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## Young Leader Belt Pack

This pack contains a series of activities that work towards aspects and missions of the Young Leader Belt. Each activity contains: a list of resources needed, an estimated time, other badges that the activity links to, and step-by-step instructions.

This pack was put together by the Avon County Youth Team on behalf of the Avon County Woodhouse Park subcommittee.

B = Beavers, C = Cubs, S = Scouts, E = Explorers. This is just a guidance.

## Social Distancing Disclaimer

Any activity undertaken face-to-face needs to comply with current social distancing guidelines and the current advice and readiness level from Scouts UK. Any face-to-face activities must have an associated risk assessment and be undertaken in compliance with Covid-19 regulations.

If you'd like to provide any feedback on this activity, please email the Avon County Youth Team at [avoncountyyouthteam@gmail.com](mailto:avoncountyyouthteam@gmail.com).

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### 1.0 Mission 1: Game

#### 1.1 Escape the Jail (B, C, S)

Estimated Time: 15 Minutes

This Counts towards:



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- The Beavers my Outdoors Challenge Award
- The Cubs Our Outdoors Challenge Award
- The Scouts Outdoor Challenge Award

### Play Jail Escape

1. The person leading the game should explain the boundaries of play and any signals (for example, that if they blow the whistle two times everyone should come out from their hiding places and meet back at the starting point).
2. The person leading the game should mark out a jail. They should mark out cells inside the jail to make it easy for the hiders to stay two metres apart while in jail. They should mark a boundary around the edge of the jail, which people can run to while staying distanced from anyone inside the jail. (This is to make it simple for people to stay distanced while playing – you may have to adapt this based on your playing space. If there's not enough room for a jail like this, you could have a symbolic jail for the hiders to aim for and ask anyone in jail to wait elsewhere).
3. Everyone should split into two even teams. One team are the hiders, the other are the jailors.
4. Each jailor should get a torch and make sure it's working.
5. The jailors should close their eyes and count to 60. Meanwhile, the hiders should find a hiding place within the boundaries.
6. Once the jailors have finished counting, they should set out to try to find the hiders. When a jailor thinks they're about two metres away from a hider, they should turn on their torch and point the beam at the hider.
7. If the hider thinks they're going to be caught, they should run to another hiding place. The jailor should try to catch them with the beam of their torch, making sure they stay two metres apart.
8. If a jailor catches a hider with their torch beam, the hider should go to jail.
9. The hiders should try to free the people in jail by having at least one foot inside the jail boundary and saying, 'escape the jail'. If they succeed without being caught, everyone inside the jail is free to hide again.
10. The game ends when all of the hiders have been caught and are in jail – or when time's up.
11. If there's time, everyone should switch sides so the jailors have a turn at hiding and the hiders become the jailors.

### 1.2 Zip, Zap, Boing! (B, C, S, E)

Estimated Time: 5 Minutes

This Counts towards:

- The Teamwork Challenge Award – Beavers, Cubs and Scouts

#### You will need

- Pens or Pencils

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- Scrap Paper

### Run the Game

1. Everyone should stand in a distanced circle. There should be a two metre space between each person, so that everyone has room to do a star-jump where they stand. Have everyone reach out to the side with their arms and legs to check that they've got enough space. For large groups, consider making two or three circles, each with eight to 12 players.
2. Explain that in this game, play should be passed around or across the circle. There are three ways to pass play to the next person. One of these is 'zip.' Demonstrate 'zip' by clasp the hands with thumbs raised and index fingers pointing to the next person in the circle. Demonstrate the 'zip' sound effect. Have everyone practice by using 'zip' to pass play around the circle. 'Zip' only passes play along to the next person in the circle. The person who starts the 'zips' may pass 'zip' to their left or right. Henceforth, 'zips' move only in that direction. Each player should clearly say 'zip' and do the correct action, pointing to the next person.
3. The next way to pass play along is 'zap.' Demonstrate 'zap' by clasp the hands with thumbs raised and index fingers pointing, in the same way as 'zip.' However, 'zap' passes play to anyone else in the circle, and not the next person in line. Demonstrate the 'zap' sound effect. Have everyone practice by using 'zip' and 'zap' to pass play around the circle. 'Zap' passes play to anyone in the circle who isn't the next person in line (ie the next person who would be 'zipped'). The person who's 'zapped' may pass play to their left or right with 'zip,' or indeed 'zap' someone else. Each player should clearly say 'zap' and do the correct action, pointing to the person across the circle that they're passing play onto.
4. The final way to pass play along is 'boing.' Demonstrate 'boing' by doing a star-jump and doing the 'boing' sound effect. Explain that 'boing' passes a 'zip' or a 'zap' back the way it's just come. Do a practice round with 'zip,' 'zap' and 'boing' so that everyone's clear on the rules.
5. Run the game. When someone makes a mistake, they should sit down or step out of the circle. Everyone should watch and listen carefully as they try to catch other players out. Keep playing until there are just two people remaining.

