



# Charting Success

*A Workbook for Developing  
Service-learning Projects*

FOURTH EDITION

Printed under the auspices of Teens, Crime, and the Community



NCPC

National Crime Prevention Council





# Charting Success

*A Workbook for Developing  
Service-learning Projects*

**FOURTH EDITION**

**Printed under the auspices of Teens, Crime, and the Community**

---



NATIONAL CRIME  
PREVENTION COUNCIL

## MISSION

## STATEMENT

*To enable people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur.*

The primary mission of the National Crime Prevention Council (NCPC) is to enable people to prevent crime and build safer, more caring communities. NCPC offers training, technical assistance, and a national focus for crime prevention, and acts as secretariat for the Crime Prevention Coalition of America, a nonpartisan group of national, federal, state, and local organizations committed to preventing crime. It also operates demonstration programs and takes a leadership role in comprehensive community crime prevention strategies and youth crime prevention. NCPC manages the nationally recognized McGruff® "Take A Bite Out Of Crime®" public service advertising campaign.

National Crime Prevention Council  
1201 Connecticut Avenue, NW, Suite 200  
Washington, DC 20036  
202-466-6272 • Fax: 202-296-1356  
tcc@ncpc.org • www.ncpc.org



Street Law, Inc.'s mission is to provide practical, participatory education about law, democracy, and human rights that enables people to transform democratic ideals into civic action. For more than a quarter century, Street Law, Inc., has been creating powerful educational programs in the United States and around the world. Its unique approach develops problem solving, critical thinking, cooperative learning, and communication skills, and encourages effective participation in society. Recognized internationally for leadership in education, all of its programs draw real-world connections between the lives of young people and the law, human rights, conflict management, and democratic values.

Street Law, Inc.  
1010 Wayne Avenue, Suite 870  
Silver Spring, MD 20910-5600  
301-589-1130 • Fax: 301-589-1131  
tcc@streetlaw.org • www.streetlaw.org



Prepared under Grant Number 2002-JS-FX-0016 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Copyright © 2005 National Crime Prevention Council

All rights reserved, except portions of this workbook may be reproduced in limited quantity for local nonprofit purposes, not for sale.

ISBN 1-59686-004-9



# Contents

## **Introduction: You Can Make a Difference 1**

What Is a Service-learning Project? 2

How To Use This Book 2

Need Assistance? 4

Share Your Success 4

What Teens Like You Have Already Done 4

Getting Started: Things To Remember 6

## **CHAPTER**



## **1 Identifying the Problem To Be Addressed 9**

Finding a Focus for Your Service-learning Project 10

Worksheet 1: *Defining Your Community* 11

Social Climate 12

Worksheet 2: *Social Climate Indicators* 13

Community Safety 14

Worksheet 3: *Community Safety Audit* 15

Your Community's Safety Concerns 16

Worksheet 4: *Ranking the Issues* 17



## **2 Planning Your Service-learning Project 19**

Describing the Problem 20

Worksheet 5: *The Problem* 21

Sample Worksheet 5: *The Problem* 22

Developing the Goal 23

Worksheet 6: *Your Team's Goal* 24

Sample Worksheet 6: *Your Team's Goal* 25

Selecting Your Service-learning Project 26

Worksheet 7: *Choosing Your Project* 27

Sample Worksheet 7: *Choosing Your Project* 28

Evaluation: What Does Success Look Like?	29
Worksheet 8: <i>Evaluating Your Service-learning Project</i>	30
Sample Worksheet 8: <i>Evaluating Your Service-learning Project</i>	31
Selecting the “Steps To Make It Happen”	32
Worksheet 9: <i>Steps To Make It Happen</i>	33
Sample Worksheet 9: <i>Steps To Make It Happen</i>	34
The Road Ahead: Roadblocks or Smooth Driving?	35
Worksheet 10: <i>The Road Ahead</i>	36
Sample Worksheet 10: <i>The Road Ahead</i>	37



### **Lining Up Resources 39**

People: The Most Important Resource	40
Worksheet 11: <i>Your Team’s Talents</i>	41
Worksheet 12: <i>Whose Help Do You Need?</i>	42
Worksheet 13: <i>Contact Information</i>	43
Materials, Services, and Money	44
Worksheet 14: <i>Materials and Services Needed for the Project</i>	46
Worksheet 15: <i>Your Budget</i>	47



### **Acting on Your Plan 49**

Worksheet 16: <i>Making a Schedule for Your Project</i>	50
Worksheet 17: <i>Acting on Your Plan</i>	51



### **Evaluating, Nurturing, Reflecting, and Celebrating 53**

Evaluate Your Service-learning Project	54
Worksheet 18: <i>Project Summary—What Your Project Accomplished</i>	55
Sample Worksheet 18: <i>Project Summary—What Your Project Accomplished</i>	56
Nurture Your Service-learning Project	57
Worksheet 19: <i>Follow-up Tasks</i>	58
Suggestions for the Future	59
Worksheet 20: <i>If You Were To Do This Project Again . . .</i>	60
Reflect on Your Service-learning Experience	61
Worksheet 21: <i>Your Reflections</i>	62
Celebrate!	63
Worksheet 22: <i>Celebrations!</i>	64



## **Appendices 65**

Teambuilding Activities	66
Checklist for Surveys	67
School Survey on Crime and Crime Prevention	68
School Safety Audit	70
101 Ideas for Service-learning Projects	74
Fundraising Ideas	75
Calendar	76
Meeting Agenda and Notes	77
Resources	78

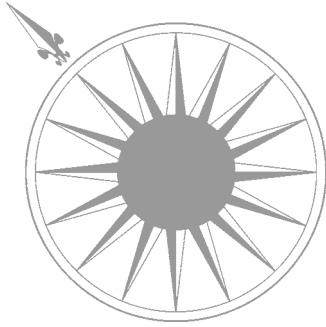


## **Worksheets**

Worksheet 1: <i>Defining Your Community</i>	11
Worksheet 2: <i>Social Climate Indicators</i>	13
Worksheet 3: <i>Community Safety Audit</i>	15
Worksheet 4: <i>Ranking the Issues</i>	17
Worksheet 5: <i>The Problem</i>	21
Worksheet 6: <i>Your Team's Goal</i>	24
Worksheet 7: <i>Choosing Your Project</i>	27
Worksheet 8: <i>Evaluating Your Service-learning Project</i>	30
Worksheet 9: <i>Steps To Make It Happen</i>	33
Worksheet 10: <i>The Road Ahead</i>	36
Worksheet 11: <i>Your Team's Talents</i>	41
Worksheet 12: <i>Whose Help Do You Need?</i>	42
Worksheet 13: <i>Contact Information</i>	43
Worksheet 14: <i>Materials and Services Needed for the Project</i>	46
Worksheet 15: <i>Your Budget</i>	47
Worksheet 16: <i>Making a Schedule for Your Project</i>	50
Worksheet 17: <i>Acting on Your Plan</i>	51
Worksheet 18: <i>Project Summary—What Your Project Accomplished</i>	55
Worksheet 19: <i>Follow-up Tasks</i>	58
Worksheet 20: <i>If You Were To Do This Project Again . . .</i>	60
Worksheet 21: <i>Your Reflections</i>	62
Worksheet 22: <i>Celebrations!</i>	64







## You Can Make a Difference

Crime and the fear of crime can isolate people; it can keep senior citizens in their homes, make children afraid to play outside, and discourage people from attending community activities. Empty streets encourage criminal activity, which means that more people stay home, and the cycle continues. But teens like you can make a difference through service-learning projects. In communities across the country, teens are taking action:

- Teens teach younger children how to deal with bullies and how to avoid bullying behavior themselves.
- Teens form school and neighborhood crime watches to report crime and to bring students and neighbors together to help one another.
- Teens hold poster or essay contests to teach other teens how to prevent crime.
- Teens from different parts of the community get together to help make all schools and neighborhoods safer.
- Teens write and perform plays, songs, and raps about preventing crime.
- Teens organize school activities that encourage students to reject alcohol, tobacco, and drugs.
- Teens learn conflict resolution techniques and teach them to others in order to resolve problems without violence.

These efforts have a big impact. Young children and teens learn what to do when they see someone being bullied or when they are being bullied. Arguments are resolved peacefully; kids stay away from drugs and alcohol; they learn how to report crimes and how to work with others in the community to prevent crime from occurring.

You can make a difference too. You can bring these results to your community. *Charting Success* can help you take action by doing a service-learning project that prevents crime, reduces the fear of crime, helps victims, or in some way makes your community a better and safer place to live. This workbook will help you plan a service-learning project that can make a difference.

## What Is a Service-learning Project?

Service-learning takes many forms, and service-learning projects are as varied as the teachers and students who do them and the schools and communities that support them. A service-learning project has three parts: service, linking, and learning.

- **Service:** The service addresses a real community need that you and your team have identified. Your service-learning project should solve a problem or help solve one.
- **Linking:** The service-learning project not only meets a real community need but also meets (“links to”) classroom goals. As you plan and carry out your service-learning project, your team’s adult instructor or advisor will help you make connections between classroom work and the “real-life” experience you will gain from doing your project.
- **Learning:** Reflection is important to service-learning. This means that you not only do the project, you also think about it. What did you learn in the course of the project? How does it connect to what you are learning in school? Did you learn any new skills? Did you learn problem-solving methods? If you are doing the service-learning project as part of *Community Works*, you can use the *Community Works* journal pages to help you think through what you are learning. Or you can keep your own journal, writing down thoughts that seem important. When you have completed your project, your journal notes can help you fill out Worksheet 21: *Your Reflections*. You may also want to refer to Worksheet 20: *If You Were To Do This Project Again . . .* for some thoughts about what you liked about the project and what you would do differently.

Why should you start a service-learning project to prevent crime in your community? Your school, county, or state may require a certain number of service-learning hours, but even if it doesn’t, starting a project can help you test roles you may want to take in the community as an adult. It can give you an understanding of how you fit into the community. It can give you a taste of what it means to volunteer your time, and in the process you are likely to discover talents and skills you didn’t know you had. Volunteering is an important part of what it means to be a responsible member of a community, and, besides, the experience of working with your friends, learning new skills, and seeing good results from your efforts is fun.

## How To Use This Book

*Charting Success* can be used as a stand-alone workbook and guide to planning and doing a service-learning project, or it can be used with the service-learning sessions in *Community Works* (Volume One, Sessions 9–11). As part of the Teens, Crime, and the Community (TCC) initiative, teens and adults become engaged in identifying places in their communities where crime or fear of crime has had an impact. Through the *Community Works* curriculum or in Youth Safety Corps (TCC’s club component), teens work with adults to address these concerns and to change things. These young people want to make a difference, and they do.

*Charting Success* uses the *Road Map* (page 3) as a guide to the process below:

1. **Identify the problem you want to address with your service-learning project.** What are some of the problems in the commu-

## Community Works Road Map

## Good Road Conditions

[illegible]

Problem to be addressed



# Activities

## Resources

## Bad Road Conditions

[illegible]

## Success (short-term)

## Success (long-term)



nity? What are some ways you might address those problems?

2. **Plan your service-learning project.** Brainstorm a list of activities you can do that would address the problem you selected. Narrow your activities down to one project. What specific changes should or could happen because of your project—how will you know if your efforts are successful? Identify the steps you need to do to carry out your project. Prepare for possible obstacles ahead (“bad road conditions”).
3. **Line up the resources you will need.** What talents do members of the team bring to the project? What other help do you need, such as additional volunteers, materials, services, and money?
4. **Act on your plan.**
5. **Evaluate and nurture your project; reflect on your service-learning experience; celebrate your successes.** How will you know if your project has been a success? What would have happened if you hadn’t done the project? What have you learned from doing the project? How can you honor, thank, and celebrate those who worked with you?

Throughout *Charting Success*, we have provided worksheets so that you can keep track of your team’s brainstorming sessions and decisions. Many of the worksheets are followed by filled-in samples. But remember, this is a workbook, not a textbook. It was written for you to use, not to study. If you already have a project in mind but need help in one area (such as how to get resources or how to evaluate your project), use only those portions that help you. Write notes in the margins, on the backs of pages, even on the cover. This is *your* book. Make it

work for you, your team, and your service-learning project.

