

# national cub challenge 2017



*"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." – Dr. Seuss*

## introduction:

Bullying is a problem that affects millions of children globally. It is important to take bullying seriously and not just brush it off. The effects can be serious and affect a child's sense of safety and self-worth.

Bullying is incompatible with the principles of Scouting and should be taken seriously. It is our responsibility to ensure that our Cubs live, learn and play in a "bully-free" environment.

As Leaders we should understand how to prevent bullying and be prepared to deal with it proactively and thoughtfully.

## what is bullying?

**Bullying can be defined as intentional, repeated, systematic hurtful words or other behaviour by one person to another.**

## bullying can be:

- Physical: Threatening or causing injury to a person  
Verbal: Teasing, insulting, humiliating.  
Social: Excluding others from a group, spreading gossip or rumours about them, rejecting or isolating them, intimidation.  
Cyber: Using digital technology such as social media, cell phones, text messaging, etc. to purposefully harm someone, like spreading rumours or hurtful comments.

## why do children bully:

There are many reasons why some children may become bullies and others become the victims of bullying.

Fried and Fried (1996) identified the following factors that influence bullying behaviour:

### Individual traits

- A child's personality has a lot to do with how he or she experiences bullying.
- Children who are inclined to be aggressive, anti-social and defiant are often identified as bullies.
- Children sometimes become bullies when they have learning difficulties and are not succeeding at school.
- Children, who feel victimised because they are teased and picked on for being 'different', might bully others.

- Bullies can also be bright, successful and popular children who use popularity to control others and become more popular.

### **Family circumstances**

- Bullies are often children who come from a dysfunctional home environment, but not always.
- Children are more likely to become bullies if they come from families where there are high levels of violence, a lack of clear rules, little discipline or inconsistent discipline, poor supervision and little interest in the child.
- Children who grow up in a family where there is little love, respect and support often lack empathy, tolerance and respect for others.

### **The school environment**

- Schools that ignore bullying and even condone bullying in the form of initiation, whereby children are forced to perform acts that are inhumane and degrading, actually contribute to bullying behaviour.
- If bystanders are not encouraged and empowered to intervene when bullying happens they become a part of the problem and bullying is likely to continue.
- When schools adopt a no-bullying policy and help educators to identify and deal with it, they are more likely to reduce the incidence of bullying by creating a safe environment.

### **The community**

- Children who grow up in a community where violence is common and where children are exposed to and witness aggressive behaviour, are subjected to the abuse of power and learn to settle differences by violent and aggressive means.
- They are then more likely to develop patterns of bullying behaviour which are carried into the school and onto the playground.

### **Culture**

- Culture practices that are indifferent (don't care about) violence, sexism and racism also influence a child's behaviour and attitude towards others (e.g. "only sissies run away from bullies" or the only way to solve conflict is by means of violence – "if he hits you, hit him back").
- South Africa has a culture of violence and this results in the normalisation and continued perpetuation of violence by children.

## **how do we recognise the signs?**

Bullying is not always easy to detect, but you can look out for signs that someone may be being bullied.

For example, the Cub who:

- Hesitates to come to Pack meetings or is reluctant or unwilling to join in activities.
- Asks to change Sixes or even Groups.
- Is often the last to be chosen for a team for no apparent reason.
- Gets picked on when people think your back is turned.
- Is often the target of jokes.
- Seems nervous around certain Cubs.
- Avoids certain places or areas.
- Has clothing or personal possessions go missing.
- Has bruising or some other injury.
- Appears lonely, has difficulty making friends, or suddenly has fewer friends.
- Is quiet and nervous, withdraws from everyone else and becomes quiet and shy (especially in the case of a Cub who was usually loud and noisy).
- Refuses to talk about the problem.
- Is usually quiet but becomes suddenly prone to lashing out at other Cubs, both verbally and physically.
- Appears sad, moody, angry, anxious or depressed.

Be aware of Cubs and adults displaying bullying behaviour and attitudes that may impact on others in a negative way; e.g. using their physical presence to intimidate, influence or impress others or a tendency to relate to others in a negative way, like making negative comments.

Remember that adults can also either be the victims of bullying or the bully.

It is important to challenge these behaviours and attitudes, both directly (through conversations with the Cubs in question) and indirectly (through the practice and the content of programmes).

## how can we help?

We are the key to creating a safe, bullying-free environment for our Cubs. We need to develop a friendly and inclusive environment which will allow the Cubs to work together during Pack meetings and activities and at the same time prevent bullying from taking place.