### 1.3 Knot a Race (B, C, S)

Estimated Time: 30 Minutes

This Counts Towards:

- Beavers my Outdoors Challenge Award
- Cubs Pioneer Activity Badge
- Scouts Pioneer Activity Badge

#### You will need

- Masking tape
- Rope



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- Cones

## Before you begin

- Mark out a start and a finish line
- Use markers to create points in between, The number of markers determines how long the game lasts for.
- Make a list of knots and hitches to try out, depending on the level of the group.

## Get ready to tie knots

1. Give everyone a length of rope.
2. Everyone should line up at the start line with their rope, making sure they stay a safe distance from each other.
3. The person leading the game should call out the name of a knot or a hitch, and each player should try to tie it.
4. The person leading the game check each player's knot or hitch. Anyone who ties it correctly can step forward to the next marker.
5. Repeat until someone crosses the finish line.

## 1.4 Gridlocked People (S, E)

Estimated Time: 20 Minutes

This Counts Toward:

- Scouts Teamwork Challenge Award

## Before you begin

- This game works for eight players. If you have more people, they'll have to take it in turns to swap in and add their opinions from the side-lines.

## Play the game

1. The person leading the game should lay out nine hula hoops in a three-by-three grid on the ground. Make sure each hoop is at least two metres away from the next.
2. Eight people should move onto the grid and stand in a hoop. There should be one empty spot left in the grid – to start off with, make sure this space is in a corner.
  - Think about how everyone can get on to the grid while staying socially distanced. People may need to take it in turns to walk on, for example.
3. The person leading the game should choose a player standing in a corner and explain that the first challenge is to move them into the empty space while following the rules: only one person can move at a time and people can only move if they're next to (not diagonally across from) the empty space.

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4. Everyone should work together to move one by one until the chosen player is in the right corner.
5. The person leading the activity should set a new challenge, for example, moving an entire row of people from one side to the other (keeping them in the right order), rearranging everyone in order of height or age, or numbering people and asking them to get in order.

### 1.5 Mime time (B, C, S)

Estimated Time: 10 Minutes

This Counts Towards:

- Beavers Teamwork Challenge Award
- Cubs Teamwork Challenge Award

#### **Play the game**

1. Everyone should split into teams of about four to six players.
  - Adjust the sizes as you need to, depending on your group.
2. Each team should line up one behind the other, facing the same direction. Remember to leave 2m of space between each person.
3. The person leading the game should ask the last person in each team to turn around to face them and take a few steps away from their team.
4. The person leading the game should give each person a simple message, for example, 'I love apples', 'we're going rock climbing', or 'we need to tidy up'.
  - You don't need to give all the teams the same message. You could make the messages relate to an activity or theme you'll be doing.
5. The players should return to their place in the line.
6. The player with the message should call the name of the person in front of them. The person in front of them should turn around, and the player with the message should mime their message using actions and facial expressions - they can't say any words or use any noises.
7. When the player in front of them thinks they've got it, they should turn around to call the name of the person in front of them and repeat step six.
8. The message should travel all the way up the line, one person at a time.
9. Once they've seen the mime, the person at the front of the line should tell everyone what they think the message might be.
10. The person at the back of the line should tell the person at the front of the line if they're right. Did the message change much?