## Need Assistance?

Contact the National Crime Prevention Council for additional assistance with service-learning projects, or consult the sources listed in “Resources” in the Appendices. Agencies and groups that work with and care about youth, including your local law enforcement agency, will be glad to work with you.

## Share Your Success

Teens involved in *Teens, Crime, and the Community* have been doing service-learning projects for years. The following pages list a few of the projects they’ve done. When you’ve completed your project or it is well under way, we’d like to hear about your experiences. What you’ve accomplished and what you’ve learned in the process can be of great benefit to other teens who are just beginning their efforts. Write to us at the address below:

National Crime Prevention Council  
1201 Connecticut Avenue, NW, Suite 200  
Washington, DC 20036  
202-466-6272  
tcc@ncpc.org

## What Teens Like You Have Already Done

Through *Teens, Crime, and the Community*, teens and adults have been working together to do service-learning projects for many years. Here are some projects they have done.

**Catalina Ventura K–8 School, Phoenix, AZ**

TCC students decided to address the problem of graffiti for their service-learning project. Students worked with local police and offered rewards to people who reported graffiti. Then students worked with the city parks department to get supplies to clean up the graffiti. They cleaned and painted over the vandalism. Since the students have become involved in the graffiti problem, graffiti offenses have dropped dramatically.

**Dakota Area Learning Center,  
Farmington, MN**

The students recently completed two service-learning projects, one around personal safety and the other on community relations. They created PSAs (public service announcements) that described things people could do to keep themselves safe, such as parking in well-lighted areas, walking with others at night, and learning self-defense techniques. Students wrote the scripts and filmed and edited the PSAs. To improve community relations, the students gave a picnic that brought students, teachers, community members, and local senior citizens together. More than 75 people came, and the students got to know many of the people in the community, and community members got to know and like the teens.

**Douglas County Health Department (FACT),  
Ava, MO**

TCC students held a Safety Tips Campaign. The teens wanted to reach preschool and early elementary schoolchildren (ages three to eight). They set up a booth at the Douglas County Health Fair where they fingerprinted the children and gave out identification booklets. TCC youth then designed banners featuring safety tips and presented the information to local

Head Start programs and students in kindergarten through third grade.

**Fort Campbell High School, Fort Campbell,  
KY**

TCC students at Fort Campbell High School learned about the causes, effects, and prevention of child abuse. They decided to make child abuse prevention the theme for a public service billboard they do every year. The billboard, which is sponsored by two local businesses, is located on the main highway in Fort Campbell, KY, and is seen by about 70,000 people during the month it is on display. The students used the slogan, “Love shouldn’t hurt.” They hosted a candlelight ceremony in honor and memory of abused children. The teens wrote poems for the ceremony, gathered and presented statistics on the issue, and invited guest speakers. They also arranged a reception.

**Garside Junior High School, Las Vegas, NV**

Students at Garside Junior High wanted to reduce graffiti and fighting in the school. They held a schoolwide contest to choose a crime prevention-related theme for the wall and organized a community night at the school. They invited students, teachers, parents, and community members to paint tiles to illustrate the theme. A professional tile installer helped the students construct a beautiful wall.

**Magnolia Junior High School Afterschool  
Initiative, Magnolia, TX**

TCC students at Magnolia decided to create a telephone directory of emergency numbers. They brainstormed which numbers to include, researched those numbers on the Internet, and created a laminated information page, which they distributed to all the students. The directory included numbers for city hall, the fire department, police department, library, recycling

center, animal control, rape crisis counseling, poison control, and social services referral hotline.

### **Monaco Middle School, Las Vegas, NV**

In order to bring the community together and to disseminate crime prevention tips, the students at Monaco Middle School organized a carnival for the school and the community. During the carnival, which had crime prevention game booths, students and members of the community worked on a quilt in memory of victims of crime. The following year the carnival included a local radio broadcast in Spanish; a display by Mothers Against Violence; a community calendar with crime prevention tips, sponsored by business partners; and more participation from school clubs. The TCC youth at the school were involved in planning and holding the carnivals, which were a huge success, attracting more than 3,000 participants.

### **Picacho Middle School, Las Cruces, NM**

When students were given an assignment—to discuss problems at home or school that made it hard for them to be successful in school—many told stories of violence in the home, difficulties with English as a second language, problems with bullies, drug and alcohol abuse, racism, and learning difficulties. The TCC students decided to do a service-learning project based on some of these stories and to use the stories to teach respect, fairness, caring, etc. They developed 25 stories, wrote scripts for them, and practiced for four weeks. Then they held a performance for middle school students, charging a dollar admission. They raised \$600 for La Casa, a shelter for battered women and children.

### **Winfield-Mt. Union School, Winfield, IA**

Youth Safety Corps students decided to “bullyproof” the seventh graders at Winfield-Mt. Union. After doing a survey of the types of bullying at the school, they created four 90-minute

programs to present to the seventh-grade students. The programs taught students what bullying is and what they can do about it.

## **Getting Started: Things To Remember**

Good leadership and effective decision making are keys to planning and doing a successful service-learning project.

### **Good Leadership: A Key to Success**

Whether your group chooses one leader or each member takes a turn, these tips on good leadership will help:

- Let group members be involved in the project from beginning to end. Make them responsible.
- Share leadership roles with other group members.
- Let group members take charge, and be supportive when they do so.
- Allow group members to have a say in final decisions whenever possible. If all team members have participated in making the decision, they are more likely to be enthusiastic about the project than if the leader makes the decision for them.
- After brainstorming and deciding on tasks, find creative ways to get everyone to follow through.
- As the project develops, choose others who will lead by example.
- Be sure to get a good mix of people involved in the project.
- Have the courage to let fellow group members make mistakes without trying to tell them what to do.

### **Communication**

- Stay in touch with all participants.
- Encourage group members to share chal-



lenges as well as successes.

- When a disagreement occurs, help group members sit down and talk out the problem.
- Don't take over discussions. Talk with other group members, and encourage them to lead some discussions.

## Meetings

- Have an agenda.
- Start and end on time.
- Serve food.
- Help plan fun activities as part of the meeting.
- Help group members stay organized, and make sure everyone leaves with a "to do" list.

It is not easy to be a good leader, but you will find that the more leadership experience you have, the better a leader you will be. The list below outlines what participants expect from a good leader.

### A good leader

- Listens
- Is open to all suggestions, trusts other team members, is cooperative
- Provides information
- Respects everyone at all times
- Provides different ideas and encourages new ones
- Does not try to force people to change
- Prevents trashing among participants and between participants and leader
- Recognizes that small steps or tasks are important and need to be encouraged
- Believes that all team members are doing the best they can
- Is prepared with resources if they are needed and requested

- Accepts that mistakes will happen and is willing to risk and learn from them
- Lets other teens take on leadership roles, positions, and responsibilities
- Rewards accomplishments and success
- Talks from the heart

## Effective Decision Making: A Team Effort

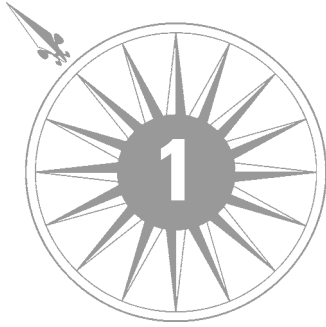
In order to plan, design, and carry out your service-learning project, you and your team members need to decide how decisions will be made. Different situations require different decision-making methods. Less important decisions ("what day shall we meet?") can be made by voting and majority rule (the group accepts the choice that receives the most votes). But when important decisions are made by voting ("what project shall we do?"), the people who don't agree with the decision will probably not be enthusiastic. In fact, they may even drop out altogether.

For important decisions that will affect all members of the group, you will probably want to come to a group decision through consensus. This means that the group as a whole agrees on the decision. Everyone is fully involved in a decision made by consensus. All team members get a chance to talk and to be heard, and the decision is not made unless everyone agrees with it. It's important that no one person control the discussion—not even the leader—so that everyone is able to speak and be heard. In this way, the decision can be one that everyone accepts and supports.

If your team members have never worked together, you may want to begin with one of the teambuilding activities described in the Appendices.







# Identifying the Problem To Be Addressed

*The Road Map is a handy guide for clearly laying out your service-learning project idea. The first step in completing the Road Map is to determine the problem your service-learning project will address. You and your team will want to select a project that meets a real community need. The worksheets in this section will help you do that.*



## Finding a Focus for Your Service-learning Project

Begin by defining your community and the people in it on Worksheet 1 on the next page. Here are some questions to discuss as you and your team work through the worksheet.

Will the service-learning project focus on your school, a community center, your town as a whole? How do you describe the community you intend to deal with? If it is your school, do you mean the school building only? Will you include the school grounds, school activities, school buses? If it is your neighborhood, will you include the people who work there but don't live there?

What groups of people and what physical characteristics and objects are found in your community? For example, if your community is "school," you might include students, teachers, administrators, classrooms, athletic fields, labs and workshops, and grounds. If your community is a neighborhood, consider business owners, residents, specific ethnic groups, children, streets, houses, apartment buildings, the community center, and persons with limited mobility who use canes or walkers or specially equipped cars. You may need to add categories of people or groups in your neighborhood that aren't on the list. Once you and your team have completed Worksheet 1, you will have a better idea of who your target audience is—that is, who your project is aimed at.

How do members of the community define or describe themselves? Who are the leaders and communicators in this community? These are the people whose support you will need. Are there any groups that are key to leadership and communication? In a school, these would probably include the principal, teachers, student council members, top athletes, and club presidents. In the neighborhood, leaders include the president of the neighborhood association, chief of police, clergy and other religious leaders, owner and editor of the local newspaper, head of the women's club, and representatives from the local transportation department.



# Defining Your Community

Answer the following questions to define your community's location and population. Complete this worksheet with all the members of your team.

1. Circle the word below that describes your community.

School      Community center      Neighborhood      Town/city      Other \_\_\_\_\_

2. Below is a list of the types of people who may be part of your community. Circle the groups that you want to target through your service project.

Children (0–12 years old)	Parents	Government officials
Teens (13–18 years old)	Teachers	Business owners
College students	Law enforcement officers	New Americans (immigrants and refugees)
Adults	Social service staff	Other _____
Seniors (65+ years old)		

3. What ethnicities are represented in your community?

---



---



---



---

4. What other populations live in your community?

---



---



---



---



## Social Climate

Now consider the “social climate” of your community. “Social climate” is how people behave and how they treat one another. Understanding the social climate of your community will help your team identify the important issues and problems. Are senior citizens respected and consulted when decisions are being made? Do children feel free to go to neighbors for help? Or is there drug use, graffiti, or auto theft? Do people stay home at night because they are afraid to go out?

Before you begin to identify problems on Worksheet 2, check out some sources that will help you understand what’s going on in your community. The following sources may be helpful:

- Planning reports from zoning, health, building, and other local agencies or from regional planning groups
- Newspaper articles, especially those in local weeklies or in school newspapers
- Police records on crimes or disturbances reported in the area
- School records—security, disciplinary, vandalism (repair and maintenance), among others
- Interviews with key leaders
- Surveys of the community conducted by others
- Your own survey (see “Checklist for Surveys” in the Appendices for guidelines on developing a survey)

## Social Climate Indicators

Rate the following safety issues according to your experiences, observations, and other sources of information you have consulted. Circle **1** if you think the issue is not a problem in your community. Circle **5** if you think the issue is a big problem in your community. Circle the numbers in between depending on how important you think the issue is. Complete this handout individually; then discuss your thoughts with your team members. If there is enough time, hand out this survey to other youth in your community, and discuss which issues received high scores by the most people. For additional resources, see the Appendices. "School Survey on Crime and Crime Prevention" is a more extensive survey of school climate indicators. "Checklist for Surveys" provides guidance if you and your team want to develop your own survey.

Physical bullying (hitting, threatening) occurs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Social bullying (spreading rumors, excluding from social groups) occurs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Drugs, cigarettes, and alcohol are used by community members.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Guns and other weapons are present.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Fights occur in our community.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Statements about others are based on race, religion, ethnicity, sexual orientation, or ability.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unwanted sexual comments are made; sexual harassment occurs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Property is stolen or vandalized.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There are gangs in our community.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The code of conduct is not enforced firmly or fairly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Threats to the school or individuals are not reported to authorities.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Dating violence occurs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



## Community Safety

Worksheet 3: *Community Safety Audit* can be used in two ways. Perhaps you have already identified an area you believe is a problem in your community. In that case, you can visit that location to do a safety audit. This will give you some insight on the specific problems. If you haven't identified a specific area, your team may want to do several safety audits in different locations. One team member might do a safety audit of the community center; another might audit the downtown business area; a third might audit your school. For a more extensive school safety audit, see "School Safety Audit" in the Appendices.

