

Roundtable 1/2/03

Moderated by Steve Zeiler (78gator@mchsi.com)

Agenda:

Announcements:

Upcoming events:

OA Winter Banquet –

Klondike – 1/31 – 2/2/03

Future roundtables:

2/6/03 – planned topics may include Youth Protection and Cold Weather
Camping

Commissioner College – rescheduled for 2/15/03

Show and Tell – **Did you get any outdoors-related gifts?**

Monthly program theme – **Cultural Diversity**

Scoutmaster/Committee training topic – **Handicap Awareness and the BSA**

(alternative rank requirements, the ADA of 1990, accessibility, etc.)

Guide to Safe Scouting Moment – **Religious Beliefs and Medical Care**

Scouter's Minute – **Interfaith Worship – the challenge.**

AMERICAN CULTURES MERIT BADGE

Choose TWO groups that have different racial, cultural, national, or ethnic backgrounds. Use these groups to meet requirements 1, 2, and 3. Also complete requirement 4 and either requirement 5a or 5b.

1. Do TWO of the following, choosing a different group for each:
 - a. Go to a festival, celebration, or other event identified with one of the groups. Report on what you see and learn.
 - b. Go to a church, clubhouse, school, or other institution identified with one of the groups. Report on what you see and learn.
 - c. Talk with a person from one of the groups about the heritage and traditions of the group. Report on what you learn.
 - d. Learn a song, dance, poem, or story that is traditional to one group, and teach it to a group of your friends.
 - e. Go to a library or museum to see a program or exhibit featuring one group's traditions. Report on what you see and learn.
2. Imagine that one of the groups had always lived alone in a city or country to which no other groups ever came. Tell what you think the city or country might be like today. Now tell what you think it might be like if both groups lived there at the same time.
3. Tell about some differences between the religious and social customs of the two groups. Tell about some ideas or ways of doing things that are similar in both groups.
4. Tell about a contribution made to our country by three different people, each from a different background such as black American, white American, Native American,

Hispanic-American, Asian-American, or any other background of your choosing. Their backgrounds may be religious, as well, such as Jews, Muslims, Hindus, etc.

5. Do ONE of the following:

- a. Give a talk to your troop or school class on how people from different groups have gotten along together. Lead a discussion on what can be done to help various groups understand one another better.
- b. Tell about some achievements of the United Nations accomplished by people of many cultures and beliefs working in one organization. Tell how the U.N. has dealt with some problems caused by conflicts between different groups.

BSA Advancement ID#: 17

Source: Boy Scout Requirements, #33215E, revised 2002

CITIZENSHIP IN THE WORLD MERIT BADGE [EAGLE REQ]

1. Answer the following:

- a. What is citizenship? How does one become a citizen in the United States? How does one become a citizen in other countries?
- b. What rights, duties, and obligations does American citizenship entail? How are these similar to or different from the way citizenship is experienced in two other countries?

2. Do the following:

- a. Discuss the concept of national interest.
- b. Explain how a country's security, economy, and values relate to its national interest.

3. Explain ONE of the following to your counselor:

- a. How communications and transportation have changed relationships between countries
- b. How changing national interests, democratic values, and global economic partnerships are affecting the relationships between countries

4. Do the following:

- a. Tell how the geography, natural resources, and climate of a country affect its economy.
- b. Using a map of the world, select two countries. Describe how geography, natural resources, and climate are important in defining each country's national interest. Explain how these interests affect relations with at least two other countries.

5. Do the following:

- a. Explain international law and how it differs from national law. What role does international law perform in the international system? Describe how international law can be used as a tool for conflict resolution.
- b. Select TWO of the following global issues and explain how they have been affected by international agreements and treaties:

1. Environmentalism

2. Terrorism

3. International trade

4. Communications

5. Transportation

6. Famine relief

7. Disease control

8. International sports

c. Select TWO of the following organizations and describe their role in the international system:

- | | |
|---|--------------------------------|
| 1. The United Nations | 5. Amnesty International |
| 2. The World Court | 6. The International Red Cross |
| 3. World Organization of the Scout Movement | 7. Americas Watch |
| 4. The World Health Organization | 8. CARE |

6. Do the following:

a. Explain to your counselor what is meant by

- | | |
|----------------------------------|---------------|
| 1. International trade agreement | 4. Tariffs |
| 2. Foreign exchange | 5. Free trade |
| 3. Balance of payments | |

b. Explain how world trade and global competition affect the economy of your state and your community.

c.

1. Locate the listing of foreign currency exchange rates in the financial section of the newspaper. Select three major foreign currencies and explain the rates of exchange between these currencies and the American dollar.
2. Select a foreign currency and price a product in that currency. Explain how fluctuations in currency exchange rates affect the price of that product if you are exporting it from the United States. Explain how fluctuations in currency exchange rates affect the price of that product if you are importing it into the United States.

7. Do the following:

- a. Discuss the differences between constitutional and non-constitutional governments.
- b. Name at least five different types of government currently in power in the world.
- c. Show on a world map countries that use each of these five different forms of government.

8. Do the following:

a. Explain how a government is represented abroad. How is the United States government accredited to international organizations?

b. Describe the roles of the following in the conduct of foreign relations:

- | | |
|-------------------------------------|---|
| 1. Ambassador | 4. Agency for International Development |
| 2. Consul | |
| 3. United States Information Agency | 5. Foreign Commercial Service |

c. Explain the purpose of a passport and visa for international travel.

9. Do ONE of the following:

- a. Attend a world jamboree.
- b. Take part in an international event in your area.
- c. Visit with a foreign exchange student and discuss his or her country and customs.
- d. Study a foreign language for a year.
- e. Write an embassy or consulate for material about its country and discuss the material with your counselor.
- f. Examine a particular international issue and give a brief oral presentation and a written report to your counselor.

BSA Advancement ID#: 4

Source: Boy Scout Requirements, #33215E, revised 2002

DISABILITIES AWARENESS MERIT BADGE

1. Visit an agency that works with the physically, mentally, emotionally, or educationally disabled people. Collect publications about the agency's activities on behalf of its members. Learn what is being done through training, employment, and education of their members.
2. Speak to a person with a disability or read an article or book about a person with a disability and report to your counselor what you learned about that person's experiences in dealing with a disability.
3. Spend fifteen hours within a three-month period in one of the following ways:
 - a. Visit a Cub Scout pack or Boy Scout troop that works with Scouts with disabilities. Learn about their activities, assist the leaders, and work with the members of the group.
 - b. Enlist the help of your unit leader and the parents or guardians of someone with a disabling condition and invite the disabled individual to join your troop, team, or post. Help him or her become a participating member.
4. Locate and study literature about the accessibility or nonaccessibility of public or private places to disabled individuals. Observe and discuss with your counselor the accessibility or nonaccessibility for disabled people in the following:
 - a. Five places with good accessibility
 - b. Five places with poor accessibility
 - c. Your school, church, synagogue, or mosque
 - d. Your Scout camping site
5. Display in a public place the material you have collected for the other requirements of this merit badge so that others can be made more aware of citizens with disabilities.
6. Make a commitment to your merit badge counselor as to what you will do in the future for people with disabling conditions. Discuss how your awareness has changed as a result of what you learned.

