

# Personal Safety Program

## Cub Scouts



Queensland Branch Inc.



# Personal Safety Program Cub Scouts

Acknowledgments:

Printing sponsored by Konica Australia Pty Limited

Cover design by ABC Printing

This program is supported by the Queensland Government and the Department of Families, Youth and Community Care

© Scouts Australia Queensland Branch Inc 1998



## Personal Safety for Cub Scouts

The following program ideas have been written to support Leaders to discuss the issues relevant to personal safety for Cub Scouts. It is important to remember that when dealing with this age group that the messages must be:

- Clear and simple
- Reinforced at regular intervals, and
- Involvement of parents or caregivers is recommended to ensure that messages about personal safety are consistent between home and Cub Scouts

Four programs have been developed to cover issues most relevant to the Cub Scout age group. These four programs will highlight the underlying concepts:

1. Our Rights
2. Our Responsibilities
3. Bullying and harassment
4. Saying no

It is suggested that the four programs be used in sequential order to help build and reinforce a series of messages for Cub Scouts. However while these four programs can be used as specific Cub Scout themes, we strongly advise Leaders to utilise any opportunity to integrate these messages within all Cub Scout programs, especially other safety themes.

These programs are not prescriptive and you are encouraged to further develop these programs to meet the needs of the children in your care. We also welcome any program ideas, which you have used successfully and would be willing to share with other Leaders throughout Queensland. However **you are obliged** to ensure that the messages you deliver to Cub Scouts are consistent with those outlined in this program.

A form letter to parents has been included which may be used to inform families of the Personal Safety Program for Cub Scouts. A specially designed training module for parent/caregivers is included in the Association's Personal Safety Program package. It is expected that all Scout groups will use this module to educate parents and the community on the overall program. Please discuss presenting this module with all Leaders in your group.

We are confident that our Personal Safety Program will be very effective because of the dedication and commitment of Leaders. Thank you for the role you are about to play in helping to provide all Members of Scouts Australia (Qld Branch Inc) with a safe learning, working and personal environment.

Yours in Scouting



Debbie Thomson  
Personal Safety Training Officer

## PERSONAL SAFETY FOR CUB SCOUTS PROGRAM OVERVIEW

**Theme: Personal Safety**

<b>Week</b>	<b>Sub-theme</b>	<b>Test work</b>	<b>Features</b>
<b>1</b>	<b>Our Rights</b>	<b>Self Expression</b>	<b>Games Instruction on rights Yarn</b>
<b>2</b>	<b>Our Responsibilities</b>	<b>Cleanliness Health Rules First Aid</b>	<b>Games Instruction on test work Yarn Role plays</b>
<b>3</b>	<b>Bullying &amp; Harassment</b>		<b>Jungle Book Theme Animated Yarn</b>
<b>4</b>	<b>Saying No Communication</b>	<b>Reef knots Handcraft Codes First Aid</b>	<b>Parent night Basework on skills and knowledge</b>

## Program 1: Our Rights

Time	Content	Resources
10 mins	<b>Opening Ceremony</b>	Flags
5 mins	<p><b>Pack Game: Tell me a secret</b></p> <p>The whole pack stands in a circle. Explain that the leader will whisper a message into the ears of the first Cub Scout, who in turn will whisper to the second, etc. Each Cub Scout may only whisper the secret once but not too softly so that the next person can't hear. The secret is delivered around the circle until it reaches the last Cub Scout who will reveal the secret out aloud. Is this the same secret? The idea is to see how carefully the Cub Scouts listened and passed on the secret. Repeat the game, only this time make it faster. The secret can be any message but needs to include some figures such as dates and times, or addresses.</p>	Nil
10 mins	<p><b>Inter-six activity: Listen to me</b></p> <p>The aim of this game is to practise taking turns and listening to what the other person is saying. The understanding to be developed is that <b>we all have the right to be heard.</b></p> <p>In sixes or groups set up a debate type situation - with a for and against side. Topics might include:  Homework should be banned  School hours should be increased to 5:00 pm  Boys and girls should have separate playing areas</p> <p>Give the groups/sixes a few minutes to discuss their viewpoint and then allow them to try and convince the opposition. Anyone can speak, but only one at a time. To speak the Cub Scout must knock on the table three times, then speak. At the end of the activity discuss how difficult it is to be heard, and ask for their opinion on how to improve the activity. Ask who had a right to be heard? What happens if you don't listen properly to what the other person is saying. What should you do if you needed to tell someone something important to you and they didn't listen?</p> <p><b>Tell someone who will listen and help</b></p>	Nil

## Program 1: Our Rights

Time	Content	Resources
5 mins	<b>Instruction/Discussion</b> What are rights? How can we protect them?	Questions for discussion attached
10 mins	<b>Yarn: Peta finds a phoney</b>	Yarn outline attached
10 mins	<b>Game: Balloon of rights</b> As a pack prepare a list of rights. The Association's <b>Child's Bill of Rights</b> produced by National may assist you. Explain that we are all going to take a hot air balloon ride. Give a commentary of the sights below and make this a fun activity. Suddenly you notice that the balloon is beginning to fall out of the sky. The only way to save the balloon is to throw something or someone overboard. You can't throw a person so it has to be one of their rights. As a six they must decide which one it will be. After a few minutes say that the balloon is still sinking and they have to decide on another right to throw overboard. Bring them back to a pack and ask them for their decisions and why. Discuss the consequences of giving up any of their rights.	Butcher paper Pen Bill of rights chart
20 mins	<b>Activity/Test work</b> <b>Self Expression</b> Split the pack into Boomerang groups to participate in and pass their test on self expression. Bronze - Design slogans about children's rights and print them on balloons Silver - Practice and perform a skit about an argument in a hot air balloon. The argument should be about who has to be thrown overboard to save everyone else. Gold - Write an ad for a newspaper or for television promoting a ride in a hot air balloon.	Balloons Pens Paint Report paper
10 mins	<b>Presentation to the pack</b> Allow Cub Scouts to show slogans, perform skits and present their ad.	Nil



