



Scouts Victoria

Cub Scout Code of Conduct Resources

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INTRODUCTION

Every Cub 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 four 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

Usually, a Cub 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, however, depending on your Unit, you might like to include category 4 as well. (This would apply if you had a particularly challenging, or mature bunch of youth members.)

Leaders still need to understand that category 4 must be reported to Scouts Victoria via the Child Safe reporting line 1800 870772 or childsafe@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.

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

- Have a Unit discussion around what behaviours make you happy. For example, you really like it when people ...
 - **Hint:** Young people will often gravitate towards what makes them unhappy. Help them to turn it into a positive. For example, I hate when people are late to Scouts. That means you like it when people are on time.
- Hold a Unit discussion around gratitude and what you are grateful for.
- Create a gratitude tree, rock, box or garden.
- Write a letter to someone expressing your gratitude towards them.
- Do an act of kindness for someone else. Bonus points if they don't know you're doing it.
- Create a kindness chain (strips of paper joined together) with a positive or kind behaviour on each strip.



Collect the statements or ideas and use them to start creating a list of behaviours that you want to see in your Unit.

What sort of behaviour do we like at Cub Scouts?

Get the Cub Scouts to draw a picture or write a sentence about why they like coming to Cub Scouts. You might like to give them some prompts to get started. We have a template available to help (appendix 2). Maybe even try one with the behaviours that they don't like? Share with each other. This can create the basis of your category 1 behaviours.

Activities that can be used for any category:

All these activities will help to build a culture of sharing and developing respect for each other's differences and similarities. We want our Units to be a space where everyone can share their views safely. This will also help the adults understand the different perspectives around the room, which will help everyone work together better!

At the end of any of these activities, ask the youth members some reflection questions:

- What did you notice about that activity?
- Did you find it difficult to hear from other people?
- Did it change your perspective in any way?
- Does it change your thinking?

Hot and Cold Game

- Choose one youth member 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 five 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 Cub 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 fives
- 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.

Chair Game

Have the youth members sit in a circle of chairs and one person who is left standing in the middle and does not have a chair. The person in the middle asks a question, like "who has brown hair?" and everyone who does has to get up and switch seats. The person in the middle must go and find a seat, which in turn will leave somebody else in the middle without a chair to ask a question. The catch is that the people changing seats (this applies to each individual round) cannot move to the seat on either side of them, or if they get up and can't find a seat, they cannot return to the seat where they just sat.

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 Cub 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 Cubs. (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 Patrol? Or do you disagree?
- Share your behaviours with the Unit.
- Consider asking how they would prefer to be reminded about these behaviours.

Reception Line.

Have the Cubs divide in half, making two lines facing each other.

Ask an icebreaker type question and have people discuss with their partner across from them. Then one person from one line moves to the other end and all in that line scoot down one so everyone has a new partner. Ask another question and repeat.

CONSEQUENCES

Scout Units might consider discussing possible consequences while planning their Unit Code of Conduct. Having this discussion early can help support difficult conversations when something does happen!

HOW TO GET SUPPORT

This section is a chance to explicitly share with your Cub 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 Cub 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 the activities, and developed a list of behaviours for categories 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 their 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 Cub
Scouts is...**

Kids Helpline – 5 Fingers of Support

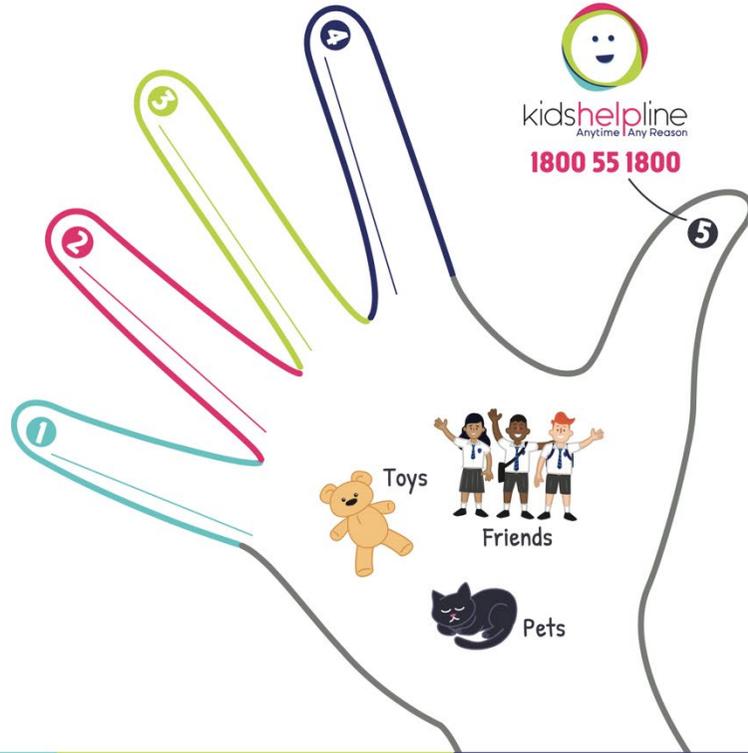
5 Fingers of Support

Who are

5 trusted adults

you could

talk to?



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

Kids Helpline - 5 Fingers of Support

5 Fingers of Support

Who are

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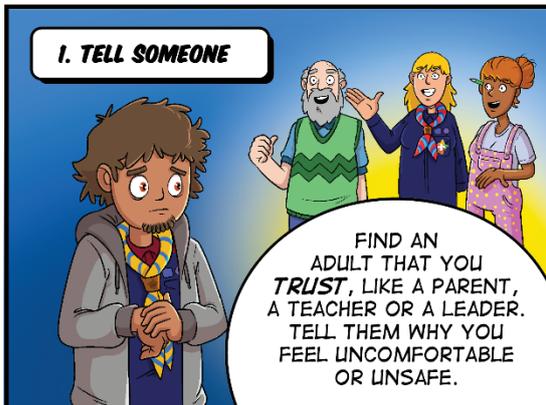
talk to?



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

Child Safe Poster

FEEL SAFE, BE SAFE



Editable Code of Conduct

Cub Scouts should...	A Cub Scout could...	Cub 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