

# youth echo



safe spaces

autumn 2024



listening to young people



where they are



to determine what's next



Diocese of Bristol

† TRANSFORMING CHURCH.  
TOGETHER.

# the process

## 1 step one

A small group of young people, suggest topics and ideas they believe are important. These will be used to shape the agenda and set a theme.

## 2 step two

A written guide will then be distributed to facilitators to run with the young people in their different settings to collect data about the theme. Facilitators then send it back to the youth engagement officer.

## 3 step three

A small sense making group of young people will collaborate with the youth engagement officer to make sense of the insight collected and identify questions.

## 4 step four

A report will then be written about the collected insight about and the trends identified.

## 5 step five

Key leaders will be posed questions and asked to respond to the young people through different means.

# who can take part?

Any child or young person who lives within the diocese of Bristol (Bristol, South Glos, North Wiltshire, Chippenham and Swindon). We actively encourage a diversity of voices.

This facilitators hand book is designed to be used in several settings with the flexibility to allow for those in churches and school and other settings to be able to deliver in line with the groups needs and requirements.

# how to use this booklet?

We understand that each setting is different and those who work directly with young people know them best. Therefore we give you permission to be creative and make these sessions your own to suit your context.

## safeguarding notice

We require facilitators to adhere to best practice and the safeguarding policies in place in their contexts.

### **There are several non-negotiables we need to emphasise:**

- All responses must be anonymised during both collection and feedback processes.
- Young people need to understand they do not have to participate in any or all of the activities. They must also be informed that by participating they are agreeing to use of their insight in the report.
- If safeguarding concerns or themes suggesting a lack of safety are raised during the session, particularly in Activity Two, it is important to make it clear that you are available to talk further with the young people if they would like or feel it is necessary. Additionally, they should be made aware that there are resources and contact information on the last page for people they can speak to if needed.

# listening theme

**safe spaces**

**autumn 2024**

The listening theme for the first youth voice exercise in the Diocese of Bristol was chosen by two steering groups (St Mary Redcliffe and Temple School and St Paul's Church Chippenham). Through discussions the theme that was chosen was safe spaces.

This theme was prompted through conversations about increase in youth violence, increasing mental health challenges from young people, and decreased funding of statutory youth provision across the country.

We want to know more about this. What makes places safe? Where do young people feel safe? What are they requesting from church's and adults to facilitate safe spaces for young people?

# session plan

suggested

1

## **Introduction**

Welcome everybody. Explain what the session is about. Explain to the young people that this is part of a process of ensuring young people are heard, listened to and have an opportunity to ask questions and influence decision making processes. It could be worth talking them through the five step process found on page 3 of this document.

2

## **Pray (if appropriate in your context)**

3

## **Three Rounds**

Take the young people through the three round of activities which you will find on the following pages. Encourage the young people to be honest, affirm there is no right or wrong and ensure it is clear that their voice and opinion matters.

4

## **Finish Up**

Thank everyone for their contributions and honesty and explain the next steps from the five step process.

# what makes spaces feel safe for you?

## activity one

### description

Rank some of the words into a diamond nine about what attributes make a space safe for you.

### You will need:

- Pens
- Diamond 9 grid printed for every student
- List of words printed so students can look at them

### how to

Ask the young people to take some time to fill out a Diamond 9 based on the attributes that make an environment or space safe for them from the list of words. They can use their own words but encourage them to use the list for coherence when analysing.

Young people need to rank 9 of the words from the list that will be given and printed in the diamond from the most important at the top to the least important for them at the bottom. The list contains more than 9 attributes so encourage the young people to consider for themselves what 9 things they deem most important and rank them in a diamond shape.

Then encourage the group to come together to compromise and decide as a group what the most important are and fill out a 'master copy'.

### recording

Keep the filled out version of the diamond nine each young person fills out and send them over as well as the final 'master copy' of the groups.

# facilitator prompts

## activity one

These prompts are given to use if there are young people struggling to engage or maybe have specific learning needs and should be used to make the session more accessible.



