project Workers based in the Wexford, Dundalk and Galway Rape Crisis Centres supported by the Project Co-ordinator and Project Manager.**



**Tusla's key role was governance and associated responsibilities.**



**Consent-Ed had an extended period from January – June 2023.**

## **Consent-Ed Key Deliverables for Edition 1.**

- **This EU funded pilot comprise of four key work packages each with specific domains of delivery.**
- **Have a clear model of delivery – co-facilitate, engage in facilitator training workshop and the teacher/educator then becomes a lead facilitator.**
- **Alignment of Consent-Ed with the formal school curriculum and broader second level Well-being Policy Framework.**
- **Fundamentally, the production, testing and evolution of the three programmes as central to all other essential target deliverables thereafter. The progression of same in the next phase of Consent-Ed.**
- **Suite of resources in soft and hard copy formats.**
- **Pre and post engagement tools for evaluation.**

## Consent-Ed Key Deliverables for Edition 1 (contd).

Some key differences of Consent-Ed to the Manuela Programme include:

- Sustainability through trained up teachers as lead facilitators.
- Develop a Community of Practice for practitioners supporting upskilling, empowerment and the sharing of knowledge and practice.
- Possess a suite of resources.
- Guided by the overtone of the 'Third National Strategy on Domestic, Sexual and Gender-Based Violence' which adopts an intersectional approach which allows for a more holistic understanding of an individual victim or survivor.

# Junior Cycle Content.

Sexual Expression.



Sexual Harassment.



Online Sexual Harm.



Sexting and Intimate Image sharing.



Sexual Exploitation and Grooming.

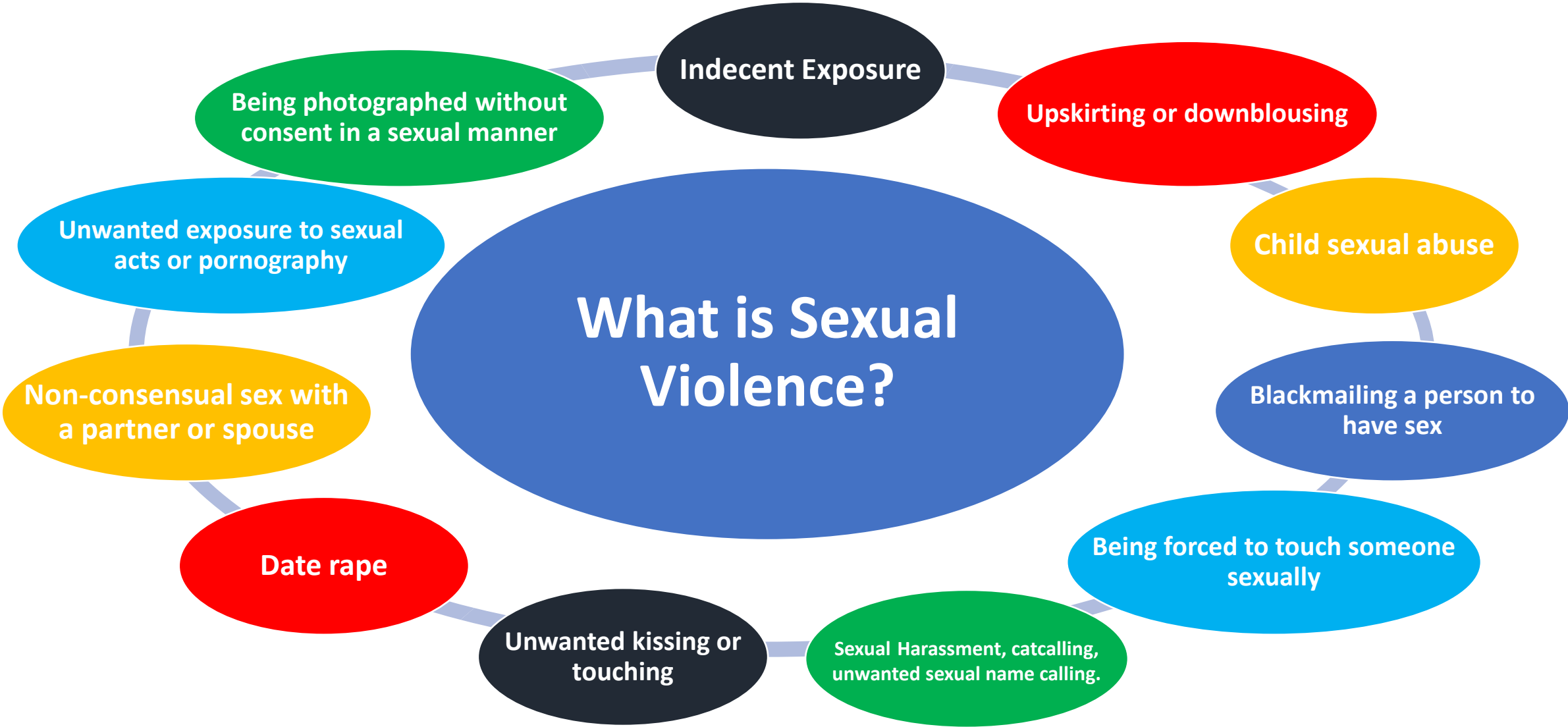
# Senior Programme Content Consent-Ed (Edn. 1).

