

# GIVING BACK

Introducing Community Service Learning

*Improving Mandated Community Service for Juvenile Offenders*



An Action Guide for Youth Court Programs and the Juvenile-Justice System.



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and Delinquency Prevention  
Office of Justice Programs • U.S. Department of Justice

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# **Giving Back:** **Introducing Community Service Learning** *Improving Mandated Community Service for Juvenile Offenders*

**An Action Guide for Youth Court Programs and the Juvenile-Justice System**

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# Giving Back

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# Preface

Educators have long known the value of community service. Beyond its value to the community, they know that school-based community service can provide young people with the knowledge, skills, and attitudes they need to assume the most important role in our society—that of active citizens.

Community service, as mandated by the courts, plays a prominent role in our juvenile-justice system as well. Today, many juvenile-justice professionals regard it as an opportunity for rehabilitation. They believe that mandated community service can help juvenile-justice respondents understand the impact of their actions on others; give back to the communities they have harmed; learn critical-thinking, citizenship, and problem-solving skills; develop a personal stake in the well-being of their communities; and raise awareness of their own self worth.

Perhaps most important, many juvenile-justice professionals, particularly in youth courts, have seen a possible correlation between effective community service, heightened civic awareness, and reduced recidivism rates.

Given this potential, how do youth courts and other juvenile-justice agencies develop a practical and effective community-service agenda? What does meaningful community service look like? What knowledge, skills, and experience are required to plan, implement, and sustain programs that support restorative community service? Perhaps most important: How can a juvenile-justice system benefit from the knowledge and experience that educators have developed in their efforts to use community service as a learning tool?

To answer these questions, the Office of Juvenile Justice and Delinquency Protection and the Federal Youth Court Program turned to Constitutional Rights Foundation and Constitutional Rights Foundation Chicago, two leaders in the fields of law-related and civic education and service learning. Together, the four organizations developed a practical manual to help juvenile-justice professionals apply school-based, service-learning principles, goals, and methods to court-mandated community service.

We hope that the information in this manual will help you develop meaningful, restorative dimensions to mandated community service, increase your potential to raise civic awareness among juvenile offenders and justice agency volunteers, and lower recidivism rates in your court system.



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# Introduction

## What is Community Service Learning?

Community service is one of the most popular sanctions administered by youth courts and other juvenile-justice agencies. As mandated by a justice agency, community service is typically applied only to misdemeanor offenses and requires a respondent to complete work hours at organizations that provide services to a community. Typical community-service organizations might include local non-profits and government agencies such as park and recreation or street-maintenance departments and social-service agencies.

Although some justice practitioners view mandated community service as simple punishment, others believe that community service can provide juvenile offenders with opportunities to “give back” to those they have harmed, creating a restorative effect on the offenders, their victims, and the community.

Outside the justice system, educators have long known the value of community service as a learning tool. School-based community service, called service learning, is a teaching strategy that links the skills and knowledge students learn in the classroom to issues, needs, or problems they identify in their school or community.

Educators know that students who address real community needs with a service-learning project can develop critical-thinking and problem-solving skills; gain a deeper understanding of how to promote constructive change; form meaningful, working relationships with people outside their peer and cohort groups; develop a deeper understanding of the causes and effects of community problems; gain a sense of their own effectiveness; and recognize the need for involvement.

Recently, youth courts and other juvenile-justice programs have begun to borrow from this school-based strategy in an attempt to make mandated community service more meaningful and effective. Called community service learning (CSL), this new community-service model combines the principles and methods of school-based service learning and court-based, restorative justice and applies them to court-mandated community service. Although community service learning draws from two different worlds, blending the two disciplines is not as difficult as it may seem. Balanced and restorative justice and school-based service learning share many of the same goals and objectives. The chart on the following page offers a quick comparison between school-based and restorative-justice goals and objectives.

Service-Learning Goals and Objectives <sup>1</sup>	Balanced and Restorative Justice Goals and Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Learn about their community and its people, processes, and institutions.</li> <li>• Identify and analyze community problems.</li> <li>• Develop social, political, and analytical skills necessary to participate in community life.</li> <li>• Learn that individual rights and freedoms are balanced by responsibilities.</li> <li>• Understand the value of service for the good of the themselves and the community.</li> <li>• Recognize characteristics and actions of a participating citizen.</li> <li>• Work cooperatively with others.</li> </ul>	<p>Youth court respondents will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the legal and judicial system.</li> <li>• Repair harm they have done to victims and the community.</li> <li>• Analyze their own needs and the needs of others, i.e., victims and the community.</li> <li>• Develop competencies that will enable them to become responsible and productive citizens.</li> <li>• Understand the impact their actions have on others, i.e., victims and the community.</li> <li>• Identify and act upon opportunities to make meaningful contributions to their families, schools, peer groups, and communities.</li> <li>• Develop a personal stake in the future of their communities.</li> <li>• Increase life and coping skills.</li> </ul>
<b>Court-Mandated Community Service-Learning Goals And Objectives</b>	
<p>Juvenile offenders will be able to:</p> <ul style="list-style-type: none"> <li>• Learn about legal and judicial systems.</li> <li>• Understand the impact of their actions on others.</li> <li>• Identify the causes and effects of community problems.</li> <li>• Form meaningful working relationships with community groups and individuals.</li> <li>• Develop critical-thinking, citizenship, and problem-solving skills.</li> <li>• Address real community needs.</li> <li>• Recognize the need for involvement.</li> <li>• Develop a personal stake in the well-being of their communities.</li> <li>• Gain a sense of their own effectiveness.</li> <li>• Give back to victims and the community.</li> </ul>	

<sup>1</sup> Service-learning goals and objectives excerpted from Active Citizenship Today, a school-based, service-learning program designed and implemented by Constitutional Rights Foundation and Close Up Foundation.

Many justice practitioners believe that, by applying these goals and objectives to mandated community service, youth courts and other juvenile-justice agencies can better attempt to rehabilitate juvenile offenders (thus reducing recidivism rates), compensate victims, and benefit the community at large.

This manual, *Giving Back: Introducing Community Service Learning* offers a variety of service-learning tools, techniques, and project ideas designed to help juvenile justice practitioners introduce the “learning” into court-mandated community service.



# How to Use This Manual

**Project Supervisors.** All projects described in this manual require supervision. The role of supervisor may be carried out by a wide spectrum of youth facilitators. A project supervisor can be a youth court coordinator, a juvenile-justice professional, a qualified adult volunteer such as an Americorps or Vista volunteer, a teacher or school administrator, a social-services professional, a member of a partnering community organization, an outside resource person who may have expertise in the project area, or a law enforcement or probation officer.

**Manual review.** Before you begin a community service-learning lesson or project, make sure you are familiar with the activity's procedures. Whenever possible, make participants responsible for locating and gathering the materials they will need to make their project a success.

**Juvenile offenders, respondents, volunteers, and participants.** The term **participants** is used in this manual primarily to describe respondents, i.e., juvenile offenders who have been referred to youth courts and other juvenile-justice agencies where they have been assigned community service as a sanction. However, because community-service programs and projects often include young volunteers and former respondents who have completed their service, the broader term "participants" is used in this manual when referring to any respondent or youth volunteer.

**Supervisor Guides and Participant Handouts.** This section consists of activities and project options that introduce participants to basic concepts about community, community problems, and ways to address them. Skill- and awareness-building activities serve as an introduction to the community service-learning project options that follow. All activities and project options are organized into **Supervisor Guides** and **Participant Handouts**.

**Supervisor Guides.** These guides provide step-by-step instructions for supervisors to guide each session. Supervisor Guides include a project description, objectives, tips for supervisors to help participants prepare, and materials participants will need.

**Participant Handouts.** These handouts provide a brief description of the offense and the impact it has on victims, the community, and participants. They also provide a set of "Action Steps," or procedures to guide participants in planning and implementing an action project. Most handouts feature a "Stop and Think," or reflection component and a supervisor sign-off called a "Check Point."

## COMMUNITY SERVICE-LEARNING COMPONENTS

This section of *Giving Back* consists of **activities** that introduce participants and supervisors to basic concepts of community and **project options** that provide them with several differing frameworks for planning and implementing community service-learning projects.

### Skill-Building Activities

**Activity One: What's a Community?** A skill-building activity that introduces the idea and purpose of community service. Participants follow procedures and complete handouts to accomplish three goals:

- To define their community.
- To discuss the purpose of community service.
- To identify the benefits of service to their own community.

**Activity Two: What's the Problem?** A skill-building activity that guides participants in an exploration of community problems. Participants follow procedures and complete handouts to accomplish three goals:

**Important!** Participant handouts refer to "supervisors" or "project supervisors" in all readings, activities, and action steps. Make sure that participants know who is acting as the project supervisor at each stage of a community service-learning project.

- Identify crime as a community problem.
- Reflect on crime as a community problem with causes and effects (consequences).
- Brainstorm a list of community problems they think are important.

## Project Options

This section provides information for supervisors and participants to choose from a series of project options and use a chosen option as a framework for planning and implementing community service-learning projects.

### Project Option One: Building Your Own

This project option offers three different project formats: Action Projects, Volunteering Projects, or Teach Ins.

**Action Projects.** Participants and supervisors plan and implement an Action Project designed to deal with an offense-related or other community problem they think is important. **Recommendations:** Action projects encourage collaboration between participants, supervisors, and community groups and individuals. According to research, action projects have potential to develop citizenship skills and reinforce restorative-justice principles. They can encourage partnerships between the courts, community members, and other community agencies, improving juvenile-court visibility in the community. Action projects can address harm done to victims and the community by specific participant offenses.

**Volunteering Projects.** Participants volunteer to work at appropriate community-service agencies; participants report back on the agency’s effectiveness; and reflect on their volunteer experience. **Recommendations:** Volunteer projects can be completed by individual participants. When the volunteer work is performed at an appropriate service agency, it can enable participants (and others) to directly address the consequences of their specific offenses. Volunteering takes advantage of existing groups and local government agencies. Volunteer projects can help a justice agency

develop ongoing partnerships with community agencies and can improve juvenile court visibility in the community. Volunteering teaches about the purpose and methods of a community-service agency with minimum supervision.

**Teach Ins.** Prepare and present interactive lessons to teach younger children about topics related to specific offenses. **Recommendations:** Teach Ins can help participants develop communication, organizational, and leadership skills and can be completed by individuals or small groups of participants. They can focus on teaching about facts and causes and effects of specific participant offenses and can help develop partnerships between juvenile-justice agencies and schools.

### Project Option Two: Done in a Day Projects

Done in a Day projects are pre-planned community service-learning projects. In this manual, twenty short-term projects are organized around ten common juvenile offenses and are designed to require minimal supervision and resources. Done in a Day projects can be assigned to individuals to complete as mandated service and can involve other participants who are interested in addressing selected issues. Each can be completed by an individual, pairs, or small groups working together. **Recommendations:** Done in a Day projects can be completed by small groups or individual participants with minimum supervision. They allow flexibility of schedules, transportation, and supervision. They can help develop ongoing partnerships with community agencies. When carefully established and sustained, these partnerships can improve court visibility and standing in the community. Depending on sentencing dispositions, Done in a Day project participants may have to complete more than one project. (Conversely, depending on scheduling, these

**Note:** Supervisors should give participants as much responsibility as possible in the planning and implementation of their Action Project. Learning how to reach out to the community helps build balanced and restorative civic-participation skills.

projects are still effective when participants require more than one day to complete them.)

## TIPS FOR SUPERVISORS

**Materials and preparation.** This manual is spiral-bound to make it copy friendly. All the material in *Giving Back* is reproducible without seeking permission. Note that many Done in a Day handouts feature a list of materials. Have participants gather as many of the materials required as is practical. It helps them “buy in” to the project.

**Project Guidelines.** Make sure the project you plan:

- Is do-able given your resources and time frame. A small, successful project is preferable to a large, failed project.
- Promotes good citizenship by developing positive knowledge, skills, attitudes, and behaviors.
- Gives back to the community.
- Involves outside community members, groups, and agencies.

## Evaluation and Reflection

In this manual, evaluation and reflection are implemented by two simple handout components:

- **Check Points.** Participants are required to get the signature of the supervisor at any site where they are doing community service.
- **Stop and Think.** Reflection allows participants to stop and think about what they are learning and how community service impacts their own skills, attitudes, and behaviors. In the Stop and Think component, participants are required to write answers to questions describing what they have learned from each activity.
- Finally, participants are required to submit their completed project handouts to supervisors for signatures. At this point, supervisors can evaluate participant progress by reviewing their responses to the Stop and Think questions, the outcome of their project, and other feedback from site supervisors, parents, and the participants themselves.

In addition, *Giving Back* supervisors are encouraged to set up their own evaluation procedures to determine:

- What resources and procedures does each community service-learning project require? This can be helpful for future projects.
- What is the impact of each project on participants?
- What effects does each project have on other participants, victims, and the community?
- How can each project be improved?

Information collected from evaluation and reflection can provide useful data for:

- Demonstrating your agency’s capacity to provide services to participants.
- Reporting participant progress to parents, probation officers, and the courts.
- Demonstrating the success of projects for staff development.
- Seeking funding and community support for juvenile-justice agencies.

# Activity One: What's a Community?

## Supervisor Guide

### Overview

In this activity, participants discuss the meaning of community, the purpose of community service, and how they—and their community—will benefit from it.

### Materials & Preparation

**Handout One—What's a Community?**—1 copy for each participant

**Time Required**—2 hours

### Procedures

Tell participants that they are going to learn skills that will help them achieve three goals:

- Work on their community-service assignment.
- Complete a community service-learning project.
- Learn valuable leadership and citizenship skills.

Tell them that in order to learn these skills and achieve these goals, they are going to use worksheets called handouts. Each handout will include a short reading, directions for activities, and questions they will need to answer.

**Important!** Each handout requires the signature of a supervisor to confirm that participants have completed the activity. Make sure participants know who is acting as the project supervisor at each stage of a community service-learning project. Completed and signed handouts should be turned in to the supervisor

### Handout

Give each youth participant a copy of **Handout One—What's a Community?** Have them review the Participant Instructions. Answer any questions they may have.

### Reading

Have participants complete the Reading. If they are working as a group, have them read aloud.

### Discussion Questions

Hold a brief discussion using the following questions:

- What does the tale of the blind men and the elephant teach about community?
- What are the three basic parts of community?
- How does crime take away from a community? (If possible, refer to the specific offense(s) that respondents committed.)
- How can people give back to a community?

### Check Point

Review the Hours Completed and sign off on each respondent's completed handout.

# What's a Community?

## Participant Instructions

1. Complete the Reading.
2. Answer the Discussion Questions.
3. Write the total Hours Completed, the time you spent working on the project.
4. Have your supervisor sign the Check Point.

## Reading

Five blind men wanted to find out what an elephant was. They had one brought to them. Surrounding the elephant, each blind man reached up to touch it. The first blind man grabbed the elephant's trunk. He said, "Aha! So an elephant is like a snake." The second blind man, holding one of the elephant's legs said, "Oh, no, it's like a tree trunk. The third grabbed the elephant's ear and said, "How can you say that? An elephant is clearly like a fan." The fourth, clutching the animal's tail, said, "Fools! The elephant is a like a rope." The fifth, climbing up the side of the elephant, said, "You're all wrong! The elephant resembles a small hill."

—*Indian folk tale*



What's a community? As with the blind men and the elephant, different people describe community in different ways. Community consists of three basic parts: places, organizations, and people.

- Places—your home, school, the mall, streets, rivers, hills are all part of a community.
- Organizations—stores, religious groups, the fire department, the local television station are all community organizations.
- People—a part of your community. Without people, you would live in a ghost town. You would have a tough time getting the things you need to survive—food, clothing, shelter, entertainment. Besides, it would be boring and lonely.

Homes, schools, streets, rivers, churches, the mall, the fire department, your family, friends—even people you don't know—are all part of a community. You need them—they need you. When people commit crimes, they take away from a community. When young people fight or threaten one another, they drive a wedge between community members. When they steal, they add to suspicions and fears that others may have about young people. When they vandalize or tag a neighborhood, they make the community less attractive.

Community service provides people with an opportunity to give back. Community service takes many forms. People can volunteer—to work at a local animal shelter, teach younger children how to read, or to help elderly citizens with tasks they can no longer do themselves. Or, they can make a plan to address a community problem they think is important. Young people are particularly good at community service.

# What's a Community? (cont'd)

## Participant Instructions

Teenagers in Washington State wrote a book on how to protect their community's natural resources.

Young people in Oregon formed a theater group to talk about problems of dating violence and sexual assault.

Students in Massachusetts started a community garden and donated the vegetables to a local homeless shelter.

By working on a service project, you can use your energy, skills, talents, and interests to make life better—for yourself and the people around you. Most important—it's good to know that people can depend on you.

## Discussion Questions

Hold a brief discussion using the following questions:

- What does the tale of the blind men and the elephant teach about community?
- What are the three basic parts of community?
- How does crime take away from a community?
- How can people give back to a community?

## Check Point

\_\_\_\_\_  
(Supervisor's Signature)

\_\_\_\_\_  
(date)

Hours Completed \_\_\_\_\_

# Activity Two: What's the Problem?

## Supervisor Guide

### Overview

In this activity, participants read about crime as a community problem. Then, they look at the problem of crime in terms of causes and effects. Finally, they brainstorm a list of community problems they think are important.

### Materials & Preparation

**Handout Two—What's the Problem?**—1 copy for each participant

Collect Brainstorm Lists (see Handout Two) of community problems from participants. They may use them in a later activity.

**Time Required**—2 hours

### Procedure

Tell participants that before they start their service project, they are going to take a look at crime and other problems in their community.

### Handout

Give each participant a copy of **Handout Two—What's the Problem?** Have them review the **Participant Instructions**. Answer any questions participants may have. **Important!** Make sure participants know who is acting as the project supervisor at each stage of a community service-learning project.

### Reading

Allow time to read the handout. If they are working as a group, have them read aloud.

### Discussion Questions

Hold a brief discussion using the following questions:

- How does crime impact people's lives?
- Has crime influenced your life? How?
- How does crime affect people who aren't victims or perpetrators?

- Do you think crime is a serious community problem? Why or why not?

### Stop and Think

Explain to participants that this activity requires them to stop and think about what they are doing, why they are doing it, and how they feel about it. Review the Stop and Think questions with participants and tell them that they are required to write answers to the Stop and Think questions in the space provided on the handout.

For this activity, have participants use their specific offense as an example while they answer the Stop and Think questions on page 2 in the Participant Handout.

### Brainstorm List

Have participants brainstorm a list of crimes that they think have the greatest impact on themselves and their community. Be sure to review the Brainstorm Tips below before they begin.

### Check Point

Review the Hours Completed and sign off on each participant's completed handout.

### Brainstorm Tips

A brainstorm is a quick-and-easy method to explore what you know about a topic. To do a brainstorm, follow these simple rules:

- Describe out loud any ideas that come to mind.
- Work as fast as possible to create a lot of ideas.
- Write down each idea.
- Don't reject ideas. There are no wrong answers in a brainstorm.
- If you are working with a group, build on each other's ideas.

# What's the Problem?

## Participant Instructions

1. Complete the Reading.
2. Answer the Discussion Questions.
3. Answer the Stop and Think questions.
4. Make a Brainstorm List of crime and community problems.
5. Write the total Hours Completed, the time you spent working on the project.
6. Have your supervisor sign the Check Point.



## Reading

Crime has an impact on everybody. Students are deprived of important books, papers, and prized possessions when backpacks are stolen from lockers. Elderly citizens fear being robbed or cheated. Innocent drivers and passengers of all ages are killed or injured in accidents caused by drunken drivers. When teenagers buy clothes at the mall, they pay extra to cover the store owner's losses to shoplifting. Victims of bullying, threats, and sexual assault say they never fully recover from the experience.

When people get caught, police records and prison terms leave a permanent mark on their lives. For most people, "getting away with it" doesn't work either. When people do something wrong, they know it. For most people, living outside the law makes life very difficult.

The effects of crime don't stop with its victims or offenders. In the future, you will pay extra taxes to protect your community from crime. As a voter, you will have to choose between candidates who may have different opinions about how to deal with crime. Some people think crime should be prevented with better education and more economic opportunities. Others believe that harsher punishment is the answer. People have different opinions about crime, but nearly everyone agrees that it is a serious community problem.

## Discussion Questions

Hold a brief discussion using the following questions:

- How does crime impact people's lives?
- Has crime influenced your life? How?
- How does crime affect people who aren't victims or perpetrators?
- Do you think crime is a serious community problem? Why or why not?



# What's the Problem? (cont'd)

## Participant Instructions

### Stop and Think

You have seen how crime is a community problem. Problems have causes and effects. You can learn a lot about a problem by looking at its causes and effects. Write answers to the questions below on a separate sheet of paper:

- What are some common criminal offenses committed by young people?
- Why do you think young people commit crimes (causes of the problem)?
- How do offenses committed by youth affect the community (effects of the problem)?
- If you were a community leader, how would you deal with the problem of crime?

### Brainstorm List

Use the Brainstorm Tips (see page 13) to make a list of five community problems you think are important. How many of them are linked to crimes? Keep your list of community problems or give it to your supervisor. You may use it later.

