



Revision to the “Joining Badge” / “Membership Badge” Requirements for Members

Inclusion of “Safe from Harm” Elements

To strengthen Scouts’ awareness of personal safety and enhance their ability to protect themselves and others from harm, new content on “Safe from Harm” will be added to the Joining Badge of the Grasshopper Scout Section and the Membership Badges of the Cub Scout, Scout, Venture Scout, and Rover Scout Sections. Leaders may make appropriate arrangements based on the age characteristics and level of understanding of their members, and may refer to suggested activities and examples attached and available on the respective sectional webpages when designing training content and conducting assessments. The new requirements are as follows:

[Grasshopper Scout Section – Joining Badge]:

Understand how to protect oneself from harm.

[Cub Scout Section – Membership Badge]:

Understand basic ways to protect oneself and others from harm.

[Scout Section – Membership Badge]:

Understand common types of harm against children and young people, prevention methods, and ways to respond.

[Venture Scout Section – Membership Badge]:

Possess a basic understanding of child and youth protection, including prevention and response methods; or Complete the “Safe from Harm Online Self-Learning Course”.

[Rover Scout Section – Membership Badge]:

Complete the “Safe from Harm Online Self-Learning Course”.

The above revisions takes effect from 1 July 2025. Suggested content and educational activity examples for each section will be uploaded to the respective section webpages for leaders’ reference. Leaders should make flexible adjustments based on the actual situation, age characteristics, and level of understanding of their members, to ensure that training and assessment are well aligned with the members’ growth needs and developmental pace.

In addition, current Scout members are requested to complete the newly added “Safe from Harm” component in the Joining Badge and Membership Badge by 31 December 2025.

For enquiries, please contact the Programme Branch during office hours on 295 6411 or 29576417.



“Safe from Harm Online Self-Learning Course” link
<https://sfh.scout.org.hk>

Dion CHEN
Programme Commissioner

Membership Badge – Safe from Harm

To strengthen Scouts' awareness of personal safety and enhance their ability to protect themselves and others from harm, new content on "Safe from Harm" is incorporated into the Joining Badge of the Grasshopper Scout Section and the Membership Badges of the Cub Scout, Scout, Venture Scout and Rover Scout Sections.

Section Leaders may make appropriate arrangements based on the age characteristics and level of understanding of their members, and may refer to suggested activities and examples when designing training content and conducting assessments. The new requirements included in the respective badges are as follows:

Joining Badge

[Grasshopper Scout Section]:

Understand how to protect oneself from harm.

Membership Badge

[Cub Scout Section]:

Understand basic ways to protect oneself and others from harm.

[Scout Section]:

Understand common types of harm against children and young people, prevention methods, and ways to respond.

[Venture Scout Section]:

Possess a basic understanding of child and youth protection, including prevention and response methods; or Complete the "Safe from Harm Online Self-Learning Course".

[Rover Scout Section]:

Complete the "Safe from Harm Online Self-Learning Course".

The learning objectives and suggested educational activities for each section under the theme "Safe from Harm" are provided for leaders' reference when designing activities or conducting Membership Badge assessments. These suggestions are for reference only. Leaders should make flexible adjustments based on the actual situation, age

characteristics, and level of understanding of their members, to ensure that the training and assessment align with their growth needs and developmental progress.

The above revisions became effective from 1 July 2025.

【Grasshopper Scout Section】

Joining Badge

Content: Understand how to protect oneself from harm.

Learning Objectives:

- Recognize that one's body belongs to oneself and no one should touch it without permission.
- Recognize inappropriate touching.
- Learn to say “no” and seek help from a trusted adult.
- Identify people they can ask for help (e.g. parents, teachers, Scout Leaders).
- Learn basic concepts to develop the awareness of self-protection through games, picture books, and role-play.

