



A Safe Space, Level 2 - Module two e-learning worksheet

A Safe Space, Level 2 - Module two e-learning worksheet and follow-up conversation guidance

How to use this worksheet and follow-up conversation guidance

This document is for volunteers and those assessing their learning on A Safe Space, Module two - Creating a Safe Space in Girlguiding e-learning (A Safe Space trainers and commissioners). This option of completing A Safe Space, Level 2 through e-learning and a follow-up conversation is for those unable to attend a face-to-face training session, which should be seen as preferable.

It is recommended that the volunteer completes Part A (20-30 minutes) before having their follow-up conversation to help prepare them. Part B must be completed by the assessor (a Safe Space trainer or commissioner) during the follow-up conversation, which should take around 10 minutes.

A Safe Space trainer or commissioner should only conduct the follow-up conversation if they have up-to-date A Safe Space training for Level 1-3 at least, and are confident in conducting the conversation.

Arranging the follow-up conversation

After completing the e-learning module two, the volunteer should contact their local commissioner, trainer coordinator or A Safe Space trainer (as locally appropriate) to arrange a time to talk. Equally this could also be done at gatherings such as regional events, residentials or unit meetings.

Volunteers should be mindful of the details they give out, such as sharing their private home numbers or addresses. If unsure discuss this with your country or region trainer coordinator.

Format for the follow-up conversation

A Safe Space trainers or commissioners organise the follow-up conversation by asking a series of questions and taking note of the volunteer's answers. Possible answers are given within this document for the assessor to refer to. This conversation is to see that the volunteer has taken on board and understands the content in Level 2.

The follow-up conversation can take place by phone, through online audio or video chat (for example Skype) or face-to-face.

Space for questions

Those conducting these conversations should also use the opportunity to ask if volunteers have any thoughts, questions or comments they would like to answer or explore.



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Assessing the volunteer and what happens after the conversation

Once the assessor has finished asking questions, they will let the volunteer know how they have done. In most cases, the assessor will feel happy with the answers given and will confirm the volunteer has now completed A Safe Space, Level 2 and that their GO record will shortly be updated to reflect this and a certificate sent.

The assessor will need to ask whoever oversees the local GO uploads to do this and ensure a certificate is issued.

Note: In time, GO should be able to send automatic emails when updated with a certificate attached, which they can download and printed as desired.

The assessor should sign and date the form (Part B) and pass it to the country and region trainer coordinator.

Dealing with concerns about a volunteer's knowledge and understanding

If the trainer or commissioner assessing has concerns about a volunteer's knowledge and understanding of the content covered, they will discuss this with the volunteer at the end of the conversation, explaining they have not yet completed Level 2 and agree what the best next steps are together.

Steps might include:

- Revisiting the worksheet questions in their own time (Part A) or e-learning module two
- Attending a face-to-face session
- Assigning someone to support them locally.

The person assessing should inform the volunteer's unit leader, letting them know what the action plan is.



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Part A

A Safe Space, module two - Creating a Safe Space in Girlguiding e-learning worksheet (volunteer to complete)

1. Describe why creating safe spaces in Girlguiding is important.

Think about:

- A safe space is one which helps us to live out our values and Promise.
- It increases self-esteem and self-confidence.
- It gives the opportunity for adventure and challenge, while encouraging young members to think for themselves and make their own decisions.
- It boosts confidence through relationships with non-authoritarian adults and adults who listen.

2. How can people make a safe environment?
Or what can they do to ensure a safe environment?

3. Why is it important to undertake risk assessments?

Think about:

- Leaders need to consider the risks involved and how to manage them when planning an activity or event. This also includes how risks can be mitigated ahead of the event.
- Ensure the volunteer has a clear understanding of the need to do an initial risk assessment and then to undertake a dynamic assessment once they are on site.
- Check their understanding of the risk assessment form and where to go if they need help and support in the region.



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4. What are the steps involved in conducting a risk assessment?

Refer to the [risk assessment form](#) for more information.

