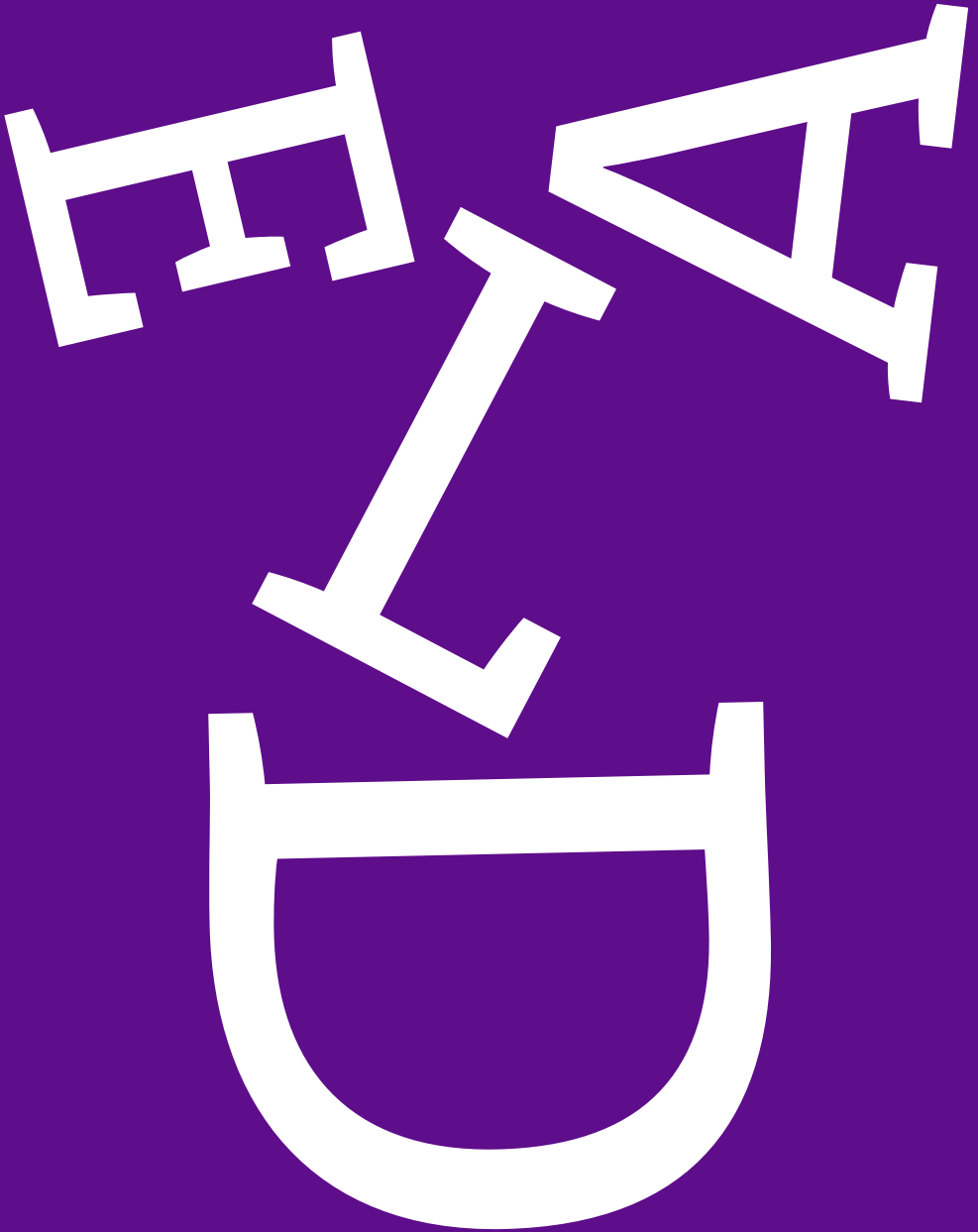


PREPARING TO LEAD



DELIVERING THE
YOUNG LEADERS' SCHEME





Edition 2

© 2015 The Scout Association

E&O exempt. All information correct at time of going to print. October 2015

CONTENTS

Introduction

The modules

Module A	7
Prepare for take-off!	
Module B	21
Taking the lead!	
Module C	29
That's the way to do it!	
Module D	35
Understanding behaviour	
Module E	41
Game on!	
Module F	47
Making Scouting accessible	
Module G	53
Programme plans (please note: Module J has merged with Module G)	
Module H	59
Programme plans plus	
Module I	65
What did they say?	
Module K	71
First aid master class	

Missions

Mission 1	77
Mission 2	78
Mission 3	79
Mission 4	80

Appendices

Appendix A	85
Fundamentals of Scouting	
Appendix B	86
Local Scouting structure	
Appendix C	87
Leadership styles	
Appendix D	88
Understanding behaviour - scenario	

Who is 'Preparing to Lead' for?

This booklet is for all adult volunteers supporting young people through the Young Leaders' Scheme.

What do the modules contain?

Each module contains approximately two hours of learning, which you can manage and deliver in a number of ways.

Session details

Each module includes:

- aims
- objectives
- trainer notes
- suggested activities
- a recap and conclusion.

Planning considerations

These modules may be delivered as a series of training sessions in a variety of time settings.

Each module could be run during an evening, for the day, or as a series of individual sessions. You can find more information on delivering this training in 'Prepared'.

Trainer input – What you will need to prepare for the module.

Trainer notes – Particular things you will need to be aware of.

Activity – Any interactive parts of the module delivery.

Feedback – An opportunity to ask the group how they feel it's going.

Whole group discussion – Tips and prompts to help keep the discussion going.

How are these modules validated?

There is no assessment or target for Young Leaders. They just need to attend and participate in the training sessions.

Resources

To deliver all of the training, you will need these items:

- a blindfold
- an object
- pens
- paper
- disposable tablecloths to write on
- section resources
- badge requirements

- craft materials
- several bags containing 6 to 10 random objects
- section resources
- games equipment
- flipcharts
- an object made of Lego or a drawing
- the same materials used for the above object or drawing
- origami instructions
- game ideas
- tents (enough to supply one for each group)
- some examples of programmes for Beavers, Cubs and Scouts
- equipment for a team game, such as football
- a copy of the Policy Organisation and Rules (POR).

Further information about the Young Leaders' Scheme can be found at **scouts.org.uk**.



MODULE A

PREPARE FOR
TAKE-OFF!

MODULE A: PREPARE FOR TAKE-OFF!

There is some key information that every leader working with young people has to know, from an early stage in their training. Module A covers important topics to ensure the protection of both the Young Leaders and the young people in their care.

Aim

This module aims to give Young Leaders the essential information they need to perform their role safely. It will provide them with the skills they need to assist another section and understand their role as a Young Leader. They will also discover how the Young Leaders' Scheme works and how to access further training opportunities.

Objectives

By the end of this module, Young Leaders will be able to:

- explain their role as a Young Leader for the section they are supporting and how local Scouting is organised
- summarise the purpose and methods of Scouting
- explain how the Child Protection Policy applies to them as a Young Leader
- explain the importance of Policy, Organisation and Rules and access the information within it
- show that they understand how Policy, Organisation and Rules affects their actions as a Young Leader
- explain why it's important to provide activities safely and necessary to carry out risk assessments
- understand how the Young Leaders' Scheme works and how to access further training.

Young Leaders' preparation for the training

If possible, ask Young Leaders to bring some examples of role models before the training. This could be a description of someone they know or a celebrity or person who has inspired them. It will prepare them for Activity C.

Resources

You will need:

- pens
- flipchart paper
- Post-it notes
- equipment for a team game, such as football
- a copy of the Policy Organisation and Rules (POR).
- Orange Cards
- Safety Checklist for Leaders

PART ONE: INTRODUCTION

Trainer input

Begin this session by introducing the module and why it's compulsory. Take the Young Leaders through the aims of the module, and what they should expect to achieve by the end of it.

Trainer notes

Make sure you cover the following points when you introduce the module:

- As Young Leaders, you are in a unique position in Scouting. You will get to develop your leadership skills while still being able to experience the youth Programme.
- It's important to remember that the young people you are working with in your sections will consider you to be just like the other leaders.
- That's why you must have the same essential training as adult leaders. You will also have the same responsibility that adults have to safeguard the welfare of young people.

Activity

Check that all the Young Leaders understand what Scouting is about. Ask:

- What are the roles of the District or Group?
- Who are their leaders?

This is particularly important if they have joined from other organisations or are doing this as volunteer work as part of another scheme, such as the Duke of Edinburgh's Award.

Activity

Divide the group into small teams. Get them to think about the question: What is a Young Leader?

Teams should discuss among themselves what they think the answer is. Then ask them to write down their thoughts on paper or by any other creative means.

