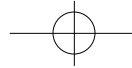




## YOUNG LEADERS' ESSENTIALS FACTSHEETS

YOUNG LEADERS' ESSENTIALS  
YOUNG LEADERS' ESSENTIALS  
YOUNG LEADERS' ESSENTIALS





## YOUNG LEADERS' SCHEME PREPARE FOR TAKE OFF!

### MODULE A

Item code FS 460000 Sep/02 Edition no 1

By choosing to become a Young Leader you have embarked on one of the most rewarding experiences available to young people in Scouting. As a Young Leader you will be able to develop and grow as an individual, while performing a valuable role within the Scouting Movement.

### PURPOSE AND METHOD OF SCOUTING

People join Scouting for different reasons. No two people will ever place the same importance on activities that they participate in during their time in Scouting. It may be that you are an exceptionally keen canoeist, or rock climber or simply love all forms of outdoor activity. Alternatively you might be excited by the prospect of making new friends across the world, or achieving one of the higher awards within the Movement.

It is important that we realise that whatever form of Scouting we enjoy the most, there are a number of fundamental values that underpin everything that we do in Scouting. These are what makes Scouting so much more than just an adventurous activity club for young people.

As Scouts, we believe that the world is a better place when people:

- are trustworthy, self-controlled and self-confident
- have self respect and respect for others
- work together to serve other people and improve society,
- show responsibility towards the natural world
- have proper respect for possessions and property
- have an active religious faith

These fundamental concepts can, when taken as a whole be summed up in three Key Principles:

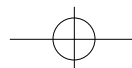
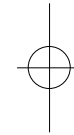
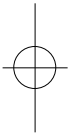
- Duty to Self
- Duty to Others
- Duty to God

### YELLOW CARD

As a Young Leader you are in position of responsibility when it comes to the welfare of Beaver Scouts, Cubs Scouts and Scouts.

Essentially, you must ensure that they are protected from harm of any kind. This could include physical, sexual or emotional abuse.

The Scout Association's guidance on good practice regarding the protection of young people is outlined on the "Young People First" code of good practice (the yellow card). As part of Module A of the Young Leader Scheme' you will be introduced to the Yellow Card and its contents. At first, it may seem as if there is a lot of information contained on the card. However, as you will soon come to realise, much of this is just good old-fashioned common sense.





## POLICY, ORGANISATION AND RULES

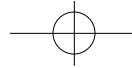
Like virtually every other large organisation The Scout Association has a list of do's and don'ts. These are designed to ensure the safety of our Members, and make your role as a Young Leader easier. They are found in a large document known as *Policy, Organisation and Rules*, which is available in electronic format (as a CD Rom), or in a more traditional booklet. As a Young Leader, much of POR will not be relevant to you. The chapters you will wish to look at particularly closely are:

- Chapter 2 Key Policies
- Chapter 3 The Scout Group
- Chapter 7 Emergency Procedures
- Chapter 9 Activities

You will have the opportunity to look at a copy of POR during Module A. Obviously you won't be able to take everything in then however, and no one will expect you to do this. What you will be able to do is speak to your section leader, and find out from them how POR affects your section.

## WHAT HAVE YOU LEARNED IN THIS MODULE?

Hopefully you now have a better understanding of why Scouting exists and of some of the rules that govern The Scout Association. No-one likes rules, but if we did not have them, people could get injured in different ways. You have learned a little about our Child Protection Policy and about our safety rules. As a Young Leader you have a responsibility to put these policies and rules into practice. Good luck!



## YOUNG LEADERS' SCHEME

### TAKING THE LEAD!

#### MODULE B

Item code FS 460001 Sep/02 Edition no 1

By choosing to become a member of the Young Leaders' Scheme, you will have the opportunity to develop your leadership skills within the Scout Association.

As a Young Leader, you need to know about how to lead young people in different circumstances. You also need to be able to recognise different styles of leadership and when it is appropriate to use these different styles. If you think about it, you already know a great deal about leadership. As a Beaver Scout, Cub Scout or Scout you will have come into regular contact with adult leaders, who also have differing styles of leadership. You will already have some ideas about what makes a good or bad leader. If you are new to Scouting, you will have experience of different styles of leadership from school.

