

GUIDEBOOK

Beyond the Freeway: City Planning: A Learning Module

Mary Ann Shrum
Columbus Public School District

Matthew Dodd
Learn and Serve Ohio

**“Safety in Ohio through Service”
Learn and Serve Ohio
Ohio Department of Education**

Charlotte Jones-Ward
Director

Jennifer Dodd
Assistant Director



TABLE OF CONTENTS

Introduction	2
What's included in this guidebook	4
Module overview	5
Important information for getting started.....	6
Necessary Resources/Major Partners.....	7
Instructional Supplies & Materials.....	8
Curriculum Integration.....	9
Problems to avoid.....	10
Module Implementation.....	11
Additional resources.....	16
Contact forms.....	17
Response form	19

Introduction

With collaboration between Learn and Serve Ohio, Ohio Community Service Council, and Ohio Campus Compact, the Ohio Department of Education was one of ten states to receive funds in 2004 to implement a Learn and Serve America Homeland Security Grant. This two-year grant addressed homeland security, or hometown safety, concerns through the active participation of youth engaged in service-learning that meets community needs while developing students' academic and civic skills. Ohio is also utilizing students as an important resource in planning for and responding to the health, safety and security concerns in Ohio's communities.

Ohio's program, *Safety in Ohio through Service (SOS)* built upon collaboration already established with Ohio Campus Compact, the Ohio Community Service Council and Citizen Corps Councils. Students connected with the Citizen Corps Councils and /or Lead Volunteer Centers to identify specific needs and then designed service learning projects around prevention, preparedness, response, and recovery in the event of a disaster. Ohio awarded these funds to seven Local Education Agencies (LEAs) who submitted proposals that demonstrated: 1) strong evidence of the eleven critical components of a service-learning project; 2) the involvement of youth in all aspects of planning and design of the program; 3) connections to the Citizen Corps Councils and/or Lead Volunteer Center; 4) connections to a college of university for K-12 and college students to collaborate on hometown safety service-learning projects; and 5) a commitment to partnerships with community groups such as Faith-Based Organizations, Charter schools, businesses, and other non-profit organizations as appropriate to meeting the identified needs to execute the service-learning projects. These LEAs included:

Columbus Public Schools, Elyria City Schools, Maysville Local School District, North Olmsted City Schools, Ripley Union Lewis Huntington School District, Tri-Village Local School District, and Worthington City Schools.

Between 2004 and 2006, among these seven districts representing rural, suburban, and urban areas, 7,495 youth participants, 9,233 youth beneficiaries, and 1,179 adult beneficiaries were trained in homeland security topics. These youth participants performed 37,525 hours of service to their community addressing safety needs while increasing their civic knowledge, skills, and attitudes and their awareness of homeland security issues. According to the Independent Sector's dollar value of volunteer time, these students provided \$676,951 worth of time to their community! Additionally, seventy-three new partnerships were established from these seven grantees' efforts, while they strengthened over twenty already existing partnerships. These partnerships at the state and local level will continue to enhance and sustain the programs developed, as well as student and community outcomes.

The SOS evaluation team is constantly updating the SOS website which includes the twenty-seven learning modules developed by the seven grantees so that others may utilize them as resources, replicate them, and then provide feedback to the evaluation team as they continuously modify the best practices for addressing homeland security needs with service learning.

What's included in this guidebook

The goal of this guidebook is to provide the user with the necessary framework and information to successfully implement this SOS Learning Module. The following pages contain overviews, resources, and suggestions to help you plan and implement this project at your institution. As a part of the guidebook you will find a checklist for the major steps in implementation to help you keep track of the module as you progress through its planning and implementation. This is not to say that the following pages are the definitive instructions for a successful project. Institutions will have their own unique skills and needs to include in the learning module. This is truly a *guidebook*, a place to start and keep organized as you implement the module in your location. We have also included space for you to keep track of important dates and contacts, this way all of the information you need can be kept in a single place. At the end of this guidebook you will find additional resources not used in the initial implementation of the module. These have been provided to assist you in customizing the module to your specific students and location.

You may wish to print out this packet and keep it in a 3-ring binder. This way, as you add your own resources and planning information, it is all in one place ready for future implementations. Finally, at the end of this sourcebook we have included a form for your feedback. We appreciate your comments and suggestions on how to make the most from these modules. Only through this kind of feedback can the SOS evaluation team continue to ensure the usability of these modules in diverse settings across Ohio.

Module Overview

Beyond the Freeway: City Planning is a module designed to give students a greater appreciation and understanding on the inner workings of the community in which they live. By combining real-world learning with the creation of a fictional town of their own, students will have the opportunity to apply what they have learned from both the field trip as well as in various subject areas across the curriculum. Students participating will leave the program with a better appreciation and understanding of what it takes not only to run a city on a daily basis, but the complexity of organizational skills and infrastructure necessary to survive a disasters, both natural and otherwise.

