



Tips for Developing a Service Learning Class

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Benefits of Service Learning

Contributed by Teresa Ludwig, Director of Service Learning Programs, Earlham College
Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998)
Indiana Campus Compact: Indianapolis, IN.

Students	Community	Institutional Benefits
<ul style="list-style-type: none">• Enriches student learning of course material and “brings books to life and life to books”• Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices.• Increases awareness of current societal issues as they relate to academic areas of interest.• Broadens perspectives of diversity issues and enhances critical thinking skills• Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres.• Develops civic responsibility through active community involvement.	<ul style="list-style-type: none">• Provides substantial human resources to meet educational, human, safety, and environmental needs of local communities.• Allows the energy and enthusiasm of college students to contribute to meeting needs.• Fosters an ethic of service and civic participation in students who will be tomorrow’s volunteers and civic leaders.• Creates potential for additional partnerships with faculty and increased collaboration with the campus.• Provides opportunities to be co-educators.	<ul style="list-style-type: none">• Enriches and enlivens teaching and learning.• Builds reciprocal partnerships with the local community.• Creates new areas for research and scholarship, and increases opportunities for professional recognition and reward.• Extends campus resources into the community and reinforces the value of the scholarship of engagement.• Supports institutional mission.• Addresses external expectations for accreditation of degree programs.

Common Questions Faculty ask about Service Learning



Contributed by JoAnn Campbell, Community Outreach and Partnerships in Service Learning, Indiana University

Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998) Indiana Campus Compact: Indianapolis, IN.

What is service learning?

Service learning is a type of experiential learning that engages students in service within the community as an integrated aspect of a course. Students participate in an organized service activity and reflect on that activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. Service learning engages students in active, collaborative, and inquiry-based learning experiences that meets identified community needs. Service learning classes are offered in many departments and demonstrate the creative expertise of faculty committed to extending disciplinary work into local communities.

How is service learning different from other types of practice-based education?

Clinicals, internships, fieldwork, and co-op programs are designed to provide students with experiences in the community in order to develop professional skills. These practice-based experiences typically occur during the senior year, after necessary coursework is completed. Service learning classes are designed to involve students in community service activities that are linked to specific learning objectives of a course. Service learning includes an integration of theory and practice, with an emphasis on civic responsibility. Students “serve to learn” and “learn to serve”.

How do students benefit by taking a service learning class?

Students in service learning classes report higher gains in academic skills, life skills, and civic development than students who do not participate in service learning. Additionally, students report that service learning helps to clarify career goals, contributes to stronger relationships with peers and faculty, and results in a more satisfying learning experience. A research study conducted among campuses in Indiana indicates that students enrolled in service learning during their first semester on campus persist at a higher rate to year two than students who are not enrolled in a service learning class.

Is the service component a required part of a service learning class?

It depends. In some service learning classes the service experience is an integral part of the course. Students who choose to enroll in this type of class are expected to participate in the service activity in the same way that they are expected to complete a research paper or make a class presentation. In other classes, the service component is an option and may replace another class assignment. Some departments use a “service learning credit option”: students who participate in service learning may elect to enroll for an extra independent study course credit.

How much service should I require students to complete in a semester?

It depends. Just as the length of a research paper varies from course to course, so too does the amount of service. As a rule of thumb, the more often a student goes to the community site, the more benefit is derived from the service experience. Typically, it is recommended that students contribute 2 hours each week for ten weeks for a 3-credit course. However, the service component may be designed to occur less frequently, depending on the needs of the community agency or the learning objectives of the course.

Will planning a service learning course take too much of my time?

It does take time to set up the logistics of a service learning class, to respond to individual students, and to work through the unanticipated challenges of site visitations. But there are ways to minimize the impact of the time by gaining assistance from the Center for Service and Learning, community agency staff, and Service Learning Assistants. CSL staff can meet with you and agency partners to discuss the design and implementation of the course. It does get easier each time you teach a service learning course. The amount of time required is lessened as community partnerships develop over time.

Does service learning take too much class time?