This audit has to do with how safe the building is, inside and outside—can strangers get inside the building without being noticed? Do bushes provide hiding places? Do visitors have to sign in and wear ID tags? Is the lighting adequate?

Not all of the items on the safety audit will apply to all locations, and you may want to add additional items when you audit your particular site.

## Community Safety Audit

This audit will help you identify physical safety concerns in a specific place in your community. Fill out this worksheet by visiting the location you want to audit. Other team members may be auditing other locations at the same time. Some statements have been provided to help you start thinking about physical safety issues; not all may apply to your location. Add any items you feel are important to your location.

Rate each item as follows:

- Place a **✓** in the Yes box if strong evidence of element exists.
- Place a **✓–** in the Yes box if element exists but needs to be strengthened.
- Place an **X** in the No box if element does not exist.
- Place an **NA** in the No box if the element is not applicable to the location you are auditing.

Note the specific problems in the last column.

Complete this worksheet individually, and then share the results with your team. ("School Safety Audit" in the Appendices is a more extensive version of a safety audit.)

	Yes	No	Problems
Entrances and exits are clearly marked.			
Locks are used to secure the area when appropriate.			
People can enter only through one door; signs are posted indicating that visitors must check in.			
The area is monitored.			
There is a clear line of sight across the area and no blind spots.			
Signs display the area's name.			
The area is free from trash, graffiti.			
The area is in good repair.			
The area is in a drug-free, gun-free, alcohol-free zone.			
The area can be used for its intended purpose.			



## Your Community's Safety Concerns

Once you have examined the physical and social concerns in your community (and any other safety issues you believe are important that were not included on the social climate survey or the safety audit), meet with your team to decide which problem will be the focus of your service-learning project. Use the worksheet on the next page to record and rank the issues you identified. Then follow the decision-making procedure your team selected to come to agreement on the issue your team will address. For an important decision such as this one, it is best to make the decision by consensus. In consensus decision making, everyone has a chance to talk and be heard. The team weighs the pros and cons of addressing the different issues, ranks the issues, and thoughtfully comes to a decision that everyone agrees to. This may take more time than voting, but it means that everyone understands and accepts the decision.

Once your team has decided which issue to focus on, record this as the “Problem To Be Addressed” on the *Road Map*.



# Ranking the Issues

In the spaces below, write any safety issues you found in your social climate survey or your safety audit. Also list any other issues that you found through your own surveys or other sources. Work with your team to complete this portion.

Working individually, number each of the issues you have identified according to its importance, with **1** being the most important.

Share your rankings with your team, and decide which issue is most important to your team. Write the issue your team selects at the bottom of this worksheet. This is the issue you will write on the Road Map as the “Problem To Be Addressed.”

**Social Safety Issues** List any issues that received a **4** or **5** on your social climate survey (Worksheet 2).

_____	Rank _____
_____	Rank _____
_____	Rank _____

**Physical Safety Issues** List any items that received a **✓**— or an **X** on your community safety audit (Worksheet 3).

_____	Rank _____
_____	Rank _____
_____	Rank _____

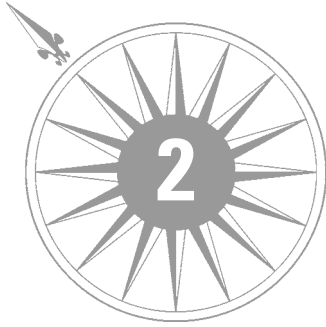
**Other Safety Issues** List any other issues that you feel should be addressed to improve safety in your community.

_____	Rank _____
_____	Rank _____
_____	Rank _____

**The issue our team will address (“Problem To Be Addressed” on the *Road Map*) is**

\_\_\_\_\_





## Planning Your Service-learning Project

*Now that your team has identified the problem to be addressed, you need to determine what sort of service-learning project you will do. In order for your project to make the most impact, it should respond to the factors that contribute to the problem.*



## Describing the Problem

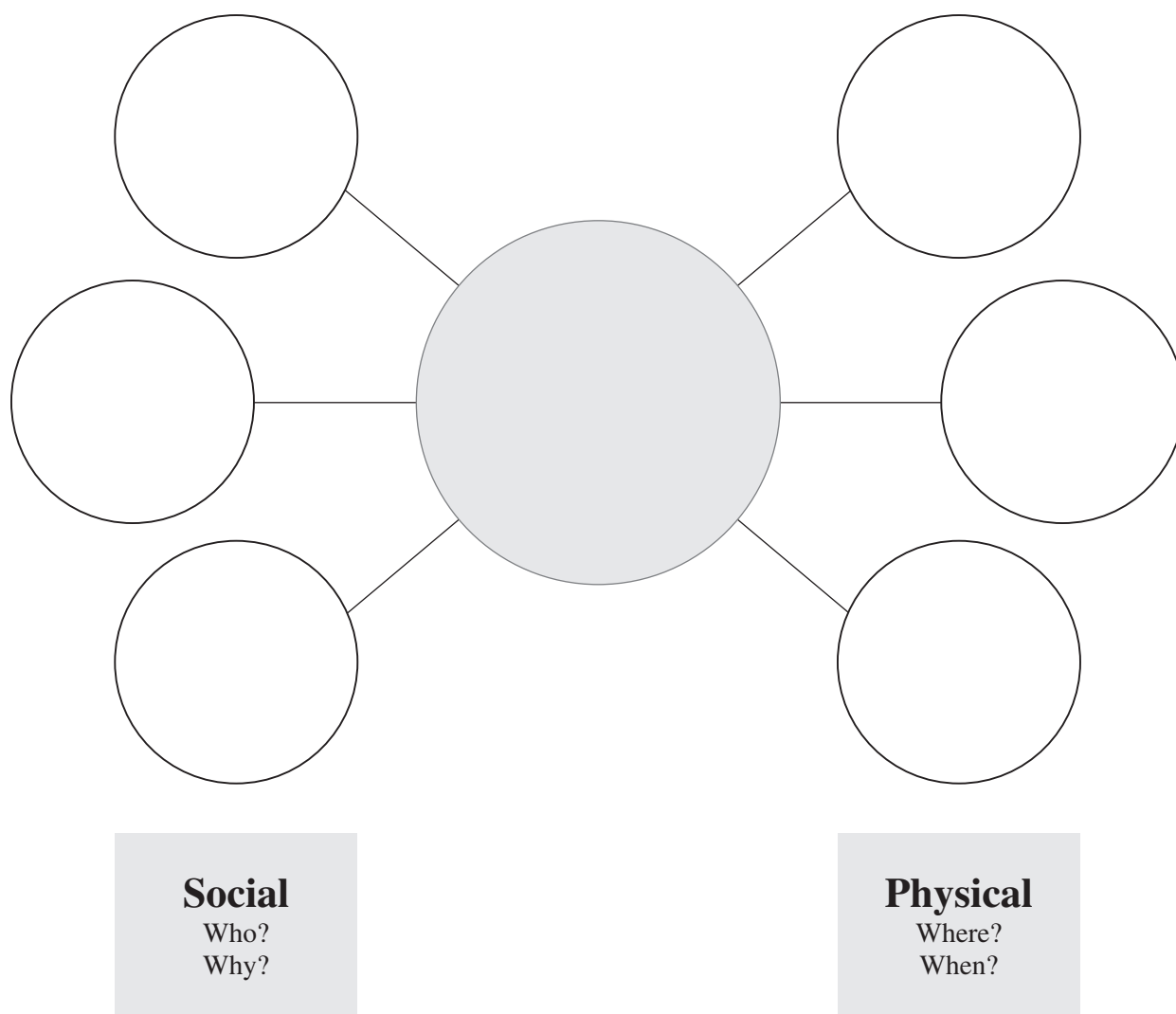
In this section you will look more closely at the problem you have chosen to address. Until you understand the problem, you will not be able to determine the activities that could address it. Using Worksheet 5: *The Problem*, determine who is involved in the problem and where and when it happens. This will create a web showing the current conditions related to the problem. (See Sample Worksheet 5 for an example of how to use this form.)

When you have filled in the worksheet, you will know more about the causes and effects of the community problem, and you will be ready to brainstorm ways to address it.

## The Problem

Refer to Worksheet 4: *Ranking the Issues*. In the center of the web, write the problem your team has decided to address.

Think about what you know about the problem in your community. What exactly is happening? Where and when is it happening? (These are *physical aspects* of the problem.) Who is involved? Why do you think it occurs? (These are *social aspects* of the issue.) Write the answers to these questions and any other ideas you have. The more you know about the problem, the more ideas you will have about how to address it. Add as many lines and circles to the web as you need.

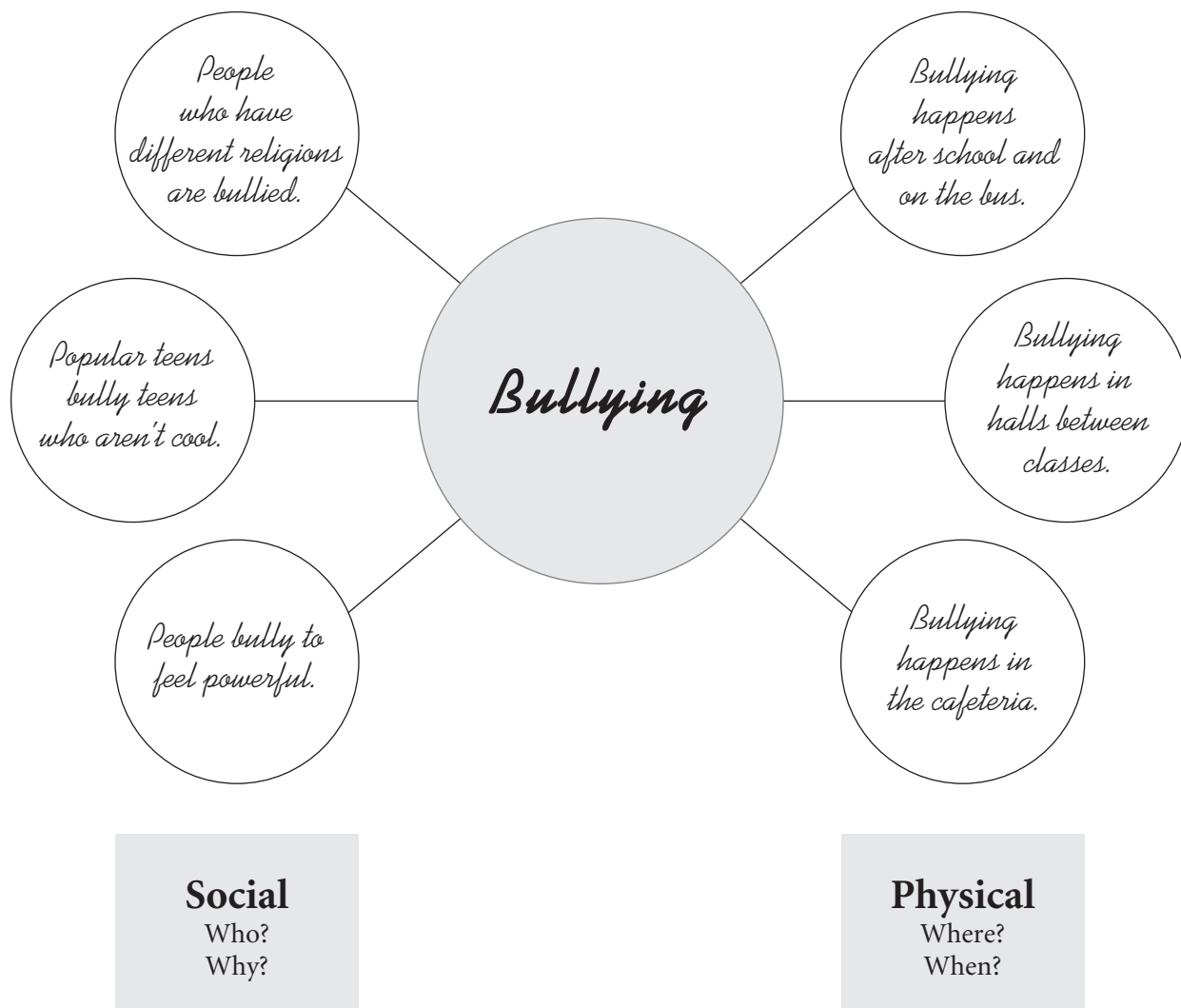




## The Problem

Refer to Worksheet 4: *Ranking the Issues*. In the center of the web, write the problem your team has decided to address.

