

# **CUB SCOUTS VICTORIA PERSONAL DEVELOPMENT COURSE**

## **Program Resource**

Version Date: November 2023



## INTRODUCTION

This resource is designed to assist Leaders in delivering a Personal Development course for Cub Scouts in Victoria. With the inclusion of the Personal Development course as a requirement for the Grey Wolf Award, it is expected that many Cub Scouts will attend this course. The content will be of particular benefit to Patrol Leaders (PLs), Assistant Patrol Leaders (APLs) and other older Cub Scouts. The course content may not be so beneficial for younger Cub Scouts, and it may be worth them waiting to attend this course later in their Cub Scout journey.

The suggested program shown here is the basic minimum requirement to run the course as a one-day activity, however, it can be expanded to run over a weekend or camp, if preferred. Whilst we have included timing for each session, please note that the length of each session may vary according to the number of Cub Scouts that are attending.

It is strongly recommended that this formal training be done on a District basis wherever possible, however, if this is not possible, then Units are encouraged to combine with another Unit or District to run the course. Leaders should seek the assistance of their District Leader - Cub Scouts with this course where possible. Dates should be scheduled at your Seeonees (District Training Meetings) well ahead and shared with the Cub Scout Commissioner in your Region for inclusion on the Scouts Victoria website, Course Dates page.

## PURPOSE

The purpose of the Cub Scout Personal Development course is to provide Cub Scouts the opportunity to develop and practice their skills in key areas such as teamwork, leadership, empathy, and communication. By attending this course, Cub Scouts will gain confidence and strengthen their own abilities that will help them and the broader Unit. They will have the opportunity to meet other Cub Scouts from their District or Region, learn more about the Patrol system and try out some new ideas that will help them achieve more.

During the course they will be asked to actively participate in many different sessions and activities. At the conclusion of the course, they will earn the Cub Scout Personal Development badge (image below), that they can wear on their uniform, even if they are not a PL or APL.



## RULES

All participants are encouraged to:

- Be Respectful
- Try New Things
- Communicate Openly
- Believe in Themselves
- Participate Fully
- Help Each Other to be Their Own Best
- Have FUN!

## **ADDITIONAL INFORMATION**

The sessions provided in this resource can be presented in any order and will depend on the make-up of your course Patrols. There is a lot of information to be covered, please give participants plenty of opportunities to ask questions, have a go themselves (learn by doing), present their own ideas, and have a break or let off steam.

Additional games can be included as required. These could be run by course attendees, just have some ideas ready and some equipment.

To support our Program, we recommend inclusion of discussion around the Achievement Pathways and key areas of this program model.

Please note there is some pre-course requirements or things to bring from home, such as described in the Mixing Activity and Unit Code session.

## PROGRAM

Session	Session Number	Page Number	Duration (Mins)
Opening Parade Acknowledgment of Country First Aid, Bathrooms, Outline of Course			10
Introductions and Mixing Activity	1	5	20
Allocation of Patrols * Explain and check throughout the day/course that PLs & APLs change regularly so everyone gets a turn in each role over the course  Write up Patrol table signs with their names on it.			10
Teamwork	2	5	30
Roles & Responsibilities	3	6	15
Cooperative Behaviour, Managing Feelings in Self and Others	4	7	20
Break/Game			20
Communication	5	9	25
Problem Solving	6	10	45
Practical Skills	7	11	45
Games in Groups Divide Course into reasonable numbers to run multiple games at the same time, each led by a Cub Scout. They can choose but have suggestions ready			10
Break			20
Unit Councils (including running one) - with snacks	8	12	30
How to Teach Other Cub Scouts	9	12	20
Child Safety and Unit Code	10	13	20
Review	11	15	10
Closing Parade & Badges			10

