



HealthAllies

Implementation Manual



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FAO – YUNGA Engages young people in challenges linking wellbeing, nutrition, and sustainability, providing tools and resources that empower Scouts to take meaningful action for their health and communities.



UNFPA Brings expertise in youth health, rights, and wellbeing, ensuring that *HealthAllies* is grounded in international best practices and advances universal access to health and rights.



Implementation Manual



Contents

Background	6
Scouts for SDGs initiative	6
About the <i>HealthAllies</i> initiative	8
– The aim of the <i>HealthAllies</i> initiative	9
– The importance of having a <i>HealthAllies</i> initiative	9
– Who the <i>HealthAllies</i> initiative is for	9
Learning process	10
Learning Paths - Competencies	12
– Healthy lifestyles	12
– Mental health	12
– Sexual and reproductive health and rights	13
– Personal safety and safeguarding	13
– Driving progress towards the Sustainable Development Goals	14



Sustainable Development Goals	14
Learning objectives and age sections	15
– Healthy lifestyles	15
– Mental health	17
– Sexual and reproductive health and rights	20
– Personal safety and safeguarding	24
Educational challenges	26
Our network of partners	28
Monitoring and evaluation system	29
How we build a collaborative network for the initiative	30
Symbolic framework	31
Symbols in the <i>HealthAllies</i> initiative	33



Background

In 2016, the World Scout Committee agreed to the consolidation of the World Programmes to provide an integrated structure and support system to develop capacities, streamline resources, and align shared goals. The Scouts for SDGs (Sustainable Development Goals) initiative sets out guidelines and processes for the World Organization of the Scout Movement (WOSM), National Scout Organizations (NSOs), National Scout Associations (NSAs), young people, communities, and partners to work together for sustainable development education, by supporting young people to lead community development actions at the local level. The Scouts for SDGs initiative is part of and supports NSO/NSA Youth Programmes. Its learning opportunities are offered to young people by applying the Scout Method for the implementation of actions at the grassroots level.

Aligning with the 2030 agenda, WOSM set a vision for education in Scouting, pinpointing key areas to develop learning opportunities for young people within the Youth Programme. These areas focus on youth involvement in community issues and their personal growth. There are four main areas: Environment and Sustainability, Peace and Community Engagement, Life Skills, and Health and Wellbeing. They address the main challenges and trends facing young people today and tomorrow, as outlined in the 2018 UN World Youth Report.

Since its inception, Scouting has played a crucial role in helping millions of young people develop and strengthen skills essential for their own lives and the wellbeing of others. Today, the world strongly recognises the importance of equipping young people with the competencies necessary for success and resilience to thrive in an uncertain environment.



Scouts for SDGs initiative

The Scouts for SDGs initiative is a portfolio of world initiatives addressing four thematic areas of education, which focus on global issues and trends affecting young people and diverse communities in the next 10 years. Each initiative contains educational challenges for young people that inspire them to play an active and leading role in developing their local communities. The thematic areas of education are as follows:



**Environment and
Sustainability**



**Peace and
Community
Engagement**



**Health and
Wellbeing**



**Skills for
Life**

There is one Scouts for SDGs initiative for each thematic area of education. Each initiative offers a set of defined paths and learning objectives relevant to its theme. These learning objectives are the basis for integrating the initiatives and their challenges into an NSO/NSA Youth Programme. Each initiative's learning objectives align with the principles of **Education for Sustainable Development (ESD), the World Scout Youth Programme Policy, and the Essential Characteristics of Scouting.**

Scouts for SDGs complements Scouting's Youth Programme, which offers a breadth of topics, encompassing a holistic approach to young people's personal development. It gives opportunities to dive deeper into specific topics of concern for diverse communities through its initiatives and challenges.

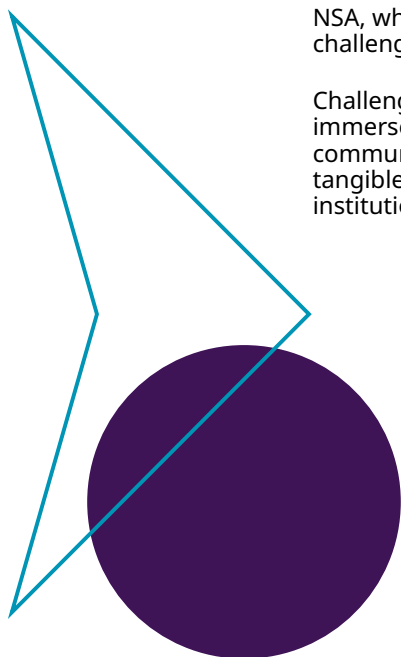
Scouts for SDGs Challenges can be global, regional, or national and do the following:

- Offer an opportunity to deepen a young person's knowledge of a specific topic (i.e. nature and biodiversity under the environmental initiative).
- Carry a call to action for young people to apply their newly acquired knowledge in contributing to the development of their local community.
- Provide a network of young people (both Scouts and non-Scouts) who exchange ideas and inspire others to action.
- Facilitate partnerships for social impact.
- Scale up efforts and projects started at a grassroots level.
- Contribute to the achievement of one or many of the SDGs.

Each challenge aligns with specific SDGs and, in turn, contributes to the achievement of one (or more) of the goals. Challenges are often developed and implemented in collaboration with external partners who provide their expert knowledge on the challenge topic.

Scouts for SDGs initiatives and challenges are open to both **Scouts and non-Scouts**, who can find information about our initiatives and develop an interest in supporting those efforts at the Scouts for SDGs hub. Individuals or institutions can contact the NSO/NSA, which defines how to support non-Scouts interested in experiencing or using the challenges, and how to involve them in their activities.

Challenges provide a non-formal learning opportunity for Scouts and non-Scouts to immerse themselves in, explore the SDGs in action, and collaborate with Scouts and community members. That said, the progressive learning of young people becomes more tangible and observable only when they are fully engaged with a Scout Group or another institution of a similar nature.



SCOUTS  *for* **SDGs**



About the *HealthAllies* initiative

The Health and Wellbeing thematic area, and its *Health* initiative, is one of the World Scouting Initiatives. Through a variety of challenges, young people develop and apply their new tools and knowledge across the areas of Personal Growth (Social, Physical, Intellectual, Character, Emotional, Spiritual) in community-centred projects, tailoring them to the needs of their local community. This initiative promotes the overall health and wellbeing of young people to deepen their understanding of their own wellbeing and that of their peers.

The *HealthAllies* initiative supports the development of competencies in young people as they strive to achieve their full social, physical, intellectual, character, emotional, and spiritual potential as individuals, as responsible citizens, and as members of their local, national, and international communities. As such, the challenges proposed complement the Youth Programme of each NSO/NSA and can be locally adapted.

