

MODULE 14

Supporting Young People
(Workbook)



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Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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Who is this workbook for?

This module is aimed at all Section Leaders and other adults supporting young people in Scouting. The aim is to support you in your understanding of young people, how best to support them in Scouting and how to respond to any issues.

What does this workbook include?

This workbook is one method of completing the learning needed for Module 14: Supporting Young People. By the end of this workbook, you should be able to:

- 1 List typical characteristics of young people in your section.
- 2 Recognise ways in which young people develop as they move through Scouting.
- 3 Outline how young people's relationships with their peers and adults typically change during their development.
- 4 Recognise the influences of culture and society in young people's lives.
- 5 Create a supportive environment for young people, to promote physical and emotional wellbeing and facilitate development.
- 6 Demonstrate good practise in communicating with all young people in your Section.
- 7 Recognise issues that may affect young people and identify sources of support.

Remember that support related to planning and delivering the Programme is covered in Module 12(A): Delivering a Quality Programme and Module 12(B): Programme Planning.

While using the workbook you will see the following symbol:



Task: activities, discussions or reflections for learners to undertake

Throughout this workbook you will be undertaking practical activities, making notes and considering relevant case studies or examples. We hope that the workbook and the notes you make provide you with a useful reference point in your role in Scouting.

The workbook will also provide a structure for the validation discussions you will have with your Training Adviser at a later date. Therefore, we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

How to complete this workbook

Start at the front and complete as many sessions as you can. If you are unsure of a session, leave it and arrange to discuss the content with another person who has an understanding of this training material. Then go back and complete the workbook.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to engage in discussion and informal learning opportunities with other more experienced volunteers, and to share good practice and ideas. This will help to support your learning and understanding of your role.

What resources do I need to accompany this workbook?

- **Young People First: Code of Practice (Yellow Card)**
- guidance related to life issues at scouts.org.uk/lifeissues
- anti-bullying guidance and resources at scouts.org.uk/bullying and available from Scout Shops
- policy and guidance on safeguarding at scouts.org.uk/safeguarding

Associated reading

The following resources are available from the Member Resources section of scouts.org.uk:

- guidance on additional needs at scouts.org.uk/diversity
- **Scouting Speaks to All**: A Leader's Guide to Speech, Language and Communication Needs

What happens once I have completed this workbook?

Once you have completed this workbook you will need to validate your learning. Validation is the process of demonstrating that you can put the learning into practice within your role and is usually achieved with your Training Adviser.

Validation

To validate this module you will need to demonstrate your understanding of creating a supportive environment for young people and responding to issues facing young people.

You will need to complete the validation criteria as in the Adult's Personal File, a copy of which can be downloaded from scouts.org.uk/training

Session 1 - Characteristics and development





This module focuses on the needs of young people aged 6 to 18 years in the Beaver, Cub, Scout and Explorer sections of Scouting. In this session, we will look at the characteristics and development of young people in this age range.



Task: Typical characteristics

In the table below, write some words you'd use to describe young people in each section; Beaver Scouts (6 to 8 years), Cub Scouts (8 to 10.5 years), Scouts (10.5 to 14 years) and Explorers (14 to 18 years). For example, characteristics such as energetic, eager to please, independent or short attention span.

Then, for each of the sections that you are not currently involved with, speak to a volunteer working in this section, a teacher working with this age group or a parent whose child is within the relevant age group. Record their thoughts in the table below.

	Typical characteristics (my thoughts)	Typical characteristics (others' thoughts)
		
		
		
		

Reflect on your notes. Did you and the other person have the same views about each section? Did you learn anything or gain any new perspectives? Did you highlight any similarities across the sections? Are there differences between young people in the same section?



Task: Development

As well as developing physically, young people are continually changing and developing in many different ways. Look back at your notes from the last activity and in the box below, list some ways in which young people develop.

When you have finished, read through Appendix 1. Was there anything you hadn't considered?

All young people are different and will develop at different speeds. It is important to be mindful of the age differences within the section itself. It is useful to consider age as part of a context to get to know the person, although it is important not to stereotype or make assumptions.

Puberty

What volunteers do you think need to understand about puberty? Perhaps volunteers supporting the Scout section or the Explorer section?

Actually, the answer is all. Volunteers have a responsibility for any Young Leaders supporting their section, who may be going through puberty.



Task: Puberty quiz

Complete the quiz below by ticking one answer for each of the multiple choice questions.

1 What is puberty?

- a. A stage in life, starting for girls when they begin their period and boys when their voice starts breaking.
- b. The stage in life where sex hormones are released, the body matures sexually and the reproductive organs become functional.
- c. A transitional process between childhood and adulthood.

- 2 What is the average age that young people start puberty?**
- a. Girls 9 years Boys 13 years
 - b. Girls 10 years Boys 9 years
 - c. Girls 11 years Boys 12 years
- 3 Between what ages do girls usually start puberty?**
- a. 10 - 14 years
 - b. 8 - 14 years
 - c. 12 - 15 years
- 4 Between what ages do boys usually start puberty?**
- a. 9 - 14 years
 - b. 10 - 14 years
 - c. 12 – 15 years
- 5 The age that girls start puberty has:**
- a. Increased
 - b. Decreased
 - c. Remained constant
- 6 How long does puberty last?**
- a. It varies
 - b. Around 5 years
 - c. 2 – 3 years
- 7 Mood swings in puberty are:**
- a. A result of bad parenting
 - b. A natural result of the hormonal changes in puberty
 - c. Due to a lack of understanding of puberty
- 8 What changes take place in adolescence?**
- a. Physical
 - b. Psychological
 - c. Behavioural
 - d. All of the above
- 9 The brain of a young person in adolescence has similarities to the brain of:**
- a. An adult
 - b. A toddler
 - c. A 6 year-old
- 10 Which of the following are part of changes in the brain in adolescence?**
- a. Difficulty understanding others' perspective
 - b. Low mood and depression
 - c. Mood swings
 - d. Reduced capacity for empathy
 - e. Increased capacity for empathy
 - f. Difficulties with self discipline/control
 - g. High energy levels
 - h. Increased tendency for risk taking

When you have finished, check your answers using Appendix 2.

