SAFE FROM HARM
ONLINE SAFETY
TOOLKIT

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This document is primarily for National Scout Organizations (NSOs) and National Scout Associations (NSAs).

SAFE FROM HARM ONLINE SAFETY TOOLKIT

SAFE SCOUTS

A Safe From Harm
Online Safety Toolkit

Understanding Online Safety

1

Online Safety Workshops

9

Moving Forward

42

Understanding Online Safety

WHY DOES ONLINE SAFETY MATTER?

Scouting supports young people in developing their full potential in a safe environment. The World Safe from Harm policy and programmes were developed to protect Scouts from all forms of abuse, including those which manifest as bullying, sexual abuse, exploitation and more. We can all play a role in creating learning opportunities and building safe spaces together.

As Scouts, we have a responsibility to ensure our wellbeing and that of others while we interact online, just as we do offline. With increasing screen time and an overwhelming amount of content online, there is a lot to learn about how to safely interact on the web. It is full of opportunities to enrich our lives through access to information, opportunities to engage with others and simply to be entertained. In order to benefit from these opportunities, we need to be prepared to face the challenges and risks that come with such a vast online space.

Hey guys,
my social media account got hacked again… What can we do to be safer online?

WHAT IS THE TOOLKIT?

This toolkit introduces Scouts to some of the challenges with staying safe online such as keeping your personal data private, meeting new people online and encountering harmful or illegal content. Furthermore, we introduce learners to questions around digital wellbeing (ex. screen addiction and self-esteem) and digital citizenship. We invite young people and Adult Leaders to think critically about how they engage online, recognize abuse happening online and what they might do differently for a safer experience. This is a starting point – and there will be many issues and questions to explore beyond this toolkit. Let's work together to enjoy the benefits and opportunities of online spaces!

Learn more about the World Safe from Harm policy, other toolkits and resources at

scout.org/safefromharm

WHO IS THIS TOOLKIT FOR?

This toolkit is part of a series called "Safe Scouts" and was created to support Rovers and Adult Leaders in addressing everyday situations from a Safe from Harm lens. The aim is to encourage Scouts and Adult Leaders to learn, share and discuss in a safe space. As a Leader, your role is to facilitate this experience without taking the role of a lecturer, but more of a facilitator and supporter.

HOW CAN YOU USE THIS TOOLKIT?

As for the anti-bullying toolkit, this toolkit is divided in three main parts. An introduction to the topic, workshops hands-on to explore the different aspects of online safety with Scouts and a final section where you will find further resources and printing materials.

We invite Adult Leaders and Rovers to explore the proposed activities in this toolkit and to choose the most appropriate way to adapt them to their local context – online or offline – with Scouts. Keep in mind that online spaces are always evolving and the ways in which the Internet is used can vary in different parts of the world. You may need to do some research to keep things fresh and relevant.

Also note that any Safe from Harm activities carried for Scouts should be integrated in the Youth Programme and are applied using the Scout Method.

Before starting an activity, be sure to set some ground rules, such as:

- Follow the Scout Promise and Law;
- Respect for self and others;
- Be free to choose whether to share in discussions or partake in activities;
- Maintain confidentiality of everything shared within the group.

As a Leader, it is essential for you to maintain boundaries and to create an environment of trust with the Scouts. We encourage you to try the toolkit activities with your team of leaders before bringing it to Scout groups. This will help you determine where you would like to take the activities and to define potential limitations and challenges.

Before beginning, let Scouts know that they can speak with you privately, if they have questions or experiences they would rather not share with the whole group. For yourself, know that you are not obliged to answer every question the Scouts may have, especially if you don't know the answer. You can move on to a different question or encourage them to speak with their parents about it.

As an Adult leader, it is your duty to support and report any potential abuse you witness or hear about from Scouts. Reach out as soon as possible to your National Scout Organisation to receive support and report the situation.

Remember: online experiences vary greatly from person-to-person and generation-to-generation. Where possible, you may let Scouts take the lead of some activities and discussions. Be sure to listen to what they have to share, and be open to learning from them, too! One of the best ways to help young people stay safe online is to have open conversations about their experiences in a compassionate and judgment-free space. Ask questions to help them reflect and come to their own conclusions.

