



# SAFE FROM HARM ANTI-BULLYING TOOLKIT



**SCOUTS**<sup>®</sup>  
Creating a Better World

Safe from Harm



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Creating a Better World

Endorsed by:



**OFFICE OF THE SPECIAL REPRESENTATIVE OF THE SECRETARY-GENERAL ON  
VIOLENCE AGAINST CHILDREN**

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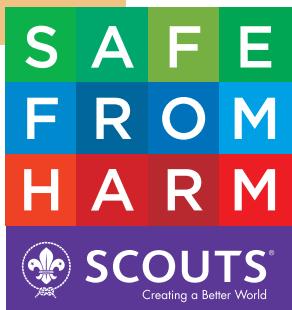
Photos by: Hank Hyungkyu Jang, Jean-Pierre Pouteau, Victor Ortega, Dolores García, Annie Weaver, George Botros, Lynn Peck, Anika Tahsin, Enrique Leon

The Special Representative of the Secretary-General on Violence against Children is an independent global advocate in favour of the prevention and elimination of all forms of violence against children, mobilizing action and political support to achieve progress the world over.

The mandate of the SRSG is anchored in the Convention on the Rights of the Child and other international human rights instruments and framed by the UN Study.



**SAFE FROM HARM  
ANTI-BULLYING  
TOOLKIT**



# SAFE SCOUTS

A Safe From Harm  
action kit against Bullying

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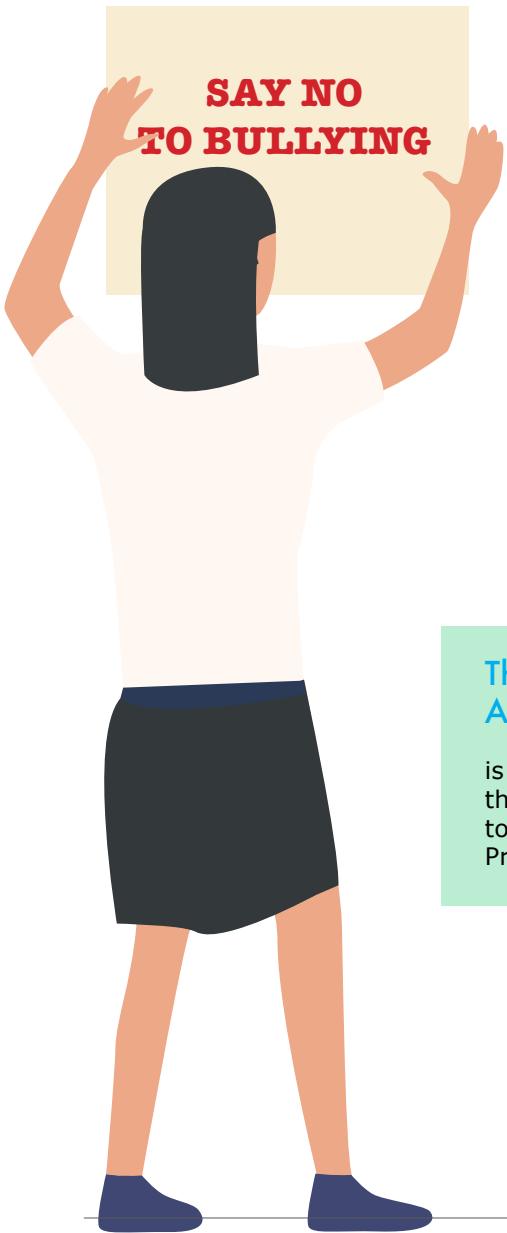
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You said

Safe from Harm?

# Who is this toolkit for and how can it be used?



**SAY NO  
TO BULLYING**

The World Organization of the Scout Movement's new Safe from Harm - Anti-Bullying Toolkit intends to guide adult leaders on how to empower young people on the issue of bullying by offering educational tools for all age groups. It sets learning objectives, suggested topics to address in groups, offers fun learning activities, and describes how to implement them for Scouts and non-Scouts.

The resource materials and workshops in this toolkit can also be used by trainers and Scout administrators working in

intercultural teams or in recruitment groups to tackle the topics of bullying and discrimination.

Each workshop is built to be easily used thanks to the printing material section that you will find in the extras section of this document.

## The Safe from Harm - Anti-Bullying Toolkit

is the first of a series of toolkits that will allow Safe from Harm to be fully included in the Youth Programme of Scouting.

## How can you use this toolkit?

First, discover different activities and games you can do with your unit. Then, get inspired by the good practices you can actively use against bullying and explore the different visuals that you can use to promote anti-Bullying.

Finally, take some time to define what action you can take individually or with your unit to join the global fight against bullying!



## What is Safe from Harm?

It is a responsibility for everyone involved in the **Scout Movement** to ensure the safety of participants in any Scouting activity. This includes their physical safety, but also their moral and emotional safety as well.

Young people are the primary target of all **Safe From Harm** material and actions taken by the Scout Movement, such as creating e-learnings, providing trainings, raising awareness during events, etc.

