

Agenda and Notes: Roadrunner District Roundtable

Meeting purpose To provide leaders with program ideas; information on policy and events; and training opportunities through a forum for sharing experiences and enjoying fun and fellowship with other Scout leaders.

Meeting date, time, and place Date: Thursday, February 7, 2019
 Time: 7:30 pm to 9:00 pm
 Place: The Church of Jesus Christ of Latter Day Saints
 4401 NE Loop 820, North Richland Hills, TX 76180
 (817) 284-0559

Pre-Opening The table below identifies the activities, responsible leaders, and allotted time.

| Begin | Time Allotted | Activity | Person Responsible |
|---------|---------------|--|----------------------------|
| 6:00 pm | 30 minutes | Setup: May include setup details such as: <ul style="list-style-type: none"> • Unlocking and locking up facility • Setting up tables and chairs Secure American flag | Tom Rogers Dave Thilges |
| 6:30 pm | 30 minutes | Commissioners Meeting | Robert Spence |
| 7:00 pm | 30 minutes | • Registration/Sign-In | Willie |

General Session This is the main part of the Roundtable in which all levels of the scouting program participate.

| Time | Time Allotted | Activity | Person Responsible |
|---------|---------------|--|--------------------|
| 7:30 pm | 1 minute | Welcome and Introduction | Willie |
| 7:31 pm | 3 minute | Opening Ceremony | OA |
| 7:34 pm | 1 minute | Opening Prayer | TBD |
| 7:35 pm | 10 minutes | Announcements | Willie |
| 7:45 pm | 10 minutes | Big Rock Topic (If Time Allows) James E West Fellowship Award | Dave |
| 7:55 pm | 5 minutes | Travel to Breakout Sessions/Training | All |

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Agenda and Notes: Roadrunner District Roundtable, Continued

Cub Scout Pack Leader Session This is the time that activities are directed to the specific scouting programs.

| Time | Time Allotted | Activity | Person Responsible |
|---------|---------------|---|--------------------|
| 8:00 pm | 45 minutes | Succession Planning | RTC |
| 8:45 pm | 5 minutes | Q&A | RTC |
| 8:50 pm | 1 minute | Closing/Commissioner's Minute | RTC |
| 8:51 pm | 9 minutes | After the meeting fellowship and/or cleanup | All |
| 9:00 pm | | End meeting | |

Boy Scout Troop Session This is the time that activities are directed to the specific scouting programs.

| Time | Time Allotted | Activity | Person Responsible |
|---------|---------------|--|--------------------|
| 8:00 pm | 10 minutes | Ceremony/Skit/Song/Game Sunny Side Song/Jokes | RTC |
| 8:10 pm | 5 minutes | Tips for Meetings: Stage a Rescue | RTC |
| 8:15 pm | 10 minutes | Interest Topic: Scouts w/ADD/ADHD | RTC |
| 8:25 pm | 20 minutes | Program Feature: Special Needs Awareness | RTC |
| 8:45 pm | 5 minutes | Q&A | All |
| 8:50 pm | 3 minutes | Closing/Commissioner's Minute: "Working With Each Other's Differences" | RTC |
| 8:53 pm | | End meeting | |

Boy Scout Breakout Meeting

**Skit/Song/
Ceremony**
5 min

This part of the program helps provide ideas for skits, songs, or ceremonies that can be used during troop meetings or outdoor activities like campouts or hikes.

Keep on the Sunny Side

(Sing the chorus to get started. Then, have people do Knock-knock jokes and sing the chorus between each joke.)

Chorus:

Keep on the sunny side,
Always on the sunny side,
Keep on the sunny side of life.
You won't feel any pain, as we drive you insane,
If you'll keep on the sunny side of life.

- Amos. A mosquito bit me.
- Oswald. Oswald my gum.
- Sara. Sara doctor in the house? I think this gum is stuck in my throat!
- Adolph. Adolph ball hit me in the mouth and that's why I talk this way.
- Little old lady. I didn't know you could yodel!
- Gladys. Gladys Friday.
- Orange. Orange you glad its almost over?
- Dishes. Dishes the end.

