

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING *LOW-INCOME* *URBAN COMMUNITIES*

This kit contains additional methods and ideas to help district volunteers better serve low-income urban neighborhoods. These methods supplement what's in conventional BSA literature. Conventional methods will work fine with some units and in some parts of your district. You will need additional ideas for success in less stable and lower-income situations.

This kit contains best methods folders for:

- Unit Service
- Recruiting Adults
- Training Adults
- Unit Funding
- Organizing Units
- Unit Program
- Special Activities
- "Bottom Line"

How to use—

- Use in training and coaching sessions with district volunteers.
- Use for self-study by district volunteers.
- Some people may need only one or two folders. Some will want the entire set.

These folders represent the best of many councils' efforts. They are based on the experiences of hundreds of district Scouters over a number of years. Think in terms of options for most tasks. One option may work best in one unit situation. Other options may be needed for success 10 blocks away. Be prepared to use several options. Be open to exceptions to many patterns used elsewhere in the council. Tailor your methods to the local low-income situation.

As a district volunteer, you can see that Scouting touches the lives of youth and adults in the inner city. You set the pace. This is no easy task. It takes Scouters with conviction, with guts, with determination. Be prepared. Study these best-methods folders. Then make it happen for kids!



BOY SCOUTS OF AMERICA®

UNIT SERVICE

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING LOW-INCOME URBAN COMMUNITIES

As a district volunteer, your top Scouting priorities are:

UNIT NEEDS•UNIT SERVICE•UNIT ADVOCACY

This folder is a set of guidelines on how to help an urban unit. It is written for *any* district Scouter who is concerned with serving units in low-income urban neighborhoods.

Basic unit service information is not repeated here since it may be found in other publications such as the *Commissioner Fieldbook for Unit Service*, No. 33621C. Most low-income urban units need far more than the routine service normally given by district personnel. While some units in any urban district may succeed with normal unit service efforts, districts must be responsive to many units that are new, weak, struggling, unstable or otherwise require a great deal of outside attention.

PEOPLE CONSIDERATIONS, OR HOW TO HELP A UNIT

Here are some tips and techniques to help you to help units:

- Service
- Solve their problems
- Provide a good program

Most of these tips and techniques are really “people considerations.” But then, you are in the “people business.” And when serving units, people considerations are often far more important than technical Scouting procedures.

1. Be flexible. Situations differ and require different responses on your part. You can't impose a lock step on an octopus—your average octopus won't buy it. Use the resources that are at hand.

Be spontaneous. The help you provide on a unit visit may not be exactly what you expected to accomplish. Conditions in the unit and neighborhood may change fast, your unit service plans may need to be modified quickly.

2. Be responsive to unit people's needs and circumstances. Don't put the wants and needs of the district ahead of the wants and needs of the unit. You are an advocate of the unit and a helper of unit people. “Think units!”

Be responsive also to the chartered organization, its needs and circumstances, and the relationship to its units.

3. Provide immediate help and response to unit needs. Don't wait. In some neighborhoods, conditions change so fast that—if you wait—the problem may totally disrupt the unit, and then—NO UNIT.

4. The best help is usually provided on a friendly, **informal** basis. Keep your help more person-oriented than thing-oriented. Your job is helping people.

5. Some unit people won't seek your help with their needs. You may have to go the extra mile to **make yourself available** to units.



6. Learn about unit people. **Listen.** What are their interests, needs, resources, and backgrounds? How can they be reached? Who do they know? What groups do they belong to?

Don't sell Scouting so hard you aren't listening to what unit people are saying. Watch and listen to the unit in action, but with no suggestion of snooping or prying, of course.

7. Many people lack confidence in doing something new. They fear failure. And—the thing they need most to succeed is a feeling of confidence. You can help them increase their self-confidence. Spread the **can-do spirit**.
8. Provide **immediate recognition** for very small successes. Say, "Well done." Write a note. Make a phone call. Or present a small award. Material awards are more effective than abstract recognition.
9. Use the **show'n'do** way of training. But, be sure both the "show" and the "do" are related to the unit's neighborhood environment and lifestyle. Link your coaching to what unit people are presently doing in their units.
10. Try to look at the **total unit situation**. The work of unit people is made up of many things and many problems. Don't get so blinded by applying a bandage that you miss the broken arm or ruptured artery. Be aware of problems expressed by unit people as well as problems they do not know they have.

Avoid a fragmented look at units (by only looking at summer camp sign-ups, unit advancement records, etc.).

Each week, review a few units in-depth with the Scouter to whom you report or with those who report to you. For each unit: (1) Look at the total condition of the unit. (2) What is the priority need for help? (3) What individual service efforts can we provide in the next 30 days? (4) Who will make it happen and how? This helps focus time and effort on the total picture of individual units rather than on a number of categorical checklists for the district. This assures a constant updating of individual needs and service plans to meet needs.

11. **Don't be a super Scouting expert.** Avoid discouraging unit people with a showy display of expertise. Help them be the experts. Guard against the "I-did-it-the-right-way-why-can't-you?" attitude. Your attitude toward unit people is more important than any information you have to share.

12. Be prepared to **spend more time** with those units that need the most help. Visit more than once a month. With a new or reorganized unit, make some kind of weekly contact until the unit has "taken root."

13. **Empathy.** Always try to understand how things look and feel to the other person. Empathy is the ability to put yourself in the other person's shoes—viewing a situation or idea through his "filter." Empathy can be one of the most valuable and powerful qualities you can develop to strengthen your relationship, your communications, and the ability to get things done through other people.

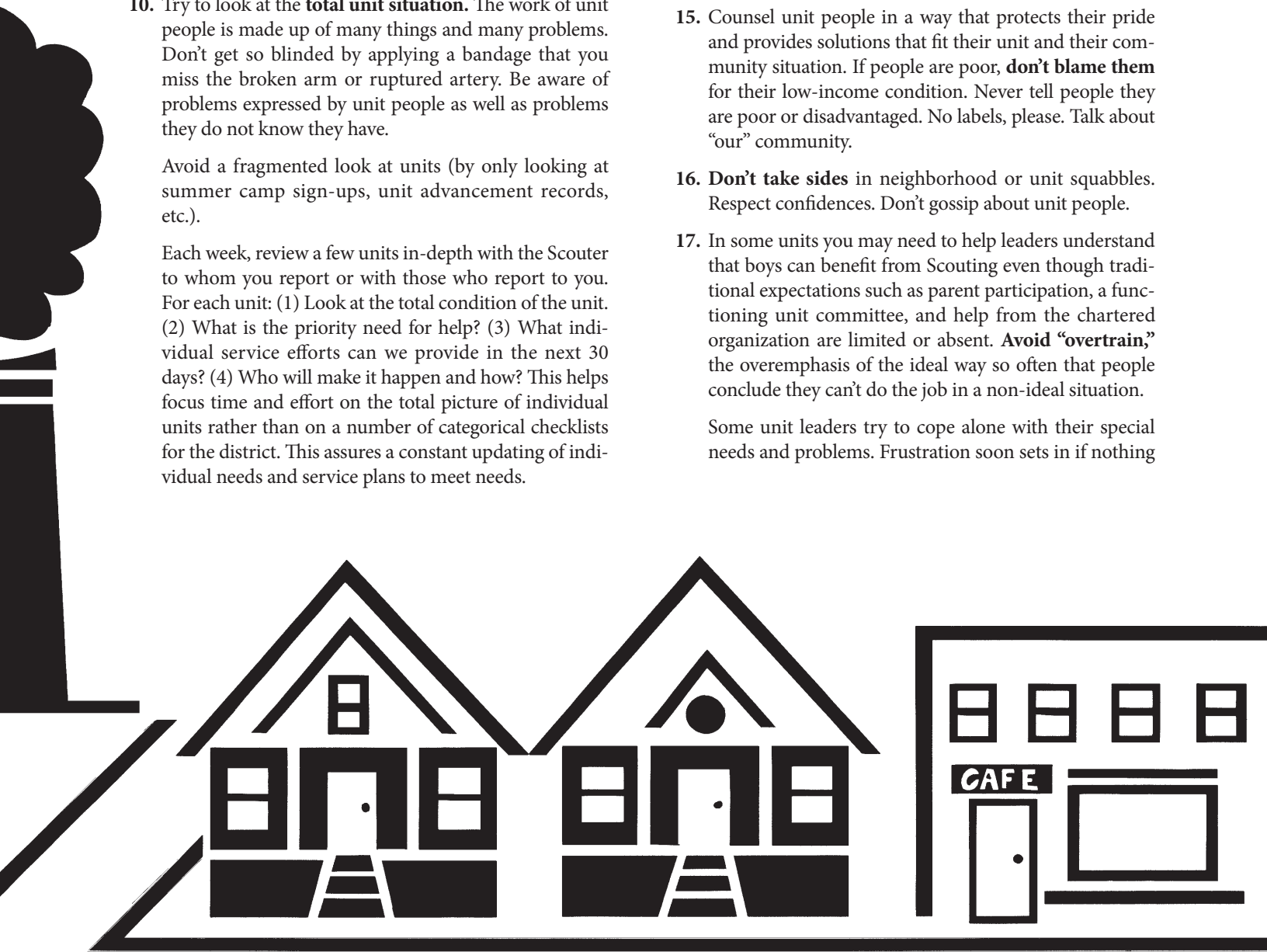
14. **Face-to-face communication** is usually preferable to the telephone. The telephone is usually preferable to written forms of communication.