BSA Advancement ID#: 60

Source: Boy Scout Requirements, #33215E, revised 2002

Cultural Diversity

<http://www.scouting.org/media/positions/diversity.html>

Position Statement – “In Support of Diversity”

More than 90 years ago, the Boy Scouts of America (BSA) was founded on the premise of teaching boys moral and ethical values through an outdoor program that challenges them and teaches them respect for nature, one another, and themselves. Scouting has always represented the best in community, leadership, and service.

The Boy Scouts of America has selected its leaders using the highest standards because strong leaders and positive role models are so important to the healthy development of youth. Today, the organization still stands firm that their leaders exemplify the values outlined in the Scout Oath and Law.

On June 28, 2000, the United States Supreme Court reaffirmed the Boy Scouts of America's standing as a private organization with the right to set its own membership and leadership standards.

The BSA respects the rights of people and groups who hold values that differ from those encompassed in the Scout Oath and Law, and the BSA makes no effort to deny the rights of those whose views differ to hold their attitudes or opinions.

Scouts come from all walks of life and are exposed to diversity in Scouting that they may not otherwise experience. The Boy Scouts of America aims to allow youth to live and learn as children and enjoy Scouting without immersing them in the politics of the day.

We hope that our supporters will continue to value the Boy Scouts of America's respect for diversity and the positive impact Scouting has on young people's lives. We realize that not every individual nor organization prescribes to the same beliefs that the BSA does, but we hope that all Americans can be as respectful of our beliefs as we are of theirs and support the overall good Scouting does in American communities.

Definition of “Reverent”

From [WordNet \(r\) 1.7](#) :

REVERENT

adj 1: feeling or showing profound respect or veneration;

“maintained a reverent silence” [antonym: [irreverent](#)]

2: showing great reverence for god; “a godly man”; “leading a godly life”

[synonyms: [godly](#), [worshipful](#)]

Difference between “interfaith” and “non-denominational”:

From [WordNet \(r\) 1.7](#) :

INTERFAITH

adj : involving persons of different religious faiths; “an interfaith marriage”;
“interfaith good will”

From [WordNet \(r\) 1.7](#) :

NONDENOMINATIONAL

adj : not restricted to a particular religious denomination; “a nondenominational church”

Nondenominational generally refers to lack of alliance with a specific Christian religion

Official BSA policy – “A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.”

Excerpted from <http://www.scouting.org/media/values/newsletter/0101/prepare.html>

In Support of Values: January 2001

“... To Do My Duty To God

Our nation is founded on showing reverence to a higher faith. In these words, the Scout promises to recognize, to honor and to respect his religious faith. And in the Boys Scouts of America, he is given an opportunity to grow in that faith and to respect the beliefs of others.”

<http://www.scouting.org/factsheets/02-503a.html>

REVERENT

A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.

<http://www.scouting.org/media/press/021213/index.html>

“Boy Scouts of America Launches Campaign to Reach More Youth and Families

Dallas, Texas, December 13, 2002—In February 2003, the Boy Scouts of America will join with religious and community organizations in a national effort to serve more youth with Scouting's character-building programs.

The campaign, entitled "Character Connections—Reaching Youth With Scouting," will run from January 1 through June 30, 2003. It will be supported by a national videoconference on February 5 co-hosted by the BSA's national president, Roy S. Roberts; national commissioner, Rick Cronk; and Chief Scout Executive, Roy L. Williams. The videoconference, which will be broadcast to local BSA venues across the country, will include commentaries, testimonials, and a special message from President George W. Bush.

The campaign is directed at religious and community organizations that share an interest with the BSA in serving youth. It will emphasize the positive impact these organizations can have on their communities and neighborhoods through cooperative efforts with Scouting.

"The Boy Scouts of America has been supporting youth and families for more than 92 years," Roberts says. "By instilling character in youth, we're strengthening families as well as neighborhoods and communities."

According to Chief Scout Executive Williams, community organizations are the place to cultivate Scouting because those organizations know the importance of character based programs.

"In order to recruit youth into the program, you have to have Scout units for them to join," Williams says. "Our goal with Character Connections is to show religious and community organizations how Scouting can benefit them and encourage those organizations to adopt the Scouting program for their families.

"If they already have Scouting units, we want to encourage them to build on what they're doing and take full advantage of all the programs Scouting offers," Williams says.

Organizations interested in Scouting should contact the nearest Boy Scouts of America office listed in the white pages of their local telephone directory, or visit Scouting on the Web at <http://www.scouting.org>."

Comparative Religions

Top Twenty Religions in the United States, 2001

(self-identification)

Religion	1990 Est. Adult Pop.	2001 Est. Adult Pop.	% of U.S. Pop., 2000	% Change 1990 - 2000
Christianity	151,225,000	159,030,000	76.5%	+5%
Nonreligious/Secular	13,116,000	27,539,000	13.2%	+110%
Judaism	3,137,000	2,831,000	1.3%	-10%
Islam	527,000	1,104,000	0.5%	+109%
Buddhism	401,000	1,082,000	0.5%	+170%
Agnostic	1,186,000	991,000	0.5%	-16%
Atheist		902,000	0.4%	
Hinduism	227,000	766,000	0.4%	+237%
Unitarian Universalist	502,000	629,000	0.3%	+25%
Wiccan/Pagan/Druid		307,000	0.1%	
Spiritualist		116,000		
Native American Religion	47,000	103,000		+119%
Baha'i	28,000	84,000		+200%
New Age	20,000	68,000		+240%
Sikhism	13,000	57,000		+338%
Scientology	45,000	55,000		+22%
Humanist	29,000	49,000		+69%
Deity (Deist)	6,000	49,000		+717%
Taoist	23,000	40,000		+74%
Eckankar	18,000	26,000		+44%

Worldwide number of adherents by religion, in millions:

Religion	Number of Adherents		
Atheism	222	Jainism	5
Baha'I	6	Judaism	14
Buddhism	325	Moslem	1,126
Chinese religions (Taoism, Confucianism and Buddhism combined)	221	New Religions (Asian "blends")	106
Christianity	1,955	Nonreligious	887
Confucianism	5	Sikhism	20
Ethnic religions	103	Shintoism	3
Hinduism	793	Spiritism	10
		Other	2

Religious Awards in BSA:

Managed by P.R.A.Y. (Programs of Religious Activities with Youth)

http://www.praypub.org/main_frameset.htm

Frequently asked questions – <http://www.scouting.org/awards/religious/faq.html>

Getting started – <http://www.scouting.org/awards/religious/getstarted.html>

Index of specific awards (by religion and age) -

<http://www.scouting.org/awards/religious/index.html>

Religious Awards in BSA (http://www.praypub.org/main_frameset.htm)

P.R.A.Y.'s mission is to encourage the spiritual growth of young people. Browse our web page to locate the religious growth programs recognized by the Boy Scouts of America, Girl Scouts of the U.S.A., and Camp Fire Boys and Girls and discover ways to promote these programs and to build partnerships between the religious community and the national youth agencies.

