

## Where should I begin?

How you progress through the workbook is your choice. However, it is recommended that you complete part one first. The workbook is divided into the following sections:

### Part one – *Young People Today*

- 1 Influences, characteristics and needs of young people
- 2 How Scouting responds

### Part two – *Challenging Behaviour*

- 1 Types and causes of challenging behaviour
- 2 Standards of behaviour
- 3 Additional help and support

## Resources

Before you sit down to begin this workbook you will need the following resources:

- Web access or magazines for the age range you work with and for the age ranges above and below the one with which you work (for example, if you work with Cub Scouts, you will also need Beaver Scouts and Scouts).
- Sectional resources for the Section with which you work.

## How is this module validated?

The validation of these modules will be based on your ability to meet the validation criteria, as set out in the *Training Adviser's Guide* and the *Adult's Personal File*. For Module 14, *Young People Today*, this means you will be required to demonstrate that you can identify the needs of young people, as well as plan and run activities to meet those needs. For Module 15, *Challenging Behaviour*, this means you will be required to demonstrate your understanding and ability of dealing with challenging behaviour.

## Part one – *Young People Today*

### Aim

To enable adults working with Sections to identify and meet the needs of young people.

### Objectives

There are five overall objectives for this module:

- 1** List the characteristics of young people in the age range of your Section and the Section(s) above and below.
- 2** Detail the needs of young people in the age range of your Section and the Section(s) above and below.
- 3** Outline the influences on young people in the age range of your Section and the Section(s) above and below.
- 4** Outline how Scouting attempts to respond to the characteristics, needs and influences on young people in the age range 6 to 25.
- 5** Explain your role as a Leader in responding to the characteristics, influences and needs of young people in your Section.

## Part two – *Challenging Behaviour*

### Aim

To enable adults to prevent and manage challenging behaviour in their Sections.

### Objectives

There are eight overall objectives for this module:

- 1** List the types of challenging behaviour that might be exhibited by young people.
- 2** Identify causes and triggers that may lead to unacceptable behaviour from young people.
- 3** Develop an action plan to manage those triggers and causes that are within your control.
- 4** Identify who is responsible for setting and enforcing acceptable standards of behaviour.
- 5** Define and agree acceptable standards with young people and the adult leadership team.
- 6** Define and agree how to deal with challenges to agreed standards of behaviour taking into account the *Young People First* policy.
- 7** Identify where to get additional help and support, to help you deal with challenging behaviour.
- 8** Identify the procedures in *Policy, Organisation and Rules* relating to the dismissal of a young person from Scouting and have a clear understanding as to when this should be implemented.

# Young people today

## - Workbook

### Introduction

This module will look at the way in which Scouting responds to the needs, characteristics and influences of the young people in the Movement. It is important that we recognise that the society that young people are growing up in may be very different from the society in which we grew up. This should not be seen as a negative issue, but rather as a challenge for Scouting to continue to meet the needs of young people growing up in today's society.

Young people have a wide variety of differing needs and characteristics, and they have many influences acting upon them. In a youth organisation such as The Scout Association it is important not only to be able to identify these but also be aware and take account of them in the activities that Scouting offers. As The Scout Association encompasses such a wide age range, the needs, influences and characteristics will differ across, as well as within, Sections.

### Section one: Influences, characteristics and needs of young people

Section one will look at the various factors influencing young people in the society in which we live. We will then go on to look at the characteristics and needs of the young people in the Section with which you work and the Sections immediately above and below yours (for example if you are a Cub Scout Leader, you will look at Beaver Scouts and Scouts as well).

Let's start by looking at the influences on young people. There are many influences such as friends, family, religion and culture. For the first two exercises we will look at some of the influences from society on young people.