## Program 1: Our Rights

<b>Time</b>	<b>Content</b>	<b>Resources</b>
5 mins	<b>Inter-six game: Balloon Bust</b> Cub Scouts form lines in their sixes. Everyone is given a balloon. Inside are messages about rights and the importance of telling someone who will listen and help. First Cub Scout blows up the balloon, ties it up and bursts it to retrieve the message. He/she runs to a Leader and reads the message, runs back and tags the next Cub Scout who repeats these actions. This is a fast race game, and is finished when all the six have read their messages to a Leader.	1 balloon per child Inside each balloon there must be a simple message about rights and the importance of telling someone who will listen and help
5 mins	<b>Closing Ceremony</b>	Flag Prayer

# Program 1: Our Rights

## Notes for Leaders

**Messages:** Tell someone you who will listen and help  
We all need to listen carefully to others  
We all have rights  
We can protect our rights

**Discussion:** What are our rights?

**Questions:** When we were playing "Listen to me" we agreed that we all had a right to be heard.

What do you think a right is?

What are some of our really important rights?

Include:

To be loved

Cared for

Have shelter, food, clothing

Feel safe and protected

To say no when our personal safety is threatened

To own our body

To be heard and for someone to listen to our problems

To be helped with problems

Does everyone have the same rights?

Do you know of a time when you or someone you know had their rights taken away from them? Have you ever seen anyone being bullied in a playground?

What if someone wanted to take away your right, say, they wanted to touch you when you didn't want to be touched, or someone didn't want to listen to your problem?

**Tell someone who will listen and help**

**Story:** Peta finds a phoney

**Questions:** Was Jan someone Peta could trust? Why?  
No because she lied and tried to trick the children

How do you think Peta knew Jan was a phoney?  
Include discussion about body language, eye contact, not knowing the password

Why did Peta go looking for the staff room?  
Because the teacher she first told didn't believe her  
She had to tell someone who would listen

What might the police have asked Peta and Josh?  
For a description of Jan and her car, and anything Jan said

Is it important to try and remember these things? Why?  
Yes - to help the Police find the perpetrator

## Peta finds a phoney

Peta was a nine year old Cub Scout. She learnt lots of exciting things at Cubs and she really liked Akela's yarns because she learnt important messages. Only last week at Cub Scouts, Peta had learnt about safety in fire lighting, water safety, health rules, and a new program on personal safety.

Personal safety was interesting because they had discussed the importance of telling someone who will listen and help if your personal safety is threatened. Akela had told the pack that it was everyone's right to feel safe in everything they did - at home, school, Cub Scouts, in the park, at friends' houses - just everywhere.

Peta told her Mum and her six year old brother, Josh, all about personal safety. Josh said he'd learnt about people who help at Joey Scouts, and Mum was pleased that both children knew about these important matters.

She especially liked Akela's idea of using a secret password so that if Mum had to get someone else to collect the children from school, they would know she had sent them. Sometimes Mum was late meeting her children after school because she had a part time job at the local supermarket. On sale days she was always late. She and the children agreed that a password would be a great idea, and immediately decided on a password together.

Today was going to be sale day, so it was no surprise to Peta and Josh when Mum wasn't there at the gate after school. It didn't take long for the school buses to take off with all the bus kids. Within 10 minutes of the bell ringing, the school seemed pretty empty.

Josh was sitting on his school bag, while Peta was day dreaming as she watched the year 6 softball team practising on the playing fields. She was a little frightened when a voice from behind her said hello. Peta turned around to see a nice looking lady smiling at them.

"You don't remember me do you Peta? I'm Jan from the supermarket. Well I used to work there," said the lady.

"Oh hi. Josh and I are just waiting for Mum. She's late again," said Peta.

"That's why I'm here. Mum asked me to pick you up."

"Great," said Josh. "I'm hungry. Are we going back to our house?"

"We'll see," said Jan. "Now come on. I'm in a bit of a hurry myself."

"Thanks," Peta said politely. "Did Mum say anything special?"

"What do you mean? She just asked me to collect you. Come on. Hop in the back seat of my car," Jan said.

"Mum would never send anyone who didn't know the password," said Peta.

"Look I don't have time for games. Come on," Jan said using a very bossy voice.

Peta didn't like this. Feeling a bit worried, Peta told Josh to run under the school building.

Josh felt too scared to move. Peta grabbed his arm and made him run with her as fast as they could. Even though she could hear Jan calling her, she just kept running until she reached the school office.

"What are we doing here?" asked Josh. "Are we going to get in trouble from the principal? I hate being here," he whinged.

"So do I because there isn't anyone around. There must be a staff meeting on. We'll have to find a teacher somewhere," Peta said.

"What are you doing here?" A teacher Peta didn't know very well seemed to be yelling at them.

"Someone is chasing us and....."

"Oh get home. School's finished and we don't need pests like you hanging around."

"But, but..."

"Get going, or you'll be in big strife," said the teacher.

But Peta kept thinking about what Akela had said about telling someone who will listen, and she knew what she had to do. She grabbed Josh's hand even tighter and ran towards the school staff room. She stood at the open door, looking desperately for her own teacher, Mr Collins.

Suddenly there he was, walking towards the two frightened children. Peta just knew he would listen.

"What's the matter, Peta?" he asked kindly.

"Mr Collins, we are so scared." Peta looked at Mr Collins with pleading eyes. "We need help."

"Can we tell you what happened?" asked young Josh.

Peta told Mr Collins the whole story and he immediately arranged to call the police and the children's mother.

"I'm so glad you came to see me," said Mr Collins. " You were very responsible."

Later that afternoon when the children had arrived safely home with Mum, Peta told her mother that she knew Jan was trying to trick them.

"Did you think I had forgotten about our password?" her Mum asked.