### Five Community Problems

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Hours Completed \_\_\_\_\_

\_\_\_\_\_  
(Supervisor's Signature)

\_\_\_\_\_  
(date)

# Project Option One: Building Your Own Action Projects

## Supervisor Guide

### Overview

In this first Build Your Own option, participants and supervisors work together to plan and complete a community service-learning Action Project. First, they choose a community problem they want to work on. Next, participants complete an action plan and present it to the supervisor. Then, participants use the action plan as a guide to complete their project. In addition, participants are required to keep track of their hours and reflect on their community service-learning experience.

### Skills and Objectives

Participants will be able to . . .

- Choose a community problem that can be addressed with a service project.
- Work cooperatively as a group.
- Actively explore the community for resources (partners and materials).
- Make an action plan and use it to complete a project.
- Evaluate their project in terms of self and community improvement.

### Materials & Preparation

#### Handout One—Build Your Own Action Project—1 copy for each participant

Brainstorm Lists from Step Two—What’s the Problem?

This community service-learning option requires participants to work in small, supervised groups.

### Procedure

Tell participants that they are going to:

1. Choose a community problem they want to work on.
2. If possible, have participants address the causes and effects of specific crimes with an action project.
3. Plan a project to deal with a community problem they think is interesting and important.

### Handout

Have participants work in small groups. Give each group a copy of **Handout One—Build Your Own Action Project**. Have them review the Participant Instructions. Answer any questions participants may have. **Note:** Make sure participants know who is acting as the project supervisor at each stage of a community service-learning project.

### Reading

Have participants work in small groups. Allow time to read the handout.

### Choose a Problem

Have participants work together to make a list of community problems on a large sheet of paper. If possible, have participants brainstorm additional problem areas and add them to the Brainstorm List of Five Community Problems they completed on **Handout Activity Two—What’s the Problem?**

**Note:** Have participants consider planning a project that might address a specific offense, such as those featured in the Done in a Day Projects on pages 27–95.

Have participants consider each problem on the list by asking: Will working on this problem:

1. Use your skills, talents, and interests?

2. Help you learn something about yourself and your community?
3. Be fun and interesting?
4. Have a positive impact on the community?
5. Have participants choose the problem they want to address with a community service-learning project.

**Important!** Don't choose a problem that is too big or too little. For example, don't choose a problem like crime. That would be too big and you could never solve the whole problem of crime. Don't choose a problem that is too small to be important or interesting. To be successful, tackle a problem big enough to be important and interesting but small enough that you can do something about it!

**Note:** Have participants consider planning a project that might address a specific offense, such as vandalism or shoplifting, like those featured in the Done in a Day Projects on pages 27–95.

### Plan the Project

Explain that participants are going to create a plan to build their own service project. Tell them to:

1. Work as a group.
2. Discuss each Action Plan step.
3. Write clear answers in the spaces provided.

**Note:** Supervisors should give participants as much responsibility as possible in the planning and implementation of their Action Project. Learning how to interact with community groups and individuals to get what they need helps build civic-participation skills.

### Reporting

Before they begin their project, have participants report on their Action Plan to other agency supervisors and participants. Reporting helps participants clarify problems, goals, and strategies.

### Go to Work!

Have participants follow their Action Plans to complete their community service-learning projects. Make sure participants know who is acting as the project supervisor at each stage of a community service-learning project.

### Stop and Think

After they have completed their projects, have participants answer the Stop and Think questions.

### Check Points

Sign off on the Action Plan Check Point before participants begin their Action Project. When they have completed their Action Project, review the Hours Completed and sign off on the Final Check Point.

# Building Your Own Action Project

## Participant Instructions

1. Complete the Reading.
2. Choose a Problem.
3. Make an Action Plan to address the problem.
4. Report to others on your Action Plan.
5. Have your supervisor sign the Action Plan Check Point.
6. Put your Action Plan to work.
7. Answer the Stop and Think questions.
8. Write the total Hours Completed, the time you spent working on the project.
9. Have your supervisor sign the Final Check Point.

## Reading

You are going to build an action project to deal with a community problem you think is important. To build your own action project you will:

1. Choose a community problem you want to work on.
2. Plan a project to address the problem you have chosen.

## Choose a Problem

To choose a problem write a list of community problems on a large sheet of paper. For each problem ask: Will working on this problem. . .

1. Use your skills, talents, and interests?
2. Help you learn something about yourself and your community?
3. Be fun and interesting?
4. Have a positive impact on the community?
5. Choose the community problem you are going to work on.

**Important!** Don't choose a problem that is too big or too little. For example, don't choose a problem like crime. That would be too big and you could never solve the whole problem of crime. Don't choose a problem that is too small to be important or interesting. To be successful, tackle a problem big enough to be important and interesting but small enough that you can do something about it!

## Plan the Project

Take the time to make an Action Plan. You will save time and effort. Why? Because you will know where you're going and how to get there.

To make an Action Plan, follow the steps below. Discuss each step. Write a clear answer. Each step influences the others. Make sure they all fit together. Make sure your plan will create a positive impact on the community.

# Building Your Own Action Project (cont'd)

## Action Plan

---

**Step One. What's the Problem?** How does this problem influence your lives? How does it impact the lives of other people—your family, friends, people at school, and others in your community? What are some causes and consequences of the problem?

**Problem:**

Who does it impact?

Causes:

Consequences:

---

**Step Two. Goal.** What do you want to achieve? How will your goal help the community?

---

**Step Three. Name.** Have the name describe your project goal.

---

**Step Four. Tasks.** What do you have to do? Write down each task, how long it will take, and who will do it. Be specific! This is the road map for your action project.

Task:

Time Needed:

Who Does What?:

---

**Step Five. People and materials.** Who will support your project? List people who can help you. What materials do you need to complete your project? Where will you get them?

Partners:

Material:

Source of Materials:

# Building Your Own Action Project (cont'd)

## Reporting

Before you begin your project, report on your Action Plan to your supervisor and other youth court participants. Reporting helps you clarify problems, goals, and strategies. **Step Six. Go to Work!** Follow your action plan to complete your Action Project. Good luck!

**Stop and Think.** Use the Stop and Think Tips to measure the success of your Action Project. Answer these questions:

What did you do in your Action Project?

What did you learn about your community?

What did you learn about yourself?

If you worked as a team, did you work well together? Why or why not?

How could you do this project better next time?

## Final Check Point

Hours Completed \_\_\_\_\_

\_\_\_\_\_  
(Supervisor's Signature)

\_\_\_\_\_  
(date)

# Project Option One: Building Your Own Volunteering

## Supervisor Guide

### Overview

In this community service-learning option, participants volunteer at a community-service agency. First, they research agencies and other community groups that address community problems. Next, they choose and contact an agency where they can volunteer. Third, participants complete the required number of service hours at the agency. In addition, participants answer questions describing and evaluate the agency's purpose and effectiveness and reflect on their volunteer experience.

### Skills and Objectives

Participants will be able to . . .

- Choose and contact a community-service agency where they can volunteer.
- Interact usefully and responsibly with a community-service agency.
- Learn useful job-site skills.
- Work cooperatively with others.
- Describe the purpose and methods of a community-service agency.
- Describe and reflect upon the role of service for the good of the community and themselves.

### Materials & Preparation

**Handout One—Volunteering**—1 copy for each youth participant

Prepare a selected list of community-service agencies.

**Note:** If possible, focus on agencies that might address effects specific offenses typical of those committed by youthful offenders.

**Note:** Supervisors should give participants as much responsibility as possible in locating and choosing an agency to volunteer at. Learning how to interact with community groups and individuals to get what they need helps build civic-participation skills.

Before participants volunteer at an agency, ask the following questions of the agency's contact person:

1. Does the agency use volunteers? Who is the contact person for volunteers?
2. What is the agency's purpose? **Optional:** Does it address the causes or effects of any criminal offenses?
3. What tasks will volunteers perform? Are tasks related to the agency's purpose? If so, how?
4. Where is the agency located? How will respondents get there?
5. Insurance coverage: How will respondents be covered for injury and liability?

### Procedure

Tell participants that in order to complete their community-service requirement, they are going to volunteer at a community-service agency. Explain that they are responsible for choosing and contacting an agency.

### Handout

Give each participant a copy of **Handout One—Volunteering**. Have them review the Youth Participant Instructions. Answer any questions they may have. Make sure participants know who is acting as the project supervisor at each stage of a community service-learning project.

### Reading

Allow time to read the handout. If they are working as a group, have them read aloud.

## Volunteer Questions

Participants who volunteer at a community-service agency are required to gather three kinds of information.

1. Contact information
2. The agency's purpose and its effectiveness
3. Personal reflection about their volunteer experience

Review the Volunteer Questions with participants and answer any questions they may have.

**Important!** Participants must use the Agency Check Point to secure the signature and a notation of service hours from a Contact Person at the community-service agency.

## Check Points

Review the Agency Check Point and Hours Completed and sign off on each youth participant's completed handout.



# Volunteering

## Participant Instructions

1. Complete the Reading.
2. Choose and contact an agency where you can volunteer.
3. Fill out the Contact Info on the handout.
4. Go to work at the agency.
5. Answer the Agency Purpose and Effectiveness questions on the handout.
6. When you have completed your volunteer work, have the person you worked with at the agency sign the Agency Check Point on this handout.
7. Complete the Stop and Think section. Keep track of the hours you spend on the project.
8. Hand in your completed project worksheet to your supervisor.

## Reading

As part of your youth court assignment, you are going to give back to the community by volunteering at a community-service agency. Community-service agencies are different from other organizations. Their purpose is to improve the community. They do not make money. In order to keep running, most community-service agencies are supported by tax money, donations, or money from grants. Many depend on volunteers to help them with their goals. That's where you fit in—you are going to contribute your time, skills, talents, and energy to the community by volunteering at a service agency.

Ask your supervisor how to contact community-service agencies where you might volunteer. Your supervisor may have a list. To choose the agency that is best for you, answer these questions:

- What does this agency do? Does it address the causes or effects of any criminal offenses? If so, what offenses?
- What are your interests? What are your talents?
- How can you use your interests and talents to help this agency?
- What can YOU learn by working at this agency?
- Where is this agency? Is it near your school or home?

# Volunteering (Cont'd)

## Contact Info

Agency name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Contact person (Who is in charge of volunteers?): \_\_\_\_\_

Transportation (How will you get there?): \_\_\_\_\_

Community service-learning hours (How many hours do you need?): \_\_\_\_\_

Dates and times for volunteering: \_\_\_\_\_

## Agency Purpose

(If you need more room, use a separate sheet of paper to answer these questions.)

1. What problem or problems does the agency address? Does the agency address the causes or effects of any criminal offenses? If so, how?
2. How does the agency deal with these problems?
3. Do they do a good job? Why or why not?

## Agency Check Point

Hours Completed \_\_\_\_\_

\_\_\_\_\_  
(Agency Contact Person Signature)

\_\_\_\_\_  
(date)

## Stop and Think

1. What tasks did you do?
2. How did you use your OWN interests and talents to help the agency?
3. What did you learn?
4. How did you feel about your community service-learning experience?

Supervisor Check Point Hours Completed \_\_\_\_\_

\_\_\_\_\_  
(Supervisor's Signature)

\_\_\_\_\_  
(date)

# Project Option One: Building Your Own

## Teach Ins \*

### Overview

Teach In projects engage participants in teaching younger students about specific topics. Cross-age projects such as these have the potential to positively impact both the older and younger students' knowledge about a particular topic. It can develop organizational, presentation, listening, and participation skills in both groups and develop deeper understanding and respect for the legal system. Cross-age projects, especially those with a prevention component, also can impact older and younger participants' attitudes about engaging in at-risk activities. To achieve positive outcomes for the court participant and the youth audience, care must be taken in designing the Teach In project. The following tips are provided to help ensure a successful experience.

### Goals and Outcomes

In designing a Teach In project, the first step is to determine what impact you would like the experience to have on the participant. A well-designed Teach In project can help the participant develop:

- Problem-solving skills (identify an audience, find transportation)
- Organizational skills (prepare to teach a structured lesson, gather materials)
- Communication and presentation skills (schedule a site visit, present to an audience)
- Social skills (interact with a teachers, younger students, supervisor)
- Knowledge about a specific topic (content of lesson he/she teaches)
- Positive self esteem (serve as a positive role model to younger students)

- Academic skills (reading, comprehending, and applying what is read)
- Positive attitudes (about the legal system, about avoiding trouble)

### Designing a Teach In Project

*Giving Back* provides six Done in a Day Teach In projects. Take a look at some of these existing projects to get ideas for designing your own Teach In project. Here are a few tips:

- Provide the participant with a simple, step-by-step lesson plan. Use an existing lesson or activity that you know the participant can handle. The lesson plans for *Giving Back's* Teach In projects are adapted with permission from existing curriculum materials<sup>1</sup> that have been used successfully with elementary grades. The participant should not be expected to create a lesson plan alone.
- Keep the lesson plan very simple. You will notice that the Teach In lessons do not require the participant to have advanced teaching skills such as leading small-group activities, in-depth discussion activities, or lessons that require a lot of handouts or supplies.
- Choose a lesson plan for the participant to teach that provides useful information for the participant. The idea is for the participant to gain knowledge and skills to help him/her avoid trouble and/or gain knowledge or insight about the law.

### Pitfalls to Avoid

Teach In projects should provide a positive experience for both the participant and the young audience. To this end, avoid:

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\* Although described here as a Build Your Own option, six Teach In project examples are featured as Done in a Day projects.

<sup>1</sup> Project L.E.A.D., Los Angeles District Attorneys Office and VOICE, Constitutional Rights Foundation Chicago)

- Putting the participant in an uncomfortable or humiliating position. Assign a Teach In project to participants who have the appropriate skill set (reading, speaking, etc.).
- Expecting the participant to stand before an audience and confess or apologize. The younger students need not know that the participant is fulfilling a community-service obligation.
- Choosing complicated lesson plans for the participant to teach. The lesson should take no more than one-half hour for the participant to deliver.

### **Age-Appropriate Teach Ins**

It will be important to ensure that the participant identifies an age-appropriate group to present the lesson to. Help the participant identify the skills the young students will need and determine the grade level or age group accordingly. It is also important to consider the content of the lesson. A Teach In on a topic like date rape would not be appropriate for elementary students, nor would a lesson on stranger danger be appropriate for a high school audience. Using a solid lesson plan from an existing successful curriculum is encouraged to avoid pitfalls and better ensure a positive experience for all.

### **Finding Existing Lesson Plans**

Organizations that specialize in prevention curriculum may have on-line, free resources you can use or adapt. Starting points:

National Crime Prevention Council  
([www.ncpc.org](http://www.ncpc.org))

FBI Kids Page ([www.fbi.gov/fbikids.htm](http://www.fbi.gov/fbikids.htm))

Youth for Justice partners  
([www.youthforjustice.org](http://www.youthforjustice.org))

Many local law enforcement agencies, City/District Attorneys Offices, Auto clubs, and insurance agencies also have free lessons and resources that could be used for Teach In projects.

# Project Option Two: Done in a Day Projects

## Overview

Done in a Day projects are simple projects that participants can complete in a relatively short time with limited resources and moderate supervision. These projects are organized under ten common juvenile offenses. There are two projects to choose from for each offense. Both projects can be assigned should a participant need to complete additional community-service hours.

Done in a Day projects offer a variety of activities including:

- Creating fliers, brochures, or posters to raise awareness and educate others.
- Working with adults to address problems related to common juvenile offenses.
- Teach Ins—teaching experiences in which participants present prevention lessons to younger children.

Each project has been designed to promote a positive experience for the participant(s) that support the goals and objectives of balanced and restorative justice (See Goals and Objectives chart on page 5).

## Assigning Done in a Day Projects

For each offense, there is a Supervisors Page and a set of handouts for the participant. Each Supervisors Page provides:

- A brief overview of the offense and the related Done in a Day projects.
- Descriptions of Project A and Project B. Each description includes:

**Hours** – A general estimation of how long the participant will spend planning and implementing the project. This will vary depending on participants' skill sets and on the supervisor's expectations in terms of a simple or elaborate product.

**Objectives** – The project's potential to help develop participant knowledge, skills, and

attitudes. Supervisors might choose to emphasize one or more outcomes to address specific needs of participants.

**Helping Participants Prepare.** Tips to help ensure a successful experience for the participant and for the community being served through the service-learning project. **Note:** Supervisors should give participants as much responsibility as possible in the planning and implementation of their Action Project. Learning how to reach out to the community helps build civic-participation skills. Some steps, however, may require supervisor guidance to ensure a successful outcome.

**Materials Participant Will Need.** Many of the projects require basic writing and art supplies, access to a computer and printer, or copies of handouts. Each project is designed to require minimal resources and materials.

## Participant Handouts

- **Participant Fact Sheet.** Defines the offense, explores its impact on victims, the community, and offenders. Contains information to assist the participant in understanding the connection between the offense and the project and how the project might address some of the legal, psychological, emotional, or economic effects of the offense. In this way, the participant will have some background knowledge about the offense and its impacts, as well as the step-by-step instructions to complete the specific project related to the offense. **Note:** Some Participant Fact Sheets contain **Research Resources**, online informational sites about the offense and the project that addresses it.
- **Community Service-Learning Worksheet.** Describes the specific project. Provides steps for the participant to complete the project and Stop and Think questions as a reflection activity. Includes Check Point and Supervisor

sign-offs. The Check Point sign-off provides a way for an on-site adult (where the participant did his or her service) to let the supervisor know the project was completed.

- **Additional Handouts.** There are additional handouts for a few of the Done in a Day projects to assist the participant in special research or Teach In projects.
- **Teach In Projects.** There are six Teach In projects included in the Done in a Day section. These projects are designed to provide an opportunity for participants to work with younger children. Each Teach In project provides a step-by-step lesson plan for the participant to use, along with any handouts the participant will give to the younger students. The Teach In lesson plans are adapted from prevention curriculum that has been successfully used in elementary classrooms and has undergone intensive research-based evaluation.

## Tips for Supervisors

- Allow and encourage the participant to take as much responsibility for planning and implementing the project as possible. The more investment the participant makes in the success of the project, the more likely the experience will have an impact on knowledge, skills, and attitudes.
- These projects can be assigned to an individual, pair, or small group of young people to complete. If there are youth volunteers associated with your program, they too, could participate in the projects.
- Match projects with participants' skill sets. If the project is going to require the participant to read aloud to younger students, make sure the participant will be able to handle it. It is important that the participant not be uncomfortable or humiliated.
- The projects are designed to provide participants with an opportunity to be a positive role model and to encourage his or her potential to contribute to the community. If the participant is a respondent or offender, he or she should not be required to make a public confession or apology during the course of the project.

# Done in a Day Project

## Offense 1: Theft

### Supervisor's Page

The community service-learning projects for the offense of theft are designed to help youth participants develop a deeper understanding of theft, specifically shoplifting, and its causes and effects. Project A and Project B both focus the offense of shoplifting and its impact on victims and the community. Either project could be completed by an individual or a group of participants.

<b>Project A – Did You Pay for That?</b>	<b>Hours 4-6</b>
<p><b>Description:</b> Participants give a presentation to pre-teens about the impact (causes and effects) of shoplifting.</p> <p><b>Objectives:</b> To have participants do research on a juvenile-justice topic and prepare a presentation from the information they gather; to help participants understand the impact of shoplifting on themselves, their victims, and the community; to play a mentoring role and help pre-teens understand about the impact of shoplifting.</p> <p><b>Helping participants prepare:</b> Assist participants in researching about shoplifting; help them locate and contact a school or community agency where they can speak to younger children (10-12 years old). Using the information they have gathered, have participants arrange for a question-and-answer session after the presentation.</p> <p><b>Materials participants will need:</b> drawing materials (magic markers, large pad of paper, easel)</p>	
<b>Project B – All About Shoplifting</b>	<b>Hours 4-8</b>
<p><b>Description:</b> Participants talk to owners or managers of local stores to find out about the impact of shoplifting and write a letter to the editor of the school or local paper about the subject.</p> <p><b>Objectives:</b> To raise young people's awareness of the impact of shoplifting on offenders, victims, and the community.</p> <p><b>Helping Participant Prepare:</b> Assist participants in 1) contacting local newspapers about writing letters to the editor (Be sure that the editors know that the letters will be from anonymous, underage writers.). 2) Getting permission to interview local merchants about the impact of shoplifting on their businesses. 3) Give participants tips (see resource below) on how to write a letter to the editor. 4) Check participant letters before sending them to the school or local paper. 5) Display any completed letters at school or in your youth court or other juvenile-justice agency.</p> <p><b>Materials Participant will need:</b> Notepad, pencils, pens, letter-writing materials</p>	

# Theft

**The Offense:** Theft is the unlawful taking of property from the possession of another without that person's freely-given consent.

### The Impact:

#### ...on victims

Stores suffer as result of lost profits; thus employees lose their jobs as result of cutbacks in staff or layoffs brought about because of higher insurance costs and the replacement of stolen inventory. Consumers are then penalized by higher retail prices, and the general public pays through increased taxes resulting from lost sales tax revenue on the stolen merchandise.

#### ...on the community

Shoplifting hurts our economy, costing consumers higher prices at the cash register, and causing a loss of jobs when retailers are forced to close stores or even go out of business. Shoplifting can consume a large proportion of police resources in processing offenders whom store security staff have detained.

#### ...on offenders

Shoplifting is often regarded as an entry crime, from which juveniles graduate to more serious offenses. Shoplifting can be said to fuel the drug trade, because it provides the income some addicts need to buy drugs.