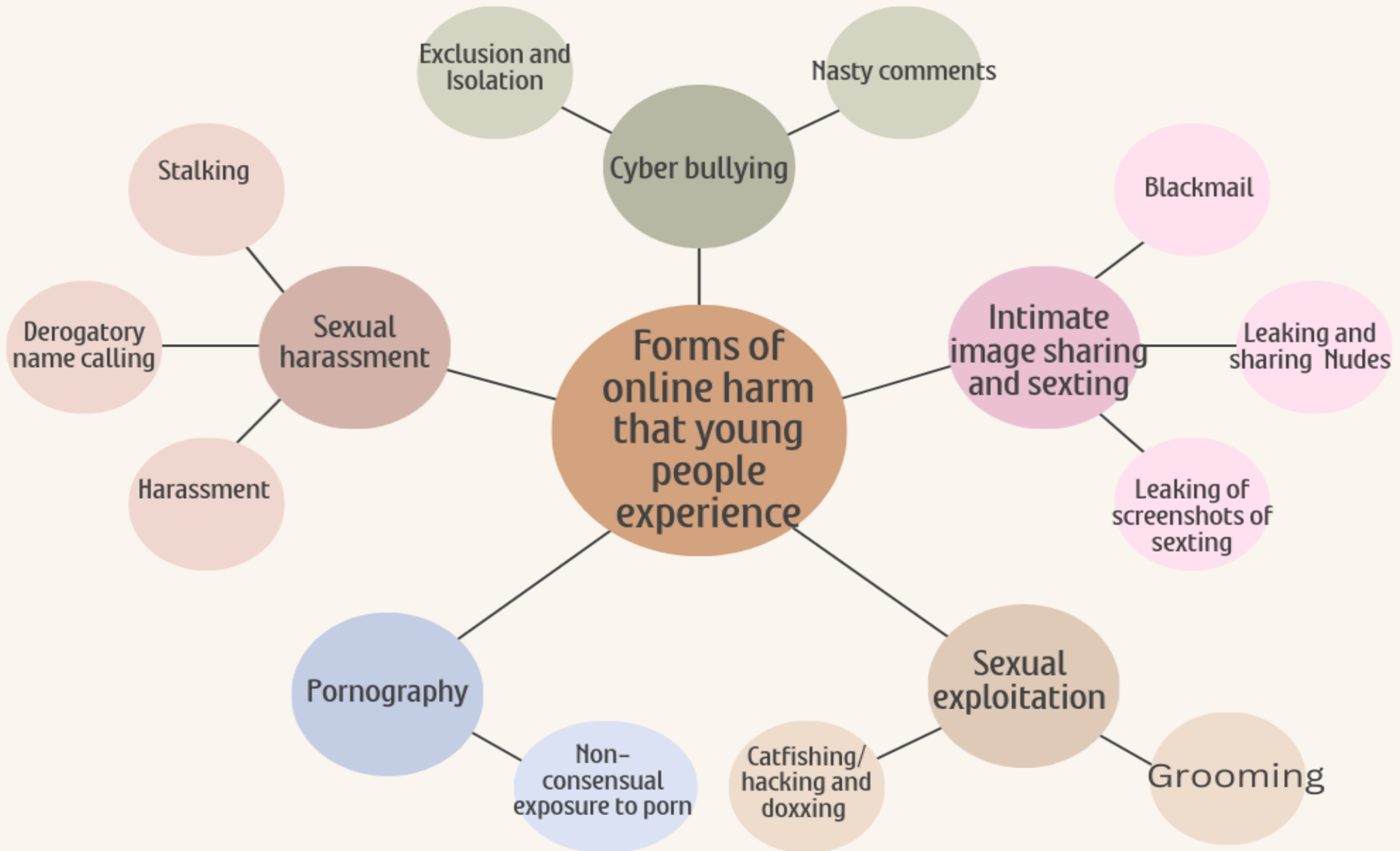
- **Session 1. Healthy Relationships.**
- **Session 2. Consent.**
- **Session 3. Sexual Violence.**
- **Session 4. Online Sexual Harm.**

