

FACILITATOR GUIDE

Created for Respectful Relationships

Conversations for Catholic schools

Session 2: Being and Becoming Human Together – Theology of Relationality

READY-TO-FACILITATE SCHOOL EDITION

Includes facilitator scripts, session plans, video access, staff activities, printable templates, safeguarding guidance and implementation tools.

In partnership with

Victorian Catholic Education Authority

ACU
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Purpose of this guide

This guide enables a school leader, formation leader, wellbeing leader, curriculum leader or nominated staff facilitator to deliver the complete five-session series without needing to design additional materials. It is intended to be practical, trauma-aware, grounded in Catholic mission, and adaptable to local school context.

CORE AIM

To build staff confidence and shared language for Consent and Respectful Relationships Education (CRRE), strengthen Catholic identity, and connect safeguarding, formation, student voice and everyday school culture.

What is included

- A complete run sheet for each staff session
- Opening and closing facilitator scripts
- Video links
- Personal reflection, small-group and whole-staff activities
- Printable worksheets and recording templates
- Trauma-aware participation and support guidance
- A school implementation pathway and action-planning tools
- Full video scripts for reference and accessibility

Series at a glance

Session	Title	Core question	Suggested time
1	Why Respectful Relationships Matter	Why is this central to Catholic education?	55–65 min
2	Being and Becoming Human Together	What does it mean to be human in relationship?	50–60 min
3	Life and Life to the Full	What do Jesus-inspired relationships look like?	55–65 min
4	Voice of the Child	Whose voice is heard, and whose is missing?	55–65 min
5	From Vision to Practice	What will we do differently in everyday practice?	60–75 min

Before you facilitate

Recommended facilitator

Choose a facilitator who can hold reflective conversation, maintain clear boundaries, respond calmly to discomfort and connect staff discussion to the school's established safeguarding, wellbeing and professional-learning processes. Co-facilitation is strongly recommended where the group is large or where sensitive discussion is anticipated.

Pre-series planning checklist

☐ Confirm leadership endorsement and the purpose of the series.

☐ Nominate a facilitator and a support person who can step out with any participant who needs assistance.

☐ Confirm local Employee Assistance Program details and the school's internal safeguarding contacts.

☐ Review applicable school, system and jurisdictional safeguarding policies.

☐ Make available the applicable school, system and jurisdictional safeguarding policies for staff.

☐ Facilitator takes time to familiarise themselves with videos and this guide.

☐ Book an accessible room with movable seating and reliable audio-visual equipment.

☐ Print the session worksheets.

☐ Decide how anonymous responses will be gathered and stored.

☐ Communicate the participation choices to staff in advance.

☐ Plan how actions arising from the series will be reviewed by leadership.

Video access

Video	Link
1. Why Respectful Relationships Matter	https://www.youtube.com/watch?v=eQ-bYkLabUs
2. Being and Becoming Human Together	https://www.youtube.com/watch?v=KspvX1N_jOM
3. Life and Life to the Full	https://www.youtube.com/watch?v=TomzeGJRm3k
4. Voice of the Child	https://www.youtube.com/watch?v=2aGlbAjPc5A
5. From Vision to Practice	https://www.youtube.com/watch?v=G2XekbVDrVk

Technical check

- ☐ Video opens and plays.
- ☐ Sound is clear from the back of the room.
- ☐ Holding slide and support slide are ready.
- ☐ Timers, slides and resources are ready before staff arrive.

Suggested room set-up

- Tables of four to six people, allowing staff to speak without addressing the whole room.
- A clear screen and speakers, with captions visible.
- A quiet space outside the room for anyone who needs a pause.
- Four wall stations for Session 1.
- Sticky notes, markers, A3 paper and anonymous response cards.

Safety, participation and support

The topics in this series may connect with participants' personal or professional experiences. The facilitator's task is not to invite disclosure or provide counselling. The task is to establish clear participation choices, maintain professional boundaries, and direct people to appropriate supports.

Opening safety statement

READ ALOUD

Today's session deals with relationships, consent, safety and experiences of harm. You are invited to participate in ways that are professionally useful and personally safe. You may pass on any activity, step out without explanation, or speak with our nominated support person. Please do not share personal stories about students, colleagues or yourself in a way that identifies anyone. This is a professional learning space, not a disclosure or counselling space. If a concern about a child or young person arises, our usual safeguarding and reporting procedures apply.

