Make Bullying Unacceptable
Activity Pack

Introduction
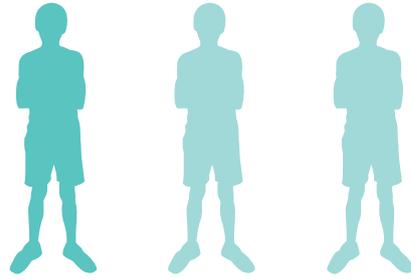
Bullying is a problem that affects millions of children as they grow up. As many as one in three of all young people in the UK suffer from some form of bullying – and the long-term effects can be devastating. Even for younger children, it can lead to depression, self-harm and, in the most extreme cases, 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 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 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 (address below). 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 code of conduct or pledge wall, or your Section's recognition as BeatBullying Champions, should be celebrated.

During Anti-Bullying Week 2012 (19 – 23 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.

Additional information

Whilst this pack has been created with Scouts in mind, many of the activities can be used to start discussions with Explorers around the three themes and what they can do. Use the tips to extend discussions and challenge the group.

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 Scout 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 and it's all harmless, but bullying can have long-lasting consequences.

These resources have been produced to help your young people become more aware that bullying can affect people in different ways and to think about what action they can take against bullying.

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
- To help the 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 understand some of the effects and consequences of bullying
- To identify strategies they can use to combat bullying
- To think about what they can do to make a difference

Resources
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)
- Cones (optional)
- Story starter cards (included in this pack)
- Story cards, Set A (included in this pack)
- Story cards, Set B (included in this pack)
- BeatBullying Champions Park poster (included in this pack)
- 1 x avatar per young person (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. Streets and Alleys is the more energetic game, while King of the Ring is more structured.

King of the Ring

An energetic football skills game that allows the Scouts to show off their ball skills.

Think about: This game gives the young people experience of how it feels to be picked on and excluded by others.

Create an area, circle or square, for the game to take place in - use cones if you have them, or markings on the floor if you are in a gym or playground.
If it is a large group this game can be played in teams.

Objectives of the game:
The objective of King of the Ring is to be the last person or team in the ring with your football. The end of the game is reached when one person, or team, has kicked all the opposing footballs outside the square.
All the Scouts start in the ring with a ball and must move around the area dribbling their ball.

Each person must
1. try to knock other Scouts' balls out of the area by kicking their own ball into the other person's ball.
2. protect their ball so that others cannot knock it out.

This involves good ball control skills and some fast running if your ball is knocked away from you to stop it leaving the area. If your ball is knocked out of the area you must leave the game. Keep an eye on those still playing as an informal referee.
Partnerships and groups can be formed to take other players out, but remember, there can only be one King of the Ring!

Safety rules:
● Young people must pass the ball using the inside of their foot and not strike it
● Young people must aim for the ball and not the person
● The ball MUST not go above the knee or they are disqualified

The bullying element

Before they begin the game, ask the young people to be aware of how they feel in each situation during 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 when others targeted you to kick your ball out?
● How did it feel to target others and kick their ball out?
● How did it feel to be excluded from the game when you lost your ball?
● How did it feel to be King of the Ring?
● What did targeting others represent?
● What did being targeted by others represent?
● Have you ever been in a situation that has made you feel like this?
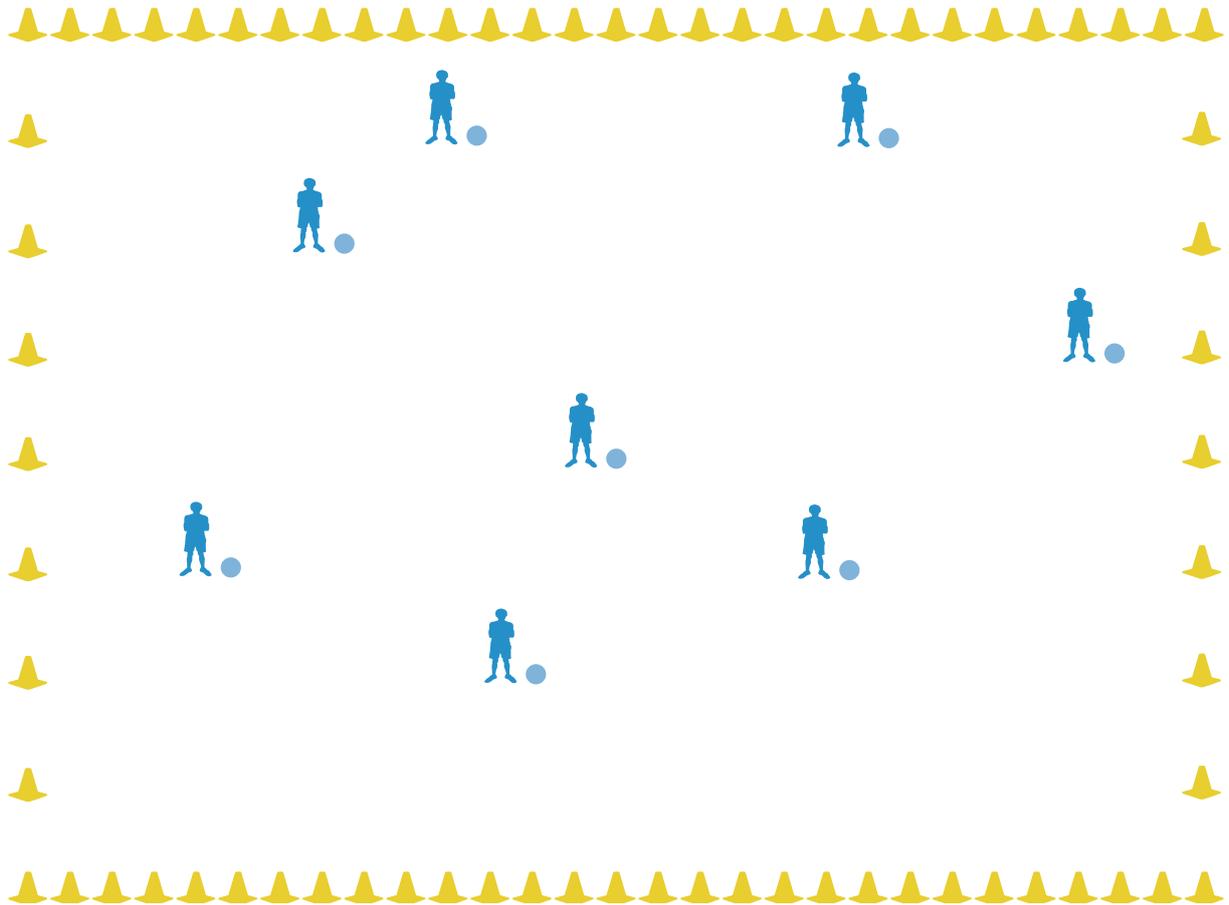
Tip: The idea is to draw out how it feels to be isolated and under attack (being targeted for your ball) and how it feels to be the person doing the attacking (targeting another to get rid of their ball).