# Overall Learning Outcomes for the Senior Programme.

- The outcomes are comparative to the level and ability of the target participants.
- Demonstrate an enhanced knowledge of what constitutes sexual violence and its impact.
- Recognise what constitutes healthy and unhealthy relationship.
- Challenge social norms that are tolerant of sexual violence.
- Develop attitudes that contribute towards gender equality.
- Start conversations around sexual violence awareness and prevention.
- Make healthier choices in the context of influences around them.
- Be made aware of relevant services and support structures.
- Through safe dialogue empower young people with knowledge and opportunity.
- Challenge prevailing attitudes/behaviour tolerant of sexual violence.
- Build capacity.
- Reduce sexual violence.

# Some examples of Sexual Violence types.







***Break time .....***

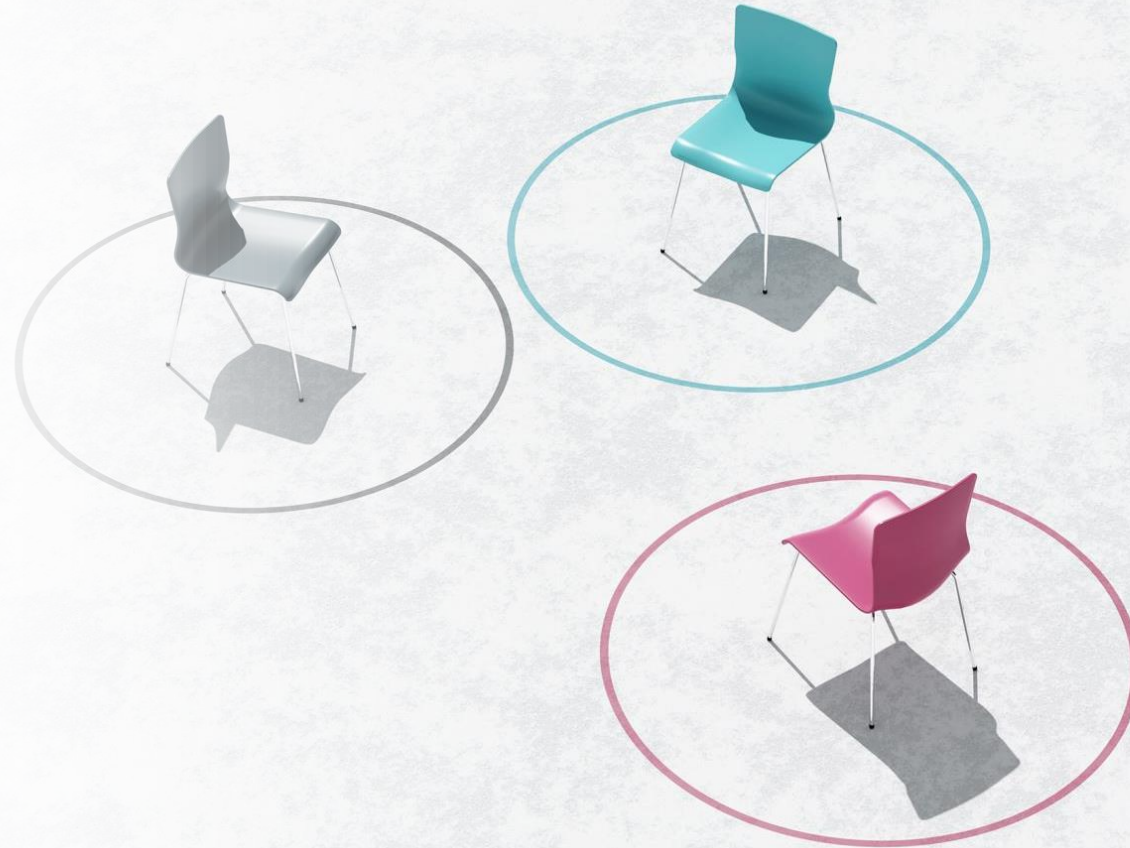
***See you soon.***

## **PART 3.**

### **Facilitation.**

**A look at facilitation.**

**Exploration and reflection of  
individual skills and  
personal styles.**



This part of the training will focus on.

