

## COMPASSION Theme: Be Aware and Care

**Compassion** is being kind and considerate, and showing concern for the well-being of others. The March Pack Meeting Tips from BSA remind us “Everybody has something valuable to offer and nobody likes being left out. Help your Cub Scouts be aware of the needs of others. Disabled children deal with limitations in their everyday lives.” BSA.org

**Be Aware and Care** is one of the Cub Scout program themes for the core value of Compassion. Here is what the program helps say about this theme:

“A compassionate Scout imagines himself in the situation of others and feels sympathetic to their distress. As we become aware of the needs of all creatures on Earth, we gain compassion for everything that inhabits our world and the importance of understanding that we are all linked together. This is the reason Scouts are conservation-minded and understand the need to recycle, conserve energy, and follow the principles of Leave No Trace.” <http://scoutermom.com/cubscout/be-aware-and-care/>

### Tiger

**Achievement #2** – Where I Live. Learn about your community and how you can help.

**Elective #10** – Helping hands.

**Elective #11** – Helping the Needy.

**Elective #31** – Taking care of an animal.

**Elective #32** – Feed the birds.

**Elective #34** – Conservation.

**Elective #43** – Pet Care.

**Elective #47** – Reduce, Reuse, Recycle

### Wolf

**Achievement #3** – Keeping your body healthy shows you care and have compassion for your own health.

**Achievement #7** – Be aware and care for your living world. Don't pollute, take care of resources.

**Achievement #12** – Making choices. Make choices to take care of our planet by taking care of it and the resources.

**Elective #1d** – Use 12 American Indian signs to tell a story – Was it hard to learn the signs? Do you know if any of the signs are used today in other ways? Why do you think they worked – sometimes even if the other person didn't know the language? Was there a really good reason to use sign language? (maybe so you could say quiet in a dangerous place, so someone who didn't know your spoken language could follow the story)

**Elective #10** – As you do any of the activities about Native American life, look for examples of their ingenuity and caring for the earth – how they used materials available to them and didn't waste anything – Understanding and appreciating others helps us to be compassionate.

**Elective #14** – Take care of a pet – understand what your pet needs and how he deserves to be treated; think about what he adds to your world.

### Bear

**Achievement #5** – Learn about sharing your world with wildlife, about your favorite animals, how you can help them survive, learn about the people who help wildlife in many different ways, visit a zoo, nature center or other wildlife area. When you visit animals in the world or in an organized area, be sure to follow the rules and treat the animals with respect.

**Achievement #6** - Learn about and practice caring for your planet – recognize that it's the only planet we have to live on, and that we must conserve resources and find ways to share water and other limited resources with everyone. Take part in a project that benefits your neighborhood, the planet, and maybe even a local charity.

**Achievement #7** - Know what you can do to help law enforcement. Develop attitudes that will make you part of the solution and not part of the problem.

**Achievement #11** – Be ready to help those who may need help.

**Elective #15** - Every living thing depends on clean water and rich earth. It is important that we learn as soon as we can how to care for our water and soil.

### **Reading and Writing Belt Loop**

Complete these three requirements:

1. Visit a library and get your own library card. Check out and return a book.
2. Write a letter or a short story. Read it to your den or family.
3. Keep a diary of your activities for one week. Read it to your den or family.

### **Reading and Writing Academics Pin**

**Earn the Reading and Writing belt loop and complete five of the following requirements:**

1. Locate and identify the following parts of a book: title, author, spine, cover, table of contents, and index.
2. Read a book to a child or group of children.
3. Participate in a school or community organized reading program.
4. Explain the differences in a biography, autobiography, fiction, and nonfiction books to your parent or den leader.
5. Create a bookmark that you can use, or design a book cover.
6. Read an article from a newspaper or magazine. This can be done on the computer. Report about what you read to an adult.
7. Write a poem and read it to a family member.
8. Write a short report about something of interest to you. Read your report to your den or family.
9. Read several jokes and riddles. Create two of your own and share them with your den or family.
10. Write a commercial, song, or jingle for some product. Perform it for your den or family.
11. Create your own alphabet, writing system, or code and explain it to your den or pack.
12. Learn about another writing system such as petroglyphs or Egyptian hieroglyphs. Do your best to draw some of these symbols. Report what you learned to your den or family.

