

Differently-Abled Awareness Patch

Purpose: To heighten awareness of the needs and abilities of differently-abled people.

Washington Rock Girl Scout Council in cooperation with the Institute developed the patch for Human Services at Kean College of New Jersey. An invitation to use this patch has been extended to all New Jersey Girl Scout Councils. This patch program also includes the information and activities formerly included in the "Association for Children with Learning Disabilities" program, which was developed in cooperation with the Middlesex Chapter of the A. C. L. D. (Association for Children with Learning Disabilities).

Brownies: Do 5 of the 10 requirements under the *Learning Disabilities* section, including starred activities.

Juniors: Do 5 of the 8 requirements, including those starred, # 2 is strongly recommended. Also do 6 of 10 requirements under the *Learning Disabilities* section including starred activities.

Cadettes: Do 6 of the 8 requirements, including those starred, # 2 is strongly recommended. Also do 7 of 10 requirements under the *Learning Disabilities* section, including starred activities.

1. How many different types of disabilities can you discover? Discuss them at a troop meeting. How do they affect people? What can be done to make life easier for people who are differently-abled? What caused the disability? Was it a birth defect, an accident or caused by an illness?
2. During a troop meeting, have some girls try to participate while being differently-abled. Try tying an arm behind their back, wearing soundproof earphones, or having eyes blindfolded. Your leader or you may have other ideas. Talk about how everyone felt. How did the girls who were differently-abled feel? Did the other girls treat the differently-abled girls different - why and how?
3. Meet with a person who is differently abled.
OR
View a film about people who are differently abled.

Then discuss in the troop.

- How are people with disabilities like all others?
- How did the troop members feel when you first met the differently-abled person; after you became friends? If you felt afraid or uncomfortable, what helped you to overcome those feelings?
- What special arrangements had to be made to meet with the person with the disability?
- What are some things you normally do that are hard or impossible for the person with a disability? What can your troop do to make it possible for differently-abled people to be included in troop activities?

- *4. Do a survey in at least 5 of the areas listed below in your community, including the 2 starred. You are looking for a barrier-free environment.

Find out

- Can a person with a disability use this facility?
 - Can they use the bathroom facilities?
 - is there a way around stairs (i.e. ramp)?
 - is there a convenient place for the person to remain in a wheelchair?
 - is there a place where the wheelchair can be stored when not in use?
- Are there parking places reserved for people with disabilities? Do people without disabilities park there?
- Think about safety for the differently-abled person as well as others as you survey the area.

Take pictures or use word pictures or drawings of what barriers you find in:

- schools
- public buildings
- banks
- places of worship
- professional offices
- shopping areas
- restaurants
- transportation
- supermarkets
- recreation facilities

5. As a troop, find out how three of the following people work with people with disabilities. If possible, speak with the person who does this in your community.
- special education teacher
 - social worker
 - physical therapist
 - director of sheltered workshop
 - occupational therapist
 - nurse
 - member of child study team
6. Find out about three active people who had or have a disability. Discover how they have developed skills, which allow them to overcome their disability. If possible, choose at least one person who is local or known to a member of your troop.
7. Look around your community and discover what can be done to improve life for differently-abled people.

Do what needs to be done to improve or remedy this situation.

OR

Develop a plan of action to present to the appropriate people describing what needs to be done and how it can be done as soon as possible.

While you are looking for the project, notice special parking places for people with disabilities. If you see cars that do not belong there, find ways to remind people to leave the spaces for those who really need them.

8. Keep a scrapbook of everything the troop does to earn this patch. Have it available for display at a Service Unit meeting.

Learning Disabilities

Activities

1. Design 2 categories of Noun recognition cards.

Materials: old magazines, coloring books, catalogs; lower case stencils, left-tip pens, scissors large unlined index cards (4" X 6") or oak tag.

Directions: decide on categories of nouns (such as animals, flowers, clothing, toys, fruits, vegetables, types of transportation); using stencil. Print the name of each category on a separate card, cut out several pictures that for each category you have chosen and glue to separate cards; store cards in a bag or envelope.

To use: place each category in a row. Mix up the picture cards and sort them, one at a time, under the category in which they belong.

Objective; to be able to recognize various classifications. Target Areas: Kindergarten and ESL (English as a Second Language).

***2. Design a complete set of textured sand letter puzzles (A-Z)**

Materials: 26 pieces of oak tag (5"x7"), stencils (lower and upper case), scissors, glue, craft sand

Directions: draw an uneven line down the center of each of the 26 pieces of oak tag; on the left side of the line - trace lower case letter from stencil / on right side of line - trace upper case letter from stencil; apply glue to inside of each letter and sprinkle it generously with sand - wait for the glue to dry and then tilt the card to return excess sand to its container, when all letters are completed and dry, take scissors and cut along the uneven center line. Store pieces in a bag or box.

To use: the student matches each lower case letter with its matching upper case letter by placing the pieces of the puzzle together.