### Research Resources

#### Online Lawyer Source—Shoplifting

[www.onlinelawyersource.com/criminal\\_law/shoplifting.html](http://www.onlinelawyersource.com/criminal_law/shoplifting.html)

#### StreetLaw, Inc—Shoplifting

[www.kidshealth.org/teen/school\\_jobs/good\\_friends/shoplifting.html](http://www.kidshealth.org/teen/school_jobs/good_friends/shoplifting.html)

#### Laws for Kids—Shoplifting

[www.lawforkids.org/laws/view\\_law.cfm?id=19&topic=ARRESTED,OTHER](http://www.lawforkids.org/laws/view_law.cfm?id=19&topic=ARRESTED,OTHER)

#### How to Write a Letter to the Editor

[www.crf-usa.org/act/ACT\\_ch6.htm#editor](http://www.crf-usa.org/act/ACT_ch6.htm#editor)





# The Impact of Shoplifting

For your community service-learning project, you are going to do some research about the impact (causes and effects) of shoplifting and prepare a short report or presentation.

To do this, you will have your supervisor assist you in locating and contacting a school or community agency where you can give your report. Then you will prepare what you are going to say and decide how you want to say it. You can use chart paper and colored markers to help you present your report. Be prepared to discuss (ask and answer questions about) shoplifting with the younger students. After you present your report, you will answer the Stop and Think questions on the bottom of this page and turn this handout into your supervisor.

## Action Steps:

1. Locate and contact a school or community agency and gather the materials you will need to give a presentation to pre-teens about your shoplifting experience.
2. Prepare your presentation. Use the information on the Participants Fact Sheet to help you. Make notes of what you are going to say. Use the Stop and Think Questions below as a guide for things you can talk about. You will be speaking to younger children. You can use magic markers and a large pad of paper to illustrate your presentation.
3. Be prepared to ask and answer questions from your pre-teen audience following your presentation.
4. Practice your presentation in front of your friends, family, or supervisor. You don't want your talk to be too long or too short and you will want to feel confident.
5. Go to the site. Give your presentation. Allow the younger children to ask questions. To get the discussion going, you might want to ask them questions (See "Shoplifting Questions" below.). Have the teacher or agency supervisor where you give your presentation sign your Check Point.
6. When you have finished your presentation, complete the Stop and Think section. Keep track of the hours you spend on the project.
7. Hand in your completed project handout to your supervisor.

## Shoplifting Questions

1. What is shoplifting?
2. What are some causes of shoplifting?
3. What are some effects of shoplifting?
4. What impact does shoplifting have on a store? On your community?
5. Why do you think people shoplift?  
(See the Participant Fact Sheet—Theft for research information and to give you ideas for additional questions.)

Name \_\_\_\_\_

# The Impact of Shoplifting (cont'd)

**Stop and Think**

(If you need more room, use a separate sheet of paper to answer these questions.)

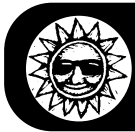
- How does this project relate to the causes or effects of theft?
- Why do you think you decided to shoplift?
- How did you feel during and after your shoplifting experience? When you got caught?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



# All About Shoplifting

For your community service-learning project, you are going to write a letter to the editor of the school or local paper about shoplifting.

To do this, you are going to talk to owners or managers of local stores to find out about shoplifting and its consequences, learn a few tips about writing letters to the editor and write a letter about shoplifting and its consequences on victims and the community. **Important:** You will NOT need to sign your letter. You are underage and can remain anonymous. After you write and send your letter, you will answer the Stop and Think questions on the bottom of this page and hand in this project handout to your supervisor.

## Action Steps

1. Contact a local storeowner or manager who is willing to talk about the causes and effects of shoplifting.
2. Make a list of Interview Questions to ask storeowners about shoplifting. Use the information on the Participant Fact Sheet to help you add to the list of Interview Questions below.
3. Interview store owners or managers about shoplifting. Use a notepad to write down the answers to your questions. Have the person you interviewed sign the Check Point below.
4. Write a letter explaining what happens when people shoplift. Use the web site on the Participant Fact sheet for some tips on how to write a letter to the editor. Make a copy to show your supervisor. Have an adult check your facts and spelling. Keep track of the hours you spend on the project.
5. Send a copy of the letter to the editor of your school or local newspaper.
6. When you have finished your letter-writing project, complete the Stop and Think section. Keep track of the hours you spend on the project.
7. Hand in your completed project handout to your supervisor.

## Interview Questions.

- What is shoplifting?
- How many people do you catch shoplifting from your business?
- How much money do you lose to shoplifting?
- What impact does it have on your store? On the community?
- Why do you think people shoplift?  
(See the Participant Fact Sheet—Theft for research information and to give you ideas for additional questions.)

# All About Shoplifting (cont'd)

**Stop and Think**

(If you need more room, use a separate sheet of paper to answer these questions.)

- How does your Done in a Day project connect to your offense?
  
- What did you learn about shoplifting?
  
- What did you about its impact on businesses and the community?
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_

# Done in a Day Project

## Offense 2: Vandalism

### Supervisors Page

The service-learning projects related to vandalism are designed to encourage youth participants to address safety and environmental problems in their community, thus promoting community awareness and civic-participation skills. These projects also highlight the benefits of service projects designed to create a safer community environment.

Project A – Restore a Wall or Playground	Hours 4-6
<p><b>Description:</b> Participants will partner with school administrators, local representatives, business owners, or park and recreation officials to restore a public wall or playground that has been the target of vandalism.</p> <p><b>Objectives:</b> Youth apathy and a lack of civic awareness can be primary causes of vandalism. This project provides participants with opportunities to identify and collaborate with local partners who are engaged in improving community safety and beautification efforts. Youth participants will also have the opportunity to practice decision-making, problem-solving, and organizational skills as they work towards implementing their community restoration project.</p> <p><b>Helping Participant Prepare:</b> 1) Ensure that the participant identifies an appropriate wall or playground. 2) Participants may need guidance in consulting with local city, school, or business owners to explain the “Restore a Wall” project. 3) Participants will need to locate, contact, and persuade local hardware or “do-it-yourself” stores request donations of clean-up materials (e.g. paint, rollers, brushes, long handles, plastic buckets, trash bags, brooms etc.). 4) Arrange for transportation from a central meeting point.</p> <p><b>Materials Participant will need:</b> Materials will vary depending on the clean-up project.</p>	
Project B – Adopt a Cemetery	Hours 4-6
<p><b>Description:</b> Youth participants identify and beautify a local cemetery.</p> <p><b>Objectives:</b> Participants will use research, reflection, and organizational skills to identify a local cemetery, learn about local history, and complete a community beautification project.</p> <p><b>Helping Participant Prepare:</b> 1) Participants may need some guidance in contacting local church or city officials responsible for maintaining local cemeteries. 2) Suggest ways participants can secure the appropriate tools and materials they will need. 3) Set time aside for discussion about the gravestones and the stories they tell: Who is buried there? How old were they when they died? Were they young? Old? What was happening in their community and the nation during their lifetimes? 4) Arrange for transportation from a central meeting point.</p> <p><b>Materials participant will need:</b> Rakes, shovels, clippers, gloves, trash bags</p>	

# Vandalism

Vandalism is defined as the willful or malicious injury, defacement, destruction, or disfigurement of any public or private property, without the consent of the owner.

## The Impact

...on victims

Besides the personal cost to victims, vandalism can result in emotional distress and a general feeling of anxiety regarding community safety. It can also create hostility that can lead to violent confrontations between outraged victims and youth vandals.

...on the community

Intentionally damaging property, public or private, is a crime. Vandalized, graffiti-marked, and messy property generates unease and says to the public that residents do not value the homes, schools, and businesses that make up their community. Some argue that uncontrolled vandalism can lead to more serious crimes. Persistent vandalism also increases taxes and insurance costs for everybody while diverting funding and resources originally intended for other community needs, such as extracurricular activities for youth.

...on offenders

Youth participation in acts of vandalism can create or reinforce negative attitudes about young people as a whole. In communities where a rash of vandalism occurs, neighbors may grow more suspicious of young people, even those not directly connected to vandalism or other offenses. In addition to being in trouble with the law, juvenile offenders and their parents can be sued for damages and required to pay reparations. Some acts of vandalism (e.g. graffiti) can often be classified within the felony range of crimes, resulting in youth acquiring a criminal record at an early age.

## Research Resource

### Wipe Out Vandalism and Graffiti

Youth in Action Series

Office of Juvenile Justice and Delinquency Prevention

This resource for young people defines vandalism as a crime and not a prank. Provides youth with ways to “wipe out” vandalism and graffiti in their communities.

[www.ncjrs.gov/pdffiles/94600.pdf](http://www.ncjrs.gov/pdffiles/94600.pdf) (NCJ 171122) December 1998OJJDP



# Restore a Wall or Playground

Vandalized, graffiti-marked, and messy property often sends the message that residents do not care about the homes, schools, and businesses that make up their own community. For your community service-learning project, you will locate and restore a wall or playground that you consider to be a particular and discouraging eyesore in your community.

## Action Steps

1. Work with your supervisor to obtain permission from a school, local business, or city officials to restore a wall or playground to its original, non-vandalized condition.
2. Consult with your supervisor to identify and contact local businesses to request donated materials. Tips for completing this task include:
  - Make a list of materials that you'll need to complete your project.
  - Locate the local hardware and do-it-yourself stores in your neighborhood.
  - Form pairs to visit and request the support of the stores by briefly explaining your project and presenting them with your list of requested items. It's not important that they provide you with every item on your list. Even partial donations are helpful and should be accepted with gratitude.
3. Consider inviting family, friends, and other youth to support your project.
4. Paint and/or repair vandalism-related damage at your selected restoration site.
5. Don't forget to clean up after your work is completed.
6. Have an adult who saw your work sign the **Check Point**.
7. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
8. Hand in your completed project handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

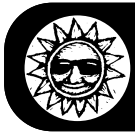
- How did this project relate to vandalism?
- What impact do you think your project will have on other young people?
- How did adults in your community react to your project?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



# Adopt a Cemetery

For your community service-learning project, you will select a local cemetery to beautify and use the information found on the gravestones to answer questions about your community's history.

You can learn a lot about community's history by walking through your local cemetery. By studying the names, birth dates, ages, and inscriptions on the gravestones of the people buried there, you can form a profile of what your community must've been like long before you lived there.

## Action Steps

1. Work with your supervisor to obtain permission from church or city officials to visit and beautify (clean up and repair) the local cemetery.
2. Participate in a discussion with your supervisor and other participants regarding specific questions about your community's history, such as:
  - Who is buried in our local cemetery?
  - What was happening in our community and the nation during their lifetimes?
  - How old were they when they died?
  - What do the gravestone inscriptions, often called epitaphs, tell you about the person buried there and the time they lived?
3. Consider inviting family, friends, and other youth to support your project.
4. Clean the cemetery of trash and other debris and, if possible make minor repairs to fences and other cemetery facilities. Don't forget to clean up after your work is completed.
5. Have an adult who saw your work sign the **Check Point**.
6. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
7. Hand in your completed project handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How did this project relate to vandalism?
- What impact do you think your project will have on other young people?
- How did adults (e.g. parents, school faculty, parks and recreation staff) react to your project?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



# Done in a Day Project

## Offense 3: Substance Abuse

### Supervisors Page

These service-learning projects related to the offense of substance abuse are designed to encourage participants to explore positive alternatives to substance abuse while promoting a healthier lifestyle among youth in their community. Project A is appropriate for those whose substance abuse offenses may have been related to peer pressure. Project B is appropriate for community-based offenses. Each of the projects has the potential to provide positive role models to other youth.

<b>Project A – Teach In: Introducing Refusal Skills</b>	<b>Hours 4-6</b>
<p><b>Description:</b> Participants will use the lesson plan provided to teach refusal skills to a group of younger students (5th–7th grade).</p> <p><b>Objectives:</b> Peer pressure often plays a significant role in the commission of substance abuse. This project is designed to help juvenile offenders cope with peer pressure. In addition, this project provides an opportunity for the respondent to exert a positive influence on younger people and to acquire and practice critical-thinking and problem-solving skills.</p> <p><b>Helping Participants Prepare:</b> 1) Identify group of younger students to work with. Consider before- or after-school programs, churches, Boys and Girls Clubs. 2) Transportation to the Teach In site. 3) Ensuring the participant understands the lesson plan and can present the lesson in an age-appropriate, structured manner.</p> <p><b>Materials Participant will need:</b> One copy of Handout One—The FINAL Play (see page 43) for each participant. One copy of The FINAL Steps (see page 45) for each participant. Enough copies of The FINAL Steps for the participant to provide to the group of younger students.</p>	
<b>Project B – Creating a PSA About Substance Abuse</b>	<b>Hours 4-6</b>
<p><b>Description:</b> Participants study the problem of substance of abuse and create a graphic public service announcement (PSA) that describes the problem and its causes and effects (impact on offenders, victims, and the community).</p> <p><b>Objectives:</b> This project enables participants to research the offense of substance abuse and prepare a graphic PSA to inform their peers about the offense of substance abuse. Participants will use research and creative and critical-thinking skills to identify the problem of substance abuse and its impact on themselves and the community.</p> <p><b>Helping Participant Prepare:</b> 1) Direct participants to sources of information on substance abuse. 2) Have participants prepare a sketch or outline for the supervisor to evaluate the PSA design’s accuracy, clarity, and suitability. 3) Direct participants toward arranging for an appropriate location (school, community center, public building) to post their PSA.</p> <p><b>Materials participant will need:</b> Drawing materials (magic markers, large pad of paper)</p>	

# Substance Abuse

For minors, it is illegal to use or possess tobacco, alcohol, or drugs that are not used according to a doctor's prescription. Using them can lead to substance abuse, which is defined as the overindulgence in or dependence upon an addictive substance, especially alcohol or a narcotic drug. Also called chemical abuse, the term "substance abuse" is now frequently used because of the broad range of substances (including alcohol and inhalants) that can induce addictive behavior.

## The Impact

...on victims

Some people think that using illegal substances is a victimless crime. However, the impact on people who care about the offender is serious and can be long-term. Drug use can disrupt family life and create destructive patterns of codependency, that is, the abuser's family, out of love or fear of consequences, inadvertently enables the user to continue using drugs by covering up, supplying money, or denying there is a problem. Pregnant drug users, because of the drugs themselves or poor self-care in general, risk a much higher rate of low birth-weight babies than the average. Many drugs (e.g., crack and heroin) result in addicted babies who go through withdrawal soon after birth, and fetal alcohol syndrome can affect the children of mothers who consume alcohol during pregnancy.

...on the community

Drug abuse affects the community in many ways. In school it is costly in terms of lost study time and inefficiency. Drug users are also more likely than nonusers to engage in behavior that endangers themselves and those around them. Drug-related crime can disrupt neighborhoods due to violence among drug dealers, threats to residents, and the crimes of the addicts themselves. In some neighborhoods, younger children are recruited as lookouts and helpers because of the lighter sentences given to juvenile offenders, and guns have become commonplace among children and adolescents. The great majority of homeless people have either a drug or alcohol problem or a mental illness—many have all three.

...on offenders

Substance abuse can lead to addiction or substance dependence. Dependence almost always implies abuse, but abuse frequently occurs without dependence, particularly when an individual first begins to abuse a substance. Regular substance abuse can result in a failure to fulfill obligations at work, school, and home (e.g., repeated absences or poor work performance; suspensions or expulsions from school; arguments with friends and family). Many drug users will also resort to criminal activity, such as burglary, to raise money to buy drugs. Some drugs, especially alcohol, are associated with violent behavior.

## Research Resources

### Substance Abuse Fact Sheet

National Youth Violence Prevention Resource Center  
[www.safeyouth.org/scripts/facts/substance.asp](http://www.safeyouth.org/scripts/facts/substance.asp)

### Teens and Alcohol, Fact Sheet

National Youth Violence Prevention Resource Center  
[www.safeyouth.org/scripts/teens/alcohol.asp](http://www.safeyouth.org/scripts/teens/alcohol.asp)

**Participant Instruction**

# Teach In: Refusal Skills

Learning to cope with peer pressure can help young people avoid situations and behavior related to substance abuse. For your community service-learning project, you will help other young people develop skills to deal with peer pressure around substance abuse. These are called “refusal skills.”

### Action Steps

1. Read the Lesson Plan for Teaching Refusal Skills you will use.
2. Locate and contact a group of young people you will work with. Think about before- and after-school programs, Boys and Girls clubs, youth groups at local churches.
3. Spend time preparing to teach the lesson. Study each step of the lesson so you will be ready to work with the young people.
4. Go to the site and teach the lesson. After the lesson, ask an adult at the site to sign the Check Point.
5. Complete the Stop and Think section. Keep track of the hours you spend on the project.
6. Hand in your completed project handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- What important things did the young people learn from your presentation?
  
- How did you do as a teacher?
  
- Do you think being able to handle peer pressure is helpful in staying out of trouble? Why or why not?
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_

Participant Lesson Plan  
**Teach In: Refusal Skills**

**Overview**

Find a group of students between the ages 9–12 for this lesson. This lesson helps students learn how to handle peer pressure when they are asked to do something that is a bad idea. First, you share your own experience of a time when friends tried to get you to do something that you knew was a bad idea. Next, the teacher helps you select five students who will read a play about refusal skills. Finally, you help the students use these refusal skills in imaginary situations.

**To Prepare to Teach**

1. Read everything in this lesson so you will know exactly what to do.
2. Be sure you have five copies of **Handout One—The FINAL Play**, one for each of the characters in the play.
3. Use five sheets of paper and make a sign for each letter: F, I, N, A, L. Each student in the play will hold up his or her letter at the end of the play.
4. Be sure you have enough copies of **Handout Two—The FINAL Steps** for each student in the class.
5. Plan to be at the place you will teach at least 10 minutes early so you will have time to speak to the teacher before you teach your lesson.

**To Teach the Lesson**

**Procedure**

Before you begin teaching the lesson, ask the teacher of the younger students to select five students who could read the parts of Frank, Isabel, Nicky, Alex, and Lee in the play.

1. Introduce yourself. Tell the students that you are visiting today to help them learn about a way to stay out of trouble and still keep your friends.
2. Tell students a story about when friends or others pressured you to do something wrong and how you resisted the pressure. Explain that you were resisting something that happens to nearly everyone: It is called “peer pressure.”
3. Tell students that their friends or others may ask them to do things that they know they should not do. Explain that it’s important that they learn skills, called “refusal skills,” for resisting peer pressure. Tell them that these skills will help them keep friends and feel good about themselves and what they’re doing.
4. Tell students that some class members are going to tell them more about refusal skills by doing a little play. Line up the students who the teacher selected to perform the play and give each one the correct sign you made for them. Tell the student playing Frank to start the play.
5. When the students have finished reading the play, congratulate them on their performance and have all the students applaud.
6. Next, give all of the students a copy of **Handout Two—The FINAL Steps**. Review the FINAL steps with the class. Read the imaginary scene. You play the part of the friend and ask different students to fill in the blanks using the FINAL skills to handle the situation. Help them see how the FINAL skills could be useful to them and thank them for participating in your lesson.
7. Thank the teacher for allowing you to present your lesson and ask him/her to sign your **Check Point**.

Frank, Isabel, Nicky, Alex, Lee  
facing the  
Audience



## Handout One—Teach In: Refusal Skills

# The FINAL Play

This play has five readers: Frank, Isabel, Nicky, Alex, and Lee. Each should be facing the audience in this order with Frank at the audience's left and Lee at the right. Each reader should have a sign with the letter of the character's name he or she is playing. The readers will hold these letters over their heads at the end of the play, which will spell out **FINAL**.

- Frank:** Have you ever been in this situation? People are trying to get you to do something that you should not do. They might be trying to get you to . . .
- Isabel:** Gang up on other people.
- Nicky:** Smoke.
- Lee:** Ditch school.
- Alex:** Drink.
- Nicky:** Take drugs.
- Frank:** How can you say “no thanks” and still be their friend?
- Alex:** Sometimes you can't. Sometimes you just have to break away from people.
- Lee:** But other times you can remain friends.
- Frank:** We're going to show you some skills to help you do that. They're called refusal skills. They have five steps.
- Isabel:** Step one is to find out what's going to happen.
- Nicky:** Sometimes a friend will ask you to do something.
- Frank:** But it's not clear what's going to happen. For example . . .
- Alex:** Hey, let's go over to Fred's house Friday night.
- Lee:** Find out what's going to happen at Fred's house. Ask questions. Don't be shy.
- Nicky:** What are we going to do? Who's going to be there? Why are we doing that?
- Frank:** If you find out that it's an action you shouldn't do, like . . .
- Alex:** Taking drugs.
- Isabel:** Drinking.
- Nicky:** Smoking tobacco.
- Alex:** Smoking anything!
- Lee:** Then you go to step two.
- Frank:** Identify or label the action. You might say . . .
- Isabel:** That's wrong.
- Nicky:** It's against the law.
- Alex:** It's bad for your health.

