

GIRL SCOUTS OF MAINE
AND
GOODWILL
INDUSTRIES OF NORTHERN NEW ENGLAND

GOOD TURN DAYS

DISABILITY AWARENESS
PROJECT SAMPLES



www.girlscoutsofmaine.org



www.goodwillnne.org

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GOOD TURN DAYS PATCH PROGRAM INFORMATION

In order to meet the requirements to earn your patch, the following must be completed:

- Collect gently used clothing and shoes and donate them to your nearest Goodwill Store or Attended Donation Center.

and

- Complete two or more of the activities from this booklet (one of the activities may be a tour of a Goodwill facility).

Patches will be mailed upon receipt of completed evaluation.

Information in this booklet was compiled from the following sources:

- Debbie Jones Disability Consultant, San Francisco Region, Depart of Labor Office of Job Corps
- Goodwill Industries of Northern New England
- www.openroad.net
- Girl Scouts Mile Hi Council
- guidezone.e-guiding.com

HEARING IMPAIRMENTS

MUFFLED SOUNDS

This activity will help girls understand the frustration of not being able to hear clearly. You may also do this activity as a whole troop of hearing impaired girls.

MATERIALS: Clean cotton balls Scarves
Earphones (optional)

PROCEDURE:

- Ask for one or more girls to volunteer to become hearing impaired.
- Have the girls place a cotton ball in the outer part of each ear and tie a scarf around their heads. The scarf will hold the cotton balls in place. You may choose to use earphones instead of cotton balls and scarves.
- Continue with the regular activities of the meeting. Do nothing special for the girls.
- Repeat when asked.
- After a portion of the meeting have the girls remove their scarves and cotton balls. Ask the girls to share:
 - their challenges when hearing impaired
 - what their feeling toward the leaders and other girls
 - how they felt having a hearing loss
- Brainstorm some helpful hints for working with someone with a hearing loss.
- Hand out the American Sign Language (ASL) alphabet sheet.
- Have the girls practice signing their names.

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.

MATERIALS: Paper Masking tape
Pencils Plastic eating utensils

PROCEDURE:

Talk with the girls about some of the things they do everyday using fine motor skills (little muscles). The list might include eating, writing, buttoning, shoe tying, and teeth brushing.

- Give each girl paper and pencil
- Instruct them to write their name on the paper with their “other” hand (non-dominant hand)
- Discuss why this was hard.
- Give each girl a long piece of masking tape
- Have each girl tape their thumb and first two fingers to the palm of their dominant hand.
- Have them try to tie their shoes, or set the table, cut a piece of paper, zip their pants, button a sweater, and turn the pages in a book.
- Discuss why this was hard.

As a group, see if you can determine what kinds of devices would have helped make their tasks less difficult.

SENSITIVITY TRAINING LANGUAGE

UNDERSTANDING DISABILITY

Goodwill hopes you will realize that individuals with disabilities are people whose “disability” is as normal as having brown, blue, or green eyes or red, blond, brown, or black hair. They have feelings. They like many of the same things you do, including hanging out with friends.

Have you ever wondered what it’s like to have a disability? How does a person who can’t see read? Can a person with a physical disability participate in sports? If you couldn’t hear, how would you talk with your friends? Do people with disabilities get frustrated? Have friends? Like ice cream? Can you “catch” a disability? All these questions are common for youth and adults. This session should allow open conversation about answering these questions, and talking about typical terms or words people use to describe someone with a disability.

MATERIALS: Large piece of paper and markers
Dictionary (optional, but helpful)

PROCEDURE:

- Have the group brainstorm a list of words people use to describe people with a disability.
- Determine if the word is positive or negative
- Talk about ways the group can change their language to be more inclusive

DEFINING DISABILITY

The term “disability” means: a physical or mental impairment that substantially limits one or more of the major life activities (walking, thinking, seeing, speaking or hearing). Can you always “see” a disability?