BEING SAFE ONLINE TO ACHIEVE THE SUSTAINABLE DEVELOPMENT GOALS

Scouts are committed to helping achieve the United Nations' Sustainable Development Goals (SDGs). To better understand what the SDGs are and how Scouts are contributing, check out the SDG Hub at sdgs.scouts.org!

SCOUTS
for SDGs

THE ONLINE SAFETY TOOLKIT IS ALIGNED WITH FOUR LEARNING OBJECTIVES OF THE SDGS:

Every person has the right to live free from fear, neglect, abuse and exploitation. The learner will be able to help protect her or himself and others from online violence.

The learner is able to reflect on their role in issues of peace, justice, inclusion and strong institutions.

The learner will be able to identify some of the risks and threats that she or he could face online and understand how to respond.

The learner has the capacity to perceive when others need help and know how to seek appropriate help.

The learner is able to promote the empowerment of young people.

The learner is able to use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.

Empowering the learner to reduce the spread of online gender-based violence including impersonation, harassment and malicious distribution of intimate photos and messages.
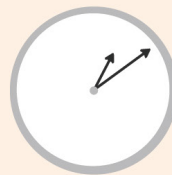
The learner is able to identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders.

Online Safety Workshops

Social media and the online world are exciting! But it is not always safe… The large amount of information each of us share on social media, including very personal details, attracts viewers outside of our trusted circle of friends and relatives. There might be people you don't know, recording what you do on social media. Spam-bots, advertising companies, some governments, malicious acquaintances, and worse still, cyber-criminals, could also have an interest in your personal information.

WHAT IS PERSONAL DATA?

Personal data is information linked to a person, that can should be secured from the public view such as your full name, contacts, photos, address, passwords, ID Cards, financial details etc. These details are private which means they belong to you, and you have the freedom to protect them from being seen or known by other people.

HOW DO DATA BREACHES HAPPEN?

Your personal information could be breached if you:

1) Decide to share personal data online through a message or a website
2) Make your social media accounts public and visible to anyone
3) Accept followers and friends you don't know
4) Share photos publicly revealing personal information
5) Are hacked because of malware and weak passwords
6) are a victim of scams (phishing, spoofing and catfishing).
7) Have a follower or contact who decides to use information you share for malicious purposes.

WHAT ARE PHISHING SCAMS?

Phishing is when scammers send texts, emails, pop-up messages to get people to share their personal and financial information.

The main scams are through impersonation which means someone pretends to be someone else to get access to your information. For example, an email arrives posing as your bank and tricking you into logging in, a fake online contest, a fake profile on a dating app, etc. This is very common by email.

HOW TO PROTECT YOUR PRIVACY ON SOCIAL MEDIA?

Here're some tips to help you protect your privacy on social media:

1. Avoid sharing personal information online, even to a friend
2. Change your privacy settings from public to private
3. Read and understand privacy terms and conditions of platforms you are using
4. Stop your social media apps from accessing your location when not needed
5. Do not share any financial information online
6. Research how your social media uses personal data

WORKSHOP 1
CAN YOU PROTECT YOUR INFORMATION ONLINE QUIZ

Goals

Scouts: Understand what private/personal data is and how to protect it from exploitation

Adult Leader: Support Scouts to understand the importance of protecting their personal data

Age section

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

Preparation

This activity could be done online using interactive platforms example:

Kahoot or Slido

Total time
30 minutes

Outline of the Session

Step 1

The Adult leader introduces the tool and the quiz with the rules. In teams Scouts will have to pick the right answer to the following questions. The Scouts have to define a fun sound that will be their buzzer sound for the game. Once the question is asked the Scouts quickly consult and then one of them run to a special place, pick a defined object (a scout scarf for example), do the sound and give their answer. If the answer is right, they receive one point. If the answer is wrong, other teams can run to the buzzer to give their answer.

Step 2

Once the question is answered, the Adult leader gives the correct answer and asks the Scouts to explain why they picked the answer or shares some of the information above.

