



PAVEE POINT
TRAVELLER AND ROMA CENTRE

THE PAVEE HEALTHY RELATIONSHIP PROGRAMME





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**This programme has been developed through the partnership
and collaboration of the Tusla Child and Family Agency,
Galway Rape Crisis and Pavee Point Traveller and
Roma Centre and funded by the European Union.**



This publication was funded by the European Union's Rights, Equality and Citizenship Programme (REC 2014-2020). The content of this publication represents only the views of Pavee Point Traveller and Roma Centre and is its sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

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WHY THIS PROGRAMME?

As young people form relationships, there is a need to give a clear model of what healthy relationships look like, and what concepts such as consent, mean and look like in real life. In this way, the Programme hopes to prevent unhealthy relationships and domestic and sexual violence.



WHO IS THIS PROGRAMME FOR?

There can often be low levels of awareness of healthy relationships, consent and domestic and sexual violence among young people who might not have strong literacy levels, or those who might not finish their education.

This Programme is specifically designed for the Traveller community. It is designed to be delivered to young Travellers between ages 15-22. However, it can also be delivered to people above the age of 22, such as parents/women/men's groups, Traveller Youth Workers, Traveller Primary Health Care Workers, and other Community Development Workers in Traveller Organisations or working with young Travellers.

HOW WAS THE PROGRAMME DESIGNED?

This Programme is specifically designed by Travellers, for Travellers. A number of focus group sessions and meetings took place with the Traveller community to find out key issues that the Programme should address and the approach and methods the Programme should adopt.

Their ages and areas of work were diverse and this helped with gathering vital knowledge with regard to developing this Programme. The Draft Programme was reviewed and revised by Travellers.

Between March 2022 and May 2023, the Pavee Healthy Relationship Programme was piloted with Traveller participants online and in person. The feedback and learning from delivering the Programme were vital in contributing to this handbook. Special thanks to local Traveller organisations for their participation in this process.

DELIVERING THE PROGRAMME

Each session is designed to last 90 minutes with a suggested break in the middle of each session. The Programme uses mixed methods to ensure participants receive information in the format best suited for them. The sessions include methods such as big and small group discussions, walking debates, case studies and videos.

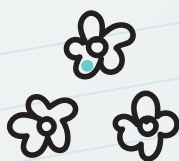
When delivering the programme to young Travellers, it can be delivered to single-gender groups with girls or boys only, or mixed groups.

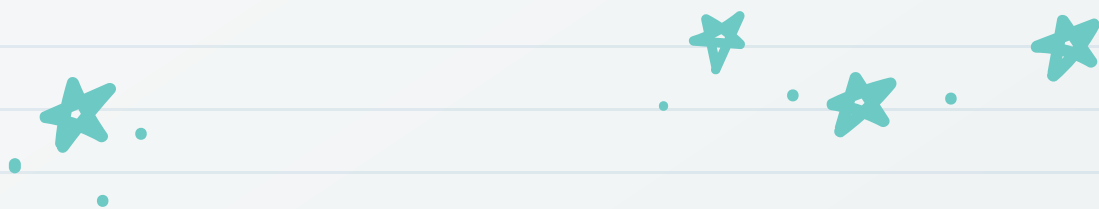
The Programme is best delivered by two facilitators. It is important for the facilitators to know the issues facing young Travellers, have a connection with the local Traveller community, and, at a minimum, at least one of the facilitators should be a Traveller. It is suggested that there is an equal gender balance with one of the facilitators identifying as a man and the other as a woman.



NOTES FOR FACILITATORS

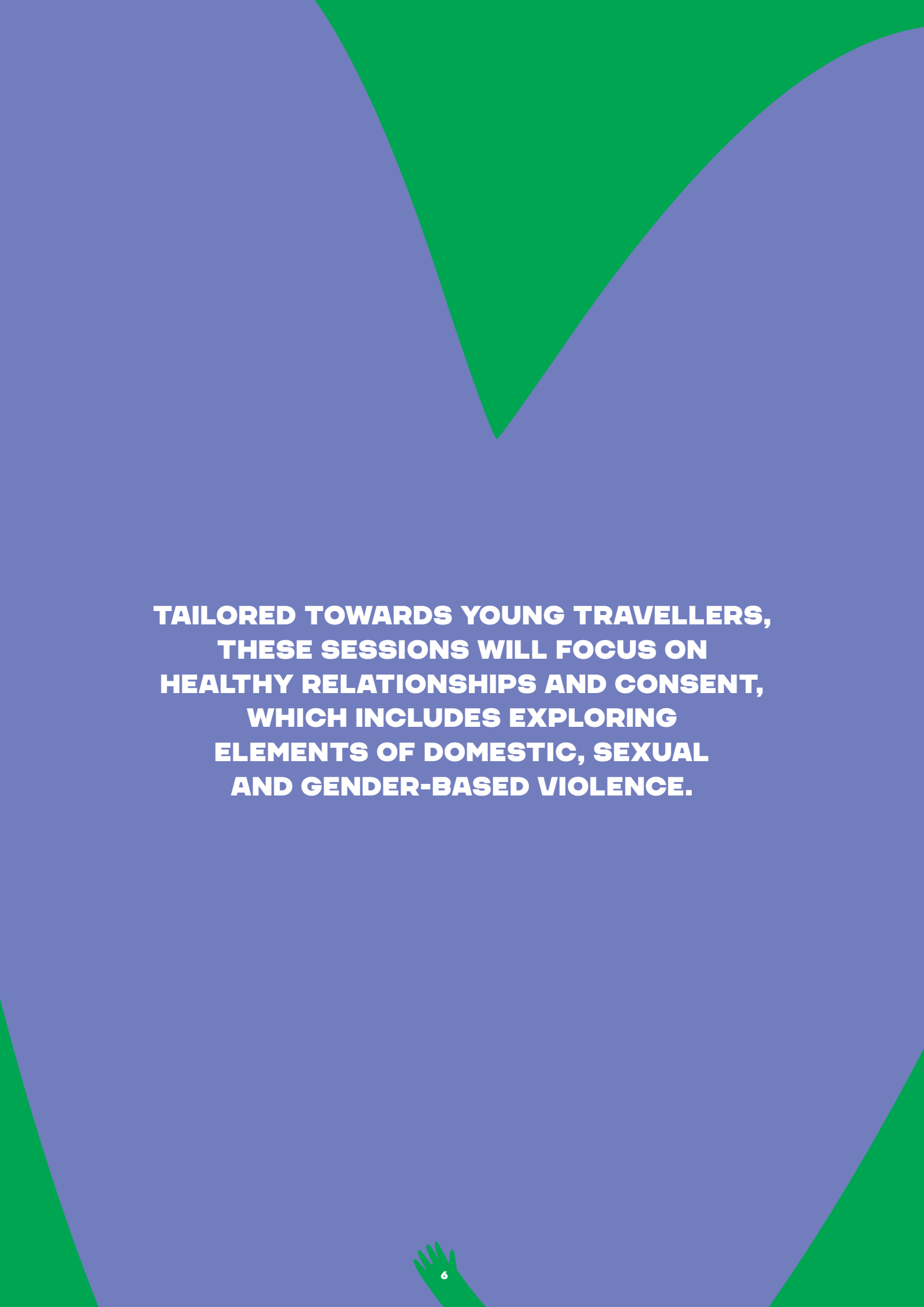
This handbook provides the notes and materials for facilitators of the Programme. This includes guidance for facilitators, information on the activities, as well as materials required and media links. It is also essential to keep in mind the following points when delivering the Programme.





- Many facilitators and organisations will be evaluating the Programme to understand the experience of the participants who take part. If your organisation is doing this, it is recommended that you ask the participants to complete the 'Pre-Programme Evaluation' before they attend the first session of the Programme. The 'Post-Programme Evaluation' should be completed by the participants at the end of Session 6. You can find the 'Pre and Post-Programme Evaluations' in the Appendix.
- This handbook provides the contact details and roles of national organisations who are responding to and supporting people who have experienced domestic, sexual or gender-based violence. It is suggested that you also become aware of local organisations in your area who are also providing services in these areas and that you share their contact details with your groups. You can remind the groups at the start of each session that services are available for those who need it.
- Be mindful of the needs of your participants. All groups that you work with will be different and groups may have different levels of understanding of the topics that are being discussed.
- The Programme's 'Certificate of Completion' is in the Appendices of this handbook. These should be printed off and the names of the participants added to each one before they are presented to the participants at the end of Session 6.





**TAILORED TOWARDS YOUNG TRAVELLERS,
THESE SESSIONS WILL FOCUS ON
HEALTHY RELATIONSHIPS AND CONSENT,
WHICH INCLUDES EXPLORING
ELEMENTS OF DOMESTIC, SEXUAL
AND GENDER-BASED VIOLENCE.**



SESSION 1: HEALTHY BOUNDARIES





TIME: 90 MINUTES (INCLUDING 5-MINUTE BREAK)

In this session, participants will recognise that personal boundaries are self-created, can change and need to be respected.

OBJECTIVES:

- Build a safe working relationship with the group
- Increase understanding of the Pavee Healthy Relationship Programme
- Build understanding of boundaries

OUTCOMES:

- Familiar with the content of the Programme
- Feel comfortable with the group and facilitators
- Describe what boundaries are
- Explain that personal boundaries are self-created, they need to be respected, and they can change

MATERIALS:

- Sign-in sheet
- Information on services and supports
- Flipchart paper for group contract
- Flipchart paper for “Hopes” and “Fears”
- Flipchart “Agree” and “Disagree” Signs
- Flipchart paper with words “perpetrator”/ “abuser”; “victim”/ “survivor”; “boundaries”; “consent”
- Pens/Markers
- Post-it Notes
- Video: Social and Emotional Learning (SEL) Video Lesson of the Week - Setting Boundaries and Personal Space
- Flipchart paper for the wrap up/evaluation
- PowerPoint Presentation








TIME: 20 MINUTES

WELCOME AND INTRODUCTIONS

Materials:

-  **Sign-in sheet**
-  **Information on services and supports**
-  **PowerPoint Presentation**

1. WHAT IS THE PAVEE HEALTHY RELATIONSHIP PROGRAMME?

This Programme aims to support young Travellers with knowledge and skills to form healthy relationships and interactions in their lives. Tailored towards young Travellers, these sessions will focus on healthy relationships and consent, which includes exploring elements of domestic, sexual and gender-based violence.

Why this Programme?

As young people form relationships, there is a need to give a clear model of what healthy relationships and consent mean and look like in real life. In this way, the Programme hopes to prevent unhealthy relationships and domestic and sexual violence.

Introductions to facilitators

As a way to start forming a relationship with the group, take a minute for the facilitator(s) to introduce themselves to the group.