Reflect on how this activity has affected your understanding. Was there anything that surprised you? Has this affected your understanding of young people in your section? Or, if you support the Beaver section, has it helped you understand that a young person might be going through early puberty?

We said before that volunteers have a responsibility for any Young Leaders supporting their section, who may be going through puberty.

Development

Human development is a lifelong process of growth and change. In all stages of life, from birth to childhood, childhood to adolescence, and adolescence to adulthood, enormous changes take place.

Scouting has an important part to play in supporting young people through these changes and developing values and foundations for young people to make positive choices.

The Programme and the structure of Scouting, with progression between sections, are designed to meet the changing needs of young people and to support personal development. Scouting continues to evolve and has a focus on being youth shaped, to ensure that it meets young people's needs and remains relevant to their interests.

Youth involvement is introduced in Module 3: Tools for the Role (Section Leaders) and further explored in Module 12 (A): Delivering a Quality Programme, and further information can be found at **scouts.org.uk/youthinvolvement**.

Session 2 - External influences

Now that you've considered the ways in which young people develop, this session focuses on the external influences in the lives of young people.



Task: External influences

Who or what do you think influences young people, either positively or negatively? Think about the society we live in and where young people spend their time. List your ideas in the box below.

Compare your list to the suggestions in Appendix 3.

Young people experience many external pressures and anxieties. It's important to remember that your experiences could be very different to what young people experience today.



Task: Different families

We live in a diverse and multi-cultural society, and it is important to be aware of the family circumstances of the young person, to better understand and support them. Families will be of different cultures or religions, and have different financial circumstances. The structure of families in the UK has changed over the years, with more variation from the traditional married couple living with their children.

What different types of family structures you can think of? There are lots of different types of family structures and circumstances, including:

- same-sex parents
- single parents
- opposite-sex parents
- foster care
- adoption
- living with other family members

It is important not to make assumptions about a young person's family and consider this in all communications, the language that you use and in Programme planning.

You may also come across young carers, whether they are aware of their caring role or not. Young carers are young people who take on practical and/or emotional caring responsibilities that would normally be expected of an adult, for example, if the parent has an illness or disability. The numbers of young carers seem to be increasing and the average age of a young carer is 12. For information and guidance on **Young Carers** visit

scouts.org.uk/lifeissues

Young people may also be affected by changes in the family structure, for example, through divorce or separation, a new sibling or a new partner. It is important to remember that each young person may react with different thoughts and feelings.



Task: School

Speak to a group of young people in your section. Find out about their school lives, by asking the following questions.

- what's school like for you at the moment?
- do you have any tests or exams coming up?
- is there anything you find difficult about school?
- what do you like about school?

Remember to conduct any conversations in line with the **Yellow Card** and ensure that any concerns or issues highlighted are responded to, seeking advice from your line manager if needed.

Was there anything that surprised you? Was there anything you hadn't considered? You can make some notes below if you wish.

A young person's school life provides a lot of pressures, like moving from primary to secondary school, managing friendship, and tests and exams, which occur from a young age.

Young people are faced with a lot of important choices, such as choosing what subjects to study or planning what to do when they leave school. There may be more options available to young people in current times which is great, but can be stressful.

Change

We've seen that young people go through a lot of changes. Moving between sections is yet another change that young people will go through. Adults have a key role to play in supporting and helping prepare young people to move up to the next section. It is important to remember that when a young person joins Scouting, they join the whole Scouting family, not just the one section.

In your section, how are young people supported when they join and how are they supported when they reach the upper age range of the section?

Can you identify the badges below?



These are the Moving On Awards. These are core badges available in each section, which a young person can work towards for their transition from Beavers to Cubs, Cubs to Scouts, Scouts to Explorers or Explorers to Network. These can be a useful tool in supporting transition between sections.



Task: Influence of others

This activity looks at the influence of others and how this changes. The lines below represent the level of influence on a young person, from each of the following: parents/carers, friends/peers, older young people, leaders or volunteers in Scouting and celebrities.

Consider young people in the Beaver section, ages 6 to 8 years. Write a letter B on each of the lines below, according to the level of influence you think each of the categories has on young people in this section.


Repeat this for the Cub section, ages 8 to 10.5 years, using the letter C. Then repeat for the Scout section, ages 10.5 to 14 years, using the letter S, and Explorer section, ages 14 to 18 years, using the letter E.

LOW INFLUENCE

HIGH INFLUENCE

parents/carers 

friends/peers 

older young people 

leaders/volunteers ←————→

celebrities ←————→

Review your answers and think about how influence changes with age. Now, think about what might affect how much an individual young person is influenced. For example, how do you think a young person going through early puberty may be affected differently?

Read through Appendix 4 for some of things you might have wanted to consider.



Task: Relationships

Select one scenario from scenarios A to D, depending on the section your support, and scenario E involving a Young Leader. Consider how you would respond to both of these scenarios and write some notes in the space below.

You may wish to refer to guidance on sexual health in Scouting at scouts.org.uk/shis for this activity.

Scenario A (Beavers): One of your Beavers is always letting another young person steal their snack and when asked why they say ‘they are my girlfriend’.

Scenario B (Cubs): One of your Cubs tells you that they think they might be gay.

