



GUIDE FOR CLUBS EMPOWERING & INVOLVING KIDS TO KEEP KIDS SAFE

The following Child Safe resource is provided as a reference only.

This document and its content is provided as a guide for your organisation as of August 2021. Your organisation should also consider referencing any information, documents and strategies that might be specifically required for your organisation and relevant to its circumstances, structure and operations. The information contained in this document is general in nature and should not be considered or relied upon as a substitute for legal advice.

Cricket Victoria recommends using this resource with due consideration and consulting a child safe expert or legal advisor to assist with any questions

RESOURCE 2

FACILITATOR GUIDE FOR SAFEGUARDING AND EMPOWERING KIDS WORKSHOPS

You don't need to be an experienced facilitator to run these sessions and kids will enjoy being involved! Based on successful focus group experience, we have developed a Facilitator Guide for clubs to run workshops for kids about their safety and empowering kids to speak up.

If conducting the workshop based on the suggestions in each topic below, allow 45 minutes for the workshop or an hour if making posters.

This is a guide only and can be adapted depending on how much time you have. For example, you may just want to run the Club "Safe Places" activity after training one afternoon. Or ask younger kids to make posters – see below for a guide, as well as **Resource 4** for some pictures for "Safe Places" activity.

Clubs can use the template parent/guardian and participant consent forms in **Resource 5**, to ensure you have the appropriate permissions before beginning this activity.

Objectives:

Each workshop should aim to:

1. engage kids at your Club in a discussion about feeling safe and included in cricket;
2. understand where and how kids feel safe and unsafe in and around your Club (including away clubs) and how clubs can help kids to feel safe and included; and
3. empower kids to speak up and be more involved in Club discussions about safety and inclusion.

Topics to cover

To meet the objectives, both the Basic and Advanced Workshops should cover the topics listed below. How they are covered will differ based on less time in the Basic session and the age groups of the kids involved.

1. Introduction – what the session is about and ground rules (for younger kids).
2. What Safe and Unsafe means and feels like.
3. Where kids feel safe and less safe in cricket – safe places.
4. What kids do when they don't feel safe – who do they tell?.
5. What clubs can do to make kids feel safer and more included.

General Tips

- Make sure that you have written parental permission to have kids at the Club outside of regular cricket activities (such as training or matches) or have parents in attendance. See **Resource 5** for a template parent/guardian and participant consent forms.
- there should always be a minimum of two adults in attendance. You can harness the knowledge and experience of parents that work in areas relating to child safety, such as teachers, medical professionals and psychologists.
- ask Club adults not running the workshop to take notes of the answers the kids provide and, if you can, record them yourself.
- Use the language and approach tips in this Guide throughout the workshops.

WORKSHOP FACILITATOR GUIDE – BY TOPIC

A. Introduction

- Introduce yourself and the reason you are here – making this Club the best it can be for you
 - Older Kids – can outline objectives
- Outline format – questions and/or activities – and you would like to hear from everyone!
 - Younger Kids – Introduce Circle Time and explain what it is – go round circle and everyone has a turn – OK to pass and have different contributions
- Ground rules – want a positive discussion, respect each other, listen to others, everyone can contribute and remember the values of the Club

B. Meaning of Safe and Unsafe

- “Safe”:
 - Older Kids – what does being safe feel like? (eg: comfortable, welcome, included, etc.)
 - Younger Kids – round the circle, finish this sentence with a word... “when I am safe I feel ...”
- “Unsafe” – confirm that feeling unsafe might be the opposite and what feelings kids might experience when they feel unsafe or less safe (eg: uncomfortable, anxious, concerned, etc.)
- Summarise what the kids have said for both safe and unsafe

C. Club Safety – Safe Places Activity

- ACTIVITY (for both older and younger kids):
 - Place pieces of paper on the walls around the room with either pictures (for younger kids – see **Resource 4**) or written words at top of blank pages (for older kids) for the places/events in or around the Club – changerooms, club functions, club rooms, training, matches, with the coach, overnight stays, playing away, cricket nets (and anything else you want to ask about) – let’s call them “Stations”.
 - Give each participant either stickers (eg: green and red dots) or textas and ask them to stick a sticker (○ safe; ○ less safe) OR mark on the page (✓ safe or ✗ less safe) as to whether they feel safe or not as safe in each of these areas or contexts. Let the kids wander round the room and do this themselves over a couple of minutes.
 - When everyone has finished marking how they feel in each place, ask the kids to stand in front of each Station in which there is a ○ or a ✗ and ask them why they don’t feel as safe in these places or contexts.

D. What to do if you don't feel safe – Questions to Ask & Answers to Expect

No.	QUESTION	ANSWERS TO EXPECT
1	When you or your friends don't feel safe or good about something – at home, in school, at cricket – what do you do or see?	Behaviour – go quiet, act up, yell, run away, don't play well, etc. (a change of behaviour)
2	What would you do if you thought your friend wasn't feeling safe or good?	Ask them if they were OK, ask if I can help, get them a drink, give them a hug or a pat on the back, talk to them, etc.
3	(If hasn't already been said) (Younger kids – hands on heads) - Who would TELL SOMEONE?	If yes, ask them WHY they would tell someone – expect to hear that it might help them, they know what to do, etc.
4	Who do you tell?	Someone that you trust will listen – parent, friend, coach, teammate
5	(If Club person hasn't already been mentioned) - At the Club, who might you tell?	Coach, adult you trust, Child Safety Officer Prompt with people available to help at the Club if they needed to talk to someone

E. Getting Kids involved in the Club (and empowered)

- Remind kids what the Club is already doing to ask for their input (eg: end of year survey, suggestion box, etc.).
- ASK – (younger kids – round circle) – What could the Club do to make you feel safer?
- ASK – (younger kids – hands up) – Who would like to be asked more about the Club or involved more in the Club?
- ASK (or pair up kids to discuss themselves and report back if time) – What are your suggestions to make this Club even better?
- ACTIVITY (for younger kids) – Make Club Safety Posters – see **Resource 3**.

F. Closing Workshop

- Summarise what you've covered and/or done in the Workshop.
- thank everyone for their input and suggestions.
- Remind the kids of the key messages for them and the Club from the workshop – eg:
 - Everyone should feel safe at the Club, have fun and be happy.
 - If you don't feel safe or good, help your friends out and tell a trusted adult – it's good to speak up.
 - Encourage the kids to make suggestions to make the Club as good as it can be.