

# MODULE 14

Supporting Young People  
(Trainer's notes)



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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 Supporting Young People for?

This module is aimed at all Section Leaders and other adults supporting young people in Scouting. It helps volunteers to understand the needs of young people and how to support them in Scouting.

## What does this module contain?

This module contains approximately 2 hours 30minutes of content.

While using this module you will see the following symbols:



**Trainer input:** guidance on what to deliver to the participants, to help you structure the training sessions.



**Trainer note:** background notes for your reference on task design and aims of tasks and ideas for running activity sessions.



**Task:** activities or discussions for participants to undertake.



**Whole group discussion:** a discussion or collective brainstorm with all of the participants.



**Report back:** participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.



**Time:** time allocated for each activity.

## What information is provided?

The objectives, suggested methods of training, content and further reading are provided.

The module is divided into sessions, with each session having a series of learning objectives, key messages and additional resources to support further learning.

The learning objectives align to the knowledge required to support the learner to achieve the validation criteria. Key messages are also included to offer the trainer a detailed breakdown of what information each learner should gain.

All Adult Training Scheme modules include objectives, learning and validation criteria. Once the participant has completed the learning, they are required to apply their learning practically to their role in order for it to be validated.

## How is this module validated?

Validation is based upon the individual's ability to meet the validation criteria outlined in the Adult's Personal File and Training Adviser's Guide. More information on the specific validation criteria can be found in these documents, which are available at [scouts.org.uk](https://scouts.org.uk) or to order from Scout Shops.

## Session details

- 1 Characteristics and development (30 minutes)
- 2 External influences (55 minutes)
- 3 Creating a supportive environment (40 minutes)
- 4 Responding to issues affecting young people (25 minutes)

Depending upon the number and experience of participants, trainers and facilitators, these timings may need to be flexible.

## Planning considerations

Learners for this module will have varying roles and different levels of experience within Scouting. In order to help you to assess the participants different levels of existing knowledge and plan your sessions, it may be advisable to consider a pre-course session or survey to identify their needs.

Some topics may seem to be more relevant to older sections, however it is important that all participants develop an awareness around these topics. Leaders are responsible for supporting young people in their journey through Scouting including transitions between sections, are likely to interact with young people from other sections at Scouting events and are responsible for any Young Leaders supporting their section.

For some activities, it may be beneficial to group participants according to the section they support. During registration, you may wish to give a coloured sticky dot to participants, depending on the section they support, such as blue for Beaver Scouts. This will allow you to easily group participants into same section or mixed groups, for group work within this course. Mixed groups can be particularly beneficial in enabling participants to gain a wider perspective.

When planning the delivery of this learning, ensure you offer an inclusive environment and that the course is accessible to all. Additionally, if you are running all sessions back to back, we would advise planning a break.

## Topic content

Trainers should be knowledgeable and competent in this area, possessing a clear understanding of the topic areas. You may wish to consider sourcing local expertise within Scouting to support delivery of the course.

Trainers should be mindful that some of the topics covered may be emotive. Learners may well be affected or have been affected by some of the topics discussed. Be sensitive to these needs and consider having a facilitator who can provide additional support to any learners if needed.

The **Young People First: Code of Practice (Yellow Card)** should be embedded within this module and referred to throughout.

# Aim

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

## Objectives

By the end of the course learners 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.

## Training methods

This module can be delivered in a variety of ways. Trainers should take into account the nature of the location, number of participants, and the needs of learners when considering the delivery methods. If you have a large number of participants it is recommended that facilitators are used to offer greater support in smaller group work.

Learners can access Module 14: Supporting Young People via the following training methods. As this module is designed for group delivery, we would recommend encouraging all learners to engage in discussion and informal learning opportunities with other more experienced volunteers.

### Group training session(s)

This module may be delivered as group training sessions in a variety of time settings. It could be run during an evening, as part of a day's provision, or as a series of individual sessions. The timings and methods are designed for group delivery.

### One-to-one training

This module may be delivered on a one-to-one basis by a trainer, or someone with sufficient experience to coach a candidate through the subject areas. In this case, the timings and methods will need to be reviewed and revised to suit the learner.

### Small group

A facilitator or trainer with sufficient experience to lead a group through the subject areas may deliver this module on a small group basis, as a series of small group discussions, and individual work.

