

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.

Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
Characteristics and development of young people	Can you describe some typical characteristics of young people in your section? Each young person is different, but some typical characteristics of the section are:	Suggestions are included below for your convenience. This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge. Conversations with teachers working with the age group of the section scouts.org.uk/shis
	Can you identify some of the ways young people develop as they move through Scouting? Answers may include: <ul style="list-style-type: none"> ■ physically ■ mentally (eg. decision making, understanding of emotions) ■ socially (interactions and relationships with others) ■ identity and independence 	Guidance on sexual orientation and gender identity at scouts.org.uk/diversity Discussion with other leaders

	<ul style="list-style-type: none"> ■ morality (sense of right and wrong) ■ sexuality 	
	<p>How does Scouting responds to the changing characteristics and development of young people?</p> <ul style="list-style-type: none"> ■ progression between sections - meeting needs of different age groups ■ youth involvement – responding to increasing desire for independence ■ focus on the individual and personal development - each young person will be different 	<p>Section information on scouts.org.uk</p> <p><u>Prepared</u></p> <p>Conversations with teachers working with the age group of the section</p> <p>Discussion with other leaders</p>
	<p>Why is it important that leaders in all sections develop an understanding of the full age range of young people in Scouting?</p> <ul style="list-style-type: none"> ■ different speeds of development and variation in the age puberty starts ■ leader's role in supporting young people's transition between sections ■ responsibility for Young Leaders supporting the section ■ interactions with young people from other sections at Scouting events 	
<p>External influences on young people</p>	<p>Can you identify factors outside of Scouting that may influence a young person?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ friends or peers ■ older young people ■ parents or carers ■ adults, including leaders and other volunteers in Scouting ■ celebrities ■ family circumstances ■ media and technology ■ school <p>Young people experience many external pressures and anxieties.</p>	
	<p>How might your behaviour influence a young person in your section, and what standards you need to follow?</p> <ul style="list-style-type: none"> ■ adult volunteers are influential role models for young people ■ adults should lead by example and demonstrate 	<p><u>Yellow Card</u></p>

	<p>the Values of Scouting in their relationships with other adults and young people</p> <ul style="list-style-type: none"> ■ the Yellow Card provides a code of behaviour for working with young people across all sections. 	
<p>Creating a supportive environment for young people</p>	<p>Can you describe what role technology and social media play in young people's lives?</p> <p>Technology and social media have a large part in young people's lives. Technology is a valuable tool, but it is important to empower young people to deal with the risks.</p>	<p>Discussion with young people in Scouting</p>
	<p>Can you describe how Scouting can support young people's mental health and emotional wellbeing?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ a sense of belonging ■ positive and appropriate relationships ■ developing self esteem 	<p>scouts.org.uk/lifeissues</p> <p>scouts.org.uk/bullying</p> <p>Module 7: Scouting for All</p>
	<p>Can you outline ways in which you can create a supportive environment for young people in your section?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ lead by example in following the Values of Scouting ■ take action to prevent, identify and respond to bullying ■ create an accessible and inclusive environment ■ monitor language used in section ■ listen and be observant ■ easy access to sources of information/support 	<p>scouts.org.uk/diversity</p> <p>Discussion with other leaders</p> <p><u>Yellow Card</u></p>
<p>Responding to issues affecting young people</p>	<p>What sort of issues could be experienced by young people you support?</p> <p>Answers may include:</p>	<p>scouts.org.uk/lifeissues</p> <p>Discussion with other leaders</p>

	<ul style="list-style-type: none"> ■ bullying ■ divorce and separation ■ bereavement ■ smoking ■ alcohol or substance misuse ■ mental health difficulties ■ eating disorders ■ self harm ■ sexual health ■ caring role (being a young carer) ■ difficulties in romantic relationships or friendships 	
	<p>Can you list some sources of support, when responding to issues affecting young people in your section?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ■ Group Scout Leader ■ previous Section Leader ■ Assistant District Commissioner (Section) ■ The Scout Association Headquarters (Inclusion team, Programme team, Safeguarding team) ■ online information and resources at https://members.scouts.org.uk ■ parents/carers ■ external specialist organisations 	

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Validation criteria

To validate this module the learner 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.

- other ideas subject to agreement with the Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed between you and the Learner. In addition to looking at the evidence the learner provides, you will need to review and prompt them to explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in their 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.

Assessing learning needs

These questions follow the topics covered in the trainers notes and are directly linked to the learning objectives for this module. The questions are designed to support you when establishing what the learner already knows, and any gaps in the learner's knowledge. Once these gaps have been identified, you should work with the learner to identify ways in which they can be filled.