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

Streets & Alleys

A fun game where the young people create a maze of streets and alleys while two young people play tag in the maze.

Description of gameplay

Someone volunteers to be the chaser (the cat) and someone to be the one to be chased (the mouse). Line the rest of the group up in even rows. Everyone within the rows extend arms to touch fingertips with the people next to them. A third player or the teacher is the caller who will yell out streets or alleys. The cat and mouse must stay between the people and not duck under nor break through the extended arms.

The caller at anytime can yell out "ALLEYS" and everyone touching hands will drop their hands and turn a 90 degree turn to their left and touch hands with the new neighbours. The caller can then yell "STREETS" at any time. Again, the players turn a quarter turn and touch hands again. During this time the cat and mouse are still playing tag and they continue to chase and run while the caller goes from calling alleys or streets. The game continues until the cat catches the mouse or until a set time, such as one minute. Then cat and mouse can choose new people to run, chase and call.

The bullying element

Before they begin the game, ask the young people to be aware of how they feel in each situation during 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 to be chased through the maze?
- How did it feel to chase someone through the maze?
- How did it feel being the walls of the streets and alleys?
- What did the person being chased represent?
- What did the chaser represent?
- What did the walls represent?
- Have you ever been in a situation that has made you feel like this?

Tip: The idea is to draw out how it feels to be isolated and under attack (being chased), how it feels to be the person doing the attacking (the chaser) and how it feels to be observing (the walls). The walls represent bystanders who see the bullying but often feel powerless to do something about it because they are worried about what will happen to them or what will happen to those involved.

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

Discussion Activity:

Stories - Part 1

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: If you have a large group it might work better to have smaller groups doing the same activity.

Divide the group of young people into two groups and ask them to create a character; giving them a name and an age and describing the hobbies they have and what they like to do.

Give each group one of the start cards, either 'start being bullied' or 'start bullying others, and ask them to start creating a story about their character by identifying:

- How is the bullying happening?
- What type of bullying is taking place?

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."

Now give each group card set A and ask them to continue the story by putting the cards in sequence.

Tip: The sequence of the cards should be decided collectively by the group and is not set in stone; it will change depending on the opinions of the group.

Tip: Some cards can be put before the start card to identify why the character is being bullied or doing the bullying.

Tip: As the groups assemble their sequence of cards, ask about the decisions that they have made getting them to think about the events and feelings their character might have.

When they have completed this part of their stories share them with everyone. Pick key images out and ask them why they put them there, and where else in the story they might go. Also, ask them what could have stopped the bullying happening; what actions could the character, or someone else, have taken that might have helped?

Think about: The ripple effect caused by bullying from the perspective of the bullied and bully. People are often bullied because of a perceived or actual difference such as being from a different country or being smaller than everyone else. Whether these differences are actual or not, all young people should be able to feel comfortable and able to be themselves wherever they are.

Bullying behaviour can be the result of fear of difference but is often a means to exert power or control, perhaps because this is the only way they know how. Whilst the bullying behaviour needs to be dealt with, the person also needs support to understand why they are doing this and to find ways to change this behaviour.

Now give the groups card set B and ask them to insert some of the cards into their story so that the bullying is stopped.

Stories - Part 2

Get everyone back together and ask each group to share the actions they added and how they changed the story.

If time, see if the Scouts can make a list of other actions that could help.

Some suggestions are:

- 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

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!