Think about what you know about the problem in your community. What exactly is happening? Where and when is it happening? (These are physical aspects of the problem.) Who is involved? Why do you think it occurs? (These are social aspects of the issue.) Write the answers to these questions and any other ideas you have. The more you know about the problem, the more ideas you will have about how to address it. Add as many lines and circles to the web as you need.





## Developing the Goal

Next you will determine your goal. A goal is an end result—what you want to happen as a result of your project. If your project is successful, what will that look like? How will you know that you have solved the problem? Will youth know more about underage drinking? Will you have cleaned up the graffiti in a local park? Will you have helped teens get along with each other and decreased the amount of bullying at school?

Look at Worksheet 5: *The Problem*. Think about how you want things to change. What would your community look like if this problem were solved? The sample worksheet gives some ideas on how a bullying problem might be solved. Working individually, fill out Worksheet 6: *Your Team's Goal*, and then work with your team to brainstorm more ideas. Finally, develop a goal by consensus, and write it on the *Road Map* under “Success.” Note that there are two boxes for success: one for short-term success and one for long-term success. For example, if bullying is the problem, your short-term goal might be to prevent or reduce bullying, and your long-term goal would be to educate students to get along with one another and accept people who are different. When these goals are accomplished, you will know that your service-learning project has been successful.

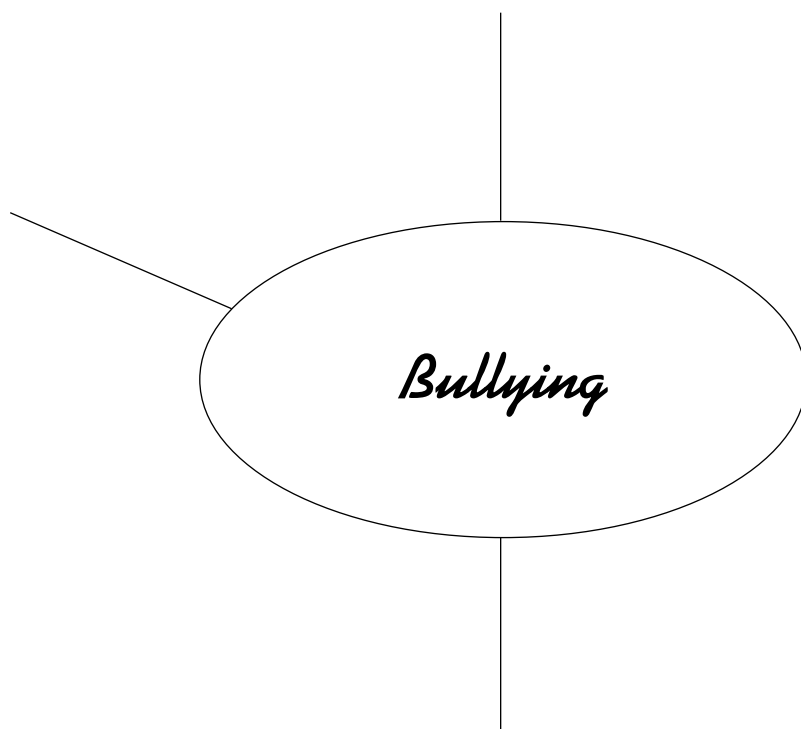


## Your Team's Goal

Refer to Worksheet 5: *The Problem*. This worksheet gives you a picture of the current situation.

Think about how you would like to improve the situation. How would the current conditions change? How would people behave? What would your community look like? Write these ideas on the web below. Complete this part individually, and then share your ideas with your team.

Write a statement that summarizes how your community would be safer if the problem were resolved. This is your goal. Develop your goal with your team, breaking it down to short-term (immediate results) and long-term (long-term results) if appropriate. Write these in the "Success" boxes of the *Road Map*.



Our goal:

---

---

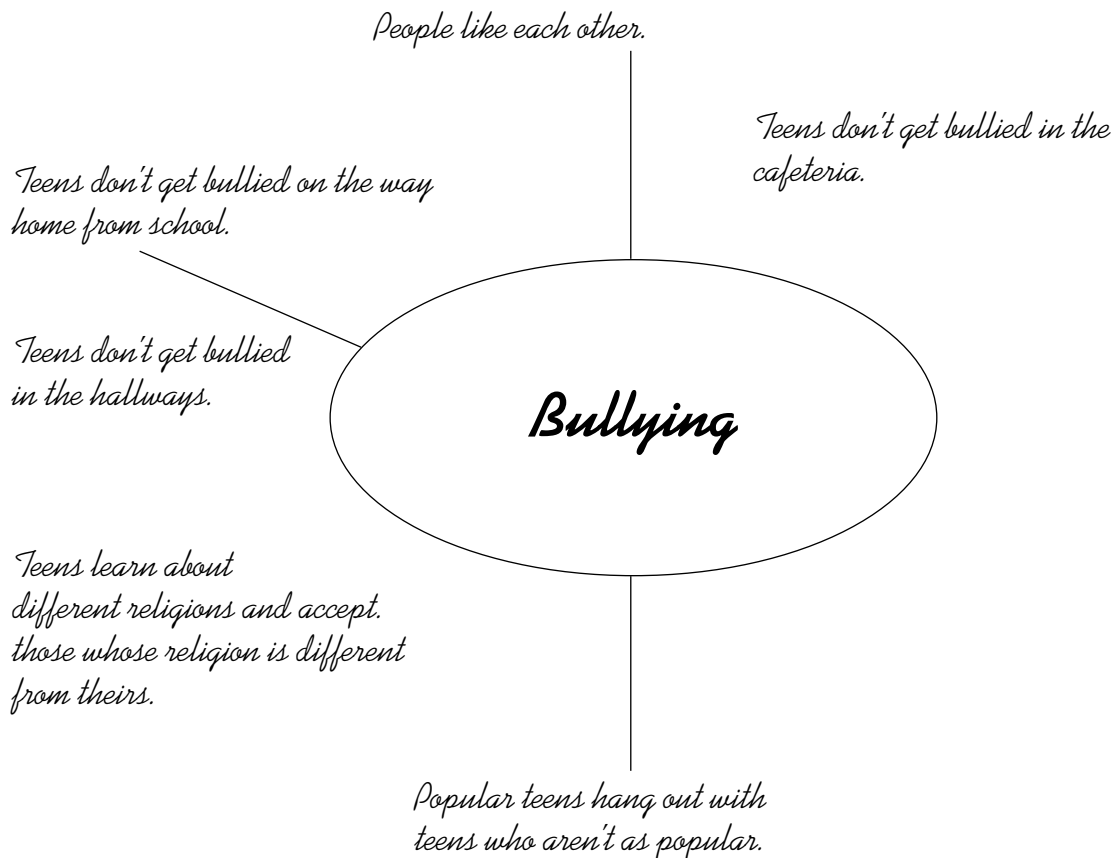


## Your Team's Goal

Refer to Worksheet 5: *The Problem*. This worksheet gives you a picture of the current situation.

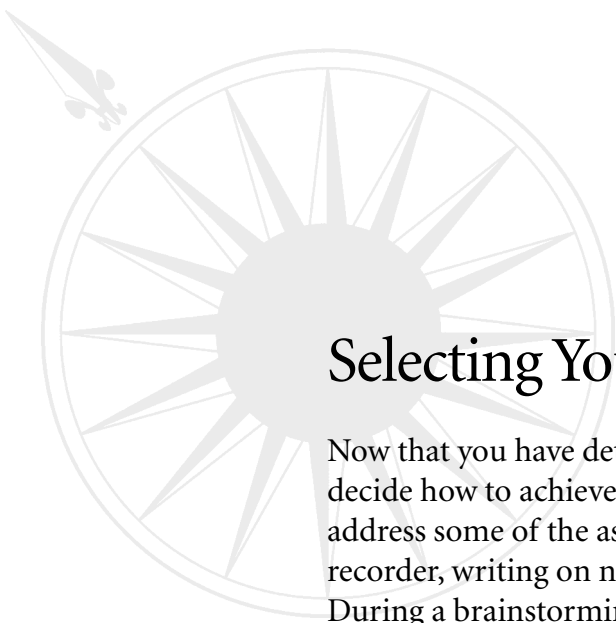
Think about how you would like to improve the situation. How would the current conditions change? How would people behave? What would your community look like? Write these ideas on the web below. Complete this part individually, and then share your ideas with your team.

Write a statement that summarizes how your community would be safer if the problem were resolved. This is your goal. Develop your goal with your team, breaking it down to short-term (immediate results) and long-term (long-term results) if appropriate. Write these in the "Success" boxes of the *Road Map*.



Our goal:

*There will be less bullying (short-term), and teens will get along with one another (long-term).*



## Selecting Your Service-learning Project

Now that you have determined your goal (short- and long-term), you need to decide how to achieve it. Work with your team to brainstorm activities to address some of the aspects you listed on your web. One person should be the recorder, writing on newsprint or a chalkboard every activity that is suggested. During a brainstorming session, no judging or evaluating of ideas is permitted, and everyone should be encouraged to participate. Team members should be encouraged to build on or modify the ideas of others. In brainstorming, you want to suggest as many activities as possible. If the flow of ideas is slow, refer to “101 Ideas for Service-learning Projects” in the Appendices. Once your team has listed enough ideas, you can begin to evaluate them. When the team has narrowed the list to three or four activities, write these on Worksheet 7: *Choosing Your Project* and in the “Activities” box on the *Road Map*.

Now is the time to use consensus decision making to select the idea that will be the team’s service-learning project. Put a star beside the project your group chooses.

This is your service-learning project. It’s what you plan to do in order to reach your goal.



## Choosing Your Project

Refer to Worksheet 6: *Your Team's Goal*, and write what your team decided in the space below.

Refer to Worksheet 5: *The Problem*. Working as a team, brainstorm activities you could do that would change some of the aspects you listed on your web. Discuss the suggestions with your team, and select the three or four best ones. Write these on the lines below and in the "Activities" box on the *Road Map*. Work together to come to a consensus about which activity your team will pursue as a service-learning project. Place a star next to that activity on this worksheet.

Review the questions at the bottom of the worksheet to verify that your service-learning project is clearly stated and realistic. If your team answered no to any of the questions, revisit your project ideas and develop a more clearly stated objective. If the team answered yes to all the questions, put a star next to that project on the *Road Map*.

Our team's goal: \_\_\_\_\_

Activities we could do that would impact aspects of our safety issue and help us achieve our goal:

---



---



---



---

Answer the following questions about your team's project:

Does our entire team agree with what we want to do? YES ☐ NO ☐

Have we clearly stated our project so that someone unfamiliar with our team would understand what we want to do? YES ☐ NO ☐

Can we realistically accomplish this project? YES ☐ NO ☐

Is there a defined ending point (will we know when we have completed our project and achieved our goal)? YES ☐ NO ☐



## Choosing Your Project

Refer to Worksheet 6: *Your Team's Goal*, and write what your team decided in the space below.

Refer to Worksheet 5: *The Problem*. Working as a team, brainstorm activities you could do that would change some of the aspects you listed on your web. Discuss the suggestions with your team, and select the three or four best ones. Write these on the lines below and in the "Activities" box on the *Road Map*. Work together to come to a consensus about which activity your team will pursue as a service-learning project. Place a star next to that activity on this worksheet.

Review the questions at the bottom of the worksheet to verify that your service-learning project is clearly stated and realistic. If your team answered no to any of the questions, revisit your project ideas and develop a more clearly stated objective. If the team answered yes to all the questions, put a star next to that project on the *Road Map*.

