

Advancement Service Projects

Boy Scout Handbook (12 edition - 2010)

Second Class Rank Requirements

5. Participate in an approved (minimum of one hour) service project.

Star/Life Rank Requirements

4. While a (First Class or Star) Scout, take part in service projects totaling at least six hours of work. These projects must be approved by your Scoutmaster.

Guide to Advancement (doc no. 33088 - 2011)

4.2.3.3 Service Projects

Basic to the lessons in Scouting, especially regarding citizenship, service projects are a key element in the Journey to Excellence recognition program for councils, districts, and units. They should be a regular and critical part of the program in every pack, troop, team, crew, and ship.

Service projects required for Second Class, Star, and Life ranks may be conducted individually or through participation in patrol or troop efforts. They also may be approved for those assisting on Eagle Scout projects. Second Class requires a minimum of one hour on an approved project. An approval is important because it calls on a boy to think about what might be accepted, and to be prepared to discuss it. It is up to the unit to determine how this is done. In many troops, it is the Scoutmaster's prerogative.

Star and Life ranks require at least six hours of service on a Scoutmaster pre-approved project. Time spent on Eagle Scout service projects should be allowed in meeting these requirements.

<http://www.scouting.org/scoutsourc/BoyScouts/AdvancementandAwards/service> (2010)

Selecting Leadership Service Projects

Leadership service projects shall be meaningful service not normally expected of a Scout as a part of his school, religious, or community activities.

Star and Life Ranks

For Star and Life ranks, a Scout must perform six hours of service to others. This may be done as an individual project or as a member of a patrol or troop project. Star and Life service projects may be approved for Scouts assisting on Eagle service projects. The Scoutmaster approves the project before it is started.

How to Be Sure a Project Teaches Citizenship

Activities and Civic Service Committee Guide (doc no. 33082 - 2010)

How a community service project is carried out is far more important than the nature of the project itself in determining whether young people learn citizenship. The following six (eight) criteria will help ensure that a project actually teaches qualities of good citizenship

Be Real - The project must be real to youth members. It must deal with situations that youth can see, that they can understand, or in which they can easily become interested. Real problems that need attention by people acting as citizens either of their group or their community provide the best project ideas. A civic service project is not real if youth regard it as a “make work” kind of project, if it involves doing something artificial, or if it does not really need to be done. One of the things that can make projects real is the actual evidence of people in need of help or problems needing solutions.

Be Clearly Defined - Youth and their leaders must know what they are going to do. A project must have a clear beginning and ending with logical steps in between. This kind of focus enhances the reality of the project for youth and makes it more manageable for them. A project is not well defined if youth are not clearly aware of what steps will be taken, who is to take the steps, and when the steps are to happen.

Be understood - Youth must know why they are doing the project if they are to learn good citizenship from it. Leaders should know what specific citizenship knowledge or attitudes youth will get from the project. They should have in mind how they will relate the purpose and how the project will be carried out so their youth will grow from the experience.

Be Democratic - Youth members must be directly involved in selecting, planning, and implementing the project. If there are changes in plans during the course of the project, youth should be allowed to express their thinking about the changes before they are carried out. Certainly adult leaders should offer direction and coaching, but as much as possible they should allow youth to put together and complete the project.

Be Informed - Youth should be involved in gathering first-hand information related to the project. Leaders help youth discover where to get information: key people to talk with, organizations to contact, things to read, surveys to take, places to visit, and observations to make. Help leaders and youth realize that without becoming well-informed about a community need or problem, their project might easily fail or even make the problem worse.

Be Action-Oriented - Youth must take some meaningful action as a result of the project and be able to understand the results. If citizenship training is to take place, youth must be able to see, hear, or feel how their personal involvement results in some positive results. Thus, they gradually learn to know that in our society, individuals and groups can and do make a difference.

Include reflection - Experiences are more meaningful and effective if we reflect upon them. Leaders must set aside short periods of positive reflection to assess the project experience, what the project accomplished, and how the Scouting ideals served as guidelines as they planned and carried out the project.

Include recognition - Leaders also need to plan some form of recognition for a successful project conclusion. It may include some public notice or commendation as well as generous informal comments of a “great job” or “you really helped make a difference.”