

BUILDING BRAVE SPACES

TO ENGAGE IN PERSONAL TOPICS

Increase Psychological Safety	
<p>Psychological Safety: being able to show and employ one's self without fear of negative consequences of self-image, status or career. It can be defined as a shared belief that the team is safe for interpersonal risk taking and that you won't be punished or humiliated for speaking up with ideas or questions.</p>	
<p>Increase Psychological Safety</p>	<p>Establish Norms</p> <ul style="list-style-type: none"> ● Leverage school/community values to name clear norms for participation & discussion ● Name reactions and how they can make others feel as they share: <ul style="list-style-type: none"> ○ Listening and asking questions to better understand □ helps others feel heard and valued (often perceived as emotion scientists) ○ Laughing, surprised facial expressions, dismissive comments □ can result in others feeling embarrassed, misunderstood, shut-down (often perceived as emotion judges)
	<p>Warm-Call</p> <ul style="list-style-type: none"> ● Work w/ student leaders in advance <ul style="list-style-type: none"> ○ Get student leaders primed and comfortable with discussing a topic or engaging in a new routine so that they can influence the comfort of others in the class ● Start discussions/share-outs by calling on volunteers <ul style="list-style-type: none"> ○ Avoid starting with a cold-call and putting students on the spot ● Pre-call students who are reluctant to volunteer (to increase diversity of voice) <ul style="list-style-type: none"> ○ "I'd love to hear what you think about ____ when we share-out. Would you be willing to add your voice?." ○ "I'm hoping to call on you to share an example. You might either share your own or you can build on one of the examples already shared."
	<p>Plan for Comfort Level</p> <p><i>Options to consider, where possible:</i></p> <ul style="list-style-type: none"> ● Provide sense of privacy or anonymity: <ul style="list-style-type: none"> ○ Leverage written reflections and/or journals that are not turned in or graded ○ <i>Online:</i> Ask for Zoom private-chat (to teacher) or a survey rather than public chat/post ● Strategically pair students with others they are familiar/comfortable with ● Provide an alternate (related) question when turn & talk prompt is highly personal: <ul style="list-style-type: none"> ○ For 'you' questions, consider providing a third-person 'friend' option ○ "When have you experienced...?" □ "When has a friend or sibling experienced..."
	<p>Show Selective Vulnerability</p> <ul style="list-style-type: none"> ● Share a personal anecdote/example to reveal something students otherwise don't know about you. <ul style="list-style-type: none"> ○ Reveal an inner thought, emotion, or something you're grappling with ○ Reveal part of who you are or what you've experienced outside of the classroom (family, personal interest, childhood experience, etc) ● Apologize after making an error. <ul style="list-style-type: none"> ○ "I apologize—I made an error. I want to pause and restate so we all have clarity."
	<p>Validate Brave Sharing</p> <ul style="list-style-type: none"> ● Acknowledge share-outs without ascribing "good"/"bad" judgments to specific emotions shared <ul style="list-style-type: none"> ○ "That's really powerful to hear—thank you for sharing." ○ "I appreciate your level of reflection." ○ "I've heard others share similar feelings about that too."

	Minimize Perceived Judgment
Minimize Perceived Judgment	<p>Acknowledge & Unpack Laughter (when perceived as judgment toward another student)</p> <p><i>Consider whole-group or privately:</i></p> <ul style="list-style-type: none"> • “People often laugh when they feel uncomfortable or nervous. Take a moment to reflect on why you or others might be feeling uncomfortable or nervous about this topic.” • “Even though we might laugh because of how we feel, how might others perceive our laughter?” • “Consider our class values/norms—how did we name we want to feel in class together?” “Did your action support that?” “What could we do instead?”