Session No.	Name of Session	Equipment Required	Run by:
<b>1</b>	<b><i>Introduction and Mixing Activity</i></b>		
5 minutes	Introduce all Leaders/helpers who are assisting the sessions. All (Youth & Leaders) talk about expectations and rules for the course and where the amenities are, etc.		
15 minutes	<p><u>Warm Up Game or Two</u>            Example: Scissors, Paper, Rock Conga line. Starting in pairs, winner then leads the pair to the next pair and so on until all Cub Scouts are in one lone line. Great to have music during this activity.</p> <p><u>Show &amp; Tell - Getting to know you &amp; Communication activity</u>            Each participant had previously been asked to bring an item from their home that has special meaning to them, ask each of them to come up and do a short “show and tell”, may need to set a time limit.            At the end of all, ask if anyone else has one of the shown items or has something related to say.</p>	Cub Scout’s item to show, <b><u>brought from home.</u></b>	

Session No.	Name of Session	Equipment Required	Run by:
<b>2</b>	<b><i>Teamwork Game</i></b>		
10 minutes	Run a game that demonstrates teamwork, options are provided in the below Activity/Game Appendix.	See Appendix	
15 minutes	Teamwork Discussion - Benefits of working as a team - Cub Scouts brainstorm their list and share - Add any important missing reasons.	Paper, Textas	
5 minutes	Teamwork Game Revisited - Either re-try with new understanding or pick a new game.		

Session No.	Name of Session	Equipment Required	Run by:
3	<b><i>Roles &amp; Responsibilities</i></b>		
	<b><i>Duties of a Patrol Leader/Assistant Patrol Leader</i></b>		
5 minutes	<p>Break the group up into their individual Patrols and give each group a large piece of butcher paper and some textas. Ask each group to write down what they think a PL or an APL is.</p> <p>(Some discussion points)</p> <ul style="list-style-type: none"> <li>• Knows about Scouting &amp; Cub Scouts</li> <li>• Considers other people.</li> <li>• Is kind and thoughtful.</li> <li>• Does their Best.</li> <li>• Is honest.</li> </ul> <p>Ask each Group to provide one or two things that they have written down.</p>	Several sheets of Butchers Paper and enough textas to give two or three to each Patrol.	
10 minutes	<p>Now ask the group to write down what they think a PL and APL is supposed to do.</p> <p>(Some discussion points)</p> <ul style="list-style-type: none"> <li>• Arrive early and get the flag ready.</li> <li>• Roll the flag at the end of parade.</li> <li>• Role at Unit Council.</li> <li>• Care for a new Scout &amp; introduce the rest of the Patrol.</li> <li>• Explain and lead the Opening and Closing Parade, including Grand Howl if using Jungle Book symbolic framework*.</li> <li>• Explain hand signals used by the Leaders.</li> <li>• Suggest and lead games/activities to do.</li> <li>• Support Patrol members to suggest or lead games or activities.</li> <li>• Advise the Leaders of any problems in the Patrol.</li> <li>• Invest new Scouts.</li> <li>• Set a good example.</li> <li>• Help the younger Cub Scouts with instruction.</li> </ul> <p>Again, ask each Patrol to contribute one or two points that they have written down and compare these with what everyone else has written.</p> <p>* Grand Howl should only be included for Units where the Unit Council has determined that the Jungle Book symbolic framework is adopted in full.</p>		