You are still in charge of what class time is used for. Students can reflect on the experience outside class through journals and logs, and more formal papers. Research, however, indicates that devoting time in class to discussing experiences that emerge from the service experience will increase student learning and satisfaction with the course. If the students' experiences become text for the class, they will integrate what they are learning as they discuss, make connections to course materials, and listen to the experience of others.

How do I evaluate the students' performance?

Service learning is often defined with an emphasis on learning. Many teachers do not change their evaluation technique, but assume that the service heightens student learning, and that monitoring the service contribution is all that is necessary. On the other hand, you might have specific papers devoted to reflecting on the experience, and grade those for analysis, critical thinking, and other standards normally used. Faculty who utilize service learning must generate data documenting the impact that this pedagogy has on student learning. Otherwise the question, "Why should I utilize service learning if it doesn't work any better than what I am already doing?" is a legitimate one. There are a number of outcomes that can be assessed. These include: impact on student learning; impact on the agency; impact on those being served; and impact on faculty development.

How can involvement in service learning strengthen my professional research?

Many professional academic associations now include sessions on service learning and civic engagement at national and regional conferences. Associations such as Campus Compact, Indiana Campus Compact, National Society for Experiential Education, and the American Association of Higher Education hold annual conferences and provide opportunities to present papers on service learning and the scholarship of engagement. Additionally, special issues of professional journals now feature service learning as a topic of inquiry. Involvement in service learning can augment and redirect one's professional research interests, especially when a strong partnership is created with the community agency. The CSL can provide assistance on designing research on service learning, scholarly publications, or grant proposals.

What risks are involved in service learning?

University insurance typically does not cover service learning activities off campus. Students are to be considered as volunteers and it is up to each agency to determine the need for volunteer insurance and limited criminal history checks. Students need to be informed of potential risks before they volunteer. Students can sign an informed consent form indicating they are aware of risks and will not hold the university liable in the case of an accident. Information on risk management and a sample Informed Consent Form is available at the Center for Service and Learning. These steps should be considered in course planning:

- Prepare an Informed Consent Form listing the specifics of each student's service. Include number of hours volunteering, projects and duties performed, and products to be completed.
- Discuss in class the risks involved in the community service, as well as the benefits and the skills required.
- Talk with the agency supervisor about their insurance for volunteers, or contact the service coordinator on campus for a list of community agencies already approved.
- Set up a line of communication with the agency supervisor for students to report any difficulties.
- Create a service learning contract between the student and the organization listing the community service, the learning objectives, and the date of completed projects and time requirements.

Common Questions Students Ask About Service Learning



What is a "service learning" class?

At IUPUI service learning involves students in community service as part of an academic course. Students relate the service experience to course objectives through structured reflection and learning activities.

How do students benefit by taking a service learning class?

Service learning provides an opportunity for students to be actively involved in the learning process and is a way to develop personal and leadership skills through service to others. As students participate in meeting community needs, they can explore educational and career choices. Service learning creates the opportunity for students to build positive community connections.

Is the service component a required part of a service learning class?

It depends. In some service learning classes the service experience is an integral part of the course. Students who choose to enroll in this type of service learning class are expected to participate in the service activity. In other service learning classes, the service component is an option and may replace other class assignment. Some departments are using a "service learning credit option" with service learning classes: students who participate in service learning may elect to enroll for an extra course credit. The CSL had a *Service Learning Credit Option* packet for students interested in working with faculty to design a service component in a course.

How many hours of service are expected in a service learning class?

Again, it depends. Just as the length of a research paper varies from course to course, so does the amount of service in a service learning class. Typically, it is recommended that two hours of service per week for ten weeks of the semester is reasonable for a three-credit course. However, instructors may design a daylong group service project, or ask that students complete a designated number of service hours to meet the expectations of the service learning class.

Will a service learning class be more work than a regular course?

Service learning is not designed to require more work. However, service teaming provides students with an opportunity to engage in active learning, which often leads to greater involvement and a more fulfilling educational experience. Students in a speech class may use their new skills in voice to read stories to children at a daycare center; students in a psychology class may observe how students learn by tutoring students at Washington Middle School; students in an environmental science class may participate in tree plantings and environmental clean-ups along the White River.

Is there a way to be involved in community service without enrolling in a service learning class?

