

SCOUTING FOR THE HANDICAPPED

Cub Scouting is for all boys. Cub Scouting is also for each boy and each boy is different. The Boy Scouts of America recognizes that there are no standard boys - the kind who can be steered around like machines in exactly the same way, to have exactly the same fun, to learn exactly the same things from exactly the same instructions. Some boys need extra help from leaders; handicapped boys are such boys.

The Cub Scout leader's attitude is most important in setting an atmosphere of acceptance in the den and pack. Integrating handicapped boys into the Cub program can present problems, but these problems need not be overwhelming. A positive attitude and proper planning will go a long way in producing a good Cub Scout experience for these boys.

In reality, the differences between handicapped boys and non-handicapped boys are not great. Handicapped boys are more LIKE other boys than they are different. Anything a leader does to separate them and make them "different" is a mistake. Being like other boys is important. For this reason, none of the Cub Scouting requirements should be watered down or eliminated, although the speed at which they are met and the means of explaining them may be adjusted and simplified. The official policy of the Boy Scouts of America is to keep the program the same for ALL boys so that no single member is branded as handicapped and different.

There are, however, definite things leaders may want to know about a particular boy in order to better assist and understand him. His parents, his guardian, and/or his teacher can provide helpful insight as to whether any boy has problems with diet, medication, school performance, or peer adjustment. Many of these problems may really be quite similar for both "normal" and "handicapped" boys.

REGISTRATION POLICY

Registration of mentally handicapped boys beyond the normal age limits of Cub Scouts is provided by clause 19, Art. XVI, Sec. 5 of the By-Laws as follows: "In the discretion of the Executive Board, and under such rules and regulations as it may prescribe, registration of youth over age 18 as Boy Scouts....may be authorized. Chartered partner organizations and the local Council shall determine acceptance and assimilation of the group. This registration provision shall be exercised with caution to avoid 'perpetuating eternal childhood'. Whenever possible, it shall be preferable to graduate a boy into the next higher program when he reaches the eligible age".

ADVANCEMENT

Cub Scout achievement and elective requirements are quite explicit, but they are based on a boy "doing his best". Pack leaders and parents should interpret the standards so that the advancements are meaningful, yet given in recognition that a boy did his best.

Authorized flexibility, long a part of Cub Scouting, permits substitution of requirements where a physical or mental handicap becomes an obstacle to a boy passing an achievement, elective or activity requirement.

It has been found generally that the Cub Scout program is quite usable and adaptable to retarded and handicapped boys without specific change or special instruction on each achievement. The standard is, "Has he done his best?"

FREQUENT RECOGNITION

A simple thing like applause provides amazing motivation for the mentally retarded. They generally need more incentives than 'normal' boys.

Official Scout badges and insignia can only be given to those who have passed all of the requirements for that particular rank or award. Since progress with many of the handicapped is often slow, special recognition for achievement of individual tasks or parts of tasks is authorized and encouraged.

Special recognition for single requirements must not conflict with standard uniform and insignia regulations. When used, leaders must avoid identifying them as for the handicapped. Some examples are:

*A simple certificate

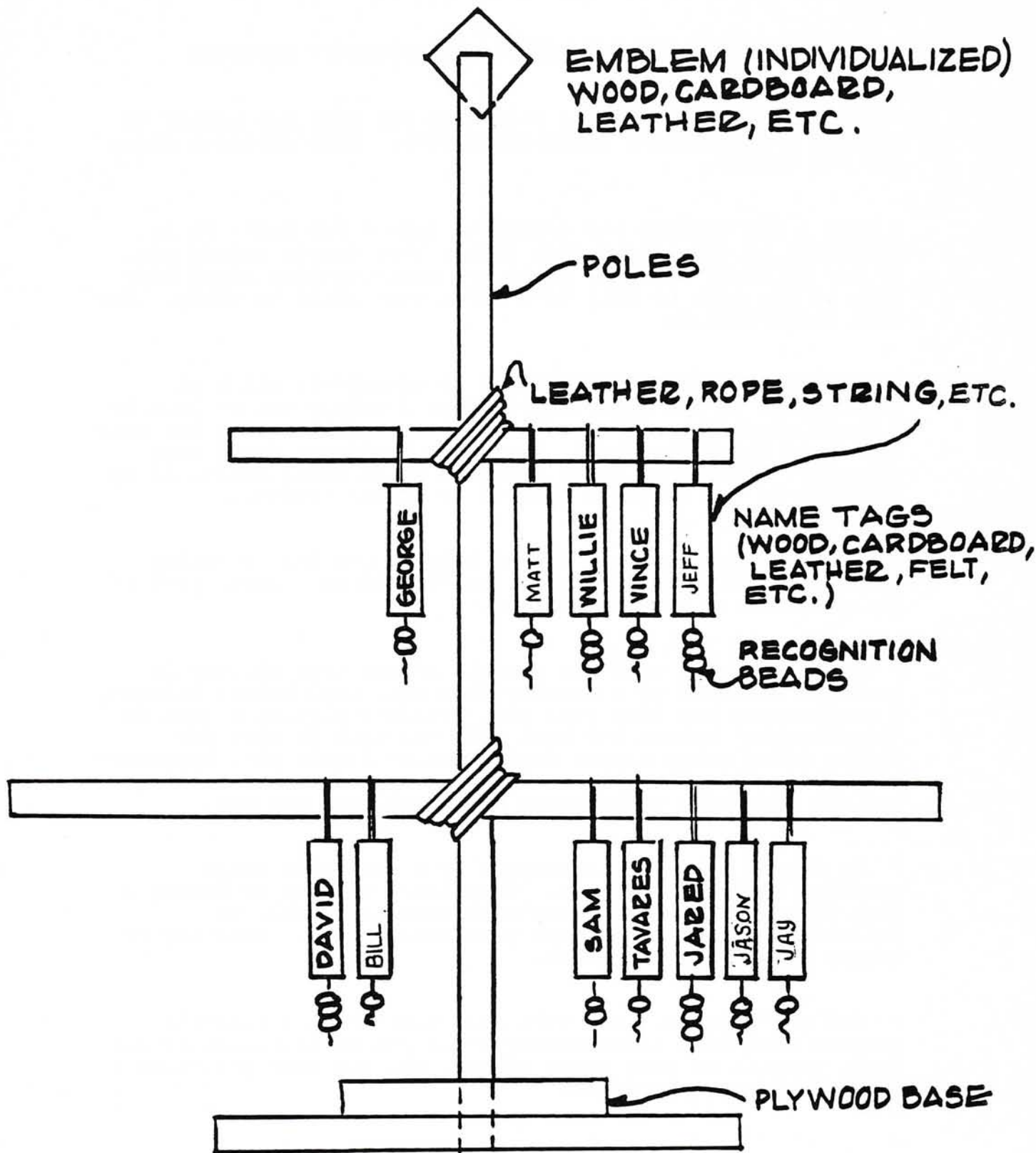
*Neckerchief slide of distinctive design

*Belt awards - locally designed symbols of achievement stamped or stenciled on a uniform belt

*Personal items such as bookmarks

*Advancement tree

Handicapped people do not go through life as easily or as successfully as others who are not handicapped. Too often they are sheltered or kept apart from others in daily life. Cub Scouts and their leaders have a need and a challenge set before them to take this opportunity to help a young man become the most successful person that he is capable of becoming.



ADVANCEMENT TREE RECOGNITION

TRY THESE FOR SUCCESSFUL "EXCEPTIONAL" SCOUTING

* An additional Den Leader will help run your den better if you are mainstreaming handicapped Cubs. Also consider using two Den Chiefs.

* When a boy becomes old enough to join a Cub pack, he is beginning to understand more things that happen around him. If we, as Scout Leaders, place our understanding along side that of the boys we will have fewer high hills to climb. Try more understanding.

* Careful planning of activities is essential. All boys participate in all activities. Untold damage can be done to a child already handicapped if he is ostracized from the main stream of boy activities. Boys with handicaps don't want sympathy. They need to be accepted on an equal basis. If an activity is too rough, a referee is always needed.

* Involve the parents. If you bring a boy into Scouting without involving his parents, you've missed a vital part of the program.....family activity.

* Have a meeting with the parents of the boys already in your den followed by a meeting with your boys before bringing a handicapped boy into your den. Consider playing a game of "handicapped" bounce the ball with the boys in your den taking turns being blind, deaf, missing limbs, etc. Remember that your attitude will set the tone both for this meeting and for the den's willingness to accept this new boy.

* By having boys with handicaps in a den, boys learn patience and understanding. They learn the joy of having a part in one of their denmate's successes, as well as failures. Have faith - give your boys credit. They may be bigger "men" than you think.

* Use the program. You will find that it is a flexible program with many requirements which can be fulfilled by all boys. Because of your extra effort, all the boys will have a good Cub Scout experience.

FOR THE VISUALLY HANDICAPPED

A manual for leaders, *Scouting for the Visually Handicapped*, No. 3063, is available through your local Scouting service center. Braille, talking books, cassettes, and large-print editions of Scouting literature provide guidance.

ON CASSETTE *The Official Boy Scout Handbook*, selected merit badge pamphlets

IN BRAILLE Cub Scout books (Wolf, Bear, Webelos), *The Official Scout Handbook* (4 volumes), merit badge pamphlets, *Boys' Life* magazine*

ON RECORDS Merit badge pamphlets

IN LARGE PRINT *The Official Boy Scout Handbook* (3 volumes)

The National Library Service for the Blind and Physically Handicapped of the Library of Congress publishes books and magazines in braille and in recorded form on discs and cassettes for readers who are blind or cannot hold, handle, or read conventional print because of a physical handicap through a national network of state and local libraries.

*National Library Service for the Blind and Physically Handicapped
The Library of Congress
Washington, DC 20542

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206
502-895-2405

Recording for the Blind, Inc.
215 East 58th Street
New York, NY 10022

FOR THE EMOTIONALLY DISTURBED

Scouting is for all boys. There is a tradition in Scouting of extending a helping hand to youth with handicaps. All boys are different, and the Boy Scouts of America wants to help boys who are emotionally disturbed. Many units have extended a welcome to boys who have emotional problems. Scouting units also have been organized at treatment centers and hospitals and have become meaningful parts of the treatment program. Many boys with emotional difficulties have been helped through Scouting.

