



Cub Scout Disabilities Awareness

Academics Workbook

The work space provided for each requirement should be used by the Cub Scout to make notes for discussing the item with Akela, not for providing the full and complete answers. Each Cub Scout must do each requirement.

No one may add or subtract from the official requirements found in the Cub Scout Academics and Sports Program Guide (Pub. 34299)

This workbook was updated in May 2012.

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org

Comments or suggestions for changes to the **requirements** for the **Belt Loop or Pin** should be sent to: Advancement.Team@Scouting.Org

Webelos Scout's Name: _____ Pack No. : _____

Cub Scout Disabilities Awareness Belt Loop (See the [Pin Requirements](#) below.)

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.

Cub Scout Disabilities Awareness Pin

Earn the Cub Scout 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.
 - Occupational Therapy _____

 - Speech Therapy _____

 - 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.

- 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

Share what you learned with your den _____

- 8. 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.

1. _____

2. _____

3. _____

- 9. Volunteer and help someone with disabilities in school, sports, or another supervised activity.

- 10. Visit a nursing home or elderly person and help someone with a meal.

- 11. 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. _____

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Cub_Scout_Disabilities_Awareness#Requirement_resources

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- [Inside front cover, and 5.0.1.4] — **Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. (There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- [Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- [4.1.0.3] — **Who Approves Cub Scout Advancement?**
A key responsibility for den leaders is to implement the core den meeting plans as outlined in the Den & Pack Meeting Resource Guide, No. 34409. For Wolf, Bear, and Webelos advancement, den leaders take the lead in approving requirements, though their assistants, and also parents who help at meetings, may be asked to play the role of “Akela” and assist. Parents sign for requirements that, according to meeting plans and instructions in the handbooks, take place at home. For the Bobcat trail and Tiger Cub achievements, parents (or adult partners) should sign in the boy’s handbook; the den leader then approves as progress is recorded in the den’s advancement record.
- [4.1.0.4] — **“Do Your Best”**
Advancement performance in Cub Scouting is centered on its motto: “Do Your Best.” When a boy has done this—his very best—then regardless of the requirements for any rank or award, it is enough; accomplishment is noted. This is why den leaders, assistants, and parents or guardians are involved in approvals. Generally they know if effort put forth is really the Cub Scout’s best.
- [4.1.2.2] — **Cub Scout Academics and Sports Program**
More than just a recognition opportunity, this program develops new skills, improves those existing, and otherwise enriches Cub Scouting. Details can be found in the Cub Scout Academics and Sports Program Guide, No. 34299. Activities include subjects like science, video games, collecting, and chess; and sports such as baseball, skateboarding, and table tennis. Each has two levels—a belt loop and a pin. Belt loops, which can be earned more than once, are awarded when each of three requirements is met. Cub Scouts may then continue with additional requirements and earn the pin. Archery and BB gun shooting are included, but can only be conducted at a council presented activity with certified supervisors.

Additional notes of interest:

- Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements for all Academics and Sports Belt Loops and Pins (**except shooting sports**) in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.
- **“Akela”** (Pronounced “Ah-KAY-la”) — Title of respect used in Cub Scouting—any good leader is *Akela*. *Akela* is also the leader and guide for Cub Scouts on the advancement trail. The name comes from Rudyard Kipling’s Jungle Book. (See “Law of the Pack.”)
- **“Law of the Pack”** —
The Cub Scout follows Akela.
The Cub Scout helps the pack go.
The pack helps the Cub Scout grow.
The Cub Scout gives goodwill.