### Workbook

Trainers should note that there is also a workbook available for learners to use as facilitated self-study, if they choose to complete the learning in this way. It contains exercises that match some of the tasks from the trainer's notes. Trainers may wish to use the workbook for delivering small group training.

## Resources

Resources are summarised at the start of each set of trainer's notes for each session. To deliver this training module in its entirety, you will need the following resources:

### Appendices

- copies of Appendix 1: Adolescence quiz
- copies of Appendix 2: Section logos
- copies of Appendix 3: Scenarios part 1
- copies of Appendix 4: Digital lives quiz
- copies of Appendix 5: Mental health true/false
- copies of Appendix 6: Scenarios part 2

### Handouts

- copies of Handout A: Assertive communication
- copies of Handout B: Information, guidance and resources

### Other resources

- flipchart and pens
- A4 blank/lined paper
- post-it notes
- pencils/pens (enough for each participant)
- string or tape, and pegs or Blu Tak
- red and green cards, or cards labelled 'true' and 'false'
- **Young People First: Code of Practice (Yellow Card)** (plus additional copies for participants)
- relevant guidance and resources from the Members Area of [scouts.org.uk](https://www.scouts.org.uk)

## Associated reading

To support you in delivering this training and responding to questions from learners, you may wish to refer to the following guidance and resources:

- guidance related to life issues at [scouts.org.uk/lifeissues](https://www.scouts.org.uk/lifeissues)
- anti-bullying guidance and resources at [scouts.org.uk/bullying](https://www.scouts.org.uk/bullying) and available from Scout Shops
- policy and guidance on safeguarding at [scouts.org.uk/safeguarding](https://www.scouts.org.uk/safeguarding)
- guidance on additional needs at [scouts.org.uk/diversity](https://www.scouts.org.uk/diversity)
- **Scouting Speaks to All**: A Leaders Guide to Speech, Language and Communication Needs

# Session 1 - Characteristics and development (30 minutes)

## Objectives and key messages

Objectives	Key messages
List typical characteristics of young people in your section.	Scouting is designed to meet the changing needs, characteristics and interests of young people.
Recognise ways in which young people develop as they move through Scouting.	Each young person is different, but there are common stages of development.  Adults have a key role to play in supporting and helping prepare young people as they transition between sections.

## Resources

To support delivery of this session you may wish to use:

- paper and pencils or pens
- flipchart and pens
- copies of Appendix 1: Adolescence quiz
- guidance on **gender identity** at [scouts.org.uk/diversity](https://scouts.org.uk/diversity)



## Trainer input

### Introduction

Cover domestic arrangements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff; it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Introduce the course to the participants by explaining that this module will help them better understand and support young people within Scouting. Although youth provision is for young people aged 6 to 25 years, this will focus on the needs of young people aged 6 to 18 years, within the Beaver, Cub, Scout and Explorer sections.

Explain to participants 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.





## Task

### Typical characteristics of sections

Divide participants into small groups according to the section they support. Invite participants to agree on and list typical characteristics of young people in their section.



## Report back

### Development in young people

Invite groups to share their lists with the whole group, and discuss any similarities and differences. Use this activity to emphasise to participants that 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](https://scouts.org.uk/diversity)
  - Scouting has an important part to play in supporting young people to accept and value themselves as individuals, recognise their strengths and abilities, and develop 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

Explain to participants that all young people are different and will develop at different speeds, and that 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 develop an understanding of the individual, however it is important not to stereotype or make assumptions.



## Trainer note

The depth on which you cover the following topic may depend on the sections represented by the participants, but it is important that all are aware of where to find information and to understand that they have responsibility for any Young Leaders supporting their section.



## Whole group discussion

### Puberty

Ask participants the following question: Volunteers supporting which sections need to have an awareness of puberty? Explain that the answer is all. Volunteers have responsibility for any Young Leaders supporting their section, who may be going through puberty.



## Task

Divide participants into pairs and invite them to complete the multiple choice quiz in Appendix 1.

Talk participants through the answers in Appendix 1 with the whole group. You may wish to ask them how this activity has affected their understanding of the young people they support. For example, had those working within the Cub or even Beaver section considered that a young person could be starting puberty?



## Trainer input

Summarise that 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.

