

## Creating Safe Spaces Self-Reflection

Consider each of the statements below. Circle the number that best describes you. There are no right or wrong/good or bad responses.

1= not at all true

3=somewhat true

5= very true

- 1 2 3 4 5 I support students to use science practices in their explorations of STEM.
- 1 2 3 4 5 I encourage trial and error in STEM learning experiences.
- 1 2 3 4 5 I promote a mutually respectful, environment characterized by encouragement of new ideas and support of different perspectives.
- 1 2 3 4 5 I model giving and receiving constructive criticism.
- 1 2 3 4 5 I model how to resolve conflict.
- 1 2 3 4 5 I create an emotionally safe learning environment.
- 1 2 3 4 5 I promote teamwork and cooperation.
- 1 2 3 4 5 I design environments to be safe and allow for exploration.
- 1 2 3 4 5 I support interactions that arise from curiosity and are free of the performance demands characteristic of schools.
- 1 2 3 4 5 I model an environment where it is okay to make mistakes or be unsuccessful in their attempts.
- 1 2 3 4 5 I use a warm tone of voice and respectful language.
- 1 2 3 4 5 I am comfortable addressing bullying with my youth.
- 1 2 3 4 5 I know how to help youth work through conflicts.
- 1 2 3 4 5 I value all youths' cultures, backgrounds, and heritages.
- 1 2 3 4 5 I am aware of stereotypes and biases that might influence my facilitation.
- 1 2 3 4 5 I try to connect activities with the backgrounds of nondominant youth, including racial/ethnic minority groups and girls.
- 1 2 3 4 5 I greet youth using their names.

## What We Do and Say

These strategies can help create a more inclusive learning space where everyone feels welcomed. Consider discussing these with your class or generating your own list during a class meeting.

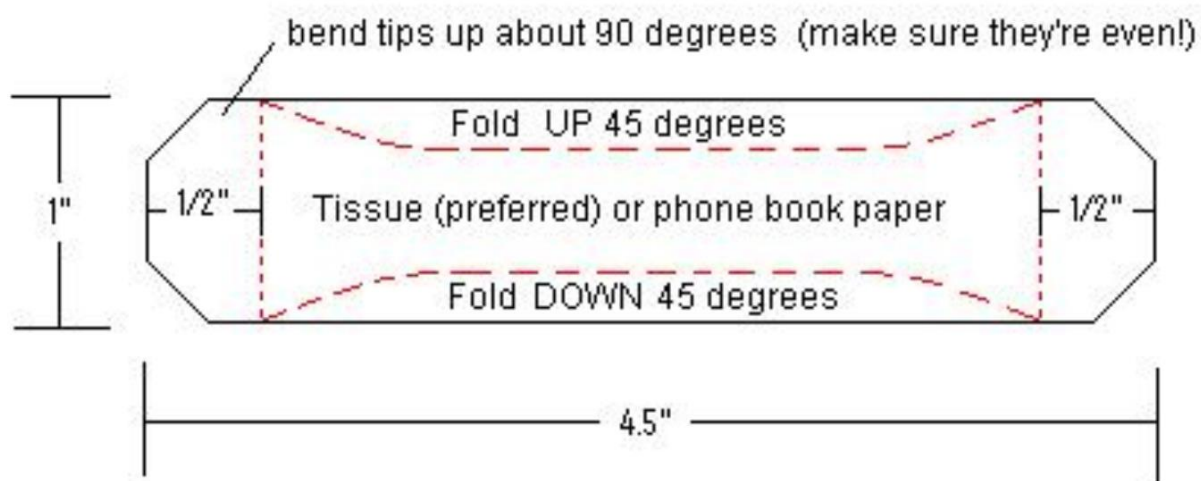
Say This	Instead of This
I really like how you...	I don't like...
I wonder what might happen if...	I think we should...
Have you thought about...	You should...
That's a great idea...	That's not a good idea...
Do you think we could try...	We're going to do _____ next
Do you have ideas about...	You do this part....
I never thought of that...	How could you think that?

- Make eye contact when you are talking or listening to others
- Show interest by listening to what others say
- While listening, think of questions you could ask to further the conversation or idea
- Validate other people's feelings and thoughts (that's a good idea; I like how \_\_\_\_; etc.)
- Find ways to include everyone (everyone has strengths—find ways to use each person's strengths. (For example, someone might be good at writing, so let her take notes while someone else might be good at organizing, so let him take the lead on that aspect of the project)
- Offer to help out—gathering materials, cleaning up spaces, etc.
- Remove yourself if you feel overly frustrated or tempted to say something discouraging to others (get a drink of water or walk around to re-set your thinking/emotions)
- Rather than lashing out if someone makes a social mistake (says something wrong or in a hurtful tone), calmly let them know how you feel and ask an adult for help to resolve the situation.
- Take time to think about what you are going to say to someone else—especially regarding constructive criticism.

## Tumblewing Flyer

Materials (1 set per pair):

- Thin paper (phone book pages work well)
- Scissors
- Cardboard (10" x 15")



— bend or fold along dashed red lines

To fly, hold a 10" x 15" rectangular piece of cardboard by the top (long edge) in one hand. It should be angled back 15-20 degrees from vertical. Release the tumblewing overhead and bring the cardboard up behind it. The tumblewing should be spinning a couple of inches in front of the cardboard, and centered near your knuckles.

For a demonstration, see the [Ottawa Citizen's Youtube Video on Tumblewing Flyers here](#).