

# **GUIDEBOOK**

## **Emergency Shelter: A Learning Module**

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**“Safety in Ohio through Service”  
Learn and Serve Ohio  
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# 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

As schools grow and/or needs of a community change, new school buildings are often built to replace older out-of-date facilities. New buildings may be built to accommodate larger student populations, to incorporate better and more efficient heating and cooling systems, or to more easily integrate modern technologies into the classroom. This does not mean, however, that these buildings are lost. These buildings, that may, in a worst case scenario become abandoned eyesores, can have a “second life.” In this module buildings that are no longer in regular use are converted into emergency shelters.

Needless to say, such a project benefits the entire community. In certain emergency situations, individuals and families may need access to a community shelter. For example, visitors to the community may have no place to seek refuge. Additionally, families may not be able to return to their homes due to severe weather conditions.

In this module partnerships with a number of agencies will be critical to accomplishing the goal. The school district, the Red Cross, local government and media outlets will all have important roles to play in coordinating and working with your students. Students will have multiple opportunities to be active participants in the creation of the emergency shelter, creating relationships with important community organizations and civic leaders.

## 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. For example, a 50-person shelter will cost approximately \$3,500-\$4,000 in supplies.
- **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 Emergency Shelter Learning Module in its initial development and implementation. Depending on your location you may need to contact other agencies in your area.

- American Red Cross [www.redcross.org](http://www.redcross.org): The Red Cross can provide you with a requirement list for the shelter, estimates of costs, and materials. You can find your local office by visiting their web site.
- Local School District Administration: You will need to obtain permission from the appropriate officials in your school district to use abandoned/unused school property for the project.
- County Emergency Management Agency: Your county or local emergency management agency can help you evaluate the proposed site and provide valuable feedback and resources.
- Local government: Your city/town mayor or city council can be an important asset and partner in this project. You may be able to get supplies and or funding or other support from your local government.
- Local media: Of course an emergency shelter doesn't do much good if the community doesn't know about it. Working with your local newspaper or television station(s) to get the word out not only informs the community, but creates community spirit about the project. Additionally, members of the community may approach you to find out how they can help, becoming additional partners in the project.

## Instructional Supplies & Materials

You will find out what many of the supplies you need are from your Major Partners, in particular, the Red Cross, who can provide a catalog for you to make purchases from. The following list is of materials related to your students needs as opposed to the shelter itself.

- Journals or other reflection forms for each student
- Pens and/or pencils
- Tape measures
- Calculators
- Graphing paper
- Measurement tools
- Any textbooks or other appropriate educational materials

## Curriculum Integration

The nature of the topic of this module allows for a wide application of its central topics across the curriculum. The original implementation was in a middle school setting; however it should be easy enough to adapt the module for a high school class. The following is a list of possible curricular links; we encourage you to adapt the module in a variety of curricular areas. Please use the response form at the end of this guidebook to let us know about how you integrated this project into the classroom.

- Social Science: students study the social needs of people in society as well as concepts of citizenship and becoming important contributors to the community.
- Science: students learn about weather patterns which results in floods and other natural disasters.
- Math: Students take measurements of the building, calculate costs for materials.
- Art: Students draw blueprints of the building to scale.
- Language Arts: Students keep journals throughout the project, from planning to evaluating the needs of the people in the shelter as well as reflecting on how they would react if presented with an emergency situation.
- Health: Students study the physical needs of people, food and nutrition, and the spread and containment of disease.

## Problems to Avoid

You may encounter some staff resistance because of changes to the regular curriculum. Teachers may feel pressured because of the number of standards, benchmarks, and indicators that are required each year. It is important that the Project Coordinator meet with the involved faculty members well before the project begins. At this meeting show how the project can meet many of these requirements. Ensure that you schedule enough time to go over any questions or concerns faculty and/or staff may have. Give specific examples of how this project meets the standards, benchmarks, and indicators.

# Module Implementation

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

- ❑ Identify location of emergency shelter.
- ❑ 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

- Contact selected outside resources. Early contact with your major partners (see earlier section) is an integral aspect of this module. 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: \_\_\_\_\_

\_\_\_\_\_

- Begin curricular integration of the module in the classroom. Students should begin their journals at the beginning of the project.
- You may wish to send home a brief communication to parents/caregivers about the project. Explain the goals of the module and what students can expect to gain from the experience.
- Keep the local media informed as the project progresses.
- Purchase necessary materials and supplies. The American Red Cross will have provided you with a list of necessary supplies as well as a catalog form which they can be purchased. Students will track and maintain a budget as part of the project.
- You will need a place to store materials as they arrive.
- Students work with major partners to prepare the shelter.

- Students continue to work on classroom-related projects as well as their journals.
- Student discussion and evaluation of project, this is a very important part of the process, even though it comes at the end. This is where students will make connections between their activities outside and inside the classroom.
- 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.

## 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: \_\_\_\_\_

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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? \_\_\_\_\_  
\_\_\_\_\_

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

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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**