



# AMERICAN ELM DISTRICT

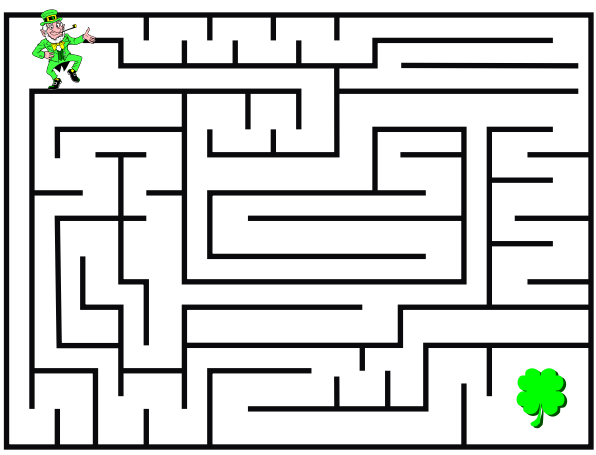


Volume 3, Issue 2  
Feb. 8, 2004

Welcome to American Elm District Cub Scout  
Roundtable Electronic edition  
Webelos activity badges Athlete and Engineer

Theme: Walk in My Shoes  
**PRE OPENING ACTIVITIES**  
By Denver area Council  
Happy St. Patrick's Day

## WALK IN MY SHOES by Denver Area Council

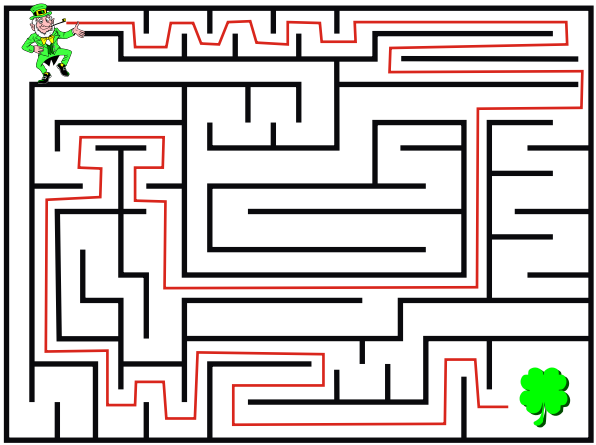


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EQUAL	FRIENDLY	KIND
LOVE	LOYAL	RESPECT
RUNNING	SCOUTS	SHOES
TOLERANCE	TRUST	WALKING
	UNDERSTANDING	

answer



**ANSWER**

T E T W G L J R F L O Y A L S  
 H O I R W N E P R E V Z R S H  
 E G L F U S I N I X F D K R O  
 Y I F E P S H N E Z S T V F E  
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 P Q M B N G L T O M G H H J U  
 L G Y A A O I M H W F A R A O  
 B V D V V S U X I N U A V V C  
 T P V E T O U O V M Q K K S S

**Opening**

By Denver Area Council

Have 9 boys read each section: (you may put them on 3 x 5 cards)

1. When in the course of human events, it becomes necessary for one people to dissolve the political bands, which have connected them with another...
2. And, to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them...
3. A decent respect to the opinions of mankind requires that they should declare the causes, which impel them to the separation.
4. We hold these truths to be self-evident, that all men are created equal...
5. That they are endowed by their Creator with certain unalienable Rights, those among these are...
6. LIFE (Shout it out)
7. LIBERTY (Shout it out)
8. AND THE PURSUIT OF HAPPINESS (Shout it out).

**Advancement**

By Denver Area Council

**Cubmaster:**

(Hold up a balloon with no air in it). Here is a balloon; it is not much— just this, I cannot do much with it. It just sort of sits there. I could blow it up. (Blow up the balloon). Not that it looks much better. You can see the color and it is bigger, but it is still not much use, is it? I guess I could tie it to a stick. (Tie the balloon to a stick). Okay, that made a difference. It is standing up at least. However, it still has to be held. It cannot stand on its own. (Drop to demonstrate). (Bring out the helium tank). There is a special kind of gas, that if put into a balloon, causes the balloon to take off and fly high. It will continue to rise as long as there is any gas left in the balloon.

How do you compare this to Cub Scouting? Some of us get excited about Scouting. (Blow up a balloon). And go like mad for a little while. (Let the balloon go and fly all around the room) but then they just sort of sit there. Other boys cannot seem to do much on their own. They expect their parents and leaders to do all for them. Then there are those boys who join Cub Scouting and have that special something that makes them want to soar high like a gas-filled balloon. (Let the helium balloon go and watch it as it goes). There boys are self-starters. They achieve, they learn. We have some of these boys in our den/pack tonight. (Call the boys up one by one with patents and give each one an empty balloon and helium filled one and ask them to continue to be like the balloon that soars high).

