

TARHEEL TRIAD GIRL SCOUT COUNCIL



RA-R A-R A-BADGE/PATCH

(Recognize Abilities, Rethink Attitudes, Revive Awareness)

PURPOSE:

To become aware of and to gain insight into the special needs and capabilities of People with disabilities.

REQUIREMENTS:

To earn the Junior badge, a girl must complete the * requirements plus a minimum of 4 additional requirements.

To earn the Cadette/Senior/Ambassador interest project patch, a girl must complete the * and **

requirements plus a minimum of 4 additional requirements.

- * 1. Define what the symbol below means; where, why and when it **is** used. Imagine that you are with a Public Relations Agency and had to interpret the meaning of RA - RA - RA to the public. Design a poster, write a song, produce a skit, develop a cheer, etc., to accomplish this purpose.



- *2. Discover what it's like to have a disability. Complete at least three of the lettered activities:

a. Blindness:

While blindfolded, identify three objects chosen by someone else. Find and sit in a specially marked chair among six - eight similar chairs set up randomly. Pour a glass of water without spills. Practice one out-door skill; for

example, tent pitching, knots, etc. Describe your feelings.

- b. Loss of an Arm: With the arm you normally use when writing strapped to your side, use your other arm/hand to make a peanut butter sandwich. Now try to tie your shoe. Describe your feelings.
- c. Hearing Disabilities: With ears securely covered so you can't hear, figure out by lip reading a short sentence someone is mouthing. Be in a patrol or small group for at least fifteen minutes while they are telling jokes or stories or singing. Describe your feelings.
- d. Muteness or Inability to Speak the Language: With a loose gag over your mouth to remind you not to speak, request an object out of view. "Tell" someone how to play a game. Describe your feelings and find out how the other felt.
- e. Reading and Learning Disabilities: Ask your leader or a friend to take a paragraph from your handbook and mix up the letters in all *the* words. Try and read it accurately as it should be read and time yourself. Time yourself reading it directly from the book. What was the difference in time? Imagine everyone else in the room had read it in the time it took you to read from the book, was anxious to do something fun, and had to wait the additional time for you. What would they be doing or saying? Describe how you think you would feel keeping them waiting.
- f. Loss of a Leg: With one foot held up and off the floor and the use of a crutch, set a complete table for four, bringing all pieces from "kitchen" to "dining room". How many trips did you have to make? How many if you had the use of both legs? Get out of a sleeping bag on the floor and get to a standing position (remembering not to use the knee of your "lost" leg). Describe your feelings.

Other:

With your advisor or/leader, choose a different disability and do appropriate activities to discover difficulties and feelings.

3. One "hidden" disability is Diabetes. Find out what this disease is. For one week keep track of everything you eat and drink. What things on your list would a diabetic have to avoid? What could you substitute for each so a diabetic could use your list? Plan, fix, and serve refreshments for one troop meeting which a diabetic could eat.

4. Survey three or more public buildings to discover if people with various disabilities could function adequately.

5. Some games normally played by children cannot be played by people with certain

disabilities. Select a disability no one in your troop has and adapt four games girls your age like to play, so that those with the disability would not be excluded.

6. Learn the sign language alphabet that **is** used by the deaf. Find out what you can do to communicate better with the deaf. Learn the Girl Scout Promise in sign language.

OR

Do the same requirement only learning the Braille alphabet that is used with the blind, how better to communicate, learn how to write the Promise.

