

Lesson Plan 1 Creating a Safe Space

Resources

Safe Space: Creating a class agreement

PowerPoint,
slides 1–2

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.

The following lessons in this series will break down each 'RADIO' principle from the Safe Space film and explore these in more detail with the students. This lesson will focus on introducing the idea of 'Safe Space' and the creation of one for the class.

RADIO 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 mind-sets they need from their peers to feel comfortable to open up, talk about their 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.



Learning Objectives

- To explore and understand why it is important to make everyone feel comfortable
- To learn and understand the RADIO 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 space and inclusivity

KS3 Curriculum Mapping

- RE: Enquiry, application, communities, diversity, belief and practices
- Citizenship: pupils should understand the nature of laws
- PSHE: focus on the idea of inclusivity for all: everyone deserves to be respected

Preparation

- Safe Space film downloaded (included)
- PowerPoint presentation (included)
- Table topic cards printed (included)
- Charade cards printed (included)
- Post-it notes
- A3 paper and pens

Running time

50 mins

Slide 3

Topic Introduction Feeling comfortable / 5 mins

Slide 4

Objective To explore and understand why it is important to make everyone feel comfortable

Activity 1 Think, pair and share

Post-it notes

In pairs, ask the students: 'What makes you feel comfortable to share things about yourself with others?'

Give them two minutes to discuss their answers with the person sitting next to them.

Alternatively give the students the option of jotting down their answer on a Post-it note if wanting to remain anonymous, to familiarise themselves with the tasks and warm up.

Ask students to volunteer their answers to share with the whole class. Write key words that come out of their answers onto the whiteboard / question slide of the PowerPoint.

Explain to the class that we will revisit the questions at the end of the lesson.

Extension Questions

- Why is it important to think about how others feel?
- What is the difference between school rules and an agreement to help others feel 'safe' in a space to share?

Table topic cards

Use the questions on slide 6 or place a table topic card in the middle of each table. Give each table a different question card.

Table topic questions include: What would you do if had a million pounds? Would you prefer to stay in a tent or a hotel? If you could, would you change your name?

Slide 10

As a table group ask the students to take it turns to answer the question on the card. The questions will help students get to know each other better and start interesting conversations.

Slides 11–14

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 unique, but we also often find we have things in common.

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.

Extension Question 'Do you think it is important to ask questions about each other?'

Objective To contribute to creating a shared class Safe Space agreement

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 principles 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

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.

Pair and Share

We are now going to ask our partner again about what makes us feel comfortable, but this time we are going to think more on this and use our answers to create an agreement.

Ask the students to talk to their partner.

How can we behave to make sure everyone feels comfortable, happy and supported in this space?

Activity 3 Main activity: Creating a Safe Space / continued

Get students to discuss their answers and then to write down their responses on a Post-it to stick up on the board.

Read out the Post-it notes to the whole class, drawing out the ideas they have for rules for making sure everyone feels comfortable. Get a student to come up and write key words onto the whiteboard.

Slide 19

Introduce the Safe Space film as some really good principles, some they might have come up with, and some maybe new to create a space that is comfortable and 'safe' to bring people together to get to know each other.

Activity 4 Watch the film / 15 mins

Safe Space film

Show the film to the class.

Slide 20

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

Slide 21

Ask the students 'Were there any rules you really liked?'; 'Why?'

Slide 22

Choose one of the activities to do with your class below:

1 Safe Space charades activity

Charade cards

Use the pack of cards with the safe space agreements 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 RADIO or other principle they are acting out.

Teacher to write up the Radio Safe space onto the PowerPoint, getting students to tell them the RADIO principles and other rules they want to add so that everyone feels comfortable.

Activity 4 Watch the film / continued

Slides 23–24

A3 paper
and pens

2 Posters

Students in table groups to create a safe space poster, using their own and the Safe Space principles in the 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 on the board or on flip chart.

Extension Questions

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

Slide 25

Plenary Reflection session / 5 mins

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

Revisit Introduction question and extend with the questions below.

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.

Slide 26

Key Questions

- What could happen if we didn't think about creating a safe space?

Slide 27

End the lesson with slide 27:

'Safe Space is a reflective process where you play a leading role in deciding what behaviours and mind-sets you need from your peers to feel comfortable to open up, talk about identities, explore other's identities and ask questions'.

Slide 28

The next lesson is breaking down the RADIO principles and exploring the Letter R, where you will be discussing 'respect'.

Slide 29

Extension activity / Independent study

- What would a world without any rules be like? (Picture / art)
- What safe space rule do you think is the most important?