*(Continued on next page)*



## Substance Abuse Done In A Day Project A

Name \_\_\_\_\_

- Frank:** Or if it's a crime, you might call it by name . . .
- Lee:** That's called substance abuse.
- Frank:** Sometimes just putting a label on it is enough to persuade people that it's a bad idea. They might not even have thought about it.
- Isabel:** If they continue to want to do it, then you go to step three.
- Frank:** Step three is to name the consequences of the action. For example...
- Nicky:** We could get sick from doing that.
- Alex:** If we do that, we could get in trouble.
- Lee:** We could go to jail.
- Frank:** We could kill someone.
- Alex:** Name as many bad consequences as you can. This will start people thinking. They may decide it's not such a good idea.
- Isabel:** If that doesn't work, then go to step four.
- Frank:** Step four is to suggest an alternative. For example, Let's not do that. We could...
- Nicky:** Go shoot some hoops.
- Alex:** Go listen to music.
- Lee:** Play video games.
- Frank:** Offer to do something that is fun. That sends the message that you like them. You want to do something with them. You just don't want to do something that's wrong.
- Isabel:** If this doesn't work, then you go to step five.
- Frank:** Step five is to leave. You don't have to leave in anger. Just say . . .
- Nicky:** Well, I have to be going. I'd like to get together and do something with you. But I can't do what you asked.
- Isabel:** That tells them that you still want to be friends.
- Frank:** One more time, let's go over the five steps that will help you refuse.
- Isabel:** To help you remember, a letter will stand for each step.
- Frank:** F is for: **Find out** what is happening. [Hold up the letter F and keep holding it up.]
- Isabel:** I is for: **Identify the action.** Label it as wrong. [Hold up the letter I and keep holding it up.]
- Nicky:** N is for: **Name the consequences.** [Hold up the letter N and keep holding it up.]
- Alex:** A is for: **Alternative.** Suggest an alternative. [Hold up the letter A and keep holding it up.]
- Lee:** L is for: **Leave.** [Hold up the letter L and keep holding it up.]
- Frank:** Remember: "No" is your **FINAL** answer. Remember these steps. They can help you refuse to do things that you know are wrong.



Handout Two—Teach In: Refusal Skills

# The FINAL Steps

You've learned about the FINAL skills for resisting peer pressure. They are:

Find out what's going on. Ask questions. Find out exactly what is going to happen.

Identify or label the action. Call it what it is.

Name the consequences.

Alternative. Offer an alternative.

Leave. Tell people that you still want to do other things with them, but not things that are wrong.

Now let's try to use these FINAL skills to solve a problem. Imagine that you and a friend are in the hallway just before class begins at school. Here is what happens next:

Friend: Hey, I have an idea!

You say: (F) \_\_\_\_\_

Friend: Let's go down to the corner store and trick the guy there to sell us a pack of cigarettes.

You say: (I) \_\_\_\_\_

Friend: Oh, come on. It'll be fun.

You say: (N) \_\_\_\_\_

Friend: Come on, we won't get caught.

You say: (A) \_\_\_\_\_

Friend: Well...I don't know...

You say: (L) \_\_\_\_\_

Friend: Wait... I'll come with you.

# Creating a PSA About Substance Abuse

For this community service-learning project, you will study the problem of substance abuse and create a public-service announcement (PSA) in the form of a poster. The PSA will describe the problem of substance abuse, its causes and effects on juvenile offenders, victims, and the community, and suggestions for preventing substance abuse before it happens. To do this, you will need to gather information so that the PSA will be accurate and based on facts. Before you create your poster you will need to: (1) submit a design (a written outline or sketch) for your supervisor to approve; (2) locate and seek permission to display your PSA in a public or school setting. You will also need to find an adult to check your work for spelling and accuracy.

1. Use the information on the Participants Fact Sheet—Substance Abuse to learn about the problem of substance abuse, its causes and consequences, and how to suggest some ways to deal with this problem.
2. After you learn about the problem of substance abuse, decide what information should be included in your PSA that would inform others about the problem and its causes and effects.
3. Gather any supplies you need and create your posters or handouts. The product should look good and the spelling and grammar must be perfect.
4. Present your project to your supervisor and ask him or her to review your work and make suggestions to improve your final product. Also ask him or her to sign your **Check Point**.
5. Display or distribute your product to the audience you have identified.
6. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
7. Hand in your completed project and this handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- What kinds of offenses are included under the category of substance abuse?
  
- What new information about substance abuse did you learn by doing this project?
  
- What information on your PSA do you think is most helpful in dealing with the problem of substance abuse? that you think will be helpful in making others aware of curfew laws?
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



# Done in a Day Projects

## Offense 4: Disorderly Conduct

### Supervisors Page

The community service-learning projects for the offense of disorderly conduct are designed to engage the participant in problem solving and creative thinking. Project A would be especially appropriate for participants whose participation in disorderly conduct may have been related to peer pressure. Project B would be especially appropriate for school-based offenses. Each of the projects has the potential to reinforce the benefits of being a positive role model to other youth.

<b>Project A—Teacher Appreciation</b>	<b>Hours 2-6</b>
<p><b>Description:</b> Participants will develop and implement a “teacher appreciation” plan for at least one teacher.</p> <p><b>Objectives:</b> Since disorderly conduct or disruptive behavior in a school setting is often dealt with (and endured) by teachers, this project engages the participant in doing a positive thing for at least one teacher. The participant should use decision-making skills and creative thinking to decide the most appropriate course of action, and should be responsible for gathering any materials needed or organizing other students to assist in implementing the plan. In this way, the participant is more likely to put him/herself in the mindset of teachers (what would they like, what would make a day better for them) and take ownership of the project to ensure its success.</p> <p><b>Helping Participants Prepare:</b> 1) Determine if the participant’s project should impact one or more teachers. 2) Ensure that the idea participant decides on is appropriate. 3) Ensure that the participant has a viable plan and timeline for completing the teacher-appreciation project.</p> <p><b>Materials Participants will need:</b> Will vary depending on the project the participant chooses.</p>	
<b>Project B—Teach In: Refusal Skills</b>	<b>Hours 4-6</b>
<p><b>Description:</b> Participants will use the lesson plan provided to teach refusal skills to a group of younger students (3rd-5th grade).</p> <p><b>Objectives:</b> Since it is common for peer pressure to play a role in the commission of disorderly conduct through planning and participating in this project, the participant’s own abilities to cope with peer pressure will be reinforced. In addition, this project provides an opportunity for the participant to have a positive influence on other young people and to acquire and practice critical thinking and problem-solving skills.</p> <p><b>Helping Participant Prepare:</b> 1) Identify group of younger students to work with. Consider before- or after-school programs, churches, Boys and Girls Clubs. 2) Transportation to the Teach In site. 3) Ensuring that he or she understands the lesson plan and can present the lesson in an age-appropriate, structured manner.</p> <p><b>Materials Participant will need:</b> One copy of Handout One—The FINAL PLAY (see page 52) and Handout Two—The FINAL Steps (see page 54) for each participant. Enough copies of The FINAL Steps for the youth participant to provide to the group of younger students.</p>	

# Disorderly Conduct

## **The Offense:**

Disorderly Conduct is behavior that disturbs the public peace, is annoying to others, and creates a situation that is alarming, physically inconvenient, or insulting to others.

## **The Impact:**

...on victims

This offense often impacts innocent people who are trying to go about their business or daily lives. In classrooms, disorderly conduct impacts the quality of learning for other students and such disruptions are both aggravating and tiring for teachers. Disorderly conduct in any setting can cause the people who are subjected to it to become angry or frightened.

...on the community

Disorderly conduct disturbs the peace of law-abiding people. When law enforcement officers or public school officials are called upon to deal with disorderly conduct, the public pays for their time to deal with these situations, taking their time away from dealing with greater community needs.

...on offenders

Aside from gaining a reputation as a nuisance, participating in disorderly conduct can put both offender and victims in danger. Disorderly conduct often affects people the offender does not know and predicting how strangers will react is risky. While one person may ignore the conduct and simply call on authorities to deal with it, another might react violently.

## **Research Resources**

### **Addressing the Problem of Juvenile Bullying**

Office of Juvenile Justice and Delinquency Prevention  
[www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf](http://www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf)

### **Fact Sheet, Bullying**

National Youth Violence Prevention Resource Center  
[www.safeyouth.org/scripts/teens/bullying.asp](http://www.safeyouth.org/scripts/teens/bullying.asp)

### **Fact Sheet, Physical Fighting Among Teenagers**

National Youth Violence Prevention Resource Center  
[www.safeyouth.org/scripts/teens/fighting.asp](http://www.safeyouth.org/scripts/teens/fighting.asp)



# Teacher Appreciation Project

Teachers often have to deal with the disorderly conduct of young people. For your community service-learning project, you will figure out a way to show teachers that they are appreciated for the hard work they do.

## Action Steps:

1. Work with your supervisor to decide if your project will impact one particular teacher or a group of teachers.
2. Figure out what you will do to show appreciation. Ideas:
  - Prepare a special lunch to bring to the teacher(s).
  - Create a decorated and filled snack jar for teacher(s) to keep in a cabinet in the classroom.
  - Organize other students to work with you to create cards or posters expressing teacher appreciation.
  - If your school has daily announcements, work with administrators to include special announcements for teacher appreciation to include in any weekly school bulletin or announcement sheet (songs and poems might be nice).
3. Gather any supplies you need and create your appreciation project.
4. Present your teacher-appreciation project to the teacher(s).
5. Have an adult who saw your work sign the **Check Point**.
5. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
6. Hand in your completed project handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

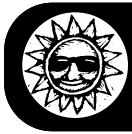
- How does making an extra effort to show teacher appreciation relate to the offense of disorderly conduct?
- What did you do to show the teacher(s) your appreciation?
- How did the teacher(s) react to your project?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



**Participant Instruction**

# Teach In: Refusal Skills

Learning to cope with peer pressure can help young people avoid situations that lead to the types of behaviors related to disorderly conduct. For your community service-learning project, you will help other young people develop skills to deal with peer pressure. These are called “refusal skills.”

### Action Steps

1. Read the Lesson Plan for Teaching Refusal Skills you will use.
2. Identify a group of young people you will work with. Think about before- and after-school programs, Boys and Girls clubs, youth groups at local churches.
3. Spend time preparing to teach the lesson. Study each step of the lesson so you will be ready to work with the young people.
4. Go to the site and teach the lesson. After the lesson, ask an adult at the site to sign the Check Point.
5. Complete the Stop and Think section. Keep track of the hours you spend on the project.
6. Hand in your completed project handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- What important things did the young people learn from your presentation?
  
- How did you do as a teacher?
  
- Do you think being able to handle peer pressure is helpful in staying out of trouble? Why or why not?
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor’s signature \_\_\_\_\_

Date \_\_\_\_\_



Participant Lesson Plan

# Teach-In: Refusal Skills

## Overview

Find a group of students between the ages 9–12 for this lesson. This lesson helps students learn how to handle peer pressure when they are asked to do something that is a bad idea. First, you share your own experience of a time when friends tried to get you to do something that you knew was a bad idea. Next, the teacher helps you select five students who will read a play about refusal skills. Finally, you help the students use these refusal skills in imaginary situations.

## To Prepare to Teach

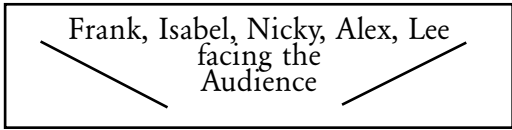
1. Read everything in this lesson so you will know exactly what to do.
2. Be sure you have five copies of **Handout One—The FINAL Play** for each of the characters in the play.
3. Use five sheets of paper and make a sign for each letter: F, I, N, A, L. Each student in the play will hold up his/her letter at the end of the play.
4. Be sure you have enough copies of **Handout Two—The FINAL Steps** for each student in the class.
5. Plan to be at the place you will teach at least 10 minutes early so you will have time to speak to the teacher before you teach your lesson.

## To Teach the Lesson

### Procedure

Before you begin teaching the lesson, ask the teacher of the younger students to select five students who could read the parts of Frank, Isabel, Nicky, Alex, and Lee.

1. Introduce yourself. Tell the students that you are visiting today to help them learn about a way to stay out of trouble and still keep your friends.
2. Tell students a story about when friends or others pressured you to do something wrong and how you resisted the pressure. Explain that you had to resist what is called “peer pressure.”
3. Tell students that their friends or others may ask them to do things that they know they should not do. Explain that it’s important that they learn skills, called “refusal skills,” for resisting peer pressure. Tell them that these skills will help them keep friends and feel good about themselves and what they’re doing.
4. Tell students that some class members are going to tell them more about refusal skills by doing a little play. Line up the students who the teacher selected to perform the play and give each one the correct sign you made for them. Tell the student playing Frank to start the play.
5. When the students have finished reading the play, congratulate them on their performance and have all the students applaud.
6. Next, give all of the students a copy of **Handout Two—The FINAL Steps**. Review the FINAL steps with the class. Read the imaginary scene. You play the part of the friend and ask different students to fill in the blanks using the FINAL skills to handle the situation. Help them see how the FINAL skills could be useful to them and thank them for participating in your lesson.
7. Thank the teacher for allowing you to present your lesson and ask him/her to sign your Check Point.





Handout One—Teach In: Refusal Skills

# The FINAL Play

This play has five readers: Frank, Isabel, Nicky, Alex, and Lee. Each should be facing the audience. Place Frank at the audience's left and Lee at the right. Place the others next to each other in the order listed above. Each reader should have a sign with the letter of the character's name he/she is playing. The readers will hold these letters over their heads at the end of the play, which will spell out **FINAL**.

- Frank:** Have you ever been in this situation? People are trying to get you to do something that you should not do. They might be trying to get you to . . .
- Isabel:** Gang up on other people.
- Nicky:** Smoke.
- Alex:** Start a fight.
- Lee:** Ditch school.
- Isabel:** Drink.
- Nicky:** Break the law.
- Frank:** How can you turn your friends down and still be their friend?
- Alex:** Sometimes you can't. Sometimes you just have to break away from these people.
- Lee:** But sometimes you can remain friends.
- Frank:** We're going to show you some skills to help you do that. They're called refusal skills. They have five steps.
- Isabel:** Step One is to find out what's going to happen.
- Nicky:** Sometimes a friend will ask you to do something, and it's not clear what's going to happen. For example . . .
- Alex:** Hey, let's go to the park Friday night and mess around.
- Lee:** Find out what's going to happen at the park. Ask questions. Don't be shy.
- Nicky:** What are we going to do? Who's going to be there? Why are we doing that?
- Frank:** If you find out that it's something you shouldn't do, like . . .
- Alex:** Taking Drugs.
- Isabel:** Drinking.
- Nicky:** Tagging or creating other kinds of graffiti.
- Alex:** Vandalizing park property.
- Lee:** Then you go to step two.
- Frank:** Identify it or label the action. You might say . . .
- Isabel:** That's wrong. Other people use this park, too.

*(Continued on next page)*



## Disorderly Conduct Done In A Day Project B

Name \_\_\_\_\_

- Nicky:** It's against the law.
- Alex:** That's mean or destructive.
- Frank:** Or if it's a crime, you might call it by name . . .
- Lee:** That's vandalism.
- Alex:** That's bullying.
- Frank:** Sometimes just putting a label on it is enough to persuade people that it's a bad idea. They might not even have thought about it.
- Isabel:** If they continue to want to do it, then you go to step three.
- Frank:** Step three is to name the consequences of the action. For example, if we do that...
- Nicky:** We could get in trouble.
- Alex:** We could go to jail.
- Lee:** We get hurt or hurt someone else.
- Frank:** Name as many bad consequences as you can. This will start people thinking. They may decide it's not such a good idea.
- Isabel:** If that doesn't work, then go to step four.
- Frank:** Step four is to suggest an alternative. For example, let's not do that. We could...
- Nicky:** Shoot some hoops.
- Alex:** Listen to music.
- Lee:** Play video games.
- Frank:** Offer to do something that is fun. That sends the message that you like them. You want to do something with them. You just don't want to do something that's wrong.
- Isabel:** If this doesn't work, then you go to step five.
- Frank:** Step five is to leave. You don't have to leave in anger. Just say . . .
- Nicky:** I have to be going. I'd like to get together and do something with you. But I can't do what you asked.
- Isabel:** That tells them that you still want to be friends.
- Frank:** One more time, let's go over the five steps that will help you refuse.
- Isabel:** To help you remember, a letter will stand for each step.
- Frank:** **F** is for: **Find out** what is happening. [Hold up the letter F and keep holding it up.]
- Isabel:** **I** is for: **Identify the action.** Label it as wrong. [Hold up the letter I and keep holding it up.]
- Nicky:** **N** is for: **Name the consequences.** [Hold up the letter N and keep holding it up.]
- Alex:** **A** is for: **Alternative.** Suggest an alternative. [Hold up the letter A and keep holding it up.]
- Lee:** **L** is for: **Leave.** [Hold up the letter L and keep holding it up.]
- Frank:** Remember: "No" is your FINAL answer. Remember these steps. They can help you refuse to do things that you know are wrong.



Handout Two—Teach-In: Refusal Skills Lesson

# The FINAL Steps

You’ve learned about the FINAL skills for resisting peer pressure. They are:

Find out what’s going on. Ask questions. Find out exactly what is going to happen.

Identify it or label it. Call it what it is.

Name the consequences.

Alternative. Offer an alternative.

Leave. Tell people that you still want to do other things with them, but not things that are wrong.

Now let’s try to use these FINAL skills to solve a problem. Imagine that you and a friend are in the hallway just before class begins at school. Here is what happens next:

Friend: Hey, I have an idea!

You say: (F) \_\_\_\_\_

Friend: Let’s be the last ones to go into the classroom door. Right before we go in, we’ll pull the fire alarm!

You say: (I) \_\_\_\_\_

Friend: Oh, come on. It’ll be fun.

You say: (N) \_\_\_\_\_

Friend: Come on, we won’t get caught.

You say: (A) \_\_\_\_\_

Friend: Well...I don’t know...

You say: (L) \_\_\_\_\_

Friend: Wait...I’ll come with you.



# Done in a Day Project

## Offense 5: Assault

### Supervisors Page

The community service-learning projects related to assault are designed to promote a sense of empathy for victims of violent offenses. Each of the projects has the potential to enable participants to serve as positive role models to others. Project A could be focused on a particular issue related to teenage victims of crime, such as encouraging teens to report crime.

Project A – Help for Teen Victims of Crime	Hours 2-6
<p><b>Description:</b> Participants will research issues related to teenage victims of crime and prepare a handout or brochure to raise youth awareness about the issue. The product could be used by youth courts and other juvenile-justice agencies for distribution to future assault victims.</p> <p><b>Objectives:</b> To help participants develop a deeper understanding of the impact of assault on victims, as well as knowledge about how to avoid potentially dangerous situations. If possible have participants use the Internet or talk to law enforcement or justice practitioners such as police or parole officers. The participant should also be required to use decision-making skills and creative thinking to design the product and to gather any materials needed to create the product. In this way, the participant is more likely to take ownership of the project to ensure its success.</p> <p><b>Helping Participant Prepare:</b> 1) Have the participant use the fact sheet to guide his/her research. 2) Provide ideas for participant to gain Internet access if it is not readily available and ideas for resource people and agencies the participant might contact to get information. 3) Ensure that an adult will be available to check the work for spelling and accuracy.</p> <p><b>Materials participant will need:</b> Computer, printer, paper</p>	
Project B – Teach In: Mediation	Hours 2-6
<p><b>Description:</b> Participants will use the lesson plan provided to teach a group of younger students (3rd-5th grade) a lesson that introduces mediation skills as an assault-prevention tool.</p> <p><b>Objectives:</b> This project can help improve participant’s own problem-solving and mediation skills and provide an opportunity for the participant to serve as a positive influence on other young people and to acquire and practice mediation skills.</p> <p><b>Helping Participant Prepare:</b> 1) Participant will need to recruit three peers who will help him or her present the mediation play to younger students. 2) Ensure that participants understand the lesson plan and can present the lesson in an age-appropriate, structured way. For example, it is important that the participant be able to read in front of the class comfortably! 3) Provide options locating and contacting a group of younger students to work with. Consider before- or after-school programs, churches, Boys and Girls Clubs. 4) Provide options for transportation to the Teach In site.</p> <p><b>Materials Participant will need:</b> One copy of the Participant Lesson Plan (see page 60) and “Jackie and the Beanstalk” (see pag 61) for each participant. Enough copies of the student handouts for the youth participant to provide to the group of younger students.</p>	

# Assault

## The Offense:

Assault, sometimes called battery, is an attack on one person by another when there is not a weapon involved. Shoving or pushing a person can be considered simple assault, as well as hitting, kicking or other physical contact meant to harm.

## The Impact:

...on victims

Victims of assault and battery may suffer physical injury that lasts for minutes, or injuries that last for a very long time. Victims may not know for weeks or even months if a scar will heal or become a lifelong injury. When a person is physically attacked, his or her personal space and privacy have been violated. Even if little or no physical injury occurred, victims experience anger and frustration toward the offender, sometimes for a long, long time. People who have been physically attacked often feel frightened and avoid others who act or look in any way like the offender. In some cases, victims of assault and battery seek retaliation that can lead to more violence.

...on the community

Assault and battery are violent acts. The community takes violence seriously, and tries to provide care and assistance to its victims. When young people are involved, the community attends to the victims, but it must also attend to the offenders. When young people resort to violence, even a fight on the playground, adults should intervene to ensure that young people get the skills and knowledge they need to solve problems nonviolently. Special programs, such as anger-management classes or mediation might be used to help the youth. These are good programs, but they cost money to run and often take resources away from other social service or recreation programs that everyone could benefit from.

