



YOUTH AND ADULTS: SCOUTING TOGETHER SAFELY TOOLKIT



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Creating a Better World

SAFE FROM HARM



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YOUTH AND ADULTS: SCOUTING TOGETHER SAFELY TOOLKIT



SAFE SCOUTS

A Safe From Harm
Online Safety Toolkit

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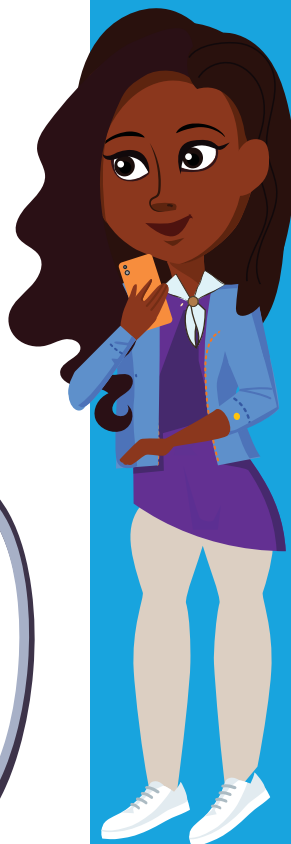


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Children, young people and Adults in Scouting

WHAT IS AT STAKE IN THIS TOOLKIT?

Safe from Harm at its core is about creating a safe environment for everyone in Scouting. This toolkit supports adults and young people to have healthy and strong relationships in Scouting. The aim is to empower children and young people but also adults themselves, to understand what an adult leader should do to keep them safe, and what young people can do to keep themselves, and their peers and leaders safe. Keep in mind that in the Scout Movement, intergenerational partnerships are key to the empowerment and positive development of children and young people. Children, young people and adults are a fundamental part of Scouting.



WHY THIS TOOL?

Learning, meaningful opportunities offered in Scouting, based on principles of Youth Programme puts young people at its centre. The role of adults is, through dialogue, mentoring and cooperation, to help them in their journey to become autonomous, active individuals. In essence, the role of the adult in Scouting is to reinforce the youth-led, adult supported nature of the programme.

In Scouting, there are many different adult leaders as there are different young people. Our culture, background and traditions contribute to us having different ways of perceiving the relationship between adult leaders and young people. This diversity brings wealth to our Movement but it can also be an excuse to cover derivatives. To maintain the empowering and privileged relationship existing between adult leaders, children and young people in Scouting, it is essential to define this relationship and make it healthy. Creating a common basis and understanding of the relationship between adult leaders, children and young people is another step to build safe Scouting.



WHO IS TARGETED?

This toolkit is part of a series called “Safe Scouts” and was created to support **adult leaders** in addressing everyday situations from a Safe from Harm lens. **Rovers** are encouraged to use this toolkit for peer-to-peer activities on Safe from Harm topics and follow the “how to use the toolkit” guidelines to maintain boundaries during the workshops. The aim is to encourage Scouts, Rovers and adult leaders to learn, share and discuss in a safe space.

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HOW TO USE IT?

As for any toolkits of the Safe Scouts series, this toolkit is divided into three main parts. An introduction to the topic, hands-on workshops and a final section where you will find further resources and printing materials. We invite adult leaders to explore the proposed activities in this toolkit and to choose the most suitable way to adapt them to their local context with Scouts. Also note that any Safe from Harm activities carried for Scouts should be integrated in the Youth Programme and applied using the Scout Method.

Before starting an activity, be sure to set some ground rules, such as:

- Follow the Scout Promise and Law;
- Respect for self and others;
- Be free to choose whether to share in discussions or partake in activities;
- Maintain confidentiality of everything shared within the group.



We encourage you to try the toolkit activities with your leaders' team before bringing it to Scout groups. This will help determine where you would like to take the activities and to define potential limitations and challenges.

For some workshops, you might have recourse to a third party to facilitate sessions that requires specific areas of expertise. This could allow young people to express themselves freely and be more comfortable to share.

As an adult leader, it is essential for you to maintain boundaries and create an environment of trust with Scouts. Before beginning, let the Scouts know that they can speak with you privately, if they have questions or experiences, they would rather not share with the whole group. A note for yourself, know that you are **not obliged** to answer every question Scouts may have, especially if you don't know the answer. You can move on to a different question or encourage them to speak with their parents about it.

