



Make Bullying Unacceptable

Activity Pack

Supported by:



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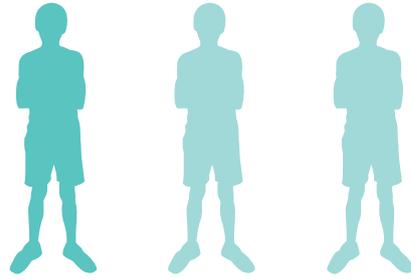


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BeatBullying, Registered Charity number 1097631

Introduction



Bullying is a problem that affects millions of young people as they grow up. As many as one in three of all young people in the UK suffer from some form of bullying – and the long-term effects can be devastating. Even for younger children, it can lead to depression, self-harm and, in the most extreme cases, suicide. Statistically, this means that some of the young people you work with may have suffered in the past – or may be suffering right now.

As a Section Leader, you are in an important position to help. BeatBullying, the UK's leading bullying prevention charity, has partnered with The Scout Association, to help reach more young people with crucial anti-bullying information and advice, and encourage them to band together.

As part of its partnership with The Scout Association, BeatBullying has developed this special activity pack, designed to enable you to run up to three fun and interactive sessions with your young people, teaching them how to spot bullying, how to stay safe, and what they can do to combat bullying themselves.

1 in 3

of all young people in the UK suffer from some form of bullying



How to use the pack

In the pack you will find games, activities and resources to help you run sessions based around the following three themes:

- Bullying
- Cyberbullying
- Staying safe online

Feel free to use all three session outlines (we recommend that you run them in the order they are presented), but they are designed so you can run them independently, and if you only have time to run one or two, that's not a problem.

Each session outline includes an opening game to introduce the theme, an activity to provoke discussion around it, and a closing exercise to help all your Cub Scouts think about what they can do to keep themselves safe.

Sessions are planned to last about two hours, with a break in the middle, and will culminate in an activity that shows your Section's commitment to tackling bullying, cyberbullying and staying safe online. You will have the opportunity to write/refresh an anti-bullying code that your Section will abide by, or create a "pledge wall" where all your Cub Scouts will be able to write down the action(s) they will take in relation to the theme (the template for this wall – your BeatBullying Champions Park poster – is included). Once completed, you and your Section will become BeatBullying Champions.

At the end of the session, take a picture of your refreshed anti-bullying code, or your "pledge wall", and send it to us at BeatBullying Champions, Samantha Marks, Safeguarding, The Scout Association, FREEPOST SW205, london, E4 7BR or email samantha.marks@scouts.org.uk. When we have received your picture, we will send you an exclusive BeatBullying Champions certificate – to be displayed with pride in your meeting place!



Celebrate what you are doing

It's important that any anti-bullying session you run isn't forgotten! The creation of your anti-bullying code or pledge wall, or your Section's recognition as BeatBullying Champions, should be celebrated.

During [Anti-Bullying Week 2013 \(18 – 22 November\)](#), thousands of schools and organisations will be celebrating what they are doing to band together. If you complete any of the sessions in this pack, then you should join the celebrations too.

We will send you your own special party pack, with everything you'll need to hold an event to showcase the work you've done. Invite parents and siblings, and show everyone what you and your Section is doing to tackle bullying.

Additional information

In preparation for running the sessions, we recommend that you re-read 'Let's Stamp Out Bullying Together. The Scouting Guide to Taking Action' to refresh your knowledge.

As some of the activities may prompt your young people to share or disclose their own experiences, please ensure that all Leaders and helpers are reminded of safeguarding policies and procedures and feel comfortable with the subject. If any disclosures are made by young people, this should be reported as per the procedure on the yellow card.

Remember, this is your chance to take positive action to band together; to tackle one of the biggest issues facing young people today – and help them to take it on themselves.

Find out more about BeatBullying at www.beatbullying.org, and more about our partnership with The Scouts Association at archive.beatbullying.org/scouts/

Bullying

Friendship and bullying are sometimes different sides of the same coin. There is a common misconception that friends cannot bully one another, but bullying **can** happen between friends, and often has long-lasting consequences.

This pack has been produced to help your young people become more aware that bullying can affect people in different ways and to get them to think about what actions they can take to tackle bullying themselves.

Think about: There are many different types of bullying. BeatBullying highlights four main types: physical bullying, verbal bullying, cyberbullying and mental and emotional bullying. Most examples of bullying fall into these four categories. Other types of bullying that may come up include racial bullying, sexual bullying, homophobic bullying and faith-based bullying.

Aims of the session

- To help young people understand what it feels like to be a bully and to be bullied
- To recognise that there are different types of bullying
- To identify strategies they can use to combat bullying
- To think about what they can do to make a difference

Resources needed

Tip: Read through the section and decide which activities you wish to use before collecting the resources.

- Balls (ask each member of the section to bring a football to this session or make sure you have enough balls for everyone - just in case!)
- Cones (optional)
- Mats or masking tape
- Stories (included in this pack)
- 1x Fortune Teller (template included in this pack)
- BeatBullying Champions Park Poster (included in this pack)
- 1x avatar (template included in this pack)

Introductory game

Tip: There are two games to choose from here – depending on the energy of the group and the available resources. Sharks and Islands is the more energetic game, while Gladiator is more structured.

Gladiator

A rowdy football skills game that allows the young people to test their ball control skills.

Think about: This game gives the young people experience of how it feels to be targeted by a group and how it feels to be part of a group targeting others.

You will need footballs, ideally one per young person, although one for every other young person also works.

Get everyone into pairs and ask them to face each other. Ask them to take four steps away from each other to create a wide alley - see the diagram on the next page. These are the Gladiators. (Cones can be used to lay out the field, if you have them.) Give out the footballs.

Ask the pair at one end to stand at the head of the alley, (the START).

Objectives of the game:

The pair at the head of the alley:

The young people begin at START with their football. The aim of the game is for them to dribble their ball down the alley and across the FINISH line without losing control of their football or a gladiator using their football to knock one of the pairs' ball out of the alley.

The gladiators on the outside of the alley:

The gladiators (the young people on the outside of the alley) must stop the pair on the inside reaching the FINISH by using their own ball to kick the other ball out of the alley.