...on offenders

If a Youth Court is handling an assault or battery case, then it is likely that the offender has not had a history of violent behavior. But, if another violent offense occurs, then it is likely that the offender will be formally charged through the city or district attorneys office and face the possibility of much harsher consequences. In addition, the victim or his or her family could file a civil suit and sue the offender for medical costs and pain and suffering.

# Assault (Cont'd)

## Reaching and Serving Teen Victims

According to the National Crime Prevention Council, people between the ages of 12 and 19 are twice as likely to be victims of violent crime than adults. Teenagers are less likely than adults to report these crimes. As you think about ways to help teen victims of crime, you should keep in mind that helping youth **report** crime is a first step. Some reasons why youth victims do not report the crimes done against them:

- Lack of understanding that what they experienced was a crime
- Fear that no one will believe them
- Fear of being blamed or punished
- Feelings of guilt, shame, and self-blame
- Fear of retaliation
- Mistrust of adults
- Belief that nothing will be done
- Lack of knowledge about available services
- Lack of access to services
- Perceived and real limits of confidentiality

What resources would be helpful to teen victims in your community? In addition to medical help, what other kinds of help might they need? Who should they talk to? Where should they go?

TIP: To answer these questions, talk to people who already work with teen victims of crime to get advice: police officers, counselors, youth court staff, and others.

## Research Resources

Reaching and Serving Teen Victims

National Crime Prevention Council and the National Center for Victims of Crime, 2005

[www.ojp.usdoj.gov/ovc/pdftxt/ncj211701.pdf](http://www.ojp.usdoj.gov/ovc/pdftxt/ncj211701.pdf)

National Crime Prevention Council

[www.ncpc.org](http://www.ncpc.org)

National Center for Victims of Crime: Teen Victim Project

[www.ncvc.org/tvp/main.aspx?dbID=dash\\_Home](http://www.ncvc.org/tvp/main.aspx?dbID=dash_Home)



# Creating a Brochure to Help Teen Victims of Crime

For your community service-learning project, you will create a handout or brochure that will help teens who have been victims of crime find resources in your community they may need. To do this, you will need to gather information so that your brochure will be accurate and based on facts. The Participant Fact Sheet has information and Internet sites where you can learn more about teen victims of crime. To provide resources for teens in your community you may also contact local law enforcement and social-service agencies to collect information.

Before you create your brochure you will want to submit an outline to your supervisor to approve and discuss how you will distribute your brochure. You will also need to find an adult to help you proofread your work.

## Action Steps:

1. Read the Participant Fact Sheet to begin your research. If possible use the Internet web sites at the bottom of the sheet for information on teen victims of crime.
2. To gather more information, arrange to talk to a local law-enforcement or juvenile-justice officer, youth counselor, youth court staff member or others.
3. After you have learned about the problem, decide what information would be most helpful to put in your teen victims handout or brochure.
4. Gather any supplies you need, and create your handout or brochure. Have an adult check your work for accuracy, grammar, and spelling.
5. Have your supervisor review your work and make suggestions to improve your final product. Also ask him or her to sign your **Check Point**.
6. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
7. Hand in your completed project and this handout to your supervisor and determine how you will distribute your teen victims brochure or handout.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How did this project relate to preventing or addressing the offense of assault?
- What new information about teen victims of crime did you learn through doing this project?
- What two resources did you include in your product that you think will be most helpful?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



Participant Instruction

# Teach In: Mediation

Helping children learn skills to solve problems between each other without using their fists can help them avoid getting into trouble with other youth, and with adults. For your community service-learning project, you will help younger students learn mediation skills. Mediation is when a neutral person helps people who are in conflict reach a peaceful agreement, thus preventing an assault. To teach this skills you are going to present a short play about people in conflict reaching a peaceful agreement. To do this, you will need to (1) recruit three friends to help you present the play and (2) locate and contact a group of younger students to work with.

### Action Steps

1. Read the whole Participant Lesson Plan for **Mediation**.
2. Recruit three friends to help you perform the play. **Important:** You do NOT need to memorize the play, simply be able to read the parts aloud.
3. Locate a group of young people you will work with. Think about before- and after-school programs, Boys and Girls clubs, and youth groups at local churches. Contact the group leader to ask permission to make your presentation.
4. Spend time preparing to teach the lesson. Study each step of the lesson so you will be ready to work with the young people. Practice the play with your friends. (Add costumes and props if you wish!)
5. Go to the site and teach the lesson. After the lesson, ask an adult at the site to sign the Check Point.
6. Complete the Stop and Think section. Keep track of the hours you spend on the project.
7. Hand in your completed project handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- What important things did the young people learn from your presentation?
- How did you do as a teacher?
- Do you think knowing about mediation skills is helpful in staying out of trouble? Why or why not?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



## Participant Lesson Plan

# Teach In: Mediation

### Overview

This lesson introduces elementary students to mediation, a way to solve conflicts between people. Mediation is when trained people help others work together to resolve conflicts peacefully. To teach this lesson, you and three of your friends will perform a play based on the story of Jack and the Beanstalk. This play shows the steps of using mediation to solve a conflict. Next, you will give each student a handout that describes steps you can take to solve conflicts between people with mediation, before the conflict turns to assault.

### To Prepare to Teach

You will need four copies of the play on **Handout One—Jackie and the Beanstalk**.

You will need copies of **Handout Two—Mediation Steps** for each student in the class.

Make sure the friends you recruited have practiced the play and know where and when you'll be performing.

Plan to arrive at the site at least 10 minutes before you are supposed to start teaching.

### To Teach the Lesson

1. Introduce yourself and tell the students that you are going to talk to them today about a way to solve conflicts between people **BEFORE** the conflict turns to assault. Tell the students:
  - Sometimes people, even friends, get into arguments over disagreements.
  - Before a conflict gets out of hand, it often helps to have another person listen to both sides and help the people who are arguing come to an agreement they both can live with.
  - This is called “mediation.” Mediation is when trained people help others work together to resolve conflicts peacefully.
2. Tell students that they are going to hear a story about two people in conflict who decide to use mediation to solve a problem. Introduce your friends to your audience and perform the play.
3. After the play ends, give each student a copy of **Handout Two—Mediation Steps**. Tell the students that the handout will help them remember the mediation steps in case they need them. Suggest they talk to their teacher about trying out the steps with real situations at school.
4. Thank the students for watching and thank the teacher for allowing you to present your lesson and ask him or her to sign your **Check Point**.



# Jackie and the Beanstalk: A Play About Mediation \*

- Narrator:** Today we're going to help two people solve a problem—They are having a disagreement. We are going to use mediation to help them solve their problem. **Mediation** brings people in conflict toward agreement with the help of a person called a mediator, who does not take sides. [Point to the student playing Tracy.] This is Tracy. Tracy is going to play the role of the mediator. Tracy will help Mr. Biggs [Point to the student playing Mr. Biggs.] and Jackie [Point to the student playing Jackie.] work out their differences.
- Tracy:** Hi. I'm Tracy. I am going to play the role of mediator to help Mr. Biggs and Jackie work out a problem they are having. Before we get started, you should know—there are five steps to doing a mediation.
- Narrator:** Mediation Step One—Agree to work together. Everyone involved must agree that they really want to cooperate to solve the problem.
- Tracy:** Jackie, do you agree to follow the rules of mediation?
- Jackie:** Yes. [To audience] Hi. My name is Jackie. Jackie Bean. Even though I want to punch Mr. Biggs in the nose, I agree to use mediation to try to solve our problem.
- Tracy:** Mr. Biggs, do you agree to follow the same rules?
- Mr. Biggs:** I don't like being threatened. It makes me mad and I am bigger than Jackie Bean. Much bigger. If I punched him in the nose, he'd remember it for a long time.
- Tracy:** Mr. Biggs, Jackie already agreed to use mediation to solve your problem. Do you agree to cooperate, too?
- Mr. Biggs:** Yes. I want to solve our problem without anybody getting punched in the nose.
- Tracy:** Good. You have both agreed to use the mediation process to come up with a win-win solution—one that's good for everybody.
- Narrator:** Mediation Step Two—What's the Problem? To understand the problem, the mediator must understand what happened. Both sides must listen to each other. To do this, everyone must take turns speaking and listening. No one should interrupt. Mediators do NOT take sides.
- Tracy:** [Turns to Jackie.] Jackie, please tell us what you think happened between you and Mr. Biggs.
- Jackie:** My mom and I live alone on a farm. It can get pretty boring there. We wanted to get a TV so it wouldn't be so boring on the farm. Yesterday, Mom told me I could sell Bessie, our cow and use the money to buy a TV. I was on my way to town with Bessie when I saw a big guy walking towards me.
- Tracy:** Was the big guy Mr. Biggs?

*(Continued on next page)*

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- Jackie:** Yeah, it was him. He stopped me and said he was a rancher from far away. He said my cow Bessie looked pretty old and stringy, but he liked cows so he would give me a fair price for her. Then he leaned way down—he's very tall, you know—and said he would pay five soybeans for Bessie and give her a good home. I said five soybeans doesn't sound like a fair price for a cow, but Mr. Biggs said these particular soy beans are magic. Well, I thought it was exciting to own something magic, so I gave Bessie to Mr. Biggs and took the five soy beans. Boy, was I wrong! [Turns to Mr. Biggs.] You ripped me off, you jerk!
- Tracy:** Jackie, you agreed to cooperate to find a solution that will work for you. It can be easy to get mad in a conflict, but mediation won't work if you don't stay calm and follow the rules. Will you apologize to Mr. Biggs for calling him a jerk?
- Jackie:** Okay. I'm sorry, Mr. Biggs. I would like to find a win-win solution.
- Mr. Biggs:** I accept your apology. I want to find a win-win solution, too.
- Tracy:** Jackie, you said you took your family's cow to the village to sell. You accepted Mr. Biggs' magic beans as payment for Bessie. You think the deal was unfair to you. Is that correct?
- Jackie:** Yes, that's right.
- Tracy:** Let's move on. Mr. Biggs, please tell us what happened from your point of view.
- Mr. Biggs:** I was walking back to my ranch I saw Jackie walking along with a cow. Even though she was old and bony, I knew that Bessie was a special cow—a very rare breed. I wanted the cow but all I had to trade were five beans. They weren't worth as much as Bessie, but they were magic! I thought the kid might have fun with them and maybe even make some money.
- Tracy:** Okay, to summarize your story, Mr. Biggs—You say you offered Jackie magic beans in exchange for Bessie and that Jackie accepted this deal. You thought Jackie would enjoy the beans and possibly make money from them because they were magic.
- Mr. Biggs:** That's correct.
- Tracy:** Jackie, do you have anything to add?
- Jackie:** Yes! The deal wasn't fair at all! When I got home, my mother was so mad she threw the beans out the window. They grew very tall overnight so they are magic, but I don't see how they will make us any money.
- Tracy:** To summarize: You don't think the soybeans are as valuable as Mr. Biggs claimed, so you think the deal—magic soybeans for Bessie the cow—was unfair.
- Jackie:** That's right.
- Tracy:** Mr. Biggs, would you like to add anything?

*(Continued on next page)*





## Assault Done In A Day Project B

Name \_\_\_\_\_

- Mr. Biggs:** Yes. Jackie made a business deal and he should stick by it. I like Bessie very much, and I think I can give her a better home than Jackie and Mrs. Bean did. I would like to keep her. Still, I don't want these people mad at me because the kid made a bad deal. I don't want Jackie to get mad and assault me. I still hope we can find a solution.
- Tracy:** Mr. Biggs, you're saying that Jackie made a deal and you think that is final. You are also saying that you like Bessie and do not want to give her back. You also don't want Jackie to be mad at you. You want to find a solution.
- Mr. Biggs:** Right.
- Narrator:** Now that we have heard both sides of the story, it's time for Mediation Step Three—Brainstorming Agreement Ideas. That means to come up with ideas to solve the problem that both sides agree with. That's what makes it a "win-win" solution.
- Tracy:** Jackie and Mr. Biggs, let's brainstorm some ideas to solve this problem.
- Mr. Biggs:** I have an idea. Jackie and his mother should go on a soybean diet. Then they won't need so much money for food.
- Jackie:** That's the dumbest idea I've ever heard! How about if Mr. Biggs sells Bessie and gives me the money?
- Mr. Biggs:** You thought MY idea was bad!? Your idea was worse!
- Tracy:** Stop! The first rule of brainstorming is that there are no bad ideas. We listen to all ideas with no judging. After the brainstorm ideas are listed, we'll go to Step Four and decide which ideas might work best.
- Jackie:** Sorry.
- Mr. Biggs:** Sorry.
- Jackie:** You could sell Bessie and give us half the money.
- Mr. Biggs:** This soybean stalk could be a real moneymaker for you. It's the tallest beanstalk in the world. You could sell tickets to people who want to climb to the clouds.
- Tracy:** It sounds like you both have some good ideas.
- Narrator:** Jackie and Mr. Biggs both brainstormed good ideas. Mediation Step Four is to evaluate the brainstorm ideas.
- Tracy:** Mr. Biggs and Jackie, which of the ideas do you think would work best?
- Jackie:** My mother and I eat different kinds of foods, just like everybody. We don't want to go on a soybean diet.
- Tracy:** Okay, so Jackie, you have a problems with the idea of going on a soybean diet.

*(Continued on next page)*



## Done In A Day Project #1

Name \_\_\_\_\_

- Mr. Biggs:** I really am attached to Bessie and I don't want to sell her. She's my pet now and I love her.
- Tracy:** Were there some other ideas you both liked better?
- Jackie:** If we sold soybeans we would have money for groceries and other things.
- Mr. Biggs:** I will buy your first crop.
- Jackie:** We could also sell tickets for people to climb the beanstalk to the clouds.
- Mr. Biggs:** I could help you advertise the beanstalk climb.
- Jackie:** Before we know it, we'll be able to get a new T.V.!
- Tracy:** It sounds like you have reached an agreement! Jackie will start a new business selling soybeans and trips up the giant beanstalk. Mr. Biggs can keep Bessie but he will have to help Jackie and his mother get started in the beanstalk business.
- Narrator:** Mediation Step Five—Reaching an agreement. Jackie and Mr. Biggs have done this. To remember the agreement, they should write down the ideas they agreed to on paper and sign it.



## Handout Two

# Mediation Steps

### Step One—Agree to Work Together

The mediator:

- Introduces him or herself and welcomes all the people involved in the conflict.
- Explains that everyone must take turns speaking and listening.
- Everyone must cooperate to solve their problem.
- Everyone must be honest.

### Step Two—What is the Problem?

The mediator:

- Asks each person to tell his or her side of the story.
- Summarizes what each person says by asking:
  - ★ Did I summarize your story correctly?
  - ★ How did you feel about what happened?
  - ★ Do you have anything more to add?

### Step Three—Brainstorming Agreement Ideas

- The mediator explains brainstorming rules:
  - ★ Say any idea that comes to mind.
  - ★ There are no wrong brainstorm ideas
  - ★ Suggest as many ideas as possible.
  - ★ Try to think of unusual ideas.
- Each person brainstorms agreement ideas.
- The mediator writes them down.

### Step Four—Evaluating Choices

- For each brainstorm idea, the mediator asks each person:
  - ★ Would this be fair to both of you?
  - ★ Can you combine ideas or idea parts to make a win-win situation?
  - ★ Do you think you can make a workable plan?
  - ★ Can you keep your part of the agreement if this choice is made?

### Step Five—Reaching an Agreement

The mediator:

- Helps summarize the points of the agreement.
- Writes down the agreed upon points.
- Asks each person:
  - ★ Is the problem solved?
  - ★ Are you willing to sign the agreement?
  - ★ The disputants and mediator set up a date to review progress made on the agreement

# Done in a Day Project

## Offense 6: Curfew

### Supervisors Page

The community service-learning projects related to violating curfew are designed to help participants develop a deeper understanding of local curfew laws and safety issues associated with teen activities. Each project has the potential to reinforce the benefits of being a positive role model to others. Project A focuses on curfew laws. Project B focuses on safety issues associated with common teen activities. Either

project could be completed by an individual or a group of participants.

Project A – Building Awareness About Curfew Laws	Hours 2-6
<p><b>Description:</b> Participants will research local curfew laws and statistics and create a poster or handouts to educate other youth and parents about curfew laws in your community.</p> <p><b>Objectives:</b> To help participants develop a better understanding of local curfew laws and the scope of curfew problems in your community and provide this information to other youth and parents. It is important to have participants take the initiative in learning about the laws and gathering data from appropriate sources. Participants should also be required to use decision-making skills and creative thinking to design the product and to gather any materials needed to create it. In this way, participants are more likely to take ownership of the project to ensure its success.</p> <p><b>Helping Participant Prepare:</b> 1) Provide ideas for resources participants might use to gain information about your local curfew laws and data. The city or district attorney’s office should be an excellent resource. 2) Ensure that an adult will be available check the product for accuracy, grammar, and spelling.</p> <p><b>Materials participant will need:</b> Will vary depending on poster or handout project.</p>	
Project B – Stay Safe...and Don’t Be Late	Hours 2-6
<p><b>Description:</b> Participants will create a handout or brochure to distribute to other adolescents that provides sound advice for safe social activities.</p> <p><b>Objectives:</b> This project has the potential to help the participant develop problem-solving and decision-making skills. The participant will have to identify a common activity that teens in his or her community engage in after school or in the evenings. Conduct some research to identify at least five tips on how to practice the activity safely. The participant will need to work with the supervisor to locate and contact appropriate groups for distribution of the handouts or brochures.</p> <p><b>Helping Participant Prepare:</b> 1) Provide ideas for identifying age-appropriate groups to distribute the handout or brochure to. 2) Ensure he or she chooses an appropriate topic to provide tips about. Dating, internet, hanging out at a mall, or activities that involve teen drivers are options that each have safety considerations. 3) Assist in identifying resources people, web sites, or agencies for researching the types of safety tips that would be appropriate. 4) Ensure he or she finds an adult to proofread the product.</p> <p><b>Materials Participant will need:</b> Art supplies, paper, computer, printer</p>	

# Curfew Violation

## The Offense:

There are several types of curfew laws. The most common curfew laws apply to minors. These curfew laws state that people of a certain age are not to be in particular places after a certain hour. Other curfew laws pertain to specific situations, such as gang congregation ordinances or emergency situations.

## The Impact:

...on victims

Violating curfew may seem like a “victimless” offense, but people who care about or count on an offender suffer consequences. Parents are often worried or frightened when their children are not home on time. In some communities, parents are held responsible for curfew violations and must attend classes and pay fines. Teen can be more at risk of getting into trouble, or being victims of crime after curfew, thus there are safety concerns that add to the worry and concern of people who care about the offender.

...on the community

Curfew violations have two major impacts on the community. First, arresting and processing minors who violate curfew takes the time and energy of law enforcement officials away from addressing other dangerous crime. The second way that curfew violations by minors impacts the community is that young people who are out after curfew put themselves at risk of becoming victims of crime or of becoming involved negative or illegal activities.

...on offenders

Aside from the legal consequences, breaking curfew laws put young people at risk. In some cases, curfew was violated because the minor was involved in an illegal activity such as underage drinking, joyriding, or attending an unsupervised party. Even if the youth was doing nothing illegal other than breaking curfew, he or she was in an at-risk situation simply by being in the wrong place at the wrong time. Teens are twice as likely as adults to be victims of crime, and many curfew laws are designed to address this problem by ensuring that young people are in a safe environment after a certain time. No matter what the reason for violating curfew was, people who care about the offender lose trust and confidence in his or her ability to make responsible decisions.



# Building Awareness about Curfew Laws

For your community service-learning project, you will create a handout or a poster that clearly explains the curfew laws in your community so other youth and parents will be aware of the laws and the legal consequences of breaking curfew laws. To do this, you will need to do research so that the information you provide will be accurate and based on facts. To do your research, you may want to contact a resource person. The local police, city attorney's, or district attorney's office should be able to help you. You will need to work with your supervisor to discuss possible places to display your poster(s) or distribute your handouts. You will also need to find an adult to help you proofread your work.

## Action Steps:

1. Find out everything you can about local curfew laws and data about the problem of curfew violations in your community.
2. After you have learned about the problem and the laws, decide what information should be included in your poster or handout that would inform other youth and parents.
3. Gather any supplies you need and create your poster or handout. The product should look good and the spelling and grammar must be perfect.
4. Present your project to your supervisor and ask him or her to review your work and make suggestions to improve your final product. Also ask him or her to sign your **Check Point**.
5. Display or distribute your product to the audience you have identified.
6. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
7. Hand in your completed project and this handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How did this project relate to curfew violation?
- What new information about curfew laws did you learn through doing this project?
- What are two things you did on your poster or handout that you think will be helpful in making others aware of curfew laws?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



# Keep Safe...and Don't Be late

Curfew violations are committed mainly by people between the ages of 12 and 17. This same age group is most at-risk as crime victims. Teens who violate curfew laws may be engaging in other at-risk activities. For your community service-learning project, you will create a handout or brochure to provide safety tips for teenagers who might be practicing typical at-risk behavior for teens in your community. You will also determine how to distribute your handout or brochure to teenagers.