ONLINE SAFETY QUIZ

1. Things you post online could stay there for many years.

a. True   b. False

2. What is online phishing?

a. Making hurtful comments on social media

b. Sharing copyrighted material like music or movies or articles

c. Using emails to steal someone's personal information

d. Any kind of harassment or threatening online

3. Which of the following is not a consequence of sharing personal data?

a. Risk of humiliation and embarrassment

b. Identity theft and loss of access to accounts

c. Access to financial details

d. Spreading misinformation

4. Data breaches can happen in all of the following situations except:

a. Accepting followers and friends you don't know

b. Reading and understanding privacy terms and conditions of platforms

c. Being hacked or having weak passwords

d. Sharing personal photos and information

5. Choose all that are considered private personal data:

(✓) Full name

(✓) ID card numbers

(✓) Home address

(✓) Passwords

(✓) Financial details

( ) Favorite football team

( ) Food preference

6. To protect my personal data online I should: (choose all correct answers)

(✓) Create strong passwords

(✓) Check apps permission

( ) Share my location at all times

(✓) Learn to identify and avoid suspicious websites and emails

( ) Accept all friend requests

( ) Make online payments on any website

At the end of the session, the Adult Leader asks the Scouts to share one good practice they will start doing and one bad practice they will stop doing around data privacy.

WORKSHOP 2
LET'S PRETEND WE ARE ONLINE...

Goals

Scouts: Be able to have the right reaction in situations of data sharing.

Adult Leaders: Empower scouts to develop good communication skills

Age section

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

Preparation

Print and cut out the scenarios to distribute them to small groups for discussion (if the activity is done online just copy and paste each scenario and give it to the group)

Total time
30 minutes

Outline of the Session

Step 1

The Adult leader introduces the session and creates small groups based on the number of participants.

Step 2

The Adult leader gives one case to each group and asks the Scouts to discuss the following and answer the questions at the end of the case:

1. How do they feel about the case?
2. What are the effects of the case?
3. Do they feel there is a problem?
4. If so, what are the solutions to avoid it or solve it?

Step 3

Once each group worked on a case, each group is asked to play the situation through a short skit. The audience is asked what they would have done in this situation. Then, the group who played the skit is asked to share their reflections around their situation. There can be a discussion between the Scouts to find a common ground on what to do.

Step 4

Once all Scouts shared their reflection, the adult leader can share the suggested reflection if needed at the end of each case.

CASE 1

Tom is 10 years old and was playing an online game on his computer. While he was playing the game and in order to upgrade his game level, he was asked to buy several services online. Tom directly entered his mother's credit card number without checking the websites credentials or asking her permission.

How do you feel about Tom's action?

What could happen next?

What advice would you give Tom?

Reflection around the case for the leader

Before buying anything online we should always check the website credentials and discuss them with your parents or a trusted adult. If financial details are given online without checking the authenticity of the website first, this may lead to money being stolen from the credit card and damage Tom's mother's ability to have a credit card in the future. You are not encouraged to be online without the support of a parent or of a trusted adult. You have to be with an adult if you are under 13 years old.

CASE 2

After posting a new photo on her public Instagram account, Jessica received insulting comments from strangers, which made her feel very upset. The comments are getting worse and more numerous every hour. Jessica became very aggressive, depressed and refused to leave her room.

What should Jessica have done?

What advice would you give Jessica to feel better?

Reflection of the case:

It is important to keep social media accounts private instead of public, this will allow you to have control over who sees your content. Having a private account will make it harder for people to steal and repost your content or even criticize it. Always clean suspicious people from your account. It is also important to speak to a person you trust (if possible, an adult) if someone does or says something to you online that makes you feel upset or hurts you. Never face this alone

CASE 3

Joe is a 13 year-old Scout and was invited to a new zoom webinar with a group of people he doesn't know. The meeting host asked everyone to open the camera and share their name, home address, school name and their daily schedule. Joe didn't hesitate to share his information because he is excited to make new friends.

Do you think Joe made the right decision?

Do you feel he is in a safe situation and why?

What advice would you give Joe?

