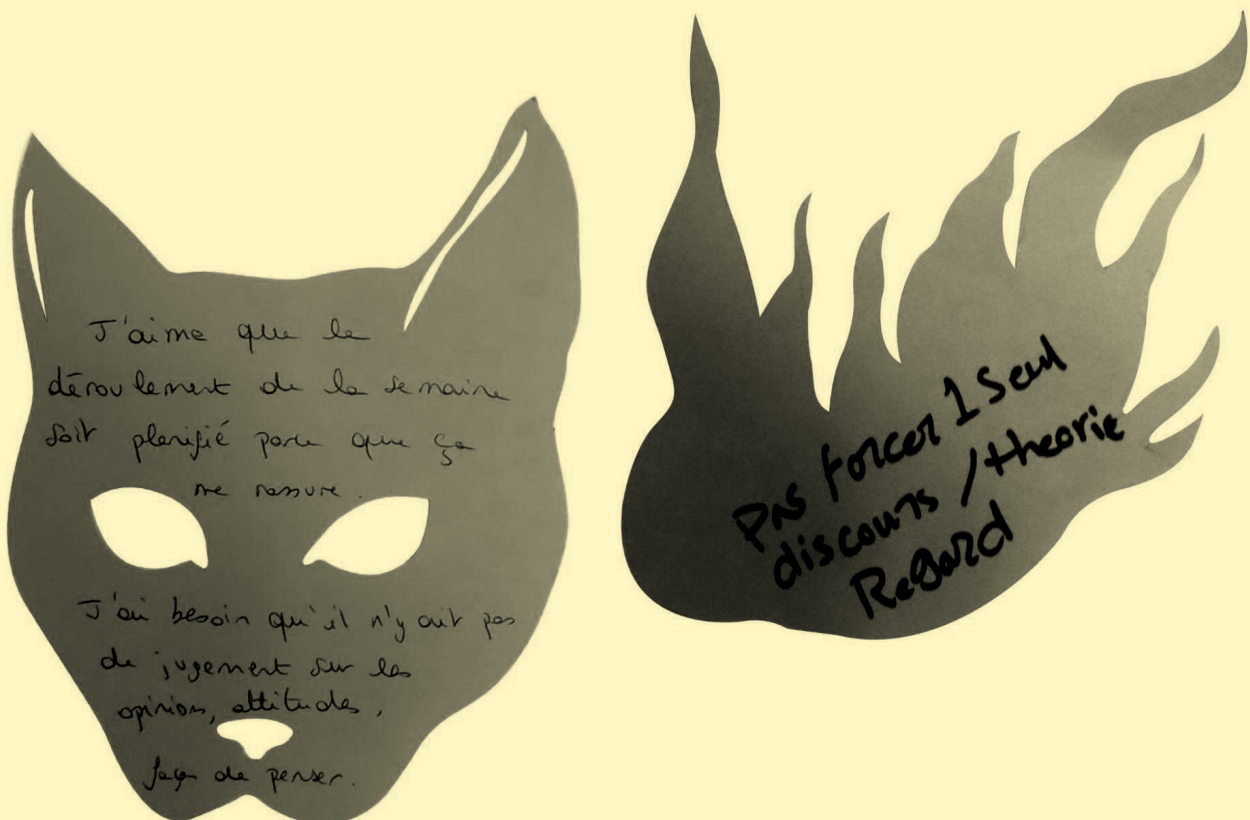


# THE SAFETY CHARTER AND THE PROTECTION SYMBOL

○ By Élan Interculturel (Éloïse)<sup>4</sup>

We propose to create a space in which participants feel confident through two activities: the creation of a safety charter and a protection symbol. They can be done separately, but they are even more relevant if they are done one after the other.



<sup>4</sup> \_ Consider the cross-cultural dimension when creating your forms and adapt them accordingly. Not everyone will have the same understanding of sexuality, the same modesty or comfort with sexuality.

# TEH SAFETY CHARTER

**Duration** 45 minutes

**Participants** 8 to 15

- Objectives**
- Create a trusting space in which sensitive topics can be explored;
  - Encourage participants to identify their limits and needs to feel safe during the workshop;
  - To prevent discriminatory actions in the group;
  - To initiate a horizontal work process by allowing everyone to express themselves and take ownership of the safety guidelines.

- Materials**
- Pre-cut colored paper and pens
  - Scotch tape or masking tape
  - Flip chart paper and markers
  -

**Preparation** Beforehand, cut out colored paper in the shape you want. This can be underwear (panties, thongs, boxers, bras) or other symbols evoking sexuality or not. This cutting can also be done collectively with the group. Each shape should be visible from a distance (choose shapes the size of an A4 sheet).