## Action Steps

1. Make a list of typical activities teens do after school or in the evening. Choose one activity on your list that could be risky if teens are not careful. Examples: driving, being in empty parking lots after dark, dating, going to a party (unsupervised, alcohol, drugs).
2. Do some research about the risks involved and what about how to do the activity safely. Talk to local police, security guards, auto clubs, and others who are interested in teen safety issues. The Internet could be helpful, too.
3. Gather any supplies you need and create your brochure or handouts. The product should look good and have no errors in spelling and grammar.
4. If possible, have your supervisor review your product for look, spelling, and grammar. Also ask him or her to sign your **Check Point**.
5. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
6. Hand in your completed project and this handout to your supervisor. Display or distribute your product to the audience you have identified.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How did this project relate to curfew violations?
- What new information did you learn through doing this project?
- What are two things you did on your brochure or handout that you think will be helpful to other teens?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_

# Done in a Day Project

## Offense Seven: Truancy

### Supervisors Page

The community service-learning projects related to truancy are designed to help the participant develop a deeper understanding of local truancy laws and the consequences of truancy. Each of the projects can provide opportunities for participants to act as a positive role model to others. Project A focuses on truancy laws, and Project B

focuses on the consequences of truancy. Either project could be completed by an individual or a group of participants.

Project A – Truancy Laws	Hours 2-6
<p><b>Description:</b> Participants will research local truancy laws and statistics and create a poster or handout to educate other youth and parents about truancy in your community.</p> <p><b>Objectives:</b> To help participants develop a better understanding of local truancy laws and the scope of the problem in your community and to provide this information to other youth and parents. It is important to have the participant take the initiative in learning about the laws and gathering data from appropriate sources. The participant should also be required to use decision-making skills and creative thinking to design the product and to gather any materials needed to create it. In this way, the participant is more likely to take ownership of the project to ensure its success.</p> <p><b>Helping Participant Prepare:</b> 1) Provide ideas for participant to gain information about your local truancy laws and data. The City or District Attorneys office should be an excellent resource for the participant. 2) Ensure that an adult will be available to check the poster or brochure for accuracy, spelling, and grammar. Have participants locate and secure permission to display their poster or distribute handouts in a useful location, such as a school hallway display case or lunchroom.</p> <p><b>Materials participant will need:</b> Will vary depending on poster or handout project.</p>	
Project B – Teach In: No Regrets	Hours 2-6
<p><b>Description:</b> Participants will use the lesson plan provided to teach a group of younger students (3rd-5th grade) about the effects of truancy.</p> <p><b>Objectives:</b> This project has the potential to have a positive impact on the participant’s own problem-solving, presentation, and reading skills. In addition, this project provides an opportunity for the participant to serve as a positive influence on other young people and to acquire and practice social and critical-thinking skills. The purpose is NOT to have the participant tell about his/her own offenses, or even that he/she is required to do this community service-learning project.</p> <p><b>Helping Participant Prepare:</b> 1) Provide ideas for identifying a group of younger students to work with. Consider before- or after-school programs, churches, Boys and Girls Clubs. 2) Ideas for transportation to the Teach In site. 3) Ensure he or she understands the lesson plan and can present the lesson in an age-appropriate, structured way. It is important that the participant be able to read in front of the class comfortably!</p> <p><b>Materials Participant will need:</b> One copy of the Participant Fact Sheet, the Participant Lesson Plan, and Handout One–No Regret for each participant.</p>	



# Truancy

## The Offense:

Truancy is being absent from school or a class without a valid excuse. When a minor decides to skip a class or a school day, he or she is truant. If a parent or guardian allows a minor to skip school without a valid reason, the youth can be considered truant. State laws mandate that youth attend schools, and many states have truancy laws. In some cities, there are additional city laws about truancy.

## The Impact:

...on victims

Truancy may be considered a “victimless” offense, but people who care about or count on an offender suffer consequences. Parents are let down and disappointed when their children make poor decisions for themselves. In some communities, parents are held responsible for truancy and must attend classes and pay fines. People who depend on the offender, like friends or employers, are also victimized by the offender’s truancy. Friends and employers like to think that they choose dependable and responsible people to befriend or hire.

...on the community

Truancy has several major impacts on the community. First, our society wants well-educated and responsible citizens. Schools with high truancy rates often lose funding that is based on the number of students in school per day. Truancy, when it becomes habitual, can make it difficult or impossible for the offender to graduate from high school. As the drop-out rate climbs, fewer people in the community are qualified to do higher level and higher paying jobs. The economy suffers. The second way that truancy impacts the community is that young people who are supposed to be in school but are somewhere else, are at risk because adults who can provide care and ensure their safety are not present.

...on offenders

The real victims of truancy are the offenders. Missing instruction and assignments causes either grades to suffer, or if a teacher is willing to allow make-up work and extra credit, causes the offender to give up leisure or social time to catch up on what was missed. In addition to suffering academically, the offender also misses out on the social aspect of school with friends who did not miss school. Truancy can be habit forming, and this habit can cause a lot of trouble for the offender’s family as they will have to have meetings with school officials, attend special classes, and even pay fines.

## Research Resource

### Fact Sheet, What is Truancy?

National Center for School Engagement  
[www.ojjdp.ncjrs.org/truancy/index.html](http://www.ojjdp.ncjrs.org/truancy/index.html)



# Truancy Laws

For your community service-learning project, you will create a handout or a poster that explains the truancy laws in your community so other youth and parents will be aware of the laws and the legal consequences. To do this, you will need to do research so that the information you provide will be accurate and based on facts. Check the Truancy Fact Sheet and visit the “What is Truancy?” web site listed at the bottom of the Fact Sheet page. You will need to work with your supervisor to discuss possible places to display your poster(s) or distribute your handouts. You will also need to find an adult to help you proofread your work.

## Action Steps:

1. Find out everything you can about local truancy laws and data about the problem of truancy in your community. Start with the resources on the Truancy Fact Sheet.
2. After you have learned about the problem and the laws, decide what information should be included in your poster or handout that would inform other youth and parents.
3. Gather any supplies you need, and create your posters or handouts. The product should look good and the spelling and grammar must be perfect.
4. Present your project to your supervisor and ask him or her to review your work and make suggestions to improve your final product. Also ask him/her to sign your **Check Point**.
5. Locate and ask permission to display your poster or distribute your handouts in a school setting such as a school hallway display case or lunchroom.
6. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
7. Turn in your completed project and this handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How did this project relate to truancy?
- What new information about truancy did you learn through doing this project?
- What are two things you did on your poster or handout that you think will be helpful in making others aware of truancy?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



Participant Instructions

# Teach In: No Regrets

Teaching younger students about the consequences of truancy can help them avoid getting into trouble later. For your community service-learning project, you will help younger students learn about the consequences of ditching school by helping them perform a skit about two teenagers who are thinking about ditching school for the afternoon.

### Action Steps

1. Read the Lesson Plan for Truancy that you are going to use for the Teach In.
2. Identify a group of young people you will work with. Think about before- and after-school programs, Boys and Girls clubs, youth groups at local churches.
3. Spend time preparing to teach the lesson. Study each step of the lesson so you will be ready to work with the young people.
4. Go to the site and teach the lesson. After the lesson, ask an adult at the site to sign the Check Point.
5. Complete the Stop and Think section. Keep track of the hours you spend on the project.
6. Hand in your completed project handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- What important things did the young people learn from your presentation?
  
- How did you do as a teacher?
  
- Do you think that teaching the students about truancy and its consequences might help them avoid getting into trouble? Why or why not?
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



## Participant Lesson Plan

# Teach In: No Regrets

### Overview

This lesson focuses on the problem of truancy and its consequences. In this lesson, you will help younger students perform a play about two teenagers, then you will use the questions in the lesson plan to discuss issues of truancy with the class.

### To Prepare to Teach

You will need three copies of the play **Handout One—No Regrets**.

Plan to arrive at the site at least 10 minutes before you are supposed to start teaching. Tell the teacher that you will be doing a play in front of the class and you need two students to read the play with you. Ask the teacher to select two students who would like to help you read a short dramatic skit in front of the class.

### Teaching Steps

1. Introduce yourself and tell the students that you are going to talk to them today about why it is important to go to school. You might want to ask them: Have you ever thought about ditching? Hold a brief discussion about the pluses and minuses of ditching school.
2. Tell students that they are going to hear a story about two teenagers—one who kept ditching school and another who stayed in school. You play the role of the narrator.
3. Ask the students who the teacher selected to the front of the room with you. Give each of these two students a copy of the play and tell them which role to read. Read the play to the class.
4. When the play ends, congratulate the students who helped you on their performance. Then ask the class:
  - What choice did Chris make? What choice did Jordan make?
  - Why do you think there is a law against ditching school? (Tell students that the legal term for missing school without an excuse is “truancy”.)
  - What happened to Jordan after ditching school so much?
  - Why is it important to go to school and not be truant? Help the younger students come up with reasons not to ditch school. For example, You might...
    - ★ Miss out on something fun
    - ★ Get in more serious trouble outside of school.
    - ★ Be punished by your parents and lose their trust.
    - ★ Fall behind in school and not pass on to the next grade.
  - If a friend of yours started ditching, what would you say to your friend to stop him or her? (Encourage as many ideas as possible)
5. Congratulate the students on their good ideas and thank them for participating in your lesson. Thank the teacher for allowing you to present your lesson and ask him/her to sign your **Check Point**.



Handout One  
**No Regrets**

This play has three readers:

**A Narrator** (You can read this part, or have a younger student read it.)

**Chris**

**Jordan**

**Scene One: The Hamburger**

**Narrator:** Vacation is over. It's the first week of middle school, and Chris and Jordan are eating lunch together.

**Chris:** I could really go for a hamburger.

**Jordan:** Hey, you know that burger stand right across the street? There's a special 49-cent hamburger today!

**Chris:** Yeah, but we're not supposed to leave the campus for lunch.

**Jordan:** That's okay. Let's go anyway.

**Chris:** Are you serious?

**Jordan:** Sure.

**Narrator:** Chris thinks about it. It's tempting but he knows it's against school rules.

**Chris:** We'll never make it back in time for math class.

**Jordan:** That's all the more reason we should go.

**Chris:** I don't really want to get in trouble over a hamburger. Isn't there some sort of law against cutting class?

**Narrator:** Chris is referring to compulsory education laws. These laws require that students attend school every day.

**Jordan:** That's a stupid law. Come on. Let's get the hamburger. They won't catch us if we don't come back afterward.

**Chris:** Where will we go? We can't go home or else our parents will catch us.

**Jordan:** I know a place we can go.

**Chris:** Get serious. It's not worth it.

**Jordan:** Forget serious. Let's have fun. We can smoke some pot, hang out, and have a good time.

**Chris:** It just doesn't feel right to me. I don't want to do something I'm going to regret.

**Jordan:** Well, that's your decision. No regrets, right? I have to get my 49-cent hamburger!

**Narrator:** Jordan ditches school. Chris returns to class.

*(Continued on next page)*



## Scene Two: The Aftermath

**Narrator:** Five years later: Chris and Jordan have gone their separate ways. Chris has just graduated high school. Jordan dropped out of high school two years earlier. They run into each other at the hamburger stand.

**Chris:** Umm, let's see. I'd like the special hamburger, please. Oh, and a root beer. Thanks.

**Narrator:** Jordan runs into Chris, spilling the root beer.

**Jordan:** Sorry!

**Chris:** It's okay. Hey, Jordan! Is that you?

**Narrator:** Jordan looks different. His breath smells like cigarettes and his clothes look like the root beer isn't the only thing he has spilled on them.

**Jordan:** Chris? Yeah, it's me. I was just coming to apply for a job. What are you here for?

**Chris:** A hamburger.

**Jordan:** Oh. You came to the right place. Hey, did you end up graduating?

**Chris:** Yeah.

**Jordan:** So, do you have a job yet?

**Chris:** Well, no, not quite yet, I —

**Jordan:** Me neither!

**Chris:** So what have you been doing these past few years?

**Jordan:** I've been trying to get a job! For two years! Two years! I mean, I've had my problems in the past. I had my little "run ins" with the law. But you know, I've been to youth camp. I've done my time. Why won't people give me a job?

**Chris:** Gee, Jordan, I'm sorry to hear that!

**Jordan:** I'm not proud of what I've done, but I've done my time in youth camp. I really want to get a job. I mean, I need money. I need money bad.

**Narrator:** Jordan laughs, but Chris feels sad. Chris remembers that day when they ate lunch together. They both had such bright futures, and their biggest problem was wanting a hamburger. Now, Chris doesn't know how to help Jordan.

**Jordan:** So you haven't been able to get a job yet either, Chris. And you have a high school diploma! It's a mean world we live in.

**Chris:** Well, I haven't really applied for a job yet.

**Jordan:** Oh yeah, you just graduated. Well, here's a good tip: The hamburger stand is hiring, so apply now. Today. I'm going to apply. I'll help you out. I know how. I've looked for plenty of jobs!

**Chris:** Thanks, Jordan, but not now.

*(Continued on next page)*



**Truancy  
Done In A Day Project B**

Name \_\_\_\_\_

- Jordan:** Why not? You graduated.
- Chris:** I'm going to start college in the fall.
- Jordan:** Oh. Gee. Well, uh, have fun in math class.
- Chris:** Good luck finding a job, Jordan. I hope it works out for you.
- Jordan:** Thanks. I guess it would have been easier if I'd stayed in school. But hey, no regrets, right?
- Chris:** No, Jordan. No regrets.

# Done in a Day Project

## Offense 8: Criminal Mischief

### Supervisors Page

The community service-learning projects for the offense of criminal mischief and nuisance are designed to help youth participants develop a deeper understanding the consequences of reckless behavior including minor injury to persons or property. Project A focuses on safety training for young people. Project B focuses on cleaning up a park or school environment. Either project could be completed by an individual or a group of participants.

<b>Project A – Safe Kids</b>	<b>Hours 4-6</b>
<p><b>Description:</b> Participants learn safety training for young people from the Red Cross.</p> <p><b>Objectives:</b> To help participants give back to the community by learning first-aid skills.</p> <p><b>Helping participants prepare:</b> 1) Contact the local chapter of the American Red Cross to find safety-training programs for young people and prepare contact information for participants. 2) Create a forum for participants to explain the rudiments of safety to others and provide information about how they can receive training.</p> <p><b>Materials participants will need:</b> None</p>	
<b>Project B – Park or School Cleanup</b> Note: This can be an ongoing project.	<b>Hours 4-8</b>
<p><b>Description:</b> The youth court or juvenile-justice agency adopts a park, school grounds, or other public area to keep clean as an ongoing project.</p> <p><b>Objectives:</b> To raise young people’s awareness of the importance of respecting public areas or community property.</p> <p><b>Helping Participant Prepare:</b> 1) Contact local schools or the parks and recreation departments to determine public or community areas needing attention. 2) Help participants arrange for donations of paint and other cleanup and maintenance materials. 3) Arrange for supervision of cleanup efforts.</p> <p><b>Materials Participant will need:</b> (tools and materials): rakes, shovels, gloves, trash bags, pickup truck</p>	



# Criminal Mischief

## The Offense:

Criminal Mischief—inflicting wanton or reckless injury to persons or property.

## The Impact:

### ...on victims

Physical injury as the result of reckless behavior. Costly and unsightly destruction or defacing of private or personal property. Exposing individuals to the possibility of harm.

### ...on the community

Costly and unsightly destruction or defacing of public or community property. Endangerment of public property or the physical well-being of community members as the result of reckless behavior.

### ...on offenders

Criminal mischief can be associated with gang activity. It can lead to more serious offenses of the same nature including arson, assault, and rape. Sexual harassment, although classified as criminal mischief, can be referred to adult courts.



## Safe Kids

For your community service-learning project, you are going to attend a safety training program to learn first-aid skills and give back to the community by explaining to others the nature of your training, what you learned, and how they can receive similar training.

To do this, you will find out from your supervisor where you will attend your first-aid training session. After you complete your training, you will arrange to make a short presentation on what you learned about first aid. Have your first-aid trainer sign your Check Point. After you complete your presentation you will answer the Stop and Think questions on the bottom of this page and return it to your supervisor.

### Action Steps:

1. Check with your project supervisor for locations and times of Red Cross safety training programs.
2. Attend the training and be sure to receive your certificate. (The Red Cross issues certificates to those who successfully complete their training programs.)
3. Have your first-aid trainer sign the Check Point on your handout.
4. Using the Stop and Think questions below as a guide, prepare a short presentation about your first-aid training, what you learned about safety and yourself, and where others can receive similar training. Be prepared to answer questions from your audience following your presentation.
5. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
6. Hand in your completed handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How does your Done in a Day project connect to your offense?
- Where did you attend your safety training?
- What did you learn that might be helpful to others?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



# Park or School Cleanup

For your community service-learning project, you are going to participate in a cleanup of a park, school grounds, or other public area.

To do this, you are going to contact community groups and individuals to locate tools and materials you will need for the cleanup and then participate in cleaning, painting, or repairing community property. You will probably be working with others. After you complete your community service-learning hours, you will answer the Stop and Think questions on the bottom of this page and have your supervisor sign the Check Point.

## Action Steps

1. Check with your project supervisor to find out the time, place, tools and supplies you will need to “plug in,” or work with others on an ongoing cleanup and repair project.
2. You will be doing cleaning and other rough work. Wear old clothes.
3. Be sure to clean up after your work. Don’t take away from the job you have done by leaving a new mess of your own!
4. Have your supervisor sign the Check Point.
5. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
6. Turn in your handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How does your Done in a Day project connect to your offense?
- What did you learn about cleaning and repairing?
- If you worked with others, did you work well together? Why or why not?
- By doing this work, what do you think was your impact on your community?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor’s signature \_\_\_\_\_

Date \_\_\_\_\_

# Done in a Day Project

## Offense 9: Harassment

### Supervisors Page

The community service-learning projects related to harassment are designed to enable participants to take a positive role in addressing school-based problems associated with harassment. Project A is appropriate for a broad range of school-based offenses. Project B is appropriate for participants who participated in bullying behaviors. Each

project has potential for participants to provide positive role models to others. Both project options can be completed by individuals, pairs, or small groups of participants.

<b>Project A – Support Your Local Administrator</b>	<b>Hours 4-6</b>
<p><b>Description:</b> Participants will work with a school administrator to identify the most pressing problems associated with harassment on campus. Next, participants will choose, plan, and implement a project to address the identified problem.</p> <p><b>Objectives:</b> Since harassment in a school setting is often referred to a school administrator, this project begins with participants consulting with school principals, vice principals, or deans. Requesting information from administrators can help participants build positive communication skills with adults. Participants should use decision-making skills and creative thinking to decide which problem(s) to address (as identified by the administrator) and the most appropriate course of action to pursue. Participants should be required to gather necessary materials and organize other students to assist in implementing the plan. In this way, the participant is more likely to take ownership of the project to ensure its success.</p> <p><b>Helping Participant Prepare:</b> 1) Give school administrators a “heads-up” that the participant will be contacting one of them. It is important that this be a positive interaction between the youth and adult. 2) Ensure that the participant’s project idea is appropriate. 3) Ensure that the participant has a viable plan and timeline for completing the project and that the school administrator provides feedback to the youth.</p> <p><b>Materials participant will need:</b> Varies depending on the project.</p>	
<b>Project B – Teach In: No Bullying</b>	<b>Hours 2-6</b>
<p><b>Description:</b> Participants will use the lesson plan provided to teach a group of younger students (3rd-5th grade) a lesson that focuses on the prevention of bullying.</p> <p><b>Objectives:</b> Since many instances of harassment involve some degree of bullying behavior, this project has the potential to have a positive impact on the participant’s own attitudes. In addition, this project provides an opportunity for the participant to serve as a positive influence on other young people and to acquire and practice critical thinking and problem-solving skills. The purpose is NOT to have the participant tell about his or her offenses.</p> <p><b>Helping Participant Prepare:</b> 1) Identify a group of younger students to work with. Consider before- or after-school programs, churches, Boys and Girls Clubs. 2) Transportation to the Teach In site. 3) Ensuring that the participant understands the lesson plan and can present the lesson in an age-appropriate, structured way. It is important that the participant be able to read in front of the class comfortably!</p> <p><b>Materials Participant will need:</b> One copy of Two Bully Stories (see page 89) for each participant. Enough copies of the student handouts for the participants to provide to the group of younger students.</p>	

# Harassment

## The Offense:

Harassment is behavior that annoys, alarms, and is abusive to another person. Harassment can be physical or verbal. It can take place face-to-face, on the telephone, or on the Internet. Threatening or bullying another person is also a form of harassment. Simply continuing to do something to a person when they have asked that it stop can be considered harassment.

## The Impact:

### ...on victims

This offense can have serious impacts on victims. Aside from any physical injury the offender caused, the victim also has to overcome the emotional damage that harassment and bullying can cause. At the very least, harassment is annoying to victims and the people who are close to them. In more serious cases, bullying causes both physical and emotional stress. In some cases, victims of harassment or bullying seek retaliation that can lead to violence.

### ...on the community

In the last few years our nation has seen the damage that bullying and harassment can do. Victims, offenders, and friends and families of both suffer the consequences of this offense. Bullying and harassment can lead to tragedy as we have learned from cases of school shootings that have been planned, and in some cases, carried out, by young people who have been the victims of this offense.

### ...on offenders

Aside from getting a reputation as a bully or nuisance, people who pick on others don't make new friends. The harder it becomes to make friends, the more a person might want to bully others, so it creates a cycle that is hard to break. In addition to the emotional stress, this offense can put the offender and the victims in danger. While one victim may ignore the conduct and simply call on authorities to deal with it, another might react violently.