As an adult in Scouting, it is **your duty to report** any potential or perceived abuse you witness or hear about from Scouts and support the victim or person disclosing. Reach out as soon as possible to your National Scout Organisation or Association to receive support and report the situation.

BEING SAFE AS ADULT LEADERS

Note to the adult
leaders or facilitator

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HOW TO MANAGE A DISCLOSURE OF CHILD ABUSE

In case of disclosure of child abuse, we encourage you to follow the procedure set in your National Scout Organisation or Association. Here are a couple of steps you can follow:

1. Be an active listener: Remain calm and listen carefully what the young person says. Believe them and do not judge. Reassure the child or young person that they have taken the right action to speak with you. Do not promise to keep anything secret.
2. After the discussion, note what the child or young person has reported to you in their words. Keep in mind that the disclosure must be kept confidential towards the group if the child or young person is not in immediate danger.
3. Report the information to a trusted person or refer to the relevant authority (if possible linked to Safe from Harm or child protection in general).

SCOUTING SAFELY TOGETHER TO ACHIEVE THE SUSTAINABLE DEVELOPMENT GOALS

The Youth and Adults: Scouting Together Safely toolkit is aligned with four learning objectives of the SDGs:



SDG 3 - Good Health and Well-being:

The learner has the capacity to perceive when others need help and know how to seek appropriate help.



SDG 4 - Quality Education: The learner is able to promote the empowerment of young people.



SDG 10 - Reduced Inequalities: The learner becomes aware of inequalities in their surroundings as well as in the wider world and is able to recognise problematic consequences.



SDG 11 - Sustainable Cities and

Communities: The learner is able to co-create an inclusive, safe, resilient and sustainable community.





2. Workshops

My adult leader: a role model

A



WHY DO WE HAVE ADULT LEADERS?

Scouting could not have existed around the world without adults who support the movement by performing a wide range of roles. Young people thrive when they have trusted Adults in their lives that believe in their potential and empower them to achieve the best of their abilities. Adult leaders have a strong and positive influence to support the development of young people in Scouting.

BEING IN A POSITION OF TRUST

The children and young people will look up to the adult leader occupying a position of authority as a person of high integrity and will always expect the highest possible standards.

The position of trust becomes important because children and young people can be vulnerable towards adults in authority or power. It is important that adult leaders honour and recognise this power dynamic and rebalance the relationship they have with children and young people by empowering them. It is the responsibility of all adult leaders to ensure trust is handled properly and ethically.

ROLE OF MY ADULT LEADER

The primary role of an adult leader is to:

- develop, adapt, facilitate or deliver an excellent Scouting program
- ensure effective administration and resource management of their local group
- be a role model and live the Scout Promise and Law
- develop their leadership abilities by working with other adult leaders.

EXPECTED BEHAVIOURS

Adult leaders are expected to create a safe and healthy environment. They must promote a spirit of cooperation by always being clear, courteous and effective in communication (body language, verbal and written). All Scouts under the responsibility of an adult leader shall be treated equally with dignity and respect at all times. Adult leaders should be role models, inspire young people and lead by example. Moreover, they should be reliable by honouring the commitments they have made. Their positive attitude, empathy, resilience and leadership will enable them to connect with the youth. They need to empower children and young people, offering praise and recognition when it is deserved as well as gentle rectifications when needed to all members equally and fairly.

WORKSHOP 1

WHY DO WE NEED ADULT LEADERS?



Goals

Scouts : understanding why having Adults in Scouting is Important to Scouting.

Adult Leader : supporting young people to understand the role of adult leaders.



Age section

12 - 16 (Scouts)
16 - 19 (Venturers)
19 - 26 (Rovers)



Total time

60 minutes



Preparation

Ropes, Spars, Materials required for skits.

Activity

2 Rounds of Activities

1. In the first round, 3 teams have to perform the activity with an adult leader participating and the other 3 teams will not have a leader with them.
2. For the second round the adult leader will swap to the other 3 teams (the ones without adult leader and in the previous round) and another round of activities is carried out.
3. Have a reflection moment for Scouts to share:
 - > How was the first round compared to the second round? (reflection in patrols)
 - > Discuss the experience of having an adult leader vs. not having an adult leader (in the whole team).
 - > In conclusion, why is it important to have an adult leader? (Discussion in patrols, they add sticky notes on a flipchart and review all together.)

Skits :

Team with an adult leader.

This skit requires 4 to 8 Scouts. It will also depend on how long they want the skit to be. Scouts are required to perform the skit.

