



Module 9

Working with Adults

A Review of the Module



Module 9 offers practical help on how to communicate and work with other adults in Scouting.

Key Objectives

There are nine objectives for this module.

1. Communicate effectively with both adults and young people as individuals and in groups.
2. Demonstrate awareness of different aspects of verbal and non-verbal communication and respond appropriately to these.
3. List and identify the main features of non-verbal communication that are achieved by means other than speech such as gesture, posture and facial expression.
4. Identify situations where listening skills are particularly important.
5. Explain the value of listening skills when working with individuals and groups.
6. Demonstrate the techniques of effective listening skills.
7. Describe the practical application of The Scout Association's Child Protection Policy when communicating with young people.
8. Describe the communication and decision-making structures of The Scout Association and explain their role in that process.
9. Represent the views of others in formal and informal settings.

Resource and Support Material

Young People First code of good practice (yellow card)

[FS330086 E-mails and text messaging guidance for Leaders](#)

How to use this review sheet:

- This sheet is NOT an alternative to Module 9 training.
- It can be used by Training Advisers to help decide if training is required.
- It can be used as a review for those who have attended or completed Module 9 training.

February 2017



Validation Criteria

To validate this module the learner will need to:

Discuss with a Training Adviser the skills needed to work with other adults.

And complete TWO of the following:

1. Review a meeting or activity during which they worked as a team of adults and describe their effective contribution.
2. Draw the decision-making process of the Scout Association and explain it to another adult.
3. Represent others at a Group/District or Regional meeting and report back the decisions made and the reasons for them.
4. Describe how they have helped someone make their own significant personal decisions (without breaking confidentiality)
5. Demonstrate different aspects of verbal and non-verbal communication and appropriate responses.
6. Describe the techniques of effective listening.
7. Any other ideas, subject to agreement with a Training Adviser.

Communication Methods

Verbal Techniques

		Hear?			
		Yes		No	
See?	Yes	*Face-to-face	L	*Semaphore	L
		*Meeting	L	*Sign language	L
		*Skype	L	*Morse code	L
		Videotape	R		
	No	*Telephone	L	Letter	R
		*Mobile phone	L	*Email	R
		Audiotape	R	*Texting	R
		CD/DVD	R	Fax	R
			Website	R	
			*Facebook/Twitter	R	
			Printed Materials	R	

Pitch
Tone
Volume
Emotion
Degree of detail

Non-Verbal Techniques

Posture
Facial expressions
Gestures (hand and body)
Head nodding/shaking
Eye contact
Touching
Attire

L=Live R=Recorded *=Interactive

Communications in Scouting:

Communications with Gilwell/SHQ:	Local Communications and Decision-Making Structures:
<ul style="list-style-type: none"> • Publications / Resource material • Scout Information Centre (0845 300 1818) • Websites (scouts.org.uk, scouts-scotland.org.uk, scouts-northeastscotland.co.uk) • Scouting Magazine • Scouting Plus (e-version) • Scottish Scout News • Scottish AGM/Conference 	<ul style="list-style-type: none"> • District website (deesidescouts.org.uk) • Facebook (Deeside District Scouts: Deeside Scouts, Scotland) • District AGM • District leader's meetings • District executive meetings • Group AGM • Group leader's meetings • Group executive meetings • Sectional meetings

Communicating with young people: Remember that communicating with adults is very different from the techniques used when communicating with children. Also, communication techniques vary according to the age of the individual. Communicate with young people in a respectful, friendly and courteous way without showing any favouritism in terms of gender, ethnicity and disability. **Communicating with young people is about listening and respecting their views.**

If a child discloses abuse:

Be approachable and receptive
Listen carefully without interrupting
Reassure the young person they are right to tell you
Accept what is being said

Let them know that you will do everything you can to help them, and what might happen as a result

DO NOT probe for more information

DO NOT agree to keep information secret; you must explain that the information **has** to be passed on

Listening techniques

<p>Sit somewhere comfortable</p> <p>Mirror body language</p> <p>Hear the person out</p> <p>Repeat key phrases</p> <p>Ask the person what they think and how they feel about the points made</p>	<p>Encourage the person to make all their points without seeking to fix them</p> <p>Accept the person without judging them</p> <p>Help them to make their own decisions rather than make their decisions for them</p> <p>Be willing to refer them to other people or agencies if the situation is complex</p>
---	---