Suggested Activities:

- **Good Touch / Bad Touch Sorting Game:** Use picture cards (e.g. hugging, handshaking, hitting, touching private parts) and have Grasshopper Scouts identify and explain whether it is an appropriate or inappropriate touching.
- **“I Say No!” Role Play:** Practice using firm language to say “no” in scenarios such as someone taking away a toy or attempting inappropriate touching, and explore how to respond and seek help.
- **Body Map Activity (Red-Yellow-Green):** Distribute a body outline diagram for Grasshopper Scouts to colour-code different areas — red for private parts, yellow for areas that may be touched with permission, and green for generally safe areas.
- **Trust Circle Card Activity:** Use concentric circles to help Grasshopper Scouts identify trusted individuals (e.g. parents, teachers, Scout Leaders, police officers).
- **Safety Story Time:** Read storybooks (e.g. “Don’t Touch Me”, “My Body Belongs to Me”) and discuss how Grasshopper Scouts should respond to suspicious situations.
- **“Safe Code Word” Game:** Establish special words or signal that Grasshopper Scouts can use to discreetly indicate they feel unsafe in public.

- **“Brave Scout Badge” Craft:** After completing a series of tasks (e.g. naming inappropriate touches, identifying trusted adults), Grasshopper Scouts create a “Brave Grasshopper Scout” badge to affirm learning.
- **Puppet Theatre Role-play:** Use puppets to act out everyday interactions (e.g. stranger approaching, physical boundaries with friends), allowing Grasshopper Scouts to practise how to respond.
- **Safety Slogan Time:** In groups, create simple slogans such as “My Body, My Rules!” or “Say No If I Feel Uncomfortable!” to reinforce concepts and encourage self-expression.

【Cub Scout Section】

Membership Badge

Content: Understand basic ways to protect oneself and others from harm.

Learning Objectives:

- Understand personal boundaries and respect others' physical boundaries.
- Recognize potential risk situations (e.g. being alone with a stranger).
- Learn respect for others and safe behaviour between peers.
- Speak up and seek help when facing or witnessing troubling situations.

Suggested Activities:

- **“Where’s the Line?” Sticker Activity:** Provide a body outline diagram for Cub Scouts to mark with coloured stickers areas they dislike being touched and those they are comfortable with, and explain their choices.
- **Safety Scenario Skits:** Act out everyday situations (e.g. being alone in a lift with a stranger, rough play with peers), discuss which behaviours are safe, when to say “no,” and how to seek help.
- **“What Would I Do?” Risk Assessment Game:** Use cards or verbal prompts with scenarios like “A stranger says your mum asked him to pick you up after school” or “Someone asks you to keep a secret,” and let Cubs explain how they would respond.
- **“I’m a Good Teammate” Challenge:** Complete tasks requiring cooperation and respectful interaction (e.g. back-to-back ball carry, blindfolded guiding) to promote safe teamwork and peer care.
- **“Speaking Up” Story Sharing:** Invite Cubs or leaders to share (real or fictional) experiences about feeling troubled or witnessing unfair treatment, and discuss how and whom to seek help from.
- **“Safety Ambassador” Badge Workshop:** Complete set tasks (e.g. name three trusted adults, identify two dangerous situations, practise asking for help) and make a personal badge to reinforce responsibility.

- **Boundary Awareness Poster Competition:** Create group posters on the theme “Respecting Personal Boundaries,” with slogans like “Friends Respect Each Other” or “It’s OK to Say No,” to encourage self-expression.
- **“Safe or Unsafe” Sorting Cards:** Present interactive scenario cards (e.g. a friend snatching your belongings, someone asking you to keep a secret, a teacher praising your work), and have Cubs classify them as “safe” or “unsafe” with reasons.
- **“Protecting You and Me” Rulebook Creation:** In small teams, create a “safety rulebook” listing their understanding and suggestions on safety, personal boundaries, and peer interaction, then present their work.
- **Weekly Safety Challenge Cards:** Give each Cub a card with daily tasks such as “Today I bravely said no,” “I helped a friend resolve a conflict,” or “I showed care to someone,” to encourage real-life practice.

【Scout Section】

Membership Badge

Content: Understand common types of harm against children and young people, prevention methods, and ways to respond.

Learning Objectives:

- Understand common forms of harm experienced by children and young people, including physical, sexual, emotional abuse and cyberbullying.
- Explore the boundary between inappropriate behaviour and peer teasing.
- Learn how to respond to and protect oneself from inappropriate contact or verbal abuse.
- Distinguish between “keeping a secret” and “keeping someone safe”: when it is necessary to disclose information to a trusted adult.
- Develop practical skills through patrol discussions, scenario simulations and group activities.