Safe from Harm also has an impact on the protection of adult volunteers and staff members, and any person involved temporarily in Scout activities, since at its core, it is about creating safer spaces for everyone to enjoy their Scouting experience.

The Scout Movement builds strategies and actions to promote the wellbeing, personal development and safety of each of its members towards creating a safer society for all.

It recognizes that all young people, inside or outside Scouting, have the same rights regardless of their background (culture, ethnicity, language, sexual preferences, religion, etc.).

The Scout Movement also supports access for all to basic services including health, education, social protection and justice. The Scout Method, an essential characteristic of Scouting's Youth Programme, is built around the idea of developing healthy and friendly behaviours for Scout themselves

and among each other.

This is especially true when we look at the Scout Promise and law. The Scout Movement has made Safe from Harm a priority and is working towards implementing a Safe from Harm approach in every part of the organisation's work (communications, governance, education, etc.) in order to protect from abuse situations all its members and participants.

The World Safe from Harm policy and many other position papers and resolutions have allowed Scouting to take big steps towards ensuring a safe environment and preventing harmful situations for all Scouts.

## Understanding bullying

**Safe from Harm** exists to protect young people against all forms of abuse, including physical, moral, sexual and emotional abuse. Bullying is one form of abuse. What do we mean by bullying?

### Bullying is. . .

#### An Imbalance of Power:

People who bully use their power — such as physical strength, access to embarrassing information, popularity, or other factors that define power — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Some can even cross the line into unlawful or criminal behaviour.

#### Repetition:

Bullying is a repetitive behaviour, and as so, happens more than once.

This toolkit focuses on bullying that happens between young people. However, bullying can also happen between adults and young people.

## BULLYING

is a form of violence where a person is exposed, repeatedly and over time, to negative actions such as injury or discomfort imposed by one person or a group of people onto another. Bullying often describes a form of harassment perpetrated by an abuser that is in a physically or socially superior position of power.



# Types of Bullying



## Verbal bullying

is saying or writing unkind words about someone. It can include teasing, name-calling and threats.

## Social bullying

involves hurting someone's reputation or relationships, such as excluding someone on purpose, embarrassing them or spreading rumours about them.



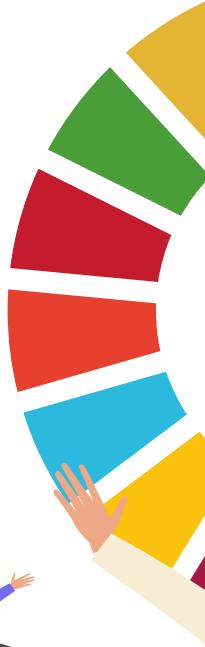
## Physical bullying

involves hurting a person's body, such as hitting, kicking, punching, pinching, etc. It can also include taking or breaking someone's belongings.



## Cyberbullying

is a form of bullying that takes place over digital devices like cell phones, computers, and tablets. It can happen through text messages, apps, social media, forums, and even on gaming platforms. It includes sending, posting, or sharing negative, harmful, false, or mean content about someone.





## Responding to bullying to achieve the Sustainable Development Goals

### What are the SDGs?\*

They are 17 Sustainable Development Goals that were defined in 2015 by the United Nations, an international organization that counts virtually every country in the world as a member. The goals are a to-do list for the planet to help everyone work together to make our world a better place. They have to be achieved by 2030.

As the biggest youth organization in the world, Scouting decided to answer this call to action by committing to contribute over

3 billion hours of community service by Scouts around the world and by aligning our programmes and activities with the learning objectives of the SDGs.

You can learn more about the SDGs at <https://sustainabledevelopment.un.org/> and about the Scouts for SDGs initiative at [sdgs.Scout.org](https://sdgs.Scout.org).

All the workshops that are proposed in this toolkit are aligned with the Sustainable Development Goals, also known as the SDGs.

**The Anti-Bullying toolkit is aligned with four learning objectives of the SDGs, as defined by UNESCO. These are:**

The learner is able to collaborate with groups that are currently experiencing injustice and/or conflict.

The learner has the capacity to perceive when others need help and to seek help for themselves or others

The learner understands the importance of mental health. The learner understands the negative impacts of behaviors like xenophobia, discrimination and bullying on mental health and emotional well-being and how addictions to alcohol, tobacco or other drugs cause harm to health and well-being

The learner is able to promote the empowerment of young people

The learner is able to identify and analyze different types of causes and reasons for inequalities





## Why is it important to respond and prevent bullying?

We have a responsibility to respond promptly and effectively to bullying. Each Scout has the power to act positively and prevent bullying by treating the other with respect!

*"Children who are bullied are likely to experience interpersonal difficulties, to be depressed, lonely or anxious, to have low self-esteem and to suffer academically [...]." One of UNESCO's latest reports on ending school violence and bullying notes that "Almost one in three students (32%) has been bullied by their peers at school at least once." Bullying can happen anytime and everywhere and is one of the most common forms of harm that can occur between young people.*

### But why?

Most importantly, preventing and responding to bullying allows us to avoid the more dangerous consequences bullying can have on an individual.

