

The Link Between Crime Prevention, Youth, and Congregations



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Young people ages 12 to 19 are more frequent targets of violent crime than any other age group in the United States. An important part of working with teens in crime prevention is teaching them to recognize crime, its effects on individual victims and communities, and its costs—physical, financial, and emotional. This material was created for teens in grades 7 to 12 and was taken with permission from *Talking With Youth About Prevention: A Teaching Guide for Law Enforcement and Others*, published by the National Crime Prevention Council (fourteen sections covering grades K-12; 186 pages paperbound).

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- Developing an Effective Presentation: Learning Methods
The success of any presentation depends not only on the information being presented but also on the skill and planning of the presenter. This section provides an overview of the knowledge and skills needed to make an effective presentation by teens and to teens. It includes information on how people learn, things you need to know to understand your audience, how to design a presentation, and how to be an effective presenter.
- Developing Youth-led Crime Prevention Projects
This section will help you help teens develop a sense of their role in the community and their power to effect positive change. Teens are vastly underutilized as crime prevention and community-building resources. They, too, have a stake in their community and a meaningful role to play. Every teen can make a difference, and every community has opportunities for the development of youth-led projects.
- When a Youth Reports a Crime
When you present a program on crime prevention, someone in the audience may report that he or she has been a crime victim. The disclosure may be accompanied by strong emotions. This section will help you with victimization disclosures.

Taking Action in Your Community

This section lists other crime prevention topics and projects that youth-led groups have completed. Remember to be creative and address an actual need in your own community. Make the project your own!

Resource List

- Local/Community and National Organizations
 - Calendar of Service Events
 - NCPC Publications for Youth and Youth Workers
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What Is Crime and How Can It Be Prevented?

What Is Crime?

Crime is breaking the law. Laws are rules and regulations that reflect the values of society and are made by federal, state, and local legislative bodies.

Crime can also be defined as behaviors and acts for which society provides a penalty. Federal, state, and local legislative and judicial bodies determine penalties for people who do things that are illegal or fail to do things that are legally required.

Crimes can involve violence against a person or taking or damaging property. Violent crimes against people include the following:

- **Assault:** An attempt or threat to physically attack a person or an unlawful physical contact inflicted by one person upon another without consent
- **Homicide:** Intentionally causing the death of another person
- **Robbery:** Taking or attempting to take another person's property by force or by threat of force
- **Rape:** Sexual intercourse by force or without consent

Crimes against property include those in which property is damaged, destroyed, or stolen without direct confrontation with the victim. Property crimes include the following:

- **Arson:** Damaging or destroying property by fire or explosion without the owner's consent, or an attempt to do so
- **Burglary:** Unlawful entry into a building or other fixed structure with or without the use of force with the intent of taking something
- **Extortion:** Use of threats to obtain the property of another, commonly called "blackmail"

- **Forgery:** Falsely creating or altering a document with intent to defraud, such as signing someone else's name to a check
- **Larceny:** Taking or trying to take another person's property, other than a motor vehicle, without permission but without the use of force or threat
- **Motor vehicle theft:** Taking or trying to take another person's motor vehicle without permission
- **Receiving stolen property:** Receiving or buying property that is known or believed to be stolen
- **Robbery:** Taking property from a person's immediate possession by force or threat of force
- **Vandalism:** Willful destruction of or damage to the property of another person

What Is Crime and How Can It Be Prevented?

The Effects of Crime

All crimes have harmful consequences to the victim and to the community. The victim may suffer primary injuries (arising directly from the crime) or secondary injuries (caused by other people).

Primary Injuries

Primary injuries are a direct result of the crime and may be physical, financial, or emotional.

Physical injuries: These are usually obvious and visible and may include the following:

- Cuts, bruises, broken bones, and other wounds
- Damaged or destroyed property

Financial injuries: Although these are seldom readily apparent, they are often devastating and may include the following:

- Medical expenses
- Lost money or lost or destroyed property
- Legal fees
- Lost income from having to take time off from work to recover from the crime, cooperate with police investigations, and attend legal meetings and court proceedings
- Costs of transportation, lodging, meals, childcare, and other expenses for attending legal meetings and court proceedings
- Lost job or career because of a crime-related physical or emotional injury

Emotional injuries: Emotional injuries, while not always apparent, are often the most severe and long-lasting. Examples of emotional injuries include the following:

- A victim of assault becomes distrustful of strangers.
- A victim of robbery is afraid to be home alone.
- A rape victim is avoided by her family and friends.
- A burglary victim loses priceless family heirlooms.

Secondary Injuries

The victim's secondary injuries are a result of the crime but are not caused by the assailant directly. They are often the result of actions by other people, systems, and agencies. Friends may send subtle messages that the victim could have done more to avoid the crime, or they may withdraw from the victim, unsure of what to say or do. Even family members may become impatient when a victim takes a long time to get over the trauma. Sometimes police investigations or court processes upset victims because they believe that more attention is paid to ensuring the rights of the accused than to attending to the needs of the victim. Sometimes victims are frustrated because they see no progress being made by authorities.

What Is Crime and How Can It Be Prevented?

How Can We Prevent Crime?

Community Crime Prevention Strategies

Crime in the community can be reduced through five important strategies that everyone can do:

- **Educate the community about crime.** Hold assemblies or workshops in your place of worship, school, or neighborhood. Plan a crime prevention week for your community, and kick off the event at a worship service. Talk about crime safety tips with older people in your church, synagogue, or temple.
- **Remove or reduce the opportunity for crime to be committed.** Follow safe, commonsense procedures whether you are playing outside, riding in a car, taking public transportation, or even staying at home. Be there for your friends when they need someone to walk home with.
- **Report crimes to the police,** and help make the criminal responsible for his or her acts. Your willingness to report the crime may keep the criminal from victimizing someone else.
- **Serve as a good role model** for younger kids, friends, family, neighbors, and congregation members. If residents in your community see that you are

reducing your chances of becoming a victim, they will learn from your good example. Help others learn the rules for safe behavior.

- **Build community support and cooperation.** Work in partnership with law enforcement agencies, civic groups, PTAs, groups in your place of worship, youth clubs, or victims' groups to develop programs and projects that address the causes of crime in your community. If there are no projects you can join, talk to some friends and helpful adults about starting one.

Why Is It Important for Congregations To Be Involved in Crime Prevention?

Crime and the Community

Crime affects the community as well as the individual. A community can be a classroom, a place of worship, a neighborhood, a city, or a county, for example. In each of these types of communities, the effect of crime is evident:

- People grow fearful and distrust outsiders and even their neighbors.
- Environments begin to deteriorate. Public spaces are surrendered to criminals.
- Insurance and operations costs increase as money is spent to repair or replace property damaged, destroyed, or lost because of criminal activities.
- Taxpayers foot the bill for increased security costs, as well as the costs of sending criminals to court and to jail.
- Individual freedom is curtailed either because people are afraid or because rules and regulations (such as curfews) have been imposed to prevent or limit criminal activity.
- Businesses may close or relocate.
- Property values decline in areas where crime occurs.
- The strength and spirit of the community are damaged as neighbors become more isolated from each other.

We can't know the exact cause of any particular crime, but we do know that crime can be prevented if everyone works together. There are several strategies that will help curb crime in your community:

- Educate the community about crime.
- Remove or reduce the opportunity for crime to be committed.
- Report crimes to the police.
- Serve as a good role model for younger kids, friends, family, neighbors, and congregation members.

- Build community support and cooperation in organizing crime prevention activities.

Here are some examples of crime prevention programs and the benefits they offer to a community:

- Block or Neighborhood Watch (and other variants): Safer streets, more secure homes, child protection
- Community cleanup campaign: Increased pride in the community, increased property values, reduced vandalism
- Afterschool program: Reduced juvenile delinquency, increased child safety
- Teen employment program: Reduced dropout rate, reduced juvenile delinquency, increased self-esteem
- Teen victimization prevention course: Reduced crime against teens
- School crime prevention program: Safer schools, increased school pride, reduced school vandalism

Why Is It Important for Congregations To Be Involved in Crime Prevention?

Role of Faith-based Institutions

Most communities of faith include in their mission the call to serve those in need—the unprotected, the forgotten, the abandoned. Social justice is a cornerstone of many faiths. Teen victims are an underserved part of many communities. Faith institutions can play a major role in sharing information about teen victimization with the public and helping and advocating for the young victims in their communities.

The first step in preventing crime is often acknowledging that there *is* a crime problem. Once this has been done, members of the community can work together to come up with creative solutions to the problem. Faith-based institutions can provide the forum for these types of conversations. Places of worship are a part of the life of a community, and members of the faith community are active outside the place of worship—congregations are often a microcosm of the community. The pulpit is a good place to start conversations about crime prevention and the local community.

A major concern at many faith institutions is attracting young people to worship services. If teens feel that they are an important part of a congregation, that they are cared for and understood, they are more likely to attend services. There is no better way to make them feel included than to ask them about crime in their community and what they can do to prevent it. Let them work with adults to come

up with solutions, and they will see their faith in action. If youth are to be the future leaders of your faith community, it's vitally important to encourage them to take leadership roles today. Keeping them connected to your congregation by addressing issues of interest to them and trusting them to come up with good solutions is an important part of their development—and of that of the faith community as well.

Why Focus on Youth and Crime Prevention?

Teen Crime Victims

Did you know?