Thank you for visiting our website, we hope that you find everything you need and that you return often. If you have any suggestions for our web page, please forward them to pray@praypub.org.

http://www.praypub.org/scripts_roundtable.htm - Promoting Religious Emblems
(Roundtable presentation)

**Promoting Religious Emblems: Round Table Presentation
(10 Minute Presentation)**

Objectives:

- To provide an overview and general understanding of the religious emblems programs
- To encourage leaders to make presentations on the religious emblems programs to their units
- To become familiar with the resources to make a presentation on the religious emblems programs

Resources:

- Video "Promoting Duty to God (Religious Emblems)" No. 05-883 – Available from your council library or [download it or purchase it](#) from P.R.A.Y.
- Duty to God brochure (No. 5-879B) – Available from your local council (your council may order these brochures from BSA National Religious Relationships) or view it at <http://www.scouting.org/awards/religious/index.html>.
- Duty to God poster #5-880 (available at local council)
- "Religious Emblems Presentation Script" which includes the following scripts:
[Round table script](#)
[Cub scout leader script](#)
[Boy Scout Leader Script](#)

[Venturer Advisor script](#)

[Dear Parent Handout](#)

Presentation:

1. Show video, "Promoting Duty to God (Religious Emblems)"
2. Distribute and read "Religious Emblems Presentation Script" – Three separate scripts are available for Cub Scout, Boy Scout, and Venturer Crew members. Provide copies of the appropriate script.
3. Distribute copies of the Religious Emblems Grid (inside pages of the "Duty to God" brochure)

P.R.A.Y. 8520 Mackenzie Road, Ste. 3, St. Louis, MO 63123-3413

1-800-933-7729 / www.praypub.org

CyberHymnal - <http://www.cyberhymnal.org/> - This site has over 3,800 Christian hymns and Gospel songs from many denominations. You'll find lyrics, scores, MIDI files, pictures, history, and more.

An interfaith ceremony conducted at a Woodbadge course -

<http://usscouts.org/macscouter/scoutsown/servicewoodbadgeec462w.html>

Another interfaith ceremony based on the Scout Law –

Excerpted from : <http://usscouts.org/clipart/scoutdoc/reverent/miscserv.doc>

**Twelve Guidelines for Living ...
A Biblical Perspective on the Scout Law**

In 1911, The Official Handbook for Boys was published by the fledgling Boy Scouts of America. This book presented to Americans an organization with a framework of duty to God and country and a cornerstone of unselfish service to mankind. Undergirding this organization was to be a firm foundation called the Scout Law.

In the more than three-quarters of a century since the Official Handbook for Boys went to press, Scouting has kept pace with modern approaches while broadening its scope. Yet the foundation remains firm, offering to today's youth the same moral guidance espoused in 1911.

Upon studying the 12 points of the Scout Law, Christians quickly recognize a well-balanced guide for living. Each of these 12 points finds positive support from the pages of the Holy Bible. As evidence of this biblical support a sampling of passages is provided.

I.

A Scout is Trustworthy - I Corinthians 4:1-2 (NASV) - "Let a man regard us in this manner, as servants of Christ, and stewards of the mysteries of God. In this case, moreover, it is required of stewards that one be found trustworthy."

II.

A Scout is Loyal - Proverbs 19:22a (RSV) - "What is desired in a man is loyalty."

III.

A Scout is Helpful - Matthew 25:35-36 (KJV) - "For I was hungered, and ye gave me meat: I was thirsty, and ye gave me drink: I was a stranger and ye took me in: Naked and ye clothed me: I was sick and ye visited me: I was in prison, and ye came unto me." Proverbs (Moffatt) - "Never refuse help to your neighbor, when you can render it."

IV.

A Scout is Friendly - John 15:12-13 (NASV) - (Jesus said) "This is my commandment, that you love on another just as I have loved you. Greater love has no one than this, that one lay down his life for his friends."

V.

A Scout is Courteous - I Peter 3:8 (KJV) - "Finally, be ye all of one mind, having compassion of one another, love as brethren, be pitiful, be courteous."

VI.

A Scout is Kind - Ephesians 4:32 (NASV) - "And be kind to on another, tender-hearted, forgiving each other just as God in Christ also has forgiven you."

VII.

A Scout is Obedient - Hebrews 13:17a (NASV) - "Obey your leaders and submit to them for they keep watch over your souls, as those who will give account." Ephesians 6:1 (NASV) "Children, obey your parents in the Lord, for this is right."

VIII.

A Scout is Cheerful - Proverbs 17:22a (RSV) - "A cheerful heart is good medicine."

IX.

A Scout is Thrifty ("he does not wantonly destroy property. He works faithfully, waste nothing and makes the best use of his opportunities. He saves money so that he may pay his own way, he is generous to those in need and helpful to worthy objects.")* -Proverbs 21:5a (KJV) - "The thoughts of the diligent tend only to plenteousness." Romans 12:10-11 (NASV) - "Be devoted to one another in brotherly love; give preference to one another in honor; not lagging behind in diligence, fervent in spirit, persevering in tribulation, devoted in prayer....." Proverbs 28:27 (KJV) - "He that giveth unto the poor shall not lack."

*The Boy Scouts of America, The official Handbook for Boys (New York: Doubleday, Page and Company, 1911), PP. 15-16.

X.

A Scout is Brave - II Timothy 1:7 (NASV) "For God has not given us a spirit of timidity but of power and love and discipline." Joshua 1:6 (Moffatt) - "...be strong and brave ... turning neither to the right nor to the left, so that you may succeed wherever you go."

XI.

A Scout is Clean - Psalm 51:10 (NASV) "Create in me a clean heart, O God, and renew a right spirit within me." Psalm 24:3 = "Who may ascend into the hills of the Lord and who may stand in His Holy place? He who has clean hands and a pure heart, who has not lifted up his soul to falsehood, and has not sworn deceitfully. He shall receive a blessing from the Lord and righteousness from God of his salvation."

XII.

A Scout is Reverent - Proverbs 19:23 (LB) - "Reverence for God gives life, happiness, and protection from harm." Psalm 34:9 (Moffatt) - "Revere the Eternal, O ye saints of his, the reverent never want for anything."

Yes, the Scout Law offers 12 quality guidelines with biblical precedent. Millions of young people have been positively influenced by this foundation of Scouting. And, as long as young people are led in Scouting adventure by Christians committed to the truths of the Scout Law, America has in store for her a brighter future!

