RATIONALE FOR ADVENTURE
This adventure is intended to help Wolf Scouts learn about physical disabilities, which are more easily understood at their age than learning and intellectual disabilities.

TAKEAWAYS FOR CUB SCOUTS
• Empathy
• Awareness of disabilities
• A Scout is kind, helpful, friendly, cheerful.

ADVENTURE REQUIREMENTS
1. With the members of your den, visit with a person who has a physical disability.
2. Do four of the following:
   a. With other members of your den, try using a wheelchair or crutches, and reflect on the process.
   b. Learn about a sport that has been adapted so that people in wheelchairs or with some other physical disability can play, and tell your den about it.
   c. Learn about “invisible” disabilities. Take part in an activity that helps develop an understanding of invisible disabilities.
   d. With your den, try doing three of the following things while wearing gloves or mittens:
      i. Tying your shoes
      ii. Using a fork to pick up food
      iii. Playing a card game
      iv. Playing a video game
      v. Playing checkers or another board game
      vi. Blowing bubbles
   e. Paint a picture two different ways: Paint it once the way you usually would paint it and then again by using a blindfold. Discuss with your den the ways the process was different.
   f. Demonstrate a simple sentence or at least four points of the Scout Law using American Sign Language.
   g. Learn about someone famous who has or had a disability, and share that person’s story with your den.
   h. Attend an event where people with disabilities are participants or where accommodations for people with disabilities are made a part of the event.

NOTES TO DEN LEADER
Meeting 1 includes several options for activities that can be used to complete requirement 2d. Prepare materials according to the needs of the requirement option your den selects. Requirement 2d.iv can be completed at home with the permission of a Scout’s parent or guardian.

For Meeting 2, invite a guest speaker who lives with a disability and is open to sharing his or her experience with the den (requirement 1). If you need help finding someone, check with local schools or the local chapter of a group like Special Olympics or Easter Seals. Service clubs, such as the Knights of Columbus, Kiwanis, or Lions, may also have contacts. Help the Scouts prepare some questions during Meeting 1, and remind them to be courteous and respectful.
Check with your local council to see if they have access to a wheelchair, crutches, or other resources that could be borrowed for completion of requirement 2a in Meeting 2.

This adventure does not include plans for a den outing to fulfill requirement 2h. If that requirement is selected, leaders should make arrangements with the outing location, provide families with planning information, and submit all required paperwork in advance.

Scouts might choose to complete requirements 2b, 2g, or 2h independently at home. Encourage Scouts who do so to share what they learned and how the activity helped them increase their awareness of certain disabilities or people who live with them.

See the Appendix for optional den meeting activities, including openings, gatherings, and closings.

---

**MEETING 1 PLAN**

**PREPARATION AND MATERIALS NEEDED**

- U.S. and den flags
- Photos or illustrations of the words “loyal” and “friendly” being spoken in American Sign Language (ASL) (Gathering)
- Gloves or mittens for each Scout. Gardening gloves, dishwashing gloves, and medical examination gloves would work well—but make sure there are no latex allergies in the group if you plan on using the latter two.
- Checkers and a playing board for each pair of Scouts (If possible, set out the boards and checkers before the meeting begins, to save time.)
- Plastic forks (one per Scout)
- Dried beans (10 per Scout)
- Paper plates (two per Scout)
- Materials for playing “Go Fish”

**GATHERING: AMERICAN SIGN LANGUAGE (REQUIREMENT 2F)**

- Use the photos or illustrations to teach the Scouts how to say “loyal” and “friendly” in American Sign Language. Have them practice until everyone has arrived for the meeting.

**OPENING**

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
- Have the boys sign “loyal” and “friendly” when they get to those words in the Scout Law. (Note: This fulfills half of requirement 2f; the other half will be done at Meeting 3, when the Scouts learn “cheerful” and “clean” in ASL.)