- Over 25 percent of the world's population is under the age of 18. (www.ncvc.org/tvp/main.aspx?dbID=DB_YOVA528, viewed 5/23/06)
- When high school students were asked whom they would tell if they experienced a serious problem, 70 percent said that the first person they would tell would be someone their own age. (www.ncvc.org/tvp/main.aspx?dbID=DB_YOVA528, viewed 5/23/06)
- Adolescents ages 12 to 19 are the victims of violent crime (including simple and aggravated assault, rape and other sexual assault, and robbery) at much higher rates than adults. (www.childtrendsdatabank.org/indicators/71ViolentVictimization.cfm, viewed 5/23/06)
- These teen victims are highly vulnerable to being revictimized; one study found that 80 percent of youths reporting violent victimization had been victimized two or more times. (www.ncpc.org/cms/cms-upload/ncpc/files/Teen%20Victims.pdf, viewed 5/23/06)
- Despite being victimized more often than other age groups, teens are the least likely to report their victimization. (www.ncpc.org/cms/cms-upload/ncpc/files/Teen%20Victims.pdf, viewed 5/23/06)

According to a 2004 report on victimization published by the U.S. Department of Justice, teens are more likely than older people to become victims of violent crimes (including rape, robbery, and assault) and theft. In fact, they are twice as likely as adults to become victims of violent crime. Most adolescent victims of violent crime are victims of simple assault, followed by aggravated assault, robbery, and rape or sexual assault (*2004 National Crime Victimization Survey*, Bureau of Justice Statistics, www.ojp.usdoj.gov/bjs/pub/pdf/cv04.pdf, viewed 5/23/06).

Although they are the most often victimized, teens are much less likely than adults to report crimes to the police. Some of the reasons teens do not report their victimization include the following:

- 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
- Perceived and real limits of confidentiality

(*Reaching and Serving Teen Victims* at www.ncpc.org/cms/cms-upload/ncpc/files/Teen%20Victims.pdf, viewed 5/23/06)

Why Focus on Youth and Crime Prevention?

How Teens Can Reduce Victimization

It is always smart to think prevention. Many crimes can be prevented when individuals practice commonsense personal safety procedures.

The crime prevention Golden Rule for teens is “Know how to avoid danger and be alert to your surroundings, and help others do the same.”

You and your friends can do a lot to help each other be safe. Common sense does not have to rob you of fun, but it can keep you from being robbed of your possessions!

Here are some tips to help you reduce your chances of becoming a crime victim while out in the community, using public transportation, or in someone else’s home.

On the Street

- Travel with a friend or in a group. Travel during daylight hours whenever possible.
- Always let someone responsible know where you are going and what time you will be back.

- Never accept a ride from a stranger. Do not hitchhike, and do not pick up hitchhikers.
- Travel familiar, busy, and well-lighted routes. Avoid taking shortcuts through deserted, poorly lighted areas, especially at night.
- Keep your money and other valuables out of sight. Flashing them invites theft. Carry only the money you need that day, and always have enough change for a phone call. Never have your name and address on your key ring.
- Lock your bike in an area in public view. Use a case-hardened chain or cable and lock, winding the cable through the frame and both wheels and then around the bike rack or pole, or use a special U-shaped lock.

On Public Transportation

- Be alert when waiting for a bus or subway. Avoid waiting alone at night.
- Have your fare ready so that you don't need to open your purse or wallet in view of others.
- Sit near the driver or conductor, especially during non-rush hours. But avoid sitting near the exit door where you could invite an attacker to "hit and run."

In the Car

- Keep your car locked whether you are driving or parked.
- Keep valuables out of sight, preferably in the trunk.
- Park in well-lighted areas.
- Have your keys in your hand, ready to unlock your car as you approach it.
- Be alert to suspicious persons near your car. Check the front and back seats and floor before you get in.

At Home or While Babysitting at Someone Else's Home

- Always keep doors and windows locked, whether you are at home or leaving the house even for a brief period.
- Never let a stranger into the house, even if he or she says it is an emergency. If necessary, offer to phone for help while the person waits outside.
- Never indicate to anyone calling on the telephone or knocking on the door that you are home alone.
- Know where all the exits and telephones are located.

Why Focus on Youth and Crime Prevention?

How To Report a Crime

Teens who see or experience a crime should do the following:

- Call the police immediately! It is important to report crimes to the police, even though seeing or experiencing crime can be upsetting.
- Tell the police who you are, where you are, and what happened.
- If anyone is hurt, ask for an ambulance.
- Try to stay calm. If possible, write down what you saw.
- When the police arrive, tell them exactly what you saw. Try to describe the scene of the crime. How many suspects were there? Did they say anything? If the crime was robbery, what did they take?
- Tell the police what the suspect looked like: age, sex, race, height, weight, clothing, facial features, etc. Was a car or other vehicle involved? If so, try to remember the make, model, color, license plate number, and which direction it was going when the suspect drove away. If possible, write down the license number.
- You may be asked to make a complaint or testify in court. Remember that if you do not help the police, the criminal might victimize someone else.
- The police may ask you to attend a lineup or look through photo albums to try to identify the suspect. Do your best.

Always report a crime. If you do not report it, law enforcement cannot help you, and someone else might become a victim.

Why Focus on Youth and Crime Prevention?

How To Help a Friend Who Is a Crime Victim

If a friend is a crime victim, here are things you can do:

Just Be There

- Let your friend know that you care and that you will be glad to listen or talk, whether it is about the crime or some other subject. You show that you care by your presence.
- Offer to be with your friend the first time he or she goes out after the crime. Some victims feel very vulnerable and may be afraid of going out alone.
- If your friend wants to revisit the crime scene, offer to go along.
- Anniversaries of a crime are often very important to victims, and they may spend a lot of time dwelling on what happened. You may want to call or send a card just to let your friend know that you are thinking about him or her.

Listen

- Let your friend know that you are sorry the crime happened and that you blame the criminal, not your friend.
- Let your friend talk through how he or she feels about the crime. A crime victim may want to repeat the story over and over again one day and not even want to mention it the next.
- Be prepared for your friend to have confused and intense emotions about the event and about his or her treatment by the police, hospital personnel, and others.
- Avoid telling the victim you “understand” or “know” how he or she feels unless you have been a victim of the same or a similar crime. Even then, do not assume similar reactions.

Fix Up

- Offer to repair broken locks, torn screens, bike or car damage, torn clothing, or other visible results of the crime or to replace school books or meet other needs like these.

Lend a Hand

- Offer to go with your friend to follow-up doctor’s visits or babysit younger siblings for free so a parent can go with him or her.
- Offer to cook a special meal for your friend’s family.
- Be in court to provide moral support when your friend must testify.
- Help with the red tape of replacing driver’s license, IDs, school books, or other things that may have been stolen or damaged.
- Help with the day-to-day chores your friend may not be ready to cope with, such as preparing meals, watching children, or keeping up with school assignments.

Refer Your Friend to Someone Who Can Help

- Know what special victim assistance resources are available in your community. Is free counseling available? Will special compensation programs help pay for losses? Is there a hotline? (A great project for your faith-based youth group would be to create a special victim assistance resource list for teens in your community.)
- Let your friend know that it is all right to seek trained help.

Why Focus on Youth and Crime Prevention?

Messages for Parents

Teens are the nation's most frequently victimized age group. Here are some tips for parents and caregivers of teens:

- Establish rules for your children and consequences for breaking the rules. Make sure the consequences are clear in advance. Don't make up rules and penalties after the fact.
 - Engage your teens in discussions of risks, consequences, and prevention strategies. Help them develop the skills to make responsible decisions.
 - Be sensitive to new situations that occur as teens mature—situations that may require different prevention behaviors and decisions.
 - Work with teens about what can happen when they go into unfamiliar turf. Teach them how to practice sensible behaviors that avoid sparking incidents.
 - Conflict management skills will stand any young person in good stead and may even keep him or her alive. Take the time to teach, practice, and model these skills.
 - Help your teens understand why and how to report a crime. Help them understand how to identify crimes.
 - What young people wear today can make them more vulnerable to crime. Understand that expensive athletic shoes, clothes, jewelry, and hand-held electronic devices could place your children in danger.
 - Teach your teens not to carry more cash than absolutely necessary.
 - Take time to identify appropriate places in the community where your teens could seek help if they need to. Role-play scenarios to reinforce where they can go for help.
 - Create an atmosphere where older children can feel safe in admitting a victimization. Be careful not to blame the crime victim.
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Building Blocks of Effective Crime Prevention Projects

Developing an Effective Presentation: Learning Methods

About Learning

Learning is a dynamic process that involves changes in knowledge, attitudes, and behaviors. Teens learn differently from children or adults.

In elementary school, especially in lower grades, children learn by “do as you are told” approaches. Generally, children listen, observe, remember, and apply the knowledge to a specific task.

As children get older, their learning methods become more sophisticated. They learn by thinking through situations and by problem solving rather than by listening. They need to interact with the source of the information, the presenter.

Adults learn best if they see the information as personally useful, contributing to successful experiences, and associated with their prior knowledge. They respond well to an informal yet structured presentation style and learn most effectively as participants in an active, cooperative group learning process.

How Youth Learn

Young people 12 to 15 years of age

- Can engage in complex, abstract, analytical thinking and learn from their own experiences, not depending mainly on others for ideas
- Are beginning to be concerned about broader community and social issues
- Explore and analyze their own beliefs and attitudes
- Experiment with their own identity, with relationships with other people, and with ideas
- Are concerned about how others see them
- Want to be accepted, especially by peers
- Understand the concept of being part of a group and can allow group needs to supersede individual needs
- Feel that they can influence the direction of their own lives
- Want and need to participate in the community
- Enjoy taking risks

Here are some hints for developing a presentation for youth in this age group:

- Use more abstract visual aids such as charts, graphs, and diagrams.
- Challenge students to examine and analyze different viewpoints and opinions.
- Whenever possible, teach reasons and concepts, not just rules and facts.
- Assist students in linking information to real-life situations.
- Help students generate ideas for solutions as well as identify problems.
- Give students feedback that rewards creativity, constructiveness, and risk-taking.

