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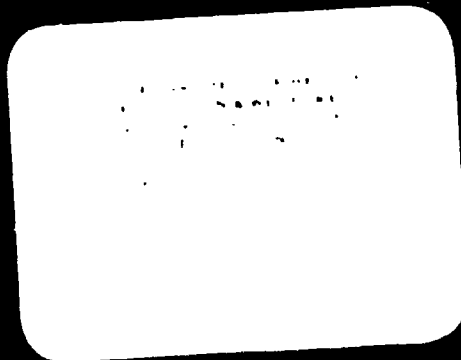
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ABSTRACT

The Instructor's Guide is intended for use in training adult leaders to foster understanding and involvement of the handicapped in Cub Scout activities. Suggestions are offered for organizing two leadership training sessions which include defining types of handicaps leaders may encounter, conducting buzz group discussions on similarities between handicapped and nonhandicapped boys, developing sensory awareness, and using "Involving Handicapped Cub Scouts - Cubmaster's Guide". (LH)

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INVOLVING HANDICAPPED CUB SCOUTS

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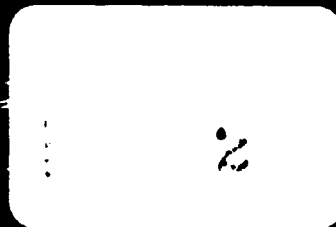
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Instructor's Guide



Boy Scouts of America



PREFACE

This training experience is designed for use by the district Cub Scout leader development team. The overall objective is to inspire and train Cub Scout leaders to set up the atmosphere and acceptance within their Cub pack that is essential to involving handicapped Cub Scouts in a happy Cub Scout experience.

The contents of this booklet provide basic information for organizing and conducting two sessions in the techniques of involving handicapped boys. Cubmasters or selected leaders--one from every pack--are brought together and taught how to conduct a training experience for their pack leaders and members that help them understand, accept, involve, and enjoy handicapped Cub Scouts. Involving Handicapped Cub Scouts--Cubmaster's Guide, No. 3848, is introduced and made available to the Cubmaster or selected leader in the closing session of this training experience.

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BOY SCOUTS OF AMERICA
North Brunswick, N.J.

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INVOLVING HANDICAPPED CUB SCOUTS INSTRUCTOR'S GUIDE

PURPOSE

The purpose of this development experience is to help Cubmasters to understand handicapped boys and learn how to provide them with an effective and enjoyable Cub Scout experience in their dens.

OBJECTIVE

As a result of this learning experience, an interested Cubmaster should be able to:

- Conduct an orientation for all pack leaders using Involving Handicapped Cub Scouts--Cubmaster's Guide.
- Learn how to fit the handicapped Cub Scout into the normal den and pack program, and when the need exists, be able to modify the program to meet the handicapped Cub Scout's needs.
- Involve the handicapped Cub Scout in the program by emphasizing his individual ability but making allowances for his disability if necessary.
- Develop the potential of the handicapped Cub Scout to the fullest of his ability through the advancement program.
- Develop the leader's own self-confidence and ability to reach and serve handicapped boys.
- Minimize the concern (if evident) that the handicapped boy might hold back the pack.

METHOD

Two sessions of about 90 minutes each. As the instructor, you are coach/counselor with an excellent opportunity to involve your trainees in projects and discussion. Follow the outline and encourage participation by all as you seek to further their interests and involvement with handicapped boys.

REFERENCES

Cubmaster Library Kit	No. 6402
Den Leader Library Kit	No. 6403
<u>Scouting for the Physically Handicapped</u>	No. 3039
<u>Scouting for the Mentally Retarded</u>	No. 3058
<u>Scouting for the Deaf</u>	No. 3060
<u>Scouting for the Visually Handicapped</u>	No. 3063

MATERIALS NEEDED:

Paper and pens or pencils

One copy of the Involving Handicapped Cub Scouts—Leader's Guide, No. 3548, for each leader.

Items for testing five senses.

Audiovisual: Filmstrip—"In the Line of Sight—Let None Be Left Behind," No. 1350, and accompanying record, No. 1351.

Projector and screen for filmstrip.

Cards (3 x 5) for small groups.

SESSION ONE: APPROACHING THE SUBJECT

General Information for Scout Leaders:—At this point find out whether or not the Cub leaders have completed the Scout Leadership development training. If they have not, it may be wise to start with that experience before proceeding.

PART 1. IDENTIFY THE NEED

- Have each of the leaders describe the members of the boys' unit with whom they will be associated.
- As Cub Scout leaders report the handicapped members of their Cub Scouts, allow time for a brief discussion. If necessary, clarify their understanding of the type of handicap involved. Refer to the following simple definitions.