The module consists of two main parts beginning with a field trip. The second part is the construction by students of a model town or village which must sustain the effects of a disaster. The field trip includes three stops; the first at a local dam, where a representative from the Division of Water spoke with the group. Another stop was the cities Emergency Management Agency where students had the opportunity to tour the command center. Finally the group stopped at the Ohio Fire academy. Alterations and suggestions for your field trip are located elsewhere in this guidebook.

The second aspect of the module is the design and construction of a mock town or city. Using the knowledge gained from the field trip as well as from other curricular areas (curriculum links are addressed in this sourcebook) this community will need to be self-sustaining and be able to withstand the effects of an emergency situation. Issues of prevention, response, and short and long-term social, economic, and environmental effects should also be taken into account when designing their individual village.

Important Information when Getting Started

The success of the Learning Module depends on a few critical aspects that should be carefully addressed prior to beginning even the planning stages of any module. Some may seem self-evident, such as having the necessary amount of time. However, it is highly recommended that institutions carefully examine such issues to see if implementation is a realistic goal for any given academic year.

- **Institutional Support:** Critical to the success of these programs is the support of you peers within your institution. Administration, faculty and staff need to be enthusiastic, committed, and supportive of the program.
- **Time:** As noted above, you need to be realistic about the amount of time required by both the lead instructor as well as all other faculty and staff involved in the project. It is suggested that a preliminary meeting be held to ensure that involved parties will have the necessary time to commit to the project.
- **Funding:** Being realistic about what you can and cannot do is an important part of a programs success. Working with administration to ensure proper funding for supplies, transportation, or any other necessary expense will greatly increase the profitability of the program for your students.
- **Outside partners:** Early planning and commitment is very important when working with outside institutions and agencies. Find your contact person early and get a solid commitment from them. Make sure they know what you expect from them as well as what they expect from you.

Necessary Resources and Major Partners

The following agencies were involved in the Beyond the Freeway: City Planning Learning Module in its initial development and implementation. Depending on your location you may need to contact other agencies in your area. Please refer to the section entitled “Additional Resources” for suggestions.

- **FIRSTLINK**

On the FIRSTLINK website, go to services and select Reality Columbus: Life Beyond the Freeway for information for the fieldtrip portion of the module.

www.firstlink.org
195 N. Grant Ave.
Columbus, Ohio 43215

- **The Emergency Management Agency**, a part of the Ohio Department of Public Safety. From here you can link to various information resources related to public safety and preparedness.

www.ema.ohio.gov
(614) 889-7150
Ohio Department of Public Safety
Charles D. Shipley Building
1970 West Broad Street
P.O. Box 182081
Columbus, Ohio 43218-2081

- **The Ohio Fire Academy**

www.com.state.oh.us/SFM

- **City of Columbus Division of Water**

910 Dublin Road
Columbus, Ohio 43215
<http://columbuswater.com>

Instructional Supplies & Materials

The Beyond the Freeway: City Planning Learning Module does not require a large number of supplies. The majority of necessary items are needed for the construction of the model cities by the students.

- Paper
- Cardboard
- Crayons
- Paint
- Glue
- Tape
- Scissors
- Pencils
- Markers
- Other various “construction” materials

- A documentary, “View from Malabar” by Lewis Bromfield discusses issues of urban sprawl and sustainable agriculture. The video is held by the following institutions, also check your local library for holdings as well.
 - Ohio State University
 - Kenyon College
 - Denison University
 - Columbus State Community College
 - Southern State Community College

Curriculum Integration

The nature of the topic of this module allows for a wide application of its central topics across the curriculum. The initial implementation of the module was a part of the Teen SERT program (a separate module that is also available for implementation) as part of the health class curriculum. Topics that can also be addressed in other curricular areas are:

- **Social Science:** urban sprawl and its effects on society. Disaster preparedness as a societal concept.
- **Science:** Natural and man-made disasters, such as flooding, tornadoes, earthquakes, toxic substance spills, and their effects on the environment. The science behind city infrastructure such as water, gas, communications, and electricity.
- **Math:** Statistical models can be used to determine such factors as the effects of crisis situations on local and regional economies. Examples could include loss of wages of large populations after an event, short and long-term losses to local businesses, changes in governmental spending due to recovery costs.
- **Art:** Environmentally secure housing, the history of city planning and how areas change to prevent or due to disaster situations (New Orleans after Katrina, New York after 9/11).

Problems to Avoid

An important factor to consider is the amount of freedom given to students in the project. Providing specific requirements is suggested rather than more general instruction. Based on your individual implementation of the module, it is suggested that you create a pacing guide that tracks all the aspects of the module across the curricular areas you implement it in. Students may come into the project with limited knowledge and/or exposure to the general concepts of city infrastructure and government. Additionally, depending on both the history of your area and your students own lives, students may have limited experience in crisis situations. For example, a new student from a southern state may have never experienced a blizzard. By surveying your individual group you may wish to include additional resources such as documentaries on crisis situations and natural phenomena. At the end of this sourcebook you can find suggested resources to tailor-fit your individual group dynamic.