## Exercise 1



Have a look at some publications or websites that are aimed at the age range you work with and the age ranges above and below. Here are some suggestions:

### Magazines

Beaver Scouts – often based on comics/merchandising, e.g. *Beano*

Cub Scouts – pop music/hobbies e.g. *Smash Hits*

Scouts – style/hobbies/music e.g. *Sugar/PC Genius*

Explorer Scouts –lifestyle/music/hobbies e.g. *FHM/Match*

Scout Network – lifestyle/music/current affairs e.g.: *Cosmopolitan/NME/Private Eye*

### Websites

Beaver Scouts – [www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc), [www.scouts.org.uk/beavers](http://www.scouts.org.uk/beavers)

Cub Scouts – [www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc), [www.scouts.org.uk/cubs](http://www.scouts.org.uk/cubs)

Scouts – [www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc), [www.scouts.org.uk/scouts](http://www.scouts.org.uk/scouts)

Explorer Scouts – [www.thesite.org.uk](http://www.thesite.org.uk), [www.bbc.co.uk](http://www.bbc.co.uk),  
[www.scouts.org.uk/explorers](http://www.scouts.org.uk/explorers)

Scout Network – [www.thesite.org.uk](http://www.thesite.org.uk), [www.bbc.co.uk](http://www.bbc.co.uk),  
[www.scouts.org.uk/network](http://www.scouts.org.uk/network)

## Exercise 2



Write down your thoughts under the headings below:

**What surprised you about the content you saw?**

**What did you see that did not surprise you?**

Depending on the age ranges you looked at, you may have found the content of the material shocking or very different to what you would consider suitable for young people. However, it is important to realise that this is what young people read and view, and the content, articles, advertisements are key influences on young people.

We must always remember that these influences can be very different from our own influences when we were in the same age range. This doesn't make these influences wrong, but it does highlight the changing nature of society and young people.

So, we have looked at the influences on young people, but how does this show itself in the characteristics of young people?



### Exercise 3

In the space below list the typical characteristics of young people in your Section.

**Typical characteristics of the young people in my Section**



### Exercise 4

List the characteristics of young people in the Section below and above the one with which you work.

**Section below**

**Section above**

Young people's characteristics change as they grow older and we need to recognise and be aware of this. In the previous two exercises you have considered a typical young person of a given age range but remember that young people are all individuals and should be treated as such.

Young people are influenced by many different factors, some of which, such as friends, have stayed the same for generations, while others, such as computer games, are very different to those of previous generations.

Characteristics are closely linked to the needs of young people (over and above the obvious physical needs of food and shelter), such as the need for challenge or affection.

### Exercise 5



Based on the earlier exercises, write down in the space below what you think young people in your Section need.

#### The needs of the young people in my Section

### Exercise 6



In the spaces below, list the needs of young people in the Section below and above the one with which you work.

**Section below**

**Section above**

Whilst some characteristics, needs and influences may apply across several or all age ranges, many other characteristics, needs and influences change as young people grow older. As adults in Scouting we need to be aware of this in order to plan our programme and activities accordingly. We need to be able to respond to young people's characteristics, needs and influences in a way that is appropriate for the Section in which we are working.



### Exercise 7

Girls and boys develop at different rates. Bearing this in mind, what should adults working with young people of different ages be aware of in regard to this? It may be useful at this stage to refer to The Scout Association's Equal Opportunity Policy and to any reference material available to support a co-educational programme.

**Adults working with young people of different ages should be aware of**

### Summary

You have now completed section one. This section covered some of the influences, characteristics and needs of young people. It is important to remember the diversity of young people and hence the variety of their needs. You should now review this section with your Training Advisor who will discuss with you your responses to the questions and exercises.

Before moving on you may also wish to discuss your thoughts with another Leader.

### Section two: How Scouting responds

Scouting is a youth movement so it is important to be able to respond to the needs and wants of young people. Keeping up-to-date with the kind of activities that young people want helps ensure that the benefits of Scouting can be passed on. The range of needs, influences and characteristics of young people across the 6 to 25 age range is huge. In many ways it would be unrealistic to expect Scouting to be able to respond to each and every one. However, Scouting does attempt to respond and adapt accordingly.

## Exercise 8



Below you will find two columns, one headed 'Young people' and the other headed 'How Scouting responds'. Under 'Young people', list the main needs, influences and characteristics of young people aged 6 to 25. For example, a characteristic of people in this age range is that they have different reading ages. Refer back to what you found out in the earlier exercises for more ideas.

Under 'How Scouting responds' list ideas on how the Movement attempts to meet these needs. So, for the example given, The Scout Association tries to meet the different reading ages by producing Sectional material suitable for the age group, for example Beaver Scouts have the *Logbook* as their young person's resource, whereas Explorer Scouts and Network Members have the *Navigator*.

When thinking about how Scouting responds to young people, remember to think about not only what resources are available but also the Association's policies, rules, structures, fundamentals, activities, as well as the role Leaders play.