15. Counsel unit people in a way that protects their pride and provides solutions that fit their unit and their community situation. If people are poor, **don't blame them** for their low-income condition. Never tell people they are poor or disadvantaged. No labels, please. Talk about "our" community.

16. **Don't take sides** in neighborhood or unit squabbles. Respect confidences. Don't gossip about unit people.

17. In some units you may need to help leaders understand that boys can benefit from Scouting even though traditional expectations such as parent participation, a functioning unit committee, and help from the chartered organization are limited or absent. **Avoid "overtrain,"** the overemphasis of the ideal way so often that people conclude they can't do the job in a non-ideal situation.

Some unit leaders try to cope alone with their special needs and problems. Frustration soon sets in if nothing



in the district is tailored to their individual needs. And, without individualized help, they may be ineffective.

18. Be aware of and responsive to weddings, funerals, hospitalizations, and other events **important in the lives of unit Scouters**. Be familiar with key events in the life of the organization that is chartered to operate the unit.
19. **Respect the cultures and lifestyles** of different communities and groups. Remember, people we are serving are serious, complex individuals with a deep sense of humanity and a desire for independence and respect. Each is a unique person with his or her own special character. Each is conditioned by his or her own life's experiences and background, some with great suffering and discouragement.
20. Think in terms of **alternative approaches**, not single solutions. We can be bound together in Scouting fellowship even though we use somewhat different methods to meet different situations.

For example, the BSA has a great variety of program material available to help unit leaders succeed—to help fulfill kids' Scouting dreams. Some material is traditional, such as Boy Scout Program Helps in *Scouting* magazine. Some leaders can use a lot of material. Other leaders—with limited education or experience—need brief, self-contained material such as the *Boy Scout Meeting Kits* or the *Cub Scout Meeting Plans* books.

Again, flexibility is the key word—reach the same ends but by different means. Different materials can have the same impact on the lives of different kids.

When you use a special approach tailored to the needs and circumstances of some population group, don't tell people they are different. People don't want to feel they are being treated differently. You can use different methods without making people feel they are different.

WHO PROVIDES UNIT SERVICE?

Unit service is usually provided by district volunteers who are called **unit commissioners**. In some districts a small neighborhood committee may be organized by the council to provide all unit service needs for 10 to 20 units in one part of the district. Some units will be best served by the district assigning a person simply because that is the best person to help the unit, regardless of title.

Personal **continuity of relationships** with a unit is important for success. Hit-and-run service won't do. With many urban units, **it's better to have one district service person helping with all of the unit's needs than to try to have three or four district persons each helping with only one aspect of a unit's needs**. Establishing a good trust level becomes far more important than your Scouting specialty or expertise or title.

Unit assignments are made by the district "Key 3."

There may often be unit problems and situations that require the help of a professional Scouter. Work closely with your district executive. One aspect of unit service in which the district executive should always be directly involved is working with leaders of chartered organizations.

WHERE DO DISTRICTS FIND COMMISSIONERS?

Commissioners and other unit service people may be recruited from a variety of resources:

- Former unit leaders
- Service clubs, Jaycees, and fraternities
- Corporations and businesses in the district
- Chartered organizations
- Neighborhood opinion leaders
- A "buddy unit"
- Senior citizens may serve units (such as in-school units) that only meet during the day.

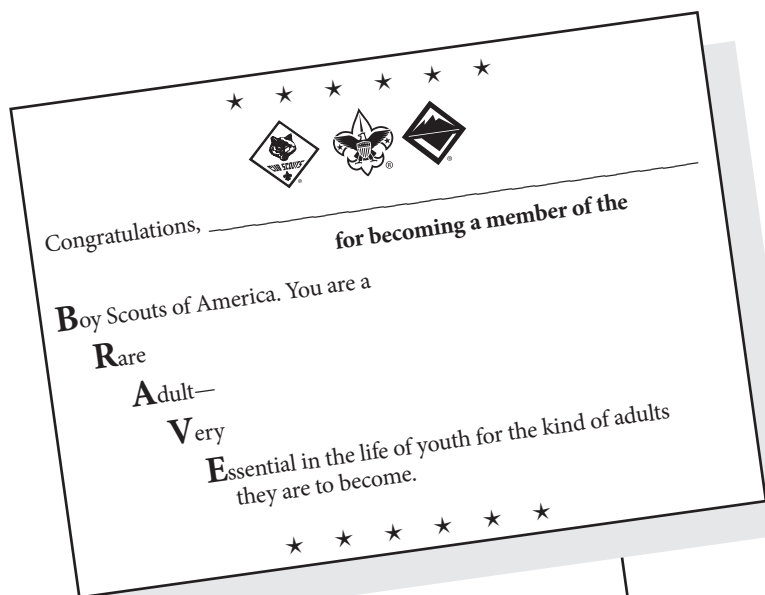


Whoever you recruit, be sure they are comfortable in the community and have the people skills described above.

A FINAL IDEA

One local district Scouter developed a “unit friendship card,” which is given to every new unit leader to carry in his or her wallet. The card has the name, address, phone number, and e-mail address of two unit service people who can be of help.

AS A DISTRICT VOLUNTEER, YOU WILL SUCCEED WHEN YOU HELP SCOUTING UNITS SUCCEED. ARE YOU MAKING A REAL DIFFERENCE IN THE LIFE OF A UNIT?



NEED HELP? CALL:

_____ name

_____ position in Scouting

Phone: _____ E-mail: _____

AND/OR

_____ name

_____ position in Scouting

Phone: _____ E-mail: _____



RECRUITING ADULTS

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING LOW-INCOME URBAN COMMUNITIES

Helping chartered organizations find and recruit adult volunteers for their units is one of the most important tasks for district Scouters. Adult leaders may be identified and recruited in many ways. No one method will do. As you work with chartered organizations, be prepared to try many approaches. Talk with your district executive about recruiting methods used in your district.

The BSA's usual approach to recruiting unit adults is described in *Selecting Cub Scout Leadership*, No. 13-500 and *Selecting Quality Leaders*, No. 18-981. Get copies of these folders and review them carefully.

Each presents six steps for success:

- Step 1** A district Scouter meets with the head of the chartered organization to discuss how leaders will be selected. The head of the organization appoints a task force to select a new leader.
- Step 2** The task force develops a prospect list, rates each prospect, and ranks the list by that rating.
- Step 3** An appointment is made with the top name on the list.
- Step 4** A team of people calls on the prospect to convince him or her to accept this opportunity for service to youth.
- Step 5** The application is approved by the head of the chartered organization or chartered organization representative. The new leader is welcomed at a special get-acquainted meeting.

Step 6 The district Scouter sees that the new leader begins appropriate adult leader training.

This plan works well in some situations. However, in many urban neighborhoods, you will need other methods. One option is for the district Scouter and head of the organization to be the task force mentioned in the above steps.

Try some of these ideas, but always check out the prospect with knowledgeable people including the head of the chartered organization. No matter what recruiting methods you use, the head of the chartered organization or chartered organization representative and the local council must approve the registration of the leader on the appropriate form.

1. In each neighborhood, **find out who the respected people are.** Identify the "neighborhood opinion leaders." Ask them about people who will work well with youth. Develop a level of trust with the right people in the community and then get them to help you recruit a leader.
2. With a local person, **go door-to-door** to talk on door stoops with local people about helping kids, and about the Scouting unit and the need for people to help. Invite them to attend a meeting in a day or two to decide how Scouting can help local kids.



3. **School classroom approach:** Someone, usually the district executive, visits school classrooms to interest children in Scouting, followed the same night or the next night with a “get-acquainted meeting.” In each classroom, give children a colorful flier promoting the meeting and indicating that their “ticket of admission” is an adult. Tell each class that no child will be admitted without at least one adult (parent, neighbor, older brother or sister, godparent, foster parent, other relative, or adult friend). Children influence adults to attend. You will have a group of people to work with at the get-acquainted meeting.
4. All of the above are urged to attend a “**get-acquainted-with-Scouting night**” to discuss local youth needs and Scouting opportunities. At the meeting, persons can be recruited to help out in various ways. At the get-acquainted meeting, help the group feel good about Scouting. Be inspirational. Answer all questions. With the help of other Scouters, the local pastor, and other enthusiastic local leaders, inform the group about Scouting. Then recruit people to support the unit. Get commitments that very night. Strike while the iron is hot.
5. Here’s a good last resort: **help a group of youths select and recruit** a leader for their troop or post. Have a get-together with the kids to talk about—“Who do you know whom you would like to have work with you?” Or—“If you had a question you had to ask somebody, what adult would you ask?” Kids are quick to identify adults they trust and feel good about. The group probably will agree on a name or two. Check out the name with someone who knows the community. Go with a group of young people to ask the adult to be their leader. If they have selected the right kind of person, he will have a hard time telling them, “No.”
6. Or, get a key grassroots Scouter or neighborhood **opinion leader to host a gathering of people** for coffee, lunch, barbecue, or dessert. The location might be a home, business, restaurant, or club. Recruit unit leaders from the group.
7. Ask your district chairman or other prominent council Scouter to host an **urban emphasis luncheon** of top corporate leaders of the district. Include an inspiring challenge of the opportunities to bring Scouting to inner-city kids. Corporate leaders are then asked to recruit, through personal invitation or invitation of their department heads, persons to help serve these areas. They select persons whom they know are competent and have some reason to be interested in the local area. You follow up with each company and each volunteer, placing each person in the most appropriate unit or unit service position. Part of this plan may involve an employer giving a person released time to carry out Scouting responsibilities.
8. Some people are more apt to join what they can see, not what they are told about. Bring in a neighboring pack, troop, or post to put on a block fair or **mini Scouting-in-action show**. Let everybody in the neighborhood participate—hands on. Recruit on the spot.
9. Try this. Give **old unit field sheets** to a person who knows the neighborhood to identify former Scouts or Scouters who might be good prospects.
10. **Recruit former inner-city residents** to come back to help a unit and return something of what Scouting has done for them.
11. Another last resort—some chartered organizations (business, church, or social agency) will **provide a leader from among their employees**, giving them released time from their job.
12. Conduct a **meeting of unit parents**. Ask them to recruit the best person in the neighborhood to be the leader for their unit.
13. Now—what other ideas do you have?



