



TRAINING MODULES

SfH module: Prevent and react

Attachment 1: SfH cases for different areas/target group

Youth program area

Area: programme during unit meetings, programme proposals, requirements for badges/development programmes, small events programme

Target group: young leaders working with scouts, programme commissioners supporting young leaders

Case: Harassment based on perceived gender or sexual identity

You have just been appointed the District Commissioner. At the very first district meeting, you have a dialogue with parents of Scouts from various age groups.

One parent shares his frustration that his son, who is slightly built, soft-spoken, studious, wears glasses, and dislikes outdoor games, has been continually called sissy boy, gay, and many other hurtful names. This leads to other complaints from other parents. One mother share that her daughter, who is big for her age and loves sports has been called butch, lesbian, and the like. Another set of parents were very forthright. Their 14-year-old son loves fashion, make-up, hairdressing, and the like. At Scout meetings, his peers make snide comments about his sexuality. He is now confused about his identity.

What would you do?

- Apologise but dismiss their complaints as this is not something within your sphere of influence.
- Advise the parents that they should really have a heart-to-heart talk with their children as their behaviour is the root cause of the problem.



- Promise the parents that you will ensure that the perpetrators will be punished.
- Assure the parents that you will investigate each case and start a programme on cultivating respect for everyone, regardless of personal characteristics or behaviour, including their sexual orientation.

Reflect

Scouting aims to build a better world through assisting in the development of young people to become better citizens. In an increasingly diverse world, tolerance and acceptance of others despite their personal characteristics, traits, religious background, or even their sexual inclinations or gender identity is important.

Care should also be exercised not to assume that every complaint raised must be true. "Promising that the perpetrators must be punished" is not an appropriate answer as it pre-judges that the complaints are true, and that "someone" must be punished. This is the opposite of tolerance and can be seen as pandering to those who complain the loudest. While it is important that every complaint is treated seriously, that also means that each complaint must be thoroughly investigated, and appropriate action taken.

Finally, it is important to sensitise everyone – whether they are adult leaders, Scouts or even their parents – on the importance of tolerance and respect for those who are different. Even if a particular type of behaviour is not the norm in one's society, that does not mean that the person who behaves that way should be completely excluded and ridiculed. In some cases, it may well be that those who are making fun of the victim(s) are merely assuming that the victim is what they believe he/she is.

Case: One-to-one physical contact situation

Today is rafting day! You are taking your Scouts to this exciting activity and they are briefed by the instructor about the security procedures. Everyone has to wear a lifejacket. Many Scouts are struggling to tighten the straps around their waist or under their crotches.

What would you do?

- Just tighten it for them.
- Guide them step-by-step, through the process of putting it on until they get it right, asking the other participants to watch and learn.
- Ask the instructor to do it for them.

Reflect

The solution should not breach the "no one-on-one contact" rule and should enable the participants and those in the line to learn to put on a lifejacket properly. One



point to be aware of, the participants might be having problems because they have additional needs, in which case, you might need to call over the instructor to help you.

Discussion questions

- Do we have situations of abuse in our scout group?
- How we work with that?
- Do our educational objectives include promoting/working on anti-abusing behaviour?

Identify within your group **OTHER** possible harmful situations in that area of work (based on your cultural and NSO/NSA background).

Think about:

- Revision of the Youth programme



Adults in Scouting area

Area: training events, adults supporting tools

Target group: commissioners working on adult support, trainers

Case: Grooming situation

You are preparing the next activity for the camp when you look up and notice a male leader holding the door of a tent open, so a participant (a young girl) can enter. Nobody else visible on the leader's campsite – you think they are all away doing activities.

What would you do?

- Immediately report a potential incident of grooming to the Safe from Harm Team.
- You shout at the leader, "What are you doing there?".
- You walk over to the tent to evaluate the situation and offer to be the second adult under the two-deep leadership system.
- It is none of your business, you just walk away.

Reflect

At this stage, you don't have enough evidence to know if the leader is up to no good. He may be an old-time leader who is not used to the two-deep leadership system or even going to the hospital to take care of an injured Scout. He may have forgotten this training module in his enthusiasm for a perfectly legitimate objective.

There is nothing to be gained from confronting him without evidence. Your intervention is enough to keep the participant safe for now. It would, though, be worth mentioning the incident to the leader's colleagues when they get back from their activity.

