



Scouts Victoria

Joey Scout Code of Conduct Resources

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INTRODUCTION

Every Joey Scout Unit must have their own Code of Conduct on display in their hall.

We know that lots of Leaders already have methods to do this, and you are welcome to continue doing whatever activities that you already do. Your Unit Code of Conduct must contain the three categories of behaviour and must be displayed in your hall.

This resource has been developed to support Leaders with new ideas or strategies to create their Unit Code with their youth members. Feel free to pick and choose activities based on what will work with your community.

We encourage all Leaders to include the “how to get help” section, as these messages need to be explicit for our youth members.

Categories of behaviour

Category 1: Behaviour that we want to see, such as cheering and supporting each other.

Category 2: Behaviour that we need permission for, such as taking photos or hugging.

Category 3: Behaviour that is inappropriate, such as teasing or rough-housing.

Category 4: Behaviour that is unacceptable and must be reported to Scouts Victoria.

Category 4 behaviour includes but is not limited to:

- Persistent or repeated Category 3 behaviour
- Category 2 behaviour without permission
- Bullying, harassment or discriminating behaviour
- Purposefully making someone else uncomfortable
- Having or sharing inappropriate material on devices
- Any sexual interactions
- Any violent or threatening behaviour
- Any illegal behaviour

A Joey Scout Code of Conduct only needs to include three categories - what we want to see, what we can do with permission and what we shouldn't do. This is to ensure the resource is developmentally appropriate. Leaders still need to understand that category 4 must be reported to Scouts Victoria via the Child Safe reporting line 1800 870772 or childsafes@scoutsvictoria.com.au.

There is an example from 2022 Kangaree in Appendix 1 below.

For more information on these, please see the Harmful Behaviours policy on the Scouts Victoria website.

ACTIVITIES FOR CODE OF CONDUCT

Why do we need boundaries?

Play a game they know and have played before, but don't tell them any rules. (Try to find a game that they don't play every week, so they don't implicitly already know the rules.)

Let them play for a few minutes, until it starts getting slightly out of hand.

Stop them, ask them why it didn't work, and then share that we need rules so that we all have clear expectations about what we need to do.

Share the rules to the game and then let them play the game.

After the game, ask them if rules only apply to big groups, or do individuals also have rules? This is to introduce the concept of personal boundaries. Don't try to get too much from them at this point, just get a feel for what they think.

This is helping them understand why we're talking about our behaviour.

What sort of behaviour do we like at Joey Scouts?

Get the Joey Scouts to draw a picture, or write a sentence about why they like coming to Joey Scouts. You might like to give them some prompts to get started. We have a template available to help (appendix 2).

Share with each other. This can create the basis of your category 1 behaviours.

Hot and Cold Game

- Choose one child to be the "Finder."
- Send them out of the room while the rest of the players hide an object, somewhere in the room.
- Ask the Finder to come back and look for the object, while the other players shout out hints: "You're getting hotter" or "you're getting colder."
 - Try asking kids to speak louder or softer depending on how close or far away the Finder is from the hidden object.
- Play until the object is found, then give everyone a turn as the Finder.

This is helping them understand about teamwork and cooperation. This isn't a competitive game, so encourages sharing, helping and following instructions.

Simon Says

- This is a classic, simple game.
- The Leader says "Simon Says" followed by an instruction (even better if the Leader uses their real name!).
- If you don't say "Simon Says", then they shouldn't follow the instruction.
- Start with simple instructions, like Simon Says touch your toes
- More complex instructions can include counting (do 5 jumps), running to particular areas of the hall that you want them to know (run to the flag) etc.
- Try to regularly incorporate a moving instruction so they stay interested.

- Start to include instructions that involve someone else. Simon Says give a high five to the person next to you. Watch closely, after a couple of instructions, there will be a youth member who will move away from a hug or high five.
- Pause the game here. Identify that “Sarah” didn’t want to be hugged. Share how you could tell and ask how the Joey Scouts should approach that. You are looking for them to identify that they need to ask permission before they hug/high five etc.
- Ask them what else they should ask for permission before they do. Suggestions could be:
 - Hugging
 - High fiveing
 - Touching of any sort
 - Going into out-of-bounds areas like the den, fireplace, flag pole etc
 - Taking photos

This will help you develop the list of category 2 behaviours.

If you’re happy and you know it

- This is a classic, simple song with the lyrics below.
 - If you’re happy and you know it, clap your hands.
 - If you’re happy and you know it, clap your hands.
 - If you’re happy and you know it, then you really ought to show it.
 - If you’re happy and you know it, clap your hands.
- If you’re not comfortable leading a song, ask a youth member to!
- Each verse should focus on a different emotion. Some examples below, but ask the Joey Scouts what words and actions go with each emotion.
 - If you’re angry and you know it, stomp your feet
 - If you’re scared and you know it, say “oh no!”
 - If you’re sad and you know it, have a cry
 - If you’re sleepy and you know it, take a nap.
 - If you’re nervous and you know it, get some help.
- You should finish on the happy verse again!

This develops the Joey Scouts ability to recognise emotions and to have appropriate reactions to it, as opposed to punching or running away.

Mirror, Mirror

- This is another classic game.
- Players pick a partner and face each other, keeping about 2m space between each other.
- One person is the leader and the other person must mirror the movements of the leader.
- It’s a no talking or touching game.
- After a couple of minutes, switch roles.

- After everyone has had a turn, ask the leader to use movements or expressions that represent different emotions. Match these emotions to the ones from the song earlier. Swap so everyone gets a chance to display different emotions.

This allows Joey Scouts to explore non-verbal messages, while identifying different facial expressions that might be connected to different emotions.