Explain that the Programme and the structure of Scouting, with progression between sections, are designed to meet the changing needs of young people and 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. Remind participants that youth involvement is introduced in Module 3: Tools for the Role (Section Leaders) and Module 12 (A): Delivering a Quality Programme, and further information can be found at [scouts.org.uk/youthinvolvement](https://scouts.org.uk/youthinvolvement).

# Session 2 - External influences

## (55 minutes)

### Objectives and key messages

Objectives	Key messages
Outline how young peoples' relationships with their peers and adults typically change during their development.	<p>As an adult volunteer in Scouting, you are an influential role model for young people.</p> <p>Young people's relationships with adults changes as they develop.</p> <p>There must be some consistency in adults' behaviour with young people, regardless of age.</p> <p>The influence of peers changes as young people develop.</p> <p>Young people will be developing their understanding of, and exploring, their sexuality and relationships.</p>
Recognise the influences of culture and society in young people's lives.	<p>We are living in a diverse and multi-cultural society. It is important to be aware of the family circumstances of the young person.</p> <p>Young people experience many external pressures and anxieties. Your experiences could be very different to what young people experience today.</p> <p>Technology, media and social media have a big influence and part in young people's lives.</p> <p>Technology is a valuable tool, but it is important to empower young people to deal with the risks and dangers.</p>

### Resources

To support delivery of this session you may wish to use:

- string or tape, and pegs or Blu Tak
- flipchart and pens
- pencils or pens
- copies of Appendix 2: Section logos
- copies of Appendix 3: Scenarios part 1
- copies of Appendix 4: Digital lives quiz
- relevant guidance and resources:
  - 'Stay Safe' leaflets at [scouts.org.uk/safeguarding](https://scouts.org.uk/safeguarding)

- online guidance on using social media, emails and text messages at [members.scouts.org.uk](https://members.scouts.org.uk)
- guidance on [sexual orientation](https://scouts.org.uk/diversity) at [scouts.org.uk/diversity](https://scouts.org.uk/diversity)
- 'Promoting Good Sexual Health' and 'My Body My Choice' resources at [scouts.org.uk/shis](https://scouts.org.uk/shis)
- [Young People First: Code of Practice \(Yellow Card\)](#)



## Whole group discussion

### External influences

Invite participants to discuss external influences, whether positive or negative, there are on young people. You may wish to record participants' ideas on a flipchart. Ensure the following points are drawn out:

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

Explain that young people experience many external pressures and anxieties. Participants' experiences could be very different to what young people experience today.

### Different families

Explain we live in a diverse and multi-cultural society, and it is important to be aware of the family circumstances of the young person. Families will be of different cultures or religions, have different financial circumstances, and will have different structures.

Invite participants to suggest different types of family structures. Ensure the following are understood: same-sex parents, single parents, opposite-sex parents, foster care, adoption and living with other family members. Young people may also be affected by changes in the family structure, for example, through divorce or separation, a new sibling or new partner. Each young person may react differently, with different thoughts and feelings. Explain to participants that 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.

Explain that participants may also come across young carers, whether they are aware of the 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. Highlight the information and guidance on [Young Carers](https://scouts.org.uk/lifeissues) available at [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)

### School

Explain that the young person's school life provides a lot of pressures, for example, moving from primary to secondary school, social groups, subject choices, tests and exams, and planning to leave school or gain employment.



## Trainer input

### Change

Explain that young people also go through a lot of change, for example, changing schools or change within the family structure. Transition 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 as their transition between sections. Explain that it is important to remember that when a young person joins Scouting, they join the whole group, not just the one section.

The Moving On Awards can be used as a useful tool in supporting transition. 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.



## Task

### Influence of others

This activity looks at the influence of others and how this changes. Prepare five lines on the wall or floor using string or tape, or using string as for a washing line. Label one end of the lines 'high influence' and the other 'low influence'. Label each of the individual lines as below:

- parents/carers
- friends/peers
- older young people
- leaders/volunteers in Scouting
- celebrities

Participants will be placing section logos on the lines, according to the level of influence they believe each category has on young people in that section. Divide participants into small groups. Allocate each group a different section (Beavers, Cubs, Scouts or Explorers) and provide with five copies of the relevant section logo, as in Appendix 2. Alternatively, allocate each group a different line and provide them with one copy of each section logo.



## Report back

Encourage discussion as a whole group and explore how influence changes with age. Draw out the points in the table below. You may wish to prompt participants with additional questions, for example, how do you think a young person going through early puberty may be differently affected?