This toolkit was created to support youth in preventing these dangerous consequences from happening. The Scout Movement believes that each one of us can help by taking action against bullying.

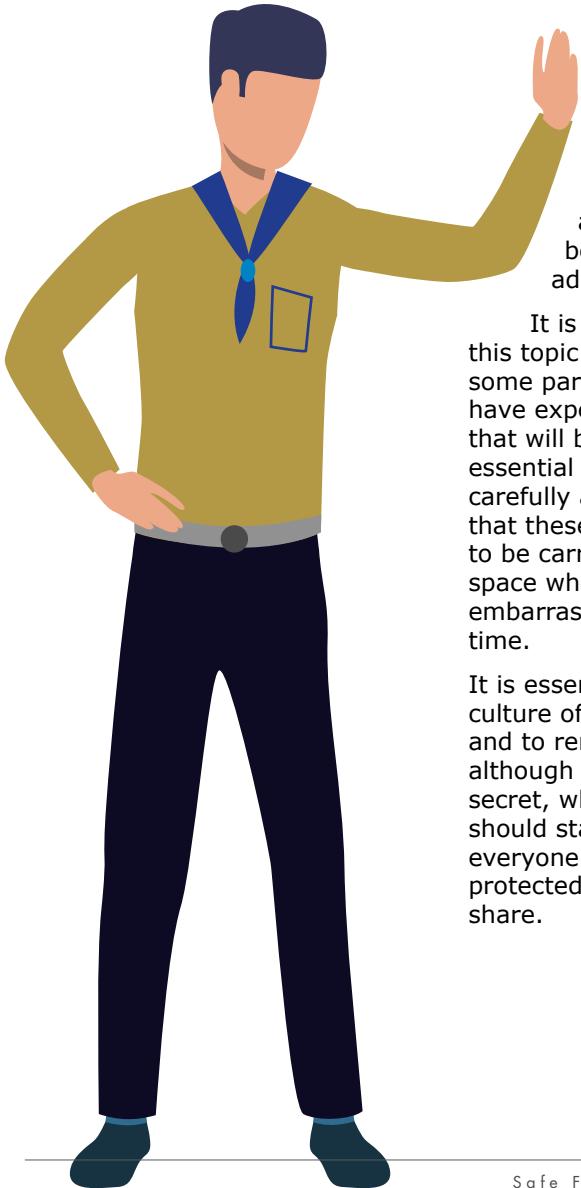
Through games and activities, this kit will help young people be aware and recognize possible bullying situations and what they can do to prevent or stand up against it.

Make sure to check for Anti-Bullying resources available at your community or at your National Scout Organization.

As Scouts, young people can make a real difference by practicing the **Safe from Harm** culture against bullying and participate in creating a safer world for all! Let's get started!



## 2 Anti-Bullying Workshops



## Note for Adult Leaders

The goal of this toolkit is to raise awareness amongst Scouts and non-Scouts on the topic of bullying and empower them to become Safe from Harm advocates.

It is important to note that this topic can be sensitive for some participants who might have experienced the situations that will be addressed. It is essential to introduce the subject carefully and remind participants that these workshops are meant to be carried out in a safe space where no one should feel embarrassed or ashamed at any time.

It is essential to establish a culture of listening in this space, and to remind everyone that although this topic is not a secret, what is shared by Scouts should stay in the session so that everyone can feel confident and protected in what they want to share.

If you are interested in learning more, contact your National Scout Organization or the [Safe from Harm team](#).

No participant should feel forced to get involved, engage or share personal information during the activities.

The discussions can also encourage some participants to share deeply personal experiences. Adult leaders must be prepared to receive these testimonies, and offer adequate support, which sometimes involves redirecting the discussion to experts on the topic.

**A person that is a victim of bullying may show it with different signs or behaviours.**

**Everyone, especially adult leaders, should be aware of these possible signs:**

starts skipping classes or other usual activities

becomes withdrawn, anxious, or lacking in confidence

runs away

cries themselves to sleep at night or has nightmares

is frightened of walking down the street

doesn't want to go to school or take the public bus

changes their usual routine

is unwilling to go to school or other places they normally would like to go to

feels ill in the morning or claims to feel ill

begins to do poorly in school work

comes home with torn clothes or damaged books

has possessions that are damaged or "go missing"

asks for money or starts stealing money (used to pay a bully)

has unexplained cuts or bruises

comes home starving (sign that their money or lunch might have been stolen)

becomes aggressive, sad, disruptive or unreasonable

is bullying other children or siblings

stops eating

is afraid to use the internet or a mobile phone

is nervous & jumpy when a cyber message is received

gives improbable excuses for any of the above signs



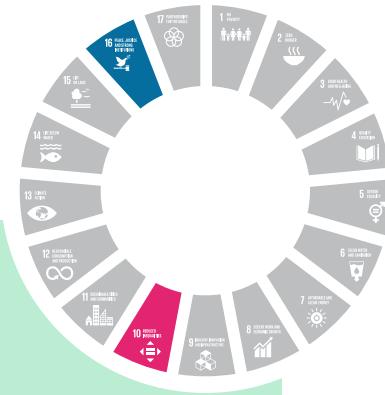
These signs and behaviours may indicate other types of abuse or a variety of problems or mental health issues, but bullying should be considered a possibility and be explored.