Story Starter Cards

START BULLYING
OTHERS

Story Cards Set A

HIDE AWAY

**TOO UPSET
TO GO TO SCHOOL**

**CHANGE YOUR
APPEARANCE**
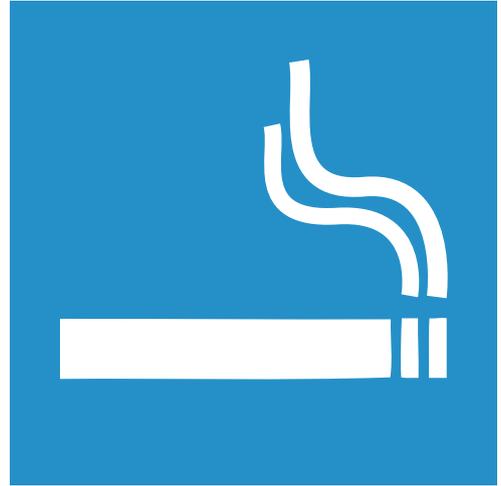
**YOU START TO GET
A BAD REPUTATION**
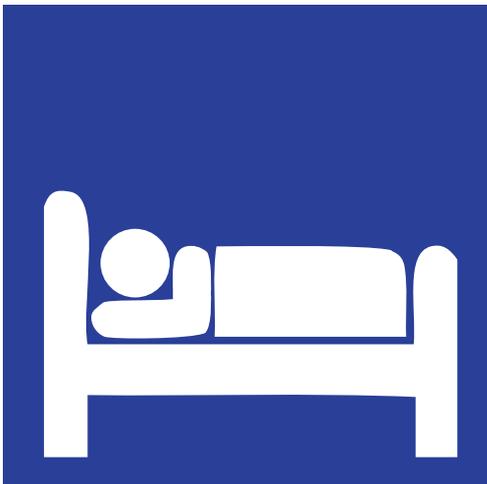
**DOING NOTHING
WITH YOUR TIME**
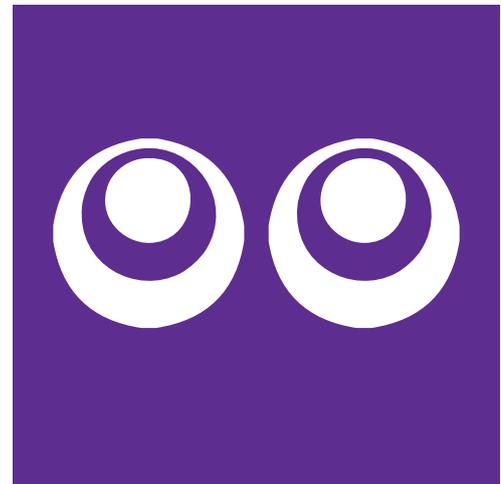
**CAN'T SLEEP/
INSOMNIA**

SENT TO COURT

DEPRESSION

STOP USING YOUR COMPUTER
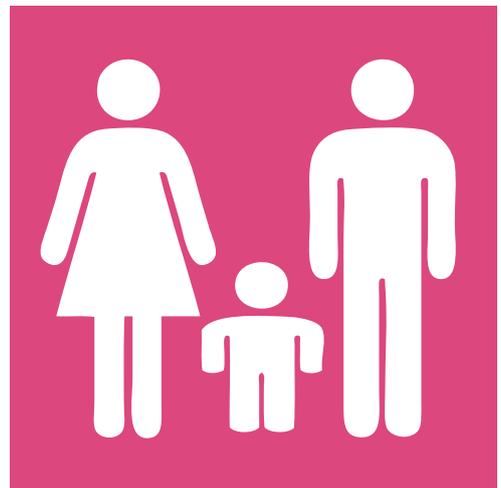
START FALLING OUT WITH YOUR FAMILY

START FIGHTING

**GET IN TROUBLE
WITH THE POLICE**

BECOME HOMELESS
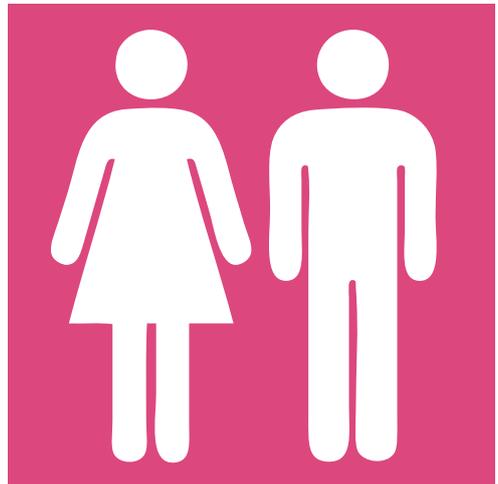
**INFLUENCED BY
OTHERS**

KICKED OUT OF SCHOOL

LOW SELF-ESTEEM

PARENTS/CARERS ARE FINED BECAUSE YOU HAVE STOPPED ATTENDING SCHOOL
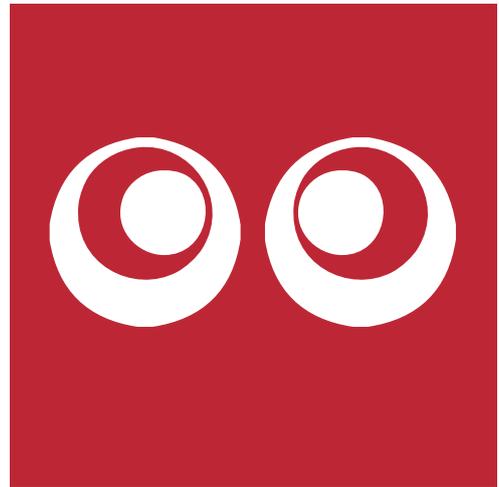
PARANOID

GET INTO TROUBLE AT SCHOOL

SELF-HARM

SENT TO PRISON

SUICIDE

START COMMITTING CRIME

STOP LOOKING AFTER YOURSELF
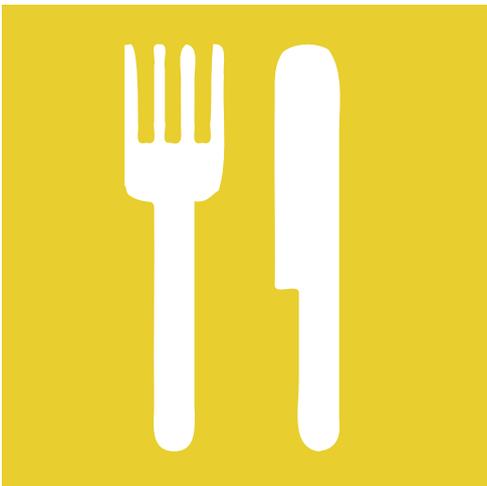
STOP EATING PROPERLY