### **If students are finding it hard you could ask them to:**

- consider where they feel safe/ safest?
- ask what it is about this place that makes them feel safe

Help them go through the process of thinking about it in a real life example rather than simply a concept which can be challenging.

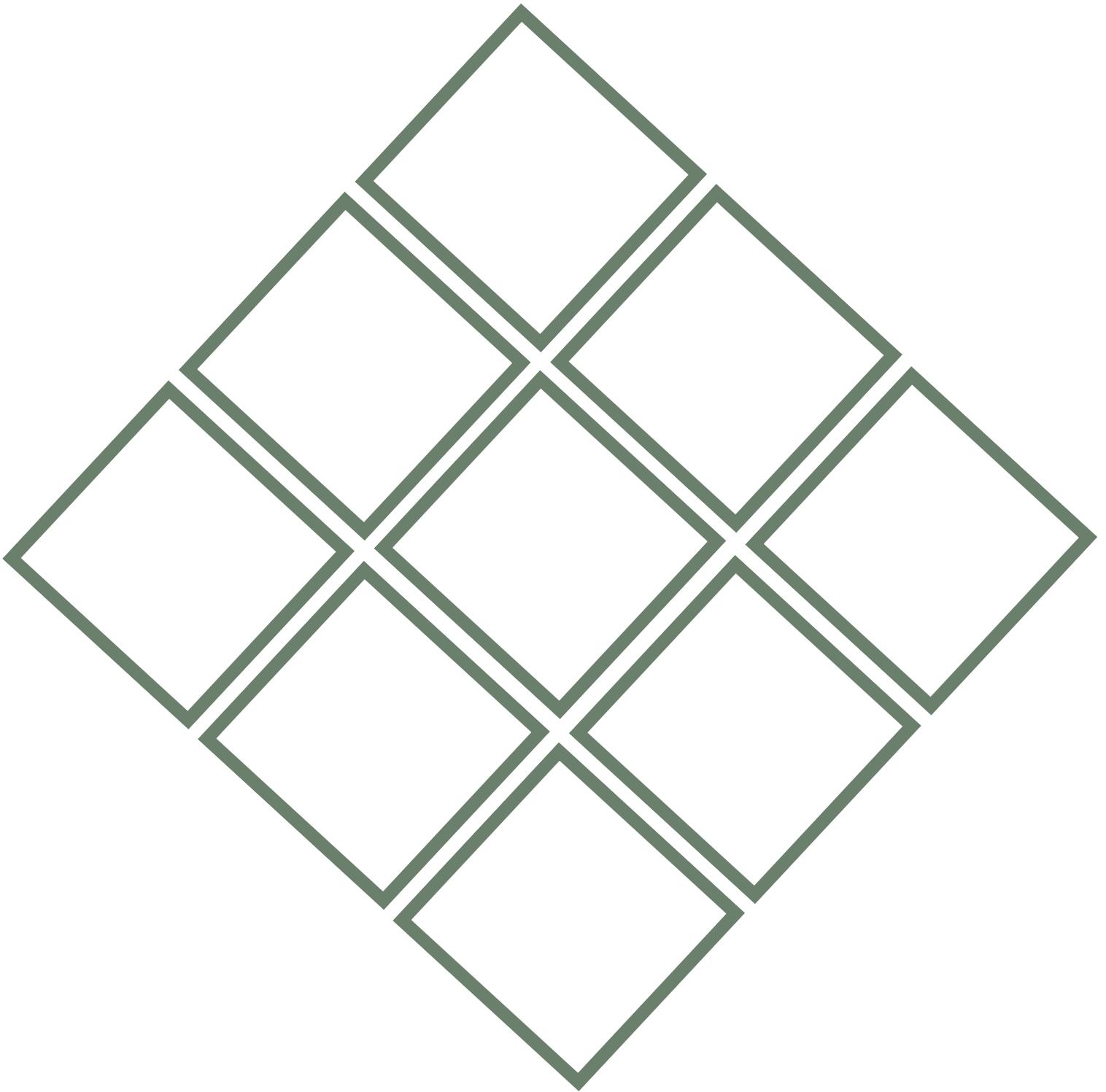
### **If writing is a barrier:**

- encourage participants to share their response with a friend or facilitator to scribe

You could also allow students to simply number the words on the sheet and then add the numbers to the box.

