

# SAFE FROM HARM WEEK

## Activity Guide



## Introduction

### Safe from Harm Week

Safe from Harm is at the heart of everything we do in Scouting. It means making sure every child, young person and adult feels safe, respected and valued, everywhere, all the time.

Safe from Harm Week is a global moment for us to come together, share good practice and strengthen our commitment to safeguarding across the Movement. It's an opportunity to start conversations, build a strong safeguarding culture and raise awareness about creating safe spaces for peaceful coexistence.

As a global Movement, we all have a role in building a world free from harm. National Scout Organizations can support this by engaging adult volunteers and empowering young people with the skills, knowledge and confidence to stay safe and support others. Running Safe from Harm activities as part of the Youth Programme is a practical way to bring these topics to life, during this week and throughout the year.

We invite all National Scout Organizations, Scout groups and units to take part by using the activities in this guide. Whether during regular meetings, camps or special events, your involvement helps create a safer and stronger Scouting community.

Safe from Harm Week 2026 (11–17 May) is guided by the theme "Safeguarding Culture in Scouting". Throughout the week, we will explore what this means in practice, with each day highlighting a different aspect of creating safer spaces in Scouting. Visit the Treehouse page to learn more about the activities planned for the week.



## Note for adults

When delivering Safe from Harm activities, use an age-appropriate, calm and non-judgemental approach. Use clear, simple language and avoid graphic detail. Encourage open discussion, but respect that some young people may not want to share.

Remind participants that everyone has the right to feel safe and be heard.

Create a safe space by:

- Agreeing on the ground rules together
- Listening actively
- Responding with empathy

Do not dismiss concerns or put young people under pressure to speak.

If you need support, refer to the Safe from Harm Framework for the Youth Programme. You can also contact your National Safe from Harm Coordinator or the Safe from Harm team at [safefromharm@scout.org](mailto:safefromharm@scout.org)

If you are unsure how to respond to a situation, always seek advice.

### Important information

Some of these topics may be upsetting for participants.

If a young person becomes distressed or shares a concern:

- Stay calm
- Thank them for sharing
- Follow your organisation's safeguarding procedures

Some activities include role-play scenarios. These are designed to support learning but may feel uncomfortable for some participants.

Participation must always be voluntary. Young people should feel able to take part, or not, without pressure.

Leaders must:

- Set clear boundaries
- Make sure no one crosses personal, emotional or physical limits
- Prioritise the safety and well-being of all participants

Be ready to pause or stop an activity if needed.

## How to use this activity guide?

### This guide is designed for:

- Unit meetings
- Camps
- Youth forums
- Online Scout spaces

### Each session includes:

- Clear objectives
- Suggested timing
- Materials needed
- Step-by-step guide on how to run the activities
- Key messages to reinforce

### Adapting for different ages

You can adapt each activity depending on the age and needs of your group.

- **Younger participants:** Keep language simple, use shorter activities and include more movement or visual elements
- **Older participants:** Allow more time for discussion, reflection and real-life examples

Adjust the pace, language and examples to make sure all participants feel included and able to engage.



## Activity 1: Do No Harm

**Time: 60 min**

**Age: Scouts and venturers**

By the end of this activity, participants will:

- Understand what “Do No Harm” means in practice
  - Recognise when behaviour crosses the line
  - Know how to report concerns
  - Understand what happens after a report
- 

### Before You Start

Take some time to prepare before running this activity.

### Materials and preparations needed:

- Paper or notebooks (for journaling and drawing)
  - Pens, markers, crayons or coloured pencils
  - Optional: music for the movement or energiser activity
  - Read through each station and make sure you are comfortable guiding them
  - Arrange four separate areas for each station
  - Set up materials at each station in advance
- 

### How to run the activity

1. Set up a line on the ground using rope.
  2. Read the scenarios listed below and ask participants to cross if they believe a boundary was crossed.
  3. After each scenario ask the people that moved, why do they think it crossed a boundary.
  4. Divide participant in smaller groups, assign each a scenario and ask them he same group then replays the scene, but this time showing:
    - A safer response
    - How someone could speak up or seek help
  5. After each replay, hold a short discussion:
    - What changed?
    - What could someone do next in real life?
-

## Example scenarios

**A leader repeatedly comments on a young person's appearance:** During meetings and activities, a leader often makes comments about one Scout's appearance—like their clothes, hairstyle, or body. Sometimes the leader says it's a compliment, but it happens a lot and in front of others. The Scout starts to feel uncomfortable and a bit embarrassed, even if the leader doesn't seem to realise it.