## 2.0 Mission 2: Activity

### 2.1 Moonlit Morse (B, C)

Estimated Time: 45 Minutes

This counts towards:

- The Beaver Communicator Activity Badge
- The Cubs Communicator Badge

#### You will need

- Torches – due to COVID-19 Beavers should bring their own torches. If you do supply or share torches make sure they are cleaned before and after use.

#### Before you begin

- Look through the 'Torchlight Morse Code Sheet (page 9) so you understand the idea and can answer any questions your group may have.
- Make sure you have a suitable outdoor space set out, mark boundaries if you need too.

#### Part 1: Learn Morse Code

1. The person leading the activity should separate everyone into small, socially distanced groups.
2. Everyone should get a copy of the 'Torchlight Morse code' sheet and look at the code. If it's already really dark, they should use their torches to help them.
3. The person leading the activity should explain that a dot is one unit long and a dash is three units long. The space between parts of the same letter is one unit, the space between letters is three units, and the space between words is seven units.
4. The adult in each group should show everyone how to use their torch to represent the dashes and dots. They should spell out a simple word (such as their name) as an example. (If it's tricky to turn the torch on and off quickly, you can just cover the lamp using your hand or a piece of card).
5. Everyone should practise using their torch to send their name, using the 'Torchlight Morse code' sheet to help them. It's up to them whether they turn the torch on and off or cover the lamp.

#### Part 2: Send Morse Messages

1. Everyone should split into two teams that are the same size. If you have an odd number of people, the person leading the activity should join in. If you have a really big group, you may want to split into four even teams.
2. Each team should decide on a word or short phrase that they want to send the other team. Their word or phrase should have the same number of letters as the number of people in



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the group. (Small groups could use words like Scouts, outdoors, fun, or friends. Bigger groups may want to ask 'How are you?' or comment on the weather.)

3. Everyone should decide who'll send each letter. They should use the 'Torchlight Morse code' sheet to learn their letter in Morse code.

Remember to stay socially distanced as you plan your moonlit Morse message.

4. Each team should stand in a socially distanced line in the right order for their word or phrase. The two teams should be opposite each other – everyone should be facing one person from the other team.
5. The first person in one team should use their torch to send their letter. They should be careful not to flash their torch into the eyes of the person opposite them.
6. The person opposite them should try to identify the letter and shout it out for everyone to hear.
7. Everyone should continue spelling the word letter by letter, waiting for the person opposite them to identify the letter before moving on. (Make sure everyone knows how long a gap to leave between each letter or word – they can count to themselves in a whisper if it helps. If it's getting confusing, the person leading the activity could say whether the gap is between a letter or word).
8. Once they've identified all of the letters, the team should put them together and shout out the word or phrase.
9. The teams should swap over so the other team has a chance to send a word.
10. When each team has worked out the other team's word, congratulate everyone on learning some basic Morse code – what an achievement!

If there's time, the group could try to send more words or phrases. Can they make them trickier each time?





# Morse code

Use this cheat sheet to help you learn and use Morse code.



## Letters

A	● ■■
B	■■ ● ● ●
C	■■ ● ■■ ●
D	■■ ● ●
E	●
F	● ● ■■ ●
G	■■ ■■ ●
H	● ● ● ●
I	● ●
J	● ■■ ■■ ■■
K	■■ ● ■■
L	● ■■ ● ●
M	■■ ■■
N	■■ ●
O	■■ ■■ ■■
P	● ■■ ■■ ●
Q	■■ ■■ ● ■■
R	● ■■ ●
S	● ● ●
T	■■
U	● ● ■■
V	● ● ● ■■
W	● ■■ ■■
X	■■ ● ● ■■
Y	■■ ● ■■ ■■
Z	■■ ■■ ● ●

## Numbers

1	● ■■ ■■ ■■ ■■
2	● ● ■■ ■■ ■■
3	● ● ● ■■ ■■
4	● ● ● ● ■■
5	● ● ● ● ●
6	■■ ● ● ● ●
7	■■ ■■ ● ● ●
8	■■ ■■ ■■ ● ●
9	■■ ■■ ■■ ■■ ●
0	■■ ■■ ■■ ■■ ■■



### 2.2 Testing Timeline (B, C)

Estimated Time 25 Minutes

This Counts Towards

- Stages 1 and 2 of Community Impact.

