








Creation of safety rules

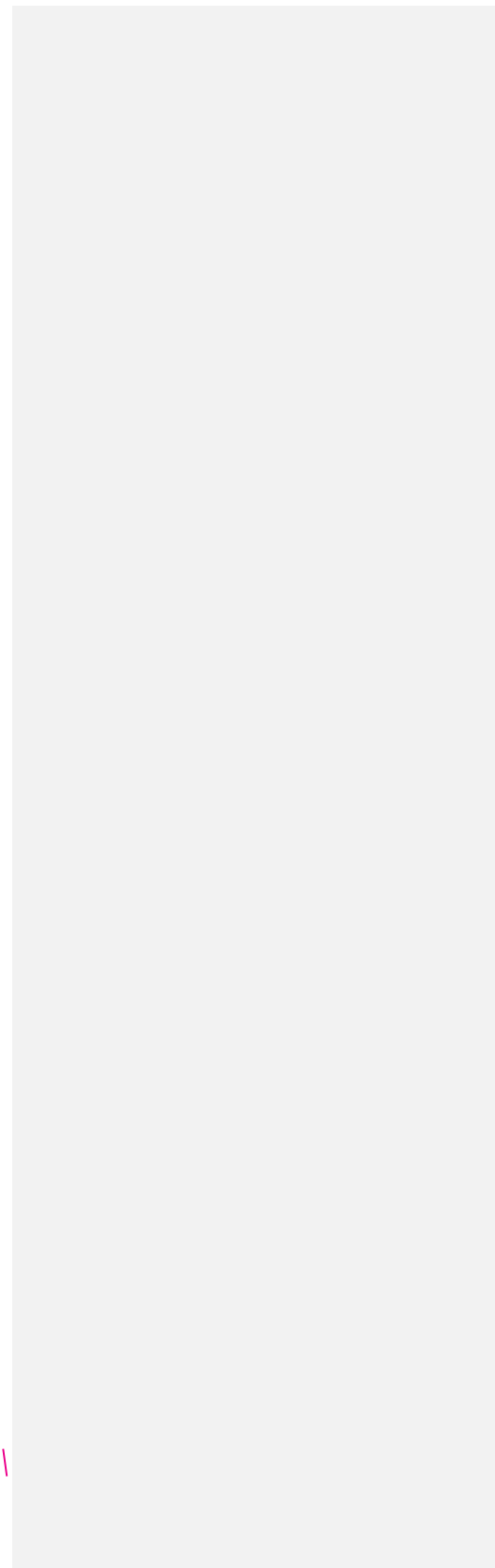
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|  TIME | 45 minutes |
|  No. | Any number of participants |
|  MATERIALS | <ul style="list-style-type: none"> • Flipchart paper; • Markers; • Post-it/piece of paper and pen for everybody; • Coloured paper, scissors. |
|  OBJECTIVES | <ul style="list-style-type: none"> • To create a good level of safety in the group; • To acknowledge needs and boundaries without making the atmosphere “heavy”; • To make clear that we are going to work with sensitive topics, experiment with boundaries and also explore spaces beyond (!) boundaries; • To name the needs and expectations of participants; • To ensure equality and protect vulnerable members from oppression. |
|  INSTRUCTION S STEP BY STEP | <ol style="list-style-type: none"> 1. Write “SAFETY RULES / NEEDS / EXPECTATIONS” on the top of a flipchart paper and stick it on the wall; 2. Beforehand, cut out coloured papers in the shape of underwear (panties, thongs, boxers, bras) or other symbols evoking sexuality or safety (condoms, vibrators, facemasks, gloves, etc.). This cutting can also be done collectively with the group. Each shape should be visible from a distance (ideally create shapes the size of an A4 sheet); 3. Lay the papers cut out in the shape of underwear and other allegories of sexuality on the floor. Suggest that participants choose several of these shapes and keep them with them; |

4. Invite participants to take a pen and paper and silently think about this question: “*What do I need to feel safe in social situations?*” and write down their answers;
5. Ask participants: “*Imagine any kind of situation when you were not alone, but with someone. It can be a private one – with a friend, your partner or public – on a train, at work, family event, etc. Try to focus on body sensations, emotions, and write down all kinds of needs, even the ‘silliest’ ones.*” (Examples: “to feel safe I always need my phone around”, or “I need no violence around me”, or “I need to know the rules”, etc.);
6. Invite participants to write down on their papers as many needs as come to mind, and to not think too much, just let the ideas come fast;
7. After five minutes, come back to the big group and invite participants to read their needs aloud, starting with the first one from their list. One by one, everybody in the group reads their first need. Write all the needs on the shaped papers. Continue until all the needs are listed;
8. Invite participants to look at the common list and add more needs if necessary;
9. Ask them what they think the aim of this exercise was. Explain that these rules would work in two ways: The list contains our individual needs, so during the workshop we are responsible for (1) our own safety, but also (2) for that of others;
10. The whole list is going to hang on the wall during the workshop reminding us of our common rules of safety;
11. Let them know that the charter is open-ended and that they can add rules throughout the workshop.