Trainer notes

Facilitate the discussion by raising these questions:

- What responsibilities will you have?
- What skills do you hope to gain?
- What worries you? (This can be an opportunity to link to other modules that may cover some of the areas they feel unsure about.)
- What experience have you had so far?
- Did you have a Young Leader when you were in a younger section? What do you remember of them? What did they do?

Feedback

Go around the room and ask each team to feed back their answer to the wider group. Next, lead a discussion with the whole group. Recognise any common themes, hopes and concerns that have emerged from the activity.

Conclude Activity A by giving Young Leaders a more in-depth explanation of the scheme and where they fit within the organisational structure.

PART TWO: FUNDAMENTALS

Activity

Stick the following words and phrases up around the room:

- Integrity - We act with integrity; we are honest, trustworthy and loyal.
- Respect - We have self respect and respect for others.
- Care - We support others and take care of the world in which we live.
- Belief - We explore our faiths, beliefs and attitudes.
- Co-operation - We make a positive difference; we co-operate with others and make friends.

Discuss the words and ask the Young Leaders what they think they mean. What do these words mean to them as an individual?

Give the Young Leaders some Post-it notes. Ask them to go around the room and write down some activities that they have done themselves, both in and out of Scouting, that match the words. So for example, they might write examples of how they have shown respect for others, or explored their faiths.

Trainer notes

The Young Leaders may need a more in-depth explanation of the words. You could offer alternatives.

Explain how these key words relate to the values of Scouting, and show a full example. Using their examples, show how taking part in a wide variety of activities helps them work towards the values of Scouting, without them even knowing it.

Conclude the activity by giving some other examples of methods used to fulfil the values of Scouting.

PART THREE: CHILD PROTECTION AND SAFEGUARDING

We recommend that, during this session, other adults are close at hand to give support to any individual needing additional help. The subject matter here is sensitive and emotive, and could potentially bring up strong feelings within the group.

Trainer notes

Explain that The Scout Association has a policy to safeguard the welfare of all members and protect them from neglect and physical, sexual and emotional harm.

Make sure you cover the following points during this discussion:

- During any Scouting activity we must think about the interests and wellbeing of young people. We must respect their rights, wishes and feelings.
- All adults in Scouting are responsible for putting this policy into practice at all times. This means that we must ensure that our behaviour is appropriate at all times.
- We must also observe the rules established for the safety and security of young people and always follow the procedures for reporting.
- The Anti-Bullying policy is there to help develop a caring and supportive atmosphere, where bullying in any form is unacceptable.
- All leaders must take action to deal with bullying behaviour when it occurs and allow young people to talk about any concerns they may have. We must encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.

Introducing the Young People First – Guidance for Young Leaders (known as the ‘Orange Card’)

The Young People First – Guidance for Young Leaders (Orange Card) is available free of charge from Scout Shops.

Remind the Young Leaders of the codes of conduct that they may have created when they were in other sections. Now they are leaders, there is a Code of Conduct set out for them to follow in the Orange Card.

It’s about:

- ensuring that young people are kept safe
- being a role model to other young people
- behaving appropriately at all times
- reporting any concerns.

Trainer input

Make sure you cover the following points in your group discussion:

- You should have your own copy of Young People First – Guidance for Young Leaders and keep it with you.
- It contains a code of behaviour that Young Leaders must follow. It also has procedures to be followed if you have any concerns about a young person or adult.
- Sometimes changes in a young person's behaviour – whether it's becoming more aggressive, withdrawing or personality changes – may be a cause for concern. It doesn't necessarily mean that the young person is being abused. There may be other reasons, like illness or family changes.
- As leaders, it is our duty to think about young people's welfare. This is why it is so important for us to get to know our young people and their personalities. As Young Leaders, this will be much easier for you because the younger sections are more likely to relate to you.
- If you have concerns about young people or adults it's important that you report it to the leaders you are working with, rather than try to decide what's happening yourself.
- If it's a concern about an adult you are working with, you may feel better reporting this to your Explorer Scout Leader (Young Leader) or another adult outside the group.
- If you are concerned about a young person you must act immediately. Never keep things to yourself or rely on someone else to take action.
- You can play an important part in helping to encourage everyone to talk freely about behaviour or attitudes they do not like.

You may choose to explain how the Young Leaders may be more aware of issues than some adult leaders. With that awareness, they can position themselves so nobody is out of sight. They could also suggest more appropriate ways of organising activities. While all adults should have attended a safeguarding session, they may not pick up on things that Young Leaders notice.

Listening to young people

Move on to talking about what to do if a young person tells them that something is wrong.

Explain that they should:

- stay calm
- listen to what the young person says
- reassure the young person they are right to tell

- let the young person know that you will treat what they said seriously, but that you have to pass it on to an adult leader
- immediately tell an adult leader
- immediately make a note of the facts as you know them and give these to the same leader.

Activity: Being a role model – show and tell

Ask the Young Leaders to share an example of someone who is a role model to them. This could be a description of someone they know or a celebrity or person who has inspired them. The Young Leaders may have already prepared this for the module. Get them to explain:

- why the person they have chosen is their role model
- what it is that they admire about the person they have chosen
- if the role model has inspired the Young Leader to behave in a certain way.

Once they have shared their role models, summarise some of the key attributes that their role models have in common. Highlight any particular skills or behaviours. Hopefully this will include things like being kind, listening and being helpful.

Remind them that they are now role models to the younger members in the section they are volunteering with. They need to set an example that other young people will want to follow, and behave in an appropriate way.

Stress that it means they will need to act in a more grown up way, even though they are still young people themselves.

You could develop this discussion by asking them to think of people who they don't consider to be good role models, and why. It can provide a useful contrast to highlight the differences between negative and positive attributes.

Try to pull out key points from the Orange Card that talk about respect, equality, behaviour and attitudes. Link this to their understanding of being a role model to others.

Keeping themselves safe

Explain that as they are young people, they also have a right to be kept safe, even though they have leadership responsibilities.

Ask the Young Leaders to create a spider diagram of some of the ways that they think they can keep themselves safe and look after their own welfare.

Get the Young Leaders to think about points such as:

- not being left on their own with the whole section
- having their own sleeping accommodation on nights away
- whether they are friends with younger members on social media sites such as Facebook.

You should also give out Explorer Stay Safe leaflets, for general information on staying safe. You can order these for free from Scout Shops online.

Spotting if there's something wrong and reporting concerns

This part of the session gives Young Leaders the chance to apply what they've learned to certain situations.

Explain that part of keeping young people safe is being able to spot if something is wrong or a concern.

Split the group into small teams. Give each team a child protection scenario. Ask the Young Leaders if this is something they should be concerned about and what they might do about it. They could use their experience as young people to think about times they might have been in this situation. This will help them to see life through the eyes of a younger member and realise that they can probably spot concerns quicker than adults might.

We've included some examples below, with some discussion points you might cover with the Young Leaders. You can add to or amend these to provide the best examples for your group.

You might also want to explain that they will talk about managing behaviour in Module D – Understanding Behaviour, which will help them in determining whether a young person's behaviour is normal or a cause for concern.

Child protection scenarios

1. A Beaver Scout has started being aggressive towards the others.

- Young people don't just suddenly become aggressive or depressed; something must have happened to bring these feelings up.
- Having the young people draw up a Code of Conduct is a good way to set behaviour levels so they can decide what is nice or not nice.
- You might want to talk to the young person to find out what has upset them, and let your leaders know that something doesn't seem right.
- Leaders can talk to parents to find out if something has happened outside of Scouts.

2. A Cub Scout seems to have some kind of depression, or mood swings which are out of character.

- It might be a cause for concern if the Cub Scout is not normally like this.
- It could be that they are in a new environment and feel threatened or aren't sure how to behave. But bullying could also be an issue.
- It could be that they are following the example of someone they have seen, like a parent or a leader.
- It could be that something is happening at home or school that has got them down, such as losing a pet or being told off.

3. A Scout is being late all the time.

- Between the ages of 10 and 14, Scouts are starting to hit puberty. It can affect their behaviour, even with things like timekeeping.
- What were you like when you were that age?
- It might just be that they are very busy – we all know people who are late to everything.
- It might also be a cause for concern. For example, maybe they don't have anyone to take them to Scouts anymore or Scouts is clashing with another activity.
- Or maybe they are being bullied and have changed their routine to avoid people.
- It might help if you ask the Scout if there is a reason or being late.

4. A Beaver Scout seems to have only a few friends.

- You might want to find out if they are new.
- It might be that they go to a different school or have just moved areas.
- It might be because they are being bullied.
- Running activities that mix people up are important. The Leaders might also want to assign buddies to new people.
- It may not be a concern initially, but if the young person continues to find it difficult to make friends there may be something else happening in their life. You should report this to your leaders.