Session No.	Name of Session	Equipment Required	Run by:
4	<p><b><i>Cooperative Behaviour, Managing Feelings in Self and Others</i></b></p>		
10 minutes	<p>One of hardest jobs for a PL/APL is keeping their Patrol focussed and doing what is right. The best way this is done is leading by example.</p> <p>As a group, discuss the following points about leading by example:</p> <p>(Remember - the standard of behaviour of a Cub Scout and a Leader is the same).</p> <ul style="list-style-type: none"> <li>• When leading your Patrol, make sure that every member has something worthwhile to do.</li> <li>• Keep things interesting, by not doing the same thing for too long.</li> <li>• If you are teaching your Patrol something, make sure you know what you are doing and that everyone can join in.</li> <li>• Remember to be a Patrol Leader, and not a bully.</li> <li>• Get to know your Patrol members and what they like.</li> <li>• Help all members of your Patrol, not just your friends, be FAIR.</li> <li>• If a Cub Scout is giving you a hard time, discuss the problem with your Leaders and try to solve the problem with your Leaders help.</li> </ul> <p>Here are some points to stimulate the discussion:</p> <ul style="list-style-type: none"> <li>• Who should be the best behaved?</li> <li>• What is a good teammate?</li> <li>• Do we have to win all the time?</li> <li>• Do we have to be first in line?</li> <li>• What if you have the slowest runner (or someone with bad co-ordination, a disability, cannot read well) in your Patrol? (Does it matter? What would you do?)</li> <li>• Does praise help more than a put down?</li> <li>• Do you like being told you let your side down and lost points?</li> <li>• What can you do if someone: misbehaves in your Patrol, does not wear uniform, or forgets their scarf all the time?</li> </ul>		

10 minutes	<p>Activity</p> <p>Ask for volunteers to act out the following Leadership styles and discuss each after they have been performed by the Cub Scout selected.</p> <p><b>Leadership Styles (see below)</b></p>	Slips of paper, each with one of the below styles for Cub Scouts to act out.	
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Leadership Styles: The bully's approach to the Patrol

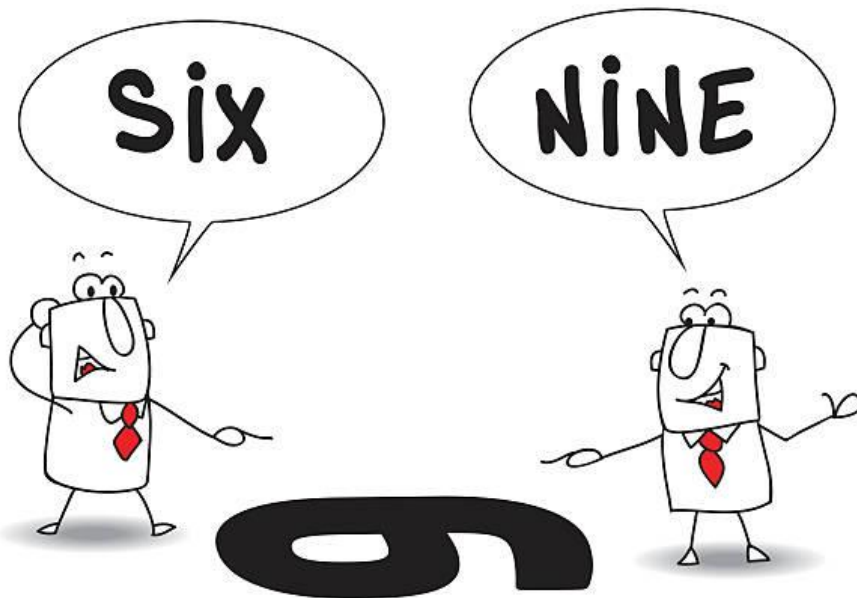
- Go and do that ..... (authority)
- Do that or else ..... (fear)
- I want you to ..... (superior)
- It was your fault that ..... (blame)
- I know how to do it ..... (I'm the best)
- Who said you could do that? (keeps all the responsibility)

The Patrol Leader approach to their Patrol

- Would you please go and ..... (authority)
- Why don't we do ..... (enthusiasm)
- Do you think we can ..... (team work)
- That didn't work, how can we make it work ... (togetherness)
- See if we can all do ..... (show)
- Would you be in charge of ..... (delegate)



Session No.	Name of Session	Equipment Required	Run by:
5	<b>Communication</b>		
10 minutes	Circle Game – see Activity/Game Appendix below.	See Appendix	
5 minutes	Perspectives – see image. You could demonstrate something like this in person for more impact by pairing off and a leader drawing the number in chalk on the floor between them and ask each what they see before explaining it.		
2 minutes	Think about how you like to be spoken to and whether that is how you speak to your Patrol		
8 minutes	Communication Game: Can you draw it.	Paper & pencils/textas Instructions see Appendix	