A more dynamic version is:


1. Ask participants to take turns expressing what is important for them to feel safe in the workshop. Each person should share one sentence and should not repeat something that has already been said;
2. Write down each sentence on the flipchart. Pass out paper notes to participants. Ask them to write on them what they need to feel safe. Each note should have one idea. Then, ask them to stick the notes on the wall, grouping together those with similar ideas. Read the notes in front of the group and write down the main ideas on a flipchart;
3. There are other ways of using this exercise, depending on the atmosphere and the style / preferences of the facilitators. This activity can be renamed (if you feel that the reference to “safety” gives the impression that something dangerous could happen); instead of “Safety Rules”, it can be called “Needs / resources / ground rules agreement”, or “What do I need to feel respected / open / ready to learn...”, etc. .


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| <p>  DISCUSSIONS </p> | <ul style="list-style-type: none"> • To debrief, you can explain how important it is to respect our basic needs for safety (physical, emotional, regarding identity, basic human rights, etc.), literally in every social interaction. To keep or break these rules can be crucial in any kind of social situation. The aim of the exercise is to remind us how easily we tend to forget about our own safety and suppress body signs which tell us: “Watch out, you are crossing your own boundary!”; • The exercise helps sensitise us to the importance and complexity of the concept of safety, and to become more conscious of how to protect ourselves, notice our own boundaries and respect those of others. In the debriefing, you may want to take the time to name all the possible “ghosts” in the training room; such as diversity (age, gender, nationality, social status, skin colour, etc.), power positions. You may want to mention how your own position as facilitator (identity, roles, responsibilities, power) is present in the room; • The questions of inequality, power and status differences may or may not come up directly. If you have a diverse group in which you expect that these dimensions will come up, suggest that the group invent some rules that would ensure equality. This can refer to equality of turns (members of lower status groups may be less inclined to speak up in group), but it can also concern expressions of stereotypes, prejudice, discrimination and racism. Explore with your group how you can work together to ensure that learning is possible without putting members of different minorities into uncomfortable situations; • The aim of ‘Safety Rules’ is to cover everyone’s personal needs and sensitivities and create a democratic, horizontal and inclusive safe space for everyone. |
| <p>  HINTS </p> | <p>Do not forget about the intercultural dimension when creating your shapes. Indeed, not everyone will have the same approach to sexuality. Give space to diversity and creativity. For example, forms of male condoms or vibrators may not be adapted to all groups. For moments of introspection, you may want to play relaxing music.</p> <p>We recommend:</p> <ul style="list-style-type: none"> • Planet Caravan - Black Sabbath • Alfa - Mop • August 10 - Khruangbin |



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| | <ul style="list-style-type: none"> • <u>Escape - Sudan Archives</u> <p>If you are a team of facilitators, we suggest that one of you be the “keeper” of the charter. Their role will be to ensure that the jointly defined rules are followed throughout the workshop.</p> |
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Commented [1]: new recommendation? Maybe one song per country?

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|  <p>THIS ACTIVITY ONLINE</p> | <p>‘Safety rules’ work online in the same way as described above using Jamboard. Create an initial board first (it could be an empty board or you can choose some background drawings like in the picture below) – participants can put their Post-its with their own needs on it.</p> |
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|  <p>THEORY</p> | <p>Addressing topics such as intimacy or sexuality can be sensitive, especially if it involves participatory activities where everyone is invited to participate and/or share. Therefore, we propose to create a safe space through three activities: the creation of shared safety rules, an occupy movement and a safety symbol. They can be done separately, but they are even more effective and relevant if they are done one after the other. They ensure that everyone’s word is respected during debates/ exchanges.</p> <p>The safety rules and the meeting gestures will also have the advantage of promoting a horizontal workspace, allowing the creation of common rules.</p> <p>They also allow a better circulation of power: everyone is free to recall the rules established together and to moderate the debates, both participants and facilitators.</p> |
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