**Session plan – Module A**

**Session details**

Title of session: **Module A – Prepare for take-off (essentials and expectations)**

Date: Time: Location:

Additional needs:

Numbers:

**Aim:** This module aims to give you the essential information you'll need to perform your ESYL role safely. It will provide you with the immediate skills needed to assist another section, and to understand your role. You'll also discover how the Scheme works, and find out how to access further training opportunities.

**Objectives:** By the end of this module, you'll be able to:

1. explain your role as an ESYL for the section you're supporting.
2. explain how local Scouting is organised.
3. summarise the purpose and methods of Scouting.
4. explain how the Safeguarding and Safety Policies apply to you
5. explain the importance of [Policy, Organisation and Rules (POR)](https://www.scouts.org.uk/por/) and access the information within it
6. show that you understand how [POR](https://www.scouts.org.uk/por/) affects your actions
7. explain why it’s important to run activities safely and why it's necessary to carry out risk assessments.
8. explain the awards that you'll be able to work towards as an ESYL. These include [Duke of Edinburgh's Awards](https://www.scouts.org.uk/volunteers/running-your-section/programme-guidance/the-duke-of-edinburghs-award/) and [Scouts top awards](https://www.scouts.org.uk/explorers/awards) as well as their [Young Leader Award](https://www.scouts.org.uk/explorers/awards/young-leader-award/).
9. understand how the Scheme works and how to access further training

**Outcomes:** The benefit of this module provides an amazing insight to what adult learning looks like for a young leader. It introduces a young person to skills such as; presentation, understanding, following rules and regulations and idea creation. All skills worthy of any CV.

**Activity details – Part one: Let’s get started or Warm-up**

Activity: **Dominoes Treasure Trail** Duration: 15 minutes

Resources:

* Printed out or hand written dominoes (Appendix B)

Objectives the activity links to:

* All

Description:

Begin this session by introducing the module and explaining why it’s compulsory. Take the ESYLs through the aims of the module, and what they should expect to achieve by the end of it. Make sure you cover the following points:

* ESYLs are in a unique position in scouting. They will get to develop leadership skills while still being able to experience the youth programme as an Explorer Scout. Make it clear that ESYLs are eligible to be working towards [Duke of Edinburgh's Awards](https://www.scouts.org.uk/volunteers/running-your-section/programme-guidance/the-duke-of-edinburghs-award/) and [Scouts' top awards](https://www.scouts.org.uk/explorers/awards) while being a Young Leader.
* It’s important to remember that the young people ESYLs are supporting will consider them to be in a position of leadership, just like the other leaders.
* This is why ESYLs take part in the same essential training as adult leaders. Like adult volunteers, they have a responsibility to safeguard the welfare of young people and of themselves.

**Dominoes treasure trail**

This activity provides a quick introduction to the session. It can be done with a  
group of any size and is designed to encourage ESYLs to talk to each other and work together.

1. To begin, place the hand written / printed dominoes from Appendix B around the room, jumbled up. On each card  
   is a question and an answer. The answer matches another question.
2. Start by giving the team the first domino. Ask them to read the question aloud. The team  
   need to work together to find the corresponding answer on another domino, to match up  
   with the question.
3. They should read the question on the new domino and search for the relevant answer.
4. The game ends once they have got all the way around and created a chain with the first  
   and last domino meeting.

Alternative delivery:

If running this during an online session you could use a quiz method and ask ESYLs to answer each question in the chat or as part of a discussion.

**Activity details – Part two: An introduction to the Scheme**

Activity: **Your Scouting family tree** Duration: 15 minutes

Resources:

* Plain A4 or A3 paper
* Pens / pencils (coloured pens and pencils are ok if you have them)

Objectives the activity links to:

1. explain how local Scouting is organised.

Description:

**Your Scouting family tree**

1. Explain that there are lots of people in Scouting who can help ESYLs succeed at every step  
   of their journey. Sometimes, the hardest thing is knowing where to go and who to approach.
2. Give out some pieces of A4 or A3 paper and ask the ESYLs to draw a large tree. On the branches  
   of the tree, they should draw or write down the names of all of the people who are part of  
   their ESYL family. These are the people who can help, support and influence them. They  
   should include their fellow peers, members of their Explorer Teams, their Section Teams, the group Leadership Team, the 14-24 team, and the District and County Leadership Teams as appropriate. Alternatively, you could run this activity by placing printed words of the relevant people on the wall, and asking the ESYLs to match the names and roles to the pictures. How do these roles link up?
3. Encourage the ESYLs to fill out the front page of their logbook, or to record the relevant  
   contact details somewhere safe. They should now know exactly who to turn to for support.

