



# Module 14

# Supporting Young People

## A Review of the Module



adult training

The aim of Module 14 is to enable adult volunteers working with young people, to understand and meet their needs.

### Key Objectives

**By the end of the course learners should be able to:**

- 1 List typical characteristics of young people in your section.
- 2 Recognise ways in which young people develop as they move through Scouting.
- 3 Outline how young people's relationships with their peers and adults typically change during their development.

- 4 Recognise the influences of culture and society in young people's lives.
- 5 Create a supportive environment for young people, to promote physical and emotional wellbeing and facilitate development.
- 6 Demonstrate good practise in communicating with all young people in your Section.
- 7 Recognise issues that may affect young people and identify sources of support.

### Information, Guidance and Resources

Substance misuse	<a href="http://talktofrank.com">talktofrank.com</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Emotional wellbeing and mental health		<a href="http://youngminds.org.uk">youngminds.org.uk</a>
Behaviour (also see Module 15)		<a href="http://scouts.org.uk/behaviour">scouts.org.uk/behaviour</a>
Smoking	<a href="http://quit.org.uk">quit.org.uk</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Young carers	<a href="http://carers.org">carers.org</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Sexting		<a href="http://nspcc.org.uk">nspcc.org.uk</a>
Sexual orientation	<a href="http://youngstonewall.org.uk">youngstonewall.org.uk</a>	<a href="http://scouts.org.uk/diversity">scouts.org.uk/diversity</a>
Eating disorders	<a href="http://b-eat.co.uk">b-eat.co.uk</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Bereavement	<a href="http://chidbereavementuk.org">chidbereavementuk.org</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Online safety	<a href="http://thinkuknow.co.uk">thinkuknow.co.uk</a>	<a href="http://saferinternet.org.uk">saferinternet.org.uk</a>
Alcohol	<a href="http://drinkaware.co.uk">drinkaware.co.uk</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Sexual health	<a href="http://brook.org.uk">brook.org.uk</a>	<a href="http://scouts.org.uk/shis">scouts.org.uk/shis</a>
Self-harm	<a href="http://youngminds.org.uk">youngminds.org.uk</a>	<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>
Anti-bullying (booklet from Scout Shops)		<a href="http://scouts.org.uk/bullying">scouts.org.uk/bullying</a>
Gender identity	<a href="http://gendertrust.org.uk">gendertrust.org.uk</a>	<a href="http://mermaidsuk.org.uk">mermaidsuk.org.uk</a>
Divorce		<a href="http://scouts.org.uk/lifeissues">scouts.org.uk/lifeissues</a>

#### How to use this review sheet:

- This sheet is NOT an alternative to Module 14 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 14 training.

August 2018

### Contacts

[safeguarding@scouts.org.uk](mailto:safeguarding@scouts.org.uk)  
[diversity.inclusion@scouts.org.uk](mailto:diversity.inclusion@scouts.org.uk)  
 or via Scout Info. Centre 08453001818

### Validation

**To validate this module, you will need to:**

**Complete one of the following:**

1. Outline how your Section provides a supportive environment for young people.
2. Create an action plan to develop a supportive environment in your Section.
3. Show evidence of communicating appropriately with young people, as part of your role.

**And complete one of the following:**

4. Show evidence of responding effectively to issues affecting young people in your Section.
5. Plan and deliver an activity, raising awareness of some issues experienced by young people
6. Other ideas subject to agreement with your Training Adviser

## Module 14: Supporting Young People

Objectives	Key Messages
1. Characteristics	<ul style="list-style-type: none"> <li>▪ Scouting is designed to meet the changing needs, characteristics &amp; Interests of young people</li> <li>▪ Each person is different but there are common stages of development</li> <li>▪ Adults have a key role in supporting young people as they transition between the Sections</li> <li>▪ As an adult volunteer, you are an influential role model for young people</li> <li>▪ Young people's relationships with adults change as they develop</li> <li>▪ There must be some consistency in adult behaviour with young people, regardless of age</li> <li>▪ The influences of peers change as young people develop</li> <li>▪ Young people develop their understanding of, and exploring, their sexuality and relationships</li> <li>▪ We are living in a diverse and multi-cultural society. Be aware of family circumstances</li> <li>▪ Young people experience many pressures and anxieties. Your experiences may be very different</li> <li>▪ Technology, media and social media have a big influence and part in young people's lives</li> <li>▪ Technology is a powerful tool. It is important to empower young people to deal with the dangers</li> <li>▪ Take into account young people's basic human needs and rights</li> <li>▪ Take a proactive approach in creating a supportive and inclusive environment</li> <li>▪ Take action to prevent bullying. Identify and respond to any incidents effectively</li> <li>▪ Adults should lead by example and demonstrate the Values of Scouting in their relationships</li> <li>▪ Anyone working with young people has an important part to play in their mental wellbeing</li> <li>▪ It is important to be empathetic and put yourself in the young person's shoes</li> </ul>
2. Development	
3. Relationships	
4. Influences	
5. Support	
6. Communication	

### Development

Young people develop in many different ways, including:-

**Attention span:** Likely to improve with age

**Mental abilities:** (decision making skills, level of understanding, dealing with emotions)

**Moral understanding:** Beavers likely to have a simple understanding of right and wrong. Cubs are likely to have a more complex understanding and be more questioning.

**Identity:** young people will be developing a greater understanding of who they are. Gender forms an important part of this. Scouting has a role to play in accepting and valuing themselves and developing their self-esteem.

**Sexual development** starts at birth. It is natural for children to explore their bodies from an early age.

**Independence:** From Cub age onwards, young people will be developing their independence and are likely to be very independent by the time they reach Explorers. With a youth-shaped approach all young people can be motivated and engaged in Scouting.

### Adolescence and Puberty

- Puberty is the stage in life where hormones are released and the body matures sexually.
- The average age when puberty starts is 11 for girls and 12 for boys, although there is considerable variation.
- The age that girls start puberty has decreased.
- The length of puberty is very variable.
- Mood swings in puberty are a natural result of hormonal changes.
- During adolescence there are physical, psychological and behavioural changes.
- The brain of a young person in adolescence is more similar to that of a toddler than that of an adult.
- The following are part of the changes in the brain during adolescence: difficulty understanding others' perspective, mood swings, reduced capacity for empathy. Difficulties with self-discipline/control, increased tendency for risk taking.

### External Influences

- Friends and peers
- Older young people
- Parents or carers
- Adults including Leaders in Scouting
- Celebrities
- Family circumstances
- Media and technology
- School
- Clubs and societies

### Technology

- Opportunities**  
Information, learning & support  
Connecting with people
- Risks**  
Unsuitable content  
Being misled or abused  
"airbrushing of life"  
Concept of "friend has changed"  
Cyber-bullying

### Creating a Supportive Environment

- Prevent, identify and respond to bullying:** It is the responsibility of all adults in Scouting to create an atmosphere where any form of bullying is unacceptable.
- Easy access to information:** Consider having information about support (e.g. Childline) on display.
- Visual reminders:** Display the Sections Code of Conduct and anti-bullying code prominently.
- Give space:** Consider having a "quiet area".
- Adult behaviour:** lead by example. Recall the Values of Scouting and report inappropriate adult behaviour.
- Monitor language:** avoid gender or racial stereotypes