

Webelos & AOL Rank Aware & Care

Included in the Box:

- Laminated Requirements
- 10 Blindfolds
- 8 Oven Mitts
- Plastic Potatoes
- 25 Paper Lunch Bags
- Plain White Paper
- 2 Boxes of Crayons
- Laminated Scout Oath in American Sign Language

Items to be Returned with the Box:

- Laminated Requirements
- 6 Blindfolds
- 8 Oven Mitts
- Plastic Potatoes
- Unused Paper Lunch Bags
- Unused Plain White Paper
- 2 Boxes of Crayons
- Laminated Scout Oath in American Sign Language

Items You Keep:

- Any used lunch bags (to delivery to your local group)
- Any paper used by the scouts

Requirements:

Complete the following requirements.

1. Develop an awareness of the challenges of the blind or visually impaired through participation in an activity that simulates blindness or visual impairment. Alternatively, participate in an activity that simulates the challenges of being deaf or hard of hearing.
2. Engage in an activity that simulates mobility impairment. Alternatively, take part in an activity that simulates dexterity impairment.
3. With your den, participate in an activity that focuses on acceptance of differences in general.
4. Do two of the following:
 - a. Do a Good Turn for residents at a skilled nursing facility or retirement home.
 - b. Invite an individual with a disability to visit your den, and discuss what activities he or she currently finds challenging or found challenging in the past.
 - c. Attend a disabilities event such as a Special Olympics competition, an adaptive sports event, a performance with sign language interpretation, or an activity with service dogs. Tell your den what you thought about the experience.
 - d. Talk to someone who works with people who have disabilities. Ask what the person does and how he or she helps people with disabilities.
 - e. Using American Sign Language, sign the Scout Oath.
 - f. With the help of an adult, contact a service dog organization, and learn the entire process from pup training to assignment to a client.
 - g. Participate in a service project that focuses on a specific disability.

- h. Participate in an activity with an organization whose members are disabled.

Activity 1: Lost in Space Game

How to Play

Explain to the Scouts that they will be “lost in space.” Perhaps something has gone wrong with their space station and all the lights are out. They cannot see the space station, but they must find it to get out of danger.

One Scout—the only one without a blindfold— will be the space station. He stays in one spot and doesn’t move, and all the others must find him without being able to see. Have the den chief and a few adult volunteers stand at the edges to keep the blindfolded Scouts from wandering out of the play area.

Wait until all the Scouts are blindfolded, spread out across the area. Then put the space station in place. Have the blindfolded Scouts turn around three times and start their search. They must rely on hearing, moving toward what they hope is the space station. Each time someone bumps into another searcher, he must say, “beep, beep,” and the person he bumps says the same thing. When a blindfolded player reaches the goal, the space station Scout doesn’t answer the “beep, beep.” Instead he silently takes that player’s hand, so the player knows he is home and safe. Keeping very quiet, the player then removes his blindfold and becomes part of the space station. The action continues until everyone is home.

Reflection

Ask Scouts: Did you feel a little worried when you weren’t able to see anything? How did you figure out where the space station was? By listening closely for just a single “beep, beep” signal?

Say: It might be easy to just peek, but a person who is totally blind could never do that. They often rely on a guide dog or a cane to warn them if something is in their way. And people who are blind must use their other senses to do activities that a seeing person would do with just their eyes.

People who are blind are not helpless. They get used to their surroundings, and once things are familiar, it becomes easier for them to get around. However, when something is moved from its usual place, they need to be told about the change so they can make adjustments. How might we be of help to people who cannot see when they are in a new place, or when things have been moved around? If you meet a person with a white cane who seems to need help finding an address, what could you do?

Note: If desired, you can substitute this game, “A Knight in the Dragon’s Den.” Divide the Scouts into two teams, the dragons and the knights. The dragons sit randomly in the dragon den (playing area).

Keep the knights blindfolded with only the voice of a sighted guide from their team to direct them as they walk through the area. The dragons hiss very loudly the whole time, trying to mask the guide’s directions. If a knight touches a dragon, he sits down where he is and becomes a dragon himself.

Activity 2: One Potato, My Potato Game

Potatoes (one per Scout) and a bag to hold them

How to Play

Ask the Webelos Scouts if they agree with the statement, “All potatoes are alike.” If there is a difference of opinion, write down how many are on each side of the issue.

Roll the potatoes out of the bag and ask each Scout to take one. Each boy should look carefully at his potato and, without saying anything out loud, give it a name so he can introduce his new “friend” to the rest of the den. The potatoes must not be marked or scratched in any way. Give the group one minute of silence for this “getting acquainted” process.

Then each Scout in turn introduces his potato by name and tells a little story about it. He may comment on the potato’s physical characteristics— perhaps a little dent caused by growing next to a stone or its multiple “eyes” for seeing in every direction. When all the potatoes have been introduced, have Scouts put them back in the bag. Observe to see if the Scouts handle their new friends, the potatoes, any differently than before. If so, comment on this.