Yes. The Center for Service and Learning has many opportunities for students to become involved in service, either a one-time project or paid community service experiences. These opportunities are posted on the CSL web page at <http://csl.iupui.edu>, or you can be part of the IUPUI Volunteer Listserv that alerts you to current local community volunteer activities and campus service events. E-mail phair@iupui.edu to join the listserv.

Designing a Service Learning Course



Service learning is a course-based educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Instructors collaborate with a community organization to identify community needs that address the learning objectives of a course. Together, they structure an educationally meaningful service experience for students. Students are involved in the service experience during the semester, and they relate that experience to specific course objectives through structured reflection activities (e.g., journal, log sheet, directed writing, final paper, class presentation).

The Center for Service and Learning assists faculty by consulting on course design and implementation, identifying community partners, providing resources (e.g., materials, Service Learning Assistants, workshops), supporting grant proposals, collaborating on assessment and research, and recognizing the contributions of students and faculty in the community.

Key Questions to Answer:

- What is the course description (e.g., learning objectives, enrollment) and how can you imagine service meeting the learning objectives of this course?
- What community agencies can you imagine partnering with to meet the learning objectives? What type of service activity would be ideal for your students?
- How many hours of service are appropriate? Typically, it is recommended that students contribute between 10-20 hours of service during a semester, approximately 2 hours a week for a maximum of 10 weeks. However, the amount of service depends on community needs and the learning objectives of the course.
- How will students document their learning from the service experience? What reflection activities will be structured and integrated into the course?
- What role will the community partner take in providing orientation, supervision and monitoring of the service experience?
- What roles could a Service Learning Assistant assume to assist you with the implementation of the service learning course? (SLA scholarships provide students \$750-\$1,500 per semester for 5-10 hours of assistance each week.)
- What type of research might you be interested in structuring to evaluate outcomes for students and/or the community?

Ways to Integrate Service into a Course



Contributed by Julie Hatcher, Center for Service and Learning, IUPUI

Based on the work of Enos, S. & Troppe, M. (1996). *Service-learning in the curriculum*.

In B. Jacoby (Ed), *Service-Learning in Higher Education: Concepts and Practices*, 156-181.

Curricular design depends on a number of factors including the learning objectives of the course, the experience of the instructor with the pedagogy of service teaming and with community partnerships, the academic preparation and number of students expected to enroll in the class, and the type of service contribution identified by the community agency. Often, faculty experiment with curricular design and, like their service learning students, "learn by doing", making modifications and adjustments to the design of the course from one semester to the next. Curricular service learning options include:

Required within a course: In this case, all students are involved in service as an integrated aspect of the course. This expectation must be clearly stated at the first class meeting, on the syllabus, with a clear rationale provided to students as to why the service component is required. Exceptions can be arranged on an individual basis or students can transfer to another class. If all students are involved in service, it is easier to design coursework (i.e., class discussions, writing assignments, exam questions) that integrates the service experience with course objectives. Class sessions can involve agency personnel and site visits. Faculty report that it is easier to build community partnerships if a consistent number of students are involved each semester.

Option within a course: Many faculty begin service learning with a pilot project. In this design, students have the option to become involved in the service learning project. A portion of the normal coursework is substituted by the service learning component. For example, a traditional research paper or group project can be replaced with an experiential research paper or personal journal that documents learning from the service experience.

Service learning credit option: Students negotiate with the instructor to define parameters of the service component and ways to document the learning derived from the service experience. Some departments use an "Independent Readings and Research" variable credit or create a "Service Learning Option" credit so that a student's involvement in service learning is officially documented on the transcript. The CSL has designed a "Service Learning Credit Option" packet that provides students and faculty with guidelines, resources, and a format for structuring a service learning contract. The credit option allows students and faculty to experiment with service teaming and builds upon the intrinsic motivation of students. However, this design makes group reflection more difficult and monitoring students a challenge.

One-time group service projects: Some course objectives can be met when the entire class is involved in a one-time service project. Arrangements for service projects can be made prior to the semester and included in the syllabus. This model affords the opportunity for faculty and peer interaction because a common service experience is shared. One-time projects have different learning outcomes than ongoing service activities. The CSL organizes campus-wide service events or can identify a group service project specifically for a course.

