

2018 Harford District Cub Scout Day Camp

*soon to be*

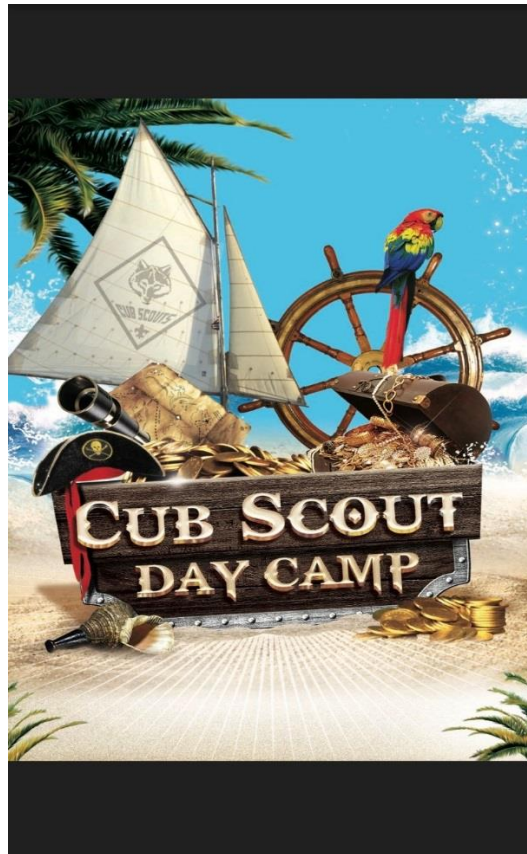
**CAMP MUDDY RIVER**

June 24-29, 2018

Cub Buccaneers, Adventures on the High Seas

We are all one, “me Hearties”

Web 1: Aware n Care



**Station Volunteer's Guide**

Volunteers do not necessarily have the time;  
They have the heart. And YOU are the heart of our camp.  
Thank you!



# *Please, please read this guide!*

**What** is being covered at most stations is important so that the scouts earn the correct achievements toward rank or advancement. Some stations are JUST for fun, though and are not designed for earning anything.

**HOW YOU** present the material is not set in stone and can be presented in any manner that best suits you, as LONG AS THE REQUIREMENTS ARE MET FOR THE SCOUT.

.....in other words...

If you find a better way to accomplish the requirements or if the method we have outlined doesn't seem to be working...please feel free to change it! *This is only a guide...do what works best for you and the scouts coming to your station.*

**One other thing to keep in mind** - some stations will be visited by all ranks. That means you may have 6 year olds through 11 year olds and may have to simplify or intensify the methods to meet the skills and knowledge of all the scouts.

Thanks again - we are glad to have you as part of Harford Day Camp!

**Station Procedures**

- **Read your schedule and BE PREPARED!**
- Monday: stations begin at 10:15am; Tues-Fri: stations begin at 9:15am
- Usually 2 dens at a time (max 24 youth),,,,,but there could be more
- Greet dens as they arrive. Ask for their cheer!!!
- **It is very important that you start and end on time!**
- **Each time limit is only 45 minutes. Late arrivals CANNOT stay late; it interferes with the overall schedule. If available, they can come back at a free time.**
- **Execute the station with energy and enthusiasm!** Let the scouts do as much for themselves as possible. It doesn't need to be perfect, they just need to Do Their Best!
- Remember the Alamo, um BEADS!! One bead/scout/participation. (*Beads can be given to the den leader for distribution.*)
- Take a breath, then prepare for your next group.

### • **Last station of the day**

Organize station items in the bag/container provided and store where directed. In case of inclement weather, take your station items to the nearest shelter where directed.

Complete a Station Evaluation (inside front cover). Return to the Admin tower or the Crouse Building.

### **\*\*\*\*\*Last station of the week\*\*\*\*\***

Dispose of anything no longer useable: please recycle when appropriate.

- Inventory your station (See the inventory sheet in the front pocket of the station guide)
- Return all items that you can to Crouse/trailer staff.
- You are ALWAYS invited to help pack up the camp!

### **Station Overview**

Discussion and hands-on activities will complete this station.

## **Set-up:**

- 1) Open bins and find materials for 4 different activities.
- 2) Lay out materials on separate tables to make 4 activity areas.
- 3) Familiarize yourself with what the kids will be doing to understand 4 different types of disabilities.

## **Break-Down**

- 1) Return all materials to the bins.
- 2) Please assure that all bins are closed tightly and place under the tent for the night.
- 3) In the event that rainy weather is expected, please take the bins into the Crouse building for the night.

## **Station Objectives:**

Each scout will rotate through four activities that simulate blindness, severe visual impairment and hearing impairment, mobility impairment and dexterity impairment. After providing an explanation of each station, divide the scouts equally among all four stations to begin. Watch the time and have scouts rotate to another station after about 8 minutes. As scouts are participating in the stations, circulate to provide assistance as needed.

## **Background that may be useful...**

There are instances where investigators have to interview suspects or witnesses that may be blind, hard of hearing or legally blind. They may also have mobility or dexterity impairments. Investigators must be able to understand and be empathetic to others with disabilities in order to gain trust to collect information.

## **Station #1: Simulating Blindness**

Materials: Blindfolds, box with one opening, packing peanuts, variety of small toys (2 of each toy) such as small cars, McDonald's Happy Meal toys, dolls, key rings, coins, old cell phones, spoon or fork, different size balls, CD, cassette tape, small cup, disinfectant wipes, Kleenex.

Set Up: Set up the cardboard box with packing peanuts and toys inside.

Directions:

Give the student an opportunity to match real objects while blindfolded using tactile cues. Blindfold the scout. Hand the scout an object and tell them to find the same object hidden in the Feely Box full of packing peanuts and other objects with similar shapes. Give each scout three trials at the game.

## **Station #2: Simulating severe visual impairment and challenges of being deaf/hard of hearing**

Materials: Ear plugs, Glasses (either no lenses with plastic wrap or with lenses that are not powerful and covered with glue), Card games (Uno, go fish, etc.)

Set Up: Have glasses prepared for activity.

Directions:

Have scouts break into partners.

Give one scout of each partnership a pair of ear plugs and the other a pair of the glasses.

Have them pick a card game and start playing without the ear plugs or glasses.

Then have the ear plug partner use them during the game.

Allow them to play for a few minutes,

Have each scout that had the ear plugs talk about the difficulties.

Now have the scout with the glasses use them during the game

Again, have each scout discuss the difficulties

Now have the scouts use their ear plugs or glasses at the same time.

Have the scouts switch and repeat the process

### **Station #3: Simulating mobility impairment**

Materials: Crutches, chair

Directions: Have scouts try as many activities as time will allow.

Have each scout practice using the crutches. Have them try each of these activities:

Sit down and get back up

Walk 20 feet

Tie their shoe Pick

something up

Have the scouts talk about the difficulties that people with mobility impairments face. Ask scouts if they have ever had to use crutches or broken a body part.

### **Station #4: Simulating dexterity impairment**

Materials: dry erase boards, dry erase markers Directions:

Talk to the scouts about what dexterity is. Ask them what hand they write with. Have them write their name on the dry erase boards. Then have them write their name with their other hand. They can first trace their name from before then write it on their own. Have them also try drawing a picture.