Experiential Learning Appeals to Teens

Many teens (and adults) learn best when they understand how the topic is relevant to their lives. This style is called experiential learning. Participants draw on their own experience, share, interpret, generalize, apply, and provide feedback.

Experience: The learning process begins with an experience that is real and gives the audience information about some event or situation. Ask some of the following questions:

- What is going on?
- How would you feel about that?

- Can you offer a solution to the problem?

Share: In this phase, members of the audience share their own feelings and seek to understand those of their peers.

- What happened in your experience?
- How do you feel about that?
- Who else had the same experience?
- Who reacted differently?
- Were any of you surprised at your experience?

Interpret: Encourage the audience to think about the causes of the experience or event. What might have happened if someone had acted differently? Some questions to make analysis easier:

- How did you account for that?
- What does that mean to you?
- How was that significant?
- What was important about that?
- How might the experience have been different?

Generalize: Encourage the audience to consider their conclusions in relation to other more general experiences. For example, when teaching about hate crimes, you can provide newspaper stories of hate crimes in the community. The following questions will help with generalizing:

- What have you learned from your experience?
- What does this suggest about other similar experiences?
- Can that be applied to any other experience?
- What does that help explain?

Apply: Encourage the group to apply what they have learned to real-life situations. Ask questions that will help them apply the generalized knowledge they have gained to their personal lives.

- How could you apply that in your own life?
- What are your options?
- How could you make the experience better?
- What would be the consequences of doing that—or not doing it?

Feedback: In this stage, the audience thinks about the entire experience. Use questions to solicit feedback:

- What did you feel about this experience?
- What was good or bad about the experience?
- How might it have been more meaningful?
- What are the benefits?
- If you had it to do over again, what would you do?
- What would you change?

The Role of the Presenter

The way you present your information is often as important as the information itself in determining whether or not the audience will learn. Here are some tips for a good presentation:

- Have clear goals and objectives for the session.
- Actively involve students.
- Stimulate thinking.
- Show how the learning applies to real life.
- Help young people develop and apply problem-solving skills.

To accomplish this, you will need to do seven things:

- Know your subject matter.
- Know your audience.
- Plan your presentation.
- Create and maintain an atmosphere conducive to learning.
- Manage the flow of the session.
- Manage individual participation.
- Evaluate.

Know your subject matter. You don't need to have all the answers, but you should know where you can find those that are outside the area of your expertise. Tell your audience that you don't know the answer but you will find out and—if appropriate—report back to them. If you have not presented a particular topic for a while, it is a good idea to brush up in advance. Keep abreast of current statistics and relevant developments in your community. Invite a guest, a law enforcement officer for example, to cover specialized information.

Know your audience. Get some key facts about your audience before you plan your presentation. How many will be there? Will your audience be one age group or a mix? Are you speaking as a result of a particular incident? Are there special needs or concerns to be aware of? Is your presentation part of a series? Does the audience know a little or a lot about the topic? Are certain kinds of activities more successful than others? The more you know about your audience, the better you can meet their needs.

Plan your presentation. Given the needs of your audience, what information do you want to convey? How much time will you have? Here are some tips for planning your presentation:

- Be familiar with the physical setting. Will you be in a classroom or an auditorium? Will the people be sitting at desks or tables or on the floor? Can you rearrange the seating? If you want to use a visual prop or show a movie, can everyone see? What equipment will you need? Can you set it up in advance? A sample form is available to help you gather this information.

If people are seated in desks in rows, it can be difficult to make eye contact with the entire group, especially those in the back of the room. It also

discourages discussion because people cannot easily see each other. Arranging desks or chairs in a circle or semicircle makes it easier for the audience to participate.

- Choose your learning objectives thoughtfully. Allocate your time wisely, and be sure to address the needs of the group. Don't repeat materials they have already heard, and don't pack too much information into too little time. It is better to cover one learning objective well than to cover four inadequately.
- Present information in a focused, concise way. Adult attention wanders after about 12 minutes; children's and teens' attention spans are even shorter.

Plan to re-engage attention periodically, based on the attention span of the audience. Present information that directly supports and reinforces the learning objectives. Rather than just lecturing, give examples. Use visual aids to emphasize your point.

- Actively involve the group. The more a person participates, the more likely he or she will retain information. If you use several activities, vary the styles and methods. See "Choosing Activities for Your Presentation" (below). Here are some examples of activities:

Brainstorming	Case histories
Cartoons	Competitions
Crossword puzzles	Debates
Demonstrations	Discussions
Films/videos	PowerPoints/slides
Improvisations	Games
Interviews	Lectures
Magic tricks	Maps
Memorization	Music
News articles	Internet
Panel discussions	Problem solving
Picture studies	Plays
Raffles	Quizzes
Questions & Answers	Skits
Art	Reports
Role-plays	Testimonies
Stop and summarize	Storytelling

Successful activities begin with clear instructions. Before the activity begins, be sure that everyone understands what to do and why they are supposed to do it. Stopping an activity to clarify instructions interrupts the flow and risks losing the group's attention and interest.

If participants are working in small groups, you should circulate, observe, answer questions, and offer encouragement. Being aware of what is happening in the groups enables you to identify common themes. But be careful not to “take over” as you visit each group.

- Choose effective examples to incorporate into the presentation. Presenting dry facts is often boring, so follow these tips:
 - Use relevant, real-life stories.
 - Share your own experiences, when appropriate.
 - Share events that have happened in your community.
 - Invite audience members to share their own experiences.
- Reinforce your points. Emphasize key points in one of the following ways:
 - Make the same point several ways.
 - End the presentation with a review, or ask the audience what they have learned and how it applies to their own lives.
 - Ask the audience to recall key points and write them on a chalkboard or flip chart.
- Allow for feedback. During your presentation, check with the audience to see if you got your points across. Ask questions, and allow time in your schedule for questions from the audience at intervals, not all at the end.

Create and maintain an atmosphere conducive to learning. In such an atmosphere, each participant

- Knows that he or she is heard and taken seriously
- Believes that he or she is an equal and important member of the group
- Feels safe and trusts the other members of the group
- Is comfortable with making mistakes, taking risks, and expressing humor in the group

Manage the flow of the session. You will need to manage the flow of the session, including transitions from one activity to another. Be prepared to cope with unplanned distractions, interruptions, or behavior problems during the session.

- Make sure that activities do not exceed the attention span of your audience. When an audience gets bored, they will lose interest in the remainder of the presentation.
- Have extra activities in reserve. If the group works faster than you anticipated, you will not run out of things to fill the rest of the session.
- Take your cues from your audience. If they seem to be losing interest, move on to a new activity.

Manage individual participation. Helping each participant be effective in the group can be a challenge. Here are some useful tips:

- At the beginning, try to identify group members who might present behavior problems or those whose support will help you engage the rest of the class. Get these people involved, ask for their assistance, and try to get them personally invested in the presentation.
- Do not let a few people dominate the discussion. Encourage everyone to contribute.
- Call on a variety of audience members to answer questions.
- Thank each participant for his or her contribution.

Evaluate. The best way to learn is to continually assess your work and look for ways to be more effective. After your presentation, ask yourself what was effective, what was not effective, and what should be changed.

How To Be the Best: A Summary

- Know your material and be clear about the message you want to leave with your audience.
- Rehearse your presentation.
- Make sure that the first five minutes of your presentation are interesting. Tell a story, ask questions to pique interest, or present dramatic statistics from the community. Hook the audience by explaining why this information is relevant to them.
- Develop your own style. You can learn from watching others, but develop a style that makes you feel comfortable.
- If possible, rehearse activities with people who are the age of your intended audience.
- Preview movies, videotapes, and other visual aids.
- Be familiar with the facilities and equipment you will be using.
- Know your audience.
- Do not talk too fast. Vary the level and tone of your voice to help keep the audience's attention.
- Listen to and accept ideas from your audience.
- Praise people as they learn.
- Use examples and situations your audience can identify with.
- Determine the needs of the group and focus on them in your presentation.
- Be creative in your presentation.
- Make your presentation fun.
- Ask for feedback from the audience.

Asking Your Audience Questions

The questions a presenter should ask the audience depend on the age of the audience, but here are some general rules:

- Ask questions that don't imply an answer or a judgment. Ask, "Why do people do graffiti?" rather than "Why do people deface the school walls?"

- Avoid questions that can be answered “yes” or “no.” They cut off discussion and do not demonstrate audience understanding.
- Use a nonintimidating question to coax a timid youth to participate. For example, “Do you share the opinion that vandalism is a big problem in your community?” Use friendly questions to help the student feel comfortable.
- Ask questions of specific people in the audience. If you know their names, use them. This helps develop a friendly relationship between presenter and audience.
- Give the respondent time to complete the answer. Some questions require more time to think through. But don’t ask double questions (“What happened ... and why do you think it happened?”)
- If someone seems uncomfortable with a question and can’t come up with an answer, call on someone else.
- Use questions to move the discussion from one topic to another. For example, “Do you know about acts of vandalism in other areas?”

Choosing Activities for Your Presentation

Choose activities that are appropriate for the age of your audience and that complement your presentation and encourage the audience to participate. Here are some tips:

- Be enthusiastic—and your audience will be enthusiastic too!
- If you are using handouts, be sure you have enough for everyone.
- Read the directions and practice each activity before using it for the first time. Make sure the directions are clear to the participants before you begin the activity.
- Encourage full participation.
- End each activity with a summary of what the participants have learned. Involve the participants in developing the summary and applying what they have learned to their daily lives.

Four types of activities can make your presentation more exciting: case studies, role-plays, interactive lectures, and small-group activities and discussions.

Case studies: Case studies describe events or situations that present problems to be solved. They provide a practical, hands-on experience for small groups.