- Exploring what facilitation is.
- Reflecting on the skills/traits/characteristics needed or beneficial to facilitation and specifically a programme of this stature.



**Any ideas or thoughts on what it means to facilitate, please share if you are comfortable to do so?**

**F A C I L I T A T E**



## Facilitation is:

- **The capacity to guide effective group work and learning.**
- **A way of helping people move forward, harnessing their contributions and creating tangible impact for them.**
- **The role of an architect designing and overseeing a group session(s).**
- **Guiding the process allowing the participants to be center stage through the establishment of clear and safe boundaries and ground rules.**

- 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).



**We will now move to reflecting on the skills/traits/characteristics needed or beneficial to facilitating a programme of this stature (sexual violence prevention and awareness).**

**As facilitators of Consent-Ed we will be facilitating children and young peoples' learning of societal norms which occurs in schools.**



# When facilitating the Programme.

*“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.”*  
*Confucius 450 BC.*

**You will have:**

- **An introduction to the Consent-Ed Programme.**
- **The opportunity for peer to peer learning and support to occur.**
- **A space acknowledging the student’s voice is heard and encourages their critical thinking.**
- **The possibility ‘to open the door’ in starting conversations around sexual violence.**

**Any thoughts, comments or  
observations thus far?**

## Quick 'Brainstorming' Activity.

- In small groups come up with a general list of facilitation skills, traits, characteristics you think are important.
- Focus in on which you feel best align with delivering a sexual violence prevention and awareness programme.
- Pick the top three you feel are the most important for delivering Consent-Ed.
- You have 10-15 minutes for this in your smaller groups.
- In the larger group we will share each others' suggestions and thoughts.

## Some examples of facilitation skills for the programme (but not limited to).....

- **Help the group gain skills/knowledge.**
- **Not didactic, as it is important to create an interactive and experiential environment.**
- **Learn from each other; you and the participants are equals.**
- **Share responsibility to create good learning; build on own knowledge; draw on life experiences, where appropriate, no personal stories.**
- **Create a safe space – build trust.**
- **Visit and revisit the knowledge in a variety of ways, hear; see; say; do.**
- **Actively listen – proactively look and listen for what someone is trying to communicate (body language; eye contact; focus).**
- **Fun – it is important to have some fun, be mindful of getting the balance right.**

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.”

## Facilitation Skills contd:

- **No need to be an expert – it is okay to say you do not know the answer to a question, 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 etc.**

- **Summarising carefully and check that you have got it right.**
- **Ask open questions or give a choice.**
- **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.**

**We will watch the following YouTube Clips on facilitation.**



# LECTURING VS. TEACHING VS. FACILITATION

*with Sam Killermann*



**Step 1: Having watched the two clips and back in your small group, what are the key messages within them?**

**Step 2: From your earlier small group work reflecting on the key skills, traits and characteristics you felt were the most relevant to facilitating Consent-Ed, merge those with the key messages from step 1 and 'lock in' a skills tool kit that is individual to you going forward supporting your facilitation and delivery of Consent-Ed.**

**Step 3: Discuss these within your smaller groups and agree a person to feedback one point from your group to the larger group.**

**You have 10 minutes to complete this.**

**Within your smaller groups you have identified some great points. In summation of facilitation and the importance of marrying these with your individual style, flair and personality.**

***Remember to.....***

- **Set boundaries.**
- **Remain impartial.**
- **Understand the group dynamic.**
- **Use your personal style.**
- **Intervene when appropriate.**
- **Diffuse any challenging situation.**
- **Foster an open process of new learning.**
- **Most important enjoy it and have fun!**



**Any thoughts, comments  
or observations?**

A top-down view of a restaurant table. Two burgers with sesame seed buns and fries are served on wooden trays. A glass of beer with a thick head of foam is on the right. A glass of orange juice is on the left. There are also condiment containers, a salt shaker, and silverware on the table. The text "Time for lunch...see you back soon." is overlaid in the center in a white, italicized font.

*Time for lunch...see you back soon.*



## **PART 4.**

### **Disclosures.**

**‘First Point of Contact’-  
responding in the moment.**

**Legislative overture, policies  
and protocols.**

**Importance of Self-Care.**

# Managing Disclosures. First Point of Contact.



- **The subject of sexual violence and harassment can be distressing and uncomfortable.**
- **It can be really difficult when someone discloses to you, it may be difficult to hear or process what the person is saying. In an effort to protect ourselves, we may wish to detach or distance from them, as there can be an element of vulnerability for both the person disclosing and/or the person being disclosed to.**

- Being the first point of contact for a person who discloses, *how you respond in that moment is critical as to the next steps that person may or may not take.*
- *Disclosure skills* is what can be referred to as knowledge, attitudes, interpersonal and self-care techniques that can be associated with receiving and responding to a disclosure.