#### Before you begin

- This session can be done online, check the scouts website for guidance on being safe online.
- Make sure you have basic knowledge on COVID-19 and understand why testing is important – maybe share this with the group.

#### Testing Timeline

1. The person leading the activity should explain that coronavirus tests tell people if they have the virus at the time of the test. In this activity, everyone will have the chance to learn what happens during a coronavirus test.
2. The person leading the activity should give everyone one stage of the test process, from ordering the test to the action you might take after you find out the result.
3. Everyone should spend a minute or two thinking about how they'll present their stage. It could be a mime, a short drama, or a drawing. They could also find an item to represent the action, for example, a watch to show the time it takes to receive the test results.
4. Everyone should take it in turns to present their stage of the test and the rest of the group should try and guess what they're describing.
5. Once everyone's had a chance to share their stage, everyone should work as a group to put the stages into the correct order.

#### Steps to a COVID-19 test

There are different types of COVID-19 tests – check out our [COVID-19: the facts](#) page for some more information. The stages below outline the basic steps you'd take for a swab test, but it's important to remember that the exact details will be different depending on the type of test you're taking and where you're taking it.

- Check for COVID-19 symptoms – the most common are a high temperature; a new, continuous cough; or a loss or change to your sense of smell or taste.
- Order a test online or over the phone.
- Visit a testing centre or have a home testing kit delivered to you in the post.
- Take the test – the basic steps are to gently rub the swab over the back of your throat and then gently put it in one nostril.



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- Seal the swab. If you have a home test, send it back in the post.
- Self-isolate until you get your results. For a home test, this is usually 24–48 hours.
- While you self-isolate, scientists in a lab work on your swab sample.
- Receive lab results by text and email.
- For a positive result, you'll need to self-isolate.
- For a negative result, you can return to school.
- If the result is unclear, you might need to take a second test.

### Time to talk

1. Everyone should look through their test timeline together.
2. Everyone should talk it through as a group, leaving some time at each step for people to ask any questions they may have.
  - Don't worry if you don't have the answers to all the questions. You could make a list of all the information you'd like to find out as a group and follow up next time you meet.
3. Everyone who wants too should share how they're feeling and what they think about the timeline. Are there any parts they're nervous or worried about?
4. The group should spend some time thinking of some ideas for how everyone could support each other during the process. Maybe you could prepare some activities that people could do if their test result is positive and they need to self-isolate, or maybe you could create a poster to reassure people about what the test process involves.
5. At the end of the session, the person leading the activity should remind everyone that taking a test for coronavirus is optional: it's just one of the things we can do try and help stop the spread of the virus. See if anyone can think of some other actions they could take to help.
  - People might come up with ideas like washing hands regularly, social distancing or wearing face coverings.

## 2.3 Dancing in the dark (B, C)

Estimated time: 30 Minutes

This counts towards:

- Beavers Creative Activity Badge
- Beavers My Skills Challenge Award
- Cubs Entertainer Activity Badge
- Cubs Our Skills Challenge Award

You will need

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- Camera or phone
- Sticky tape
- Glow sticks and connectors

### **Before you begin**

- You'll need between 10 and 15 glow sticks for each person. You can reuse the same glow sticks between groups to help reduce waste, just remember to clean them between uses. Follow the manufacturer's guidelines for the glow sticks.
- Explain to parents and carers that there'll be the option for people to be recorded on video and make sure you have the right permissions for everyone. Explain that their faces may not be visible in the dark – but if young people can't be recorded there'll be plenty of other ways for them to be involved.
- Ask everyone to come to the meeting in darker clothes (such as black or navy) as it'll help their dances look more effective.