Scouts are required to tie eight different types of knots on a 1-meter rope. Each Scout will have to tie one knot which is different from their mates on the same rope and at the end of the seven or eight knot it has to be a knot that will help the patrol retrieve the rope.

The teams with the adult leaders are required to plan, coordinate and carry out the skit and share their reflection afterwards.

While the team with no adult leader is required to do the same.

Support Materials

1. Initiates action when teams are not moving
2. Motivates others to get things going
3. Provides guiding roles to assist the team to get the work done effectively and efficiently
4. Gives encouragement and creates confidence to teams
5. Builds the morale of the teams to corporate with one another
6. Ensures a safe activity environment
7. Provides positive support given by the adult in the team.

Conclude with sharing of teams on - having an adult vs. not having an adult.

WORKSHOP 2

WHAT IF I WAS AN ADULT LEADER?



Goals

Scouts : Understand what are the right behaviours adult leaders should have.

Adult Leader : Support young people to understand the limit of the adult leaders behaviour.



Age section

12 - 16 (Scouts)

16 - 19 (Venturers)

19 - 26 (Rovers)



Total time

30 minutes



Preparation

- Fake adult leaders' profiles described on cards
- A symbol given to Scouts who will play the role of the adult leaders such as a whistle
- A flipchart and markers

Activity

1. The adult leader picks 5 or 6 Scouts randomly. They will have to pretend to be adult leaders and behave as described on the adult leaders profile card. The other Scouts are divided in groups of 3 or 4 and each group is assigned one of these “fake adult leaders” for an activity of 10 min, also described on the card.
2. After 10 minutes, the group of 3-4 Scouts and their fake adult leader gather for a reflection moment. The adult leading the session asks them to discuss the following questions:
 - ◇ Why was this adult leader great? What was their good behaviours, actions, etc.?
 - ◇ What would be wrong behaviours of an adult leader behaving in the opposite way to this one? What would that leader do that would be wrong?
 - ◇ How would the activity have been if the leader was more: Shy? Directive? Negligent? Enthusiastic? Scary?
3. The group gathers again and one Scout per group shares their reflections. On a flipchart, the lead of the session notes some do's and don'ts for the adult leaders

Uh oh...I think we forgot the map!
Oops!

Look, I have a compass...What should we follow again?

**FOLLOW
THE
NORTH!**



B

**Me and my
adult leader**

WHAT KIND OF RELATIONSHIP SHOULD I EXPECT FROM MY ADULT LEADER?

The relationship we should expect from an adult leader must be positive and should have the following characteristics;

- There must be mutual respect between young people and adults.
- Adult leaders should respect the privacy of young people and keep their personal information or matter private (with the exception of when the young people or another person is in danger).
- Adult leaders should be trust-worthy, act with integrity, honesty, empathy, be impartial and fair.
- Adult leaders should work in a positive strengths-based way, where they value the capacity, skills, knowledge and potential of the young people.
- Adult leaders should empower youth to lead their own programme and support their capacity, skills, knowledge and potential to succeed.
- Adult leaders should be fun, kind, friendly, reverent and helpful.
- Adult leaders are not parents, teachers, friends and/or lovers. There must be a professional boundary, understood and drawn between the adult leader and them.



YOUR ADULT LEADERS SHOULD KEEP YOU SAFE

It is the main responsibility of adult leaders to keep young people safe physically, mentally and emotionally at all times during Scouting activities whether they are in person or online. To learn more about the question of bullying or online safety, check the resource section at the end of the toolkit. The Scout Method and the Youth Programme are made to support adult leaders to create a safe environment. Here are a few elements that can be used to ensure that young people feel safe in Scouting:

- The **Scout Promise and Law** define the values all Scouts (adults and young people) should live by to build a safe environment.
- **Patrol councils** which is a moment where young people can share concerns, tensions or reflections in a safe environment with the rest of the patrol.
- **Wellbeing patrol members or a listening ear for the unit** will allow young people and adult leaders to be able to share in a confidential setting concerns or worries affecting their wellbeing.
- **Information board** on safety and reporting which allow young people to understand what being safe means and support them in reporting if needed.

Warning: If used with bad intentions, the Scout Method could become a vehicle to behaviours jeopardising the safe environment. If Scouts feel threatened, scared or uncomfortable at any point, it means that the adult leader is not fulfilling their duty. Abuse can be physical, mental, emotional and neglect (which is the disregard of basic needs of young people). If you feel this way with Scouts, you should share your experience with a trusted person.