Activity: **Station Stops** Duration: 20 minutes

Resources:

* Paper
* Pens

Objectives the activity links to:

1. explain your role as an ESYL for the section you're supporting.

Description:

**Station one (Rank it)**

1. On strips of paper, write down some of different reasons why a young person might want  
   to complete the Scheme. Examples could include: ‘using the Scheme to complete my Duke of Edinburgh's Award and Scouts' top awards’, ‘developing new skills’, ‘giving back to my community’, ‘improving my employability’, ‘making new connections and friends’.
2. Ask the ESYLs to rank their reasons in order of what’s most important and motivating to  
   them personally. Make sure they know there are no right or wrong answers.
3. The activity demonstrates that there are lots of reasons to complete the Scheme and shows  
   how everyone’s journey is unique. Do your ESYLs have the same motivations for being  
   here? Did they know about all the positive benefits of doing the Scheme? Are they  
   surprised by any of these benefits? Asking questions will help you to kick-start a wider  
   discussion.

**Station two (What the ESYL is about?)**

1. Ask ESYLs to brainstorm responsibilities they might hold in their new role as a Young  
   Leader.
2. Prompt questions could include: What might they be in charge of? How will their new role  
   change their dynamic with the young people and adult volunteers in the section?

**Station three (Worries box)**

1. Ask ESYLs to write down any worries they may have, and to post them into the box.
2. Reassure the group that it's fine to have worries when you're embarking on a new  
   adventure and let them know that you'll be opening the box during the group feedback  
   session, talking through any concerns together. This can be a great opportunity to link to  
   other modules that may cover some of the areas they feel unsure about.

**Group Feedback**

Go over the feedback received from the ESYLs at each station. Talk through any worries or  
differences in opinion. What experiences have the ESYLs had so far in their Scouting journey? Did  
you have an ESYL when you were in a younger section? What do they remember about them?

**What did they do?**

If you're using the ESYL Logbook, point out the page that contains a breakdown of ESYL  
responsibilities. Go over anything your young people don’t understand or are unsure about.  
Conclude this activity by giving ESYLs a more in-depth explanation of the Scheme and where they  
fit within the organisational structure of Scouting.

Activity: **Scout fundamentals** Duration: 15 minutes

Resources:

* Printed out or handwritten Scout Fundamentals words and definitions.
* Post-it notes

Objectives the activity links to:

1. explain how local Scouting is organised.

Description:

**Our Fundamentals**

Stick the following words and definitions 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  
**Cooperation** - We make a positive difference; we cooperate with others and make friends

1. Discuss the words. What do they mean to the ESYLs as individuals? The ESYLs may need  
   a more in-depth explanation of the words. You could offer alternatives if needed.
2. Give the ESYLs some Post-it notes.
3. Ask them to go around the room, jotting down some activities they have tried inside and  
   outside of Scouting. Do any of these activities match with the words and their meanings?  
   For example, they might write down some examples of how they have shown respect for  
   others, or explored their faiths through their activity choices.
4. Explain how these keywords relate to the values of Scouting, using examples. Then, discuss  
   the ESYLs own experiences, and show them how taking part in a wide variety of activities  
   can help them embody the values of Scouting. Often, young people express these values in  
   their everyday lives, without even realising they are doing so.
5. Conclude by giving some other examples of methods used to fulfil the values of Scouting.

**Activity details – Part three: Safeguarding**

Activity: **Safeguarding (all activities are compulsory)** Duration: 5 mins

Resources:

* None

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you

Description:

During this session, we recommend adults are close at hand to give additional support to individuals who may need it. The subject is sensitive, and could potentially bring up strong feelings within the group.

Begin by explaining that The Scouts has a policy to safeguard the welfare of all members. This  
involves protecting them from neglect, and also from physical, sexual and emotional harm.

Cover the following points during the 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 in place to help develop a caring and supportive atmosphere, where  
  bullying in any form is unacceptable.
* All leaders must take action to deal with bullying when it occurs, and should 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.