It is essential to note that bullying is not always visible and sometimes even trivialised by adults and young people. It is all our responsibility to pay extra attention to these signs to prevent bullying from happening around us.

# WORKSHOP 1

## WHY ARE PEOPLE BULLYING?

**Targeted  
SDG**



### Goals

**Scout:** Understand the different reasons why a person would bully in order to know how to better prevent it.

**Adult leader:** Raise awareness on the reasons of bullying and how to stop it.



### Age section

12-16 (Scouts)

16-18 (Venturers)



### Total time

25 minutes



### Preparation

- Download the [video](#).
- Prepare a laptop and a screen to project the video.
- Prepare some paper and pens for the small groups if needed.

## NOTES



Video-projector and screen or computer



### Step 1

The adult leader introduces the session and shows the following video to participants:

<https://www.youtube.com/watch?v=Hizno9UvWEs>

It is a silent video illustrating the stories of a victim and a bully and their backgrounds.



Paper and pens, if needed



### Step 2

In small groups (3 to 5), the adult leader asks participants to list the different reasons that would push the bully to act this way.



### Step 3

Each group shares their answers with the entire unit.

To go deeper, the adult leader can offer more explanations about bullying:

*"The major reasons of bullying are often personal issues . This might include stress and trauma, low self-esteem, the fact that they might also have been bullied, difficult home life, insecure relationships amongst others"*

To wrap up the discussion, the adult leader can share with the group:

*If you are facing this type of situation or know a friend that might be facing this, it is essential to talk to someone about it (an adult you trust, a counsellor, a parent, a friend) and reach out for help.*

# WORKSHOP 2

## NON-VIOLENT COMMUNICATION



**Targeted  
SDG**



### Goals

**Scout:** Be able to solve a conflict through Non-Violent Communication.

**Adult leader:** Empower Scouts to develop alternative communication skills.



### Age section

All sections

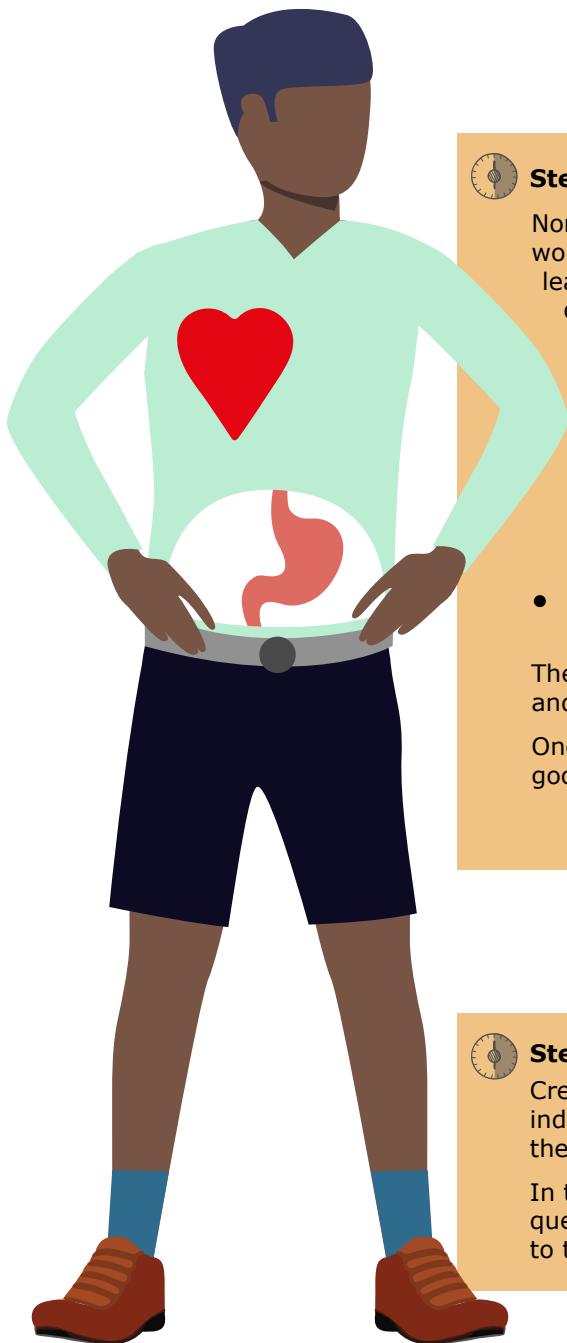


**Total time**  
40 minutes



### Preparation

- Prepare one piece of paper per person and markers.
- Prepare a paperboard/flipchart and markers.
- Print and cut the scenarios for distribution in small groups.



