

GUIDEBOOK

Family Safety Project: A Learning Module

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**“Safety in Ohio through Service”
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Ohio Department of Education**

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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 or 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

This module was created with to address one of the key aspects of Hometown Safety; awareness and preparedness. Being prepared increases the chance of enduring a disaster without loss of life or injury. In addition, preparedness lowers the level of fear and anxiety experienced by those in an emergency situation. The ability to think clearly in any high-stress situation improves the ability to endure the situation and cope with its effects afterward. Being prepared also allows emergency response teams to concentrate their efforts on the most seriously effected individuals in a community.

The module is broken into four parts, each of which encourages discussion between the student and parents, caregivers, siblings, and any other individuals in their homes. This encourages the home unit to plan and work together to prepare for situations that may occur in their own community, depending on your location you may focus on flooding, blizzards, tornados, hurricanes or earthquakes.

The module begins with an introductory letter sent home to introduce the project to members of the household. The first part completed by the family is a survey to assess the level of preparedness. This is followed up by a section called *Talking Points* which encourages discussion about how to best prepare for emergencies. The third section is an assessment completed jointly by the student and parent/guardian. The module is then finished by having the student write a reflection of the entire process detailing their thoughts, feelings, and what they have learned from the project. The program then concludes with an event (a dinner in the original implementation) with representatives from the Red Cross, local first responders, and/or emergency management representatives.

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 Family Safety Project 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.

- **American Red Cross**
 - www.redcross.org From the home page you can enter your zip code to find the location of the Red Cross office nearest to you. The Red Cross can provide you with informational packets for your students as well as information on how to prepare for emergencies.
- **Citizen Corps**
 - www.citizencorps.org Again, from the home page you can enter your information to find the nearest office. Citizen Corps offers information and resources on a number of emergency and disaster preparedness topics and issues.
- **State of Ohio Security Task Force**
 - www.publicsafetyohio.gov The State of Ohio Security Task Force website includes a preparedness guide that can be distributed to students as part of their materials when creating their home safety plans.

Instructional Supplies & Materials

The Family Safety Project does not require any supplies or materials beyond handouts. You may wish to augment with cross-curricular projects in other topic areas, which may require additional materials and supplies. On the following pages are all of the handouts needed for the main implementation. Detailed information regarding how and when to use each handout is included in the module implementation section. You may wish to supplement the introductory letter with any specific information for your implementation of the module.

Dear Parent or Guardian,

Recent disasters in the southern states raise our attention for the need to prepare for possible disruptions to our everyday lives and community services. Although the types of disruptions vary with location, it is true that no one is completely protected from possible loss of life or property. We believe that it is important to prepare so that families can ride out the disruption until some normalcy can be returned.

You and your family have the opportunity to participate in a valuable safety project with your child. *The Family Safety Project* consists of four parts. The components of the project are as follows:

1. Your child will bring home a survey to complete with you. The survey consists of simple yes and no questions. When the survey is complete, he or she returns it to school and will receive part two, *The Talking Points*.
2. *The Talking Points* are pointers for procedures and resources to help you assess your home and your safety plan. Your child leads a discussion with you and the family.
3. Part three is an assessment completed by a parent or guardian. You will have your choice of completing a questionnaire or of writing a brief explanation of what you gained from this experience and any action you might take because of it.
4. Part four is a reflection to be completed by the student.

By participating in this valuable exercise, you are making a valuable contribution to your child's education as well as helping your family understand the important components of preparation. Thank you for your willingness to be involved.

Sincerely,

Talking Points for Safety

Parents and Guardians,

This document represents part two of your child's service project. It would be preferable to have your child lead the discussion with the family. This is an awareness project. If you are interested in pursuing plans further, we will be having a presentation by the Red Cross called "Together We Prepare". You will be notified of the date and time if you indicate at the end of this document that you are interested.

Again, thank you for participating with your child in this worthwhile project.

The survey you have already completed made mention of many words and phrases that are explained below:

If Asked to Shelter in Place:

- Get household members and pets inside.
- Close and lock exterior doors and windows.
- Turn off air conditioners and ventilation systems.
- Go to the pre-selected safe room.

