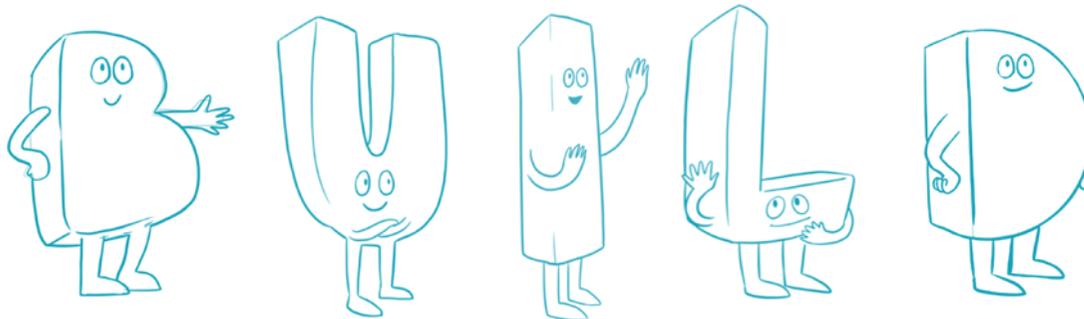


Safe Space

Introduction

The following six lessons in this series will break down each 'BUILD' principles from the Safe Space film and explore each in more detail with the students.



The BUILD principles are not exhaustive because Safe Space is not intended as a fixed 'set of rules' bestowed upon students by their teacher. Instead, it is a reflective process in which the students themselves play a leading role in articulating what behaviours and mindsets they need from their peers to feel comfortable to open up, talk about their thoughts, beliefs and identities, explore other's identities and ask questions. It is the teacher's role to guide and prompt the students to generate shared principles for Safe Space that will support the group to interact and have meaningful dialogues.

Lesson Plan 1: BUILDing a Safe Space

This lesson is about introducing the students to creating a 'Safe Space' where they will explore the importance of creating shared group principles so that everyone feels comfortable. This lesson will focus on introducing the idea of 'Safe Space' and the creation of one for the class.

Total lesson length: 50 mins

Learning objectives

- To explore and understand why it is important to make everyone feel comfortable in discussions
- To learn and understand the BUILD principles
- To contribute to creating a shared class Safe Space
- To help build a good relationship between the teacher and students by focusing on safe learning and inclusivity

Preparation

- PowerPoint presentation (included)
- Table topic cards printed (included)
- Safe Space film downloaded (included)
- Charade cards printed (included)
- Post-it notes
- A3 paper and pens
- BUILD poster (if no own class Safe Space agreement)

Curriculum topics

RE

- Religion and society
 - / Community cohesion
- Ethics and Values
 - / Relationships and families
- Meaning and Purpose
 - / Spiritual and personal views

PSHE

- About you
- Diversity

RSE

- Respectful relationships

Citizenship

- Community, Identity and Diversity

Timings	Script	What you will need
5 mins	<p>Topic Introduction: Feeling comfortable</p> <p>Activity 1: Think, pair & share</p> <p>Ask the students: ‘What makes you feel comfortable to share things about yourself with others?’</p> <p>Give them a few minutes to discuss their answers with the person sitting next to them.</p> <p>Alternatively, if you think the students would prefer to remain anonymous, give the students the option of jotting down their answer on a post-it note.</p> <p>Ask students to volunteer their answers to share with the whole class, or to stick post it notes on wall. Write key words that come out of their answers onto the whiteboard / question slide of the PowerPoint presentation.</p> <p>Explain to the class that we will revisit the ideas at the end of the lesson.</p> <p>Extension Questions:</p> <ul style="list-style-type: none"> • Why it is important to think about how other’s feel? • What is the difference between school rules and a class made agreement to help others feel ‘safe’ in a space to share? 	<p>PowerPoint presentation</p> <p>Post-it notes</p>

10 mins

Activity 2: Table topics

Explain we are now going to do an activity which helps us to get to know each other better and start interesting conversations.

Use the questions on PowerPoint presentation (KS1) or place a table topic card in the middle of each table (KS2).

Table topic questions include:

- What would you do if you had a million pounds?
- Would you prefer to stay in a tent or a hotel?
- If you could, would you change your name?
- What food would you eat every day if you could?

Add or replace with your own that may be more relevant to your class / school / community.

As a table group, ask the students to take it turns to answer the question on the card.

Explain to the class that talking to others and trying to get to know them is really important in learning that everyone is different and special, but we also often find we have things in common.

PowerPoint presentation

Table topic cards

Ask the students for a show of hands if:

- They learnt something new about someone on their table
- They had anything in common with someone else
- Something someone else surprised them
- They got to know some a little bit better

Invite one student per table to share something back to the whole class that they learnt about someone they didn't know.

15 mins

Activity 3: Building a Safe Space

Explain to the class that for us to be able to have good conversations and feel comfortable to share things about ourselves it's important we come up with a set of ideas that we agree on to create a space we are all happy in.

Explain that everyone in this room is different, we all have different ideas, personalities, experiences, backgrounds, and today is a chance to get to know each other better and that some people find it easier than others to talk about themselves.

Tell them we are going to be creating a class agreement in this lesson. Explain that it is not you as the teacher telling them the rules, it's a shared experience and everyone will come up with them together.

- **Safe Space film:** show the film to the class

If needed, pause after each of the BUILD principles, giving examples and checking the class understands.

Ask the students 'Were there any letters / characters you really liked?'; 'Why?'

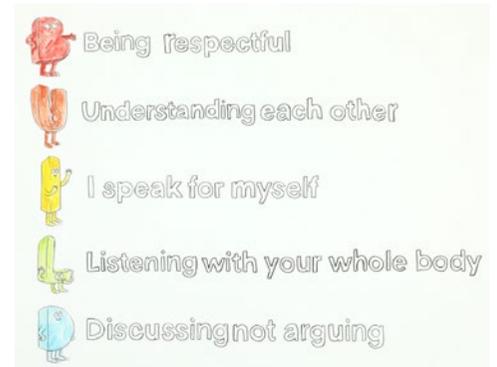
Choose some or all of the activities below to do with your class:

PowerPoint presentation

Safe Space film

Charade cards

A3 paper and pens



10 mins

Activity 4: Charades

Use the pack of cards with the Safe Space BUILD ideas written on them. Ask a student at a time to come to the front to act out the charade to the class.

The class needs to guess what BUILD or other letter / character they are acting out.

Activity 4: Posters

Students in table groups to create a safe space poster, using their own ideas inspired by the BUILD a Safe Space film.

Groups to present their posters to the class, and the teacher to draw out the main principles and write up into a class safe space agreement on the board or on flip chart. Can be turned into a class poster and put up on the wall.

Extension questions:

- Why are rules and laws important in society?
- What is the difference between school rules and the 'rules' in a safe space?

5 mins

Plenary / reflection

Teacher to go over the class agreement. Explain it will be revisited in each of these lessons.

Revisit introduction question ‘What makes you feel comfortable to share things about yourself with others?’ and summarise the answer using the student’s ideas from their post it notes and posters.

Activity 5: Signing the agreement

Invite the class to come up and sign the class Safe Space agreement. This can be done as they leave the lesson on their way out of the classroom if time is tight.

Key questions:

Extension activity / independent study:

- What could happen if we didn’t think about creating a safe space?
- What would a world without any rules be like? (picture / art)
- What safe space idea do you think is the most important?

Explain that the next lesson is breaking down the BUILD ideas and exploring ‘The Letter B’, where you will be discussing what being respectful means.

Class agreement or
BUILD poster