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Session No.	Name of Session	Equipment Required	Run by:
<b>6</b>	<b><i>Problem Solving</i></b>		
5 minutes	Discussion around working together (teamwork) and Communication to Solve Problems. Listening to other's ideas – not just pushing your own.		
40 minutes	<p><u>Activity One</u></p> <p>Each Patrol is given a bucket full of water and an empty bucket. Plus, some balloons, straws and paper. Empty bucket placed some distance away. Patrols need to transfer as much water as possible using equipment provided.</p> <p><u>Activity Two</u></p> <p>Have a hiking tent or small tent for each Patrol. Blindfold half of the Patrol. Get the other half to instruct those blindfolded on how to put the tent up. Leaders should assist where necessary to ensure safety.</p> <p>When each activity is finished have a group discussion on topics such as communicating with each other, listening to instructions, following those instructions, listening to other peoples' ideas and always being right.</p> <p>Additional games are provided in Appendix if time allows.</p>	<p>Two Buckets for each Patrol Straws Balloons A4 paper</p> <p>Small tent per Patrol Blindfolds</p>	

Session No.	Name of Session	Equipment Required	Run by:
7	<b>Practical Skills</b>		
45 minutes	<p>This is an opportunity for the Cub Scouts to “learn by doing”. Can be done altogether but may be better as a rotation activity (15 minutes each).</p> <ul style="list-style-type: none"> <li>• Flag: Rolling, hoisting, breaking.</li> <li>• Inspection &amp; Parade: <ul style="list-style-type: none"> <li>• Inspection lines (uniform).</li> <li>• Opening (this may include Grand Howl if using Jungle Book symbolic framework**).</li> <li>• Closing (this may include Grand Howl if using Jungle Book symbolic framework).</li> <li>• Investiture: Investing a new Scout Present with Patrol colour slider.</li> </ul> </li> <li>• Introduction to Scouting &amp; Introduction to Section, explaining the Achievement Pathways and Peak Award.</li> </ul> <p>Note: Leaders may want to do a fun Kim’s style game for the uniform bit, with each having something that needs fixing before parade, perhaps scarf upside down, buttons misaligned...</p> <p>** Grand Howl should only be included for Units where the Unit Council has determined that the Jungle Book symbolic framework is adopted in full.</p>	<p>Flags, flagpole</p> <p>Guide to Ceremonies in Australian Scouting</p> <p>Introduction to Scouting factsheet Introduction to Section factsheet</p>	

Session No.	Name of Session	Equipment Required	Run by:
<b>8</b>	<b><i>Unit Councils</i></b>		
10 minutes	<p>Discuss the purpose and format of Unit Council including the following topics:</p> <ul style="list-style-type: none"> <li>• Who attends.</li> <li>• What happens at Unit Council: <ul style="list-style-type: none"> <li>• Training topic</li> <li>• Learning new games</li> <li>• Feedback for program ideas</li> <li>• Feedback for problems</li> <li>• Setting an example</li> <li>• FUN!!</li> </ul> </li> <li>• Where is it held?</li> <li>• When is it held?</li> <li>• How often is it held?</li> </ul>	Unit Council factsheets available at <a href="http://pr.scouts.com.au">pr.scouts.com.au</a>	
20 minutes	Each Patrol to run a practice Unit Council and share their ideas.		

Session No.	Name of Session	Equipment Required	Run by:
<b>9</b>	<b><i>How to Teach Other Cub Scouts</i></b>		
10 minutes	<p>This topic is all about 'skills transfer'. We want to impart some abilities to assist the PLs and APLs train younger Cub Scouts.</p> <p>Start by asking the group whether they've taught skills to others and how they went about it.</p> <p>Some examples:</p> <ul style="list-style-type: none"> <li>• How would you teach the reef knot?</li> <li>• How would you encourage Cub Scouts in your patrol to act properly during the formal parts of the evening?</li> </ul> <p>How do you behave when teaching?</p> <ul style="list-style-type: none"> <li>• Are you slow, kind and methodical?</li> <li>• Can you repeat things without getting annoyed?</li> <li>• Do you know how to present it in different ways?</li> </ul>		
10 minutes	Activity – In pairs, teach each other a new skill (knots, origami, dance steps, the Promise, a couple of words in another language) – 5 minutes then swap.	Ropes Paper, scissors	