**Tips for Troop
Meetings**
5 min

Stage A Rescue

If you have multiple leaders, start the meeting by announcing one of you is missing and needs a rescue! Set up hints along the journey. Once they found their leader, he can talk through any less-exciting information you have to cover.

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Boy Scout Breakout Meeting, Continued

**Boy Scout
Interest Topic**
10 min

Scouts with ADD/ADHD

The presenter may begin by asking what Albert Einstein, the Wright Brothers, Thomas Edison, Whoopi Goldberg, and John F. Kennedy have in common. Each had attention deficit and learning disorders.

- ADHD creates certain challenges for the Scout, but also provides benefits and positive traits that can be leveraged when understood. A well-trained leader working with the Scouts and his parents can create a great program opportunity for the Scout and his peers.
- Here are some discussion points to touch on:
 - How the environment (indoors and outdoors) affects a boy with ADHD
 - How a Scout with ADHD affects the other members of his patrol
 - How the patrol affects the Scout with ADHD
 - Best methods for helping Scouts with ADHD advance
 - Working with parents of Scouts with ADHD
- Because working with Scouts with disabilities is a broad topic, encourage attendees to utilize other resources to learn and develop their capabilities. These include:
 - Local training available from the council, a University of Scouting event, or other venues
 - The council advancement committee for assistance with advancement support
 - Local Scouters who are professionals in related fields
- Following the presentation, answer questions posed by Scouters. Be sure to protect the privacy of Scouts in any stories or questions.

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Boy Scout Breakout Meeting, Continued

**Boy Scout
Interest Topic
10 min**

SUMMARY

Attention deficit hyperactivity disorder, or ADHD, is a brain disorder found more commonly in children, but adults can have it as well. It involves difficulty with keeping attention, controlling one's urges, and in maintaining the ability to act appropriately in response to different situations.

GENERAL INFORMATION

ADHD may include problems involving inattention, hyperactivity, impulsiveness, or any combination of these. Symptoms include:

- An inability to give close attention to details.
- Making careless mistakes.
- Difficulty paying attention during tasks.
- Not seeming to listen when spoken to directly.
- Difficulty organizing tasks or activities.
- Struggling to follow through on complex instructions.
- Being easily distracted.
- Fidgeting.
- Difficulty awaiting one's turn.
- Interrupting or intruding on others.

No one treatment can cure ADHD, but many treatments exist that have proven effective in reducing its impact on overall functioning. An approach that is likely most effective includes parent training in behavior management, an appropriate educational program, individual family counseling, and medication when required. Scout leaders are recommended to discuss with the Scout's parents the approaches that are most effective, including the plan for prescribed medication during Scouting events.

How to Help

- Seat the Scout near a good role model.
- Allow extra time to complete work.
- Give clear, concise instructions.
- Ignore minor inappropriate behavior.
- Supervise closely.
- Remind Scout to check over their work.
- Praise appropriate behavior.

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**Program
Feature: Special
Needs
Awareness**

The material for this section of the program is available at <http://troopleader.org/program-feature-special-needs-awareness/>. Share this with the attendees.

You probably know somebody with special needs. But do you know what it's like to walk in that person's shoes and look at the world through that person's eyes? Or maybe you have special needs yourself—a learning disability, perhaps, or a mobility challenge. Do your fellow Scouts understand the accommodations that help make life easier for you? Do you understand how different disabilities affect other people?

This month's meetings and main event will introduce your unit to disabilities of all sorts. You will also learn what you can do to make it a little easier for these people to navigate our world.

Related Advancement

- Disabilities Awareness and Signs, Signals, and Codes merit badges
- Torch of Gold Award

What are disabilities? A disability is a physical or mental condition that calls for a person to make adaptations to perform tasks that may come naturally to others. Disabilities don't always answer a yes-or-no question. They come in all sizes, shapes, and forms, just like the people who have them.

Consider visual impairment. A person could be totally blind, legally blind (testing 20/200 or worse in their better eye, even with glasses), or blind in one eye but not the other, or have tunnel vision. They could also have a condition that makes it difficult to see at night or impossible to distinguish between colors like red and green. Then there are those people who have good vision with glasses but can barely see without them. Would you consider them disabled?