R. Chip Turner
Executive Committee Member
Association of Baptist for Scouting

Downloadable Book - *A Scout's Duty to God and Country*

http://usscouts.org/scoutduty/sd2gc_toc2.html

Terms of Use page (limits redistribution)

<http://www.usscouts.org/scoutduty/tou.html>

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Meditations for the Trail

http://usscouts.org/scoutduty/meditations_for_the_trail.rtf

Book - *A Scout's Duty to God and Country*

http://usscouts.org/scoutduty/sd2gc_toc2.html

Boy Scout graces - <http://usscouts.org/scoutduty/sd2gc59.html>

Scout Law prayers - <http://usscouts.org/scoutduty/sd2gc66.html>

PART 3: GRACES, PRAYERS, SONGS, SERVICES, AND CLOSINGS DEMONSTRATING "DUTY TO GOD" WITH SENSITIVITY

When we conduct Scouting activities, it is important that we call attention to a Scout's "Duty to God" through the saying of a grace at meal times, a prayer at appropriate times; e.g. the start of a banquet or awards meeting; or in the songs and closings we use. (One of

the best resources in this area is Walter Dudley Cavert's *Prayers for Scouts*, published by the Abington Press, Nashville, Tennessee in 1964. If you can find an old copy in a unit library or some other Scout archive, it would be worth the time and trouble. We will try to obtain permission to reprint prayers related to the Scout Oath, Law, Motto, and Slogan for a later edition. Another excellent source is The National Protestant Committee on Scouting's, *When Scouts Worship*, first published by the Bethany Press, St. Louis, Missouri, in 1968.) However, it is equally important that we as leaders act with extreme sensitivity to the content of the grace, prayer, or song. The grace, prayer or song should be selected because it expresses a powerful, universal expression of thanks, blessing, praise, joy or other value without reference to a single religion, its customs or the name of its deity.

We are concerned that we do not place a single Scout in the position of doubting the values of his own faith or feeling singled out and isolated because of his own faith. We should never create a climate were a Scout feels compelled to choose between Scouting and his religious beliefs.

Frequently, it is best if the prayers acknowledge a common maker, such as the Maker of All Things, God, the Great Scoutmaster of all Scouts, or the Great Spirit, because each Scout can relate the words to his own faith. A grace, prayer or song that singles out for adoration Jesus Christ, the Prophet Elias, the Prophet Mohammed, the teacher Sidhartha (Lord Buddha) or any other name sends conflicting messages to a Scout with a different faith. He may think that he is in the wrong place or he may get the idea he is not wanted. This can be prevented by reviewing all prayers, graces and songs in advance to make sure that they do not indicate a preference for a particular faith or set of beliefs.

The key thing is that while we as Scout leaders should try to encourage a Scout to understand and exercise his "Duty to God", we must at the same time be very careful that our actions are not misinterpreted by any Scout to mean that his faith is unacceptable or that he should be in a different faith. Remember that Scouting does not define what a religion is and does not require membership in any particular religious group. We are interested in promoting a Scout's better understanding of his "Duty to God" because it aids good character development and improves citizenship skills. By using graces, prayers, songs and closings, we can help Scouts to remember that duty and to begin thinking about that duty.

SCOUTING AND RELIGIONS

From the very beginning, the Scouting movement has encouraged its members to be faithful in the practice of their religious beliefs. The Tiger Cub Promise asks young boys to love God. The Cub Scout Promise, the Scout Oath, and the Explorer Code each call upon Scouts to pledge themselves to do their duty to God. At the same time, Scouting espouses no creed and favors no single faith over another faith. Rather, Scouting provides programs and ideals that complement the aims of all religions.

The Charter and Bylaws of the Boy Scouts of America maintain that no boy can grow into the best kind of citizen without recognizing his obligation to God. Scouting is absolutely nonsectarian in its attitude toward that religious training. **The Boy Scouts of America does not define what constitutes belief in God or the practice of religion. Membership in a religious organization is not required.**

Scouting respects the convictions of those who exercise their constitutional freedom to practice religion as individuals without formal membership in organized religious groups. In all cases religious instruction is the responsibility of the parents or guardians of the Scout and the religious institution to which a Scout belongs. It is the policy of the Boy Scouts of America that the religious organization or institution with which a Scout is connected shall give definitive attention to his religious life.

REMEMBER:

Scouting encourages a Scout to recognize an obligation or duty to God, but does not define what a belief in God is or define what constitutes a religious organization. As Scout leaders we must be careful not to favor one faith over another. In conducting Scouting activities, we must be sensitive to the need to encourage all Scouts to grow in their own religious beliefs and faiths. Remember that Scouts have a "Duty to God."

Interfaith Worship Ideas

THE "GOLDEN RULE" IS UNIVERSAL

People of all faiths lament that injustice, conflict and violence "for God's sake" has been, and continues to be practiced. But fearing internal conflict, faith groups often remain quiet or even seem to suppress dissent.

We assert that we cannot remain quiet or inactive when we discern injustice and violence. We have joined together with others moved to action by God's call.

* Baha'i "Desire not for anyone the things that ye would not desire for yourselves." -- Baha Ullah LXVI

* Buddhism "Hurt not others in ways that you yourself would find hurtful." -- Udana-Varga, 5:18

* Christianity "All things whatsoever ye would that men should do to you, do ye even so to them." -- Matt 7:12

* Confucianism "Do not unto others what you would not have them do unto you." -- Analects 15:23

* Hinduism "Never do to others what would pain thyself." --Panchatantra III.104

* Islam "Do unto all men as you would they should do unto you, and reject for others what you would reject for yourself." -- Mishkat-el-Masabih

* Jainism "In happiness and suffering, in joy and grief, we should regard all creatures as we regard our own self." -- Lord Mahavira, 6th Century B.C.E.

* Judaism "What is hateful to you, do not to your fellowmen. That is the entire law..." -- Talmud, Shabbat 314

* Native American "Respect for all life is the foundation." --The Great Law of Peace

* Sikhism "Treat others as thou wouldst be treated thyself." -- Adi Granth

* Taoism "Regard your neighbor's gain as your own gain and your neighbor's loss as your own loss. -- T'ai Shang Kan Ying P'ien.

* Zoroastrianism "That nature alone is good which refrains from doing unto another whatsoever is not good for itself." -- Dadistan-i-Dinik, 94:5

We do not need to be of one belief, nor of one religion. We do need to act on the Common Behavioral Ethic we all proclaim.

Manual for Chaplain Aides and Chaplains

<http://www.scouting.org/relationships/chaplains/index.html>

“To serve as a chaplain or chaplain aide is a unique opportunity for ministry. While serving in these offices, you will have the opportunity to help Scouts as they grow, both physically and spiritually. Some techniques to be used are modeling, mentoring, and offering faith-based experiences.

Use this manual to help you become better oriented to the duties, responsibilities, and opportunities of chaplaincy service in Boy Scout troops. In it, you will find helpful information and resources to help you better perform your duties.