2. INTRODUCTIONS TO GROUPS

Ask participants to split into pairs, ideally, with someone they don't know so well. In pairs, ask each person to share two things about themselves that the other person might not know about them.

After a few minutes, ask each pair to introduce their partner to the big group and to share their name and the two things that they learned about their partner.

3. THE PROGRAMME – WHAT AND WHY

Tell the group why we are here – to give us knowledge, confidence and skills to form healthy and happy relationships and interactions in our lives.

Remind participants that there will be six sessions covering different topics that are related to healthy relationships. These will be boundaries, healthy relationships, power and control in relationships, consent, the role of technology in relationships, and how we can support those who have experienced violence or abuse when in a relationship.

All sessions will be 90 minutes long and we will have a 5-minute break.

4. INFORMATION ABOUT SERVICES AND SUPPORTS

Draw the participants' attention towards the posters, leaflets and handouts in the room which have contact details for relevant services and supports. This is in case anyone would like to get any information or support after the sessions. Also point the group to the facilitators and an adult in their local group who they can turn to for information and support outside of the sessions.

CREATING A SAFE SPACE WITH THE GROUP

Materials:

- 👉 Flipchart paper for group contract
- 👉 Pens/Markers
- 👉 Post-it Notes

FACILITATOR NOTES:

A group contract is very important for this Programme. We want to make sure that the space is safe for everyone who takes part. Some participants may know each other so it is very important that the group contract is respected.

1. GROUP CONTRACT

Step 1:

Ask the group if they have ever heard of a group contract and encourage participants to tell others what it might be.

Step 2:

Confirm what a group contract is - an agreement or rules made by our group about how we will work together and treat each other during the sessions. The idea is to create a space where we all feel safe and respected and can have fun.

Step 3:

Encourage the group to name things we want to see in our group contract. Facilitator writes up the responses from the group on what to include in the contract on the flipchart paper. The facilitators can also add ideas as needed and to provide examples. A sample group contract might look like this:



- a. Have fun
- b. Don't judge others or their ideas
- c. Listen to others
- d. Let others finish speaking
- e. Turn off/silence mobile phones
- f. Respect others – no put downs or eye rolling
- g. Don't give examples of your own experience or of what happened to others
- h. What is shared in the group stays in the group, but there could be a limit to this if the facilitator has any concerns about children or vulnerable adults
- i. There is no such thing as a silly question – ask if you're unsure
- j. Confidentiality – don't use names, reveal places, and no specific details about your own personal experience. You can use generic examples if you would like. We want to make sure that everyone's privacy is respected.
- k. If anything becomes too heavy, feel free to step out for a second and re-join when ready
- l. Participation is voluntary – if you don't feel comfortable, you don't have to participate

Step 4:

Once everything has been added to the contract, ask the group if they agree to it, place the paper on the wall during each session, and tell the group we can revisit the contract and add to it during the sessions if we want to.

2. NAMING HOPES AND FEARS

Materials:

-  **Flipchart paper for “Hopes” and “Fears”**
-  **Pens/Markers**
-  **Post-it Notes**

Step 1:

Break the participants into small groups of 3-4.

Step 2:

Ask the groups to discuss what some of their hopes and fears might be about the Programme:

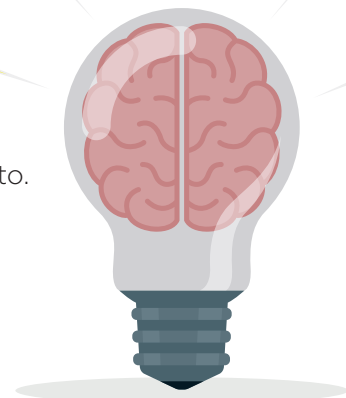
- **Hopes:** What would we like to learn about? What do we hope to get out of the sessions?
- **Fears/Worries/Concerns:** Is there anything that we might feel nervous or unsure about about related to the topic? Do we have any worries about the training/information?

Step 3:

After a few minutes, ask the group to feedback what hopes and fears came up and record them on flipchart paper. The facilitator should read through them, acknowledge the issues that come up and if possible, how we will address them.

Step 4:

Tell the group that we will revisit the hopes and fears during the sessions to make sure that we are meeting all the hopes and minding our fears/concerns.



LEARNING ABOUT BOUNDARIES PART 1

TIME: 10 MINUTES



Materials:

- 👉 PowerPoint Presentation
- 👉 Video: Social and Emotional Learning (SEL)
Video Lesson of the Week - Setting Boundaries and Personal Space

FACILITATOR NOTES:

Boundaries are part of our everyday lives, whether physical, emotional, financial, or sexual for example. They can help you define what you are comfortable with and how you would like to be treated by others. Establishing boundaries in any relationship is important. This can look like:

- Being honest, seeking permission
- Taking the other person's feelings and emotions into account
- Showing respect for differences in opinions, feelings and what different people prefer
- Will help support a positive experience and relationship
- Showing respect to the other person
- Being helpful in having positive and wonderful relationships with others
- Providing clarity and safe expectations around behaviours
- Setting out what is okay and not okay
- Are especially important when agreeing consent for sexual activity

1: WHAT ARE BOUNDARIES?

Step 1:

Show Video: Social and Emotional Learning (SEL)
Video Lesson of the Week - Setting Boundaries and Personal Space.

Step 2:

Tell the group to imagine that an alien has just landed in our room, and it has no knowledge of our planet and our world. Ask the group to explain to the alien:

- What is a boundary?
- Who sets boundaries?
- Can we give the alien an example of a boundary in our lives?



BREAK

TIME: 10 MINUTES



LEARNING ABOUT BOUNDARIES PART 2

Materials:

 PowerPoint Presentation

1. DEFINING BOUNDARIES

- A boundary is **a limit or rule we set for ourselves within relationships and our lives – this could be with friends, family, in marriage, dating/texting relationships, between sites, neighbours, countries and so on.**
- Boundaries are a person's right to choose what is comfortable for them – how close other people can come to us, when, how and who can touch us, and so on.
- We all have our own boundaries or limits – other people need to respect our boundaries and we need to respect their boundaries. For example, it might be OK to shake hands with someone when you first meet them, but over time when you become closer and become friends, you might feel comfortable hugging that person when you greet them.

2. WHO MAKES BOUNDARIES?

Your boundaries are made **by you and only you** – only you know what you feel comfortable with.

- Everyone's boundaries are different, and we have different boundaries with different people
- You decide if these boundaries have been respected or crossed
- Because boundaries are made by you, they can change
- People need to respect our boundaries and we need to respect theirs



TIME: 25 MINUTES

IDENTIFYING OUR OWN BOUNDARIES

Materials:

- 👉 Flipchart with 'Agree' and 'Disagree' Signs

Step 1:

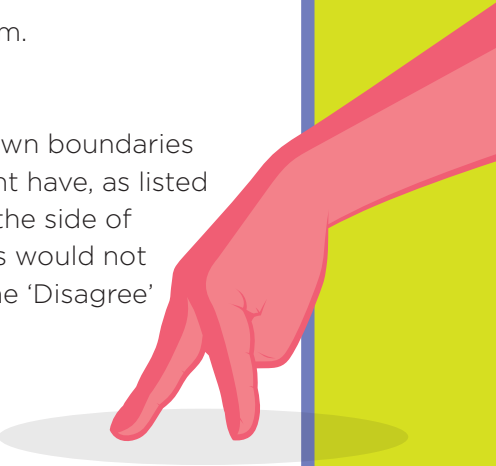
Hang the 'Agree' and 'Disagree' signs on opposite sides of the room.

Step 2:

Tell the group that we are now going to explore examples of our own boundaries in more detail. Read out the different types of boundaries we might have, as listed below. If participants would be 'ok' with that, ask them to walk to the side of the room where the 'Agree' flipchart sign is hanging. If participants would not be ok with that, ask them to walk to the side of the room where the 'Disagree' flipchart sign is hanging.

Throughout the walking exercise, you can ask some of the participants:

- Why they said 'Agree'?
- Why they said 'Disagree'?
- Why wouldn't you let them _____ ?
- How would you feel if they _____ ?



Statements for the exercise (Note: There are two different statements within each set to choose from to suit different groups):

- I would be okay if my Mam or Dad went through my phone.
- I would be okay if my friend went through my phone.

- I would be okay if my sister or brother went through my bag.
- I would be okay if my parents went through my bag.

- I would be okay if my parents entered my bedroom without asking/knocking.
- I would be okay if my friend entered my house/trailer without asking/knocking.

- When I see someone I know, I'll greet them physically in some way – a hug, handshake, punch on the arm, etc.
- I don't like it when someone hugs me from behind.

- I enjoy play-wrestling/ mock wrestling/ mock fighting with a partner.
- I think that if you're in a relationship with someone you kind of "belong" to each other.



Step 3: Big group discussion/wrap up

- From that exercise, we can see that some people feel comfortable with some things while others might not. That is OK
- Our boundaries are different with different people
- It is important that we have conversations with each other about our boundaries because there can be negative outcomes when we break boundaries

Step 4: Give the group examples of how to respect other people's boundaries:

- Ask the group "How can we respect each other's boundaries"? Take some responses from the group. Remind the group that we can do this by asking, by listening, by reading their body language, and by respecting them if they change their minds:
 - 'Can I sit beside you?'
 - 'Can I tell your mum about your boyfriend/girlfriend?'
 - 'It's ok if you don't want to talk to me right now'
 - 'It's ok if you don't want a hug goodbye today'





TIME: 10 MINUTES



WRAP UP/EVALUATION

Materials:

-  Flipchart paper for the wrap up/evaluation
-  Information on services and supports

1. HAVE PARTICIPANTS SUMMARISE SESSION AND LEARNING

2. CHECK IN:

- Go around the room and encourage participants to say in one word or sentence:
 - How they are feeling / what they are thinking / one thing they picked up from the session
- Write down responses onto flipchart

3. REMIND GROUP OF SERVICES AND SUPPORTS AVAILABLE

4. TELL THE GROUP THE NEXT SESSION WILL COVER HEALTHY RELATIONSHIPS AND REMIND THEM OF THE TIME AND PLACE



**AS YOUNG PEOPLE FORM RELATIONSHIPS,
THERE IS A NEED TO GIVE A CLEAR MODEL
OF WHAT HEALTHY RELATIONSHIPS
AND CONSENT MEAN AND LOOK LIKE
IN REAL LIFE.**

SESSION 2: HEALTHY RELATIONSHIPS





TIME: 90 MINUTES (INCLUDING 5-MINUTE BREAK)

In this session, participants will identify what a healthy relationship is and learn to name 'unhealthy' relationships as abuse and violence.