## Research Resources

### Fact Sheet, Addressing the Problem of Juvenile Bullying.

Office of Juvenile Justice and Delinquency Prevention  
[www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf](http://www.ncjrs.gov/pdffiles1/ojjdp/fs200127.pdf)

### Fact Sheet, Bullying

National Youth Violence Prevention Resource Center  
[www.safeyouth.org/scripts/teens/bullying.asp](http://www.safeyouth.org/scripts/teens/bullying.asp)

# Support Your Local Administrator

School administrators generally have much experience in dealing with harassment cases. For your community service-learning project, you will consult with a school administrator (principal, vice- principal, or dean) about what is the most serious harassment or bullying problem on campus. Next, you will figure out a way to support the administrator by addressing the problem.

## Action Steps:

1. Talk to a principal, vice principal, or dean to learn about the types of problems related to bullying or harassment that he or she deals with.
2. Determine what you will do to help the administrator address the problem. You need to get the administrator’s approval of your idea before you start working. Project ideas might include:
  - Preparing signs or banners persuading students to “do the right thing” about harassment.
  - Organizing other students to work with you to create signs and banners.
  - Organizing a school-wide contest to determine if the student body actively help reduce the number of harassment discipline referrals. Work with the administrator to determine a reward if student efforts at harassment reduction are successful.
  - If the problems at school are related to Internet harassment, design a sticker or sign for school computers warning against misuse. Administrator would have to agree this is a good idea and approve the stickers or signs.
3. Gather any supplies you need and create your project.
4. Present your project and ask the school administrator you have consulted with to sign your **Check Point**.
5. Complete the **Stop and Think** section. Keep track of the hours you spend on the project.
6. Hand in your completed project handout to your supervisor.

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How did this project relate to preventing or addressing problems of harassment?
- Why was working with a school administrator important? Were you successful in building a good relationship with him or her? Why or why not?
- How did other students react to your project?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor’s signature \_\_\_\_\_

Date \_\_\_\_\_



**Participant Instruction**

# Teach In: No Bullying

Learning about the causes and effects of bullying can help young people avoid becoming bullies and help victims cope with bullies. For your community service-learning project, you will help other young people learn about bullying and discuss ways to solve problems related to bullying.

### Action Steps

1. Read the No Bullying Lesson Plan.
2. Locate and contact a group of young people you will work with. Think about before- and after-school programs, Boys and Girls clubs, youth groups at local churches.
3. Ask permission to conduct a teach in on the site you have located.
4. Spend time preparing to teach the lesson. Study each step of the lesson so you will be ready to work with the young people.
5. Go to the site and teach the lesson. After the lesson, ask an adult at the site to sign the Check Point.
6. Complete the Stop and Think section. Keep track of the hours you spend on the project.
7. Hand in your completed project handout to your supervisor.

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- What important things did the young people learn from your presentation?
  
- How did you do as a teacher?
  
- Do you think understanding the causes and effects of bullying is helpful in staying out of trouble? Why or why not?
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



### Participant Lesson Plan

# Teach In: No Bullying

## Overview

This lesson focuses on the problem of bullying and how it leads to other problems. First, you will ask the students to share examples of bullying they have observed or experienced. Then, you will give the students a quiz about the problem of bullying and its effects. Finally, you will read a couple of short stories about bullying and ask for volunteers to answer questions about the stories.

## To Prepare to Teach

1. Read this lesson before you teach so you will know exactly what to do.
2. Be sure you have:
  - A copy of Handout One - Bully Quiz for each student in the class.
  - A copy of the Two Short Stories handout. Be prepared to read them aloud to the class.
  - Answers to the Bully Quiz. Be prepared to discuss the answers to the quiz questions.
3. Plan to be at the place you will teach at least 10 minutes early so you can be completely prepared when the teacher is ready for you to present your lesson.

## To Teach the Lesson

### Procedure

1. Tell students that when you were their age, there were bullies at your school. Briefly share something you remember about a school bully.
2. Ask students to share stories of bullying that they have observed or experienced. As they tell you their stories, point out different kinds of bullying behaviors such as hitting, ridiculing, excluding others from a group, damaging property, or making threats.
3. Tell students that they seem to already know a lot about bullies. Explain that you are going to give them a quiz on bullies. Hand each student a copy of **Handout One—Bully Quiz**.
4. Use your answer sheet and begin by reading question 1. Ask students to mark their answers. Read the correct answer to the students. Ask students to raise their hands if they marked this answer. Discuss this answer. Go through all of the questions this way, and allow the students to share their opinions about the questions and answers.
5. Tell students that they are going to have a chance to decide what to do about a bully. Read Bully Story #1 to the class. Ask the questions and call on volunteers to share their opinions.
6. If you have time, read Bully Story #2 and ask for volunteers to answer the questions.
7. Ask the students the final question: What do you think could be done at your school to prevent bullying?
8. Thank the students for participating in your lesson. Thank the teacher for allowing you to teach your lesson.
9. Ask the teacher to sign your **Check Point**.





Handout One  
Teach In: No Bullying

# Bully Quiz

Put a check mark next to each correct answer. A question can have more than one correct answer.

1. What do bullies do?
  - \_\_\_\_\_A. Pick on people weaker than themselves.
  - \_\_\_\_\_B. Help the school.
  - \_\_\_\_\_C. Tease people.
  - \_\_\_\_\_D. Threaten people.
  - \_\_\_\_\_E. Hit and kick people.
  
2. What can happen to kids who are bullied a lot?
  - \_\_\_\_\_A. Nothing. It usually doesn't bother them.
  - \_\_\_\_\_B. They get depressed.
  - \_\_\_\_\_C. They miss school.
  - \_\_\_\_\_D. They get low self-esteem.
  - \_\_\_\_\_E. They get angry and lonely.
  
3. Some kids become bullies because . . .
  - \_\_\_\_\_A. They have low self-esteem and need attention.
  - \_\_\_\_\_B. They are bullied at home.
  - \_\_\_\_\_C. They are strong and confident.
  - \_\_\_\_\_D. They feel powerless in part of their life and need to show their power.
  - \_\_\_\_\_E. They want to feel big.
  
4. Which of these should a person do if he or she is being bullied?
  - \_\_\_\_\_A. Bring a gun to school.
  - \_\_\_\_\_B. Run.
  - \_\_\_\_\_C. Ignore the bully.
  - \_\_\_\_\_D. Tell a teacher, a counselor, or the police.
  - \_\_\_\_\_E. Challenge the bully to a fight.
  
5. If you see a bully punching someone, which of the following would you do? (Check one only.)
  - \_\_\_\_\_A. Shout "Hit him harder."
  - \_\_\_\_\_B. Ignore the incident.
  - \_\_\_\_\_C. Walk over and pull the victim away from the bully.
  - \_\_\_\_\_D. Go over and punch the bully.
  - \_\_\_\_\_E. Report the incident to a teacher.



Teach In: No Bullying

# Bully Quiz Answer Sheet

Put a check mark next to each correct answer. A question can have more than one correct answer.

1. What do bullies do?

- A. Pick on people weaker than themselves.
- B. Help the school.
- C. Tease people.
- D. Threaten people.
- E. Hit and kick people.

2. What can happen to kids who are bullied a lot?

- A. Nothing. It usually doesn't bother them.
- B. They get depressed.
- C. They miss school.
- D. They get low self-esteem.
- E. They get angry and lonely.

**Talk about:** Bullying causes unhappiness, and it hurts kids for a long time. Thousands of kids miss school each day because they are afraid. Sometimes people who are bullied become bullies themselves. Sometimes people get hurt or even killed because of bullying.

3. Some kids become bullies because . . .

- A. They have low self-esteem and need attention.
- B. They are bullied at home.
- C. They are strong and confident.
- D. They feel powerless in part of their life and need to show their power.
- E. They want to feel big.

**Talk about:** There are different reasons why kids are bullies., but all bullies have problems that need to be solved.

4. Which of these should a person do if he or she is being bullied?

- A. Bring a gun to school.
- B. Run.
- C. Ignore the bully.
- D. Tell a teacher, a counselor, or the police.
- E. Challenge the bully to a fight.

**Talk about:** Keeping yourself safe and out of trouble is the number one goal. Carrying any kind of a weapon is a bad idea. People can get hurt, and you can be arrested. Challenging a bully to a fight is not a good idea, either. The bully might win and you could be hurt badly. Don't be afraid to just run away, then tell an adult what is going on so the bully will be caught.

5. If you see a bully punching someone, which of the following would you do? (Check one only.)

- A. Shout "Hit him harder."
- B. Ignore the incident.
- C. Walk over and pull the victim away from the bully.
- D. Go over and punch the bully.
- E. Report the incident to a teacher.



# Teach In: No Bullying

## Two Bully Stories

Read each story to the students, then ask the questions. Choose volunteers to share what they think.

### Bully Story #1

This is an imaginary story about two girls, Sylvia and Maria. Sylvia is a popular girl who constantly makes fun of Cathy, a new girl at school. Sylvia laughs at Maria when she talks in class, which embarrasses Cathy. She makes loud comments to her friends about Maria when they pass in the halls. Cathy often runs away crying. Sylvia has made it known that anyone who is nice to Cathy will be made fun of.

1. What would you do if you were a friend of Sylvia? Why?
2. What would you do if you were Cathy? Why?
3. What would you do if you saw Sylvia doing this? Why?
4. What do you think should happen to Sylvia if the school finds out she is doing this? Why?

### Bully Story #2

This is an imaginary story about two boys, Sam and Martin. Sam has started picking on Martin, a student two years younger than he. The first day of school, he saw that Martin had a new backpack. He grabbed it and threw it in the trash. Since then, he has smashed Martin's lunch and many other things. Sam has told Martin that if he pays him \$1 a day, he won't bother him.

1. What would you do if you were a friend of Sam and knew he was doing this? Why?
2. What would you do if you were Martin? Why?
3. What would you do if you heard that Sam was doing this? Why?
4. What do you think should happen to Sam if the school finds out he is doing this? Why?

### Discussion Questions

- What do you think could be done at your school to prevent bullying?
- Be sure to congratulate the students for their good ideas!

# Done in a Day Project

## Offense 10: Animal Neglect

### Supervisor's Page

The community service-learning projects for the offense of animal neglect are designed to help participants develop a deeper understanding of local animal neglect laws and the consequences of animal neglect. Project A focuses on the value of animal life and has the added value of creating positive role models. Project B focuses on animal aid and the cause and effect of animal neglect. Either project could be completed by an individual or a group of participants.

<b>Project A – Read Aloud</b>	<b>Hours 2-6</b>
<p><b>Description:</b> Participants learn techniques for reading aloud and apply what they learn by reading animal stories to younger children in after-school programs.</p> <p><b>Objectives:</b> To give participants a better understanding of the value of animal life and to discuss this idea with younger children. It is important to have participants use reading and communication skills to find reading material about animal life and be prepared to read about and discuss animal life and its value with younger children in an after-school program.</p> <p><b>Helping participants prepare:</b> 1) Provide resources for participants to find books on wildlife, domestic animals, or animal stories. See the list of books, “Be Nice to Animals” on page 94. 2) Find an after-school program to partner with. 3) Determine if the participants is able to comfortably read aloud to others.</p> <p><b>Materials participants will need:</b> Reading list, books, and project handouts.</p>	
<b>Project B – Animal Aid</b>	<b>Hours 2-6</b>
<p><b>Description:</b> Participants help out at a local animal shelter, seeing-eye dog training center, or animal adoption agency.</p> <p><b>Objectives:</b> To give participants a better understanding of animal neglect, its causes and effects and to give back to the community by aiding neglected animals at a local no-kill shelter or other animal-care organization. In addition, this project provides an opportunity for participants to develop research, critical-thinking, and communication skills and to experience the meaning of participating in the solution of a problem.</p> <p><b>Helping Participants Prepare:</b> 1) Assist the participants in identifying and contacting local animal control agencies and animal shelters to determine if they are willing to work with participants volunteers and answer questions about the cause and effect of animal neglect. 2) Determine the nature of the work that participants will be asked to do. Some tasks are inappropriate for participants. If possible, place participants at no-kill shelters, training centers, or adoption agencies.</p> <p><b>Materials Participants will need:</b> Old clothes suitable for working with animals. Writing materials and project handouts</p>	

# Animal Neglect

## **The Offense:**

Animal Neglect. Failing to provide an animal in a person's custody with basic needs, as a result of which the animal suffers unnecessary or unjustifiable physical pain or death.

## **The Impact:**

### **...on victims**

Domestic animals are harmed by not being fed regularly or exercised, physically tormented, or abandoned. Farm and wild animals are chased, trapped, physically abused, or killed.

### **...on the community**

Animal neglect has three major impacts on the community. First it causes pain and suffering to living things and to pet and farm-animal owners, family members, and other community members. Second, it can cause conflict between offenders and pet or farm-animal owners who have to bear the costly consequences of the injury or loss of a pet. Third, it places a burden on the community that must attempt to repair the harm done to animals, animal owners, and the offenders.

### **...on offenders**

Neglect of animals does more than cause other living, feeling beings to experience pain and fear. Animal neglect can be a simple matter of not knowing how to care for a pet or farm animal or it can be a warning that the people who neglect animals are also in danger. Someone who neglects an animal on purpose may be in deeper trouble in other parts of their lives. Studies have found that some people who neglect animals go on to commit more serious offenses.

## **Research Resources**

### **Fact Sheet, Animal Neglect**

Pet-Abuse.com

[www.pet-abuse.com/pages/animal\\_cruelty/neglect.php](http://www.pet-abuse.com/pages/animal_cruelty/neglect.php)

### **Preventing Animal Abuse.**

Pet-Abuse.com

[www.pet-abuse.com/pages/prevent\\_abuse.php](http://www.pet-abuse.com/pages/prevent_abuse.php)



## Read Aloud

For your community service-learning project, you are going to find a book on animals and read from it to younger children. Then you will discuss with them the value of animal life and some of the causes and effects of animal neglect.

To do this, you will need to find a book about animals that you think would interest younger children in the lives of animals. Refer to the “Be Nice to Animals” book list. Then you will have to answer the Discussion Questions Stop and Think questions on the bottom of this page and use the same questions to discuss the value of animal life with the children you have read to.

### Action Steps:

1. Check with your supervisor to find the time, place, and materials you will need to read aloud to children in an after-school program.
2. Go to the library. Choose a book from the list “Be Nice to Animals” or ask the librarian to help you find a book on animal life that is suitable for younger children.
3. Practice reading aloud from the book you choose. When you are comfortable, ask an adult to listen to you read. You don’t want to read too much or too little of your book and you will want to feel confident about reading the book you choose to the children.
4. After you have read the book or story you have chosen, answer the discussion questions below.
5. Bring your book to the after-school program. Read to the group. Remember to ask the discussion questions about the book. Have the adult who is leading the after-school program sign your Check Point.
6. When you have finished your project, complete the Stop and Think activity. Keep a record of the Hours Completed, the time you spent working on the project.
7. Turn in this project handout to your supervisor.

### Discussion Questions

First, answer these questions yourself, then ask the same questions to the children after you read aloud.

- Do you think animals like being alive as much as you do? Why?
- Do you think an animal has feelings? If so, what kind of feelings do they have?
- Do you think human life is more important—less important—or just as important as an animal’s life?
- Do you have a pet at home? How do you know how to take care of your pet?



## Read Aloud (Cont'd)

### Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How does this project relate to the causes or effects of animal neglect?
  
  
  
  
  
  
  
  
  
  
- What new information about animal neglect did you learn through doing this project?
  
  
  
  
  
  
  
  
  
  
- What are two things you read and talked about that you think will help teach others about animal neglect?
  
  
  
  
  
  
  
  
  
  
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_



## Be Nice to Animals\*

Calmenson, Stephanie. *Perfect Puppy*. Illustrated by Thomas F. Yezerski. New York : Clarion Books, 2001. A puppy wants to be perfect so that his owner will always love him. He makes a few mistakes, but he learns that he is loved anyway.

Casey, Patricia. *One Day at Wood Green Animal Shelter*. Cambridge, MA : Candlewick Press, 2001. It is a busy day at Wood Green Animal Shelter, where the workers take care of animals that need their help.

Jahn-Clough, Lisa. *Little Dog*. Boston : Houghton Mifflin, 2006. A lonely stray dog befriends a struggling artist, transforming her art and both their lives.

Lee, Chinlun. *Good Dog, Paw!* Cambridge, Mass. : Candlewick Press, 2004. When April the veterinarian treats animals in her office, her beloved dog, Paw, helps her teach her animal patients the secret of good health.

McAllister, Angela and Charlotte Middleton. *Monster Pet*. New York : Margaret K. McElderry Books, 2005. After asking for a wild and exciting pet, Jackson is disappointed when he receives a hamster. He forgets to care for his "boring" pet, with frightening results.

McFarland, Lyn Rossiter. *Widget*. Pictures by Jim McFarland. New York : Farrar Straus Giroux, 2001. A small stray dog is accepted into a household full of cats by learning to "fit in," but when his mistress is hurt, he demonstrates that being a dog is not all bad.

Simont, Marc. *The Stray Dog*. New York : HarperCollins Publishers, 2001. A family befriends a stray dog, names him Willy, and decides to keep him.

Voake, Charlotte. *Ginger Finds a Home*. Cambridge, Mass. : Candlewick Press, 2003. A little girl feeds Ginger, a thin little cat who has been living in a patch of weeds, and takes him home to live with her.

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\* Created by Mara Alpert and Linda Israelson, Children's Literature Department, Los Angeles Public Library, 2006





# Animal Aid

For your community service-learning project, you are going to volunteer to help out at a local animal shelter, animal training center, or animal-adoption agency. While you are there, you will do work to care for the animals in the shelter and talk to a staff member about the causes and effects of animal neglect. This experience can give you a better understanding of animal neglect and will give you a chance to give back to animals and the community.

## Action Steps

1. Find the animal shelters in your community.
2. Contact the shelter and ask permission to talk with a staff member about the causes and effects of animal neglect.
3. Wear old clothes when you volunteer. You will be working with animals.
4. Use the Discussion Questions below to talk about animal neglect with a staff member at the shelter. Write answers to the questions in the space provided. Have the staff member who supervised your work at the shelter sign the Check Point.
5. When you have finished your volunteer work, complete the Stop and Think section. Keep track of the hours you spend on the project.
6. Hand in your completed project handout to your supervisor.

## Discussion Questions

- What is animal neglect?
- What are some causes of animal neglect?
- What are some effects of animal neglect?
- What can be done to prevent animal neglect?

## Stop and Think

(If you need more room, use a separate sheet of paper to answer these questions.)

- How does this project relate to the causes or effects of animal neglect?
- What tasks did you complete for your volunteer experience?
- What did you learn from your volunteer experience?
- What did you learn from talking to a staff member about animal neglect?
- What did you learn about yourself through this experience?

Check Point signature \_\_\_\_\_

Hours Completed \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Date \_\_\_\_\_

# Resources

## All About Shoplifting: Community Service Learning in Action

When Allison was caught “boosting” a CD at the Clearwater Mall, she was ordered to appear at Middletown Juvenile Court for a hearing. Because she pleaded guilty to her offense, the court was able to refer her to the Middletown Youth Court. After a jury of her peers heard Allison’s story—what she stole, why she did it, and how she felt about it later—they deliberated under the supervision of a volunteer lawyer and came up with the following sanctions: Allison was to (1) make restitution to the store for the stolen articles; (2) write a letter of apology to the store manager; (3) learn about shoplifting and write a report on its consequences; and (4) return to the youth court to serve on a peer jury for 10 additional service hours.

When Joe and Karen, the Middletown Youth Court facilitators, heard the sanctions handed down to Allison, they considered how they might best supervise Allison to ensure she completed her assignments. Karen remembered that, in *Giving Back*, a community service-learning manual, one of the projects listed in the Done in a Day section would enable Allison to combine her sanctions into one activity that would be restorative to Allison, her victims, and the community. Checking by offense under “Theft,” Karen found “All About Shoplifting<sup>1</sup>,” a project in which the respondent arranges to interview the owner or manager of a local store and writes a letter to the editor of the school or local paper about the subject.

Because he did not want Allison to have to return to the store where she had committed her offense, Joe looked through the youth court’s “Community Service Placement and Projects Information<sup>2</sup>” they

had on file to determine who Allison might contact at a local store and at the local newspaper to fulfill the requirements of the project.

Next, Karen met with Allison, gave her copies of the handouts<sup>3</sup> for “All About Shoplifting,” and reviewed the information with her to ensure that Allison knew how to proceed with her assignment. She paid particular attention to the “Action Steps” that Allison would need to follow and the “Shoplifting Questions” that Allison would use as a guide for her interview with a store manager. She also reviewed the Research Resource “How to Write a Letter to the Editor<sup>4</sup>” to ensure that Allison would be able to create a persuasive letter for the local newspaper.

In the meantime, Joe contacted a local store manager they had worked with previously. He asked the manager if he would be willing to be interviewed by Allison. The manager agreed, saying that shoplifting was a major problem at the store and he would be happy to help with any efforts to rehabilitate young offenders. Joe also called the editor of the *Middletown Bee*. The *Bee* was very supportive of the youth court and had written news stories about the youth court’s active service to the community. She agreed to publish Allison’s letter on shoplifting but “...only if it was well-written.”