A new resource manual, *Scouting for the Emotionally Disturbed*, No. 3008, is available to community organizations and leadership serving this special population. This booklet is about boys with emotional handicaps, but is designed to help leaders who want to welcome emotionally disturbed boys into their unit or to form a pack, troop, or post for emotionally disturbed boys. A boy could miss a valuable Scouting experience because his leader is unfamiliar with solutions to problems stemming from his emotional disturbance. This booklet, therefore, is published to help leaders who want to work with emotionally disturbed Scouts.

It is the purpose of the Boy Scouts of America to provide for boys an effective program designed to build desirable qualities of character, to train them in the responsibilities of citizenship, and to develop in them personal fitness. With these goals, Scouting can provide a program for the emotionally disturbed boy.

FOR THE MENTALLY RETARDED

Association for Retarded Citizens firmly believes that Scouting is one of the major activities through which mentally retarded youth can be helped to attain their optimum development. Participation in Scouting gives them a sense of personal worth and dignity. It offers these young people many excellent group experiences, not only enabling them to develop sound character and good citizenship, but providing an opportunity to put these attributes into practice.

A manual for leaders, *Scouting for the Mentally Retarded*, No. 3058, is available at your local council service center or from the Supply Division, Boy Scouts of America.

Scouting gives these members a sense of belonging, of accomplishment, and an opportunity on many occasions to associate with other boys.

The Boy Scouts of America has adapted its program to serve the mentally retarded youth. It stands ready to assist in the organization of as many units as are needed.

It is a national policy in Cub Scouting, Boy Scouting, and Exploring to permit boys who are mentally retarded to register beyond the regular age limit. Most schools and groups working with these members use the program according to the needs and abilities of the boys involved. A special advancement incentive program is available for these Scouts.

FOR THE PHYSICALLY HANDICAPPED

Handicaps fail to dampen the enthusiasm of thousands who are finding a sense of achievement in Scouting units across the country. Many are members of packs, troops, teams, or posts composed entirely of youth with some disabilities, but thousands more belong to units made up of regular boys.

These units are operated by community organizations—service clubs, religious groups, and other service-minded organizations. Leaders are dedicated people who find a real reward in working with boys and young men who are taught to meet challenges head-on and overcome difficulties.

Camping, hiking, swimming, and cooking are but a few of the skills handicapped boys have acquired, many of them in wheelchairs. In some cases, camporees and competition with other youth provide a chance to demonstrate ability and provide many mainstreaming opportunities.

Scouts in one troop decided to earn their own money. They entered the car-washing business. Boy Scouts in wheelchairs became specialists at washing bumpers, grilles, and/or taillights. Youths on crutches washed the body. One Tenderfoot Scout whose legs were amputated found that scrubbing wheels was just right for him. It was not idle boasting when one boy commented, "We wash cars better than anybody in the city."

A manual, *Scouting for the Physically Handicapped*, No. 3039A, is available through Supply Division, Boy Scouts of America.

THE SCOUTING PROGRAM FOR HANDICAPPED YOUTH

Scouting is for all youth. Charters are issued to community organizations to operate Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Explorer posts that provide a program for youth who have handicaps in regular or special units.

Cooperation with some of the following national agencies provides avenues of service to youth who benefit from Scouting and are mainstreamed in regular Scouting events and activities.

American Foundation for the Blind

Council for Exceptional Children

Disabled American Veterans

National Library Service for the Blind and Physically Handicapped

Muscular Dystrophy Association of America

Association for Retarded Citizens

National Association of Juvenile Correctional Agencies

National Easter Seal Society for Crippled Children and Adults

National Association for Sickle Cell Disease, Inc.

The President's Committee on Employment of the Handicapped

United Cerebral Palsy Association, Inc.

For additional information, call or write your local council or Education Relationships Service, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75038-3096

FOR THE HEARING IMPAIRED

Units for hearing-impaired youth are found in all areas of the Boy Scouts of America. Scouting appeals to these persons, who find in the program a chance to develop worthwhile skills.

The Scouting movement gives the hearing-impaired person the inspiration he needs by establishing a natural unstrained contact with hearing youth. Scouts with hearing impairments can be members of regular units and totally benefit from the Scouting program.

Watch them run in a game of Capture the Flag or observe the speed with which knots are tied. Seemingly, they find their impairment no barrier to all forms of Scouting activities. They enjoy the fun and adventure of the program.

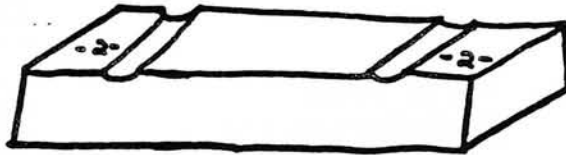
Through Scouting, the youths who are deaf have the opportunity to learn that their keen powers of observation and ability for complete concentration without distraction compensate in some instances for their deafness. Scouting breaks down the "can't do" attitude, and with each merit badge and advancement the Scout who is deaf realizes that he "can do."

Perhaps the greatest benefit to be derived from Scouting by the deaf is the opportunity afforded to impress the hearing public with the fact that many deaf people are capable of holding their own in all types of sports, and that as adults, they can take their place in industry, business, and the professions in almost every type of career.

A manual for leaders, *Scouting for the Hearing Impaired*, No. 3061, is available through Supply Division, Boy Scouts of America.

INSTRUCTIONS FOR ASSEMBLING STYROFOAM DERBY CAR KIT MATERIALS

1. Wheels should be purchased through the Boy Scouts of America catalogue and are available in lots of 100. - Catalogue #1623A.
2. Plastic axle casings are Sip Stix highball stirrers, available at bar supply companies. Cut to 2 inch lengths.
3. Wooden axles are the wood sticks from Q-Tips with the cotton removed. Cut to 2-3/4 inch lengths.
4. When purchasing your styrofoam be sure it is the type which when rubbed against itself will sand itself. There are forms of styrofoam that contain nylon and will not do this.
5. Styrofoam is available in sheets two (2) inches thick, one (1) foot wide and three (3) feet in length. From one (1) sheet this size you will be able to get twenty (20) blocks 2" x 2" x 7" for car bodies and the remainder can be cut into twenty (20) two (2) inch square shaping blocks.
6. After they are cut select one side of the car body blocks and using a pencil or other blunt instrument make parallel grooves two (2) inches from ends. These are the grooves for the axle casings to fit into.



7. Approximate cost of the kits is 53¢ each.

DERBY CAR INSTRUCTIONS

(PLEASE READ INSTRUCTIONS BEFORE BEGINNING)

KIT INCLUDES:

- 1 styrofoam block - 2" x 2" x 7" - (car body)
- 1 styrofoam block - 2" x 2" x 2" - (shaping block)
- 2 axles - wood
- 2 axle casings - plastic
- 4 wheels

1. Using a soft pencil draw the outline of car on side of block being sure the side with grooves is used as the bottom.

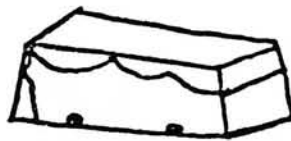


Fig. 1

2. With shaping block, sand away unwanted parts of the styrofoam until shape of car is achieved - DO NOT sand the bottom of the car at ALL.
3. Glue plastic axle casings into grooves on bottom of car body as follows: Place glue in grooves and lay plastic in grooves, then set aside and allow to dry overnight. (see figure 2)

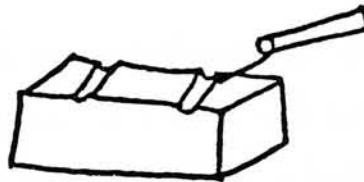


Fig. 2

4. Paint and decorate car body and allow to dry.
5. Using sand paper sand the ridges off at the wheels so they are smooth. This will give the wheel better balance and more traction.
6. Place wood axle into hole in wheel being careful to keep axle straight.



Fig. 3

7. Before you insert axle into axle casing place a little grafite in plastic casing. Grafite will lubricate the wood axle and make it run more smoothly.

DO NOT use oil or any liquid of any kind as this will cause the wood to swell and bind. GRAFITE ONLY!

8. After you insert axle spin it a few times to make sure the grafite coats it well. Add a little glue to the bare tip of the axle and insert it into other wheel tapping gently into place. NOTE: When adding second wheel to axle be sure to leave a small space between inside of wheel and plastic casing so that wheel will not rub and bind. Let dry.

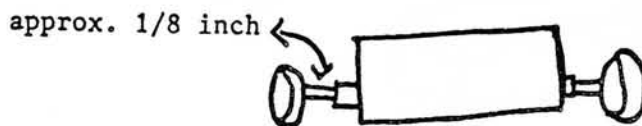
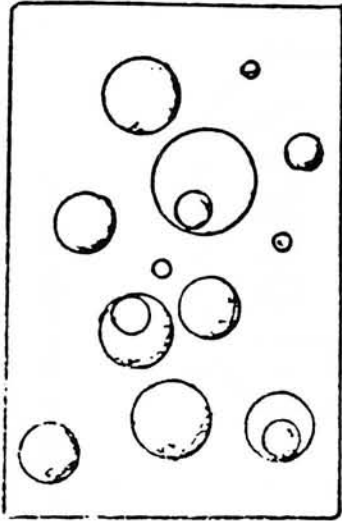


Fig. 4

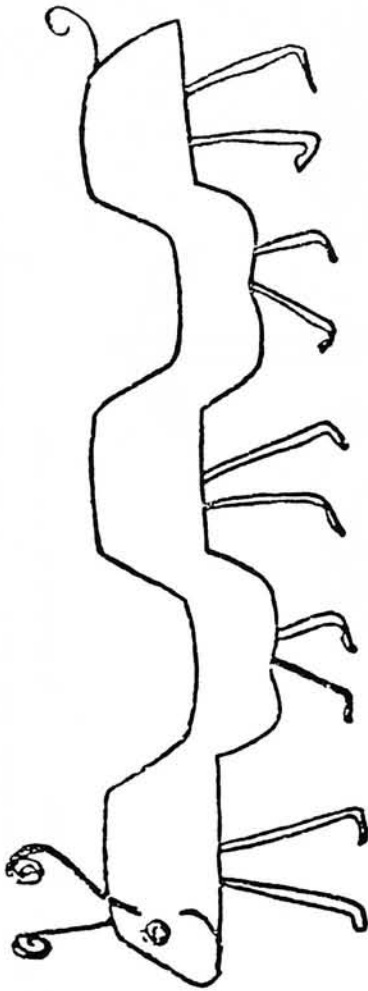
9. When competing with pinewood derby cars the styrofoam cars will need added weight. This is done by cutting a hole in the center of car bottom and inserting a fishing plug (sinker). Fill the hole with glue and pack with scrap styrofoam. Be sure when adding weight that you do not add more than is allowed.
10. Steps 1,2 and 3 of this project can be completed at one meeting
Steps 4,5, and 6 at a second meeting and steps 7,8, and 9 (when needed)
at a third meeting. At meeting number 4, gentlemen start you engines.