#### STYLES OF LEADERSHIP

We all know that there are different leadership styles. Teachers, leaders in Scouting and perhaps others like sports coaches will have used different techniques to try and motivate you. There are about five different leadership styles:

#### ► Informal/Supportive

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

#### ► Formal/Directive

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

#### ► Democratic/Team Based

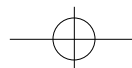
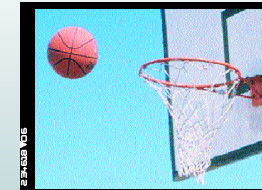
This style involves leading a discussion and including everyone in the final decision.

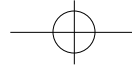
#### ► Passive

This is the most subtle 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 involved 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.





- You will also learn when and where it is appropriate to use each style of leadership. For example, while an informal/supportive role might be useful at a Beaver Scout Colony meeting, the same approach probably shouldn't be used when a casualty is waiting for someone to go and fetch help!

#### WHAT KIND OF LEADER ARE YOU?

Hmmmmm. Tough one, eh?! In reality of course, it is not always that easy to pigeonhole ourselves into just one of the categories above. We all know that we adopt different approaches when dealing with different situations, depending on the outcome that we want to achieve. Or it may be that you have no opinion on the outcome of a discussion and take a genuinely passive role. It is important to realise that we can (and often, must!) adapt our leadership styles to the challenges that we face. Your Section Leaders will be able to help you here. Watch what they do in different situations during activities and then ask them why they chose to react in that way.

#### WHAT MAKES A GOOD OR BAD LEADER?

- Think about some of your own experiences in Scouting. Picture something that you thought went particularly well. Think about the leaders involved and what it was that they did to make the experience successful. Did they change their leadership styles to suit different situations? Why? Some ideas to get you started can be seen below. These are only a taster, there are many more!

#### Good leaders:

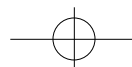
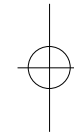
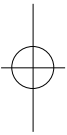
- plan
- are team players
- learn by experience and from mistakes
- help people learn
- Have a good sense of humour.

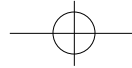
#### Bad leaders:

- impose
- don't listen to others
- try to do everything themselves.

#### WHAT HAVE YOU LEARNED IN THIS MODULE?

Leadership is not an easy skill to master. Some people are natural leaders, but most of us need time to develop our own preferred leadership style. Hopefully, you now have a better idea of which styles of leadership suit different situations. Your leadership skills will develop as you progress through the Young Leaders' Scheme. Don't worry if your own leadership style is not obvious to begin with, it will come with time and experience.





## YOUNG LEADERS' SCHEME THAT'S THE WAY TO DO IT! MODULE C

Item code FS 460002 Sep/02 Edition no 1

One of the most enjoyable aspects of being a Young Leader, is how often you will have the opportunity to teach a new skill to the young people you work with. You will probably have a good idea yourself of what makes a good teacher – you have your own to compare! So what does make a good leader? Teachers who talk at you all the time are, quite frankly, dead-ly boring. Teachers who take the time to involve you actively in the work are much more interesting. As a result, they are much more effective at getting their message across.

As a Young Leader, you will be asked to demonstrate and teach various skills to your Section's members. This could be showing Beaver Scouts how to make something from paper and paint; teaching Cub Scouts how to tie simple knots or helping Scouts to successfully pitch a Patrol tent.

This factsheet gives you some tips about how to demonstrate and teach skills to your Section's members. It will also help you ensure that they have fun and that you enjoy the experience.

### Seeing, doing or listening?

Let's imagine that you want to know how your new mobile phone works. How might someone teach you?

Perhaps they could read out the instructions from the manual that came with the phone.

- Would that work, particularly if you did not have the phone to look at while they were talking? Would you remember what to do? They could give you the instruction manual to read.
- A little better than reading the instructions out, but only a little. Again this method would not work if you did not have the phone to work with.

Maybe they could give you the phone to work but without any instructions.

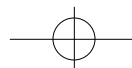
- You might eventually get the hang of things, but something's missing.

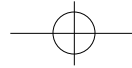
They might combine some of the above – give you the phone and the instruction book.

- We're getting there aren't we?

Best of all, they could give you the phone and personally demonstrate to you how it works. The same issues will affect how you try to instruct Beavers Scouts, Cubs Scouts and Scouts. This applies to teaching games, crafts and skills. All of the methods described above have both advantages and disadvantages.

- Talking something through gets a message across to lots of people at once, but misses out on the detail. Using a diagram, paper copy or instruction book 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 which has additional visual impact might work in a larger group, but the visual aid has to be large enough for every one to see.