MORE IDEAS TO HELP YOU RECRUIT

How we treat people is important to recruiting. It is more important than technical Scouting expertise.

1. **Have a “recruiting attitude.”** Size up everyone you know and meet as to how they might help Scouting. Be “recruiter ready.” One district executive calls this the “chain of endless prospects!”
2. **Be spontaneous.** Local residents often are. When only one person shows up for a meeting and you expected at least six, silently set your agenda aside. Make that one person feel he or she is the most important reason you came out tonight. Brainstorm names of persons he or she knows who “might help out.” Mention various categories of adults in their lives (neighbors, coworkers, relatives, shopkeepers, church members, etc.). Be prepared to go, at a moment’s notice, to call on a prospect suggested by the person at the meeting. Take them with you. (Let them take you.)
3. Some people think they are not good enough to do the job; you can convince them that they are. **Provide confidence.** Give the “can-do spirit.” Instill self-confidence.
4. Use materials and methods that **fit a person’s lifestyle** and educational level. Accept the person as he or she is and go from there. People must be shown that persons of like lifestyles and educational level can participate. Display photos of local people in Scouting.

Use one of the following audiovisuals to help you recruit adults:

- *La Familia de Scouts.* Tells how Scouting is ideally suited to the values and culture of Hispanic families. Videotape, AV-07V001.
- *Scouting in Urban Organizations: A Super Team.* Use this audiovisual to sell Scouting to inner-city community organizations.

- *Visions: Scouting in Urban Communities.* Uses testimonials to help sell urban adults, particularly African-Americans, on Scouting. Videotape, AV-07V008.

5. For people new to Scouting, **show them what other new people have done** for kids. Don’t come across like the “super Scouting expert.” Instill self-confidence; don’t take it away.
6. **Recruit in person.** The phone is a useful tool, but not for recruiting. Greater use of personalized contacts must be made here than in other types of communities.
7. **Communicate your own commitment** to Scouting and to the neighborhood; it’s contagious.
8. Take time to get acquainted with people. **Learn as much about prospects as possible**—how they think and live, what they like and dislike. Link Scouting to the needs and interests of each prospect. People’s survival needs often come first. Stress the benefits of Scouting to the prospect.
9. If people have had problems with Scouting before or feel exploited, deal with their feelings in an **open and honest manner.**
10. Sometimes it is more effective to **first ask a person to “help out with” something** rather than to “be a leader.” Many people who don’t initially understand formal leadership structures are very willing to help kids.
11. Recruiting success may depend on the degree of **credibility that you and other Scouters have established** in the neighborhood. It is related to your understanding and sensitivity to people living in the community. Successful recruiting is often tied to our effective outreach in fitting Scouting to the community, not waiting for the community to come to us and fit our mold.



12. **Beware of recruiter stereotypes** about who can be a leader. (Some biblical leaders had this problem. To them, Peter and John were just “ordinary men”—uneducated, untrained, completely unqualified to speak on religious matters!) People with limited education or from the roughest neighborhood can still be effective leaders of youth.

13. When you’ve made the “sale,” give the new recruit a specific task immediately and offer training as soon as possible. Be prepared with simple step-by-step instructions about the job or tasks to be done.

14. Some district leaders get into a debate over the relative merits of recruiting local versus non-local unit leaders to work with kids in the inner city.

Some will say that imported leaders are better because they:

- Are more confident
- Have more Scouting experience
- Can give Scouting a higher priority
- Have more time

Others will point out that insiders are best because they:

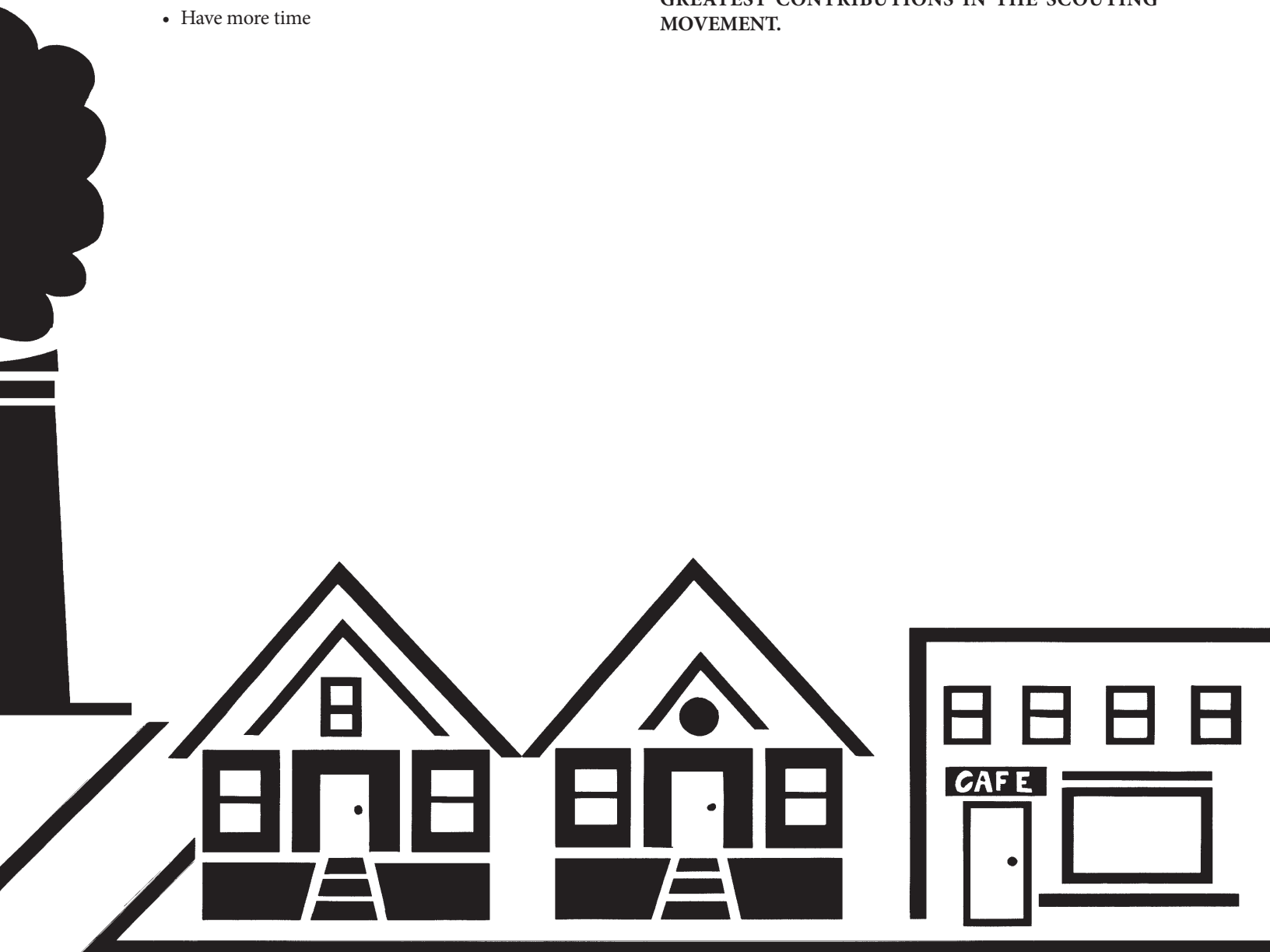
- Feel more comfortable in the area
- Better understand the boys and families served
- Are more personally motivated
- Better know the real opinion leaders and influence groups

Recognize that you may need both. You need all the help you can get. Learn to use both, building on the strengths and compensating for the weaknesses of each.

15. Don’t forget—**you have to ask people**. And be prepared to ask more than once. Let them know you need them, that they are valuable.

16. Finally, **work with leaders of the chartered organization** as you carry out all of these ideas.

IF YOU ARE HELPING SCOUTING TOUCH THE LIVES OF MORE URBAN YOUTH, THE BOY SCOUTS OF AMERICA THINKS YOU ARE MAKING ONE OF THE GREATEST CONTRIBUTIONS IN THE SCOUTING MOVEMENT.



TRAINING ADULTS

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING LOW-INCOME URBAN COMMUNITIES

Increasing the percentage of unit leaders with adequate training is one of the goals for district volunteers. Unit leaders may be trained in several different ways. No one method will do. As you plan training for the entire district, be prepared to use a variety of training approaches. Talk with your district executive about the training methods used in your district.

The BSA's normal training methods are described in detail in *Leadership Training: Plans, Procedures, and Materials*, No. 34169E. It is an excellent resource and includes descriptions of specific training sessions for Cub Scout, Boy Scout, Varsity Scout, and Explorer leaders. Get a copy if you have major responsibilities for training.