**A Scout shares a private message screenshot in a group chat:** One Scout has a private conversation with a friend through messages. Later, they take a screenshot of that conversation and share it in a group chat with other Scouts. Some people in the group find it funny, but the person whose messages were shared feels surprised and upset that something private was shown to everyone.

**Someone is excluded from a camp activity "as a joke":** At camp, a group decides to leave one Scout out of a game and says it's "just a joke." They laugh and tell the Scout not to take it seriously. But as the activity continues, the Scout is still left out and begins to feel hurt and lonely, even though others think they're just having fun.

**A leader sends late-night private messages to a youth member:** A leader starts sending messages late at night to a Scout, asking how they are and chatting one-on-one. At first, it seems friendly, but the messages keep coming regularly and at unusual hours. The Scout begins to feel unsure and uncomfortable, wondering if this kind of private, late-night contact is appropriate.

---

## Key points

Scouting should be a place where everyone feels safe, respected and included. If something affects someone's dignity, safety, or well-being, **it crosses the line.**

This includes:

- Bullying or humiliation
- Sexual comments or behaviour
- Discrimination
- Sharing private content without consent
- Abuse of power
- Intimidation or threats

## Activity 2: Understanding and Managing Stress

**Time: 30 min**

**Age: all ages**

By the end of this activity, children and young people will:

- Understand what stress is and how it can affect thoughts, feelings and the body
  - Know that stress is a normal part of life, and everyone experiences it differently
  - Learn simple ways to manage stress in everyday situations
  - Recognise when they might need support
- 

### Before You Start

Take some time to prepare before running this activity.

### Materials and preparations needed:

- Printed or written scenario cards (one per group)
  - Paper and pens (optional, for notes or planning role plays)
  - Space for small group work and role play
  - Read through all scenarios in advance and make sure you are comfortable explaining them
  - Adapt scenarios if needed to suit the age and context of your group
  - Be familiar with WOSM safeguarding procedures in case a concern is raised
- 

### How to run the activity

#### 1. Talk about Stress ( 5-10min)

Start with a group discussion about common causes of stress. For example:

- School pressure
- Friendship conflict
- Social media comparison
- Family expectations
- Feeling like you don't belong

#### Ask:

- What makes you feel stressed?
- How does it affect how you feel or behave?

Keep this short and supportive. Let participants share if they want to, but don't pressure anyone.

## 2. Try different ways to manage stress (20minutes)

Set up four activity stations. Split participants into small groups and rotate every 5 minutes.

### Station 1: Movement (stretching or energiser)

Start with a quick check-in: Where do you feel stress in your body?  
(for example, shoulders, stomach, head)

#### Guide simple stretches:

- Shoulder rolls (forward and backwards)
- Gentle neck stretch (side to side)
- Reach up high, then slowly bend down

#### Add a short energiser:

- 20–30 seconds of jumping, shaking out arms and legs, or a short game

Finish by asking: How does your body feel now?

### Station 2: Breathing (4-4 box breathing)

Explain briefly: “Breathing can help your body slow down when you feel stressed.”

#### Teach box breathing:

- Breathe in for 4 seconds
- Hold for 4 seconds
- Breathe out for 4 seconds
- Hold for 4 seconds

Repeat this together for 4–5 cycles

### Station 3: Journaling

Give each participant a paper or a notebook. Ask them to complete the sentence: **“This week I handled...”**

They can also add:

- “...even though it was hard”
- “...and I’m proud of...”

Give them 5–7 minutes to write quietly

Offer optional sharing (never forced), pair-share, or voluntary group sharing

Normalise all responses—big or small wins count

### Station 4 Creative expression (draw your mood)

Provide paper, markers, crayons and any other drawing materials

**Ask:**

- “Draw what your stress or mood feels like today.”  
It can be abstract (colours, shapes, or concrete scenes, symbols)

Give 5–7 minutes to create, and then invite reflection:

- “What did you draw?”
- “What does it represent?” (optional sharing)

---

### Key points

- Stress is a normal human response; it’s not something to be ashamed of
- Small actions can make a big difference in how we feel
- Different strategies work for different people; it’s about finding what works for you
- Taking care of your mental well-being is just as important as physical health
- It’s okay to ask for help; talking to a trusted person can reduce stress
- Supporting each other creates a safer, more understanding environment



## Activity 3: Dialogue and Respectful Communication

**Time: 30 min**

**Age: Venturers and rovers**

By the end of this activity, participants will:

- Understand what dialogue is and how it is different from debate or argument
  - Know why respectful communication matters
  - Learn the principles of good dialogue
  - Practise listening and expressing themselves respectfully
  - Understand how dialogue can help prevent conflict
- 

### Before You Start

Take some time to prepare before running this activity.