Declaration of Religious Principle

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God and, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and organization or group with which a member is connected shall give definite attention to religious life. Only persons willing to subscribe to this Declaration of Religious Principle and to the Bylaws of the Boy Scouts of America shall be entitled to certificates of membership.

Troop Chaplain

The troop chaplain is an adult who may be a troop committee member, the executive officer of a religious chartered organization, or serves in another leadership capacity. It is customary that the religious leader, or an appointee of the chartered organization, will serve as chaplain if the troop is operated by a religious organization. A troop not operated by a religious organization may select a chaplain from local members of the clergy.

The chaplain should

1. Provide a spiritual element for campouts and troop meetings
2. Provide spiritual counseling when needed or requested
3. Provide opportunities for all boys to grow in their relationship with God and their fellow Scouts
4. Encourage Scouts to participate in the religious emblems program of their respective faith
5. Be familiar with the chaplain aide section of this manual
6. Work with the troop chaplain aide to plan and conduct an annual Scout-oriented religious observance, preferably during Scout Week in February

Outreach Opportunities

After housing and schooling needs are met, one of the first contacts a new family has in the community is with a Scouting unit. As new troop members are registered, you will learn of their religious preferences or interests and can extend an invitation to join your congregation in worship, or you may direct them to other opportunities for worship in the community. At no time should the chaplain proselytize.

Praying in a Group

When present, members of the clergy or chaplain aide may be asked to lead the troop or other Scouting units in prayer. If the group consists of members with mixed beliefs, or if the beliefs of the group are unknown, then prayers should be of an interfaith content. However, if the group is of like belief, then it is entirely appropriate to offer belief-specific prayer.

Religious Emblems

The chaplain is in an ideal position to promote the religious emblems program and encourage Scouts to complete the requirements for the emblem of their faith. Many troops include Scouts of various faiths; therefore, a knowledge of all emblems is helpful. Since procedures vary among different faiths, the Duty to God brochure, No. 05-897A, is a helpful reference. In addition, call your local Boy Scout service center or the council religious relationships committee for help in identifying ways to promote the religious emblems program and emblem recipient recognition ceremonies.

The Chaplain Aide

The chaplain aide is an approved youth leadership position in Boy Scout troops. The responsibilities of this position include encouraging the spiritual growth and awareness of each member of the troop and assisting the troop chaplain (and adult committee members).

The chaplain aide should

1. Work with the troop chaplain (usually an adult member of the clergy) to plan appropriate interfaith religious services during troop outings
2. Encourage troop members to strengthen their own relationships with God through personal prayer and devotion and participation in religious activities appropriate to their faith

3. Participate in patrol leaders council planning sessions to ensure that spiritual emphasis is included in troop activities
4. Help the troop chaplain (or other designated adult) plan and conduct an annual Scout-oriented religious observance, preferably during Scout Week in February
5. Present an overview of the religious emblems program at troop meetings at least once per year
6. Help the troop chaplain (or other designated adult) recognize troop members who receive their religious emblems, perhaps during a troop court of honor (note: most religious emblems are conferred during a service at the Scout's place of worship, but the achievement should also be recognized at a significant troop event.)

Qualifications

1. The chaplain aide must be mature and sensitive and have earned the respect and trust of his fellow Scouts.
2. The chaplain aide must be at least a First Class Scout.
3. The chaplain aide must have received or be working on the requirements leading to the age-appropriate religious emblem for his faith.

Troop Worship Opportunities

Praying as a Group

When present, members of the clergy or chaplain aides may be asked to lead the troop or other Scouting groups in a prayer. If the group consists of members of mixed beliefs, or if the beliefs of the group are unknown, prayers should be of an interfaith nature. However, if the group is of like belief, it is entirely appropriate to offer belief-specific prayer.

Sample Interfaith Prayers and Benedictions:

1. For health, strength, and daily food, we give you thanks, o Lord.
2. For this and all your mercies, Lord, make us truly grateful.
3. For food, health, and friendship, we give you thanks, o Lord.
4. For food, for raiment, for life, for opportunity, for friendship and fellowship, we thank you, o Lord. (Philmont grace)
5. Come, o Lord, be our guest and bless what you have bestowed on us.
6. Gracious giver of all good, we thank you for food and rest. Grant all we say or do pleases you.
7. Lord, bless our Scouting leaders who spend so much of their time and energy to help us grow up well. Guide them in their work, give them patience and wisdom, and reward them in this life and the next. Amen.
8. As our campfire fades, we thank you for the joys and blessings of this day. We lift our minds and hearts to you in gratitude for life, happiness, and the Scouting movement. Lord, protect our camp this night. May we rise refreshed and ready to serve you. Amen.
9. May the great Scoutmaster of all Scouts be with us until we meet again.

At Camp

Since troops often camp on weekends, Scouts and leaders may not be able to attend their regular worship services. A troop worship service should be conducted and all encouraged to attend. The troop chaplain aide and the troop chaplain (or other designated adult) should conduct these services.

Scout Funeral Services

On occasion, a troop may experience the loss of a Scout or leader. It is a difficult time for everyone. At the request of the family or with the permission of the family and religious leader, Scouts may participate in the funeral and memorial service to celebrate the life of the Scout or leader. Some things that may be appropriate include:

- * Attending in uniform
- * Sitting together as a unit
- * Serving as honorary pallbearers or ushers.
- * Serving during the service by doing such things as reciting the Scout Oath or Law.

The primary concern is for the family and its preferences. The involvement of the troop or Scouts in the troop is at the discretion of the family and its religious leaders.”

2002-2006 Calendar of Religious Dates

<http://www.scouting.org/relationships/05-204/index.html>

There are certain dates and religious observances that must be adhered to by the individual. Arrangements must be made for participation in special services.

* The Islamic (Muslim) year begins with Muharram. **All Islamic dates are subject to sighting of the moon**; an event may be one day earlier or later than the date listed.

* According to the Eastern Orthodox Church calendar, the day begins after evening vespers at sunset and concludes with vespers on the following day. For this reason, **the observance of all Eastern Orthodox holy days begins at sunset on the evening before the holy day.**

* **Jewish holidays begin at sundown of the first date listed and end at nightfall of the last date listed.**

A religious institution has the option of celebrating Scout Sunday/Scout Sabbath at its discretion. For example, the United Methodist Church always celebrates Scout Sunday on the second Sunday in February.

MacScouter resource book - downloadable

<http://usscouts.org/macscouter/scoutsown/index.html>

Religious Beliefs and Medical Care

<http://www.scouting.org/pubs/gss/gss11.html#d>

The following is the policy of the Boy Scouts of America regarding medical requirements:

- ❑ Medical examinations for camp attendance are required of all campers for the protection of the entire camp group. **The immunization requirement is waived for persons with religious beliefs against immunization.**
- ❑ All Scouts and Scout leaders need to learn first aid, not for their own use, but for service to others who may require it. **A Scout or leader may ask to be excused from first-aid instruction, but no advancement requirement will be waived except as indicated.**
- ❑ Requirements 1 and 5 for the Personal Fitness merit badge call for examinations by a physician and a dentist with appropriate follow-up recommendations. **This may be set aside on presentation of a certificate by the Scout's parents and a proper church official that a definite violation of religious conviction is involved.**

Prescriptions

The taking of prescription medication is the responsibility of the individual taking the medication and/or that individual's parent or guardian. **A Scout leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a Scout takes the necessary medication at the appropriate time, but BSA policy does not mandate nor necessarily encourage the Scout leader to do so.** Also, if your state laws are more limiting, they must be followed.