### Young people

### How Scouting responds

What did you think? Hopefully you picked out some of the following points:

- The three key Principles of Scouting are adaptable to the individual. We do not prescribe what it means for an individual to have a duty to Self, Others and God. Similarly, the Purpose of Scouting is to help individuals reach their full potential, and this varies with the individual – there is no set standard that must be obtained.
- The Promise and Law vary according to the age of the young person. This is why Beaver and Cub Scouts have a Promise that is appropriate to them.
- The Scout Association recognises and responds to the development of young people through progressive training, activities and awards, known as the Programme. Accordingly, the Programme is provided in five age ranges known as Sections, so that it can be delivered in a way that is appropriate to the young people as they grow and learn.

- Scouting has six Personal Development Areas that help encourage the rounded development of young people. This is reinforced by the Programme Zones in the Balanced Programme, which change according to the Section.
- Different awards acknowledge the different interests of young people; different levels available for certain awards acknowledge the different skills and abilities.
- As a young person progresses through Scouting they are given an increasing level of responsibility appropriate to their age. For example, Beaver Scouts are encouraged through Beaver Scout chat to say what activities they have enjoyed and would like to do. Scouts have a Troop Forum whereby they can input the activities that are undertaken. The Scout Network is a peer-led Section, whereby members decide, organise, operate and review their own Programme.

### **Summary**

You have now completed section two. This section covered the way in which Scouting responds to change. It is important to recognise that as young people change, so the Scouting we provide must develop. You should now review this section with your Training Adviser who will discuss with you your responses to the questions and exercises.



# Challenging Behaviour

## - Workbook

### Introduction

This module is aimed at all Leaders working with young people in Scouting. It contains objectives that relate to challenging and/or disruptive behaviour. Subjects covered include the types and causes of behaviour, help in overcoming unacceptable behaviour, how to agree and define acceptable standards for all in Scouting, where additional help and support is available. Clarification on dismissal procedures within *Policy Organisation and Rules* for young people is also provided.

It is important to understand that for a young person's behaviour to be considered 'challenging', it would usually be outside agreed acceptable standards. An adult needs to ensure that the young person is made aware of the standards and does not assume they automatically know them.

### Section one: Types and causes of challenging behaviour

Challenging behaviour means different things to different people and therefore adults will have different ways of dealing with it. Let's start by looking at some examples, some possible causes, and triggers of challenging behaviour.

## Exercise 9



In the space below, write a list of what you believe to be challenging or disruptive behaviour.

**I believe challenging or disruptive behaviour to be**

Hopefully you will have pulled out some of the following points:

- Lack of commitment
- Noise
- Lack of respect for others
- Attention seeking
- Overactivity
- Aggression towards others
- Opting out/withdrawing
- Bullying
- Stealing
- Poor timekeeping
- Lying
- Cheating in games
- Vandalism
- Bad manners/bad language.

So we have looked at what some of this challenging behaviour might be, but what might cause it?



## Exercise 10

Make a list of potential causes of challenging or disruptive behaviour in the space below.

### Potential causes of challenging or disruptive behaviour

Again, you should have pulled out some of the following points:

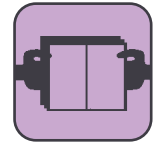
- Some medical conditions – Aspergers/ADHD/reactions to food additives/allergies
- Temporary upset at home i.e. illness of close family
- Bereavement
- Different standards at home where swearing/hitting are accepted as normal
- Problems brought from home – lack of attention and no correction for bad behaviour – not knowing right from wrong
- Temporary illness

The causes in the list above are outside of the realms of Scouting and, on the whole, outside the control of the leadership team. There are, however, causes of challenging behaviour that the leadership team can take positive action to deal with:

- Poor example by peers or adults
- Inappropriate activities involving excessive physical contact
- Pressure to succeed
- Poor programme quality
- Inadequate supervision of the programme
- Verbal/physical bullying at school or in Scouting
- Poor self-esteem.

Leaders can look at the programme they run, the type of activities they organise, the groups young people work in and the 'culture' of the Section to ensure that these causes are eliminated.

