



# Safe from Harm Week 2025

## Activity Guide

Building a Safe from Harm Cultures is a team effort — everyone has a role to play!

During Safe from Harm Week, we encourage you to get together with your Scout Group and put into action some activities that promote conversations around safeguarding and learn about how to create safe environments in your community.

Make sure to share the activities on social media by tagging @worldscouting

### 1. 'Safe targets'

- Scouts, Venturers, and Rovers
- 60 minutes
- Objective: Encourage young people to reflect on what is safe and unsafe for them in Scouting.

**Activity:** Scouts are divided into small groups and asked to brainstorm things and actions that make them feel safe and unsafe, both physically and emotionally. Each idea should be written on a Post-it note, with each Scout writing down at least one idea.

When everyone is ready, each team lines up 20 metres away from their respective 'targets', which will be the ideas they have discussed. In relay style, each team member must run up to a target and rate it between 1 and 10, with 1 being "I feel very unsafe" and 10 being "I feel very safe." Each team then checks their targets and discusses if they agree with the ratings given.

Ask each team to choose a few ideas they want to highlight. Draw a big dart board (with 5 concentric circles and show it to the entire group. Ask each team to place their chosen ideas on the target (with the centre representing the "10" rating and the outermost layer representing "1").

Discuss what makes us feel safe and unsafe as Scouts.

### 2. 'My responsibility as a Scout'

- Scouts, Venturers, and Rovers
- 90 minutes
- Objective: For young people to understand their responsibilities and how to incorporate them into their everyday life.

**Preparation:** Adult leaders must print or write out the different parts of the Scout Law and Promise onto separate pieces of paper and then hide them around the activity area.

**Activity:** The adult leader starts by dividing Scouts into teams and then asking them to take it in turns to search for the different pieces of the Scout Law and Promise hidden in the activity area. Each piece should be brought back to the team one at a time, giving each member a chance to find a piece. The patrols should continue to search for the pieces until they have all been found.

When teams have collected 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 behaviours should they display to follow the Scout

Promise and Law? What behaviours should they avoid in order to follow the Scout Promise and Law? If a patrol is following the Scout Law and Promise, what kinds of things would they feel, think, say, and do?

After the teams have had a good discussion, the adult leader gives them 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.

Once the 15 minutes are finished, the adult leader gives each team 10 minutes to prepare a creative 3-minute presentation of their poster, focusing on ensuring that they express their ideas well. The adult leader then asks each team to deliver their presentation to the wider group.

Once each team has completed 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. The adult leader presents the winners with a small prize.

### 3. 'Surprise heroes'

- All age sections (adapting the complexity accordingly)
- 40 minutes
- Objective: Being able to react in an emergency situation or a situation where they feel uncomfortable. (Suggestion: Develop the skills and confidence to respond effectively in emergency situations or situations where they feel uncomfortable)

**Activity:** The adult leader divides Scouts into patrols. The leader does a small role play to set the scene: New people are coming to visit us to see how Scouting works. Leaders, dressed as different characters, will then 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 minutes each. The goal is for each group to complete all the challenges.

Here are the challenges relating to personal safety or Safe from Harm:

- A person hurts themselves. Find the number to call the emergency services (a fake number is hidden in the room).
- A fire outside is getting out of control. Get the fire extinguisher (a fake fire extinguisher is hidden somewhere or show where the real one is).
- A person just broke their leg. What should you do? List the three immediate steps you could take.
- A person just told you that other young people are bullying them. 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?

For each challenge, patrols need to identify a solution. This solution is then validated by the lead of the game so that they can access the next challenge. Once all the challenges have been completed, the leaders play out a concluding scene and thank the Scouts for their bravery and support.

Finally, the group will debrief on 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?

### 4. 'Everybody is equally important'

- Scouts
- 45 minutes
- Objective: Encourage empathy and care for others.

**Activity:** The adult leader asks the group if they know the story of the three Japanese monkeys that represent the proverbial principle "see no evil, hear no evil, speak no evil". The Leader shows them how they look:

- Mizaru, who sees no evil, is covering his eyes.
- Kikazaru, who hears no evil, is covering his ears.
- Iwazaru, who speaks no evil, is covering his mouth.

**Activity:** The adult leader divides the participants into groups of five. Three people in each small group represent the three monkeys and, from now on, one doesn't see (use a scarf), one doesn't hear (use headphones with music) and one doesn't speak. The rest of the group works without any restrictions.

The leader explains the task for each group: The whole group needs to stand on the blanket. The goal is to flip over the blanket while standing on it, as fast as possible, without using hands and touching the ground around it. The leader could add an imaginative story about being on an island where there is water all around the blanket.