Disciplinary capstone projects: Service learning is an excellent way to build upon students' cumulative knowledge in a specific discipline and to demonstrate the integration of that knowledge with real life issues. Upper class students can explore ways their disciplinary expertise and competencies translate into addressing community needs. Other service learning classes within the department can prepare the student for this type of extensive community service learning class.

Action research projects: This type of service learning class involves students in research within the community. The results of the research are communicated to the agency so that it can be used to address community needs. Action research and participatory action research takes a significant amount of time to build relationships of trust in the community and identify common research agendas, however, service research projects can support the ongoing community based research of faculty. Extending this type of research beyond the confines of a semester may be best for all involved.



Reflection: Connecting Service to Academic Learning

Contributed by Julie Hatcher and Bob Bringle, Center for Service and Learning, IUPUI

Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998).

Indiana Campus Compact: Indianapolis, IN.

To enhance student learning, it is critical that instructors devote time and attention to designing reflection activities. Reflection is the intentional consideration of an experience in light of particular learning objectives. Reflection should be both retrospective and prospective: students consider their service experience in order to influence their future action. Effective reflection activities are linked to particular learning objectives of the class, are guided by the instructor, occur regularly throughout the course, allow for feedback and assessment, and include opportunities for the clarification of values. When reflection activities are integrated into class discussion and appear on exams, students report higher levels of satisfaction with the course and greater academic gains from the experience. A service learning class should include some type of reflection activity that can be evaluated by the instructor. This affords students the opportunity to document the learning that has occurred from the service component.

Personal Journals are easy to assign, yet often difficult to grade. Some contend that this means of personal reflection should be graded only for completion. Personal journals provide a way for students to express thoughts and feelings about the service experience throughout the semester. Structured journals provide guidance so that students link personal learning with course content.

- *Critical incident journal*: This journal includes a set of prompts that ask students to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as part of the service experience. Why was this event significant to you? What did you learn from this experience? How will this incident influence your future behavior? What new action steps will you take next time?
- *Three-part journal*: Each page of the weekly journal entry is divided into thirds; description, analysis, application. In the top section, students describe some aspect of the service experience. In the middle section, students analyze how course content relates to the service experience. And in the application section students comment on how the experience and course content can be applied to their personal or professional life.
- *Highlighted journal*: Before students submit their reflective journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts and terms discussed in the text or in class. This makes it easier for both the student and the instructor to identify the academic connections made during the reflection process.
- *Key-phrase journal*: The instructor provides a list of terms and key phrases at the beginning of the semester for students to include in journal entries. Evaluation is based on the use and demonstrated understanding and application of the term.
- *Double-entry journal*: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussion or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experience and course content.
- *Dialogue journal*: Students submit loose-leaf journal pages to the instructor for comments every two weeks. While labor intensive for the instructor, this can provide regular feedback to students and prompt new questions for students to consider during the semester. Dialogue journals also can be read and responded to by a peer.

Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the text book or class readings (e.g., quotes, statistics, key concepts) and structures a question for students to answer in 1-2 pages. A list of directed writings can be provided at the beginning of the semester.

Experiential research papers ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue. Based on their experience and library research, students make recommendations to the agency for future action. Class presentations of the experiential research paper can culminate semester work.

Online discussion is a way to facilitate reflection with the instructor and peers involved in service projects. Students can write weekly summaries and identify critical incidents that occurred at the service site. Instructors can post questions for consideration and topics for directed writings. A log of the e-mail discussions can be printed as data to the group about the learning that occurred from the service experience.

Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. Students write up a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created the ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond.

Service learning portfolios contain evidence of both processes and products completed and ask students to assess their work in terms of the learning objectives of the course. Portfolios can contain any of the following: service learning contract, weekly log, personal journal, impact statement, directed writings, photo essay, products completed during the service experience (e.g., agency brochure, lesson plans, advocacy letters). Students write an evaluation essay providing a self-assessment of how effectively they met the learning and service objectives of the course.