Our team's goal: There will be less bullying, and teens will get along with one another.

Activities we could do that would impact aspects of our safety issue and help us achieve our goal:

Have teachers, students monitor the halls between classes.

Hold an event so that teens from different social circles can meet, hang out.

Develop a presentation on how to deal with teens who bully others from different religions; present it to seventh graders.

Answer the following questions about your team's project:

Does our entire team agree with what we want to do?

YES ☒ NO ☐

Have we clearly stated our project so that someone unfamiliar with our team would understand what we want to do?

YES ☒ NO ☐

Can we realistically accomplish this project?

YES ☒ NO ☐

Is there a defined ending point (will we know when we have completed our project and achieved our goal)?

YES ☒ NO ☐



## Evaluation: What Does Success Look Like?

It may seem strange to be discussing how you will evaluate your project before you have even begun to do it, but planning to evaluate helps you think about what you want to do. Evaluation asks how you will know if your project has succeeded. Evaluation helps you translate your goal into specifics. (“We don’t just want things to be better—we want them to be better in a specific way.”)

Work with your team to complete Worksheet 8: *Evaluating Your Service-learning Project*. Don’t wait until you have completed your project to begin evaluating. As you and your team work on the project, refer to this worksheet to see if you are doing what you intended to do. This will help you keep your goal in sight at all times and prevent the team from being sidetracked. This is how you will know what impact your efforts are having and whether or not the project is accomplishing your goal.



## Evaluating Your Service-learning Project

Think about the impact you want your project to have and how you can measure that impact. Use the questions below as a guide; not all may apply to your project. Recording your goal at the top of the form will help you if you need to develop your own questions. Summarize this information in the “Success” boxes on the *Road Map* under the short- and long-term goals. Complete this worksheet with your team.

Your goal: \_\_\_\_\_

Whom will your project reach?

\_\_\_\_\_

How can you document how many people you reach?

\_\_\_\_\_

What do you want people to learn?

\_\_\_\_\_

What questions could you ask to see if they have learned this information?

\_\_\_\_\_

How do you want to change the physical appearance of your community?

\_\_\_\_\_

How can you record the appearance before and after your project?

\_\_\_\_\_

What action do you want people to take as a result of your project?

\_\_\_\_\_

How can you find out if they are taking this action?

\_\_\_\_\_

## Evaluating Your Service-learning Project

Think about the impact you want your project to have and how you can measure that impact. Use the questions below as a guide; not all may apply to your project. Recording your goal at the top of the form will help you if you need to develop your own questions. Summarize this information in the "Success" boxes on the *Road Map* under the short- and long-term goals. Complete this worksheet with your team.

Your goal: *There will be less bullying, and teens will get along with one another.*

Whom will your project reach?

*Seventh-grade students*

How can you document how many people you reach?

*Take attendance at presentations; write down who is present*

What do you want people to learn?

*If you are being bullied or see someone else being bullied because of his or her religion, you should tell an adult.*

What questions could you ask to see if they have learned this information?

*What would you do if you see someone being bullied because of his or her religion?*

How do you want to change the physical appearance of your community?

*N/A*

How can you record the appearance before and after your project?

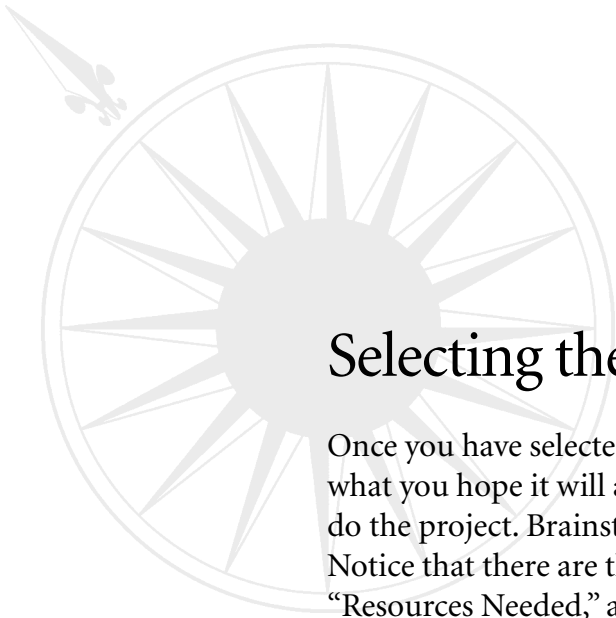
*N/A*

What action do you want people to take as a result of your project?

*Report bullying to teachers.*

How can you find out if they are taking this action?

*Survey teachers to find out if teens are reporting bullying to them.*



## Selecting the “Steps To Make It Happen”

Once you have selected your service-learning project and you have described what you hope it will accomplish, your team needs to develop steps (tasks) to do the project. Brainstorm with your team to list the steps on Worksheet 9. Notice that there are three additional columns, “People Who Can Help,” “Resources Needed,” and “Expected Completion Date.” Once you have filled in these three columns, you will have an outline and a plan for your service-learning project.



## Steps To Make It Happen

Complete this worksheet as a team. Write your service-learning project in the box below (from Worksheet 7: *Choosing Your Project*).

Think about the steps you need to take to complete the project, and write those tasks in the "Step" column. As you fill in the rest of the chart, think about who can help with each step, what resources you will need, and when you expect to finish the task.

Write down the resources you will need to do these steps. (Attach a sheet of paper if you need more room.) These resources are your "wish list." Add this list to the *Road Map* in the "Resources" box.

**Project** \_\_\_\_\_

Step	People Who Can Help	Resources Needed	Expected Completion Date



## Steps To Make It Happen

Complete this worksheet as a team. Write your service-learning project in the box below (from Worksheet 7: *Choosing Your Project*).

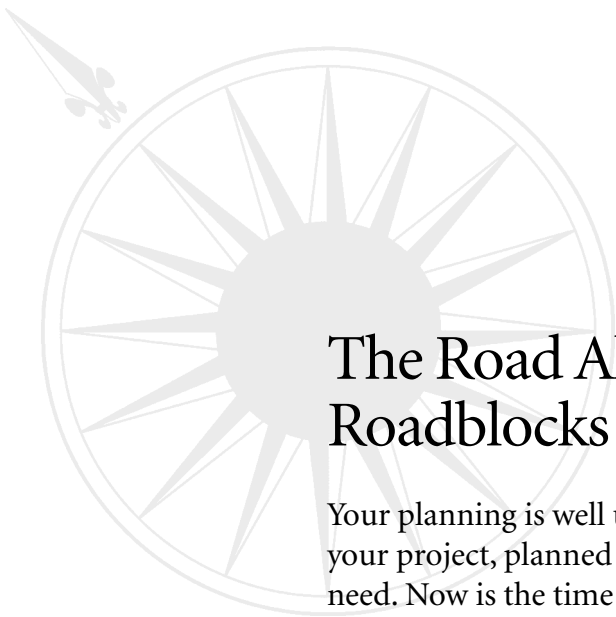
Think about the steps you need to take to complete the project, and write those tasks in the “Step” column. As you fill in the rest of the chart, think about who can help with each step, what resources you will need, and when you expect to finish the task.

Write down the resources you will need to do these steps. (Attach a sheet of paper if you need more room.) These resources are your “wish list.” Add this list to the *Road Map* in the “Resources” box.

**Project** \_\_\_\_\_

*Develop a presentation on how to deal with teens who bully others from different religions. Present it to seventh-grade classes.*

Step	People Who Can Help	Resources Needed	Expected Completion Date
<i>Research bullying facts and ways to prevent bullying based on religion</i>	<i>Our advisor, Mrs. Johnson; Officer Brown; Katie; Matthew; Dwayne; Jenna</i>	<i>Computer, Internet, books, and articles for research</i>	<i>November 1</i>
<i>Survey students to see what they know about bullying others based on their religion</i>	<i>Mr. Swanson—math teacher; Ben; Damon; Annette; Jose; Tamika</i>	<i>Paper Copier machine to make copies for each student</i>	<i>November 5</i>
<i>Develop a presentation for all seventh-grade classes</i>	<i>Mrs. Johnson; Officer Brown; David; Becca; Melissa; Monica</i>	<i>Bullying facts Ideas for games and activities</i>	<i>December 1</i>
<i>Present to classes</i>	<i>All students involved in the project planning</i>	<i>Poster paper for charts Markers, handouts Other assorted supplies</i>	<i>December 15</i>



## The Road Ahead: Roadblocks or Smooth Driving?

Your planning is well under way now. You have determined your goal, selected your project, planned steps to accomplish it, and listed the resources you will need. Now is the time to survey the road ahead. When you take a trip by car, you know that you can't always predict the weather, the traffic, and the road conditions. But it's a good idea to think about what you will need for a smooth trip and what obstacles you may run into.

“Good road conditions” are the things that will help your team do the steps of your service-learning project (the community is enthusiastic about it, businesses have agreed to donate supplies, you have lots of talented people on your team, etc.). “Bad road conditions” make the project more difficult (a group within the community opposes the project, the weather is bad, everything costs more than you had anticipated, etc.).

If you can look down the road and see that the steps you plan may meet with obstacles, write those down under “Bad Road Conditions” on the worksheet on the next page. Brainstorm with your team how you will deal with those bad road conditions. For example, you can overcome the opposition of a group within the community by holding a meeting to explain why you are doing the project and to address any concerns.

Now consider the conditions within the community that will create good road conditions for your service-learning project. Write these down also, and brainstorm with the team how you can take advantage of these conditions. For example, if the community is enthusiastic about your project, you can sign up volunteers, involve people in fundraising efforts, and enlist them to promote the project to others.

When you have done this for each step you have planned, summarize the information on the left side of the *Road Map*.



## The Road Ahead

Write down each step you have planned and any “bad road conditions” that may block your progress. Then brainstorm ways to overcome these obstacles. Write down “good road conditions” and how you plan to take advantage of these.

Step	Bad Road Conditions	Overcoming the Obstacle

Step	Good Road Conditions	Taking Advantage of This Condition

## The Road Ahead

Write down each step you have planned and any “bad road conditions” that may block your progress. Then brainstorm ways to overcome these obstacles. Write down “good road conditions” and how you plan to take advantage of these.

Step	Bad Road Conditions	Overcoming the Obstacle
<i>Survey students about bullying</i>	<i>Students do not return surveys.</i>	<i>Every student who returns the survey gets a lollipop.</i>

Step	Good Road Conditions	Taking Advantage of This Condition
<i>Make presentations to seventh-grade classes about bullying prevention techniques.</i>	<i>Seventh-grade teachers are excited about having you present in their classes.</i>	<i>Ask sixth-grade teachers if you can present to their classes also</i>





## Lining Up Resources

*Use Worksheet 9 to review the steps you have planned and the resources you will need to accomplish them. Resources include people, materials, services, and money.*



## People: The Most Important Resource

People are your most important resource. First consider the people who are already involved in the project—the people on your team (teens and your adult instructor or advisor) and anyone else who has agreed to participate. Everyone involved should fill out Worksheet 11: *Your Team's Talents*, which will help you keep track of what the people on your team can do. You and your team can use this worksheet to decide whether you need to recruit other people (teens or adults) who have skills that your team does not possess. Then brainstorm to fill out Worksheet 12: *Whose Help Do You Need?*

When you have completed these worksheets, make sure that everyone has a correct and complete copy of Worksheet 13: *Contact Information*. This is very important, not only for keeping in touch with other participants but also for keeping track of who is doing what.



## Your Team's Talents

Complete the first two columns in the chart below. Place a check in the box if you possess that skill or if you would like to learn that skill. Complete this part individually.

Share with your team members the skills you have and those you would like to learn. As team members share this information, write their names in the last columns to indicate the skills they have or would like to learn.

Skill	I have these skills	I would like to learn these skills	Team members who have this skill	Team members who would like to learn this skill
Recruiting others to participate (talking to other teens, making phone calls, encouraging participation)				
Keeping records (taking minutes, filling out forms)				
Organizing special events (coordinating time and place, ordering food and supplies)				
Presenting to adults (talking to school administrators, parents, the media about the project)				
Presenting to other teens (talking to other youth about the project, teaching information)				
Writing (writing brochures, skits, press releases)				
Researching (conducting research online or at the library, collecting information from organizations)				
Using computers, other technology (using design programs, digital cameras, other software)				
Managing budget (keeping track of expenses, fundraising)				
Creating works of art (designing posters, singing, taking photographs, acting)				
Other (playing sports, building things, cooking, etc.)				