### **Cyber Chip Patch**

**Requirements for Grades 1-3**

1. Read, commit to, and sign the Level I Internet Safety Pledge. (BSA Cyber Chip blue card)
2. Watch the video “Bad Netiquette Stinks.” ([NetSmartz.org/scouting](http://NetSmartz.org/scouting))
3. Play the Router’s Birthday Surprise Interactive Adventure, and print the completion certificate to give to your den leader. ([NetSmartz.org/scouting](http://NetSmartz.org/scouting))
4. Show and tell your family, den leader, den, or pack what you have learned.

## **Cyber Chip Patch** **Requirements for Grades 4-5**

1. Read, commit to, and sign the Level I Internet Safety Pledge. (BSA Cyber Chip blue card)
2. Watch the video “The Password Rap” and another video of your choosing. ([NetSmartz.org/scouting](https://www.net-smartz.org/scouting))
3. As an individual or with your den, use the Teachable Recipes to demonstrate Internet safety rules to your den leader, den, or pack. ([NetSmartz.org/scouting](https://www.net-smartz.org/scouting))
4. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events.

**Note: All Cyber Chips will expire annually. Each Scout will need to “recharge” the chip by going back to the Netsmartz Recharge area. This space will hold new information, news, and a place for the Scout to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card or certificate.**

### **The Warm Fuzzy Story** (adapted from Claude Steiner’s original tale)

Many years ago, on a little island, lived a bunch of happy people. They loved their friendly little island with its beautiful trees, water, and sand. The islanders had a special tradition of trading warm fuzzies with each other. Warm fuzzies were like little balls of pure love that made everyone feel good all over.

People would offer warm fuzzies freely, and if you needed one all you had to do was ask. Even people you didn’t know would reach into their pockets and pull out a warm fuzzy, and just give it to you! Every warm fuzzy was like a big hug from a friend. And there were always plenty of warm fuzzies to go around.

Everyone felt safe and loved and they all helped each other to feel safe and loved. But one day a grouchy, grumbly, mumbly tourist came to visit the island. He didn’t understand what everyone was doing but he was sure he didn’t like it. He kept cold prickles in his pockets and warm fuzzies didn’t make any sense to him. So he decided that he would tell a lie to the islanders, to convince them to stop with all that warm fuzzy business. The grouchy tourist told the islanders that their warm fuzzies were the most precious things in the world. He told them that instead of sharing them, they should be keeping them. What if the world supply of warm fuzzies ran out? What would they do then?

All of a sudden the islanders began worrying and acting selfishly, keeping their warm fuzzies to themselves. And a funny thing happened. When people stopped sharing their warm fuzzies, people stopped receiving warm fuzzies. Instead of everyone feeling warm and fuzzy inside, they started to feel cold and prickly inside. This made everyone kind of sad, everyone except for that grouchy tourist that is.

Thank goodness something nice happened next. You see, one of the islanders had left for college. She came home to visit and brought her warm fuzzies with her. When she arrived home, she started giving warm fuzzies to everyone she saw. The islanders started to realize what they were missing and that they had made a mistake. Holding onto their warm fuzzies didn’t make them happier, it made them miserable. They figured out that giving their warm fuzzies away not only made their friends happy, it made them happy too.

The good news is that we can be just like those islanders! We can give warm fuzzies, like these cute little pom poms. But we can also give warm fuzzies.



pom poms, girl's pony tail holder, googly eyes shiny pompoms, tinsel stems, smaller pompoms.

### **Disabilities Awareness Belt Loop for Cub Scouts**

The Disabilities Awareness belt loop is another of the recognitions from the Cub Scout Academics and Sports program. This belt loop encourages Cub Scouts to find out what it is like to live with a disability.