## Example



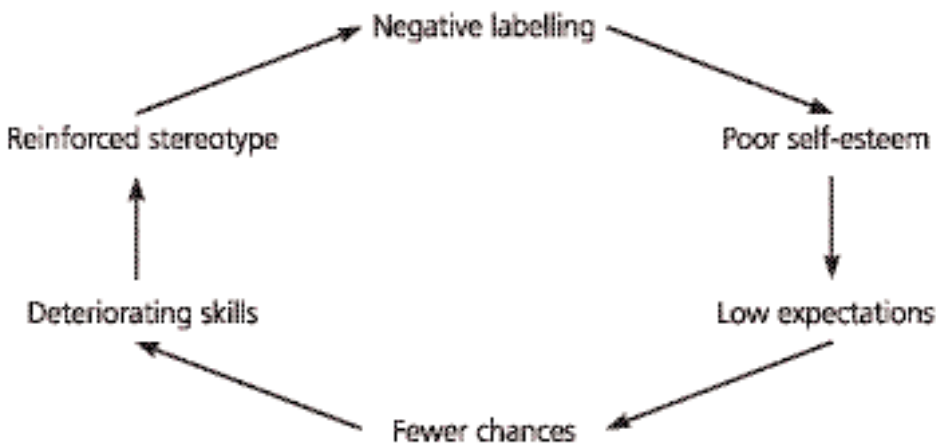
Take a look at the following example. First read the scenario and then think about what the causes of the behaviour may be.

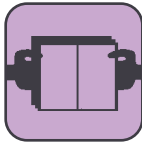
*Tim, Stuart and Helen are all 13-year-old Scouts. Recently, at camp, while the two Assistant Scout Leaders were having a cup of tea and a cigarette with the campsite staff, the Scout Leader was taking another group of Scouts climbing. Tim, Stuart and Helen were caught smoking by a Leader of another Troop during their 'free time'.*

*What might be the causes of this behaviour?*

- 1 The two Assistant Leaders were not supervising the activities. We can't ask our Leaders to be everywhere all the time, but they do need to ensure that young people are safe and doing what they are supposed to be.*
- 2 The two Assistant Scout Leaders are smokers. If they smoke in front of the Scouts, what kind of example does this provide?*
- 3 The fact that Tim, Stuart and Helen had 'free time' raises some questions about the programme. Often, Leaders provide free time for young people, because it is important to ensure that they have the time and space to develop. However, we need to ensure that they do not become bored.*

We should also be aware of the effect of negative labelling and the resulting effect it has on young people:





## Example

Let's look at another example.

*Charlie is a Beaver Scout. In the past, he has often acted disruptively within the Colony. He was often loud, unwilling to become involved in activities and even aggressive. As a result, adults involved in the Colony saw Charlie as 'a problem child' or a 'nuisance'. It was not uncommon for Charlie to be warned against bad behaviour without him having done anything wrong.*

This scenario could be caused by the kind of vicious circle shown on the previous page. The more Charlie is labelled as 'a problem' and as being disruptive, the easier it will be for him to fulfil this role. If he is excluded from certain activities or it is made clear to him that the Leaders expect his behaviour to be poor, it will become harder and harder for his behaviour to improve. Labelling young people can cause poor self-esteem and lower their own expectations of their actions. This is a cycle that must be broken in order for Charlie's behaviour to improve.

Here are some solutions and techniques for dealing with challenging behaviour:

- Remain calm at all times.
- Listen – communicate.
- Say exactly what you mean.
- Be consistent.
- Avoid confrontation – use diplomacy.
- Keep a sense of humour.
- Encourage responsibility for own actions.
- Be self-confident – use assertiveness skills; promote self-confidence.
- Before acting on any action make sure that you have all the facts.
- Always take positive action.
- Remember that the adult has a responsibility to find out the background and the underlying cause of behaviour.
- Use 'Do', not 'Don't'.
- Use techniques that allow for a cooling off period e.g. show a yellow card.
- Maintain standards – by example.
- Always adhere within the *Young People First* code of conduct.

The following model is helpful to follow when dealing with challenging behaviour:



There is also a 'positive feedback' model, which is very similar to the negative feedback model we looked at earlier:



Some causes of challenging behaviour are outside the control of the Section Leader. It should not be considered that because a Leader asks for support and assistance that this makes them a bad Leader, or unable to deal with a situation. Every adult's position is valid and is based on their own judgement and values.