From a learning perspective, demonstrating something by doing is more effective than seeing something, which in turn has more effect than listening to something.

#### **TAILORING YOUR TEACHING!**

##### **...to age groups.**

In general, younger Members respond better to activities with coloured bits and pieces. As they get older, written and printed material can be useful. Talking rarely works well for any age group, but may have a place in describing the rules of games (as long as they are simple).

##### **...to different sized groups.**

Small groups lend themselves to demonstrations and a hands-on approach to learning. Larger groups require visual aids that everyone can see (e.g. slides, OHP's, Powerpoint presentations) along with a simple and effective verbal message.

##### **...to different situations**

The approach that you would use in your meeting hall might not be the same if the activity is taking place outdoors. OHP projectors don't generally work outdoors and instructions written on paper tend to get soggy in the rain!

#### **WINNING AND KEEPING THEIR ATTENTION**

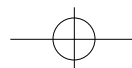
One of the most difficult things you will have to do in your Section is winning and keeping the attention of the young people. This is obviously easier to do in a small group, especially if everyone is involved in doing things. The larger the group, the more difficult it becomes. Boredom and disinterest quickly become issues. Using directed questions to group Members in a random and evenly balanced way can be useful – don't pick on any one Member all the time.

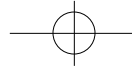
Clearly, if boredom and disinterest are becoming a problem, maybe you need to rethink the method you are using to get your message across!

In general, the younger the age of the person that you are instructing, the shorter their concentration span will be. For this reason, short, snappy activities go down better with Beaver Scouts and Cub Scouts, whereas longer more challenging activities will retain the interest of Scouts.

#### **WHAT HAVE YOU LEARNED IN THIS MODULE?**

Hopefully, you now have a better idea of how you can help teach and instruct the members of your Section in a more effective way. Try out some of the different methods when you next attend your Section's meeting. Discuss how the module has gone with your Beaver Scout, Cub Scout or Scout Leader. You never know, they might learn something!





## YOUNG LEADERS' SCHEME

### KIDS BEHAVING BADLY!

#### MODULE D

Item code FS 460003 Sep/02 Edition no 1

#### WHAT IS 'CHALLENGING BEHAVIOUR'?

Have your teachers ever told you to behave yourself and stop acting like a child? Perhaps you did not think you were behaving badly. Perhaps you thought your actions were justified. Maybe you felt aggrieved about something that was said or done to you. Maybe you thought that your actions or behaviour were an appropriate response to what happened. In your mind you had perfectly good reasons for behaving the way you did.

Clearly, your teachers did not see things from your perspective, or they would not have commented on your behaviour. Their opinion of your actions was very different to yours – possibly they felt that they were unjustified, inappropriate and childish.

In short, regardless of the rights and wrongs of the situation, what you exhibited was 'challenging behaviour'. Your actions (which you thought acceptable) were seen as rebellious, childish and wrong by others – in this case your teachers.

#### WHY IS IT IMPORTANT TO RECOGNISE CHALLENGING BEHAVIOUR AS A YOUNG LEADER?

As a Young Leader, you will undoubtedly come across 'challenging behaviour' in your Section. You

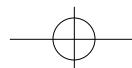
may have come across it already. Two Cub Scouts fighting over who should go first in a game; a Scout refusing to take part in an activity that she feels is boring or uninteresting; a Beaver Scout crying because one of the other Beavers hit him. These are all examples of challenging behaviour.

'Challenging behaviour' does not need to be loud or aggressive. A Scout sitting quietly in a corner, alone because he is being bullied may be an example of 'challenging behaviour'. It is a challenge for you on two counts – how do you reassure the upset Scout and help him rejoin the activity, confident in the knowledge that he will not be bullied again and how do you deal with the person (or people) doing the bullying? Indeed, how do you go about finding out who was the guilty party in the first place?

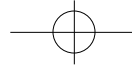
#### TRIGGERS AND CAUSES

There are many, many triggers and causes of 'challenging behaviour'. It can be very difficult to find out what these are and understand what best to do about them. Let's look at a few examples:

- Bullying in the Section is an obvious one.
- Boredom – an important one for Leaders to bear in mind.
- Too many elimination games where the first person sits around for long periods waiting for the game to finish.
- A lack of balance in the programme.
- Not enough challenge in the programme.