Each challenge under the initiative is suitable for individuals and/or small groups to use as an area of focus. The *HealthAllies* initiative focuses on the following:

- Learning how others and I can live a healthy lifestyle.
- Understanding the importance of mental health and how to take care of it and help others take care of theirs.
- Empowering myself and others to take control of our bodies, choices and personal boundaries.
- Promoting necessary knowledge and skills to protect myself and others from harm.



"One step towards happiness is to make yourself healthy and strong while you are a boy so that you can be useful and so you can enjoy life when you are a man."

Robert Baden-Powell

The aim of the *HealthAllies* initiative

The *HealthAllies* initiative empowers young people by providing them with updated insights, effective tools, and important skills that solidify their understanding and relationship to health and wellbeing.

The initiative encompasses essential learning paths that include nutrition, mental health, sexual and reproductive health, and personal safeguarding, through the educational challenges offered to young participants.

This empowerment enables young individuals to make informed decisions, take responsibility for their wellbeing, and actively contribute to the wellbeing of their communities. By focusing on community-centred projects tailored to the needs of local communities, the initiative encourages young people to engage with their surroundings, empower other young people, and actively make a positive impact. WOSM believes that young people can play a constructive role in society and contribute to creating healthier and safer environments for everyone if provided access to comprehensive health education.

The importance of having a *HealthAllies* initiative

Having a health and wellbeing focused initiative as part of the Youth Programme is essential for promoting holistic development, empowering young people to make informed choices about their health and introducing a culture of wellbeing within communities through access to comprehensive health education. The *HealthAllies* initiative reflects WOSM's commitment to the wellbeing and development of young people. It provides a platform for young individuals to grow, learn, and contribute positively, while addressing important global issues related to this critical aspect of life in their communities.

The challenges invite and guide young people on an educational journey based on the three principles of Scouting: Duty to self, Duty to others, and Duty to God. Participating in the challenges enables them to set goals and develop the necessary competencies to lead positive change anywhere. Young people will be inspired to do the following:

- Take responsibility for their own health and wellbeing.
- Commit themselves to helping their communities learn how to lead healthier lives and get access to comprehensive health education.
- Reflect and understand what it means to create a better world and have the necessary competencies to be ready for it.

Who the *HealthAllies* initiative is for

The *HealthAllies* initiative benefits young people. However, it also involves the participation of adult leaders and NSO/NSA leadership who guide and support them on their health journeys.



Learning process

The Scouts for SDGs mobilisation inspires, enables, and delivers on a commitment to develop active global citizens and sustainable communities.

This commitment propels young people in Scouting to contribute to transforming their societies by advancing the SDGs. Through their dedication, Scouts are strengthening their skills and being of service to themselves and their communities more effectively.

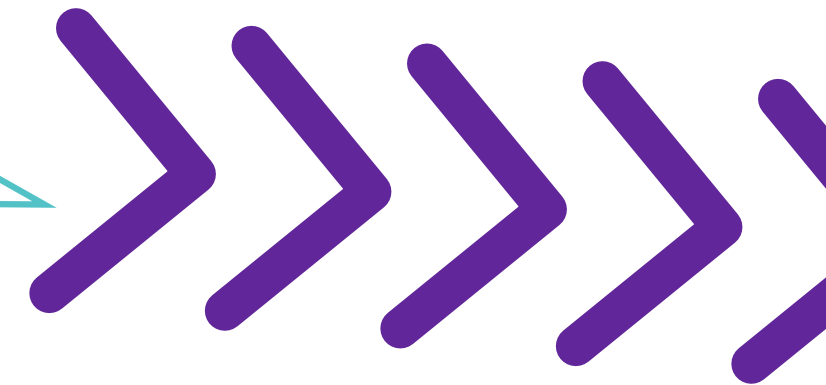
The *HealthAllies* learning process guides young people through a three-stage educational journey, aligned with the core principles of Scouting:

Explore yourself	Expand your knowledge	Encourage others
Start with self-awareness about your own health and wellbeing, how to take care of it, and how to recognise the need for help. Understand the role and impact that optimised health and wellbeing can have in your life and how this knowledge and awareness acquired through Scouting can make young people role models for others. Recognise the challenges, weaknesses, and need for help in communities. Learn to be empathetic with others and stand up for their rights and needs.	Acquire knowledge, tools, and competencies through comprehensive health education on how to identify, understand, and take care of your multidimensional health. Feel confident about the knowledge and competencies acquired and feel empowered to help others develop them. Understand the importance of advocating and creating awareness among the community. Learn how to become an inspiration for others and teach communities about caring for their health and wellbeing.	Engage in creating solutions for the challenges, weaknesses, and needs of the community. Work towards improving the knowledge and personal awareness of the community. Teach the community about the importance of self-awareness, seeking help, and maintaining a balanced lifestyle. Bring comprehensive health education to communities using the Scout Method.

With age-appropriate challenges, young people develop competencies through self-empowerment and ownership and proceed to empower others to become protagonists of the growth of people in their communities.

The learning process is the same for each challenge. The initial focus is on exploring and becoming aware of their own health and wellbeing. It then focuses on expanding their knowledge on the subject and gives them the necessary helpful tools to look after and optimise their overall health. Finally, young people are invited to strengthen or develop the capacities that will allow them to lead local service projects in their community.

The Scout Method supports the learning process and serves as the foundation for all our activities. It should dictate how we engage with the challenges, how we learn from them, and how we establish a framework for integrating the initiative with the Youth Programme in every NSO/NSA.



HealthAllies

Theory of Change

Building Healthy Lifestyles

Create healthy habits and support among peers for a more resilient community.



Building Blocks of Mental Health

Aware of their feelings, defining and building healthy practices while mitigating stigma.



EXPLORE - EXPAND - ENCOURAGE

Sexual and reproductive health and rights

Creating safe and supportive spaces through informed and conscious decisions based on human rights.



Personal Safety

Create a safe and inclusive community by defining and supporting boundaries





Learning Paths - Competencies

The learning paths consist of a series of learning objectives designed to facilitate the learning process. These are not meant to be fixed, but rather to complement each other as participants engage with the specific challenges of this initiative.

The Health and Wellbeing thematic area focuses on four key pillars: healthy lifestyles, mental health, sexual and reproductive health, and personal safety. These pillars are essential aspects of individual and collective wellbeing. Each pillar is designed with its unique objectives, aims, and areas of focus that guide the activities and the projects undertaken within the initiative.

Healthy lifestyles

This learning path helps young people understand the significance of health in their lives and equips them with tools to create healthy habits to enhance their quality of life. Through this path, young people will grasp that a healthy journey and a healthy lifestyle are unique to each individual and influenced by various factors.