VISIBLE VS INVISIBLE DISABILITIES

VISIBLE:

- People who are paralyzed and need some type of aid to move around
- Sever developmental disability
- A physical difference
- Missing limbs
- Motor impairments

INVISIBLE:

- People with hearing disorders
- Speech impediments may not be immediately apparent
- People who are blind can appear to be sighted, if you don’t notice the aid they require to move around
- A learning disability may be misinterpreted as a lack of intelligence

LEARNING DISABILITIES

WHAT IS IT?

A learning disability (LD) has to do with the way the brain is wired. People who are LD have normal or above intelligence, cannot be cured, but use different ways to learn and function. There are many types of learning disabilities.

DYSLEXIA: difficulty understand written words

DYSCALCULIA: difficulty solving math problems and grasping concepts

DYSGRAPHIA: difficulty forming letters or writing within a defined space

AUDITORY AND VISUAL PROCESSING DISORDER: difficulty understanding language despite normal hearing and vision, short term memory problems

NON-VERBAL LEARNING DISABILITIES: a neurological disorder causing problems with visual-spatial, intuitive, organizational, evaluative, and holistic processing functions

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD): difficulty concentrating, cannot tolerate noise or commotion

ALL PEOPLE ARE DIFFERENT

It is important to remember that we are all different and need to be recognized for that which we are capable of doing, not for what we may require aid to accomplish.

“The best way to help everyone, is for people to learn, understand, and respect all people, whether they are the same or different.”

PEOPLE WITH DISABILITIES ARE OFTEN VIEWED AS:

- Victims or objects of pity
- Burdens on society, their families, and/or careers
- A threat to the comfort and safety of others
- Unable to do things, real or assumed
- Having multiple disabilities (e.g., those in wheelchairs also have intellectual disabilities.)
- Child like
- “Special”

Such misconceptions are based on insufficient or inaccurate information about people with disabilities and can perpetuate inappropriate actions.

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.

MATERIALS: Books

PROCEDURE:

- Ask any of the girls if they know anyone that has a reading problem?
- Do they use any special reading strategy?
- Pass out books, so each girl has a book. You may want to use books that the girls are not familiar with.
- Tell the girls they must hold the book upside down and try to read the story.
- Discuss if the girls had trouble reading with the book upside down.
- Did they use any reading strategy – using a finger to keep their place?

MATERIALS: Hand held mirrors
Books

PROCEDURE:

- Give each girl a mirror and book or sheet of paper with a story on it.
- Have them hold the mirror and the paper in front of them.
- Have them read what is on the paper in the mirror.
- Discuss how difficult it was to read in the mirror.
- Brainstorm ways you might be able to help a person with this reading problem.
- What are some things a person with reading problems might do well?

AWARENESS AND ETIQUETTE

All people are different and need to be recognized for who they are. All people have feelings. All people need to be respected for who they are. **Focus on the person, not on his or her disability!** It is better to say “person with a disability” rather than “a disabled person.”

- Do not refer to a person’s disability unless it is relevant.
- Avoid asking personal questions about someone’s disability.
- Let the “person with a disability” mention their disability first.
- If you must ask, be sensitive and show respect.
- Avoid negative or sensational descriptions of a person’s disability with anyone.
- Use “people first” language when addressing a person with a disability.

TOUR GOODWILL

Schedule a tour for you and your troop to visit Goodwill.

- Learn about the social service programs Goodwill provides to people with disabilities, and how your donations make it happen.
- Meet some of their program participants and see how Goodwill helps people become more independent.
- To set up a tour for your troop contact:

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GOOD TURN DAYS EVALUATION

Leader's Name or Girl's Name (if a Juliette) _____

Troop # _____ County _____ Total number of girls who participated _____

Mailing Address _____

City/Town _____ State _____ Zip _____

How did the girls benefit from this project?

What was the highlight of participating in this project?

Problems or challenges you encountered when doing this project?

Additional comments:

Please enclose any pictures or stories you might like to share. Please be sure to enclose photo releases for each girl or be sure they have one on file. Also include names of the girls in the pictures.

Mail evaluation to: Program Registrar
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