OBJECTIVES:

- Increase understanding of what a healthy/ unhealthy relationship is

OUTCOMES:

- Describe what healthy and unhealthy relationships might look like
- Name warning signs of unhealthy relationships
- Name ways that we can support friends or family in unhealthy relationships, including services and supports available

MATERIALS:

- Sign-in sheet
- Group contract from
- Information on services and supports
- Case studies
- Post-it notes
- Pens/Markers
- Flipchart paper for brainstorm on healthy/unhealthy relationships
- Flipchart paper for wrap up/evaluation
- Image printouts (Healthy and unhealthy relationships)
- PowerPoint Presentation






TIME: 5 MINUTES



WELCOME

Materials:

-  Sign-in sheet
-  Information on services and supports
-  Group contract

WELCOME EVERYONE BACK AND SETTLE INTO THE SESSION:

- **Revisit group contract if needed:** Check if people felt the contract worked the last time - do we want anything added, changed, highlighted in the contract or highlighted'?
- **Introduction to Session 2:** Tell the group that we will be looking at what we mean by a 'Healthy Relationship' and an 'Unhealthy Relationship'.
- **Information, services and supports:** Remind the group about contact numbers and details about services and supports that are available.



WHAT HEALTHY RELATIONSHIPS AND UNHEALTHY RELATIONSHIPS LOOK LIKE

Materials:

- 👉 PowerPoint Presentation
- 👉 Image printouts (Healthy and unhealthy relationships)



1. PHOTOSHOOT OF RELATIONSHIPS

Step 1:

Show the images on PowerPoint. Explain that the facilitator will show an image that is linked to 'healthy' or 'unhealthy' relationships. Using the same images on the ground, participants must work together to place the images into the correct set, 'healthy' or 'unhealthy'.

FACILITATOR NOTES:

The images used are:

- Two people speaking to each other (good communication)
- Two people shouting at one another (bad communication)
- A handshake (respect)
- Someone doing a marathon and their partner cheering them on (encouragement)
- Two people laughing and enjoying each other's company (fun)
- Someone cheating on a test (cheating)
- A puppeteer (controlling)
- Someone with their hands over their ears (not listening)



Step 2:

Ask participants why they placed each image in the category they did.

Step 3:

Confirm with the group what images belong in which category, and why.







BREAK

TIME: 20 MINUTES



EXPLORING HEALTHY/UNHEALTHY RELATIONSHIPS

Materials:

-  PowerPoint Presentation
-  Post-it Notes
-  Pens/Markers
-  Flipchart paper for brainstorm on healthy/unhealthy relationships' in materials list

Step 1:

On the wall, stick up two flipchart papers, one with the title 'healthy relationships' and one with the title 'unhealthy relationships'.

Step 2:

In small groups, ask the participants to describe a healthy relationship. Make notes on the post-it notes and stick them to the flipchart paper.



Step 3:

In small groups, ask the participants to describe an unhealthy relationship. Make notes on the post-it notes and stick them on the flipchart paper.



Step 4:

Using the PowerPoint slide, confirm with the group what healthy relationships and unhealthy relationships look like:

HEALTHY RELATIONSHIPS:

- Are based on equality and respect of each other's boundaries
- You make decisions together and can openly discuss whatever you're dealing with, like relationship problems and sexual choices
- You enjoy spending time together but can be happy apart
- There are no threats or feelings of fear
- You feel comfortable and content

UNHEALTHY RELATIONSHIPS:

- Based on attempts to control the other person
- One person making threats, putting pressure on, and trying to scare the other person
- The other person not respecting your boundaries
- One person making the decisions without respecting the other person's thoughts
- Actions that make you feel uncomfortable, scared, hurt, small and alone
- You end up feeling like you should only spend time with your partner
- Walking on eggshells

**Sometimes the warning signs aren't obvious.
Often, it is more hidden and harder to see.**



TIME: 15 MINUTES



RELATIONSHIP CASE STUDIES

Materials:



Case studies



PowerPoint Presentation

Step 1:

Break into small groups of 3-4 participants. Read out each case study one at a time and the participants will have to decide if the couple is in a healthy or unhealthy relationship.

Step 2:

In each case study, ask the group to think about what parts of the relationships they think are healthy or unhealthy.

CASE STUDY 1: BRIDGET AND MICHAEL

Bridget and Michael are married for 3 years. Michael makes the big decisions in the marriage as he is the one who has a job and makes the money. Bridget feels she has no choices within her marriage but just goes with the flow in case it upsets Michael.

Questions:

- Do you think Bridget and Michael are in a healthy or unhealthy relationship?
- What parts of the marriage are healthy/unhealthy?



CASE STUDY 2: DAVID AND MARTIN

David and Martin are recently married. David and Martin have busy schedules as David is a Doctor and Martin is a florist but they make sure that they communicate with one another and don't pressure each other. They are very supportive of one another and encourage each other. While they love spending time together, they also spend time with their families and friends.

Questions:

- Do you think David and Martin are in a healthy or unhealthy relationship?
- What parts of the marriage are healthy/unhealthy?





FACILITATOR NOTES:




Personal boundaries are guidelines, rules, or limits that a person has. Boundaries are made by a person's own limits. We all have our own thoughts, comfort levels and feelings, so everybody's boundaries can be different. It is important to know our boundaries and respect the boundaries of others.

Step 3: Big group discussion

- Do you think it is important to set boundaries before a relationship gets started? Why or why not?
- How important is it to have respect and healthy boundaries in our relationships with family, friends, and partners?
- How can boundaries get broken in everyday life?
- Can boundaries change? What boundaries are needed in a healthy relationship?

WHAT CAN WE DO IF WE ARE IN AN UNHEALTHY RELATIONSHIP?

Materials:

-  **PowerPoint Presentation**
-  **Flipchart paper**
-  **Pens/Markers**

Step 1:

Ask participants: 'If your friend was in an unhealthy relationship and asked you for information or advice, what would you say to them and what could she/he do?' Write down the feedback on a flipchart paper. Add the following if there are any gaps:

- Listen and believe them, don't judge or blame them
- Talk to them in a safe space when you are sure no one else can hear you



- Never tell anyone else about their details - keep things confidential
- If she/he is injured or harmed, suggest they go to the doctor or hospital
- Never talk to or approach the person who abused/used violence
- Tell them there are services and supports out there that can help - suggest that you can find more information about them for him/her
- If they are thinking about ending the relationship with their partner and they are scared for their safety, suggest doing it over the phone or in a public place
- Suggest that they carry a phone or money with them in case they need to call for help
- Suggest they use code words with friends and family if they ever need to let them know that they are in danger. Decide on the code words ahead of time so that friends and family will know that they need help
- Suggest they keep some essential items at a trusted family/friends home in case they need to leave quickly
- Call 112 or 999 right away if your friend is in danger and ask them to do the same if they ever feel their life is in danger

Step 2: On PowerPoint, go through different supports available:



Women's Aid: They are there to listen and believe. They are confidential so no one will ever ask who you are, where you're from, etc.

- Freephone helpline: 1800 341 900 (24 hours a day, 7 days a week)
- Email: helpline@womensaid.ie



Men's Aid: A confidential service for male victims of domestic violence.

- National Helpline: 01 554 3811 (Monday to Friday, 9.00am to 5.00pm)
- Email: hello@mensaid.ie



Rape Crisis Centre: A confidential service for victims of sexual violence.

- National Helpline: 1800 77 8888



Sexual Assault Treatment Units (SATUs): A service for victims/survivors of rape or sexual assault. They can carry out an examination of you and give you the medical help you might need.

- Website: www2.hse.ie/services/satu





For young people:

- Text PAVEE to 50808 - this is a free, confidential messaging service providing everything from a calming chat to immediate support.
- Young Pavees (Mind Your Nuck) is a mental health information and advice website for young Travellers and Traveller parents. Website: www.youngpavees.ie



Childline (for under 18 year olds):

- Freephone helpline: 1800 66 66 66 (24 hours a day, 7 days a week)
- Free text 50101 or chat live on the website www.childline.ie



Traveller Counselling Service (over 18 year olds):

- Phone: 01 868 5761
- Mobile: 086 308 1476
- Email: info@travellercounselling.ie



Local Traveller Organisation or Traveller Primary Health Care Project



WRAP UP/EVALUATION

Materials:

- Flipchart paper for wrap up/evaluation

1. HAVE PARTICIPANTS SUMMARISE SESSION AND LEARNING

2. CHECK IN:

- Go around the room and encourage participants to say in one word or sentence:
 - How they are feeling / what they are thinking / one thing they picked up from the session
- Write down responses onto flipchart paper

3. REMIND GROUP OF SERVICES AND SUPPORTS AVAILABLE

4. TELL THE GROUP THE NEXT SESSION WILL COVER POWER AND CONTROL AND REMIND THEM OF THE TIME AND PLACE



**THERE CAN OFTEN BE LOW LEVELS
OF AWARENESS OF HEALTHY
RELATIONSHIPS, CONSENT AND
DOMESTIC AND SEXUAL VIOLENCE AMONG
YOUNG PEOPLE WHO MIGHT NOT HAVE
STRONG LITERACY LEVELS, OR THOSE
WHO MIGHT NOT FINISH THEIR EDUCATION.**

SESSION 3: POWER AND CONTROL IN RELATIONSHIPS





TIME: 90 MINUTES (INCLUDING 5-MINUTE BREAK)

In this session, participants will examine the idea of power in relationships, identify what is the root cause of unhealthy relationships and what gender has to do with unhealthy relationships.

OBJECTIVES:

- Increase awareness of the root causes of unhealthy relationships

OUTCOMES:

- Be able to describe what power is
- Be able to identify that the root cause of unhealthy relationships is about one person abusing their power to control another person
- Be able to name what gender roles are
- Be able to describe what gender roles have to do with unhealthy relationships

MATERIALS:

- Sign-in sheet
- Information on services and supports
- Group contract
- Power role cards, cut out.
- Video: Twilight Saga Abuse.
- Flipchart paper for the wrap up/evaluation
- PowerPoint Presentation







TIME: 5 MINUTES



WELCOME

Materials:

-  Sign-in sheet
-  Information on services and supports
-  Group contract
-  PowerPoint Presentation

WELCOME EVERYONE BACK AND SETTLE INTO THE SESSION:

- **Revisit group contract if needed:** Check if people felt the contract worked the last time - do we want anything added, changed, highlighted in the contract?
- **Revisit Session 2:** Ask participants if they can describe what we learned in the last session.
- **Introduce the group to Session 3:** Tell the group that we will be looking at gender equality and what it has to do with healthy relationships and preventing potential abuse in relationships.
- **Information, services and supports:** Remind the group about contact numbers and details about services and supports that are available.



EXPLORING POWER

Materials:

 PowerPoint Presentation

1. "SIMON SAYS..."