Then roll out the potatoes again and ask Scouts if they think they can find their friends among the batch. Has anyone changed his mind about the statement, “All potatoes are alike”?

Now divide the Scouts into pairs and give them two or three minutes to discover something unique about each other. Stress the positive, such as hobbies, favorite foods, places they have visited, etc.

Have each Scout introduce his partner, describing the unique feature that he has discovered.

Reflection

Explore a few more questions:

- Do we sometimes look at certain kinds of people— for example, members of a particular ethnic group or people who are overweight— and say “Oh, they’re all alike”?
- What does this tell us about the person who says that? Does it mean he hasn’t bothered to get to know that person as an individual?
- How does it feel when you are the one being called a name?

If there is time and interest, the group may want to go on to talk about similarities. Although each person is in some way unique, it is sometimes important to know how they are similar. Go back to the potatoes, and ask Scouts what things their potatoes have in common. Make a list of the similarities they find and see how many different groups the potatoes could belong to.

Then finish by asking. What are some ways that all people are alike? The Scouts will start to see that people, like potatoes, can fit into a wide range of groups.

Webelos/AOL Rank Into the Wild

Included in the Box:

- Laminated Requirements
- Bird Flyways map and list of migratory birds
- Animal Tracks Pamphlet
- Urban Wildlife Pamphlet
- Birds of Massachusetts and the Northeast Pamphlet
- Small Plastic Containers
- Producers & Consumers Book
- Who Eats What? Book
- Small Notebooks
- Pencils

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Items You Keep:

- Any paper used by the scouts

Requirements:

Complete at least 6 of the following

1. Collect and care for an “insect, amphibian, or reptile zoo.” You might have crickets, ants, grasshoppers, a lizard, or a toad (but be careful not to collect or move endangered species protected by federal or state law). Study them for a while and then let them go. Share your experience with your Webelos den.
2. Set up an aquarium or terrarium. Keep it for at least a month. Share your experience with your Webelos den by showing them photos or drawings of your project or by having them visit to see your project.
3. Watch for birds in your yard, neighborhood, or area for one week. Identify the birds you see, and write down where and when you saw them.
4. Learn about the bird flyways closest to your home. Find out which birds use these flyways.
5. Watch at least four wild creatures (reptiles, amphibians, arachnids, fish, insects, or mammals) in the wild. Describe the kind of place (forest, field, marsh, yard, or park) where you saw them. Tell what they were doing.
6. Identify an insect, reptile, bird or other wild animal that is found only in your area of the country. Tell why it survives in your area.
7. Give examples of at least two of the following:
 - a. A producer, a consumer, and a decomposer in the food chain of an ecosystem
 - b. One way humans have changed the balance of nature

- c. How you can help protect the balance of nature
8. Learn about aquatic ecosystems and wetlands in your area. Talk with your Webelos den leader or family about the important role aquatic ecosystems and wetlands play in supporting life cycles of wildlife and humans, and list three ways you can help.
9. Do one of the following:
 - a. Visit a museum of natural history, a nature center, or a zoo with your family, den, or pack. Tell what you saw.
 - b. Create a video of a wild creature doing something interesting, and share it with your family and den.

Webelos/AOL Rank Into the Woods

Included in the Box:

- Laminated Requirements
- 2 Deciduous Tree Models
- 2 Evergreen Tree Models
- Parts of a Tree Sheet
- Trees Pamphlet
- Dangerous Animals & Plants Pamphlet
- Leaf Identification Sheet
- Basil Seeds
- Tree Cross Sections

Items to be Returned with the Box:

- Laminated Requirements
- 2 Deciduous Tree Models
- 2 Evergreen Tree Models
- Parts of a Tree Sheet
- Trees Pamphlet
- Dangerous Animals & Plants Pamphlet
- Leaf Identification Sheet
- Tree Cross Sections

Items You Keep:

- Basil Plants

Den Leader will need to provide soil and a container for planting seeds.

Requirements:

Complete Requirements 1-4 and one other.

1. Identify two different groups of trees and the parts of a tree.
2. Identify four trees common to the area where you live. Tell whether they are native in your area. Tell how both wildlife and humans use them.
3. Identify four plants common to the area where you live. Tell which animals use them and for what purpose.
4. Develop a plan to care for and then plant at least one plant or tree, either indoors in a pot or outdoors. Tell how this plant or tree helps the environment in which it is planted and what the plant or tree will be used for.
5. Make a list of items in your home that are made from wood and share it with your den. Or with your den, take a walk and identify useful things made from wood.
6. Explain how the growth rings of a tree trunk tell its life story. Describe different types of tree bark and explain what the bark does for the tree.
7. Visit a nature center, nursery, tree farm, or park, and speak with someone knowledgeable about trees and plants that are native to your area. Explain how plants and trees are important to our ecosystem and how they improve our environment.