**TALK TIME**

- Introduce the Cubs Who Care adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Explain that for people with certain disabilities it is difficult to do things without full use of their hands and fingers. At this meeting, Wolves will do three activities while wearing gloves, to give them an idea of the challenges that many people face and overcome.
Tell the Scouts about the guest speaker who will join them for the next meeting. Make sure they know what behavior will be expected of them, and help them to plan some questions. Later, when they thank their guest for coming, they should mention things they appreciated learning from him or her.

**ACTIVITIES**

◆ **Activity 1: Checkers (Requirement 2d.v)**
  - Divide the Scouts into pairs. Have them put on their gloves or mittens and then play a game of checkers.
  - If anyone in the den isn’t familiar with the game, review the rules in Meeting 1 Resources before they start. Let the boys know that after 10 minutes, they will put away the checkers and play another day.
  - When time is up, ask the Wolves if they found it difficult to play with gloves on. Could they adjust if they had to wear gloves every time they played the game? Help them see how this relates to the challenges faced by people with disabilities affecting motor skills.

◆ **Activity 2: Shoe Tying Relay (Requirement 2d.i)**
  - See Meeting 1 Resource for instructions. The Scouts will play this relay with a twist: They must wear the gloves when they tie and untie their shoes.
  - Again, discuss with them how this challenge is similar to dealing with some disabilities. Ask which point of the Scout Law would be a good one to remember when they encounter people who have a disability that makes it difficult for them to use their hands and fingers.

◆ **Activity 3: Fork Lift (Requirement 2d.ii)**
  - While they are still wearing the gloves, have the Scouts race to see who can transfer 10 beans the fastest from one paper plate to another—using a single fork.
  - Talk about why we need to have patience and show courtesy and respect to individuals who have difficulty with tasks due to a disability.

◆ **Activity 4: Go Fish (Requirement 2d.iii)**
  - Have Scouts put on their gloves or mittens and then play a game of Go Fish.
  - If anyone in the den isn’t familiar with the game, review the rules in Meeting 1 Resources before they start.
  - After the game is finished, ask the boys how it felt to play cards while wearing the gloves. How does this help them relate to people with disabilities that affect their hands or fingers?

**CLOSING**

Gather for a Living Circle. All members of the den form a close circle, and everybody turns to the right while stretching their left hands into the center with palms facing downward. Each person grasps the left thumb of the person behind him, making a complete circle with the group. Then they hold their right hands straight up in the Cub Scout sign. Pumping their left hands, they say in unison the Cub Scout motto and then give a howl. (See page A-22 in the Appendix.)

**AFTER THE MEETING**

- Serve refreshments, if desired.
- Record completion of requirements 2d.i, 2d.ii, 2d.iii, and or 2d.v.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting.
MEETING 1 RESOURCES

SCOUT LAW IN AMERICAN SIGN LANGUAGE

NOTE: Some English words are not signed or do not have a one-to-one translation in American Sign Language. American Sign Language is a conceptual language, which means that not every word of spoken English is signed. Some words are also signed in a different order.
ACTIVITIES

Activity 1: Checkers
If anyone in the den isn’t familiar with the game, here are the basic instructions.

• The player with the darker color pieces traditionally moves first, and then the players take turns moving a piece. Pieces are always moved diagonally; this can be done in two ways: forward (toward your opponent) to the next dark square, or by jumping one of your opponent’s pieces, if it is next to your piece and there is an empty space on the other side. This removes your opponent’s piece. Remember that you can do multiple jumps at once if you are moving in a straight diagonal line. If a jump is possible, you must take it.

• The row closest to the player on both sides of the board is called the king row. If you succeed in moving a piece across the board all the way to the opponent’s king row, that piece becomes a king. Stack one of the pieces you have lost on to that piece, so it can now be distinguished as a king. Once a piece is “crowned” in this way, you must wait until another turn to move it out of the king row. King pieces can move either forward or backward.