Personal narratives are based on journal entries written regularly during the semester. Students create a fictional story about themselves as a learner in the course. This activity sets a context for reflection throughout the semester with attention directed to a finished product that is creative in nature. Personal narratives give students an opportunity to describe their growth as a learner.

Exit cards are brief note card reflections turned in at the end of each class period. Students are asked to reflect on disciplinary content from class discussion and explain how this information relates to their service involvement. Exit cards can be read by instructors in order to gain a better understanding of student experiences. Instructors may want to summarize key points and communicate these back to students during the next class.

Class presentations can be three-minute updates that occur each month or thirty minute updates during the final two class periods during which students present their final analysis of the service activities and offer recommendations to the agency for additional programming. Agency personnel can be invited to hear final presentations.

Weekly log is a simple listing of the activities completed each week at the service site. This is a way to monitor work and provide students with an overview of the contribution they have made during the semester.



Principles of Good Practice in Community Service Learning and Pedagogy

Contributed by Jeffrey Howard, Ginsberg Center for Community Service and Learning, University of Michigan.

For a complete summary of each of these principles refer to Howard, J. (1993) Community service learning in the curriculum, in J. Howard (Ed.), *Praxis I: A faculty casebook on community service learning*. 3-12. Ann Arbor, MI: OCSL Press, or Howard, J (2001) Service-learning course design workbook. Ann Arbor, MI: OCSL Press.

- **Academic credit is for learning, not for service.**
- **Do not compromise academic rigor.**
- **Establish learning objectives.**
- **Establish criteria for the selection of community service placements.**
- **Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives.**
- **Prepare students for learning from the community.**
- **Minimize the distinction between the students' community learning role and classroom learning role.**
- **Re-think the faculty instructional role.**
- **Be prepared for variation in, and some loss of control with, student learning outcomes.**
- **Maximize the community responsibility orientation of the course.**

National Organizations, Listservs, Websites

Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998)
Indiana Campus Compact: Indianapolis, IN.



American Association for Higher Education (AAHE)

One Dupont Circle NW, Suite 360
Washington, DC 20036
Phone: 202-293-6440
www.aahe.org

This organization supports service learning as an effective pedagogy within higher education. AAHE publishes the “Service Learning in the Disciplines” monograph series and works to support the assessment of service learning. Annual conferences on assessment and faculty roles and rewards feature break-out sessions on service learning.

Break Away

6026 Station B
Nashville, TN 37235
Phone: 615-343-0385
www.alternativebreaks.com

This organization supports alternative spring break trips for college students to be engaged in week-long service projects. Additionally, there is an annual conference for projects and student affairs professionals to design alternative spring breaks.

Campus Compact

c/o Brown University
PO Box 1975
Providence, RI 02912
Phone: 401-863-1119
www.compact.org

A National organization of more than 650 member colleges and universities committed to helping students develop skills of civic participation through involvement in public service. Campus Compact provides sub-grants to state compacts, publishes resource books on service learning, hosts a national conference, and collaborates on national initiatives.

Campus Outreach Opportunity League (COOL)

1511 K Street NW, Suite 307
Washington, DC 20005
Phone: 202-637-7004
www.cool2serve.org/index2.html

This is a student-run organization that fosters student voluntary community service and seeks to build a national network of student leadership through public service.

Community-Campus Partnerships for Health

3333 California Street, Suite 410
San Francisco, CA 94109
Phone: 415-502-7979
www.futurehealth.ucsf.edu/ccph.html

This is a national nonprofit organization that fosters health partnerships in service learning between communities and health education institutions. They host an annual conference and provide technical assistance to health educators.

Corporation for National and Community Service (CNCS)

1201 New York Avenue
Washington, DC 20525
Phone: 202-606-5000
www.nationalservice.org

This is government organization created by the National Community Trust Act of 1993. The Corporation funds “Learn and Serve America” grants that support the integration of service in curriculum from primary to higher education. “AmeriCorps”, a national service program, VISTA and RSVP are program areas of CNCS.

National Organizations, Listservs, Websites

Indiana Campus Compact

c/o University Place Conference Center
850 West Michigan Street, Suite 200
Indianapolis, Indiana 46202
Phone: 317-274-6500
www.indianacampuscompact.org

This is a statewide organization of 24 member campuses dedicated to promoting service and service learning in higher education. Located on the IUPUI campus, ICC offers a number of funding opportunities for students and faculty, supports scholarship on service learning, and hosts an annual conference.