Activity: **Understanding the ‘Young People First Code of Practice for Young Leaders (Orange Card)** Duration: 15 minutes

Resources:

* Copies of [‘Young People First Code of Practice for Young Leaders’ (Orange Card)](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/) for each ESYL (these are available free of charge from Scout Store)
* ‘Do’ and ‘Don’t’ signs

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you

Description:

Remind ESYLs of the Codes of Conduct that they may have created when they were active in other sections and of the Yellow Card Code of Practice for adult leaders, which they should be familiar with. Now they are leaders, there is a new Code of Practice set out specifically for them to follow.

Full guidance is laid out in ‘[Young People First Code of Practice for Young Leaders (Orange Card)](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/)’.

This Code of Conduct is about:

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

1. Prepare two signs, one which says ‘do and one which says ‘don’t’. Stick these on the wall, on opposite sides of the room.
2. Tell ESYLs that you'll read a statement from the [Orange Card](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/). They must decide whether it's  
   something that they should do or not do, and then go and stand at the sigh they think is correct.
3. After each answer, discuss with ESYLs any questions arising from answers being incorrect and address and misconceptions.

Ensure all ESYLs have their own [copy of the Orange card](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/) after this activity.

Activity: **Listening to young people** Duration: 10 minutes

Resources:

* Copies of [‘Young People First Code of Practice for Young Leaders’ (Orange Card)](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/) for each ESYL (these are available free of charge from Scout Store)

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you

Description:

Refer ESYLs to the section of [the Orange card](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/) which says ‘What do I do if a young person tells  
you they are being abused or they raise a concern about their safety or wellbeing’  
Explain that they should:

* stay calm and listen carefully to what the young person says, allow them to speak and don’t interrupt them
* accept what they say, don’t give your opinion
* reassure the young person they are right to tell
* let the young person know that they will treat what they have said seriously, but that they have  
  to pass the information on to an adult leader
* immediately tell an adult leader

Activity: **Being a role model** Duration: 15 minutes

Resources:

* Copies of [‘Young People First Code of Practice for Young Leaders’ (Orange Card)](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/) for each ESYL (these are available free of charge from Scout Store)

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you

Description:

1. Ask ESYLs to share an example of someone who is a role model to them. They could describe someone they know well or talk about a celebrity who has inspired them. What it's that they admire about that person? Has that person influenced them to think or behave in a certain way?
2. Once they have shared their role models among their group, they should summarise some of the key attributes they have in common, highlighting any particular skills or behaviours that crop up frequently.
3. Remind ESYLs that they are now role models to the younger members in the section they are volunteering with. They need to set an example other young people will want to follow. Even though they are still young people themselves, they will need to act appropriately and maturely.
4. Develop this discussion by asking ESYLs to think of people they don’t consider to be good role models. Why is this? Which qualities are unappealing or uninspiring to them? This exercise can provide a useful contrast, highlighting the key differences between negative and positive attributes.
5. Try to pull out key points from ‘[Young People First Code of Practice (Orange Card)’](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/). Talk about respect, equality, behaviour and attitudes. Link this to their understanding of being a role model to others. Why do these things matter?

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

* ESYLs should keep their own copy of the ‘[Young People First Code of Practice (Orange Card)](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-orange-card/)’ with them at all times.
* In their role, an ESYL might notice changes in a young person’s behaviour, whether that involves someone becoming more aggressive, withdrawing, or displaying other personality changes. This may be a cause for concern, but it doesn’t necessarily mean that the young person is being abused. There may be other reasons underpinning the behaviour, such as an invisible illness, or changes to a young person’s family dynamic. If ESYLs are ever concerned about a young person, they must tell an adult leader.
* As leaders, it's our duty to think about young people’s welfare. This is why it's so important for us to get to know our young people and their personalities. This awareness will be much easier for ESYLs to gain, because the younger sections are more likely to relate to them, and may be more likely to disclose information to someone who is closer in age.
* If an ESYL has concerns about young people or adults, it’s important that you report it to the leaders you're working with, rather than trying to decide what’s happening yourself.
* If they are concerned about a young person, ESYLs must act immediately. They should never keep things to themselves or rely on someone else to take action.
* If they have concern about an adult they are working with, they may report this to their ESLYL or to another adult outside the group. Reassure them that they will not be in trouble for doing so, but that they have an important role in helping to keep young people safe, and they should feel confident in challenging and reporting behaviours that are not appropriate.
* ESYLs can play an important role in encouraging everyone to talk freely about behaviour or attitudes they do not like or find uncomfortable. ESYLs may be more aware of issues than some adult leaders. With this awareness, they can position themselves so nobody is out of sight. They can 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 ESYLs notice. Remember to highlight that adult volunteers abide by similar rules, following the guidance set out in [Young People First (Yellow Card)](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-yellow-card/).

