Safe the world leaders’ guidance

**Support for your upcoming peer education session.**

Welcome to the safe the world leaders’ guidance. This document will:

* Give you information about the topic.
* Explain your role in the session.
* Provide ways for you to keep the discussions going after the session.

**What is Safe the world?**

Safe the world is Girlguiding’s new peer education resource, which is all about safety. It explores safety in our everyday lives and campaigning for a safer world. You can find out more details in the introduction video on page: [www.girlguiding.org.uk/safetheworld](http://www.girlguiding.org.uk/safetheworld)

**Why did we choose this topic?**

Every year we ask young people what issues are important to them via the Girls’ Attitudes Survey. In 2021 they told us:

* 80% of girls and young women aged 13 to 18 don’t feel safe outdoors.
* 50% of girls and young women aged 13 to 18 avoid going out at night.
* 50% of girls and young women aged 11 to 21 have experienced sexist comments online.
* 25% of girls and young women say that fear of sexual harassment stops them from wearing what they want.

When deciding on which new peer education topic to develop, we asked peer educators to vote for what they wanted to deliver, and they chose Safe the world.

**Experts helped us create this resource**

We have worked with a number of expert partners, who have made sure that the resource is as effective as possible:

* [Bullies out](https://bulliesout.com/) - helped us identify how to set boundaries, de-escalate and assess situations.
* [PLAN International UK](https://plan-uk.org/) - helped us with campaigning for a safer world. You can find out more about their [crime not compliment campaign here](https://plan-uk.org/act-for-girls/crime-not-compliment).
* [Our streets now](https://www.ourstreetsnow.org/) - helped us with campaigning to end public sexual harassment.
* Commander Catherine Roper and Detective Sergeant Claire Graces, Metropolitan Police Service – helped us define and understand when something we’re talking about is breaking the law and they clarified our use of language.
* Girlguiding’s Safe Practice department - reviewed the content to ensure the resource enables a safe environment for girls and aligns with our safeguarding policy and procedure.
* Girlguiding's inclusion advisers - made sure we thought about people’s different experiences of safety.
* Our task and finish group of young people - kept our eyes on the most important thing, the young people we are here for.

**How does the session work?**

The peer educator will come prepared to deliver a series of activities to help your unit engage with this topic.

The resource aims to help young people remember the four key principles:

* I am important and valuable
* Nobody has the right to hurt me
* I don’t have the right to hurt anyone else
* If someone hurts me, it’s not my fault

Peer educators follow these steps to structure the session:

1. What is safety?

In this section we explore the fact that safety feels and is different for everyone based on your circumstances and life experiences.

1. My safety

In this section we explore skills related to safety in everyday life; setting boundaries; consent; assessing situations to see when things are becoming unsafe and de-escalating situations when needed.

1. Making the world safer

In this section we focus on campaigning for a safer world for all, and learning the skills to be an upstander.

1. Ending on a positive

We end on a positive, considering all the support we have around us as we strive for a safer world for all.

This session can be adapted but will always follow this structure. You can discuss how to adapt the session with your peer educator.

**How leaders can support this session**

1. Before the session

* Watch the video so you understand the topic: [www.girlguiding.org.uk/safetheworld](http://www.girlguiding.org.uk/safetheworld)
* Make sure you are up to date on the A Safe Space content relevant for your role: <https://www.girlguiding.org.uk/making-guiding-happen/learning-and-development/a-safe-space-training/>
* Ensure you have recently read the [Safeguarding policy](https://www.girlguiding.org.uk/making-guiding-happen/policies/safeguarding-policy/) and [procedures](https://www.girlguiding.org.uk/making-guiding-happen/policies/safeguarding-policy/safeguarding-procedure/) and know how to report a safeguarding concern should it arise.
* Talk to the peer educator about the topic (following our [digital safeguarding policy and procedure](https://www.girlguiding.org.uk/making-guiding-happen/policies/digital-safeguarding-policy/) if you are communicating online). The purpose of this conversation is to help the session go as smoothly as possible. They will ask for support on:
  + - Choosing the topics and activities to cover.
    - Areas of sensitivity.
    - Practicalities (eg the size of your room; what resources are physically there etc)
    - Safeguarding – you remain in charge of this and should be present for the whole session. You should discuss how to handle any disclosures that might happen during the session.
    - Managing challenging behaviour – how your unit manages challenging behaviour.
* Do the pre-session evaluation with your unit. Your peer educator will give you this to do after your conversation - please give the completed evaluation forms back to the peer educator.
* Send out pre-session parent letter, which you will receive from the peer educator.