Group agreements

- ☐ Speak from your own perspective.
- ☐ Protect privacy. Do not repeat personal contributions outside the room.
- ☐ Do not name individual students, families or colleagues.
- ☐ Challenge ideas without attacking people.
- ☐ Allow people to pass, pause or step out.
- ☐ Avoid asking for or offering personal disclosures.
- ☐ Notice the impact of language, not only its intent.
- ☐ If a safeguarding concern arises, follow the process rather than trying to resolve it in the group.

Support information to place on every session slide

Support	Details to display
Immediate danger	Call 000.
1800RESPECT	1800 737 732 | 24/7 national domestic, family and sexual violence counselling.
Lifeline	13 11 14 | Crisis support.
13YARN	13 92 76 | Crisis support for Aboriginal and Torres Strait Islander people.
Employee Assistance Program	Insert school/system EAP provider and contact details.
Internal support	Insert principal, safeguarding lead, wellbeing lead or HR contact.

Support	Details to display
Reporting concerns	Insert school/system child-safety reporting process and link.

If someone becomes distressed

1. Offer choice: remain, take a break, or move to the quiet space. Make this offer discreetly and respectfully, rather than in front of the entire staff community.
2. Ask what practical support the person needs now. Do not ask for details.
3. Connect the person with the nominated support person or EAP.
4. If information suggests a child is at risk, follow safeguarding procedures immediately.
5. Check in privately after the session while maintaining professional boundaries.
6. Document only what is required under policy.

Facilitation approach

Consistent session rhythm

Stage	Purpose	Typical time
Welcome and safety	Re-establish purpose, participation choices and support.	5 min
Watch	Encounter the core idea through the video.	8–12 min
Pause	Allow silent personal reflection before discussion.	3–5 min
Discuss	Make meaning in pairs or small-groups.	15–20 min
Synthesis	Gather patterns, tensions and implications.	10–15 min
Commit	Name one realistic practice or next step.	5–10 min

Facilitator moves that help

- Ask one question at a time and allow silence.
- Invite participants to comment on the idea before debating solutions.
- Use “What makes you say that?”, or “Tell me more about that…” to deepen discussion without confrontation.
- Summarise themes neutrally and distinguish consensus from difference.
- Redirect personal stories toward professional implications.
- Name discomfort without shaming: “This may feel unfamiliar; let’s stay curious and precise.”
- Convert broad intentions into observable actions, owners and review points.

Session 2: Being and Becoming Human Together – Theology of Relationality

Focus: Relational anthropology

SESSION OUTCOME
Staff can connect a Catholic understanding of relationality with their everyday educational practice.

At a glance

Time	Materials
60 minutes	Video, screen, speakers, timer, printed worksheet, pens, A3 paper/sticky notes

Video access

Video title	Being and Becoming Human Together
https://www.youtube.com/watch?v=KspvX1N_jOM	

Preparation

- ☐ Test the video link.
- ☐ Display the safety and support slide when staff enter.
- ☐ Have A3 paper and pens etc. at tables for the ‘Mapping Relationships’ activity.
- ☐ Print participant commitment sheets.
- ☐ Choose how whole-staff responses will be captured.
- ☐ Confirm the nominated support person.

Detailed run sheet

Timing	Facilitator action
5 mins	Read the opening script, participation choices and group agreements.
12 mins	Introduce and play the video with captions.
5 mins	Read the reflection question slowly. Protect silence.
20 mins	Explain the activity, group size, output and confidentiality boundary.
10 mins	Invite patterns, tensions and implications. Do not require every group to report.

Timing	Facilitator action
8 mins	Invite a specific commitment. Explain what will happen with collected responses.

Facilitator opening script

READ ALOUD

In our first session, we considered why this work matters. Today we move underneath policies and programs to a deeper question: what does it mean to be human? We will explore the Catholic conviction that we become human together, through relationships marked by attention, care and responsibility.

Play the video

Personal reflection

- When do I feel most human and connected in my work?
- When do I feel most disconnected?
- What is one relational practice that makes a meaningful difference?