Building on the concept of a personalised definition of a healthy lifestyle, young people support themselves and others in identifying their specific needs and using the appropriate tools to fulfil them.

Mental health

To help young people thrive, they must learn to look at health in a multidimensional way; health is more than physical health. This learning path helps young people understand the building blocks of mental health and wellbeing and the immense impact this has on their lives. Through this path, young people become more aware of their emotions and can identify when they, or others, may need support.

Additionally, they work towards increasing awareness of positive mental health practices, promoting help-seeking behaviours, and reducing stigma and discrimination in their communities around the theme of mental health.

Sexual and reproductive health and rights

Understanding sexual and reproductive health is crucial for young people as they navigate their bodies, rights, and wellbeing. This learning path equips them with the knowledge to care for their bodies and make informed decisions about their health, particularly concerning sexual and reproductive matters.

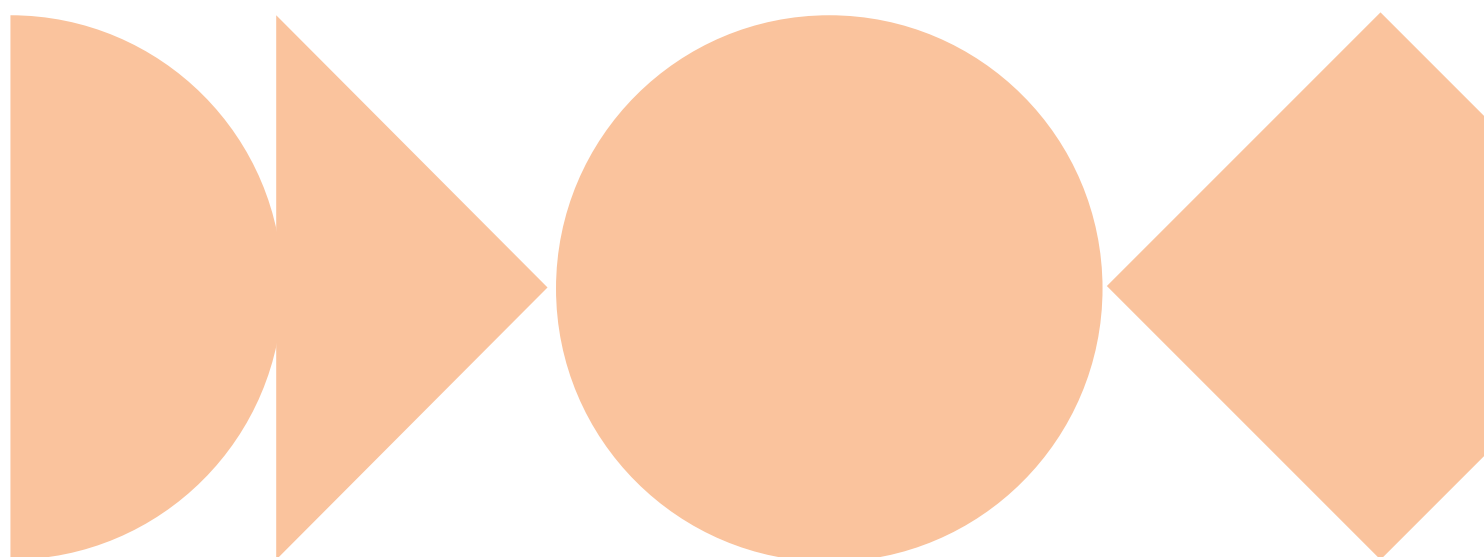
In addition, they learn how their bodies evolve as they grow and how to make decisions that prioritise their safety and wellbeing. They also learn about their fundamental human rights and how to ensure those rights are respected, protected, and fulfilled. By sharing this knowledge within their communities, young people help promote healthy and respectful relationships, establish a safe and supportive environment for all, and bring comprehensive sexual education to their communities.

Personal safety and safeguarding

Personal safety and safeguarding are critical for young people, enabling them to identify potential dangers in their environment and take measures to mitigate the risks. This learning path equips young people with the skills to ensure their safety in everyday life and within the Scout Movement. They discover how to create a safe and inclusive community and understand the importance of respecting personal boundaries.

They learn how to set personal boundaries and communicate them effectively to others, as well as know how to seek help and support when needed. They learn how to feel empowered and confident in their ability to navigate their surroundings and make informed decisions to protect themselves and their wellbeing.

These areas become increasingly relevant because they empower young people to lead healthy lifestyles, raise awareness about mental health, and prioritise wellness education. By instilling this learning, young people develop into self-actualised individuals who play a constructive role in society. Moreover, it will provide them with the tools and knowledge to engage in their community by impacting it positively.





Driving progress towards the Sustainable Development Goals

Members of the *HealthAllies* initiative are also developing a broader set of competencies for sustainable development and contributing to the 17 SDGs, while becoming active citizens for sustainability.

From now until 2030, we are calling all young people and Scouts to take action by inviting community members, partners, and experts to design sustainable solutions for the issues affecting local communities. We are exploring more of what young people do to contribute to the achievement of the SDGs through the Scouts for SDGs mobilisation.

Sustainable Development Goals

As part of Scouts for SDGs, the *HealthAllies* initiative contributes to the promotion of certain SDGs in the local context.

AREA	RELATED SDGS
Healthy Lifestyles	  
Mental Health	
Sexual and Reproductive Health	   
Personal Safety	   



Learning objectives and age sections

The proposed learning objectives are used as guidance to better understand the scope of the *HealthAllies* initiative and can be adapted to the local context as needed. These objectives are primarily intended to guide the work of those who develop challenges under this initiative.

Healthy lifestyles

Young people understand the importance that their health has on their life and can create healthy habits to improve their lives. A healthy lifestyle is unique to each individual, based on their age, mobility, health history, and access to resources. Building on the concept of a personalised definition of a healthy lifestyle, young people support themselves and others in identifying their specific needs and using the appropriate tools to fulfil them.

Ages	7-10	10-15	15+
Cognitive <i>Knowledge and thinking skills necessary to better understand the SDGs and the challenges in achieving them .</i>	HEALTH AND WELLBEING		
	I understand what health and wellbeing is and why it is important for me. I know basic hygiene concepts. I understand what happens when I don't take good care of my health and wellbeing.	I understand what it is and the importance of health, wellbeing, and hygiene, and I reflect on my habits. I understand the factors that can affect health and can identify the ones affecting mine.	I know the concepts of health, wellbeing, and hygiene and can critically reflect on them, including an understanding of the importance of access to quality and affordable health care.
	HEALTHY HABITS		
	I know what healthy habits can help me care for myself.	I know how healthy habits can impact health and wellbeing and how to implement them in my routine.	I know healthy habits that can be implemented in my daily life to help me take care of my health, and I understand how they may vary from others.
	INDIVIDUALISED HEALTH		
	I understand that healthy living looks different for everyone. I know that different living conditions may affect my health and wellbeing.	I understand that healthy living and habits look different for everyone, and how this may change their needs. I know how to identify factors that may be affecting mine and others' health and wellbeing.	I can critically assess how the social and physical environment affects my health and that of other people. I understand that healthy living and habits look different for everyone, and the importance for a community to meet everyone's different needs.