1. During the session

* You should have fun and take part, while maintaining your regular role providing safety and safeguarding for the unit. You might even help run some activities (there is one in this resource which involves a leader role play…).
* Make sure you decide on a ‘safe space’ at your unit meeting space, where young members can go if upset to get support from you or other leaders.
* Manage any safeguarding allegations, concerns or disclosures: <https://www.girlguiding.org.uk/making-guiding-happen/policies/safeguarding-policy/safeguarding-procedure/>

1. After the session

* Debrief with the peer educator immediately after the session. This will help them develop their skills.
* Make sure you take the appropriate action if any safeguarding concerns, allegations or disclosures come up, informing the parents if it’s clear any of the girls might be upset following the session. The safeguarding team will be able to advise further about informing parents if there is a significant safeguarding concern.
* Make sure the girls get their badges! [link to the shop]

**What if my unit wants to get more involved?**

We know that tons of girls want to take Safe the world even further. There are resources you can use even if you haven’t been able to have a peer educator come to your unit:

* Our fantastic partners

PLAN International UK have a [crime not compliment campaign](https://plan-uk.org/act-for-girls/crime-not-compliment) you can get involved in.

[Our Streets Now](https://www.ourstreetsnow.org/) have fantastic resources and information about public sexual harassment:

Bullies Out have lots of [activities about being anti-bullying or making a change](https://bulliesout.com/anti-bullying-week/resources-for-schools/) if we have found ourselves bullying.

* Look at our programme

Here are some activities from our core programme you can use to take the learning forward:

|  |  |  |  |
| --- | --- | --- | --- |
| **Brownies** | | | |
| **Activity name** | **Topic** | **Where to find it** | **Activity outcome** |
| Stand up, stand by | Network Skills Builder | [Stage 3](https://www.girlguidingshop.co.uk/products/brownies/resources/skills-builder-resource-know-myself-network-stage-3--6204/) | Explore how to upstand against bullying behaviour |
| Big up a Brownie | Fair play UMA topic | [Pack 4](https://www.girlguidingshop.co.uk/products/brownies/resources/umac4-big-up-a-brownie-brownies--6047/) | Celebrate each other |
| **Guides** | | | |
| **Activity name** | **Topic** | **Where to find it** | **Activity outcome** |
| Cheerleader vs sneerleader | Fair play UMA topic | [Pack 5](https://www.girlguidingshop.co.uk/products/guides/resources/umac5-wild-wax-guides--6058/) | Explore the difference supporting each other can make |
| Exploring relationships | Network Skills Builder | [Stage 4](https://www.girlguidingshop.co.uk/products/guides/resources/skills-builder-resource-know-myself-network-stage-4--6205/) | Explore different relationships |
| I’m good thanks | Friendship UMA topic | [Pack 9](https://www.girlguidingshop.co.uk/products/guides/resources/umac9-make-your-mark-guides--6217/) | Understand what peer pressure is |
| **Rangers** | | | |
| **Activity name** | **Topic** | **Where to find it** | **Activity outcome** |
| It’s your choice | Network Skills Builder | [Stage 6](https://www.girlguidingshop.co.uk/products/rangers/resources/skills-builder-resource-know-myself-network-stage-6--6207/) | Explore consent |
| I’m worth it | Fair play UMA topic | [Pack 9](https://www.girlguidingshop.co.uk/products/rangers/resources/umac9-relaxation-station-rangers--6218/) | Explore self-worth |

This is just a small selection of activity suggestions. If you want to use other parts of the programme to keep the learning going, please do – the important thing is to focus on the key messages of the session.

Finally, thank you for requesting and accommodating a Safe the world session. We’re excited for you to be part of changing this world to be safer for all people. If you have any questions about this resource, please email [4peereducation@girlguiding.org.uk](mailto:4peereducation@girlguiding.org.uk)