Continued

Present the awards to parents to give to the boys, and the parent pin for the boys to give to their parents and make appropriate comments about each boy's achievement, determination and success in scouting. Let them know you, their den leader and the community are proud of them.

**Closing**  
By Denver Area Council  
**Promise**

Have a boy read each part: (you may put them on 3 x 5 cards).

1. Growing up is an adventure.
2. Everyday brings new and exciting things in our lives.
3. Cub Scouting provides many doorways to adventure for boys as we develop in character, personal fitness, and citizenship.
4. As we salute the Flag, lets think about all the adventures which are ahead of us, and silently promise to respect others, remain honest, and to due our best.
5. Please join me in the Pledge of Allegiance.

**DISABILITY AWARENESS GAMES**

By California Inland Empire Council

To make Cub Scouts aware of the needs of others, special games are suggested. These "disAbiity awareness" games are fun in themselves, but they also serve to show able-bodied boys the problems of boys who have physical disabilities. Without making a big deal of it, you might introduce these games with the thought that disabled boys must deal with the limitations imposed for the games in their everyday lives. The idea is to make them aware of the needs of others.

**Fumble Fingers**

Divide the den into two teams. Tell players to untie their shoelaces. Then tell them to put one hand behind their back (or tie one hand to belt). On signal, each team tries to tie their shoelaces, with each player using only one hand. First team finished wins.

**Ships In The Fog**

Divide the den into two teams and line them up relay fashion at one end of the room. For each team set up a series of obstacles--chairs, tables, stools, etc.--between them and the other end of the room. Blindfold the first player on each team. On signal, he starts for the other end of the room, trying to avoid the obstacles. His teammates may call out directions ("Go right," "Turn left," etc.). When he reaches the other end of the room, he takes off the blindfold and runs back to touch off the next Player, who is already blindfolded. Continue until all team members have raced. First team finished wins.

**Muffled Sounds**

Divide den into two teams and give each player two cot-ton balls to stuff into his ears. When all ears are covered, one leader steps outside the room where he or she cannot be seen and produces a series of sounds--tinkling bell, sentence spoken in normal conversational tones, pan being scraped, barking dog, hammer on a board, etc. When the leader returns, each team huddles and writes a list of the sounds it heard. Winning team is the one with the longest list of correct sounds.

Variation: Tape-record the sounds in advance.

**Braille-O Lotto**

Duplicate a lotto sheet containing 5 rows of 5 squares for each student. Players print the letters of the alphabet in random order in the empty squares. Round pieces of cereal can be used for markers (or other game pieces can be used). The game can be played with varying levels of difficulty:

The leader writes a Braille letter on the chalkboard. Children consult the Braille alphabet key, and place a marker on the correct print letter on their lotto page. First person to have five in a row (down, across, or diagonally) calls, "Braille-O" and becomes the next game leader to write Braille letters on the board. The leader calls out the dot numbers that constitute a Braille letter. Children scan the Braille alphabet key, identify the letter, and place a marker on their corresponding print letter. Play continues until a winner calls, "Braille-O."

For variety, play Braille Bingo. Students print numbers in random order: 1-15 under the B, 16-30 under I, 31-45 under N, 46-60 under G, and 61- 75 under O. The caller writes a Braille number on the board (don't forget the number sign!) and players locate the corresponding print number.

**"I Spy" Contest**

The object is to find as many uses of Braille in the community as possible. For younger scouts, the contest can begin on Monday and end on Friday; for older scouts, the contest can run for a month. Students receive "I Spy Braille" scorecard with entry

spaces for date, where the Braille was found and what it communicated (e.g., elevator floors, ATMs at specific banks, soft drink cup lids, etc.), and a space for an adult signature. Points can be earned for the greatest number of places Braille was found, as well as for unique entries. Discuss all the different uses of Braille in our community.

If you have access to a PC during your den meeting: go to

<http://www.afb.org/braillebug/thenamegame.asp>  
 Boy can type in their name and see it displayed in Braille.  
 See Your Name in Braille: Type your name, and see it in Braille!

## Disability Activities

### Communication with a Blind Person

How would you go about describing something to a blind person? For instance, how would you explain a horse to someone who has never seen one?