"Not really, but Jan was kind of convincing. But I knew she was a phoney. She was trying to trick us. Lucky that Akela had taught us about personal safety. Especially the bit about telling someone who would listen," Peta said relieved.

"Well, Peta I'm proud of you, and I'll be ringing Akela to thank her for teaching you such important lessons," said Mum.

"You know what the best thing is Mum? I learnt a lot about people who can help - You, Akela, & Mr Collins are definitely people I know who will always try to help. It's so important for kids to know people who care about us, and will always listen to our problems. I also learnt about my rights - to feel safe, to be heard, and to ask and receive help."

"Those rights are yours for life, Peta. Never give them up or allow anyone to try and take them away from you," Mum said.

Peta smiled. "You all remind me of the animals in the Jungle Book. Mr Collins and Akela are just like Baloo the bear and Bagheera the panther -true friends, and Jan was just like Tabaqui - sneaky, and a liar."

"Oh and who am I then?" asked Peta's Mum.

"That's easy - You're Raksha - the Mother Wolf, and you're the best mother in the world," said Peta happily.

## Program 2: Our Responsibilities

Time	Content	Resources
10 mins	<b>Opening Ceremony</b>	Flags
5 mins	<b>Inter-Six Game: Wolves go hunting</b> Leader reminds children how in the jungle, the wolf cubs would go hunting one at a time and bringing back their game to share with each other. This was the way they showed their responsibility to each other. Play the game as written on page 30 of the Cub Scout Leaders handbook.	Cub Scout Leaders handbook 1 piece of game per Cub Scout
5 mins	<b>Instruction/Discussion</b> Responsibilities - and helping others	Discussion notes attached
10 mins	<b>Group Game: Helping Others</b> This is a relay game where all Cub Scouts (not in sixes) must run to the end of the hall, select a card which states how they must help someone else, uses the props (wooden rulers or sticks) to act out the help to a Leader, and then return to tag the next person. At the end of the game briefly discuss the possible consequences of not fulfilling responsibility in each situation.	Card & prop ideas attached
15 mins	<b>Boomerang - Test work</b> Instruct children on: Bronze - Cleanliness Silver - Health Rules Gold - First Aid Remind Cub Scouts that this is part of their responsibility to themselves and to others, and that it is everyone's right to be healthy and live in a healthy environment.	Relevant materials for test work
10 mins	<b>Role Play: What will we do?</b> Each six is given a role play situation to practice and perform. At the end of each role play remind Cub Scouts of what was done in that particular situation, and how they must get help from an adult in case of an accident. Make sure you emphasise how they must find someone who will listen to them, and to relay the details of the accident accurately.	Role cards attached

## Program 2: Our Responsibilities

<b>Time</b>	<b>Content</b>	<b>Resources</b>
10 mins	<b>Yarn: Peta meets Antonio</b>	Yarn attached
10 mins	<p><b>Pack Game: Chocolate Dinner</b> As per yarn.</p> <p>Children sit in a circle. The chocolate is in the centre on a large plate. Each Cub Scout rolls the dice. If someone rolls a six, then they get to cut and eat the chocolate, 1 piece at a time. Each piece must be chewed and swallowed before the next piece can be put into the mouth.</p> <p>At the end of the game make sure that everyone is given a piece of chocolate from a spare bar.</p>	<p>2 large bars of chocolate (keep in the fridge before the game)</p> <ul style="list-style-type: none"> <li>- 1 for game</li> <li>- 1 for later</li> </ul> <p>1 set plastic knife and fork for each Cub Scout</p> <p>Dice</p>
5 mins	<b>Discussion: Peta meets Antonio</b>	Discussion points attached
10 mins	<p><b>Closing ceremony</b></p> <p>Remind Cub Scouts of their rights to be happy and safe, and their responsibilities to keeping other people happy and safe.</p>	<p>Flags</p> <p>Prayer</p>



## **Program 2: Our Responsibilities**

### **Notes for Leaders**

**Messages:** We all have rights and responsibilities  
We must respect and protect the rights of others  
We have responsibilities to ourselves eg. cleanliness  
It is important to get help from an adult if there is an accident or there is a problem  
Racism threatens a person's right to a safe and happy environment

**Discussion:** Responsibilities

**Questions:** In our game we were pretending to be the wolf cubs with responsibilities to each other. What do you think a responsibility is?  
Something that we do for each other - a duty like our duty to God

What happens if we don't take on our responsibilities?  
We let other people down

What if you don't want to do your duties/jobs? Do you think you have a right to have fun while everyone works?  
No - because then we take away the right of everyone to have time for fun

If everyone takes on responsibilities then no-one is left to do all the work. We all have responsibilities and rights. What are some of the responsibilities you have at home?  
Dishes; make bed; feed animals; mow the yard; set the table; mind little brothers and sisters:

What are some of your rights?  
Be loved and looked after, eat good food, feel safe and happy, have fun, be healthy, have shelter, own your body, to say no.

**Remember that as Cub Scouts you have made a promise, and part of your duty is to take responsibility, and respect the rights of everyone.**

**Game: Helping others**

The only props for this game should be wooden rulers or sticks so that Cub Scouts have to use their imagination

Cards:

**It is your responsibility to  
clean the kitchen floor**

**It is your responsibility to  
mow the yard**

**It is your responsibility to  
fix the fence which is  
broken because you crashed  
your bike into it**

**It is your responsibility to  
take the family dog for a  
walk**

**It is your responsibility to  
cook a birthday cake for  
your brother's birthday**

**It is your responsibility to  
set the table for dinner**

**Role Play: What will we do?**

**Situation 1:**

A group of you are playing a game of touch football at school. A bully comes along and pushes someone over. This person has a badly grazed knee. The school building is a long way away, but you do have the first aid kit. What will you do?

**Situation 2:**

On pack holiday a Cub Scout falls over in the bush and hurts her arm but there is no blood. You are wearing your scarf and hat. What will you do?