When a pair reaches the FINISH, with or without their ball, everything resets with a new pair at the START. Keep playing until everyone has been through the alley.

Safety rules:

- Gladiators must pass the ball using the inside of their foot and not strike it
- Gladiators must aim for the ball and not the person dribbling
- Balls MUST not go above the knee or the player is disqualified

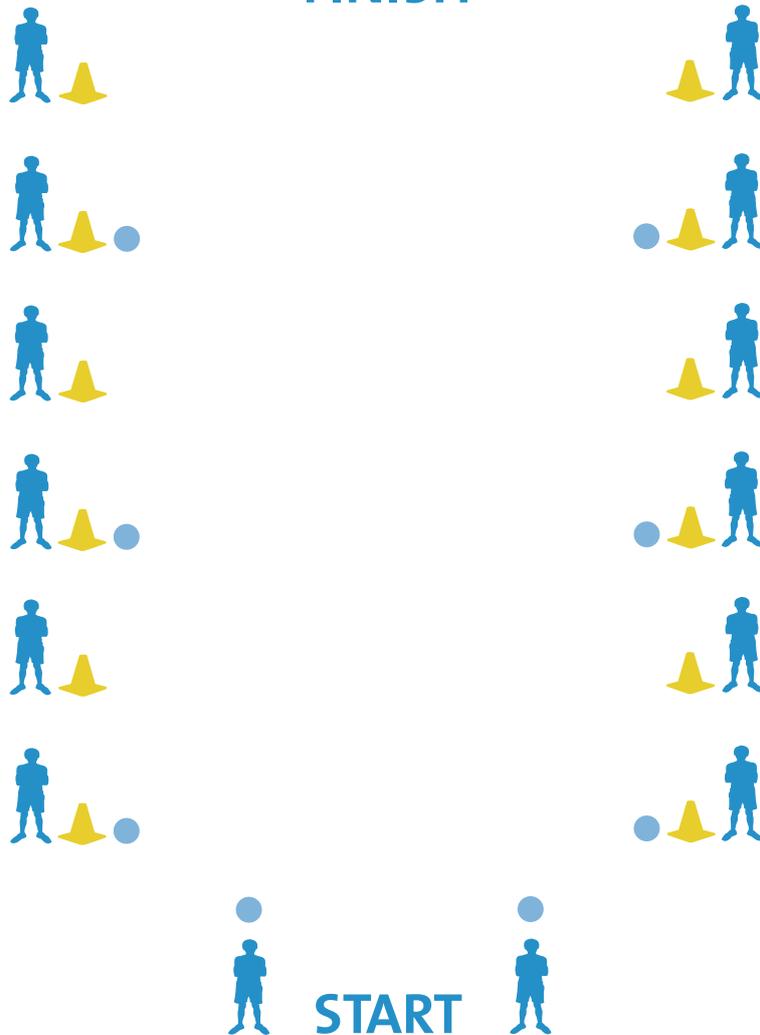
The bullying element

Before they begin the game, ask the young people to think about how they feel while they are playing the game. and remind them at points throughout the game to think about how it feels.

At the end of the game ask them these questions to start the discussion on bullying:

- How did it feel going down the alley?
- Gladiators, how did it feel trying to stop the contestants finishing?
- What helped you get to the end of the alley?
- What do the Gladiators represent when thinking about bullying?
- What did the pairs going through the alley represent when thinking about bullying?
- Have you ever been in a situation that has made you feel like this?

FINISH



Tip: The idea is to draw out how it feels to be isolated and under attack (going down the alley = being bullied) and how it feels to be the person doing the attacking (being a gladiator = being the bully).

Tip: Remember their responses and, where appropriate, link them with the thoughts, feelings and actions raised in the following activities.

Sharks and Islands

A fun and active game where the young people must avoid being eaten by the sharks, by finding safe land!

Spread mats and things to climb on around the room, or make areas on the ground using masking tape: these are islands. Mark some islands as completely safe and others that the young people have to move from quickly otherwise the sharks might still be able to get them.

Think about: This game gives the young people experience of being targeted by others, finding ways to stay safe and experience of targeting others.

Rules:

- Two Cub Scouts start off as sharks
- The rest of the Cub Scouts must cross the ocean using the islands. Safe islands are designated where they are completely safe from sharks
- The sharks must try to tag the Cub Scouts whilst they are crossing from island to island. If a young person is tagged they automatically become a shark and must help tag the remaining Cub Scouts
- The game ends once everyone has become a shark

At the end of the game use these questions to start talking about bullying:

- How did you feel trying to escape from the sharks?
- Sharks, how did you feel hunting your prey?
- What ways did you find to stay safe from the sharks?
- What do the sharks represent when thinking about bullying?
- Are there places in your life that feel like the safe islands? (home, Scouts, friend's house...)

Discussion Activity:

Stories

Tip: Remember their responses and, where appropriate, link them with the thoughts, feelings and actions raised in the following activities.

This activity will get the young people talking about bullying and sharing what they know.

Tip: Be aware that some of the young people may want to share their own experiences with the group as a result of this activity.

Tip: Choose the stories you wish to use from the case studies provided before starting the activity.

Separate the young people into groups of five or six and give each group a different story to read. Ask them to identify and make note of:

- Who is being bullied?
- What type of bullying is taking place?
- Why are they being bullied?
- How are the bullies doing it?

After about five minutes, get the groups to come back together and share their stories, asking them to come up with their own definition of bullying.

Think about: The Government definition of bullying - "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Follow the discussion with ideas of how it might be possible to help the people being bullied in the stories. If possible, collate the actions you come up with, as they will help with the next activity.

Fortune Teller Activity

Give each person a fortune teller template and, using the instructions attached, show them how to create the fortune teller and how to fill it in.

Tip: Some young people may already know how to make the fortune teller. If they do, let them know that the subject is different than normal and you will instruct them how.

When complete they should use the fortune teller to challenge each other to find solutions to the various types of bullying they have filled in.

Get everyone back together and ask some of the Cub Scouts to share the feelings and actions they had.

Questions to ask:

- Have you ever experienced any of these feelings?
- Are the actions all easy to take? Why? Why not?

Tip: This could be a good time to allow young people to share their stories and the actions they took to resolve the situation.