Reflection of the case:

Sharing personal information online can be harmful and everyone needs to be very careful about the information they share and who they are sharing it with. Do not share personal information with strangers or with people hiding their identity. Sharing private and personal information puts you at a greater risk of becoming a victim of serious crime, including sexual predation, cyberbullying and scammers.

B

Connecting with others

As Scouts, we naturally want to make connections with other Scouts, which is great! World Scouting promotes global friendships because they help foster peace, solidarity & cross-cultural understanding. But, meeting online can be complicated even when you do know the person, and we need to keep in mind that we never really know who is on the other side of the screen.

When you are online, you have to be especially aware of people you don't know who want to be your friend. Malicious people can say nice things about you, try to help with your problems, send you gifts, or even try to turn you against your family and friends. This process of building trust is called "grooming." Malicious people often use social media, gaming sites, and dating websites to find young people who seem vulnerable to start grooming them.

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SERIOUSLY!?

Guys, I didn't manage to connect us all on my social group…

To avoid hazardous connection with strangers, here are a couple of rules to always follow when you are on the internet and interacting with other people:

1. When receiving new invites of unknown people, check if these people have common friends with you, or if your friends know them, if not do not accept it. If you do let an adult know about it.

2. By sharing your anxieties, frustrations, and painful personal experiences online, you may make yourself a target. Instead, talk to a friend or trusted adult.

3. Always share with trusted adults if you have the feeling that a discussion or a connection with someone is hurting or disturbing you.

4. Do not plan to meet someone you know only virtually. Talk to your parents or to a trusted adult about it.

5. If you witness a friend or a family member communicating with someone they don't know, question them around that person to encourage them to reflect on the consequences of the connection they are part of.

WORKSHOP 1
WHO IS TRACY?

Goals

Scout:
Understanding and discuss the risks of meeting people you only know from behind the screen

Adult leader:
Highlighting the risks of online meetings and question the scouts' practices regarding online friends

Age section

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

Preparation

Make sure everyone has a phone or you have a projector to show the video.

Total time
45 minutes

Outline of the Session

Step 1

The leader starts asking the following questions to the Scouts. If their answer is "YES" they go to the right, if their answer is "NO" they go to the left. There is no correct answer, the Scouts place themselves and then can explain why they went there, if they want to.

- Do you have a public profile on social media?
- Have you ever accepted a friend request from a person you do not know on your personal social media account (Facebook, Instagram, etc)?
- Have you ever talked to someone online that you met on the Internet?
- If you met a friend online, would you be willing to meet that person offline?
- Do you think all the people that can talk to you or access your profile are your age?

Step 2

The adult leader shows this video to the Scouts

https://youtu.be/Nb1zAY_cc8o

Step 3

The adult leader will facilitate a discussion with the Scouts around the following questions

- How did you feel about the video?
- Can you relate with the situation Keyan is living? Have you or some of your friends ever been in that situation before?
- Do you ever question yourself around who is behind the screen? When you talk to someone you never met or even to someone you think you know?
- What are the risks of talking and meeting someone we don't know in person?
- What are some tips and tricks to make sure we can stay safe while connecting with other people online?

Step 4

On a flipchart, the adult leader and the scouts list the main risks and the main solutions the Scouts found to overcome these risks

Step 5

The Scouts are encouraged to take a picture of the flipchart and keep it so they can use it when they have a doubt.

WORKSHOP 2
LET'S CONNECT WITH OTHER SCOUTS!

Goals

Scout: Learning the different steps to connect safely online with another Scout Group

Adult leader: Walk the Scouts through the process of meeting another Scouts troop online and highlighting the main steps taken to stay safe

Age section

All age sections

Total time

2 times one hour session

Preparation

The leader is in charge of liaising with the other Scout group in between meetings to set the logistics of the call and agree on the aim with the Scout leader of the other group.

Outline of the Session

Step 1

The adult leader asks the Scouts "What does it mean to meet online?". The Scouts give words or expressions that come to their mind and everything is written on a Flipchart.