Other problems to avoid are more general to any project of this type. Start planning early to avoid problems at the last minute. Confirm any special guests or visits several weeks prior to the implementation. Finally, keeping the faculty and staff at your institution updated in the planning and progress of the project avoids any possible schedule or curricular conflicts.

Module Implementation

The following is a general model for the implementation of the Beyond the Freeway: City Planning Learning Module. Every implementation will have its own differences, you are encouraged to be creative and make the module your own.

- Approval from administration for the module and secure any necessary funding.
 - Approved on _____

- Gather in-house faculty and staff who wish to be involved in the implementation
 - Meeting date _____
 - Interested faculty/staff _____
 - _____
 - _____
 - _____
 - _____

- Discuss overall goals of the module
 - Immediate goal(s) _____
 - _____
 - _____
 - _____
 - _____

- Long term/secondary goals _____
- _____
- _____
- _____

□ Decide on what curricular areas to cross-link the module across (this will depend on what faculty is available to be involved in the project). Check all areas that have been confirmed with necessary faculty/staff support.

- Language studies? _____
- Social sciences? _____
- Math? _____
- Science? _____
- Health/PE? _____
- Vocational? _____
- Art? _____
- Foreign Language? _____
- Other (specify) _____

□ Create individualized lesson plans and when they will be introduced to the students

□ Set a date for any off-site visits or tours (a separate form is included for more detailed itinerary information).

- Date _____ Destination(s) _____

□ Contact selected outside resources. Does your area have a city or county emergency management center nearby? Contact local first-responders for either in-house visits or off-site trips. Does your area have a city planner? If not you may wish to check local universities for faculty on city planning to speak to the

group. Contact local water treatment facilities or dams in your area to see if they offer tours, additionally you may wish to contact other local utilities. Additional detailed forms are available at the end of this sourcebook.

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

- Gather necessary materials and supplies for the city construction project (see section on instructional supplies and materials). Discuss this part of the project with students. They will need to build cities/towns/villages that are complete sustaining societies. They will need the entire necessary infrastructure such as

fire, police, water treatment and other utilities in place. Their villages will be subjected to a variety of disasters to test how they can cope and see the complexity behind city planning.

- Once you have selected the sites to visit set a date and time well in advance and ensure it does not conflict with other activities at your institution.
 - Field-trip date _____
- Depending on what locations your field-trip is visiting, you may wish to augment or supplement your in-house lessons and curricular links. Set up a brief update meeting with the involved parties to bring everyone up to speed.
 - Meeting date and time: _____
- Begin curricular integration of the module in the classroom.
 - You may wish to send home a brief communication to parents/caregivers about the project and field trip. Explain the goals of the module and what students can expect to gain from the experience.
 - Send out necessary permission forms to parents/caregivers.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.
 - Contact: _____ Confirmed: _____
 - Contact: _____ Confirmed: _____
 - Contact: _____ Confirmed: _____
 - Contact: _____ Confirmed: _____
- Contact your field trip contacts and confirm your scheduled arrival date and time.

Do this at *least* a week in advance to avoid a last-minute change in schedule.

- If necessary, send home reminders about the field-trip and necessary permission forms.
- Field trip
- Construction of city models.
- Student discussion and evaluation of project
- Module completion follow-up meeting with involved staff, faculty and administration. This is the time to discuss, plan, and suggest alterations for future implementations of the module. Input from students should also play a role in this discussion.
- Send comments, suggestions, and your thoughts back to us. We hope to continually evaluate and modify these modules so they can be successful for a wide range of institutional settings.

Additional Resources

The following resources are provided to assist you in customizing the Beyond the Freeway Learning Module for your particular student group and institution. You may wish to print out information from these sources and add them your guidebook binder for future use.

Contact Information

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Response Form

Your name: _____ your institution: _____

Phone: _____ email: _____

Name of Learning Module: _____

Circle one: Primary school Middle/intermediate school High school

Circle one: Urban Rural Suburban

Overall, did you feel the module was successful in accomplishing your educational goals? In not, please explain. _____

Did you feel that this guidebook provided you with the necessary tools to complete this Learning Module? _____

What alterations, if any, did you make to the module for your institution? _____

Did you experience any problems or obstacles in planning or implementation? _____

What outside resources or partners did you team with? _____

What suggestions do you have for other institutions planning on using this Learning Module? _____

Please check each curricular area you integrated this module into and provide an example of what was involved in that integration (please attach additional pages if necessary).

Language arts: _____

Social science: _____

Math: _____

Science: _____

- Health/PE: _____

- Vocational: _____

- Art: _____

- Additional comments: _____

Thank you for taking the time in filling out this form. Your comments are extremely valuable. If you would like to be contacted for a more in-depth discussion please feel free to let us know, we would be more than happy to meet with you and discuss your experience with this SOS Learning Module.

Return to:
Dr. Frank Aquila / Matthew Dodd
2121 Euclid Ave.
Rhodes Tower 1408
Cleveland, Ohio 44115