Invisible College

312 New North
Georgetown University
Washington, DC 20057
Phone: 202-687-7622 ext 2
www.selu.edu/orgs/IC/index.htm

This is a national group of faculty committed to integrating service into academic study. Since 1995, the group has sponsored an annual conference, "National Gathering for Service Learning Educators," to discuss key issues in service learning.

National Service Learning Clearinghouse

ETR Associates
PO Box 1830
Santa Cruz, CA 95061
Phone: 1-866-245-SERV
www.servicelearning.org

This center is a national clearinghouse for K-12 service learning and maintains an extensive bank of exemplary programs and research on service learning outcomes.

National Society for Experiential Education (NSEE)

9001 Braddock Road Suite 380
Springfield, VA 22151
Phone: 703-933-0017
www.nsee.org

This organization fosters the effective use of experience (e.g., internship, fieldwork, outdoor education, service learning) as an integral part of education. NSEE publishes excellent resources on service learning. Annual fall conferences provide breakout sessions on service learning for K-16 educators.

Partnership for Service Learning

815 Second Avenue, Suite 315
New York, NY 10017
Phone: 212-986-0989
www.studyabroad.com/psi/

This organization promotes international service learning experiences for college students.

Payton Philanthropic Library

Indiana University-Purdue University Indianapolis (IUPUI)
755 W. Michigan St. Room 0135
Indianapolis, IN 46202
Phone: 317-278-2313
www.andretti.iupui.edu/special/ppsi.html

This library collection supports the study of philanthropy as voluntary action for the public good. Resources include an extensive collection of dissertations that focus on service learning, as well as books, journals, and archives of nonprofit organizations.

Service-Learning Research and Development Center

615 University Hall #1040
Berkeley, CA 94720-1040
Phone: 510-642-3199
www.gse.berkeley.edu/research/slc/servicelearning.html

This research center conducts a variety of research projects on service learning outcomes for K-16 programs.

Student Coalition for Action in Literacy Education (SCALE)

University of North Carolina
140¹/₂ E. Franklin street, CB # 3505
Chapel Hill, NC 27599
www.unc.edu/depts/scale

This organization supports literacy programs that engage college students as literacy tutors.

LISTSERVS

An active listserv of service learning educators is monitored by the University of Colorado at Boulder. These options exist for users:

S-L list: service-learning4csf.colorado.edu
JSL: jsl@csf.colorado.edu



Example of Planning Grid for Service Learning Projects
Dr. Wan-Ning Bao, Control of Crime, Sociology
Indianapolis Police Department-Don Bender and Brad Thomas

Name/description of Project (e.g., goals, location of project, recipients of service)	Name and contact info (email/phone) of direct supervisor for the project	Description of key tasks for IUPUI students to complete in this project (Groups of 3 students will be involved for 10 hours)	Preferred time of day/week for service involvement	Number of IUPUI students for this project
Crime watch, resident participation, Haughville, community residents	Brad Thomas T3572@indygov.org 327-6454 pager 368-1846	Receive training, recruit people, distribute materials, attend crime watch meetings, etc.	2 hours/time, evenings, weekend	11
Reading to children, legal education, Haughville, pre-school children	Brad Thomas T3572@indygov.org 327-6454 pager 368-1846	Develop reading list, read materials, discuss police and crime problems, educate how to protect themselves and community	1 hour/time, daytime (morning or afternoon)	9
Air brushing and painting, self-confidence and crime prevention, WESCO, school children	Brad Thomas T3572@indygov.org 327-6454 pager 368-1846	Teach children skills, reinforce their values and law-abiding behavior, draw crime prevention murals in the Boys' Club	1 hour/time, after school	4
Weight lifting, working with police and crime prevention, IPD West District, youth	Brad Thomas T3572@indygov.org 327-6454 pager 368-1846	Teach youth skills, reinforce their values and law-abiding behavior, improve/change their attitudes and relations with police	1 hour/time, Saturdays	2