Think, Pair, Share

- Have a think about what behaviour you don't like at Joey Scouts. (You might like to play some music while they think.)
- Tell a buddy about what behaviour you don't like.
 - Did you have the same behaviours?
 - Do you agree with your buddy? Or do you disagree?
- Share your behaviours with the Unit.

This will help you develop the list of category 3 behaviours.

Another Program Idea

- Play a game involving sound (<https://earlyimpactlearning.com/21-listening-games-for-kids-that-youve-got-to-try/>)
- Use the ear image (appendix 7) and discuss the following two questions:
 - What sounds do we not like to hear at Joey Scouts?
 - What sounds do we like to hear at Joey Scouts?
- Play a game involving observation
- Use the eye image (appendix 8) and discuss the following two questions:
 - What do we like to not see at Joey Scouts?
 - What do we like to see at Joey Scouts?
- Play Mirror Mirror (see above)
- Use the heart image (appendix 9) and discuss the following two questions:
 - What do we like to not feel at Joey Scouts?
 - What do we like to feel at Joey Scouts?

HOW TO GET SUPPORT

This section is a chance to explicitly share with your Joey Scouts about how they can get help if they need it. This empowers them with knowledge to get support if they need it. These three activities are designed to be done in order, because of increasing support needs.

“Say No” Role Play

- Question for the youth members: “What do you do if someone is doing something that you don't like?”
- Share responses. You're looking for the youth member who confidently responds with a “tell them you don't like that behaviour and ask them to stop”
- Role-play a situation where they need to say no and ask the other person to stop.
 - Someone else is playing with your stuff.
 - Someone keeps trying to hug you

- Someone is calling you a name that you don't like

This will help the Joey Scouts explicitly practice the skills you want them to demonstrate in Category 2 & 3.

- <https://bullyingnoway.gov.au/>

Five Trusted Adults

- Question for your youth member: What if you asked for it to stop and it doesn't? What about if the person continues to make you uncomfortable or worried? You need to tell an adult that you trust. What sorts of adults could you tell?
 - Parents
 - Extended Family or Family Friends
 - Leaders
 - Teachers
 - Sport Coaches

Who are the adults in your world?

- Use our template (appendix 3 for members who need a hand, and appendix 4 if they can draw their own!) for your youth members to identify trusted adults.
- <https://kidshelpline.com.au/sites/default/files/document/KAS-%205%20Fingers%20of%20Support.pdf>

Child Safe Poster

- Question for your youth members: What happens if you've tried to say "please stop" and you've tried to tell a trusted adult and it still hasn't helped?
- Take them to where your Child Safe poster is displayed in your hall. Talk them through the poster and show them the Child Safe phone number.
- Any member could call this number any time day or night if they need help.
- If you don't have one in your hall, it's important that this happens as soon as possible. Please speak to your GL or DC. (There's an image in appendix 5 so you know what you're looking for.)

REFLECTION

After you've run through some of activities, and developed a list of behaviours for category 1, 2 and 3, it's time to put it in a display format. You can display it any way you like. We've got a template for you in appendix 6 if you would like to use it.

At this stage, please share this with your Group Leader and your District Leader. They might like to add or suggest changes.

Finally, you need to take it back to your youth members and ask if they are still happy with it. Is there anything they would like to change, add or subtract? Try to finish the discussion on Category 1 – end on the positives!

Once you have agreement, you might like to ask them to put something on the display to signal they agree, like their name or handprint. This should also be a core part of your Intro to Section for all new members.

It would be good practice to share this document with your parents and families. Why not publish it on whatever communication platform you use? Email, social media, newsletter etc. Sharing it with families will help you to manage any incidents that might occur.

Another great practice would be to share with the rest of your Group and District. Share with others, and develop more ideas to improve yours for next time.

Kangaree Code of Conduct

KANGAREE CODE OF CONDUCT

Joey Scouts should...

- Help other people.
- Be kind, gentle and fair.
- Listen to other people.
- Take turns and share.
- Do your best.

A Joey Scout could...

- Ask someone before you hug or high-five them.
- Ask someone before you take their photo.
- Ask someone before you touch something that doesn't belong to you.

Joey Scouts don't...

- Go anywhere without a buddy or Leaders.
- Punch, kick or hurt other people.
- Call people names or be mean.
- Tell fibs.
- Keep secrets.

Written with the Joey Scouts of 1st Nunawading



**The behaviour
I like to see at Joey
Scouts is...**

Kids Helpline – 5 Fingers of Support

5 Fingers of Support

Who are

5 trusted adults

you could

talk to?



You can contact Kids Helpline for help!
1800 55 1800 | kidshelpline.com.au

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Child Safe Poster

Feeling safe at Scouts

1. Find Support

Tell someone you trust, like a parent, teacher or a Leader.

You have the right to feel safe and listened to. It's always ok to speak up if you're feeling unsafe, worried or scared.

2. Share your concerns

Do your best. Your support person should always listen and treat you with respect.

3. Tell someone

Tell your support person about why you're unhappy or feeling unsafe.

4. Speak up

It's always ok to speak up!

Supporting adults. If a concern is raised, you must report it.



Scouts Victoria
1800 870 722
childsafescouts@scoutsvictoria.com.au

Editable Code of Conduct

Joey Scouts should...	A Joey Scout could...	Joey Scouts don't...
<ul style="list-style-type: none">• Help other people• Be kind, gentle and fair• Listen to other people• Take turns and share• Do your best	<ul style="list-style-type: none">• Ask someone before you hug or high-five them.• Ask someone before you take their photo.• Ask someone before you touch something that doesn't belong to you.	<ul style="list-style-type: none">• Go anywhere without a buddy or Leaders• Punch, kick or hurt other people.• Call people names or be mean.• Tell fibs• Keep secrets