Scouts with Disabilities and Special Needs

<http://www.scouting.org/boyscouts/resources/34307/specialneeds.html>

The basic premise of Scouting for youth with special needs is that every boy wants to participate fully and be respected like every other member of the troop. While there are, by necessity, troops composed exclusively of Scouts with disabilities, experience has shown that Scouting usually succeeds best when every boy is part of a patrol in a regular troop.

Scouts with physical or mental disabilities may advance through Scouting's ranks by meeting the regular advancement guidelines or approved alternatives.

A district or council advancement committee may allow a Scout to complete alternative requirements tailored to his ability. Scouts with permanent mental disabilities may request extended membership beyond the age of 18.

<http://www.scouting.org/factsheets/02-508.html>

Background

Since its founding in 1910, the Boy Scouts of America has had fully participating members with physical, mental, and emotional disabilities. Dr. James E. West, the first Chief Scout Executive, was himself disabled. Although most of the BSA's efforts have been directed at keeping such boys in the mainstream of Scouting, it has also recognized the special needs of those with severe disabilities.

The Boy Scout Handbook has had braille editions for many years; merit badge pamphlets have been recorded on cassette tapes for blind Scouts; and closed-caption training videos have been produced. In 1965, registration of over-age Scouts with mental retardation became possible—a privilege now extended to many people with disabilities.

Today, approximately 100,000 Cub Scouts, Boy Scouts, and Venturers with disabilities are registered with the Boy Scouts of America in more than 4,000 units chartered to community organizations.

Recognition of Needs

The basic premise of Scouting for youth with disabilities and special needs is that they want most to participate like other youth—and Scouting gives them that opportunity. Thus, much of the program for Scouts with disabilities and special needs is directed at (1) helping unit leaders develop an awareness of disabled people among youth without disabilities, and (2) encouraging the inclusion of Scouts with disabilities and special needs in Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea Scout ships.

There are many units, however, composed of members with identical disabilities or special needs—such as an all-blind Boy Scout troop or an all-deaf Cub Scout pack—but these members are encouraged to participate in Scouting activities at the district, council, area, regional, and national levels along with other youth. Many of these special Scouting units are located in special schools or centers that make the Scouting program part of their curriculum.

Many of the more than 300 BSA local councils have established their own advisory committees for youth with disabilities and special needs. These committees develop and coordinate an effective Scouting program for youth with disabilities and special needs, using all available community resources. Local councils also are encouraged to provide accessibility in their camps by removing physical barriers so that youth with disabilities and special needs can participate in summer and resident camp experiences. Some local councils also have professional staff members responsible for the program for members with disabilities.

Advancement

Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities and special needs participate in the same program as do their peers.

The BSA's policy has always been to treat members with disabilities and special needs as much like other members as possible, but a local council may make some accommodations in advancement requirements if necessary. A Scout with a permanent physical or mental disability may select an alternate merit badge in lieu of a required merit badge if his disabling condition prohibits the Scout from completing the necessary requirements of a particular required merit badge. This substitute should provide a "similar learning experience." Full guidelines and explanations are available through the local council and on the Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730. The local council advancement committee must approve the application. A Scout may also request changes in the Tenderfoot, Second Class, and First Class ranks. The procedures are described in *Boy Scout Requirements 2001*, No. 33215D.

This policy is designed to keep youth with disabilities and special needs as much in the mainstream as possible. Practical suggestions are made to leaders as to approaches and methods they can use. Thus, a youth in a wheelchair can meet the requirements for hiking by making a trip to places of interest in his community. Giving more time and permitting the use of special aids are other ways leaders can help youth with disabilities and special needs in their efforts to advance; the unit leader plays a crucial role in that effort.

Program Developments

BSA local councils have formed cooperative relationships with agencies, school districts, and other organizations in serving disabled people. Many of these organizations have played a part in the development of literature, audiovisual aids, and media in braille for Scouts with disabilities and their leaders.

Each year, the BSA awards the national Woods Services Award to an adult in Scouting who has demonstrated exceptional service and leadership in the field of Scouting for disabled people (given by the Woods Services in Langhorne, Pennsylvania). The Woods Services Award is the highest recognition awarded by the BSA in this area of service. The Torch of Gold Award is available for similar presentation by local councils.

Other national support projects include materials relating to disabled and special needs people in the National Camping School syllabi as well as production of special manuals on Scouting for youth with emotional disabilities, learning disabilities, hearing impairment, physical disabilities, visual impairment, and mental retardation. A weeklong training course for people working with youth with disabilities is offered each summer at the Philmont Training Center .

In August 1977, the first handicap awareness trail was incorporated into the program of the national Scout jamboree at Moraine State Park in Pennsylvania. More than 5,000 Scouts participated. Since then, many local councils have created their own awareness trails, designed to make nondisabled people aware of the many problems faced by people with disabilities and special needs. Recent Scout jamborees have continued this tradition. Some local councils hold handicamporees that feature camping and outdoor activities for youth with disabilities.

An interpreter strip for Signing for the Deaf can be earned by all Scouts.

Requirements and merit badge pamphlet for a Disabilities Awareness merit badge were published in 1981 and revised in 1993. The purpose of this merit badge is to help many thousands of America 's youth develop a positive attitude toward individuals with disabilities and special needs. This attitude, based on study and personal involvement of

people with disabilities, creates an excellent foundation for acceptance, mainstreaming, and normalization of those who are disabled. The learning experiences provided by working toward the Disabilities Awareness merit badge helps produce changes in the attitudes of America's youth as they pursue new experiences and then share their new knowledge with friends.

In 1995, alternate requirements for Tenderfoot, Second Class, and First Class ranks were established. These requirements can be found in the *A Guide to Working with Boy Scouts with Disabilities*, No. 33056A, and "Advancement Committee Policy & Procedures," No. 33088.

More Information

Additional information and lists of literature and other aids are available from the Boy Scout Division, Cub Scout Division, Venturing, and Council Services Division at the Boy Scouts of America, 1325 W. Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

The Americans with Disabilities Act of 1990

From: *Advancement Committee Policies and Procedures*, #33088C, revised 1999

p. 38,

"The following are the guidelines for membership and advancement in Scouting for persons having disabilities or other special needs.

The American with Disabilities Act of 1990 (ADA) provides the following definition of an individual with a disability:

"An individual is considered to have a 'disability' if s/he has a physical or mental impairment that substantially limits one or more major life activities (e.g., . . . seeing hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working), has a record of such impairment, or is regarded as having such an impairment."

