

# Creating safe spaces together

## Step one

### My role

Congratulations on stepping into the lead! Whether you're taking on a new role, or doing your Guide camp permit, these activities are designed to help you think of safety first.

You should dive in and do these in your first few weeks of starting your new role or planning your permit. After each step, check in with your leader so you both understand how you can make guiding safe for everyone.

### Feeling safe in guiding

Different things make different people feel safe. Sometimes it's where you are – a place that makes you feel good. Other times it's the people around you.

Everyone should feel safe in guiding. And you're a part of that. You help make everyone safe by living out our **Promise** in action. You could do that a lot of different ways:

- Listening to other people.

- Treating everyone fairly – no matter how different they are from you.
- Always telling the truth.
- Thinking about other people's feelings and how your actions can affect them.
- Respecting boundaries – these are the invisible lines people draw around themselves to help stay safe. For example, not touching someone or avoiding topics that someone might find upsetting.

### **Activity**

What do you think you can do to make others feel safe?

Note down or draw the things that you can do in the box on the next page.

(Hint – think about: things you do, things you say, how you act – or do's and don'ts' of helping people feel safe).

*Example: I don't interrupt the Rainbows when they're telling me something important to them.*

What do you think you can do to make others feel safe?

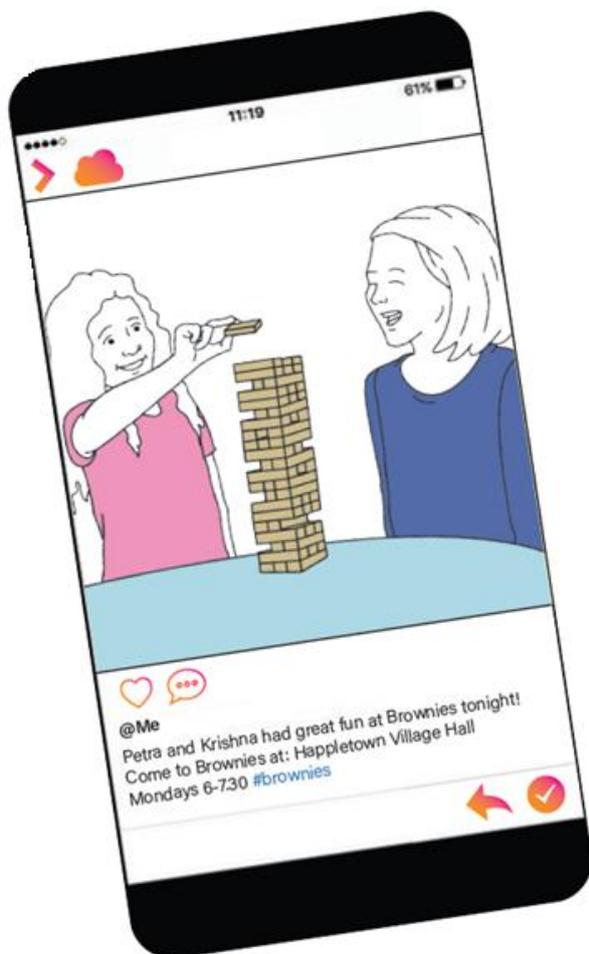
*If you need to talk to someone after doing this activity or are worried, concerned or upset, you can talk to your leader, a teacher, a parent/ guardian or Childline (0800 1111)*

## Online detective

Sharing information online or in person can be a great way for people to know how amazing guiding is, but we need to be careful. Make sure you never share anything personal, details of other girls, anything about where or when you'll be meeting or photos of yourself and the other girls.

### Activity

What's wrong with this picture?



Circle and chat to your leader about the things you shouldn't share and why.