(Galway Rape Crisis Centre & Active\* Consent, 2021).

- You may not have expected a disclosure, or it came 'out of the blue', one of the most important things is your reaction, supporting the person and applying some self-care to yourself too afterwards.
- Feeling confident in responding to any disclosure may test your personal and professional boundaries, possibly influenced by unconscious bias, your informed beliefs which potentially can cloud our capability to support the needs of the person in that moment.

## ***What can help in that moment.***

- ***Thank them*** for coming to speak to you and highlight how brave they are in doing this.
- ***Reassure them*** what they tell you will be taken seriously and support them to communicate in the best way possible for them. Further reassure you are there to support them.
- ***Tell them you cannot keep what they are telling you a secret*** as you have a duty to protect them from harm and this will involve other agencies and their parents becoming involved.

- ***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.

## *Some challenges may include.*

- **PANIC!!!!!!**
- **Fear of saying the wrong thing.**
- **Showing defensive or unsupportive body language.**
- **Not making them feel heard or believed.**
- **Dismissing it – not validating their story.**
- **Using why questions, for example “why did you do that”? Or “why did you go there”?**
- **Using leading questions. Try to stay clear of these and use open questions like "Is there anything else that you want to tell me?"**
- **Being too ‘cold’ or ‘clinical’- not showing empathy, compassion, sympathy.**
- **Timing - you may be distracted. It could happen when it is really busy time or on a Friday afternoon. Will there be access to support services?**
- **Can you think of any others?**

We will now show you a short You Tube clip about responding to a disclosure of sexual violence.



**TOGETHER**  
**it's how it's done**

**'STRONG'**  
**acronym.**

**This is a very use  
in helping you  
deal with  
a disclosure.**

- S** Start by listening – don't push.
- T** Tell them you believe them and it's not their fault.
- R** Respect confidentiality – explain when and how you would share the information.
- O** Options – provide them with options of supports available.
- N** No assumptions – reporting to the Gardai may not be what they want to do.
- G** Get them to somewhere safe – make sure they are in a safe place away from danger.

# How to respond in conjunction with 'STRONG'...

- Listen to the person disclosing.
- Believe them even if the story doesn't seem credible.
- Reassure them they don't have to give you any details today.
- Say 'I'm glad you told me' even if you're not.
- Don't ask questions which may imply blame.
- Accept that someone who acts irresponsibly or takes foolish risks does not deserve to be assaulted.
- Let them know you will help, and they can trust you.

*(GRCC & NUI Galway, 2021).*

## ***How to respond contd....***

- **If the person is a minor or is suicidal you cannot keep the abuse confidential and you must advise them of this. This is keeping with child protection guidelines, protocols and legislation.**
- **Note a forensic exam (SATU) needs to be completed within 72 hours or up to 5 days.**
- **Reporting to the Gardai is a matter of choice and support to do so is available through RCC's or SATU.**
- **Ensure their safety, do they have a safe place to stay where they can get support.**

*(GRCC & NUI Galway, 2021).*

## When responding you could say things like..

- I believe you. It was not your fault; you aren't to blame.
- I'm listening. I hear what you're saying.
- I'm here to support you. What do you need right now? I'm glad you came forward to look for support.
- Take your time telling what it is you want to tell me today. That must have been difficult to say.
- There's no pressure on you to say anything you don't want to. I know talking about this can be helpful.
- It's not surprising that you feel angry...sad...etc. You're having normal reactions to an abnormal experience.
- I know you might find this difficult right now, but in a situation like this the responsibility always lies with the perpetrator.
- Do not pressure them for names or details of perpetrator.

(GRCC & NUI Galway, 2021).

**We will explore dealing with disclosures through a hypothetical scenario.**

# Role Play of Scenario. (15 mins).

**In small groups of three you will practice 'STRONG' with the scenario provided to you.**

- One person will be disclosing, another will be receiving the disclosure and the third person is the observer. You will have 15 minutes to do this.**
- We will then re-group and have a larger discussion around your experiences from the different perspectives having 35 minutes for this part.**

## SCENARIO.

Zac is 16 years old and is a very positive and engaged student of yours. You noticed this week he is a lot quieter and distancing himself from his peers. He hangs back after class and you ask how things are, is he okay? Zac asks if he can tell you something and before you can even reply he blurts out he was at a house party at the weekend following the local team's win in the county final and something happened. He said he had been drinking and was getting on really well with a girl in his year in school. He continued saying he felt very drunk all of a sudden which hadn't happened before. This girl (who is 16) started kissing him and began to put her hand down his pants in front of everyone in the kitchen.