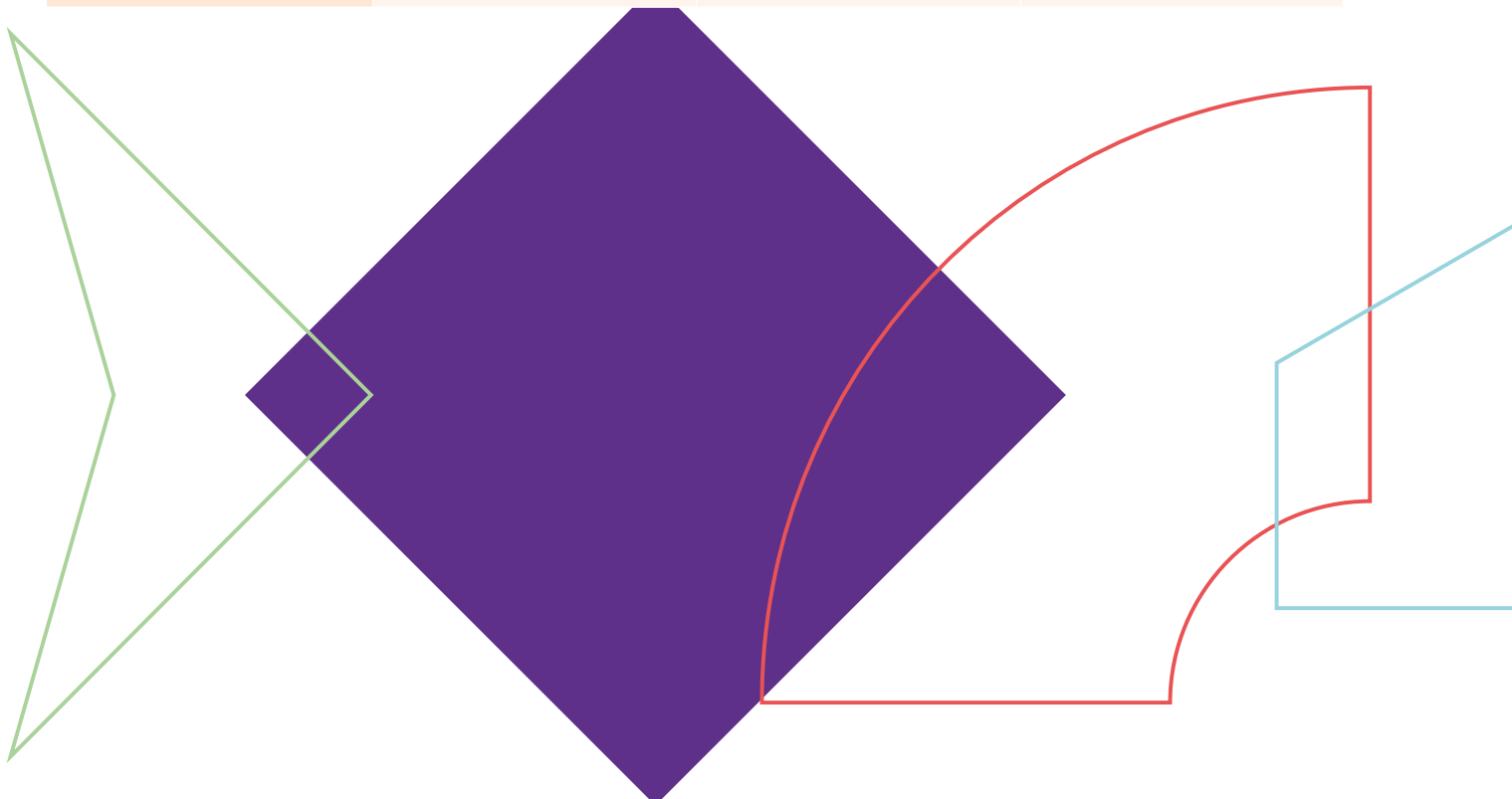
Ages	7-10	10-15	15+
Socio-emotional <i>Social skills that enable learners to collaborate, negotiate, and communicate to promote the SDGs, as well as self-reflection skills, values, attitudes, and motivations that enable learners to develop themselves</i>	HEALTH NEEDS		
	I reflect on my own health and wellbeing needs. I feel empathy for others.	I can interact with people who have health needs different from mine and respect their situations and feelings.	I can interact with people who have health needs different from mine and respect their situations and feelings.
	PERSONAL COMMITMENT		
	I can develop a personal commitment to take care of my health.	I can continue to develop and adapt my personal commitment to take care of my health.	I help others develop a personal commitment towards taking care of their health and help them identify the necessary tools to make it happen.
	ADVOCACY		
	I use my voice to help those in need. I am aware of what I think is fair and unfair in my community.	I am aware that there are different factors that may be affecting other people's health.	I can identify and communicate issues affecting the health of people in my community. I can identify needs that are not met in my community and empower others and myself to advocate for them.
Behavioural <i>Describes action competencies</i>	HEALTHY HABITS		
	I can develop healthy habits and include them in my routine.	I can include healthy habits in my routine and advocate for others to learn how to.	I can plan, implement, evaluate and replicate community engagement projects that will promote healthy lifestyles and habits in my community.
	HEALTH NEEDS		
	I can recognise when I'm not feeling well and ask for help.	I can perceive when I or others are not feeling healthy and seek help. I can identify the health needs of people in my community and develop an action plan to address them.	I can identify and promote different institutions or resources that can help both myself and others to take care of our health.
	EMPOWERMENT		
		I can encourage my community to decide and act in favour of promoting health and wellbeing for all.	I can propose ways to address possible health and wellbeing conflicts in my community. I can advocate for resources that support my community's wellbeing.

Mental health

Young people understand that their mental health and wellbeing is constructed of different factors and the immense impact it has on their lives. They are aware of how they feel and identify when they, or others, may need help. Additionally, they work towards increasing awareness of positive mental health practices and promoting help-seeking behaviours, reducing stigma and discrimination in their communities.