A disaster plan can mean the difference between life and death. It is important for all families to prepare together. A good place to start is by playing "What If?" Try to plan for a variety of possible hazards. At some point you may want to contact the local Red Cross or FEMA office for information on how to prepare for different types of disasters.

1. Meet with your family.

- Discuss the types of disasters that could occur
- Explain how to prepare and respond.
- Discuss what to do if advised to evacuate. Ask, How will you escape? Where will you meet your family members? What route will you take out of your neighborhood if evacuation becomes necessary? Do you have an alternate route in case your route is blocked or otherwise impassable? What will you take with you?
- Practice your plan

2. Plan how your family will stay in contact if separated by disaster.
 - Pick two meeting places:
 - A location a safe distance from your home in case of fire.
 - A place outside of your neighborhood in case you can't return home.
 - Choose an out-of-state friend as a "check-in-contact" for everyone to call.

3. Complete the following steps:
 - Post emergency telephone numbers by every phone.

 - Show responsible family members how and when to shut off water, gas, and electricity at main switches.
 - Install a smoke alarm on each level of your home, especially near bedrooms; test them monthly and change the batteries two times each year. (Change batteries when you change your clocks in the spring and fall.)

 - Contact your local fire department to learn about home fire hazards.

 - Learn first aid and CPR. Contact your local chapter of The American Red Cross for information and training.

 - Meet with your neighbors
 1. Plan how the neighborhood could work together after a disaster. Know your neighbors' skills (medical, technical).
 2. Consider how you could help neighbors who have special needs, such as elderly or disabled persons.
 3. Make plans for child care in case parents can't get home.

 - Evacuation supplies and prescription medicines should be stored where they can be quickly in an evacuation situation.
 - Shelter-in-place supplies (e.g. 3 days of water for each family member) should be stored in an accessible location within the home or workplace.

FIRE SAFETY

Portable fire extinguishers are most frequently used for suppressing small fires. Their labels tell the types of fires for which they are effective and the area that they can suppress.

When using portable fire extinguishers, remember P.A.S.S.: Pull, Aim, Squeeze, and Sweep.

In the event of an electrical emergency:

- Know where the power shutoffs for electrical appliances are.
- Know where the power shutoff for circuit breakers or fuses is and how to shut off the power.
- Unscrew individual fuses or switch off smaller breakers first, then pull the main switch or breaker.
- When turning the power back on, turn on the main switch or breaker first, then screw in the fuses or switch on the smaller breakers.
- Do not enter a flooded basement to shut off the electrical supply because water conducts electricity.
- Do not store incompatible materials in close proximity to each other.
- Don't tangle electrical cords.
- Don't run electrical cords under carpets.
- Replace frayed or broken electrical cords immediately.
- Repair or replace malfunctioning electrical appliances.

Safety and Hazardous Materials

The following decontamination procedures should be followed for persons or items that have been exposed to a hazardous chemical.

- Depending on the chemical, you may be advised to take a thorough cool shower or to stay away from water and follow another procedure.
- Seek medical treatment for unusual symptoms as soon as possible.

- If medical help is not immediately available, remove all of your clothing and shower thoroughly (unless local authorities say that the chemical is water reactive and advise you to do otherwise). Cut off clothing that would normally be removed by pulling over the head.
- Change into fresh, loose clothing and seek medical help as soon as possible.
- Place exposed clothing and shoes in tightly sealed containers. Do not allow them to have contact with other materials. Ask local authorities about proper disposal.
- Advise everyone who comes into contact with you that you may have been exposed to a toxic substance.
- Find out from local authorities how to clean up your land and property.
- Report any lingering vapors or other hazards to your local emergency service office.

You are now at the end of the “talking points”. Please add your name and current phone number below. We may check with parents and guardians on a random basis to evaluate satisfaction with this project. We will also notify you when the Red Cross will be presenting a seminar called “Together We Prepare.”

Name _____ Phone: _____

Reflection

Name: _____

Small School: _____

Date: _____

Directions: You are now at the final part of the Family Safety Project. Hopefully, by engaging in conversation. You are more aware of the possibility of a major emergency occurring that could disrupt your life. In order for you to receive your internship credit you need to complete the reflection part of the project. With the guidance of your English teacher, pick an activity from the suggestions below. When you have completed your chosen activity, submit it to your teacher.