Materials: Various colored can tops, glue, wood (any desired shape and size), paint, and pencil.

Procedure: Paint the entire board. Trace the desired design lightly on wood with pencil. Arrange the can tops in design. Put glue around rim of can tops and place them back on the board. Let dry. Picture is now ready to hang.

Caterpillar

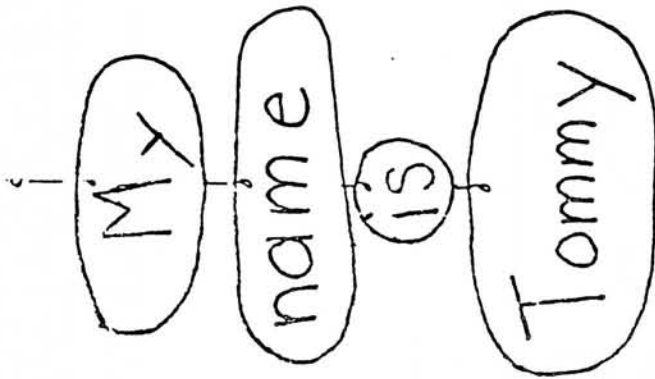


Tools: Scissors.

Materials: Empty styrofoam egg carton, pipe cleaners, glue, and felt tip pen.

Procedure: Cut the bottom of the egg carton down the middle (long ways) or in half. Trim it so that, turned downward, it looks like the body of a caterpillar. Use pipe cleaners for his legs, antennae, and tail. Draw features with felt tip pen.

Word Mobile

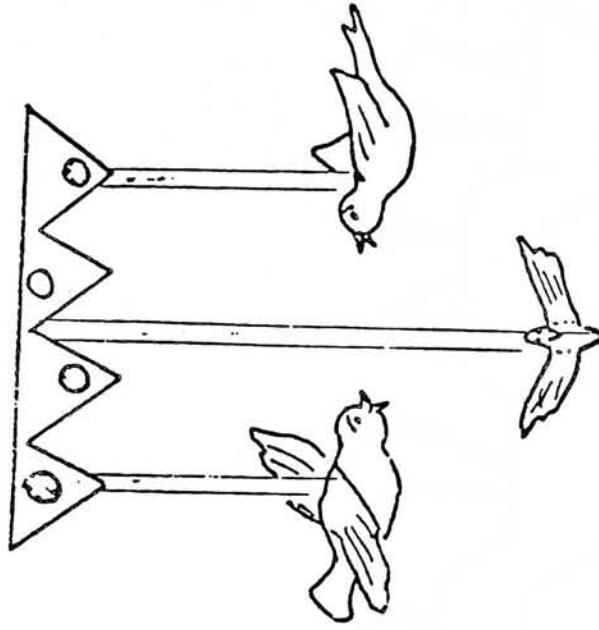


Tools: Scissors and hole punch.

Materials: String, crayon, construction paper, and poster board.

Procedure: Draw kidney-shaped designs on a piece of construction paper. Each one should be larger than the other. Cut out the designs, and lay on top of the poster board to be used as patterns. Cut. Assemble the designs on a table with the largest one at the top. Print words with crayons. Punch holes at top and bottom of the largest piece. The string will be attached to the holes. Continue to punch holes at top and bottom of all pieces except the last, which has one hole at the top. Tie end of the string in top of largest piece. Tie mobile to mobile to chair, wall, ceiling, etc.

Bird Mobile

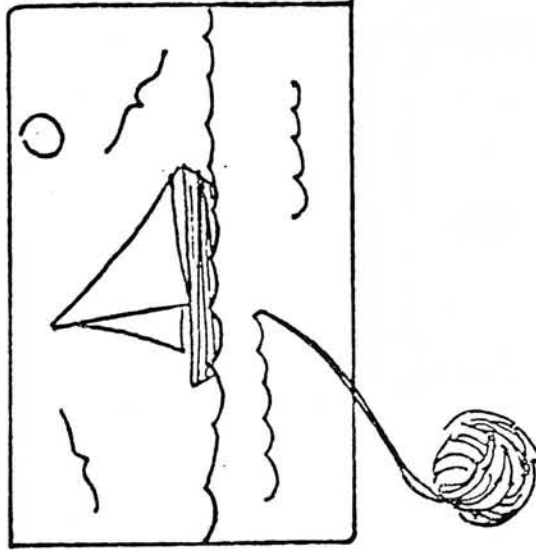


Tools: Scissors and stapler.

Materials: One 3" x 18" strip of construction paper, three 1" by 12" strips of crepe paper, bird patterns, and crayons.

Procedure: Cut triangles from one side of the 3" x 18" strip of construction paper. Decorate with crayons. Duplicate bird pattern and cut out. Color bird as desired. Insert one end of crepe paper strip into the slit in the bird's body and staple. Staple remaining end of crepe paper to pointed edge of 3" x 18" strip of paper.

Yarn Picture

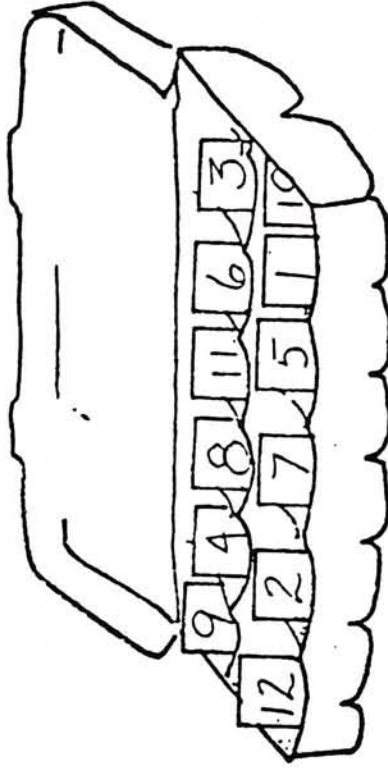


Tools: Scissors and pencil.

Materials: Yarn (various colors), construction paper, and glue.

Procedure: Draw a very simple picture on a piece of construction paper. Begin putting white glue on the outline of the design. Put the desired color yarn on top of the glue and continue until the drawing is all finished in yarn. Let dry. Picture is now ready to hang.

Arithmetic Game



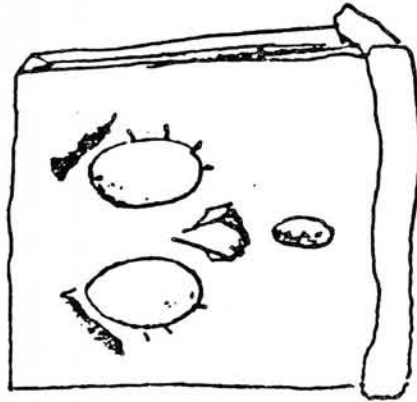
Tools: Watercolor brush and old brush

Materials: Tempera paint, strips of construction paper, crayon, clear shellac, writing paper, marbles, library paste, and egg carton.

Procedure: Paint the egg carton with tempera paint with two coats. Number the strips with dark crayon from one to twelve. Cut each strip to fit snugly and paste in the carton. (Place numbers in random order in the box.) Shellac.

Game: Have each student stand back a few feet and toss a marble into the eggbox. Each student has two throws and each time the marble must land in one of the numbers. The student must add together the two numbers the marble landed in. On the writing paper, if the student answers the problem correctly, he crosses off a box. The students put the boxes down like a nine inning baseball game. The first one to get the nine correct answers is the winner. Subtraction and multiplication problems may also be done this way.

Paper Bag Mask

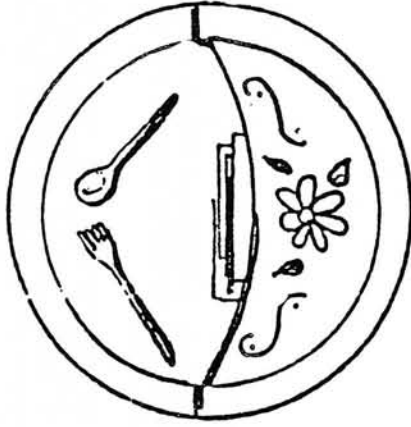


Tools: Scissors and paintbrush.

Materials: Paper bag, paste, colored paper, tempera paint, and scrap material.

Procedure: Place the bag over the head, pulling it down until the bottom of the bag rests on the top of the head. Roll the mouth of the bag until the bag clears the shoulders. While the bag is on the head indicate the position of the eyes, nose, and mouth with pencil. Remove the bag from head, flatten it out, and sketch the features. Cut out the eyes, a hole for the nose and mouth. The mask can be further decorated with cut paper, yarn, cloth, and other scrap materials.

Recipe Holders

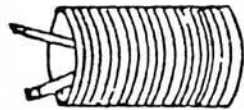


Tools: Scissors.

Materials: Paper plate, glue, plastic spoons (or forks), felt tip pen, and paint.

Procedure: Cut a large paper plate in half. Glue the half to a whole plate, right sides together. Glue two plastic forks or spoons (or one of each) to the top of the large plate. Decorate.

Pencil Holders



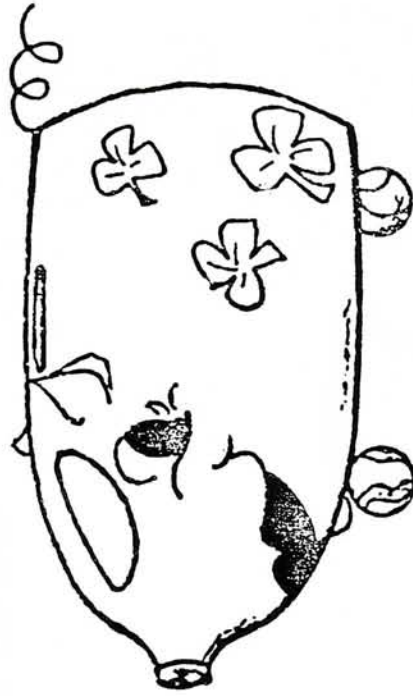
Tools:

Scissors.