Scenario C (Scouts): You become aware that one of your Scouts is sexting someone. (Sexting is the sharing of inappropriate or explicit images online or through mobile phones).

Scenario D (Explorers): You suspect one of your Explorers might be in an abusive relationship.

Scenario E (Young Leaders): A Young Leader tells you that she slept with one of the other Explorers in their Unit without using protection and asks you for contraception.

When you are finished, read the suggestions in Appendix 5. Remember, each situation will be different and the guidance in the **Yellow Card** (pictured below) is there to support and protect you.



Young people will be developing their understanding of romantic relationships and may be entering into them for the first time. Organisations such as Scouting play a key role in helping young people develop an understanding of appropriate relationships, develop the confidence and self-esteem to resist peer pressure and make safe and informed decisions.

Evidence shows that well-informed young people wait longer before having sex. If you support the Explorer section, there is a resource 'My Body, My Choice', which can be used if you wish to address to the topic of sexual health and relationships in their section meeting.

Technology and social media

Technology, media and social media have a big influence in young people's lives, and this continues to grow. Many of us are 'digital immigrants', meaning that we were born or brought up before the widespread use of digital technology. Young people are 'digital natives', meaning that they were born or brought up during the age of digital technology and are familiar with computers and the internet from an early age.

The age limit for joining Facebook and other social media, such as Twitter, Instagram and Tumblr, is 13 years. However, we know that young people under the age of 13 have social media profiles and 59% of children have already used a social network by the time they are 10 (**The Social Age Study** by knowthenet.org.uk). Young people are encouraged to interact with others from an early age. For example, Moshi Monsters and Club Penguin, which are multiplayer online games containing virtual environments, are designed for ages 6 – 14 years.



Task: Use of the internet

Speak to a group of young people in your section about how they use the internet (eg. smart phones, tablets), how often they use it and what they use it for (eg. what apps do they use?)

Did anything surprise you? Did you learn anything new?

Technology is changing all the time. If you're not sure what something is, ask the young person so you can understand and better support them. There are basic categories which all use will fall into, such as social networking, image sharing and gaming.



Task: Technology and social media

Think about the opportunities and risks of technology and social media for young people in your section. Record your thoughts in the table below.

Opportunities	Risks

When you have finished, refer to Appendix 6, to see the types of things you may have wanted to consider.

Technology and the Programme in Scouting

Although Scouting provides valuable wider opportunities, it is important to be aware of the large role technology plays in young people's lives. The Programme aims to be relevant to young people's interests and contains opportunities for young people to use technology.

Technology is a valuable tool but it is important to empower young people to deal with the risks and dangers. We have a valuable opportunity to support and educate, which young people don't necessarily get in school. The Programme provides opportunities to cover these topics, for example, the Digital Citizen Staged Activity Badge, Personal Safety Activity Badge for the Cub section and content within the Communicator Activity Badge.



'Stay Safe' leaflets for each section, which are available free from Scout Shops at scouts.org.uk/shop and include how to stay safe online and in the real world. The website thinkuknow.co.uk is also a great tool aimed at young people.

Remember that the principles within the **Yellow Card** should be followed at all times, not just in face to face contact with young people, but also if communicating digitally. There is guidance to support you to communicate with young people through technology,

in a safe way, on Member Resources. Local Safeguarding Awareness Co-ordinators can also provide support.

Session 3 - Creating a supportive environment

Now that we've looked at the development of young people and the influences in their lives, this session focuses on creating a supportive environment for young people in Scouting.

Although everyone is different, we all have shared basic needs, including physiological, such as food and water, feeling safe, feeling loved and having a sense of belonging. Being involved in Scouting and aspects of the Programme support these needs to be met. For example, youth involvement promotes a sense of belonging.

It is important when creating a supportive environment that these needs are met. This provides space for young people to develop positive self image and self esteem, and to achieve their full potential. If you are interested, you can read more about the theory behind young people's needs and motivation, by researching Maslow's Hierarchy of Needs.



Task: Creating the right environment

It is important to take a proactive approach in creating a supportive and inclusive environment in Scouting. Obviously, we meet physiological needs; providing toilet facilities, a drink, a safe and comfortable building and so on. What else do you and other adult volunteers do in your section to make sure young people feel supported and safe?

Read through Appendix 7, and decide on three things you can implement or continue to do in your section. Record these as action points below.

1	
2	
3	



Task: Skills and qualities

Think about an adult from your childhood who made a significant positive influence in your life, for example, a teacher, Scout Leader or family member. Reflect on their characteristics and consider any ways you can develop your practise from this reflection. You can make some notes below if you wish.

Communication

What do you think is meant by 'good communication' when working with young people? Even if you are an experienced leader it is useful to take a step back and review the ways in which you are communicating with young people.

Some positive practice is listed below. Are there any aspects of your communication that you need to review or further develop?

- tailor communication to level of understanding, taking into account age and any additional needs
 - the Scouting Speaks to All resource within the Additional Needs Directory at scouts.org.uk/diversity provides guidance on communication for young people with additional needs
- allow and support the young person to get their point across
- avoid the temptation to finish the young person's sentence
- avoid making assumptions or judging
- use active listening; repeat key phrases or summarise what the young person is saying
- respect and acknowledge feelings, for example 'I can see you're angry/upset'
- challenging any inappropriate language
- try to empathise, but avoid saying 'I know how you feel', as this is inaccurate and may be patronising
- consider your body language; use open body language and appropriate eye contact to help assure the young person you are available to listen
- recognise that young people will prefer communicating in different ways, for example, some may prefer a more formal set up, some may prefer to talk on the move

If having a sensitive conversation:

- consider sitting on a chair next to the young person turned slightly to face towards them. This puts you both physically at a similar height and at an angle to support conversation without being intimidating or overpowering.
- explain the boundaries of confidentiality
- remember to follow the **Yellow Card**

What about when you need to give instructions to young people? If you would find it useful, there are some tips for assertive communication in Appendix 8.