Take action

Tip: You can choose to do one or both of these activities.

As a group, write or review your anti-bullying code

If you have an anti-bullying code, think about everything you've talked about today and what changes or additions you could make. If you don't have one yet, use what you've talked about today to create one.

Try to include:

- Your definition of bullying
- What to do if you see bullying
- What you expect from each other
- How you can look out for each other
- Stick your code up on the wall with your Let's Stamp Out Bullying poster (included in this pack) as a reminder to everyone who comes in

Take the pledge

Think about what you can do as an individual...

Give each young person an avatar and ask them to think about and write down on the avatar what they are going to do from now on to band together - their pledge. (It should be something they will do if they know of, or encounter, bullying.) Once they have completed their pledge, they can colour in their avatar. Get everyone together and ask them one at a time to share their pledge and stick it on the BeatBullying Champions Park poster.

What to do now

Send us a photograph of your pledge wall or your anti-bullying code to BeatBullying Champions, Samantha Marks, Safeguarding, The Scout Association, FREEPOST SW205, London, E4 7BR or email samantha.marks@scouts.org.uk in order to receive your exclusive BeatBullying Champions' certificate!

Stories

Mohammed's story

Mohammed is eight, and just received an Xbox for Christmas. He goes on it the minute he gets in from school until he goes to bed, to chat and play games online, and he's getting really good! He's not very confident and this is a great way to make new friends, but lately a group of people have started going online and calling Mohammed nasty names and telling him to "go back home" and purposely ganging up on him. He's started to get really upset and has asked them to stop, but they won't. He doesn't understand why they would pick on him, as he was born in the UK and so were his parents, so the UK is his home.



Lauren's story

Lauren is 10 and moved to Dairyside School three months ago. She always gets laughed at in P.E. by Carina and her mates. They call her fat and say she shouldn't go out in public wearing shorts. They have a big impact on the rest of the class by using their mobile phone software to stretch photos they took of Lauren in her P.E. kit and then sent them around the class. Lauren often gets left out of games in the playground because of what Carina says and does. P.E. used to be Lauren's favourite subject, but not anymore.



Josh's story

Josh is nine and has just moved with his mum and dad to a very small town. He starts the local school where he doesn't know anyone except for a few girls, so he hangs around with them a lot. They all enjoy reading and studying together after school rather than playing sports with the others. However, he is now being bullied by other boys who make fun of him for hanging around with girls all the time; and now a picture of him has been posted in school that has been edited to make him look like he has pigtails and is wearing a dress.

John's story

John is eight and plays football for a well-known under 11s team. He was spotted in his local park by a talent scout and has great potential. But when playing at school, John is kicked and shoved in most games and last week was head-butted in a tackle. He also endures a lot of 'friendly banter' in the changing room and when the group has discussions during online forums and gaming, John is on the receiving end of the team's frustration, blogging that "if he is going to be a pro, the school team should win 'every game' and if they don't, it's all his fault". Recently, John has thought about maybe putting his dream of being a professional footballer aside and getting a 'real' job like the other boys plan to do.



David's story

David is 10, attends school and is a wheelchair user. David enjoys school and learning, but recently his concentration has been disturbed because he feels that his peers have been treating him differently. He isn't sure why, but has noticed that when he joins in group discussions in class and at break-time everyone goes quiet and there is an atmosphere that leaves him feeling awkward. He recently found out through Facebook that his classmates have been meeting up after school and on Saturdays without him.



Libby's story

Libby and a group of her friends found a mobile phone on school property. After going through the phone they realised it belonged to Libby's teacher. Libby told her friends to hand the phone in to the school reception, but her friends thought it would be funny to take it home with them and prank-call a few of the contacts, including the teacher's house phone number. They made threats and swore down the phone. Libby felt very uncomfortable being present when her friends made the prank calls and when she refused to take part they shouted her name down the phone during one of the calls. She is now extremely worried about going to school the next day.

Think about: Use these insights to draw out discussion with your group around any areas you feel are particularly relevant. Not all of these may come up but here are some tips if they do.

Mohammed's story

The others playing on the Xbox live might not be the same age as Mohammed. This is racial bullying: Any negative comments or actions about a person's culture or colour is racial bullying.

Lauren's story

Size, shape and appearance are increasingly becoming issues, and the subject for taunts and bullying, for both boys and girls as young as eight years old, due to the media, game and internet coverage they are subject to.

As Lauren loves sport it is unlikely that she is as overweight as the girls in the story suggest, so why are the girls saying that? Think about jealousy of her talent or the way she looks.

The last sentence suggests that Lauren is changing as a result of the bullying. Trying to change is one of the long term consequences of bullying. What other changes could Lauren try to make? Why would someone being bullied want to change?

Josh's story

Josh is being bullied because of the people he hangs around with: they are different to him, in this case a different sex but it could be because they are different in some other way - a different race etc.

Taunts calling Josh a girl could be the beginnings of homophobic bullying. Homophobic bullying can begin at any age, and can often manifest itself as use of homophobic language, rumours and gossip. It is important to recognise that homophobic or transphobic bullying, is not about the sexuality of the person involved, but about the motivators used for the bullying; therefore people can be homophobically bullied for their own perceived sexuality or gender identity, because they have a friend or family member who identifies as lesbian, gay, bisexual or transgender* (LGBT*), or simply because they get on better with the opposite sex.

Inappropriate use of the word "gay" as an insult or to refer to something that is not good should always be challenged. This significantly undermines anyone who may be questioning their sexuality or gender identity, but also has a detrimental effect of how identifying as LGBT is seen in the wider community.

John's story

The boys on the team may not realise the impact their words are having and, unless John says something, they will carry on.

Why do the boys say these things? Usually jealousy, most often just out of frustration because John is really good and they want to win.

Why does John not tell them how hurtful it is? Often we worry about what our friends, or those making the comments that hurt us, will think or do if we say we are hurt. It could be seen by others as a sign of weakness. In reality it is a sign of strength; being able to say 'I find that hurtful, please can you stop that', will often make the others stop and think about what they are actually saying.

David's story

Disability often makes others feel uncomfortable, especially if they have little or no experience of being around people with disabilities. In many cases we are unsure of what to say or of the questions we should, or should not ask, and for children of 10 and 11, who are just becoming aware of what others think of them, this can be acutely uncomfortable.