• The game is over when an opponent runs out of pieces or still has pieces but can’t move them. If neither player can move, the game ends in a tie.

Activity 2: Shoe Tying Relay
Again, Scouts must do this relay with their gloves on.

• Mark a start line and a line for stopping and tying shoes. This can be done before the meeting to save time.

• Divide the den into two teams. Each Scout on a team runs to the stop line, bends down to untie and retie one of his shoes, then runs back to the start line and tags the next Scout, who repeats the process. This continues until the whole team has completed the course.

• If you have a small den (three or four members), have them play as a single team and time the relay through several runs to see if their speed improves.

Activity 4: Go Fish
If anyone in the den isn’t familiar with the game, here are the basic instructions.

• Deal five cards to each Scout. Set the remainder of the deck in the center of the circle.

• The denner goes first and asks a specific player for cards of a specific type. (The denner must already have one of those cards in his hand.) Example: “Ben, please give me your threes.” Ben must hand over all the cards he has of that rank. If he doesn’t have any, he says, “Go fish.”

• The denner then draws one card from the deck. If the card is what he asked for, he gets to go again. If not, the Scout to the denner’s right takes his turn.

• When a Scout collects four cards of the same rank, he has a “book.” The Scout with the most books at the end of the game wins.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

• U.S. and den flags
• One plastic cup for each Scout
• Sandpaper with three different levels of grit, ranging from very fine to very coarse. Cut the sandpaper into small squares so each Wolf will get a sample of each type.
• 6-10 clear glasses of water and colored drink mix
• Cotton balls (one for each pair of Scouts)
• Balloons—minimum of four (Make sure there are no latex allergies in the den.)
• Invite and confirm a guest speaker who lives with a disability and is open to sharing his experience with the den.
GATHERING: COTTON BALL TOSS
As Scouts arrive, pair them into teams. The boys pass a cotton ball back and forth between them, using only a plastic cup in their nondominant hands to both catch and toss. Have them start playing about 12 inches apart and increase their distance 1 foot at a time as their skills improve.

OPENING
- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Cub Scout motto: Do Your Best.

TALK TIME (REQUIREMENT 1)
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Introduce the guest speaker, and ask him or her to talk about the nature of the disability they live with, when it began, and how long they have had it. Listen with the Scouts as the speaker talks about daily life and how he or she performs the same tasks as other people—just using different tools or routines.
- When the speaker is finished, give the Scouts time to ask their questions. The boys may have many questions, but if it doesn’t come up, ask the guest to tell about things people do that are helpful to him or her as well as actions that are actually more of a hindrance. Present the thank-you notes to the speaker.

ACTIVITIES
◆ Activity 1: Invisible Disabilities Stations (Requirement 2c)
- Introduce the idea of invisible disabilities to Scouts, noting that many people have disabilities that others can’t see. ADHD and autism spectrum disorders are two examples of invisible disabilities that can cause people to think or feel things differently. Remind Scouts that people with invisible disabilities have many positive attributes and abilities and that getting to know people as individuals is the only true way to get to know them.
- Ask if anyone knows what the word “spectrum” means, and explain that a spectrum is a wide range. In the case of invisible disabilities, no two people will be impacted in exactly the same way. There is a wide spectrum, and each person fits in a different place on that spectrum.
- There are a number of activities you can do with Scouts to build awareness of invisible disabilities and the concept of a spectrum. The following activities were adapted from the Eagle project of Justin Krejcha for The Autism Empowerment Great Quest for Autism Acceptance.
  — Autism Is a Spectrum:
    1. Set up 6-10 glasses of water in a line.
    2. Begin to add powdered drink mix to the cups, increasing the amount for each cup as you go down the line. The first cup should have minimal color, and the last cup should be a deeply saturated color.
    3. Tell Scouts that the glasses of water represent how autism means something different to each person. There is no single type of person with autism. Some people with autism might have very few symptoms and be able to participate in the daily activities of school and life with need for only minor accommodations. Others might have significant symptoms and triggers that impact basic activities of living. And still others will be at every place along the spectrum—no two people with autism are alike.
  — Tactile Station:
    1. Explain that some people with autism are what is known as touch-sensitive. That means that even very soft fabrics can feel like rough sandpaper on their skin.
    2. Provide each Scout with three pieces of sandpaper: one with a very fine grit, one with a medium grit, and one with a very coarse grit.
3. Have Wolves share how the sandpaper pieces feel different and how uncomfortable each piece is to touch. They can rate how uncomfortable each piece feels on a scale of 1–5, with 1 being not much and 5 being very uncomfortable.