Activity: **Keeping themselves safe** Duration: 15 minutes

Resources:

* Pens
* Paper

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you

Description:

1. Explain that ESYLs have a right to be kept safe. Even though they have leadership responsibilities, they are still young people themselves.
2. Ask ESYLs to create a spider diagram featuring some of the ways they might look after their own welfare. This could include things like not being left on their own with the whole section, having their own sleeping accommodation on nights away, and deciding sensibly whether they befriend younger members on social media.

Activity: **Safeguarding scenarios** Duration: 30 minutes

Resources:

* Appendix C – safeguarding scenarios (printed out or hand written)

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you

Comments/ Description:

This part of the session gives ESYLs the chance to apply what they’ve learned to certain situations.

1. Explain that part of keeping young people safe is being able to spot if something is wrong or concerning.
2. Split the group into small teams. Give each team a scenario from the Safeguarding Scenarios in Appendix C. Give them time to consider the question ‘what would you do?’ for their scenario. Signpost that ESYLs will also learn how to support positive behaviour in Module D, which will further help them to determine whether a young person’s behaviour is usual or a cause for concern.
3. Once they’ve discussed their scenario, ask each group for feedback and facilitate discussion with the whole group about each scenario using the points for discussion from Safeguarding Scenarios for guidance. Remind them to use their experience as young people to think about times they might have been in similar situations. This will help them to see life through the eyes of a younger member and highlight the fact that ESYLs may well spot concerns before adults do.

**Activity details – Part four: Safety**

Activity: **Assessing risk** Duration: 25 minutes

Resources:

* Post-it notes
* Pens

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you
2. explain why it’s important to run activities safely and why it's necessary to carry out risk assessments.

Comments/ Description:

Explain that a sense of adventure lies at the heart of Scouts and doing things safely is fundamental to everything we do. The Safety Policy says that it’s everyone’s responsibility to make sure that they do things safely, giving people clear instructions and information in relation to supervising young people, running activities and managing buildings.

It’s equally important to all of the other policies within Scouts and applies to everyone in Scouting. There are [Safety Checklists](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/staying-safe-safety-checklist/) (small white cards) which help to identify hazards and take leaders through a simple risk assessment process.

1. Split ESYLs into two groups and ask them to imagine that they are running an activity. For example, one group could pretend that they are building bird boxes with Beaver Scouts, and another could pretend they are running an obstacle course with Scouts. Give each group a stack of Post-it notes. Ask them to walk around your meeting place looking for anything that could be a potential hazard. Explain that a hazard is anything that could cause harm. Every time they spot something, they should label it. Remind ESYLs to consider whether the activity they are running is suited to both the young people taking part, and to the area they are working within.
2. Ask ESYLs to think about the different levels of risk associated with the various hazards. Which hazards could they deal with themselves? Explain that risk is the chance of someone being harmed by the hazard. Which permanent, long-term hazards do they need to be aware of, regardless of the space or context? You could discuss everyday hazards such as the road traffic outside, or the steps to the kitchen facilities, for example. Ask ESYLs to go back to their Post-it notes and mark with an X those which they think could cause the most harm.
3. The next step is working out how to control the risk: this is how we reduce it and make activities safer. For at least 4 of their Post-it notes ESYLs should discuss and agree ways to reduce the risk. Before they start, give ESYLs some examples of how we reduce risk and some questions they can ask themselves to help:

Can the hazard be removed entirely?

* Is there a less risky option?
* What can be done to reduce the risk of people being in contact with the hazard?
* What instructions and supervision are needed?
* Is protective or safety equipment available to reduce risk?

1. Ask each group for feedback about how they would reduce the risk for their hazards. Explain that they have just carried out a basic risk assessment. Explain that this is what adult leaders do for every activity to identify and reduce risks, and that they must also communicate this to all involved, including young leaders and young people and they must review risk assessments regularly. Highlight to ESYLs that they should make sure they always understand what measures have been put in place to keep an activity safe. Remind them that they have a key part to play and that they should never be afraid to stop or change an activity if they feel it's not safe, or to tell an adult leader. If they have concern about an adult they are working with, they may report this to their ESLYL or to another adult outside the group.