The following additional guidelines are important for training leaders in low-income urban neighborhoods. The lower the income and formal education of the area, the more important these ideas will be.

WHERE IS TRAINING HELD?

1. **District training sessions.** The most common training situation is districtwide group training sessions. Group training that brings leaders together from many units is a good way to convey the fun and fellowship of the Scouting program.

Hold group training courses at central locations that are convenient for all those participating. The only way some people can attend is if the course location is near a public transportation stop. Select locations where people will be most at ease and most secure. Select times and days when people are available.

Some leaders will need district help with child care if they are to come out to training.

Some people, however, will not get to districtwide courses.

2. **Unit-based training.** The most effective training situation for some leaders is personal coaching with a trainer and one or more persons from the same unit. Training usually occurs at the unit meeting place or in a home.

Unit-based training has several advantages. Informal sessions in a familiar setting provide a better comfort level for some people. People who lack confidence to be Scouting leaders won't feel outclassed by more experienced leaders who may be present at districtwide courses. This type of training can most easily be tailored to the individual unit situation. Unit-based training also provides help when new leaders need it—right away, not when the next district courses are scheduled.

Take training to unit people; don't just expect people to come to district events.

3. **Neighborhood planning and training meetings.** Some districts have had good success with monthly gatherings of leaders from all the units in one area or neighborhood of the district. Each month's meeting includes a major training topic as well as program planning help; somewhat like a "mini-roundtable." The information given is immediately followed by practical application as unit leaders are coached in planning actual meetings and other details for their units. This personalizes training and program planning to the neighborhood and assures ongoing training for leaders.



TRAINING PLANS

In some areas, **the best method is to have the district volunteer who is providing ongoing unit service do the training.** Sometimes it is also best for this person to be the same one who organizes the unit. This provides a far more personal continuity of relationship with the unit which is often needed for unit success. Select the person who can best relate to the individual unit. That is more important than the “trainer-commissioner’s” particular Scouting title or technical knowledge.

A number of relatively short training experiences are better than a few larger ones.

Training course fees should be minimized. Find ways to give leaders essential program materials and literature. “Brown-bagging” will reduce costs of daytime courses.

Training teams should include urban residents. Give them some authority as well as responsibility for training. Identify potential trainers, give them a “spot” job (a taste of success first), and then recruit them for longer-term training responsibilities.

A campmaster corps is needed to guarantee a new troop an outdoor experience during its first 60 days of operation. The district or council needs a team of experienced campers who are sensitive to inner-city unit people. The campmaster assigned to a troop is careful not to “take over” the troop during the day or weekend. Instead, he works at the Scoutmaster’s side as he teaches outdoor skills to his youth leaders and his troop members. The equipment for this experience is provided by the council, and the experience is usually held on council property.

TIPS FOR THE TRAINER

1. Pace your training to what leaders can absorb in a given time rather than strictly following prescribed outlines or timetables.
2. Continue training experiences despite poor attendance. Be willing to carry on training programs with even one or two persons.

3. Personalize training to the needs of leaders. Training should be provided when leaders are available and as soon as they are recruited. Link training to what they are presently doing on the job. Feel free to adapt subject matter to meet the particular needs of leaders present.
4. Use informal presentations to ensure person-oriented conversations. Don’t be so rigid about making a “presentation” that you can’t respond spontaneously to the needs and reactions of learners. Encourage trainees to talk about experiences and situations in which they normally find themselves. This will help both you and the trainee to bridge the gap between theory and practice.
5. There is a lot you can learn from all kinds of people (their lifestyles, values, local realities, etc.). Recall again the King and I lyric, “If a teacher you will be, by your students you’ll be taught.”
6. See’ndo activities are often the most effective for training in low-income communities.
7. You must help leaders understand that boys can benefit from the program even though such traditionally expected advantages as parent participation, functioning unit committees, and help from chartered organizations are limited or absent.
8. Avoid embarrassing or discouraging new people with a showy display of expertise. A “how-can-I-help-you” attitude is more effective than a “this-is-how-to-do-it” approach. Help people build confidence in themselves.
9. And remember—your attitude toward leaders in urban communities may be more important than anything you can say.

IF YOU ARE HELPING IMPROVE THE EFFECTIVENESS OF UNIT LEADERS IN LOW-INCOME COMMUNITIES, YOU ARE MAKING ONE OF THE GREATEST CONTRIBUTIONS IN SCOUTING.



UNIT FUNDING

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING LOW-INCOME URBAN COMMUNITIES

Some Scouting units in low-income urban neighborhoods have big problems in paying for the program. Districts can help in a variety of ways. Talk with your district leaders about unit funding methods used in your district.

Some low-income families are turned off by what they have heard about Scouting costs. Rather than eventually having to tell their child he can't go to camp or can't have a uniform, some parents just do not let him join at all. They feel their child's lack of such things as uniform or equipment will be a bad reflection on themselves or their family.

District volunteers should understand the dollar needs and financial resources of each unit:

- Keep fees and requests for money to a bare minimum.
- Avoid the image that Scouting costs a lot of money. Some financial problems are real; some are imagined.
- Protect people's pride. Provide help quietly and confidentially.
- Work to avoid a leader's loss of money paid for deposits and reservation fees.

Some councils have a special inner-city assistance fund to help provide:

- *Boy Scout Meeting Kits, Cub Scout Meeting Plans*, and other essential program literature
- Training course scholarships, transportation, and equipment
- Camperships
- Loaned equipment

Aid is granted only when the unit has exhausted its own resources. Control of the fund is vested in a council low-income advisory committee, field director, or other responsible party as designated by the Scout executive. Income for this fund comes from such sources as service clubs, individual givers, council budget, or a special council endowment.

UNIFORMS

A boy does not have to have a uniform to be a good Scout. Most will want one. If units need help with uniforming, try these ideas:

1. Have boys **start with only a Scout T-shirt** or neckerchief.
2. Start a **district or neighborhood uniform and equipment center**. Approved leaders bring a boy with a special need to buy a used uniform at a very low cost. Uniform parts for the center are collected from used clothing stores, former Scouts, and used uniform drives throughout the council. Recruit people to clean and repair uniforms collected. Ask a laundry and dry cleaning association to help.
3. Does your council have a **Goodwill Industries cooperative program**? Scouting units throughout the council help Goodwill with a big used-clothing drive. Goodwill then collects, cleans, and repairs uniforms which are made available to Scouts through approved leaders. The district executive issues approval forms or coupons to leaders of units where need has been established. The Salvation Army, Volunteers of America, and St. Vincent de Paul Society may also help provide uniforms. Contact these groups.



4. Some units **can collect “experienced uniforms” for a unit “uniform exchange”** with a parent or leader in charge.
5. Some **welfare departments** buy uniforms for boys whose families are on welfare. Have parents or guardians ask or follow up yourself.
6. Have an individual or **organization adopt a unit** to match funds earned by unit members through unit work projects.

SUMMER CAMP

A week in summer camp is important for every Scout. But many low-income Scouts will need extra help. Help a troop use one or more of the following:

1. **Camp savings cards**, No. 33654. Scout and unit leader both have a card. Each week the Scout brings 25 to 50 cents for camp. The leader punches both cards to show how much the Scout has paid. (See card below.)

2. **Saving canned food.** Each Scout brings a can each week to the troop meeting. The troop leader keeps the cans locked up and uses them for weekend camps or to cook the troop’s own food at summer camp.

3. **Troop money-earning projects** for camp.

4. **Council camperships.** Money for camperships are often obtained from:

- Special fundraising events (citywide unit paper drive, theater party, celebrity golf, a walk or run, etc.)
- Special donors
- Local government programs
- Company or labor union adopting a troop
- United Way special project fund
- Lunchoree
- Service clubs and fraternal organizations

<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 10px;"> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 </div> <div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">Scout's Record</div> <p style="text-align: center;">This card belongs to _____</p> <p>Name _____ Pack/Troop _____</p> <p>This card is your record of personal camp savings with our unit for _____ (camp name).</p> <p>Our unit will go _____ (dates). Each number marked or punched amounts to _____ (cents).</p> <p>Bring this card with you each time you make a payment. The unit will keep an identically numbered card that will be marked or punched along with yours.</p> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 10px;"> 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 41 42 43 44 45 46 47 48 49 50 </div>	<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 10px;"> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 </div> <div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">Pack's/Troop's Record</div> <p style="text-align: center;">Personal savings account of _____</p> <p>Name _____</p> <p>Pack/Troop _____</p> <p style="text-align: center; font-weight: bold; font-size: 0.8em;">IMPORTANT</p> <p>Each number marked or punched amounts to _____ (cents). Boy Scout or Cub Scout must present his personal savings record card each time a payment is made. Both cards must be punched at the same time. This card is kept by the unit and must be up-to-date at all times.</p> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-top: 10px;"> 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 41 42 43 44 45 46 47 48 49 50 </div>
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- A council tribute fund honoring a well-known council or district Scouter; perhaps the outgoing council president
 - Annual council souvenir patch sold over the counter at the council trading post to benefit the campership fund
 - Planting a tree at camp to honor persons who contribute to the fund
 - Order of the Arrow or NESA chapter
 - From the council budget
 - Council endowment for camperships, perhaps named for a famous Scouter
5. Council or district **provides transportation** to camp
 - Paid for out of campership fund
 - Provided by community action agency
 - Council vans
 - Rented school or church buses
 - Provided by buddy troops elsewhere in the council
 3. A neighborhood or district uniform and equipment center loans tents, patrol cook gear, and other essential equipment to troops. Recruit a team of Scouters or the district Order of the Arrow chapter to run the equipment center.
 4. Unit and U.S. flags are often presented by veterans' organizations and chartered organizations.
 5. Craft materials for Cub Scout packs are easily adapted from scrap materials. Be sure that projects at roundtables, neighborhood meetings, and training courses use free or minimum-cost materials that can be obtained easily in the local community.
 6. Some councils provide camping gear if the troop camps at a council camp or training center.
 7. National Guard units may loan equipment.
 8. Used summer camp tents can be repaired and sold to needy troops for a token price.
 9. The council can gather equipment from permanently dropped units and distribute it to new units.