#### **Disabilities Awareness Belt Loop**

Complete these three requirements:

1. Visit with a friend, family member, classmate, or other person with disabilities. Find out what this person enjoys and what this person finds difficult.
2. Attend a disabilities event such as an Easter Seals event, Special Olympics, a performance with sign language interpretation, an activity with Guiding Eyes dogs, or a wheelchair race. Tell your adult leader what you thought about the experience.
3. Make a display about one or more disabilities. It can include physical, learning, or mental challenges. Share the display at a pack meeting.

### **Disabilities Awareness Pin for Cub Scouts**

Cub Scouts can learn how people with disabilities are different from them but also how they are like them by earning the Disabilities Awareness pin from the Cub Scout Academics and Sports program. This recognition also fits in well with the Cub Scout core value of Compassion.

#### **Disabilities Awareness Pin Requirements**

Earn the Disabilities Awareness belt loop, and complete five of the following requirements:

1. People with disabilities move around in different ways such as crutches, scooters, and wheelchairs. Explain the differences. With an adult's supervision and permission, try to safely use one.
2. Using sign language, demonstrate the Cub Scout Promise and motto.
3. Read a book about a person with a disability.
4. Explain how your school helps students with disabilities (elevators, ramps, small classes, special tools and equipment, specialized teachers)

5. Describe one of the following and its purpose: occupational therapy, speech therapy, or physical therapy. Visit with a person who works in one of these fields and learn about his or her position.
6. Read about a famous person who has been physically or mentally challenged. Report what you learned to your den or family.
7. For two one-hour periods, and with adult supervision, go about your normal routine doing chores, watching television, studying, etc. Change your abilities by using one of these experiences, then share what you learned with your den.
8. Hearing impairment — Muffle your ears with earmuffs or bandages.  
Sight impairment — Blindfold one or both eyes.  
Physical impairment— Bind an arm or leg so that it cannot be used.  
Speaking impairment — Cover your mouth or do not speak  
Choose an impairment of your own that is approved by an adult
9. Look at a catalog and find three items that could help a person with disabilities in their daily life. Explain how each item would help the individual.
10. Volunteer and help someone with disabilities in school, sports, or another supervised activity.
11. Visit a nursing home or elderly person and help someone with a meal.
12. Talk to someone who works with people who have disabilities. Ask what the person's position is like and how he or she helps people with disabilities.

### **Good Manners Belt Loop for Cub Scouts**

Cub Scouts learn good manners in dealing with people with disabilities. Always ask a disabled person permission to give them aid. Find out etiquette concerning a disabled person's aids. Such as, ask permission to approach and pet a guide dog.

### **Good Manners Belt Loop Requirements**

Complete these three requirements:

1. Make a poster that lists five good manners that you want to practice. Share your poster with your den or family.
2. Introduce two people correctly and politely. Be sure that one of them is an adult.
3. Write a thank-you note to someone who has given you something or done something nice for you.

### **Good Manners Pin for Cub Scouts**

Earn the Good Manners belt loop, and complete five of the following requirements:

1. Meet one new person, shake hands properly, and introduce yourself. Extend your hand, grip the person's hand firmly, and gently shake hands.
2. Talk with your family about polite language. Include "please," "you're welcome," "excuse me," "yes, sir," "no, ma'am," and so on in your talk.
3. Explain to your den or family how good manners can help you now and as you get older. Copy the actions of someone you know who has good manners.
4. Go over table manners with your family. Eat a meal together where the table is set correctly and everyone uses good table manners.
5. With an adult, discuss what foods are proper to eat with your fingers. Practice eating some of these foods the right way.

6. In your den or with your family, practice using good phone manners.
7. Explain how treating things that belong to other people with respect is a part of having good manners. Show three examples of how you can show respect for others.
8. Talk with your friends or family members about following the rules and having good sportsmanship when playing games. Then play a game with your friends or family members. After playing the game, tell how you showed good manners.

