

Cub “Code of Conduct” JUMPSTART

Theme: The Golden Rule

Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Toothpaste Demonstration/ Setting Respect Goals	
5 mins.	Opening Ceremony	(Details can be found in <i>Cub Leader's Handbook</i>)	
10 mins.	Cooperative Game	The Lava Pit or Blob	
20 mins.	Theme Activity	Skits – The Golden Rule	
15 mins.	Song/Interactive Story	Rules Rap/Red Poison Darts	
30 mins.	Theme Activity	Co-operative Monster Making	
10 mins.	Six Meeting	Anger Thermometer	
5 mins.	Meeting Debriefing	Reflect, Reflect, Reflect	
5 mins.	Closing Ceremony	(Details can be found in <i>Cub Leader's Handbook</i>)	
10 mins.	Leader Discussion Time	Review meeting & discuss next week's plan.	

Gathering Activities

Toothpaste Demonstration

Words cannot be taken back once they are out there.

With all the Cubs sitting, ask someone to volunteer to do an experiment with you. Bring them to the front and ask them to squeeze some toothpaste onto some paper. Then when they have done so, ask them to put the toothpaste back into the tube. The youth will quickly discover that it is an impossible feat! Explain to them that you used the toothpaste to demonstrate what hurtful words are like. Once you have squeezed out hurtful words at someone – there is nothing you can do to take them back in – much like the toothpaste. Stress to them that the words are out there – you can't take them back. Therefore, if you think you will want to take them back – don't squeeze them out in the first place!

Setting Respect Goals

Have a discussion with your youth about what they think respect means. Help them to define respect. Then distribute a paper with the following sentences on it and ask them to fill in the blanks.

Setting your respect goals:

- I will respect myself by: _____
- I will respect other Cubs/Scouts by: _____
- I will respect my leaders by: _____
- I will respect my pack/troop by: _____

After they have filled out their goals, ask each youth to talk about one of their goals and why they chose it as being important to themselves.

Games

The Blob

This is a classic game where youth have to work together and cooperate in order to maneuver their “blobs” successfully. Introduce the activity by saying that cooperation and working as a team is needed in the game.

Directions:

Two players join hands to form the “Blob”. The Blob grows by chasing other players and touching them. Note: Only the free hands at the end of the Blob can be used to touch players.

The Blob continues to grow until everyone is caught by the Blob!

Version for older youth (older Cubs and Scouts): Once Blobs become as big as four people, they should split off into Blobs of two, which will then grow again to four and split again.

The Lava Pit

A Team Building/Communication Exercise

Materials: 20 paper plates

How to play:

Make up a story that the Cubs are being chased. They need to escape across a field of hot lava. Divide the Cubs into two teams. Give each team paper plates explaining that when they step on these plates they will not sink into the lava. Each team receives a third of the number of plates as there are players (i.e., twelve player team gets four plates). The group must figure out how to get the entire group from point A to point B (marked on the floor with tape), from one side of the hot lava pit to the other. Only one person can be on a plate at a time, and the plates may be picked up and moved. The key to the game is that only one person will need to work their way back across the field to help the rest cross. A time limit can be placed on this game to make it interesting.

Theme Activity

Golden Rule Skits

Teach and talk about the Golden Rule with your youth: *“Treat others as you wish to be treated yourself.”* (See the November 2005 *Leader Magazine* for more on the Golden Rule throughout religions.) Then give them these skit ideas. Ask them to plan a short skit, acting out the Golden Rule in action.

- You find a watch in the parking lot after your meeting. What could happen next?
- Everybody is in a hurry. A child near you trips and falls down. What could happen next?
- Your leader asks the section to be quiet after somebody said something really funny. What could happen next?
- You borrowed a book from the leader and lost it. What could happen next?
- You think somebody is being cruel by making fun of another kid. What could happen next?
- You are being watched by your neighbour, while your parents are out. They call and leave a message on the phone for him about your bedtime. You listen to it before your neighbour can. You really want to stay up later than your bedtime to watch a show. If your parents catch you, they would blame the neighbour for not getting the message. What do you do?
- You're at a picnic and there's a long line for buying cold drinks. You're really thirsty. You see a friend of yours far ahead of you in line. What do you do?
- You are in a dodge ball game at your meeting. One youth is throwing the ball too hard. A couple of youth have already quit the game, but most don't want to because they think quitting would make them seem weak. What do you do?
- A bunch of the "cool" youth are picking on someone because his/her clothes aren't a brand name. They call out to you as you walk by, "Isn't so-and-so such a loser?" What do you do?

Song

Rules Rap

Respect! Respect!
 Respect is the key.
 For we can be successful
 when we work as a team.
 Following directions
 is important for you.
 Really can be learning
 when you know what to do.
 Respect! Respect!
 Respect is the key.
 For we can be successful
 when we work as a team.

Story:

Red Poison Darts

An Interactive Story

This story will explain the hazards of name-calling to your youth. It does so in a visual way, by showing that put-downs and name calling are like “red poison”.

Materials: red marker or red chalk, chart paper or a black board with 7 circles drawn on, with dots for eyes, using black marker or white chalk. Label the circles, in order, Roger, Maria, Natasha, Boy 1, Boy 2, Joey, leaders.