After finishing the activity, the adult leader sits down in a circle with the whole group and asks the following questions:

- How did you feel during this activity? (To check on their emotions, possibly from all participants and how they differ among groups)
- Who was leading each group? Why? (To see how the "monkeys" were involved and if any of the restrictions prevented them from leading)
- Who had fun? Who enjoyed this activity less? (To see if the "monkeys" had the same amount of fun)
- Do you know why?
- How important was the goal?

The adult leader gives a summary of the activity: Sometimes our differences can bring additional struggles. We should consider all members of our group and the different challenges or limitations they may face. While different tasks challenge us in different ways depending on our skills, experiences, and abilities, we are equals. We should look out for each other, be empathetic and help one another.

## 5. 'My "Magical" Box'

- All age sections
- 30 minutes (Can also be done over a series of days)
- Objective: Develop skills to appreciate others, to see other people's strengths and grow self-confidence.

**Activity:** The adult leader gives each participant a small box (or materials to make one) and asks them to write their name on it so that it is clearly visible to others. Then they put all the boxes in one place. Scouts can decorate their boxes if they want, and the leaders can add more decorations to create a nice atmosphere, perhaps connected with the unit's symbolic framework.

The adult leader asks participants to drop messages to each other in these boxes every day. The messages should appreciate something about the recipient (e.g. a strength, talent, or action), say thank you, or share something nice.

By the end of the week or the workshop, participants can open their own boxes to check their messages. After a few days or weeks, the Adult Leader should ask participants about their thoughts and feelings about the exercise.

## 6. 'Non-violent Communication'

- Cubs, Scouts and Venturers.

- 40 minutes
- Objective: Be able to solve a conflict through non-violent communication (Suggestion: Equip participants with the skills to navigate and resolve conflicts through non-violent communication)

**Note:** Non-violent communication is about using friendly words to resolve conflict and prevent escalation.

**Activity:** The adult leader draws a person with arrows pointing to their head, heart, stomach and feet. Starting with the head, the leader draws each body part of the character with the following information next to it:

1. **The head - Observation:** "I observed that..."
2. **The heart - Feeling:** "I felt ... when that happened"
3. **The stomach - The Need:** "When that happened, I would have needed this certain action to be taken..."
4. **The feet - Request:** "I would appreciate if you could ... that will make me feel better"

These symbolise the steps of non-violent communication and conflict resolution. When these steps and processes are understood, each Scout then draws the person with the arrows is asked to apply a scenario that they know to this situation.

The Scouts are then divided into small groups to work on different scenarios of possible conflict (these may need to be prepared in advance). In their groups, Scouts then read out each situation and discuss how it can be addressed or resolved using the four steps of non-violent communication. Some guiding questions for this activity are:

- How can people use non-violent communication to talk about the scenario?
- How could people involved in the scenario help each other to talk about it?
- What could someone say to the people involved to try and resolve the conflict using non-violent communication?
- What could someone say to the people involved to express their feelings using non-violent communication?
- What could have been said or done to prevent this situation from happening?
- What could the people involved have said instead by using the steps of non-violent communication?
- How could the people involved have reacted through non-violent communication?

## 7. Stand Up, Speak Out

- All ages
- 40 minutes
- Objective: Encourage Scouts to reflect on the importance of standing up against bullying and empowering them to take action.

**Activity:** Start by sharing a short story or scenario about bullying that could be real or fictional. After the story, ask Scouts to reflect silently for a minute on how they would feel if they had witnessed or experienced that situation. Ask them to write one action they could take to stand up against bullying if they were in that situation again. Give each Scout some Post-it notes to write their answers on and stick them on the wall or flip chart so that everyone can read them and get inspired.

In small groups, Scouts can share their reflections if they feel comfortable. Each group can then discuss the following questions:

- Why is it important for Scouts to stand up against bullying?
- How can Scouts support someone who is being bullied?
- What actions can I take to create a safer environment?

Each group then uses a flip chart or paper to create a “Pledge Poster”, which is a set of actions they commit to as Scouts to stand up against bullying. Each Scout can add their name or symbol to the pledge, representing their commitment to making a difference. The groups may talk about their Pledge Posters with the wider group, depending on the number of groups and time constraints.

Wrap up by reminding them that every positive action, no matter how small, creates ripples. As Scouts, they have the power to shape a kinder and safer environment for everyone.

***All of these activities can be found in the [Safe from Harm framework for Youth Programme](#), make sure to check it out on [scout.learn.org](http://scout.learn.org)!***