Try this exercise: Blindfold the Cubs and give them each a pencil and piece of paper. Then describe to them an animal and ask them to draw what they think they hear. Remove the blindfolds and see if they can guess what animal they have drawn. Hint: don't use any key words. Example, if you are describing an elephant, don't use the word trunk.

### Communication #2 with a Blind Person

Have your den form a large circle. In the center, place an empty coffee can. Blindfold one of the boys and supply him with a broomstick. The object of the game is to have the den direct the blind Cub to the can and have him pick it up with his broomstick. Was it very easy? Does it work better with one boy giving directions or all of the boys giving directions?

### Changes in Vision

Experiencing what it is like to have vision loss

Materials needed

Yellow- or amber-colored glasses

Telephone book

Pen or pencil

Blue- and green-colored paper to cut into shape of an arrow

What to do

Task A Imagine you need to look up three phone numbers. Four people are waiting in line to use the phone, and they are rudely requesting you to hurry up. Write down the phone numbers as quickly as you can! Hint: Other participants or family members can role play as the impatient and discourteous people waiting to use the phone. Find the names of three people on a telephone book page.

Task B (Remember to leave your glasses on!)

Look for colored items in the room. Especially look for items that are blue and green. Now read the following scenario and answer the questions below. Imagine you have just landed in a strange airport and the flight

attendant announces you are to follow the green arrows to the baggage area. When you get off the plane, you see arrows that look similar in color pointing to both the left and right. Can you tell which of the arrows are green? Hold up one blue and one green arrow. Which is the green arrow? How difficult is it to distinguish between blue and green wearing amber-colored glasses?

What other colors are you having trouble seeing?

Where any of these activities difficult for you? Why?

How did you feel when you were looking up the phone numbers?

How did you feel when you were trying to identify the green arrow from the blue arrow?

MATERIALS: One apple or potato or potato for each boy in the den (plus 2- 3 extra). The apple or potato should be various sizes, shapes, and colors. It helps to choose apples or potatoes with "distinguishing characteristics" such as leaves, scars, and small bruises.

1 Tell the boys they will be spending some time finding out about how people are the same and how they are different. Put the apples or potatoes on a table in front of the den.

2 Have each boy in the den choose an apple (or potato). Tell them to get to know their apple (or potato) real well. Suggest they notice their apple or potato's special characteristics.

3 Have them keep the apple or potatoes for the majority of the den meeting. Have them to return their apple or potatoes to the table in front of the class. Mix the apples or potatoes up and ask the students to come back and find their apple or potato.

4 When they return to their seats ask how they knew which apple or potato was theirs (they will indicate things like color, size, shape, special features). Ask what this has to do with people. Discuss why this is important.

5 Make a list of how people are the same. Discuss why this is important. The lists may be done in cooperative groups and then shared with the entire class.

### Handicap Tie Slide

Shrink plastic

Blue pencil

½ inch PVC ring

Hot glue gun

I started with ¼ piece of shrink plastic. I found a picture of the handicap symbol and enlarged

it to fit my piece of plastic. Color the background blue.

Color the wheelchair figure white. If you use frosted or opaque plastic, it is still a good idea to color the white part so that it shows us better. Shrink the plastic

according to manufacturers directions. When cool, attach

the PVC ring to the back.





**Tips for Speaking To or About People With Disabilities:**

**Don't Use** Use these "People-First" terms instead  
*the deaf* people who are deaf  
*the vision impaired* people with vision impairments  
*the disabled* people with disabilities  
*polio victim* had polio  
*a victim of AIDS* a person with AIDS  
*bound/confined to a wheelchair* uses a wheelchair  
*crippled* person with a disAbiity  
*invalid* person who has a disAbiity caused by

*Instead of..* Use...  
*Disabled, handicapped, crippled* Person(s) with a disAbiity  
*Crippled by, afflicted with, suffering from, victim of, Deformed* Person who has... or, Person with

*Lame* Person who is mobility impaired  
*Confined, bound, restricted to or dependent on a wheelchair* Person who uses a wheelchair

*Deaf and dumb, deaf mute, hearing impaired* Person who is Deaf, hard of hearing  
*Retarded, mentally retarded* Person with a developmental disAbiity

*Spastic (as a noun)* Person with Cerebral Palsy  
*Physically Challenged* Person with a physical disAbiity

*Mental patient, mentally ill, mental, insane* Person with a mental illness, Person who has schizophrenia, Person who has...