"An individual with epilepsy, paralysis, HIV infection, AIDS, a substantial hearing or visual impairment, mental retardation, or a specific learning disability, is covered, but an individual with a minor, nonchronic condition of short duration, such as a sprain, broken limb, or the flu would not be covered by the ADA."

"The ADA definition protects individuals with a record of a disability and would cover, for example, a person who has recovered from cancer or mental illness."

"And the ADA protects individuals who are regarded as having a substantially limiting impairment, even though they may not have such an impairment. For example . . . a qualified individual with a severe facial disfigurement is protected from being denied employment because an employer feared the 'negative reactions' of customers or coworkers."

The Department of Education identifies a severely handicapped child as one who, because of the intensity of his physical, mental, or emotional problems, or a combination of such problems, needs education, social, psychological, and medical services beyond those that have been offered by traditional regular and special educational programs, in order to maximize his full potential for useful and meaningful participation in society and for self-fulfillment. Such children include those classified as seriously emotionally disturbed or profoundly and severely mentally retarded, and those with two or more serious handicapping conditions, such as the mentally retarded blind, and the cerebral-palsied deaf.”

p. 39,

Membership

The chartered organizations using Scouting determine, with approval from appropriate medical authorities, whether a youth member is qualified to register (based on the above definitions) beyond the normal registration age. The Cubmaster's signature on the Cub Scout application, the Scoutmaster's signature on the Boy Scout application, the Varsity Scout Coach's signature on the Varsity Scout application, the Advisor's or Skipper's signature on the Venturing application, or on the unit's charter renewal application **certify the approval of the chartered organization for the person to register. The local council must approve these registrations on an individual basis.**

The medical condition of all candidates for membership beyond the normal registration age must be certified by a physician licensed to practice medicine, or an evaluation statement must be certified by an educational administrator. Use the Personal Health and Medical Record Form. Any corrective measures, restrictions, limitations, or abnormalities must be noted. In the case of mentally retarded or emotionally disturbed candidates for membership, their condition must be certified by a licensed psychologist or psychiatrist. Current health, medical, or certification records of all youth members beyond the normal registration age who have disabilities are to be retained in the unit file at the council service center.

Advancement for Boy Scouts with Disabilities

All current requirements for an advancement award (ranks, merit badges, or Eagle Palms) must be actually met by the candidate. There are no substitutions or alternatives permitted except those which are specifically stated in the requirements as set forth in the current official literature of the Boy Scouts of America. Requests can be made for alternate rank requirements for Tenderfoot, Second Class, and First Class using the information outlined in this chapter. No council, district, unit, or individual has the authority to add to, or to subtract from, any advancement requirements. The Scout is expected to meet the requirements as stated – no more and no less. Furthermore, he is to do exactly what is stated. If it says, “show or demonstrate,” that is what he must do. Just telling about it isn't enough. The same thing holds true for such words as “make,” “list,” “in the field,” and “collect, identify, and label.”

p. 41,

Scouts with permanent disabilities may request extended membership beyond the age of 18.
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Certification. Certification must be given by the appropriate local council committee responsible for advancement that each Eagle Scout candidate over the age of 18 and Venturing award candidate over the age of 21 has met the requirements as stated in the current official literature of the Boy Scouts of America. (A representative of the council advancement committee must be a member of the Eagle board of review.)

Beginning in 1995, alternate requirements for Tenderfoot, Second Class, and First Class ranks were established. These current provisions can be found in the *Guide to Working with Boy Scouts with Disabilities*, No. 33056B, and *Advancement Committee Policy & Procedures*, No. 33088C.

From *A Guide to Working with Boy Scouts with Disabilities*, 2002, No. 33056B

p. 2,

"Scouting is for All Boys

Clause 20 of article XI, section 3, of the Rules and Regulations of the Boy Scouts of America reads:

Clause 20. Mentally Retarded or Severely Physically Handicapped Youth Members. In the discretion of the Executive Board, and under such rules and regulations as it may prescribe upon consultation with appropriate medical authorities, registration of boys who are either mentally retarded or severely physically handicapped, including the blind, deaf and emotionally disturbed, over age 11 as Cub Scouts and over age 18 as Boy Scouts, or Varsity Scouts, and registration of young adults who are either mentally retarded or severely physically handicapped, including the blind, deaf and emotionally disturbed, over age 21 as Venturers, and the participation of each in the respective advancement programs while registered, is authorized."

"The best guide to working with Scouts who have disabilities is to use good, common sense. It's obvious that a Scout in a wheelchair may have problems fulfilling a hiking requirement, but it might not be so obvious when it comes to the Scout with (a) learning disability. Use the resources around you and this pamphlet. Begin with the Scout and his parents; seek guidance from them on how best to work with the Scout. Seek help from the Scout's teacher, doctor, or physical therapist. Each Scout will be different, so no single plan will work for every Scout. If the troop is short on personnel, ask the Scout's parents to help, or assign one or more skilled older Scouts to be of assistance. It will take patience, but the rewards will be great, for you and for the members of your troop."

p. 9,

"Resources Available from BSA

The following resources are used to help increase disabilities awareness in local council and district Scouters as well as to help the local council develop working relationships with other local agencies and organizations that work with people with disabilities:

Scouts with Disabilities fact sheet, No. 2-508

Scouting for Youth with Emotional Disabilities, No. 32998A
Scouting for Youth with Physical Disabilities, No. 33057A
Scouting for Youth with Mental Retardations, No. 33059A
Scouting for the Hearing Impaired
Scouting for the Blind and Visually Impaired, No. 33063A
Scouting for Youth with Learning Disabilities, No. 33065
Woods Service Award Nominations Form, No. 89-258G
Torch of Gold Certificate, No. 33733
Council Advisory Committee on Youths with Disabilities, No. 89-239A
Sign Language for the Deaf, No. 89-230
Boy Scout Fast Start video (closed-captioned), No. AV-026CC
Disabilities Awareness merit badge pamphlet, No. 33370
My Scout Advancement Trail, No. 33499A (a record book to help a boy use the Boy Scout recognition bead system to recognize small, bite-sized attainment of individual requirements for Tenderfoot, Second Class, and First Class ranks).
Application for Alternate Eagle Scout Merit Badges, No. 58-730
Accessibility Standards for Camp Facilities
Barrier-free Troop Site, No. 96-191
Barrier-free Tent Frame, No. 96-192
Barrier-free Latrine/Shower for Campsite, D-193
Existing BSA Facilities and the Americans with Disabilities Act, No. 96-194”

p. 10,

“Membership Requirements for Those Above the Normal Registration age

The medical condition of all candidates for membership beyond the normal registration age must be certified by a licensed health-care provider. Use the Personal Health and Medical Record form, No. 34412A. any corrective measures, restrictions, or limitations must be noted. In the case of candidates with mental retardation or emotional disturbance, their condition must be certified by a statement signed by a licensed psychologist or psychiatrist. Current health, medical, or certification records of all youth members with disabilities who are beyond the normal registration age are to be retained in the unit file at the council service center.