The above problems are the ones that you can do something about. The issues below are less easy to address.

- Problems at home e.g. parents separating or arguing;
- A family bereavement
- Problems at school
- An underlying medical problem that you don't know about.

### HOW TO START DEALING WITH THE PROBLEM

Before you attempt to tackle the problem of 'challenging behaviour', you need to identify:

- that it is happening
- what the trigger or cause of the problem is. Remember this may be obvious, but often it is not.

If the problem is to do with the way the Section is being run or some aspect of the programme – then try to help correct the problem. Discuss it with your Section leadership team and don't be afraid to offer suggestions that might help deal with the problem.

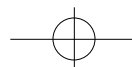
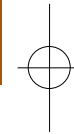
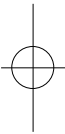
If the problem is more complex, then your role is to alert your Section Leader to the problem and let him or her deal with it. Their experience should help them identify the best way to tackle the problem.

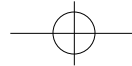
### POSSIBLE SOLUTIONS

The solution to any problem depends on what the problem is! Each of the issues on the first list above would seem to have an obvious solution:

- If the programme is boring, then change it. If there is not enough challenge in the programme, then add some.
- If you are playing too many games where people sit out for long periods, then reduce the number.

The more complex problems are much more difficult to deal with and are the responsibility of your Section Leader to address. One thing, which sometimes helps, is to establish a Code of Conduct within the Section. Get all of the members of the Section to agree on some simple rules and on what should happen if someone breaks those rules.





### HERE IS AN EXAMPLE OF A CODE OF CONDUCT:

- All Scouts will come to Troop meetings regularly.
- If someone can't come to a meeting, they should let their Patrol Leader know why before the meeting.
- Scouts will work as a team in their Patrol.
- No-one will make fun of anyone because of a disability, their religion, colour or funny habits.
- Bullying is strictly forbidden and will be dealt with severely by the Leadership Team.
- Smoking in the Scout Hall is forbidden.

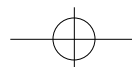
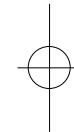
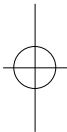
(Useful factsheets on this topic are *Promoting good behaviour in the Scout Troop* FS315066 and *Managing behaviour in the Colony or Pack* FS155054). These are available from the Scout Information Centre (Tel. 0845 300 1818) or ScoutbaseUK ([www.scoutbase.org.uk](http://www.scoutbase.org.uk)).

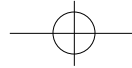
Finally, whatever the problem, it is important that you as a Young Leader don't make it worse. Never lose your temper because you are angry or frustrated with one of the Section's members. We have all made mistakes 'in the heat of the moment'. A firm hand in control with a calm attitude will defuse most difficult situations and you will earn the respect of both your Section leadership team, and your Section's members.

### WHAT HAVE YOU LEARNED IN THIS MODULE?

'Challenging behaviour' can mean different things in different circumstances. Often, the behaviour demonstrated hides some more deep rooted problem. Some of these problems are straightforward to deal with; e.g. avoid elimination games to limit the chance for boredom. Others need more experienced Leaders to resolve them. Some may be beyond the ability of any Leader to resolve. Remember that as a Leader, whatever behaviour you are faced with, never lose your temper!

At your next Section meeting, why don't you try to identify examples of 'challenging behaviour'. See whether the skills you have learned in this module have a practical use.





## YOUNG LEADERS' SCHEME GAME ON!

### MODULE E

Item code FS 460004 Sep/02 Edition no 1

All Beavers, Cubs and Scouts love to play games. Some would like to play the same game every night - especially if that game was football!

But there can be more to playing games than meets the eye. Games can be used in all sorts of different ways and to achieve all sorts of different things. Let's look at some examples:

### TYPES OF GAMES AND WHEN TO PLAY THEM

When the Colony, Pack or Troop meeting starts, many Leaders will get the programme rolling with an energetic, fast paced game. The reason for this is obvious. These sorts of games are usually great fun and it starts the process of tiring young people out that they are in a more receptive frame of mind for the quieter activity that you have planned for later in the evening.

Not everyone enjoys fast-paced competitive games however. You need to bear this in mind and cater for the tastes of all of your members.

Elimination games can also be good fun, unless you are the first to be eliminated! Sitting on the sidelines every time can be demoralising. It can also lead to boredom and boredom leads to mischief!