Activity: **Dodgeball** Duration: 25 minutes

Resources:

* Soft ball

Objectives the activity links to:

1. explain how the Safeguarding and Safety Policies apply to you
2. explain why it’s important to run activities safely and why it's necessary to carry out risk assessments.

Comments/ Description:

1. Ask ESYLs to set up a game of dodgeball. Before they start, ask them to carry out a risk assessment. Remind them they need to:

* Firstly identify the hazards
* Then decide who might be harmed and how. Remind them to consider the individual needs of the young people in the group. Who is playing? What is being played?
* They should then agree how they can control the risks. Do they need to introduce some additional rules?

1. Once they have agreed how they will play the game to keep it as safe as possible, they should play the game.
2. After playing dodgeball, ask them to review their first risk assessment. Did they miss anything? What would they do differently next time? Who will be responsible for carrying out or managing any controls they put in place, and what is the most effective way to communicate this? Does everyone understand their role? Explain that this process is one which adult leaders go through every time they do an activity. Remind them of their importance in ensuring that activities are as safe as possible.

Activity: **Introduction to POR** Duration: 20 minutes

Resources:

* None (unless needed for their game of choice)

Objectives the activity links to:

1. explain the importance of [Policy, Organisation and Rules (POR)](https://www.scouts.org.uk/por/) and access the information within it
2. show that you understand how [POR](https://www.scouts.org.uk/por/) affects your actions

Comments/ Description:

1. Start by playing a game of your choice. This can be any game, as long as it has a number of set rules, and involves splitting players into two teams.
2. Relax the rules for one team, so that it has a major advantage over the other. If you’re playing a game of football, you could widen the goal posts, give one team more players than the other, or insist that one team has to play the whole game on one leg, for example.
3. See how long it takes before people start to complain that the game is unfair. When this happens, stop the game, and ask the ESYLs to write down their ideas about what life would be like if there were no consistent rules. Why might we set rules in society?
4. Discuss some of the different rules ESYLs come across in their everyday lives. For example, you could discuss the rules of the law, rules at school and work, or rules of any sports they play. Then, lead a group discussion about how Scouting is no less exempt from rules. Explain that the organisation has its own rulebook called POR, giving an overview of what it's, why we have it and where to find it.

**Activity details – Conclusion of Module A and next steps**

Activity: **Conclusion of Module A and next steps** Duration: 10 mins

Resources:

* None

Objectives the activity links to:

1. explain the awards that you'll be able to work towards as an ESYL. These include [Duke of Edinburgh's Awards](https://www.scouts.org.uk/volunteers/running-your-section/programme-guidance/the-duke-of-edinburghs-award/) and [Scouts top awards](https://www.scouts.org.uk/explorers/awards) as well as their [Young Leader Award](https://www.scouts.org.uk/explorers/awards/young-leader-award/).
2. understand how the Scheme works and how to access further training

Comments/ Description:

End your final 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 an ESYL?’. Discuss what the next steps of the Scheme are, and explain that as well as carrying out a risk assessment, it's important to check for any policies or rules that also need to be followed. These can be found online.

Take this opportunity to give a general overview of the modules and how they will be delivered. For example, would your young people prefer for shorter module sessions be run once a month, or during one long weekend?

You could also:

* talk about how the ESYL Logbook can be used to track progress throughout the Scheme
* explain it's possible to do further training in this area, signposting where further information can  
  be found
* present each ESYL with their Module A badge and woggle, once each component is completed
* Remind attendees that volunteering done as an ESYL counts towards other awards in Scouting including the [Duke of Edinburgh’s awards](https://www.scouts.org.uk/volunteers/running-your-section/programme-guidance/the-duke-of-edinburghs-award/) and [Scouts top awards](https://www.scouts.org.uk/explorers/awards).

Appendix B – Domino hunt

True or false: you should not be involved with planning the section’s programme

In which module will you cover First Aid?

How long do you have to complete Module A?

True or false: you are part of the section’s leadership team

Communication

6-8 years old

True

False

Module K

How old are Beaver Scouts?

True

Whilst undertaking the Scheme, you will develop lots of skills, such as leadership, organisation, time management and…

Integrity and respect

True or false: There’s a promise for young people who are not Christian

Four

Three of the Scout values are belief, care and cooperation. What are the other two?

True

How many missions are featured in the Scheme?