*Learning Disabled, learning Difficulty* Person with a learning disAbiity

*Visually Impaired (as a collective Noun)* Persons who are visually impaired, blind



**Wheelchair Etiquette**

People often feel uncomfortable around people in wheelchairs because they "don't know how to act".

Well, for all of you out there that "don't know", or for those of you who want to pass it along to someone that may need a little wake-up call, here you go! ( Always ask the person using the wheelchair if he or she would like assistance BEFORE you help. It may not be needed or wanted.

Don't hang or lean on a person's wheelchair because it is part of that person's personal body space. Speak directly to the person in the wheelchair, not to someone nearby as if the person in the wheelchair did not exist.

If conversation lasts more than a few minutes, consider sitting down or kneeling to get yourself on the same level.

Don't demean or patronize the person by patting them on the head.

Don't classify persons who use wheelchairs as sick. Wheelchairs are used for a variety of non-contagious disabilities.

Be aware of the person's capabilities. Some users can walk with aid and use wheelchairs to save energy and move quickly.

It is ok to use terms like "running along" when speaking to a person who uses a wheelchair. The person is likely to express things the same way. Don't discourage children from asking questions about the wheelchair.

Don't assume that using a wheelchair is in itself a tragedy. It is a means of freedom that allows the person to move about independently.

**Trust Walk** – Separate into pairs and blindfold one person in each pair. The blindfolded person holds onto the elbow of the other person who acts as a guide. Then reverse roles. Stress safety. Have scouts share their feeling when they return from the 'trust walk'.

**Hearing Problems** – Blindfold a scout and have him gently cover an ear. Ask the scout to turn around in a circle. Switch on a radio and see if the scout can identify where the sound is coming from. Have the student uncover the ear and identify the source of the sound. When the eyes are covered, the ears can locate the source of a sound more easily.

**Balancing Problems** – Select a safe area and have scouts spin around in circles. The dizziness they feel is caused by the fluid in the ears continuing to spin after they have stopped. The nerve endings in their ears tell the brain that they are still turning.

**The Feel of Money** – People who are blind use their fingers to identify the coins they are using. The fold paper money in such a way that they can tell whether they are spending \$1 or \$10 bill. Have scouts close their eyes and practice identifying coins. See if they can find ways to fold paper money for easy identification.

**Read and following the instructions:**

1. Print your name in the upper right - hand corner for a piece of paper.
2. Draw a square that is 3 inches on each side in the middle of the page.
3. Draw a star inside the square.
4. Underline your name 2 times.
5. Raise your hand when you are done.

**Answers:**

- Print your name in the upper right-hand corner of a piece of paper.  
 Draw a square that is 3 inches on each side in the middle of the page.  
 Draw a star inside a square.  
 Underline your name 2 times.  
 Raise your hand when you are done.

At the American Foundation for the Blind's (AFB) Braille Bug children's web site, kids can take advantage of a unique feature to compose and send Braille e-mail cards to their friends and loved ones. At the same time they learn about Braille. When visiting the Braille Bug web site ([www.afb.org/braillebug](http://www.afb.org/braillebug)), children can type in a message, or click directly on Braille icons to spell out a secret message or card, and have it translated immediately into Braille. The message is then displayed in Braille as the sender types in the e-mail address for delivery. Kids who receive the e-card can go to the Braille Bug to view it, get decoding help, and learn more about Braille. Although children can send Braille e-mail messages from the Braille Bug all year long, on Valentine's Day this feature is especially popular.

**The Braille Character Chart**

The Braille system contains 63 dot patterns, or characters. Each character represents a letter, combination of letters, common word, or grammatical sign. The dots are arranged in cells of two vertical rows of three dots each. To aid in identifying the dot patterns, Braille numbered the dot positions 1-2- 3 downward on the left and 4-5- 6 downward on the right. Braille is not an easy system to learn or to use. Blind people learn it by beginning with the letters and then progressing to the special characters and letter combinations. Beginners often confuse the characters because they resemble each other more than do the letters of the alphabet and punctuation marks. The method depends upon touch recognition: every

character must be memorized. Visual readers can learn quickly to recognize words and grasp the meaning of a sentence at a glance. The student of Braille must proceed laboriously, retaining everything by memory until words and sentences are comprehended.

Braille texts can be produced by hand or by machine. Braille is handwritten by means of a slate consisting of two metal plates hinged together so that a sheet of paper can be inserted between them. The upper plate has cell-sized openings through which the writer inserts a stylus to make dot patterns.