Step 2

The adult leader suggests an experiment and to try to meet another Scout Group living in another country. With the Scouts they start listing what are the different steps they will have to go through in the process. Here are the essential ones that have to be taken

a) Pick the country we want to communicate with and make sure we speak the same language
b) Go to the directory at: https://www.jotajoti.info/directory to find all the Scout Groups who might be interested to connect with you
c) Define when you want to connect, how, why and what will be the ground rules to respect? (keep in mind the different time zones and cultures)
d) Decide what we will be doing with the other scout group or the questions we want to ask them
e) Draft a message and send it to the other Scout Group

Step 3

The adult leader closes the session by asking the Scouts what the important elements are to take into account when we connect with someone we do not know. The elements are noted on a flipchart that is visible to all.

Main elements

- Define the same rules for the online call,
- Make sure that we are talking to the right person thanks to confirming their information,
- Have an adult around at all times

Step 4

The adult leader shares the information to the parents and asks for formal written authorization to allow the Scout to take part in the following session.

Outline of the Session

Step 1

The adult leader introduces the session and reminds the rules defined by the group

Step 2

The questions/topics agreed on by the 2 Scout groups are divided among Scouts

Step 3

The connection is initiated, and the call is allowed to run for around 30 minutes

Step 4

Once the call is over, the adult leader asks the Scouts to debrief on the experience around the following questions:

- How did you feel about the call?
- What surprised you the most?
- What is one thing you learned about the other Scout Group?
- What are the things we have in common?
- Would you want to have a longer partnership with this Scout group during the year?

Step 5

The adult leader leads a brainstorm on how the Scouts can share their positive experiences and take some time to do so (drawing, writing an article, doing a small video etc)

C

Being a digital citizen

KEEP THE GRASS
CLEAN

WHAT IS A RESPONSIBLE DIGITAL CITIZEN?

A responsible digital citizen protects their personal information, treats others the way they wish to be treated, and thinks carefully about their online actions. They understand that the online world is part of the real world and their online actions can have real world consequences.

Responsible digital citizens take part in ensuring that the online world is a safe environment for everyone to connect, learn and enjoy. How do I become a responsible Digital Citizen?

The best way to become a responsible Digital Citizen is to conduct yourself in accordance with the Scout Law and Promise whilst you are online. (https://www.scout.org/promiseandlaw)

GOLDEN RULES OF INTERNET SAFETY

1 Be nice to people online!

2 Keep your personal information private

3 Be mindful about what you share

4 If it makes you upset, tell someone you trust

5 Check your privacy settings

6 Know how to report posts and people

WHAT CAN I DO IF I OR SOMEONE ELSE FEELS UNSAFE?

If you feel unsafe, uncomfortable or hurt for any reason while being online, either because of something you have seen, something you received or something else, you should always tell an adult.

You could tell your parents or a caregiver, an adult leader, an older sister or brother, a family friend, a teacher or, anyone that you trust. It is always better to share with someone to reflect on something that happened and to be supported.

They will be able to support you to block people, report a post or content to moderators, or contact the police for something more serious.

If you know a friend who underwent a similar situation, encourage him or her to talk to a trusted adult and not to try and solve the problem by themselves.

WORKSHOP 1

Goals

Scout: Be able to participate online as a responsible digital citizen using the Scout Law and promise to guide them.

Adult leader: Empower Scouts to develop responsible behaviors in an online environment.

Age section

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

Preparation

- Prepare one piece of paper per small team and markers or a Miro board
- Prepare a paperboard/ flipchart and markers

Total time

40 minutes

Outline of the Session

Step 1

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

https://www.youtube.com/watch?v=toK_BAYnjoU

Step 2

The adult leader splits the Scouts up into small teams and gives each group one of the aspects of the Scout Promise and Law to work with.

Poster with Scout Law and Promise (digital or hard copy)

Step 3

Each group is asked to think of examples of how they can use the Scout Promise and Law to guide their actions online.

Step 4

With the whole group, the adult leader goes through the notes sticked to the law and then to the promise. He/she checks with the Scouts if the actions are in the right place and ask them to further explain.

Step 5

With the whole group, the adult leader goes through the notes sticked to the law and then to the promise. He/she checks with the Scouts if the actions are in the right place and ask them to further explain.