5. A Scout is showing an unwillingness to play games.

- As we already mentioned, at Scout age young people start to change physically and emotionally – that means that they may not want to take part in activities.
- This could be because the activities are not varied enough, interesting or challenging for them.
- It's important that there is variety in the weekly programme that gives everyone a chance to do the things they like.
- As a Young Leader you can probably talk to a Scout to find out why they don't want to join in, and you can then let the leaders know.

- If they say that the game is 'stupid' ask them for their ideas of what to do. Scouts should be involved in programme planning and be setting their codes of behaviour.
- It's also possible that they are being bullied or that something else has happened to them. There is a chance that they won't want to tell you why.
- If you think they are being bullied, you should report it to your leader.

6. A Cub Scout is behaving older than their age.

- Cubs are at an age where they are exploring their identities and starting to push the boundaries. Sometimes this involves being more 'grown up' and wanting to be like the older kids. This is especially true if they have older brothers or sisters.
- Their behaviour may be a concern to you if they don't interact as much with the younger members, or seem to talk like a parent.
- It would also be a concern if they start swearing or behaving in a sexualised way.
- There may be something else happening in their life that means they are copying adults or feeling like they need to be an adult, for example being a young carer. You should report this to your leader.
- Leaders can help you to address the behaviour.
- If the young person is just testing boundaries, it may be as simple as telling them it's not appropriate to behave in this way.

7. A Beaver Scout is being very clingy with you.

- Young people, especially Beavers, can sometimes be very touchy and want to be close to adults.
- This may be because they are in a new environment and scared, or it could be because they are being bullied.
- Equally, it could be that they are like this with their parents at home, so think it is normal.
- It's important as Young Leaders to help the young people you are working with to develop their social skills.
- You can help them to understand what is and isn't appropriate, and that relationships with parents are different to relationships with other adults.
- A simple way to manage clinginess is to make sure they have something to do.
- If the clinginess is a change of behaviour, then you may be concerned and should report this. Something may have happened that they feel they need 'protection' from a leader.

8. Leaders are making negative comments all the time or shouting a lot to get young people to do things.

- Negative behaviour can come not just from young people.
- Think back to the last activity and what we said about being a role model. If adults are not being role models you may have some concerns.
- If you feel uncomfortable about an adult's behaviour you should report it.

Give the teams time to discuss their scenarios, giving them help and guidance as they go. Round up the discussion by bringing the group back together to share what they think.

PART FOUR: SAFETY

Trainer input

Explain that Scouting has a safety policy to ensure that Scouting is exciting but not dangerous, adventurous but not hazardous.

The safety policy is about providing activities with minimal risk to young people's health. It's as important as all other policies of The Scout Association. And it applies to everyone in Scouting – not just leaders and young people.

It's everyone's responsibility to ensure that:

- they do not endanger the health and safety of themselves or others
- they observe the rules established for the safety of those involved in Scouting activities.

Introducing the Safety Checklist for Leaders

This white fold out card helps identify hazards and takes Leaders through a simple risk assessment process.

Activity: Spotting hazards

For this activity, first ask the Young Leaders to leave the room.

Set up a number of hazards or potential risks in the room, such as chairs stacked too high, items that could be tripped over or cupboard doors left open.

Get the Young Leaders to come back into the room. Divide them into small groups and give them various coloured Post-it notes.

Ask the Young Leaders to walk around the room and stick the Post-it notes on the various hazards.

Get the Young Leaders to think about the different levels of risk associated with the various hazards.

Ask them:

- Which hazards could you, as a Young Leader, deal with? (They might suggest the objects in the way or trip hazards.)
- Which hazards are permanent, but things you need to be aware of? (They could suggest things like roads outside, steps or kitchen facilities.)

Feedback

When you have finished, walk back around the room as a whole group and ask the Young Leaders to discuss what they consider to be a hazard and what they would do to remove/reduce the risk.

You could also do this activity outside or in relation to a Scouting activity.

Activity: Making a risk assessment

Explain to Young Leaders that they will now be asked to complete risk assessments for:

- a craft based activity
- a game involving equipment
- an activity outdoors away from their normal meeting place.

Ask participants to identify hazards and risks. For each one, ask them to write down what they would plan to do to ensure safety.

Next, ask them to identify and list who is responsible for carrying out or managing the controls they would put in place. Ask them what they think would be the most effective way to communicate this to those needing to know.

Trainer notes

Assume that the activity takes place within a Group headquarters or its grounds. It should relate to a particular sectional age group for your task.

PART FIVE: INTRODUCING POLICY, ORGANISATION AND RULES (POR)

Activity: Why do we have rules?

To start this session, play a game in two teams – choose any game that has a number of rules.

During the game, remove rules for one team so that it has an advantage over the other. So if you're playing a game of football, you could widen the goals, give one team more players or say that one team has to play on one leg.

See how long it takes before people start to complain that the game is unfair because of the different rules.

Stop the game. Have a discussion about what they think life would be like if there were no consistent rules. Write up the reasons as to why we have rules.

Think about different rules that the Young Leaders come across in their everyday lives, such as:

- the law
- education
- work
- Scouts
- any sports they play.

Lead a whole group discussion about how The Scout Association is no different, and has its own rulebook called the Policy Organisation and Rules (POR). Give a brief explanation of what it is, why we have it and where to find it.

Conclusion of Module A

End the session by providing a roundup of what they have learned in the module. Link this back to the first activity you did, looking at the question: What is a Young Leader? Discuss what the next steps of the scheme are.

Further modules

Take this opportunity to give a general overview of the modules and how they will be delivered, for example once a month or as a whole weekend.

Talk about how the Young Leader Log Book can be used to track their progress throughout the scheme.

Explain how the scheme is an Institute of Leadership and Management Development programme.

Explain that it is possible to do further training in this area and where further information can be found.

Finally, present the Module A Badge and woggle, ensuring their leaders update their records on Compass.



MODULE B

TAKING
THE LEAD!

MODULE B: TAKING THE LEAD!

Young Leaders need to develop a variety of skills, particularly leadership. Part of this is about learning that there are different styles of leadership and how they can be used for different activities. To be an effective leader, young people must recognise which style, or combination of styles, is appropriate for each activity.

Aim

This module aims to introduce Young Leaders to some of the concepts of leadership. It provides them with the skills they need to work more effectively as a leader in their chosen section. The module explores different styles of leadership, when to use them and how to effectively lead different sorts of activities.

Objectives

By the end of this module, Young Leaders will:

- have the confidence to take on a leadership role in their chosen section
- be able to run programme activities that are appropriate to their role
- recognise and understand different leadership styles, and when each should be used
- recognise how different styles of leadership affect an activity
- understand the process of evaluation and the need for it, and implement it as necessary.

Resources

You will need:

- pens
- flipchart paper
- Post-it notes
- tents (enough to supply one for each group)
- some examples of programmes for Beavers, Cubs and Scouts.

Introduction

Start this session by introducing the module and what the aim and objectives are.

Trainer notes

Make sure you cover the following points in your discussion:

- It is important to understand that we all naturally have different leadership styles – that's why we have teams of people as we all do things differently.
- Leadership is a skill that is developed with practice. Individuals will develop a style that suits them best.

- All leadership styles are equally valuable. As individuals, you will all discover what works for you and what does not.

Activity: Pitch a tent!

Split your group into small teams. The teams must race against each other to put up a tent. You can keep the time to see how quickly each team achieves its objective.

Whole group discussion

Get them to discuss how well it went. Did anyone take the lead? What would have worked better?

Once they have discussed this and thought about what they would do differently next time, get them to race again to put the tent away.

Whole group discussion

What changed this time? Did someone take the lead? Did they work more effectively as a team?

Activity: Effective leaders

Split the group into small teams.

Stick a few pieces of flipchart paper together. In teams, one of the Young Leaders should lie on the paper, while the others draw their outline around them on the paper.

Ask them to write on the flipchart the different skills that they think make an effective leader. And on the other hand, what makes an ineffective leader?

Trainer notes

Get them to draw on their own experiences of leadership, thinking about the different situations where leadership features in their lives, such as:

- education
- friends
- sports activities
- Scouting.

Ask the Young Leaders:

- What are the differences between these situations?
- Has this influenced how they perceive leadership?

Whole group discussion

Regroup, and use this list to help you draw the points out in discussion.

Highlight that effective leaders:

- generate ideas
- plan
- encourage
- help people learn
- ask reflective questions like 'Did it work?',' Why?' or 'Would we change anything?'
- let people know when they have done a good job
- ask for help
- are team players
- learn by experience and from mistakes
- work inside the rules
- give positive feedback
- know their Scouts
- know their Scouts' strengths and weaknesses
- take time.