START CRYING ALL THE TIME

**START SLEEPING ALL
THE TIME**
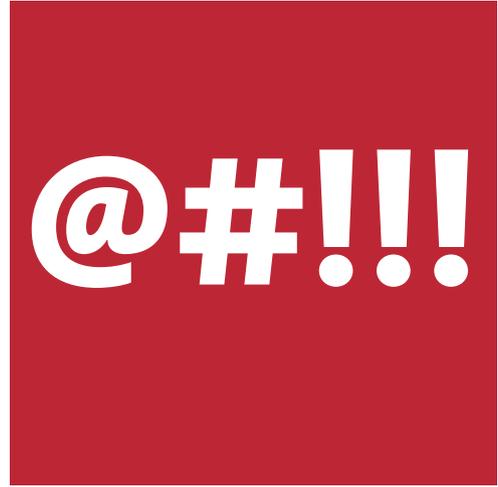
GET ANGRY
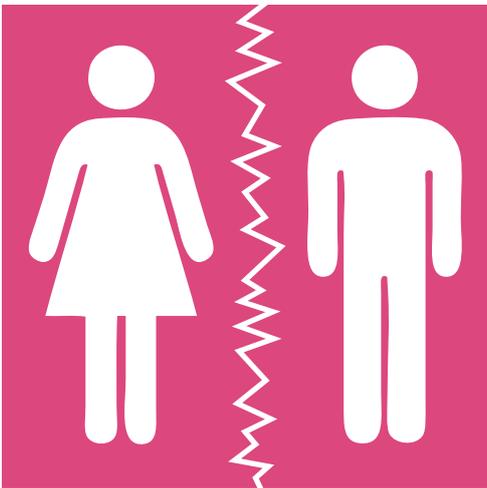
PARENTS DIVORCE

**HAVE TROUBLE
FINDING A JOB**

**KICKED OUT
OF HOME**
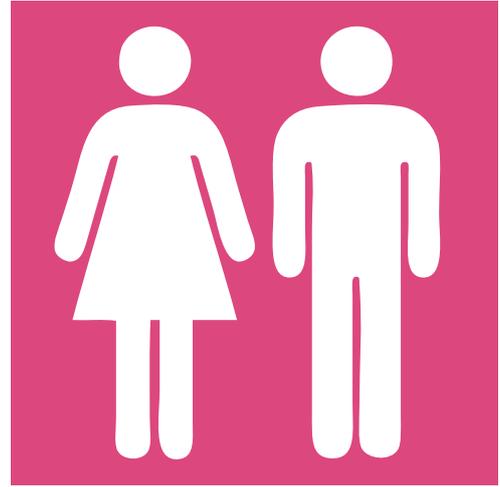
**BECOME SCARED
OF YOUR FRIENDS**
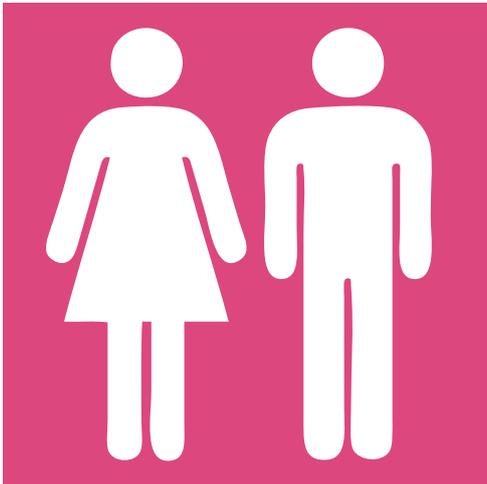
**GET IN WITH THE
WRONG CROWD**

GET ANGRY
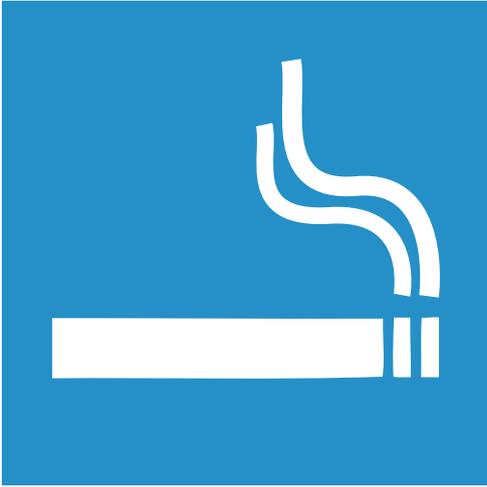
SMOKING

FINANCIAL PROBLEMS

GRADES START SLIPPING

TAKING YOUR ANGER OUT ON OTHERS
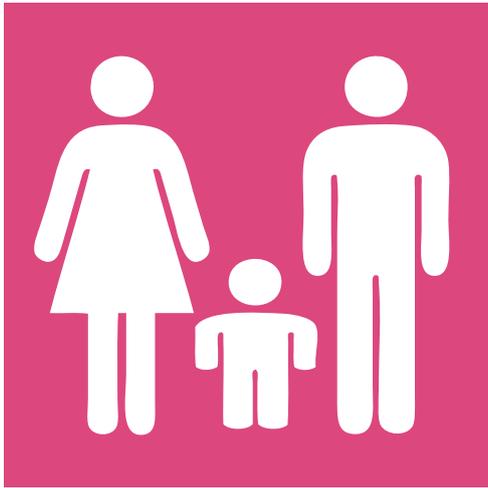
REJECTED BY FAMILY
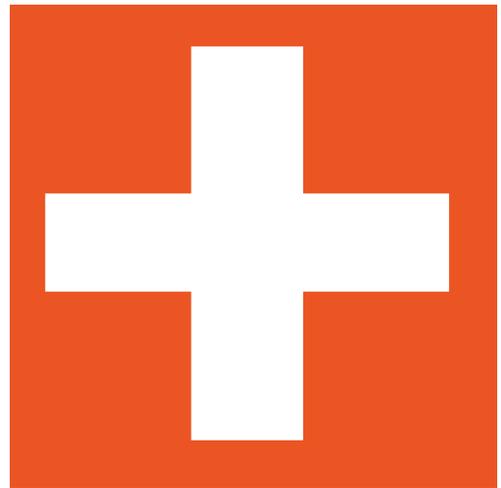
HAVE A POSITIVE ATTITUDE