Suggested Activities:

- **Scenario Workshop: “Is This Crossing the Line?”:** Present various everyday situations (e.g. inappropriate jokes, teasing about physical appearance, forced photos, being asked to keep secrets) and have patrols discuss whether these constitute harm and suggest appropriate responses.
- **Game: “Harm or Joke?” Rapid Response Challenge:** Use slides or cards showing different phrases or actions, and Scouts must quickly decide whether they are “acceptable”, “uncomfortable but manageable”, or “clearly inappropriate”, to strengthen awareness and response speed.
- **Role Play Theatre: “How Would I Handle It?”:** Patrols work through realistic scenarios such as cyberbullying, verbal insults, or violations of personal boundaries, and practise appropriate dialogue and actions (e.g. saying no, seeking help, comforting the victim).
- **“Secret vs Safety” Discussion Game:** Discuss common scenarios (e.g. a friend being bullied, asked to keep unsafe behaviour secret) and determine which should be kept confidential and which should be reported to a trusted adult.

- **Online Safety Investigation Task:** Analyze fictional social media conversations or dating app screenshots to identify red flags (e.g. excessive attention, requests for photos, asking to meet), and learn how to decline or report them.
- **“You Can Say This” Communication Drill:** Practice expressing discomfort or refusal in a clear and firm way, such as “I don’t feel okay when you say that” or “Please don’t touch me like that again”.
- **Risk Mapping Exercise: School Safety Map:** Create a map of the school or community activity space to identify high-risk areas (e.g. toilets, stairwells) and safe support points (e.g. counsellor’s room), and suggest improvements.
- **Personal Boundaries List: “I Accept / I Don’t Accept”:** Each Scout completes a list of personal boundaries (e.g. acceptable jokes, tones of voice that feel uncomfortable), then shares and discusses in patrols to build mutual understanding and respect.
- **Knowledge Challenge:** Law and Support: Use Q&A or activity stations to learn about harassment, where to seek help, and how to contact a teacher, social worker or police.
- **Anti-Bullying Pledge Activity: “I Stand Up”:** Scouts complete a “Scout Anti-Bullying Pledge Card” stating commitments such as “I will not mock anyone”, “I will support a friend in need”, or “I will speak up”, and display the pledges publicly to build a positive unit culture.

Reference Resources:

1. [Scouts Safe from Harm Policy](#)
2. [Safe from Harm in Scouting](#)
3. [Safe from Harm in Scouting \(Youtube\)](#)
4. [Family Planning Association/ Resources/ Online Resources](#)
5. [End Child Sexual Abuse Foundation / Useful Information](#)

【Venture Scout Section】

Membership Badge

Content: Possess a basic understanding of child and youth protection, including prevention and response methods; or Complete the “Safe from Harm Online Self-Learning Course”.

Learning Objectives:

- Develop a sense of responsibility and observational skills as an emerging leader.
- Identify potential risks in Scout activities and how to respond.
- Learn listening and support techniques, including how to receive and respond to younger members seeking help.
- Understand the core principles of the Association’s child and youth protection policies.
- Complete the “Safe from Harm Online Self-Learning Course” to deepen understanding and obtain certification.

Reference:

- [Active Citizenship Badge Series - Child Protection Badge online Self-Learning](#)
- [Safe from Harm Online Self-Learning Course \(English and Chinese\)](#)



Suggested Activities:

- **Discussion: “I Am a Leader”:** Discuss the roles and responsibilities of Venture Scouts acting as activity assistants, service team members or patrol mentors.
- **Risk Recognition Simulation:** Use site diagrams or scenario illustrations to identify potential risks (e.g. blind spots, inadequate supervision, younger members being alone) and suggest preventive measures.
- **Scenario Exercise: “If I Notice...”:** Work through situations such as behavioral changes, avoidance of specific leaders, or signs of bullying, and discuss how to observe, respond and report to leaders or the Association.
- **Empathetic Listening Practice: “You Can Say...”:** Use role-play to practice responding sensitively to younger Scouts, encouraging expression and avoiding dismissive responses.