Materials: Colored yarn, glue, and empty juice can.

Procedure: Choose the desired colors of yarn. Spread a small amount of glue around the bottom of the juice can. Place the yarn on top of this glue, leaving no spaces between rows of yarn. If a change of color is desired, cut the yarn, begin new color, and follow same procedure for new color. When the yarn is completely around the can, cut and let dry.

Piggy Bank



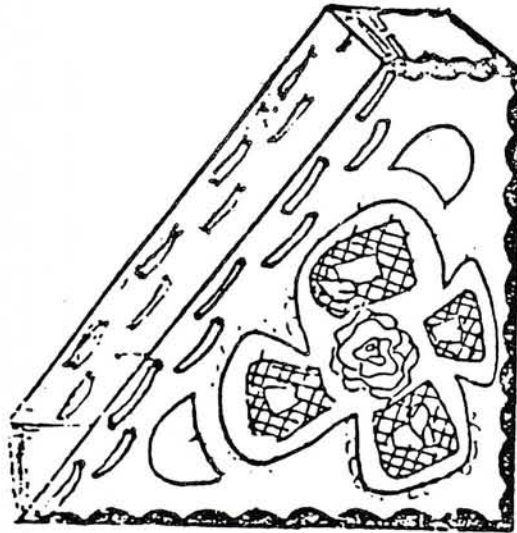
Tools:

Scissors, old brush, and cutting tool (i.e. knife, scissors, etc.)

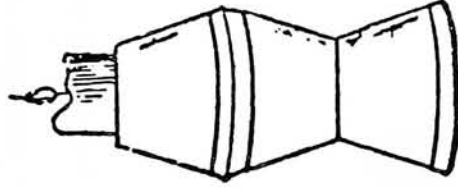
Materials: Plastic bleach container, felt pieces in various colors, white glue, four marbles, and felt marking pen.

Procedure: Cut out pieces of felt for eyes, ears and other decorative aspects of piggy bank. Put marbles on for legs. Glue on felt features. Add other pieces of felt for added decoration. With cutting tool, cut a hole on top for inserting money. Add other features with felt marker.

Recipe, Napkin, Letter, or Pencil Holder



Candle Holder



Tools: Scissors and hole punch.

Materials: Soap box or cereal box, wall paper or self-sticking paper, yarn, lace, nicknacks, and glue.

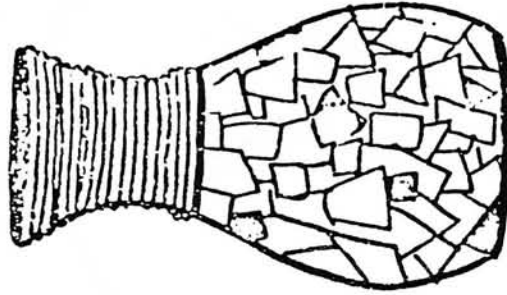
Procedure: Cut a soapbox or cereal box as shown and cover with wallpaper or self sticking paper. Punch holes at even intervals and lace yarn through. Lace or nicknacks can be glued on for decoration.

Tools: Brush (one inch).

Materials: Clay pots, glue, and paint.

Procedure: Glue clay pots together as shown in picture. Decorate by painting pots and making designs. Place candle in top pot.

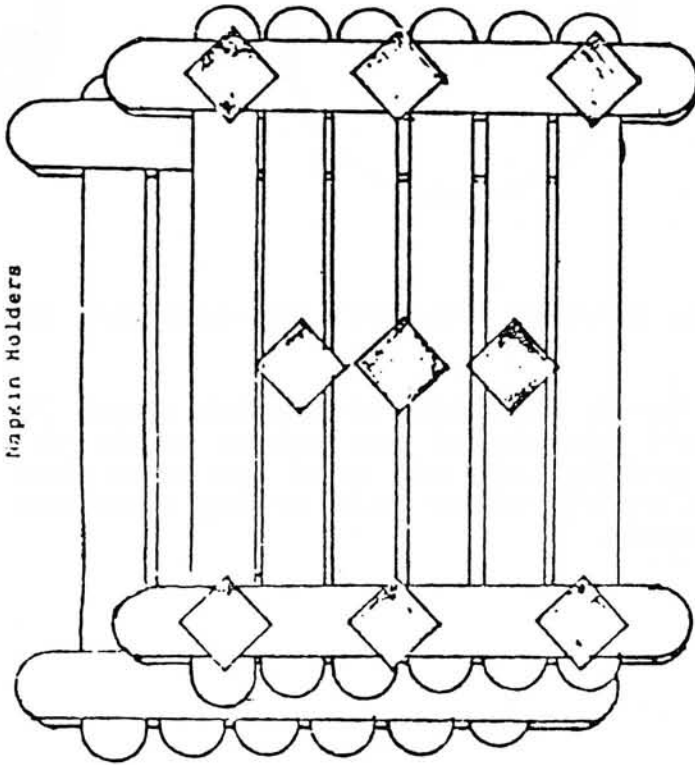
VASE



Materials: Glue, string (or yarn), empty glass jar, bits of colored paper, and clear shellac.

Procedure: Glue colored string or yarn to the top of an empty glass jar, then glue colored bits of paper cut from slick magazines to the remainder of the jar. Spray with 3 or 4 coats of clear shellac.

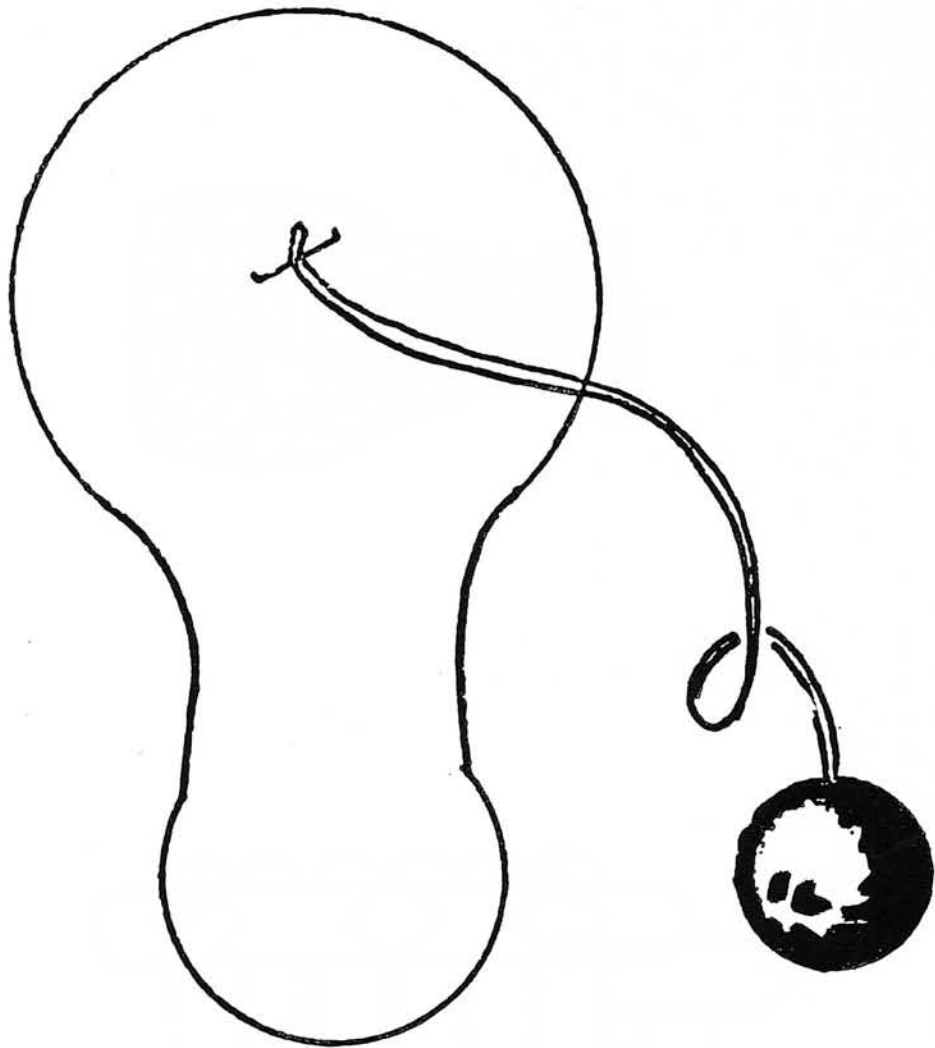
Mapkin Holders



Materials: Popsicle sticks, glue, tiles, and marbles.

Procedure: Make sides by gluing the popsicle sticks to two vertical sticks. For the bottom, glue nine sticks together, one on top of the other. Decorate with tiles, marbles, etc.

Paddle Toy



Tools: Coping saw.