If they do this, for recording purposes, please make sure that when results are sent across it is clear what word the number is referring to, or send the numbered words with their answers).

**most important**



**least important**

- Consistency/ regularity
- Connection to others/ community
- Acceptance
- Understanding
- The building/ What the space is like/ What is in the space
- Location of the space/ ease of getting there
- Care/ having needs met
- Boundaries/ rules
- Never being pushed out of comfort zone
- A place where only my friends are
- Trusted adults present
- Lack of judgement
- Ability to fail and learn from it
- Acceptance of marginalised groups
- A space to ask questions

# where do you feel most safe?

## activity two

### description

Find out how safe young people feel in commonly frequented places by under 18s through the means of a likert scale as well identify the places most young people feel 'most safe'/ 'most unsafe'.

### You will need:

- Pens
- Printed likerat hand out for every young person to fill out

### how to

Ask the young people to take some time to fill out the likart scale on the next page which asks them about several places that they may spend time and how safe they feel in that location. It also asks the young people to name the place they feel 'most safe' and 'most unsafe'.

### recording

Through the printed likert scale that each young person will fill out and answer as well as the questions they will answer about where they feel most safe/ unsafe.

### Safeguarding note on this activity...

You know your settings and young people better than we do and recognise that by asking young people about safety you may begin to unearth some safeguarding concerns. Feel free to edit some of the locations or remove some if you believe it could raise challenges for your setting or young people. If there are themes or patterns it may be necessary to signpost your group to resources that are included at the end.

# facilitator prompts

## activity two

These prompts are given to use if there are young people struggling to engage or maybe have specific learning needs and should be used to make the session more accessible.



Some students may find the reading and writing difficult in this activity.

To overcome this you could create a small grid with each box representing one of the rankings and print small pictures of all the location and ask them to place the image in the box that most represents the level of safety they fill in the place.

If the nuances in the different rankings are hard for students to understand or conceptualise you could simply strip the Likert scale down to

Unsafe  Neutral  Safe  Not applicable

This could be beneficial for students who are yes/no thinkers.

**At home**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe

**At school/ College**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**On public transport**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**When you are out alone**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**When you are out with your friends**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**In a Christian Church**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**In a place of worship that is not a Christian church**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**At a youth club run through a religious institution (e.g at church)**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**At a non religious youth club**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**At the park**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**At a sports game**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**At a community centre**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**When you are online/ social media**

Very Unsafe  Unsafe  Neutral  Safe  Very Safe  Not applicable

**As a young person where is the one place you feel...**

• Most Safe:

\_\_\_\_\_

• Most Unsafe:

\_\_\_\_\_

# design your own safe space

## activity three

### description

Encourage young people to develop their own safe space. This can shed light on what is important to young people, with no parameters for the young people.

### You will need:

- Pens
- Printed handouts from the next page for the young people to use if they feel necessary
- Home magazines/ collage material \*optional

### how to

- Tell the young people that in a hypothetical response to what they want and they need the church has responded and wants to begin creating 'safe spaces'.
- But they do not know what that entails and are asking you to design this with as much detail as they can.
- The where? When? Who? What?
- Encourage them to be creative with this (drawing, writing, collaging).

### recording

Pictures of these designed safe spaces need to be taken so they can be looked at an themes collated.

# facilitator prompts

## activity three

These prompts are given to use if there are young people struggling to engage or maybe have specific learning needs and should be used to make the session more accessible.



### **If students are struggling for ideas, pose the questions of...**

- Who is there?
- What are you doing?
- When are you there?
- Are there rules or not? What are they?
- Is anyone not allowed in that place?
- What is there?
- Where is it?