### **Dance!**

1. Everyone should stand in a socially distanced semicircle.
2. Everyone should split into groups of up to four people.
3. The person leading the activity should play the piece of music so everyone knows what it sounds like.
4. The person leading the activity should explain that people will have glow sticks attached to them when they dance, creating a sort of stick person effect. Everyone should think about the sort of moves that will work well – for example, turning around will make people disappear.
  - Have a look online for videos to help everyone understand the effect you're aiming for.
5. Everyone should stay a safe distance apart as they practise their dances.
6. The person leading the activity should set up a dance area and get the camera ready to record.
  - Choose somewhere dark or adjust the settings on the camera so the glow sticks can be seen but it looks like the dancers' bodies disappear.
7. The first group should come up to the dance area and stick the glow sticks to themselves.
  - Remind everyone to avoid breaking the glow sticks as they contain potentially harmful chemicals.
8. The first group should show everyone their dance. If everyone has permission to be filmed, someone should record it.



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- Someone should clean the glow sticks, then the next group should have a turn at performing (and possibly recording) their dance. Everyone should take it in turns to perform and record; the glow sticks should be cleaned each time.

### 2.4 Find the Words (C, S)

Estimated Time: 20 Minutes

This counts towards:

- Cubs Artist Activity Badge
- Scouts Creative Challenge Awards

#### Before you begin

- Each person or group will need their own list of 'Words and phrases'.
- It's up to you whether you print the photos or use software to piece them together. The software doesn't need to be sophisticated – you just need to be able to put images next to each other (and maybe crop them a bit), so something like Microsoft Word would be fine.

#### Find letters

- Everyone should get a camera and a list from the 'Words and phrases' below.
  - Remember, different people should have slightly different lists. It's OK if more than one person has the same list, though.
- Everyone should head outside to explore, or look around the space they are in, and take photos of all of the letters that make up the words and phrases on their list. For example, they could take photos of letters on food packaging, book titles, or board game boxes.
  - If anyone struggles to find a tricky letter, they could create it using objects, for example, an 'x' made out of bananas or paperclips.
- Everyone should look through their pictures. If they have a printer, they should print them. If they're using software, they should make sure their photos are on the device and launch the software.
- Everyone should arrange their letters so they spell out the words and phrases on their list. They may need to 'crop' the edges of the images using scissors or the right tool in their software.
- Everyone should share their words and phrases with someone else. What do they mean? Who in the community might need to know about them?
- Everyone should use the map of their community or Google Maps to find some nearby places of interest.

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7. Everyone should chat about how these places help to keep the community safe.

### Words and phrases

- Look up look out. Check for power lines.
- Yellow triangle warning sign.
- Electricity
- Voltage
- Current
- Pylons
- Wooden poles
- Think before you dig.
- #BeBrightStaySafe
- Electricity travels at the speed of light.
- Always carry long objects horizontally.
- Fishing rods can conduct electricity.
- Power Cut? Call 105.
- Never enter a substation.
- Keep away from power lines.
- Treat electricity with respect.
- Check for overhead electricity lines before flying kites.
- Tent poles can conduct electricity.
- Look up, look out before climbing trees.
- Damaged power lines? Call 105.

## 2.5 An unusual year at Scouts (B, C, S, E)

Estimated Time: 30 Minutes

This counts towards:

- Beavers my world challenge award
- Cubs our world challenge award

### You will need

- Pens or pencils
- Scrap Paper

### Pause and reflect



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1. The person leading the activity should acknowledge that the past year has been tough and that Scouts has looked very different. They should remind everyone that it's still been great to meet in different ways.
2. Everyone should spend two minutes thinking of their favourite memory from Scouts over the past year. They should think about how they could share it with everyone without using words, for example, they could draw, use gestures, or act it out.
  - The memory could be an activity they've done, something they've achieved, something they're proud of, or just a funny moment that made them laugh.
3. The first person should share their memory without using words; everyone else should try to guess the memory
  - You might want to put a time limit on this or see who can be the first to guess correctly.
4. Once someone's guessed the memory, the person leading the activity should ask if anyone else chose the same memory. You could explore why they chose it – what made it their favourite?
5. Everyone should keep playing until all of the favourite memories are shared.
6. Everyone should continue the celebrations by looking back at the badges and awards people have achieved over the past year.
  - You could share the name or image of a badge and see if anyone can guess who's achieved it.
7. Everyone should think about meeting face-to-face again. What have they missed about face-to-face sessions? What activities do they want to do when they're back meeting face-to-face?
8. The person leading the activity should keep track of people's ideas.

