

Scout/Venturer “Code of Conduct” JUMPSTART

Theme: R-E-S-P-E-C-T!

Time	Activity	Program Details	Leader Responsible
20 mins.	Gathering Activity	Setting Respect Goals/ Commonalities	
5 mins.	Opening Ceremony	(Details can be found in <i>Scout Leader's Handbook</i>)	
10 mins.	Cooperative Game	The Lava Pit or Blob	
25 mins.	Challenge	Skits – The Golden Rule	
40 mins.	Skills	Caring	
25 mins.	Patrol Meeting	What's Prejudice?	
10 mins.	Meeting Debriefing	Reflect, Reflect, Reflect	
10 mins.	Closing Ceremony	(Details can be found in <i>Scout Leader's Handbook</i>)	
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plan.	

Gathering Activities

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, go around the group and ask each youth to talk about one of their goals and why they chose it as being important to themselves.

Commonalities

This game is designed to show your youth that they have a lot in common with others in their section, even though it may not be immediately obvious. This helps to create a sense of teamwork and prevents people from being singled out for being different.

Materials: one pencil and piece of paper per team.

Directions:

Divide the youth into small teams of four or five youth. Tell them you want them to look at their team and see what they have in common with each other. For example, answers could include: “We are all human”, “We all have the same colour hair”, “We are all wearing jeans”, etc.

Explain to the youth that these are *visible* commonalities. In the game they are going to try and find out what some of their *hidden* commonalities are. A hidden commonality is something you have in common with someone that you cannot see. For example, these could include “We all have sisters”, “We go to the same school”, “We all like pizza”, etc.

Each team is now given a pencil and paper. Allow 15 minutes to find as many *hidden* commonalities as they can. A commonality qualifies as something two or more team members have in common.

Teams are trying to earn the highest score. Points are awarded as follows – one point for a two-person commonality, two points for a three or four person commonality, and three points for the whole team.

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?

Skills

Caring

Inform the youth that this activity will demonstrate the concept of “caring” and make a point. Tell them you will play music and you would like them to walk around the room. When you stop the music and call out a number (i.e., four), the youth are to stop and grab hands with enough people to make a group of that number. Don’t let any extra people break into your group and hold hands until the music starts again.

The first time you do this, have those that are left without a group sit out. Any groups with more or less than the number you call must sit out too. Do this for three or four more rounds, then call a number that is more than half the group size.

After this activity, ask the youth how it felt to be left out or even pushed away. Ask them how it felt to be treated the way they were (i.e., excluded). Ask them to give you some words that describe the way they were treated. Ask if they ever witness others in their school and group treating people that way in real life, and ask for some examples.

People may sometimes call others nerds, losers etc. These are terms of *exclusion* and they say to the other person that they are not worthy of their time, interest or compassion. Growing up is learning that feelings don't need to control us and that we can overrule negative feelings with mature, ethical and caring ways. What does this mean? Have the youth describe caring descriptions. Ask them – does a person's neighbourhood, size or colour give us the right to drop our standard of caring? Elicit responses.

Next, tell the group you are going to throw around a bright coloured ball and hear one bright idea from each youth. Ask them to say one thing they are going to do to show consideration, kindness, compassion or generosity to others.

Patrol Meeting

What's Prejudice

This activity is designed to make youth aware of prejudice.

Have the youth break up into their patrols or small groups. Give them a paper with the word "Prejudice" on it. Ask them to brainstorm and write down what prejudice means to them. They should include ideas such as: sexism, racism, ageism etc. Have the youth talk amongst themselves and share stories of times when they have experienced or witnessed prejudice. Have the groups choose one story from their collective experience to role play for the larger group. Give them about 5 minutes to rehearse and assign roles. After each scenario, ask the larger group to define what type of prejudice they were showing.

Afterwards, go over the word prejudice again – and how it contains the prefix "pre" and the word "judge". Explain how prejudice is defined as "*an adverse judgment or opinion formed beforehand or without knowledge or examination of the facts*". Talk about how the people in the role-plays judged the characters "without knowledge" or before they "had the facts".

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?