

4. Review

If at any time you are constantly shouting, telling cubs off, or asking certain individuals to leave, think about why this is happening. Is it.

- your ratios of adults to cubs is not high enough,
- your programme is not balanced,
- your activities are dry, boring and uninspiring
- you are shouting too much,
- you are trying to take too much on.

If it is any of these try to work out how to solve the problem, or it continue to distract from the elements which make scouting fun for both adults and children.

5. Do nots

- Do not lose your temper when telling off.
- Do not tell a child off out of eyesight of others.
- Do not blame before confirmation has been made.
- Do not use force to achieve results, even if it is your own child.
- Do not have large gaps of nothing within the evening programme.
- Do not have adults standing around doing nothing.
- Do not shout to tell off, or give instructions.

3 Year Programme for Cub Scouts

*Developed by
Stuart Leacy.*

Behaviour Management

Please make sure you have read the following carefully before using the material contained within this pack.

The ideas within this pack, are only suggestions based on the New Programme Material. They have not been endorsed by the Scout Association, and as such the Scout Association, or Stuart Leacy do not take responsibility for any liability caused by any of the ideas within this booklet. All ideas though, have been tested with a cub pack in Stevenage, and the resources have been extended to help with the delivery of the evening.

The programme plans, are not made to be comprehensive, but should go along way to fill the programme for the normal hour and half evening. Therefore care should be taken to make sure with your knowledge of the cub pack that the activities are suitable, and equipment and resources are available to fill the time allowed.

Some ideas are linked to the Programme Essentials section, and where this is the case, a page number will be found within the evening programme.

The prayers and games can be used with any other evening, but are more closely linked to the theme for that particular evening.

There are normally between 13 and 15 evening plans for each term, so therefore care will need to be taken to make sure the badge criteria is met when evening plans are missed out.

I hope you will find this pack informative.

This booklet forms part of the extra resources which can be used within the 3 year programme.

This booklet contains many examples and ideas of both preventing negative behaviour within a cub pack, and also how to deal with situations as they arise.

None of the information in the booklet is a sure method of solving negative behaviour but will go a long way to help remove it.

As with all theories which are produced, some of the ideas will work and some will not, and some you may not even want to attempt.

The name Percy has been used within this booklet, this name though can be substituted with the cub in your pack. Also by using the name Percy, it does not mean that children named Percy are better or worse behaved.

Stuart Leacy

They may have accidentally forgot to tell you that Percy has problems writing at school, and therefore does not like writing. There may a reason they do not like running around, such as a self perception they are fat, slow, clumsy, etc. Whatever reason this gives you another way of attempting to solve the situation before it starts.

If no reason is given then it might have to be the last result of being asked to stay away from cubs for a week.

If it is a group of cubs, then it might be a case of splitting them up for everything, though in a small hall, with a lot of cubs this is not always practical.

Think about how the situations start, is it always one cub, who leads and the others follow. If so make sure that this cub is targeted with more stating the obvious, and that the rest of the followers are given praise for completing the instructions set.

Again though if this does not seem to work, then it may be necessary to ask them to stay away from cubs for a week.

3.4 The final step.

In the end of the day, you are a volunteer, giving up your time to help. It is not compulsory that you have any cub that you do not want, if they are causing problems within the pack. You do have the right to say “no” to any cub that is not allowing the pack to function properly.

Just remember there are others around to help make these larger decisions, such as your GSL, ADC or other leaders. Use them, that is what they are there for.

3.2 The punishments

Keep the punishments, acceptable to the cub, and yourself. Do not make threats you cannot carry out. Sometimes if you have used time out correctly with a good talk at the end, this might be all that is needed for a punishment. Sometimes the punishment might be a few more minutes in time out, or to carry on the activity but by themselves for a few more minutes.

Never leave any child in time out for more than 10 minutes, otherwise they will start making up their own activities, or trying to get other cubs involved with them.

Remember it is not school, and so some activities which are given to badly behaved children at school will not work at cubs.

3.3 The next move

If the cub you have told off has repeatedly shown the same signs of negative of behaviour, and parents have been informed each time, then it is time to try and work out the next step. If it is just one cub, it is probably likely to do with the cub itself. If it is more than one cub, then other questions need to be asked.

The single cub situation is slightly easier to solve, think about when the cub is most in trouble. Is it when the are doing written work, playing active games, etc. If so discuss with the parent whether they can give any reasons for this being the result.

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1. Prevention

Like all things prevention is better than cure, and this is definitely so with behaviour management.

The majority of children want to behave given the right constraints, but will mess around if this is seen to be a better option, or the only option.

Cubs will on the whole want to do activities which are fun, exciting, new and within their own capabilities. So the opposite is also going to be the case, activities which are boring, lifeless, repeated and too easy or difficult they are not going to want to do, and will find other ways to entertain themselves.

1.1 Organisation:

Think about how your leaders / adult helpers work together.

