

Let it go! Youth Exchange / Lari Lauanne & Sari Äikää-Torkkeli

Workshop: Principles or SAFER SPACE

Objectives:

- * get to know the principles of safer space of the YE
- * discuss and understand them better in everyday situations
- * present the flip cards for each principle
- * create dialogue and open and accepting atmosphere

1. Forming groups

A warm-up game related to the theme – or one to divide groups with.

2. Get to know the cards.

Every group gets a set of cards and can look at them together and read the topic & the description together.

3. Presenting the principles of safer spaces using drama.

The drama scenes are performed to the participants one by one – followed by a short sharing. Two persons have prepared the scenes beforehand and perform them. (They do not need to be actors, anyone can do this. Reading the lines a bit beforehand is good.) The leader participates in a role of the LEADER when needed. The leader also facilitates the workshop.

4. Discuss and choose cards.

After seeing / hearing the scene the participants discuss together and choose 1 or more cards that they think the scene is related to. Every group shows their cards to others. Some ideas are shared together, and the leader takes care that all the key points are lifted to conversation.

This phase also shows that most of the scenes are related to more than one card and that some of the principles we have, need to be always practised in our social situations. They are a foundation of genuine dialogue between people.

5. Feedback

Feedback about the cards and the workshop.

** In Let it go! -workshop young people appreciated the cards very much. The cards as well as the scenes helped the participants to focus on the topic and to understand better what the principles mean in everyday life. They also got new points of view. For example the principle: **We give body and food peace** gave the participants new thoughts and a lot to discuss in the groups with their peers.*

The overall feedback of the workshop was positive.

THE SCENES (by Lari Lauanne)

The following order of the scenes was chosen by the actors.

SCENE 1. We encourage and help each other

Description:

We take into account people's different strengths. We encourage everyone to participate in a way that suits them. We remember to say thank you and to see the good in each other. We listen and encourage each other.

Key points!

- We remember to say thank you.
- We see the good in each other.
- We encourage each other.

Scene I

LEADER: Participants have been given a task to read lyrics as a poem.

A: I'm so nervous... ok, here goes:
Twinkle, twinkle, little star,
How I wonder what you are!

[B is not paying attention to A or giving applause, just staring out of the window. A leaves the stage looking confused.]

Scene II

LEADER: Participants have been given a task to read lyrics as a poem.

A: I'm so nervous...

B: It's fine! I'm sure you're amazing. *[encouraging smile]*

A: Ok, here goes:
Twinkle, twinkle, little star,
How I wonder what you are!

B: *[gives A applause and smile]* Yay, you did it!

SCENE 2. We are open to learn & We respect diversity

Description:

We approach new subjects and people with an open mind. We take every issue and situation we encounter as an opportunity to learn and develop. We strive to listen and be open-minded.

Key points!

- We are open to learn and develop.
- We listen and we're open-minded.

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Description:

We approach sensitive topics with sensitivity. We avoid making assumptions about others' gender, sexuality, background, identity, ability, thoughts or life situation. We learn to recognize and become aware of our own prejudices and assumptions so that we can be more inclusive of others.

Key points!

- We avoid making assumptions for example about other's background, religion or gender.
- We learn to become aware of our own prejudices and assumptions.

Scene

LEADER: We start with only one scenario. In this scenario participants have been given a task to make a still portrait of a chaotic situation, which is different for every group. This group have had an introduction of situation being "a family party".

A: I can be a panicking sister here *[goes somewhere on the stage]*, perhaps I've dropped a platter with the champagne glasses as well.

B: Should it be the mom instead?

A: Well... I've had experience only with dads and sisters at the family party, since I have two dads and a sister, but could be a mom too, I guess.

B: Good point, I didn't even think of that. So, what if we put a dad in there panicking, 'cause why not?

A: *[starts to laugh, B starts to laugh soon after as well]* Actually, I agree, that's at least how it usually goes with my family!

NOTE! Important to point out:

- B becomes aware of their own assumption, then smoothly adapting to what A told them, not wondering or making it a problem, but taking A's explanation as an opportunity to see the situation in a different point of view, without sticking in the stereotypes.

SCENE 3. We challenge inappropriate treatment & We take joint responsibility for the atmosphere

Description:

If we witness harassment, we will intervene. Please tell a member of staff at a low threshold if you witness inappropriate treatment. We will not ridicule, criticize, push aside or embarrass others by our words or actions. If you have a concern about someone else, you can ask if everything is OK.

Key points!

- If we witness harassment, we will intervene by telling a member of staff.
- We will not criticize, push aside or embarrass others by our words or actions.