1. Create a bulletin board display.
2. Create a collage representing the experience or the issue.
3. Create drawings.
4. Draw an editorial cartoon representing the project.
5. Hold a brief class discussion.
6. Write a poem.

OR

7. Write a reflection for your journal.

What? Looking back on the experience, how have things changed in your family as a result of this project and how has your thinking changed?

So what? Interpret the experience.

Now what? Explore the possibilities for change. What will your family do?

Curriculum Integration

The nature of the topic of this module allows for a wide application of its central topics across the curriculum. The theme for the project originated from the Student Emergency Response Team (SERT) training incorporated in the regular Health curriculum. Topics that can also be addressed in other curricular areas are:

- **Health:** Importance of CPR and first-aid training. Health related issues connected with disasters and other emergencies. This can include items ranging from heart attacks and strokes brought on in elderly individuals from working too hard to clear snow after a blizzard (this also increases the probability of students assisting individuals in their neighborhoods). Water-borne pathogens from flooding and stagnant water post-flood. Hypothermia from excessive cold.
- **Social science/Government:** The purpose and role of government agencies such as FEMA in disaster and emergency response. Topics can also include the history of organizations such as the Red Cross, who is a major partner in this project.
- **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 and how these utilities are both prepared and can be affected by these situations. The potential of power loss during severe weather can lead to health problems mentioned in the above.
- **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 (San Francisco earthquake and fire of 1906, the Gulf coast after Katrina, New York after 9/11).

Problems to Avoid

There were no major problems encountered in the initial implementation of the Family Safety Project. The only item reported was that in the initial implementation, the project was overseen by the Service Coordinator (in this implementation the project included service hours required for graduation). The lack of frequent contact led to some minor issues in moving from one step the next. It has been recommended that the Learning Module be monitored by a classroom teacher who has regular contact with the students.

You will want to make sure that the project keeps moving. Too much lag time between each section could cause the students to loose momentum as the topics are no longer fresh in their minds. The project concludes with a event with guest speakers from the Red Cross and is open to parents/guardians. This is an important step in the true success of this project, by inviting parents and others from the student's homes the topic of safety and preparedness becomes truly linked between both the teacher and student, but more important, between student and parent.

Module Implementation

The following is a general model for the implementation of the Family Safety Project 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 _____
- ❑ Set date for the final dinner/presentation to make sure it does not conflict with events already scheduled. It is important to book this date as early as possible before the calendar becomes full with other events.
- ❑ 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. You will find the web address of the Red Cross and others in the Major Partners section. Make sure they will be available for the final presentation/dinner at the end of the project. From the home page you will be able to find the nearest office and necessary contact information. You may also want to contact local first-responders in your community to speak on

preparedness issues. 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: _____

- Once you have established your major partners, send home the introductory letter. You may wish to add details about the partners you are working with to provide as much information to parents/guardians as possible. You may also want to advertise the date of the final dinner/presentation in this letter so it gets on the family calendars.

- At this point you should also begin any cross-curricular links to the project depending on established schedules.
- Send home the family survey
- Once the survey has been returned; send home the “Talking Points” handout.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.
 - Contact:_____ Confirmed:_____
 - Contact: _____ Confirmed:_____
 - Contact: _____ Confirmed:_____
 - Contact: _____ Confirmed:_____
- Assign the third handout, an assessment completed by the student with their parent/guardian.
- Student presentation/projects assigned on the assessment due.
- Student reflection.
- End of project dinner/presentation.
- Once the project has completed, follow-up with calls to student’s homes to see how the parents/guardians thought of the project. (This is noted at the end of the “Talking Points” handout.)
- 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. We can only do this with your input, thank you.

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.

- **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

- **Federal Emergency Management Agency**. The FEMA website contains lots of information on a variety of topics and includes a section for younger web surfers as well.

www.fema.gov

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: _____

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Email: _____ Fax: _____

Organization: _____

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

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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:
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