FAMILY BREAKDOWN

STAND UP FOR YOURSELF

Story Cards Set B

SHOCK BULLIES

JOIN A NEW SCHOOL

GET COUNSELLING
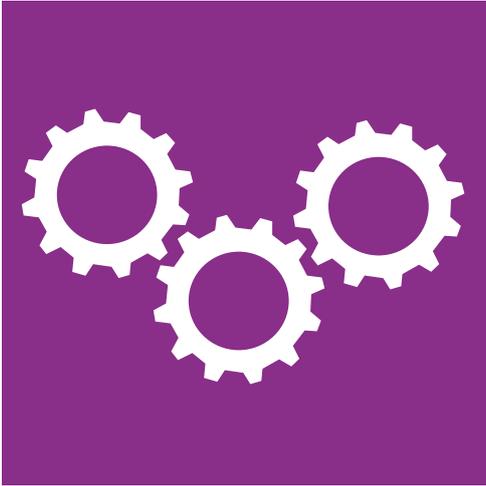
NEVER GIVE UP

WORK HARD

TAKE UP A NEW HOBBY

TALK TO SOMEONE ABOUT WHAT IS HAPPENING
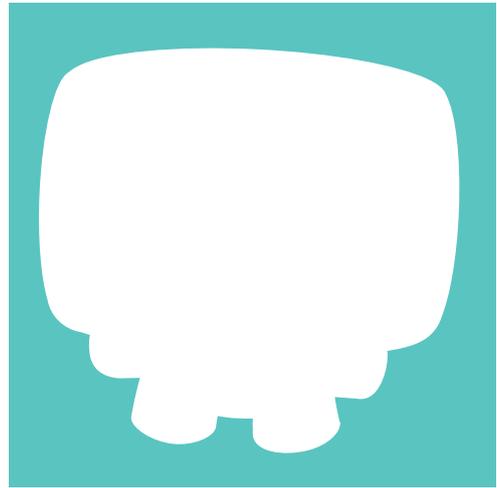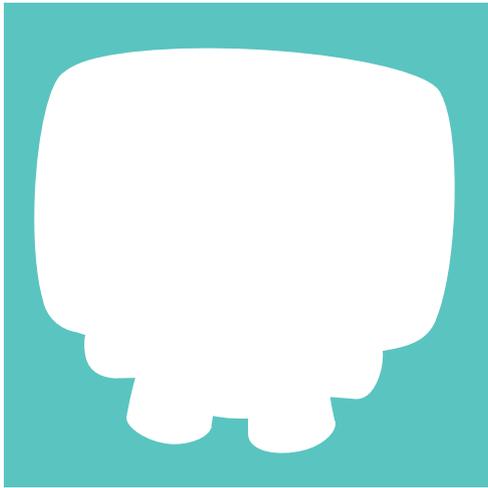
BECOME A CYBERMENTOR

REGISTER ON
www.cybermentors.org.uk

FOLLOW YOUR DREAMS
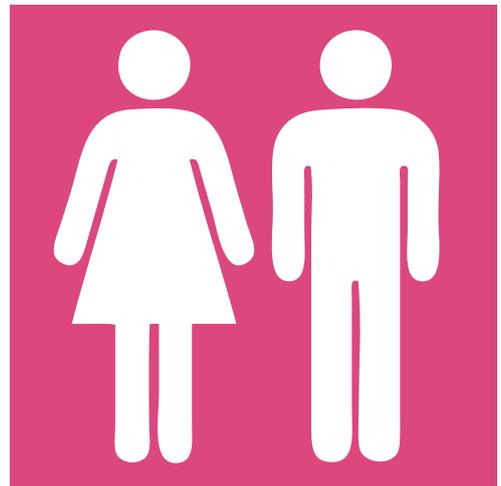
SURROUND YOURSELF WITH A GOOD GROUP OF FRIENDS

Cyberbullying

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

Resources
- Celebrity and character images (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 Scouts to report back on the progress of their pledges from last week.