Team games must be balanced with individual games. Team spirit is important to develop in a Patrol or Six, but individual achievement, especially if the winner of the game does not usually win can often boost morale and improve the standing of the winner amongst his or her friends beyond belief.

Instructional games can be a very effective way of getting a learning point across. Knotting or First Aid relay races are an example of this sort of game.

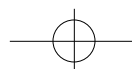
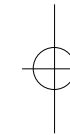
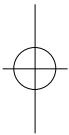
Quiet, contemplative, intellectual or thoughtful games can allow the shyer members of the Section to shine. They can also be used to wind things down at the end of a meeting.

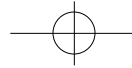
There are many more different sorts of games. Why don't you take a look in your Section games box? You will almost certainly find a selection of games books.

Have a look through the games described and see what category of game each fits into.

### BALANCE

Any Section programme should be balanced. It should cover a range of topics in different ways. The same applies to games. In order not to become boring or repetitive, you should use a balance of new games alongside old favourites. You should combine team games with individual games, competitive games with non-competitive games and quiet games with energetic games. Pick which game you play, and when best to play it, carefully.





### PREPARATION

It is important to make sure that you are well prepared to run any game. Here are some things to think about:

- Do you have the necessary equipment to run the game?
- Do you have enough Leaders to run the game?
- Is the hall safe?
- Is the equipment safe?
- Do you understand the rules?
- Explain the rules to the Members clearly and simply
- Watch your timing
- Maintain discipline during the game.

At your next Section meeting watch how each type of game is played and observe how young people react to them. See if what the module taught you is correct!



### FURTHER READING

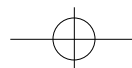
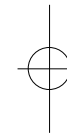
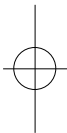
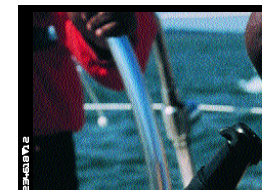
There are a number of additional factsheets issued by the The Scout Association, which you might find helpful:

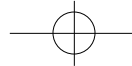
- *Games for Beaver Scouts* (FS155013)
- *Games for Cub Scouts* (FS170014)
- *Games for Scouts* (FS315015)



### WHAT HAVE YOU LEARNED IN THIS MODULE?

In this module you should have learned about the importance of games in the programme of each Section. You now know that there are different types of games and that they can be used in different circumstances and for different purposes.





## YOUNG LEADERS SCHEME SPECIAL PEOPLE

### MODULE F

Item code FS 460005 Sep/02 Edition no 1

#### WHAT IS A SPECIAL NEED?

How many people you know are left-handed? Two, three - more? Most of us know someone who writes with their left hand at least. Have you ever asked them how they manage with a pair of scissors? If not, ask them. They will probably have mastered it by now, but for left-handed people, using scissors designed for right handed people can be a problem. If you want to know how this feels try using a pair of normal scissors in your left hand – not easy is it? Fortunately you can now buy left handed scissors.

Why are we talking about scissors and being left handed? Well being left-handed might be regarded as having a Special Need as it poses some problems for those who sometimes need different equipment to make life easier.

Perhaps you thought that having a Special Need meant being in a wheelchair, having to use a walking stick or being visually impaired. Well, all of these are special needs, but so are many other things. Most of us have some sort of Special Need – it's just that we don't think of them as such.

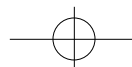
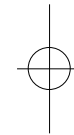
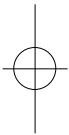
#### WHAT SPECIAL NEEDS MIGHT I FIND IN MY SECTION?

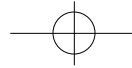
There are numerous common things, which could be thought of as being a Special Need:

- Wearing spectacles
- Having a stutter
- Being asthmatic
- Being allergic to nuts or other foodstuffs
- Wetting the bed at night
- Being overweight
- Being slightly deaf in one ear.

In addition, there are more specific medical conditions, which definitely make life more difficult:

- Having epilepsy
- Being blind
- Having spina bifida
- Having Attention Deficit Hyperactivity Disorder (ADHD)
- Suffering from cerebral palsy
- Having diabetes
- Being dyslexic
- Having cystic fibrosis
- Having a heart condition





## WHAT DOES THIS ALL MEAN FOR ME AS A YOUNG LEADER?

Well, as a Young Leader, you will almost certainly face some of these conditions in your Section or amongst the Section leadership team. You must learn to accept individuals for what they are, not for what they suffer from. No condition should pose an insoluble problem.