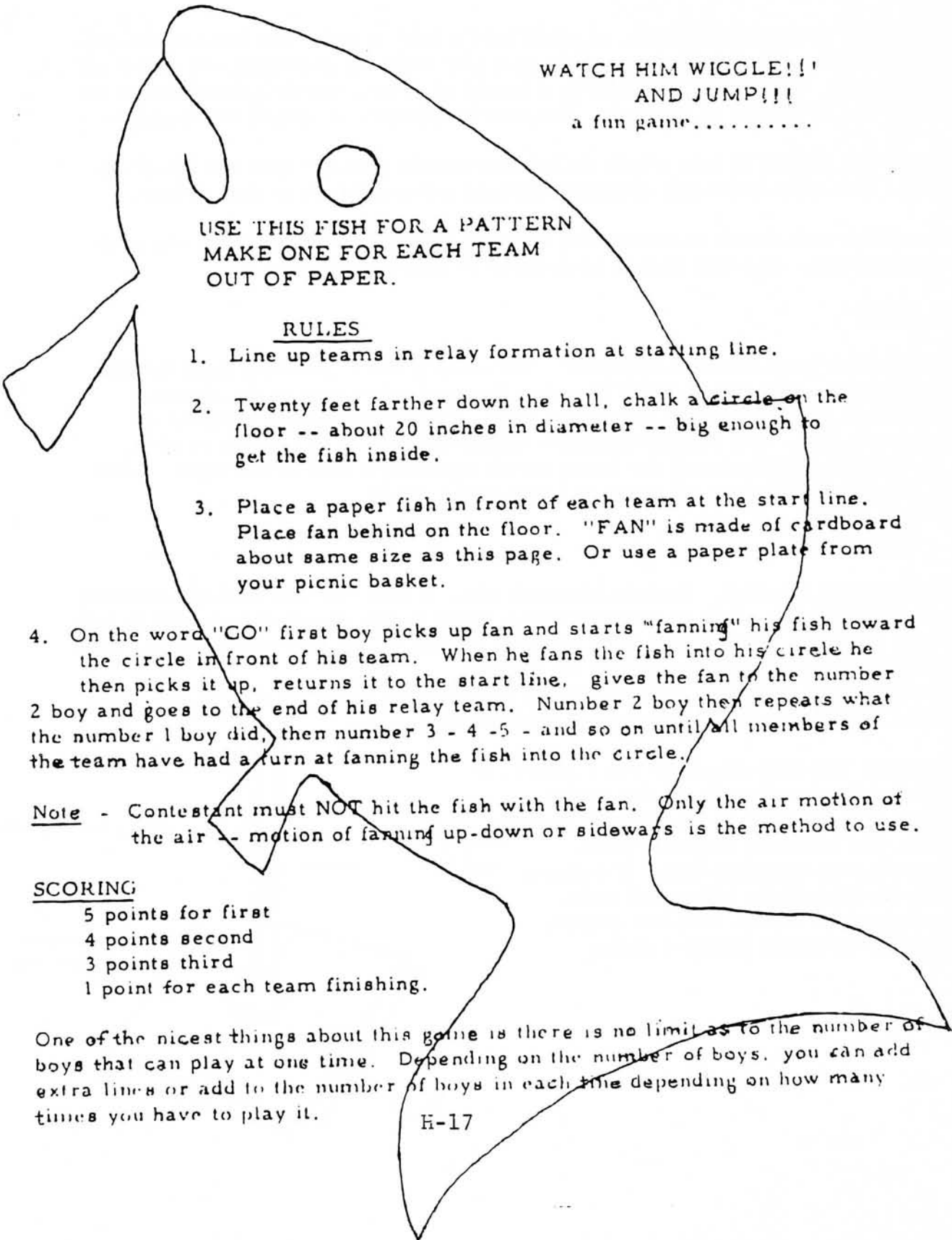
Materials: Rubber bands, nail or staples plywood, and small rubber ball.

Procedure: Loop rubber bands together to measure about 30 inches. Nail or staple one end of the rubber bands to the center of a paddle that has been cut from thin plywood. Sew a small rubber ball to the free end of the rubber bands.

FAN THE FISH

FROM THE NATIONAL COUNCIL
BOY SCOUTS OF CANADA

WATCH HIM WIGGLE!!!
AND JUMP!!!
a fun game.....



USE THIS FISH FOR A PATTERN
MAKE ONE FOR EACH TEAM
OUT OF PAPER.

RULES

1. Line up teams in relay formation at starting line.
2. Twenty feet farther down the hall, chalk a circle on the floor -- about 20 inches in diameter -- big enough to get the fish inside.
3. Place a paper fish in front of each team at the start line. Place fan behind on the floor. "FAN" is made of cardboard about same size as this page. Or use a paper plate from your picnic basket.
4. On the word "GO" first boy picks up fan and starts "fanning" his fish toward the circle in front of his team. When he fans the fish into his circle he then picks it up, returns it to the start line, gives the fan to the number 2 boy and goes to the end of his relay team. Number 2 boy then repeats what the number 1 boy did, then number 3 - 4 - 5 - and so on until all members of the team have had a turn at fanning the fish into the circle.

Note - Contestant must NOT hit the fish with the fan. Only the air motion of the air -- motion of fanning up-down or sideways is the method to use.

SCORING

- 5 points for first
- 4 points second
- 3 points third
- 1 point for each team finishing.

One of the nicest things about this game is there is no limit as to the number of boys that can play at one time. Depending on the number of boys, you can add extra lines or add to the number of boys in each line depending on how many times you have to play it.

MINIATURE T-TETHER BALL.

A moderately active tabletop game for 2 to 4 players.

Equipment:

1. Paddles. regular Table Tennis paddles are used.
2. Miniature T-tether ball table (Fig. 1)

The pole, 30 inches in length, is made from a $5/8$ " dowel. The base of the pole is whittled so that it will fit snugly into a $1/2$ " hole bored through the center of a 2" block. The ball is fastened by a length of strong cord to a small staple or screw eye in the top of the pole. The ball should hang 6" below the T-peg.

The T-peg should fit into a hole drilled through the pole 17" from the top of the pole. One side of the peg should be painted red and the other side yellow.

The rubber ball which is attached to the cord should be approximately the size of a golf ball. The ball should hang about 6" below the T-peg.

PLAY

Each player must face his opponent. The ends of the T-peg must point toward the players. The server starts the game by tossing the ball in the air and striking it in any direction around the pole. His opponent then attempts to return the ball. The players alternate hitting the ball in an attempt to wind the string and ball around the T-peg on the opponent's side of the table. A hit is legal if the paddles hit either the ball or the string.

RULES

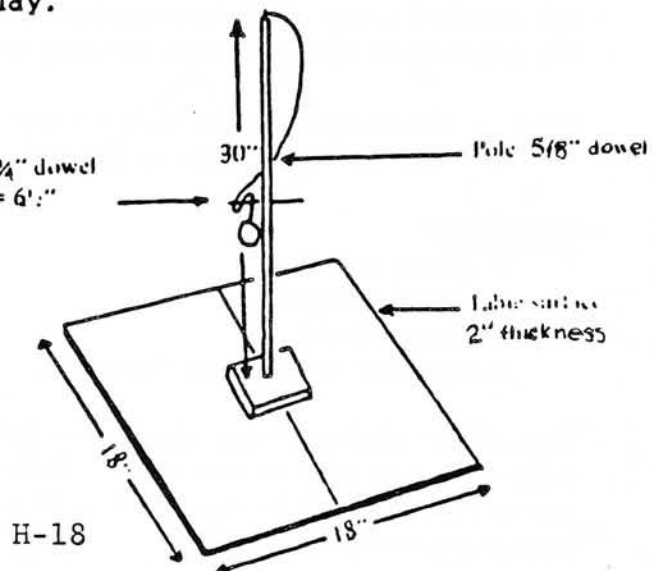
Singles (two players). Players alternate hits. A ball that has stopped swinging is a "dead" ball. Play is resumed with a serve by the player who is next in turn to hit the ball. Each player must keep his paddle on his side of the court. It is illegal to cross the center line to hit the ball.

Doubles (four players). Teammates are stationed on the same side of the table. Rules for singles play also apply to doubles play.

Scoring: The first player to win 5 points, or the first team to win 10, is the winner.

If the ball or string is hit twice in succession, the opponent scores a point.

Players must alternate hits. If a player hits any part of the tether ball pole, including the T-peg, with his paddle, then his opponent scores a point.

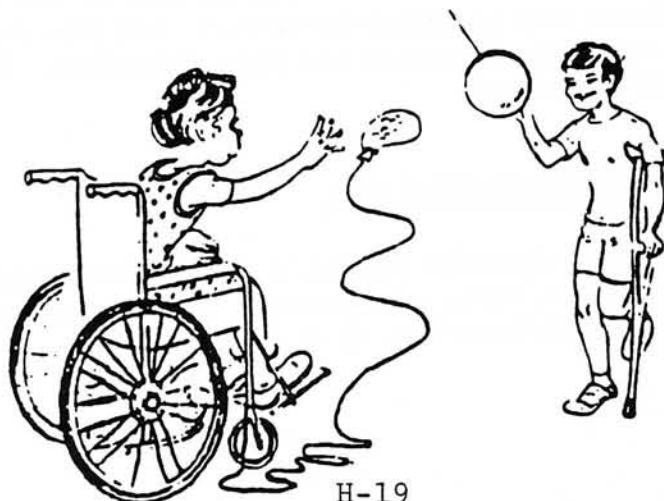
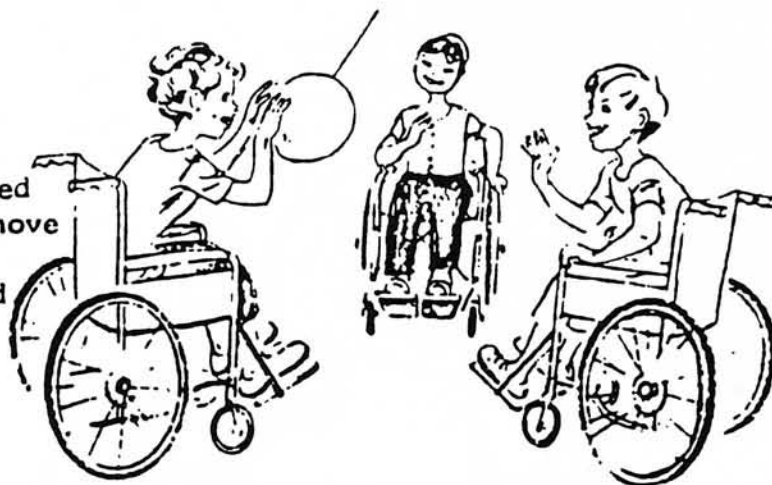