Experts use the term spectrum to talk about some conditions, like autism. At one end of the spectrum are people whose ability to function is clearly affected by their condition. At the other end of the spectrum are people who don't appear to have any obvious challenges. For example, an individual who is deaf in one ear may appear to not have a disability. One way to think about disabilities is that we all fall somewhere on that spectrum for one disability or another.

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**Program
Feature: Special
Needs
Awareness
(continued)**

Specific Disabilities – If you already know something about a specific disability, or you would like to learn more about it, you may want to focus on researching and sharing information about that disability and the people who have it. You may choose to give a talk or volunteer with an advocacy program that focuses on the disability of interest. Here are some possibilities.

- Amputation
- Arthritis
- Asthma
- Attention-deficit/hyperactivity disorder (ADD/ADHD)
- Autism spectrum disorder
- Blindness/low vision
- Brain injury
- Cerebral palsy
- Cleft palate
- Cystic fibrosis
- Diabetes
- Down syndrome
- Dwarfism
- Epilepsy
- Hearing loss
- Heart conditions
- Hemophilia
- Learning disabilities
- Leukemia
- Mental disabilities
- Multiple sclerosis
- Muscular dystrophy
- Paralysis
- Polio/post-polio
- Sickle-cell anemia
- Speech impairments
- Spina bifida
- Spinal cord injury
- Stroke

Using Person-First Language – You have probably heard the old saying, “Sticks and stones may break my bones, but words will never hurt me.” But the fact is that words can hurt.

- Put the person first. Instead of saying “the blind kid,” say “the kid who is blind.” That shows that the person is more than their disabilities.
- Most people prefer the term disabled to handicapped. Just because someone has a disability doesn’t mean they can’t accomplish things, which the word handicapped implies. In fact, many people with disabilities view themselves as “differently able” rather than as having a disability.
- Avoid negative phrases like wheelchair-bound. Unless someone is literally strapped in—not very likely—that term isn’t accurate.

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**Program
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Adaptive Sports – Just because a person has a disability doesn't mean he or she can't compete in various sports. Just about every sport you can think of has been adapted for people with disabilities. People with disabilities are as likely to play sports for fun as anyone else. They may be fierce competitors, too. Special Olympics serves children and adults with intellectual disabilities, the Paralympic Games involve athletes with a range of physical and intellectual disabilities, and the Warrior Games feature competition among wounded, ill, and injured members of the armed forces. There is even a Deaflympic for people with hearing loss.

Accessibility – Curbs or steps without ramps, narrow doorways and aisles, revolving doors and turnstiles, high counters, tight parking spaces with no room to maneuver a wheelchair—any of these can make it impossible for people with disabilities to take part in everyday activities such as shopping in a store, watching a movie in a theater, eating at a restaurant, or even going to school or work. Next time you are in a public place, look at how accessible (usable) the location is for people with disabilities. Are there

- Ramps and curbs made for wheelchair users?
- Steps that are low and wide enough to be easily climbed by people using crutches or canes?
- Wide doorways and aisles?
- Elevators?
- Signs and directions printed in Braille?
- Visual warning alarm systems and lighted call numbers for lines for people who are deaf?
- Accessible parking spaces wide enough for wheelchairs?
- Accessible restrooms, public telephones, and drinking fountains?
- Tables high enough for a wheelchair user to sit at without banging his or her knees?

Many accommodations help everyone, not just people with disabilities. For example, ramps are helpful for people pushing strollers or pulling wheeled luggage.

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Program
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PREOPENING IDEAS

- Print up sheets of the American Sign Language Manual Alphabet and distribute them to Scouts as they arrive so they can practice using the sign language to send messages to one another.
- Blindfold participants as they arrive. Challenge them to navigate from the entrance to a designated location. Assign each person a guide to keep them safe.
- As Scouts arrive, show Internet videos of adaptive sports competitions.

OPENING CEREMONY

- Conduct the opening ceremonies using Silent Scout Signals.
- To simulate the effect of being mute, the Senior Patrol Leader conducts the opening ceremony by speaking with no voice (moving the lips but not making any sound).

GROUP INSTRUCTION IDEAS

Getting Started

- A guest speaker, ideally someone well versed in disabilities issues, leads a discussion about disabilities.