Then highlight that ineffective leaders:

- impose
- try to do everything themselves
- don't listen to others
- stick to programmes, no matter what
- use rules as an excuse not to do things
- do not learn by experience and from mistakes.

Feedback

Stick the flipcharts up and talk about the different thoughts as a whole group. Highlight the common skills and experiences. Ask some of the Young Leaders to share their own experiences of good and bad leadership, and explain their reasoning.

Activity: Leadership styles

Split the group into smaller teams. Give them one of the leadership styles in Appendix C.

Get them to come up with a quick role-play, which shows that particular leadership style in action.

Some of the Young Leaders should play members of the section, in order to demonstrate the effect different leadership styles have in certain situations or activities.

Regroup, and get each team to play out their scenario.

Trainer notes

After each one, discuss the positives and negatives of the leadership style shown. Think about the different activities it would or wouldn't be appropriate for. How might younger members of the section react to that particular style? If everything was carried out in that way, would Scouting still be enjoyable?

Trainer input

Once everyone has finished their role-play, discuss with the Young Leaders:

- Which style of leadership do you think you adopt?
- After doing this exercise, have you changed your mind?
- Which would your preferred style be and why?

Activity: Leadership styles and the programme

Split the group into small teams. Give each team a different example programme from each of the sections.

Get the Young Leaders to break down the different activities and think of the leadership style they think is most appropriate for each.

Regroup. Get each team to feed back what they decided about their programme and explain the reasons for their decisions.

As a whole group, consider what other ideas the different teams have. Ask teams whether or not they would agree with the other perspectives.

Make sure that any feedback is given in a positive and supportive manner.

Activity: Give it a go!

Split the Young Leaders into small teams again. Get them to act out an activity or game that demonstrates a particular leadership style.

Feedback

Give each team the opportunity to show their sketch to the rest of the group and ask for feedback on the style they were showing. Get teams to offer opinions on whether the leadership style was appropriate for the game or activity.

Make sure the feedback is given in a positive and constructive manner.

Conclusion of Module B

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE C

THAT'S THE WAY
TO DO IT!

MODULE C: THAT'S THE WAY TO DO IT!

One of the most enjoyable parts of being a Young Leader is having the opportunity to teach new skills to young people. They will have a good idea of what makes a good teacher – teachers who talk at their pupils all the time are, quite frankly, deadly boring. Teachers who take the time to involve their pupils actively in the work are much more interesting – and, as a result, much more effective at getting their message across.

Aim

This module aims to give Young Leaders a general understanding of how to successfully demonstrate and teach a variety of skills. It will help make that process fun, and ensure that section members enjoy the experience.

Objectives

By the end of this module, the Young Leader will:

- understand and be able to talk about how young people learn effectively
- demonstrate an ability to pass on skills to younger people
- understand and talk about different learning styles
- have confidence in using different training techniques.

Resources

For this module you will need:

- an object made of Lego or a drawing
- the same materials used for the object or drawing
- origami instructions
- paper
- flipchart
- pens
- Post-it notes
- section resources
- game ideas
- paper.

Introduction

Start this session by introducing the module and explaining what the aims and objectives are.

Activity: The seer, the runner and the builder

Split the group into teams of three. For each team, you'll be assigning different roles.

One person in the team should be the 'seer'. They have an object in front of them, such as a drawing or something built from Lego.

Another person should be the 'builder' or 'artist'. They have to recreate what the 'seer' is looking at. They shouldn't be able to see the seer's object at all. The third and final person should be the 'runner', who can go between the two.

The seer can only give verbal descriptions of their object to the runner. Make sure the runner does not see the object. The runner then repeats the description to the builder or artist. Again, the runner should not be able to see what they begin to build or draw. The builder cannot ask questions for clarification.

When the runner has finished relaying information and the builder has finished recreating the object, the seer should reveal the object they were describing. The builder or artist should then reveal their recreation.

Regroup and discuss the results of the game. What was difficult about the task? What was difficult about the particular learning style? What was challenging about seeing something and giving a verbal explanation? What about hearing something and passing that information on? And hearing instructions and recreating something?

Activity: Origami water balloon

Give the Young Leaders instructions to try and make an origami water balloon. You can find the instructions for this online.

Begin with just spoken instructions and see how many Young Leaders can complete the task. Don't answer any questions. Continue giving instructions even if everyone is not at the same point.

Then repeat the task giving written instructions.

Finally, end with a demonstration.

Discuss as a group which style they preferred. What was different about each attempt at the origami? How did the way the instructions were given affect the outcome? How does this relate to teaching skills in the section?

Activity: Learning styles

On separate pieces of flipchart, write up:

- Auditory (listening)
- Visual (looking)

- Kinaesthetic (doing)
- Mixed (combination of styles).

Get the Young Leaders to walk around with Post-it notes and write up different activities that match each learning style for the different sections. As a group, discuss the different suggestions for each style.

Trainer notes

Ask the Young Leaders to consider these points as they do the task:

- What are the advantages and disadvantages of each learning style?
- Which method do you prefer?
- What do you think is the most effective way to teach a skill? Why?
- How might you need to change the learning style for Beaver Scouts, Cub Scouts or Scouts?
- Which learning style is most appropriate for a small group of three, a larger group of eight or a big group of 20?
- What might you do to keep the attention of your section members in different sized groups?

Regroup, and have a discussion that covers the following points:

- All methods described have both advantages and disadvantages.
- Talking something through can get a message across to lots of people at once, but misses out on the detail.
- Using a diagram or paper copy ensures that everyone gets the same message.
- Demonstrating a skill or technique has visual impact but you can only use this technique in small groups. Demonstrating with material has additional visual impact.
- From a learning perspective, demonstrating something by doing has more effect than seeing or listening to something.
- In general, younger members respond better to doing something simple with coloured bits and pieces. As they get older, written and printed material can be useful.
- Talking to groups has its limitations with any age group, but can be essential in describing the rules of games (as long as they are simple).
- Small groups lend themselves to demonstrations and a hands-on approach to learning. Larger groups require visual aids that everyone can see, such as slides, OHPs or PowerPoint presentations, along with a simple and effective verbal message.
- This is obviously easier to do in a small group, especially if everyone is involved in doing things. The larger the group, the more difficult it becomes. Boredom and disinterest become issues. Using directed questions to group members can be useful, but don't pick on any one member all the time.

- Clearly, if boredom and disinterest are becoming a problem, maybe you need to rethink the method you are using to get your message across!

Activity: Give it a go!

In groups, get the Young Leaders to prepare and deliver an activity in a suitable learning style, based on what they learned from the previous activity. Split the group so they take one from each area. Talk about why different styles are important and when each one is appropriate for different activities. How can this be related to their specific section?

You will need to have prepared enough equipment to allow the Young Leaders to carry out this activity.

Conclusion of Module C

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE D
UNDERSTANDING
BEHAVIOUR

MODULE D: UNDERSTANDING BEHAVIOUR

During their time working with one of the younger sections, every Young Leader will encounter a range of situations where they will be managing young people's behaviour. All Young Leaders will play a part in promoting positive behaviour within the Section. However there may be instances where Young Leaders will have to respond to more challenging situations like diffusing arguments, encouraging an individual to participate or responding to a clingy young person. There are a number of reasons why young people behave in certain ways and this module will explore some of the reasons why. It will also give Young Leaders the skills to recognise and deal with different behaviour effectively.

Aim

The aim of this module is to give Young Leaders a basic understanding of the different behaviours that young people can display and some possible causes. By the end, they should be able to recognise and propose possible strategies for different behaviours.

Objectives

By the end of this module, the Young Leader will be able to:

- understand different types of behaviour
- understand and talk about the causes and triggers that can lead to different types of behaviour
- demonstrate a number of tools or methods that could be used to manage behaviour
- explain how Young Leaders can assist with managing behaviour in the section
- explain where they can get further assistance, and when to involve adults.

Resources

For this module you will need:

- pens
- Post-it notes
- flipchart paper
- games equipment.

Introduction

Begin the session by introducing the module and explaining what the aim and objectives are.

Trainer notes

Make sure that you cover the following points in your introduction:

- Every young person is an individual and all young people should be treated equally. They can display a range of behaviours that can be both positive and negative.

- A sudden or noticeable change in behaviour may be due to a variety of underlying causes, of which you might not be aware.
- Focus on recognising and rewarding positive behaviour.
- Never label a young person or adult.
- When speaking about behaviour in the section, don't focus on the young person, but on the behaviour. e.g. don't say young person is naughty, talk about the behaviour not being appropriate.

Responding to challenging behaviour can be difficult for all leaders at times. Young Leaders need to be prepared with the confidence and skills to respond consistently and appropriately to varying behaviour within the Section. To allow them to explore the possible challenges you will need to ask them to give examples.