Advancement Guidelines

Many Scouts with disabilities may have difficulty completing the requirements to advance in Scouting. However, it is important that these Scouts feel as much like others as possible, therefore, completing the requirements as stated in official Scouting literature should be a primary objective. It may take these Scouts a little longer than others, so using the intermediate recognition system with the leather thong and beads can be a real motivator. If a Scout’s disability hinders him in completing a particular requirement or merit badge, then he may wish to apply for alternate requirements for Tenderfoot through First Class ranks, or for an alternate merit badge.

Advancement Requirements for Tenderfoot, Second Class, and First Class Ranks

A Scout who has a permanent physical or mental disability and is unable to complete all of the requirements for Tenderfoot, Second Class, or First Class rank may submit a request to the council advancement committee to complete alternate requirements. To keep Scouts with disabilities as much in the advancement mainstream as possible, some advancement accommodation may be required. Thus, a Scout in a wheelchair can meet the requirements for hiking by making a trip to a place of interest in his community. Giving more time and permitting the use of special aids are other ways leaders can help Scouts with disabilities in their efforts to advance. The substitute should provide a similar learning experience to the original requirement. Bear in mind that the outcome of the Scouting experience should be one of fun and learning, not completing the requirements for rank advancements, which might place unrealistic expectations on the special-needs Scout.

Below are the procedures for applying for alternate requirements.

Step 1 – Do as Many Standard Requirements as Possible.

Before applying for alternate requirements, the Scout must complete as many of the standard requirements as his ability permits. He must do his very best to develop himself to the limit of his abilities and resources.

Step 2 – Secure a Medical Statement.

A clear and concise medical statement concerning the Scout's disabilities must be submitted by a licensed health-care provider. It must state that the disability is permanent and outline what physical activities the Scout may not be capable of completing. In the case of a mental disability, an evaluation statement should be submitted by a certified educational administrator relating the ability level of the Scout.

Step 3 – Prepare a Request for Alternate Requirements.

A written request must be submitted to the council advancement committee for the Scout to work on alternate requirements for Tenderfoot, Second Class, and First Class ranks. The request should include the standard requirements the Scout has completed and the suggested alternate requirements for those requirements the Scout cannot complete. This request should be detailed enough to give the advancement committee enough information to make a decision. The request should be prepared by the Scout, his parents, and his Scoutmaster. A copy of the medical statement in step 2 should be included.

Step 4 – The Advancement Committee Reviews the Request.

The council advancement committee should review the request, utilizing the expertise of professional persons involved in Scouts with disabilities. The advancement committee may want to interview the Scout, the parents, and the leader to fully understand the request and to make a fair determination. The decision of the advancement committee should be recorded and delivered to the Scout and the Scoutmaster.

“Alternate Merit Badges for the Eagle Scout Rank

1. By qualifying for alternate merit badges, a Boy Scout, Varsity Scout, or qualified Venturer who has a physical or mental disability may achieve Eagle Scout rank. (In order for a Venturer to be an Eagle Scout candidate, he must have achieved First Class rank as a Boy Scout or Varsity Scout.) This does not apply to individual requirements for merit badges. **Merit badges are awarded only when all requirements are met as stated.**
2. The physical or mental disability must be of a permanent, rather than a temporary, nature.
3. A clear and concise medical statement concerning the Scout's disabilities must be made by a licensed health-care provider, or an evaluation statement must be certified by an educational administrator.
4. The candidate must earn as many of the required merit badges as his ability permits.
5. The Application for Alternate Eagle Scout Award Merit Badges, **must be completed prior to qualifying for alternate merit badges.** (This application, No. 58-730, can be obtained from your local council.)
6. The alternate merit badges chosen must demand as much effort as the required merit badges.
7. When alternates chosen involve physical activity, the activities must be approved by the Scout's licensed health-care provider.
8. The unit leader and the board of review must explain that to attain the Eagle Scout rank, a candidate is expected to do his best in developing himself to the limit of his resources.
9. The application must be approved by the council committee responsible for advancement, utilizing the expertise of professional persons involved in Scouting for people with disabilities.
10. The candidate's application for Eagle Scout rank must be made on the Eagle Scout Rank Application, with the Application for Alternate Eagle Scout Award Merit Badges attached.”

From: *Application for Alternate Eagle Scout Merit Badges*, No. 58-730, 1995 printing:

Possible alternates for required merit badges:

Camping

Cooking, Cycling, Hiking, Rowing

Communications

Electronics, Journalism, Photography, Graphic Arts, Public Speaking, Radio

Emergency Preparedness or Lifesaving

Fire Safety, Motorboating, Public Health, Radio, Rowing, Traffic Safety

Personal Fitness, Swimming, or Sports

Archery, Canoeing, Cycling, Golf, Hiking, Horsemanship, Orienteering, Pioneering, Rowing, Skating, Skiing, Waterskiing

Environmental Science

Fish and Wildlife Management, Geology, Nature, Soil and Water Conservation,
Weather

Personal Management

Consumer Buying, Agribusiness

Safety

Fire Safety, Public Health, Traffic Safety

“Working with Scouts with disAbilities” – extensive website

<http://boyscouts-marin.org/wswd/index.htm>

“This site is web accessible and serves as a model for other Scouting web-sites. The WSWd web-site uses programming techniques and user-interface elements that are compatible with current accessibility aids.”

Alternate Considerations for Rank Requirements (with examples for each rank) –

<http://boyscouts-marin.org/wswd/alternate-considerations-general.htm>

Eagle Scout projects – <http://boyscouts-marin.org/wswd/eagle-projects.htm>

ADHD skit – <http://boyscouts-marin.org/wswd/training-ADHD-skit.htm>

Forms and Literature to Assist in WSWd – [http://boyscouts-](http://boyscouts-marin.org/wswd/DownloadFormsLiterature.htm)

[marin.org/wswd/DownloadFormsLiterature.htm](http://boyscouts-marin.org/wswd/DownloadFormsLiterature.htm)

From <http://meritbadge.com/bsa/info/policy5.htm>:

RESOURCE LINKS

Working with Scouts with Disabilities

<http://www.boyscouts-marin.org/wswd/>

Marin Council, BSA

Serving Youth with Disabilities and Special Needs

[http://www.bsa-
heartofohio.org/CurrentEvents/serving_youth_with_disabilities_.htm](http://www.bsa-heartofohio.org/CurrentEvents/serving_youth_with_disabilities_.htm)

Heart of Ohio Council

Scouts with Disabilities and Special Needs

<http://www.scouting.org/factsheets/02-508.html>

Boy Scouts of America

Recordings for the Blind and Dyslexic

<http://www.rfbd.org/> (enter SCOUT in the search form)

American Printing House for the Blind

<http://www.aph.org/louis.htm>