## Summary

You have now completed section one of part two. This section covers types and causes of challenging behaviour. There are many causes of challenging behaviour and these can be manifested in many different ways. You should now review this section with your Training Advisor who will discuss with you your responses to the questions and exercises.

## Section two – Standards of behaviour

We have now considered aspects of unacceptable or challenging behaviour. However, before we look at how it might be dealt with, it is important that acceptable standards of behaviour for all, are defined and agreed. The setting of standards is an important preventative measure for dealing with challenging behaviour. Many Scout Groups have found that a 'code of conduct' for each Section is a good idea to help ensure that everyone is aware of the standards.

You should ensure that your code of conduct is:

- mutually agreed and 'owned' by the young people and the adult leadership team following a discussion involving all as to what they see as acceptable/unacceptable behaviour
- regularly reviewed so that it changes to meet needs and new members of the Section who may not have been part of writing the original code also gain ownership
- adjusted to the circumstances of the individuals within the Group/Section
- understood by all
- clearly setting boundaries
- meeting the needs of everyone involved i.e. the young people and adults
- adhering to the code of conduct shown on the *Young People First* card.

The value of having a code of conduct within a Group/Section is to set boundaries, set a good example, show respect for others and show that it is owned by everyone.



## Exercise 11

There are some questions that are important to consider before you develop your code. Discuss the following points with your Training Adviser or other Leaders in your Section:

- Should the behaviour of adult leadership be a separate issue from the code of conduct for young people?
- How do you see the parents getting involved in the code of conduct for young people?

- What is the most appropriate way to present the code for the age range with which you work? (For example, with Beaver Scouts you may ask them to draw a poster that represents the code as they will be able to understand pictures much better than words)

### Exercise 12

Have a go at developing a code of conduct for your Section with the young people in your Section. If your Section already has a code of conduct have a look at reviewing it.



### Exercise 13

What went well and what were the difficulties when drawing up the code of conduct with your Section? Fill in your thoughts in the spaces below:



**What went well?**

**What difficulties occurred?**



### Exercise 14

When it is agreed, discuss your code of conduct and your thoughts on it with your Training Adviser. It can then become part of the validation for this module.



#### Summary

You have now completed section two of part two. This section was about standards of behaviour. You should have agreed on a code of conduct for your Section which sets out clear boundaries. You should now review this section with your Training Advisor who will discuss with you your responses to the questions and exercises.

### Section three – Additional help and support

Remember that asking for help is not a failure on your part. It shows a commitment to get things sorted out and to everyone's satisfaction. Help can be obtained from:

- Group Scout Leader
- other Leaders
- Assistant District Commissioner (Section)
- District Explorer Scout Commissioner
- County Scout Network Commissioner
- Assistant District Commissioner (Special Needs)
- Assistant County Commissioner (Special Needs) or Special Needs Adviser.

Another option is to speak to someone who is not directly linked with the situation, who can give an outsider's opinion/advice.

Each case of challenging behaviour will be different and the list of people who can assist may vary from case to case. If in doubt, always ask for help in solving the behaviour challenge.

Unfortunately, in extreme cases, there are instances where dismissal of a young person will need to be considered. This is not an action that should be taken lightly or before all avenues and advice have been explored, such as moving the young person to another Section or Group.

The official regulations of The Scout Association are set out in *Policy, Organisation and Rules*. They are based on many years experience having shown what is good practice and what works well. *Policy, Organisation and Rules* ensures that the structure and organisation of Scouting is upheld throughout the UK.

Within *Policy, Organisation and Rules*, Chapter 15: Disagreements, Suspension and Dismissal, clear guidance is given:

- Dismissal of Scout Network members must be approved by the County Scout Network Commissioner.
- Dismissal of Explorer Scouts must be approved by the District Explorer Scout Commissioner.
- Dismissal of Beaver Scouts, Cub Scouts and Scouts must be approved by the Group Scout Leader (in a sponsored Group the Sponsoring Authority must be consulted).
- Young people have the right of appeal. For Scout Network members this is to the County Commissioner. For other youth members this is to the District Commissioner.

*Policy, Organisation and Rules* states very clearly the procedure to be followed in respect of dismissal and appeals procedure of a young person. However, the dismissal of a young person is a last resort where all else fails.

You have now completed the final section of this workbook. It is now important that you discuss with your Training Advisor what you have done. This will allow you to discuss how the exercises in the book work in practice and any further learning needs you may have.