7. Write or talk to at least three employers in your community to find out what types of jobs they have that a person with a disability could hold. Make a list of careers persons with various disabilities could hold. Working with the appropriate organizations) in your community, find out what you could do to promote hiring the disabled.
8. Too often people associate mental disabilities with physical disabilities. Find out all you can about cerebral palsy and multiple sclerosis. Work with one of these organizations to help educate others through making posters or displays, or do a service project as approved by one of these organizations.
9. Find out what services are offered in your community for blind *people* and how they cope with everyday situations: dialing a telephone, filling a coffee cup without overflowing, wearing matching socks, putting makeup on, writing a check, getting the right can from a cupboard, others you can think of. Learn about what assistance a Blind person usually wants and needs and the best way for you to give it. With the help of a consultant, make a tape of the Promise and Law, basic songs, and Girl Scout information for the Council for blind girls coming into the program.
10. Ask a speech therapist to talk to you about types of speech problems, what is being done to correct or lessen them, some of the emotional problems those with speech difficulties have because of their trouble communicating. Practice some speech therapy excises that are professionally used to correct or lessen speech problems.
11. Talk to someone who works with people who have mental disabilities. Find out what equipment, toys, or other materials are used in their programs. Either make or purchase some items with troop money and donate them to an appropriate community organization/school/nursing home.
12. Epilepsy may cause two forms of seizures - Grand Mal and Petit Mal. Learn why these seizures occur, and what you should do if you are with an epileptic who has a seizure.

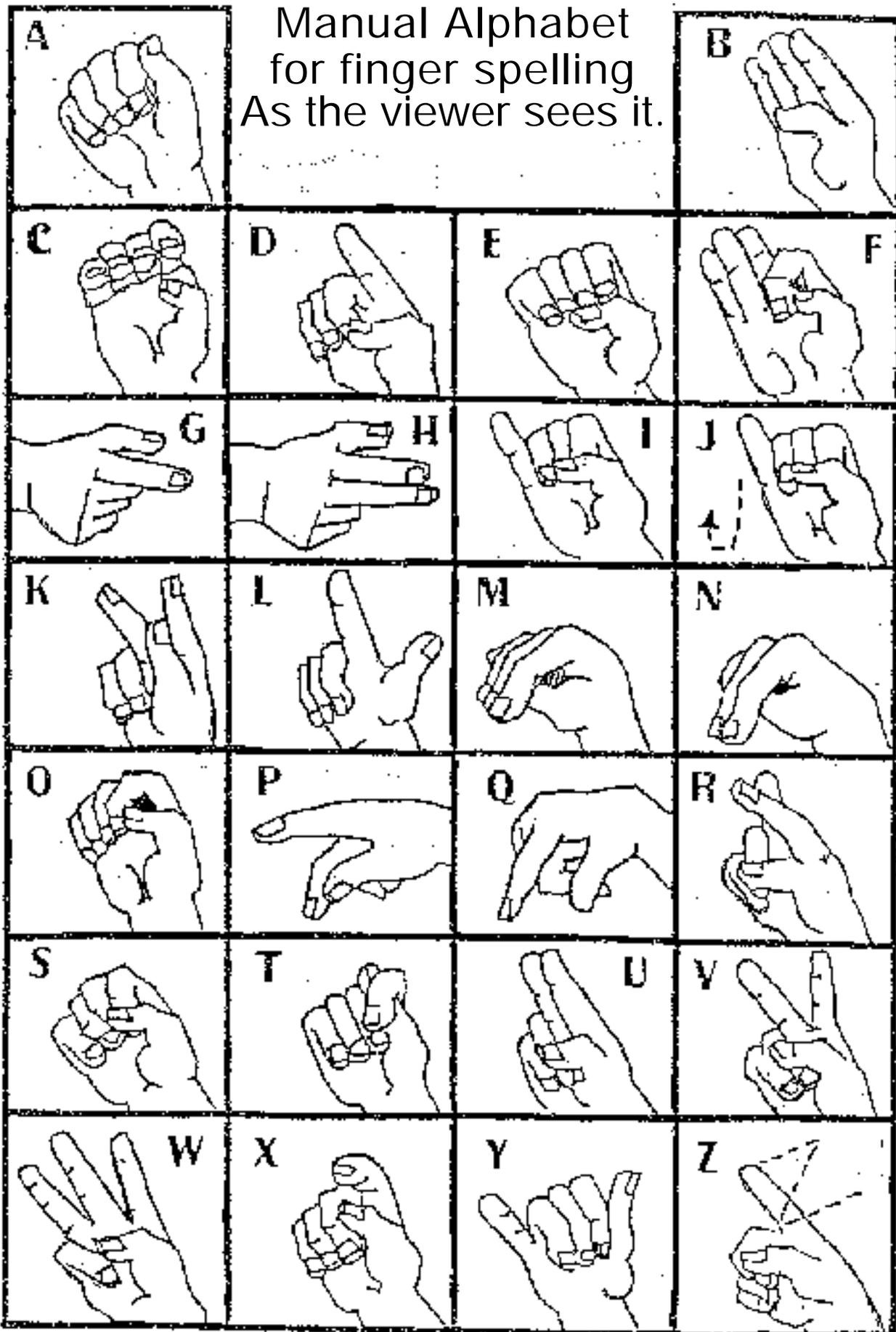
13. Invite one or more persons with a disability to a troop meeting to share attitudes and feelings related to their disabilities, to answer questions on how they have adapted to their everyday needs and schedules, etc.