**Situation 3:**

You and your friends go to the movies to see a new film. During the film one of you gets a bleeding nose. You have a cold drink in your hand. What will you do?

**Situation 4:**

Your cousins come over to play in the park with you. You are all having a great time on the swings but someone gets a splinter in their foot. You have a small first aid kit attached to your bike. What will you do?

**Situation 5:**

After school your friends come around to play and you decide to make pikelets in the frying pan. A friend leans against the hot pan and burns his arm. What will you do?

**Remember the importance of getting adult help**

## Peta meets Antonio

It was great after the holidays because there was often a new kid at school. Peta knew that a new kid was coming to Cub Scouts because Akela told them, and it was likely that the new kid would also go to her school because it was close to the den.

So Monday morning Peta arrived at school feeling quite excited. As she walked into her classroom, she could see Mr Collins speaking to a boy.

"I knew it," she said. " We've got a new chum."

"I tell ya what we've got. We've got a wog. My Dad says they shouldn't be allowed into the country." It was Donna Smith speaking. Peta had never liked her. She hung around the school bullies - Boz, Itchy and Gunna. They were always teasing other people and particularly threatening the younger kids. Peta had once had a really big argument with Donna because she was trying to take Josh's lunch money away from him.

"Don't be mean, Donna," she said. " People from other countries have a right to come here and live. And you shouldn't call people those names."

"Mind your own business, Peta, Peta, Pumpkin eater. We all hate pumpkin and we all hate you," Donna and Boz laughed.

"Yeah," said Itchy. " If you like the wog so much you play with him. He probably only plays with girls. I hate girls," he said nastily.

"Shut up you idiot. I'm a girl!" yelled Donna.

The bell rang and everybody went into class. Mr Collins introduced the new boy as Antonio.

"You can call me Tony," said the boy. He smiled and Peta could just tell he was going to be fun to have in her class. She hoped he was the new chum Akela had spoken about.

At lunch Peta decided to sit next to Tony. They were having a great chat when along came trouble.

"Look at the wog lover," snarled Donna.

"They make a good pair, don't they?" smirked Itchy.

"Why don't you both go back to wog land?" said Boz.

"Leave it to me. I'm gunna make them," hissed Gunna.

"Do what?" asked Mr Collins.

The four bullies stood with their mouths wide open and before any of them could speak, Mr Collins put on his angriest face and pointed at them to go to the office.

"I'm sorry about that, Tony," said Mr Collins. "Unfortunately we have some real bullies at the school. Fortunately we also have some real nice people too," and he smiled at Peta.

Mr Collins walked off behind the bullies. Peta looked at Tony who seemed to have gone a little bit quiet.

"Don't listen to them, Tony. They are stupid. Mr Collins told us all about people like them. He said they were racist. I guess it must be hard when people make fun of your culture all the time," said Peta.

"Yeah, it does sometimes but that's why I like Cub Scouts because I've never had a racist comment said to me there. In fact I'm starting a new pack tonight. Just around the corner."

"That's wonderful. I go there. You'll love it. And tonight is a party night because our group is ten years old. We've all got to bring our favourite party game," said Peta.

"I know what I'll bring then," said Tony. "I won't tell you but I think you'll like it."

The bell rang to go back to class and the two chums walked towards the room together.

"Tony," said Peta. "I need you to know that even if Mr Collins hadn't come along I wouldn't have let those bullies harass you."

"I know that Peta. But don't worry. I think I'm the luckiest boy to have a girl as my friend. And I'm not ashamed to be Italian."

"I'd love to know more about Italy and your culture," said Peta. "You see I'm doing People and Cultures for my silver boomerang and you'd be great to talk to."

"No worries," said Tony, and he smiled a big smile at Peta.

That night at Cub Scouts, Tony was placed in Peta's six and everyone was nice to him. Peta thought to herself that this really was a place where everyone could feel happy and safe.

Tony turned out to be very popular because his game was "Chocolate dinner" and this is how you play it.....

**Story:** Peta meets Antonio

At the end of the "Chocolate Dinner" game discuss the following:

**Questions:** In this story we meet some bullies. What are some of the things that these bullies do?

**Name call & threaten**

When people use these sorts of names what kind of bullying do we call this? Why?

**Racial harassment or racism**

**Because it is based on a person's culture**

If we think about rights and responsibilities, what do you think your responsibility is to a new chum at Cub Scouts or school?

**To make sure their rights are being protected, and that they feel safe and welcome**

Why do you think some people are racists?

**Feel threatened that their country will be taken by other cultures**

**They hear racist adults talking and they copy them**

**They are being ignorant**

Is racism or racial harassment okay?

**Never because it takes away someone else's right to live safely and happily in this country**

There was also another type of bullying and harassment in the story. Re-read the paragraph where Itchy says Tony should only play with girls.

**Point out that this is sexism because you are being harassed for being a girl. This will also not be tolerated in Scouting. Children must be encouraged to understand the destructive nature of racism and sexism**