Small-group activity: Mapping Relationships

On A3 paper, draw a student at the centre and map four relationship environments: peers, teachers and staff, family and community, and online spaces.

- Where are the strongest influences?
- Where are the protective factors?
- Where are the risks or pressures?
- Where does school have direct influence, indirect influence or little control?

Group output: identify one place where a small relational practice by staff could strengthen connection or safety.

Whole-staff synthesis

- What surprised us about the influences in a student's world?
- Where does school have the greatest opportunity to act?
- What relational practice should become more consistent?

Practical takeaway: Micro-Relational Practice

PARTICIPANT COMMITMENT

This week I will strengthen one micro-relational practice by…

Suggestions:

- Learn one new thing about a student beyond academics
- Greet students by name at the door
- Check in with a quiet student
- Notice and affirm respectful behaviour publicly

Facilitator close

READ ALOUD

Thank you for engaging thoughtfully. This work is not about having every answer or achieving perfection. It is about taking the next faithful, professionally responsible step together. Please complete your commitment card. The themes gathered today will be used only for the stated school improvement purpose, and we will communicate the next review point.

After the session

- ☐ Secure or de-identify collected responses.
- ☐ Follow up any safeguarding matter through the required process.
- ☐ Brief leadership on themes, actions and support required.

Facilitator debrief notes

What worked well?

What needs adjustment?

Actions or follow-up required?

Video script for Session 2

Being and Becoming Human Together – Theology of Relationality

In the last video, we explored why respectful relationships education matters.
We spoke about safety, about reality, and about the responsibility we carry as educators.
But underneath all of that sits a deeper question:
What does it actually mean to be human?
Because how we answer that question
will shape how we understand relationships…
how we teach…
and how we respond to young people.

Part 1: A Different Starting Point
In Catholic education, we don't begin with rules.
We begin with a vision of the human person.
And at the heart of that vision is something quite simple, but quite radical:
We are made for relationship.
Not as an optional extra…
but as the very condition of our existence.
The theological tradition puts it this way:
We don't bring ourselves into being.
We are given life.
Sustained in life.
And formed in relationship.
From the very beginning, our identity is shaped through others—
family, community, culture…
and ultimately, God.
Which means:
We don't become human on our own.
We become human together.
And there's something even deeper here.
Because while we are human,
we are also on a journey to become more fully human.
In that sense, the word human holds two meanings at once.
It describes who we are—
members of the human family.
But it also points to who we are becoming—
the possibility of living well, fully, and authentically as human persons.
And in the Christian tradition,
that movement toward fuller humanity…
is what we call holiness.
So when we speak about relationships in our schools,
we're not just talking about behaviour or expectations.
We are talking about the very process
through which young people—and all of us—
become more deeply who we are created to be.

Part 2: Relationality at the Heart of Life
If you think about it, this is something we already know intuitively.

No one learns to speak alone.
No one learns to trust alone.
No one learns who they are alone.
Our wellbeing, our development, even our sense of self—
all emerge through relationship.
And the Christian tradition takes this a step further.
It says this relationality is not just something we experience…
it reflects something about God.
That at the deepest level, God is not isolation—
but communion.
A dynamic, self-giving, relational love
that continuously reaches outward, creating and sustaining life.
So when we talk about relationships in our schools,
we're not just talking about behaviour.
We're talking about participating in something fundamental to reality itself.

Part 3: What Do We Mean by "Respect"?
This also challenges how we understand the word respect.
In everyday language, respect can sometimes mean:
"You stay in your lane, I'll stay in mine."
"We don't interfere with each other."
But that's actually a very thin understanding.
At its root, the word "respect" means
to look again…
to attend carefully…
to truly regard another person.
So respectful relationships are not about distance.
They are about attention.
About attending to one another.
They ask something of us:
To notice.
To listen.
To be willing to engage.
Even when it's uncomfortable.
To be willing to be changed through this engagement.
Because real respect is not passive.
It is relational.

Part 4: Becoming Human Through Relationship
From a Christian perspective, then, something quite profound emerges:
To grow as a person
is to grow in relationship.
With ourselves.
With others.
With God.
And this is not a static process.
We are not finished products.
We are, in a very real sense,
always becoming human.
Which is why schools matter so much.