SWINGING BALLS

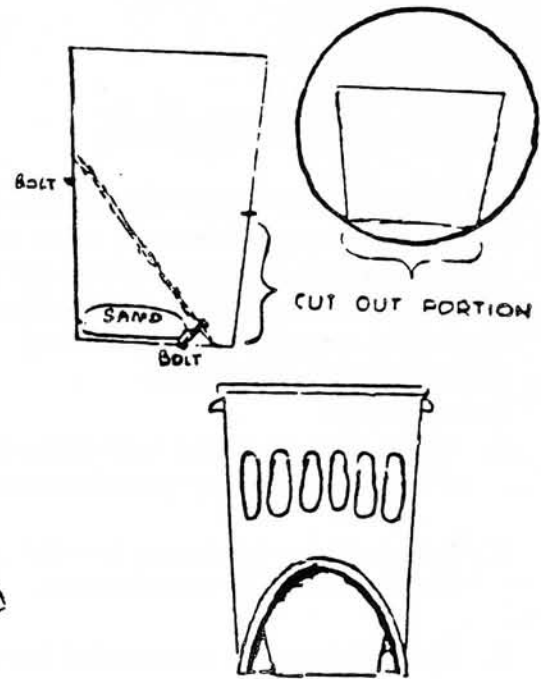
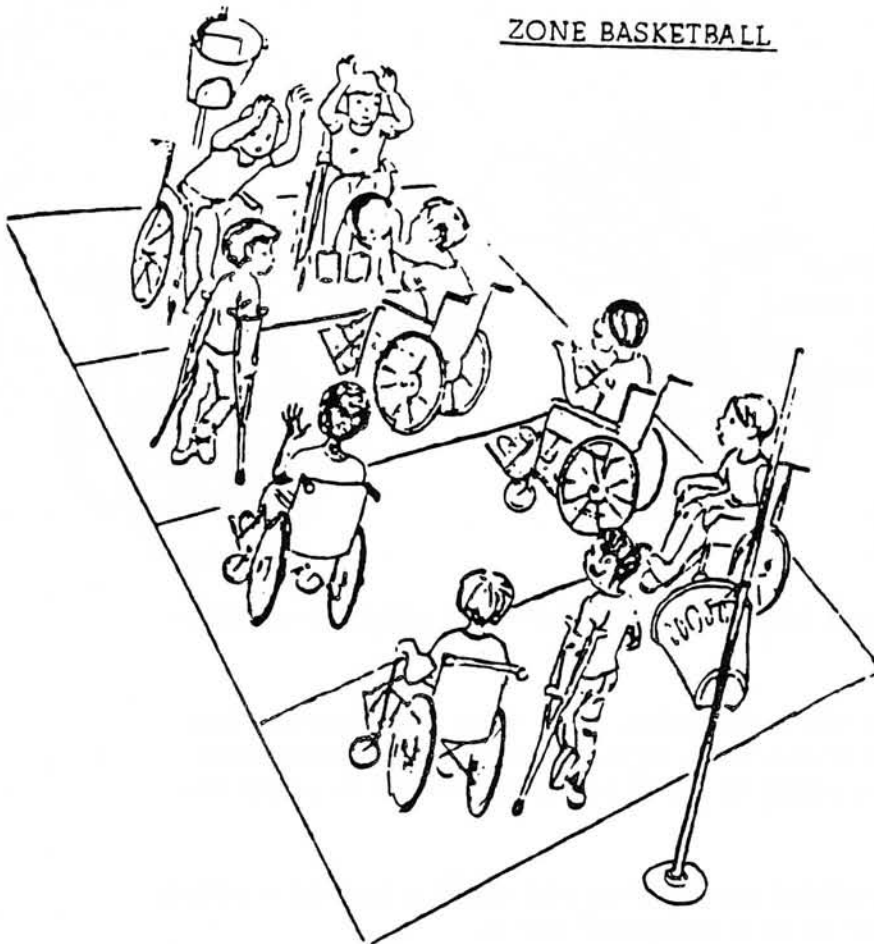
Balls of various sizes may be attached to long strings, permitting them to move in a pendulum action between cubs who may be physically incapacitated. With this arrangement, a number of games may be played.

For example:

1. Cubs may pass the ball around a circle formed by wheelchairs.
2. Two or more cubs may bat the ball back and forth with their crutches or hands while seated in wheelchairs.
3. Using two balls suspended from the same point, four cubs can, forming two teams opposite each other, see if one team with a swinging ball can hit the other team's ball, swinging in a plane at a 90° angle to the one in which the first ball is swinging.
4. A cub in a wheelchair can face others on crutches and throw a ball on a string toward them, attempting to hit them in a dodgeball game.
5. A cub with a free-moving ball may attempt to hit a ball swinging on a string, after it leaves the hand of the second cub in a wheelchair and before it can swing back and be caught again.
6. A cub with a beanbag attached to his wheelchair via a string so that it is retrievable without help may attempt to hit a ball being swung on a string by one or more cubs who are in wheelchairs or on crutches. (When attaching beanbags to wheelchairs, strong nylon rope or a fishing line -50 lb. test- must be used to assure the necessary durability.)



ZONE BASKETBALL



When basketball skills permit, cubs can be placed on a court with two "baskets" at either end. These baskets can consist of garbage cans containing a slanted board and an exit hole: thus, as a basket is made, the ball is immediately put into play again.

Players in such a game can remain in zones, holding their hands up when on defense and passing over the outstretched arms of their opponents when on offense. Another form of basketball can consist of half-court basketball in which two to six players are involved. Fouls may be called for contact, and free throws awarded to the player upon whom the infraction has been committed. Scoring is identical to that in regular basketball.

SHOOT AROUND THE CAN

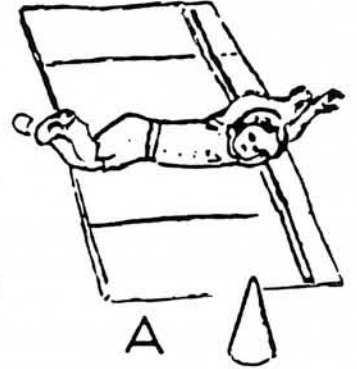
With a target can, (same as above) centrally placed, a cub in a wheelchair may take various positions around it and, using a basketball, attempt to make "baskets," moving to a new location each time he is successful.

OBSTACLE COURSE INDOORS

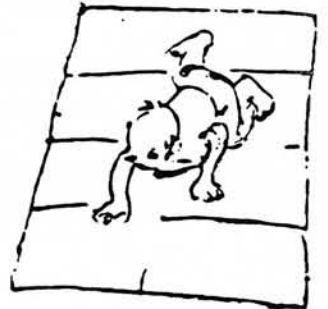
Cubs may be placed on a mat containing a terminal mark to sight on, and also a center line which helps to orient them. Then they may roll slowly down the mat, keeping their arms in various positions such as overhead, at their sides, etc. (A).

START

B. Next, the Cub must get up in a crawling position, if that is possible, on the next section of the mat.



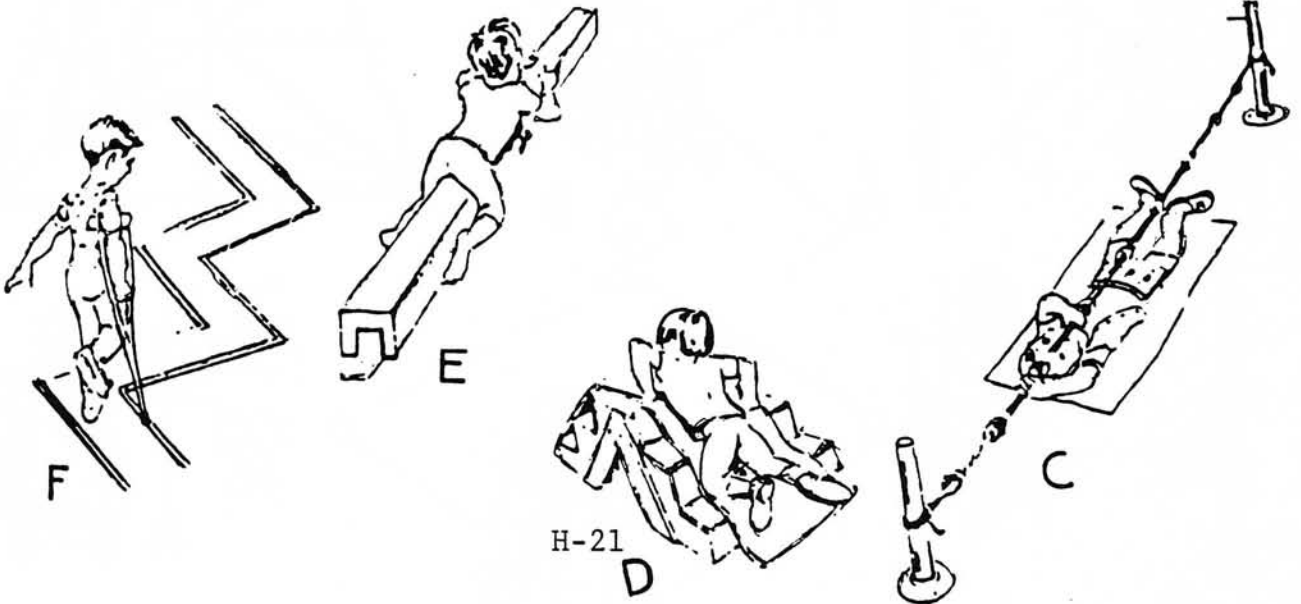
C. A taut line of rope, containing handholds, places about eight to ten inches off the floor, and the cubs can slide themselves along on their backs.



D. A small set of stairs may be placed so that those who are able may attempt to mount and descend them.

E. A balance beam four to six inches wide may be placed next, and the more capable cubs must traverse its surface, either in a walking position or by sliding on their stomachs, pulling themselves along with their hands placed on either side of the beam.

F. Finally, a zigzag walking course may be used and the cubs who are mobile may be asked to walk along the course. This final "obstacle" can consist of tape placed on the floor.