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Description:

We recognize our role in creating a safer space. It is OK to make mistakes and ask questions. We take responsibility for our actions and know how to apologize. We are all allowed to mess up, learn new things and relax.

Key points!

- It is OK to make mistakes, ask questions, mess up, learn new things and relax.
- We take responsibility for our actions and know how to apologize.

Scene

LEADER: This time we'll have only one scenario again.

[Participant C, who doesn't have to be a real person in this scene if there's not enough actors for that, has scars in their arms.]

A: Ugh, those scars on his arms look so nasty. Didn't he know that it's freakin' cowardly to harm oneself. I bet his mother's not very happy that her son walks out there looking like that.

B: Please stop! It's not our business to judge anyone's scars or appearance in general.

A: Nah, I didn't mean it like that. Just saying...

[A leaves, B goes to speak with a leader.]

B: Hey, just wanted to mention that A spoke quite brutally about C's scars. I don't know why I tell you, but it felt right...

LEADER: You did the right thing, thanks for telling me. I can have a word with A, don't you worry about this anymore.

NOTE! Important to point out:

- B taking responsibility to remind A of the manners immediately after A's inappropriate behaviour.
- Leader taking responsibility to take care of the situation from now on after B told them about it.

SCENE 4. We give body and food peace

Description:

We talk respectfully about others and ourselves. We do not comment on our own or others' bodies or appearance. We are neutral about food and avoid commenting on our own or others' eating.

Key points!

- We do not comment on our own or others' bodies or appearance.
- We avoid commenting on our own or others' eating.

Scene I

LEADER: Participants are at the lunch table.

A: I'm so glad that I'm a vegetarian! This looks so much more delicious than your meat dish.

B: But how can you eat all that? I'd explode if I had to eat that much food in one go.

Scene II

LEADER: Participants are at the lunch table.

A: This dish tastes really good. What about yours?

B: I'm not a fan of this, but it's ok. Nice to hear that you like yours.

SCENE 5. We respect each other

Description:

Everyone's views are valued. We give everyone the space and opportunity to participate if they so wish. We avoid talking over others and focus on genuinely listening to others. We respect everyone's right to privacy and the right to choose what they share about themselves.

Key points!

- We give everyone the space and opportunity to participate.
- We avoid talking over others.
- Everyone can choose what they share about themselves.

Scene I

LEADER: Participants are brainstorming ideas to use in a scene.

A: I think we could use our own experiences. For example I was bullied at school. It was only verbal, but I think my character could be bullied as well and they can be like "ok then, I'm gonna prove all these jerks that I'm worth much more"! What about your experiences at school?

B: It was ok. Nothing special to say about it.

A: Ok... But do we all have some experiences at school? C'mon! Tell us!

B: ...

A: *[takes a step back, raise their hands as surrendering]* Ok then. It would be nice, if everybody participates but whatever. *[pause]* So, I think we could...

Scene II

LEADER: Participants are brainstorming ideas to use in a scene.

A: I think we could use our own experiences. For example I was bullied at school. It was only verbal, but I think my character could be bullied as well and they can be like "ok then, I'm gonna prove all these jerks that I'm worth much more"! What about your experiences at school?

B: It was ok. Nothing special to say about it.

A: Ok. Hmm... could it be easier if we draw our experiences or something, or do you just prefer to listen or...?

B: Just listening at this point. Maybe I'll come up with some ideas later.

A: Sounds great. Don't hesitate to tell us the ideas when you catch them. I'm also trying to remember to ask your thoughts later. *[pause]* So, I think we could...

SCENE 6. We respect everyone's boundaries and self-determination

Description:

Everyone has a right for their privacy. We respect everyone's right to determine or not to determine themselves. We respect everyone's right to tell themselves only things that

they want. We respect everyone's need for space and time. We always ask a permission to physical contact.

Key points!

- Everyone can determine or not to determine themselves as they want.
- We respect everyone's need for space and time.
- We always ask a permission before we take physical contact (before the activity).

Scene I

A: Hi! I'm Anna. I use she/her pronouns. And you are?

B: I'm... um today you can call me Stardust. Pronouns are they/them.

A: Could you tell your real name, please? I think I'll remember it better.

B: Not this time.

A: Ok then. Nice to meet you, Stardust! *[hugs them]*

Scene II

A: Hi! I'm Anna. I use she/her pronouns. And you are?

B: I'm... um today you can call me Stardust. Pronouns are they/them.

A: Nice to meet you Stardust! Can I hug you?

B: Not this time.

A: High-five then?

B: *[smiling]* That's ok! *[gives a high-five]*