## Whose Help Do You Need?

Think about your service-learning project and the steps you have listed on Worksheet 9. Write down the skills your team will need to do the project. Refer to Worksheet 11: *Your Team's Talents*, and put a checkmark in the column below labeled "Do we have this skill?" for each skill that can be provided by a team member. Complete this as a group.

Think about people who can provide the skills that team members don't have. Maybe you know a student, teacher, or other adult who can provide that skill. Write his or her name in the last column.

Think about other groups in your community that may be interested in helping you with your project. These could be clubs, schools, organizations, or businesses. Write your ideas on the lines provided below the chart.

Skill	Do we have this skill	Who could provide this skill for us?

These groups may be interested in working with us on our project:

---

---

---

---

## Contact Information

List below all the people and groups working on your service-learning project. Record their contact information (address, phone numbers, email addresses), and note what their roles or responsibilities are. Complete this worksheet as a team.

Name	Contact Information	Role/Responsibilities



## Materials, Services, and Money

Once you know who will be involved in your service-learning project, you need to make sure that the participants will have the resources they need to complete the project. This means materials, services, and money. Refer to the “wish list” of needed resources you and your team developed and listed in the “Resources” box on the *Road Map*. Plan how you will obtain these resources by brainstorming with team members to fill out Worksheet 14: *Materials and Services Needed for the Project*.

If you believe that your team will not be able to obtain many of the items on your wish list, you may need to modify your project so that you can accomplish it with the resources you do have. But don’t give up too easily! There are many ways to extend your resources. For example, be sure to contact people who share your interests and goals. If your project is to clean up a park, contact everybody who has an interest in the park—parents whose children play there, teens who skateboard there, retired people who sit on park benches, hikers who use the trails, etc. They may be willing to give money or materials. Be sure to tell your parents and your friends, and encourage them to spread the word to others who might want to help. Plan to approach businesses about lending or donating tools and materials. After all, *everybody* benefits from a safer community!

Now it’s time to use Worksheet 15: *Your Budget* to figure out if you will need to raise money to finish your project. If this is the case, be prepared to ask for donations. Work with your team members to develop an explanation of your project in 25 words or less. This will ensure that everyone is thinking about and describing the same project. Now take turns with your team members and practice asking for help. If you have never done any fundraising before, this will give you confidence. Here are some additional tips to help you get support for your project, whether in dollars or materials.

- People give to people, not programs. Take time to research every potential donor so you can explain why help is needed and why this particular donor should be interested in your project. Establish something you have in common with him or her and explain how real people will benefit.
- Remember to think locally. People are more likely to be enthusiastic about a project in their own neighborhood or community.
- Ask in person, not with a letter, but follow up with written material and a written request.
- Know what you are asking for. Do you need money, equipment, space, a bus, a public address system, or an endorsement? Be clear about what you want and what you want it for. Have this in writing.

Remember that everyone can help your cause. Work to get all kinds of donations, including volunteer time, materials and supplies, monetary support, and personal endorsements. In some cases, having influential people in the community talking up your project may be just the encouragement you and your team members need to get the community involved in your efforts!

You can use all sorts of fun activities to get people interested and involved in your service-learning project and raise money at the same time. Consult “Fundraising Ideas” in the Appendices for some projects, or make up activities of your own.



## Materials and Services Needed for the Project

Refer to the wish list you posted in the “Resources” box on the *Road Map*. List all of the materials or services you will need to complete your service-learning project. Then work with your team to brainstorm ways to obtain the goods and services, and write down the best ideas. Now estimate how much each item will cost, add up the costs, and write the total on the line below the chart.

Material or service	How you will obtain it	Estimated cost

Total estimated cost for this project: \_\_\_\_\_

## Your Budget

Refer to the total estimated cost on the previous worksheet. List how much money your project will cost and how much money you currently have available.

If your project costs are greater than the funding you have available, brainstorm ways to raise the extra money you will need. (See the Appendices for fundraising ideas.)

Use this form to record your expenses throughout the course of the project.

Estimated project cost: \$ \_\_\_\_\_

Funding currently available: \$ \_\_\_\_\_

Extra funding needed: \$ \_\_\_\_\_

How we can raise extra funds:

---

---

---

Date	Item	Cost







## Acting on Your Plan

*This section will help you plan the specifics of when, where, and how you will perform your service-learning project. Use the list of steps on Worksheet 9: Steps To Make It Happen as a guide when you fill out Worksheet 16: Making a Schedule for Your Project. Worksheet 17: Acting on Your Plan provides a record of what actually happened when your team put the plan into action. Here is your opportunity to record what worked and what didn't. Use additional sheets of paper if you need them to make as complete a record as possible. Worksheet 17 will also help you evaluate your project and reflect on your service-learning experience. You can learn from your mistakes and celebrate your successes.*

*You may need to adapt both of these worksheets for your particular service-learning project.*



## Making a Schedule for Your Project

Complete the following information as a group to determine what will happen when. Use the list on Worksheet 9: *Steps To Make It Happen* (page 33).

Date of the project: \_\_\_\_\_

Rain date (in case of bad weather):

\_\_\_\_\_

Location of the project: \_\_\_\_\_

Indoor site in case of bad weather:

\_\_\_\_\_

Method of transportation to and from project site:

\_\_\_\_\_

Time of the project: \_\_\_\_\_

Schedule of steps:

Time	Step



## Acting on Your Plan

Step \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

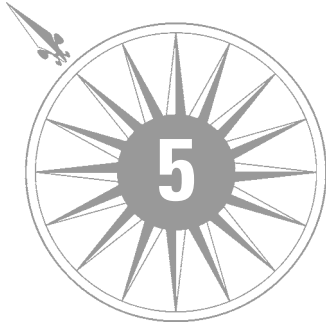
Step \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

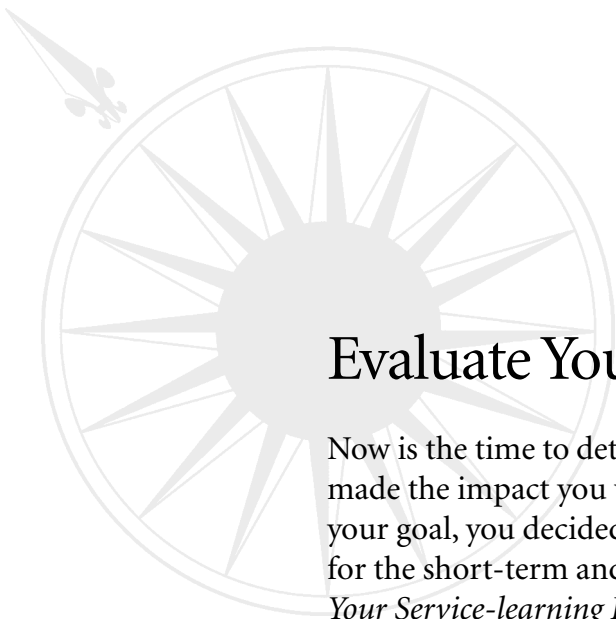
\_\_\_\_\_





## Evaluating, Nurturing, Reflecting, and Celebrating

*Once you have carried out your service-learning project, you may be tempted to move right on to celebrating. But there are a few things to consider first. This section will guide you through what you need to do to finish your project.*



## Evaluate Your Service-learning Project

Now is the time to determine if you really did reach your goal—if your project made the impact you wanted it to make. As part of the process of developing your goal, you decided what you wanted your project to accomplish—both for the short-term and for the long-term. Refer to Worksheet 8: *Evaluating Your Service-learning Project* as you fill out Worksheet 18: *Project Summary—What Your Project Accomplished*. A sample worksheet follows.

## Project Summary—What Your Project Accomplished

Refer to Worksheet 8: *Evaluating Your Service-learning Project* to recall what you wanted to accomplish through your project and how you planned to measure those accomplishments. Use this worksheet to record the results of your evaluation and any feedback you received.

What We Wanted To Measure	Results of Our Evaluation

Key comments, feedback from those you served:

---

---

---



## Project Summary—What Your Project Accomplished

Refer to Worksheet 8: *Evaluating Your Service-learning Project* to recall what you wanted to accomplish through your project and how you planned to measure those accomplishments. Use this worksheet to record the results of your evaluation and any feedback you received.

What We Wanted To Measure	Results of Our Evaluation
<i>How many seventh-grade students we reached</i>	<i>Reached 150 students</i>
<i>Whether students learned to tell an adult if they see someone being bullied because of his or her religion</i>	<i>We surveyed students after presentation; 85 percent said they would tell an adult.</i>
<i>Whether students were reporting bullying to teachers</i>	<i>We surveyed teachers; 60 percent said they have had more students telling them about bullying. The principal said there has been a 25 percent increase in students reported to the principal because of bullying behaviors.</i>

Key comments, feedback from those you served:

*Seventh-grade students said they enjoyed the presentation; teachers said information was very valuable.*

*One student said, "I learned a lot about bullying and about why you shouldn't bully someone because they have a different religion from you."*





## Nurture Your Service-learning Project

Take some time to determine whether you need to do anything in the future to nurture your project and make sure it keeps making an impact. If your service-learning project was to hold a community event such as a Halloween Party, the project is completed when the party and the cleanup are over. But you would still need to do follow-up tasks such as thanking participants. Other service-learning projects may be continuing. For example, if you painted over graffiti, how will you ensure that the wall stays clean? If you did a presentation on the dangers of underage drinking, will you follow up during prom/graduation season to remind youth of the information you presented? If you did a bullying prevention project at your school, you may need to continue monitoring the effects of your team's efforts for quite some time.

Use the worksheet on the next page to record your plans for follow-up tasks, and take notes on the tasks as you perform them in the coming months.



## Follow-up Tasks

In **one month** our follow-up tasks will be

---

---

---

Notes:

---

---

---

In **three months**, our follow-up tasks will be

---

---

---

Notes:

---

---

---

In **six months**, our follow-up tasks will be

---

---

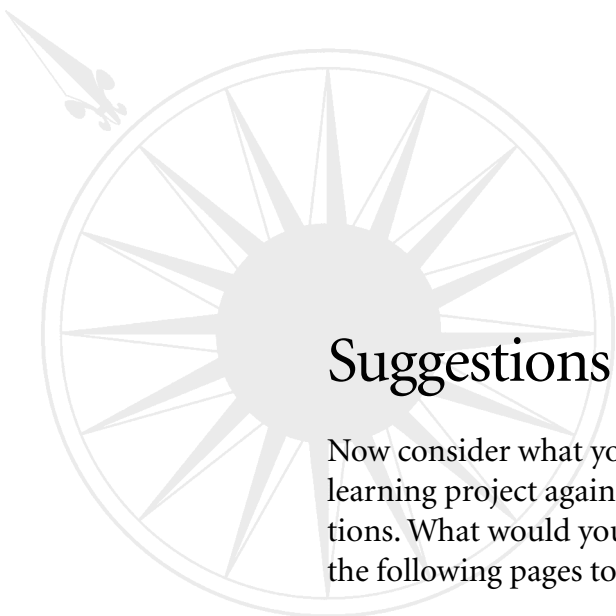
---

Notes:

---

---

---



## Suggestions for the Future

Now consider what you would change if your team were to do this service-learning project again in the future or if another group asked you for suggestions. What would you change? What would you keep? Use the worksheet on the following pages to write down your ideas.



## If You Were To Do This Project Again . . .

1. What about your project went well?

---

---

---

2. What challenges did you face? What bad road conditions presented obstacles?

---

---

---

3. How did you overcome the obstacles? What would you suggest future teams do to deal with these bad road conditions?

---

---

---

4. What would you keep about your project?

---

---

---

5. What would you change?

---

---

---

6. Other thoughts and ideas:

---

---

---



## Reflect on Your Service-learning Experience

If you have been keeping a journal or a diary during your service-learning project, now is the time to refer to it. You may also want to review Worksheets 18 and 20: *Project Summary* and *If You Were To Do This Project Again*. . .