Session No.	Name of Session	Equipment Required	Run by:
10	<b>Child Safety &amp; Unit Code</b>		
5 minutes	Show the Child Safety Posters <ul style="list-style-type: none"> <li>• Talk about what to do.</li> </ul>	Child Safety Posters	
5 minutes	<p><b>WHAT IS BULLYING?</b></p> <p>Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken. Bullying is a relationship problem and requires relationship-based solutions. These are best solved in the social environment in which they occur.</p> <p><b>BULLYING IS NOT</b></p> <ul style="list-style-type: none"> <li>• single episodes of social rejection or dislike,</li> <li>• single episode acts of nastiness or spite,</li> <li>• random acts of aggression or intimidation,</li> <li>• mutual arguments, disagreements, or fights.</li> </ul> <p>While another's actions can cause great distress, they're not examples of bullying unless someone is deliberately and repeatedly doing them.</p> <p><b>If someone is being bullied, how might they feel?</b></p> <ul style="list-style-type: none"> <li>• are scared to go to school/ Scouts, feel unsafe and afraid,</li> <li>• can't sleep very well or have nightmares,</li> <li>• don't want to be around their family or friends,</li> <li>• can't concentrate on their school or homework,</li> <li>• seem to be getting into trouble all the time,</li> <li>• are angry for no reason,</li> <li>• say they are not very hungry and don't eat,</li> <li>• suddenly have unexplained headaches or stomach-aches,</li> <li>• are sad and 'down',</li> <li>• think what's happening is their fault (even it isn't),</li> <li>• feel ashamed it's happening to them.</li> </ul> <p>You shouldn't have to feel any of these things because of the way someone is treating you. It's not your fault but it probably won't stop unless you do something. Bullying is bad for you, bad for your social group; it's even bad for the person doing the bullying. You should do something about it now!</p>		

	<p>Here are some actions you can take to stop bullying. Letting the situation go on is not good for anyone – especially you. Tell someone, even if you don't think it will help. Just talking about a situation can help put it in perspective. You could talk to a friend; a parent; your Scout leader or a trusted teacher who you know will take what you're saying seriously.</p> <p>Bullies win when you're upset, so here are some things you can practice if you think you are being bullied:</p> <ul style="list-style-type: none"> <li>• Act unimpressed: pretend not to notice if you're excluded or if the bullying is verbal, walk away.</li> <li>• Look around for other friendship groups.</li> <li>• Get involved in activities where you feel safe.</li> </ul> <p>Bullying is bad for everybody – not just the person being bullied. It can make places like school, Scouts, or your sporting club seem unsafe and make you feel as though you don't want to go there.</p> <p><b>If a friend, or someone you know is being bullied what can you do?</b></p> <p>Even if you don't feel as though you can step in and stop the situation yourself, there are still things you can do, like:</p> <ul style="list-style-type: none"> <li>• Don't stay and watch or encourage bullying. Walk away and get help.</li> <li>• Don't get involved in harassment, teasing or spreading gossip about others off or online.</li> <li>• Don't forward or respond to offensive or upsetting messages or photos.</li> <li>• Support the person who is being bullied to ask for help. For example, you could go with them to a place they can get help or provide them with information about where to go for help.</li> <li>• Tell a trusted adult, maybe your Scout leader who might be able to help.</li> </ul>		
10 minutes	<p><b>Unit Code Activity</b></p> <p>Look at the Unit Code template (or existing Unit Code) and discuss this. Thoughts around the statements shown, or what could be included. How to encourage all Cub Scouts in the Unit and Leaders to abide by the Code.</p> <p>Discuss who 'owns' the Code. The aim here is to ensure Cubs feel like they own it or own it with the leaders. Not a leader document.</p> <p>Unit Code can include Leaders too.</p>	<p>Unit Code template Youth to bring a copy of their own Unit's Code <b><u>brought from home unit.</u></b></p>	