Case studies can help youth learn how to

- Understand and analyze facts in a complex situation
- Identify problems
- Recognize that there may be multiple valid approaches to resolving a problem
- Develop alternative solutions to a problem

Advantages of a case study:

- Actively involves all participants in dynamic discussion

- Involves use of many skills
- Uncovers different opinions, values, and attitudes
- Allows discussion to be concrete rather than theoretical

Disadvantages:

- Can be ineffective if not presented clearly and concisely
- Is not directly experiential: participants hear about the situation instead of experiencing it
- Can take a lot of time

Tips for delivering a case study:

- Make sure the case study is specific, believable, easy to understand, concise, and relevant to the age of the audience.
- Describe the purpose of the case study.
- Explain to the participants what they should do after hearing or reading the case (e.g., take notes, discuss it with a partner or the group, write down three proposed solutions to the problems).
- Distribute the case on a handout, and give participants time to read it.
- After participants have read the case, have them review the instructions and discussion questions to get them started on their task.
- Be available to answer questions about the case.
- End the exercise with a discussion that airs all participants' ideas. Try to reach consensus on the top five solutions to the problems. Encourage the participants to apply their solutions to the generic problem.

Role-plays: In role-plays, participants play different roles in a scenario. Participants are usually given a description of the situation and the role they will play. The description presents a situation that needs to be resolved, but the solution is not scripted. Participants are encouraged to bring their own experiences to the roles.

Role-playing builds skill by allowing participants to practice their communication and social interaction skills in a lifelike setting. It can also raise participants' awareness and sensitivity to different perspectives on a particular situation. Role-playing activities help participants learn by doing; they can then apply the lessons they have learned to their own lives.

Advantages of role-playing:

- Is a high-interest activity and can be fun
- Allows participants to try out new behaviors in a safe environment
- Provides opportunity for participants to experience situations from another person's perspective
- Can be conducted spontaneously and informally

Disadvantages:

- Usually does not work well in large groups
- Can deteriorate into play
- Can exclude participants who are shy or self-conscious about performing in front of others
- Can be seen as superficial, phony, or irrelevant to real life

Tips for doing role-plays

- Share background material with participants, and be sure they understand the scenario.
- Once players have been identified, give them some time to become familiar with their roles.
- Set time limits for performing the scenario.
- Make sure there is enough space for the activity; move tables and chairs, if necessary.
- Make sure you have the props you need to make the situation more realistic.
- Once the participants have begun the role-play, do not interrupt.
- Stop at the designated time and thank the players.
- Help the group understand what has been learned with the role-play. You might want to ask these questions:
 - How effective were the specific strategies the players used to resolve the situation?
 - Has anyone in the group been in a similar situation? If so, how did he or she handle it?
 - What suggestions do participants have for other ways of handling the situation?

Interactive lectures: In an interactive lecture, the presenter uses questions and discussion to encourage participation, assess the audience's understanding, and help them relate the information to their own experiences. The interactive lecture is particularly effective with teens and adults.

Advantages of an interactive lecture:

- Actively involves the group
- Conveys information credibly and relevantly
- Capitalizes on the experience of the group
- Establishes two-way communication between the presenter and participants
- Clarifies the participants' understanding of the subject
- Encourages participants to look within themselves for answers

Disadvantages:

- It may be difficult to move from one point in the discussion to another if the participants become too involved.

Techniques for delivering an interactive lecture:

- Energizers: Involve participants in an enjoyable physical activity to get their attention.
- Associations: Ask participants to identify ideas they associate with the topic, and list the ideas on a chalkboard or flip chart.
- Reactions: Ask participants to identify their initial reactions. “What is the first thing you think of when I say...?”
- Self-assessment: Ask participants to apply the information to their own lives and share their insights.

Help participants by doing the following:

- Listing major points on a chalkboard or flip chart
- Using concrete examples they can easily identify with
- Regularly summarizing what you have covered
- Sharing your own experiences
- Soliciting comments from the group using a variety of methods including current events (ask for examples from the news to illustrate points in the lecture) and questions or review (stop from time to time to ask a listener to restate a key point or concept; distortions, misinterpretations, and omissions can be clarified before you continue).

Small-group activities and discussions: Structured small-group activities give the audience a chance to work with new information, learn from each other’s experiences, and contribute to the session. Active involvement increases learning and retention.

Consider dividing a large group into smaller groups when the work calls for

- Problem solving
- A variety of solutions
- Close examination or exploration of an issue
- Building and strengthening working relationships
- Brainstorming a variety of approaches to a problem or issue

Before beginning a small-group activity, identify

- The purpose and intended result of the activity or discussion
- The specific tasks to be accomplished by the group
- The time available for the activity or discussion
- How participants will share knowledge with other groups

Advantages of small-group activities and discussions:

- Allow more individual participation
- Promote group cohesiveness
- Allow work to be divided into manageable segments
- Produce a variety of ideas and solutions

Disadvantages:

- The larger group does not benefit from small-group discussions unless the groups are brought together to report their experiences.

Using Audiovisual Materials

Audiovisual aids increase learning by appealing to a variety of senses. Selecting or creating good audiovisual material does not have to be difficult or time-consuming, but it does require thoughtful planning. Audiovisual aids should do the following:

- Support the learning objectives of the presentation
- Be appropriate for your audience's age range and situation
- Reinforce, not repeat, your verbal message
- Be accurate
- Be easy to use

In addition, they should have

- Lettering that is clean, legible, and large enough to be easily seen by those in the back of the room
- Bold colors to add interest and draw attention to key points

When you are selecting audiovisual aids, consider the following:

- Circumstances: Where will they be used? Will they be comfortably visible to all in the audience?
- Subject: How can they help the audience better understand this subject?
- Cost: How much money is available for audiovisual materials?

Be sure to preview any audiovisuals you use. Be familiar with the content to make sure that it supports the learning objectives of the presentation. Many "bargain" films and tapes contain information that is outdated. Also, be sensitive to your audience when choosing film and tapes; e.g., youth in a rural community will not relate as well to a film set in an urban environment, and an African American or Asian audience may not relate readily to an all-white cast. The film should be long enough to convey the message you want to get across—perhaps 20 to 30 minutes—but should not take up all of the presentation time. Allow ample time for introductory activities, discussion, and processing.

Preparation Checklist

Three or more weeks before the presentation:

- Select the date of the program.
- Find out what room you will be using—an auditorium, a classroom, a club meeting room, etc.

- Find out if you will have a power source for audiovisual materials.
- Confirm with panelists, if appropriate.
- Meet with or call the teacher or contact person.
- If you are going to be meeting in a room that has little furniture, find out where you can get chairs.
- Confirm the number of participants.
- Have handout materials printed.
- Make a list of all items you will need for the presentation.
- Locate audiovisual equipment and aids.

One week before the presentation:

- Check your itemized list to make sure you have all the items you need—name tags, felt-tip markers, pencils, notepads, props for skits or activities, etc.
- Read over the materials you are presenting.
- Test all equipment.

Day of the presentation (a minimum of one hour before the presentation begins):

- Recheck your list to make sure you are not missing anything.
- Organize materials so you can find them easily.
- Make sure room is set up properly.
- Tape electrical cords to the floor, if necessary.
- Test equipment again.

Presentation Overview

Date of presentation: _____

Setup time: _____

Beginning time: _____

Ending time: _____

Location: _____

Contact person: _____

Number of people expected:

Age group: _____

Topic: _____

Special needs of audience:

Setting (e.g., classroom, auditorium, meeting room, etc.):

Seating arrangement (e.g., fixed desks, movable desks, tables and chairs, floor, etc.):

Equipment (e.g., chalkboard, flip chart, easels, microphone, projector, screen, video player and monitor, electrical outlets, etc.):

Building Blocks of Effective Crime Prevention Projects

Developing Youth-led Crime Prevention Projects

We cannot know the exact cause of any particular crime, but we do know that crime can be prevented if everyone works together. There are several strategies that will help curb crime in your community:

- Educate the community about crime.
- Remove or reduce the opportunity for crime to be committed.
- Report crimes to the police.
- Serve as a good role model for youth in the community.
- Build community support and cooperation in organizing crime prevention activities.

Here are some examples of crime prevention programs and the benefits they offer to a community:

- Block or Neighborhood Watch (and other variants): Safer streets, more secure homes, child protection

- Community cleanup campaign: Increased pride in the community, increased property values, reduced vandalism
- Afterschool program: Reduced juvenile delinquency, increased child safety
- Teen employment program: Reduced dropout rate, reduced juvenile delinquency, increased self-esteem
- Teen victimization prevention course: Reduced crime against teens
- School crime prevention program: Safer schools, increased school pride, reduced school vandalism

Building a Stronger Community Through Partnership

Young people are a vital resource in solving the problem of crime in the community. Their contributions are valuable to any crime prevention project.

They bring to the effort the following:

- Keen awareness of the effects of crime on the community
- Firsthand knowledge of the vulnerability felt by members of a highly victimized age group
- Idealism and creativity
- An affinity for risk-taking
- Knowledge on how to reach the ears of their peers
- An enormous amount of energy
- The desire to be part of a group

Crime prevention efforts that overlook teens as resources are missing out on a valuable source of leaders, planners, and doers. A community that makes an effort to involve teens in crime prevention will accomplish the following:

- Reduce crime among a highly victimized population
- Change the negative image of teens held by many adults
- Foster an investment by teens in their communities
- Reduce community problems such as vandalism, littering, loitering, street crime, and drug trafficking
- Promote safer schools
- Improve relationships between teens and community institutions

The Needs and Tasks of Adolescence

Every teen is affected by a variety of influences as he or she grows up: families, schools, friends, relatives, and living environments are different for each person. The adolescent years are a time of physical, social, emotional, and intellectual growth with specific developmental needs and tasks. When successfully guided, teens develop into mature and responsible citizens. According to experts on adolescent development, teens should have the opportunity to do the following:

- Participate as equal partners, members of a household, workers, and responsible members of society, with power to influence the policies and practices of the groups in which they participate
- Gain experience in decision making
- Understand themselves in relation to others

- Examine personal values
- Experiment with their own identity and try out different roles
- Develop self-esteem and confidence
- Discover personal strengths and be recognized by others for competence and skill
- Make a significant contribution to a group or to other individuals
- Expand their world by sharing experiences with persons of different social classes, cultures, and ages
- Have productive outlets for their immense physical energy
- Develop skills necessary for economic independence
- Become involved in a cause and experience the results of their commitment and perseverance

The Four R's of Successful Programs

The National Crime Prevention Council has identified four factors—the Four R's—common to successful youth-led projects: Resources, Relationships, Responsibilities, and Rewards.