### Program 3: Bullying and Harassment – Jungle Book Theme

Time	Content	Resources
10 mins	<b>Opening Ceremony</b>	Flags
10 mins	<p><b>Pack Game: While Shere Khan sleeps</b>            Shere Khan is the tiger all the jungle fears. He is the greatest bully of the jungle and he believes he has all the power. He has taken from the wolves some of their food, which they had hunted for themselves. However Shere Khan sleeps now so Mowgli decides he must retrieve his brothers' food and he will prowl up to Shere Khan's lair just as Bagheera the black panther has taught him.</p> <p>In the middle of the room sleeps Shere Khan. A leader designates a Cub Scout (or 2) to steal up on Shere Khan who cannot see (blindfolded) but his tail (rolled up newspaper) swishes around if he hears any sound around him. If his tail hits Mowgli then Mowgli is caught.</p>	Blind fold Rolled up newspaper
10 mins	<p><b>Pack Game: Where are you Mowgli?</b>            (adaptation of Cat &amp; Mouse)            When Shere Khan wakes he is angry to find his food gone. For revenge he goes to find Mowgli in the jungle.</p> <p>Cub Scouts form a circle which is the jungle. One Shere Khan and one Mowgli are selected for the chase. Shere Khan yells, "Where are you, Mowgli? Who answers - "Here I am!" If Mowgli is caught the two swap places. For a large pack select two Mowglis and two Shere Khans.</p>	Nil
10 mins	<p><b>Discussion/Instruction</b>  <b>Raksha Learns about Man cubs</b>            Raksha loves her cubs and fears that Shere Khan, who is such a bully and is so powerful, will one day destroy her cubs. Therefore she must teach them lessons about bullying. She calls together all the cubs and asks Mowgli to explain to the others about man cub bullies.</p>	Discussion questions attached

### Program 3: Bullying & Harassment – Jungle Book theme

Time	Content	Resources
15 mins	<p><b>Craft</b>  <b>Raksha's Lessons</b>            Raksha has heard of the stories the man cub has told. She is angry that her cubs are bullied and so to help them remember that they have a right to live safely in the jungle she helps them to learn her lessons.            On large cut outs of the wolf head, each six uses their own words to write down their rights. Leaders will need to discuss their rights as the children work. The wolf heads are displayed in the den for the remainder of the night and the next week.</p>	Enlarged cut outs on cardboard Pens Blotak
10 mins	<p><b>Inter-six activity</b>  <b>Baloo's Dance</b>            Baloo the bear also wants to teach the cubs about bullying and that the cubs have a right not to be bullied but also a responsibility not to bully anyone else. Baloo believes that if you bully someone else then you are giving into yourself. Not giving into yourself is part of the law of the jungle. He teaches them this through dance.            In a circle all Cub Scouts take the pose of Baloo, everyone walks around chanting "A cub is loyal and obedient. A cub does not give into himself" After doing this for a minute allow the sixes to have a few minutes to create their own jungle dance with a message about bullying and harassment. Each six performs for the others and the whole pack then dance together.</p>	Nil

### Program 3: Bullying & Harassment – Jungle Book Theme

Time	Content	Resources
10 mins	<p><b>Pack Activity - Tracking</b></p> <p>Akela - Leader of the pack has ordered that Shere Khan must be hunted and brought back to the Council Rock to be judged by the pack. We must all follow his tracks to find where he is hiding.</p> <p>Show Cub Scouts simple tracking symbols and give each six a chart of their own to follow. At some time during the night when the Cub Scouts are inside the den ask your Scouts or Venturers to lay simple tracks outside which lead them all back to one point. Each six should have their own set of tracks to follow. This can be achieved by placing coloured dots or paint spots, the same colour of the sixes, on the rocks and sticks used for tracking. Then if the tracks overlap the six will know which track to follow.</p> <p>At the end point have colour coded tiger masks to show that the Cub Scouts have reached their destination.</p> <p><b>If Cub Scouts have some knowledge of compass, use compass trail in place of tracking.</b></p>	<p>Tracking charts Colour coded sticks and rocks/stones Tiger masks (included) compass (optional)</p>
5 mins	<p><b>Pack Game: Tiger eyes</b></p> <p>We have found Shere Khan and must chase this jungle bully. We know that if we catch him and place our hands on his shoulders, he will surrender.</p> <p>Five Mowglis chase the rest of the pack (Shere Khans). If they catch a Shere Khan they must place both hands on the shoulders which freezes them until another Shere Khan tags them unfrozen.</p>	Nil

**Program 3: Bullying & Harassment**  
**– Jungle Book theme**

<b>Time</b>	<b>Content</b>	<b>Resources</b>
10 mins	<b>Closing Ceremony</b> Remind children of the lessons they have learnt tonight especially that it is extremely important they tell someone who will listen and help that they are being harassed, or about anything else which threatens their personal safety.	Flags Prayer

## **Program 3: Bullying & Harassment**

### **Notes for Leaders**

**Messages:** Bullying and harassment is about **POWER**  
Bullying and harassment take away our rights  
Assertive behaviour can be an effective way to deal with bullying and harassment  
Bullies are not behaving in a responsible way  
Tell someone who will listen and help

**Discussion:** Raksha learns about **Man Cubs**

**This activity is about having children talk about their experiences.**

Have you ever been bullied? By Whom? Where?  
Children should understand that bullying is not just physical. It can be verbal, gestural (handsigns) and exclusive ie where a child is excluded from playing or taking a turn

Do you know any other names for bullying?  
**Harassment**

How did it make you feel?

Why did this person do that to you?  
Lead children to understand that harassment is about **POWER**. Do not make children feel that they deserved the behaviour. Victims are not responsible for the behaviour of perpetrators.

How did you deal with it?

What could you do if it happened again?  
Emphasise the importance of telling someone who will listen and help

Point out that aggression will often make the situation worse especially if physical violence is used

Assertive behaviour should be encouraged which includes:

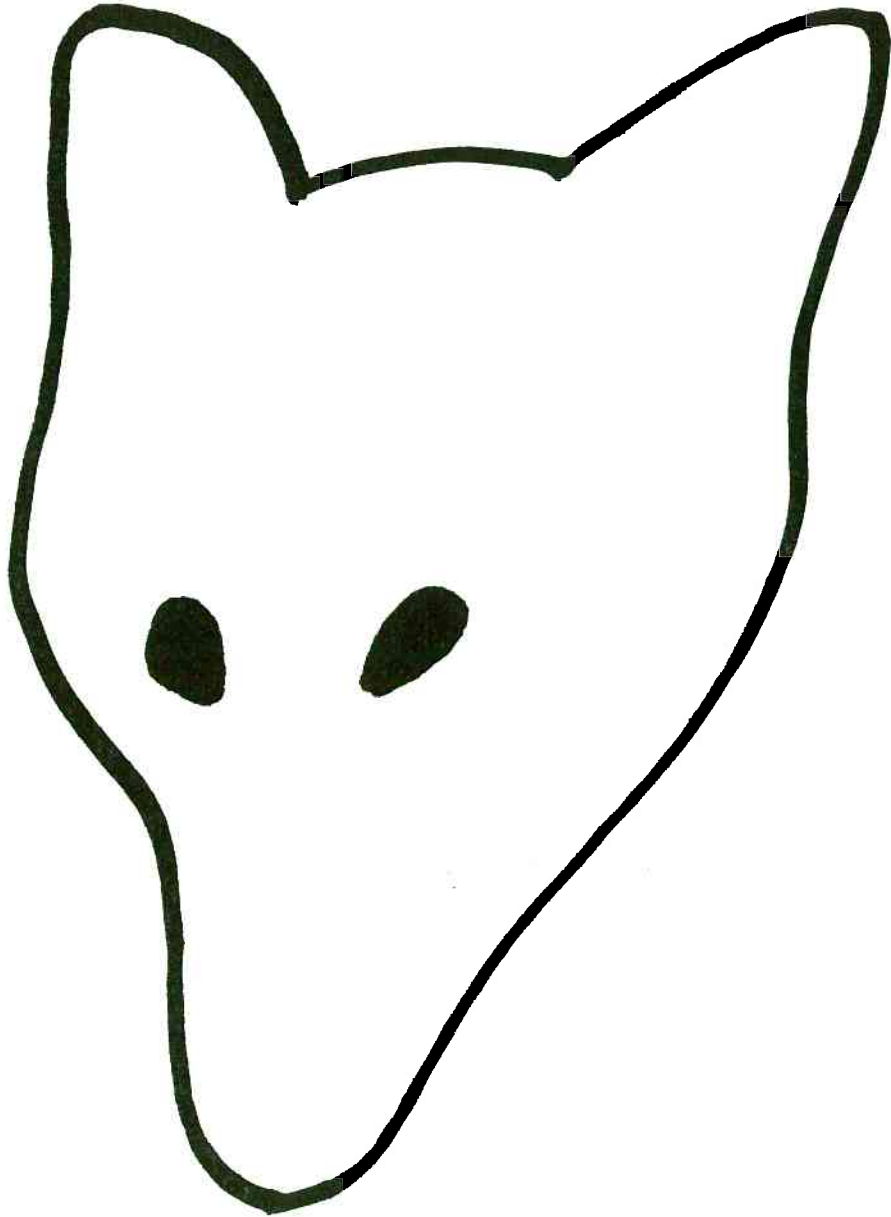
- Telling the perpetrator to stop
- Telling the perpetrator how it makes the victim feel
- Maintaining eye contact
- Holding your body in an upright position

**Allow children to practice assertive behaviours in mini role plays with one another**

**Do you think harassment or bullying takes away your rights to a safe environment?**

**Is a bully being a responsible person?**

# WOLF HEAD

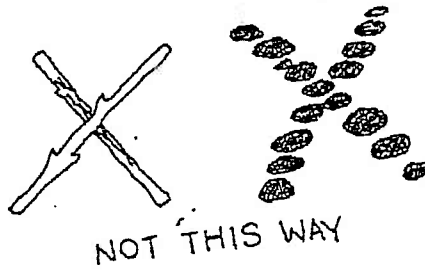
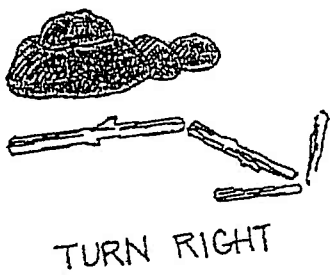
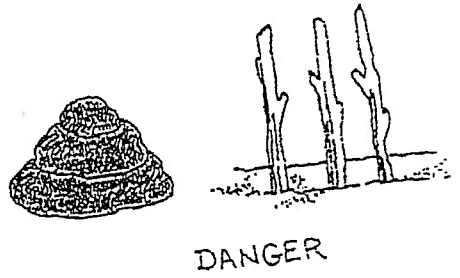
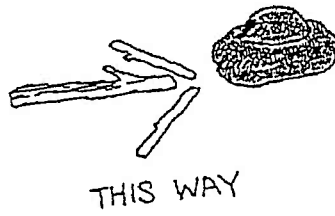
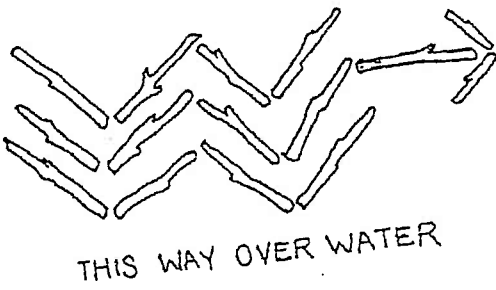
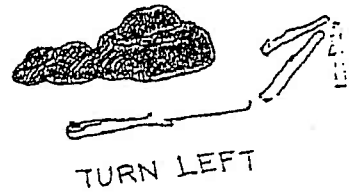
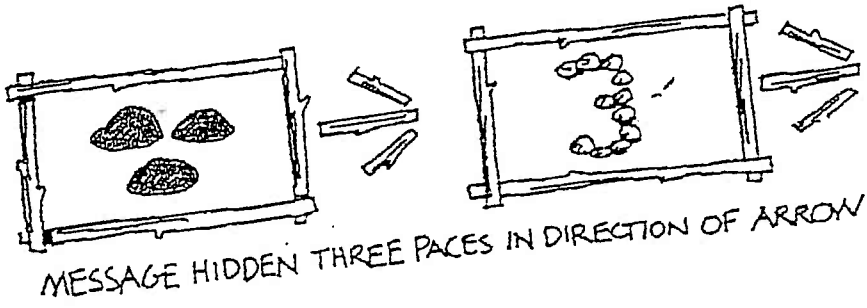