The children in the story are probably worried that they are doing things that David cannot take part in and rather than upset him by inviting him when he can't come, they just don't invite him. Talking to David about why he has not been included and working with him to plan activities he can join in with would really help him to feel included.

Libby's story

Prank calls are usually anonymous calls made to someone and are usually thought to be a joke by those that made them. Have any of the Cub Scouts ever made a prank call? However, the person receiving the call might not find it so funny, especially if they do not recognise the voice on the other end and what is being said is nasty or hurtful.

In this scenario, the teacher is receiving the nasty messages and so could be the one being bullied. However, Libby is also in a tricky situation; she may not want to be involved but is worried about what her 'friends' might say or do to her if she doesn't join in, or speaks out.

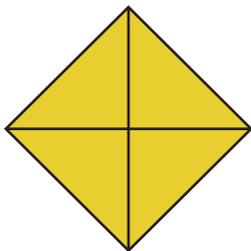
Ask the Cub Scouts:

How would you feel if strangers called you, making threats and being nasty? How do you think Libby's teacher felt? How do you think Libby feels? What might Libby's friends do or say if she doesn't join in or tells someone about it?

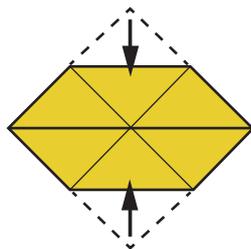
By challenging all discrimination you will create an environment which celebrates individuality, and will allow the young people to feel comfortable to achieve their potential. Furthermore, by challenging all forms of discrimination, if you have to step in over more sensitive issues of which sexuality and gender identity may be one of them, it will be part of the zero tolerance approach adopted by you, rather than being seen to single that person out and maybe exacerbate the situation.

TEMPLATE for FORTUNE TELLER

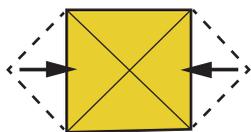
1. Start with a square piece of paper. Fold the two opposite corners of the square together to form a triangle.
2. Fold the two opposite ends of the triangle together, forming a smaller triangle.
3. Open the paper up (unfolding all the folds).



4. Fold a corner into the central point. Repeat with the opposite corner.

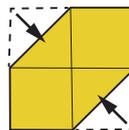


Repeat with the other two corners. You'll end up with a square.

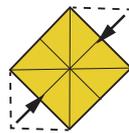


5. Flip the paper over.

Fold a corner over to the centre. Repeat with the opposite corner.



Fold over the two remaining corners. You'll end up with a smaller square.



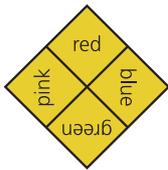
6. Fold the square in half. Unfold and fold in half the other way.



7. Unfold and pull the four ends together, making a diamond-like shape. Pick up each of the four square flaps, and put your fingers inside. You will be able to move the four parts around.



8. Write examples of bullying on the four flaps making sure that each example is from a different type of bullying.



Verbal	Mental & Emotional	Physical	Cyber
'You smell'	Hiding a lunchbox	Punching	Prank call
'You're so ugly'	Leaving someone out	Kicking	Nasty comments on a wall
'I hate you'	Pulling faces	Pushing	Modified photos
'You're a failure'	Threatening	Tripping up	Nasty comments over a headset

Tip: These examples of bullying, feelings that may result and actions that can be taken, are a guide for you to help your young people should they get stuck. We're sure the Cub Scouts will come up with many more.

Flip it over, and write eight feelings on the triangular flaps:

- sad
- angry
- hurt
- confused
- scared
- worried
- alone

9. Write eight actions inside the flaps (underneath the examples). Some actions include:

- tell a friend
- tell a teacher
- tell a parent
- walk away
- stick with your friends
- find a different way home
- block them
- save it
- report it

10. You can now test it out. Have a person choose one of the types of bullying. Spell it out, while moving the fortune teller in and out.

When you finish, have the person choose one of the four feelings.

Open up the flap with the feeling they choose, and read the action. Would this action work with the type of bullying and the example? Why? If not, why not?

Cyberbullying

Young people use technology in many areas of their lives, so they need to learn how to be safe and civil and to know how to support themselves and others using these resources. Unlike traditional bullying, cyberbullying does not stop when a young person leaves school or gets home; with mobile phones, social networking sites and games consoles, the bullying continues, even in the privacy of their bedroom.

This pack has been produced to help your young people become more aware of where cyberbullying can take place and to think about what action they can take to put a stop to it.

Think about: The Government definition of cyberbullying - "The use of Information and Communications technology, particularly mobile phones and the internet, deliberately to upset someone else." (DCSF 2007a: 03).

Aims of the session

- To recognise where cyberbullying takes place
- To identify strategies to tackle cyberbullying
- To think about what they can do to make a difference

Resources needed

- Celebrity/character images (included in the pack)
- Red, Yellow, Blue cards (included in the pack)
- Postbox (template included)
- 1x avatar (template included in this pack)
- BeatBullying Champions Park poster (included in this pack)
- Strips of paper
- Pencils/pens

Recap

If you have completed the bullying session, start this session by asking the Cub Scouts to report back on the progress of their pledges.

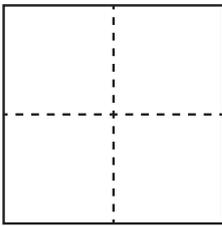
Preparation

Give each Cub Scout a strip of paper and ask them to write a nasty message about someone imaginary on it and post it in the box. Ask them not to put their name on it so that they are anonymous messages.

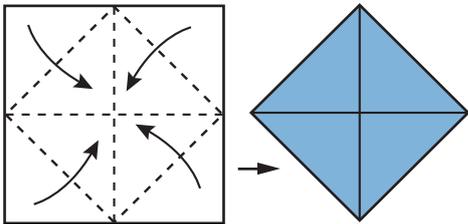
Tip: Before the session, make the 'inbox' using the template provided.