Resources: Resources are the crucial goods, services, and support necessary to start and sustain the program. They include the following:

- An adult—mentor, coordinator, or leader—who acts as an institutional liaison, provides advocacy and support, and serves as a role model and partner
- Youth involvement in the identification and solution of local crime problems
- Support from such local adult institutions as the chamber of commerce, city council, school board, service clubs, civic associations, police department, and judicial system
- In-kind or cash donations to purchase supplies or operate the program, such as a neighborhood printer producing a flier, a local resident or Rotary Club donating cash, or a local restaurant donating food
- A permanent base of operations that provides youth with a sense of professionalism and lends credibility to the project in the community
- Training that provides youth with the skills necessary to carry out their jobs, builds self-esteem, gives them credibility among adults and peers, and builds confidence in using their new skills

Relationships: Relationships between young people and adults are vital to the success of youth-led programs. Other important relationships include those between the teens and their peers and between teens and younger children.

Adults should treat teens as people evolving into adulthood and offer them appropriate respect and recognition. Adult leaders offer the following guidelines for developing positive relationships with youth:

- Provide a nonjudgmental atmosphere, a place where teens are allowed to be themselves.

- Allow teens the opportunity to learn from their mistakes. Do not demand or expect perfection.
- Be patient; learning takes time.
- Allow teens to work out their own solutions to problems, but be there to provide support.
- Value the individual; do not stereotype.
- Listen and be receptive to teens' ideas and concerns.
- Be prepared to have your commitment, reliability, and sincerity tested.

Open, honest communication is important for a successful relationship. Teens need to feel that they will be listened to and that their ideas are valued. Here are some guidelines for building positive communication with teens in your community:

- Talk with teens; do not patronize them.
- Be honest.
- Be yourself.
- Listen to what is being said.
- Be attentive to nonverbal communication.
- Show your interest by asking questions.
- Take opportunities to talk one-on-one in informal settings.
- Let teens know that you value their friendship and their contributions.

Teens need to treat adults with openness and respect. Here are some guidelines for teens who want to develop positive relationships with adults:

- Voice your opinions thoughtfully.
- Communicate your feelings.
- Treat adults as you would want to be treated.
- Be reliable.
- Dress the part! Dressing nicely can set the tone, especially when you are working with adults.
- Respect confidentiality.

For a hands-on activity to enhance this section, link to [Adult Guidance: To Have or Not To Have](#).

Responsibilities: Responsibilities vary widely, ranging from providing services to running the organization itself. Here are several guidelines for setting responsibilities when you are working with youth:

- Have clear rules.
- Establish specific roles and job descriptions.
- Establish and maintain high standards and expectations.
- Identify and use specific talents and abilities; take advantage of the skills of a young artist, writer, mechanic, organizer, technology whiz kid, or musician.
- Let young people be responsible for decision making.
- Allow for mistakes.

Rewards: Rewards include all kinds of payoffs for group and individual endeavors and provide motivation for participation. The rewards offered by a project influence participants' feelings about whether it is a good investment of their time and energy. Rewards may include the following:

- Tangible results that are measurable and meaningful and that demonstrate how the project makes a difference in the community
- Recognition by peers and adults, through newspaper articles, television and radio coverage, and special certificates or award nights sponsored by adult groups or peers. Even a simple "thank you" can be a recognition.
- Social opportunities such as food and fun, meeting new people, spending time with old friends, and developing close relationships with adults
- Personal satisfaction that comes from tangible results, recognition, and group interaction. This is also influenced by the teens' sense of self-worth and feelings of achievement, personal growth, and importance to the group.

Planning for Success

The following Steps for Success model (APLAN) can assist you in organizing a youth-led project. Teens can design good projects without completing every step, but these five steps will help make a good project even better.

Involving youth in all facets of planning and implementation generates interest, enthusiasm, commitment, and results. The degree of youth involvement can vary, but experience has shown that if youth involvement is strong, the program will be more successful.

Steps for Success (APLAN):

1. **A**ssess your community's needs and select a problem.
2. **P**lan a successful project.
3. **L**ine up resources.
4. **A**ct on your plan.
5. **N**urture, monitor, and evaluate.

These steps may be quick or lengthy, simple or complicated, depending on the problem and the situation. Young people interested in forming walking groups for greater safety as they go to and from school may need only 15 to 20 minutes to plan their project and carry it out. Youth who want to create a hotline for peers may need ten to 15 hours of planning plus an equal amount of time in training. An assessment of needs may consist of a ten-minute youth group discussion or may take several hours of research.

Step One: Assess Your Community's Needs and Select a Problem.

The first step is to define your community. You might decide to focus on your place of worship, a school, a neighborhood, or a special group of people such as latchkey children, disabled persons, or seniors. Your community can be any size, but it does need boundaries although they may not be geographic ones.

- **Define your community's boundaries to focus efforts and measure results.** If the community is a place of worship, does it include the grounds outside the building? Will you include the areas where the members of the congregation live? If it is a neighborhood, perhaps near your place of worship, how far does it extend? If you are focusing on a special group, how do you define it?
- **Research the community's crime and related problems.** Never assume that you know the problem. Get the facts. If appropriate, survey the community to gather information and develop a current picture of its needs. For a special tool for assessing your community needs, link to Community Attitude Survey on Crime.

Sources of community information include the following:

- Reports from local planning and zoning departments, health departments, and other local government and private agencies and organizations
- Newspaper articles, especially those published in local or school newspapers
- Police records on crime and related problems
- School records on security, disciplinary actions, and vandalism
- Surveys of the community by other groups
- Interviews with key community leaders

Step Two: Plan a Successful Project.

Once you have defined your community and identified the problem you want to solve, it is time to develop the blueprint. Developing an operational plan will help you

- Identify specific tasks to be accomplished
- Assign responsibilities
- Generate interest and enthusiasm
- Determine what resources you will need
- Focus your group on its goal

The energy, support, and commitment you generate early in the project will often carry over into implementation. When you develop your plan, consider the following:

- Spell out goals and objectives. Goals are your reasons for doing the project (e.g., "to reduce crime in a local neighborhood near our place of worship"). Objectives are measurable steps you need to take to achieve your goals (e.g., "to make all the teens in this neighborhood aware of the crime problem and to persuade two-thirds of them to join our youth group's crime watch association").
- Choose strategies to reach the objectives. For example, to convince the teens that crime is a problem in the neighborhood, you might conduct a survey and

publish the results in a local newspaper and create a flier to pass around to families in the neighborhood.

- Set target dates for completing strategies.
- List specific tasks. For each strategy, determine job responsibilities: who will do what and when will they do it.
- Develop a plan for evaluating your project. This can be simple. For instance, we planned to do x, y, and z. Did we do x, y, and z? What did we learn?

For a special activity, link to Action Planning.

Step Three: Line Up Resources.

During the planning stage, you should determine what resources you will need and how you will get them. Resources may include the following:

- People who are already addressing crime problems
- Members of your faith community
- Key adult leaders in the community
- The skills in your own group
- People or groups who can donate money, materials, and services (e.g., office space, desks, telephones, office supplies, printing, food, and transportation)

Step Four: Act on Your Plan.

Several things may make your project run more smoothly: providing training, developing leadership, recognizing the contributions of volunteers, and securing public acknowledgment.

Training should cover the following points:

- Explanation of the goals and objectives of the project to generate enthusiasm and commitment and to ensure that each member of your team understands the purpose of the program and can explain it to others
- Explanation of the roles and responsibilities of each team member to clarify lines of responsibility and accountability
- Explanation of any special rules to ensure the smooth operation of the project or to meet local laws

In planning your training session, consider drawing on resources within your group or faith community, as well as inviting outside speakers. In addition, your project may require such special skills as mediation training or training in counseling.

Leadership must be learned and practiced. Effective leadership will keep the project on track and build a sense of camaraderie among group members. If leadership responsibilities are shared, teens will acquire and exercise leadership skills. Remember that youth—and adults—all have different levels of leadership experience and expertise. Consider mentoring or formal training to build these skills.

Recognizing and acknowledging the contributions of those who work on the project helps retain participants and build their self-esteem. Here are five ideas for recognizing volunteers:

- Membership cards printed with your group's name and logo
- A pizza party, sponsored by a local business, to say "thank you"
- Teens as stars in public presentations and media interviews
- T-shirts, jackets, or hats with your name or logo
- Publicity

Step Five: Nurture, Monitor, and Evaluate.

Periodic formal checks provide an objective way to see how well you are doing. Ask whether you are using your resources wisely, if your action plan is running smoothly, and whether you are reaching your goals.

There are a variety of ways to conduct an evaluation. A key is deciding at the start what measurements will be useful and how those data will be collected. Be sure to note success stories, problems, and suggestions for improvement.