### Materials and preparations needed:

- Printed or written scenario cards (one per group)
  - Flipchart, whiteboard, or paper (optional, to list dialogue principles)
  - Pens or markers
  - Read through the dialogue principles and be ready to explain them in simple terms
  - Be prepared to guide discussions and manage group dynamics
- 

### How to run the activity

#### 1. Introduce dialogue (5 minutes)

Explain that dialogue is about understanding each other, not winning.

Go through the Principles together

- Listen actively
- Speak honestly
- Respect different opinions
- Don't interrupt
- Ask questions to understand
- Avoid judgment
- Be open to learning
- Stay calm
- Use respectful language
- Think before speaking

Keep this simple and interactive. You can ask if any stand out to them.

**2. Set up group activity (5 minutes)**

Split participants into small groups of 3 to 5.  
Give each group a scenario.

**3. Act it out (10 minutes)**

**First round:**

Ask groups to act out the scenario *without* following the principles. (**Badly**) With no rules, they can interrupt, blame or escalate the situation.

**Pause and reflect:**

Ask:

- What went wrong?
- How did it feel?
- What could have been done differently?

**4. Replay using dialogue (10 minutes)**

Ask groups to act out the same scenario again, this time using at least 3 to 4 dialogue principles.

**5. Reflect together (5 minutes)**

Bring everyone back and ask:

- Which principles were easiest to use?
- Which were more difficult?
- What will you try next time you disagree with someone?

---

**Key points**

- Dialogue is about **understanding, not winning**
- The way we communicate can either increase conflict or build peace
- Small actions (listening, tone, respect) make a big difference
- Everyone can contribute to a more peaceful and respectful group



## Activity 4: Understanding Bullying

**Time: 30 min**

**Age: Scouts and venturers**

By the end of this activity, participants will:

- Understand what bullying is and how to recognise it. (physical, verbal, social, online)
  - Know the difference between conflict, joking and bullying
  - Understand how bullying affects people
  - Know how to respond safely if they experience or see bullying
  - Feel confident to speak up and support others
- 

### Before You Start

Take some time to prepare before running this activity.

### Materials and preparations needed:

- Printed or written scenarios (or a way to display them)
  - Signs or labels for the three areas: *Bullying, Not bullying, Not sure (optional)*
  - Paper, flipchart or card for the group poster
  - Pens, markers or crayons
- 

### How to run the activity

#### 1. Introduce scenarios (5 minutes)

Read out or display a few short scenarios. For example:

- Someone being teased again and again about their appearance
- A person being left out of games or group chats
- Mean messages are being shared in a group chat
- Someone is being threatened or intimidated

#### 2. Activity: Take a position (10 minutes)

Ask participants to move to one of three areas in the space:

- Bullying
  - Not bullying
  - Not sure
- Ask a few volunteers:
- Why did you choose that?

Keep the discussion open and respectful. There are no wrong answers at this stage.

### 3. Explore in groups (10 minutes)

Split participants into small groups.

Based on the scenarios shared, ask each group to discuss:

- What is happening in the situation?
- How might the person feel?
- What could someone do to help?

### 4. Create a shared response (5 minutes)

Bring everyone back together. Ask participants to create a poster or simple display showing how they would respond to these situations.

---

## Key points

- Bullying is repeated, intentional and involves a power imbalance
- It can be physical, verbal, social or online
- Bullying can affect someone's confidence, safety and wellbeing
- Everyone has a role in stopping bullying, including bystanders
- Safe actions include speaking up, supporting the person and telling a trusted adult
- Reporting is about keeping people safe, not getting someone in trouble
- Kindness, inclusion and respect help create a safe and supportive group



## Resources

- If you would like to explore these topics in more depth, you can find additional activities and resources in the [Safe from Harm Framework for the Youth Programme](#). These activities are designed to be used in regular meetings and help build understanding in engaging and age-appropriate ways. If you'd like to learn more or develop your own materials, you can contact your National Safe from Harm Coordinator or the Safe from Harm team for guidance and support.
- If you would like to prepare materials for publicity or use during activities, you can access the official Safe from Harm logo [here](#)





© World Scouting  
April 2026

World Scout Bureau  
Global Support Centre  
Kuala Lumpur

[worldbureau@scout.org](mailto:worldbureau@scout.org)  
[scout.org](http://scout.org)

Reproduction is authorised to  
National Scout Organizations and  
Associations which are members  
of the World Organization of the  
Scout Movement. Credit for the  
source must be given.