Markers, paper  
and paperboard



### Step 1

Non-Violent Communication (NVC) is about using friendly words to solve a conflict instead of escalating it. The adult leader draws the NVC-goodman doll on a board (like the drawing on the side). Starting with the head, the leader draws each body part of the character with the following information next to it:

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

These symbolize the steps of Non-Violent Communication and of the conflict resolution process.

Once they understood, each Scout can draw step by step the goodman, by applying it to a situation they know.



Document with  
scenarios



### Step 2

Create small groups based on the number of participants indicated on the scenarios (following page) and distribute the papers to each group.

In their groups, Scouts read the situation and answer the questions using the 4 steps of Non-Violent Communication to try and solve the conflict.

# SITUATIONS



12-16 (Scouts) &  
16-18 (Venturers)



3 players

You are in your first unit meeting with all the other Scouts. Jeremy is very shy. He is new and doesn't know anyone. During the entire day, he was the last to be chosen during games and he ate alone at lunch time. During the last game, he unintentionally dropped the ball which made his team lose... Jacob, another unit member, gets angry. He shouts: "You are such a loser!" Jeremy leaves without a word, visibly upset. Laura observed this entire scene.



- With the Non-Violent Communication, how could Jeremy talk to Jacob about what happened?
- How could Laura help Jeremy to talk to Jacob about this situation?



12-16 (Scouts) &  
16-18 (Venturers)



2 players

Tom and John are mad at each other. They stopped talking together since Tom started dating John's younger sister. They were best friends before, but Tom did not have the courage to tell John the truth about how he felt. When he discovered the relationship, he was so angry that he started acting as if Tom had never existed.



- What could Tom say to John to try and solve the conflict using Non-Violent-Communication?
- What could John have said to Tom to express his feelings using Non-Violent-Communication when he discovered that his friend was dating his sister?



**12-16 (Scouts) &  
16-18 (Venturers)**



**3 players**

Jim is the youngest person in the Scout unit. He is always nice and helping. Edward, another member of the unit, is always calling him weird names because Jim is very small, but Jim always laughs at what he says. One day, Amy comes to Jim and tells him: "I saw that Edward teases you a lot about your size. It is great that you accept it so well". Jim gets very angry at her: "I am not small at all and you don't understand anything. I just pretend I don't care not to have problems with him, but I can tell by your reaction that you are as stupid as him!" At that moment, Edward arrives. He heard everything.



- How could Edward react in this situation using Non-Violent Communication? How could Jim have told Amy the same thing with Non-Violent Communication?



**8-12 (cubs)**



**3 players**

George is upset. Today is a very special day at camp because his team is cooking for everyone else for lunch, but he forgot the recipe he was supposed to bring. Because of that the team will have to improvise. Everyone says that it is "ok", but George feels like everyone is upset with him. Mary, the oldest person in the team proposes that everyone sit down and talk about it during snack time. Tim, another member of the team, reacts: "It is useless, he always forgets everything anyways." George is so frustrated at Tim that he says: "You are so stupid!"



- What could Tim have said instead by using the steps of Non-Violent Communication?
- How could George have reacted through Non-Violent Communication?
- What could Mary have said to George and to Tim to prevent this situation from happening?



**8-12 (cubs)**



**3 players**

It is the third weekend of the year and everyone now completely feels involved in the unit and are happy within the group. Sarah is a new member and is very happy because she has been feeling integrated with everyone and is going on her first night away with them. When Sarah arrives, Tracy, another member of the unit, comes up to her and says: “You still sleep with your teddy bear at 12? Ha ha ha that is ridiculous, are you a baby?” Sarah gets really upset with Tracy. She decides that she will never speak to Tracy again.



- How can Sarah talk to Tracy using Non-Violent Communication?
- How Tracy should have talked to Sarah after discovering about her teddy bear?



# WORKSHOP 3

## BUCKET WATER



### Targeted SDG



#### Goals

**Scout:** Increase self-esteem through giving away bad experiences.

**Adult leader:** Offer Scouts a safe space to move on from difficult experiences.



#### Age section

All sections



#### Total time

20 minutes



#### Preparation

- Prepare a bucket of water, normal erasable
- Markers, and pieces of paper.
- Print the story from the booklet.

## NOTES



Story is on the next page



### Step 1

The adult leader reads the story of the 2 friends in the desert or makes some Scouts read it out loud. The leader asks Scouts about their initial reactions to the story.



Pieces of papers,  
erasable markers



### Step 2

The adult leader then asks each Scout to write on a paper a bad experience they have lived or witnessed that they wish they could let go of. The leader can clarify that what is written belongs to each person and that they do not have to share it if they do not want to.