Worksheet 21: *Your Reflections* is your opportunity to analyze and reflect on your service-learning experience, what you learned, how your team worked together to resolve problems and accomplish tasks, what role you played in the project, and how you felt about it all. This is where you write down how you helped your community and what you learned while you did it. You can answer the questions on the worksheet or make up your own. You can write short answers or add many sheets of paper. It's up to you!



## Your Reflections

Use additional sheets if needed to record your thoughts about your service-learning project.

1. As I reflect on the project, I feel

---

---

2. My role in the project was

---

---

3. My most important contributions were

---

---

4. The most challenging parts of the project were

---

---

5. We overcame these challenges by

---

---

6. I learned these new skills:

---

---

7. I gained this new information:

---

---

8. From this service-learning project, I have learned

---

---



## Celebrate!

It's party time! Think about all the people who deserve credit for your service-learning project (team members, your adult instructor or facilitator, community groups, businesses who donated resources, other volunteers). Work with your team members to brainstorm ways to recognize everyone who helped make the project a reality, and then use Worksheet 22 to write down your plans to recognize participants and supporters, such as holding a pizza party or making certificates to honor those who worked on the project.

Share your success with other teens! Let us know what happened. Contact us at



National Crime Prevention Council  
1201 Connecticut Avenue, NW, Suite 200  
Washington, DC 20036  
[tcc@ncpc.org](mailto:tcc@ncpc.org)  
[www.nationaltcc.org](http://www.nationaltcc.org)  
202-466-6272



## Celebrations!

Who should be recognized for participating in this project?

---

---

---

---

---

---

How could these individuals/groups be recognized?

---

---

---

---

---

---

Notes:

---

---

---

---

---

---

---

---

---

---





# Appendices

The Appendices provide additional resources and worksheets. You can use a teambuilding activity from Appendix A to help your team members get to know each other and learn to work together. To learn more about your community's issues, create your own survey (see "Checklist for Surveys"); to find out how your classmates rate different problems, use the "School Survey on Crime and Crime Prevention." The "School Safety Audit" is a more extensive version of Worksheet 3: *Community Safety Audit*. This will be useful if you want to do a project in your school. If your team is having trouble coming up with an idea for a service-learning project, consult "101 Ideas for Service-learning Projects." If you need to raise money, try one of the "Fundraising Ideas." You can use the calendar page and the "Meeting Agenda and Notes" page to mark important dates and to write down decisions and actions at team meetings. "Resources" lists additional sources of assistance.

## Teambuilding Activities

These activities will help team members get to know one another and learn how to work as a team. Team members should take turns leading the activities.

### Pipe Cleaners

Give each team member three pipe cleaners, and tell the group that each person is to create a pipe cleaner sculpture. They can do this any way they want to. After each person has made a sculpture, have them pair up and combine their individual sculptures into one sculpture for each pair. The individual sculptures may need to be modified slightly so they can join together, but they shouldn't be taken apart. Once all the pairs have a sculpture, form groups of four and combine the two sculptures for each pair. Continue to combine the sculptures until one team sculpture has been created from all the individual sculptures.

### Human Knot

Form groups of no more than eight people each. Ask the participants to stand close together in a circle. Have each participant place his or her right hand in the center of the circle and take someone else's hand. Then have each participant place his or her left hand in the circle and take someone's hand. Now ask the participants to unravel themselves to form a circle without dropping anyone's hand. Sometimes, it will not be possible to form

one circle, but see how far the group can get in unraveling themselves.

### Full Bucket

Place a large bucket and a medium-sized bucket about ten feet apart. Fill the large bucket with water. Have the participants line up behind the large bucket, and hand the first participant a cup. The object is to take a cup of water from the large bucket and pour it into the medium-sized bucket until that bucket is full. Once the first participant has poured the cup of water into the medium-sized bucket, he or she hands the cup to the second team member in line, who repeats the process. Use a timer to track how long it takes for the medium-sized bucket to be filled. How many cups of water did it take to fill the bucket? You may have the group do the activity again to see if they can fill the bucket in less time.

### Birthdays

(After the initial instructions, this activity must be done silently.) Tell participants to line up in order of their birthdays. Team members born in January should be at the front of the line, team members born in December should be at the end. They must line up without speaking. When the team members believe that they are properly lined up, have each participant share their birthday and see if the order is correct. You may want to set a time limit for completing this activity.

## Checklist for Surveys

If you want to learn more about the issues and concerns in your community or school, you can develop your own survey (see “School Survey on Crime and Crime Prevention” for a sample). Here are some things to keep in mind as you plan your survey.

**Reason for the survey:** Why are you doing this survey? What do you want to know from or about your *subjects* (the people you are surveying)? Will the information from the survey be useful to you in selecting a project?

**Subjects:** Who are your subjects? For example, if your concern is with crime in elementary schools, talking with parents of high school students will not be helpful.

How many people will you survey? Are you looking at classrooms or individual students? Will you survey a block in your neighborhood or people from several different neighborhoods? Will you survey everyone in an area or a *sample* (a small group of people selected from the whole group)? If you choose to survey a sample, make sure the sample represents the whole—that is, if you are surveying a class, don’t ask only girls to respond; if you are surveying the whole school, don’t just ask fourth graders. One of your teachers can probably help you with some basic research tips.

**Questions:** Write clear, simple questions. Avoid negatives and words that suggest what sort of answer you want. It’s better not to ask “essay”

questions that require the *respondent* (person answering the survey question) to write long answers. “Yes” or “no” questions, multiple-choice questions, and ranking questions are easier to deal with.

**Test:** Try your questions out on a small group to make sure that people understand the questions and that the answers will give you the information you need. Don’t use questions that people don’t understand!

**Method:** How will you hand out the survey—by mail, in person, by telephone? (Be careful with telephone surveys. Ever since the do-not-call list was created, people have been unwilling to be interviewed by telephone so you may not get very many good responses.) Will you have teams do face-to-face interviews? If so, the interviewers will need some training so that they all ask the questions in exactly the same way.

**Do the survey; tabulate the results:** Once you have created the survey and respondents have filled it out and returned it to you, you need to *tabulate* the results (count up the answers): 20 people answered “no” to question 3, etc.

**Analyze:** Now that you have the results to your survey, what do they mean? This may be the most important step and will provide you with useful information as you work with your team to select a service-learning project.

# School Survey on Crime and Crime Prevention

Name of School: \_\_\_\_\_ Date: \_\_\_\_\_

## In general, how safe do you feel at this school?

☐ Very safe      ☐ Generally safe      ☐ Somewhat safe      ☐ Not very safe      ☐ Unsafe

## Please indicate all areas where you feel less than "generally safe."

☐ Empty classroom      ☐ Stairwells      ☐ Office area  
☐ Hallways      ☐ Parking lot      ☐ Gym/locker rooms  
☐ Bathrooms      ☐ Teachers'/staff lounge      ☐ Campus grounds/athletic fields  
☐ Cafeteria

## Please indicate the time(s) of day when you feel less than generally safe in any of these areas.

☐ Before school opens      ☐ During class change periods      ☐ Evenings during school events  
☐ During class sessions      ☐ After school is dismissed      ☐ Working late in building  
☐ During lunch period      ☐ Evenings after school event

## Please indicate how much of a problem you think each of the following has been during the most recent school year.

	Severe	Serious	Somewhat serious	Somewhat of a problem	Hardly or not a problem
Theft of personal property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theft of school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism to school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying/intimidation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting without weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting with weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug and alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug and alcohol sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disrespect among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disrespect from students to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students troubled walking or biking to or from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students troubled at bus stop or on bus to or from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student misbehavior at afterschool or school-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student misbehavior in school's immediate neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncontrolled/unmonitored access by visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What, from your perspective, is the single biggest crime/school security problem in this school?**

---

---

---

**Does your school have a student code of conduct or similar rules of behavior?**

☐ Yes    ☐ Uncertain    ☐ No

**IF YES, is it well publicized to students and parents throughout the school year?**

☐ Yes    ☐ Uncertain    ☐ No

**If there is a code of conduct, does the conduct code or set of rules (or a companion document) describe sanctions for violations and processes for imposing sanctions?**

☐ Yes    ☐ Uncertain    ☐ No

**Do you think that these rules are enforced fairly and that punishments are handed out fairly?**

☐ Yes    ☐ Uncertain    ☐ No

**Does the school have a way to recognize and reinforce positive behaviors among students?**

☐ Yes    ☐ Uncertain    ☐ No

**Who would you go to if you knew about a threat of violence at school?**

☐ Principal or assistant principal    ☐ Teacher    ☐ Other school staff person  
☐ Counselor    ☐ School secretary

**If you were to report a problem or concern involving your personal safety or that of another student to an adult at school, how sure are you that he or she would know what action to take and how to take it?**

☐ Very confident    ☐ Somewhat confident    ☐ Not very confident    ☐ Not at all confident

**Does your school offer any of the following? Please check all that apply.**

<input type="checkbox"/> Peer mediation training for students	<input type="checkbox"/> Referrals for family counseling/parent training
<input type="checkbox"/> Anger management training for students	<input type="checkbox"/> Parent involvement in school safety
<input type="checkbox"/> Classroom management training for teachers	<input type="checkbox"/> Parent education on school safety policies, student behavior rules
<input type="checkbox"/> Prompt counseling for disturbed/upset students	<input type="checkbox"/> Don't know
<input type="checkbox"/> Afterschool programs for students	

**Do your teachers know how to maintain a good learning situation in the classroom?**

<input type="checkbox"/> All of them do pretty well	<input type="checkbox"/> Only some of them do pretty well
<input type="checkbox"/> Most of them do pretty well	<input type="checkbox"/> Only a few do pretty well

**What one thing would you do to improve safety and security at this school?**

---

---

---

**What grade are you currently in?** \_\_\_\_\_

**Are you a...**

☐ Male    ☐ Female

Source: National Crime Prevention Council, *School Safety and Security Toolkit: A Guide for Parents, Schools, and Communities* (Washington, DC: NCPC, 2003), 36–37.

# School Safety Audit

Name of School: \_\_\_\_\_

Date(s) Conducted: \_\_\_\_\_ Completed by: \_\_\_\_\_

**For each area of the building and grounds listed (play/athletic areas, classrooms, driving and parking areas, etc.), note the following as applicable:**

	Yes	Uncertain	No
<b>ALL AREAS</b>			
<b>Doors:</b> Metal or metal-clad wood, locked from outside, not propped open, glass guarded against breakage, and no external hardware except on entry doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Windows:</b> Locked from outside, guarded against breakage and entry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ladders, fire escapes, etc.:</b> Upper floors secured against entry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Boundary lines:</b> School property is clearly defined as viewed from this area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lines of sight:</b> From this area, people can see and be seen easily by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lines of sight:</b> This area can be seen by persons inside the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lighting (check at night if possible):</b> Sufficient light to make activity in this area visible to passersby on foot, in cars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Signage:</b> There is a sign in this area telling visitors where to report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Signage:</b> There is a sign easily visible in the main area of entry that gives school name and street address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trash:</b> The area is free (or nearly free) of trash, debris, and graffiti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trash:</b> There is a trash bin (or bins) available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pathways:</b> Walkways or other pedestrian paths are clear and well lighted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bike storage:</b> Any bike racks in area are secured to the ground, in good repair, and visible from building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Shrubby and trees:</b> All trees and shrubs are trimmed to eliminate hiding places for persons (and access to upper floors in case of trees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Equipment:</b> All maintenance and other equipment and all utility fixtures are either fenced off securely or under lock and key.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General:</b> Area is attractive, well kept, and in good repair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	Uncertain	No
<b>PLAY/ATHLETIC AREAS</b>			
<b>Lines of sight:</b> Play areas are visible from the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Boundaries:</b> Play areas are clearly defined and fenced in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Access:</b> Emergency vehicles can reach the area easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Structures:</b> Equipment sheds, field houses, etc., have sturdy doors and locks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Structures:</b> Equipment sheds, field houses, etc., are visible from building and from roadways, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Equipment:</b> Freestanding or loose equipment is properly locked up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Condition:</b> There is no trash, debris, or graffiti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CLASSROOMS</b>			
<b>Lighting:</b> Rooms are well lighted with interior lighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Access:</b> Doors are lockable, with deadbolt locks if warranted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Access:</b> Vision panels in doors or classroom walls are clean and unobstructed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Access:</b> Classroom doors that open to outside are locked unless in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Access:</b> Students are not permitted in classrooms without proper supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication:</b> There is a two-way communication system between the main office and the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Temporary classrooms (trailers):</b> All are visible from building, connected by communication system and alarm system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Materials:</b> Any chemicals and other hazardous or potentially dangerous materials are kept in locked storage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DRIVING AND PARKING AREAS</b>			
<b>Traffic control:</b> Stop signs, other devices adequately control inflow, outflow of traffic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Surveillance:</b> Parking areas can be seen from within the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Surveillance:</b> Parking areas are visible from adjacent streets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Surveillance:</b> Parking areas are patrolled during school hours; student arrivals and departures are monitored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each area of the building and grounds listed (play/athletic areas, classrooms, driving and parking areas, etc.), note the following as applicable (*continued*):