Cubs learn from our example. We need to behave in a friendly, respectful and positive manner that reflects our Scouting values. We need to talk to our Cubs and more importantly listen to them and show them respect, so they will respect others. Work on our observation skills; look out for any early changes in behaviour or any subtle signs of bullying.

Teaching our Cubs through activities built into our programmes, to socialise appropriately and to find non-bullying methods to deal with conflict will create an environment where bullying is less likely to be accepted.

As Leaders we need to communicate any concerns we may have about bullying in the Pack. Share your worries with the other Leaders in the Pack. Involve the parents. If a Cub is being bullied the parents should be made aware of this. Where applicable suggest other sources of advice or help.

As Leaders we need to ensure that everyone knows that we will not tolerate any form of bullying. The Cubs must feel confident that they can approach us with a complaint and that it will be dealt with.

## **procedure for addressing peer victimisation/bullying within cubbing:**

Refer to the Child Protection Policy – Guideline: Anti-peer victimisation/bullying (page 17).

## **how to help a cub who is being bullied at school?**

Education expert Dr Gillian Mooney says that the increase in the number and severity of bullying incidents in South African schools calls for urgent and sustained intervention, and more needs to be done to consistently support and educate learners, parents and schools. We have discussed above what to do if bullying would occur within SCOUTS South Africa, but here are some tips on what to do if a Cub reaches out to you about “being bullied” or “seeing someone being bullied”

### **Bullying in SA schools:**

- More than 3.2 million learners are bullied yearly in South Africa.
- When asked, 52% of learners characterised bullying as an act of verbal abuse and 22% explains it as physical abuse in the form of pushing, hitting and beating.
- More than 67% of bully victims will not ask a teacher for help because they don't think it will change their situation.
- 90% of school bullying is carried out by learners.
- 8% of school bullying is carried out by teachers.
- 4% of learners know someone who is being bullied.
- The Western Cape has the most reported cases of bullying with over 18.5% of learners reporting acts of abuse.
- 160 000 high school learners bunk school daily to avoid being bullied.
- 1 in 10 learners drop out of school to avoid being bullied.
- 16% of learners admit that they are victims of cyber-bullying.

### **Talk to Cubs about not being a “bystander”:**

You become an accomplice if you see somebody being bullied and act in the following ways:



#### **Bullying:**

See it.  
Get help.  
Stop it.

1. Spreading the rumours you heard.
2. Ignoring a person because your friends do it.
3. Giggling, laughing and ignoring the situation. Whispering, pointing and staring when it happens and gossiping about it afterwards.

4. Encouraging the situation by “playing messenger and friend” between friends. To help encourage them to speak on their own to each other.
5. Physically getting involved by holding a person down or eating the “stolen” lunch, etc...
6. Liking, sharing, commenting or re-tweeting a mean post/tweet.

### **How to help if a Cub tells you about another Cub being bullied at school:**

- Praise the Cub for speaking out.
- Inform the parents of both Cubs.
- If possible try and talk to the Cub being bullied without disclosing who spoke to you.
- Encourage your Cubs to speak out if they see anyone else being bullied at their school. Please ensure that they know to speak out without getting into trouble with the bullies themselves. (A nice exercise in this regard is the bully box – see below.)
- People who are being bullied need friends so if Cubs can help someone who is so unhappy then they are doing a good turn.

### **How to help if a Cub reaches out to you:**

Bullying is very difficult for children, or anyone, to deal with. It makes them feel afraid and degraded and often makes them feel like they are worthless. It can be hard for them to speak out. Also remember that children do not report everything that happens in their lives to their parents. It is sometimes easier for a Cub to talk to another adult they trust.

- If they do confide in you, praise the Cub for speaking out.
- Just listening to them provides them with a release for the pain they are feeling.
- Inform them that their parents are there to love and support them and that you feel they should know, so they can help. It is your duty to inform the parents who need to take this up with the school and the parents of the bully. Not you as the Scouter.
- Bullies are less likely to pick on groups, so remind the Cubs to use the ‘buddy system’ at school too to stay safe from the bullies.

Remind the Cub that one of the best defences in the face of bullying may be to remain calm, and simply walk away. This makes the victim less interesting to the bully.

## **where can i find help?**

Childline: 08000 55 555  
Their school Counsellor

## acknowledgements:

With acknowledgement and thanks to the following Organisations/Associations for the use of certain references and text.