4. Ask: How would that affect someone who feels that way when he or she is getting dressed in the morning? Or when he or she is asked to wear a uniform or a costume for a play? Remind Scouts that many things people without autism or similar disabilities don’t think about every day (such as how clothes feel on your skin) can be extremely important to someone with autism.

- Additional information on autism can be found at www.autismempowerment.org/.

CLOSING
- Recite the Scout Oath in unison while giving the Cub Scout sign.

NOTE TO DEN LEADER
It is important to lead a reflection at the conclusion of these activities. It is important for boys to recognize that their peers who are differently-abled are just like them, except in one small way. See the “Leading a Reflection” guidelines in the Appendix.

AFTER THE MEETING
- Serve refreshments, if desired.
- Record completion of requirements 1, 2c, and any other requirements fulfilled by selected activities.
- Work together to clean up the meeting place.
- Remind Scouts and parents to find old T-shirts the boys can wear over their uniforms during the painting activity at the next meeting.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED
- U.S. and den flags
- Photos or illustrations of the words “cheerful” and “clean” being spoken in American Sign Language (Gathering)
- Materials for painting (Activity 1):
  - Washable paints
  - Paper (enough for each Scout to paint two pictures)
  - Old T-shirts (each Scout should bring an old shirt to wear over his uniform while painting)
  - Blindfolds (one per Scout)
  - Paintbrushes (one per Scout)
  - Plastic cups with water for rinsing paintbrushes (one per Scout)
  - Plastic cover or inexpensive tablecloth
- A wheelchair or crutches and cones or other items to set up a simple obstacle course

GATHERING (REQUIREMENT 2F)
- Use the photos or illustrations to teach the Scouts how to say “cheerful” and “clean” in American Sign Language. Have them practice until everyone has arrived for the meeting.
OPENING
• Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance as well as the Scout Oath and Scout Law.
• Have the boys sign “cheerful” and “clean” when they get to those words in the Scout Law. (Note: This fulfills the other half of requirement 2f.)

TALK TIME
• Carry out business items for the den.
• Allow time for sharing among Cub Scouts.

ACTIVITIES
◆ Activity 1: Painting (Requirement 2e)
• Make sure the boys wear the old T-shirts over their uniforms to avoid stains.
• First, have each Scout paint a picture as he normally would.
• Then have him try to paint the same picture while wearing his blindfold. (As this part of the activity will probably be messier, be sure to put the plastic cover or tablecloth over the painting area.)
◆ Activity 2: Wheelchair or Crutches Obstacle Course (Requirement 2a)
• Set up a simple obstacle course on a flat paved surface for Scouts to navigate using crutches or a wheelchair.
• Have Scouts take turns going through the course, trying their best to move and maneuver using the selected device.
• After the activity is finished, ask the boys how it felt to go through the course on crutches or in a wheelchair. How does this help them relate to people with disabilities that affect their mobility?

CLOSING
Bring all the Scouts together and have them sign the words “loyal,” “friendly,” “cheerful,” and “clean.” Then close with a grand howl!

AFTER THE MEETING
• Serve refreshments, if desired.
• Work together to clean up the meeting place.
• Record completion of requirements 2a, 2e, and 2f.

Upon completion of the Cubs Who Care adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack’s tradition.