Ages	7-10	10-15	15+
Cognitive <i>Knowledge and thinking skills necessary to better understand the SDGs and the challenges in achieving them .</i>	can name different emotions I feel in daily life. I can identify activities and things that I enjoy and that help me feel good. I understand and can name emotions in myself. I understand that there are no unhealthy or 'bad' emotions. I understand that all emotions are normal and part of being human.	I understand the building blocks of mental health and wellbeing and why they are important for me and others. I can identify activities and strategies that I enjoy and that help me to feel good. I know where I can learn more information about self-care practices, coping strategies, and other mental health and wellbeing support. I understand and can label emotions in myself and others. I understand that some people do not feel okay and may need help to feel better..	I understand the importance of positive mental health and wellbeing and know where I can access relevant information and support. I can identify activities and strategies that I enjoy and that improve my mood and support my mental health. I know about common mental health difficulties, their causes, and what help and support are available to help. I understand the negative impacts that behaviours like stigmatising, discrimination, and bullying have on mental health and emotional wellbeing.
Socio-emotional <i>Social skills that enable learners to collaborate, negotiate, and communicate to promote the SDGs, as well as self-reflection skills, values, attitudes, and motivations that enable learners to develop themselves</i>	I can talk with my friends and family about the building blocks of mental health and wellbeing, and why they are important. I can recognise how I am feeling during stressful situations in my day. I can share how I am feeling with others. I can identify when I do not like how I am feeling and need help.	I am aware of the building blocks of mental health and wellbeing, and when I need to ask for help. I can empathise with my friends and family, their situations and feelings. I can recognise and speak appropriately about how others are feeling, and when someone might need help to feel better. I can identify when I feel anxious or stressed in my daily life. I am comfortable interacting with someone who does not feel okay or needs help..	I am aware of the building blocks of mental health and wellbeing, and when I need to ask for help. I am comfortable interacting with people experiencing mental health difficulties and feel empathy for their situations and feelings. I can express that I am having a bad day and identify strategies that will help me to better manage those feelings.

Ages	7-10	10-15	15+
Behavioural <i>Describes action competencies</i>	I have good 'self-care' practices and can take care of myself. I have strategies to manage my emotions. I can ask for help when I feel like I need it. I know what to do if I think someone else is not feeling okay.	I have good 'self-care' practices and can take care of myself and can talk about them. I have coping skills to manage my emotions, especially stress and anxiety. I can speak with others in my community about the building blocks of mental health and wellbeing, the importance of taking care of yourself, and how to seek help. I can encourage others in my community to engage in positive mental health promotion.	I have good 'self-care' practices and can take care of myself and can encourage others to take care of themselves. I have coping skills to manage the challenges and stresses I face in life. I can advocate for mental health support for myself and others in my community. I can plan, implement, evaluate, and replicate community engagement projects that will promote positive mental health, appropriate coping and self-care skills, and help-seeking activities in my community. I can share and promote how non-formal education impacts young people's positive mental health and wellbeing.



Sexual and reproductive health and rights

Young people can make informed decisions about their sexual and reproductive health and ensure that their human rights are respected, protected, and fulfilled. Additionally, they impact their community by helping guarantee universal access to sexual and reproductive health and eliminating inequities.

Ages	7-10	10-15	15+
Cognitive <i>Knowledge and thinking skills necessary to better understand the SDGs and the challenges in achieving them .</i>	BODY CHANGES		
	I understand how my body functions and changes.	I understand the body changes that come with puberty and recognise how to take care of my developing body.	I am familiar with my body and can recognise and respond to subtle changes.
	BODILY AUTONOMY		
	I understand that my body is my own and that I have a right to make decisions about what happens to my body.	I understand that I have a right to my personal space and what happens to my body.	I understand the importance of seeking consent when I am in someone else's personal space, especially when sexual engagements are involved.
	I understand that I have a right to feel safe with the people and situations around me.	I understand the importance of respecting others' rights to their personal space and body. I can recognise situations that make me feel uncomfortable.	I can recognise and speak up about situations that make me feel uncomfortable.
	HUMAN RIGHTS		
	I understand that I have the right to express myself and what I am feeling. I understand that everyone has the right to decide when they have a family, if they want one.	I understand that gender expression and sexual orientation are fundamental human rights. I understand that families can look different to other people.	I understand that everyone has the right to freely express their gender and sexuality. I understand that discrimination and violation of human rights still exist around the world. I understand that everyone has the right to choose who is in their life, as a partner, friend, etc.

Ages	7-10	10-15	15+
	SEXUAL REPRODUCTIVE HEALTH –		
	I understand that the female and male bodies are different.	I understand that there are sexually transmitted infections (STIs). I know what these infections are, how they can affect my health, and how to stay safe. I understand what family planning means and know the different ways to prevent pregnancy. I know why it's important to consider this and how to make wise and responsible choices.	I understand the importance of knowing about STIs, including their transmission, prevention, and treatment options, so that I can actively protect my sexual health and wellbeing. I am aware of the various sexual and reproductive health services available to me, such as clinics, hotlines, and informative resources, and know how to access them confidentially and without judgement. I recognise and affirm my right to a healthy and consensual sexual life, where I can express myself safely and responsibly, free from coercion, discrimination, and violence. I am equipped with the knowledge and skills to make informed decisions about family planning and pregnancy prevention, including understanding different contraceptive methods, their effectiveness, and where to obtain them.

Ages	7-10	10-15	15+
Socio-emotional <i>Social skills that enable learners to collaborate, negotiate, and communicate to promote the SDGs, as well as self-reflection skills, values, attitudes, and motivations that enable learners to develop themselves</i>	HUMAN RIGHTS		
	I reflect on my rights and understand that my body, choices, and feelings need to be respected.	I am aware that I may encounter situations in which my rights, body, choices, and/or feelings might not be respected.	I can identify situations in which my rights, body, choices, and/or personal feelings are not being respected and know how to speak up about them.
	RESPECT		
	I can show respect for my personal space and understand the importance of respecting the personal space and bodies of others. I can build respectful friendships and show understanding and kindness towards friends as we grow up, especially when our bodies are developing.	I can build a supportive network of peers who can help me navigate the challenges of puberty and emotional changes. I can offer support and empathy to friends going through emotional and physical changes, helping them feel safe and valued.	I lead initiatives to create safe and inclusive spaces for individuals of all genders, sexual orientations, and family choices.
	DIVERSITY		
	I understand that families can look different, and I can appreciate and celebrate this diversity among my friends and peers.	I actively encourage inclusivity and an understanding of diverse family structures and genders within my community.	I engage in open and empowering discussions with peers and community members, fostering a culture of acceptance and understanding. I actively advocate for awareness and understanding of gender diversity, sexual health, and human rights in my community.