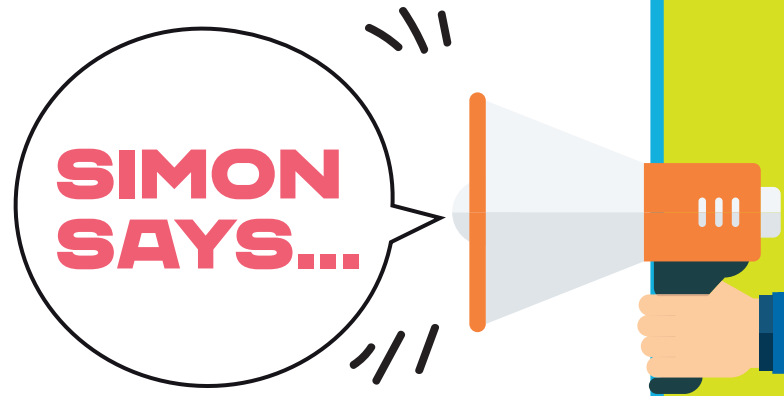
Step 1:

Ask for one volunteer from the group to play the role of 'Simon'. They will read out the orders that appear on the PowerPoint slide.

Step 2:

The rest of the group will follow what he/she says:

- Simon says touch your nose
- Simon says pretend to put on gloves
- Simon says close your eyes
- Simon says point to the sky
- Simon says yawn
- Simon says wiggle your nose
- Simon says scream out loud
- Simon says pat your back



Step 3: Big group discussion

- **For 'Simon':** How did it feel telling people what to do? Did you feel powerful? Why /Why not?
- **For participants:** How did it feel having to do what 'Simon' said? Did you do everything 'Simon' asked you to do? Why/Why not? Did you feel powerless? Why/ Why not?
- **For everyone:** Are there times in our lives when we are being controlled by another person/told what to do? Can you give examples by whom and when?

Explain to the group that there are times in our lives when someone tells us to do something or they make decisions for us. For example parents with children or teacher with a student, and in many cases that can be OK if it is to keep us safe and well. However, when people make decisions or do something that harms or causes upset or fear in another person, then that is not OK.

'POWER' WALK ACTIVITY

Materials:

 Power role cards, cut out.

Each participant is given a role card and all stand in a straight line at one end of the room. The participants should not read each other's role cards.

Step 1:

Explain that you are going to call out statements. At the end of each statement the participants look at their role card and if the statement applies to them i.e., if it is true for their situation, they take a giant step. If there is a hint of a possibility that it might be true for them, then they take a baby step. If the statement does not apply at all then they remain where they are. It is important to stress that this exercise must be done in silence as participants need to be able to decide on their own what step, if any, they should take.

Step 2:

Explain that the aim of the exercise is to try to experience what life is like for their character – it is not about reaching the end first.

Step 3:

As you get to the half-way stage ask participants to look around the room and to guess what is happening. How come there are some participants further up the line than others?

Step 4:

At the end of the exercise, ask the group the following questions:

- How did the people at the back feel about their slow progress? Did they feel powerful or powerless? Why?
- How did the people at the front feel about their quick progress? Did they feel powerful or powerless? Why?
- Why do you think such differences exist between the level of progress people made?
- If you were to summarise the causes of these differences, what would they be?

Step 5:

Invite each participant to read out their character's role card.

Step 6:

Highlight to the group that power is complex and a person who has power in one place, can be relatively powerless in another. Point out how people's different backgrounds and opportunities can result in different levels of power. Power can also appear and be used in both positive and negative forms.





TAYLOR

I am 36 years old and I live in New York with my husband, son and daughter. I work in the theatre and my husband is a lawyer. We live in a five-room apartment. I love running in Central Park. Our lives are busy and sometimes I wish there was much less to do. Just some quiet time. My favourite clothes are jeans and sneakers.

MARTIN

I am 18 years old. I didn't do the Leaving Certificate this year. I didn't like school. I work as a kitchen porter. My hours are from 6 - 11.30pm. I'm on the minimum wage. I burnt my hand on a hot pan a few months ago. It hurt a lot and I had to go to hospital. I missed a month of work but got no money for it.

PADDY

I am 45 years old and I live in a halting site in Blanchardstown in Dublin. I work with my son buying and selling old furniture. It's a hard life. People are suspicious of you all the time. I've had a lot of sadness in my life. Another of my sons took his own life. I'd love to keep the Traveller culture alive but sometimes I just wonder.

RANJEET

I am twenty-four-years-old and I live in Delhi, India. I work as a domestic maid for a rich family. I work from early morning to late evening, Monday to Saturday, cleaning, washing, cooking, and looking after the young children. The family treats me quite well, giving me food and a room. The money I get goes to my family. I have one day off every month. I long to visit my own family but they are too far away. It's been ten years since I saw them.





XI LI

I am thirty-three-years old and I come from China. I make toys, which end up in shops in Europe. I work 12 hours a day, with small parts. The glue and paint smells terribly and I often feel ill. If I complain, I get hit or docked wages. I have some respiratory problems.



EMMA

I met my boyfriend when I was in my twenties. He is older than me. Not long after we met, we moved in together, away from my friends and family. Everything I do has to revolve around him. He told me that he wanted me to have my own opinion but when I do, he becomes angry.

He also didn't like my close friends or my job, so I gave those up. He began to drink more and became increasingly violent, both verbally and physically. Afterwards he always begs for forgiveness and showers me with love.



KATHY

I met my old boyfriend in my early 20s, at a vulnerable point in my life. The sudden death of my Dad hit our family hard, and I was struggling to cope.

Our relationship started quickly – and looking back, all the red flags were there. He was emotionally abusive, but it was hard to see. He was an expert at making me think I was making my own decisions. He convinced me to quit my job, to stop talking to my friends. He told me I had mental health issues and couldn't look after myself. He made me feel that all I needed was him. I was so isolated. I felt like I couldn't tell anybody.



AMA

I am ten years old. I come from South Africa. I look after my younger brother and sister while my mother and father work in the fields. I clean the house and start preparing the food. When my parents and older brother, who is at school, come home in the evenings, I help my mother get the dinner ready and clean up afterwards.

SIMON

I am Simon. I am 60 years old. I live on my own in a tent in Dublin. Both of my parents were killed in a car accident when I was just twelve. I stayed with an aunt for a while but that didn't work out. I've lived on the streets, done odd jobs all my life. I have had a couple of children but I no longer have any contact with them. I don't really like saying this but I am often lonely. And I'm often tired. Tired of this life.



MICHAEL

I am 26 years old. I buy oysters from local fishermen and sell them to restaurants. My younger brother helps too. I live with my girlfriend and two children in a rented flat in Cork. We have three rooms in our house, one bathroom, one to sleep in and one to eat and cook. During the winter, the rain sometimes drips through the roof and we have to move to another part of the room at night time.



JAMES

I have just graduated with first class honours from UCD as a software engineer. As I've been working really hard for the past four years, I'm going to hang out in Spain for a couple of months. My parents have a second home by the sea there. Diving is my passion and I haven't been able to give it as much attention as I've been working so hard. I feel I deserve the break.

ARI

My name is Ari and I live in Finland. I am 54 years old. I live inside the Arctic Circle. I'm a boat builder and my wife is a teacher and social worker. I have a sauna twice a week and my favourite sport is ice hockey. I love reindeer meat and fish. The boots I wear in wintertime are made of reindeer fur.



AOIFE

I was once in an emotionally abusive relationship. Before we moved in together he came across as a really nice guy but, when we lived together his pattern of behaviour changed. He became suspicious and didn't respect my privacy. He was always looking through my things, questioning my activities and questioning me about my past. He consistently put me down about my weight, compared me to his ex-wife and called me names. He made me feel wrong about everything I did or said.

Eventually I made the decision to end the relationship and promised myself to never look back. I took lots of steps to work on myself and gain my strength back. Writing my thoughts and feelings down on paper or in a diary helped me develop my strength and reclaim the person I once was.

FACILITATOR TO READ OUT THE FOLLOWING STATEMENTS:

1. You have plenty of money.
2. You can eat whatever and whenever you want.
3. Sometimes you overeat.
4. You enjoyed learning at school.
5. You have never been in trouble with the law.
6. You have a job you like.
7. You have lots of free time.
8. You have a lot of physical energy.
9. You feel you have choices in life.
10. You have a bright future ahead of you.
11. You have a supportive family around you.
12. You are able to access healthcare if you need it..




BREAK

TIME: 20 MINUTES



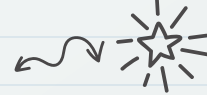
THE CAUSE OF UNHEALTHY RELATIONSHIPS, VIOLENCE AND ABUSE

Materials:

-  **Video: Twilight Saga Abuse**
-  **PowerPoint slide with discussion questions on the Twilight Saga Abuse clip**

FACILITATOR NOTES:

The facilitator should highlight the importance of listening to the voiceover in the film with different people talking about their experiences of abusive relationships.



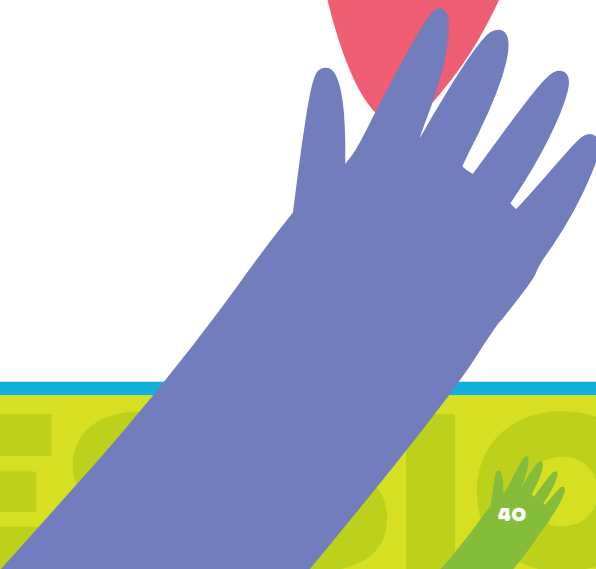
Step 1:

Show the Video: Twilight Saga Abuse.

Step 2:

Explore people's reactions to the clip. Split the group into small groups of 3 or 4 participants. Ask the following questions for discussion in the groups:

- What is Edward like? What are people who abuse and use violence like?
- How did the women describe their abuser?
- What impact does this have on young people who watch the movies?



FACILITATOR NOTES:

Highlight how the media normalises unhealthy relationships and violence, and how young people seeing these images can affect them and their relationships.

Tell the group that the root cause of violent/abusive behaviour is about one person using their power in a negative way to get what they want, without respecting the other person's boundaries or wishes.