Origami Box Instructions

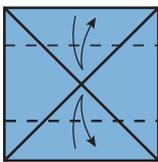
1. Start with a square piece of paper. Fold the paper in half horizontally and then vertically, so the creases look like this:



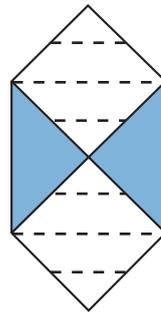
2. Fold the four corners of the paper toward the centre point.



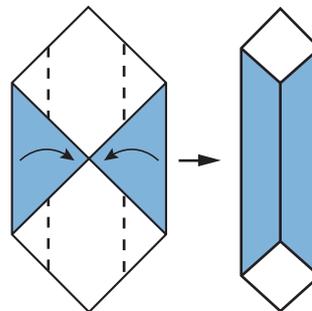
3. Fold the top and bottom of this square into the centre and open out again to create these creases.



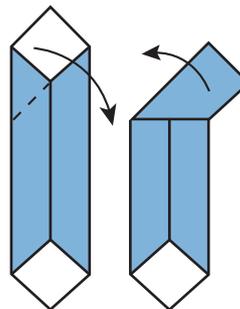
4. Open out the top and bottom triangular flaps.



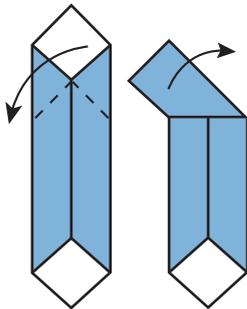
5. Fold the sides of the model into the centre, creasing well.



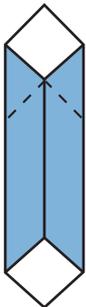
6. Fold down top corner of model and then open out again.



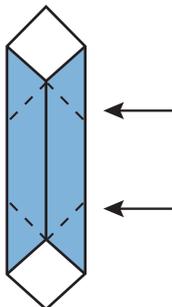
7. Fold down model in the other direction.



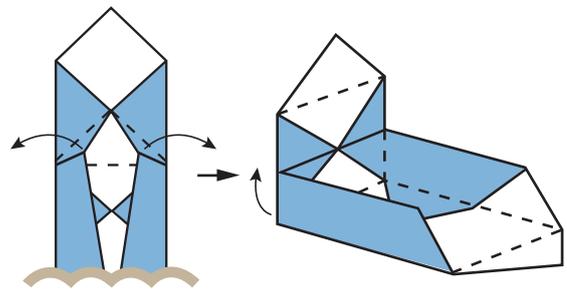
You should now have two new diagonal creases like this:



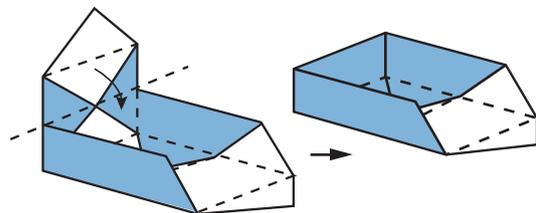
8. Repeat steps 6 and 7 at the other end of the model, so you have the new creases at both ends.



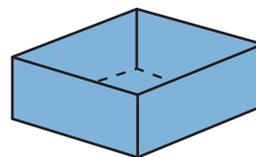
9. At one end of the model open out model along the creases you just made. This will raise the top portion of the model vertically.



10. Fold top of model over into the box. It's taking shape!



11. Repeat steps 9 and 10 at the other end of the box... and it's finished!



To make a lid, just make another box, but start with a slightly bigger piece of paper.

Introductory game

Picture perfect

This is an active game that uses celebrities and characters the Cub Scouts know of, to help them think about role models.

Tip: The images included are some of our suggestions. Please add others that you know your Cub Scouts will recognise and know something about.

Think about: Make sure that the Cub Scouts all know what a role model is: a person whose behaviour, example, or success is, or can be, an example to others, especially by younger people.

Split the room into two areas:
(Signs are included in the pack)

- Bad role model: **RED**
- Good role model: **BLUE**

Show the Cub Scouts one image at a time; asking them to choose whether the person or character is a bad role model or a good role model.

The young people have to move from the starting position to their chosen destination, using your instruction i.e. hop.

Take some time between showing each picture to ask a couple from each section why they think that character or person is a good/bad role model.

Discussion activity:

Tip: Choose up to three celebrities or characters you wish to use in this section beforehand. Please add others that you know your Cub Scouts will recognise and know something about.

With the Cub Scouts all together, show the first image and find out what the Cub Scouts know about this person/character. Are they a good or bad role model?

Now pick up the postbox. Explain that this represents an inbox and the messages inside are all e-messages. Ask them to think briefly about where you might get a message like that. Is it just on a computer?

Tip: Encourage the Cub Scouts to think more broadly than just the computer. E-messages can come from all kinds of technology i.e mobile phones and games consoles. Examples can be text messages, messages from social networking sites*, emails, chat or audio messages on games consoles.

* social networking sites the Cub Scouts may use or know, will include: Moshi Monsters, Club Penguin, Binweevils, MovieStarPlanet

Now read out one of the comments from the inbox and ask:

- How would the celebrity/character feel if they received a message like this?

Allow the Cub Scouts to share by getting the person who wants to share to take the picture of the character/celebrity and stand in front of everyone, pretending that they are the celebrity and acting out in words and/or actions how that person might feel and react.

Tip: Some of the acting could get silly: use this as an opportunity to highlight that sometimes reactions can be strong and might seem over the top. This is because of the feelings and emotions that are involved when people are cyberbullied.

Tip: If you have done the bullying activity, remind the Cub Scouts about the feelings they talked about. If this is the first activity you have completed you could spend 2-3 minutes thinking about the feelings that can result from being cyberbullied.

Allow a few of the Cub Scouts to share how the celebrity/character might react before reading out a new comment.

Repeat for the two other celebrities/characters you've chosen.

When you have explored how each of the three celebrities/characters might react, ask the Cub Scouts to think about:

- How would you feel if you received any of these comments?
- Is it different if you know who it is from?

Tip: The aim is to help the Cub Scouts think about how being cyberbullied would impact them.

Think about: Cyberbullying is often anonymous and this can make it more frightening and more threatening than physical or verbal bullying, because the person being bullied begins to look for the bullies all around them.

What can be done about it?

Think about: The strategies and actions to deal with cyberbullying are very similar to those for other forms of bullying.