### 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 the influence may start to decrease in late adolescence, towards 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, use in a positive way to inspire discussion



## Trainer input

Explain that adult volunteers in Scouting are influential role models for young people. Explain that there must be some consistency in adults' behaviour with young people, regardless of age. It is important that Explorers and Young Leaders are still treated as young people. The Values of Scouting provide a foundation and the **Yellow Card** supports you by providing a code of behaviour for all adults in Scouting, with all ages. The **Orange Card** provides a matching code of behaviour for Young Leaders working with younger sections.



## Task

### Relationships

As a whole group, discuss the scenarios in Appendix 3 and invite participants to discuss how they would respond. Ensure the points from the suggested responses are covered, and reiterate that the guidance in the **Yellow Card** is there to support and protect you.

You may wish to provide participants with a copy of the scenarios and suggested responses, for referring to after the course, whilst reminding participants that each situation will be different.



## Trainer input

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.

For participants supporting the Explorer section, explain that evidence shows that well-informed young people wait longer before trying sex, and introduce 'My Body, My Choice', a resource to support Explorer Scout leaders who wish to address to the topic of sexual health and relationships in their section meeting.



## Trainer input

### Technology and social media

Explain that technology, media and social media have a big influence in young people's lives, and this continues to grow. Highlight this by using the concept of 'digital natives' and 'digital immigrants'. 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.



## Whole group discussion

Ask participants to list the opportunities and risks of technology and social media. Suggested opportunities are:

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

Suggested risks are:

- '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



## Task

Divide participants into small groups. Invite them to complete the quiz in Appendix 4, to raise awareness of the use of technology in young people's lives.

Talk participants through the answers to the quiz, as provided in Appendix 4. Explain to them that although Scouting provides valuable wider opportunities, it is important to be aware of the large part technology plays in young peoples' lives.



## Trainer input

Explain that 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.

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

Explain that 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 will fall into, such as social networking, image sharing, and gaming.

Explain 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. Explain that there is guidance to support leaders to communicate with young people through technology, in a safe way, on Members Resources. Local Safeguarding Awareness Co-ordinators can also provide support.



# Session 3 - Creating a supportive environment (40 minutes)

## Objectives and key messages

Objectives	Key messages
Create a supportive environment for young people, to promote physical and emotional wellbeing and facilitate development.	<p>Take into account young people's basic human needs and rights.</p> <p>It is important to take a proactive approach in creating a supportive and inclusive environment.</p> <p>It is important to take action to prevent bullying, and to identify and respond to any incidents effectively.</p> <p>Adults should lead by example and demonstrate the Values of Scouting in their relationships with other adults and young people.</p> <p>Anyone working with young people has an impact and an important part to play in their mental health and wellbeing, and building resilience.</p> <p>It is important to be empathetic and put yourself in the young person's shoes.</p>
Demonstrate good practise in communicating with all young people in your Section.	<p>Adapt communication to the young people's level of development and individual needs.</p> <p>It is important to listen to young people and avoid making assumptions.</p> <p>Communication is a two-way process.</p>

## Resources

To support delivery of this session you may wish to use:

- red and green cards, or cards labelled 'true' and 'false'
- copies of Appendix 5: Mental health true or false
- copies of Handout A: Assertive communication



## Trainer input

Explain that 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. Highlight guidance on youth involvement to participants, which is available at [scouts.org.uk/youthinvolvement](https://scouts.org.uk/youthinvolvement)

Explain that 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. Refer participants to research Maslow's Hierarchy of Needs if they wish to read more about the theory behind young people's needs and motivation.



## Whole group discussion

### Creating the right environment

Explain that it is important to take a proactive approach in creating a supportive and inclusive environment in Scouting. Invite participants to share their ideas of what they already do in their section or what they would like to do. Ensure the points in the table below are covered:

Prevent, identify and respond to bullying	<ul style="list-style-type: none"> <li>■ it is the responsibility of all adults in Scouting to help develop a caring and supportive atmosphere, where bullying in any form is unacceptable</li> <li>■ this involves taking action to prevent bullying, and to identify and respond to any incidents effectively</li> <li>■ support should be put in place for the bully in addition to the young person being bullied</li> <li>■ signpost participants to anti-bullying resources available from <a href="https://scouts.org.uk/bullying">scouts.org.uk/bullying</a> and free from Scout Shops</li> </ul>
Easy access to information	<ul style="list-style-type: none"> <li>■ consider having information about support available on display, for example about Childline and sexual health services</li> <li>■ 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</li> </ul>
Visual reminders	<ul style="list-style-type: none"> <li>■ display the section's Code of Conduct and anti-bullying code prominently</li> </ul>
Give space	<ul style="list-style-type: none"> <li>■ consider having an area where young people can go to if they need some quiet time, whilst being supervised by line of sight</li> </ul>
Adult behaviour	<ul style="list-style-type: none"> <li>■ adults should lead by example and demonstrate the Values of Scouting in their relationships with other adults and young people</li> <li>■ ask participants to recall the Values of Scouting: integrity, respect, care, belief and cooperation</li> </ul>

	<ul style="list-style-type: none"> <li>■ adults should challenge or report inappropriate behaviour from other adults</li> </ul>
Build understanding and empathy	<ul style="list-style-type: none"> <li>■ use awareness occasions as opportunities to raise awareness and understanding in the section, for example, Anti-Bullying Week, mental health awareness or World Autism Awareness Day.</li> </ul>
Monitor language	<ul style="list-style-type: none"> <li>■ 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”</li> <li>■ signpost participants to our guidance on <b><u>sexual orientation</u></b> via <b><u>scouts.org.uk/diversity</u></b> which contains some tips around inclusive environments</li> </ul>



## Task

### Skills and qualities

This activity is as an individual reflection. If the participants know each other and would feel comfortable, this could be completed as a pair activity.

Ask participants to think about an adult from their childhood who made a significant positive influence in their lives, for example, a teacher, Scout Leader or family member. Encourage them to reflect on their characteristics and consider any ways they can develop their practise from this reflection. You may wish to encourage learners to record this as an action point or motto for themselves.



## Whole group discussion

### Communication

Ask participants what we mean by good communication. Emphasise the importance of good listening and ensure the points below are covered:

- tailor communication to level of understanding, taking into account age and any additional needs
  - highlight the Scouting Speaks to All resource within the Additional Needs Directory at **scouts.org.uk/diversity** for guidance on communication in 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**

Depending on time available and the experience of the participants, trainers or facilitators may wish to run a demonstration or role play of positive and negative practise in communicating with young people.



## Whole group discussion

### Emotional wellbeing

Ask participants 'What is mental health'? Explain this to participants by explaining that we call have mental health, in the same way we have physical health. Introduce the following quote:

“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”

(YoungMinds, 2006)

Ask participants “Who is responsible for young people’s mental health?” Use the following quote in explaining to participants that anyone working with young people has a responsibility.

“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”.

(Children and Young People in Mind; final report of the CAMHS Review, 2008)



## Task

This is an activity to raise participants’ awareness of mental health issues in young people. Read each of the statements in Appendix 5 to participants. Ask them to indicate if they believe the statement to be true or false, by each holding up a green or red card, or a card labelled true or false.

Reveal the answer to each statement along with the supplementary information provided in Appendix 5, to support learners to take away a positive message.



## Trainer input

Explain that Scouting has a positive impact on the emotional wellbeing of young people. For example, it provides consistency, positive relationships and activities that consume 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](https://scouts.org.uk/pol))

# Session 4 - Responding to issues affecting young people (25 minutes)

## Objectives and key messages

Objectives	Key messages
Recognise issues that may affect young people and identify sources of support.	<p>You don't have to be an expert and it is important that you seek support or signpost where needed.</p> <p>Life events can have a significant impact on young people.</p> <p>It is important to be aware of issues that can affect young people, including smoking, alcohol and substance misuse.</p>

## Resources

To support delivery of this session you may wish to use:

- copies of Appendix 6: Scenarios part 2
- copies of Handout B: Information, guidance and resources
- paper and pens or pencils
- relevant guidance and resources:
  - **Young People First: Code of Practice (Yellow Card)**
  - guidance related to life issues at [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues) including the following:
    - **smoke-free Scouting**
    - **divorce and separation**
    - **eating disorders**
    - **bereavement**
    - **emotional wellbeing**
    - **young carers**
  - guidance on sexual health in Scouting at [scouts.org.uk/shis](https://scouts.org.uk/shis)
  - guidance on sexual orientation at [scouts.org.uk/diversity](https://scouts.org.uk/diversity)



## Task

Divide participants into small groups. Provide each group with a different scenario or a few different scenarios, as in Appendix 6 and invite participants to discuss how they would respond. Provide copies of relevant guidance or resources during the activity for participants to seek guidance from if needed and if time is available.

