

Advice on Safeguarding – Learning Card

In this film, a group of young people (15-22 years old) from the UK, Scotland, present different sketches in which they put principles from the Safeguarding document in contexts that are familiar (and relevant) to them. The sketches are based on their lived experiences, and were guided by questions: what makes you feel *safe*? *What makes you feel valued*?

A presenter will guide you through the video. Please feel free to pause the video after each sketch.

Referring to the sketches of the videos, the questions below may help you unpack safeguarding principles and ideas important for your own context:

Respecting the Boundaries:

Which boundaries exist within your groups?

Which boundaries *need* to exist so to ensure you work in a safe space?

How could you make sure that you and your group 'respect the boundaries' while at the same establish relations of trust with participants and co-workers?

Respect

How would you promote respect within your team, and with your participants?

Diversity & Inclusion

How could you ensure in your group that diversity is respected and welcomed, and that people are not discriminated on the basis of race, gender (and gender identity), disabilities, religion, what they wear, sexuality what they own, how they talk?

Exam Day

Who can you report to if you are worried about the safety of your group members?
Are all those involved aware of reporting mechanisms, in case a safeguarding principle is not respected?

Additional questions may include:

What would you do in your context if, for example,

- A teacher offers you a lift
- Someone in your care reports s/he has been harassed and discriminated
- Someone in your care reports s/he has been bullied
- You suspect someone is abusing his/her power

An interesting **activity** may be to use these prompts to create and perform possible interactions, to experience some of the complexities of these situations.



Another **activity** may be to use the scenarios listed above as role-plays. Dividing the group into smaller groups, each member could be assigned a role within a situation. Ask to improvise a sketch and all the group reflects together on these situations.