The intention is to hurt, scare or control the other person so that they get what they want (to feel powerful and in control, get sex, money, to make all decisions, to get another person to do all cooking/ cleaning/ housework/childcare and so on).

1. DOMESTIC AND SEXUAL VIOLENCE AS AN ISSUE OF GENDER

FACILITATOR NOTES:

Domestic Violence:

Domestic Violence refers to the use of physical, emotional force or threat of physical force, including sexual violence in close adult relationships. Domestic Violence includes violence perpetrated by a spouse, partner, son, daughter or any other person who has a close relationship or lives with the victim (Tusla, 2023a).

Sexual Violence:

Sexual violence is any sexual act which takes place without freely given consent, or where someone forces or threatens someone else into unwanted sexual activity (Tusla, 2023b).

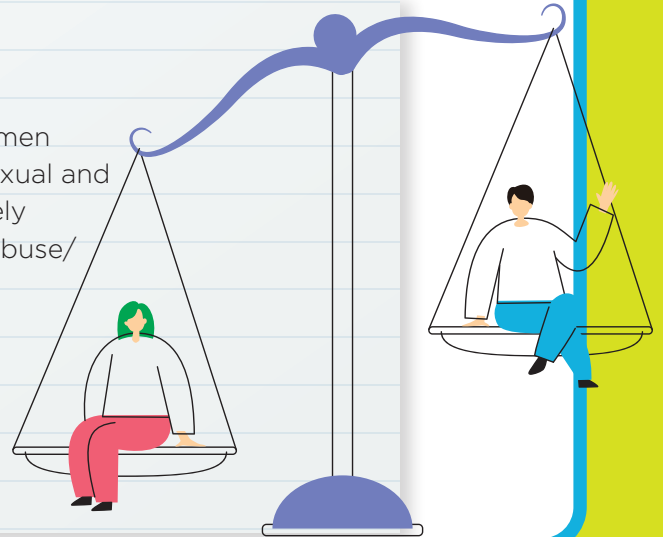
Gender-Based Violence:

Gender-based violence is a violent act against a person because of their gender. Most gender-based violence is against women and girls and this violence is directed against them specifically because they are a woman or girl.



FACILITATOR NOTES:

Explain to the group that girls, boys, women and men can all experience domestic, sexual and gender-based violence but it is more likely that women and girls will be victims of abuse/violence. Domestic and sexual violence impacts everyone and also happens in same sex relationships.



STATISTICS ON DOMESTIC, SEXUAL AND GENDER-BASED VIOLENCE

Domestic and sexual violence are not a part of Traveller culture. Domestic and sexual violence is an issue both around the world and in Ireland and can affect all walks of life.

Materials:



PowerPoint Presentation

Step 1:

Talk through the following information with the group:

- 1 in 4 women in Ireland experience domestic violence in their lifetime (Women's Aid) compared to 1 in 7 men (Men's Aid)
- 52% of women reported experiencing sexual violence in their lifetime (Central Statistics Office, 2023)
- 28% of men reported experiencing sexual violence in their lifetime (Central Statistics Office, 2023)
- 22% of those aged 18-24 reported experiencing sexual violence both as an adult and as a child (Central Statistics Office, 2023)
- 1 in 10 women experiences breach of consent (Central Statistics Office, 2023)
- 4 times more women (21%) than men (5%) reported experiencing non-consensual sexual intercourse over the course of their lifetime (Central Statistics Office, 2023)
- Majority of adults (78%) who experience sexual violence knew the perpetrator (Central Statistics Office, 2023)

TIME: 10 MINUTES



FACILITATOR NOTES:

While both men and women can be worried about these statistics, explain to the group that it is more likely that women and girls experience these things. Confirm with the group that across the world it is more likely that women and girls become victims of domestic, sexual and gender-based violence, and it is more likely that men/boys will use violence and be the perpetrators of domestic, sexual and gender-based violence.

Step 2:

Ask the following questions in the big group:

- Why do you think it is more likely that women and girls will be the victims of domestic, sexual and gender-based violence?
- Why do you think it is more likely for boys/men to use violence and abuse?

WRAP UP/EVALUATION

Materials:



Flipchart for the wrap up/evaluation

1. HAVE PARTICIPANTS SUMMARISE SESSION AND LEARNING

2. CHECK IN:

- Go around the room and encourage participants to say in one word or sentence:
 - How they are feeling / what they are thinking / one thing they picked up from the session
- Write down responses onto flipchart

3. REMIND GROUP OF SERVICES AND SUPPORTS AVAILABLE

4. TELL THE GROUP THE NEXT SESSION WILL COVER CONSENT IN RELATIONSHIPS AND REMIND THEM OF THE TIME AND PLACE



**PARTICIPANTS WILL DEFINE CONSENT
AS PERMISSION TO CROSS A BOUNDARY,
IDENTIFY FORMS OF CONSENT, IDENTIFY
HOW TO 'GIVE' AND 'GET' CONSENT,
AND EXAMINE THE LACK OF CONSENT
BY IDENTIFYING WARNING SIGNS.**

SESSION 4: CONSENT IN RELATIONSHIPS





TIME: 90 MINUTES (INCLUDING 5-MINUTE BREAK)

In this session, participants will define consent as permission to cross a boundary, identify forms of consent, identify how to 'give' and 'get' consent, and examine the lack of consent by identifying warning signs.

OBJECTIVES:

- Increase knowledge of sexual consent

OUTCOMES:

- Describe what consent or lack of consent feels like
- Describe what sexual consent is (including legal definition)
- Describe what sexual consent should look like in a healthy relationship
- Name examples of when consent is not respected
- Be able to describe how to give and get consent

MATERIALS:

- Sign-in sheet
- Information on services and supports
- Group contract
- Flipchart paper for brainstorm on consent – “What do you think consent might mean?”
- Video: Blue Beat Studios (2015) Tea Consent (Clean)
- Flipchart paper for the wrap up/evaluation
- PowerPoint Presentation






TIME: 5 MINUTES



WELCOME

Materials:

-  Sign-in sheet
-  Information on services and supports
-  Group contract

WELCOME EVERYONE BACK AND SETTLE INTO THE SESSION:



- **Revisit group contract if needed:** Check if people felt the contract worked the last time - do we want anything added, changed, highlighted in the contract?
- **Revisit Session 3:** Ask participants if they can describe what we learned in the last session.
- **Introduce the group to Session 4:** Tell the group that we will be looking at consent - what it means, looks and sounds like.
- **Information, services and supports:** Remind the group about contact numbers and details about services and supports that are available.

TIME: 5 MINUTES



DEFINING CONSENT

Materials:

-  Flipchart paper for brainstorm on consent
-  Video: Blue Beat Studios (2015)
Tea Consent (Clean).

Step 1:

Show the Video: Blue Beat Studios (2015)
Tea Consent (Clean).

Step 2:

Ask the group “what do you think consent might mean?” and write down the responses on flipchart paper.

Step 3:

Confirm with the group what consent means - **an agreement, permission, ongoing, mutual, freely given, past consent does not mean future consent**



TIME: 15 MINUTES

THE FEELING OF CONSENT

1. EXPLORING THE LEGAL DEFINITION OF SEXUAL CONSENT

Materials:



PowerPoint Presentation

Step 1:

Present the legal age of consent, age of marriage, and the “Romeo and Juliet” defence.

- The legal age in the Republic of Ireland for sexual activity is 17 years of age and is the same for women and men (the Criminal Law (Sexual Offences) Act 2017).
- Consensual sex with anyone under the age of 17 may be legally referred to as statutory rape.
- The ‘Proximity of Age’ defence is a provision under the Criminal Law (Sexual Offences) Act 2017, also referred to as the ‘Romeo and Juliet’ defence. If a person under the age of 18 engages in a sexual act with a person between the ages of 15 and 17, this is known as the ‘Romeo and Juliet’ defence, so long as there is consent and the person who has been charged is younger or less than two years older.
- The legal age of marriage in the Republic of Ireland is 18 years of age as per the Domestic Violence Act 2018.



Step 2:

Tell the group how sexual consent is defined in law and break it down for the participants 'A person consents to a sexual act if he or she freely and voluntarily agrees to engage in that act', (the Criminal Law (Sexual Offences) Act 2017).

Consent must be:

- Ongoing (consent needs to be present throughout all of sex, touching, kissing and so on)
- Mutual (consent must be agreed by whoever is involved)
- Freely given by a person (the person engaging with sex or sexual acts needs to be able to say yes/no or show yes/no and should not be pressured into it)

It is important that you have consent no matter if you are married or in a relationship.

Step 3:

Encourage the group to make comments/ask further questions or ask if the information is clear to us.

EXPLORING WHEN WE DO NOT HAVE CONSENT

Materials:

 PowerPoint Presentation

Step 1:

We do not have consent when:

- The person consents because of force/threat to them
- The person is asleep or unconscious
- The person is not able to consent because of being drunk or on drugs
- The person has a disability which makes it impossible or difficult for them to give permission
- The person doesn't understand what they were giving permission to do
- The person is being held illegally when the act takes place
- Permission is given by someone other than the person themselves

Remind the group that you only have consent as long as it is ongoing, mutual, and freely given.

Step 2:

Ask the group what happens if we don't have consent?

- Confirm to the group that this is sexual violence/sexual abuse/sexual assault





BREAK

TIME: 20 MINUTES



CONSENT IN PRACTICE – WHAT DOES IT LOOK LIKE, SOUND LIKE AND FEEL LIKE?

Materials:



PowerPoint Presentation

Step 1: In a big group, ask participants

How do we know we have consent? For example, are there ways that people can tell us with their words, or with their body language? What does this look like?

Step 2:

Fill in any gaps with the information below:

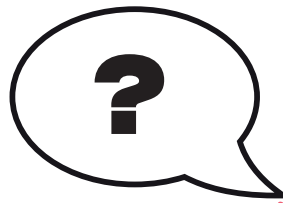
What you can check with the other person:

- Are you comfortable?
- Is this ok?
- Does this feel good?
- Tell me what you like?
- Are you ok to continue?
- Do you want to have sex right now?
- Are you sure you want to do this?
- Is this what you want?
- Do you want to keep going/stop?
- Is it ok if I.....?
- If you're not comfortable, please tell me and I'll stop.
- I'll still respect you if you do/don't do this activity.

(Dublin Rape Crisis Centre, 2020(a))

What can you check with yourself?

- How am I feeling?
- Am I really comfortable with this?
- Do I feel under pressure?
- Am I putting pressure on myself?
- Am I doing this because I want to?