EQUIPMENT

1. Most units can pay for some equipment from dues and unit money-earning projects.
2. Units can make equipment items such as tin-can cooking gear and ground cloths, which also provides for good unit program. Packsacks can be improvised out of pants, blankets, or feed sacks.

UNIT MONEY-EARNING PROJECTS

District volunteers can help unit adults with unit money-earning ideas. Try some of these:

- Car wash
- Selling take-out dinners
- Selling products
- Baby-sitting
- Bake sales



- Lawn mowing
- Distributing circulars or phone books
- Setting up an odd-job service
- Washing store windows
- Selling window boxes or other craft projects
- Collecting used paper and aluminum
- Block parties
- Carrying groceries
- Spaghetti dinner, pancake breakfast, or barbecue

- Shoveling snow
- Flea market or yard sale
- Parking cars
- Painting house numbers on street curbs
- Selling refreshments
- Councilwide sales such as show tickets and popcorn

WHEN YOU HELP TOUCH THE LIVES OF LOW-INCOME YOUTH, YOU ARE LIVING THE SCOUT OATH AND LAW.



ORGANIZING UNITS

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING LOW-INCOME URBAN COMMUNITIES

Extending Scouting to additional children and youth is an exciting and rewarding task for district Scouters. That usually means organizing a new Cub Scout pack, Boy Scout troop or Explorer post. It may mean reorganizing an existing unit; some units are reorganized every year.

The selection of the volunteer organizer is based on the person who can best relate to the community organization and those who are likely to be part of the new unit. The district executive and the volunteer organizer work closely together. Other people in the neighborhood can help and are an informal part of the organizational process even though they may not be Scouters.

There are many ways to organize a unit. No one method will do for every unit. Talk with your district executive about methods used in your district.

The BSA's usual approach to organizing units is described in the *New Unit Organization Process*, No. 34196. Get copies of these booklets and review them carefully. These books describe the steps used to organize a unit. This plan works well in some situations. However, in many low-income urban neighborhoods, additional methods are needed.

One aspect of flexibility is that these steps may not occur in the order in which they are listed. The order must be tailored to the individual unit situation and the "breaks" that occur as you move ahead. "Play it by ear." Organizing an urban unit is usually more effective using an informal style rather than a highly structured formal plan.

Additional ideas related to each step are described below:

STEP 1 *An organizer confers with the community organization head, explaining how Scouting and the organization, together, serve youth.*

The district executive will usually play the key role in working with the head of the organization. You should help, too.

Listen to the concerns organization leaders have about the organization, neighborhood, and youth. Interpret the ways Scouting can fit urban needs voiced by the head of the organization. Be well versed in advance. Units can be organized around specific concerns of the organization and neighborhood.

Some organization leaders are quite busy. They may tell you so. You may need to convince them that Scouting needs their support more than their time. They may question their people's interest in Scouting. Help them see that the commitment of their people for Scouting starts with their own commitment for Scouting.

They may feel that leadership will be very hard to find. Mention that you have ideas and methods to help them recruit leaders. And,



remember, in many situations, district Scouters must be prepared to go beyond any traditional 50/50 understanding of a partnership. With some community organizations, district Scouters may have to go 60, 70, or 80 percent of the way.

STEP 2 *A community organization agrees to use and formally adopts the Scouting program to help meet its youth objectives.*

In urban areas, district Scouters often must work to create the desire of community organizations to have a Scouting unit. This takes a lot of personal, face-to-face contact. You and the district executive must develop the trust of the organization's leaders. They must be convinced of your sincerity in working with them to remove whatever obstacles they see.

Help them see Scouting as related to the needs and concerns of the organization, as well as the needs and problems of the neighborhood. The community organization does not exist in a vacuum, so you will need to know the community well.

Work with other people, both in and out of Scouting, who have positive contact with the community organization. Ask them to help convince organization leaders of the need to have a unit, and to endorse you as a person who can help. Visit meetings and activities of the organization to learn more about it, to prove your interest in it, and to let its leaders know more about Scouting.

Keys to success are initiative, sincerity, ingenuity, enthusiasm, patience, and being a good listener.

STEP 3 *An organizing committee, selected by the organization, meets to plan the next steps.*

Some people lack experience with organizational skills and structures. If we come in with set procedures and structures, we may fail before we start. Therefore, one of the organizer's early tasks is to size up the level of organizational sophistication. Then, use methods which are appropriately simple. An "organizing committee" may be only one or two interested persons.

In some cases, this step may be accomplished through some type of "get-acquainted-with-Scouting meeting." Such a meeting begins to inform people about Scouting, begins to recruit leaders, and helps determine the next steps. Be sure lots of people hear about this meeting and are reminded again at the last minute.

How do you get people out for the meeting? If chartered organization leaders have not brought some people together to meet with you previously, be sure they provide names of people who can be invited to the "get-acquainted-with-Scouting meeting." The district executive may send meeting flyers home with kids through the local school. Help create a "back fence, street, and block conversation campaign" about the new unit and this meeting. Get the head of the chartered organization to attend if at all possible.



Work with organization leaders to: (1) increase the confidence level of people to help with the unit; (2) interest more people to support the unit; and (3) create a “we need Scouting” atmosphere.

Sometimes, step 3 is combined with step 1 or 5. Things can happen quickly, and you should be ready to roll with the punches.

STEP 4 *The organization confirms the appointment of a chartered organization representative, unit committee members, and key unit leadership.*

Selecting and recruiting adults for a new unit is a key step—probably the most important. Sometimes, the head of the organization will wish to sign up as the chartered organization representative. While this may not be seen as best by the BSA, it may well be best from the standpoint of the organization and should not be discouraged. In some cases, it is highly desirable.

The biggest task is still that of involving more adults. You will be helping those already involved to recruit more. Work with any key people whom you have met within the organization. Work informally with “opinion leaders” in the neighborhood. Follow up on leads from the “get-acquainted-with-Scouting meeting.”

For adult recruiting methods, see the “Recruiting Adults” best methods folder. Remember, the head of the chartered organization must approve all adults to be registered with the unit—no matter how they are recruited.

STEP 5 *The organizer conducts orientation meetings for parents and prospective leaders. A unit commissioner is assigned by the district to help the unit.*

Review the best methods folder on “Training Adults.” One of the big things is instilling confidence to be a Scouting leader. Also, be sure to remind people that they don’t need previous Scouting experience to help a unit or be a Scout leader.

In some situations, the same district volunteer doing the organizing and training will be providing unit (commissioner) service. Personal continuity of relationships with a unit is essential for success. Hit-and-run service won’t do. With many units, it’s better to have one district service person helping with all of the unit’s needs than to have three or four district persons each helping with only one of the unit’s needs. Establishing a **good trust level** becomes far more important than Scouting specialties and expertise.

As you explain Scouting details (registration, job duties, meeting patterns, etc.), be ready to explain the options, as needed. For example, when explaining about the uniform, point out, “although you can be a good Scout without having a uniform, there are a number of ways to get them...”

STEP 6 *The selection of the unit committee, unit leaders, and youth members is completed.*

In the early stages of organizing, some people may agree to help out, but are unsure or insecure in filling a specific adult position. Gradually you will help them see that different people can help out in different ways. Now you need to help get people placed in the specific adult positions needed for the unit.

There is a rapid turnover of volunteer leadership in some areas, and you should be prepared to



replace losses even at this stage. Be prepared to help encourage those who remain and to enlarge the group to ensure its continuation.

Take care not to oversell participation of “mother and dad.” Many kids live with only one parent. For some it will be an older brother or sister, an uncle, or grandparent who will help. Follow up on nonparent leads in the neighborhood.

Adequate recognition is important and key leaders of the community organization should be encouraged to provide it. However, there are some volunteers who, by their own choosing, work better in the background, sometimes even without carrying a title. Recognize them in private.

Boys may be recruited in a variety of ways. Often you will have boys before you have leaders. In some instances—particularly with 12- to 17-year-old youth—it may be necessary for you to begin the organization process by establishing a relationship with a group of young people. After gaining a degree of their trust, work with them to identify leaders and a community organization for a Scouting unit. Take great care that the youth do not become dependent on you as their unit leader.

STEP 7 *The new leaders are trained in program planning, and the first month's program is developed.*

Use informal personal coaching with unit adults to plan their first meeting with youth members. Then, help them plan their first month. An informal training style will better enable you to help them build unit program around things in the community. Use materials designed for this com-

munity. (See the folder on “Unit Program” for optional unit program material.) Be prepared to provide copies of program material to get the unit started. Some leaders will need coaching for several months to come. Be sure the first meetings are simple, fun, and successful.