Because he wanted Allison to improve her communication skills, Joe gave her the phone numbers for the store manager and the editor of the *Bee*. He told her to arrange an interview with the manager, introduce herself to the *Bee*’s editor, and ask for permission to submit a letter about shoplifting for use on the newspaper’s editorial page.

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<sup>1</sup> See *Giving Back*, page 29.

<sup>2</sup> Community Service Placement and Projects Information <[www.youthcourt.net/Resources/forms/cs\\_placement\\_and\\_projects.pdf](http://www.youthcourt.net/Resources/forms/cs_placement_and_projects.pdf)>

<sup>3</sup> See *Giving Back*, pages 30–35.

<sup>4</sup> How to Write a Letter to the Editor <[www.crf-usa.org/act/ACT\\_ch6.htm#editor](http://www.crf-usa.org/act/ACT_ch6.htm#editor)>

After Allison visited the research sites listed on her Participant Fact Sheet<sup>5</sup> and completed her interview with the store manager, she returned to the youth court offices to meet with Karen again. Karen checked Allison's Handout to determine that the store manager had signed her check point. Next, they briefly reviewed Allison's notes to ensure that she had enough information to write her letter to the *Middletown Bee*.

When she finished writing, Allison returned once more to the youth court offices with a copy of the letter. Joe checked the letter for spelling and accuracy and had her send it to the editor of the *Middletown Bee*. He then had a youth court volunteer send copies of the Volunteer Satisfaction Survey<sup>6</sup> to the store manager and the editor of the *Bee*. When Allison returned to the youth court to put in her peer jury service hours, Karen gave Allison a copy of the Respondent Satisfaction Survey<sup>7</sup> to fill out after she completed her hours. Karen and Joe sent a copy of their daughter's published letter to Allison's parents along with a copy of the Parent Satisfaction Survey<sup>8</sup> and posted a second copy of Allison's letter on the youth court web site and bulletin board.

After the Satisfaction Surveys had been returned, Joe filed a copy of the surveys, Allison's letter, and her completed Handout One—"All About Shoplifting" in the youth court records. He kept the case open, however, to be able to track Allison's peer jury attendance and to determine if she would become a "plus" or a "minus" in the Middletown juvenile court's recidivism statistics.

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<sup>5</sup> See Giving Back, page 30.

<sup>6</sup> Volunteer Satisfaction Survey <[www.youthcourt.net/Resources/forms/volunteer\\_satisfaction\\_survey.pdf](http://www.youthcourt.net/Resources/forms/volunteer_satisfaction_survey.pdf) >

<sup>7</sup> Respondent Satisfaction Survey <[http://www.youthcourt.net/Resources/forms/resp\\_satisfaction\\_survey.pdf](http://www.youthcourt.net/Resources/forms/resp_satisfaction_survey.pdf) >

<sup>8</sup> Parent Satisfaction Survey <[www.youthcourt.net/Resources/forms/parent\\_satisfaction\\_survey.pdf](http://www.youthcourt.net/Resources/forms/parent_satisfaction_survey.pdf) >

## Court and Community Partnerships

Court-community partnerships can create a vital link between the courts, community-service agencies, and the community at large. In addition, partnering with community groups and individuals can give juvenile offenders and young volunteers a sense of validation within the community and strengthen belief in their personal effectiveness. For community members, interactions with juvenile offenders and volunteers can help them appreciate the contributions that young people, even charges of the court, can make to the well being of a community. Sustainable partnerships require that juvenile-justice agencies build relationships to can last for years, long after the initial project has been completed. This agreement also allows partners to (1) get to know each other better than during a one-time or year-long project; (2) avoid wasting time and energy on repetitive searches, introductions, and project growing pains.

With sustainable partnerships, courts using community service learning can focus on developing activities that are more responsive to the needs of both their courts and the community partners who are providing the service. Possible community partners might include:

**Faith-based organizations.** Possible activities: Participants can assist with fundraising activities (do NOT allow respondents to solicit); help plan and implement a pancake breakfast; assist with mass mailings; help set up public facilities for weekly events, etc.

**Local and national service clubs.** These clubs often sponsor activities for kids in the community. Possible activities: Respondents can assist with fundraising activities (do NOT allow respondents to solicit) and can help with delivery of products purchased as part of fundraising efforts, e.g., Girl Scout cookie sales drives. Respondents could help set up events fairs, concerts, ball games, etc. When these organizations give to kids, it is helpful to see kids give back to the organizations with volunteer work.

**Nursing homes and hospitals.** Youth could read to residents, play them music (guitar or piano), play cards or bingo, assist with daily chores. Helps bridge the generation gap.

**YMCA, YWCA, and other youth-activity facilities.** Many youth facilities stage seasonal activities for kids in the community—A pumpkin patch in October, Sleigh Rides and Santa’s Village in the winter, an Easter Eggstravangza during Easter, etc. These events can feature a carnival theme, raise money with sales of arts and crafts, and can be held outdoors or indoors and are usually completely run by volunteers, creating a good opportunity for youth court community service.

**Local Boys and Girls Clubs, Big Brother/Big Sister Programs.** Respondents can work with other kids, tutoring and mentoring and participating in social and recreational skill-building and leadership activities.

**Schools and other local sports arenas.** Have kids do projects at a local sports arena. Possible activities: Respondents can paint bathrooms, set up and tear down before and after sporting events and school plays and provide other kinds of support.

**Personal community service.** Depending on the disposition, some youth courts allow respondents to interact directly with victims. Have juvenile offenders do simple services for the victims of their offenses—wash a car, fix a fence, plant or weed a arden, etc. **Important!** Many victims do not want to interact with respondents or have service performed for them. In this case, ask victims if they have a favorite charity where the respondent could work.

**Parks and Recreation Facilities.** Contact your local park district. They would have dozens of activities youth could participate in. Examples: Set up for a community theatre or outdoor summer concert, plant trees in the park, other beautifying activities.

**Local Food Bank, Salvation Army locations.** Most communities have facilities that are dependent upon volunteers to offer their services.

Respondents can help load a truck with food or clothing and deliver it to needy families in the community.

**Habitat for Humanity.** Help build a house for a family.

**Halfway Homes or Homeless Shelters.** Youth may help with various projects. **Note:** Proper adult supervision is important at these sites.

**Civic or Community Centers, Museums.** Civic auditoriums, senior citizen centers, Meals on Wheels programs.

**Public-Service Campaigns.** Organize a booth, make posters, assist in a weekly or daily campaign in some way (MADD Safe and Sober week, Breast Cancer Awareness HIV, etc.). Contact your public health departments for information.

## Juvenile Justice Organizations

### **American Bar Association (ABA)/ Division of Public Education**

The ABA Division for Public Education's provides assistance to educators, lawyers, students, conducts conferences, sponsors youth programs, and serves as a national law-related education information clearinghouse. For more information, contact the American Bar Association, Division of Public Education, 541 North Fairbanks Court, Chicago, IL 60611-3314.

(312) 988-5735

[www.abanet.org/publiced](http://www.abanet.org/publiced)

### **American Bar Association/Justice Initiatives**

Provides support to state and local bar associations and courts to involve the non-legal community in justice-improvement projects. For more information, contact the American Bar Association, Office of Justice Initiatives, 750 N. Lake Shore Dr., Chicago, IL 60611- 4497.

(312) 988-6138

[www.abanet.org/justice](http://www.abanet.org/justice)

### **Center for Civic Education**

Specializes in civic and citizenship education, law-related education, and international educational exchange programs for developing democracies.

For more information, contact the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA, 91302- 1467.

(818) 591-9321

[cce@civiced.org](mailto:cce@civiced.org)

[www.civiced.org](http://www.civiced.org)

### **Close Up Foundation**

Fosters citizen participation through student programs, civic-education publications, video productions, and national television programming.

For more information, contact the Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314-1592.

(800) CLOSE UP

[www.closeup.org](http://www.closeup.org)

### **Constitutional Rights Foundation**

Develops, produces, and distributes law-related and civic-education programs and materials to teachers, students, and public-minded citizens nationwide.

For more information, contact Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.

(213) 487-5590

[crf@crf-usa.org](mailto:crf@crf-usa.org)

[www.crf-usa.org](http://www.crf-usa.org)

### **Constitutional Rights Foundation Chicago**

Designs and implements quality law-related education programs, teacher training, and civic-education curricula for elementary and secondary school students and their teachers nationally and internationally.

For more information, contact Constitutional Rights Foundation Chicago, 407 South Dearborn, Ste. 1700, Chicago, IL 60605.

(312) 663-9057

[crfc@crfc.org](mailto:crfc@crfc.org)

[www.crfc.org](http://www.crfc.org)

### **Corporation for National and Community Service (CNCS)**

Provides grants and training and technical assistance to domestic volunteer organizations; develops and models effective approaches for using volunteers to meet national needs; conducts research to enhance the overall effectiveness of national- and community- service programs. For more information, contact the Corporation for National and Community Service, 1201 New York Avenue, NW, Washington, D.C. 20525.

(202) 606-5000

[info@cns.gov](mailto:info@cns.gov)

[www.nationalservice.org](http://www.nationalservice.org)

### **Federal Youth Court Program**

Provides outreach, training, technical assistance, and resource materials to youth courts. For more information, contact the Federal Youth Court Program, c/o American Probation and Parole Association, P.O. Box 11910, Lexington, KY 40578-1910.

(859) 244-8193

[nycc@csg.org](mailto:nycc@csg.org)

[www.youthcourt.net](http://www.youthcourt.net)

### **Juvenile Justice Clearinghouse**

Provides information and services to juvenile justice professionals and policymakers, produces and distributes U.S. Department of Justice (including OJJDP) publications, and responds to information requests. For more information, contact Juvenile Justice Clearinghouse, P.O. Box 6000, Rockville, MD 20849-6000.

(800) 851-3420

[askncjrs@ncjrs.org](mailto:askncjrs@ncjrs.org)

[www.ncjrs.org](http://www.ncjrs.org)

### **The National Center for Juvenile Justice**

The research division of the National Council of Juvenile and Family Court Judges. A resource for independent and original research on topics related to the field of juvenile justice. For more information, contact the National Center for Juvenile Justice, 3700 South Water St., Suite 200, Pittsburgh, PA 15203.

(412) 227-6950

[ncjj.servehttp.com/NCJJWebsite/main.htm](http://ncjj.servehttp.com/NCJJWebsite/main.htm)

### **National Council of Juvenile and Family Court Judges**

A leader in continuing education opportunities, research, and policy development in the field of juvenile and family justice, provides practice-based resources to jurisdictions and communities nationwide. Services include training, technical assistance, publications, assistance in program planning and faculty selection, research and development. For more information, contact the National Council of Juvenile and Family Court Judges, P.O. Box 8970, Reno, NV 89507.

(775) 784-6012

[staff@ncjfcj.org](mailto:staff@ncjfcj.org) [www.ncjfcj.org](http://www.ncjfcj.org)

### **National Crime Prevention Council**

Focuses on prevention with youth violence prevention training, and national youth networking to children, youth, community-based organizations, schools, law enforcement, and local and state governments. For more information, contact the National Crime Prevention Council, 1000 Connecticut Avenue, NW, 13th Floor Washington, D.C. 20036.

(202) 261-4161

[Lbrittain@ncpc.org](mailto:Lbrittain@ncpc.org)

[www.ncpc.org](http://www.ncpc.org)

### **National Highway Traffic Safety Administration**

Provides information and funding to address highway safety concerns including underage drinking and to improve highway safety programs at the state and local levels. For more information, contact the National Highway Traffic Safety Administration, U.S. Department of Transportation, 400 7th Avenue, SW, Washington, DC 20590.

(202) 366-9588

[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

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

Collects and disseminates information and materials related to service-learning for Learn and Serve America grantees and other programs involved in service learning. Operates listserves for discussion and information on service-learning; a web site and information database; a toll-free information phone line; and maintains a collection of publications on service-learning. For more information, contact the National Service-Learning Clearinghouse, ETR Associates, PO Box 1830, Santa Cruz, CA 95061.

(866) 245-7378

[info@servicelearning.org](mailto:info@servicelearning.org)

[www.servicelearning.org](http://www.servicelearning.org)

### **National Service-Learning Exchange**

Supports service-learning programs in schools and community organizations through a network of volunteer mentors who have experience with service-learning. Affiliated with the National Service-Learning Clearinghouse (see above). For more information, contact National Service-Learning Exchange, c/o National Youth Leadership Council, 1667 Snelling Avenue N, Suite D300, Saint Paul, MN 55108.

(877) 572-3924

[exchange@nylc.org](mailto:exchange@nylc.org)

[www.nslexchange.org](http://www.nslexchange.org)

### **Office of Juvenile Justice and Delinquency Prevention (OJJDP)**

Provides national leadership and support to state and local governments to prevent and treat delinquency and improve state, county, and local juvenile-justice systems. For more information, contact the Office of Juvenile Justice and Delinquency Prevention, U.S. Dept. of Justice, 800 K. St., NW, Washington, D.C. 20531.

(202) 616-2368

(202) 353-9095

[peterston@ojp.usdoj.gov](mailto:peterston@ojp.usdoj.gov)

[www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

### **Street Law, Inc.**

Provides interactive material and programs on law, democracy, and human rights to promote active participation in a democratic society. For more information, contact: Street Law, Inc., 1600 K Street, NW, Ste. 602, Washington, D.C. 20006-2801.

(202) 293-0088

[www.streetlaw.org](http://www.streetlaw.org)

### **Urban Institute**

Conducts policy analysis, program evaluation and community-development information for policy-makers, educators, justice practitioners, and the public through reports and publications. For more information, contact the Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037.

(202) 833-7200

[www.urban.org](http://www.urban.org)

## **PUBLICATIONS**

### ***Active Citizenship Today***

A step-by-step guide for teaching citizenship through service learning. Takes students through five units of study: Defining and Assessing Your Community, Choosing and Researching a Problem, Examining Policy, Exploring Options, Taking Action. Available through Constitutional Rights Foundation, (800) 488-4CRF or visit the web site at [www.crf-usa.org](http://www.crf-usa.org).

### ***Corrections Today***

By Scott B. Peterson and Michael J. Elmendorf II. Juvenile Corrections Annual Journal, December, 2001. American Correctional Association, 206 North Washington Street. Suite 200, Alexandria, VA 22314, 1-800-ACA-JOIN or visit the web site at [www.aca.org](http://www.aca.org).

### ***Criminal Justice in America, 4th Ed.***

Grades 9-12 . New and revised readings, updated statistics, and expanded case studies to introduce criminal-justice including sections on victims, victim rights, history of crime, law enforcement, the use of force, history of corrections, sentencing, alternatives to incarceration, history of the juvenile justice system, delinquency, rights of juveniles, and more. Available through Constitutional Rights Foundation, (800) 488-4CRF or visit the web site at [www.crf-usa.org](http://www.crf-usa.org).

### **The Federal Youth Court Program Publications Directory**

The Federal Youth Court Program and its allied organizations offer numerous publications related to youth court program implementation and operation. Access an Online listing of available publications in alphabetical order or by subject at [www.youthcourt.net/Publications/overview.htm](http://www.youthcourt.net/Publications/overview.htm).

### **Federal Youth Court Program Update**

A monthly communiqué on youth courts and related issues. To receive the FYCP Update, contact the Federal Youth Court Program at (859) 244-8193 or visit the web site at [www.youthcourt.net](http://www.youthcourt.net).

### ***National Youth Court Guidelines***

The National Youth Court Guidelines are designed to give youth courts direction for developing and operating effective youth court programs. The National Youth Court Guidelines are available by contacting the Federal Youth Court Program at (859) 244-8193, or you can download a pdf file (160 pgs.) from the FYCP web site at [www.youthcourt.net/guidelines.pdf](http://www.youthcourt.net/guidelines.pdf).

### **The Impact of Teen Court on Young Offenders**

By Jeffrey A. Butts, Janeen Buck, Mark Coggeshall The study compared recidivism outcomes for teen court defendants with outcomes for youth handled by the regular juvenile-justice system. Available as a free, downloadable 50-page pdf file through the Urban Institute at [www.urban.org/url.cfm?ID=410457](http://www.urban.org/url.cfm?ID=410457).

### **JuvJust ListServ**

The Office of Juvenile Justice and Delinquency Prevention's JuvJust listserv provides information on juvenile justice and other youth service-related publications, funding opportunities, and events. To subscribe to JuvJust, visit the OJJDP web site at [puborder.ncjrs.gov/listservs/subscribe\\_JUVJUST.asp](http://puborder.ncjrs.gov/listservs/subscribe_JUVJUST.asp).



## **Juvenile Offenders and Victims: 2006 National Report**

By Howard N. Snyder and Melissa Sickmund, National Center for Juvenile Justice. Provides data about juvenile crime, victimization, youth violence, and the juvenile justice system. and is available through the OJJDP as a free, downloadable 260-page pdf file at

[ojjdp.ncjrs.gov/ojstatbb/nr2006/downloads/NR2006.pdf](http://ojjdp.ncjrs.gov/ojstatbb/nr2006/downloads/NR2006.pdf).

## ***Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs***

Provides juvenile justice agencies with baseline information to assist them in developing, implementing, and enhancing teen court programs as a viable alternative for juvenile offenders in their communities. 296 pages. Available as publication # NCJ 162782 through the Juvenile Justice Clearinghouse at (800) 851-3420 or download a pdf file at [www.ojjdp.ncjrs.org/publications/peerjustice.html](http://www.ojjdp.ncjrs.org/publications/peerjustice.html).

## ***Roadmap—Youth Courts: Young People Delivering Justice***

By Margaret E. Fisher. American Bar Association. 1995. Examines the nature, structure, and benefits of youth courts and explores the roles played by government and community in youth court activities. Highlights examples of successful youth courts in juvenile justice settings, community settings, and school settings; spotlights unique innovations in youth courts; discusses youth court networking. For more information, contact the American Bar Association, 321 North Clark Street, Chicago, IL 60610 (312) 988-5000 or download a 40-page pdf file at [www.abanet.org/justice/pdf/youthcourtsroadmap.pdf](http://www.abanet.org/justice/pdf/youthcourtsroadmap.pdf).

## **The Role of Restorative Justice in Teen Courts: A Preliminary Look**

The National Youth Court Center convened a focus group in March 2000 to examine and discuss the role of restorative justice in teen court programs. This publication addresses the key issues that serve as a promising foundation from which teen courts can begin to move toward integrating more restorative justice-based practices within their programs. Contact the Federal Youth Court Program at (859) 244-8193 for a free copy of this publication or download a free, 8-page pdf file at [www.youthcourt.net/article1.pdf](http://www.youthcourt.net/article1.pdf).

### ***Service-Learning NETWORK***

Provides teachers, students, school administrators, juvenile-justice practitioners, community volunteers, and policy makers with community service-learning resources. A special **community service learning** issue is available through Constitutional Rights Foundation at [www.crf-usa.org/network/network12\\_1/net12\\_1\\_home.html](http://www.crf-usa.org/network/network12_1/net12_1_home.html).

### **Understanding Adolescents: A Juvenile Court Training Curriculum**

The curriculum applies findings of adolescent development and includes six modules on adolescent development, communicating with teens, mental health assessments, pathways to violence, special education, and competency evaluations. Available as a downloadable pdf file from the National Juvenile Defender Center at [www.njdc.info/macarthur.php](http://www.njdc.info/macarthur.php).

### **VOICE (Violence-Prevention Outcomes in Civic Education)**

Incorporates law-related education, mediation, and service-learning to help students think critically and act responsibly as they learn about their rights and responsibilities under the law. Available through Constitutional Rights Foundation Chicago at [www.crfc.org/voice.html](http://www.crfc.org/voice.html).

### **Youth Court: The Colonie, New York Experience**

By Patrice Lockart, William Pericak, and Scott Peterson. *Journal for Juvenile Justice and Detention Service*, Vol. 11, No. 2, Fall 1996. Available through the National Juvenile Detention Association, Eastern Kentucky University, 301 Perkins Building, 521 Lancaster Avenue, Richmond, KY 40475-3102 Phone: (859) 622-6259 FAX: (859) 622-2333

## **VIDEOTAPES**

### **Beaverton Youth Peer Court (1996 - 16 minutes)**

This video, written and produced by youth volunteers and staff of the Beaverton Youth Peer Court, highlights their program. To order, contact Beaverton Youth Peer Court, Beaverton Police Department, Attn: Gary Dodson, P.O. Box 4755, Beaverton, OR 97076. Phone: (503) 526-2267; email: [gdodson@ci.beaverton.or.us](mailto:gdodson@ci.beaverton.or.us). No cost, limited quantities.

### **Changing Lives: America's Youth Court**

Developed by the American Bar Association Division for Public Education, this short video introduces the concept of youth courts. To order, contact the ABA Division for Public Education at (800) 285-2221. Specify product code number 4970206. Cost \$25.00.

The Federal Youth Court Program web site ([www.youthcourt.net](http://www.youthcourt.net)) contains a current list of youth court programs nationwide, valuable youth court publications and other downloadable resource information, training announcements, a monthly Youth Court E-Update, a directors' and coordinators' e-mail group and much more.

Log onto  
[www.youthcourt.net](http://www.youthcourt.net)  
to get access to these  
valuable Youth Court resources.

**Giving Back: Introducing Community Service Learning**  
*Improving Mandated Community Service for Juvenile Offenders*  
An Action Guide for Youth Court Programs and the Juvenile-Justice System.