



MODULE on “Safer Spaces”

(VERSION A and B)





VERSION A

MAIN GOAL

Participants gain understanding of the concept of Safer spaces as well as experience some of its elements. They reflect how it could be applied to their organisation.

OBJECTIVES OF THE SESSIONS

- Participants gain an insight of what are safer spaces, their elements and reflect how they (participants) connect to the concept
- Participants experience some elements of building safer spaces
- Participants create their own suggestions on how to make their organisation a safer space

DURATION FORESEEN

4 hours and 40 minutes

NEEDS (FOR THE SPACE)

- Room with enough space for tables and chairs, first activity will need enough space to set the chairs in a circle, flipcharts support of a free wall to put up flipcharts

FOR WHOM

- All staff members of the organisation, volunteers, regardless of their position in the entity.





STEP BY STEP DESCRIPTION

- 15' INTRODUCTION
 1. Presentation of facilitators
 2. Presentation of organisation, Inclusive organisations certification scheme
 3. Presentation of aims, objectives and workshop timeline
- 1H20' GETTING TO KNOW EACH OTHER AND INTRODUCTION INTO THE CONCEPT

1. Name and pronoun round 5 minutes

Expected outcome: Participants get to know each other's names and get acquainted with an example of an inclusive practice used for creating safer spaces. Participants share their name and pronoun, trainers explain why sharing pronouns is important to build a safer space

2. Association relay 10 minutes

Expected outcome: Participants have an experience of working together on a common cause and they start thinking about the concept of a safer space.

- Participants are divided into two groups who will hold an association "relay competition" against each other.
- Each group gets a flipchart and one marker and forms a line.
- They have to write down as many associations on the flip chart by passing the marker to the next person in line after they are done and returning to the back of the line.
- The trainer gives them the instruction to associate the phrase "Safer space"

3. Secret handshake 15 minutes

**this next activity is optional and could be used if the group does not know each other that well, for example they are from different departments and don't work together regularly*





Expected outcome: Participants connect to each other and break the ice to start working together with people they might not be so familiar with and start building foundations for teamwork.

- The group walks around in the space (music can be used for the background).
- When the music stops they have to find the nearest person and they get the task to create a common motion/feature:
 - i. a) secret handshake
 - ii. b) dance
 - iii. c) animal
 - iv. d) battle cry

Further instructions:

They should find a different pair each time. Categories can be changed depending on the target group, the important thing is that they create something specific to them.

Categories are introduced gradually. Whenever the facilitator stops the music and calls out the name of the category - they should find their partner from that category and repeat the motion with them.

4. Switch... musical chairs 20 minutes

Expected outcome: Participants gain insight into shared experiences, values and needs they might have and where are the differences between them

- Chairs are placed around the room, or in a circle.
- There is one chair less than the number of participants.
- The facilitator makes a number of statements. Those for whom the statements are correct/ resonate with them have to switch chairs, the aim of the one person without a chair is to sit on a free chair while others are switching.
- The rule is that you can't sit back on the same chair you were sitting when the statement was made.





The statements should be introduced more gradually from less to more meaningful and should include those we expect a lot of participants to relate to to those with less and or even no respondents.

The key is to have statements that relate to things we can and cannot influence, things relating to values, beliefs, behaviours and needs.

Important warning for trainers: make sure your statements do not further marginalise potential marginalised persons in the group.

Suggestions:

- everyone who has x shoe/eye/piece of clothing colour
- everyone who drove/ took the bus... this morning
- everyone who likes (something not related to work)
- everyone who likes (something related to work)
- everyone who needs coffee to function
- everyone who thinks they are a good listener

5. Debriefing:

- How did you feel during the game?
- Was there a difference when everyone stood up and when only a few/you were the only one? How did you feel in different situations
- Were some questions easier to answer than others? Why?
- How does it feel to express something about yourself if you are the only person (or believe you are the only one)?

Trainer makes a connection to why it is especially important to create safer spaces for people who are from marginalised groups. When we are part of the majority it is easier to express our needs, as we feel these are shared and understood, making space for the needs of marginalised groups requires an awareness from the people in the position of privilege that the space needs to be adapted to accommodate different needs.