It is important that this discussion is held in a positive and safe environment in which young people feel able to ask questions honestly and openly.

Activity: Spider diagram

In small groups of three or four, ask the Young Leaders to discuss the different behaviours that they have experienced or have displayed themselves, and what happened. Get them to create a spider diagram showing what the behaviour led to. They should then discuss what the causes of these different behaviours were. Get the Young Leaders to think about the different triggers for behaviour. They can include:

- boredom
- lack of understanding
- over-excitement
- misunderstanding
- enthusiasm
- not understanding what is appropriate behaviour / the rules
- experiences outside of Scouting.

Challenging behaviour is often judged as being 'attention seeking', but this is not helpful. It's natural to want and need attention from others, but usually this is done in a positive way. It's important to think about why a young person might be seeking attention? Are they receiving enough positive attention from adults? Is there something important they are struggling to communicate to you? Do they need any support with developing friendships in the section?

Activity: Different behaviour

Play a game as a whole group. Ask either some of the Young Leaders or other adult leaders to be deliberately disruptive.

The leader in charge of the game should use a variety of methods to deal with the behaviour, ranging from shouting (as a bad example), asking them to not play the game or focusing on the positive behaviour of others (as a more supportive method).

Afterwards, have a discussion with the group about whether or not they believe the right methods were used for the behaviour, and why. How did it make them feel? What would they have done differently? How do they think it would have been dealt with in their section?

Next, split the group into small teams with pens and flipchart paper. Ask the Young Leaders to come up with a list of ways to deal with different behaviours, looking at the pros and cons of each.

Trainer notes

While the Young Leaders do this task, ask them to consider the following points:

- It's important to reward positive behaviour in a balanced way.
- How would you respond to challenging behaviour in your sections?
- What methods would you use to respond to both positive and disruptive behaviour?
- What do you think works?
- What would you change or introduce?

Activity: Mock trial

Set up a mock trial scenario in the group. Nominate a judge, two teams of lawyers (for and against) and a jury.

Give everyone a scenario taken from Appendix D.

Lawyers have five minutes to discuss their arguments to explain the behaviour, then present their case to the judge and jury. Get the lawyers to consider:

- the reasons behind a young person's behaviour
- what the triggers might be
- how the behaviour might be viewed in the eyes of different people such as parents, leaders and the public
- whether they will call witnesses to show different views.

The jury should listen to everything and discuss what action should be taken to deal with the behaviour. Get them to think about:

- what the most appropriate method is to respond to the behaviour
- what preventative measures can be introduced in the future.

The judge should keep order in the courtroom.

Rotate the group so that the Young Leaders have the chance to try different roles.

Expand on the different scenarios to include some 'witnesses' if the Young Leaders are struggling to make their case or come to a decision.

Activity: What's my role?

Bring the whole group together. Ask the Young Leaders to discuss some of the following points:

- What is the Young Leader's role in managing behaviour?
- When should an adult become involved?
- How can the Young Leader influence behaviour as a role model?

Create a central list or spider diagram of the responses.

This can be linked back to the methods they use now or that they think should be introduced.

Activity: Give it a go!

In small teams, get the Young Leaders to come up with a list of ways to recognise and reward positive behaviour and set standards of behaviour/rules.

- How can they introduce these into the section?
- What are the advantages of focusing on positive behaviour rather than reacting to disruptive behaviour?

Ask the teams to feed these back to the wider group.

Conclusion of Module D

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE E
GAME ON!

MODULE E: GAME ON!

Games are a popular part of any section meeting. But as well as being fun, games are a useful tool to help with learning, team building and a whole range of other issues.

This module will help Young Leaders understand the value of games in the section meeting. It will explore different sorts of games and when they should be used.

Aim

The aim of this module is to give Young Leaders a good understanding of the importance of games in the section meeting. It will give them an idea of the different types of games that can be played and when to use them to greatest effect.

Objectives

By the end of this module, the Young Leader will:

- understand the importance of games in the section meeting
- understand the need for different types of games and when to play them
- be able to explain and run different types of games
- be able to select games that suit the section's programme.

Resources

For this module you will need:

- games equipment
- flipchart
- pens.

Introduction

Begin the session by introducing the module and what the aim and objectives are.

Activity: Give it a go!

Set up a number of bases, each with a different number of materials on it such as:

- pen and flipchart
- ball
- box of creative art materials
- one base should have no materials.

Split the Young Leaders into small groups. Give them five minutes at each base where they have to come up with as many games as possible, using the materials provided.

Rotate the teams so they visit every base. At the end, get the groups to run one of the games they came up with.

Trainer notes

Ask the group to think about the following:

- How difficult was it to come up with the games at each station?
- When are the different games appropriate?
- How can you make them section specific?
- Why are games important?

Activity: Types of games

Keep the Young Leaders in their small teams. Ask the Young Leaders to sort the games that they have come up with into different types.

There are many possibilities. They could be:

- team games
- individual games
- competitive
- non-competitive
- team building
- instructional
- elimination games
- energetic
- restful
- games to start or end a meeting
- relay races
- skills games
- observational games
- indoor games
- outdoor games.

Activity: Give it a go!

Now, try to categorise all the types of games into just five or six generic categories. They could include:

- ball games
- elimination
- quiet
- team working.

Ask the Young Leaders to run one game from each of the different areas.

After each game, have an open discussion about what they thought of that particular type of game. Get the Young Leaders to think about some of the following points:

- Advantages and disadvantages of the game.
- When is it most appropriate to play the game in the section?
- How will the young people feel throughout the game? Would they get eliminated early? Would they get bored?
- Would the game be appropriate for every section? If not, how could this be adapted?

Activity: Being prepared

In an open discussion, ask the Young Leaders what they would need to prepare to make sure that a game runs successfully.

Their suggestions should include:

- having the correct equipment
- explaining the rules clearly and simply
- maintaining discipline and sporting behaviour during the game
- timekeeping
- safety (equipment and environment)
- supervision.

Conclusion of Module E

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE F

MAKING SCOUTING
ACCESSIBLE

MODULE F: MAKING SCOUTING ACCESSIBLE

The Scout Association is committed to being inclusive of all young people regardless of ability or disability and has a clear Equal Opportunities Policy. All Young Leaders should be ready to do their best to support the inclusion and full participation of all young people in Scouting.

Additional needs and disabilities may be visible or invisible, and the needs of each young person will be unique. Some may occur for a limited period of time, for example, a broken arm, illness, or emotional needs due to a family break-up.

However, many additional needs are permanent conditions, such as asthma, ASD (Autism Spectrum Disorder), dyslexia or physical disabilities. Additional needs and disabilities should not prevent a young person from being able to participate in Scouting. By making reasonable adjustments (doing things differently or providing additional support), most young people can access Scouting and develop to their full potential.

It is also important to be aware of any allergies, medical needs, faith or cultural needs a young person may have. For example, you may need to cater for vegetarian, Halal and Kosher diets, or a young person who is coeliac or has a nut allergy, and ensure that their needs are incorporated into section meetings and camps.

Aim

This module will prepare Young Leaders to make reasonable adjustments to the programme to meet the needs of all the young people in the section. It will also give Young Leaders a basic understanding of the different additional needs young people may have.

Objectives

By the end of this module, the Young Leader will be able to:

- state a range of additional needs that young people in a section may experience
- understand how additional needs may affect their participation in the programme
- explain how to adapt programmes to meet the needs of all young people within the section
- explain where to go for further information and guidance.

Resources

For this module you will need:

- programme examples
- pens
- paper.

Introduction

Begin this session by introducing the module and what the aims and objectives are.

Trainer notes

Make sure you cover the following points in your introduction:

- Additional needs cover a whole spectrum, from very mild to severe disabilities. Sometimes it is difficult to tell whether someone has an additional need or disability.
- Additional needs can be temporary, such as a broken arm, or permanent, such as Down syndrome.
- It's important to be aware of invisible additional needs such as partial deafness or dyslexia.

Everyone is different; we all have different strengths and difficulties. There may be Young Leaders in the group who have additional needs themselves. It's important you don't single them out or make them feel uncomfortable at any point. You could, however, discuss the content with them initially as they may be able to offer a real life perspective on some scenarios.

It may be useful to collect some information prior to this training session about additional needs and disabilities, or the specialist organisations who can offer further guidance. You could also direct Young Leaders to where they can find further information.

Activity: Disability and special educational needs

Lead a whole group discussion and get Young Leaders to share what they understand about the term 'Disability'. What different types have they come across? Are there any young members in their section who have a disability?

Write up the different answers on a flipchart.

Young people will have a varied understanding of additional needs and disabilities. It is important that this discussion is held in a positive and safe environment in which young people feel able to ask questions honestly and openly.