Zac was shocked and kind of pushed her hand away, to which she then took his hand and led him to one of the bedrooms. In the bedroom she kissed him very aggressively and unzipped his pants and gave him oral. Zac was feeling sick and dizzy and couldn't say anything, but was completely shocked at what was happening. Afterwards she told Zac she knew he fancied her and this was what he wanted to happen, he's a guy and guys are always 'up for it'.

- *Person being disclosed to:* How did it feel?

- *Person disclosing:* How did it feel for you?

- *Observer:* How did it feel looking in from the outside?

*For all three:*

What do you all think needs to happen next in this scenario?

## **From the scenario...**

- **What was your initial gut reaction?**
- **Did you have a sense of panic, dread or calmness?**
- **Did you feel confident in supporting Zac?**

**Tell us your thoughts.....**

## In the back of your mind be cognisant of .....

- Relevant preliminary Child Protection information.
- Who is your designated Child Protection Officer.
- Mandated persons child protection procedures.
- Schools policy on leaving the classroom.
- Planning for time out – if young person finds it necessary.
- The limits of confidentiality.

### Reporting mechanisms:


- Tusla document *Reporting Child Protection Concerns*.

<https://www.tusla.ie/children-first/web-portal/>

***Remember to consider getting help, assistance or support for yourself afterwards.***

**Any thoughts, comments  
or observations.**





**Legislative overtures  
and school  
policy/procedures.**

## **A disclosure needs to be dealt with quickly and efficiently and as practitioners we have a duty to:**

- Be proactive to prevent further harm and abuse and aware of the potential for same.
- Report a concern without delay, using the correct procedure, communicate this with the person disclosing.
- Work collaboratively with the respective agencies tasked with investigating any allegations or suspicions of abuse or neglect.
- Involve the person who has or has allegedly been abused or could experience abuse if measures are not put into place to protect them and supporting their autonomy as much is practicable if they are a minor in particular.

## *Key Policy...*

Children First National Guidance  
for the Protection and Welfare  
of Children 2017.



- **Launched on October 2nd, 2017. This Guidance is a primary reference for all citizens to report concerns and includes the new legislative obligations.**
- **If you are a mandated person, you should read Chapter three of this Guidance for details about your responsibilities under the Children First Act 2015 for reporting mandated concerns and how to make the report**
- **Mandated persons are people who have contact with children and/or families and who, because of their qualifications, training and/or employment role, are in a key position to help protect children from harm.**

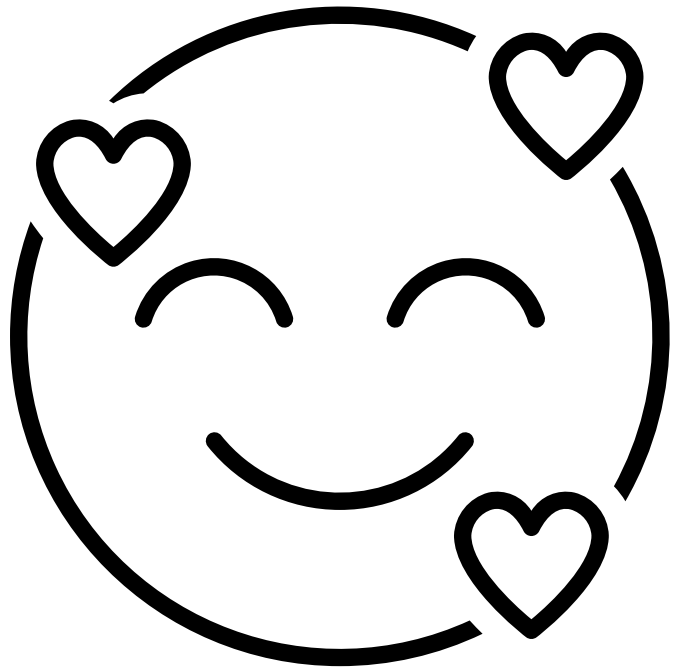
## Key legislation.....