Braille writing machines range from typewriter-like devices to printing presses that use embossed zinc plates to make coded impressions on paper with a broomstick. The object of the game is to have the den direct the blind Scout to the can and have him pick it up with the broomstick. Was it easy?

Does it work better with one boy giving directions or all of them?

line 1	a	b	c	d	e	f	g	h	i	j
line 2	k	l	m	n	o	p	q	r	s	t
line 3	u	v	x	y	z	and	for	of	the	with
line 4	ch	gh	sh	th	wh	ed	er	ou	ow	w
line 5	,	;	:	-	en	!	()	"/?	in	"
line 6	st	ing	ar	ar	i	-				
line 7	general accent sign	used for two-celled contractions		italic sign; decimal point	letter sign	capital sign				

1 • 4  
2 • 5  
3 • 6  
the Braille  
positions

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**disAbility Awareness Night Planning**

Planning a disAbility Awareness Night in your pack can be a rewarding experience for you and your boys. Incorporating this into your program follows the Ethics in Action program and reinforces the character-building goals that have always been part of the Boy Scout program.

Because boys at Cub Scout age are often faced with conflicting messages that sharply contradict the positive values taught in their families, packs that incorporate programs that teach awareness, tolerance, respect, understanding and kindness can play an important role in combating the peer pressure boys face.

As you begin planning a disAbility Awareness Night, consider these things:

Check with your District Advancement Chairman to obtain the names of the Disability Awareness Merit

Badge Counselors. Many of them are professionals in the field and are more than willing to assist. Check to see if there is a Cub Pack or Boy Scout Troop in your area that has some of these special Scouts. Remember, for their rank advancement, disAbled Scouts must meet the same requirements as all others. Perhaps they are working on their Communications or Public Speaking Merit Badge and would take the opportunity to assist you. Your local hospital may have education programs and could provide instruction and explanation to the Scouts. They also have resources available. Your council rep, MB counselor, or hospital worker can also obtain copies of materials from some of the local organizations that you can distribute. If this is your first time, please be aware of the sensitivity of others. Some of your Cubs may be introduced to disAbility awareness for the first time. It is important to make them aware that Scouts are: Courteous, Helpful, Friendly and Kind... Go to <http://www.main.org/boyscout/mpwdisab.htm> and take a look at what Troop and Pack 49 have done to make their Scouts aware.

Perhaps you can obtain some similar literature for a handout. You may also want to visit the Working With Scouts With disABILITIES website at <http://boyscouts-marin.org/wswd/wswd.htm>.

This is a site run by volunteer Scouters who believe that every boy deserves the opportunity of Scouting. While much is made over the use of <sup>3</sup>politically correct<sup>2</sup> language in our society, teaching our Cubs that their words can hurt is essential.

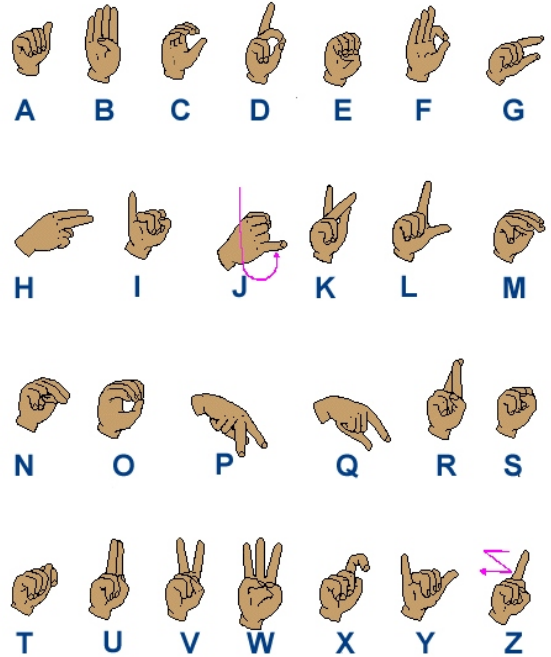
These words are suggested to teach your Cubs words that do not hurt those they are trying to learn to be empathetic toward: enAbled, disAbility, disAbled...not handicapped, wheel chair enAbled...not wheel chair bound.

Equally important to language is our attitude toward equipment: wheelchairs, crutches, braces, walkers, etc., are the tools of the disAbled, not toys.