Three months

True or false: the Scheme can count towards your Top Awards

Appendix C – Safeguarding scenarios

1. A Beaver Scout has had an accident and hasn’t made it to the toilet in time. They ask you for help getting changed. What would you do?
2. You arrive at your section's meeting and the heating is broken. Your section leader asks you to run the session alone whilst they go with the engineer to have a look at what has happened. What would you do?
3. A Beaver Scout has started being aggressive towards others. What would you do?
4. A Scout is showing up late all the time. What would you do?
5. A Scout is showing an unwillingness to play games. What would you do?
6. A Cub Scout is behaving older than their age. What would you do?
7. A Squirrel Scout is being very clingy with you. What would you do?
8. A couple of Cubs are messing around, and an assistant section leader tries to make them do press-ups as a punishment for not listening. What would you do?
9. A Scout finds you on social media and comments on your posts. What would you do?
10. **A Beaver Scout has had an accident and hasn’t made it to the toilet in time. They ask you for help getting changed. What would you do?**

* Make sure the Beaver Scout is okay and knows that accidents happen.
* Tell the section leader, who will explain that you're going to talk them through what they need to do through the door.
* They will ensure another leader is close by so they can see or hear what is happening.
* If they do need to help the Beaver Scout, they will make sure another leader is present and will minimise the amount of time helping them get dressed.

1. **You arrive at your section's meeting and the heating is broken. Your section leader asks you to run the session alone whilst they go with the engineer to have a look at what has happened. What would you do?**

* You should never be left alone with the section. The Section Leader should always be there.
* Explain to the Section Leader that you're not allowed to be left alone

1. **A Beaver Scout has started being aggressive towards others. What would you do?**

* Young people don’t just suddenly become aggressive or depressed. Something must have happened to bring up these feelings.
* Having the young people draw up a code of conduct is a good way to set expectations and boundaries about behaviour, 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 feel right.
* Leaders can talk to parents to find out if something has happened outside of Scouts.

1. **A Scout is showing up late all the time. What would you do?**

* Between the ages of 10 and 14, Scouts are starting to hit puberty. It can affect their behaviour and timekeeping. Ask yourself: what were you like when you were that age?
* It might just be that the Scout in question is very busy. We all know people who are late to everything
* It could also be a cause for concern. For example, maybe they don’t have anyone to take them to Scouts any more, maybe Scouts is clashing with another activity, or perhaps they are being bullied and have changed their routine to avoid someone.
* It might help if you ask the Scout if there is a reason for being late.

1. **A Scout is showing an unwillingness to play games. What would you do?**

* Young people start to change physically and emotionally as they get closer to puberty. This means that they may not want to take part in activities. This could be because the activities are not varied, interesting or challenging enough for them.
* It’s important that there is variety in the weekly programme so everyone a chance to do the things they like.
* As an ESYL 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 some ideas. What would they like to do instead? -Scouts should be involved in programme planning and in setting their codes of conduct
* 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 they don’t want to join in.
* If you think they are being bullied, you must report it to your leader.

1. **A Cub Scout is behaving older than their age. What would you do?**

* Cubs are at an age where they are exploring their identities and starting to push the boundaries. Sometimes this involves them presenting in a way that seems more ‘grown up’, as they may want to be more 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 can cause a young person to take on a great deal of responsibility, and may impact their behaviour. You should any concerns to your leader. They can help you 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.

1. **A Squirrel Scout is being very clingy with you. What would you do?**

* Young people, especially Squirrels, can sometimes be very touchy and want to be close to adults.
* This may be because they are in a new environment and feel 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's normal.
* It’s important as ESYLs to help the young people you're 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 that the young person in question always has 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.

1. **A couple of Cubs are messing around, and an assistant section leader tries to make them do press-ups as a punishment for not listening. What would you do?**

* Speak to the section leader of the section. It isn’t appropriate to ask young people to do press-ups as a punishment.
* Asking young people to do a punishment of any kind is not acceptable.
* If you do not feel comfortable talking to the section leader, speak to your Explorer Scout Leader

1. **A Scout finds you on social media and comments on your posts. What would you do?**

* Make sure your social media channels are as private as possible to prevent the situation from happening.
* Speak to the section leader and make them aware. Doing so ensures that you're being open and transparent.
* Do not encourage the behaviour by replying online.
* Ensure that you and the section leader set boundaries, and make it clear to the whole section what is and is not acceptable.
* All online communication between adults and young people follows strict guidelines, that way we don’t place anyone at risk of harm. There must be no individual online communication between an adult and a young person. All online communication should be within a group, age appropriate and with more than one adult involved.