Objective: matching, using the sense of touch in learning the alphabet. Target Areas. K - 1

3. Design a set of oak tag puzzles.

4. Create a set of counting sticks.

Materials: 19 craft sticks; 100 buttons, glue

Directions: glue 10 buttons on nine separate craft sticks, let dry, glue 1 button on 10 separate craft sticks, let dry.

To use: to be used by teachers as an aid in showing concept of place value. Target Areas: Kindergarten through 4th grade.

5. Complete one shape board. Try both standard and unusual geometric shapes.

Side 1

Materials: 1 sheet of oak tag (8/5"x11") ruler, stencils / different shapes, scissors, construction paper, felt tipped pens or crayons.

Directions: divide oak tag into 4 sections. Draw a displaced shape in each section, With pen/crayon fill in each shape with a different color, cut out matching shapes train colored construction paper (same color as shape on oak tag); draw an uneven line down the center of each cutout shape; carefully cut along the uneven centerline.

To use: student matches the construction paper cut-outs to each other and then to the oak tag shape,

Objective: learn how to match shapes and colors Target: Kindergarten – 1st Grade

Side 2

Directions: Using the back of the oak tag - divide into 4 sections and draw a different shape in each section, using only 1 color of construction paper. Cut out shapes that match those on this side of the oak tag. Draw an uneven line down the center of each shape. Write the name of the shape on each side of line as well as on the back, cut along the uneven center line.

To use: the student matches the construction paper cut-outs to each other turning the shape over to see if the name matches too - then match these to the proper shape on the oak tag,

Objective: learn to match shapes and recognize names of shapes

6. Learn about the different types of learning disabilities.

***7. Complete the maze game as per instructions.** Discuss feelings with the group.

8. **Have an adult read a set of directions very fast, record or execute what you hear.** Have an adult read the same set of directions slowly. Record or execute what you hear. Discuss your feelings about what you were asked to do under both circumstances.

List of directions

- everyone take out a sheet of paper and a pencil
- put your name in the upper right hand corner of the paper
- mark your paper from 1 to 8
- draw 5 small squares on the eager
- put an "x" the middle of each square
- loudly call out your first name
- in your normal speaking voice, count to 10 backwards
- add 8950 and 9850 on the back of your paper
- recite the Gift Scout Promise

- 9 Have an adult read several sound alike sounds or numbers fast. Repeat what you heard.

Ran - Tan	Executive - Directive
Can - Fan	Monitor- Selector
Mitt - sit	Segregation - Sensation
Bat - Cat	Lamp - Stamp
Sat - Rat	Mad - Glad
Sandy- Candy	Nurture - Nature

Call your Special Services dept. of your school system to find out where to donate packets created through activities above.

Leader's Guide to Differently-Abled Patch

- *1. This activity is intended to help girls understand what it means and how it feels to be differently-abled, or a person with a disability,
- borrow equipment used by differently-abled people, i.e. crutches, braces, hearing aids, model of an ear, Braille books, etc. so the girls can become familiar with them.
 - consult your library for books with photos, which illustrate disabling conditions
 - a good general resource book for the entire project is "Manstreaming: What Every Child Needs to Know About Disabilities" by Susan Bookbinder, published by the Rhode Island Easter Seal Society, 1978. (<http://www.easter-seals.org/>) (1 Kimberly Rd., East Brunswick, NJ 732-257-6662)
 - another resource book is "Focus on Ability: Serving Girls With Special Needs" by Martha E. Carroll, EdD, published by Girl Scouts of USA, 1990. This can be purchased through the Shop or is available at the Council library.
2. This activity is intended to help the girls see what it feels like to be disabled and how it feels to work with a person with a disability. After you do some of the suggested activities below, it is very important to leave time for the girls to discuss how they felt. "Think Aouts" for this discussion:
- were you able to adapt activities to include everyone?
 - were the girls with a disability left out of anything?
 - how did that happen and how might it be changed?
 - did the girls without disabilities treat the girls with a disability differently?
 - how did the girls with a disability feel about their treatment?
 - how did the girls without a disability feel when they had to wait for the girls with a disability?
- A. **To simulate blindness:** Divide the troop into pairs. Blindfold one girl in each pair. The other girl stays with her partner throughout the following activities:
- eat a snack, pour juice, unwrap cupcakes
 - do a simple craft
 - identify items by feeling them
 - identify other girls by their voices.

After this is completed, have pairs switch so the roles are reversed.