STEP 8 *The unit begins its meetings.*

Get meetings with youth members started as soon as possible. Don't delay. It will help people to quickly apply what they are learning about unit program. Many people only believe and trust what they can see and touch—what is tangible and concrete. Sometimes youth activity and youth influence are the only motivation to keep the organizing process alive. And, if people with low self-confidence don't immediately start applying what they have planned and learned, they may get cold feet and back out. Then others may say, “See, Scouting doesn't work here.” We know it isn't so, but that's the way it will look to others. Be sure the first meeting is simple, fun, and successful. Don't delay.

Sometimes a “buddy unit” plan will be helpful at this stage. Be sure the buddy unit selected is compatible with the new unit.

STEP 9 *The charter application is completed and submitted to the council.*

Be sure all registration forms are accurate. People will need your help. Paperwork may not be their “long suit.” Don't let people submit forms and fees directly to the council office where a clerk unfamiliar with your people may reject the application because of some minor errors.



Encourage key people in the unit to follow up on getting missing fees. Be prepared to ask the chartered organization to help with adult fees in cases where leaders absolutely cannot afford them. Unit fundraising and district project sales might also help. Be sure fees collected don't get lost. See that a trusted person is selected as treasurer.

STEP 10 *The unit is installed with a presentation of the charter to the chartered organization leadership.*

In a neighborhood where people receive little credit and positive recognition, this ceremony can be a great thing. Be sure everyone—youth, unit adults, and members of the chartered organization—is involved in the ceremony. Make it a big neighborhood affair. Help all in the organization and neighborhood feel good about their new unit. This also provides needed Scouting visibility.

Get a date set when people of the organization and neighborhood can attend. Don't set the date until all the necessary forms and fees have been received and submitted to the council office. Be sure publicity gets in the local news media. Use names and a picture. Keep the recognition flowing even after the charter presentation.

AND NOW CONGRATULATIONS TO YOU FOR ORGANIZING ANOTHER UNIT.

But wait! You are not through! Unit service must be a natural extension of the steps to organize the unit. Be sure someone whom the unit and its chartered organization can trust is prepared to provide continued help and guidance now that the unit is organized.





UNIT PROGRAM

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING *LOW-INCOME URBAN COMMUNITIES*

Unit program is what it's all about! It's unit program where children and adults interact to develop good character, to learn effective citizenship, and to grow in personal fitness. It's also unit program that helps meet some of the needs of low-income children and youth.

The conventional program of the BSA is described in a variety of books and pamphlets that are available in local councils. Most of the features of Cub Scout, Boy Scout, Varsity Scout, and Venturing program are meaningful for low-income urban areas. What makes the big difference is how some of these program features are carried out. Some program methods are often adapted or enriched to make them more meaningful in low-income communities.

For example: (1) There is great value in the use of an older youth working with a Cub Scout den. But if a den leader is uncomfortable with an unknown den chief and prefers to use her own niece or nephew to help with the den, why not let her? (2) Troop hiking is fine. But if the troop meets in a big city neighborhood many miles from open country, why not help them plan hikes around city points of interest, street games, and city survival skills?

District volunteers help encourage program flexibility when it is needed. In some cases, let the leaders of the chartered organization tell you what concerns they have for youth and their neighborhood. Then help them develop a unit program built around those concerns.

This folder describes some of the additional program ideas and alternative program literature you can use to help units be more successful.

UNIT PROGRAM MATERIALS

Program helps for troops and packs were developed specifically for low-income units. These are not currently available, but your local council service center may have copies.

For Boy Scout Troops. Many troops in urban communities can run a more effective program with the alternative *Boy Scout Meeting Kits*. Each of twelve kits has a month's program for communities. The kits communicate the program in an unconventional way but result in conventional Scouting skills and programming for boys.

Included in each kit are detailed plans to conduct five troop meetings and special activities related to an important Scouting skill.

Each kit has been tailored to these communities in a variety of ways. The kits

- are self-contained rather than requiring a leader's skill in synthesizing information from other written pieces
- contain activities to help meet low-income community needs and circumstances
- are simpler to use and not linked to any specific time of the year nor to a complex, ideal unit structure
- provide maximum opportunity for being performed close to home
- require little previous Scouting experience
- are inexpensive
- are easier to read



- should be delivered by a “personal coach” in a personalized way, rather than assuming a leader will extract from *Scouting* magazine or other publications

Boy Scout Meeting Kits are not available from the Supply Division's National Distribution Center. The titles and catalog numbers to look for are

Camping, No. 34170

Citizenship, No. 34171A

Communication Skills, No. 34172A

Community Living, No. 34173

Conservation, No. 34174

Cooking, No. 34175

Environment, No. 34176

Family Living, No. 34177A

First Aid, No. 34178

Hiking Skills, No. 34179A

Physical Fitness, No. 34180

Swimming, No. 34181

For Cub Scout Packs. *Cub Scout Meeting Plans* books are the Cub Scout leader's counterpart to the *Boy Scout Meeting Kits*. Each *Cub Scout Meeting Plans* book gives den and pack leaders detailed plans on how to run all den meetings, pack meetings and leaders' meetings for each of two Cub Scout themes. No other books are needed. Each theme lasts for 2 months. Theme planning overlaps are eliminated so leaders can concentrate on only one theme at a time. Themes include “Our Neighborhood” and “All About People,” No. 34203A; “Community Carnival” and “Sports Heroes,” No. 34211A;

“Cub Scout Chefs” and “Who Am I?,” No. 34212A; and “Bobcat and Wolf” and “Wolf in the Den,” No. 34213.

For Venturing Crews. Hundreds of exciting activities rooted in local community needs and happenings are found in *Rural/Low-Income Urban Venturing Action Ideas*, No. 33628. This resource is available from the National Distribution Center. Ideas are grouped under 32 specialty areas such as block improvement, city survival, ethnic history, housing management, single parent, and sports.

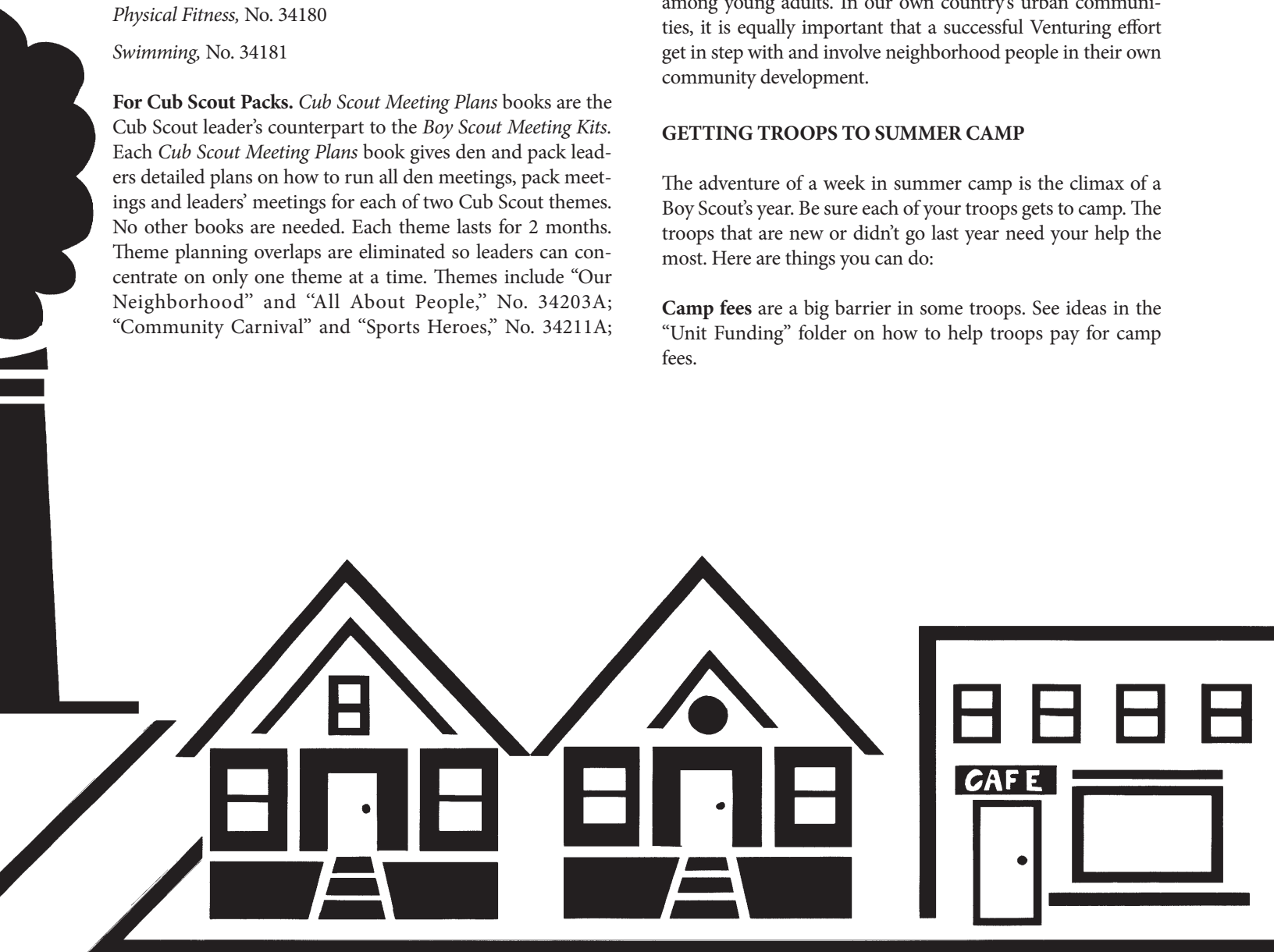
These 32 special-interest outlines are useful to districts in many ways. They help create credibility with neighborhood leaders, sell potential chartered organizations, and orient crew leaders. The rejection of Scouting by older urban youth may prevent younger boys from participating. A strong community-based Venturing program can reverse this obstacle. Many of these activities involve high-school-age youth in leading or helping younger children of their community.

