Activity: Explore Safety

All of Us

Our guide to engaging consumers, carers and communities across NSW Health

Made for many and by many

NSW Ministry of Health - Experience Team

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Activity: Explore Safety

This document includes:

Instructions (page 3)

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Safety and inclusion for facilitators and staff

Safety and inclusion for consumers, carers and communities

Things that matter to All of us

Don't guess what consumers, carers and community members need, ask them. Don't assume what all community have shared needs for safety.

Activity: Do a Mapping Activity

What: A tool to explore what safety and inclusion means to:
- the people you're working with
- you and your team members.

Why: Before we can plan for safety and inclusion we have to understand what safety and inclusion mean to others. And, if we understand what it means for us, we can better plan for our self-care and self-management.
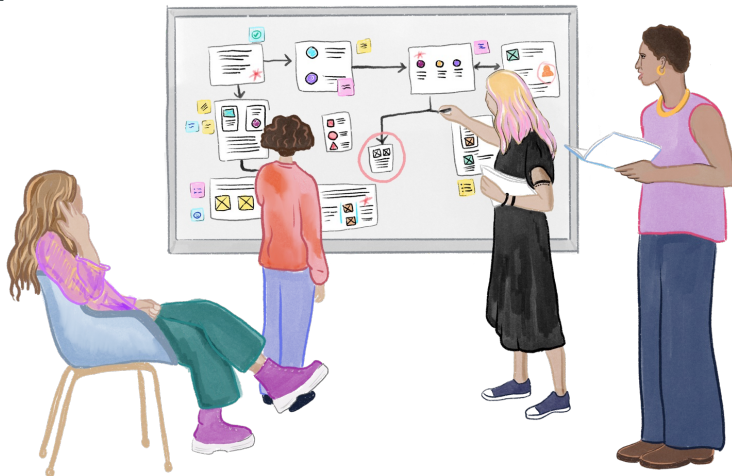
How: This activity can be done in a few ways using paper, conversations, online tools (e.g. Mural) or something else.

- You might use it as a way of having and documenting conversations with consumers, carers and community members about what matters to them
- You might use it as a workshop activity to inform group agreements and project planning

- You might use it as learning exercise first with staff to see what they understand about consumer, carer and community needs. And then ask what consumers, carers and community members need.

Prioritise hearing from people with higher needs for safety and who are underrepresented in your committees, groups and activities.

Template: Re-draw on paper, a digital tool or copy the template below

Tip: Avoid vague or subjective one or two word answers, such as '*respect*' or *'listening.'*
What does respect mean?
For example, how is respect done at session beginnings?
In making decisions?
When disagreeing?
Try to identify **actions and behaviours**.

Safety and inclusion for facilitators and staff

Things that matter to All of us

Safety and inclusion for consumers, carers and communities

Activity example - completed

Tip: Here's an example of how this activity might be completed in a conversation or workshop. Notice the specificity and practical actions.

Safety and inclusion for facilitators and staff

- Access to peer supervision
- Asking the participants to contribute not just critique everything
- Being able to take breaks or ask for a pause
- Don't assume I don't have a lived or living experience
- Everyone knowing I'm learning, too
- Being honest about what's not working in the group or project, not gossiping

Things that matter to All of us

- Group agreements
- Using a venue outside the hospital
- Taking time to learn the technology
- Being believed about identity and experiences

Safety and inclusion for consumers, carers and communities

- Knowing I'm listening and engaged even if I'm quiet
- Knowing who else is going to be in the group (and how many people)
- Choices about how to participate including visual and verbal
- Facilitators to step in when there's harm
- Having a low sensory / break-out space
- Taking time on Country
- Checking in on how we are at the start of the session

Troubleshooting tips

Sometimes individuals and groups will find this exercise difficult. Especially if they haven't talked about safety and inclusion before. Or experienced a lot of safety and inclusion. Here are a few ideas about what to do.

If people are struggling to get started

Start by including pre-filled content or sticky notes that people could build from (see example on page 3). A blank page can be scary. It can be hard for people to know how to contribute without an example. You could include some prompts such as **safe people, safe places** and **safe processes**.

If people aren't being specific enough

If you get 1-2 word answers, you might work with the person or group to identify specifics. You could ask things such as:

- What does [x] mean to you? I'm curious
- Can you think of a time when someone did that well? What happened?
- How would you know if [x] was happening?
- What would people be saying or doing if [x] was happening? What if it wasn't happening?

If individuals are dominating the space with their views

Start with individual thoughts (quietly) before going to the group. Or, start with everyone doing their own thinking before a workshop or meeting.

Remind the group they might not agree on one version of safety, and that's okay. Tell the group you want to hear about what's different.

Remind people they're speaking about their own views, not on behalf of others.

Sometimes loud voices need to do the activity separately to give quieter people the chance to speak up or write something down.

What next?

After you've identified what safety means to the people you're working with, to you and your team, you might:

Identify practical actions you'll take in the project or group. For example, choosing a different venue than the one you had planned, offering people an explicit invitation to come as they are at the start of sessions, providing more than one way to do an activity, organise training for the group on inclusion (e.g. disability inclusion, LGBTQIA+ inclusion) or something else.

Make agreements about how you'll work together and raise issues.

Identify ways to care for yourself as the facilitator. For example, pre-briefing and debriefing with a trusted peer, taking breaks during the sessions, having a co-facilitator or someone to help run the technology and taking time after a session to calm your nervous system.

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