Resources

- American Foundation for the blind. (<http://www.afb.org>)
Seeing Eye, Inc. (<http://www.seeingeye.org>)
Free film service: (http://www.seeingeye.org/tse-web/resctr_ffserv2.asp#2ndtier_ffs)
NJ Commission for the Blind (<http://www.state.nj.us/humanservices/dhsbvil.htm>)
Howe Press, (<http://www.perkins.pvt.k12.ma.us>)
Perkins School for the Blind (<http://www.perkins.pvt.k12.ma.us/brailer.htm>)
National Federation of the Blind (<http://nfb.org>)

- B. **To simulate physical disabilities:** have each girl put their writing arm inside her uniform or tie it behind her back and do one of the following activities:
- put on a jacket
 - button clothing
 - tie a shoe
 - write her name or draw a picture
 - put on a glove
 - make something with clay

Resources

March of Dimes (<http://modimes.org>)
Easter Seals (<http://easter-seals.org>)
United Cerebral Palsy Assoc. (<http://www.ucpa.org>)

- C **To demonstrate what it feels like to have trouble keeping your balance** have each girl close her eyes, spin her around several times very quickly and then open her eyes. Have her try to walk a straight line.
- D. **To demonstrate what it is like to carry around extra weight or artificial limbs, braces, etc.**
- o hang weighted bags from the girl's wrists
 - o wrap magazines around their elbows or knees and have them walk
- E **To illustrate what it feels like to have weak muscles:** tape together the fingers of the girl's writing hand and leave thumbs free. Have them eat raisins or nuts, or pick up coins, or eat a dish of pudding or Jell-O.
- F. **To simulate deafness**
- o run a short film without sound and discuss what you thought they were saying.
 - o Re-run it with sound.
 - o form troop into 2 teams and pass a simple message from one girl to the other by mouthing the words - no hand motions allowed. Then try with hand motions to see if it's easier to understand.

Resources:

<http://www.state.nj.us/humanservices/DD&HH/dhsddhh1.html>
Alexander Graham Bell Assoc. for the Deaf (<http://www.agbell.org>)
American Speech-Language-Hearing Assoc. (<http://www.asha.org>)
National Association of the Deaf (<http://nad.org>)
NJ Assoc. of the Deaf, Inc. (<http://www.njad.org>)
Marie H. Katzenbach School for the Deaf (<http://www.mksd.org>)

G. To simulate mental retardation:

- prepare a long list of directions (ie. stand up, sit down, snap your fingers twice, kneel, close your eyes, rub your stomach, etc.) Explain that you will give instructions to the troop only once and they are to follow the directions exactly. Allow the girls to do what they remembered. Explain the people with mental retardation and people with learning disabilities feel confused when they must learn something new and that it takes them longer to learn things that may be easy for you.

- try to teach your troop a symbol language (algebra, foreign language) that is beyond their ability Ask them to imagine what it would be like If everything were this complicated to learn. How would they feel if they were working as hard as they could and other children made fun of them?

Resources:

<http://www.state.nj.us/humanservices/DDD/ddindex.html>

Association for Retarded Citizen (<http://www.arc.org>)

<http://www.thearc.org/chapters/mstoor.htm#NJ>

'Like Me,' by Alan Brightman, photos and poems designed to bring the word "retarded" into open discussion among grade school children 'My Brother Steven is Retarded ' by Harriet Langsam Sobel, written from the point of view of 11 year old, Beth, as she talks about her older brother, Steven.

- 3, This activity is intended to have the girls actually meet a person with a disability, now that they have learned a little about having a disability. Encourage discussion of feelings. If it is not possible to meet a person with a disability, films can be rented from: Rehabilitation International, USA, Rehabfilm, 25 East 21st Street, NY, NY 10010.
<http://www.rehab-international.org/filmcat-toc.html>

These are rather expensive and possibly could be done as a joint effort between troops. See also <http://www.fanlight.com/catalog/subject/disable.htm>

- *4, Once the girls understand the needs of differently-abled people, this activity gives them the opportunity to see how the community aids or hinders their movements. Be sure the girls are aware that some of the facilities are important for living; other facilities help make life pleasant but are still important to people with disabilities.

- 5, This activity introduces various occupations that are involved with people with disabilities.

Resources: Public Libraries

Hospitals: Overlook in Summit

Children's Specialized Hospital in Mountainside

Schools: Summit Speech School, Summit

West Lake School, Berkeley Heights

Union County Day Training Center

See yellow pages under "Schools with Special Academic Education"

6 & 8 These two activities are intended to illustrate that people can live fulfilling lives in spite of their disabilities.

Suggestions:

Juliette Gordon Low

Helen Keller

President Franklin Delano Roosevelt

Itzhak Perlman

Suzy Gilstrap

Toulouse-Lautrec

Carol Johnson

Ludwig Von Beethoven

<http://www.disabilityhistory.org/people.html>

Try to find someone who is not famous, but who you or some of the girls know.

<http://www.goodwillnj.org>

<http://www.specialolympics.org>

7, Show the girls what the license plate for a person with a disability, looks like. If the girls wish to, they may place reminder tickets on cars that do not have this license plate (or special card displayed in the front windshield), and are parked in a space marked for a person with a disability <http://www.state.nj.us/mvs/specialID.htm>