With a little thought and attention to detail, young people suffering from just about any medical condition or other less serious problem can be fully integrated into your Section programme. You might need to make a little extra preparation to make things work well:

- Change the rules of the game so that everyone faces the same degree of difficulty.
- Adapt an activity so that someone in a wheel chair can take part.
- Check the meeting hall for hazards for someone with poor eyesight.
- Avoid activities where things need to be written down or read if someone in the Section is dyslexic.
- Speak to the parents of the affected member so that you are well aware of all of the aspects of the problem.

Having a wide variety of young people in your Section makes life fun. No two people are alike. Having someone with an extra challenge in life can make your experience even more worthwhile. Making their involvement in your Section's

programme possible by a little thought and extra preparation gives them the satisfaction of having participated, it also gives you the satisfaction of helping to make it possible.

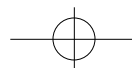
People with Special Needs deserve to be allowed to enjoy what Scouting has to offer. Everyone else will benefit from the experience of having worked beside that person.

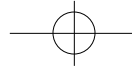
## WHAT HAVE I LEARNED IN THIS MODULE?

In this module you will have learned that most of us have some kind of Special Need. These can vary from minor things like having to wear specs to more serious medical conditions. You, as a Young Leader will have learned that those with special needs can take a full part in our programme if we take the time to make little changes to how we do things.

At your next Section meeting, think how you might change the way a game or activity is played to allow someone with a Special Need to take a full part.

At your next Section meeting watch how each type of game is played and observe how young people react to them. See if what the module taught you is correct!





## YOUNG LEADERS' SCHEME PROGRAMME PLANS

### MODULE G

Item code FS 460006 Sep/02 Edition no 1

#### WHAT IS THE BALANCED PROGRAMME?

A Balanced Programme is an exciting programme that allows young people to experience a wide range of activities through a number of Programme Zones. In this module you will learn that a Balanced Programme lies at the heart of Scouting, ensuring that young people participate in a varied series of activities, which will help them to develop and achieve their full potential.

#### SO, WHAT EXACTLY IS THE PROGRAMME?

The Programme is everything that we do in Scouting. That is, the activities that we do, and the challenges, badges and awards that we complete.

The Programme has its foundations in the values of the Scout Promise and Law and spans right across the five Sections.

There are six key rules to bear in mind when running the Programme. It should be:

- relevant and attractive
- easy to understand and operate

- progressive and accessible
- appealing to a wide range of young people
- meaningful and fulfilling
- safe and enjoyable.

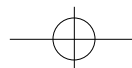
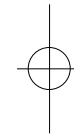
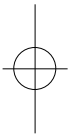
Above all though, the Programme should be fun! What activities do 6-14 year olds like? How varied can you make the activities that they do? These are both questions that you should think about. Also, remember that you are closer in age to the young people in your Section than the adult Leaders. You should be able to realise what they want from a programme fairly easily. After all, not very long ago you were in their position!

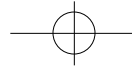
#### PROGRAMME ZONES

Programme Zones are designed to maximise a young person's development as they progress through the Movement. They are vital to planning a Balanced Programme. There are different Programme Zones for each Section, although some are common to more than one Section. The Programme Zones for Beaver Scouts, Cub Scouts and Scouts are shown in the table on this factsheet.

#### METHODS

Another part of the Balanced Programme is the use of Methods. Using different Methods to deliver an element of one of the Programme Zones helps to make meetings and activities more interesting. Some



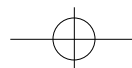
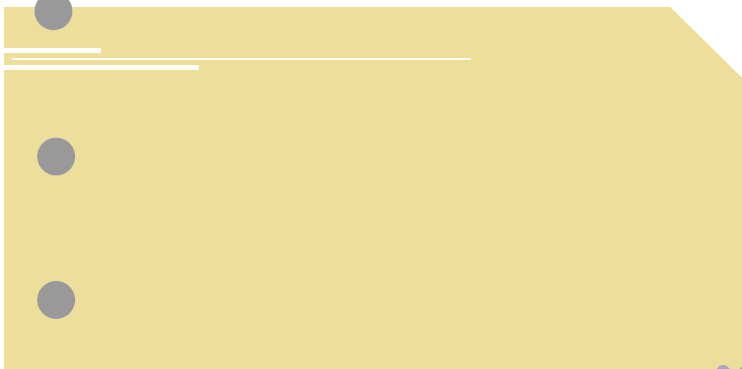
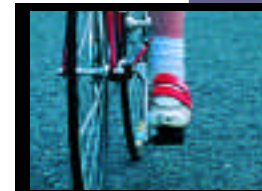
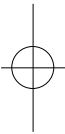