Activity: How accessible is the venue?

Invite the Young Leaders to walk around the venue, both inside and outside if possible. Ask them to note down anything that could be a barrier for a young person with an additional need or disability.

What changes have been made to the building to make it accessible for someone with additional needs or disabilities?

Regroup and discuss what they came up with. Make sure the following points are considered:

- Steps.
- Height of door handles.
- Sensory aspects, for example noise, lighting.
- Road crossings outside venue.
- Terrain to get to the venue – is it a smooth car park or bumpy gravel?
- Size of the writing on notices.
- Accessible toilets.
- Kitchen facilities – are they nut free? Is there labelling?

Activity: Celebrity quiz

For this activity, you create a picture quiz about different celebrities who have a disability or additional need.

Discuss with the Young Leaders which ones they knew had additional needs. Are there any they didn't know? Which ones surprised them? Why was it a surprise?

Focus on what people and celebrities have achieved, and how having a disability or additional need is not something that has adversely impacted on their success.

Activity: Programmes

Spilt the group into small teams. Give each team a programme example with a range of activities and various events, such as camps or district and county days.

Give the each team a scenario;

- A young person arrives at the event with a broken leg. It is in a cast and they will be using crutches for the rest of the term.
- A parent lets you know a few weeks before the event that their child is on the autism spectrum and will need additional support to understand and follow instructions.
- A young person who is Jewish and follows a kosher diet. The young person will also need time and space to pray during the event.
- A young person with cerebral palsy who sometimes uses an electric wheelchair to support their mobility. The young person has limited speech and can get frustrated when they are unable to effectively communicate with others.

What activities may the young person find difficult? How will the programme need to be adapted to suit the needs of the member?

Repeat this with different scenarios.

Conclusion of Module F

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE G
PROGRAMME
PLANS

MODULE G: PROGRAMME PLANS

The Scouting programme gives young people the opportunity to take part in a variety of activities, to help them to develop and achieve their full potential.

During the course of a meeting term or session, or during a full year, young people should experience an exciting and enjoyable programme that covers a range of challenges, badges and activities relevant to their specific section.

Aim

This module aims to provide Young Leaders with the skills and understanding necessary to plan and run a balanced programme for their section. It also helps them understand how awards and badges help to achieve this.

Objectives

By the end of this module, Young Leaders will be able to:

- identify the key elements of the younger section programmes, activity badges, including challenge awards, requirements for completing the top awards, and Staged Badges
- explain how the awards and badges form a progressive scheme from age 6 to 25
- understand the concept and importance of having a balanced programme
- demonstrate how to plan a section meeting
- prepare a programme for a section meeting around a theme from the challenge areas.

Resources

For this module you will need:

- craft material
- several bags containing 6 to 10 random objects
- section resources.

Introduction

Start this session by introducing the module, its aims and objectives.

Activity: Be creative

Split the group into three teams. Assign one team with Beavers, one with Cubs and one with Scouts.

Ask each team to create a poster aimed at a parent, explaining all the key information about the section.

Get each team to present their poster back to the whole group.

Make sure the Young Leaders have remembered the key elements of the Scout programme, which are progressive throughout each section, such as:

- the Moving On Award
- Staged Badges
- top awards.

Activity: Idea generation

Split the group into small teams. Give each team a bag containing between 6 and 10 random objects. Get the Young Leaders to think of as many games, activities and themes as they can, using each object as a trigger.

Teams should try to be as creative as possible and come up with the most suggestions.

Get each group to feed back some of their ideas.

Ask the Young Leaders to think about how easy it was to generate new ideas. Highlight the benefits of working together to do this, rather than one person trying to think of ideas on their own.

Activity: Give it a go!

Stick a number of the challenge badges around the room, either from one section or a mix, depending on the number of Young Leaders in the group.

Using the suggestions from the previous activity, get them to match up their ideas with the different challenge badges.

Are there any particular badges they don't have activities for? Is there anything else they can think of to fill the gap?

Discuss their answers as a whole group.

You could give the Young Leaders a specific colour of Post-it note, depending on which section they are helping with. They could use these to indicate the difference between games and activities that are appropriate for each section.

Highlight all the different activities that the Young Leaders have come up with for each of the different badges. Point out that this helps leaders work towards planning a programme that is balanced. Emphasise the importance of having a balance of activities across a programme, to make sure that young people continue to be engaged and interested.

Activity: Planning

Split the Young Leaders into small groups again. Assign each team one of the challenge badges. Ask them to plan an evening based on the badge and then feed this back to the group. Get them to use the ideas generated from the previous activity.

How could they then adapt this for either the section above or below? What changes would they make and why?

Conclusion of Module G

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE H
PROGRAMME
PLANS PLUS

MODULE H: PROGRAMME PLANS PLUS

In Module G, you looked at how having a balanced programme allows young people to experience a wide range of subjects through a number of challenge areas. Providing a balanced programme is essential in helping young people achieve their full potential through exciting and enjoyable activities.

This module will build on what the Young Leaders learned in Module G. It will use the skills and understanding they have gained to look at the tools and methods available to successfully plan a programme over longer periods. They will learn how to help the leadership team of the section they're working with to plan and run a programme over a three-month period.

Aim

This module aims to provide Young Leaders with the skills and understanding necessary to plan and run a balanced programme for their section over a three-month period.

Objectives

By the end of this module, Young Leaders will be able to:

- understand the concept of a balanced programme over a three-month period
- use a range of programme planning techniques
- describe what they need to consider when planning and running activities
- plan an outline programme for a three-month period
- understand and explain how Moving On Awards improve links between sections
- assess awards and badges on the basis of 'personal best'.

Resources

For this module you will need:

- disposable tablecloths to write on
- pens
- resources
- badge requirements
- pens
- paper.

Introduction

Start the session by introducing the module and its aims and objectives.

All Young Leaders should have completed Module G before taking part in this module. It is worth recapping the points they covered in the previous module.

Activity: Idea generation

Split the group into small teams. On tablecloths, ask the Young Leaders to write down a list of what else could help them generate programme ideas.

They might think of:

- programmes online
- the internet
- magazines
- newspapers
- district events
- county events
- books
- previous programmes
- other leaders
- charities
- other Scouting resources.

If there are any methods that the Young Leaders are not aware of, such as programmes online, give a short introduction to it and explain how they can access it.

For further information on how Young Leaders can access programmes online, you can contact the Scout Information Centre.

Activity: Planning

Split the Young Leaders into small teams. Give each team the following:

- a time of year (spring, summer, autumn, winter)
- a theme (such as space, environmental, international)
- specific badges to cover.

Ask the teams to come up with a term programme, taking the points you have given them into consideration.

Once they have finished ask the teams to feed back the programme they have created to the rest of the group. What they have included, and why?

Based on what they learned in Module G, is the programme balanced? Does it include a range of different methods?

This exercise is about getting Young Leaders thinking about longer-term planning. This will help make the Programme exciting and varied for the members of the section.

Ask the group whether it has made them more aware of the importance of advanced planning. Can they see what problems can arise if individual meetings are organised in isolation? Does the group see how a well planned programme can deliver the balance and the opportunities to complete the various awards?

This exercise should also start Young Leaders thinking about the importance of:

- national, district and county or area events and activities
- major projects and national programme initiatives
- activities they've done before
- new activities.

Any programme should include things that the section members want to do and, where possible, contribute towards awards and badges.

Activity: Think!

Get teams to pick out three or four activities from their programme. Ask them to list all the things they will need to consider in order to run it.

This could include:

- travel
- permission
- transport
- equipment
- safety
- numbers.

Get teams to feed back one of their activities to the group. As a whole group, make a central list of the key considerations when planning an activity.

Activity: Moving In and Moving On (MIMO)

Begin with a short introduction to MIMO, what it means and why it's important.

Get the Young Leaders to plan a linking event, activity or evening for the section either above or below the one they are helping with.

Get them to think about:

- What activities would be appropriate?
- How would they invite the other section?
- How would they mix the two sections together?
- What part of the programme is relevant to both sections, such as Staged Badges?

Conclusion of Module H

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.



MODULE I

WHAT DID
THEY SAY?

MODULE I: WHAT DID THEY SAY?

Scouting should be shaped by young people, in partnership with adults. Successful leadership in this area relies on good communication.

Listening to young people of all ages and understanding their point of view is an essential part of good programme planning and section leadership. Young people should never feel that their views are ignored and should be actively involved in planning the programme.

Aim

This module aims to make Young Leaders aware of the importance of good communication, listening to the views of young people, and involving them in the planning of the programme.

Objectives

By the end of this module, Young Leaders will be able to:

- understand how important effective communication is between the leaders and young people in their section
- understand the decision making process within their section
- describe the techniques available to review a programme at regular intervals
- understand how Young Leaders can take part in programme planning forums
- understand how to involve young people in planning the programme
- demonstrate a number of youth involvement tools or methods.