In developing countries, community development activities are an important part of the Scouting program, particularly among young adults. In our own country's urban communities, it is equally important that a successful Venturing effort get in step with and involve neighborhood people in their own community development.

GETTING TROOPS TO SUMMER CAMP

The adventure of a week in summer camp is the climax of a Boy Scout's year. Be sure each of your troops gets to camp. The troops that are new or didn't go last year need your help the most. Here are things you can do:

Camp fees are a big barrier in some troops. See ideas in the “Unit Funding” folder on how to help troops pay for camp fees.



Getting **adult leadership** in camp is a problem in some troops. Help the troop plan to have a capable adult in camp. The following sources of camp leadership are listed in order of preference:

1. Scoutmaster
2. Assistant Scoutmaster
3. Troop committee member
4. Parents of boys
5. Other adults in the chartered organization
6. Other relatives of boys
7. District Scouter (recruited by key district leader during the spring to donate a week's vacation for a last-minute unit need)
8. Qualified college student
9. Paraprofessional—a “leader of last resort”
10. District provisional troop
11. Going with another troop

If the in-camp leaders are not registered, they must be approved by the head of the chartered organization and the local council.

In some cases, a district or council may contact a Scoutmaster's employer to ask for an extra paid week of vacation for the Scoutmaster to take his troop to camp (only with the Scoutmaster's permission, of course).

Parents' information and trust. People are often against what they don't know or don't understand. Most parents and new leaders don't know about camp. Provide information. Help Scoutmasters to run a camp parents' night. Bring in slides or photos of summer camp so people can see what the camp looks like. Better yet, take a group of adults to visit the camp in operation. During the summer camp season, some district leaders make a trip to camp for dinner, tour, and campfire with a carload of new troop, chartered organization, and neighborhood leaders. The ride up and back is a priceless opportunity to talk camp, get better acquainted, and provide other informal help and coaching.

Do not change the fundamentals of the Scouting program. Use the same program outcomes; they are valid. Use the same badge requirements; they work. But modify various aspects of the Scouting delivery system and remove barriers which some program methods may present to urban people. Adapt and enrich and adjust, but do not do away with the important values which the program of the Boy Scouts of America has for low-income urban youth and adults.





SPECIAL ACTIVITIES

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING *LOW-INCOME URBAN COMMUNITIES*

Special activities give extra fun and adventure to Scouting. District volunteers give leadership to those activities which involve several Scouting units—sometimes all the units of the district. Such activities can also meet special needs and interests of low-income urban neighborhoods. Talk with district leaders about the special activities in your district.

Following are ideas to consider as you help your district provide special activities for these communities.

MAKING SCOUTING MORE VISIBLE

Some people believe only what they can see with their own eyes. Many low-income people have never seen nor had any experience with Scouting. So, districts work at making Scouting more visible in the community. Here are some ideas:

1. Use large attractive signs in front of chartered organizations, such as:
“Boy Scout Troop _____ meets here every _____ night.”
2. District Scouters wear the red Scouting jacket or uniform.
3. District staff drive a car or van marked with “Boy Scouts of America,” perhaps personalized to the neighborhood or district. Use a display card in the car window. Give all volunteers Scouting decals to put in their car windows.
4. Use large Scouting emblems in neighborhood business locations where people gather. Use small emblems to mark the front door of a Scout or leader.
5. Hold in-city camporees.
6. Conduct community service projects, cleanup campaigns, and fix-up and “beautify your neighborhood” projects.
7. Scouting units participate in community parades, church parades, and special Scouting parades.
8. Place articles in neighborhood newspapers.
9. Develop neighborhood window displays and exhibits.
10. Develop Scouting participation in fairs and other neighborhood happenings.
11. Provide Scouts to usher at community meetings and sports events.
12. Hold a wheelbarrow barbecue.
13. Have a Scouting block party or vacant-lot event.
14. Arrange for Scouts to raise and lower the flag each day at school.
15. Erect a sign at the entrance to your community or neighborhood:
“Welcome to _____. Boy Scout Troop _____ meets here every _____ night.”
16. Plan tours of Scouting shows and summer camp for community people.
17. Show appropriate Scouting films, slides, or videos at community meetings.
18. Get special event tickets; charter a bus for Scouts and non-Scouts.



MULTIUNIT ACTIVITIES FOR URBAN UNITS

Multiunit activities are often more successful on a neighborhood or partial district basis than on a council or total district basis. Neighborhood activities not only provide important Scouting visibility, but also help strengthen local neighborhood life and goodwill.

Multiunit activities should be relevant to the needs and interests of neighborhood people. Ethnic and racial activities of the community offer opportunities for educational and festive activities for units. Some activities are designed to help people express self-pride and self-respect. Some activities provide an emphasis on neighborhood improvement, housing rehabilitation, and urban conservation. Some activities provide an opportunity for meeting adult social needs.

Neighborhood people are given a part in planning and carrying out such activities. Multiunit activities in low-income communities offer an opportunity for a creative coalition of indigenous and nonindigenous people and their resources. Neighborhood people can often better evaluate the appropriateness of the activity for local residents.

Run these activities in a flexible manner. For example, sign-up deadlines may discourage the participation of unit leaders whose personal situation or unit is too unstable for early sign-ups. District Scouters should assist unit leadership in planning for these activities especially where the leadership is new and inexperienced.

The following ideas can be adapted to your community situation with the help of a generous dose of local imagination.

PARADES. A popular and highly visible activity is the participation of Scouting units in community and ethnic parades, such as San Juan Fiesta Parade, Columbus Day Parade, Crispus Attucks Parade, Watts Christmas Parade, and Sixteenth of September Parade (Mexican Independence Day). Some parades may be strictly Scouting parades through a local area. Parades may end up at and help open a local fair, Scouting show, or United Way kickoff.

NEIGHBORHOOD SCOUT RALLY. The rally is an all-day or half-day activity for troops held in a local school gym or outside in a park or playground. Scouting skill areas may operate followed by intertroop or patrol events. Use local opinion leaders to help judge events.

ETHNIC HERITAGE PAGEANT. The pageant is a colorful show of cultural and historical contributions, heroes, and unsung heroes of a local ethnic group. The pageant can be part of some other community event or part of some other Scouting event. Such an activity builds pride among local residents and helps identify Scouting with the ethnic population.

NEIGHBORHOOD SCOUTING FAIR. Sometimes called a neighborhood field day (give it your own name), this event is a giant, action-oriented exhibit of the entire Scouting program. It's a miniature Scouting-in-action show with demonstrations by units on a blocked-off street, highly visible park or square, playground, churchyard, housing development lawn, courthouse lawn, shopping center, or other open space. Neighborhood people are encouraged to participate and try out games, skills, and events. This event may include ceremonies, action booths, competitive events, and even a campfire. It can be held as part of a neighborhood event run by other community groups such as a block party or a neighborhood carnival.

FIXUP, CLEANUP CAMPAIGN. Such an activity may take place for an entire month and be cooperatively sponsored with a newspaper, sanitation department, urban renewal authority, chamber of commerce, or other group. Awards are made for the cleanest and most attractive blocks. Youth and adult members serve as clean block captains. Unit meetings, roundtables, etc., instruct in window-box making, painting, house inspection, beautification, and other skills.

NEIGHBORHOOD GOOD TURNS. Community surveys, cemetery cleanups, creation of vest-pocket parks, running tot lots, monthly neighborhood health and safety hazard inspections—the list is endless. Adapt to the needs of your neighborhoods.



LIVING HEROES—HISTORIC TRAIL. Every inner-city district needs an “in-city trail.” Units and patrols are supplied with maps. At the end of the trail, boys get immediate recognition. In addition to museums, libraries, industry, historic points of interest, and community services, include the names and addresses of real persons. Prerecruited “living heroes,” including a generous proportion of persons from minority groups, will talk 5 to 10 minutes with groups of Scouts when they stop along the “trail.” “Living heroes” might be persons who have become successful in their occupation or have become educated in spite of a poverty background or are making some kind of contribution to their neighborhood.

NEIGHBORHOOD SCOUTER AND SPOUSE SOCIAL. It is important not to take Scouters for granted. They need special encouragement and recognition. They often have little opportunity for a “night out.” Scouting can help by arranging a dinner, trip, river cruise, picnic, or other adult social.

NEIGHBORHOOD SWIM NIGHT. Swimming is popular with boys, but some units have difficulty setting up a swim program partly because of the scarcity of pools. District leaders can arrange for and reserve a pool 1 night a week for Scouting with units scheduled to go each week.

PUSHCART PLAYGROUND. This consists of an enclosed pushcart, trailer, or other easily movable container that carries sports equipment, crafts, games, flags, and other program supplies from block to block throughout the summer. The pushcart spends a day by prearrangement with neighborhood residents and block groups. Whatever open space is available may be used. This activity can best be done jointly by a Scouting unit and a community center or other agency.