TIME: 10 MINUTES



WRAP UP/EVALUATION

Materials:



PowerPoint Presentation

1. HAVE PARTICIPANTS SUMMARISE SESSION AND LEARNING

2. CHECK IN:

- Go around the room and encourage participants to say in one word or sentence:
 - How they are feeling / what they are thinking / one thing they picked up from the session
- Write down responses onto flipchart

3. REMIND GROUP OF SERVICES AND SUPPORTS AVAILABLE

- **Rape Crisis Centre's 24/7 helpline** can be contacted on **1800 77 8888**. Their helpline is completely confidential. You can also get in touch by going on their website www.drcc.ie and clicking into their purple webchat support in the bottom right-hand corner. Local rape crisis centres are in different parts of the country.
- **Sexual Assault Treatment Units (SATUs)** are a safe place to go if you have been raped or sexual assaulted. SATUs can carry out an examination of you and give you the medical help you might need. You can go by yourself or be driven by a Gardaí. To find the nearest SATU, you can go on their website www2.hse.ie/services/satu.
- **An Garda Síochána:** Call 112/999 if you are in immediate danger or in need of medical attention.

4. TELL THE GROUP THE NEXT SESSION WILL COVER CONSENT AND TECHNOLOGY AND REMIND THEM OF THE TIME AND PLACE



**EXAMINE WHAT CONSENT LOOKS
LIKE WHEN WE ARE 'ONLINE',
FOCUSING ON EXPLORING
IMAGE-BASED SEXUAL ABUSE.**

SESSION 5: CONSENT AND TECHNOLOGY





TIME: 90 MINUTES (INCLUDING 5-MINUTE BREAK)

In this session, participants will examine what consent looks like when we are 'online', focusing on exploring image-based sexual abuse.

OBJECTIVES:

- Increase knowledge of consent in online world

OUTCOMES:

- Name different ways that technology can be used to abuse
- Explain what image-based sexual abuse is
- Explain the impact that image-based sexual abuse has on the victim/survivor
- Describe what the legislation says about image-based sexual abuse
- Name some ways to stay safe online and ways not to be abusive online

MATERIALS:

- Sign-in sheet
- Group Contract
- Pens/Markers/Paper
- Case studies on consent
- Flipchart paper for brainstorm on how we should behave online
- Flipchart paper for brainstorm on how to keep safe online
- Flipchart paper for brainstorm on what steps you would advise a young person to take if they told you they were being abused or bullied online
- Video: PDST Technology in Education (2016) Forever
- Video: Image Based Sexual Abuse/ Coco's Law Audio
- Flipchart paper for brainstorm on ways to be respectful online
- Flipchart paper for wrap up/evaluation
- PowerPoint Presentation



WELCOME

WELCOME EVERYONE BACK AND SETTLE INTO THE SESSION:

- **Revisit group contract if needed:** Check if people felt the contract worked the last time - do we want anything added, changed, highlighted in the contract?
- **Introduce the group to Session 5:** Tell the group that we will be looking at consent and online abuse.
- **Information, services and supports:** Remind the group about contact numbers and details about services and supports that are available.



REVIEW OF SESSION 4, PART 1: WHAT ARE CONSENT AND AGE OF CONSENT?

Materials:

 PowerPoint Presentation

Step 1:

Recap on legal definition of consent and age of consent and marriage in the Republic of Ireland. Using the prompts on the PowerPoint Presentation, ask the group if they can remember the age of consent and the age of marriage in Ireland.

Step 2:

Confirm that the age of consent is 17 and the age of marriage is 18 in the Republic of Ireland. Confirm that the age of consent in the United Kingdom is 16.



TIME: 10 MINUTES

REVIEW OF SESSION 4, PART 2: TESTING OUR KNOWLEDGE ON CONSENT

Materials:

- 👉 PowerPoint Presentation
- 👉 Pens/Markers/Paper
- 👉 Case studies on consent

Step 1:

Split the group in three and distribute one case study to each group.
Ask the participants to answer two questions on each of the case studies:

1. Was there consent (yes or no)?
2. Were boundaries respected? Why or why not?

SCENARIO 1:

Kathleen and Michael have been married for three years. One night, Kathleen and Michael get ready for bed and Michael starts kissing Kathleen. She pulls back. Michael pulls her head towards his and kisses her again and says, "you're my wife and you'll do what I want". Kathleen then kisses Michael.

QUESTIONS:

- Was there consent? (Yes or no?)
- Did Michael respect Kathleen's boundaries? Why or why not?



SCENARIO 2:

Maria and Paddy have been dating for 6 months. One night, Paddy messages Maria and asks for a private photo of her. Maria responds with the photo. Two weeks later, Maria and Paddy break up. He's angry with her so he shares the photo of her on social media and through WhatsApp.

QUESTIONS:

- Was there consent? (Yes or no?)
- Did Paddy respect Maria's boundaries? Why or why not?

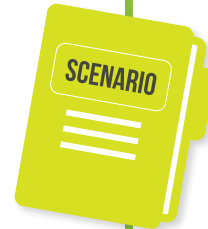


SCENARIO 3:

Bernadette is at a carnival, and she is all dressed up like everyone else. One boy at the carnival approaches Bernadette and touches her waist. She pushes him away. Her night feels ruined and she feels nothing but embarrassment.

QUESTIONS:

- Was there consent? (verbal or non-verbal).
- Did the boy respect Bernadette's boundaries? Why or why not?



Step 2:

Recap main points about consent with the group:

Consent is:

- **Ongoing** (consent needs to be present throughout all of sex, touching, kissing and so on)
- **Mutual** (consent must be agreed by whoever is involved)
- **Freely given by a person** (the person engaging with sex or sexual acts needs to be able to say yes/no or show yes/no and should not be pressured into it)

UNDERTSANDING WHAT THE LAW SAYS ABOUT INTIMATE IMAGE ABUSE

Materials:

- 👉 PowerPoint Presentation on Coco's Law
- 👉 Intimate image abuse/'Coco's Law' audio clip

Step 1:

Ask the participants if anyone has heard of Coco's Law?

Step 2:

Coco's law, which came into force in 2020, makes intimate image abuse and online bullying against the law.





FACILITATOR NOTES:

The Harassment, Harmful Communications and Related Offences Act 2020 (Coco's Law) provides the following:

- Definition of an intimate image.
 - The law defines an “intimate image” of a person as any visual representation, made by any photo, film or digital means, which shows – or seems to show – any of the following or any combination of them:
- A person's genitals, buttocks or anal region and, in the case of a woman, her breasts
- The underwear covering the person's genitals, buttocks or anal region and, in the case of a woman, her breasts
- A person who is nude
- Someone engaged in sexual activity
- The law criminalises the distribution or publication of an intimate image without the consent of the person who is the subject of the image. Threatening to share or publish an intimate image is also an offence.

CLARIFY/BREAK DOWN THE OFFENCES:

- **Offence 1:** If somebody takes, shares or threatens to share intimate photos/videos without a person's permission, and by doing so, means to cause harm to the person. The person who commits this offence will now have to pay a fine and/or spend seven years in prison.
- **Offence 2:** If somebody takes or shares intimate photos/videos without a person's permission but doesn't mean to cause harm to them, the person who commits this offence will have to pay a fine of €5,000 fine and/or spend 12 months in prison.

Step 3:

Play the intimate image abuse/ 'Coco's Law' audio clip, which defines the different offences someone may face if found guilty of intimate image abuse.





BREAK

TIME: 20 MINUTES



TIPS FOR KEEPING SAFE AND BEING RESPECTFUL ONLINE

Materials:

- 👉 Flipchart paper for brainstorm on how we should behave online
- 👉 Flipchart paper for brainstorm on how to keep safe online
- 👉 Flipchart paper for brainstorm on steps and information you could give to a young person who tells you they are being abused or bullied online
- 👉 PowerPoint Presentation

Step 1:

Break the group into smaller groups of 2-3 participants. Ask the groups to think about the following three questions:

- What tips would you give to others about how we should behave/act online?
- What tips would you give others about how to keep safe online?
- If a young person told you that they were being bullied or abused online, what steps could you suggest they take?

Step 2:

Ask each group to give feedback to the large group and write down the replies. With each question, highlight the key points on PowerPoint Presentation before moving onto the next question:



1. WHAT TIPS WOULD YOU GIVE TO OTHERS ABOUT HOW WE SHOULD BEHAVE/ACT ONLINE?

Highlight the following points using the PowerPoint slide.

- If you don't have anything nice to say, don't say it at all
- Treat others the way that you want to be treated
- Don't spread lies
- Don't spread rumours
- Don't spread private/intimate photos of someone on social media
- Don't send hurtful/mean messages
- Don't pretend to be someone else online
- Think before you post/share



2. WHAT TIPS WOULD YOU GIVE OTHERS ABOUT HOW TO KEEP SAFE ONLINE?

Highlight the following points using the PowerPoint slide.

- **Keep your passwords secure:** Choose strong passwords (with letters, numbers & symbols) and never share them with anyone. Don't use your date of birth or '1234' as your password, and always use a different password for different accounts.
- **Keep your passwords private:** You can choose who can see what you share on most social media. Ask a friend, teacher or someone who knows how to set your accounts 'private'.
- **Don't like what you see?** If you receive images, videos or messages that don't feel right, don't share them. Report them.
- **Keep up with updates:** On your computer and mobile phone to make sure hackers can't access your accounts and passwords. If you're not sure about a link or attachment sent to you, don't open it.
- **Think before you post:** Once you have posted pictures, videos or personal information, they are no longer private and could be viewed, shared or edited by others. Never post images of children, personal information like phone numbers or addresses through social media.
- **Know who you are talking to online:**
Be aware of fake posts and profiles. Some people can pretend to be someone they aren't. Only accept requests from people you know in real life.

3. IF A YOUNG PERSON TOLD YOU THAT THEY WERE BEING BULLIED OR ABUSED ONLINE, WHAT STEPS COULD YOU SUGGEST THEY MIGHT TAKE?