Case: Grumpiness situation

You are a leader in a camp of 30 Cub Scouts for more than two weeks now. You are very tired because you were in charge of the Olympics tournament for two days in a row. You feel that the Scouts are very noisy and impatient. You have so much things to do and you feel this is never going to end.

Your nights are very short because the meetings end late and your sleeping bag is not warm enough, so the cold wakes you up. The camp director comes to you to ask if there is a problem because for two days you have been very tough with the Cubs and even rude with some leaders. He recommends you take the morning off to have a good nap in the sun.



What would you do?

- You tell the camp director you have no time for a nap and go off to your next chore.
- You realise your camp director is right, you thank him, and go for a nap.
- You shout at the camp director saying him he is the rude one and that it is none of his business.

Reflect

Not too difficult, is it? Listen to your camp director and take care of yourself. You are no good to anybody if you are too tired or sick to do your job safely. It is antisocial and unhealthy to neglect personal care and needs. If you are part of a Patrol or Unit Leadership Team and need to a longer time off, your camp director should be informed, so support can be offered while you get back on your feet.

Discussion questions:

- What tools in the area of AiS exist?
- Do we have any tools for adults how to prevent/react in situations of abuse?
- Do we take care how to protect adults from possible accusation?
- What do we have in the training scheme about SfH?
- Do we include SfH knowledge in trainings for leaders?

Think about:

- Revision of tools for adults
- Revision of the training programmes



Events area

Area: event preparation and situations during the event, event programme for participants

Target group: logistics, safety and programme area (management, specialists)

Case: Sexual abuse situation

You are a Scout leader in your early 20s who has been assigned to be part of the Campsite Management Team. During the evening, while you and your buddy (also a young leader in her 20s) are patrolling the campsite, the two of you noticed a senior commissioner in his 60s in the young people's sleeping area. He is chatting with a young female Scout just outside her tent.

You notice that he is stroking her back from just below the neck all the way to her buttocks while chitchatting with her, and she is giggling happily. From time to time, he would also caress her cheeks. He also appears to be secretly showing her something on his handphone. There is no one else around.

What would you do?

- I would march up to the commissioner and demand loudly that he leaves immediately. I will tell him that what he has done is completely wrong and he should have more common sense than to do such a thing.
- I will not do anything because he is a very senior leader and knows much more about Scouting and dealing with young people than I do. Furthermore, if I challenge him, he may make life difficult for me. In any case, the young female Scout seems to be perfectly happy to interact with him.
- I would immediately go up to him with my buddy and request that he speak to us privately outside the sleeping area. Thereafter, once he steps away from the sleeping area, I will inform him that I would have to report what my buddy and I have seen to the Jamboree/camp authorities for appropriate action. I will also arrange for the camp

Reflect

By requesting that he speaks to you and your buddy away from the sleeping area, you have removed him from the vicinity of the young person and reduced the potential for additional harm to her. It is good that both of you saw what happened and this underscores the importance to always have two adult leaders whenever you are in a campsite full of young people.

It is also essential to report such behaviour, so that the Jamboree/camp authorities can deal with this appropriately - referring the commissioner to the police for



molesting and arranging for counselling for the young female Scout who may not even have been aware that she was being sexually abused.

Case: Neglect situation

You are part of a very large contingent of Scouts. Because of good planning, your contingent has more than enough adult leaders, so each leader can have one or two days off during the Jamboree. While walking towards the activity area, you pass a campsite sleeping area. You notice that a Cub Scout is crying at one corner. You approach him and ask him what happened. He shares that he had tripped and fallen on the first day of the camp. As he had injured his left foot, he has not been able to participate in any adventurous activities. After the second day, he was informed by his patrol leader that the patrol would leave him behind, and he would have to cook for himself and find ways to entertain himself. He has no idea where his Scout leader, Andrei, is, and he has heard that there are only two adult Scout leaders for his 60-member troop.

What would you do?

- I sympathise with him, but since I am on my way for activities and I cannot find his leader, there is really nothing I can do, and so I do nothing.
- I bring him along with me and arrange for him to become part of my contingent. After all, his own contingent doesn't seem to care about him and I might as well do my good deed for the camp and look after him.
- I would alert the camp organisers, so that they can advise his contingent leaders that it is not appropriate to leave a young person all alone and leave him out of activities. Arrangements can also be made for additional adult leaders to be assigned to assist the contingent since they clearly lack adult supervision.

