

Scenarios - longform

- A youth member is appointed as the adviser to an event organising team, comprised of adults. Whilst it was convenient, the engagement was high, but there would often be months between conversations between the adults and the youth member.
 - How would you support the youth member to instigate the engagement, given the adults are not doing it?
 - What do you think the youth member needs to do to build the confidence of the adults?
 - How would you work with the adults to support them to increase their engagement with the youth member?

- A youth member is appointed as an equivalent to an adult in a managerial context. When the adult is not around, the youth member is deemed to be 'in charge', yet the adults in a team they need to collaborate closely with show no respect to the youth member.
 - What would you do to ensure this doesn't continue as a pattern of behaviour?
 - How do you support the other team to understand their behaviour is disrespectful and the need to respect the youth member?
 - How do you mentor the youth member to gain the respect of the other team?

- A youth member is appointed to a team where they are in a position of team or line management. As part of their role, they are working with adults who should be reporting to them. It appears the team is not working cohesively and there is a communication breakdown, with the youth member not receiving communication from their reports. They are increasingly becoming disengaged and disillusioned.
 - What strategies would you use to re-engage the youth member?
 - How would you mentor the adults to engage in constructive and collaborative communication?
 - What roles do other team members have to play in changing the partnership and team dynamic?

- A youth member is selected to join a mixed team to lead a major confidential organisational project. They are working with primarily adults and significant members of the community. They are given tasks that they are responsible for, just like all other members of the team. They are encouraged to ask questions and seek support from their team members, and their team members of them.
 - How would you mentor the adults to engage in constructive and collaborative communication?
 - What support would you provide the youth member to ensure they can continue to be an equal member of the team?
 - As the youth member, what would you expect of the adults who were in the team and supporting you?

- Youth members have been selected to fill leadership roles at an event. At the event, the youth are brought together for discussions. The youth are asking questions and raising issues on behalf of their peers. After each meeting, they return to their teams complaining that they haven't been listened to and the questions are unanswered.
 - What support would you provide the youth member to ensure their concerns are heard and considered?
 - As the youth member, what would you expect of the adults who were supporting you?
 - How would you support the facilitators of the discussions to ensure the youth feel supported and heard?

- A group of youth members have taken on the challenge of organising the program in a few weeks. Between each other, they have divided up tasks, and when they see each other at school and other activities continue to plan. The adult leaders are unaware of the plan, so think nothing has been organised. Some of the parents are also unaware of what their children have been planning, and indicate to the leaders that potentially nothing has been done. On the night, one of the adult leaders takes control, based on the information from the parents. Following the night, a parent raises concerns with a different leader that their children had been upset because they didn't get to run what they had planned.
 - What support would you provide the youth member to ensure their concerns are heard and considered?
 - As the youth member, what would you expect of the adults who were supporting you?
 - How would you support the leaders to ensure the youth feel supported and heard?
 - What learnings can you take from this scenario to reflect on your practices?
 - When, due to a lack of information, might you have unintentionally overruled what has been planned?

- Your Unit Council has been thriving for the last few years, with a strong cohort of youth taking on leadership roles and ensuring the Unit flourished. Following a change in Group dynamics, the steady stream of youth from the previous section had a pause, with the flow on effect now leaving you with a younger leadership cohort to work with, many who have recently joined the section having had leadership roles in the previous section.
 - How will you work with the youth members to ensure the strength of Unit Council can be maintained?
 - How would you support the leaders to ensure the youth feel supported and heard?
 - What support would you provide the youth members to ensure they can continue to grow and thrive?
 - As a youth member, what would you expect of the adults who were supporting you?

- You are a recently appointed Program Support Leader, taking on a role supporting youth and adults in your local area. Having been in the area for a while, you have a fair idea of the strengths and needs of the cohort.
 - What support would you provide the youth members to ensure they can continue to grow and thrive?
 - As a youth member, what would you expect of the adults who were supporting you?
 - How would you support the leaders to embrace the strengths and needs of the youth to ensure they feel supported and heard?

- The Patrol Leaders have decided they want to plan a Unit night. This is the first time this cohort of Patrol Leaders have attempted such an exercise.
 - As their adult leaders, how would you support the Patrol Leaders in their planning?
 - As their adult leaders, how would you support the Patrol Leaders in executing their plan?
 - As their adult leaders, how would you support the Patrol Leaders in reviewing their Unit night?
 - How do you ascertain the level of support required to balance enabling the Patrol Leaders to learn from their experiences and ensuring an excellent program is in place?

- Your Unit Leader has been with your section for a number of years. Whilst they were a Patrol Leader they exhibited excellent leadership skills, and the Unit Council decided they should be a Unit Leader. Now, as the Unit Leader, they seem a bit lost and disengaged. You wonder if this is because they are ready for the next section, even though they aren't yet of the age in which they can progress. It is starting to have a detrimental effect on your Unit, and a number of other youth members, including some of the Patrol Leaders have raised concerns.
 - As the adult leader, how would you support the youth members who have raised concerns?
 - As the adult leader, how would you support the Unit Leader in articulating their position and short-term goals?
 - If you were the Unit Leader, what support, discussions and opportunities are you looking for to re-engage you with your Unit and the Scouting program?

- There is a sudden change of schedule, and the organisation for the next big event has not been started. An adult is quickly appointed as the Leader in Charge, and they start recruiting their team. As a member of the previous event team, the theme is quickly decided upon, with no engagement, “to speed up the planning process”. Gaining input and involvement from youth members is not seen as a priority, and ideas from the previous event are used with a validation that “the youth wanted it last time”.
 - How would you support the planning team to gain quick and meaningful feedback from youth members to ensure continued relevance?
 - As adult leaders, how would you support young people to be involved in the planning of the event?
 - What opportunities can you identify to ensure meaningful engagement of young people?
 - Where do you see this type of behaviour fitting with Hart’s Ladder of Youth Involvement?

- Following a local activity involving multiple Scout Groups, young people in your Unit express interest in being involved in organising the next activity.
 - As their adult leaders, how would you mentor and support them to have an active role in the planning and organisation?
 - What would you do?
 - What would you say?
 - As their adult leaders, how would you support the adults in charge to facilitate engagement with the interested young people?
 - How would you support these young people to encourage other young people to become involved in organising multi-Group activities?
 - What pathways or opportunities do you need to investigate further to enable these young people to continue to grow and develop, whilst following their areas of interest?