## **Blindness & Disability Awareness**

We are committed to educating the community about vision impairment and the rights of people who are blind or vision impaired. Being aware of blindness and vision loss means making an effort to ensure everyone has access to facilities, services and support within the community, and understanding how to interact and communicate with people who are blind and vision impaired.

When meeting a person who is blind or vision impaired it's important to:

- Introduce yourself. Don't expect a person who is blind or vision impaired to guess your name.
- Upon entering a room, say something to signal your presence. (for example, "Hello, it's Jim")
- When leaving the room inform the person quietly, so they are saved the embarrassment of talking to themselves.
- Don't leave a person standing alone in the middle of a room, if you must leave, make sure they have contact with a table or lounge and knowledge of their position.
- Speak directly to the person and look at them as this directs your voice towards them.
- Don't be afraid to use words like 'see', 'sight' or 'look' as these words are part of the English vocabulary and have a meaning for everyone.
- Don't shout - being blind or having low vision does not indicate hearing loss or any other disability.
- Ask the person if they need assistance, don't assume. Don't be offended if your offer of help is declined.
- Always let a person take your arm. You can indicate by touching the back of your hand against the back of theirs. Don't push or pull.
- Make sure their travel path is clear of objects and the person knows where they are going.
- Replace objects where the person who is blind or vision impaired has put them.
- Don't leave doors ajar.

For more information on disability awareness visit the [Disability Services Commission](http://www.disabilityservices.com.au) website.

- See more at: <http://www.visibility.com.au/community-education/vision-impairment/blindness-disability-awareness/#sthash.XeKTp2yQ.dpuf>

## **Pantomimes**

This amusing way for expressing actions and moods will cause boys and parents more fun than you can imagine. A fun way to start is to have boys in a circle. The leader makes an action and players exaggerate their version. Then make up your own mime and have fun!

1. Say with your hand, "Stop"

2. Say with your head, "Stop"
3. Say with your shoulder, "I bumped the door"
4. Say with your foot, "I'm waiting"
5. Say with your ear, "I hear something"
6. Say with your waist, "I'm dancing"
7. Say with your jaw, "I'm surprised!"
8. Say with your tongue, "Yum, this taste good"
9. Say with your finger, "Come here"
10. Say with your fingers, "This is hot!"
11. Say with your nose, "I smell fresh pie"
12. Say with your finger, "Be quiet"
13. Say with your shoulders, "I don't know"
14. Say with your hands, "Go to sleep"

With actions ask someone to play - basketball, baseball, football, tennis, marbles, archery.

With actions ask someone if you can – get a drink, use a telephone, borrow a pencil, get a ride.

With actions list your chores – make a bed, shake a rug, set the table, rinse dishes, vacuum, dust.

With actions show what you do in the morning to get ready for school – eat, brush teeth, comb hair.

### **Play Charades**

Word lists for Charades:

#### Books

- The Cat in the Hat
- Charlotte's Web
- Harry Potter
- The Lion, the Witch and the Wardrobe
- Diary of a Wimpy Kid
- Oh, the Places You'll Go!
- Where the Wild Things Are
- Magic Treehouse

#### Movies

- The Lion King
- Brave
- Finding Nemo
- How to Train Your Dragon
- Frozen
- The Lego Movie
- Madagascar
- Alvin and the Chipmunks
- Kung Foo Panda
- Tangled
- Avengers
- Hobbit
- Shrek
- Toy Story
- Twilight
- Tron
- Freaky Friday

- Ice Age

Here are different activities that will help Cub Scouts see how disabilities affect people. Maybe they or someone they know struggle with one or more of these. Some boys have speech problems.

Discuss outcomes of trying these activities with the Cub Scouts. They should come away with the resolve that they can help people with disabilities. The first thing they can do to help is to not laugh at anyone with disabilities. They should feel empowered to help other people to not laugh.

These ideas are taken from National Institute of Urban School Improvement, Indiana Resource Center, TEACCH Program Website and Girl Scouts of America. TIPS Program, Bavaria DSO, Jan Osier. Pages 17-19 There are other activities in the article.