Session No.	Name of Session	Equipment Required	Run by:
11	<b>Review</b>		
10 minutes	Cub Scouts to share: <ul style="list-style-type: none"> <li>• highlights from the day</li> <li>• suggestions for next time</li> </ul> Knowing what they know now, Cub Scouts to talk about a leader (from Scouts, sport, school etc) they admire and why.	Paper and textas to record positives and improvements.	

## **Activity/Game Appendix**

### **Teamwork 1 – Hula Hoop Pass**

In this activity, Cub Scouts are in Patrols and need to use their bodies (not hands) to pass a hula hoop. Cub Scouts will stand in a circle side-by-side holding hands. Put a hula hoop on the arm of the first person. The objective of this game is for Cub Scouts to get the hula hoop around the Patrol circle while still holding hands. Teamwork and Communication.

### **Teamwork 2 – Silent Ball Pass**

This is a silent game that promotes non-verbal communication and teamwork skills. Cub Scouts stand in a Patrol circle and try to pass a ball around to every member of the Patrol without using any words or sounds. The objective of the game is to get the ball to everyone without dropping the ball. If the ball drops, start again. Each Cub Scout should hold up a finger to represent how many times they've had the ball. Patrols to determine how many times they have passed the ball to everyone in the circle without dropping it. The team that passes the ball the most wins.

### **Teamwork 3 – Tower Challenge**

Using whatever materials you have, as long as there are the same materials for each Patrol, Patrols build the tallest, self-standing tower using only the materials provided. Materials can be paper cups, icy pole sticks, spaghetti, marshmallows...

### **Teamwork/Problem Solving – Electric Fence**

Set up a rope or string (electric fence) about 1m off the ground. In Patrols, Cub Scouts plan how they will get every member of the Patrol over the electric fence while always staying in contact with at least one other person. Set a time for this activity depending on size of Patrols.

### **Teamwork/Problem Solving – Escape Room**

Set up some clues around the area for Patrols to find and solve together. Correctly solving the tasks/questions will eventually lead them to the end/prize.

Make sure it is not just 1 or 2 Cub Scouts leading the others. You may want to have enough clues for each team member and stipulate that everyone gets a chance to solve a clue. Reminding others to not push their ideas when it is not their turn. Although, if a Cub Scout asks the team for help all members of the team could assist.



### **Teamwork/Problem Solving – Turn it Over**

All Cub Scouts in the Patrol stand on a small tarp. Working together, they need to turn the tarp over with all of them standing on top again. No one can stand off the tarp at any time.

### **Communication – Can you draw it?**

Cub Scouts in pairs relying on their partner's communication skills to draw a picture. Cub Scouts sit back-to-back. One Cub Scout will describe to their partner how to draw something, without naming the item. When the timer goes off compare the pictures to see how well the partner was listening.

### **Communication – Circle Game**

This game is designed to get each of the Cub Scouts talking to each other and meeting new people. Have the Cub Scouts form into two circles, one inside the other. Each Cub Scout faces a partner in the other circle to ensure there is the same number in each circle. Each circle then walks in a different direction (inside go clockwise, whilst the outside goes anti clockwise), until the Leader calls stop. Do this each time between the following discussion topics (allow 1 – 2 mins only for each one, before starting them again):

- Discuss your favourite sport, what it is and why you like it. If you don't like sport, you can talk about your favourite hobby?
- If you were stranded on a desert island, what three things would you like to have with you? (Remember – no power is available on a desert island)
- Discuss the last time that you helped another person. Talk about who they were and why you helped them.
- What is your perfect holiday? It can be a place, or an activity.

After about 10 mins of this, ask the group how they found this activity. Was it easy talking to a stranger? What makes this so hard to do?