**Answers to the messages in the next column:**

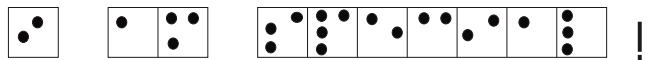
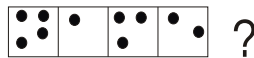
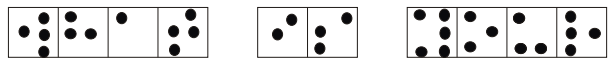
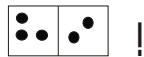
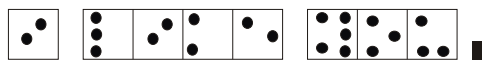
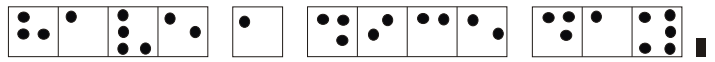
Have a nice day.  
I like you!  
Hi!  
What is your name?  
I am special.

**American Manual Alphabet Chart  
Alphabet**

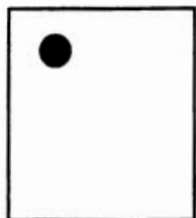


**Secret Messages**

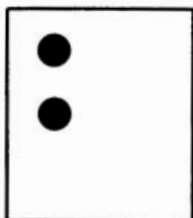
Use the Braille alphabet \_\_\_\_\_ solve the following messages:



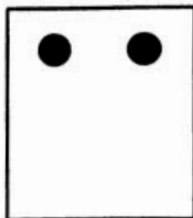
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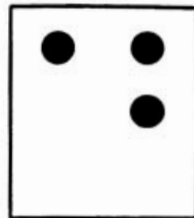
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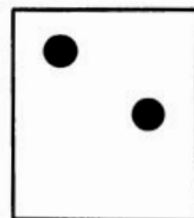
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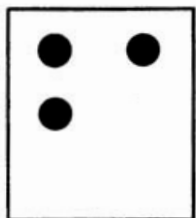
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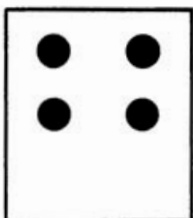
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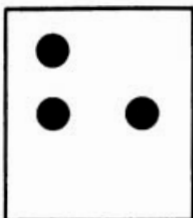
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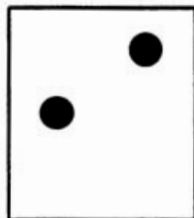
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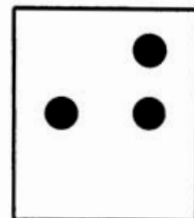
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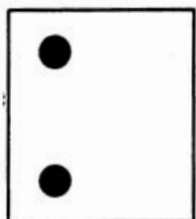
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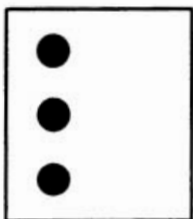
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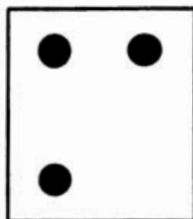
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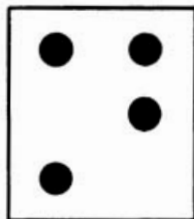
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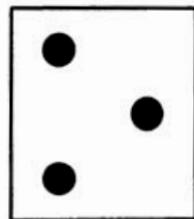
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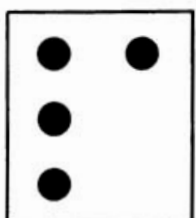
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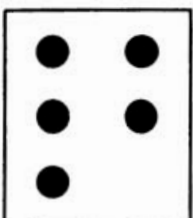
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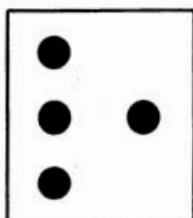
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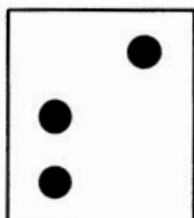
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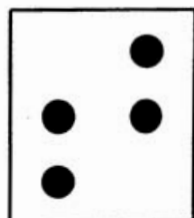
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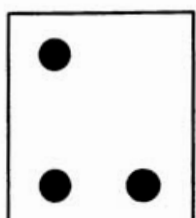
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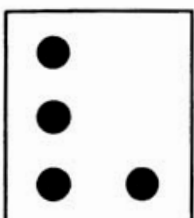
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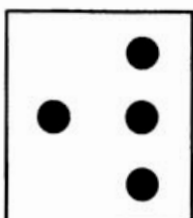
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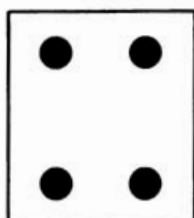
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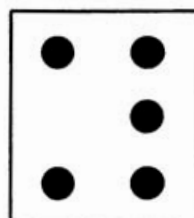
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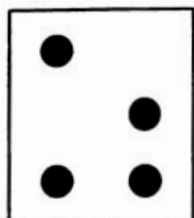
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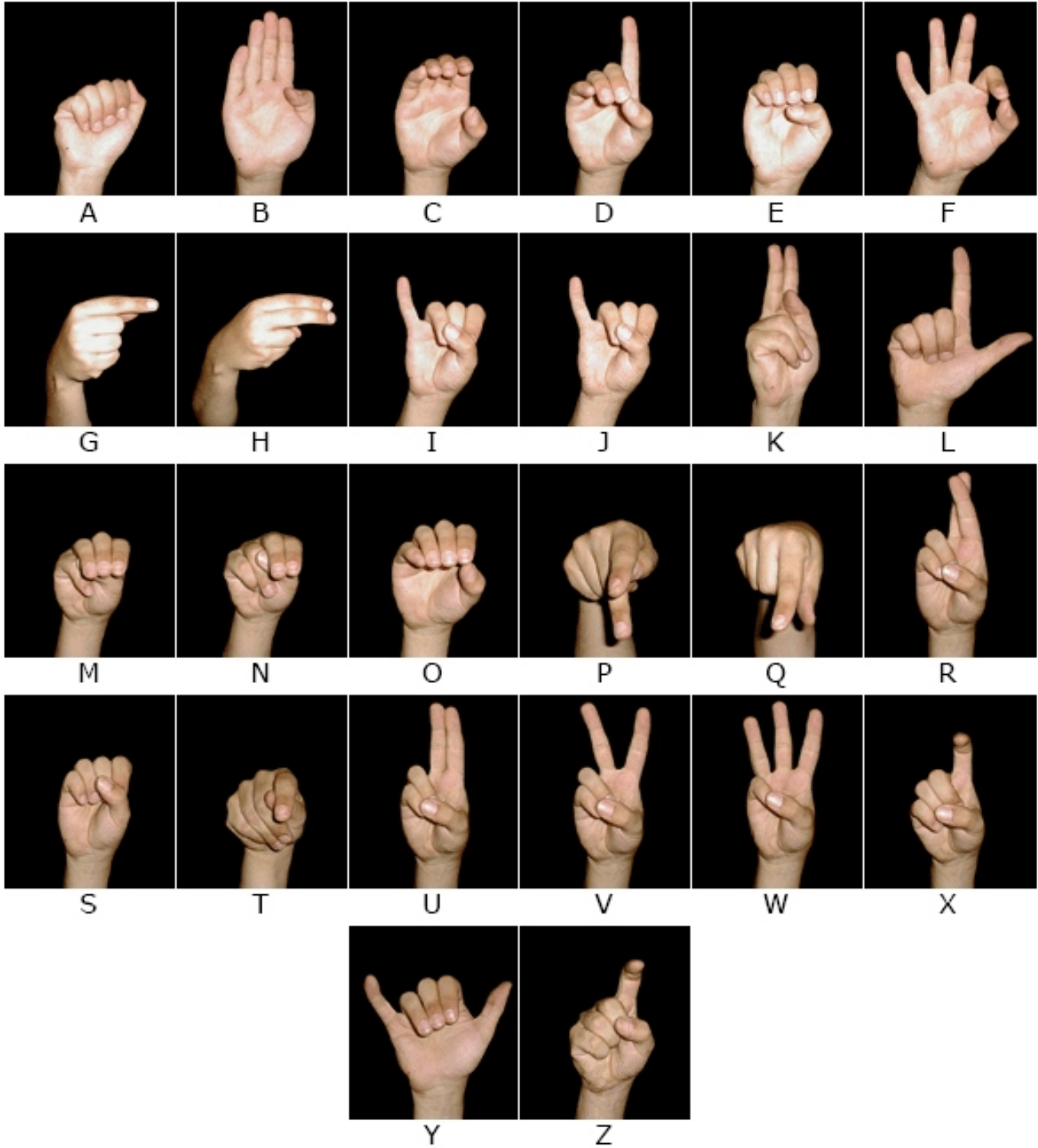
Y



Z



**The Alphabet  
American Sign Language**



**American Manual Signed Alphabet & Numbers:  
Described Version**

When practicing sign language the letters should face the persons with whom the signer is talking. The starting position will be palm facing forward, fingers in a fist and the thumb pointing up touching the pointer finger.