● of the Methods that you might use in your Section programme are:

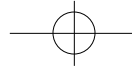
- Games
- Visits
- Activities (indoor and outdoor)
- Crafts
- Songs and stories
- Themes

● **WHAT HAVE I LEARNED IN THIS MODULE?**

When you have completed this module, you will be able to go back to your Section and play your part in ensuring the delivery of a Balanced Programme. This will make sure that the young people in your Section have the opportunity to achieve maximum personal development.







## YOUNG LEADERS' SCHEME PROGRAMME PLANS PLUS

### MODULE H

Item code FS 460007 Sep/02 Edition no 1

As you probably remember, the aim of the Balanced Programme is to maximise young people's scope for personal development.

If you have been an active Young Leader for some time now, you may have experienced running a Balanced Programme over the course of an evening for your Section. In this module, we will build on those skills and you will be introduced to tools and methods that will help you to run a Balanced Programme over a longer period. Hopefully after this, you will be able to return to your Section and take an active part in running a Balanced Programme over the course of three months.

### PLANNING A PROGRAMME

Coming up with imaginative programme ideas can be difficult. Luckily there are several different idea generating tools you can try. Why not also try brainstorming with some others? Brainstorming is a technique where you let your mind go blank and write down any ideas that come into your head – no matter how silly they may be. You can then remove the impractical suggestions and develop the others.

Get a bag of junk from your house. Include all sorts of bits and pieces e.g. toothbrush, cassettes CDs, chalk, strange hat, pen, video tape, camera, coins, telephone, yoyo, a Swiss army knife, fork, spoon,

cuff links, make up, false moustache etc. Tip them all out on the floor and try to generate six ideas from each item. Take the toothbrush for example. Here are some suggestions that came to my mind when I thought about 'tooth':

- Dental hygiene
- Visit a dentist
- Find out how false teeth are made.

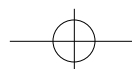
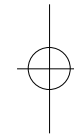
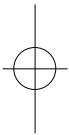
Other ideas came from thinking about 'brush':

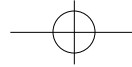
- Painting and the artist badge
- Painting and decorating
- Brushing leaves in the garden and gardening

Hopefully you get the idea. Some of the suggestions above may not be practical, but most are and could be included in your Section programme.

### ENSURING A BALANCED PROGRAMME

Once you have generated some programme ideas, you will need to use a Balanced Programme Checker to make sure that over a period of time you are covering all of the Programme Zones. Ask your Section Leader to show you the Balanced Programme checker that they use. This makes it very easy for you to see if you are giving the young people in your Section the maximum opportunity for development.





## LONGER TERM PROGRAMME PLANNING

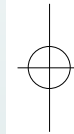
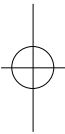
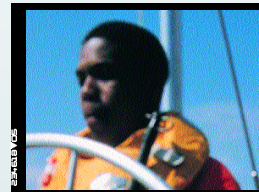
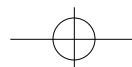
When planning a programme for longer than one evening meeting, you need to take a number of things into consideration:

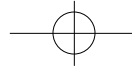
- The time of year (for outdoors activities)
- The weather (for outdoor activities)
- What events your Group, District or County/Area have planned
- What Challenges or Activity Badges your Members want to complete.

When you have considered all of these elements, you need to ensure that the programme is balanced across the three-month period and that each of the Programme Zones has been included in your long-term plan.

## WHAT HAVE YOU LEARNED IN THIS MODULE?

When you have completed this module, you should feel confident about returning to your Section. You should feel at ease helping out even more with programme ideas and putting them into practice. The two programme planning modules should help you to make a start on the first two Missions that the Scheme asks you to undertake.





## YOUNG LEADERS' SCHEME WHAT DID THEY SAY?

### MODULE 1

Item code FS 460008 Sep/02 Edition no 1

### THE IMPORTANCE OF GOOD COMMUNICATION

Successful leadership relies on good communication. But what does this mean in practice? Communication is the act of sharing of information. There are many ways to share information, some of which are better than others.