- **“Who Can Help Me?” Support Network Mapping:** Identify available support persons (e.g. leaders, parents, social workers) and map a network to act as a bridge when others need help.
- **Policy Quick-Read Challenge:** Group-based reading of key policies (e.g. Safe from Harm Policy and Safety Guidelines) followed by quiz or challenge activities.
- **Station-based Trust and Boundaries Activities:** Use physical stations to explore trust and boundaries (e.g. boundary mapping, trust toss, guided blindfold walk), and link to service roles.
- **Case Study Review: “What Would I Do in This Activity?”:** Review real or fictional cases (e.g. camps, evening events, night hikes) and discuss risk factors and proper responses.

【Rover Scout Section】

Membership Badge

Content: Complete the “Safe from Harm Online Self-learning Course”.

Purpose: To help members learn how to identify, prevent, and handle cases where inappropriate behaviour may cause harm, and to understand how to follow the Association’s relevant guidelines, so that Scouting activities can be conducted safely and all members at every level are protected from harm.

Reference:

- [Safe from Harm Online Self-Learning Course](#)
- [Social Welfare Department – Child Protection eLearning](#)



Guidelines for the Delivery of the “Safe from Harm” Training Module to Scouts with Special Educational Needs

1. Introduction: Embracing Diversity, Inclusion and Learning Differences in Practice

Scout Association of Hong Kong is committed to creating a diverse and inclusive learning environment in Scouting. All young people, regardless of their abilities, backgrounds or limitations, should be able to enjoy learning, realize their potential and contribute meaningfully to Scouting.

In planning of training or assessments for Scouts, leaders should understand that inclusion does not mean all members must complete tasks in the same way. Rather, every Scout should have equitable opportunities to participate and face an appropriate level of challenge. For members with Special Educational Needs (SEN), leaders should adapt the activity design and assessment methods as needed to safeguard their rights to learning.

This document provides guidance for Section Leaders in planning and delivering the “Safe from Harm” component of the Membership Badge syllabus. It outlines practical adjustments for Scouts with various needs, including those with visual or hearing impairments, autism, dyslexia and attention difficulties, so that they can safely and effectively learn about self-protection and respect for others.

2. Core Principles and Responsibilities: Adjustments Do Not Mean Simplification

Leaders should uphold the following three principles during planning and assessment:

- **Consistent Learning Goals:** While the delivery format and methods may vary, all Scouts should grasp the same core concepts and safety guidelines.
- **Equivalent Level of Challenge:** Adjustments should meet the abilities and needs of the individual but must avoid oversimplification to ensure meaningful participation and learning.
- **Focus on Understanding and Application:** Success should be measured by the Scout’s comprehension and ability to apply what they have learned—not by written expression or conventional testing formats.

Leaders are encouraged to communicate with the members, their parents or caregivers, and, if necessary, teachers or relevant professionals. Final decisions

on adjustments may be made by the responsible leader, based on the circumstances, without the need for formal approval or reporting.

3. Types of SEN and Examples of Teaching Strategies

Type of Special Need	Common Challenges	Suggested Adjustments
Visual Impairment / Blindness	Unable to read visual materials or environmental cues	Use verbal descriptions, tactile diagrams, physical objects or models, and enhance audio cues in activity settings
Hearing Impairment / Deafness	Difficulty receiving spoken instructions or identifying emotional tone	Use visual aids, sign language, written communication, and reduce background noise where possible
Autism Spectrum Disorder	Difficulty with abstract concepts, sensitive to changes in environment	Provide structured routines, illustrated instructions, consistent seating and activity flow, and social story teaching tools
Dyslexia	Difficulty with written tasks and decoding text	Use pictorial materials, speech-to-text, verbal responses, and minimise written requirements
ADHD / Hyperactivity	Trouble focusing, restlessness, impulsive actions	Break tasks into shorter steps, allow physical movement, provide immediate feedback, and reinforce rules clearly
Emotional Anxiety Disorders	Discomfort in social situations, emotional dysregulation	Provide advance notice of activities, designate calming spaces, pair with familiar peers, and encourage participation in non-competitive settings

4. Teaching Tools and Collaboration Roles

When frontline leaders and parents support Scouts with special educational needs in understanding the content of the “Safe from Harm” policy, they should adopt concrete, individualized, and multi-sensory teaching approaches. Arrangements should be made according to each member’s communication style, emotional regulation ability, and learning preferences. The following section provides teaching recommendations and principles based on different types of needs.