Do not forget: Working with teens places certain responsibilities on adult partners:

- Be familiar with relevant regulations, policies, and procedures of agencies involved in your project (e.g., schools, local law enforcement agency, sites at which you provide services).
- Because volunteers are usually minors, parents and guardians should approve their child's participation. Require permission forms, especially if participants will be involved in off-site activities. Keeping in touch with parents may encourage them to become involved in the project.

Publicizing your project: Getting publicity for your project makes people aware of it, gives the project credibility, provides a boost for volunteers, helps recruit new participants, and attracts community sponsors.

Some publicity efforts require no money and little effort; others require greater resources:

- Place stories in the school newspaper or the bulletin or newsletter at your place of worship.
- Issue a news release.
- Develop and distribute posters, fliers, or brochures announcing your project.
- Write public service announcements for local newspapers, television, and radio.
- Design "walking billboards" (T-shirts, caps, or buttons for your volunteers to wear in the community).

Adult Guidance: To Have or Not To Have

Objective: To identify when teens want and do not want adult guidance and what factors influence their decisions

Time: 20 minutes, including discussion

Materials: A copy of Attitude Check for each participant.

Teens are usually capable of much more than adults (or they themselves) give them credit for, and they frequently think of innovative solutions and actions that adults overlook. Teens often know more about the crime issues on hand, and they know ways to market to other teens that adults might not be familiar with.

In this activity, teens fill out a short survey about their attitudes about adult governance on a variety of activities. Which activities in community efforts are teens capable of doing? How much adult support do they want? Give the students ten minutes to fill out the survey; then tabulate the results and discuss them with the group. Did the teens mostly agree on when they need guidance? Why or why not? What attributes of the activity (e.g., perceived difficulty, familiarity with the activity, training) influenced how much support teens wanted? What opportunities would they most like to be given? Why might adults be hesitant to let them take on those responsibilities? What might the teens do to prove that they are ready to handle responsibilities?

Attitude Check

Rate the following activities on a scale of 1 to 4.

1: Teens can do this entirely on their own.

2: Teens can do this with adult help.

3: Teens can advise adults on this, but adults should make the final decision and do it.

4: Adults should do this entirely on their own.

In a Place of Worship

Hiring staff	1	2	3	4
Answering telephones	1	2	3	4
Sitting on the Steering Committee	1	2	3	4
Visiting shut-ins	1	2	3	4
Planning projects and carrying them out	1	2	3	4
Serving refreshments at worship services	1	2	3	4

In a School

Counseling students	1	2	3	4
Evaluating teachers	1	2	3	4
Filing in the school office	1	2	3	4
Choosing school curriculum and textbooks	1	2	3	4
Setting rules and regulations	1	2	3	4
Taking attendance	1	2	3	4
Tutoring other students	1	2	3	4

In a Neighborhood

Conducting a community needs survey	1	2	3	4
Organizing a “speakout”	1	2	3	4
Cleaning a park	1	2	3	4
Rehabilitating abandoned housing	1	2	3	4
Organizing a block party	1	2	3	4

Community Attitude Survey on Crime

Person Answering: ___ Male ___ Female
Age/Grade: _____
Date: _____

This survey will help our youth group choose and design a project to improve safety. Your opinion is important and will remain confidential.

1. Crime in my community is (pick one)

- Very serious
- Serious
- A problem, but not too serious
- Not a problem

2. The most typical type of crime in my community is:

_____.

3. In the last year, crime in my community has (pick one)

- Increased
- Stayed about the same
- Decreased

4. When I walk around in my community during the day, I feel (pick one)

- Very safe
- Somewhat safe
- Somewhat unsafe
- Very unsafe

5. When I walk around in my community after dark, I feel (pick one)

- Very safe
- Somewhat safe
- Somewhat unsafe
- Very unsafe

6. Someone I know ___ was/ ___ was not the victim of a crime during the past 6 months.

If no, go to question 7. If yes:

What crime(s): _____

Was the crime reported to an adult? ___ Yes ___ No

Was the crime reported to the police? ___ Yes ___ No

7. If I saw a crime taking place in or near my community, I would (pick one)

- Call the police
- Call an adult or friend
- Try to catch the person
- Do nothing

Why? _____

8. If my friends saw a crime taking place, they would (pick one)

- Call the police
- Call an adult or friend
- Try to catch the person
- Do nothing

Why? _____

9. Youth in my community accept _____ responsibility for their personal safety (pick one)

- A lot of
- Some
- Little or no

10. Adults in my community accept _____ responsibility for their personal safety (pick one)

- A lot of
- Some

- Little or no

11. The three biggest crime problems at or near my community are (check only three)

- Fighting and assaults
- Stealing/larceny
- Vandalism
- Graffiti
- Drug abuse
- Alcohol abuse
- Truancy/skipping school
- Harassment
- Bias-motivated violence
- Extortion
- Abuse (including sexual abuse)
- Shoplifting

12. I ___ would/ ___ would not be interested in helping in an effort to reduce crime in my community.

Action Planning

Objective: To identify strategies in which youth can be resources to the community in preventing crime and in community-building

Time: 45 minutes

Materials: A hat and slips of paper; current issue of the local newspaper

This activity gives youth a chance to brainstorm solutions to community problems. Before your presentation, cut a sheet of paper into small slips that can be folded and placed in a hat. On each slip, describe a problem that can affect a community (e.g., an increase in vandalism). For ideas, refer to the end of this section, or refer to your local newspaper for crime problems in your own community. You will need one idea for every three teens.

Ask the teens to form groups of three, and let each group pick one slip from the hat. Tell the groups they are to come up with three to five possible group projects to address the problem. Projects can be small scale or large scale, cost-free or expensive, but each must be realistic. After a 15- to 20-minute brainstorming

session within each group, ask for volunteers to present their group's ideas for general discussion.

Sample Problems

- There is a growing presence of violent youth gangs in the community.
 - There has been a series of drunk-driving crashes involving students.
 - A man has sexually assaulted several women in the area around your place of worship.
 - A predominantly African American church has been vandalized by a neo-Nazi hate group.
 - Incidents of child abuse are increasing dramatically.
 - People have been selling drugs near local elementary schools and parks.
 - There were fights during lunch period every day last week at a local high school. One student had to go to the hospital with a broken collarbone.
 - Students are afraid to walk home after extracurricular activities because of the increased incidence of crime in the area.
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Building Blocks of Effective Crime Prevention Projects

When a Youth Reports a Crime

Why Many Young People Do Not Report Crime

Many young people are victimized and do not tell anyone, or they tell someone who doesn't understand or believe them. If a child or teen discloses victimization during or as a result of your crime prevention presentation, it is important that you help the victim feel comfortable, understood, and supported. The victim needs to believe that telling about the victimization will serve a useful purpose, whether to himself or herself or to the community at large. If the victim senses a negative response to the disclosure, he or she is unlikely to tell anyone else.

This section is a summary of a complicated issue. For an in-depth discussion, we strongly recommend *When a Child Reports a Crime* (published by the National Crime Prevention Council).

Crimes committed against youth are the least reported. Here are some of the reasons why:

- **Lack of awareness:** The youth may not know that what happened was a crime.

- **Secondary victimization:** Sometimes, the systems that should be protecting youth (including schools, social service agencies, law enforcement agencies, and the legal system) exacerbate the young person's victimization by not believing the report, breaking confidentiality, or not acting on the information given.
- **Fear:** Crime results in fear that is often compounded by other fears:
 - Fear of retaliation by the perpetrator
 - Fear of not being believed
 - Fear of parental disapproval or rejection if the perpetrator is someone the family knows or if the youth was in a place or engaging in a behavior that parents would disapprove
 - Fear of punishment if the youth participated in the behavior
 - Fear of being shut out by friends
 - Fear of law enforcement

It is important to recognize these fears and help the young person deal with them. The fear will not disappear just because you tell the person that it's irrelevant or unimportant.

The Trauma of Victimization

To effectively handle disclosure of victimization by a young person, you need to be aware of the kinds of damage victims may suffer. Crimes can affect victims in a variety of ways. Some are easier to detect than others, but all cause trauma:

- Physical injuries, such as cuts, bruises, and other wounds, or damaged or destroyed property
- Emotional injuries that can be serious and long-lasting; common symptoms in young people include the following:
 - Insomnia, nightmares, fear of the dark, fear of sleeping alone
 - Bed-wetting or thumb-sucking
 - Distrust and fear of strangers
 - Difficulty in concentrating; poor school performance
 - Increased risk-taking behavior and recklessness
 - Confusion and guilt
 - Depression; feelings of isolation from family and friends
- Financial injuries, ranging from economic inconvenience to the devastation that the youth's family may suffer from these injuries:
 - Medical expenses
 - Lost money or destroyed property
 - Legal fees
 - Lost income from taking time off from work

- Costs of transportation, lodging, meals, childcare, and other expenses incurred through hospital and doctor visits and attending legal meetings and court procedures

Recovery From Victimization

It is hard to tell how long it will take a victim to recover from a crime, but most victims experience certain stages as they recover. The feelings and thoughts in each of these stages are normal, but a victim who becomes stuck in one stage for a long time may need professional counseling.

Depending on the crime, the environment, the support available, and the individual, a person's recovery from the effects of a criminal victimization may take anywhere from a day to a decade or even a lifetime in the case of serious crimes. Adult reactions have been found to follow, in general, the pattern outlined below. Children and youth victims seem to follow similar patterns but often show their reactions differently. For instance, an adult may verbalize his or her rage and express anger clearly. A child may withdraw or "act out," unable or unwilling to put feelings into words.