Task: Emotional wellbeing

What do you think mental health is? Well, we all have mental health, in the same way we have physical health. YoungMinds (2006) describe mental health as 'The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities'.

Who do you think is responsible for young people's mental health? Anyone working with young people has a responsibility. As described in Children and Young People in Mind (final report of the CAMHS Review, 2008), 'Anyone in contact with a child has an impact on that child's mental health and psychological wellbeing. The challenge for all of us is to remember that and to be able to respond if things start to go wrong'.

Complete the quiz on the following page about mental health in young people, by writing your answer or circling one of the options.

11 Research suggests that ____ of children have a mental health problem in any given year.

2% 40% 20 % 10%

12 Self-harm is not common in young people.

True False

13 One in five young adults show signs of an eating disorder.

True False

14 Nearly _____ young people fear the reactions of friends when they talk about their mental health problems.

three in four half of one in four

15 Children who face three or more stressful life events, for example, bereavement, divorce or serious illness, are three times more likely than other children to develop emotional and behavioural disorders.

True False

16 Young people are more vulnerable to mental health problems in adolescence.

True False

When you've finished check your answers using Appendix 9. Has this changed the way you think about mental health? Did anything surprise you?

Scouting has a positive impact on the emotional wellbeing of young people. For example, it provides consistency, positive relationships and activities that fully engage you, providing a break from worries or anxieties in other aspects of life.

Volunteers are in a powerful position to promote emotional wellbeing and there are small things that they can do to make a big impact. This could be through developing self-esteem, taking time to listen and increasing participation, or running activities around emotions (see scouts.org.uk/pol).

Session 4 - Responding to issues affecting young people

So far, you've looked at the characteristics and development of young people, the influences in their lives, and how to create a supportive environment. In this session you will look at issues affecting young people which you may come across and have to respond to during your time in Scouting. This may be supporting young people in your section or Young Leaders who support your section.



Task: Scenarios part 2

Select the two scenarios relating to the section(s) your support. Consider how you would respond to both of these scenarios and write some notes in the space below.

You may wish to refer to relevant guidance and resources during this activity, such as:

- **Young People First: Code of Practice (Yellow Card)**
- guidance related to life issues at [**scouts.org.uk/lifeissues**](https://scouts.org.uk/lifeissues) including smoking, divorce and separation, eating disorders, bereavement, emotional wellbeing and young carers
- guidance on sexual orientation at [**scouts.org.uk/diversity**](https://scouts.org.uk/diversity)

Scenario 1 (Beavers): One of the parents of a young person in your Beaver Colony tells you that they are separating.

Scenario 2 (Beavers): One of your Beavers has started to become withdrawn at Scouting and has asked to change Lodges.

Scenario 3 (Cubs): One of your Cubs has experienced bereavement in the family; their younger sister has passed away from an illness.

Scenario 4 (Cubs): You are aware that the parent of one of your Cubs is a single parent with two children and has an illness/disability. The Cub, Maciej, seems tired and anxious when he is at Cubs.

Scenario 5 (Scouts): You notice that one of your Scouts is extremely self critical. They refer to themselves as 'stupid' and lack confidence in activities.

Scenario 6 (Scouts): At Scouts you've started noticing cuts on Mason's arms and suspect he might be self-harming.

Scenario 7 (Explorers): You notice that a number of your Explorers have started smoking outside the Scout hut before and after Explorers.

Scenario 8 (Explorers): You suspect that an Explorer in your Unit is experiencing depression.

When you're finished, refer to Appendix 10 for suggested responses. Remember, each situation will be different and the guidance in the **Yellow Card** is there to support and protect you.

Support available

Remember, there is support available and if in doubt always speak to your line manager and ask for help. It is important to seek support where needed - you are not expected to be an expert. Seeking a different perspective and sharing experiences can be really helpful.

Although each situation will be different, examples of sources of support are:

- your Group Scout Leader
- the young person's previous Section Leader, if they have moved up from the section below
- 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 or carers

A list of sources of information and support related to various topics we have touched on in the course is also provided in Appendix 11.

Scouting is a powerful and valuable influence on the lives of young people, supporting them to develop and grow into adulthood. The most important thing is taking the time to fully listen to young people. Get to know and understand them as individuals in the context of their development and their lives outside of Scouting. Adults in Scouting have an important part to play in the development of young people, enabling them to cope with challenges and supporting them to develop skills for life, values and to make positive life choices.

You have now completed the workbook. We hope that this has given you a greater understanding of the needs of young people, how to support them in Scouting, respond to any issues and where to go for further information or support.

The next step is to validate your learning with your Training Adviser. Look at your Adult's Personal File, which can also be downloaded from scouts.org.uk/training for the validation criteria.

Thank you.

Appendix 1 - Development

As well as developing physically, young people are continually developing in many different ways, including:

- attention span
- mental abilities such as decision making skills, level of understanding and dealing with emotions
- moral understanding
 - Beavers' understanding of right and wrong is likely to be simple, based on what they are told by adults and consequences. Cubs are likely to have a more complex understanding and be more questioning
- identity
 - young people will be developing a greater sense of who they are
 - gender (the sense of being a boy or a girl) forms an important part of this. For most young people this matches their sex (their body), however, this is not always the case and participants can find more information in our gender identity guidance at scouts.org.uk/diversity
 - Scouting has an important part to play in supporting young people to accept and value themselves as individuals, recognising their strengths and abilities and developing their self esteem
- sexuality
 - sexual development starts at birth and it's natural for children to touch and explore their bodies from an early age
- independence
 - particularly from Cub age onwards, young people will be developing their independence and are likely to be very independent by the time they reach Explorers
 - young people may have different motivations for joining Scouting. In younger sections, some young people may have been sent by parents or carers whereas in the older sections, they are more likely to be there by choice
 - with a youth-shaped approach and through youth involvement, all young people can be motivated and engaged in Scouting

Appendix 2 - Adolescence quiz

Answers

The answers to the quiz are highlighted below, along with some additional information which you may wish to refer to.