DEFINITIONS OF TYPES OF HANDICAP

The following definitions were provided by the agencies responsible for the type of handicap defined. They are defined in simple terms. For more technical definitions consult qualified personnel.

Blindness: A "legally blind" individual can see no more at a distance of 20 feet than a person with normal vision can see at a distance of 200 feet. "Functional blindness" is generally defined as the inability to read newspaper type even with the best possible corrective lenses or to perform ordinary tasks necessary to daily living.

Visually Handicapped: The term "visually handicapped" usually means that a person needs special aids or help in order to go about everyday work and play. "Visually impaired" means that a person has an impairment which can be corrected sufficiently so that it is not a handicap.

Cerebral Palsy:	Cerebral palsy is a condition that makes a person unable to control muscles because of brain damage. "Cerebral" refers to the brain, and "palsy" to muscular disorders.
Mental Retardation:	The mentally retarded person is one who, from childhood, experiences unusual difficulty in learning and is relatively ineffective in applying whatever he has learned to the problems of ordinary living.
Mildly Retarded:	A person who is limited in his potential for advanced academic achievement, but can usually be brought by educational techniques to a state of self-sufficiency as an adult.
Moderately Retarded:	A person who shows a rate of mental development that is less than half of that normally expected, but who can learn to take care of his personal needs and perform many useful tasks in the home or in a sheltered workshop situation.
Severely Retarded:	A person who can learn self-care, but whose potential for economic productivity is limited.
Profoundly Retarded:	A person who responds to training in basic self-care and who profits from special training in such areas as behavioral control, self-protection, language development, and physical ability.
Epilepsy:	Epilepsy is <u>not</u> a disease, nor is it a form of insanity or mental retardation. It <u>is</u> , in simplified terms, a malfunction of the manner in which the cells of the brain release energy.
Muscular Dystrophy:	Muscular dystrophy is a general designation for a group of chronic diseases whose most prominent characteristic is the progressive degeneration of the skeletal or voluntary musculature.
Physically Handicapped:	"Physically handicapped" concerns those who are disadvantaged or limited because of an impairment or disability that hampers psychosocial, physical, vocational, and community activities.
Postlingually Deaf:	Postlingually deaf persons are those who have lost their hearing at age 5 or after.
Prelingually Deaf:	Prelingually deaf persons are those who were born deaf or lose their hearing in early years before acquiring speech and syntax. They are 95 percent of the school-age deaf population.
Learning Disabilities:	Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic.

Emotionally Disturbed: Emotional disturbances are usually due to a neurological impairment; for example: hyperkinesia, hyperactivity, learning disability, perception, etc., and are side effects of "negative" feedback from surrounding environment. This feedback causes the individual to perceive a poor picture of himself, thereby leading to emotional disturbance.

PART 2. CONDUCT A BUZZ GROUP

- Organize and conduct a discussion session on "How Handicapped Boys Are Like Nonhandicapped Boys."

The Purpose.--To develop an understanding by pack and den leaders of the fact that in reality the differences between handicapped boys and themselves are not great.

Procedure.--Divide leaders into den-size groups and suggest that each group make a listing of all the ways in which handicapped boys are similar to nonhandicapped. Provide each group with 15 to 20 index cards and ask them to write each idea on a single card.

Well in advance, make up your own master list of cards with each of the following items on a single card and add any additional ideas you may develop:

- Like fun
- Want recognition
- Like competition
- Want friends
- Want adventure
- Like crafts
- Want to achieve
- Dislike nagging
- Want to be self-reliant
- Rebel against authority
- Are turned off by criticism
- Have short attention span
- Want to help others
- Are uncoordinated
- Want acceptance by others
- Like active games
- Have vivid imaginations
- Like water in lakes and streams but not in washbasins and bathtubs
- Have enthusiasm
- Can become proficient in skills
- Don't particularly want to be good, but do want to do good
- Want to prove their abilities
- Believe in fair play
- Are sensitive to right and wrong
- Want responsibility
- Can help others achieve
- Dislike being made fun of
- Practice hero worship

Spread your master cards on table or other flat surface so each can be seen. Ask each group to turn in their cards. Read each card, one at a time, and match it with one of the master cards by placing it on that card. If a card does not match, this becomes a new idea and is placed by itself. When all cards have been placed on the table, sum up by pointing out those piles that have the most cards. This indicates that most of the groups reported those items. Then review all other cards, pointing out that handicapped boys are like nonhandicapped boys in these ways, too, although all groups didn't recognize it.

PART 1. OPEN DISCUSSION OF HANDICAPPED BOYS

Discuss with Cub Scout leaders what other things they should or may want to know about this particular boy in order to better assist and understand him.