"14. Do a service project.in your community to help with the needs of the disabled-animal assistance training programs, tutoring programs, special toys for children's homes/schools, helping with Special Olympics, compiling a Diabetic Menus Cookbook for the public to use, conducting a "Hire the Disabled" campaign., etc.

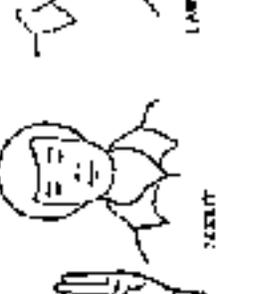
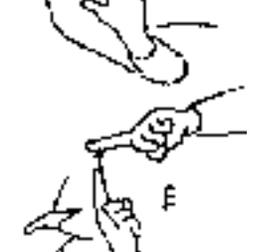
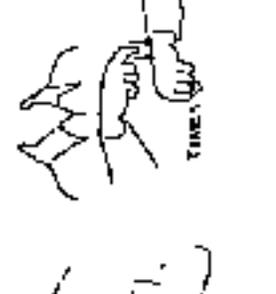
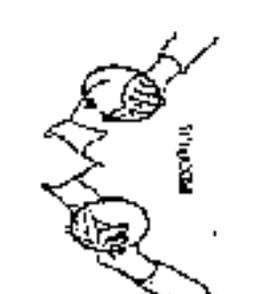
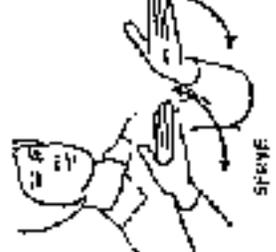
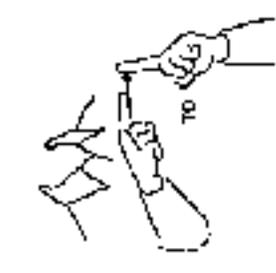
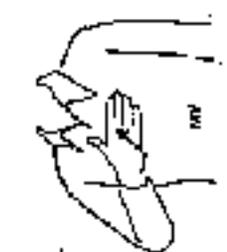
15. Discover or select people, alive or deceased, who make contributions to the community or country and who were disabled, such as Roosevelt - politics, Juliette Low - education, Wilma Rudolph - sports, Patricia Neal - acting, Beethoven - music, Edison - science, etc. Make an exhibit with pictures and articles about these people to be used for special displays in the community or donate your exhibit to a community your exhibits to a community organization that coordinates the needs for people with disabilities.

16. Write your own requirements.

Manual Alphabet
for finger spelling
As the viewer sees it.



1000 GIRL SCOUT PROMISE



THE BRAILLE ALPHABET

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		
⠛	⠜	⠝	⠞	⠟		