1 What is puberty?

- a. A stage in life, starting for girls when they begin their period and boys when their voice starts breaking.
- b. The stage in life where sex hormones are released, the body matures sexually and the reproductive organs become functional.**
- c. A transitional process between childhood and adulthood.

Puberty causes a number of changes to occur, including physical, psychological and behavioural changes. This is how puberty is described by the National Health Service (NHS).

The word adolescence is used more widely, to describe the period of growth and development between childhood and adulthood. This is how adolescence is described by the World Health Organisation (WHO).

2 What is the average age that young people start puberty?

- a. Girls 9 years Boys 13 years
- b. Girls 10 years Boys 9 years
- c. Girls 11 years Boys 12 years**

3 Between what ages do girls usually start puberty?

- a. 10 - 14 years
- b. 8 - 14 years**
- c. 12 - 15 years

The age of starting puberty varies considerably, so young people may need reassurance, if comparing themselves to peers.

The National Health Service (NHS) describes that early puberty is when symptoms of puberty start before 8 years of age in girls. Delayed puberty is when there are no signs of breast development by 13 years of age or a girl hasn't had her first period by 14.5 years of age. Medical advice should be sought for any underlying causes.

4 Between what ages do boys usually start puberty?

- a. 9 - 14 years**
- b. 10 - 14 years
- c. 12 - 15 years

The age of starting puberty varies considerably, so young people may need reassurance, if comparing themselves to peers. An interesting fact is that in puberty, the development of breast tissue doesn't just happen for girls, but also around a third of boys.

The National Health Service (NHS) describes that early puberty is when symptoms of puberty start before 9 years of age in boys. Delayed puberty is if there are no signs of testicular development by 14 years of age. Medical advice should be sought for any underlying causes.

5 The age that girls start puberty has:

- a. Increased
- b. Decreased**
- c. Remained constant

Research shows that the age appears to have been decreasing.

6 How long does puberty last?

- a. **It varies**
- b. Around 5 years
- c. 2 – 3 years

Changes usually happen slowly over a number of years. Puberty is unique experience for every individual. The length of time it lasts varies for every individual.

7 Mood swings in puberty are:

- a. A result of bad parenting
- b. **A natural result of the hormonal changes in puberty**
- c. Due to a lack of understanding of puberty

8 What changes take place in adolescence?

- a. Physical
- b. Psychological
- c. Behavioural
- d. **All of the above**

9 The brain of a young person in adolescence has similarities to the brain of:

- a. An adult
- b. **A toddler**
- c. A 6 year-old

The brain goes through a large period of change. Certain functions including rational decision making are impaired and the brain works on a very emotional level. The brain doesn't begin to resemble that of an adult until the early 20s.

10 Which of the following are part of changes in the brain in adolescence?

- a. **Difficulty understanding others' perspective**
- b. Low mood and depression
- c. **Mood swings**
- d. **Reduced capacity for empathy**
- e. Increased capacity for empathy
- f. **Difficulties with self discipline/control**
- g. High energy levels
- h. **Increased tendency for risk taking**

Appendix 3 - External influences

There are a lot of influences on young people, particularly in modern society, and these influences can be positive or negative.

- friends or peers
- older young people
- parents or carers
- adults, including leaders and other volunteers in Scouting
- celebrities
- family circumstances
- media and technology
- school

Appendix 4 - Influence of others

Parents or carers

- parents or carers are likely to have a much higher level of influence on the younger sections
- during adolescence there will be major changes in how parents or carers and young people interact

Friends or peers

- all young people and adults can experience peer pressure (pressure from peers to behave a certain way or conform) and this can have a positive or negative effect
- Beavers will start to become more focussed on their peers and those of Cub age will be starting to develop closer friendships.
- friends or peers are likely to become more influential in older sections and their influence may start to decrease in late adolescence, towards the end of Explorers
- as young people grow in independence, they are pulled between the desire to be seen as individuals and the desire to belong to a group where they feel secure and accepted

Older young people

- Young Leaders are a powerful influence for young people but it is important to remember they are still young people themselves and support them accordingly
- if a young person has gone through puberty at an early age, they may be more influenced by older young people

Leaders or volunteers in Scouting

- Beavers will often be eager to please adults and will seek more input from adults than young people in the older sections
- Leaders are role models for the young people in their care and young people will inevitably be influenced by adults' behaviour, especially that of those whom they respect
- it is important for volunteers in all sections to model appropriate behaviour and values

Celebrities

- celebrity culture surrounds us and will have some impact on us all, whether negative or positive, and can provide role models whether negative or positive
- it is important not to patronise young people by assuming that they are being heavily influenced by or aspiring to celebrity lifestyles but instead to use them in a positive way to inspire discussion

Appendix 5 - Scenarios part 1

Below are suggestions to consider in responding to some scenarios themed around relationships. Please note, each situation you come across will be different and you will need to respond according to the specific situation and the young person involved.

Scenario A: One of your Beavers is always letting another young person steal their snack and when asked why, they say 'they are my girlfriend'.

Start to help both young people understand the characteristics of an appropriate relationship. Refer back to the Beaver Scout Promise; being kind and helpful to each other, and any Anti-Bullying Code or Code of Conduct in the section. Monitor this to ensure it doesn't continue.