His parents, guardian, and teacher can provide helpful insight as to whether the boy has any problems of diet, medication, school performance, or peer adjustment.

The discussion will probably emphasize the fact that the handicapped boy has many more similarities than differences in comparison to non-handicapped boys and that his differences may be quite similar to those of so-called "normal" boys in school and peer relationships.

SESSION TWO (APPROXIMATELY 90 MINUTES)

Part 1. Review some of the ways in which boys with handicaps are more alike than unlike nonhandicapped boys, as follows:

- a. The Cub Scout program can change a "can't do" attitude, if present, in the boys to a "can do" attitude when they achieve.
- b. They can develop Cub Scout achievement and activity award skills.
- c. They can enter competition.
- d. They can start, run, or help in many projects that a den gets involved in.
- e. They can be helped to attain their optimum development.
- f. They do have worth and dignity.
- g. They can have group experiences.
- h. They can develop sound character and good citizenship.
- i. They can have the opportunities to put their attributes into practice.
- j. They can have a sense of accomplishment.
- k. They can have the opportunity to associate with other boys.
- l. They can do away with an inferiority complex.

- m. They can see that barriers lessen when it comes to Cub Scout activities.
- n. They can inspire other boys to do better.
- o. They can motivate the other boys to go for their achievement faster.
- p. Like other boys, they want understanding, not sympathy.
- q. They can gain a feeling of self-reliance.
- r. They can better assume responsibilities.
- s. They do have enthusiasm.
- t. They have the desire to learn new skills.
- u. They can practice and become proficient.
- v. They like the Cub Scout program straight out, uncut, and undiluted.

PART 2. HOW TO ACCEPT A BOY WITH A HANDICAP

- a. Opening statement--to be read by the instructor. The attitude of the Boy Scouts of America is that:

"Scouting is for all boys and the challenges and joys ahead are making it happen.

"A boy might be quite healthy and still have a handicap that prevents him from taking part in some Cub Scout activities. Make a place for him, too, in your program.

"Clearly some allowances must be made for the handicapped boy. If he's crippled, he can hardly be expected to compete in relay races, but he could be a good starter or a judge. If his eyes are poor, he may not be able to catch a ball, but he could be scorekeeper for a ball game.

"The advancement program recognizes the need to exempt handicapped boys from strenuous activities. Substitute electives if a handicapped boy can't do them (physical exercise and tests)."

- b. Show the filmstrip, "On the Road to Light--Let None Be Left Behind." Make arrangements to set up this filmstrip in advance. If you do this, you can then allow about 15 minutes for this presentation.
- c. Discuss the filmstrip. Motivate discussion of the filmstrip by directing the following questions to individuals who appear to have had similar experiences with handicapped boys.
 - Was this filmstrip helpful to you? If so, tell us about it.
 - Who would care to discuss their experience with

handicapped boys on a local or overnight trip?

PART 1. RELATE PACK AND DEN LEADERS TO FIVE SENSES.

- a. Draw from the leaders a list of the five senses (sight, hearing, touch, taste, smell).
- b. Test each sense with tests similar to those listed below:
 1. Sight--with one eye, through colored cellophane, through dark glasses;
 2. Hearing--bell, ticking of watch, whisper, fingernails dragged across tabletop;
 3. Touch--cloth, wood, apple, pencil;
 4. Taste--salt and sugar, apple and potato, ginger ale and vinegar;
 5. Smell--various spices, sulfur, aftershave lotion.
- c. Ask trainees if each sense is important. Why? Develop short discussion.
- d. Ask a Cub leader to lift a light weight and then a heavy weight, and another to walk across the room. Are muscle strength and dexterity important? Why?
- e. Have another leader read briefly from the Cub Scout Wolf Book. Vocally give a math problem and ask the trainees to figure it out in their heads. Are mental alertness and ability to learn important? Why?
- f. Ask: "Which of the five senses could you do without? How would you feel without one of these senses?"
- g. How do you think you'd feel with poor muscle coordination? How do you think you'd feel without a sharp, clear mind? Do you recall anything that was hard for you to learn? Why was it difficult? Are you better at learning today? Have you ever watched a youngster trying to learn?
- h. A Cub Scout with a handicap has to do some things differently from the way we do things. Let's try to see how he'd feel doing some of these things:

Blind: a. Blindfold trainees and have them walk across the room.

b. Ask learners to tie knots behind their backs or in the dark (lights out or blindfolded).

c. Blindfold some learners. Have them listen to voices and then determine the direction, distance, and identity of the voices.

d. Have a trainee strip to his swim trunks (arranged ahead