	Yes	Uncertain	No
<b>DRIVING AND PARKING AREAS (<i>continued</i>)</b>			
<b>Lighting (check at night if possible):</b> Adequate lighting in all areas of all lots to make vandals, car thieves visible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Condition:</b> All areas are clear of trash, debris, and graffiti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HALLWAYS, STAIRWAYS, BATHROOMS, OTHER COMMON AREAS</b>			
<b>Lighting:</b> Hallways and stairways are well lighted any time building is in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lighting:</b> After-hours lighting provides sufficient light for navigation and surveillance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lighting:</b> Bathroom lights are controlled by key switch rather than toggle switch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lines of sight:</b> Hallways can be monitored by several teachers or staff from their classrooms or offices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lines of sight:</b> Stairways are equipped, where appropriate, with convex mirrors for surveillance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Condition:</b> All areas are clear of trash, debris, and graffiti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Traffic control:</b> Signs and floor markings, in good condition, are provided as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Access:</b> Hallways are kept clear and not used for storage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>POLICIES AND PRACTICES</b>			
<b>Key control:</b> Keys are kept under strict inventory and secured appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Key control:</b> Master keys are limited and numbered; holders must sign for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Building management:</b> Policies spell out responsibility for opening and closing security checks and for checks of the building at least once during the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student behavior:</b> Code of conduct is established, clearly posted in several locations, reviewed at least twice yearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student behavior:</b> Code of conduct spells out procedure for violations, penalties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student behavior:</b> Students are reasonably orderly and quiet as they walk through hallways for class changes, recess, lunch, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Yes	Uncertain	No
<b>POLICIES AND PRACTICES (<i>continued</i>)</b>			
<b>Faculty/staff:</b> Administrators and teachers monitor hallways with a friendly “hello” attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Faculty/staff:</b> Faculty are trained (and refresher-trained) in good classroom management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Faculty/staff:</b> Faculty and staff are kept up-to-date on resources for help for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Faculty/staff:</b> All know procedures for reporting crimes and agree to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Faculty/staff:</b> When on campus, whether inside or outside building, they reasonably enforce rules and code of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Parents:</b> Parents are involved in developing discipline process, code of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Parents:</b> Parents are provided annually with current code of conduct and disciplinary process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Security:</b> If ID badges are used, all faculty, staff, and students are required to wear them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Crisis management:</b> The school has a crisis management plan in place, and faculty, staff, students, and parents understand their roles in that plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Law enforcement coordination:</b> The school and key staff meet regularly with local law enforcement regarding school issues and potential concerns and crises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Policy development, volunteering:</b> Parents are encouraged to get involved appropriately in school safety/security issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Policy development, volunteering:</b> Students are encouraged to get involved appropriately in school safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** Be sure to comment on areas marked “no” above.

---



---



---



---



---

Source: National Crime Prevention Council, *School Safety and Security Toolkit: A Guide for Parents, Schools, and Communities* (Washington, DC: NCPC, 2003), 43–46.

# 101 Ideas for Service-learning Projects

1. Cross-age teaching
2. Bookmarks with a message
3. Peer educators
4. Take back the park
5. How to be a good date
6. Puppeteering
7. Conflict managers
8. Teacher Appreciation Day
9. Mentoring
10. Poster contest
11. Read-a-thon
12. Plays
13. Skits
14. Performing arts with a message
15. Health fairs
16. Four-hour food drive
17. Parades
18. Rally
19. Police Appreciation Day
20. Patrol
21. Teen center
22. Walk-a-thon
23. Editorials
24. Mediation program
25. Public service announcements
26. Assistance to victims of crime
27. Poetry slam
28. Displays at fairs
29. Rap contest
30. Cultural diversity fair
31. Shoplifting prevention education
32. Community negotiation
33. Home survey
34. Student courts
35. Videos
36. Photography
37. Youth Center Pride Day
38. Alternative activities on holidays
39. Conferences
40. Murals
41. Graffiti removal
42. Sports tournament
43. Dances
44. Community talent show
45. Fundraising dinner
46. Testimonial dinner
47. Secret pals
48. Neighborhood cleanup
49. Cable TV show
50. Crime prevention buttons and stickers
51. Hotline
52. Warmline
53. Big Brother and Big Sister
54. Adopt-a-school
55. Community forum
56. Serve on a board
57. Youth council
58. Celebrate diversity
59. Crime Prevention Month
60. National Youth Service Day
61. National Night Out
62. Take Back the Night
63. Victims' Rights Week
64. Candlelight ceremony in memory of crime victims
65. Plant a tree
66. Pen pals for younger children
67. Adopt a grandparent
68. Create a webpage
69. Tutor
70. Seatbelt safety campaign
71. Hate Crimes Awareness Week
72. Accompany a victim to court
73. Friend Appreciation Day
74. Leaflet a neighborhood
75. Run afterschool activities
76. Email campaign
77. Crime prevention table tents
78. Crime prevention tips on the school public address system
79. Neighborhood Watch
80. Invite a neighboring youth group to visit
81. Speak out
82. Create a club
83. Public service announcement video contest
84. Visit court
85. Clothing drive for a rape crisis center
86. Conduct a survey or poll
87. Midnight basketball
88. Teach adults how to work with young people
89. Teach conflict management to younger children
90. Create a comic strip for a newsletter
91. "Thank a Significant Adult in Your Life" campaign
92. "I Can Make a Difference" campaign
93. Little Brother and Little Sister activity night
94. Write a letter to your state legislator or member of Congress
95. Raise money to support a family that was victimized
96. Billboard with crime prevention message
97. Citywide Teen Service Day
98. Crime prevention brochures
99. Wallet-sized cards with crime prevention tips and phone numbers
100. Plant a vegetable garden and donate the food to a homeless shelter
101. Celebrate the accomplishments of youth in your community!

## Fundraising Ideas

### Walk-a-thon

The participants get individuals and groups to sponsor them by pledging to pay a certain amount per distance covered. Participants could walk through the neighborhood or around a school or community center. Or you could have a read-a-thon where the money the team members earn is based on the number of books they read.

### Bake Sale

Bake sales work well because baked goods are cheap to produce. You could have an all-cake or all-bread sale or a theme sale (Election Day, Valentine's Day, etc.). Be creative and have fun. Make sure the baked goods are safely prepared and displayed during the sale. You may want to avoid items with cheese or cream fillings if they cannot be refrigerated properly.

### Raffle

Sell raffle tickets and then hold a drawing to pick the winners. Rolls of tickets can be bought at a party supply store. You can ask local businesses to give away items to be raffled off, such as gift certificates to restaurants, movie passes, or books. You could even raffle off artwork created by team members.

### Auction

Collect new or slightly used items from community members. Set a date, time, and location for the auction, and publicize it in the community. You may wish to have a silent auction. In a silent auction, instead of calling out their bids, people submit bids in writing. The items are displayed, and participants write their bids on pieces of paper and drop them in boxes in front of each item. The items go to the highest bidders.

### Friendship Grams

Assemble "friendship grams" consisting of a few small items, such as candies, pencils, stickers, etc. Sell the friendship grams to people who want them to be sent to friends and family. Determine what day team members will deliver the friendship grams, and organize the delivery. Teens could also offer singing friendship grams in which they sing a requested song to the recipient.

### Fundraising Kits

Many companies produce kits of fundraising materials. The materials range from pizza kits and candy to wrapping paper and coupon books. The companies provide the items, and the group gets to keep a percentage of the profits. For a list of various companies that offer fundraising kits, visit [www.fundraisingideas.com](http://www.fundraisingideas.com).



Copy a calendar page for each month during which you will do your project. Then write down the dates of your team’s meetings and any due dates.

Month: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



# Meeting Agenda and Notes

Meeting date: \_\_\_\_\_

Time: \_\_\_\_\_

Team members present:

---

---

---

Agenda: Items to discuss

---

---

---

Notes (List the worksheets in this book you have used. Use this space to record any additional notes or important information.)

---

---

---

---

---

---

---

---

---

---

Date of our next meeting: \_\_\_\_\_

## Resources

### **Boy Scouts of America**

PO Box 152079  
Irving, TX 75015-2079  
972-580-2000  
Fax: 972-0580-2502  
[www.bsa.scouting.org](http://www.bsa.scouting.org)

### **Boys & Girls Clubs of America**

1230 West Peachtree Street,  
NW  
Atlanta, GA 30309  
404-487-5700  
Fax: 404-487-5789  
[www.bgca.org](http://www.bgca.org)

### **Camp Fire USA**

4601 Madison Avenue  
Kansas City, MO 64112-1278  
816-756-1950  
Fax: 816-756-0258  
[www.campfireusa.org](http://www.campfireusa.org)

### **Coverdell World Wise Schools**

1111 20th Street, NW  
Washington, DC 20526  
800-424-8580, ext. 1450  
[www.peacecorps.gov/wws](http://www.peacecorps.gov/wws)

### **Girl Scouts of the USA**

420 Fifth Avenue  
New York, NY 10018-2702  
212-852-8000  
Fax: 212-852-6515  
[www.girlscouts.org](http://www.girlscouts.org)

### **Girls Incorporated**

120 Wall Street, Third Floor  
New York, NY 10005  
800-374-4475  
Fax: 212-509-8708  
[www.girlsinc.org](http://www.girlsinc.org)

### **National 4-H Council**

7100 Connecticut Avenue  
Chevy Chase, MD 20815-4999  
301-961-2824  
Fax: 301-961-2894  
[www.fourhcouncil.edu/](http://www.fourhcouncil.edu/)

### **National Network for Youth**

1319 F Street NW  
Suite 401  
Washington, DC 20004-1106  
202-783-7949  
[www.nn4youth.org](http://www.nn4youth.org)

### **National Organization for Victim Assistance (NOVA)**

1730 Park Road, NW  
Washington, DC 20010  
202-232-6682  
800-TRY-NOVA  
Fax: 202-462-2255  
[www.try-nova.org/](http://www.try-nova.org/)

### **National PTA**

330 North Wabash Street,  
Suite 2100  
Chicago, IL 60611-3690  
800-307-4PTA (4782)  
312-670-6782  
[www.pta.org](http://www.pta.org)

### **National Service Resource Center**

ETR Associates  
4 Carbonero Way  
Scotts Valley, CA 95066  
831-438-4060  
800-860-2684  
[www.nationalservicere-sources.org/](http://www.nationalservicere-sources.org/)

### **National Service-Learning Clearinghouse**

ETR Associates  
4 Carbonero Way  
Scotts Valley, CA 95066  
831-438-4060  
866-245-SERV (7378)  
[www.servicelearning.org](http://www.servicelearning.org)

### **National Youth Leadership Council**

1667 Snelling Avenue North,  
Suite D300,  
St. Paul, MN 55108  
651-631-3672  
[www.nylc.org](http://www.nylc.org)

### **Youth Crime Watch of America**

9200 South Dadeland  
Boulevard, Suite 417  
Miami, FL 33156  
305-670-2409  
Fax: 305-670-3805  
[www.ycwa.org](http://www.ycwa.org)

### **Youth Service America**

1101 15th Street, Suite 200  
Washington, DC 20005  
202-296-2992  
Fax: 202-296-4030  
[www.ysa.org](http://www.ysa.org)





1201 Connecticut Avenue, NW, Suite 200  
Washington, DC 20036  
202-466-6272  
Fax 202-296-1356  
[www.ncpc.org](http://www.ncpc.org)

**ISBN 1-59686-004-9**