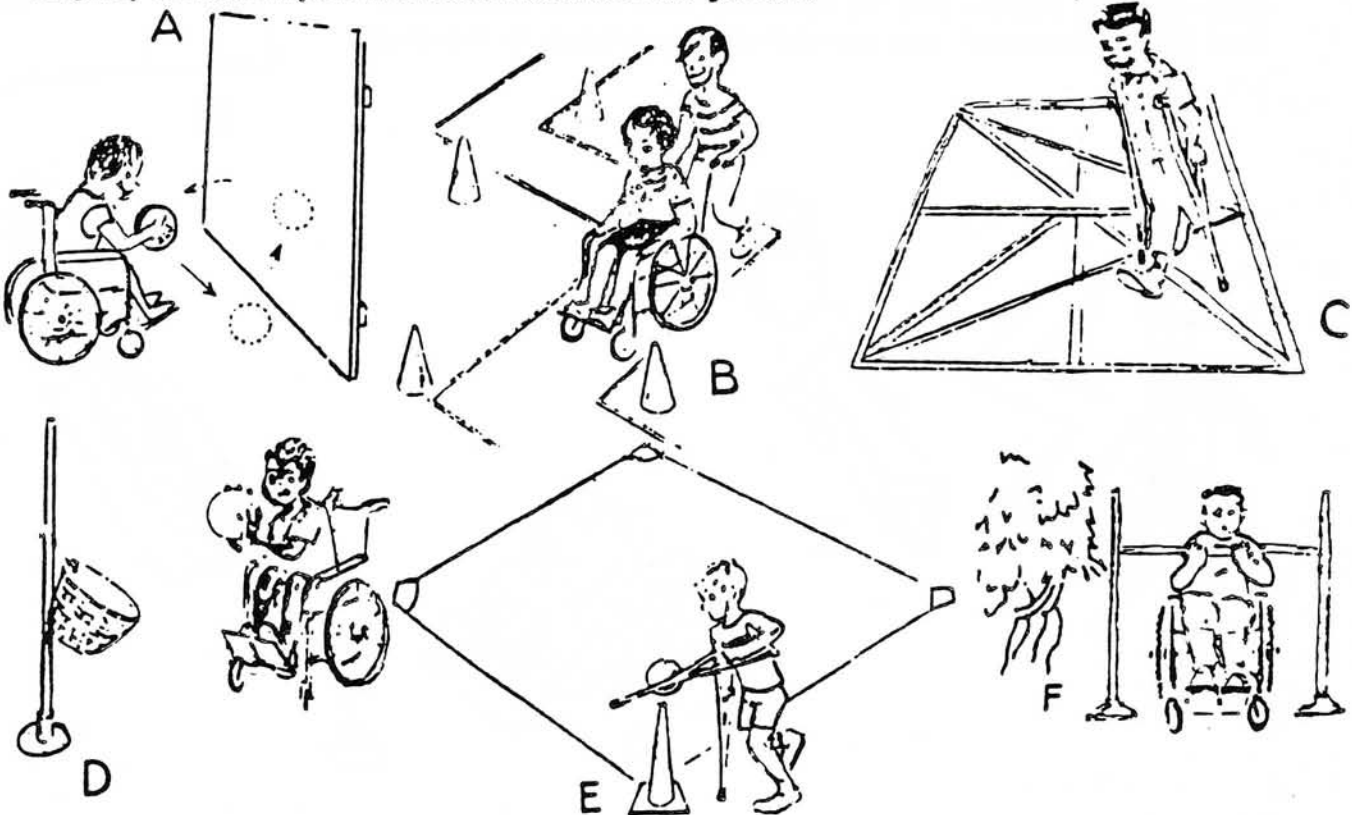


OBSTACLE COURSE OUTDOORS

- A. Cubs are first confronted with a task requiring them to throw, on one bounce, a ball at a backboard and retrieve it.
- B. Next, they move their wheelchairs (or have them moved) around a series of obstacles, making a zigzag pattern.
- C. A line is traversed, and they come upon a complex grid in which they must locate a letter or number either by drawing it, or moving through it via crutches, or in a wheelchair.
- D. Cubs approach a basket which is placed low and possibly tilted for easy access to the ball.
- E. Next the cub advances to the diamond, where a ball is hit from a "T" and the bases are circles.
- F. Finally, the cub may proceed to a set of low horizontal bars, select one which comes about chest-high to him (whether standing, or in a wheelchair), and execute one or several modified pullups.

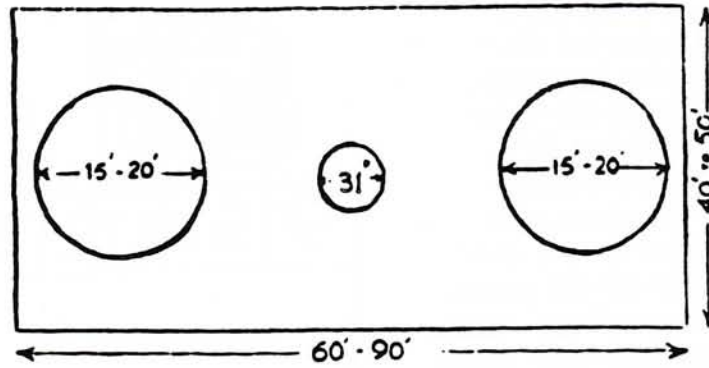
Team competitions can also be used with the obstacle courses as shown. When possible, a combination of outdoor-indoor obstacles may be used.

Lines that are needed on the grass can be made by pushing large nails through brightly colored nylon boat line and into the ground.

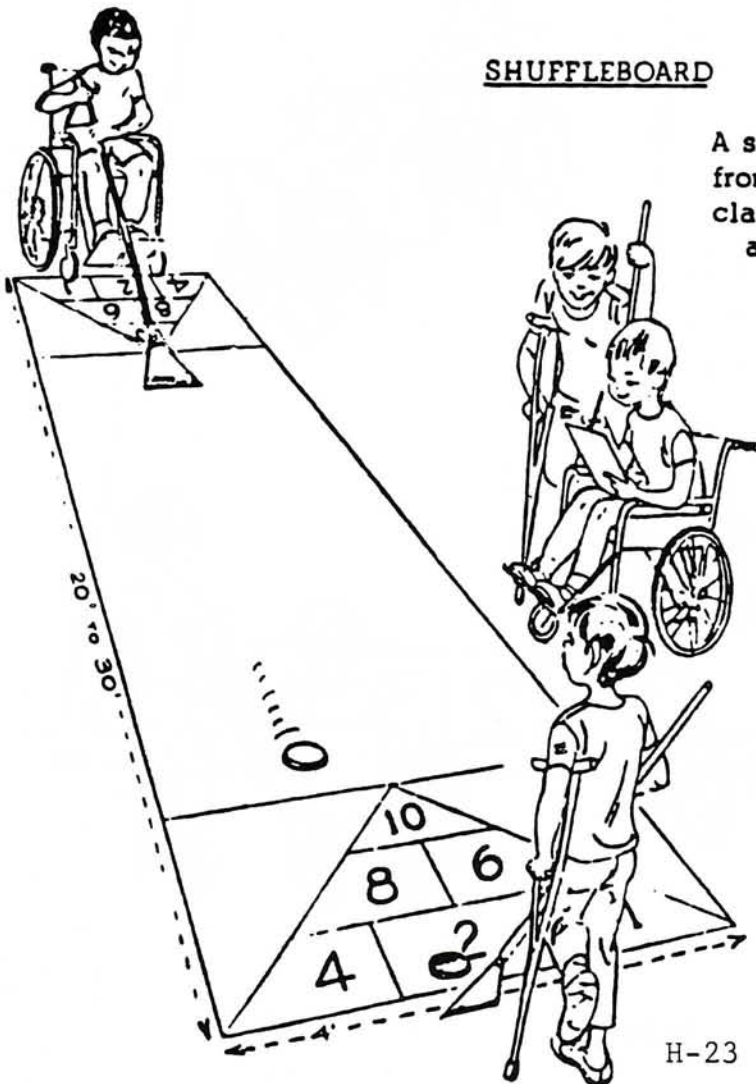


FIELD HOCKEY

The cubs are located in the large circles as is figure 2; a mixture of abilities is desirable. The ball is placed in the center circle, and then two cubs (one from each side) are designated to attempt to hit the ball through all the "goalies" of the opposite side, and thus score. The ball may be struck with crutches, a paddle attached to a broom handle, or in any way possible, so that it rolls through the opponent's large circular "goal". Modifications permit 2, 3 or more cubs from each side to participate, while the others act as "goalies".



SHUFFLEBOARD



A shuffleboard court can be made from lining tape placed on a classroom floor, or painted on a blacktop area. Cubs can play in pairs, individually and arrange tournaments.

Standard shuffleboard "pushers" can be used, or special plywood paddles attached to broom sticks may be used for the cubs whose capacities are not adequate for the regular implement. Size of court may be changed or shortened; an additional modification which can be made is to make the target number areas larger than shown in the illustration, thus facilitating more scoring.

PYLON BALL

Using the court shown (Fig. 1) cubs on two teams are matched, by number, with a counterpart with similar physical capacities. That is both number 2s should be of equal capacity in wheelchairs, for example, while perhaps number 3s might be on crutches with equal locomotor abilities, etc. When a number is called the cubs with that number get to the pylon (3' high rubber traffic marker) and attempt to bring the ball back to the same side. Or if their capacities are not great, they merely try to knock the ball off the pylon. If a number higher than the numbers shown is called, all the children from both sides can see who can intercept and return the ball to their side first.

