


S.N.A.P. into Service



Florida District of Key Club International
Governors Project Booklet 2009-2010

Letter from the Governor



Fellow Florida Key Club Members,

Key Club is an international effort to make the world a better place. As Key Club members we have all learned about the importance behind helping the unfortunate, caring about others, and becoming strong enough leaders to take action. In order to complete our efforts, the 2009-2010 Governor's Project will emphasize Key Club making a positive impact in the lives of adults and children with disabilities around the District.

What we are part of is not merely a service organization, but also an outlet for world development and character building. This is what separates Key Club from every other student-led organization in the world; one person can make a huge difference in the world from his or her community. This is why I am inviting you to participate in this year's Governor's Project: S.N.A.P. to Service, the Special Needs Awareness Program. By promoting knowledge and awareness of the different disabilities that exist, we will foster acceptance and compassion among our communities and around the district. Involvement in the Governor's Project will help us celebrate our differences, appreciate and accept who we are, and forge friendships.

We hope that each of you enjoy participating in the Governor's Project and can educate others with your experiences and your stories in order to create a more unified and proactive Might Mighty Florida District!

Please feel free to contact me with any questions or concerns you may have or if you need anything at all. Thank you for everything you do!

Strength through service,

Sergio Andres Segrera
2009-2010 District Governor
Florida District of Key Club International
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About 1 in 5 Americans consider themselves disabled or to have some sort of special need.

Goals



- Awareness:
 - Bring awareness, compassion, and interest to members in working with people with special needs.
- Education:
 - About people with special needs.
 - On proper communication with people with special needs
- Involvement:
 - Increase member involvement with people with special needs.

Four Major Components



1. Hands-on Service
2. Proper Communication with People with Disabilities
3. The Annual Miles for Smiles Walk at District Convention
4. Annual \$1,000 S.N.A.P. Scholarships

Incentives

- The top 5 clubs in hours per member toward the project will receive reserved tables at the Governor's Banquet at DCON.
- Two \$1,000 scholarships awarded at District Convention
- Banner patch for the Governor's Project month
- Banner patch for the Governor's Alliance
- Governor's Project pin

Project Ideas

- ARC of Florida
- Arts and Crafts with kids from special needs school
- Autism Speaks
- Buddy Walk
- Extended Care Facilities
- Horses for Handicaps
- Local YMCA Special Needs Camps
- Muscular Dystrophy Association Camp
- Operation Smile Fundraiser
- Southeastern Guidedogs
- Special Olympics Events
- Volunteering at Hospitals

Literature on Communication



The Ten Commandments of Communicating with Disabled People

I. Speak directly.

Speak directly to the individual with a disability rather than through a companion or sign language interpreter who may be present.

II. Offer to shake hands when introduced.

People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.

III. Always identify yourself and others who may be with you when meeting someone with a visual disability.

Then conversing in a group, remember to identify the person to whom you are speaking.

IV. If you offer assistance, wait until the offer is accepted.

Then listen or ask for instructions.

V. Treat adults as adults.

Address people with disabilities by their first names only when extending that same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulder.



VI. Do not lean against or hang on someone's wheelchair.

Bear in mind that people with disabilities treat their chairs as extensions of their bodies. And so do people with guide dogs and help dogs. Never distract a work animal from their job without the owner's permission.

VII. Listen attentively when talking with people who have difficulty speaking and wait for them to finish.

If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.

VIII. Place yourself at eye level when speaking with someone in a wheelchair or on crutches.

IX. Tap a person who has a hearing disability on the shoulder to get his or her attention.

Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands, drinks, and food away from your mouth when speaking. If a person is wearing a hearing aid, don't assume that they have the ability to discriminate your speaking voice. Never shout at a person. Just speak in a normal tone of voice.

X. Relax.

Don't be embarrassed if you happen to use common expressions, such as

"See you later" or "Did you hear about this?" that seem to relate to a person's disability.

Literature Continued..

Language to Avoid when Speaking about Disabled People

We used to say . . .	It is more respectful to say . . .
A handicapped, disabled, defective, deformed or retarded child/adult.	A child/adult with disabilities.
Normal or regular person.	A person without disabilities.
A slow, stupid, or dumb child.	A child with learning disabilities.
• The autistic child/adult. · He/she is autistic.	• A child/adult with autism. · He/she has autism.
• The down's kid/adult. · He's/she's down's.	• The child/adult with Down syndrome. · He/she has Down syndrome.
• He/she is confined to a wheelchair. · He/she is wheelchair bound.	He/she uses a wheelchair.
• The special ed kid. · He's/she's special ed.	• The child receives special education schooling. · He/she receives special education services.
Handicapped parking, hotel room, etc.	Accessible parking, hotel room, etc.
A child/adult who is afflicted with, a victim of, suffers from . . . (Down syndrome, etc.)	A child/adult who has . . . (Down syndrome, etc.)
A crazy, psycho, or loco child/adult.	A child/adult with emotional disabilities.
A deaf kid.	A child/adult who is hearing impaired.
A blind kid.	A child/adult who is blind.
A crippled kid.	A child/adult with a physical disability.

Resources



- SpecialOlympicsFlorida.org/about/find-local/find-local-program.html
- BuddyWalk.org/index.cfm/fuseaction/findaWalk.walkbyState/state/FL
- YMCA.net
- Autism Speaks
- Horses for the Handicapped
- ChildrensMiracleNetwork.org
- For More Information, e-mail René Miller (Division 14C Lieutenant Governor).

According to the U.S. Census Bureau, 54.5 million Americans in 2005 reported some level of disability.



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