



Girl Scouts of San Geronimo Council  
**FOCUS ON ABILITY PATCH PROGRAM**



**Purpose:** To educate and inform in the area of disability awareness.  
 To promote greater understanding and acceptance of people with disabilities.  
 To focus on the abilities of people.

The Focus on Abilities patch can be earned by Brownie Girl Scouts and above. The patch program is based on the Girl Scouts of the USA “Focus on Ability: Serving Girls with Special Needs” publication (available for purchase in the Girl Scout Shop), and includes activities relating to the following:

- |                          |                            |                                     |
|--------------------------|----------------------------|-------------------------------------|
| A. Visual Disabilities   | D. Communication Disorders | G. Physical and Health Disabilities |
| B. Hearing Disabilities  | E. Mental Retardation      |                                     |
| C. Learning Disabilities | F. Behavior Disorders      |                                     |

**REQUIREMENTS:**

- **All age levels** (Brownie through Senior) must complete **Requirement 1: Group Discussion** for all categories, A-G.
- **Section 2 a) (Background reading) for categories A-G:**  
**Brownie Girl Scouts** are required to read and discuss one title in each group.  
**Junior Girl Scouts** are required to read and discuss one title as a group and one independently.  
**Cad/Sr. Girl Scouts** are required to read and discuss one title as a group and one independently.
- **Section 3 (Simulating Disabilities) for categories A-G:**  
**Brownie Girl Scouts** are required to do one simulation in each category A-G.  
**Junior, Cadette and Senior Girl Scouts** are required to do all simulations listed.
- **Category H: Activity:** Each age level is required to do one of the three activities listed.

**A. VISUAL DISABILITIES: CHAPTER 4**

1. Group Discussion (pages 29-35)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about visual disabilities in order to accomplish a task.
3. Simulating Disabilities: Chapter 3
  - a) Wearing distorted glasses (p. 22)
  - b) Wearing a blindfold (p. 22)
  - c) Take a piece of plastic (i.e. saran wrap), fold it in half and look through it. Fold it again until it is 8-10 thickness. After each fold read or write something. Discuss the changes in your vision.

**B. HEARING DISABILITIES: CHAPTER 5**

1. Group Discussion (pages 41-44)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about hearing disabilities in order to accomplish a task.
3. Simulating Disabilities: Chapter 3
  - a) Take a spelling test (page 18)
  - b) Writing sentences (page 18)
  - c) Placing cotton in your ears (page 21)
  - d. Think of ways to express five words or phrases without talking (i.e. waving your hand to say “goodbye”.)

### **C. LEARNING DISABILITIES: CHAPTER 6**

1. Group discussion (pages 49-53)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about learning disabilities in order to accomplish a task.
3. Simulating Disabilities: Chapter 3
  - a) Writing on paper on your forehead (page 19)
  - b) Writing and swinging your foot (page 19)
  - c) Using a mirror writing (page 23)
  - d) Reading paragraphs (page 24)

### **D. COMMUNICATION DISORDERS: CHAPTER 7**

1. Group Discussion (pages 57-59)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about communication disorders in order to accomplish a task.
3. Simulating Disabilities: Chapter 3
  - a) Talk with marshmallows in your mouth (page 25)
  - b) Public Speaking (page 26)

### **E. MENTAL RETARDATION: CHAPTER 8**

1. Group Discussion (pages 63-66)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about communication disorders in order to accomplish a task.
3. Simulating Disabilities: Chapter 3
  - a. Taking a math test

### **F. BEHAVIOR DISORDERS: CHAPTER 9**

1. Group Discussion (pages 73-76)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about behavior disorders in order to accomplish a task.

### **G. PHYSICAL AND HEALTH DISABILITIES: CHAPTER 10**

1. Group Discussion (pages 83-86)
2. a) Background reading (any book relating to this topic may be used- see suggested reading list following these pages.)  
**OR** b) Do an activity that requires you to do research and/or background reading about behavior disorders in order to accomplish a task.
3. Simulating Disabilities: Chapter 3
  - a. Buttoning a shirt (page 26)
  - b. Threading a Needle (page 27)

### **H. ACTIVITY (CHOOSE ONE):**

1. Do an activity with a girl who has a disability.
2. Invite a guest to speak with your troop on the subject of disability awareness. (i.e., Epilepsy Foundation, National Association for the Deaf, Goodwill Industries, Lighthouse for the Blind, etc.)
3. Do a service project related to disability awareness. (i.e., volunteer for Special Olympics, help in a Special Education classroom, etc.)