- Childline – Gauteng
- Boy Scouts of America
- UK Scout Association
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- <http://kidshealth.org/en/parents/bullies.html>
- <https://www.saferschools.co.za/bullying-facts-parent-should-know/>
- Meanstinks.com
- Child Protection Policy – Scouts SA
- [www.KidsCanHaveFun.com](http://www.KidsCanHaveFun.com)

**S** tay away from bullies.

**T** ell someone.

**A** void bad situations.

**M** ake friends.

**P** roject confidence.

**OUT BULLYING!**

## the cub challenge:

Isn't it profound that both anti-bullying week (13-17 November) and World Kindness Day (13 November) all happen in the same month?

### There are three parts to this challenge:

#### 1. learn more, do more:

Source an organisation or school counsellor that deals with bullying (e.g. Childline, a counsellor at your school, etc.) and invite them to come and talk to your Cubs about bullying.

#### 2. be a friend, not a bully:

If possible, run this programme during anti-bullying week in November.

#### 3. it's cool to be kind:

In the words of Desmond Tutu - *"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."*

- 3 a) Every single person, young or old, can perform a **random act of kindness** each and every day. Any act of kindness, no matter how big or small can inspire others to do the same and can change someone's life for the better. Learning to be kind is an essential life skill.

Here are examples of simple ways to perform random acts of kindness:

- pay someone a compliment
- hold a door for someone
- donate something to a worthy cause
- lend a hand to someone who needs it
- do an extra chore
- write someone a kind note
- smile

- 3 b) Start a **"Kindness Jar"** to encourage the Cubs to act kindly in a sincere way. You will need a jar and a bowl of beans (or something similar). For every act of kindness that anyone in the Pack witnesses, place a bean in the "Kindness Jar". For every unkind word or act, two beans are taken out and placed back in the bowl. Before starting your "Kindness Jar" have a discussion with the Cubs on what acting in kindness is like.

Each Cub could make a "Kindness Jar" to take home. How many acts of kindness can they do during the week prior to World Kindness Day?



Have them keep a diary of their kind deeds so that when they bring their jars back to Cubs (brimming with beans) they can tell you about the random acts of kindness they did. Present a "kindness certificate" to the Cubs who really went the extra mile to be kind.

- 3 c) Why not make "**Bags of Joy**", inspired by Operation Brown Bag? <http://kidsactivitiesblog.com/16018/make-a-difference-bags-of-joy>. List the people in your community, store cashiers, petrol attendants, the elderly, those in need, teachers, police, librarian, etc. and put together "bags of joy" filled with something nice.
- 3 d) How about starting an anti-bullying campaign in a school (or Pack) in your community? Have your Cubs draw up anti-bullying posters which can be put up in the school/Scout hall. Start a "**bully box**". Decorate an old box, which can be left near the anti-bullying posters. A "bully box" allows a child to anonymously slip in a note about bullying incidents or other concerns.
- 3 e) If you have a dad (or someone in the community) who is good at wood work, ask him to make you a "**Friendship or Buddy Bench**" and have the Cubs decorate it with words of kindness. The colourful bench could either be donated to a local school or placed somewhere on your Scout grounds. <http://www.buddybench.ie/p/meet-us.html>

A "Friendship or Buddy Bench" is a place where a child, who may be feeling lonely, in need of a friend, is being excluded, etc., can go and sit. Other children and staff/leaders will recognise this as a sign that some help, support or comfort is needed and will come and talk to the child. Children would 'rescue' them from the bench and ask them to join in. These benches encourage children to ask for help when they are troubled.

For more ideas visit:

<https://www.randomactsofkindness.org/kindness-ideas>

Kindness and caring, two very simple words, but two acts that can change our world and the world around us. They are qualities that, when we practice them, bring happiness not only to others but back to us as well.

**To qualify for the certificate and badge you need to complete all three sections. The Challenge closes on 8 December 2017 and all entries must be submitted to your RTC Cub Programme or Regional Office by no later than 22 December 2017.** Please attach any media articles and photographs to your entry forms.

Enjoy the challenge!