Scenario B: One of your Cubs tells you that they think they might be gay.

Roughly 6% of the population are lesbian, gay or bisexual, so there is a good chance that a least one young person in a section of 20 will be lesbian, gay or bisexual.

- listen, let the young person talk and do not be dismissive
- be positive, reassuring and non judgmental. Ensure they are aware that there is nothing wrong with being gay
- conduct the conversation in accordance with the Yellow Card
- keep information about the young person's sexual orientation confidential, unless given consent from the young person or if there any safeguarding concerns
- make the young person aware of sources of information and support
- for further information and guidance on **sexual orientation** visit **scouts.org.uk/diversity**
- Stonewall research indicates that young people generally realise they are lesbian, gay or bisexual when they are 12 or 13. However, many don't tell anyone until they are 16 or over, as they are worried about a negative reaction
- it is important to avoid assumptions about the young person. It is not possible to guess a young person's sexual orientation. Any young person could be gay, lesbian or bisexual
- it is important that a supportive and inclusive environment is created, where all young people feel valued

Scenario C: You become aware that one of your Scouts is sexting someone.

Sexting, which is sharing inappropriate or explicit images online or through mobile phones, is an increasingly common activity among children and young people.

- ensure the young person has the information they need to make informed decisions
- encourage them to think about why they are doing it, how others may perceive this and the potential consequences. If they are sharing images, they no longer have control of these images. It is also illegal for young people under 18 to take or share an indecent picture of themselves, or to possess or share someone else's
- signpost to external sources of information, such as the UK Safer Internet Centre, at **saferinternet.org.uk**

Scenario D: You suspect one of your Explorers might be in an abusive relationship.

- ensure the young person knows they can talk to you and that information about other sources of support are available. The website **thisisabuse.direct.gov.uk** is a good source of information for young people

- support young people in the section to understand positive relationships. It's important that young people understand that in relationships, you should feel loved, safe, respected and free to be yourself, and that abuse is never OK
- report any concerns about a young person's safety or wellbeing following the Yellow Card

Scenario E: A Young Leader tells you that she slept with one of the other Explorers in their Unit without using protection and asks you for contraception.

Adults in Scouting are a potential source of information and advice, and information around sexual health should be available for young people if requested.

In responding to enquiries from young people, you should be prepared to find the details of local emergency contraception provision and agencies that offer advice and support. Sexual health services can be found via **Brook** or the NHS website.

If you are asked about contraceptive methods or other sexual health matters, you should try to provide relevant information. This information could include the details of local contraceptive services and the location of local sexual health clinics. An adult should only provide contraception if they believe the young person is very likely to begin or continue having intercourse with or without contraception.

If this had involved an over 18 having sex with an under 18, you would need to report as a safeguarding concern.

For further information and guidance about sexual health in Scouting visit **scouts.org.uk/shis** and contact the safeguarding team at Headquarters if you need advice or guidance.

Appendix 6 - Technology and social media

Some of the opportunities of technology and social media:

- access to information and learning opportunities
- sources of support
- connecting with people with shared interests

Some of the risks are:

- potential access to content that is not suitable for a young person's age or level of understanding
- risk of being misled or abused by others – according to a BBC newsbeat poll, a third of 15 to 18 year olds in the UK have met someone in person they originally met through social media (BBC, 2014)
- 'airbrushing of life': it's no longer the case that airbrushing just happens with images, young people (and us as adults) can be affected by how other people choose to portray their lives online via social media profiles
- meaning of friendship: social media has changed the concept of the word friend
- cyber-bullying: in modern times, young people may have no break from bullying, as it can take place at all times, through phone and the internet

Interestingly, 25% of 15 to 18 year olds in the UK feel happier online than in real life (BBC, 2014).

Appendix 7 - Creating the right environment

Prevent, identify and respond to bullying

- it is the responsibility of all adults in Scouting to help develop a caring and supportive atmosphere, where bullying in any form is unacceptable
- this involves taking action to prevent bullying and to identify and respond to any incidents effectively
- support should be put in place for the bully in addition to the young person being bullied
- signpost participants to anti-bullying resources available from scouts.org.uk/bullying and free from Scout Shops

Easy access to information

- consider having information about support available on display, for example, about Childline and sexual health services
- barriers to young people getting the support they need can be lack of knowledge about support available and fear of speaking to their parent or carer

Visual reminders

- display the section's Code of Conduct and anti-bullying code prominently

Give space

- consider having an area where young people can go to if they need some quiet time, whilst being supervised by line of sight

Adult behaviour

- adults should lead by example and demonstrate the Values of Scouting in their relationships with other adults and young people
- ask participants to recall the Values of Scouting: integrity, respect, care, belief and cooperation
- adults should challenge or report inappropriate behaviour from other adults

Build understanding and empathy

- use awareness occasions as opportunities to raise awareness and understanding in the section, for example, Anti-Bullying Week, Mental Health Awareness Week or World Autism Awareness Day

Monitor language

- monitor language used in the section, for example, avoid gender stereotypes or phrases 'like a girl' and 'man up'. Use gender neutral language and respond to homophobic language, including 'that's so gay'
- signpost participants to our guidance on sexual orientation via scouts.org.uk/diversity which contains some tips around inclusive environments