Report it: Most sites will have a button or function to report negative behaviour or nasty comments to moderators or administrators. If this isn't obvious, tell an adult - we recommend this even if the bullying has been reported on the site.



CEOP - the Child Exploitation and Online Protection Unit is linked with the police and can be accessed online to report cyberbullying or more serious online issues such as grooming. Find out more at www.ceop.police.uk/

Block it: Social networking sites, email and games consoles all have the option to remove or block a person so that they cannot contact you. Apps are becoming available to allow you to do similar things on mobile phones too.

Save it: Asking an adult to save the messages, comments, photographs etc. means that there is evidence to prove what has been said or done, if it comes to dealing with parents, schools or the police. Think about your own behaviour: If we all spend a little time thinking about the messages we send and the way we talk to each other online, we could start a wave of change across the internet!



Take action

Tip: You can choose to do one or both of these activities. You may have created an anti-bullying code as part of the previous session - is there anything around cyberbullying you need to add?

As a group, write or review your anti-bullying code. If you have an anti-bullying code, think about everything you've talked about today and what changes or additions need to be made regarding cyberbullying. If you don't have one yet, use what you've talked about today to create a cyberbullying-focused code.

Try to include:

- Your definition of cyberbullying
- What to do if you see cyberbullying
- Where cyberbullying can happen
- How you can look out for others online

Stick it up on the wall with your anti-bullying code on your Let's Stamp Out Bullying poster as a reminder to everyone who comes in.

Pledge

Now think about what you can do as an individual... Give each young person an avatar and ask them to think about and write down what they are going to do from now on to make cyberbullying unacceptable - their pledge. (It should be something they will do if they know of, or encounter, cyberbullying.) Once they have completed their pledge, they can colour them in too if they want to. Get everyone together and ask them one at a time to share their pledge and stick it on the BeatBullying Champions Park poster.

What to do now

Send us a photograph of your pledge wall or your anti-bullying code to BeatBullying Champions, Samantha Marks, Safeguarding, The Scout Association, FREEPOST SW205, London, E4 7BR or email samantha.marks@scouts.org.uk in order to receive your exclusive BeatBullying Champions' certificate!

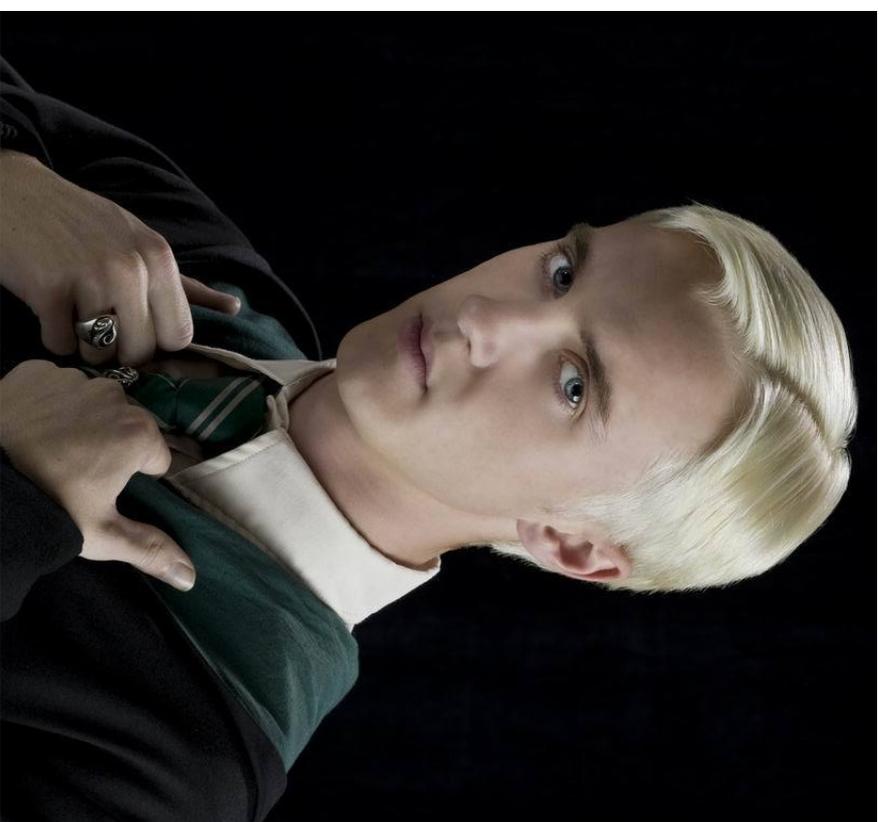
Image Resources



Ashley Cole



Tom Dally



**Draco Malfoy
(Harry Potter)**



Storm (X-Men)