Reflect

Neglecting a child is a form of abuse. Leaving a young person to fend for himself in an unfamiliar environment, far from home, is absolutely wrong. This could lead to the potential for great harm to happen to a young person who is left alone. He could face physical challenges or even become a victim of sexual predators. Additionally, given the young age of the Scout, he could develop psychological issues due to feelings of abandonment. The fact that there are only two adult leaders for a contingent of 60 Scouts is also considered neglect as it would be impossible for two persons to realistically manage 60 young persons. Planning appropriately for any Scout event is also a Safe from Harm issue.

On the other hand, although (you) the Scout leader who came across the Scout, in this case, may wish to help by taking the young person under her/his wing, this may also be inappropriate. Removing from his peers and his own patrol could lead to



additional problems for those who are responsible for him. The Scout leader (you) may not be aware of the young person's background, medical condition, dietary needs, medical condition, etc. By placing him in a different troop, he may even be ostracised by his own troop, friends, and leaders as they may be suspicious as to why he ended up joining another troop.

Discussion questions

- What are the the event guidelines?
- Do you implementing good practices: listening ears, "buddy" system, two-deep leadership system, e-learning training, educational proposal for participants, reacting and reporting system



Governance and Structure area

Area: NSO structures and policies

Target group: Management, Executive Teams

Case: Safe from Harm World Policy

During your visit to an NSO, you meet with the NSO leadership. During your meeting, they clearly express the view that Safe from Harm strategies are not necessary as they are all "good Scouts" and "things like that" have never happened in their NSO.

What would you do?

- It is up to each NSO to adopt a culture and approach that reflects their society, so I do nothing.
- Say nothing during the meeting, leave the room, and express your concerns to your colleagues later in the day.
- Challenge the NSO leadership, making it clear that young people are at risk in every society, that Safe from Harm is a world policy for all NSOs, and explain the support available.

Reflect

It is important when confronted with attitudes like this that they are challenged immediately. If you leave the meeting without saying anything, this may be taken to mean that such attitudes are appropriate.

As WOSM representatives, we have the responsibility to ensure that dangerous or damaging practices do not continue in Scouting. We also have the responsibility to support our policies and ensure they are implemented at all levels (Youth Programme, Adults in Scouting, organisational structures and Scouting events).

There are many ways to "challenge" the leadership depending on the situation. It is not necessary to have an argument, but calmly explain that you do not agree with their position, that inappropriate behaviour happens in all societies, and that support is available through WOSM. This will make it clear where you stand on this issue.

It is also important that you make regional colleagues aware of your conversation if they were not in the meeting. They will wish to follow-up with the NSO and provide support to help them implement Safe from Harm strategies.



Case: Potential abuse of trust

You are part of the training team for your National Scout Organization (NSO). It is clear that one of the trainers is getting very close to an 18-year-old boy participant in the event. They have lunch together, often go for walks alone in the evening, and some participants are noticing this. Some of them even went to the other trainers to share their concerns about the unequal treatment of participants by this trainer.

What would you do?

- Why bother? They are both adults and are entitled to date anyone of legal age.
- Tell the participants who are concerned about it and assure them that the person is of high integrity and would never do anything inappropriate.
- Address them both separately about the situation and remind the trainer about her responsibilities, position of trust and impartiality, and tell the participant to be aware the influence this person might have on him.

Reflect

An abuse of trust occurs when an adult or person in a position of power uses that position for their personal benefit – whether that is for financial, sexual, or some other reasons.

In this situation, it does not matter that both of these people are adults. One is in a position of leadership and trust over the other and that makes the relationship unequal, and therefore, inappropriate.

Even if there is no improper relationship or untoward motive, the reputation of the WOSM trainer, and therefore, the organisation, is at risk as it “appears” to be an abuse of trust and favouritism.

In these situations, it is important that we support each other by challenging behaviour that is inappropriate AND behaviour that APPEARS inappropriate.

Discussion questions

- Does our NSO includes SfH policy and its guidelines?
- Do they fit our NSO and work in practice?
- Do our structures work with the topic of SfH?
- Is SfH implemented on every level of the organization?

Tip: Discussion can be based on the [SfH Self-assessment Tool](#) results.