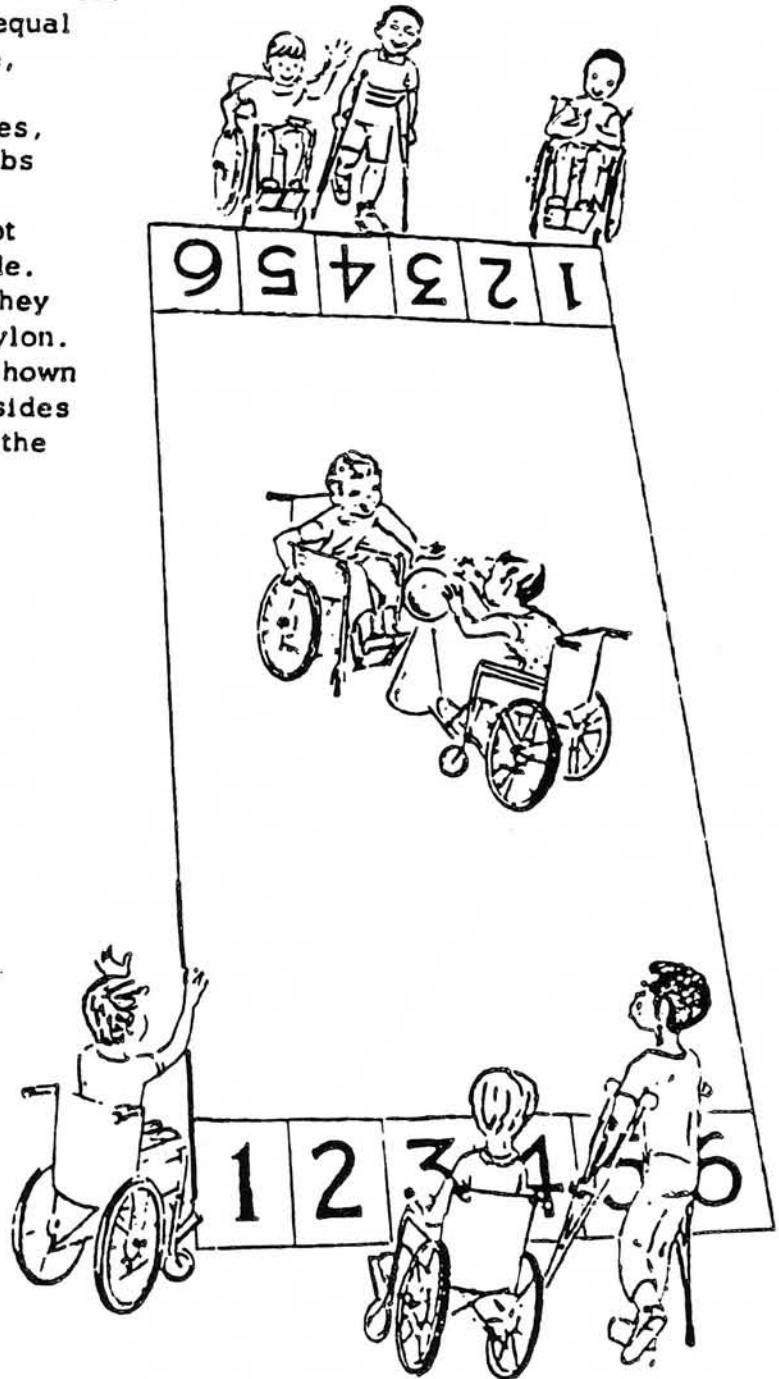
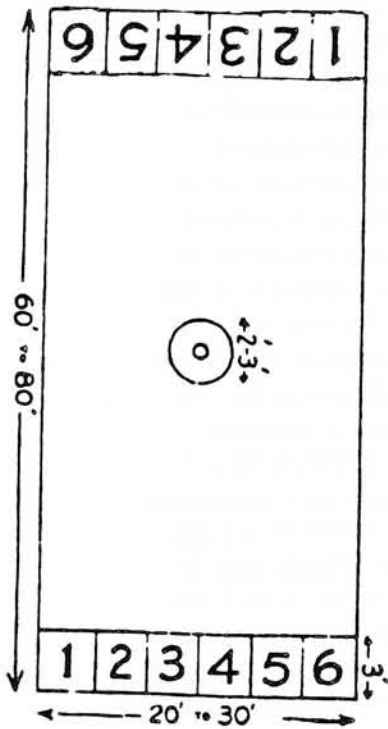
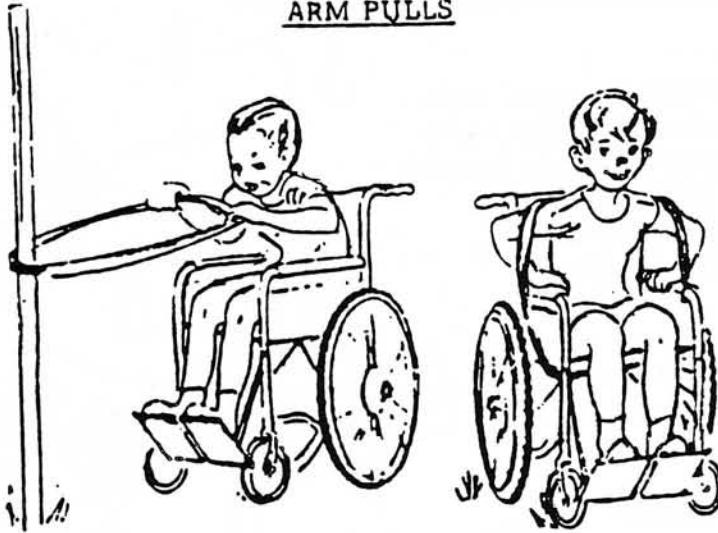


Fig. 1

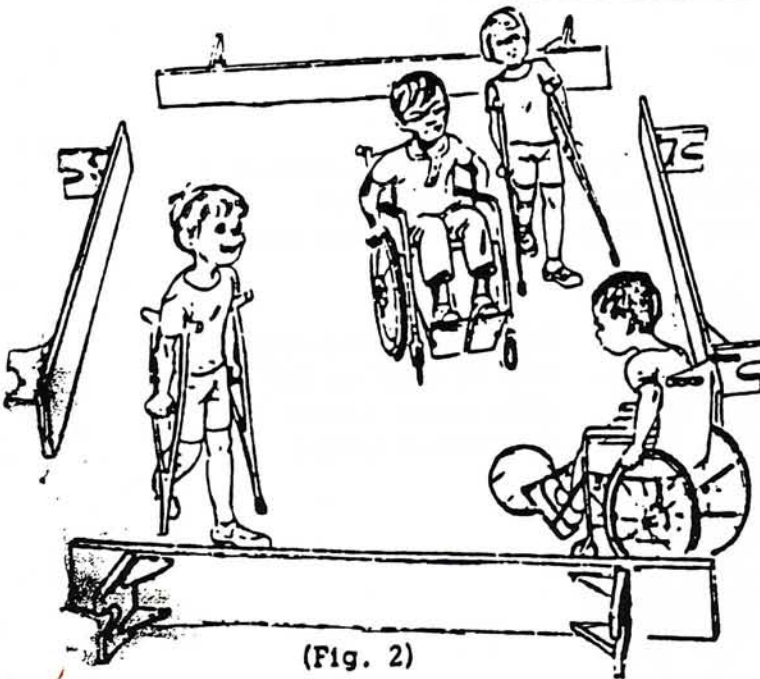
ARM PULLS



Using bicycle innertubes, as shown above, cubs in wheelchairs pull against them in various ways, with one or both hands. Competition may be held for the most pulls in a given period of time ("How many can you do in a minute?"). The tube may also be placed under the wheelchair, and the cub may flex his elbows, pulling the tube upward. Attach the tube to a fence and additional types of pulls can be made by placing the tube around his back or head.

Bicycle shops will usually have several old innertubes to give away. The cubs should be encouraged to pull them in various angles: to their chest, chin, lap, feet, etc.

WHEEL SOCCER



(Fig. 2)

Cubs may make modifications of foot soccer, propelling the ball by bumping it with the front of their wheelchairs. The simplest form of this game involves two players who attempt to push the ball through their opponent's goal.

After the two-man game is mastered, other players may be added, and a three or four goal game played (fig. 2).

Finally, a full "field soccer" game may be played using the entire den or competition between dens.

Cubs on crutches may propel the ball by using their crutches or a foot, if able.

"DRIVING" YOUR WHEELCHAIR

The object is to enable the cub to move, with increasing accuracy, the chair to which he is confined. Initially, this activity could include relays in which two teams might compete, a single player from each team moves his chair to a point and returning, tagging the next boy, etc.

If the cub is incapable of moving the chair himself, a partner might move it for him, again in a relay.

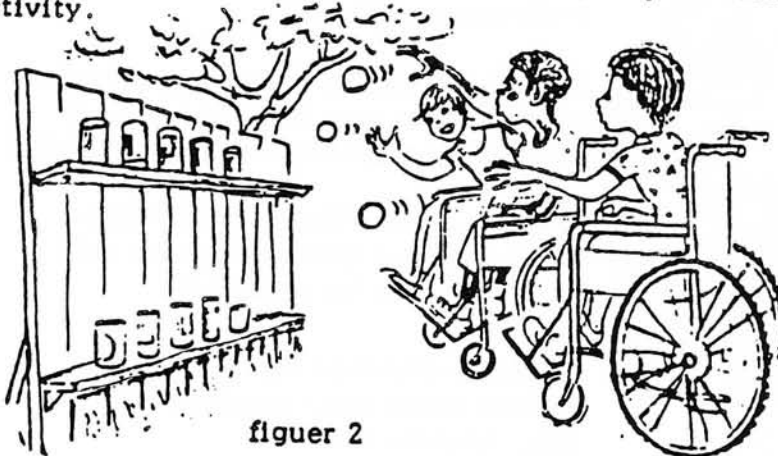
Setting up obstacles, as pictured, makes the course more interesting than if a simple straight line course is used.



TENNIS TARGET THROW

Using a large baseball or tennis balls, cubs in wheelchairs line up in a row and throw at vertical targets placed on a fence, (fig. 2). This game is best played on a grass area, so that the rebounding tennis balls do not roll excessively and can be easily retrieved.

Additional difficulty may be imposed by requiring the cubs to throw at a moving target: perhaps a large tetherball which is swinging back and forth. Team competition, as well as relay competitions, may be incorporated into this kind of activity.



figuer 2

Balls of various sizes may be used as the cubs improve thier throwing abilities.

HANDICAPPED GAMES

PLASTIC FUN BALLS WITH LONG CORD ATTACHED: Tie free end of cord to wheelchair, belt, or crutch, practice throwing or batting; retrieve ball by pulling string.

PLASTIC BAT, BATTING TEE, AND PLASTIC BALL: Use bat with ball tied to it - retrieve own ball. Use tee so both hands are free to bat; use these items in combinations according to individual's ability and skill.

INDOOR SHUFFLEBOARD: Use equipment that is smaller, lighter, and easier for youngster to control than outdoor equipment; play on a smaller court. Adapt shuffleboard for table-top play.

INDOOR /OUTDOOR RUBBER HORSESHOES: Use horseshoes that are light and place rubber mat and peg at desired distance.

VOLLEYBALL: Let youngster throw for serve or serve closer to net; have him participate in wheelchair, or crutches, or in brace with little if any other modification or adaptation. Let youngster catch and throw ball rather than hit and volley it; use lighter, easier to control ball such as plastic ball or balloon.

ALL GAMES: Let youngsters who cannot stand take part in games and activities sitting or holding to some support. For example, if necessary, let physically limited youngster be a permanent tree in Squirrels in Trees.

LIGHT WEIGHT BASKETBALL: Purchase goals that can be placed over doors use for indoor goal shooting and basketball lead-up activities.

RUNNING RELAYS: Have physically limited youngster be the one runners tag or get objects from a goal line. Divide several physically limited youngsters in the same den among different den so each has a youngster in a wheelchair, on crutches, or in braces who competes against another. Let youngsters who are not physically limited take turns in a wheelchair or on crutches if necessary to even up dens. Conduct other relays and activities so everyone participates on gym scooters.

KICKBALL: Modify so physically limited youngster kicks but does not run or runs only to first base where he is replaced by a courtesy runner.

BOWLING: Let youngster bowl from wheelchairs; others can sit on a chair, kneel, or sit on the floor. Use light weight balls, plastic pins and other easily obtained devices for introducing bowling in classroom, gym or on a blacktop area. (Substitute bleach bottle or milk cartons for pins; use various types of balls in place of plastic bowling balls.)

CROQUET GOLF: Substitute stakes for wire wickets so youngsters simply hit stakes. Make wickets from various size automobile tires or coat hangers according to ability and skill of youngsters.