- 20' REFLECTION ON THE CONCEPT

Expected outcome: Share experiences about safer spaces

1. The trainer asks the participants to Individually, in silence: 'Think about whether you have ever been a part of a space that you feel is comfortable, safe, respected, where you are able to participate and be heard?'
2. In pairs, discuss: 'How do you feel when you are a part of a safer space? If you have never experienced it, how do you imagine it would feel?'
3. Debrief and share in plenary

- 15' BREAK

- 1H05' CREATING A GROUP AGREEMENT

Expected outcome: Understand better what is a group agreement and a practical experience of creating one

Introduction to the "group agreement" 20 minutes

1. Make pairs of 2 participants and launch the question for discussing "what is the difference between rules and agreements"
2. In plenary, each group shares the main points of the discussion and the facilitator writes down the key words.
3. With this, we conceptualise the meaning of an agreement and emphasise the importance of dialogue and acknowledgement in the process

Suggestions for the agreement 40 minutes

1. Start with the main characteristic of an agreement: concrete, realistic and genuinely agreed
2. Invite participants, individually, to write down on post-it their needs and their suggestions and stick it to a prepared flipchart





3. Cluster the post-it's by similarity and read them out loud
4. If the suggestions are quite general, use guiding questions to help participants be more concrete
5. Invite the group to look over the clusters and think about whether they can realistically stick to it
6. Invite the participants to commit to the agreement by signing it or something similar?
7. Put up the agreement in a visible place or document where it is accessible to everyone

Debrief and close the process 5 minutes

- Ask participants how they feel after the session
 - Make a round where each participants says a word that represents their commitment to the implementation of the agreement
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- 15' BREAK
 - 15' WHAT IS A SAFER SPACE
Expected outcome: Participants gain knowledge of the concept of safer spaces and connect it to their own experience

1. Now that we have shared our views and ideas about what are safer spaces and have created an agreement which is an element used in creation of safer spaces, let's look into the theoretical background of the concept.
2. Trainers present input form Inclusive Organisations Manual ch. 2 (p. 17) with the definition and the need for safer spaces and [some of its elements](#). Emphasis why this is especially important for inclusion of marginalised groups.
3. Trainers connect the concepts to what was said in previous debriefings and reflections.





4. Presentation of guidelines and action plans that organisations should have in order to be proactive in creating safer spaces (p. 18)
5. Q&A

- 15' BREAK

- 30' HOW CAN WE MAKE OUR ORGANISATION A SAFER SPACE?

Expected outcome: Create a list of guideline elements for creating safer spaces.

1. Trainers present different steps towards creating and maintaining safer spaces in the organisations. 10 minutes
 - establishing guidelines on how to create a safer space needs to be implemented on organisational level,
 - establishing guidelines for conditions that need to be provided in order to put actions into practice,
 - establishing guidelines for conditions that are not acceptable in a space,
 - action plan(s) for implementing all above,
 - establishing guidelines on how to maintain a safer space,
 - action plan(s) for what one will do if a safer space is broken,
 - guidelines on how to re-establish a safer space.
2. The trainers divide the group into smaller teams (2-3 people/group) and hand out flipcharts/papers/markers. Afterwards, invite them to think about approaches their organisations develop to be proactive in creating safer spaces. If the group is smaller, have them pick the questions they would like to work on. 20 minutes

The questions groups think about are:

- What elements would be crucial for guidelines on how to create a safer space? Who would be included in the creation of these guidelines?





- What elements would be crucial for guidelines for conditions to create a safer space? Who would be included in the creation of these guidelines?
 - What elements would be crucial for guidelines on what is not acceptable in a space? Who would be included in the creation of these guidelines?
 - What elements would be crucial for guidelines on how to maintain a safer space? Who would be included in the creation of these guidelines?
 - What elements would be crucial for guidelines on how to re-establish a safer space? Who would be included in the creation of these guidelines?
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- 30' PRESENTING SUGGESTIONS AND FEEDBACK
Expected outcome: Have a clear image of a framework for setting guidelines and who should be included in setting them.
 1. Each group presents the key elements
 2. Each group has 5 minutes: 3' for presentation and 2' for feedback

 - 20' REFLECTION AND EVALUATION
Expected outcomes: Reflections of the day and key points to be implemented into action plan

Participants are invited to share their learnings and thoughts of the day. Trainers put their thoughts on a flipchart, things for the action plan must be clearly highlighted

Questions:

- What stood out to you in today's session?
- Name 3 next steps for yourself





- (if relevant for the group of participants): What should be added to your action plan?

MATERIALS NEEDED

- post-it notes
- pens
- flipcharts
- markers
- beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- [Manual of Inclusive Organisations](#)

FURTHER READING

- For step 3: [Safer Spaces | Politics & Care](#)





VERSION B

MAIN GOAL

Participants gain understanding of the concept of Safer spaces and explore how to apply it to their organisational context.

