

# 14. SUPPORTING YOUNG PEOPLE

## Aim

To enable adult volunteers working with young people, to understand and meet their needs.

## Topics covered

Characteristics and development of young people

External influences on young people

Creating a supportive environment for young people

Responding to issues affecting young people

## Change of role

Revalidation of this module is required when changing sections or changing from a Supporter role to a Leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know?	Personal confidence rating
	Questions to ask yourself	After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Characteristics and development of young people</b>	Can I describe some typical characteristics of young people in my section?	
	Can I identify some of the ways young people develop as they move through Scouting?	
	Do I know how Scouting responds to the changing characteristics and development of young people?	
	Do I know why it's important that leaders in all sections develop an understanding of the full age range of young people in Scouting?	
<b>External influences on young people</b>	Can I identify factors outside of Scouting that may influence a young person?	
	Do I know how my behaviour influences a young person in your section, and what standards I need to follow?	

	Can I describe what role technology and social media play in young people's lives?	
<b>Creating a supportive environment for young people</b>	Can I know how Scouting can support young people's mental health and emotional wellbeing?	
	Can I outline ways in which you can create a supportive environment for young people in your section?	
	Do I know how to create a supportive environment for young people in my section?	
<b>Responding to issues affecting young people</b>	Do I know what sort of issues could be experienced by young people I support?	
	Do I know where to get support, when responding to issues affecting young people in my section?	

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

To validate this module you will need to complete one of the following:

- outline how your section provides a supportive environment for young people

Evidence you could use may include one or more of the following: discussion with the learner about specific examples of strategies to create a supportive environment; a written report about specific examples of strategies to create a supportive environment

- create an action plan to develop the supportive environment in your section

Evidence you could use may include one or more of the following: discussion with the learner about their action plan including specific examples of steps taken to ensure a supportive environment; a copy of an action plan including specific examples of steps taken to ensure a supportive environment

- show evidence of communicating appropriately with young people as part of their role

Evidence you could use may include one or more of the following: observing the learner at a section meeting; verbal or written statement from an observer describing how the learner communicates with young people in the section

**And complete one of the following:**

- show evidence of responding effectively to issues affecting young people in the section

Evidence you could use may include one or more of the following: verbal or written statement from line manager or another adult volunteer in the section about a situation the learner has responded to; discussion with the learner about a situation the learner has responded to

- plan and deliver an activity raising awareness of some of the issues experienced by young people

Evidence you could use may include one or more of the following: a sectional visit; notes from a activity run with the young people from the learner's section, a verbal or written statement from an observer describing an activity the learner has run with the young people in the section, discussion with the learner, this should focus on a game or activity they have run with the young people in the section and be accompanied by another form of evidence.

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

# 15. PROMOTING POSITIVE BEHAVIOUR

## Aim

To enable adult volunteers to proactively promote positive behaviour and appropriately manage challenging behaviour in their section.

## Topics covered

- Defining challenging behaviour
- Planning for positive behaviour; principles and strategies
- Responding to challenging behaviour
- Additional help and support for challenging behaviour

## Change of role

Revalidation of this module is required when changing sections or changing from a Supporter role to a Leader role.

## Check your knowledge

These questions are designed to help you establish what you already know, and the learning you still have left to complete for this module. You should work with your Training Adviser (TA) to identify any learning you have left to complete and how you can complete this. These questions will explore your knowledge on the topics covered; you will need to demonstrate practical experience to meet the requirements of the validation criteria below.

Topic	What do you already know?  Questions to ask yourself	Personal confidence rating  After thinking about your existing knowledge, how would you rate your confidence in this area?  (1= not confident, 5= very confident)
<b>Defining challenging behaviour</b>	Can I identify some of the challenging behaviours young people in my section might present?	
<b>Planning for positive behaviour; principles and strategies</b>	Do I know what sort of approach is important in managing behaviour in the section and why?	
	Can I identify some of the principles of promoting positive behaviour in the section?	
	Do I know who in my section is responsible for setting and implementing acceptable behaviour (eg. a Code of Conduct)?	
	Can I identify who should follow the section Code of Conduct?	
	Do I know what should a good Code of Conduct look like?	

	Do I know where a Code of Conduct be kept and how should it be used?	
<b>Responding to challenging behaviour</b>	Do I know what causes challenging behaviour?	
	Can I identify what to focus on in managing a situation involving challenging behaviour?	
	Do I know what to consider in the language I use around challenging behaviour?	
	Do I know what to do after an incident of challenging behaviour?	
<b>Additional help and support for challenging behaviour</b>	Can I identify who can provide further support with managing behaviour in my section?	
	Do I know where to find procedures related to suspensions and dismissals?	

## Delivery methods

Course

One to one

Small group

Workbook

## Validation criteria

**To validate this module you will need to complete one of the following:**

- work in partnership with young people to develop or review a Code of Conduct for the section

Evidence you could use may include one or more of the following: copy of the section Code of Conduct; notes from a meeting with the young people in the section to develop/review a section code of conduct; a sectional visit to the learner; a verbal or written statement from an observer describing the learner's role in developing/reviewing a Code of Conduct

- outline strategies used to promote positive behaviour in your section

Evidence you could use may include one or more of the following: discussion with the learner including specific examples of appropriate strategies; a written report about promoting positive behaviour in the section including specific examples of appropriate strategies

- plan and run a game or activity that explores acceptable and unacceptable behaviour with the young people of your section

Evidence you could use may include one or more of the following: a sectional visit; notes from a game or activity run with the young people from the learner's section, a verbal or written statement from an observer describing a game or activity the learner has run with the young people in the section, discussion with the learner, this should focus on a game or activity they have run with the young people in the section and be accompanied by another form of evidence.

**And also complete one of the following:**

- show evidence of de-escalating an incident of challenging behaviour appropriately

Evidence you could use may include one or more of the following: a verbal or written statement from an observer describing the learner's role in dealing with an incident of challenging behaviour; discussion with the learner focusing on responding to an incident of challenging behaviour

- show evidence of responding effectively following an incident of challenging behaviour; reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent

Evidence you could use may include one or more of the following: an action plan for managing challenging behaviour in the section; notes from a meeting with a parent/carer to discuss a young people's behaviour and plan support strategies; discussion with the learner focusing on the learner's role in developing an action plan

- any other ideas subject to agreement with your Training Adviser

Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.