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### SUGGESTED READING LISTS

#### A. Visual Disabilities: Chapter 4

Roly Goes Exploring, by Philip Newth      Through Grandpa's Eyes, by P. McLachlan      Belonging, by Deborah Kent  
A Cane in Her Hand, by Ada B. Litchfield      Emma and I by S. Hocken      Half the Battle, by Lynn Hall  
The Seeing Summer, by Jeanette Eyerly      Ray Charles, by Carles and S. Mathis      The Miracle Worker, by W. Gibson  
Sally Can't See, by Palle Peterson      Blind Outlaw, by Glen H. Rounds      Connie's New Eyes, by B. Wolf  
"Seeing" in the Dark, by E.R. Montgomery      My Mother is Blind, by Margaret Reuler      The New Boy is Blind, by WE Thomas  
The Lake is on Fire, by M.C. Wartski      If You Could See What I Hear, by T. Sullivan  
My Favorite Place, by Susan Sargent /Donna Aaron Wirt

#### B. Hearing Disabilities: Chapter 5

A Button in Her Ear, by Ada B. Litchfield      Who Am I?, by Barry Head and Jim Seguin  
The Waiting Game, by Anne Bunting      Just Like Everybody Else, by L. Rosen  
Breakaway, by R. Halleman      Apple is My Sign, by Mary Riskind  
The Silent Storm by M. Brown and R. Cane      I Have a Sister, My Sister is Deaf, by J. Whitehouse  
Amy: The Story of a Deaf Child, by Lou Ann Walker      My Sister's Silent World, by Catherine Arthure  
Lisa and Her Soundless World, by Edna Levine

#### C. Learning Disabilities: Chapter 6

He's My Brother, by Joe Casker      Kelly's Creek, by Doris Buchanan Smith      My Sister is Different, by Helen C. Cherry  
Stay Away From Simon, by Carol Carrick      But I'm Ready to Go, by L. Albert      Turned In- Turned On, by M. Hayes  
Do Bananas Chew Gum?, by Jamie Gilson      Putting Up With Sherwood, by E. Matthews  
The Whales to See, by G& K. Swarthout      Gideon, A Boy Who Hates Learning, by G. Natchez  
The Children's Book About Brain Injury, by R. Gardner  
Running Scared, by J. Morton  
Will the Real Gertrude Hollings Please Stand Up, by S. Greenwald

#### D. Communication Disorders: Chapter 7

Children of the Silent Night, by E. Hunter      Trouble With Explosives, by S. Kelly      The Skating Rink, by M. Lee

#### E. Mental Retardation: Chapter 8

Making Room for Uncle Joe, by Ada B. Litchfield      My Friend Jacob, by Lucille Clifton      Like Me, by A.J. Brightman  
Our Brother Has Down's Syndrome, by Shelly Cairo      Between Friends, by Sheila Garrique      Only Love, by Susan Sallis  
God. Why Is She The Way She Is, by Linda J. Wares      Love Is Like Peanuts, by Betty Bates  
For Love of Jody, by Robbie Branscum      Welcome Home Jellybean, by Marlene Fanta Shyer  
In My Sister's Eyes, by Grace Posner      My Sister is Different, by Betty R. Wright

#### F. Behavior Disorders: Chapter 9

In Search of Self, by Virginia Axline      I Have Feelings, by T. Berger      My Brother Stevie, by E. Clymer  
Please Don't Say Hello, by P. Gold      The Shy Little Girl, by P. Krasilvosky      Spring Begins in March, by J. Little  
Lisa Bright and Dark, by J. Neufeld      I Was So Mad!, by N. Simon  
Like It Is: Facts and Feelings About Handicaps From Kids Who Know, by Barbara Adams

#### G. Physical and Health Disabilities: Chapter 10

All Kinds of Families, by Norma Simon      Captain Hook, That's Me, by Ada B. Litchfield      Danny's Song, by Betsy P. Nadas  
Darlene, by Eloise Greenfield      Grandma's Wheelchair, by Lorraine Henriod      Someone Like You, by Kline Frim  
Let the Balloon Go, by I. Southall      Mornings on Horseback, by D. McCullough      Nick Joins In, by Joe Lasker  
Karen, by M. Killilea      Little, Little, by M.E.Kerr      Angie and Me, by Rebecca Jones  
The Acorn People, by R. Jones      Laura's Gift, by D. Jacobs      Rajesh, by Curt and GitaKaufman  
No Trouble for Grandpa, by C.A. Marron      Just Like Always, by Elizabeth Ann Sachs  
What If You Couldn't, by Janet Kamien      Alesia, by Eloise Greenfield and Alesia Revis