Resources

For this module you will need:

- a blindfold
- an object
- pens
- paper.

Introduction

Start the session by introducing the module and its aims and objectives.

Activity

Choose one person as the seeker who is blindfolded, and one as the instructor. Have the rest of the group line up at the end of the room. The instructor stands in the middle of the room facing them. The instructor is not allowed to turn around.

The seeker stands with their back to the instructor and the rest of the group in the top half of the room.

Place a treasure object somewhere in the seeker's area of the room. Everyone other than the instructor and seeker should see where it is located.

The rules of the game are:

- the instructor can speak but cannot use gestures or see where the treasure is hidden
- the rest of the group can see where the treasure is hidden but cannot speak
- the seeker can neither see the treasure nor speak.

The aim of the game is to get the seeker to find the treasure. The group should use gestures so the instructor can tell the seeker where to go, ie left, right, back or forward.

Follow the seeker to make sure they stay safe throughout the game.

After the game, get Young Leaders to feed back what was difficult about the task for each of the roles.

Activity: Storytelling

Pick out a number of 'trigger words' from a short story and write them up on a piece of flipchart paper. For example, if you were reading Goldilocks and the Three Bears, you would maybe write up 'bear', 'porridge', 'forest' and 'cold'. You will, however, need to choose a different story for this activity – something they are not likely to know already.

Tell the group that you will be reading out a story. Every time they group hears one of these words, they will need to perform a certain action. So with the example above, every time they heard 'bear', they might have to stand up and sit down again.

Point out that afterwards you will be asking them questions about the story.

As you read the story, the Young Leaders will have to carry out the action for each trigger word. Keep a relatively fast pace and see how focused the Young Leaders are. How many of the words do they respond to?

At the end of the story, ask the Young Leaders a series of questions and see how many they get right.

Cover the following points in your discussion:

- What did they find hard about listening?

- What distracted them?
- This exercise shows that, to listen properly, you have to stop what you're doing and give the other person your full attention.

Activity: Youth-shaped Scouting

As a group, ask the Young Leaders if they were involved in the planning of their programme. Ask:

- How were they asked?
- Do they think they were listened to?
- Do they think it is important to ask young people what they think?
- What are the positives and negatives of asking young people?
- Is it appropriate for all sections?

Do this in the style of a log chew, ie in a circle, passing a soft toy or object around. Ask the Young Leaders to feed back on this particular style of youth involvement.

Ask the Young Leaders to think of examples of this from their own experience. Try to bring out as many different modes of communication as possible. This should include ideas coming from individuals, asking young people to make lists of what they would like to do, encouraging them to evaluate activities they have done and saying how they might be done better next time. Next, run a 'fishbowl' exercise. You will need four players:

- a Young Leader or leader who will chair the meeting
- a Young Leader or leader who is instructed to say nothing and look very bored
- a Young Leader or leader who is instructed to look and act in a frustrated way, because they are not being listened to
- a Young Leader or leader who can't stop talking and who keeps interrupting everyone else.

Start a forum meeting, with a discussion about what activities members would like to see in the next session. Give the players in the fishbowl some notes that indicate what topics you want them to discuss.

At the end of the exercise, ask the audience to comment on what happened. Make sure that they appreciate the importance of giving everyone the chance to have their say.

Emphasise the importance of ensuring that the quiet ones have a say and the loud ones don't drown out everyone else.

It's also important to take everyone's views into consideration, not just the vocal minority.

Get the Young Leaders to apply the methods they have identified above to different age groups. Remind them that there is no 'one size fits all'.

Activity: Idea generation

Split the group into four teams and set up four bases. Give each one some different objects or materials.

Give the Young Leaders five minutes at each base to come up with an activity that encourages feedback from young people, using the different materials provided.

At the final base, ask each team of Young Leaders to run one of the activities they have come up with.

Activity: Your involvement

As a group, ask the Young Leaders to give their own experience of how they help with the planning of the section programme. Are they actively involved? Does the section leader do the planning? What method do they use to plan? Do they plan at all?

Depending on the age of the Young Leaders, they may not have had the opportunity to be involved yet. If this is the case, ask them to think about how they would like to be included. Do they currently know what the programme is for their section? How much has been planned?

Ask the Young Leaders to think of examples of this from their own experience. Try to use as many different modes of communication as possible. This should include ideas coming from individuals, asking young people to make lists of what they would like to do, encouraging them to evaluate activities they have done and saying how they might be done better next time.

Conclusion of Module I

Summarise the module by revisiting the objectives. Ask the participants whether they feel they have covered all of the objectives satisfactorily.

Before they go, carry out a review or an evaluation of the session. Remind everyone to fill in the Young Leader Log Book to show they have completed this module and ensure their leader updates their records on Compass.

MODULE J:

This module has been merged with Module G: Programme Plans.



MODULE K

FIRST AID
MASTER CLASS

MODULE K: FIRST AID MASTER CLASS

Training in emergency response is becoming an essential requirement for many jobs and courses.

These skills are invaluable for Young Leaders. That's why training in emergency aid is part of the Young Leaders' Scheme. Given the wide availability of training courses in first and emergency aid, Young Leaders complete this module by attending a recognised training course for participants aged 14 to 18.

This module aims to ensure that Young Leaders have the understanding and skills to take action in an emergency situation.

Objectives

The objectives of this module are that of the course undertaken or the qualification obtained (see below).

Young Leaders need to do one of these to complete this module:

- attend a First Response course
- gain Stage 4 of the Emergency Aid Staged Activity Badge
- gain the Lifesaver Activity Badge for the Explorer Scout section
- gain any other equivalent qualification in agreement with the Explorer Scout Leader (Young Leader).

Finally, remind them to fill in the Young Leader Log Book to show they have completed this module.

These missions are designed to allow Young Leaders to put the learning from the modules into practice. By doing so, they will gain in confidence and become an integral part of the leadership team within their section and group.

MISSION 1

Task – Run a variety of games: Indoor, outdoor or as part of a camp (minimum of three).

To be included

Make sure the mission incorporates:

- at least two different types of leadership style (Modules B and C)
- three different types of game, ie energetic, active, thinking, creative, etc (Module E)

Suggestions

Ideas for games could include:

- run a game at the beginning or end of a section night
- run a wide game on a camp
- run a game that ties into a badge the section is working towards
- run a game that reinforces something the section has just learned
- any other ideas, subject to agreement with ESL (YL) and SL.

Using your training

Things to think about:

- What risks do your games present and what controls or rules do you need to put in place? (Module A)
- Which leadership style is most appropriate for the game you're running? (Module B)
- What are the different types of games you can run? (Module E)

Evaluation

To be discussed with either ESL (YL), SL or YLU:

- What have I done?
- Why did I do it?
- What did I want to achieve?
- What did the section members get from it?
- What did I learn from it?
- What would I do differently next time?
- How do I feel about it now?

MISSION 2

Task – Plan and run an activity (not a game) as part of either the section programme or a camp programme.

To be included

Make sure the mission incorporates:

- planning and organisation
- delivery
- gathering any equipment or materials needed.

Suggestions

Ideas for activities could include:

- Choose an activity badge to run as part of the programme, providing all the information and materials required for the section to achieve this.
- Run part of a camp programme:
 - pioneering activity
 - obstacle course
 - plan the route for a hike
 - team challenges
 - organising and leading a campfire.
- Create a way to record how your activities are working towards different badges.
- Run an activity for the section relating to one of your own hobbies or interests.
- Any other ideas, subject to agreement with the ESL (YL) and SL.

Using your training

Things to think about:

- What risks do your activities present and what controls or rules do you need to put in place? (Module A)
- Do you need a qualified instructor for your activity? (Module G)
- What equipment do you need? (Module G)
- Can all members of the section take part? (Module F)
- Is the activity appropriate for the whole section? (Module C)

Evaluation

To be discussed with either ESL (YL), SL or YLU:

- What have I done?
- Why did I do it?
- What did I want to achieve?
- What did the section members get from it?
- What did I learn from it?
- What would I do differently next time?
- How do I feel about it now?

MISSION 3

Task – To take the section’s programme ideas to a programme planning meeting.

To be included

This task should incorporate the following:

- ask the young people in the section for ideas for the programme
- attendance and contribution at a meeting (eg programme planning, district or county meeting, leaders’ meeting).

Suggestions

Ideas could include:

- attend a section planning meeting
- plan and run a meeting (for example, section planning forum)
- decide who should attend a meeting and invite them
- organise and run a forum for the young people in your section, taking their ideas and suggestions and giving them to the Section Leader
- organise for someone to take notes/minutes/points of action
- plan and run the Sixers/PLs’ Forums for two terms, and ensure that the young people in the section understand how they can input their ideas into the section programme
- any other ideas, subject to agreement with the ESL (YL) and SL.