Do they all know what they are doing ?

Do they already have the resources they will need, so that one activity runs into the next ?

Are they being backed up by the other adults in the room ?

Do all adults have the same expectations for the cubs ?

Do you have a balanced programme for the night ?

If the answer is no for any of the questions above then you need to think about these things.

3.1 Telling off a child.

When you are about to tell off a child, it is best to do it with thought, knowing where it is going to go before it starts. Therefor always give yourself time before telling off time to think. This is where time out becomes helpful, it will also allow you to cool down before speaking to the cub, especially if they have spent the night winding you up.

When you are sure you are sorted in what you are going to say move across into the time out area, and speak to the cub calmly, explaining the reasons why they are there. **MAKE SURE THE TIME OUT AREA IS SOMEWHERE WHICH IS IN EYESIGHT OF ALL ADULTS IN THE ROOM.** Do not ever take a child to tell off into a closed room, such as the store, kitchen or entrance hall. With a child in a bad mood, it will be the easiest way to get their own back on you, by making something up you did to them whilst there.

When telling the child off, keep calm, keep to the script in your head, and make sure they understand why they are being punished.

When telling off a cub, never do it a pair of adults. If there needs to be two adults present then one adults needs to be silent during the whole event.

When telling off always make it is clear it is the behaviour not the child you are unhappy with. Also do not enter the cubs personal space, normally about 2 foot.

Always tell the parent/carer if you have needed to use time out with a cub, and the reason why.

Then call the cub over that made the accusation, and tell them that you have had a word with Percy.

If of course the cub admits swearing then there will need to be a situation to look at why there was swearing. Was it for a valid(ish) reason, such as an accident. Was it because the other cub was winding them up, or was it a slip of the tongue because it is the lifestyle they know at home. Whichever it is, it needs to be made clear that swearing is not allowed, and therefore an agreed punishment must take effect, but greatly reduced because the cub has been honest. It may be a couple of minutes by themselves to think of a better way of solving the situation next time, before then joining in again.

Though with any positive action, there is no raised voices. Though there can be concern in your body language and tone of voice.

3. Dealing with-

However good the pack runs there will be situations when you have to deal with the situations which have not been prevented and not controlled. This may be due to a new member, a very awkward cub, or some medical reason.

The important thing to remember when dealing with the situation is that the cub should not lose respect with their peers, or yourself. Therefore blasting them in front of the cub pack at 200Db from a distance of 2 inches, is not going to solve anything. It is far better to take them to one side, and have a word, and a decision on their punishment.

Every adult should know what their responsibility is during the cub night, it could be collecting the subs, running the first game or helping red six with the activity. At all times only one person should be in overall charge, this can be any adult within the room, otherwise the cubs will become confused about who to listen to.

Most of the problems with behaviour or accidents happen either at the start of the night, end of the night, or between activities. This is because the cubs are left to get up to their own devices, or because the next activity is not ready. The next person who is leading the activity should be ready, as soon as the previous activity is over.

Most children seem to have an inbuilt ability to play one adult against another. Therefore all the adults in the room need to have clear expectations of behaviour before helping within the pack. It is important especially when new activities are being explained that all adults are showing an interest, as the cubs will pick up on the this. Even if it your thousandth time of doing the activity, it might be their first time, so sell it as if it was the first time you led the activity.

Remember if you are going to have a game next that you cannot expect a pack to settle from a very noisy game straight into a quiet activity, and therefore a short activity such as getting back into sixes, or a circle may be needed to provide the calming down link.

1.2 Expectations for cubs.

Make sure all the cubs understand the rules they are joining the pack under. Remember you are choosing to be there to help and lead, and without you and the other adults present there wouldn't be any cub pack.

Keep any pack rules you have short, simple and created by the pack. Then either display the rules, or remind the cubs about them every so often. Also revise them every so often to keep them fresh. Use praise to reinforce and to reward those who are following the pack rules. For example; Well done for following our rule on packing away.

Always start off the night with a grand howl, which is respectful, as this sets the precedent for the night.

Sixers and seconders should have some control during the evening, otherwise why are they given the badge. This could be making sure their six stands properly, and is tidy. It could be making the squash, or giving out materials for the activity.

When speaking to the cubs as a pack or six, always make sure they are all quiet, and never start talking until they are. This can be done just by standing and waiting, raising a hand, or another signal you have agreed.

1.3 Expectations of adults.

As an adult within a cub pack, you have to enjoy what you are doing. You are always going to get some problems with some kind of negative behaviour, but try and prevent and control these to minimise the large situations happening.

DO NOT REWARD OR PRAISE those who are badly behaved for doing things which are still not the required. For example if you have asked the cubs to stop and be quiet, do not reward them for just being quiet. Just praise those that have followed both parts. You could though make a comment to state the obvious such as "You are still working Percy, and everyone else has stopped."