There are services out there that can help anyone who has experienced or is impacted by image-based sexual abuse/online bullying:



Mind Your Nuck: website that offers information about many areas impacting young Travellers' mental health and signposting to services. See **youngpavees.ie** or **text PAVEE to 50808** for a free, 24/7, national, anonymous mental health support text line for young Travellers in Ireland



Hotline.ie: Irish national reporting centre where members of the public can securely, anonymously, and confidentially report concerns about illegal content online, especially child sexual abuse material and intimate image abuse (intimate images and videos shared online without the person's consent). See **www.hotline.ie**



An Garda Síochána: ring 112/999 or go to your local Garda Station



Rape Crisis Centres (RCCs): some RCCs may support those under 14 years of age once they have been assessed



Childline (for under 18's): confidential **24/7 helpline 1800 66 66 66** or **text 50101** or chat live on the website **www.childline.ie**



Yourmentalhealth.ie: provides free information on mental health services in your area



National LGBT Helpline: confidential helpline 1890 929 539 provides support and information to lesbian, gay, bisexual and transgender people

WRAP UP/EVALUATION

Materials:

 **Flipchart paper for wrap up/evaluation**

1. HAVE PARTICIPANTS SUMMARISE SESSION AND LEARNING

2. CHECK IN:

- Go around the room and encourage participants to say in one word or sentence:
 - How they are feeling / what they are thinking / one thing they picked up from the session
- Write down responses onto flipchart

3. REMIND GROUP OF SERVICES AND SUPPORTS AVAILABLE

4. TELL THE GROUP THE NEXT SESSION WILL COVER VICTIMS/ PERPETRATORS/BYSTANDERS AND REMIND THEM OF THE TIME AND PLACE

TIME: 10 MINUTES



**EXPLORE THE IMPACT OF SEXUAL
VIOLENCE ON VICTIMS/SURVIVORS
AND CHALLENGE THE WAYS WE
THINK AND TALK ABOUT SEXUAL
VIOLENCE IN OUR EVERYDAY LIVES.**

SESSION 6: VICTIMS/ PERPETRATORS/ BYSTANDERS





TIME: 90 MINUTES (INCLUDING 5-MINUTE BREAK)

In this final session, participants will explore the impact of sexual violence on victims/survivors and will be challenged on how we think and talk about sexual violence in our everyday lives.

OBJECTIVES:

- Change the way we think and talk about victims and perpetrators of sexual violence

OUTCOMES:

- Give examples of the impact of sexual violence on victims/survivors
- Name what victim blaming is
- To shift the light on the perpetrator who is responsible for the violence
- Name some key actions we can take to stop abusive behaviour

MATERIALS:

- Sign-in sheet
- Information about services and supports
- Flipchart paper for group contract
- 'True' and 'False' walking debate flipchart paper
- Flipchart templates for brainstorm on impact of sexual violence
- Post-it notes
- Pens/Markers
- Flipchart paper for brainstorm of victim blaming
- United Nations (2022) What were you wearing? Confronting Victim-Blaming for Sexual Assault. <https://www.youtube.com/watch?v=t1lud500QB8>
- Flipchart paper for brainstorm on the impact of victim blaming
- Flipchart paper for brainstorm on ways we can challenge the culture of victim blaming
- Evaluation for the Programme
- Certificates for participants
- PowerPoint Presentation



TIME: 10 MINUTES

WELCOME

 PowerPoint Presentation

1. WELCOME EVERYONE BACK AND SETTLE INTO THE SESSION

- **Revisit group contract if needed:** Check if people felt the contract worked the last time - do we want anything added, changed, highlighted in the contract?
- **Introduce the group to Session 6:** Tell the group that we will be looking at the way we think and talk about victims/survivors, perpetrators and bystanders.
- **Information, services and supports:** Remind the group about contact numbers and details about services and supports that are available.

FACILITATOR NOTES:

Victim:

According to the Criminal Justice Victims of Crime (2017) Act, "victim" means a person who has suffered harm, including physical, mental or emotional harm or economic/financial loss, which was directly caused by an offence.

Perpetrator:

A perpetrator is someone who has committed a crime, e.g., sexual assault, rape or sexual harassment. They are often referred to as an abuser.

Active Bystander:

An Active Bystander is someone who watches, sees and recognises a harmful act and doesn't just walk away. They see it as not okay and they respond. (UCC, 2022)

TIME: 5 MINUTES



2. REVISIT SESSION 5

Materials:

- 👉 'True' and 'False' flipchart papers
- 👉 PowerPoint Presentation

Step 1:

Hang the PowerPoint papers 'True' and 'False' on opposite sides of the room.

Step 2:

Step 2: Read out each statement and have the participants walk to the side of the room with 'True' if they think it is true or 'False' if they think it is false.

- Image-based sexual abuse is when someone shares an intimate/private picture or video of you without your permission - **TRUE**
- Coco's law makes it illegal to share someone's private photos/videos without their permission - **TRUE**
- You should use a simple password that you can use for all your accounts online so that you will remember it - **FALSE**
- You should post personal information online so your friends will get to know you - **FALSE**
- You can only have a public account on social media platforms - **FALSE**



EXPLORING THE IMPACT OF SEXUAL VIOLENCE

Materials:

- 👉 Five Flipchart papers for brainstorm on impact of sexual violence
- 👉 Post-it Notes
- 👉 Pens



1. EXPLORING THE IMPACTS OF SEXUAL VIOLENCE

Step 1:

Hang the five flipchart templates around the room, one with each of the five headings below.

Step 2:

Clarify that sexual violence impacts the victim/survivor in many ways and cover some of the points below regarding physical, social, emotional/mental, sexual, financial and educational impacts.

Step 3:

Split into groups of 3-4 participants. Working in small groups, invite the participants to note down on post-its some potential impacts under the headings. Groups will then use the flipchart templates to write down their answers.

Step 4:

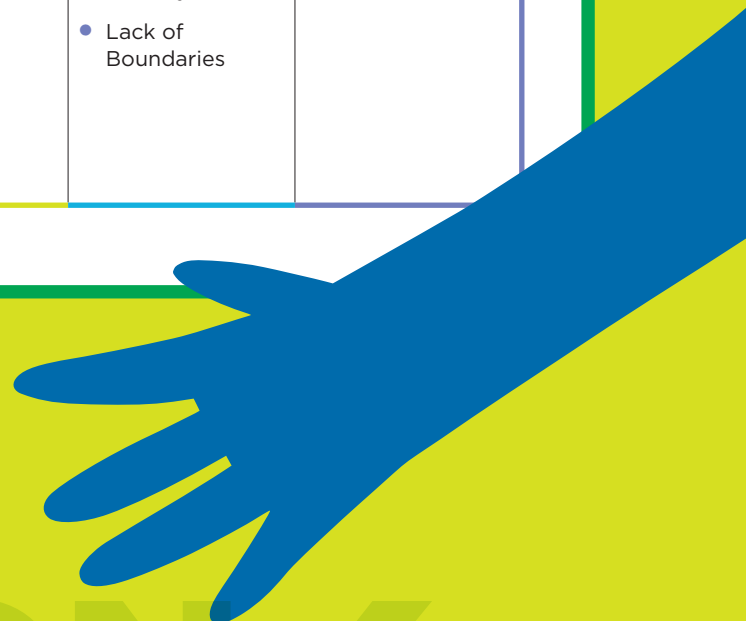
Come back into a big group and have the groups feedback what they came up with, for the different ways sexual violence can impact a victim/survivor.



Fill in any gaps with the below:

PHYSICAL	SEXUAL	MENTAL/ EMOTIONAL	SOCIAL	FINANCIAL OR EDUCATIONAL
<ul style="list-style-type: none"> • Broken bones • Bruising • Scratches • Stops looking after their physical health • Put on weight/lose weight 	<ul style="list-style-type: none"> • Sexual Health • Unplanned pregnancy • STI's (sexually transmitted infections) • Not wanting to get in a relationship • Not wanting to be touched or be intimate • Fear of sex • Sexual withdrawal • Confused sexual behaviour • Lack of Boundaries 	<ul style="list-style-type: none"> • Shock • Emotional short term • Numbness • Guilt • Shame • Rage • Anger • Feeling dirty • Self-Blame • Fear • No confidence • Eating disorders • Insomnia • Self-harming • Depression • Suicidal ideation • Addictive behaviour • Misuse of drugs • Low self esteem • Low motivation • Powerlessness • Loss • Grief • Mistrust • Anxiety • Aggressive Behaviour • Lack of Boundaries 	<ul style="list-style-type: none"> • Isolation • Afraid to go out • Restless • Agitated • Moody and easy to anger • Feeling unsure or uncertain about people • Social anxiety, concerned about rumours • Poor communication/inability to cope • Putting up with abusive relationships • Difficulty trusting others and having good relationships • Financial or educational long term • Poor grades • Lack of concentration • Excessive working or inability to work • Lack of Boundaries 	<ul style="list-style-type: none"> • Missing days at school/college/work • Not able to concentrate • Loss of wages • Needing to borrow money if not attending work • Missing exams • Dropping out of school or college altogether

See Dublin Rape Crisis Centre (2020b)





BREAK

TIME: 10 MINUTES



VICTIM BLAMING: WHAT IT IS, THE IMPACT AND HOW TO CHALLENGE IT

Materials:

- 👉 Flipchart paper for brainstorm of victim blaming
- 👉 Video: United Nations (2022) What were you wearing? Confronting Victim-Blaming for Sexual Assault
- 👉 Flipchart paper for brainstorm on the impact of victim blaming
- 👉 Flipchart paper for brainstorm on ways we can challenge victim blaming

1. WHAT IS VICTIM BLAMING?

Step 1:

Watch United Nations (2022) What were you wearing? Confronting Victim-Blaming for Sexual Assault.

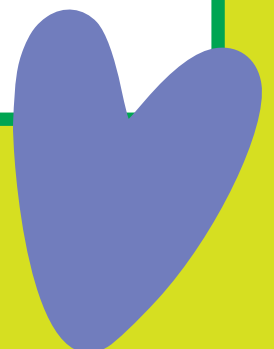
Step 2:

On the flip chart paper, brainstorm what is victim blaming / victim blaming statements – in the big group, ask if anyone has heard of the word victim blaming? What do you think victim blaming is/means? Are there examples of victim blaming that you know of – common phrases you might have heard?

Step 3:

Clarify what victim blaming is and fill in gaps of any other phrases that society typically says about victims of sexual violence.

Victim-blaming is when we blame the victim/survivor for what happened to them, instead of putting our focus on the person who is the abuser. This makes it harder for the victim/survivor to come forward and report the abuse. If the victim/survivor knows that you or society blames them for the abuse, they will not feel safe or comfortable coming forward and talking to you.



2. SOME COMMON VICTIM BLAMING PHRASES THAT WE HEAR AND SAY AS A SOCIETY:



3. HOW TO CHALLENGE VICTIM-BLAMING

Step 1:

Break into small groups of 2-3 participants and distribute flipchart paper and markers to each group.

Step 2:

On the flipchart paper, ask the groups to brainstorm the question "What are the ways we can challenge victim blaming?"

Step 3:

Ask the groups for feedback on their responses and fill in any gaps:

- Believe what the person is telling you
- Listen to them, and don't make judgements
- Ask what support you can provide for them

FACILITATOR NOTES:

If a disclosure is made or someone tells you that they are experiencing abuse, it is important to **recognise** what's happening or has happened to the person, how to **respond** to the person, and what services we can **refer/signpost** the person to.

This is called **Recognise → Respond → Refer**, otherwise known as the 3R's.