Responses of Adult Victims

Adult victims generally pass through six stages:

- **Shock/denial:** Immediately after the crime, victims feel out of control and have trouble believing what happened. They may refuse to talk about the event and may become confused or disoriented.
- **Anger/rage:** Victims accept what has happened and become angry. They may be angry at themselves, at the assailant, at someone close to them who should have protected them, or even at God for allowing bad things to happen to good people. Victims need to be able to talk to someone who will listen without making judgments or giving advice.
- **Feelings of powerlessness:** At the time of the crime, the perpetrator took control of the victim's life. If the crime was reported to the police, the criminal justice system takes over. At times, it may seem that the victim has no control over anything, not even his or her emotions. Victims may feel that their lives will never again be the same. Reporting the crime often helps victims regain a sense of control, even if the case does not go to court.
- **Guilt:** Victims mentally replay the crime scene and wonder, "Was it my fault?" "Did I make this happen?" "What did I do wrong?" "Did I deserve it?" "Is there something wrong with me?" "What would have happened if I had...?" It is important to assure victims that they were not responsible for the crime. The blame belongs solely to the criminal.
- **Depression:** Victims continue to feel fear, anxiety, and vulnerability. They may be afraid to go to sleep or to get out of bed; they may have difficulty performing routine daily tasks.
- **Acceptance:** As time passes, victims focus more on day-to-day living. The problems may not have gone away entirely, but the victims feel okay about themselves again and in control of their lives.

Responses of Child Victims

Children of different ages will exhibit different behaviors in response to having been hurt by crime. Although their general patterns of response are like those of adults, six- to nine-year-olds might be expected to exhibit some of these behaviors either immediately or eventually:

- Clinging to adults
- Bed-wetting or thumb-sucking
- Changes in eating and sleeping habits
- Crying
- Irritability
- Confusion and guilt
- Distrust of others
- Fear
- Withdrawal/isolation
- Panic
- Fear of dying
- Anger at the person who committed the crime

Ten- to 11-year-olds might be expected to exhibit these behaviors in response to victimization:

- Shock
- Shortened attention span
- Unaccustomed listlessness or hyperactivity
- Decreased school performance;
- Risk-taking (e.g., playing chicken or Russian roulette, hitchhiking)
- Internalized guilt
- Depression
- Denial or intellectualization of the event

Responses of Teen Victims

Teen victims exhibit a mixture of child and adult responses to crime. It's normal for teens to experience mood swings in response to the physical and emotional changes of adolescence. This sometimes makes it hard to distinguish typical teen behavior from that of a youth who is dealing with victimization. In addition, adolescence is a time when teens dealing with questions of self-identity, self-esteem, and self-confidence. Consequently, teen who have been victims may blame themselves for the victimization and withdraw from friends and family. They may internalize their feelings and not search out people who can help them through this difficult time.

Reacting to a Disclosure in the Meeting Room

Whenever crime is the topic of a presentation, someone in the audience might choose that moment to disclose a victimization. Such a disclosure may be very difficult and emotional for the victim during presentations on sexual assault, rape,

or child abuse. You may want to consider making your presentation with a partner or someone with a counseling background, so that one person can leave the room if a participant decides to reveal his or her victimization, while the other person finishes the presentation.

When a young person reports a crime, you may feel discomfort, disbelief, or anger. It is important to be aware of your own feelings and reactions. The victim will be sensitive to your verbal and nonverbal reactions. If you are uncomfortable, the victim may think that telling you was a mistake, that there is something wrong with him or her, or that the victimization was his or her fault. Your first priority is to attend to the immediate needs of the victim, but if your feelings are getting in the way of helping, here are two ways to cope:

- Excuse yourself for a few minutes. Take time to collect your thoughts, compose yourself, and take some deep breaths before you return.
- Ask the victim if you can ask another concerned adult from your faith institution to join the discussion. This will give you a break and shift the victim's focus from you to the other person.

Your goal is to determine what happened, help the victim feel as stable as possible, and provide appropriate follow-up.

A Checklist

Dr. Marlene Young of the National Organization for Victim Assistance has developed a crisis checklist that can help structure your interviews with young victims. The first two steps of her checklist ("Deal with life, death, and injury" and "Ensure safety and security") usually don't apply to disclosures, but the others help you understand what kinds of things you can do to help the victim.

Depending upon the crime, the time elapsed, and the victim, the discussion may take three minutes, 30 minutes, or three hours.

- Calm and comfort.
- Give back control.
- Help the victim ventilate and validate.
- Reassure and respond.
- Surmount the "insurmountable" problems.
- Find solutions.
- Predict and prepare.
- Say goodbye.

A victim may not want to be touched. If you are moved to hold the person's hand or put your arm around him or her while you talk, always ask if it's okay before you do it. You might consider buying an inexpensive stuffed animal for the person to hold while you talk.

Calm and comfort: Ask how the victim is feeling. At this point, the teen may be experiencing many different feelings about what has been disclosed and where he or she chose to disclose it—in front of friends or peers. He or she will be checking you out to determine whether you can be trusted. Be conscious of your

body language and tone of voice. Beware of double messages: You may be saying that you care, but your tone or style might be intimidating. Here are some things that can help victims feel more comfortable:

- Let the victim know that talking about what happened is good, that you are there to help, and that you believe what he or she is telling you.
- Sit while talking to the young person so you can make eye contact easily, but don't sit behind a desk; it creates a barrier.
- Use a comforting tone of voice.
- Establish positive rapport with the victim by talking about neutral subjects such as school work, friends, or sports.
- Be creative in helping the victim talk about what happened. It may help the teen if he or she tells the story in the third person: "This person was home alone and...."

By showing your concern and caring, you are providing an opportunity for the victim to think about what he or she is feeling and to discuss these feelings. Be aware that boys are generally not as verbal as girls; that girls often disclose victimization through a friend; and that privacy is important—youth don't want to be embarrassed in front of others.

Give back control: The victim often feels a loss of control, which can be more devastating for young people because so much of their lives is already controlled by others. Remember, too, that a young person's sense of control is damaged even further if he or she is victimized by someone who had been thought to be trustworthy. The young person's disclosure can be an opportunity to restore some of this control.

Ask the victim, "Where would you like to sit? Would you like water or a soda?" The power to choose, even on minor issues, can provide an opportunity for the person to get back the sense of control that was taken away by the perpetrator.

Help the victim ventilate and validate: Allow the victim to talk about what happened, believe what he or she says, and praise him or her for disclosing. Be prepared to give as much time as the victim needs to feel comfortable and to tell what happened.

Ideally, the victim should have the opportunity to tell the entire story and talk through feelings. You should be prepared to provide appropriate referrals and to comply with any reporting requirements. Check with your local police department or children's services agency to find out these requirements.

Reassure and respond: This step provides comfort and demystifies the experience. Teen victims may be frightened by their feelings. Let the victim know that feelings of anger, fear, and anxiety are normal, that others have the same

feelings, and that talking to someone might help him or her feel less scared. Ask what worries or fears the victim has.

Surmount the “insurmountable” problems: The teen has just disclosed a major event in life and may be faced with a variety of seemingly overwhelming problems because of the crime. He or she may feel that life has been shattered and the problems are insurmountable. Ask the victim to help you make a list of questions, concerns, needs, or problems and then choose the three most important to address. This method will diffuse the feeling that the problems are too overwhelming to handle.

Find solutions: Ask questions to determine if the victim knows what to do about these concerns. Other personal experiences may help him or her solve the problems or identify ways to deal with the situation. You may want to ask how he or she would advise a family member or friend in a similar situation. By helping the victim find solutions, you are helping him or her regain control. Make note of any problems that should be referred to a social service agency.

Predict and prepare: The victim disclosed because he or she trusted you. Now you must ask permission to tell someone else about the crime. Explain why you think that sharing with someone else would help or why you *must* share. If you are required by law to report the incident, you might say: “Because of my job, I need to share our talk with _____, someone who helps people with problems like yours.”

When the victim agrees to involve other people, explain the next steps. Keep your explanation simple, and use words appropriate for the person’s age. For example, you might say, “I’ll share our talk with your school counselor. He will probably ask you to come into his office to talk about what happened. I understand that this might make you feel a little uncomfortable. Explain what happened and let him know how you feel. Your counselor cares about you and wants to help. Do you have any questions about what will happen?” Encourage every adult who will talk with the teen to keep him or her informed about each step in the process.

Say goodbye: It is now time to bring the interview to a close. Tell the teen that you are sorry about what happened and that it was not his or her fault. If the victim feels comfortable with physical contact, a hug might be reassuring. Review the case with the assigned law enforcement officer and other concerned authorities and share the information the victim gave you. Encourage them to call you if they have any questions or need additional help.

Back at the Meeting

It is important to be sensitive to the feelings of the other young people in the audience. It is often upsetting for them to see a friend in distress. If the disclosure situation warrants it, you or another responsible adult can do the following:

- Discuss what they can do to help their friend.
- Remind them not to discuss their friend’s situation casually or spread rumors about it.
- Emphasize that the support of friends is important; they should not tease their friend.

Providing Appropriate Referrals

It is essential to be familiar with your institution’s policies and procedures regarding victimization disclosure. They may detail steps to follow and require specific referrals. If the policies and procedures allow for your discretion, there are several guidelines that may help:

- The young person may be hesitant or afraid to report the crime. Answer questions truthfully, and do not promise to “fix everything.” Help the victim prepare for what will happen.
- Be familiar with the resources available in the community. Many communities have special groups that will assist young victims. Check with your local child protective services office, the prosecutor’s office, or a victim assistance or rape crisis center for information about nearby resources.
- Refer the victim to an organization equipped to deal with young people.
- If appropriate, follow up. Use reasonable judgment in determining the length and intensity of your involvement.

For more information, assistance, or training, consult with your local victim service or child protective service providers.