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

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:
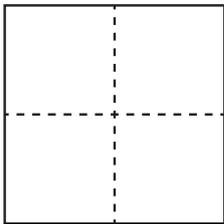
2. Fold the four corners of the paper toward the centre point.
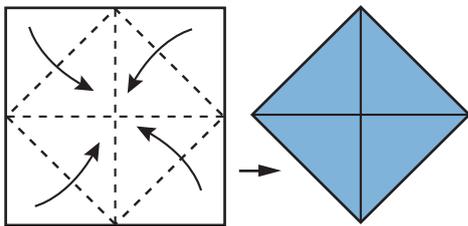
3. Fold the top and bottom of this square into the centre and open out again to create these creases.
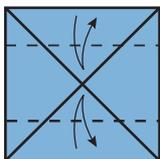
4. Open out the top and bottom triangular flaps.
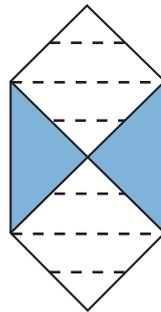
5. Fold the sides of the model into the centre, creasing well.
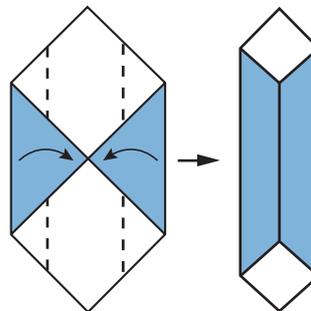
6. Fold down top corner of model and then open out again.
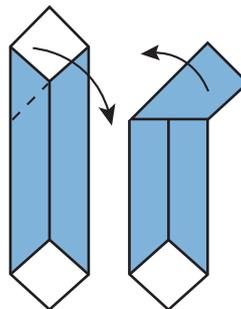
7. Fold down model in the other direction.
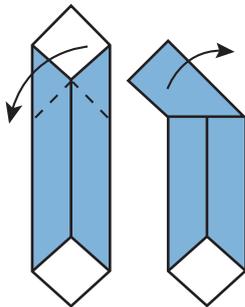
You should now have two new diagonal creases like this:
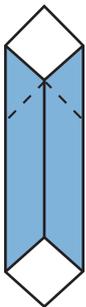
8. Repeat steps 6 and 7 at the other end of the model, so you have the new creases at both ends.
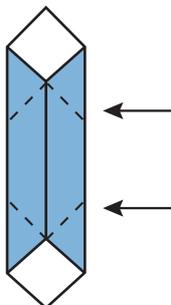
9. At one end of the model open out model along the creases you just made. This will raise the top portion of the model vertically.
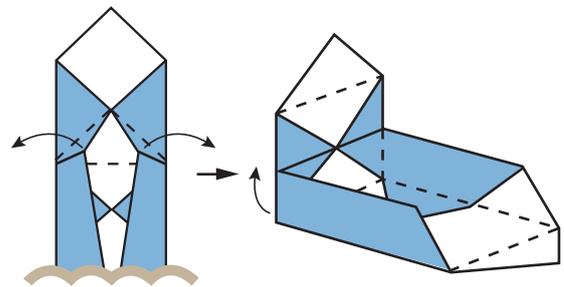
10. Fold top of model over into the box. It's taking shape!
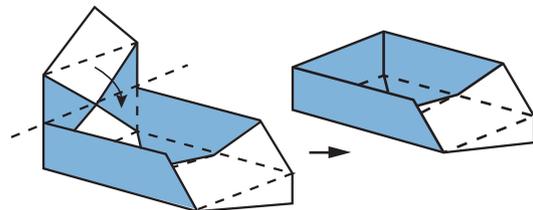
11. Repeat steps 9 and 10 at the other end of the box... and it's finished!
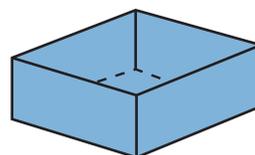
To make a lid, just make another box, but start with a slightly bigger piece of paper.

Introductory game

Picture perfect

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

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

Think about: Make sure that everyone understands what a role model is: a person whose behaviour, example, or success is, or can be, an example to others, especially to younger people.

There are good role models and bad role models and sometimes people can be both a good and a bad role model in different parts of their life. For example, Ashley Cole is a great football player and so a good role model but, because of his relationship breakdown with Cheryl Cole, some people would say that he is a bad role model.

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

- Bad role model   RED
- Good and bad role model   YELLOW
- Good role model   BLUE

Show the scouts one image at a time, asking them to choose whether the person or character is a bad role model, a good role model or a good and bad 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.

Tip: There may be some debate between the Scouts about whether some of the characters are good or bad role models and why.

Discussion Activity:

With the Scouts all together, show the celebrity images one at a time, finding out what the Scouts know about each person and talking about what kind of role model they are and how they impact and influence society. Stick the images onto a wall.

Now pick up the postbox. Explain that this represents an inbox and the messages inside are all e-messages. Ask the young people where they might come across such messages, i.e. Twitter, Facebook, etc.. Get them to think about where you might get a message like that. Is it just on a computer?

Now read out some of the comments from the inbox, stick the comment on the wall, and ask:

● How would each celebrity/character feel?

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

When you have explored how each of the three celebrities/characters might react to several different comments, ask the 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 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

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 band together - 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