Many things in life depend on good communications. For example:

- if you catch a bus or a train, you need to know at what time and from where it leaves, and when it will arrive. How is this information communicated to you? What would happen if there were no published timetables?
- when you get to the train station, the station announcer keeps you up to date on which platform each train will depart from. Have you ever been frustrated when the announcements are so garbled that you can't understand a word that is being said?

These are simple examples which demonstrate the value of good communication. Think of some other examples in your own experience.

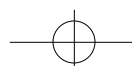
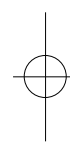
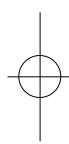
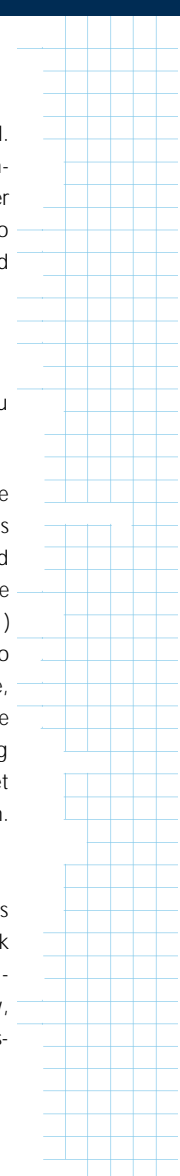
As a Young Leader, good communication is essential. How will you understand what your Section members want without good communication? Remember communication is a two way process. You need to know what the young people want and enjoy, and this means you have to listen to them.

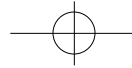
### LISTENING TO OTHER PEOPLE

Do you always feel that people listen to you? Do you always listen to what other people say to you?

Even when you think you have listened to someone you may not have taken in or understood what it is they are trying to say. Most people have played Chinese Whispers. In this game a simple message ("Peter likes fish on Tuesday, but Mary prefers beef") is passed from person to person by whispering, so that only the next person can hear it. The message, when it reaches the last person, often bears little resemblance to the original message. Try whispering the sentence above to the person next to you. Get him or her to pass it on in a similar way and so on. Ask the last person to say the message out loud.

Did the message change? Did the change of words alter the meaning? Why did this happen? Think about the different components of good communication. First the message has to be put across clearly, in a way that can be understood by the person listening, who must be listening in order to take it in.





- so good communicating is not just about learning to talk to people, it also involves learning to listen to them.

### WAYS OF COMMUNICATING

There are many ways of passing on information. For example:

- talking to people face to face
- talking on the telephone
- writing instructions or messages
- text messaging
- using e-mail or the Internet.

You may be able to think of other examples. Consider how these might be useful in different circumstances. What are the best ways of communicating with the young people in your Section? Whichever method you use will depend on the information you are trying to put across, but it is always important to give clear instructions, remembering that each individual will hear and understand things differently.

Imagine you are a Section Leader teaching a new game to the young people in a Section. Think of the things, which might affect the way they listen to you. How might you overcome these?

For example, is there background noise? Would it be easier to teach a few people at a time? Are there better ways of explaining the rules?

- Asking them to tell you when they have ideas about what they would like to do
- Asking them to discuss ideas in groups, then passing them on to you
- Encouraging them to tell you what they think of the activities they have done
- Setting up a regular meeting with some of the young people to hear their views and pass on information to them.

Consider what might best suit the young people in your Section.

### COMMUNICATING IN THE SECTIONS

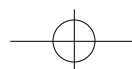
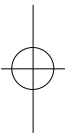
Look in your Section essentials file. your Section leader will have a copy. What are the mechanisms available for communicating with the young people in your Section?

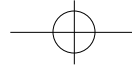
Look at:

- supporting your Beaver Scouts' contributions on page 14 of *Colony essentials*
- Pack Leadership Forum on page 49 of *Pack essentials*
- The Troop Forum on page 35 of *Troop essentials*

### MAKING YOUR VIEWS COUNT

What role will you play in ensuring good communications in your Section? You may feel you have a useful role to play in communicating the views of the young people to the Section Leaders.

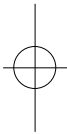




- Consider how you might improve your own listening and communication skills.

**WHAT HAVE YOU LEARNED IN THIS MODULE?**

- Communication in both directions is key to the success of any Colony, Pack or Troop. You need to make young people understand you and you need to understand them! If this happens, you are more likely to deliver the fun experience that your Members are looking for. You will be happy in the knowledge that you have done a good job.



- 
- 
- 