Step 6

To conclude the session, each Scout is invited to pick one or two best practices that he/she would like to follow.

This activity can be done online by using breakout rooms on the video conference tool the unit is using (eg Zoom) and by using an interactive brainstorm tool like Miro (https://miro.com/app/dashboard/)

WORKSHOP 2

Goals

Scout: Be able to understand better how the online environment is affecting their health and well-being

Adult leader: Empower Scouts to develop healthy habits in an online environment.

Age section

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

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.

Total time
2x 30 minutes sessions

Outline of the Session

Step 1

The adult leader initiates the conversation with a game. Around the room, there are different numbers from 1 to 5. Scouts will be asked questions and they will have to go as fast as they can to the number that is the closest to their reality.

Step 2

The adult leader reads the following affirmations:

- From 0 to 5…
> How many hours do I spend per week in front of a screen?
> How many times do I look at my phone in one hour?
> How many days can I spend without watching TV?
> How many minutes will it take me to switch off what I am doing to go give a hand to a family member asking me a service?
> How hard is it for me not to use my phone at all during a Scout meeting? (5 being super hard and 0 not hard at all)

Step 3

Once the Scouts have picked their number, they are encouraged to share why they picked this number and how do they feel about it.

Step 4

Once the exercise is over, the adult leader introduces the session and asks each Scout to **Take a technology self-assessment** (https://wellbeing.google/reflect/). He/she encourages the Scouts to assess their use of technology in the following week

Log sheet for recording time spent on devices (some devices have a Screen time function they could use to support this workshop)

Step 4

The Scouts spend a week logging time spent on devices and counting everything up at the end of the week thanks to the technology self-assessment.

Step 5

In the following meeting, the group discusses what they think about the results and where they feel adjustments could help them to feel healthier and happier. The adult leader facilitates a discussion about digital well-being and encourages the Scouts to share suggestions they could implement in their everyday life. It is essential to note here that there is no right or wrong in the different behaviours Scouts have towards technology. You can question them on their practices to allow them to reflect.
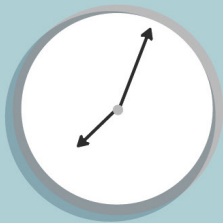
Moving Forward

In this section you will find some additional resources and materials you can use with your Scout group around the topic of online safety

PRINTING MATERIAL

The following resources can be printed and displayed in the Scout hall
or on a camp or even shared with the Scouts.

SCOUTS

GOLDEN RULES OF INTERNET SAFETY

Be nice to people online!

Keep your personal information private

Be mindful about what you share

If it makes you upset, tell someone you trust

Check your privacy setting

Know how to report posts and people

RESOURCES TO GO FURTHER

SAFE SCOUTS – THE SAFE FROM HARM FRAMEWORK FOR YOUTH PROGRAMME

Me and my peers

[Anti-bullying toolkit](#)
This toolkit aims to develop a comprehensive approach to 'Safe from Harm' for young people to act against bullying, integrated into the existing Youth Programme in National Scout Organizations (NSOs).

VIDEOS

[How data brokers sold my identity?](#)
A persuasive talk for Madhumita Murgia who investigated about how much of our personal data held by companies could be traded for profit.

[How to be safe online, from a young person](#)
A TEDx talk by a young lady explaining how to be safe online. talking about the negative experiences on social media and educating the audience on current social media issues surrounding queerness, mental health and body positivity.

[Pledge to pause](#)
A short film tackling misinformation spreading online and tips on how to share any online information in a more responsible way.

ARTICLES

[66 ways to protect your privacy right now](#)
Top tips complied with inputs from dozens of security experts that will help you take control and protect your privacy online.

[Social media safety for teens](#)
A poster for teens safety on social media. A checklist can help you take steps to keep yourself safer online.

[20 examples of digital citizenship](#)
From communicating with on social media with clarity and respect to respecting other's privacy to thinking critically and carefully about ideas and conversations and events before responding or contributing, practicing good digital citizenship is often a matter of the golden rule–and a little bit of common sense. It offers good examples of good digital citizenship.

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