Because schools are not just places of information transfer.
They are places where young people are learning:
how to relate
how to belong
how to treat others
how to understand themselves
Every interaction, every classroom dynamic, every response to behaviour…
is shaping that becoming.

Part 5: Vulnerability and Connection
There's another important piece here, and it's one we don't always name.
And that's vulnerability.
Often, we think of vulnerability as something negative—
something to avoid.
But in reality, vulnerability is what makes relationship possible.
To be vulnerable is to be open to others.
To be affected by others.
To need others.
And that's not weakness.
That's humanity.
That's the interconnectedness at the heart of all living things.
When students take risks in friendship,
when they seek belonging,
when they test boundaries—
they are navigating vulnerability.
And our role is not to shut that down…
but to guide it safely.
Because when vulnerability is met with respect,
it becomes connection.
When it's met with harm or silence,
it becomes risk.

Part 6: What This Means for Us
So what does all of this mean for us, as educators?
It means that respectful relationships education is not just content we deliver.
It is something we live and practice every day.
It's in how we:
speak to students
respond to mistakes
handle conflict
create inclusion
notice those on the margins…and invite them in
Because students don't just learn relationships from what we teach.
They learn from what we model.
And in that sense, every one of us is already teaching this—
whether intentionally or not.

Closing
So as we move forward, here's the key idea I want to leave you with:
We don't become human in isolation.

We become more deeply human in loving relationships.
Particularly in relationships shaped by trust,
commitment,
care,
hope for the other.
So in Catholic education,
our task is to create communities
where those relationships are:
respectful,
safe,
inclusive,
and deeply humanising.
Because when we do that,
we're not just educating.
We are participating in the very mission of the Church
to share in the love of God -
drawing people into deeper connection,
deeper dignity,
and fuller life.
Thank you.

As this second video comes to a close, we again invite you to pause and engage with the ideas together in reflective practice.
We know that the real impact of this work happens through conversation—
through listening, sharing and appreciating perspectives, and reflecting on how this positively impacts your own context.
Shortly, you'll move into time for personal reflection, small-group discussion, and whole-staff synthesis.
As you do, we encourage you to again consider your own school community:
How do we already notice, listen and attend to our students?
Where are the opportunities for us to focus on our own relationships?
And how might these ideas show up in your everyday practice?
This work isn't about having all the answers.
It's about taking intentional steps—together—
and demonstrating this deep sense of belonging through the loving and human relationships we create with each other within our school community.

Printable facilitator resources

Session 2: Being and Becoming Human Together

WORKSHEET CONTENT

Mapping Relationships

Purpose

To see the network of relationships shaping students and identify one small staff practice that could strengthen connection or safety.

Participation reminder

Work with a fictional or generalised student. Do not identify a real student or disclose personal information.

1. Personal reflection

When do I feel most human and connected in my work?

When do I feel most disconnected?

What relational practice makes a meaningful difference?

2. Relationship map

Write “Student” in the centre. Add notes under each environment.

Peers

Strong influences:

Protective factors:

Risks or pressures:

School influence: ☐ Direct ☐ Indirect ☐ Limited

Teachers and staff

Strong influences:

Protective factors:

Risks or pressures:

School influence: ☐ Direct ☐ Indirect ☐ Limited

Family and community

Strong influences:

Protective factors:

Risks or pressures:

School influence: ☐ Direct ☐ Indirect ☐ Limited

Online spaces

Strong influences:

Protective factors:

Risks or pressures:

School influence: ☐ Direct ☐ Indirect ☐ Limited

3. Read the whole map

Where is connection strongest?

Where may a student experience pressure, exclusion or disconnection?

Where does school have the clearest opportunity to strengthen safety or belonging?

One small relational practice staff could use more consistently is…

4. Whole-staff synthesis notes

Session 2: Being and Becoming Human Together

COMMITMENT CARD CONTENT

My commitment

This week I will strengthen one small but intentional practice by…

_____

_____

_____

_____

The situation or routine in which I will use it is…

_____

I will know it is becoming consistent when…

_____

Keep this card somewhere visible. Revisit it before the next session.