On the next page there are also some visual prompts to help if necessary with these questions.

### **Students may struggle with the creativity of this activity if this is the case there are ways you could help...**

- Students can instead of drawing, write what they feel would be the best design of safe space.
- If students would prefer to verbalise this, encourage them to do so and someone else can scribe.

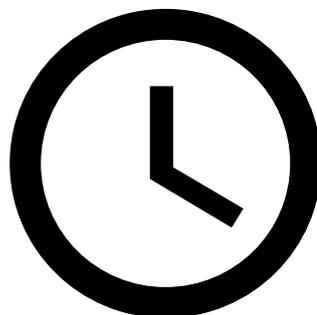
**Where?**



**Are there rules?**

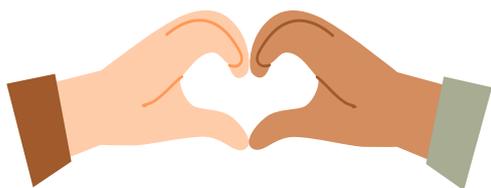


**Who is there?  
Friends? Youth  
leaders?**



**When?**

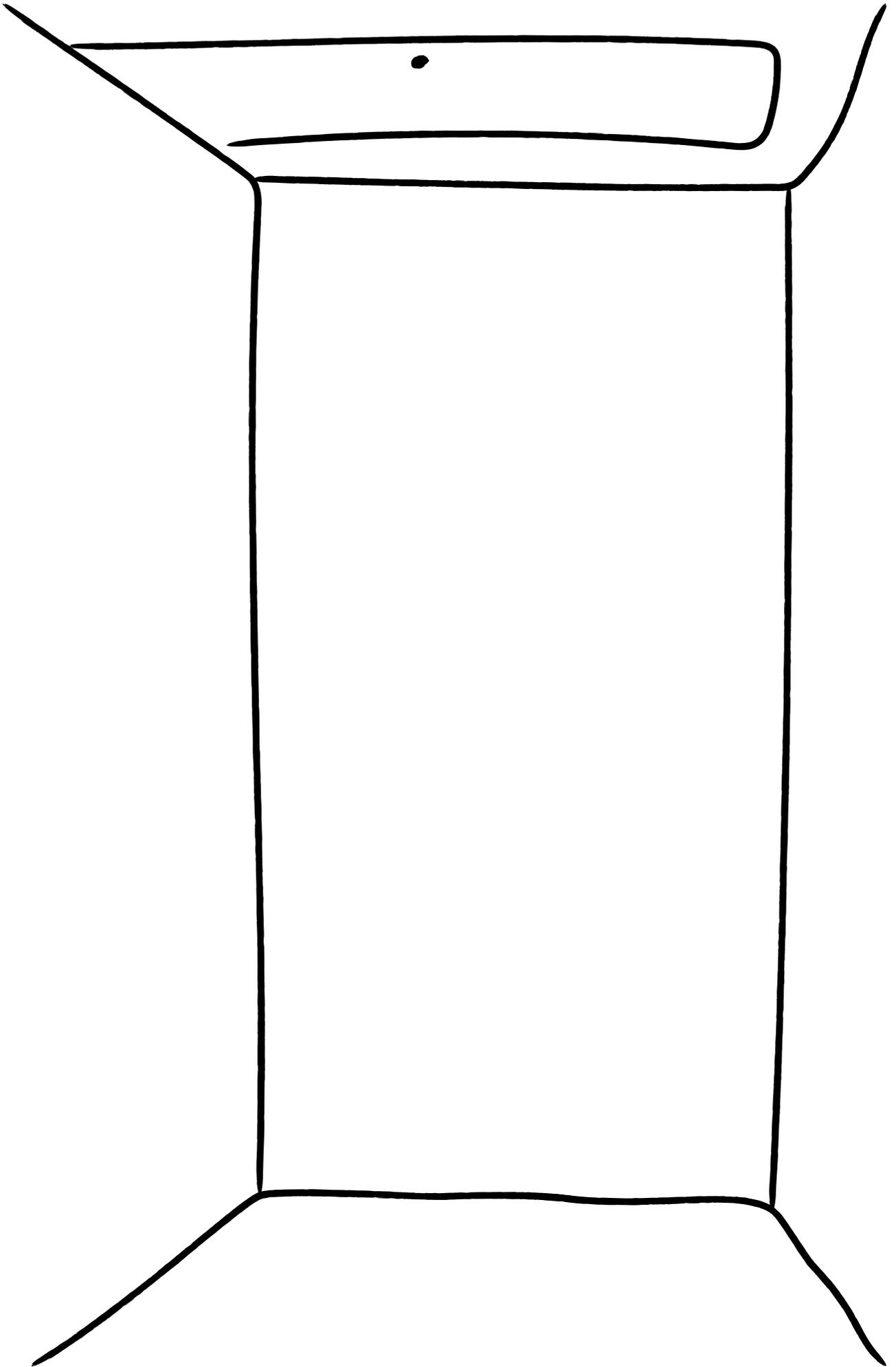
**What are you doing?**



**How do people treat each other?**



**What/ who  
isn't allowed?**



# what's next?

## step-by-step

1

### Responses

We now need your help in getting the collected notes and recording sheets back so we can look at what young people are saying. The easiest way to do this will be to email photos/ scans of the sheets and results to **[under18s@bristoldiocese.org](mailto:under18s@bristoldiocese.org)**.

Please subject the email '**A24 Listening results**'.

If this is not possible in your setting, get in contact with Rachel to find another way.

2

### Answer the overarching questions

In addition to the notes from your listening group, please copy and paste the three questions below into an email and provide brief answers. The results will remain confidential, with only demographic percentages potentially being shared. If needed, these percentages will be coded to protect any identifiable characteristics.

#### Questions:

- Where did you meet? (Name of church / school / group)
- How many children / young people in your group?
- Age range and makeup of group? (Gender, ethnicity, Special Educational Needs & Disability).

3

### Optional Feedback

We would love to hear your reflections on the listening group. What worked well? What didn't? What would you change? Ideas for moving forward?

All (honest) feedback is very helpful.

lastly...

we need your help!