Communicating

- Brainstorm ways we rely on the sense of hearing.
- Discuss ways we can compensate for hearing loss.
- Introduce American Sign Language (ASL).

Accessibility and Accommodations

- Invite a guest to discuss accessibility and accommodations.
- Discuss how homes and other buildings can be modified to be more accessible for people with a variety of disabilities.

Adaptive Sports

- Invite someone who is involved in an adaptive sport as a participant or coach to discuss that sport.

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SKILLS INSTRUCTION IDEAS [The following presents just one of the four categories of skills instruction ideas. See the web site for a complete listing]

Getting Started

-  Brainstorm a list of common disabilities.
- Discuss what limitations each poses
-  Brainstorm a list of common disabilities.
- Discuss what limitations each poses and how persons with these disabilities could participate in sports and Scouting.
-  Brainstorm a list of common disabilities.
- Discuss ways to help others experience what it would be like to have these disabilities.
- If possible, research disability simulations on the Internet.

Communicating

-  Learn to count to 20 in ASL, using a printed or online ASL dictionary as a resource.
-  Try to translate the Oath and Law into ASL, using a printed or online ASL dictionary as a resource.
-  Brainstorm a list of 25 words commonly used in Scouting. Guess how they might be signed in ASL, then look up the correct signs in a printed or online ASL dictionary.
- Discuss ways to help others experience what it would be like to be deaf or hard of hearing.

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Accessibility and Accommodations

-  Complete an accessibility survey of your meeting place using a resource such as the Checklist for Existing Facilities from www.ada.gov. If you meet in a large facility, assign groups to different areas of the building.
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-  Complete an accessibility survey of your meeting place using a resource such as the checklist from www.RaleighNC.gov. If you meet in a large facility, assign groups to different areas of the building.
- Make a list of priority improvements that should be made.
- Discuss how you could develop and present a plan for improving access.

Adaptive Sports

-  Watch an Internet video of wheelchair basketball.
- Review the rules and compare with regular basketball. Is the court the same size? Do players dribble the ball? How do players travel? What happens if a player falls out of his chair? What is a physical advantage foul?
-  Review the above information.
- Discuss how strategy in wheelchair basketball is similar to or different from strategy in regular basketball.
-  Review the above information.
- Learn how some teams integrate players who use wheelchairs and nondisabled players. How do they keep the competition fair?

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**Program
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BREAKOUT GROUP IDEAS

Discussion Topics

- Discuss plans for participation in the main event.
- Review and work on [requirements of the Disabilities Awareness merit badge](#).

Getting Ready for the Main Event

- Menu Plans (if applicable)
- Duties Roster (if applicable)
- What to bring

Preparation for the meeting's game or challenge

GAME AND CHALLENGE IDEAS

- **One-Armed Volleyball**
 - *Materials:* A volleyball net and volleyball
 - *Method:* Scouts form two troop teams. Each Scout immobilizes his dominant arm by either holding the back of his belt or placing his arm inside his T-shirt. Play a regulation volleyball game.
 - *Scoring:* The first team with 15 points (or the team with the highest score when time is called) wins. Have a discussion afterward about the experience.
 - *Note:* Having limited use of limbs and being off balance will be a new challenge for the participants.
- **Say What?**
 - *Materials:* American Sign Language dictionaries or computers/tablets/smartphones with Internet access
 - *Method:* Form two troop teams. Give each team a few minutes to learn five simple ASL phrases (like “What is your name?” or “How old are you?”). Teams take turns making those signs for the other team, which tries to guess their meaning.
 - *Scoring:* Teams score one point each time they correctly guess a sign. The team with the most points wins.
 - *Variation:* If you have access to someone proficient in ASL, have that person make the signs for both teams. The first team to correctly guess a sign earns a point. Be sure to have the signer sign more slowly than usual.

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Comm Minute
3 min

WORKING WITH EACH OTHER'S DIFFERENCES

- Everyone please stand up and cross your arms over your chest. Which arm is on top? Right or left?
 - Recross your arms so the other one is on top. How does that feel? Which way is correct? (*Wait for responses.*)
 - Neither way is right or wrong, just different. In many ways, all of us are different.
 - If we can work with each other's differences, then we can make a positive difference in the world.
-