Adult leaders should establish clear **boundaries** when working with young people. Adult leaders can do this by...

- ensuring a safe space for all
- avoiding and discouraging unhealthy, dependent relationships
- avoiding favouritism or dishonesty
- ensure they are inclusive to all young people in Scouting and avoid discrimination

Adult leaders will not engage in romantic relationships with Scouts. Relationships between adult leaders and any young person are not considered acceptable and need to be avoided as this is a violation of a position of trust.

Your adult leader could also be related to you, for example a parent, sibling, aunt, uncle or cousin. Adult leaders who have Scouts that are related to them, should not act as a relative at Scouts but as an adult leader to all. This means giving equal attention to all Scouts and treating all Scouts the same.

WORKSHOP 1

WHAT IS AN OUTSTANDING ADULT LEADER?



Goals

Scouts : Explain and recognize positive characteristics of an adult leader.

Adult Leader : The Scouts should be able to express themselves about what a great adult leader is like.



Age section

12 - 16 (Scouts)
16 - 19 (Venturers)
19 - 26 (Rovers)



Total time

60 minutes



Preparation

Colour markers, paper/ cardboard/ flipcharts or printed figure

Activity

1. The patrols or team are given a task to draw how they would think a great adult leader should look like and then they present and explain.
2. The Scouts draw a logo and define a slogan that they would want to give an ideal adult leader and explain why.
3. The patrols or teams vote for two or three of their favourite slogans and drawings and the most votes wins.

The designing contest between patrols can come up with many different thoughts that shows how their ideal adult leader could be like. What can be shared with the young people or patrols are qualities that adults should have.

Examples:

- Courage, integrity, honesty, courteous, humble, friendly, etc.

WORKSHOP 2

SAFE TARGETS



Goals

Scouts : Encourage young people to reflect on what is safe and unsafe for them in Scouting.

Adult Leader : Support young people to list what they feel is safe and unsafe in Scouting.



Age section

12 - 16 (Scouts)
16 - 19 (Venturers)
19 - 26 (Rovers)



Preparation

Colour marker/ Post-it/
ropes to make line



Total time


60 minutes

Activity

1. In small teams: Scouts are required to brainstorm things, and actions that make them safe and unsafe, physically or emotionally. Each idea should be written on a post-it note.
2. Once everyone is ready, each team lines 20 meters away from their respective targets. In a relay style, each team member needs to run, scale the post-it between 1 and 10. 1 being I feel very unsafe and 10 being I feel very safe. The team that has added all of their post-its first wins.
3. Then each team checks their target and discusses if they all agree on where each team member added their post-it.
4. Ask young people to choose their best ideas.
5. Draw a big target (with 5 layers) and display for the entire group.
6. Ask each team to put the top 5 up on the target (the centre being 10 and the most outer layer being 1).
7. Discuss what makes us feel safe and unsafe as Scouts.

Support Material on Safe vs. Unsafe for young people in Scouting

- Safe boundaries vs. unsafe boundaries
- Pictorials of safe and unsafe boundaries
- Positive vs. negative behaviour



Why do we always
need to do the
boring stuff?

We should follow
what the adult leaders
say, which is the rules
of the Scout camp

Also, it's going to
stink too,
otherwise!

C

My responsibility as a Scout

LIVING THE SCOUT PROMISE AND LAW

It is the duty of all adult leaders and Scouts to live by the Scout Promise and Law. The Promise and Law was created by Baden Powell to set a universal guide for Scouts to have a safe and enjoyable Scouting experience. Adult leaders are responsible for keeping all young people safe but Scouts can also contribute to their own safety by;

- ✓ **Following the behaviour expectations of their unit, abiding with the Scout Law and Promise.**
- ✓ **Being respectful, kind and compassionate to their fellow Scouts and adult leaders.**
- ✓ **Speaking up when they see a behaviour from peers or adults that makes someone feel scared, threatened or uncomfortable.**

WHAT TO DO IF AN ADULT OR A YOUNG PERSON CAUSES HARM TO ANOTHER YOUNG PERSON?

Scouting is a place where everyone should feel safe and respected. However, if for any reason you or another Scout feels that you are not in a safe environment anymore, you should not ignore this feeling.