Synod will be taking place on 23rd of November. We plan for the insight from this exercise to have been analysed with themes and patterns picked up. Also a small sense making group will create some questions to pose to synod in response.

If your group of young people would like to be part of the sense making group (stage 4 found on page 3) please contact the team via: **[under18s@bristoldiocese.org](mailto:under18s@bristoldiocese.org)**.

This is such a great opportunity for young people to be heard, to influence change and for us as leaders to help them advocate well for themselves.

As well as if your young people are passionate about a specific conversation for the next youth voice theme also let me know and we can explore together whether they could be the next steering group.

## Signpost children to trusted adults who could be...

- Teachers
- Parents
- Youth workers
- Pastoral workers/ safeguarding teams in schools
- PCSOs (Police community support officers)

## Online resources

- [Help and Advice for young people staying safe online.](#)
- [Speak to someone about concerns and help and advice for young people.](#)
- [Shout: the UK's free, confidential and 24/7 mental health text service for crisis support | Shout 85258 \(giveusashout.org\).](#)



# youth echo guidebook



## the purpose

Young people are part of the church and yet their voices are often lost within its structures. As we seek to support the flourishing of young people we want to create pathways for agency, to hear young people's voices and move those with power to action.

We believe young people have a very important voice and have deep insight, wisdom and challenges to offer us. We want to hear their voices to ensure that young people have a seat at the table.

To combat the easy option of assuming we know what young people need and want we have created an opportunity to collect the voice of young people. This will feed into existing structures, giving young people a voice in these places.

To best do this we think that youth workers, teachers and leaders directly working with young people regularly are best placed to facilitate and collect their voice.