- **Section 14(2) of the Children First Act 2015** places obligations on mandated persons to report any disclosures made by a child: ‘Where a child believes that he or she– (a) has been harmed, (b) is being harmed, or (c) is at risk of being harmed, and discloses this belief to a mandated person in the course of a mandated person’s employment or profession as such a person, the mandated person shall, ... as soon as practicable, report that disclosure to the Agency.’
- Mandated Persons Protocol → Designated Child Protection Officer or DLP.
- The Tusla Portal allows users to securely submit Child Protection and Welfare Report Forms (CPWRFs) and Retrospective Abuse Report Forms (RARFs) to Tusla online, <https://www.tusla.ie/children-first/web-portal/>
- \*\*\*\**There are a number of other key pieces of legislation which refer to child welfare and protection too.*

- **The limits of confidentiality.** If the person is a minor or suicidal you cannot keep the abuse confidential and you must advise them of this. This is keeping with child protection guidelines and protocol and legislation. 64
- **Note: the crucial timeline a forensic exam** (SATU – Sexual Assault Treatment Unit) needs to be completed within 72 hours or up to 5 days after the alleged incident occurred.
- **Reporting to the Gardai is a matter of choice** and support to do so is available through RCC's or SATU (if over 18 years). **If a disclosure is made to you by an 18 year old pupil you must check with your individual school's Child Protection Policy and Procedure. This cannot be emphasised enough.**
- **Ensure their safety**, do they have a safe place to stay where they can get support? Do not take the situation into your own hands. Provisions for the child or young person's safety should be made by an appropriate agency.

## **School's individual policies/procedures check and plan for.....**

- **School's policy on leaving the classroom.**
- **Planning for time out – if a young person finds it necessary.**
- **Having an assigned dedicated space for person disclosing to do so privately and sensitively.**



Exploring Self-Care.

# Exploring Self-Care.

Self-care can mean different things to different people but simply it means ***taking the time to do things that help you live well and improve both your physical health and mental health.***

## Self-Care is:

- Not needing to set lots of really challenging goals or plans.
- Is personal and individual to you.
- Is about being kind to yourself.

It is really important for you to do some form of self-care that works for you following receipt of a disclosure as you do not know how it could impact upon you.

**Can you think of any examples of self-care?**



# Self-Care.

**It might seem hard, but it is important to remember that even small steps will still help choosing activities that work best for you is key.**

**If there is anything that makes you feel worse, stop doing it and try something else. This demonstrates you are learning about yourself in a positive way.**

**It is imperative you find an activity that restores and replenishes your body and spirit.**

**Many people find self-care really hard for a number of reasons.**

- It can be difficult to remember to make time for it, especially if you have a busy job, work long hours, have a family, look after other people or volunteer doing something.**
- Changing our habits is never easy and can take time.**
- What can make self-care more difficult is if you are feeling stressed, feeling low, are upset or anxious about something. Ironically, self-care is even more important during these times.**



## Some examples of Self-Care.

- **Look after your body** – hydrate, eat well, sufficient sleep, exercise, pamper your body.
- **Look after your mind** – simple breathing exercises, do an activity you enjoy, focus on the positives, write things down, say positive affirmations to yourself.
- **Look after your space** – keep your living space clean/tidy, get fresh air, cosy up under a blanket, infuse your space with scents you enjoy.
- **Connect with others** – make plans to meet family/friends, connect online/send a message/joke/funny meme, talk about how you feel.

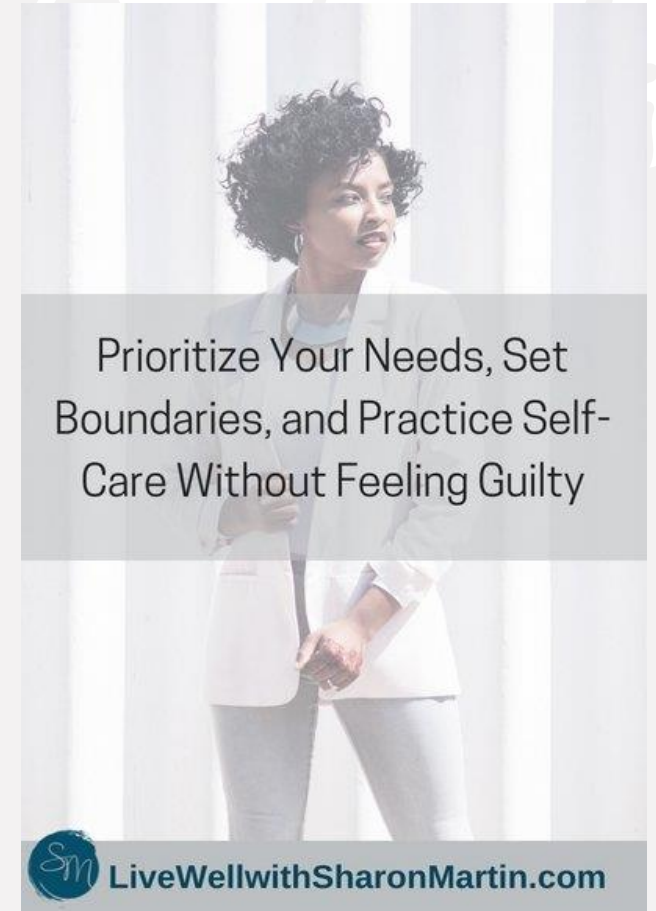
(Rape Crisis England and Wales, nd).