Yours in Cubbing

JEANETTE

National Challenge Programme:

<b>Theme:</b>	<b>Be a Friend, not a Bully</b>
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Date:

Duty Six:

Time	Min	Activity	Equipment	Scouter
	05	<b>GRAND HOWL</b> Flag Prayer Register	Totem/skin/rock Flag/flag pole Prayer book Register	
<i>It really isn't fun to be targeted by someone else is it?</i>				
	05	<b>ACTIVE GAME:</b> Sharks and Islands  Mark some islands (pieces of newspaper, mats, etc.) as completely safe and others that the Cubs have to move from quickly otherwise the sharks might still be able to get them.  Two Cubs start off as sharks. The rest of the Pack must cross the ocean using the islands. Safe islands are designated where they are completely safe from sharks. The sharks must try to tag the Cubs whilst they are crossing from island to island. If a Cub is tagged he/she automatically becomes a shark and must help tag the remaining Cubs. The game ends once everyone has become a shark or time allows.	Sheets of newspaper; mats, etc.	
<i>What did the sharks represent when thinking about bullying? It isn't OK to be bullied or to be a bully!</i>				
	15	<b>ACTIVITY:</b> Anti-Bullying Pledge  Print this pledge on A3 paper:  <i>"I will not use my hands for hitting or my words for hurting others. I will use them only for helping others".</i>  Have the Cubs decorate the pledge with their handprints.	Print the pledge on A3 paper; paint; water; towel	

Time	Min	Activity	Equipment	Scouter
		Once their handprints are dry, they can then write their names on their handprints. Place the pledge in a prominent place in the Scout hall/playing area as a constant reminder of their pledge to be "a friend and not a bully".		
<i>Cub's is definitely a 'no bullying' zone!</i>				
	10	<p><b>RELAY GAME:</b> No bullying zone</p> <p>Print the 'no bullying zone' picture onto coloured coded card per Six. Cut the puzzle into equal pieces. In relay formation, the Cubs run up to the puzzle pieces, turn one piece over, and try and put the puzzle together. First Six to do so is the winner and is awarded a bone.</p>	Coloured coded 'no bullying' puzzles	
<i>Think before you speak, your words could hurt someone's feelings more than you meant them to.</i>				
	05	<p><b>YARN:</b> Bullying and the Crumpled Paper</p> <p>Give each Cub a piece of paper and tell them to crumple it up, stamp on it and really mess it up but be careful not to tear it. Have them unfold the paper, smooth it out and look at how scarred and dirty it is. Ask the Cubs to tell their piece of crumpled paper they're sorry.</p> <p>Even though they said they were sorry and tried to fix the paper, point out all the scars they left behind; and that those scars will never go away no matter how hard they try to fix it. That is what happens when a child bully's another child. They may say they're sorry but the scars are there forever.</p>	1 x sheet of paper per Cub	
<i>The more we practise kindness, the easier it will get, the more it will become habit.</i>				

<b>Time</b>	<b>Min</b>	<b>Activity</b>	<b>Equipment</b>	<b>Scouter</b>
	10	<p><b>TEAM GAME:</b> Words of Kindness</p> <p>Hold up a water balloon (bottle). Our hearts are like the water balloons. They can break easily if people say unkind things. We want to be the "kind" team that never breaks a heart.</p> <p>Divide the Pack into two teams. Place a rope down the entire playing area to separate the teams. Give each team a large towel (or similar) and have team members each take a corner.</p> <p>Place a water balloon in the centre of one team's towel. Together, the team members have to 'launch' the water balloon at the other team. The other team has to catch the balloon in the towel without breaking it. If the team catches the water balloon without breaking it they get one "Kindness Point".</p> <p>If the balloon breaks, nobody gets the point. If the balloon doesn't break the team may launch it back at the first team, who will get a "Kindness Point" if they catch the balloon.</p> <p>The first team to get five "Kindness Points" wins.</p>	Water balloons (or 500ml cold drink bottles; towels (or similar)	
<i>A smile and a hello go a long way.</i>				
	05	<p><b>SONG:</b> Hello</p> <p>Tune: Auld Lang Syne</p> <p>I love to hear the word hello, Wherever I may go, It's full of friendship and good cheer, And warms the heart up so.</p>		
<i>Just a reminder, what are we going to be – a friend, not a bully!</i>				
	05	<p><b>GRAND HOWL</b></p> <p>Flag Prayer Dismiss</p>	<p>Totem/skin/rock Flag/flag pole Prayer book</p>	

**Relay Game:** No Bullying Zone

Enlarge this picture; print on different coloured card; then cut into puzzle pieces for the game.



**ENTRY FORM:****"learn more, do more":**

Who did you invite to come and talk to the Cubs on bullying? What were some of the highlights?

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**"be a friend, not a bully:**

What did the Cubs enjoy most in the programme?

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**"it's cool to be kind":**

What "**random acts of kindness**" did your Pack carry out? Who benefited from these acts?

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**general comments:**

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Name of Pack: .....

Number of Cubs who took part: .....

Date completed: .....

Number of Scouters who took part: .....