TIGER HEAD





# TRACKING SYMBOLS



**Program 4: Saying No!**  
**- Parent/Caregiver Night**

<b>Time</b>	<b>Content</b>	<b>Resources</b>
10 mins	<p><b>Opening Ceremony</b>            Explain that tonight is a special meeting for three reasons</p> <ol style="list-style-type: none"> <li>1. We have parents tonight</li> <li>2. We will be talking about what we have learnt over the past three weeks</li> <li>3. We will be using the theme of communication because it is very important that we communicate to each other particularly when we are unsure or feel unsafe</li> </ol> <p>There will be six bases at which to work and everyone will visit each base with their special guests.            Each base will take about 10 minutes to complete but first we will start with a yarn.</p>	Flags
10 mins	Yarn: Mowgli says no to the bandalog	Story and questions attached
60 mins	<p><b>Bases</b></p> <ol style="list-style-type: none"> <li>1. String telephones</li> <li>2. Bush trails</li> <li>3. Flying messages</li> <li>4. Newspaper hunt</li> <li>5. Post a parcel</li> <li>6. Carry a Cub Scout</li> </ol>	Ideas attached
10 mins	<b>Closing Ceremony</b>	Flags Prayer

## Program 4: Saying No!

### Notes for Leaders

**Messages:** It's okay to say no to someone who hurts you, or makes you do things about which you are unsure, or keep secrets you shouldn't keep, or threatens you or your family  
Always tell someone who will listen and help  
If you don't think you have been helped find someone else who will listen and help  
Do not be afraid to tell someone even if you don't like what you have done

**Yarn:** Mowgli says no to the Bandalog

**Discussion:** Why did the bandalog get Mowgli to steal for them?  
They were scared to do it themselves

How did they convince Mowgli to steal for them?  
Threatened him and lied

Why did the bandalog say Mowgli's family would send him away?  
It was only a trick to make Mowgli do what they wanted

When could you tell someone that this has happened to you?  
Straight away  
If they threaten you or lie to you  
If they make you keep it a secret  
You can also tell someone even if the problem happened some time ago  
**ANYTIME ANYTIME ANYTIME**

What if you were made to do something that didn't make you feel comfortable or you thought was wrong?  
Tell someone who will listen and help

## Mowgli says no to the Bandalog

The bandalog as we all know, are stupid monkeys who live in the jungle. They care for no-one, and are lazy and dirty. One day while Mowgli was walking through the jungle he heard a swishing noise above his head. Next thing he knew he was being swept up into the trees and being tossed between a series of bandalogs until finally, THUMP - he was dropped onto the hard ground below.

Mowgli looked around to see himself surrounded by the monkey folk who were laughing loudly at him.

"What do you want?" he demanded.

"It is what we want you to do, little frog," said the king of the bandalogs.

"We have decided that you will bring us riches from the man village," said the King.

"Who says I will?" scoffed Mowgli.

"Ah, but you will or else we will tell the jackals all the secrets we know about you, and you know what gossips they are."

Mowgli knew exactly what gossips the jackals were but the bandalogs were lying because they knew of no secrets that involved him. Mowgli stood up to leave but was quickly knocked to the ground again.

"Now do as you are told, or we will make sure that all the jungle knows you are a coward and then Raksha, your Wolf mother will turn you away for wolves do not like cowards," said the huge monkey.

And with that the monkeys all took off into the trees leaving Mowgli alone and confused. As he walked back to the den he could not stop thinking about the bandalogs and began to feel scared that Raksha might send him away.

There was no other choice he decided - he would steal for the bandalogs.

That night Mowgli crept into the man village and stole as many riches as he could carry. He took the treasures to the bandalog castle, dropped them onto the ground and turned to walk away.

"Wait, little frog," said a voice he knew too well. "This is very little treasure for so many of our folk. You will have to steal again."

"I can't. I won't," said Mowgli.

"But this time if you refuse, we will tell the jackal that you are a thief and the man villagers will come hunt you and kill your brothers."

Mowgli ran as fast as he could deep into the jungle. He put his head down on a soft patch of reeds and sobbed himself to sleep. Sometime later he awoke to the feel of Raksha nudging him gently with her cold snout.

"Where have you been my son?" she asked.

Mowgli felt too scared to tell her all that he had done and he was scared now that his stealing would bring death to the pack. He decided not to tell her. But Mowgli knew he had to face his fear. He knew what he had to do.

That night while his family slept, Mowgli crept away again this time straight to the bandalog castle. Quietly he began to gather up the riches he had delivered only the night before. As he turned to walk away, he heard terrible screeching - the bandalogs were chasing him. Even though he ran very fast he was no match for the swinging monkeys who soon caught hold of him and returned him to their king.

"Well, well. Now you are really going to be in trouble," said the king. "You are not to be trusted and I will have to advise the Tabaqui that you are here so that Shere Khan may come and tear the flesh from your body."

"I will no longer do anything for you monkey folk. You are liars and it is you that cannot be trusted. I will return these riches, and I do not fear your threats," said a brave little Mowgli. "I have learnt that I should have not listened to you and told you no - I would not steal for you."

"Ha," laughed the monkeys. "We do not fear you!"

"But it is not Mowgli who stands alone against you," said Raksha as she emerged from the darkness. Beside her stood Baloo and Bagheera, and they looked mighty angry.

The bandalog were cowards and they raced off through the trees as fast as they could.

Mowgli looked at his mother and friends. He began to weep.

"I know you must be ashamed of me, Raksha. I have been weak and untrustworthy," said Mowgli.

"Do not cry my son. Never believe that you are either weak or untrustworthy. You feared what the bandalog would do to your family. But you realised that fear had to be faced. You said no to the monkey folk, and I am so proud," and she moved over to cuddle him close.