Big bucket of water



### Step 3

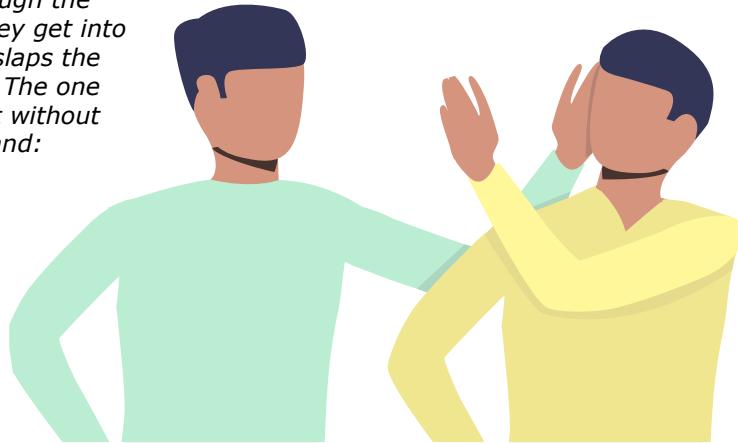
Each Scout will go to the bucket of water and throw their paper into the bucket. The ink of the marker will disappear to symbolize the bad memory “going away”.

After every Scout has thrown their piece of paper in the bucket, the adult leader will offer a closing speech about how overcoming and letting go of hard situations makes us stronger for the future.

Two friends were walking through the desert. During the journey, they get into an argument. The first friend slaps the second friend across the face. The one who got slapped was hurt, but without saying a thing, wrote in the sand:

**"Today, my best friend slapped me in the face."**

They kept on walking, until they found an oasis, where they decided to take a bath. All of a sudden, the second friend, the one who had been slapped earlier in the journey, gets stuck in the quicksand and starts drowning. Without thinking, the first friend comes to the rescue and saves him.



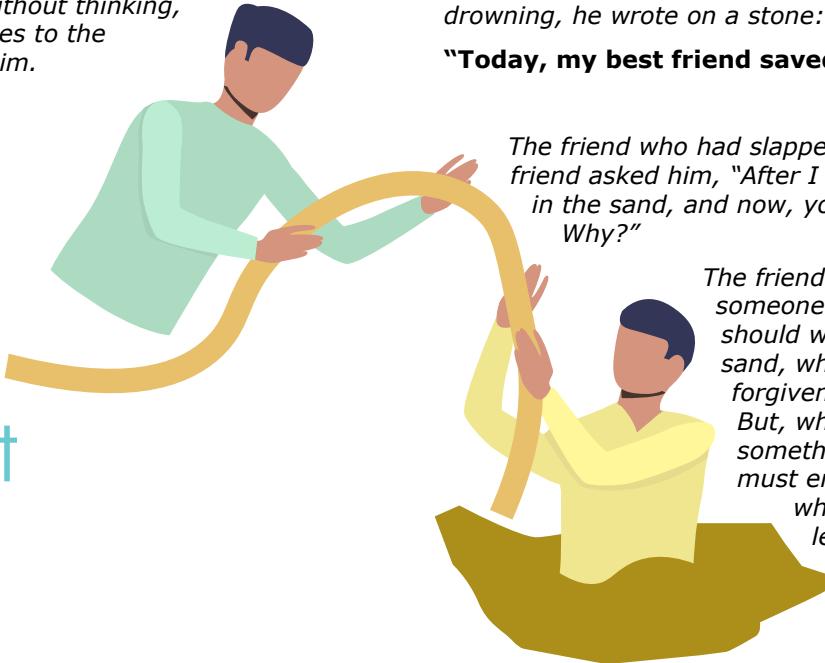
After the second friend recovered from the near drowning, he wrote on a stone:

**"Today, my best friend saved my life."**

The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand, and now, you write on a stone. Why?"

The friend replied: "When someone hurts us, we should write it down in the sand, where the winds of forgiveness can erase it. But, when someone does something good for us, we must engrave it in stone where no wind can ever let it be forgotten."

## Friends in the Desert



# WORKSHOP 4

## PROGRAMMING YOUR STRESS



### Targeted SDG



#### Goals

**Scout:** Develop a capacity to better anticipate and lower one's stress.

**Adult leader:** Allow Scouts to take a step back on their stress load.



#### Age section

12-16 (Scouts)

16-18 (Venturers)



**Total time**  
30 minutes



#### Preparation

- Print one copy of the reprogramming stress sheet for each participant.
- Have one pen per person.

## NOTES



### Step 1

The adult leader asks Scouts to name the things that are stressful for them in their lives.



1 reprogramming sheet per person and pens



### Step 2

The adult leader distributes to each Scout a stress reprogramming sheet and explains to them the rules of the game:

Each person will have to write down what stresses them in their life in the boxes on the sheet. Then, with 3 other Scouts, they will try to find together three different coping mechanisms to help make this issue less stressful. Each Scout will then write the solutions under each box.



### Step 3

Each Scout takes a moment to individually write down in the boxes what makes them feel stressed.



### Step 4

In groups of 4, Scouts will tell each other what their stress is and brainstorm with others on ways to re-programme it.

1.

2.

3.

1.

2.

3.

1.

2.

3.

1.

2.

3.