In feedback with whole group, ensure the points in Appendix 6 are covered, and reiterate that the guidance in the **Yellow Card** is there to support and protect you.

You may wish to provide participants with a copy of the scenarios and suggested responses, for referring to after the course, whilst reminding that each situation will be different.



## Trainer input

Explain that this course will have given participants 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.

Emphasise that 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 beneficial.

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

- Group Scout Leader
- previous Section Leader, if a young person has 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

Provide participants with Handout B and explain this is a list of sources of information and support related to various topics we have touched on in the course.

Summarise that 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, supporting them to develop skills for life, values and to make positive life choices.

# Appendix 1 - Adolescence quiz

Please select one answer for each of the multiple choice questions below.

**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

Continued on following page



**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

## Adolescence quiz - Answers

The answers for the quiz are highlighted below, along with supplementary information that may be useful for participants, particularly if they are working in the older sections.

### 1 What is puberty?

- A stage in life, starting for girls when they begin their period and boys when their voice starts breaking.
- The stage in life where sex hormones are released, the body matures sexually and the reproductive organs become functional.**
- 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?

- Girls 9 years. Boys 13 years
- Girls 10 years. Boys 9 years
- Girls 11 years. Boys 12 years**

### 3 Between what ages do girls usually start puberty?

- 10 - 14 years
- 8 - 14 years**
- 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?

- 9 - 14 years**
- 10 - 14 years
- 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:

- Increased
- Decreased**
- 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 2 - Section logos





**cubs**



**SCOUTS**



# EXPLORERS

# Appendix 3 - 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: A Young Leader tells you that she slept with one of the other Explorers in their Unit without using protection.

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 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](https://scouts.org.uk/shis) and contact the safeguarding team at Headquarters if you need advice or guidance.

## Scenario B: One of your Explorers 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.

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.

For further information and guidance about sexual health in Scouting visit [scouts.org.uk/shis](https://scouts.org.uk/shis).

## Scenario C: 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](https://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 D: 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](https://www.saferinternet.org.uk)

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

- could be signs that the Explorer is in an unhealthy or even 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](https://www.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.

# Appendix 4 - Digital lives quiz

Select one answer for each of the multiple choice questions below.

- 1 How many hours a week do 8 - 11 year olds spend going online at home or elsewhere outside of school?**
  - a. 10.5 hours
  - b. 2.5 hours
  - c. 15 hours
  
- 2 How many hours a week do 12 – 15 year olds spend going online at home or elsewhere outside of school?**
  - a. 8 hours
  - b. 12 hours
  - c. 17 hours
  
- 3 How many 15 to 18 year olds in the UK have met someone in person they originally met through social media?**
  - a. A third
  - b. 5 %
  - c. A half
  
- 4 What age are Moshi Monsters and Club Penguin specifically designed for?**
  - a. 8 – 12 years
  - b. 10 – 16 years
  - c. 6 – 14 years
  
- 5 What percentage of 15 – 18 year olds in the UK feel happier online than in real life?**
  - a. 10%
  - b. 25%
  - c. 5%
  
- 6 How many parents of 5-15 year olds who go online are concerned about their child giving out details to inappropriate people?**
  - a. A third
  - b. 90%
  - c. A quarter
  
- 7 At what age can young people join Facebook?**
  - a. 16 years
  - b. 13 years
  - c. 10 years

## Digital lives quiz - Answers

The answers for the quiz are below, along with supplementary information that may be useful for participants.

1. **How many hours a week do 8 - 11 year olds spend going online at home or elsewhere outside of school?**
  - a. **10.5 hours**
  - b. 2.5 hours
  - c. 15 hours
2. **How many hours a week do 12 – 15 year olds spend going online at home or elsewhere outside of school?**
  - a. 8 hours
  - b. 12 hours
  - c. **17 hours**
3. **How many 15 to 18 year olds in the UK have met someone in person they originally met through social media?**
  - a. **A third**
  - b. 5 %
  - c. A half
4. **What age are Moshi Monsters and Club Penguins specifically designed for?**
  - a. 8 – 12 years
  - b. 10 – 16 years
  - c. **6 – 14 years**

These are multiplayer online games and contain virtual environments.