Mowgli explained all that had happened while the three he loved most in the world listened. When he had finished they told him that the bandalog were liars and stupid, and he had done the right thing to try and stand up against them.

"But little Mowgli," said Baloo. " You have learnt another lesson. That is to tell someone who will listen and help, even when you are ashamed of something you have done. You were threatened and lied to. You feared the death of your family."

"Yes," said Bagheera. "You must promise us that next time you will come to us for help."

"Most importantly," said Raksha. "We love you. This will always be stronger than the threats and lies of someone like the bandalog.

Raksha, Bagheera, Baloo and Mowgli carried the riches to the edge of the man village and left them where they would be easily found the next morning.

Raksha carried Mowgli back to their den where he was safe and happy.

## **Base Activities:**

At each base leave precise details and story line. Ensure that there are enough materials for each Cub Scout to complete the activity. The parents accompany each Cub Scout to all bases. Don't forget for children who haven't got an adult with them to match them up with other Cub Scouts and their parents.

Materials are listed per Cub Scout. It is a good idea to have a few extras at each base.

### **Base 1: String Telephones**

**Materials:** 2 paper cups  
Length of string  
2 paper clips to secure the ends of the string through the paper cup  
1 story card

#### **String Telephones**

**Telephones are a great way to communicate.**

**Make your string telephone as instructed by the Leader and then speak to your adult. Tell your adult how important it is to say no to someone who threatens your personal safety.**

## **Base 2: Bush Trails**

**Materials:** 1 story card  
1 tracking chart (see program 3)  
heaps of sticks and stones for making the trail

### **Bush Trails**

Sometimes we communicate to each other through signs and signals. Bush trails are a set of trails that help you understand where somebody is trying to lead you.

Use the tracking chart to make a bush trail using each bush symbol twice. Ask someone else if they can follow your trail and at the end ask them to tell you why Mowgli did a very brave thing.



## **Base 3: Flying Messages**

**Materials:** 1 story card  
Stencils of indoor boomerangs as shown on page 203 of the Cub Scout Leader's handbook  
Cardboard  
Pens  
Scissors

### **Flying Messages**

**We send messages to each other by air mail - usually by plane or helicopter.**

**Make your own Australian airmail boomerang.**

**Write on the wings three people who will listen to your problems and help.**

**Go outside and fly your boomerang with other Cub Scouts. Read each other's boomerang to see how there are lots of people who will listen and help.**

## **Base 4: Newspaper Hunt**

**Materials:** Selection of newspapers and magazines  
Glue  
Scissors  
cardboard  
1 story card

### **Newspaper Hunt**

**The newspaper tells us a lot about what is happening in the world.**

**Use these newspapers and magazines to find the letters to make the following sign. Cut out the letters and glue them onto cardboard. You might be lucky and find whole words to cut out.**

**I HAVE A RIGHT TO FEEL SAFE**

## **Base 5: Post a parcel**

**Materials:** assortment of boxes, containers for wrapping  
String  
Pens  
Butcher paper for wrapping  
Sticky tape  
Scissors  
1 story card

### **Post a parcel**

**We sometimes communicate by sending parcels to other people.**

**Use the materials to wrap one parcel, using a reef knot to tie the parcel up.**

**Take the parcel to a Leader and tell them what you think racism is.**

## **Base 6: Carry a Cub Scout**

Materials listed are for this base and not for individual Cub Scouts

Materials:   at least three Scout belts  
                  2 starves  
                  1 story card

### **Carry a Cub Scout**

Have you ever heard the saying that you have to carry a message? Well you are about to do this.

Working as a team use the equipment to make something to carry a Cub Scout to hospital. You cannot cut or add anything. Give everyone a chance to suggest ideas, and then at the end give everyone a ride. Each rider must answer these questions. Whisper your answer to an adult.

What is another name for bullying?  
What does a bully have to gain by his/her threatening behaviour?

# Letter to Parents

Dear Parents

As you know Scouts Australia (Qld Branch Inc) is currently implementing its **Personal Safety Program**.

The Cub Scout Program will be undertaken over the next four meetings, and it is important that you are aware of the messages we are trying to give to the children so that their rights to a safe learning and personal environment are protected.

During week one, we will concentrate on our **rights**, helping children to realise that they have many rights which need to be protected. Part of that protection is the importance of telling someone who will listen to their problems and help.

Week Two will focus on our **responsibilities**, as we know that responsible behaviour protects the rights of everyone to be safe and happy. The story for this week will feature issues relevant to racial harassment.

The third week will cover **bullying and harassment**, an issue for all children. It will be an integrated program using the Jungle book story as a theme.

By the final week we hope all children have skills and knowledge to **explore the issue of child abuse**, although we will not be talking directly about sexual abuse. However the main messages we hope to send to the children can be applied in all abuse situations. These messages include:

- It's okay to say no
- Telling someone who will listen and help
- Victims of abuse and exploitation should not feel responsible for what has happened to them

Again we will use the Jungle Book as a theme for this particular story but the actual night will focus on communication. If children are encouraged to communicate then they will be able to tell someone about any problems they must face in today's world.

We are sure you agree that these programs should help children to develop some protective behaviours against any threat to their personal safety.

However it is vitally important that parents are involved in this program to ensure that consistent messages come from both the home and Cub Scouts.

Therefore we extend three invitations to you. Firstly, to participate in our **week four** program, so please date claim (insert date and times here) to join us on our **Communications evening**. Full details will be forwarded to you over the next couple of weeks.

Secondly, to attend the parents evening which is being held for all parents of the (insert name here) group on (date, time and venue here). Please refer to the attached flyer for information on this evening.

Finally an open invitation to contact (insert names, position and telephone numbers here) to further discuss any information you would like on the **Personal Safety Program**.

We look forward to working with you on this important program, and hope that you will join your child on (insert date here) at Cub Scouts.

Yours in Scouting