2.4 Taking positive action : If you are told about something happening, or see something happening you need to take positive action. Though how you will deal with the two situations is very different.

If a cub tells on another cub, you need to make sure that the situation has happened before taking ANY action. Do not believe any cub has done anything wrong, before having finite proof. Otherwise it will be the quickest way of losing the respect of that cub, and may be some of their friends.

Always give the cub being accused a chance of giving their side of the story, and ask those cubs around who may have seen the incident about what they saw. Just be careful some cubs will lie to get another cub into trouble.

Therefore the positive action from unsolved incidents will be to make a future reference statement. Such as "Percy I know that you are sure that you did not swear. But the other cubs are sure they heard you, and as you know swearing is not allowed at cubs. If in future it is brought to the attention of any adult that you have sworn again, then I will have to take action. Now go back and carry on with the activity."

This situation is clearly out of control, with just a battle of wits, between the adult and cub. Whoever picks up the pencil has now lost, and therefore this angry cub will not, as he/she will loose face in front of their peers.

Now for a different way of solving the same problem.

Cub drops the pencil on the floor.

Leader There's a pencil on the floor.

Cub OK I'll pick it up.

Leader Thank you.

Sounds easy, and this is not real life, but for the majority of situations this will work. Most of the time the cub who dropped it will pick it up, or another cub will bend down and pick it up. In the worse case scenario the leader will have to pick it up, but then can say : "OK if no-one else, I'll pick it up, even though I haven't been using the pencils."

This techniques works most of the time, and the more you use it with a cub pack, the more it will work automatically.

It works the same with uniform, don't ask a cub to tuck their uniform in, praise those which have already done so. Don't have a go at the one who is messing around, praise the one, few or many who are sitting and listening. Every cub wants praise, and again most after running the for a few nights will want to join in positively to get the praise. Rewards are not necessary, but could be used to back this system up.

2. Controlling

2.1 Voice control : This is very important, a loud voice does not always get the required results, and can make the situation much worse. Always mean what you say. Never make idle threats, and never make your threats impossible or something out of your control. Most of the time a cub can be brought back with a couple of easy techniques.

- Staring at the child with displeasure.
- Mentioning their name quietly twice.
- A quick click of the fingers, without visual contact.
- Asking them a very easy relevant question.
- Asking them to sit somewhere else.
- Praise those who are doing what you have asked.

None of the above involve raising the voice, and most used quickly will sort out the problem.

When sorting out the problem do not lose your temper, stay calm and collected. Remember they are only a child, testing the waters, which you need to keep calm. Raising you voice can allow other cubs the link to join in.

If the cub is being disruptive then ask them to leave the group, and sit in the corner or edge of the room for an allotted amount of time, such as five minutes. Though this will then mean you will need to explain it to them individually once the activity has started.

Never allow another leader to get into a shouting match with a cub, allow the adult and cub a "get out."

Though never reward negative behaviour, with "If you sit quietly, you can have your drink first.", even though all the rest of the cubs have been sitting quietly waiting for him/her to be quiet.

2.2 Methods of bringing the cubs back to listening :

Once the cubs are taking part in an activity it may be required to get the attention of all the cubs. This can be attempted in a variety of ways. It could be the leader in charge,

- Saying "Pack"
- Holding up a hand.
- Completing a sequence of actions, which the cubs have to mirror.

When you stop the cubs always have a reason, this should though never be noise if they are taking part in an activity. This can be got around by using an example of the activity the cubs are working on. Such as, "I just wanted to stop you and show Percy's excellent volcano." or "I just wanted to stop you to say how tidy yellow six is keeping their table." When the cubs are allowed to carry on the sound will not be the same as when you stopped them.

Make sure all the adults in the room, comply with the request, otherwise it will not be so effective. It can be that all adults also respond the same way as the cubs.

2.3 Talking to cubs :

Always talk to the cubs and other adults with respect.

Never talk to the cubs as if they are your friend, as this can result in problems as they become too familiar.

This said, never talk to cubs as if they are your enemy. If a cub knows that whatever they do it will not be good enough, they will give up trying.

Always set yourself up as the epitome of politeness, and allow the cubs to use you as a role model. Never ask the cub to do something you are not prepared to do yourself.

The best technique for getting cubs to do things is to state the obvious. This then results in a situation where you both cannot lose. For example, if a pencil is dropped on the floor by a cub, imagine this situation happening :

Cub drops pencil on the floor.

Leader You dropped that pencil, now pick it up.

Cub No.

Leader You dropped it, now you need to pick it up.

Cub Why should I, why cannot James ?

Leader Because you dropped it.

Cub No I'm not going to.

Leader O yes you are.

Cub (Shouts) No I not.

Leader (shouting) I'm now going to count to three,

One Two Three.

Unless you pick it up you're banned from cubs for the next year.

Cub (Shouts) Go on then ban me, I didn't want to be at this b**** anyway.

Cub 2 You go for it, Percy.