(A) Choosing the Right Learning Tools

Member Profile	Recommended Tools	Notes
Visual Impairment	Verbal instructions, tactile models (e.g. raised diagrams)	Use touchable body models to explain “private parts” and “appropriate/ inappropriate touch”
Hearing Impairment	Sign language support, pictorial materials, videos with subtitles	Use picture cards to illustrate safe situations or trusted adults; avoid relying solely on speech
Developmental Delay	Simple sentences, repetition, physical demonstrations	Teach one concept at a time with clear routines: explain, model, practise
Autism / Emotional Needs	Structured visual aids, social stories, activity preview charts	Provide early notice of any changes in activity or location to reduce anxiety
Learning / Attention Difficulties	Task breakdown, hands-on practice, repetition	Use shorter activities with defined tasks and rewards to maintain focus

(B) Role Clarity and Practical Collaboration

i. Who Should Teach?

- Section Leaders are the primary facilitators and should clearly explain key points (e.g. “Your body belongs to you”, “Say no when needed”, “Find a trusted adult”).
- Parents or caregivers can reinforce learning at home using familiar language and visual aids.
- Where applicable, teaching assistants or social workers familiar with the member can be invited to support the sessions for consistency.

ii. Individual vs Group Learning

- For Scouts requiring more support, leaders may provide one-on-one guidance or separate instructions.
- In group activities, match Scouts with experienced peers who can act as buddies to assist in completing tasks.
- Encourage learning reflection through short verbal responses, e.g. “I’ve learned to say no,” or “I can ask a teacher for help.”

iii. Integrating SFH Concepts Across Other Activities

- SFH’s key concepts (e.g. safety, boundaries, trust) can be embedded in hikes, camps, and team-building games.
- Leaders can use reflective prompts like “What would you say if you don’t want to join?” or “Who can help when something goes wrong?”
- Alternative assessment formats (e.g. audio recordings, drawings, verbal responses) can be used to demonstrate learning.

iv. Parent Engagement

- Inform parents of planned activities in advance so that they can help reinforce key messages at home.
- Parents may offer insight into effective strategies (e.g. “He repeats phrases when nervous—remind him to take a deep breath”).
- Encourage feedback from parents to help leaders adjust teaching methods in future sessions.

5. Examples of Practical Adjustments for Teaching and Assessment

i. For Blind or Visually Impaired Scouts

- Use audio or tactile materials (e.g. models) to explain personal boundaries.
- Replace visual tasks with hands-on activities or verbal discussion.
- Assign a helper during simulations involving refusal skills or help-seeking.
- Record responses or conduct one-on-one interviews as assessment.

ii. For Deaf or Hearing-Impaired Scouts

- Provide printed or illustrated materials; arrange sign language support where available.
- Emphasise key concepts through visuals and slogans (e.g. “Respect boundaries”, “Trusted adults”).
- Allow written or signed responses in assessments.
- Use visual cues (e.g. cards, flags) instead of verbal prompts.

iii. For Other SEN Members (e.g. Autism, ADHD, Learning Difficulties)

- Reduce information overload by breaking tasks into steps and using repeated practice.
- Offer clear structure and visual schedules (e.g. flowcharts, task lists).
- Avoid written-heavy evaluations; use oral questions, choice cards, or group discussion.
- Pair with consistent peers and create a low-pressure, predictable environment.

6. Conclusion: Ensuring Every Scout Can Learn Safely

The goal of the “Safe from Harm” Membership Badge is to build a culture of respect, protection and trust for all Scouts. As Scout Leaders, we have a duty to ensure that members of varying abilities understand these values and are supported to participate in ways suit their needs.

Leaders should flexibly use verbal explanations, sign language, images, interactive games and other accessible methods to help all Scouts acquire core knowledge and protective strategies. Teaching steps and assessment methods should be adjusted as needed.

Scout Association of Hong Kong encourages all frontline leaders to continue developing their capacity to support learner diversity. For further assistance or enquiries, please contact Programme Branch during office hours.

Reference:

[“Diversity and Inclusion: Catering for Scout Learner Diversity” – Policy and Practice Guidelines](#)