Tom Daly
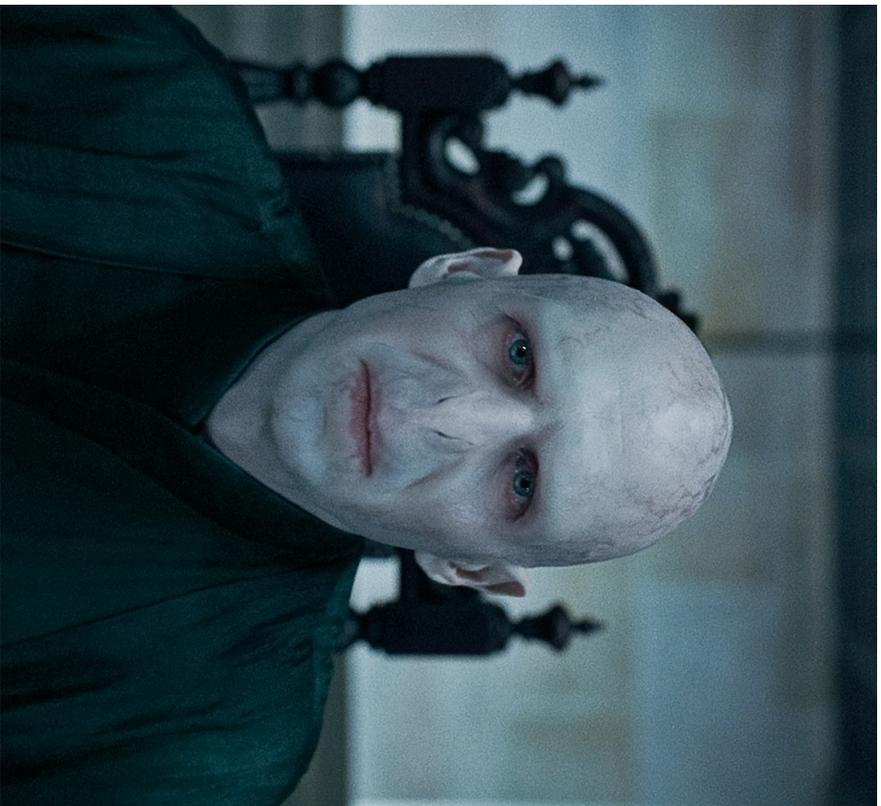
Voldemort

Green Goblin

Alex Rider
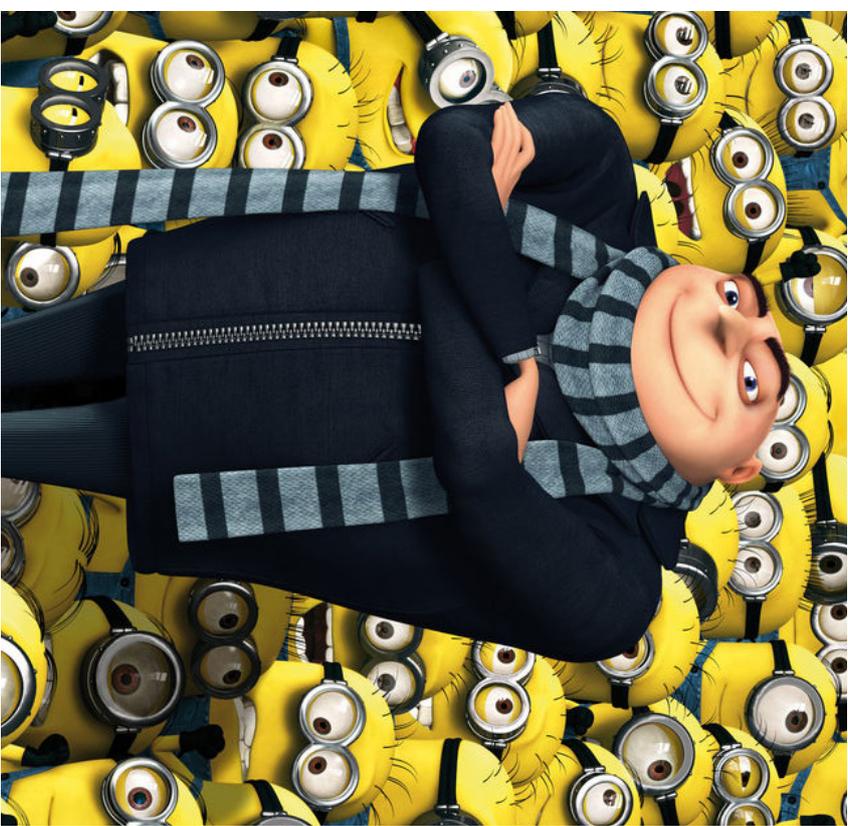
Gru
Despicable Me

Simon Cowell
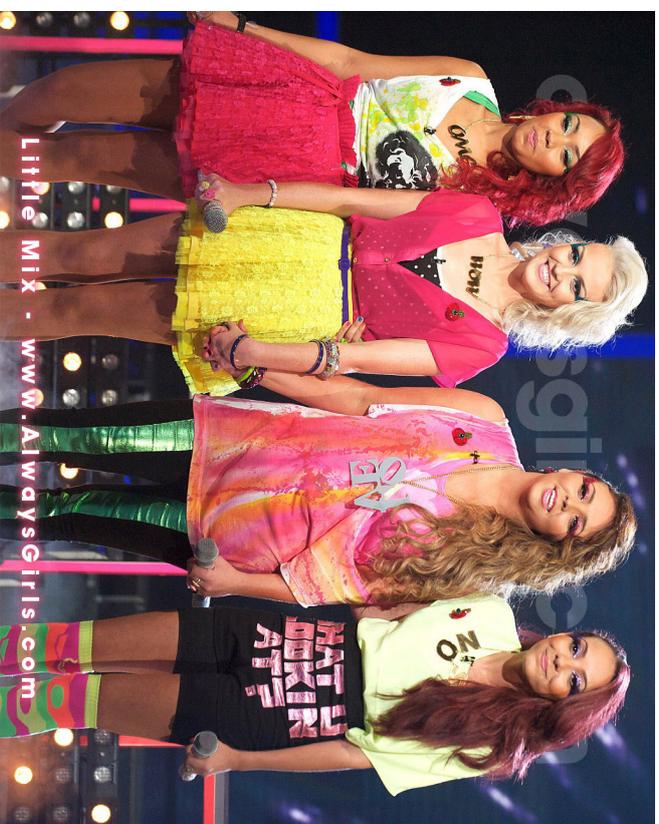
Little Mix

Ashley Cole

Jessie J

Prince Harry

Baden Powell

RED

YELLOW

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
- 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 (template included in this pack)
- BeatBullying Champions Park poster (included in this pack)

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

Introduction Game

Scavenger Hunt

This is a competitive game where the 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 Scouts to find – these must stay where they are so that all teams have access to the same information.

Tip: There are seven categories in each profile, although the information in some of them is restricted. Please hide all categories for all profiles so that the same number gets collected for each.