Using your training

Things to think about:

- What is your role in the meeting? (Modules G and H.)
- How are you going to ask the young people for their ideas? (Modules I and E.)
- How are you going to feed back the information? (Module I.)
- The logistics of the meeting: Is the proposed date/location convenient for the majority of people? (Modules G and H.)

Evaluation

To be discussed with either ESL (YL), SL or YLU:

- What have I done?
- Why did I do it?
- What did I want to achieve?
- What did the section members get from it?
- What did I learn from it?
- What would I do differently next time?
- How do I feel about it now?

MISSION 4

Task – Responsibility for organising and running part of the section programme.

To include

This mission should incorporate:

- planning and organising
- delivery.

Suggestions

Ideas could include:

- Plan and run a linking activity/event with either the section above and below:
 - work with the leaders of the sections above and below yours (if appropriate) to arrange a linking event/night/activity
 - plan the event/night/activity, making sure it is appropriate for the age/venue
 - include members of the section to assist in the evening.
- Plan and run a challenge award:
 - choose a challenge award that either has not already been achieved or has been achieved by the fewest members
 - plan the monthly/termly/yearly programme of activities needed to achieve the award.
- Plan a camp for the section (under the supervision of a leader with a Nights Away Permit).
- Help the young people in the section to explore a particular topic or develop some specific skills.
- Any other ideas, subject to agreement with the ESL (YL) and SL.

Using your training

Things to think about:

- What risks do your activities present and what controls or rules do you need to put in place? (Module A)
- Can all members of the section(s) take part? (Module F)
- How will you get everyone involved and handle different behaviour? (Module D)
- Which leadership style is most appropriate for the activity/event you're running? (Module B)
- What are you going to plan for your programme? (Module G)
- How are you going to plan a programme over a longer period? (Module H)
- Is the activity age appropriate for everyone taking part? (Module C)
- How are you going to communicate with the Group – written instructions, spoken explanation or demonstration? (Modules C and I)

Evaluation

- To be discussed with either ESL (YL), SL or YLU:
- What have I done?
- Why did I do it?
- What did I want to achieve?
- What did the section members get from it?
- What did I learn from it?
- What would I do differently next time?
- How do I feel about it now?

This marks the conclusion of the Young Leaders' Scheme.

APPENDIX A: FUNDAMENTALS OF SCOUTING

The Purpose of Scouting

Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.

The Values of Scouting

As Scouts we are guided by these values:

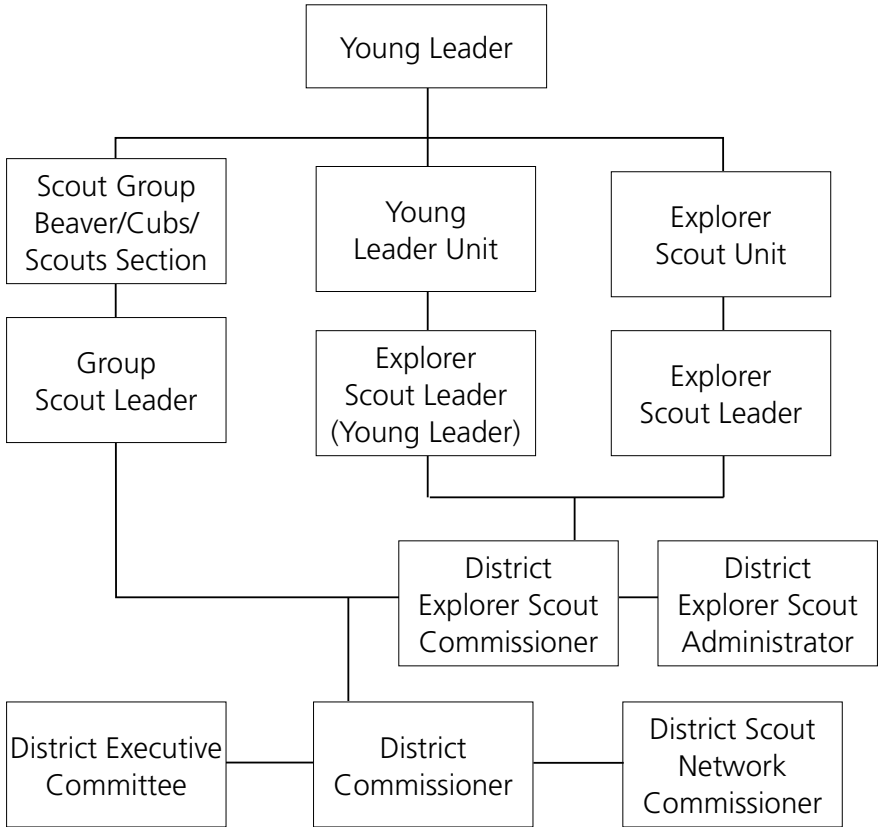
- **Integrity** - We act with integrity; we are honest, trustworthy and loyal.
- **Respect** - We have self-respect and respect for others.
- **Care** - We support others and take care of the world in which we live.
- **Belief** - We explore our faiths, beliefs and attitudes.
- **Cooperation** - We make a positive difference; we cooperate with others and make friends.

The Scout Method

Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting and:

- enjoy what they are doing and have fun
- take part in activities indoors and outdoors
- learn by doing
- share in spiritual reflection
- take responsibility and make choices
- undertake new and challenging activities
- make and live by their Promise.

APPENDIX B: LOCAL SCOUTING STRUCTURE



APPENDIX C: LEADERSHIP STYLES

Informal/Supportive

Using this style, the young people you are leading may not be aware that you are playing a leadership role. Being there to help and support is a form of leadership.

Formal/Directive

This is a style that you would most associate with leading, like the regimental sergeant major, giving firm and clear instructions.

Democratic/Team Based

This style involves leading a discussion and including everyone in the final decision.

Passive

This is the subtlest form of leadership. It involves knowing when to let go and let your youngsters take the lead. It is used when there is no risk to their safety and gives them the opportunity to make their own decisions.

Organiser

This is a planning style as much as a leadership style. You take responsibility for getting things organised in such a way that the outcome that you desire is achieved.

APPENDIX D: UNDERSTANDING BEHAVIOUR – SCENARIOS

Case study A

Kevin is a nine-year-old Cub Scout. He often gets teary during Six time, and is very reluctant to join in team games.

Discuss with the Young Leaders:

Possible reasons behind the behaviour

- problems with relationships
- bullying in section
- lack in confidence

Appropriate methods to respond to the behaviour

- support from Sixer/secondcer/buddy
- speak to young person
- check for any signs of bullying

Case study B

Louise is a seven-year-old Beaver Scout. She is very confident and keen, and finds it difficult to take turns. She always seems to go first at everything, because if she doesn't she becomes very sulky and refuses to join in.

Discuss with the Young Leaders:

Possible reasons behind the behaviour

- difficulties in working with others
- lack of rules/expectations?

Appropriate methods to respond to the behaviour

- discussion about fairness
- review of Code of Conduct
- planning for everyone to have a chance at going first

Case study C

Sanjay is a 14-year-old Scout. He has been a Beaver Scout and a Cub Scout.

He has always enjoyed Scouting, but recently he has not been keen to join in with any of the Troop activities. He says they are boring or babyish. He is often quite disruptive and is seen spilling glue or destroying things others have done.

Discuss with the Young Leaders:

Possible reasons behind the behaviour

- activities not appropriate
- lack of rules/expectations

Appropriate methods to respond to the behaviour

- youth involvement in planning activities
- review of Code of Conduct?

Case study D

Sophia is a six-year-old Beaver Scout. She doesn't seem to join in with activities, unless a Leader supports her individually. She rarely finishes what she is doing. Even if she does, it's not really what she was asked to do in the first place. She is often wandering off and getting distracted.

Discuss with the Young Leaders:

Possible reasons behind the behaviour

- lack of understanding and/or attention span

Appropriate methods to respond to the behaviour

- buddy
- changing how give instructions

Case study E

James is a 12-year-old Scout. He is often rude, to both Leaders and other Scouts, and picks on other Scouts. When asked a question, he gives a silly or rude answer. It often appears that James is trying to get a reaction from others. When he was in Cub Scouts, there were no issues with James' behaviour.

Discuss with the Young Leaders:

Possible reasons behind the behaviour

- things outside of Scouting e.g. being bullied, Lack of friends in section

Appropriate methods to respond to the behaviour

- talk to young person / parent carer to get to the bottom of the behaviour



© 2015 The Scout Association
Registered charity numbers: 306101
(England and Wales) and SC038437 (Scotland)