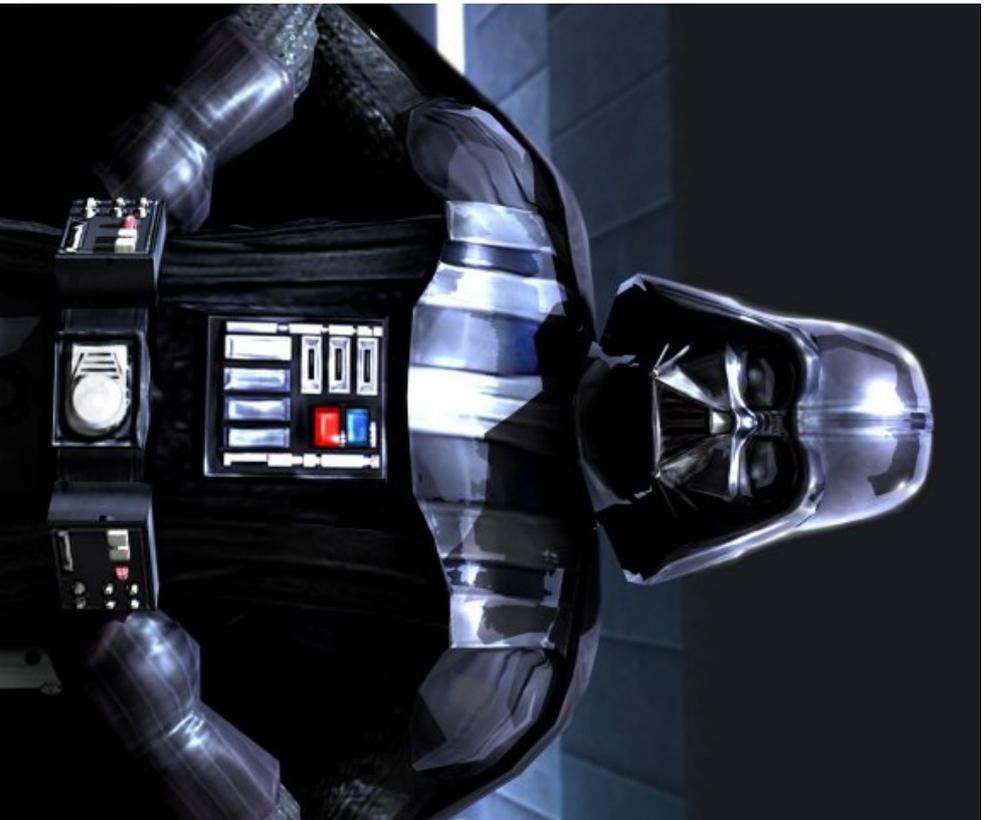
Ben 10



Ursula (The Little Mermaid)



Russell (UP)



Darth Vader



Jack Sparrow
Pirates of the Carribean



Syndrome
(The Incredibles)



Horrid Henry

RED

BLUE

Online Safety

The internet is a wonderful place to explore, to communicate and to share experiences; it is one of the ways that we learn to see the world through different eyes. However, much like the offline world, we need to be careful, alert and aware of the risks around us. Young people often learn these behaviours, such as crossing the road safely, from experiencing them with the adults around them. Therefore it is important to teach our young people the responsibilities and behaviours they should be displaying online.

This pack has been produced to help your young people become more aware of their online responsibilities and behaviour.

Think about our online responsibilities:

- Looking out for yourself online – making sure that privacy settings are properly set and not talking to strangers.
- Being friendly and civil to everyone online – not sending nasty messages or sharing other people's information or images, always being polite.
- Sharing your knowledge of how to stay safe and look out for yourself, whilst being friendly and civil.
- Looking out for others online – letting people know if you see negative posts or comments, or know that their privacy settings are not set correctly.

Think about our behaviour online: Just like in the offline world, it can be difficult to be friendly or civil if someone is being irritating or horrible, especially as the internet is a place where we get instant feedback and response. Remind young people that they can step away from messages before responding and even talk to someone they trust about it.

Aims of the session

- To understand the responsibilities of being online
- To recognise the correct behaviours to be friendly and safe online

Resources needed

- Paper
- Pencils/pens
- Online profiles (included in the pack)
- Scenarios (included in the pack)
- 1 x avatar per young person (template included in this pack)
- BeatBullying Champions Park (included in this pack)

Recap

If you have completed one of the previous sessions, start this session by asking the Cub Scouts to report back on the progress of their pledges.

Introduction Game

Scavenger Hunt

This is a competitive game where the Cub Scouts have to work as teams to find and collate information about a number of different people.

Below, in the 'Scavenger Hunt Profiles' resource, is information from six online profiles.

Note: Each profile has different privacy settings and so allows you to see different amounts of information.

Print out the profiles.

Cut out each line and hide around the room for the Cub Scouts to find – these must stay where they are so that all teams have access to the same information.

Tip: There are seven lines in each profile so that the Cub Scouts have the same amount of information to find for each profile, although they cannot see all of the information.

Split the children into teams, asking them to choose someone from the team who will keep hold of all the information collected.

Tip: You could give each person a pencil and some paper to write down the information they find or make it harder by giving the pen and paper to the central person so the Cub Scouts must remember each piece of information and recount it to the central person.

Give them three minutes to collect as much information as they can.

Now give them a further three minutes to sort and match the information they have collected.

Which team completed the most profiles?

Use these questions and the Leader's notes on profiles to start talking about online safety...

- Why do the different profiles have different amounts of information? What have some of the young people used to hide their information?
Privacy settings – each person has set their privacy settings differently
- Who do you think can see all of Matty's information?
Only Matty's friends can see all of his information
- Who do you think can see all of Sally's information?
Anyone who comes across her page can see all of Sally's information. Encourage the Cub Scouts to think about the number of people who access the internet all over the world. Do they think all these people could see Sally's information if they wanted to? (The answer is yes.)

Discussion Activity:

Divide young people into groups of four or five and share out the profiles so that each team has a different one.

Ask each group to describe and say what they know about their character.

Now task each group with identifying:

- What the person is doing right
- What they are doing wrong
- What they could do better

Tip: This activity can be done as a group discussion, a mind-map exercise or as a role-play. You can allow each group to decide how they will identify and present the information, or have them all do the same.

After about five minutes, get them all back together and ask each group to share what they identified.

Tip: This could be a good opportunity to chat about what your Cub Scouts do well online and what they could do better.

Take action

Tip: You can choose to do one or both of these activities.

Adding to your anti-bullying code

If you have an anti-bullying code take a look at it together and think about what you could add to it; about what you can expect from others online.

Tip: The rights that balance out our responsibilities are what we should expect from others i.e. the right to be safe and the right to be spoken to in a friendly way (respect) etc.

Add it to your anti-bullying code on your Let's Stamp Out Bullying poster, as a reminder to everyone who comes in.

Pledge

Give each young person an avatar and ask them to think about and write down on the avatar something they could do better online.

Tip: This could be something they know they are not doing at the moment or something they could do better.

Now get everyone together and ask them one at a time to share what they will do better online, and stick their avatars on the BeatBullying Champions Park poster.

Tip: If you have completed multiple sessions, take a look at the pledge wall and ask the Cub Scouts to say what they have learnt that they want to share with others.

What to do now

Send us a photograph of your pledge wall or your anti-bullying code to BeatBullying Champions, Samantha Marks, Safeguarding, The Scout Association, FREEPOST SW205, london, E4 7BR or email samantha.marks@scouts.org.uk in order to receive your exclusive BeatBullying Champions' certificate!