Directions:

Start by discussing with the youth what put-downs and insults are, and how they can make people feel bad, hurt or like they are not worthwhile. Have them list some examples like, “dissing”, making fun of appearances etc. Explain you will be reading a story about put-downs and how they hurt others. As you read the following story, you or another leader use the red marker/chalk to show how the red poison is spreading. Colour in the drawings at the appropriate time in the story.

Red Poison Darts

One day Roger was doing a knot-tying exercise at his meeting and he was having a lot of trouble tying a butterfly knot. [Point to first circle]. He was getting really frustrated and started to put himself down. “I’m so stupid”, he said to himself. “I never get anything right.” [Colour in circle red.] He was so mad at himself it was as if he had filled up with red poison. Maria, who was sitting next to him, asked “Hey Roger, can I borrow some of your rope to practice with?”

Roger snapped, “Shut your big mouth!” at her, “I am trying to work.” It was as if Roger had shot a poison red dart at Maria. [Draw a line from Roger to Maria.] Maria felt hurt and felt like she had been filled up with red poison. [Colour in circle.] “You shut up!” she said. [Draw a line back to Roger].

Natasha came over at that time and asked Maria, “Can you help me set up for our next game?” Maria shot a red poison dart at Natasha. [Draw a line from Maria to Natasha.] “You are so stupid, you always need help setting up,” she said. “Do it yourself.” [Colour in circle.]

Natasha sat down. Two boys near her were talking. She gave them a dirty sneer and shot poison darts at them too. [Draw a line from Natasha to the two boy circles.] They filled up with red poison [colour in circles] and when Joey ran by them, they called him names and said unkind things about how he ran. [Draw a line from the two boys to Joey.] Joey filled up with poison too. [Colour in circle.]

Soon the whole section, even the leaders, was filled with red poison and shooting poison darts at each other over and over again. [Draw more circles and colour them in.] They had created a poisonous atmosphere.

After you have read the story ask the Cubs if they ever been in a poisonous atmosphere and how it felt to be there. Ask them how to prevent others and an atmosphere from becoming poisoned.

Theme Activity

Co-operative Monster Making

The purpose of this activity is for the Cubs to co-operate and create monsters by completing their assigned roles.

Materials: construction paper, crayons, scissors, tape, Role cards (one set per group). Each card contains a head, middle body, arm, leg - as many body pieces as per number in group.

Directions:

Divide the Cubs into groups of four. Explain that the group is to create a monster and invent a description of the monster. The rules are simple: everyone in the group helps decide what the monster will be like, and everyone in the group makes the monster. The decision making is very simple because each Cub is in charge of a body part. The youth can make the body part look however he or she wants it to look.

Give out role cards to the group face down. Cubs pick up the cards and discover which part of the monster he/she needs to complete.

Provide each group with the materials they need to create their monsters and have them begin. Provide assistance to those that may need it.

When the groups have finished and assembled their monsters, have them share them with everyone. Ask them how being given specific tasks affected how they worked together. Ask what other roles people could have in groups. Ask them what kind of problems can occur in group work and how to solve them.

Six Meeting

Anger Thermometer

This activity is designed to teach youth a metaphor to help them identify how angry they can get in certain situations, giving them a way to talk about their anger. Have Cubs get into their six. Show everyone a thermometer and ask them what it does when the air gets hotter. Then show the Cubs the Anger Thermometer (see illustration). Explain that as people get angry, they get hotter. Review the items on the thermometer and discuss their meaning.

Materials: a copy of the Anger Thermometer for each six, and a list of the following scenarios.

Directions:

Distribute the Anger Thermometers to each six along with a list of the following scenarios. As a six, discuss the different scenarios and where the Cubs would place them on the Anger Thermometer.

- Someone took something that belongs to you.
- Someone smushed your snack.
- Someone kept bothering you while you were trying to draw.
- Someone called you a bad name.
- Someone on your bus told you – “You can’t sit here, I own this seat.”
- Someone told you – “A little kid like you should be in a daycare.”
- You want to swing, but the kids on the swings won’t get off.
- You see some kids picking on a new kid in your section.
- You had to go to bed before your favorite show is over.
- You stubbed your toe.

After the sixes have gone through the list, ask them to give suggestions on what they can do when they get angry and how they can cool their thermometer off.

Meeting Debriefing

Reflect, Reflect, Reflect

It is important that during the activities the youth “lose themselves” in what they are doing and just have fun. But it is also important that you bring all the activities back to reality and reflect on them. It gives you a chance to tie it all back into the reason you are doing them in the first place – which is to establish why there is a need for a Code of Conduct and what the Code of Conduct is meant to address. Use these types of questions while reflecting:

Open ended and Guidance questions:

(prevents yes and no answers, steers youth towards purpose of activities)

What was the purpose of <activity name> today? What did you learn from it?

How is it related to the items on our Code of Conduct?

Feeling Questions:

(reflect on how they feel about what they did)

How did it feel to work as a team? How did you feel during <activity name>?

Judgment Questions:

(ask them to make a decision about things)

How important were the activities to our Code of Conduct? Which activity was most important/had the most impact on you?

Closing Questions:

(helps youth draw conclusions)

What did you learn? What will you do differently from now on? How will you take this information and use it from now on?