# WORKSHOP 5

## CATCHY CAMPAIGN



### Targeted SDG



#### Goals

**Scout:** Write a simple sentence to express a stance against bullying.

**Adult leader:** Support Scouts to express a positive message and empower them to become actors against bullying.



#### Age section

All age sections



#### Total time

20 minutes



#### Preparation

- Print copies of the frame of the campaign.
- Prepare colourful markers, pencils and visual arts material (stickers, glitters, paint, masking tape, etc.).

## NOTES



### Step 1

The adult leader introduces the session explaining that all around the world, people are creating art to act against violence, discrimination, bullying etc. (the leader can show examples of existing art and campaigns through internet). Then, the leader invites the Scouts to take part in this campaign by designing a poster.



### Step 2

Individually or in teams, Scouts create their own posters with a catchy sentence that fights against bullying.



### Step 3

Each group or Scout presents their posters explaining the sentence they chose. The posters can be hung in the Scout hall or in the camp if possible.

# WORKSHOP 6

## PUZZLE OF TRUST



### Targeted SDG



#### Goals

**Scout:** Support other scouts in overcoming challenges.

**Adult leader:** Allow scouts to understand how they can reach out to help and support one another.



#### Age section

All age sections



#### Total time

15 minutes



#### Preparation

- Prepare the puzzle by printing and cutting out into pieces the image on the next page.
- Make sure you have a scarf or something to cover up the eyes of the participants.

## NOTES



### Step 1

The adult leader creates teams of 3 to 5 Scouts and explains the game. One of members of the team will have to cover their eyes while the others will have to guide them to find a puzzle, bring it back and build it with their eyes covered. The guiders are not allowed to touch the Scout that cannot see and make sure that Scout is safe at all times.

The leader can decide if this is a speed competition between teams.



Puzzle and scarf to cover the eyes



### Step 2

The Scouts play the game.



### Step 3

Once the game is finished, the adult leader asks to the blind Scout how they felt during the game. Then, he asks how the group felt. Once both have answered, the leader explains that the game is an illustration of everyday life: when a problem occurs, it is always better to reach out for help, because it will be easier to find a solution with others than alone.



This section of printable material is made to offer additional guidance on the topic of Safe from Harm for adult leaders. It is an easy way to print and share content with Scouts, so that they can learn good practices on how to be safe and to prevent bullying.

The Anti-Bullying pledge works as an extra tool to present to Scouts once they have completed the workshops of the toolkit so that they can commit to be defenders of a safer environment for all.

**Cards:**

3a Learning how to be Safe from Harm

3b Staying Safe card

3c Anti-Bullying Pledge

3

# Printing material

# Together we can be Safe From Harm!

"you can't play with us."

"you're dumb."

"get out of my way!"

"no one likes you!"

"hey, give me that!"

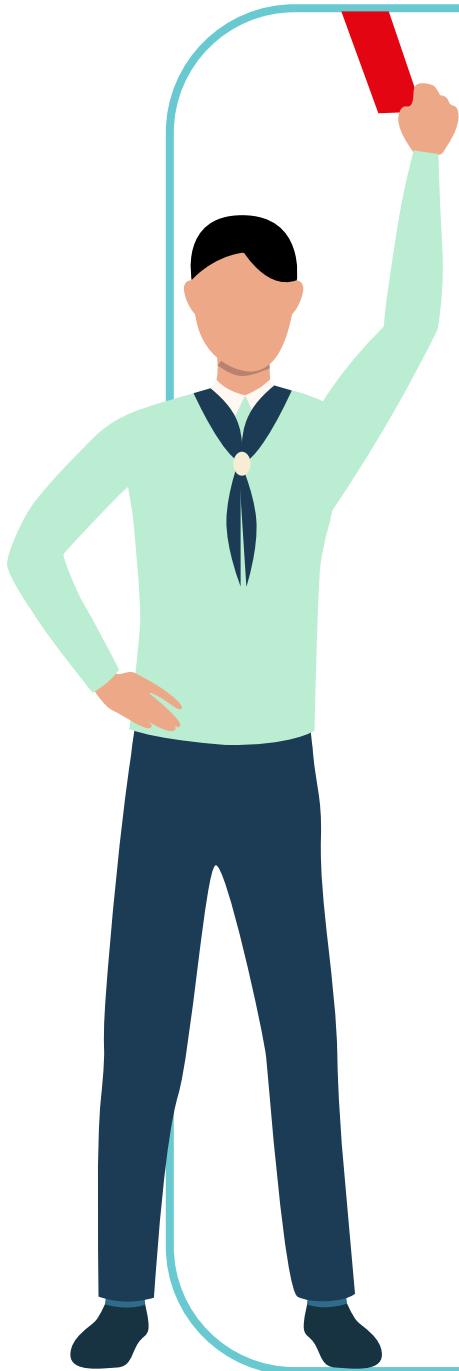


## **Do you ever hear mean words like these somewhere in your life?**

Do you see mean actions like hitting, kicking, or shoving?  
There is a name for this kind of mean behaviour.

It's called bullying and it hurts everybody.