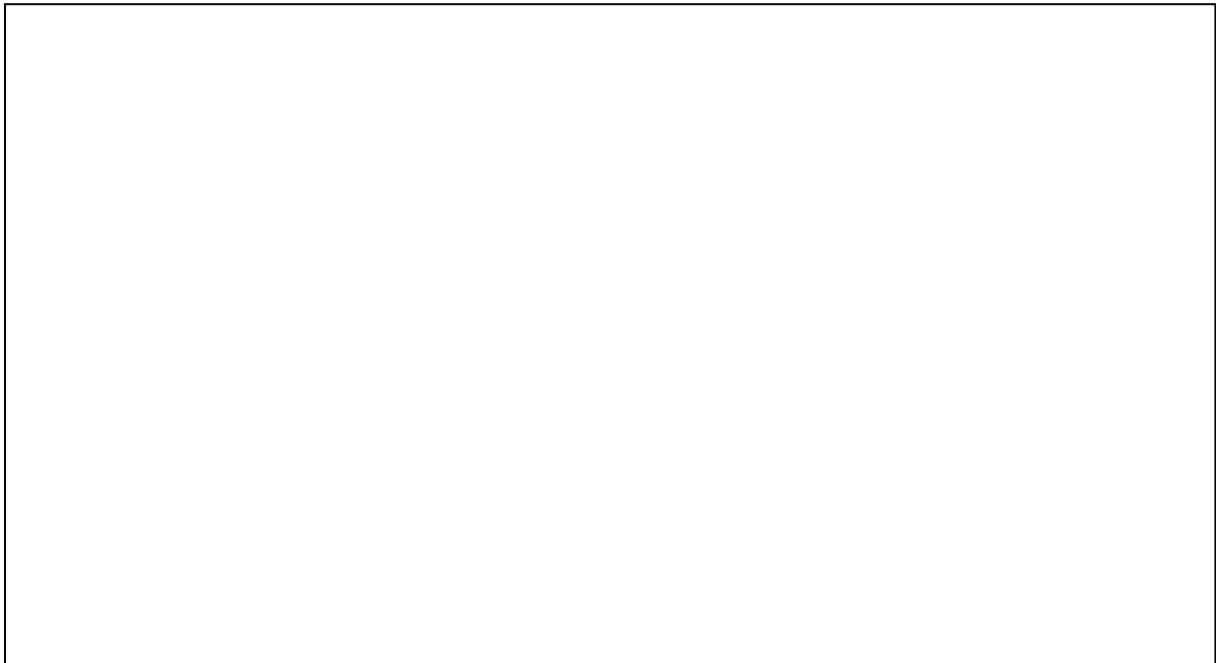
## Wellbeing kit

When we're helping others or volunteering, we also need to look after ourselves. This can be covering the basics: eating, sleeping, exercising and talking to people. Or it can be doing things you enjoy – reading, playing games, hanging out with friends. This is called looking after your wellbeing.

### Activity

Create a wellbeing kit – decide what you'll do if you're feeling tired or down.

This could be any of the things above. Pop in what works for you.

A large empty rectangular box with a thin black border, intended for the user to write down their wellbeing kit activities.

Agree with your leader or another trusted adult that you'll tell them when you need some help or to take a break.

# Step two

## Safety for all

### Risky business

To keep everyone safe you'll need to look out for risks. Risks are anything that could hurt us or the people around us. They can be objects, like a pile of chairs that looks ready to fall over, or people who might not be safe to be around. You can even make risky choices - like running across a busy road.

To recognise risks, we need to think about:

1. What could hurt us?
2. How likely is that to happen?
3. How much could it harm us?

Then we ask ourselves 'how can we stop this from happening?'. We do this to see if it is safe and worth doing an activity. Climbing a mountain is risky, but absolutely worth it if you do it safely!

If you're running games or activities (or doing your Guide camp permit) you need to think about risks you may face and what action you can take to make them safer. Only take action if you're not going to hurt yourself or it's a safer option.

## Activity

Go around your meeting space and look at all the things that might be risky (i.e. might hurt someone). Jot them down in the table and think about what you (or someone else) could do about them. If you're doing your Guide camp permit, do the same with your campsite plan.

What might hurt someone (the hazard)?	How might it hurt someone (the risk)?	What could we do about it?
<i>Example: A jug of water on the edge of a table.</i>	<i>Example: If it fell, it might spill and someone might slip.</i>	<i>Example: Move it to the middle of the table.</i>

## **Risk responder**

Sometimes risks might change as we do different activities. For instance, halfway through an activity you might start using scissors and have to explain to the younger girls not to run with them. Or, you might notice that someone almost tripped over a rug, so you move it. This is called dynamic risk assessment and it means you're responding to risks as they happen.

## **Activity**

Read through a unit meeting activity card for the section you're helping with.

If you're doing this before your Guide camp permit, you can use an activity from the camp skills builder (stage 4).

Work out what the risks are and how they could change through the activity. Note them down and chat through with your leader.

# Step three

## Helping people who need it

### Looking out for others

There are lots of reasons people might need help. Maybe something difficult is happening at home, they're being bullied, or they might be feeling sad a lot.

When we find out these sorts of things, we always need to take action to help. Helping people when these things are happening is called **safeguarding**.

In your role, people might say or do something that makes you feel worried about them.

It's great that others feel able to share things with you.

### Remember to:

- **Be kind to them when they're talking to you.**
- **Never promise to keep a secret/always say you need to pass things on.**
- **Work out who to tell about this (probably your unit leader) and find a time to tell them quickly.**

It's not your job to fix these things. Your job is to make sure the right people know, and you can get help to those who need it.

## Activity

Take a look at these different examples of times you might hear, see or be told something. Decide what steps you would need to take about them. Once you've finished, chat to your leader about your ideas.

Example 1: You're at Brownies and some girls are doing a craft activity. One of the girls says to the other "your mum was really cross last night." The other girl doesn't say much for the rest of the night.

Example 2: You're at Rainbows, and you've noticed that a Rainbow who is really happy most of the time, is really quiet and seems sad.

Example 3: You're on a Guide camp with your unit. One of your friends says that they are having a tough time at school. She says people aren't being kind to her, she's feeling really left out and doesn't want to go back.