Split the young people into teams, asking them to choose one or two people 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 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 Karen's information?
● Only Karen's friends can see all of this information
● Who do you think can see all of Scott's information?
● Anyone who comes across his page can see all of Scott's information. Encourage the Scouts to think about the number of people who access the internet all over the world. Do they think all these people could see Scott's information if they wanted to? (The answer is yes.)

Discussion Activity:

Choose one of the scenarios and read it out.
Ask the young people...

● Would you share this? Why/Why not?

Tip: Encourage as many Scouts as possible to share their thoughts and their reasons.

If you have done either of the other activities, remind the Scouts about the feelings, effects and consequences 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 finding out about something being shared.

Depending on the why / why not, share info attached about this person. Ask:

● How do you think this person would feel? why?
● Should the story be shared if you don't know the person?

Think about: How would it feel to have thousands, or even millions, of people looking and laughing at something you find embarrassing?

Divide the young people into groups of four or five and ask them to brainstorm or mind-map the responsibilities they believe that all young people have when they are online.

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 the responsibilities they thought of and with their reasons. Where necessary, link this with their rights and how we should behave online.

Think about our digital rights: We all have...
● The right to be safe - to use our privacy settings and to enjoy being online
● The right to be respected - to be spoken to in a friendly and civil way and be able to choose who to talk to
● The right to privacy - to not have our information, i.e. photographs, shared without our knowledge or permission
● The right to have fun
● The right to learn and find knowledge

Tip: This could be a good opportunity to chat about what your 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 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	Karen
Profile 1	Profile picture	You need to be friends with Karen to see this information. Send Friend request
Profile 1	Birthday	You need to be friends with Karen to see this information. Send Friend request
Profile 1	Location	You need to be friends with Karen to see this information. Send Friend request
Profile 1	About me	You need to be friends with Karen to see this information. Send Friend request
Profile 1	Likes/Dislikes	You need to be friends with Karen to see this information. Send Friend request
Profile 1	Status	You need to be friends with Karen to see this information. Send Friend request

Profile 2	**Name**	Steve
Profile 2	**Profile picture**	
Profile 2	**Birthday**	18/04/99
Profile 2	**Location**	Birmingham
Profile 2	**About me**	You need to be friends with Steve to see this information. Send Friend request
Profile 2	**Likes/Dislikes**	You need to be friends with Steve to see this information. Send Friend request
Profile 2	**Status**	You need to be friends with Steve to see this information. Send Friend request

Profile 3	Name	Annette
Profile 3	Profile picture	
Profile 3	Birthday	12/10/02
Profile 3	Location	Astley, Manchester
Profile 3	About me	I love clothes shopping, music and hanging out with my mates. I love making friends so talk to meeeee :D
Profile 3	Likes/Dislikes	You need to be friends with Annette to see this information. Send Friend request
Profile 3	Status	You need to be friends with Annette to see this information. Send Friend request

Profile 4	**Name**	Mike Breen
Profile 4	**Profile picture**	
Profile 4	**Birthday**	30/05/00
Profile 4	**Location**	Jersey
Profile 4	**About me**	I rule at COD!
Profile 4	**Likes/Dislikes**	Playing on my Xbox live; chatting on Facebook and Instagram.
Profile 4	**Status**	You need to be friends with Mike to see this information. Send Friend request

Profile 5	**Name**	Kara McGarry
Profile 5	**Profile picture**	
Profile 5	**Birthday**	02/07/98
Profile 5	**Location**	22 Buckfield Drive, Charlton
Profile 5	**About me**	I am a fun, bubbly girl. My nickname is Tigger! :) Get in touch... my BBpin is 75BDACE
Profile 5	**Likes/Dislikes**	Playing jokes and tricks on my friends and making them laugh. I love gymnastics and am always bouncing around. I don't like scary movies.
Profile 5	**Status**	You need to be friends with Kate to see this information. Send Friend request

Profile 6	Name	Scott Rudd
Profile 6	Profile picture	
Profile 6	Birthday	16/011/00
Profile 6	Location	12 Merryhill Lane, Salter, Somerset
Profile 6	About me	I'm 12 years old and have 2 annoying younger sisters I have to babysit loads!
Profile 6	Likes/Dislikes	Likes playing FIFA and winning! Hates losing to Billy!
Profile 6	Status	Wednesday night gaming at my place - Mum & Dad out again - come on over. (Sisters are in bed)

Scenarios

BlackBerry Messenger broadcast:

Guess what – Millie just came out of the toilets with her skirt tucked in her pants – check it out!!!

Additional information: Millie is new at the school and has been finding it hard to make friends. Her family have moved here because her Dad has a new job. Millie is missing her friends from her old school.

Think about: It's embarrassing enough to realise you have been showing your pants to the world and then to find out that everyone around knows and has been laughing?! Millie is already feeling unsure of herself and uncomfortable in the school, this won't really help. What could have happened instead?

Status update:

In the park on the way home today, Jo fell off the swings – landed flat on his back on top of Sean – funniest thing I've seen in ages. Check out this video clip

Additional information: Jo is a big lad and quite clumsy – he often falls over or bumps into things and usually finds it funny. Sean is smaller than Jo but is the leader in the group.

Think about: Jo might find his clumsiness funny, but perhaps he is putting on a brave face and pretending to find it funny because others laugh. Finding out that a video has been shared online of his clumsiness could make him feel self-conscious about his clumsiness. Sean is used to being the one telling the stories and laughing with others. Having this video shared might make him cross and embarrassed, although it might make him think about the stories he has shared about others.

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 make bullying unacceptable - fantastic work that should be celebrated!

So why not organise a special party to mark your achievements, inviting parents, brothers and sisters of your 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 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' Tent

Champions' Tent

Champions' Tent

Champions' Tent

Champions' Tent

Avatar Template