OBJECTIVES OF THE SESSIONS

- Participants gain an insight of what are safer spaces
- Participants reflect on their own organisations processes and dynamics and what practices they could apply to make it a safer space
- Participants create their own suggestions on which steps to take to make their organisation a safer space

DURATION FORESEEN

3 hours and 15 minutes

NEEDS (FOR THE SPACE)

- Room with enough space for tables and chairs, first activity will need enough space to set the chairs in a circle, flipcharts support of a free wall to put up flipcharts

FOR WHOM

- All staff members of the organisation, volunteers, regardless of their position in the entity.





STEP BY STEP DESCRIPTION

- 10' INTRODUCTION
 1. Presentation of facilitators
 2. Presentation of organisation, Inclusive organisations certification scheme
 3. Presentation of aims, objectives and workshop timeline
- 15' WHAT IS A SAFER SPACE

Expected outcome: Participants gain knowledge of the concept of safer spaces and connect it to their own experience.

 1. Trainers present input from Inclusive organisations manual ch. 2 (p. 17) with the definition and the need for safer spaces and some of its elements. Emphasis why this is especially important for inclusion of marginalised groups.
 2. Presentation of guidelines and action plans that organisations should have in order to be proactive in creating safer spaces (p. 18)
 3. Q&A
- 1H05' GROUP AGREEMENT

Introduction to the "group agreement" 20 minutes

 1. Make pairs of 2 participants and launch the question for discussing "what is the difference between rules and agreements"
 2. In plenary, each group shares the main points of the discussion and the facilitator writes down the key words
 3. With this, we conceptualise the meaning of an agreement and emphasise the importance of dialogue and acknowledgement in the process





Suggestions for the agreement 40 minutes

1. Start with the main characteristic of an agreement: concrete, realistic and genuinely agreed
2. Invite participants, individually, to write down on post-it their needs and their suggestions and stick it to a prepared flipchart
3. Cluster the post-it's by similarity and read them out loud
4. If the suggestions are quite general, use guiding questions to help participants be more concrete
5. Invite the group to look over the clusters and think about whether they can realistically stick to it
6. Invite the participants to commit to the agreement by signing it or something similar?
7. Put up the agreement in a visible place or document where it is accessible to everyone

Debrief and close the process 5 minutes

1. Ask participants how they feel after the session
2. Make a round where each participant says a word that represents their commitment to the implementation of the agreement

- 20' BREAK

- 45' HOW CAN WE MAKE OUR ORGANISATION A SAFER SPACE?

Expected outcome: Participants reflect on what they already implement in their organisations and what is still needed to do and how to do it

1. Trainers present different steps towards creating and maintaining safer spaces in the organisations:
 - establishing guidelines on how to create a safer space needs to be implemented on organisational level,





- establishing guidelines for conditions that need to be provided in order to put actions into practice,
 - establishing guidelines for conditions that are not acceptable in a space,
 - action plan(s) for implementing all above,
 - establishing guidelines on how to maintain a safer space,
 - action plan(s) for what one will do if a safer space is broken,
 - guidelines on how to re-establish a safer space.
2. Participants rank 3 areas they would most like to work on. According to the rankings the trainers divide the group into smaller teams (2-3 people/group) and hand out flipcharts/papers/markers.
 3. Afterwards, invite them to think about approaches their organisations can develop to be proactive in creating safer spaces. Give out the following guide questions:
 - Think about the activities that you implement, the workload of the team
 - What is the profile of our staff members? What is their position in the organisation? What is their role?
 - What issues/needs have you noticed in your team that should be prioritised and addressed in order to ensure a safer space and participation of the whole team?
 - What method/tool/instrument do you think would work best given your organisation's characteristics (profile, staff, structure, etc.)
 - Who should be responsible for implementing this? How can you contribute to the implementation? what resources would be needed?
 4. Make sure that the same method/tool/instrument is not repeated in the groups work so it gives more perspectives





- 40' PRESENTATION AND FEEDBACK

Expected outcomes: A framework for setting guidelines and who should be included in setting them

Each group presents the key elements (5 minutes per group - 3 minutes for presentation, 2 minutes for feedback)

- 20' REFLECTION AND CLOSING

Expected outcomes: Reflections of the day and key points to be implemented into action plan

Participants are invited to share their learnings and thoughts of the day. Trainers put their thoughts on a flipchart, things for the action plan must be clearly highlighted

Questions:

- What stood out to you in today's session?
- Name 3 next steps for yourself
- (if relevant for the group of participants): What should be added to your action plan

MATERIALS NEEDED

- post-it notes
- pens
- flipcharts
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- beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
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