Taking Action in Your Community

Youth-led Project Are Making a Difference

You do not need to be a magician to organize a successful youth-led project. You need good planning, openness to what teens want to do and how they want to do it, the commitment to accept teens as equal partners, the willingness to learn from them, and sensitivity to their special talents and needs. Here are some examples of projects developed by teens that have made a difference in their communities:

- Dade County (Miami), FL: Students, school officials, teachers, and crime watch leaders organized a school crime watch program to report crime and suspicious behavior. Results have been dramatic: school crime was reduced by 50 percent in the first two years of the program.
- Dallas, TX; Bakersfield, CA; Indianapolis, IN: Teens Against Community Crime worked with the audiovisual section of the Dallas Police Department to

produce a show for area high schools on how teens can prevent crime. Bakersfield teens made public service announcements against drunk driving and drug use. Teens in Indianapolis produced three public service advertisements, including “You Can’t Live Your Dreams If You’re Behind Bars.”

- Flint, MI: A high school anti-crime group explained the consequences of delinquency and crime to a group of high-risk elementary students and gave them tips on how to stay safe.
- Virginia Beach, VA: Young people hosted a neighborhood crime prevention fair complete with a dunking booth. Prizes for the events reinforced an anti-drug and anti-alcohol message.
- New York City, NY: Young people painted a mural at a corner in East Harlem to discourage drug dealers from conducting business there. Drug dealing on the corner stopped.
- New Mexico: Young American Indians conducted a seatbelt usage survey to raise public awareness of motor vehicle safety. They stopped each car coming into the school parking lot to ask if the passengers were using seatbelts. A follow-up survey conducted three months later showed that seatbelt usage had increased.
- Boulder, CO: Young men and women developed a presentation on acquaintance rape that was included in the University of Colorado’s freshman orientation.
- Philadelphia, PA: Junior high student councils worked together to sponsor an annual crime prevention conference.
- Knoxville, TN: A group of five schools conducted a contest for National Crime Victims’ Rights Week by demonstrating their involvement in victim assistance activities.
- Detroit, MI: Teens with 25 hours of training in conflict management set up a conflict resolution center where they met weekly to help peers solve disputes.

Other possible crime prevention topics include

- Motor Vehicle Responsibility
- Alcohol and Other Drug Use Prevention
- Sexual Assault and Acquaintance Rape Prevention
- Bias-motivated Violence and Conflict Management
- Gangs
- Property Crime and Vandalism
- New Technology-based Crime Prevention
- CPTED (Crime Prevention Through Environmental Design)
- Bullying

Some of these topics are addressed in *Talking With Youth About Prevention: A Teaching Guide for Law Enforcement and Others*, published by the National Crime Prevention Council. Included in each section are activities to be used with children and youth. Ordering information can be found in the Resource List.

Resource List

Local/Community Organizations

Contact your local law enforcement agency, police department or sheriff's office. Helpful hint: Many schools have police officers, called School Resource Officers (SROs), who have been trained to work with youth. Some law enforcement agencies have crime prevention officers who can be of assistance.

Contact your local school or other local youth groups for help in a larger community-wide crime prevention campaign. Helpful hint: You can find the web address of many youth groups below, and local club information can be found on many of these websites.

National Organizations

Code:

CP = Crime prevention information

F = Potential funding source

FA = Federal agency

LP = Potential local partner

P = Program

R = Research information

V = Victimization information

YD = Youth development information

America's Promise – The Alliance for Youth

F, LP, P, YD

909 North Washington Street, Suite 400

Alexandria, VA 22314-1556

703-684-4500

www.americaspromise.org

Boy Scouts of America, National Council

LP, P, YD

PO Box 152079

Irving, TX 75015-2079

www.scouting.org

Boys & Girls Clubs of America

LP, P, YD

1275 Peachtree Street, NE

Atlanta, GA 30309-3506

404-487-5700

www.bgca.org

Bureau of Justice Assistance

FA, CP

www.ojp.usdoj.gov/BJA/

Bureau of Justice Statistics

FA, R

www.ojp.usdoj.gov/bjs/

Child Trends

R, YD

4301 Connecticut Avenue, NW, Suite 350

Washington, DC 20008

202-572-6000

www.childtrends.org

Children's Defense Fund

R, YD

25 E Street, NW

Washington, DC 20001

202-628-8787

www.childrensdefense.org

Corporation for National and Community Service

F, FA, YD

1201 New York Avenue, NW

Washington, DC 20525

202-606-5000

www.nationalservice.org

Drug Abuse Resistance Education (D.A.R.E.)

CP, LP, P

9800 La Cienega Boulevard
Suite 401
Inglewood, CA 90301
800-223-DARE
www.dare.com

Girl Scouts of the USA

LP, P, YD
420 Fifth Avenue
New York, NY 10018-2798
800-478-7248
www.girlscouts.org

Girls Incorporated

LP, P, YD
120 Wall Street
New York, NY 10005-3902
800-374-4475
www.girlsinc.org

Kiwanis: Key Club International

LP, P, YD
3636 Woodview Trace
Indianapolis, IN 46268-3196
317-875-8755
www.keyclub.org

National 4-H Council

LP, P, YD
7100 Connecticut Avenue
Chevy Chase, MD 20815
301-961-2800
www.fourhcouncil.edu

National Association of Police Athletic/Activities Leagues, Inc. (PAL)

CP, LP, P
658 West Indiantown Road, No. 201
Jupiter, FL 33458
561-745-5535
www.nationalpal.org

National Center for Victims of Crime

F, P, V

2000 M Street, NW, Suite 480

Washington, DC 20036

202-467-8700

www.ncvc.org

National Crime Prevention Council

CP, F, P

1000 Connecticut Avenue, NW, 13th Floor

Washington, DC 20036

202-466-6272

www.ncpc.org

National Criminal Justice Reference Service

CP, R

PO Box 6000

Rockville, MD 20849-6000

800-851-3420

www.ncjrs.gov/

National McGruff® House and Truck Network

CP, LP, P

Utah Council for Crime Prevention

66 East Cleveland Avenue

Salt Lake City, UT 84115

www.ncpc.org/programs/McGruff_House/nmhn.php

National Organization for Victim Assistance

V

510 King Street, Suite 424

Alexandria, VA 22314

703-535-NOVA

www.trynova.org

National Safe Place

CP, LP, P

2411 Bowman Avenue

Louisville, KY 40217

502-635-3660

888-290-7233 (toll-free)

www.safeplaceservices.org

National Safety Council

CP

1121 Spring Lake Drive
Itasca, IL 60143-3201
630-285-1121

www.nsc.org

National School Safety Center

CP

141 Duesenberg Drive, Suite 11
Westlake Village, CA 91362
805-373-9977

www.schoolsafety.us/

National Service-Learning Clearinghouse

YD

ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066
866-245-SERV (7378)

www.servicelearning.org

**National Service-Learning Partnership
at the Academy for Educational Development**

YD

100 Fifth Avenue
New York, NY 10011
212-367-4614

www.service-learningpartnership.org

National Sheriffs' Association, Neighborhood Watch

CP, LP, P

1450 Duke Street
Alexandria, VA 22314-3490
703-836-7827

www.usaonwatch.org

Office for Juvenile Justice and Delinquency Prevention

FA, CP
www.ojjdp.ncjrs.org/

Office for Victims of Crimes
FA, V
www.ojp.usdoj.gov/ovc

United Way of America
F, LP
701 North Fairfax Street
Alexandria, VA 22314
www.national.unitedway.org

YMCA World Service
LP, P, YD
101 North Wacker Drive
Chicago, IL 60606
312-419-8177
www.ymca.net
www.ymcaworldservice.org

Youth Crime Watch of America
CP, LP, P
9200 South Dadeland Boulevard, Suite 417
Miami, FL 33156
305-670-2409
www.ycwa.org

Youth Service America
F, YD
1101 15th Street, Suite 200
Washington, DC 20005
202-296-2992
www.ysa.org

Youth Venture
F, YD
1700 North Moore Avenue, Suite 2000
Arlington, VA 22209
703-527-4126

www.youthventure.org

YWCA USA

LP, P, YD

1015 18th Street, NW, Suite 1100

Washington, DC 20036

202-467-0801

www.ywca.org

Calendar of Service Events

There are small grant funding possibilities for service projects linked to some of the national days of service. A service project planned around a national event often is more likely to receive press coverage. Check out the websites for specific information.

Martin Luther King, Jr. Day

January 15, 2007

www.mlkday.org

National Youth Service Day

April 20-22, 2007

www.ysa.org/nysd/

National Volunteer Week

April 15-21, 2007

www.pointsoflight.org/programs/seasons/nvw/

Join Hands Day

May 5, 2007

www.joinhandsday.org/scripts/home.cfm

One Day's Pay

September 11, 2007

www.onedayspay.org

Make a Difference Day

October 27, 2007

www.usaweekend.com/diffday/index.html

National Family Volunteer Day
November 17, 2007
www.pointsoflight.org/programs/seasons/nfvd/

NCPC Publications for Youth and Youth Workers

Order these National Crime Prevention Council publications online at www.mcgruffstore.org or call NCPC's Fulfillment Center at 800-NCPC-911. Shipping and handling charges are extra. From outside the USA, call 518-843-8161.

Designing Safe Spaces: Involving Children and Youth in Crime Prevention Through Environmental Design, 2005, Item M102, \$11.95

Giving Youth a Voice, 2000, Item K16, \$29.95

Helping Children Feel and Be Safe, 2002, Item K24, \$12.00

Keeping Kids Safe: A Kit for Caring Communities, 1997, Item K12, \$39.95

Reaching and Serving Teen Victims, 2005, Item M100, single copy free or downloadable from www.ncpc.org/cms/cms-upload/ncpc/files/Teen%20Victims.pdf

Talking With Youth About Prevention, 1997, Item M29A, \$15.95

When a Child Reports a Crime, 1992, Item M27, \$9.95