Alphabet Letters A - Z are described below:

A = With the palm facing forward and fingers in a fist, point the thumb up touching the side of the pointer finger.

B = With the palm facing forward and fingers pointing up, fold the thumb across the inside of the palm.

C = Curve the fingers in a circle form and curve the thumb parallel to the pointer.

D = While the pinky and ring fingers are folded and the pointer finger is pointing up, arch the middle finger and touch its tip with the tip of the thumb.

E = With the palm facing forward and fingers in a fist, fold the thumb in and under the rest of the fingers.

F = While the pinky, ring, and middle fingers are pointing up, touch the tip of the thumb to the tip of the pointer finger.

G = With the pinky, ring, and middle fingers folded, extend the thumb and the pointer fingers forward parallel to each other.

H = With the palm facing the body and bent sideways and the thumb, ring finger, and pinky folded, extend the pointer and middle fingers forward.

I = With the palm facing forward, point the pinky finger up while the other fingers are folded with the thumb across the folded fingers.

J = With the palm facing forward and the fingers are folded with the thumb across the folded fingers, point the pinky up and move it in a J shape.

K = With the pinky and ring finger folded and the pointer finger pointing up, extend the middle finger forward and touch the tip of the thumb to the center of the middle finger.

L = With the palm out and the pinky, ring, and middle fingers folded, point the pointer finger up and extend the thumb to the side.

M = With the palm out and fingers in a fist, fold the thumb under the pointer, middle, and ring fingers.

N = With the palm out and fingers in a fist, fold the thumb under the pointer and middle fingers.

O = While curving the fingers, touch the thumb tip to the fingertips of the pointer and middle fingers.

P = With the palm facing down and ring finger and pinky folded, point the pointer finger down slightly, extend the middle finger toward the floor, and touch the thumb tip to the center of the middle finger.

Q = With the palm facing down and the pinky, ring, and middle fingers folded, point the pointer finger and the thumb down slightly.

R = With palm facing out and other fingers folded, cross the pointer and middle fingers as they point up.

S = With the palm facing out and the fingers in a fist, fold the thumb to cover the front of the other fingers.

T = With the palm facing out and the fingers in a fist, place the thumb between the pointer and middle finger and point the thumb up.

U = With the palm facing out and the pointer and middle fingers up side-by-side, place the thumb in front of the folded pinky and ring fingers.

V = With the palm facing out and the pointer and middle fingers up and spread apart, place the thumb in front of the folded pinky and ring fingers.

W = With the palm facing out and the thumb in front of the folded pinky, point up and spread apart the pointer, middle, and ring fingers.

X = With the palm facing out and the pinky, ring, and middle fingers folded, place the thumb under the middle finger and curve the pointer finger.

Y = With the other fingers folded, point the pinky and the thumb out sideways.

Z = While the thumb is folded in front of the other folded fingers, point the index finger up and move it in a Z shape.

### Web sites:

[Http://www.makeachildsmile.org/](http://www.makeachildsmile.org/) Make a Child Smile- This is a great service project idea. Send a card to a kid with a life threatening illness.

[Http://www.allen.lib.la.us/safesites.htm](http://www.allen.lib.la.us/safesites.htm)  
Safe sites for Kids

[Http://www.dclibrary.org/lbph/](http://www.dclibrary.org/lbph/)  
Martin Luther King Jr. Memorial Library  
Library for the Blind and Physically Handicapped

[Http://www.eagle.ca/~matink/teacher.html](http://www.eagle.ca/~matink/teacher.html)  
Teacher resources for special education

<http://blindreaders.info/index.html>  
**THE BLIND READERS' PAGE**

This site is a guide to sources of information in alternative formats (braille, recorded cassettes, large print, e-texts, web audio) accessible by people with print disabilities--those with visual and physical handicaps as well as dyslexia. It is also a guide to information about blindness, visual handicaps and other physical handicaps, with a special collection of Wisconsin resources. There are about 2,300 individual links, all evaluated, annotated and organized by subject.

[Http://www.fishingkids.com/CoolWebsites.htm](http://www.fishingkids.com/CoolWebsites.htm)  
Fishing sites for kids.

[Http://www.ncpamd.com/Gifted\\_ADD.htm](http://www.ncpamd.com/Gifted_ADD.htm)  
**The Gifted Student with ADD: Between Two Worlds**

[Http://www.webnoodler.com/families\\_par.html](http://www.webnoodler.com/families_par.html)  
Especially for moms, Parenting resources, Things For Kids To Do.