A place that has a bullying problem is not safe. It is not a good place for Scouts to learn or have fun. Scouts have the tools to help stop and prevent bullying and you can be a supporter.



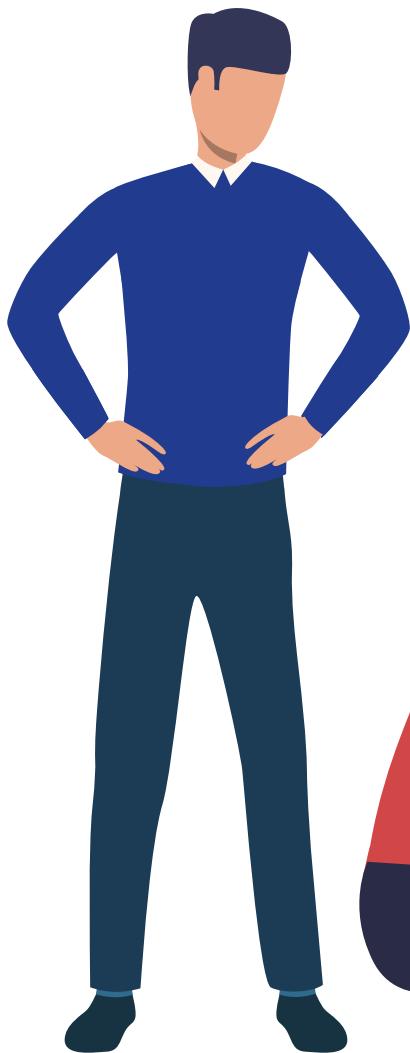
## What is bullying?

- hitting
- stealing or breaking someone's things
- pushing
- making rude hand signals
- kicking
- spreading rumours
- teasing
- tripping
- making mean phone calls
- telling lies about people
- calling people names
- making people feel bad
- pinching
- making threats
- leaving others out
- sending mean text messages

## Guidelines for a bully-free Scouting

- Bullying is not allowed in Scouting or anywhere else.
- We don't tease, call names, or put people down.
- We do not hit, shove, kick, or punch.
- If we see someone being bullied, we speak up and stop it (if we can) or get help right away.
- When we do things as a Group, we include everyone and make sure no one is left out.
- We make sure everyone feels welcomed.
- We listen to each other's opinions.
- We treat each other with kindness and respect.
- We respect each other's property.
- We look for the good in others and value differences.

# What if I'm being bullied?



## Yes!

- If you do not feel safe, walk (or run!) away.
- Remember—telling is not tattling! It helps you stay safe. So tell someone you trust about it.
- If you have been hurt, show to a trusted adult any scratches or bruises.
- Buddy up! Kids who bully like to be mean to kids who are alone. Play with other kids, and they might leave you alone.
- Stay close to adults you trust in case you are not feeling safe.
- Stand up for yourself. If you feel safe to do it, ask the person to stop.
- Use a strong voice. Say, "Leave me alone!" Or, "I don't like that. Stop it."

## No!



- do not fight back. The person might try to hurt you worse.
- do not threaten or call the kid who is bullying you bad names.
- Do not panic and try to stay calm.
- Walk away from the person who is bullying you and find someone who can help.
- Do not ignore bullying. Bullying does not stop on its own. You have to tell the person doing it to leave you alone. If you do not feel safe doing this, ask an adult for help.

## In case you see others being bullied:

- Refuse to join in bullies, either on the Internet or in real life.
- Speak out. Use words like these: “don’t treat him that way” or “stop hitting her.”
- Tell an adult you trust about the bullying.
- Be a friend to the person who is being bullied.
- Include people who might be feeling left out.

### **Important!**

Never fight the person who is bullying. More fighting only makes things worse.

## What if you are bullying others?

People who bully are not bad people, is their behaviour that is bad. It is never late to make a positive change:

- Stop the bullying right now!
- Start treating all people the way you want to be treated.
- Talk with adults you trust, like parents, adult leaders and teachers. Tell them about your feelings. Ask for their help.
- If you start to feel upset or mad, stop and think. Take a deep breath. Do not bully someone. Think about better choices.

### **Reminder!**

You decide your actions. You are in charge of what you do. You can decide to stop the bullying and start respecting others.



## Anti-bullying pledge

I, \_\_\_\_\_ agree to work together to stop bullying.

BY SIGNING THIS PLEDGE I AGREE TO:

- Treat others respectfully
- Try to include those who are left out.
- Refuse to bully others.
- Refuse to watch, laugh or join in when someone is being bullied.
- Tell an adult.
- Help those who are being bullied.
- Help to make Scouting a safe place for everyone.
- Work towards having a safer community inside and outside Scouting.



Signed by \_\_\_\_\_

Date \_\_\_\_\_

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Creating a Better World

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OFFICE OF THE SPECIAL REPRESENTATIVE OF THE SECRETARY-GENERAL ON  
**VIOLENCE AGAINST CHILDREN**

Share your experience with us!

For any comments, doubts or support  
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