Appendix 8 - Assertive communication

Tips for assertive communication

What you say	<p>Speak with confidence that the young people will follow your instruction. Use 'when' not 'if', for example, 'when you are all sitting down, we will...'</p> <p>A countdown can be useful to give young people the chance to follow an instruction. This could be verbal, such as 'five, four, three, two, one...' and supported by signals, or using a timer.</p> <p>Use the words 'thank you' to show trust that the young people will follow the instruction, for example, 'quiet please, thank you'.</p> <p>Stop the activity and repeat the rules or instructions if necessary. Break down the instruction rather than rephrasing, which can cause further confusion.</p> <p>Say what you mean. Use plain and simple language. Avoid jokes, sarcasm or sayings, as not everyone will understand these.</p> <p>Using young people's names can be useful to gain and maintain attention.</p>
How you say it	<p>Project your voice, but do not shout.</p> <p>Pause if someone interrupts or starts to chat.</p> <p>Once you've got everyone's attention, speak more quietly, so young people will have to concentrate on listening.</p> <p>Where necessary, speak firmly without shouting.</p>
Body language	<p>Use open, positive and confident body language and facial expression.</p> <p>Use eye contact appropriately.</p>

Appendix 9 - Mental health quiz answers

- 1 Research suggests that **20%** of children have a mental health problem in any given year, and about 10% at any one time.
- 2 FALSE: Between one in 12 and one in 15 children and young people deliberately self-harm according to a report from the Mental Health Foundation.

Self-harm describes the various things that some young people do to harm themselves in a deliberate and usually hidden way. The most common method involves repeatedly cutting the skin. The average age of onset is 12 years old, although it can affect those who are younger.

- 3 TRUE: One in five young adults show signs of an eating disorder according to Young Minds (2015).

It's important to remember that anyone can develop an eating disorder, and it's not just restricted to teenagers. Adults and younger children can be affected, and children as young as seven can develop anorexia.

- 4 Nearly **three in four** young people fear the reactions of friends when they talk about their mental health problems. (Time to Change campaign, 2008)

It is important to work to create supportive and open environments, where young people feel more able to talk about their feelings or to seek support. The availability of information about other sources of support, such as Childline or Samaritans, can be really beneficial.

- 5 TRUE: Children who face three or more stressful life events, for example, bereavement, divorce or serious illness, are three times more likely than other children to develop emotional and behavioural disorders.

Scouting has an important part to play in providing a supportive environment, and supporting young people to develop their resilience and coping skills, to get through challenges in their lives.

- 6 TRUE: Young people are more vulnerable to mental health problems at times of change, and adolescence is a transitional process.
Scouting can provide a valuable anchor and source of support in times of change.

References

- The Office for National Statistics Mental health in children and young people in Great Britain (2005)
- Lifetime Impacts: Childhood and Adolescent Mental Health, Understanding The Lifetime Impacts, Mental Health Foundation (2005)
- Mental Health Foundation (2006). Truth hurts: report of the National Inquiry into self-harm among young people) The statistic is from an enquiry that looked into these aspects, but did not look at eating disorders, drug and alcohol misuse, or risk-taking behaviours

Appendix 10 - Scenarios part 2

Below are some suggested points to consider in responding to these scenarios. Please note, each situation you come across will be different, and you will need to respond according to the specific situation and the young person involved.

Scenario 1: One of the parents of a young person in your Beaver Colony tells you that they are separating.

Appreciate that this will have an emotional impact on the young person and that some young people will deal with it better than others. They may feel anxious, guilty, angry, confused, insecure or a whole range of emotions, and this may impact on their behaviour in Scouting. The young person may need support in recognising it is not their fault.

Use the positive impact of Scouting, providing a supportive and stable environment, when other parts of their life may be difficult and things will be changing,

Ensure the young person knows they can talk to you if they need to or want to.

For further information and guidance about divorce and separation, visit scouts.org.uk/lifeissues.

Scenario 2: One of your Beavers has started to become withdrawn at Scouting and has asked to change Lodges.

These could be signs that bullying is taking place. Ensure preventative measures are in place in the section. Talk to the young person and establish why they want to change Lodges.

All forms of bullying are unacceptable in Scouting. If you identify that bullying is taking place, take steps to respond, as agreed with the young person being bullied. Don't forget to support the young person who is bullying, to empathise, change their behaviour and address any underlying issues.

For further information and guidance on anti-bullying, visit scouts.org.uk/bullying.

Scenario 3: One of your Cubs has experienced bereavement in the family; their younger sister has passed away from an illness.

Understand that the young person will be going through a long grieving process and that different people will cope differently.

Provide the young person with an opportunity to talk and express their emotions.

Recognise the importance of Scouting in providing a supportive and stable environment.

Be aware of the impact on the other young people in the section.

For further information and guidance about bereavement, visit scouts.org.uk/lifeissues.

Scenario 4: You are aware that the parent of one of your Cubs is a single parent with two children and has an illness or disability. You've noticed that the Cub, Maciej, seems tired and anxious when he is at Cubs.

Maciej may be acting as a young carer, with or without realizing. Encourage family to engage with social services and other agencies, to ensure support is in place.

Be aware that Maciej may be worried about his relative, and allow access to a phone if he wants it.

Recognize the importance and positive impact of Scouting in providing a break and allowing them time to be a young person.

Scenario 5: You notice that one of your Scouts is extremely self critical. They refer to themselves as 'stupid' and lack confidence in activities.

Challenge any negative language or self-talk, such as 'I'm stupid', and encourage positive but realistic thinking. Model this in your own communication. For example, rather than saying 'I'm terrible at this' even jokingly, say 'I need some more practice' or 'maybe next time...'

You may want to ask the young person why they are saying this, to better understand their thinking.

Ensure you provide specific and appropriate praise for all Scouts. Recognise individual achievements and praise effort as well as achievement.

Support the young person to recognize their strengths, qualities and achievements.

For further information and guidance about emotional wellbeing, visit scouts.org.uk/lifeissues.

Scenario 6: At Scouts you've started noticing cuts on Mason's arms and suspect he might be self harming.

Speak to Mason sensitively and ask if he is OK.