5. **What percentage of 15 – 18 year olds in the UK feel happier online than in real life?**
  - a. 10%
  - b. **25%**
  - c. 5%
6. **How many parents of 5-15 year olds who go online are concerned about their child giving out details to inappropriate people**
  - a. **A third**
  - b. 90%
  - c. A quarter
7. **At what age can young people join Facebook?**
  - a. 16 years
  - b. **13 years**
  - c. 10 years

The age limit for joining Facebook and many 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](http://knowthenet.org.uk))

### References:

- Children and Parents: Media Use and Attitudes Report (Ofcom, October 2014)
- BBC Newsbeat Poll (BBC, 2014)

# Appendix 5 - Mental health true or false

Read the following statements to participants and ask them to indicate if they believe the statement to be true or false, by holding up a green or red card, or a card labelled 'true' or 'false'.

- 1 One in 100 children and young people aged 5 to 16 years have a diagnosable mental health disorder.
- 2 Research suggests that 20% of children have a mental health problem in any given year.
- 3 Self-harm is not common in young people.
- 4 One in five young adults show signs of an eating disorder.
- 5 Nearly a quarter of young people fear the reactions of friends when they talk about their mental health problems.
- 6 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.
- 7 Young people are more vulnerable to mental health problems in adolescence.

## Answers

- 1 FALSE: One in 10 children and young people aged 5 to 16 years has a diagnosable mental health disorder
- 2 TRUE: Research suggests that 20% of children have a mental health problem in any given year, and about 10% at any one time.
- 3 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 methods involve repeatedly cutting the skin. The average age of onset is 12 years old, although it can affect those who are younger.

- 4 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.

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

Therefore 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.

- 6 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.

- 7 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

- 1 The Office for National Statistics Mental health in children and young people in Great Britain (2005)
- 2 Lifetime Impacts: Childhood and Adolescent Mental Health, Understanding The Lifetime Impacts, Mental Health Foundation (2005)
- 3 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 6 - Scenarios part 2

**Scenario 1:** You suspect that a young person in your section is experiencing depression.

**Scenario 2:** You notice that a number of your Explorers have started smoking outside the Scout hut before and after Explorers.

**Scenario 3:** One of your Cubs has started to become withdrawn at Scouting and has asked to change Sixes.

**Scenario 4:** You notice that one of your Scouts is extremely self critical. They refer to themselves as “stupid” and lack confidence in activities.

**Scenario 5:** One of the parents of a young person in your Beaver Colony, tells you that they are separating.

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

**Scenario 7:** One of your Cubs has experienced bereavement in the family; their younger sister has passed away from an illness.

**Scenario 8:** You are aware that the parent of one of your Scouts, Maciej, is a single parent with two children and has an illness/disability. You’ve noticed Maciej seems tired and anxious when he is at Scouts.

## Scenarios – suggested responses

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: You suspect that a young person in your section 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 direct.

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

### Scenario 2: 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 3: One of your Cubs has started to become withdrawn at Scouting and has asked to change Sixes.

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 Sixes.

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](https://scouts.org.uk/bullying).

#### Scenario 4: 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](https://scouts.org.uk/lifeissues).

#### Scenario 5: 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](https://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](https://scouts.org.uk/lifeissues).

#### Scenario 7: 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](https://scouts.org.uk/lifeissues).

**Scenario 8: You are aware that the parent of one of your Scouts, Maciej, is a single parent with two children and has an illness or disability. You've noticed Maciej seems tired and anxious when he is at Scouts.**

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.