WHAT IMPACT COULD VICTIM BLAMING HAVE ON A VICTIM OF DOMESTIC, SEXUAL AND GENDER-BASED VIOLENCE?

Materials

- 👉 Flipchart paper for brainstorm on the impact of victim blaming
- 👉 Pens/Markers

Step 1:

Break into small groups of 2-3 participants and distribute flipchart paper and markers to each group.

Step 2:

On the flipchart paper, ask the groups to brainstorm around the question: “What impact could victim blaming have on a victim of domestic, sexual or gender-based violence?”

Step 3:

Ask the groups for feedback on their responses and fill in any gaps:

- Feeling alone and isolated
- Feeling scared or afraid to leave the house or trailer
- Feeling afraid to seek help
- Feeling like this is their fault, that they are to blame
- Feeling that the victim is the problem
- Feeling that what happened is normal
- Feeling that they must be lying or not telling the truth

TIME: 15 MINUTES



WRAP UP/EVALUATION

Materials:

- 👉 Evaluation of the programme
- 👉 Certificates for participants

1. SUMMARISE THE SESSION AND PROGRAMME AS A WHOLE.

2. ASK PARTICIPANTS TO GIVE ONE SENTENCE OF FEEDBACK ABOUT WHAT THEY’VE LEARNED OR HOW THEY ARE FEELING.

3. DISTRIBUTE FINAL EVALUATION SURVEYS TO PARTICIPANTS AND ASK THEM TO COMPLETE. DEPENDING ON THE TIME AVAILABLE, THIS CAN BE DONE ON THE DAY OR RETURNING BY POST OR EMAIL TO THE FACILITATOR OR HOST ORGANISATION.

4. PRESENT PARTICIPANTS WITH THEIR CERTIFICATES FROM THE HEALTHY RELATIONSHIP PROGRAMME.



TIME: 15 MINUTES



**EXPLORE THE IMPACT OF SEXUAL
VIOLENCE ON VICTIMS/SURVIVORS AND
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APPENDICES AND BIBLIOGRAPHY



THE PAVEE HEALTHY RELATIONSHIP PRE-PROGRAMME EVALUATION

This survey is done **before** you take part in The Pavee Healthy Relationship Programme.

Your feedback is really important to us. It will help guide how other courses are run for other groups so please share with us ideas about how to make this programme even better once we have completed it! Thank you.

- All information is confidential
- There are no right or wrong answers
- You will not be asked anything about your relationship history or experiences

Please tick the box that most closely reflects the extent to which you agree or disagree with the following statents:	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Talking about healthy and unhealthy relationships is relevant to young people					
I can describe what gender roles have to do with unhealthy relationships					
I understand what a boundary is in a relationship					
I feel knowledgeable about the impact of power and control in relationships					
I am aware of what sexual assault and sexual harassment mean					
I am comfortable discussing the experiences of unhealthy relationships with young people in my community					
I am familiar with how to give consent and how to get consent in relationships					
I have the skills to facilitate programmes with young people that support them to think critically about healthy relationships, power dynamics, boundaries and consent.					
I understand what image based sexual abuse is and its impact on victims/ survivors					
I know where people can find support if they are in an abusive relationship					

THE PAVEE HEALTHY RELATIONSHIP POST-PROGRAMME EVALUATION

This survey is done after you take part in The Pavee Healthy Relationship Programme.

Your feedback is really important to us. It will help guide how other courses are run for other groups so please share with us ideas about how to make this programme even better once we have completed it! Thank you.

- All information is confidential
- There are no right or wrong answers
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I am aware of what sexual assault and sexual harassment mean					
I am comfortable discussing the experiences of unhealthy relationships with young people in my community					
I am familiar with how to give consent and how to get consent in relationships					
I have the skills to facilitate programmes with young people that support them to think critically about healthy relationships, power dynamics, boundaries and consent.					
I understand what image based sexual abuse is and its impact on victims/ survivors					
I know where people can find support if they are in an abusive relationship					



PAVEE POINT
TRAVELLER AND ROMA CENTRE

CERTIFICATE OF COMPLETION

has completed the
**PAVEE HEALTHY
RELATIONSHIP
PROGRAMME**

Consent Education Project Worker

Consent Education Project Worker

TRAVELLER STATISTICS:

Health¹:

- Life expectancy at birth for male Travellers is 61.7 which is 15.1 years less than men in the general population.
- Life expectancy at birth for female Travellers is 70.1 which is 11.5 years less than women in the general population.
- Traveller men have 4 times the mortality rate of the general population
- Traveller women have 3 times the mortality rate of the general population.

Mental Health and Suicide²:

- Traveller suicide rate is 6 times higher when compared to the general population and accounts for approximately 11% of all Traveller deaths.
 - Suicide for Traveller men is 7 times higher and most common in young Traveller men aged 15-25.
 - Suicide for Traveller women is 5 times higher than the general population.

Accommodation³:

- Pavee Point estimates that 39% of the Traveller population are in effect homeless, but they are excluded from Government statistics on homelessness. Lack of development/delivery of Traveller specific accommodation in the context of a national housing crises.

Education⁴:

- 13% of Travellers complete secondary education in comparison with 92% of the general population.
- 7 out of 10 Traveller children (67.3%) live in families where the mother has either no formal education or primary education only.
- Less than 1% of Travellers go on to third level education.
- 62% of Travellers experienced discrimination at school.

Employment⁵:

- Among Traveller females 972 were at work while 2,938 were looking after the home, representing 30.4% of Traveller women aged 15 or over.
- 80.2% of Travellers are unemployed.

Detention⁶:

- Travellers account for 0.6 % of the Irish population, 22% of young people in Oberstown Children Detention Campus are Travellers.

1 Kelleher et al., *All Ireland Traveller Health Study*, University College Dublin & Department of Health and Children, 2010.

2 Kelleher et al. *All Ireland Traveller Health Study*, 2010.

3 Pavee Point, *The Traveller Community and Homelessness*, 2021.

4 Kelleher et al. *All Ireland Traveller Health Study*, 2010.

5 Central Statistics Office, *Census 2016*.

6 Irish Penal Reform Trust, *Oberstown Children Detention Campus: Key characteristics of young people in detention for Q1 2018*, June 2018.



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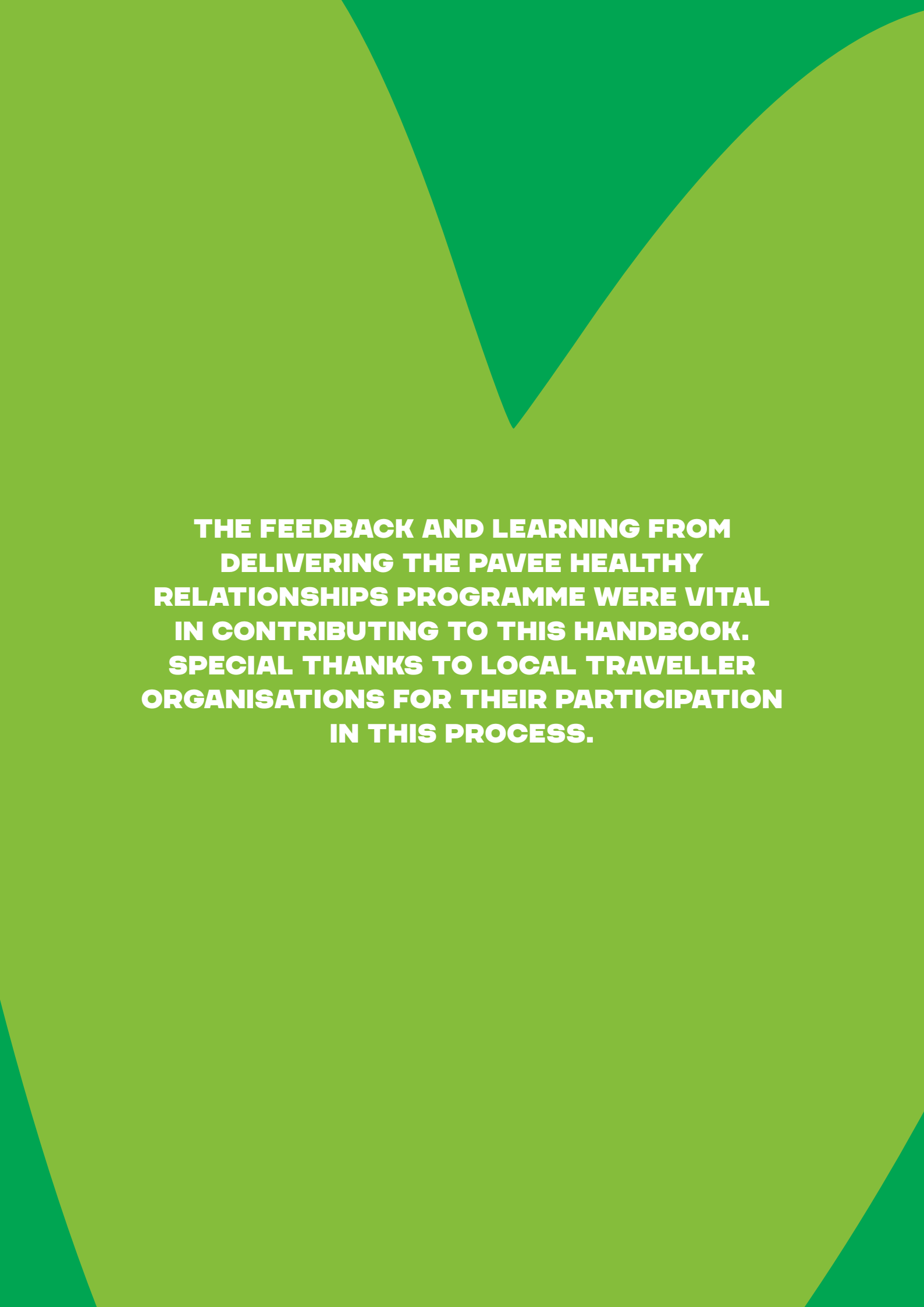
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NOTES:

NOTES:

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**THE FEEDBACK AND LEARNING FROM
DELIVERING THE PAVEE HEALTHY
RELATIONSHIPS PROGRAMME WERE VITAL
IN CONTRIBUTING TO THIS HANDBOOK.
SPECIAL THANKS TO LOCAL TRAVELLER
ORGANISATIONS FOR THEIR PARTICIPATION
IN THIS PROCESS.**



PAVEE POINT
TRAVELLER AND ROMA CENTRE

TÚSLA
An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

**Galway Rape
Crisis Centre**
SERVICES FOR SEXUAL
TRAUMA & ABUSE

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This publication was funded by the European Union's Rights, Equality and Citizenship Programme (REC 2014-2020).

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