Scavenger Hunt Profile Strips

Profile 1	Name	Matty	
Profile 1	Profile picture		
Profile 1	Location	You need to be friends with Matty to see this information Send Friend request	
Profile 1	Age	You need to be friends with Matty to see this information. Send Friend request	
Profile 1	Birthday	You need to be friends with Matty to see this information. Send Friend request	
Profile 1	Photos	You need to be friends with Matty to see this information. Send Friend request	
Profile 1	About me	You need to be friends with Matty to see this information. Send Friend request	
			

Profile 2	Name	Ryan	
Profile 2	Profile picture		
Profile 2	Location	Manchester	
Profile 2	Age	You need to be friends with Ryan to see this information. Send Friend request	
Profile 2	Birthday	You need to be friends with Ryan to see this information. Send Friend request	
Profile 2	Photos	You need to be friends with Ryan to see this information. Send Friend request	
Profile 2	About me	You need to be friends with Ryan to see this information. Send Friend request	
			

Profile 3 Name

Emma Brown



Profile 3 Profile picture



Profile 3 Location

London



Profile 3 Age

10 years old



Profile 3 Birthday

You need to be friends with Emma to see this information. [Send Friend request](#)



Profile 3 Photos

You need to be friends with Emma to see this information. [Send Friend request](#)



Profile 3 About me

You need to be friends with Emma to see this information. [Send Friend request](#)



Profile 4 Name

Harry Watson



Profile 4 Profile picture



Profile 4 Location

Romford, Essex



Profile 4 Age

11 years old



Profile 4 Birthday

You need to be friends with Harry to see this information. [Send Friend request](#)



Profile 4 Photos

You need to be friends with Harry to see this information. [Send Friend request](#)



Profile 4 About me

I like going to Ponfield Park with my friends and playing football.



Profile 5	Name	Claire Rodell	
Profile 5	Profile picture		
Profile 5	Location	21 Mentor Street, Liverpool	
Profile 5	Age	9 years old	
Profile 5	Birthday	12th July	
Profile 5	Photos	You need to be friends with Claire to see this information. Send Friend request	
Profile 5	About me	I love clothes and shopping and music. I love making friends so talk to meeee :D	

Profile 6 Name

Sally Joanne Carey



Profile 6 Profile picture



Profile 6 Location

Grosvenor Rd, Solihull



Profile 6 Age

8 years old



Profile 6 Birthday

30th November



Profile 6 Photos

See Sally's photo albums



Profile 6 About me

I love animals and have loads of pets and love playing computer games.



Leader's notes on profiles

Profile 1

Doing Right: Matty is sharing his nickname and a photo that does not identify him but lets us know what kind of person he is. He is being safe and friendly at the same time.

Doing Wrong: Nothing that can be seen.

Could do better: Make sure he checks his settings every month as some sites change settings without letting their users and members know. Matty should also make sure he is only accepting friend requests from the people he knows.

Tip: Matty's 'could do better' are relevant for everyone, no matter their settings and behaviour.

Profile 2

Doing Right: Ryan is sharing his first name and a picture of his pet dog, Rex. He is staying safe but also letting us know he likes dogs – something friends might want to talk to him about.

Doing Wrong: Nothing that can be seen.

Could do better: Ryan has shared the city he lives in. It is a big place and therefore unlikely that he would be identified from the information he has shared but he should be aware of other information, such as photographs he shares, especially if he has online friends he does not know in person.

Profile 3

Doing Right: Emma has shared a photo of her favourite film rather than a picture of herself, again being friendly and safe.

Doing Wrong: Emma has shared her full name and her age with everyone on the internet. Ask your Cub Scouts if they would want everyone they saw in the street to know their name and age; most of us would find this disconcerting, so why let everyone know online?

Could do better: Emma could change her name to her first name or a nickname and change her privacy settings so that only friends can see her age.

Profile 4

Doing Right: Harry has shared a photograph of his hobby – playing football.

Doing Wrong: Harry, like Emma, has shared his full name. He has also put up a photograph of himself in his football strip so that people know what club he plays for, and he told us where he practises. This means that anyone on the internet could come and watch him play. Do the Cub Scouts think that Harry would really like that?

Could do better: Change his name to his first name or nickname; change his profile picture to the logo of his favourite football team so people know how much he loves football but don't know him; and change his privacy settings so that only friends can find out where he plays football and go to join him.

Profile 5

Doing Right: Claire has told us the things she likes doing: shopping and making friends.

Doing Wrong: Claire is sharing all of her information with us – her full name, her address, her birthday, her age. She could get lots of birthday cards and presents from people all over the world and make lots of online friends; but is it good to receive presents, cards and messages from people you don't know? Ask the Cub Scouts to think again about how it would feel to have all the strangers you see on the street calling you by name and wishing you happy birthday.

Could do better: Claire could change her privacy settings so that only her friends can see her address, how old she is and when her birthday is. She should also change her name to a nickname or use only her first name.

Profile 6

Doing Right: Same as Claire

Doing Wrong: Sally has shared her photo albums with everyone. This means that anyone from across the internet can see her photographs.

Photographs stay on the internet for a long time, even if you take them off the website or your computer, the internet saves them. This means that when, in the future, Sally is applying for college or for jobs, the person who will interview her could type her name into a search engine and see all the photos she has ever put online. This could be a little bit embarrassing. Ask the Cub Scouts to think about some of the photographs their parents have of them that they find embarrassing now – would they like someone to find them online in the future?

Could do better: Sally could change her privacy settings so that only friends can see her photo albums. She could think about the photos she puts online so that she will not be embarrassed in the future; but also think about who else is in the photographs and whether they want their picture online. (If we all start thinking about the information we share about other people and ask their permission first, then perhaps other people will also start doing the same thing.)

Celebrating your achievement

Even if you aren't able to send us pictures of your activities, codes or pledge walls, you've still been helping to band together – fantastic work that should be celebrated!

So why not organise a special party to mark your achievements, inviting parents, brothers and sisters of your Cub Scouts? Here are a few ideas on how to do it:

- Choose a suitable location and select the best date
- Send out the invites
- Plan the party games, activities, food and drink you want to have at your party
- Get the Cub Scouts involved in the preparations – making banners and decorations, baking cakes or preparing other food, planning games and collecting prizes etc.
- Enjoy your celebration!

**Beat
Bullying**

CHAMPIONS' PARK



Avatar Template