Causing harm to another person is a very serious situation that should never stay unreported. If you see or undergo a situation where you or someone else feels scared, threatened or uncomfortable connect with an adult you trust about the situation. They will be able to provide support and together you will decide the way forward. If needed, you can bring a friend when you meet the adult leader. Never keep it to yourself. Report any behaviour or attitude that makes you feel uncomfortable or unsafe. It will help to make Scouting a safer place.

WORKSHOP 1

MY RESPONSIBILITY AS A SCOUT



Goals

Scouts : Understand their responsibilities and how to enact them in their everyday life.

Adult Leader : Encourage Scouts to embody the Scout Promise and Law.



Age section

12 - 16 (Scouts)
16 - 19 (Venturers)
19 - 26 (Rovers)



Total time

1 hour 30 minutes



Preparation

- Print out Scout Promise and Law, cut into sections and hide the different pieces in the activity area.
- Paper and coloured pens for poster making for each patrol.
- A small prize for the winning team.



Activity

1. The adult leader starts by dividing Scouts into teams.
2. The adult leader then asks teams to take turns one by one to search for the different pieces of the Scout Law and Promise hidden in the activity area. The piece should be brought back to the team one by one, giving each member of the team a chance to find a piece. The patrols should continue to search until they have all the pieces of both the Scout Promise and Law.
3. When all patrols collect all the pieces, the adult leader gives teams 15 minutes to discuss the Scout Promise and Law. Teams should be guided to discuss the following questions:
 - What are their responsibilities to their peers, family members, leaders and others?
 - What kinds of behaviours should they display to follow the Scout Promise and Law?
 - What kinds of behaviours should they not do to follow the Scout Promise and Law?
 - If patrol is following the Scout Law and Promise, what kinds of things would they feel, think, say and do?

4. After the young people have a good discussion, the adult leader gives the teams 15 minutes to create a poster with the information they have collected and the ideas they have discussed focusing on how they should behave if they are following the Scout Law and Promise. The adult leader explains to the teams that they will be given the opportunity to vote on the best poster so the teams should ensure their posters are visually appealing and communicate their ideas clearly.
5. Once 15 minutes are finished, the adult leader gives each team 10 minutes to prepare a creative 3 minute presentation for their poster and focus on making sure that they express their ideas well.
6. The adult leader then asks each team to present their presentation for the group.
7. Once each team completes their presentation, the adult leader asks the Scouts to vote for their favourite poster and presentation using the following criteria: visual appeal, best ideas and content and most creative presentation.
8. Adult leader presents the winner a small prize.

WORKSHOP 2

SURPRISE HEROES



Goals

Scouts : Being able to react in an emergency situation or a situation where they feel uncomfortable.

Adult Leader : Teach young people what to do in different complicated situations.



Age section

All age sections (adapt the complexity of the answers to the challenges)



Total time
40 minutes



Preparation

- Skits for the introduction and conclusion.
- Divide the different characters and roles between adult leaders.
- Hide the elements that the Scouts need to look for (fire extinguisher, emergency number).
- Paper and pens for each patrol.



Activity

1. The adult leader divides Scouts in patrols. The leaders do a small role play to set the scene, new people will come to visit us to see how Scouting works. Different leaders, dressed in different characters will then come to share challenges with the Scout patrols. All the patrols will receive the same short tasks or challenges to complete in a limited time frame, up to 5 min each.
2. Here are the challenges, all related to personal safety or Safe from Harm rules:
3. A person hurt themselves:
 - Find the number to call the emergency services (a fake number is hidden in the room).
 - The fire outside is getting out of control, go get the fire extinguisher (fake one hidden somewhere or show where is the real one).
 - A person just broke their leg, what should you do? List the 3 immediate steps you could take.
 - A person just told you other young people are bullying him/her, What could your patrol do?
 - A young person is scared and cannot sleep at night because an adult told them a scary story. What could your patrol recommend to this young person?

4. For each challenge, patrols need to identify a solution that is validated by the lead of the game to be able to access the next challenge.
5. Once all of the challenges are completed, the leaders play the conclusion scene and thank the Scouts for their bravery and support.
6. Finally the group will debrief how each team solved their scenario. Use the following questions:
 - What went well?
 - What did not go well?
 - What would we do differently next time?





Resources and Printing Materials

In this section you will find additional resources and materials you can use with your Scout group around the topic of youth and adults.

PRINTING MATERIAL

The following resources can be printed and displayed in the Scout hall or on a camp or even shared with the Scouts.



Fake Leader Mary

Mary is a **great listener**. She has been an adult leader for a few years and knows how to set just the **right amount of challenge** for each young person. Mary does this by really **getting to know each Scout**.