5. Name the top three risks you come across most often in your unit and how you can minimise these risks.

Think about:

- How the Volunteer Code of Conduct can mitigate risks

6. Responding and reporting a safeguarding concern

Whose responsibility is it to challenge inappropriate behaviour in Girlguiding?

Who is responsible for reporting concerns?

Who can you speak to if someone raises a concern with you?

What would you do if it were an emergency?



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Part B

A Safe Space, module two - Creating a Safe Space in Girlguiding e-learning worksheet (assessor to complete)

Name and membership number of volunteer: _____

Name of commissioner/trainer: _____

Date and length of conversation: _____

Assessment outcome

Questions:

(refer to Appendix A for more guidance)

Answer notes:

(add notes on the answers given to the questions asked)

1. Why are safe spaces important?
2. How can people create a safe environment?
3. Why it is important to undertake risk assessments?
4. What are the steps to conducting a risk assessment?
5. Can you identify the top three risks you come across most often in your unit?
 - What can be done to minimise these risks?
 - How can the Volunteer Code of Conduct mitigate risks?
6. Discuss responding and reporting a safeguarding concern
 - Whose responsibility is it to challenge inappropriate behaviour in Girlguiding?
 - Who is responsible for reporting concerns?
 - Who can you speak to if someone raises a concern with you?
 - What would you do if it were an emergency?

Assessor signature: _____



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Appendix A

Suggested questions for discussion

The conversation should use **some of the questions listed below** as discussion topics to gauge the learner's depth of understanding.

1. Why are safe spaces important?

- A safe space is one which helps us to live out our values and Promise.
- It increases self-esteem and self-confidence.
- It gives the opportunity for adventure and challenge, while encouraging young members to think for themselves and make their own decisions.
- It boosts confidence through relationships with non-authoritarian adults and adults who listen.

2. How can people create a safe environment?

- The answer to this will vary, so we suggest you contextualise the response by encouraging them to talk about their unit or an activity they are passionate about or do regularly.
- Key here is to ascertain their confidence in applying basic safeguarding and safety to these environments or activities that they are most comfortable with.

3. Why is it important to undertake risk assessments?

- Leaders need to consider the risks involved and how to manage them when planning an activity or event. This also includes how risks can be mitigated ahead of the event.
- Ensure the volunteer has a clear understanding of the need to do an initial risk assessment and then to undertake a dynamic assessment once they are on site.
- Check their understanding of the risk assessment form and where to go if they need help and support in the region.

4. What are the steps to conducting risk assessments?

- **Identify hazards** - Look for things that can cause injury or damage, thinking about activity, location and surroundings.
- **Identify all those who may be affected by the hazards** - Think about the people around, not just members, who could be injured or affected by the activity.
- **Estimate the current level of risk and the precautions in place** - Think about how serious the risk is to people and property. What is already in place to prevent the injury or damage, and does this reduce the risk?
- **Decide if new measures are needed** - List actions required to reduce risk. Decide if you want to go ahead.
- **Record your findings, agree actions and a timetable** - Make sure everybody knows what they are going to do and by when. Make sure it is done and record it.



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5. What are the top three risks you come across most often in your unit and how can you minimise these risks? How can the Volunteer Code of Conduct mitigate risks?

- The Volunteer Code of Conduct sets out the areas of best practice that volunteers should follow when guiding. It also highlights key policies that volunteers should be familiar with.

6. Responding and reporting a safeguarding concern

a. Whose responsibility is it to challenge inappropriate behaviour in Girlguiding?

- Everyone has a responsibility to protect girls, young women and volunteers from harm.

b. Who is responsible for reporting concerns?

- All girls, adult volunteers and staff have a responsibility to report any safeguarding concerns they have.

c. Who can you speak to if someone raises a concern with you?

- Your commissioner or a member of the Safeguarding team at HQ.

d. What would you do if it were an emergency?

- If there is an emergency call 999, then call the Safeguarding team at HQ by using the emergency phone number (07508 032997).