<http://www.indianadisabilityawareness.org/assets/docs/ActivitiesBooklet.pdf>

[www.indianadisabilityawareness.org](http://www.indianadisabilityawareness.org)

### **HEARING DISABILITIES – MUFFLED SOUNDS**

This activity will help girls to understand the frustration of not hearing clearly. Ask for one or two volunteers. Have the girls place a cotton ball in the outer part of each ear and tie a scarf around her head to hold the cotton balls in place. As an alternative you can place earphones over her ears.

Continue with the regular activities at the meeting.

Do nothing special for the girl. Repeat when she asks you to.

1. Ask the girls to share how it felt to have their hearing impaired.
2. What were their feelings toward the leader? The other girls?
3. How do people feel who have hearing loss?
4. Develop some helpful hints for working with someone with a hearing loss.

### **HEARING DISABILITIES – COMMUNICATING**

There are two parts to sounds: loudness and pitch. Loudness ranges from soft to loud. Pitch ranges from high tones to low tones. Both loudness and pitch together produce the sounds we hear. Persons with hearing disabilities usually experience a loss in certain tones or pitches as well as loss in volume of loudness. Hearing disabilities can range from mild to profound and can produce difficulties in communicating with others. Try this activity to simulate communicating with someone who cannot hear and understand speech. Divide the girls into pairs. Give one girl in each pair a message to communicate to her partner without talking.

Please get me a drink of water.

Please get me three books to read.

It's your turn to write on the blackboard.

I have three cats at home.

Discuss:

1. How did they communicate using eye contact, gestures, pointing to objects, writing, etc.?
2. How did it feel to communicate silently?
3. What are some things to remember when communicating with someone with a hearing disability?

### **VISION DISABILITIES – CENTRAL VISION**

Persons with central vision disabilities can see, but they don't see images clearly and they don't focus well. The world is seen as a fuzzy image. Try this activity to simulate this disability. Give each girl a 3" strip of waxed paper over their eyes with their hands at their temples. Ask them to walk around the room. What can they see or not see? Try to read signs, look at pictures, etc. Point out that people with vision disabilities learn to rely on environmental clues: shapes, sounds, light, color, and movement. They do not have any special sensory perceptions, just a well-trained awareness.

Discuss:

1. What are some adaptive aids that can help people with this disability?
2. Try reading with a small, portable telescope or a magnifying glass.
3. Ask if anyone has seen a television screen enlarger.

### **VISION DISABILITIES – TUNNEL VISION**

Persons with tunnel vision see a narrower visual field and a very small amount of accurate central vision. They have very little or no peripheral vision. Try this activity to simulate tunnel vision.

Have the girls make binoculars with their hands and place them directly around their eyes. Talk about they can and cannot see.

Discuss:

1. How would this disability affect their everyday activities such as walking to school, crossing streets, playing games, etc.?

### **VISION DISABILITIES – WEARING A BLINDFOLD**

When moving from place to place, blind persons may use a guide dog, a cane, and learn to pay attention to a variety of environmental clues. Sometimes another person serves as a sighted guide and functions as the eyes for the blind person. The sighted guide describes what is around and in front of them. One way to describe things is to relate objects to the face on a clock. For example, in describing a plate of food say your meat is at 3 o' clock, your potatoes are at 9 o' clock, etc. Sighted guides also need to describe noises and the source of the sounds. Each girl will need a partner. One of the partners is blindfolded; the other is the sighted guide. Have the sighted guide take her partner around the room or to another part of the building. Visit the drinking fountain, play a game, have refreshments, do a friendship circle, etc. Have the partners change roles.

Discuss the following activities:

1. Have the girls talk about how it felt to be blindfolded.
2. How did it feel to be the sighted guide?
3. What was helpful; what was difficult?
4. Develop a list of suggestions for guiding and helping a person with a vision disability.