# Creation of Boundaries in Self-care.

***“A boundary is a limit or edge that defines you as separate from others”.***

*(Katherine, 2010, p. 14).*

- Boundaries differ from person to person.
- They are a form of self-care.
- They should be personal to you.
- They establish what you need and what your limits are.
- Support you in not feeling pressure or obligation to do things or take on tasks.
- Remember, setting boundaries and practicing those around you, too. self-care benefit



***Setting boundaries is a skill and like any other skill, the more you practice the easier it becomes.***

## **Prompts for Self-reflection following a disclosure.**

- **What are my thoughts now having received and responded to the disclosure?**
- **Was I nervous, anxious, worried, concerned at the time?  
How did I channel the feeling(s) I had?**
- **Did I model any of the interpersonal skills, traits, characteristics identified in this training.**
- **Have I more confidence in responding to a disclosure.**
- **What self-care will I do to look after myself.**

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**PART 5.**

Q&A.

Workshop close.



**Any thoughts, comments or observations from any aspect of workshop one's content.**

# Paired Reflection.

- **Reflect for a few moments and in pairs discuss one key piece of learning you got from today's workshop.**
- **Please share your individual learning from today with the larger group if you are comfortable to do so.**

# Day 2 Workshop 2 - Itinerary.



9.30.	Part 1: Welcome; revisit group boundaries, reflection circle on learning	from day 1 workshop.	individual key
10.15.	Part 2: Facilitation Planning Segment.		
		<ul style="list-style-type: none"><li>Plan, prepare and practice for delivery of activities from the programme (Junior and Senior).</li></ul>	
10.45.			SHORT BREAK.
11.15.	Part 2: (contd):	Facilitation Planning Segment.	
11.45.	Part 3:		Experiential and Interactive Practical Segment.
1.00.			LUNCH BREAK.
2.00	Part 3: (contd):	Experiential and Interactive Practical Segment.	
		<ul style="list-style-type: none"><li>Participants have the opportunity to experience facilitation and delivery of exercises and activities contained within Consent-Ed (Edn.1).</li></ul>	
4.00:	Part 5:		Q&A and Evaluations.
4.30-4.45.			Workshop close.



**THANK YOU!**



## References.

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## List of some Support Services.

- FLAC (Free Legal Advice Centres) – [www.flac.ie](http://www.flac.ie) National 24 hour helpline/Dublin Rape Crisis – 1800 778 888.
- **Hotline.ie** - Irish national centre combatting illegal content online. **Where there is an immediate safety risk or you become aware of one, call 112 or 999.** Remember when calling 112 or 999, 'stay calm, stay focused and stay on the line'. [Contact your local Garda station](#) or the free Garda Confidential Line [1800 666 111](tel:1800666111) if your report relates to **any of the issues where** you suspect a child is a victim of abuse or at risk; images stored on private devices such as mobile phones, tables or computers; content (i.e. images) shared via encrypted private communications such as messaging Apps.
- Legal Aid Board – [www.legalaid.ie/en](http://www.legalaid.ie/en)
- Men's Aid Ireland - National Confidential Helpline – 01 554 3811 Monday- Friday 9am -5pm, Saturday & Sunday 10am - 2pm.
- Rape Crisis Help – [www.rapecrisishelp.ie](http://www.rapecrisishelp.ie)
- Safe Ireland – [www.safeireland.ie](http://www.safeireland.ie)
- SATU – Sexual Assault Treatment Units – <http://www2.hse.ie/sexual-assault-treatment-units/>
- Women's Aid – National Freephone Helpline, 24 hours 7 days per week 1800 341 900.