Topic	Open Questions, Conversation Starters and Key Messages Checklist	Ways to fill specific gaps in learning
Defining challenging behaviour	<p>Can you identify some of the challenging behaviours young people in your section might present?</p> <p>Answers should reflect that this can be wide ranging. Answers could include:</p> <ul style="list-style-type: none">■ constant talking■ not following instructions■ verbal/physical aggression■ withdrawal <p>Challenging behaviour means different things to different people, so it is important that acceptable standards are agreed.</p>	<p>Suggestions are included below for your convenience. This list is not exhaustive and you may have your own suggestions as to how a learner can fill gaps in their knowledge</p> <p>scouts.org.uk/behaviour</p> <p>Discussion with other Leaders</p>

Planning for positive behaviour; principles and strategies	What sort of approach is important in managing behaviour in the section and why? <ul style="list-style-type: none"> ■ proactive approach - plan for positive behaviour as it doesn't happen by itself; the way that activities/meetings are run can affect behaviour ■ positive approach - praising and rewarding appropriate/positive behaviour is more effective in the long term, than focusing on inappropriate behaviour 	Prepared scouts.org.uk/behaviour scouts.org.uk/bullying Discussion with other Leaders Yellow Card
	Can you identify some of the principles of promoting positive behaviour in the section? <p>Answers could include:</p> <ul style="list-style-type: none"> ■ know the young people and parents/carers in your section ■ good programme planning ■ establish good routines and systems ■ set the standards with the young people ■ agree on plan for if standards are not met ■ use positive language and communication ■ offer praise and recognition ■ lead by example 	
	Who in your section is responsible for setting and implementing acceptable behaviour (eg. a Code of Conduct)? <p>Everyone is responsible. The leadership team should work in partnership with young people to define and agree acceptable standards of behaviour.</p>	
	Who should follow the section Code of Conduct? <p>All young people and adults supporting the section. As role models, adults in the section should lead by example in their language and behaviour.</p> <p>Differentiation may be needed for young people with additional needs/disabilities</p>	

	<p>What should a good Code of Conduct look like?</p> <ul style="list-style-type: none"> ■ not too many rules ■ language appropriate to level of understanding of young people ■ worded positively (do's rather than do not's) 	
	<p>Where should a Code of Conduct be kept and how should it be used?</p> <ul style="list-style-type: none"> ■ communicated to everyone ■ displayed prominently within the meeting place ■ referred back to in highlighting positive behaviour and inappropriate behaviour ■ reviewed regularly 	
<p>Responding to challenging behaviour</p>	<p>What causes challenging behaviour?</p> <p>There is always a reason. It will depend on the individual and the situation.</p> <p>It can be beneficial to consider what a young person may be communicating through their behaviour.</p> <p>Suggestions of causes/triggers may include:</p> <ul style="list-style-type: none"> ■ frustration/anxiety; from experiences in or outside of Scouting, could result from difficulties associated with additional need/disability ■ emotions related to changes in adolescence and puberty ■ learnt way to get needs met ■ learnt way to get interaction from adults or peers <p>If 'attention seeking' is suggested as a cause, encourage learner to explore why a young person might be seeking attention.</p>	<p><u>scouts.org.uk/behaviour</u></p> <p><u>scouts.org.uk/bullying</u></p> <p>Yellow Card</p> <p>Discussion with other leaders</p>

	<p>What should you focus on in managing a situation involving challenging behaviour?</p> <ul style="list-style-type: none"> ■ de-escalating the situation (appear calm; avoid invading personal space; distraction may be appropriate; etc) ■ safety ■ support young person to manage their own behaviour and make the right choices <p>Follow the Yellow Card at all times and report where appropriate.</p> <p>What should you consider in the language you use around challenging behaviour?</p> <ul style="list-style-type: none"> ■ ask what someone is doing, rather than 'why' and ask them to explain what they should be doing ■ acknowledge feelings ■ give instructions on what to do; not what not to do ■ avoid negative labelling - focus on the behaviour not the young person <p>What should you do after an incident of challenging behaviour?</p> <ul style="list-style-type: none"> ■ reflect and review with leadership team; what was the cause/trigger ■ reflect and review with young person; support for young person to better manage their own behaviour ■ seek further advice or support from line manager ■ may need to speak to parent/carer; a positive, open and honest relationship is important 	
<p>Additional help and support for challenging behaviour</p>	<p>Do you know who can provide further support with managing behaviour your section?</p> <p>Each case will be different but examples of sources of support are:</p> <ul style="list-style-type: none"> ■ Group Scout Leader or line manager ■ previous Section Leader - if a young person has moved up from the section below ■ Assistant District Commissioner (Section) ■ Assistant District Commissioner or District 	<p><u>scouts.org.uk/behaviour</u></p> <p><u>Policy, Organisation and Rules</u></p> <p>Suspension of young people documents</p> <p>Discussion with line manager</p>

	<p>Adviser (Special Needs/Inclusion)</p> <ul style="list-style-type: none"> ■ Assistant County Commissioner or County Adviser (Special Needs/Inclusion) ■ The Scout Association Headquarters ■ Online information and resources at https://members.scouts.org.uk ■ Parents or carers <p>Seeking a different perspective and sharing experiences can be really valuable.</p>	
	<p>As a last resort, a young person may need to be suspended or dismissed from Scouting. Do you know where to find the relevant procedures?</p> <p>Procedures related to suspensions and dismissals can be found in Chapter 15 of POR.</p>	

Delivery methods

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Validation criteria

To validate this module the learner 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 the Training Adviser

Additional validation criteria can be created in consultation with the learner if necessary. Any additional validation criteria created will need to check the learner's knowledge and that they can apply the skills acquired to their role in Scouting.

The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that the learner may wish to use to validate this module. These can be agreed between you and the Learner. In addition to looking at the evidence the learner provides, you will need to review and prompt them to explain some elements of the evidence in order to ensure that they have applied their knowledge and understanding in their role.