A great listener looks at the person talking, does not talk while others are talking and asks questions to make sure they understand what has been said.

Someone who knows how to challenge Scouts, listens carefully to them and helps them to learn without making the activity too easy or too hard that they cannot succeed.

When we want to get to know people the best way to do this is by asking them questions like:

- Did you enjoy that activity?
- What would you do differently next time?
- What are you hoping to achieve as Scouts?





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Fake Leader Tyler

Tyler is a **very kind leader**, who always recognises when a Scout is doing something well or has tried hard. Tyler is a **very positive** leader and **praises his Scouts often**.

Kindness is when a person does nice things, says nice words or helps others. Being positive is when you possess a hopeful attitude and encourage others. It is knowing that even if things become hard, Scouts can succeed if they try their best. You can praise Scouts by noticing things that they are doing that are helpful, good or nice and then telling them you noticed. Remember to be specific and tell them what you noticed and why it was good.





Fake Leader Kate

Kate is **calm** leader and is best known for being very **fair** to Scouts. Kate **treats all Scouts equally** and helps them to take turns.

Being calm is about staying relaxed when things get tough, you might need to take a break and pause for a moment to collect your thoughts which is perfectly fine. People who are calm do not rush in.

Being fair is about making sure that all Scouts are treated equally by ensuring that everyone gets their fair share or turns and by not taking sides in a disagreement.



Fake Leader Charlie

Charlie **loves supporting Scouts to lead adventures.** **Empowering** Scouts by letting them **choose their activities** and supporting Scouts to **solve problems** is what makes Charlie a great adult leader.

Empowering Scouts is about giving them the option to choose the activities they do. You have to be willing to let Scouts make small mistakes and learn from them. This could mean that even if you see something going slightly wrong and it does not put anyone in danger you stand back and let the Scouts work things out for themselves. If they need a little bit of help you could support them problem solve by asking questions that might help them find a solution. Questions could be...

What is going well?
What is not going well?
What could you do differently?

RESOURCES TO GO FURTHER

SAFE FROM HARM RESOURCES

[Safe from Harm webpage](#)

This webpage will allow you to better understand how to create a safe environment for Scouts.

[World Safe from Harm Policy](#)

The World Safe from Harm Policy sets minimum levels in implementation of procedures and actions Scouts will take, to create a safe environment for everyone, at all times.



YOUTH PROGRAMME RESOURCES

[Youth Programme Policy](#)

The Youth Programme is the totality of what young people do in Scouting (the activities), how it is done (the Scout Method) and the reason why it is done (the purpose).

[The Scout Method](#)

The updated Scout Method is a compact but comprehensive overview of key elements characterising our Movement and its mission.

ADULTS IN SCOUTING RESOURCES

[Adults in Scouting webpage](#)

This webpage will allow you to better understand the role and responsibility of Adults in the Scout Movement.

[The Scoutship](#)

Welcome on board of the Scoutship. adult leaders, volunteers and Rovers we want you to join us to discover the Scoutship, the new digital resource around Adults in Scouting. Gathering tips, ideas and tools, the Scoutship will allow us to go further in supporting Adults in Scouting in their better management. We hope you will join us and use the compass to explore the 7 seas of Adults' life in Scouting.

RESOURCES TO GO FURTHER

<https://www.scout.org/online-safety-toolkit>

SAFE SCOUTS – THE SAFE FROM HARM FRAMEWORK FOR YOUTH PROGRAMME

Me and my peers

[Anti-bullying toolkit](#)

This toolkit aims to develop a comprehensive approach to 'Safe from Harm' for young people to act against bullying, integrated into the existing Youth Programme in National Scout Organizations (NSOs).

[Online safety toolkit](#)

Discover the second toolkit of our Safe from Harm framework for Youth Programme on Online Safety! With Mathew, Shanji, Yuna and Malik you will explore essential topics to be safe online such as protecting the privacy and personal information, connecting safely with others and being a digital citizen, thanks to fun workshops and activities.

NSO RESOURCES

[Yellow and Purple Cards - New Zealand best practice](#)

These cards were created to allow young people and adults to have with them the basic safety rules during Scout activities. Check them out and inspire yourself.

NATIONAL SAFE FROM HARM POLICY

Check with your National Scout Organisation or Association concerning what is the National Safe from Harm Policy to better understand what to focus on regarding Safe from Harm in Scouting activities.





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