- Instruction**
- ① Lay out the paper cutouts on the floor. Ask each person to choose a shape and keep it with them as a writing aid.
  - ② Invite people to answer the question, "What do I need to feel safe during the workshop? Advise them to mention all kinds of needs, even the most "trivial" ones. This collection of needs will help determine collective safety guidelines, but it is also an opportunity to point out individual needs. For example: "I always need my phone close by to be in contact with my family / I need people not to look at

me when I eat / I need time alone without having to justify myself”.

③ After 5-10 minutes, gather together and invite participants to take turns sharing what they need to feel safe. After each sharing, try to determine one or more safety guidelines that ensure needs are met.

④ For example:

⑤ Respect confidentiality: what is said in the workshop stays in the workshop

⑥ Do not cut each other off

⑦ Do not question personal experiences

⑧ Write each instruction on a sheet of flip chart paper posted on the wall.

⑨ Suggest that participants add more instructions if they think something is missing. Tell them that the charter is open-ended and that they can add rules throughout the workshop.

⑩ Post this charter for the duration of the workshop. Explain that it belongs to everyone, and that anyone can return to it if they feel that the agreement made at the beginning of the workshop is not being followed.

## Variants

① Have participants write safety instructions directly on the paper cut-outs (without going through the requirements).

② Add cut-out shapes that resemble microphones or other radio-related items. Participants are asked to think of specific instructions to ensure their sense of safety related to radio creation. For example:

③ Turn off telephones (waves can disrupt the recording).

④ Use nicknames on radio recordings (to remain anonymous).

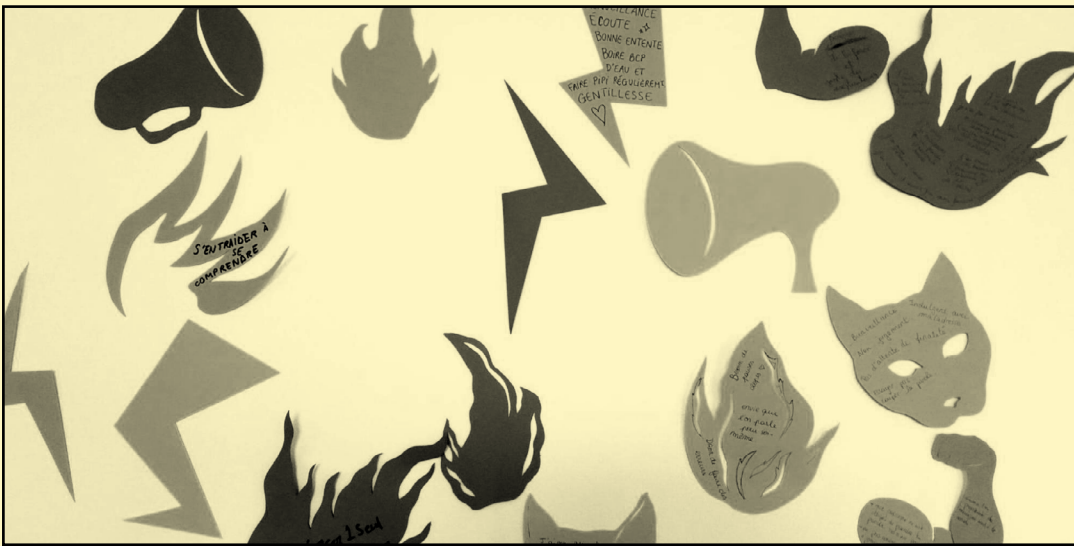
⑤ Remove unwanted parts of recordings.

- ⑥ Listen to the podcast/show before it is broadcast.
- ⑦ Do not judge the radio creations of others, either negatively or positively.

## TIPS FOR FACILITATORS

- ① If there are several facilitators, ask one of them to be the "keeper" of the charter. His/her role is to ensure that the rules defined together are respected throughout the workshop.
- ② Before creating the charter, you can discuss the meaning of the word "safety" so that you all have the same understanding of the term. People often mistakenly think that the "safety charter" means that they will feel "comfortable" throughout the workshop. However, the activities in this manual invite people to step out of their comfort zone and consider new ones. We believe that stepping out of one's comfort zone and challenging oneself are positive actions that are essential for personal and relational well-being. However, this requires courage, risk-taking and can arouse negative emotions. It is important that participants understand the difference, sometimes subtle, between being afraid of change and respecting a boundary that should not be crossed.
- ③ The safety briefing can also be an opportunity to name the social identities in the room and the power differences that are associated with them (men, women, LGBTQ+ people, heterosexuals, migrants, French, etc.). Ask participants what guidelines they have to follow to prevent discriminatory comments or actions and what

reactions they should consider if they do occur. Point out that here again, the notion of safety is to be questioned. A person may be confronted with his or her own stereotypes (e.g., if someone points out that a remark is problematic). This may upset the person's view of themselves, which may be uncomfortable. However, this challenge is beneficial if it allows her to deconstruct stereotypes and stop committing micro-violence.



*Example of a safety charter with symbols related to power.*



*Example of a safety charter with symbols related to sexuality.*