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(A United Way Agency) Rev. 04/00 VS/jc

### **PHYSICAL DISABILITIES – DAILY LIVING SKILLS**

A physical disability occurs when there is an impairment of the bones, joints, muscles, nerves, or malfunctioning spinal cord. A physical disability can affect how one moves, as well as how one speaks or writes. Talk with the girls about some of the things they do everyday that use their "little muscles," also known as fine motor skills. Include things done with muscles, joints, and bones (eating, writing, drawing, buttoning, shoe tying, teeth brushing, etc.). Give each girl a piece of paper and pencil. Simulate a partial loss of hand control by writing name and address with the non-dominant hand. Next, pass out long strips of masking tape and have the girls tape their thumbs and first two fingers to the palm of their dominant hand. Try shoe tying, zippers, buttons, cutting, turning pages, etc.

Discuss

1. What made these tasks difficult?
2. What kinds of devices could have helped them?

### **LEARNING DISABILITIES – READING**

Reading is a skill that is necessary for almost every task in school. When a person doesn't read well, it's very difficult to succeed in school no matter how bright or motivated. A reading disability is the most common type of learning disability. Try these activities to see how it would feel to have a reading disability. Hold a book up to a mirror. Read the book by looking in the mirror. Hold a book upside-down and read it.

Discuss:

1. Did you have trouble reading?
2. Did you use your fingers to keep your place?
3. Do you know anyone with a problem like this?
4. How could you help a person with this problem?
5. What are some things a person with reading problems could do well?

### DEVELOPMENTAL DISABILITIES – FOLLOWING DIRECTIONS

A developmental disability occurs when there is a general slowing down in a person's thinking and learning abilities. Following directions may be difficult even for people with a mild developmental disability because they may not learn as quickly or remember as much. This activity will simulate developmental disabilities by changing some of the everyday words to make it more difficult. Stand in a circle and name three positions:

Hands in air = CAT

Hands on waist = DOG

Hands on thighs = FISH

Practice each motion a few times.

Then try: Hands on FISH

Right hand on FISH, left hand on DOG

Right hand on CAT, left hand on DOG

Now give directions without doing them yourself. Complicate them by adding standing one leg, legs together, legs apart, etc.

Discuss:

1. How the girls succeeded, but the exercise took a long time and lots of concentration.
2. What helped them to succeed?
3. How did they feel?

### LEARNING DISABILITIES – WRITING

A learning disability occurs when a person has problems processing information in order to perform tasks which are generally related to learning. Sometimes a learning disability shows up in the way people write. This activity will help girls understand how it feels to know how something should look, but somewhere between the brain and the pencil, the information gets mixed up. Have each girl place a piece of paper on her forehead and write her name on the paper. Discuss the amount of concentration and extra time required, the "look" of the final product, and how this exercise made them feel. Some of the girls will write their name backwards. Talk about how they felt when they saw what they had done. Point out that the girls who wrote backwards did not realize, at the time, that they were doing so. Variation: Hold the paper to your forehead with the hand you usually write with. Write with the other hand. First write the word "zonker." Turn the page over and write your name.

## Our Living World

Match the word with its definition.

- |              |  |
|--------------|--|
| electricity  | 1. It takes energy to make clean drinking _____. Don't waste _____ by leaving _____.   |
| refrigerator | 2. It is better to _____ paper, plastic, and glass than to throw it away.  |
| litter       | 3. We can save _____ if we turn off the lights when we leave a room.   |
| water        | 4. Our _____ uses a lot of energy to make cold air. One way to save energy is to keep the _____ door closed.   |
| recycle      | 5. _____ must work together to keep our land and air clean.  |
| gas          | 6. We _____ when we throw trash on the ground instead of putting it in the garbage or recycling it. Every time we _____, it makes our land and water a little dirtier. |
| everyone     | 7. We use less _____ when we walk or bike instead of driving. This is another way to use less energy.  |



## braille alphabet org

### The Braille Alphabet Chart

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	

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Website: <http://braillealphabet.org>

Write the Cub Scout Motto, Law, or Promise in Braille by placing dots of glue on a paper. Let it dry and see if the boys can decipher it.