Ages	7-10	10-15	15+
Behavioural <i>Describes action competencies</i>	GOOD HYGIENE PRACTICES		
	I practise good hygiene to take care of my developing body and understand the importance of cleanliness for my wellbeing.	I know that good hygiene is key to taking care of my developing body and sexual and reproductive health.	I encourage and promote the adoption of different and responsible ways of taking care of sexual and reproductive health among my peers and community.
	CONSENT EDUCATION		
	I actively respect the personal space and boundaries of others, ensuring everyone feels safe and comfortable.	I educate my peers about the importance of seeking and respecting consent in personal interactions, especially in matters of personal space and boundaries.	I help educate my peers and community about responsible sexual and reproductive health practices, such as consent, ensuring they have the knowledge and resources to make informed choices.
	COMMUNITY		
	I know how to reach out to a trusted adult when I have questions or concerns about my developing body and emotions.	I understand how to access community resources and support for health-related concerns and share this knowledge with my friends.	I advocate for the rights of individuals to freely express their gender and sexuality, working to eliminate discrimination and violations of human rights. I can plan, implement, evaluate, and replicate community engagement projects that promote good sexual and reproductive health, personal boundaries, consent, and habits for taking care of my developing body.

Personal safety and safeguarding

Young people are aware of the everyday risks that may arise and know how to mitigate them. They include practices that promote safety in their daily routines and in the Scout Movement. Additionally, they help promote inclusive, safe, resilient, and sustainable communities.

Ages	7-10	10-15	15+
Cognitive <i>Knowledge and thinking skills necessary to better understand the SDGs and the challenges in achieving them .</i>	PERSONAL SAFETY		
	I understand what personal safety is and why it matters. I can identify basic safety rules and potential dangers in my environment. I can explain the importance of simple safety precautions to my peers and family.	I can recognise life dangers and understand how to prevent them from happening in my community. I can identify different types of harm and I know who to ask for help.	I can recognise life dangers and understand how to prevent them from happening in my community. I can critically assess the safety and security needs of my community. I am knowledgeable about the legal and ethical aspects of personal safety and boundary violations. I can assess and communicate potential safety threats in a given context, whether it's a community, event, or online space.
	HUMAN RIGHTS		
	I can describe basic human rights and understand why they are important. I can identify safety concerns and potential violations of my personal boundaries.	I can explain the concept of personal boundaries and their significance in personal safety. I can explore the connection between personal safety and broader human rights, recognising that everyone deserves respect and dignity.	I understand the concept of international human rights principles and can advocate for the protection of these rights in various contexts.
	SAFEGUARDING		
		I can identify different types of harm and I know who to ask for help.	

Ages	7-10	10-15	15+
Socio-emotional <i>Social skills that enable learners to collaborate, negotiate, and communicate to promote the SDGs, as well as self-reflection skills, values, attitudes, and motivations that enable learners to develop themselves</i>	PERSONAL SAFETY		
	I have ideas on how to make my environment safer I am aware of situations that can affect my personal safety.	I can identify potential dangers in my surrounding environment and influence my Scout group and people in my community. I can encourage people in my community to collaborate on personal safety measures.	I can advocate for personal safety measures in my community and take action when needed. I can encourage people in my community to include safety practices in their daily routine.
	HUMAN RIGHTS		
	I can appreciate the importance of treating everyone with fairness and respect, in line with the principles of human rights.	I can have open conversations about personal boundaries with my peers and adults.	I can engage in community initiatives that address safety concerns and build inclusivity.
	SAFEGUARDING		
	I can encourage my friends and family to collaborate on personal safety measures.	I can demonstrate empathy and active listening when discussing safety concerns. I can develop resilience and talk about safety and human rights to my friends and family.	I can mentor and empower others to become advocates for personal safety, human rights, and safeguarding, fostering a compassionate and inclusive community culture.

Ages	7-10	10-15	15+
Behavioural <i>Describes action competencies</i>	PERSONAL SAFETY		
	I can include personal safety in my daily routine. I can show my friends and family what personal safety is and why it matters. I can share simple safety tips with my friends and family. I can follow age-appropriate safety guidelines in Scouting activities.	I can develop a personal commitment to promote personal safety within my Scout group and my community. I can teach my friends and family what personal safety is and why it matters.	I can promote and create awareness for personal safety in my community. I can promote and create awareness for personal safety in my community.
	HUMAN RIGHTS		
	I can speak up or ask for help when I see someone's rights or boundaries not being respected.	I can actively organise or participate in initiatives that promote safeguarding and human rights, such as anti-bullying campaigns or community safety projects. I can educate my peers and community members about personal safety and human rights, inspiring them to take action.	I can take a leadership role in organising community events and projects that focus on human rights, demonstrating my commitment to these important principles. I can actively communicate and enforce personal boundaries in various relationships and settings, demonstrating assertiveness, self-respect, and respect for others' boundaries.
	SAFEGUARDING		
	I can share my emotions/worries with a trusted adult.	I can seek support from a trusted adult when I notice unsafe behaviours or situations in my group or community.	I can empower others to co-create an inclusive, safe, resilient, and sustainable community. I can take a leadership role in organising community events and projects that focus on safeguarding, demonstrating my commitment to these important principles.

