



WE DISCOVER, WE GROW

Girlguiding

Creating safe spaces together

A Safe Space for 10-13s

What is A Safe Space for 10-13s?

Part of guiding is helping young people step up to take the lead. When they do this, we need to give them the tools and skills to do this safely. These new activity sheets, designed for some Guides and all young volunteers aged 10-13, cover the concepts of A Safe Space in an age-appropriate and interactive way.

Who should complete this?

These activities are designed for:

- Young external volunteers aged 13
- Rainbow/Brownie helpers
- Guides doing their Guide Camp permit.

If you feel that other Guides might find this content useful, they can take part too.

What does it cover?

The three topics covered are:

- My role - includes what makes other people feel safe, social media and a wellbeing kit.
- Safety - looks at risk assessing a room and an activity.
- Helping people who need it (safeguarding) - the steps to take if someone tells you or does something worrying.

Format

These are downloadable PDF activity sheets, like the [bereavement toppers](#). Young people can complete this independently in the unit meeting space, with support from a leader or unit helper who has completed their A Safe Space level three. The group/young person should feel comfortable with the chosen adult.

For Rainbow/Brownie helpers, who go to a Guide unit and the unit they volunteer with, either leader can complete this topic with them.

These activities can be done in one session, or over a few weeks to fit around the unit meeting programme.

What resources do I need?

- Pens
- Spare paper
- Printed copy of the activity sheets
- Access to some Rainbow of Brownie Unit Meeting Activity (UMA) cards - a list of recommendations can be found below.
- (Optional) printed risk image (see: <https://www.girlguiding.org.uk/globalassets/docs-and-resources/learning-and-development/a-safe-space/level-1/a-safe-space-for-under-18s.jpg>)

What do the activity sheets include & what do I need to do?

Before the activities:

- Explain to the young person why they are doing this resource - either for their role or for the Guide Camp permit.
- Make sure you let their parent/carer know, using the standard letter, that they will be completing the activities. You can download and share these activities with the parent/carer if needed. Consent for these activities is gained through the new starter form. If you haven't completed this for the girl's role (eg Rainbow helper) since before June 2022, you can use the Girlguiding consent form.
- Provide support if you think their wellbeing may be affected by the activities - you may wish to use our wellbeing action plan for Guides: <https://www.girlguiding.org.uk/globalassets/docs-and-resources/growing-and-promoting-guiding/wellbeing-action-plan-guides.pdf>
- If the young person has any special educational needs, talk with them and/or their parents/carers about what adjustments they might need to complete the activities.

During the activities

You will need to check their answers and support where needed. Below gives a detailed explanation of where and when you can offer support.

Section one: My role

Activity one: they explore what makes someone feel safe and encourage the young person to help others feel safe with them.

The leaders' role: make sure what is written down represents things that will make others feel safe. Encourage them to reflect on the list in the information section of sheet. Gently challenge anything they may have got incorrect.

Note: young external volunteers do not make their Promise, so may need this explaining to them in the activity sheet - we still expect them to 'live' the values and behaviours outlined in the Promise while they are volunteering in Girlguiding.

Activity two: looking at a fake social media image, they circle and identify any causes of concern they might have for sharing the information.

The leaders' role: make sure that they have talked about:

- ➔ Sharing young people's names and images (perhaps without parental consent)
- ➔ Sharing the location and time of the meeting (so other people can find it - including people we may not want to find it)
- ➔ Using their own social media, rather than the unit social media account to share the information

Activity three: they create a wellbeing action plan for themselves. They also identify an adult who can help them if they need it.

The leaders' role: help the young person with their plan if they can't think of what to do and be prepared if they identify you as a safe adult.

Section two: Safety

Activity one: they move around the unit meeting place and identify anything that might cause harm to them or others. They create a basic risk assessment.

The leaders' role: bring your unit risk assessment along, so you can share some ideas. If there's nothing obvious, encourage them to be imaginative! What things **could** happen? For example, slipping on a rug, someone running out the room or a window being smashed. Don't be afraid to make this silly by imagining alien invasions or something similar if nothing obvious jumps out. If they spot anything you've missed, you can update your risk assessment.

Activity two: they explore a unit meeting activity (UMA) or other activity, to identify different risks and what they might need to do.

Some activities we recommend you use:

- Rainbow UMAs: Trick and turn; Know your coins; It's dark outside; Shape of you; Promise potions; Balancing balloons
- Brownies UMAs: First aid in the field; Strike a light; Comet catching; Fire fire; Kabaddi; Respect the Ref; Tent theatre

You can use the [activity finder](#) to find out more about the above activities.

The leader's role: make sure that you have one of the cards mentioned above or find another which they can use to identify risks. Once they've completed this activity, chat through any risks they have (or might) identified in the activity, and how they could stop them from happening.

Section three: Helping people who need it

Activity one: explains why we might need to help someone, the safeguarding steps to take (normally telling the unit leader or another adult) and then gets them to put this into practice with some scenarios they might experience.

The leaders' role: make sure they have followed all the appropriate safeguarding steps and that they are feeling confident to use them.

After all the activities have been completed:

- Check that they have understood the content and accept their role and responsibilities of being in a leadership position (see: key messages to reinforce, below).
- Answer any questions they may have.
- Check that they have not been triggered or upset by the content. If necessary, provide support, such as a wellbeing plan.
- Make sure that the activity is recorded on GO (see below for more information).

Key messages to reinforce

- They have a responsibility for the safety and wellbeing of all, not just themselves.
- They have a part to play in identifying and managing risk.
- If they think there might be a safeguarding issue or concern, they should listen compassionately, shouldn't investigate and tell a leader or adult volunteer as soon as possible.

Useful links

- Adjustment plan: [adjustment-plan-for-young-members-general.pdf \(girlguiding.org.uk\)](https://www.girlguiding.org.uk/globalassets/docs-and-resources/growing-and-promoting-guiding/wellbeing-action-plan-guides.pdf)
- Wellbeing plan: <https://www.girlguiding.org.uk/globalassets/docs-and-resources/growing-and-promoting-guiding/wellbeing-action-plan-guides.pdf>

How can I record this on GO?

- We're currently working to set this up - you will be able to record these activities as a badge on GO, similar to the way Interest badges are recorded. You will be able to do this for your young external volunteers, Rainbow/Brownie helpers and Guides.
- Please memberships@girlguiding.org.uk with the young member's **membership number** and we will update their GO record here at HQ.
- Please check for updates on the A Safe Space for Under 18s webpage when we'll let you know that these activities can be recorded directly on GO.

Thank you for helping these young members complete these activities - if you have any more questions about this, please contact programme.emailaccount@girlguiding.org.uk