If you know that the young person is self-harming they should be encouraged to discuss it with their parents, unless there are indications that to do so would place them at further risk.

If a young person discloses that they are self-harming, remain calm – don't be negative or judgmental. Your response will have a critical influence on whether they go on to access supportive services. Reassure them that it's ok to talk about it and you'll support them even if you don't understand it. Explain to them that in order to provide appropriate help and support you will need to refer for advice.

You should always report incidents of young people self-harming. Self-harm is a complex and serious situation, which leaders must act upon to protect the well-being of the young person involved. As soon as possible, make a written record, and date and sign it. Follow Yellow Card to report concerns.

For further information and guidance about emotional wellbeing and self-harm, visit scouts.org.uk/lifeissues.

Scenario 7: You notice that a number of your Explorers have started smoking outside the Scout hut before and after Explorers.

A young person can legally buy cigarettes when they are aged 18. Sometimes we will come across young people who are under the age of 18 and choose to smoke. We must treat these young people the same as any other young person but must also consider the effect on the rest of the group.

Have restrictions on smoking around Scouting premises.

As a leader it is unacceptable to allow young people under 18 to smoke while in your care.

The ultimate aim should be to support and inform the young people of the harmful effect of smoking on themselves and others.

Ensure that adults involved in the Unit are not modelling this behaviour and following relevant guidance. Refer to [The Right to Smoke-Free Scouting](#) for Explorer Units and [Smoke-free Scouting](#).

Encourage the Explorers to tell their parents, as otherwise you may have to. We would have a duty of care to let parents know.

For further information and guidance about smoking, visit [**scouts.org.uk/lifeissues**](https://scouts.org.uk/lifeissues).

Scenario 8: You suspect that an Explorer in your Unit is experiencing depression.

Don't make assumptions; be aware that mood swings are a natural part of adolescence.

Don't diagnose but encourage the young person to talk about their feelings if they want to, and ensure they know where to get support

The Scout Association is not a referring organization for example, to Child and Adolescent Mental Health Services (CAMHS). If you feel a young person needs support, advise the young person or their parent to make an appointment with their GP. If the young person is already known to the safeguarding team, they can refer directly.

For further information and guidance about emotional wellbeing, visit [**scouts.org.uk/lifeissues**](https://scouts.org.uk/lifeissues)

Appendix 11 - Information, guidance and resources

Information, guidance and resources for volunteers

The following list of sources of internal and external information, guidance and resources, will provide useful reference points. Please note, this is not an exhaustive list.

Substance use and misuse

- scouts.org.uk/lifeissues
- relevant activities on scouts.org.uk/pol
- talktofrank.com

Divorce and separation

- scouts.org.uk/lifeissues

Emotional wellbeing and mental health

- scouts.org.uk/lifeissues
- relevant activities on scouts.org.uk/pol
- youngminds.org.uk
- mind.org.uk
- youngdevon.org
- time-to-change.org.uk/youngpeople - resources for those who work or volunteer with young people aged 14-18
- meaningfulminds.co.uk – website designed for young people

Behaviour

- scouts.org.uk/behaviour
- Module 15 of the Adult Training Scheme

Smoking

- scouts.org.uk/lifeissues
- relevant activities on scouts.org.uk/pol
- quit.org.uk
- givingupsmoking.co.uk

Young carers

- scouts.org.uk/lifeissues
- carers.org

Sexting

- nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/
- childline.org.uk/explore/online-safety/pages/sexting.aspx

Sexual orientation

- scouts.org.uk/diversity
- stonewall.org.uk

Eating disorders

- scouts.org.uk/lifeissues
- b-eat.co.uk

Bereavement

- scouts.org.uk/lifeissues
- childbereavementuk.org

Online safety

- Stay Safe leaflets for young people, available free to order from Scout Shops
- thinkuknow.co.uk
- saferinternet.org.uk

Alcohol

- scouts.org.uk/lifeissues
- drinkaware.co.uk

Sexual health

- scouts.org.uk/shis including 'My Body, My Choice' activities to use with young people)
- brook.org.uk

Self-harm or self injury

- scouts.org.uk/lifeissues
- youngminds.org.uk/selfharm

Anti-bullying

- anti-bullying booklet and poster at scouts.org.uk/bullying and available free from Scout Shops

Gender identity

- via scouts.org.uk/diversity
- gendertrust.org.uk
- mermaidsuk.org.uk
- gires.org.uk

Contacts

- Safeguarding team: safeguarding@scouts.org.uk or via the Scout Information Centre 0845 300 1818. If you are concerned about a young person's safety and well-being, please follow the procedure on the **Yellow Card**
- Inclusion team: diversity.inclusion@scouts.org.uk or via the Scout Information Centre 0845 300 1818

Information and guidance for young people

General

- Childline childline.org.uk 0800 11 11
- getconnected.org.uk 0808 808 4994
- school counsellor
- riseabove.org.uk

Emotional health and wellbeing

- youngminds.org.uk
- meaningfulminds.org.uk

Eating disorders

- b-eat.co.uk

Self harm

- lifesigns.org.uk

Abusive relationships

- thisisabuse.direct.gov.uk
- for girls: National Domestic Violence Helpline 0808 2000 247
- for boys: Respect 0808 801 0327

Sexual health

- brook.org.uk

Drugs

- talktofrank.com 0800 776600

Online safety

- thinkuknow.co.uk
- saferinternet.org.uk
- Stay Safe leaflets, available from Scout Shops

Sexting

- childline.org.uk/explore/online-safety/pages/sexting
- bbc.co.uk/programmes/articles/5VPkfNx0yWSW337c9tp49cr/sexting

Sexual orientation

- youngstonewall.org.uk

Gender identity

- mermaidsuk.org.uk