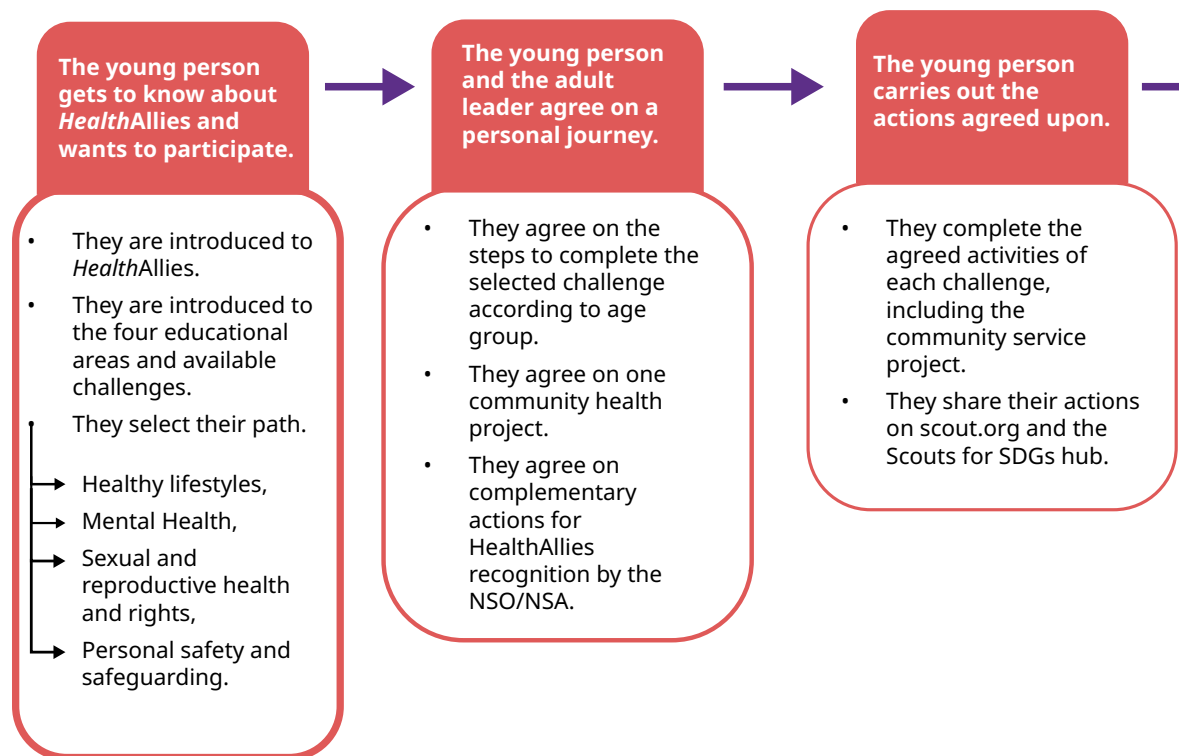


Educational challenges

All challenges within the *HealthAllies* initiative focus on one of the learning paths, and all of them should contribute to helping young people realise that health is a combination of many factors: social, physical, mental, and emotional wellbeing. Additionally, they learn that being healthy looks different for everyone.

When creating and developing these challenges, WOSM cooperates with other actors, NGOs, and businesses who can share their knowledge and expertise in particular areas of the initiative and its learning paths. These partnerships will mainly focus on specific skills offered by the partners, while WOSM focuses on how to facilitate the learning experiences and opportunities, using the Scout Method. There is an additional emphasis and contribution towards interpersonal skills, leadership, and personal development.

In everything we do, the Scout Method is the foundation. Each of the challenges within the initiative may require the use of some or all elements of the Scout Method. However, as an initiative, the focus areas are personal development (learning by doing and personal progression) and interpersonal skills and leadership (community involvement, learning by doing, personal progression, team system, and adult support).





Journey to become a HealthAlly

The *HealthAllies* initiative is a learning journey that welcomes young people and adults, and both Scouts and non-Scouts. NSOs/NSAs are encouraged to be prepared to provide all necessary support to inspire and drive action.

While young people become members of the initiative by exploring a challenge, adults become members by supporting young people on their journey. This process shows how a young person becomes a supporter and advocate of health and wellbeing, and how adults support young people in the process.

The *HealthAllies* initiative provides capacity development for adults to understand its objectives and educational process so it can be implemented in local communities. Institutions define the best way to designate a team to carry out action plans and promote the initiative.





Our network of partners

WOSM and its partners, including the United Nations Population Fund (UNFPA) and the Food and Agriculture Organization of the United Nations (FAO) through its Youth and United Nations Global Alliance (YUNGA), are working together to advance the *HealthAllies* initiative. Their support strengthens WOSM's efforts to promote physical, mental, emotional, and social wellbeing for young people around the world.



United Nations Population Fund (UNFPA)

UNFPA brings critical expertise in youth health, rights, and wellbeing, providing technical guidance and global frameworks for promoting bodily autonomy, emotional resilience, and inclusive health education. Their collaboration ensures that the content of the *HealthAllies* initiative is grounded in international best practices and contributes to the global effort to achieve universal access to health and rights for all.



Youth and United Nations Global Alliance (YUNGA)

FAO's YUNGA programme engages young people in a wide range of challenges that promote healthy living and sustainable development. As a key partner, YUNGA supports youth-led initiatives that connect mental wellbeing to broader themes such as nutrition, food systems, climate action, and community resilience. This partnership provides a rich set of tools and resources that empower Scouts to take meaningful action for their health and their communities.

With the support of these organisations, the *HealthAllies* initiative and all of its challenges become a key part of a larger movement to create safe, resilient, and healthy communities. Through youth-led projects and local campaigns, young people are not only learning how to take care of themselves, but they are also becoming advocates for comprehensive health education, social inclusion, and human rights. Progress is tracked through the Scouts for SDGs hub and local implementation plans, helping us measure collective impact and celebrate youth leadership.

Together, WOSM and its partners are equipping a generation of young people with the knowledge, empathy, and skills to thrive and to lead. Through *HealthAllies*, Scouts become champions for wellbeing, creating a world where everyone can flourish — physically, mentally, and emotionally.



Monitoring and evaluation system

The *HealthAllies* initiative and its challenges include key objectives and key performance indicators (KPIs) at the global, regional, and national levels to provide a mechanism to measure, monitor, and evaluate their success, as well as measure the collective contribution towards the Scouts for SDGs targets.

In general, the monitoring and evaluation process of *HealthAllies* and its challenges measures the following:

- Awareness among NSOs/NSAs of Scouting's SDGs agenda.
- Awareness and development of key educational competencies for sustainable development.
- Behavioural change in young people in relation to the educational objectives for each SDG at the grassroots level, with a report and validation from adult leaders.
- Service hours and local actions contributing towards Scouts for SDGs or institutional targets.
- Number of NSOs/NSAs and institutions involved in the *HealthAllies* initiative and its challenges captured using the NSO/NSA Data Portal.
- Relevance of partnerships contributing to the challenges that make up the *HealthAllies* initiative.
- Impact on society by documenting the experiences and behavioural change on volunteers and the changes reflected in the community after service projects are completed, and the benefits perceived by community members.

To measure this implementation and impact, a set of general indicators for *HealthAllies* and its challenges has been developed.

The Scouts for SDGs hub is where NSO/NSA teams can report, monitor, and evaluate the progress, reach, and impact of their contribution to the Scouts for SDGs mobilisation and the level of progress of the *HealthAllies* initiative and its challenges.

A series of digital tools is now available to facilitate the reporting, data collection, measurement of progress, two-way exchange of practices, and recognition of teams, connecting NSOs, regional and global teams, and institutions for all initiatives and challenges.



How we build a collaborative network for the initiative

As part of a global community, the HealthAllies network will stay connected to continue inspiring others to become leaders of their own lives, innovating and tackling issues of their communities. Networking is also an excellent way to exchange knowledge and best practices and support members in other cities and countries.