# Handout A – Assertive communication

## Tips for assertive communication

<b>What you say</b>	<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...'. 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. Use the words 'thank you' to show trust that the young people will follow the instruction, for example, 'Quiet please, thank you'. Stop the activity and repeat the rules or instructions if necessary. Break down the instruction rather than rephrasing, which can cause further confusion. Say what you mean. Use plain and simple language. Avoid jokes, sarcasm or sayings, as not everyone will understand these. Using young people's names can be useful to gain and maintain attention.</p>
<b>How you say it</b>	<p>Project your voice, but do not shout. Pause if someone interrupts or starts to chat. Once you've got everyone's attention, speak more quietly, so young people will have to concentrate on listening. Where necessary, speak firmly without shouting.</p>
<b>Body language</b>	<p>Use open, positive and confident body language, and facial expression. Use eye contact appropriately.</p>

# Handout B –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](https://scouts.org.uk/lifeissues)
- relevant activities on [scouts.org.uk/pol](https://scouts.org.uk/pol)
- [talktofrank.com](https://talktofrank.com)

### Divorce and separation

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)

### Emotional wellbeing and mental health

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

### Behaviour

- [scouts.org.uk/behaviour](https://scouts.org.uk/behaviour)
- Module 15 of the Adult Training Scheme

### Smoking

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)
- relevant activities on [scouts.org.uk/pol](https://scouts.org.uk/pol)
- [quit.org.uk](https://quit.org.uk)
- [givingupsmoking.co.uk](https://givingupsmoking.co.uk)

### Young carers

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)
- [carers.org](https://carers.org)

### Sexting

- [nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/](https://nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/)
- [childline.org.uk/explore/onlinesafety/pages/sexting.aspx](https://childline.org.uk/explore/onlinesafety/pages/sexting.aspx)

### Sexual orientation

- [scouts.org.uk/diversity](https://scouts.org.uk/diversity)
- [stonewall.org.uk](https://stonewall.org.uk)

### Eating disorders

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)
- [b-eat.co.uk](https://b-eat.co.uk)

### Bereavement

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)
- [childbereavementuk.org](https://childbereavementuk.org)

### Online safety

- Stay Safe leaflets for young people, available free to order from Scout Shops
- [thinkuknow.co.uk](https://thinkuknow.co.uk)
- [saferinternet.org.uk](https://saferinternet.org.uk)

### Alcohol

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)
- [drinkaware.co.uk](https://drinkaware.co.uk)

### Sexual health

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

### Self-harm or self injury

- [scouts.org.uk/lifeissues](https://scouts.org.uk/lifeissues)
- [youngminds.org.uk/selfharm](https://youngminds.org.uk/selfharm)

### Anti-bullying

- anti-bullying booklet and poster at [scouts.org.uk/bullying](https://scouts.org.uk/bullying) and available free from Scout Shops

### Gender identity

- via [scouts.org.uk/diversity](https://scouts.org.uk/diversity)
- [gendertrust.org.uk](https://gendertrust.org.uk)
- [mermaidsuk.org.uk](https://mermaidsuk.org.uk)
- [gires.org.uk](https://gires.org.uk)

## Contacts

- Safeguarding team: [safeguarding@scouts.org.uk](mailto: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](mailto: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](http://childline.org.uk) 0800 11 11
- [getconnected.org.uk](http://getconnected.org.uk) 0808 808 4994
- school counsellor
- [riseabove.org.uk](http://riseabove.org.uk)

### Emotional health and wellbeing

- [youngminds.org.uk](http://youngminds.org.uk)
- [meaningfulminds.org.uk](http://meaningfulminds.org.uk)

### Eating disorders

- [b-eat.co.uk](http://b-eat.co.uk)

### Self harm

- [lifesigns.org.uk](http://lifesigns.org.uk)

### Abusive relationships

- [thisisabuse.direct.gov.uk](http://thisisabuse.direct.gov.uk)
- for girls: National Domestic Violence Helpline 0808 2000 247
- for boys: Respect 0808 801 0327

### Sexual health

- [brook.org.uk](http://brook.org.uk)

### Drugs

- [talktofrank.com](http://talktofrank.com) 0800 776600

### Online safety

- [thinkuknow.co.uk](http://thinkuknow.co.uk)
- [saferinternet.org.uk](http://saferinternet.org.uk)
- Stay Safe leaflets, available from Scout Shops

### Sexting

- [childline.org.uk/explore/onlinesafety/pages/sexting](http://childline.org.uk/explore/onlinesafety/pages/sexting)
- [bbc.co.uk/programmes/articles/5VPkFNx0yWSW337c9tp49cr/sexting](http://bbc.co.uk/programmes/articles/5VPkFNx0yWSW337c9tp49cr/sexting)

### Sexual orientation

- [youngstonewall.org.uk](http://youngstonewall.org.uk)

### Gender identity

- [mermaidsuk.org.uk](http://mermaidsuk.org.uk)