NEIGHBORHOOD COURT OF HONOR. The neighborhood court of honor provides recognition for units, boys, and leaders in their community. It also helps train leaders in conducting courts of honor for their own units. Any number of troops may be involved from a given community. Packs and posts may also be invited to take part. Recognition is provided for community service and adult leadership as well as rank advancement. Ceremonies, songs, yells, and action are added. Invite a name personality to be emcee or otherwise take part.

Be sure neighborhood residents are encouraged to attend—flood the neighborhood with publicity. This event might be preceded by a parade.

STUDY CENTER AND TUTORING PROGRAM. This service can meet a real need for youth members. English classes for adults might also take place here. The study center may be operated in partnership with another agency and utilize Explorers, college students, high school students, or volunteer adults as tutors.

LOCAL FAIR OR FESTIVAL. Several units are encouraged to develop live demonstrations on such subjects as home energy conservation, first aid on the street, home safety survey, local crafts and folklore, fun and unusual cooking, log splitting contests, pioneering, Explorer musical or entertainment event, or any hobby, career, Scouting skill, and merit badge topic.

Also have Scouts serve as grandstand ushers, special messengers, and honor aides to fair officials. Somebody connected with Scouting may even be on the fair or festival committee to see that Scouting has an active part to play.

IN-CITY CAMPOREE. Try this on both a neighborhood and district basis. It provides Scouting visibility, eliminates transportation problems, and can creatively relate to other community events, needs, and people.

SCOUT/NON-SCOUT DAY CAMP. Ideal for the summer, this activity is best operated by the council at some campsite on the edge of the city. Minimum equipment needs make possible four to six activity areas—field sports, boating, fishing, “camp zoo,” pioneering, crafts, treasure hikes, etc. Other agencies and churches from the inner-city are invited to bring busloads of boys and girls out on a prescheduled weekday. Troops, patrols, and buddy teams make use of the area on weekends for skill training, etc. Groups bring their own lunch. A skeleton staff is required for the summer, with someone staying over each night for site security.



INNER-CITY/SUBURBAN/RURAL EXCHANGE VISITS.

Scouting can be a help in overcoming polarization between city and suburb, rural and urban, white and black, rich and poor, Hispanic and Anglo. Council and district leaders can facilitate different kinds of exchange visits between units—overnights for troops and posts or day trips for packs. Be creative, be flexible, use good human relations, and watch the results.

COMMUNITY SOCIALS AND OUTINGS. Several units of a neighborhood jointly sponsor a picnic, square dance, holiday supper, bus trip, testimonial dinner, or community cele-

bration. Community people, unit members, and families are invited. Provide good food. Build on local community pride and spirit. Respect culture and customs of different local community groups. District leaders support and help as needed.

The unit's program should come first. Take care not to deplete unit people's energies by promoting too many district and council projects. Don't make a weak unit feel second-class just because it doesn't take part in district or council events. Your success is measured more by meaningful unit activity than by attendance at district and council activities.



“BOTTOM LINE”

BEST METHODS FOR DISTRICT VOLUNTEERS SERVING LOW-INCOME URBAN COMMUNITIES

Business people often talk about the “bottom line.” “Bottom line” really refers to the final result of all our efforts. In business, bottom line is measured in dollars. In Scouting, bottom line is measured by how a boy’s life is changed, how you touch the life of a unit leader, and how a Scout unit affects the quality of community life. These things are even more of a bottom line in Scouting than the important measures of membership, quality units, camp attendance, etc. This bottom line is more important than things like patches or knot tying or how many people come out to a meeting in the district.

District Scouters need to know about some of the specific ways Scouting affects kids, adults, and community life in low-income urban neighborhoods. District Scouters could miss the bottom line because they are somewhat removed from boy/unit activity. Or they may miss the bottom line because their Scouting tasks—like organizing a unit or running a training course—occur before the bottom line is written. You need to know the bottom line successes when you ask others to give their time, talent, and money. And you need to know for your own satisfaction that it’s all worthwhile.

Consider these successes:

- *A Boy Scout in Baltimore never got beyond Second Class, but he learned in his troop about fire rescues and respect for human life. When a tenement fire ravaged his apartment building, this Scout saved the life of another child by dragging him along the floor and out of the building.*

- **A troop built a vest pocket park on a vacant lot for the enjoyment of families and kids who otherwise had only the street at their doorstep. Then realizing the vulnerability of such a park, they assigned a different patrol to drop by each day of the week to pick up glass, make needed repairs, and check on the trees they had planted.**

- Jeanne, a single parent for many years, testifies, “Cub Scouting helps me to pay attention to my 9-year-old. If he has a problem related to his peer group, Cub Scouting helps. I was so busy, and my energy was so consumed by the necessities of life. Had it not been for the discipline of the Scouting program, I would not have made the time.”

- Donald King, Jr. was the first boy to become an Eagle Scout in his district for many years. For his Eagle Scout service project, he raised \$150 to help children in underdeveloped African countries and \$850 to aid the investigation of the multiple child murder case in Atlanta. Later he helped other boys as a leader of his troop and also worked with a troop many miles away for Scouts with disabilities.

Sometimes your efforts in Scouting start a chain reaction of success that knows no end.

- **A CUBMASTER GETS A JOB WITH THE HELP OF DISTRICT SCOUTERS WHO DISCOVERED HE WAS A MAN WITH TALENT AND DETERMINATION.**



- *Khoi Tran, an 8-year-old Vietnamese boy, was among 140 refugees crowded onto a small fishing boat with no food and little water, bound for the Philippines. After months in a refugee camp, the boy arrived in the United States as what federal officials call “an unaccompanied minor”—no home, no parents, no guardian. Four years later, Khoi received the Eagle Scout Award, joined a computer specialty Explorer post, and went on to college. Obviously others helped Khoi, too, but Scouting has deeply touched the life of this new American!*

- When the electricity went out for 3 days, leaving a high-rise public housing project in Philadelphia looking like a dead planet, an inner-city Scout troop responded immediately. They carried water and other needed provisions up 12 stories to the elderly, who were literally cut off from the rest of the world.

- **Scout units help Black, Hispanic, Native American, and Asian youth take pride in their rich ethnic heritage. On a gym floor in Des Moines, 20 Boy Scouts from Laos sit for the last 20 minutes of each troop meeting as their leader tells in Lao of some aspect of their 2,000-year heritage on the Asian continent.**

- *Many low-income children have a very low image of their self-worth. Television and other media often reinforce their sense of failure and feelings of inadequacy. Scouting is a resource that local parents and other adults of the neighborhood use to convince kids who do not expect to succeed that they can succeed. A boy may never make First Class, but his Scout leader provides a chain of realistically attainable and successful experiences. This, along with the leader’s “can-do spirit” and the model of a local adult determined to survive, convince the boy that he can succeed in life.*

- **A Scoutmaster and his wife lived in a two-bedroom public housing unit raising nine kids, only four of whom were their biological children. A district Scouter provided service to their troop. District Scouters also helped the family get into a larger apartment, and have assisted with other problems as well.**

- From a 3-story walk-up, a mother and father both landed in the hospital as a result of domestic violence. For more than a week, their two sons—one a Boy Scout and one a Cub Scout—remained alone in their apartment. A lady across the hall, also active in Scouting, looked in on them and saw that they had enough to eat and got off to school each morning. Each evening a Scoutmaster stopped by to spend quality time with them—to review the day at school, check on special needs, and provide guidance and reassurance.

- **IN ANOTHER CITY, A YOUNG 18-YEAR-OLD JOINED SCOUTING. HE WAS OUT OF SCHOOL AND OUT OF WORK—WITH A MOTHER, TWO SISTERS, AND A BROTHER TO SUPPORT. MONTHS LATER, BECAUSE OF SCOUT LEADERS, HE’D ENTERED A YOUTH EMPLOYMENT TRAINING PROGRAM AND EARNED HIMSELF A JOB. DID SCOUTING TOUCH HIS LIFE?**



- *Because of one determined Scoutmaster in a gang-influenced neighborhood, hundreds of boys have benefited from Scouting. One boy is now a second-year law student because his Scout troop offered the opportunity to meet different people and see new places. “Our troop introduced us to bankers and politicians,” he says. “You didn’t expect people like that to be nice to us, but they were . . . Talking with an attorney who rode us to camp helped me to decide on a career in law.”*

- **A man unemployed for more than a year had lost much of his self-respect and confidence to be a good husband and father. But, through his son, he got involved in helping out with the troop—then got put on the troop committee. He found he still had a lot to give and that a man on welfare is still a man of worth. Other folk connected to the troop—including the boys—provided a support group that carried him over some really tough times.**

- Hispanic young people in a law enforcement Explorer post patrol a housing project for the elderly on shifts of 3 hours a day. No “little-old-lady-crossing-the-street” stereotype here! Rather, it’s Scouting that teaches respect for families and for elders, and freedom from fear.

- *Baden-Powell said, “Our desire is to help the boy—and mainly the poorer boy—to get the fair chance, which in the past has too often been denied him, of becoming a self-respecting, happy and successful citizen, imbued with an ideal of service for others.” That’s probably as true in the 1990s as it was in 1929.*

These successes will differ from unit to unit and from person to person. That’s OK.

Watch for bottom-line successes in low-income areas of your district and council. How has Scouting changed the lives of individual kids? How has Scouting touched the lives of adult leaders? How have units improved the quality of community life?

AS A DISTRICT VOLUNTEER, YOUR FINAL SUCCESS IS MEASURED IN TERMS OF HOW SCOUTING AFFECTS THE LIVES OF PEOPLE IN LOW-INCOME URBAN COMMUNITIES.





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