The best way to reach out to people and engage them in a coordinated effort is when they learn the purpose of your actions. A network activates in two ways:

- A human network integrated by young people and adults acting in the field, joining the efforts of others, inspiring people face-to-face, and supporting the dissemination of information and practical resources. This network is supported by teams organised in the NSO/NSA or regions. The human network incorporates Scouts and non-Scouts collaborating for sustainable development.
- A virtual network using WOSM's Treehouse platform where people from the same or various nationalities connect by sharing their stories of success, exchanging their experiences, asking for support or resources from other young people or Scouts, and inspiring others with their ideas.

Young people are encouraged to join efforts with local networks and Scout networks and promote the connection among the HealthAllies members.

The initiative activates a global youth movement for community action, developing impactful leaders who take charge of their futures and contribute positively to the future of their communities. Every time a young person shares a story, they contribute to inspiring others with their example. Ask them to learn more about it and look at the Scouts for SDGs hub and Treehouse .



Symbolic framework

Personal and collective wellbeing supported by community and mutual care.

Just as a seed needs care, nourishment, and the right environment to bloom, young people on the *HealthAllies* journey nurture their wellbeing through knowledge, reflection, and mutual support. This initiative is about growing into a healthier version of oneself ? physically, mentally, and emotionally ? while standing in solidarity with others to create communities rooted in care, dignity, and respect.

Growing stronger in health, hearth, and community - flourishing through care, connection, and confidence

HealthAllies nurtures young people's growth through knowledge, empathy, and collective care. It invites young people to discover what wellbeing means in their lives, develop confidence in making informed choices, and stand with others in creating healthier, safer, and more supportive communities.

Rooted in the belief that health is more than the absence of illness, this initiative empowers young people to thrive physically, mentally, emotionally, and socially, encouraging both self-care and solidarity. Through each learning path, young people not only grow individually but also become active contributors to community health, dignity, and equity.

HealthAllies is about **blooming**, as well as supporting and empowering others to be a better version of themselves and helping their community evolve with them.

Symbolic representation in action

HealthAllies fosters a culture of wellbeing, support, and resilience. It promotes self-discovery, collective care, and confidence in navigating personal and social challenges. Learning is rooted in action, applying knowledge, sharing lived experiences, and advocating for health and dignity for all.



Connecting concepts across the *HealthAllies* journey

Empowered self-care and advocacy	Equity and respect in relationships	Community awareness and resilience	Safety, support, and dignity for all
- Engaging with daily healthy habits - Listening to your body - Taking responsibility for health decisions - Advocating for your needs and those of others - Developing routines for physical and emotional wellbeing - Encouraging healthy choices in others - Supporting yourself and others to grow and thrive - Taking action to promote health in your community	- Understanding bodily autonomy - Using informed consent - Having respectful and inclusive relationships - Promoting human rights in health - Respecting diversity in bodies, identities, and experiences - Building inclusive communities - Fostering empathy, dialogue, and mutual understanding	- Recognising emotional needs in self and others - Promoting mental wellbeing - Leading change through awareness and action - Building support networks - Reducing stigma - Speaking up for mental health - Creating social connections and inclusive spaces - Supporting others through transitions and challenges	- Identifying risks and creating safe spaces - Standing up against discrimination - Promoting safeguarding and protection - Empowering others to act safely - Understanding rights and boundaries - Advocating for safe, inclusive communities - Co-creating environments of safety, care, and belonging - Leading awareness campaigns and community safeguarding projects



Symbols in the *HealthAllies* initiative

The role of symbols in the *HealthAllies* learning journey

Symbols as anchors of identity and meaning have long played an essential role in education and human development. They remind us of values, goals, and shared experiences, reinforcing identity and inspiring action. Within the *HealthAllies* initiative, symbols are central to shaping young people's perception of their journey and anchoring their experiences in a broader context.

Belonging to the Community of *HealthAllies* is rooted in solidarity and fueled by compassion. It is a community where blooming is mutual, where each young person is empowered not just to be their best self, but to help others grow, too. It is a living example of how care, courage, and connection can transform lives and shape a more just and healthy world.

The symbolism - *HealthAllies*

The hearth, the blooming process, and the person

The *HealthAllies* initiative is represented by three meaningful symbols – the hearth, blooming process, and the person – each reflecting the core values of community, growth, and empowerment. Together, they inspire young people to nurture connections, unlock their potential, and embrace their unique identities as they lead with compassion and confidence towards a better future.

The hearth



Community and ongoing life support

The hearth represents connection, care, and nurturing. Just as a hearth is the heart of a home where warmth and comfort gather, it symbolises the creation of safe, supportive spaces where young people build meaningful relationships and foster belonging. The hearth encourages empathy, kindness, and emotional support, reminding young people to nurture not only themselves but also those around them. It stands for social cohesion and inclusivity, inspiring young leaders to cultivate environments where diversity is celebrated and everyone feels valued. Like the hearth's steady glow, it emphasises the importance of consistent compassion and the power of collective healing within communities.

For example, the hearth has traditionally been a gathering place for storytelling and shared experiences. It symbolises the role of young people as builders of community bonds and champions of social harmony.

For more information about the brand of the *HealthAllies* initiative and how to use it, please refer to the [brand center](#).





The blooming process

Growth and evolving potential

The blooming process symbolises renewal, creativity, and flourishing. Like a flower blossoming from a seed, it represents young people's development, unlocking their potential through learning, exploration, and self-expression. Blooming encourages curiosity and the courage to grow beyond comfort zones, celebrating individuality and the unique contributions each youth brings. It embodies transformation and hope, reminding leaders that personal growth and societal progress require patience, care, and resilience. The blooming symbol also signifies sustainability and the natural cycles of life, highlighting the importance of nurturing both people and the planet for a thriving future.

For example, blooming reflects the stages of growth young people experience as they discover their passions, talents, and place in the world, inspiring them to flourish into confident and compassionate leaders.



The person

Identity and empowerment

The person represents individuality, dignity, and agency. The person symbolises the unique essence of each young individual and their capacity to shape their own lives and communities. It underscores self-awareness, confidence, and the importance of respecting diversity in identities, experiences, and perspectives. The symbol reminds young people that empowerment comes from embracing their authentic selves while recognising their interconnectedness with others. It also speaks to the role of mentorship and solidarity, encouraging young leaders to uplift peers and create inclusive spaces where everyone's voice is heard. Like a person standing strong and proud, it calls for courage, responsibility, and active participation in building a just and equitable society.

For example, the person embodies the journey of self-empowerment and social responsibility, inspiring young people to lead with integrity and advocate for positive change.

In the HealthAllies community, the hearth nurtures connection and belonging, the blooming process celebrates growth and potential, and the person embodies identity and empowerment. Together, these symbols guide young people on a transformative journey, encouraging them to build inclusive communities, embrace their strengths, and lead with empathy and courage. United by these values, they are inspired to create a lasting, positive impact for themselves and the world around them.





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