

# **GUIDEBOOK**

## **High School Safety Hunt: A Learning Module**

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**“Safety in Ohio through Service”  
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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

The High School Safety Hunt is a fun and exciting way to raise awareness about a number of different safety issues. It can be used to bring attention to specific locations in and around a school such as: kilns, parking lots, electrical towers, airports or any other number of areas. Additionally the clues can also lead students to important safety-related individuals both staffed at the school including school security, custodians, administration and faculty. Each location will have its own unique areas and individuals to highlight as a part of this project. This flexibility allows the module to be successfully implemented in any setting (urban, suburban, rural). It also allows the module to be repeated over and over, simply choose new safety areas each year for a fresh start. The module is also extremely cost-effective. Besides typical poster materials the only costs incurred are for prizes, and these may be supplied by local businesses.

The module centers around a contest. Each day clues are posted (samples are included in this guidebook) that create a whimsical rhyming riddle about the targeted individuals and/or areas. Depending on the absolute secrecy of the class creating the clues (which adds to the excitement) the student body as well as faculty and staff are encouraged to solve the riddles. This shared level of competition between students and staff serves to raise the level of excitement as the days lead up to the conclusion of the riddles and the revealing of both answers and winners.

## 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

In the original implementation of the High School Safety Hunt, no outside partners were used. However as you and your class identify the areas you wish to center the hunt around you may wish to contact outside agencies to speak to the class. For example, if your institution is located in close proximity of an airport, you may wish to have the safety director speak with your class about what their emergency procedures are in relation to the greater community (including the school).

You may also want to contact local businesses to see if they would sponsor the contest by providing prizes for winners. Gift certificates from restaurants, bookstores or record stores make great incentives for participation by both adults and students. Often local businesses are more than willing to support school related activities. Explain the program and its goals clearly, owners need to know that the project is more than a contest, it is an exercise in safety awareness.

- Restaurants
- Bookstores
- Record shops
- Sporting goods stores
- Local attractions (if you are located near a amusement park or similar)
- Movie/game rental

# Instructional Supplies & Materials

The High School Safety Hunt Learning Module does not require a large number of supplies, many of which may already be on-hand.

- Paper
- Cardboard
- Crayons
- Paint
- Glue
- Tape
- Scissors
- Pencils
- Markers

# Curriculum Integration

The implementation of this module was in a 9<sup>th</sup> grade English class. Writing, poetry and research are all areas that can play a role in the development of the riddles. The secrecy of the developing class may seem to exclude other curricular areas. However, once the riddles have been solved, other classrooms can then link the topics covered into their own classroom.

- Language arts
  - Identifying the audience
  - Effective choice of wording and grammatical structure
  - Poetry and rhyme
  - Research
  - Oral and Written communication
- Depending on what individuals/areas your contest targets, other curricular areas can be made available once the answers are revealed. For example, if the school custodian is selected as a safety related individual, after this is revealed science classes can discuss the safety issues of building codes, boiler systems and safety, as well as other areas specific to your institution. It would also be beneficial to ask the custodian to speak to classes afterwards to discuss his/her role in school safety that students may not be aware of.

## Problems to Avoid

This module should not prevent and significant problems to address. The only item you will need to keep track of is the secrecy of the solutions to the riddles. Make sure your class understands that part of the fun for them is that they do know the answers and get to listen to everyone debate what they think it is. Unfortunately, your class will also be ineligible for any of the prizes. As your own secret, you may want to have something special planned for the class to reward them for their hard work as well, especially if they were able to keep everything a secret!

# Module Implementation

The following is a general model for the implementation of the High School Safety Hunt 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 areas/faculty/staff you target for the riddles). 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.
  
- Work with students to identify people and places related to safety issues at the school.
  
- Determine what prizes to award and how many. Make sure to separate the student entries and prizes from the faculty/staff.
  
- Contact selected outside resources. If your class selects safety areas from nearby the school you may wish to include them in the project. Also see if they wish to contribute to or donate prizes. Additional detailed forms are available at the end of this sourcebook.
  - Contact: \_\_\_\_\_ Organization: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

○ Contact: \_\_\_\_\_ Organization: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

- Begin writing of riddles. Sample riddles from the initial implementation are included at the end of this section.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
- Begin the contest. Post a clue each day in several locations throughout the school to ensure everyone gets to see them. You may also wish to have the daily clue announced over the school PA.
- Collect contest submissions.
- Awards ceremony. Check your school calendar to see if there is an event you want to dovetail the awarding of prizes into. You can also announce the winners at a school assembly or pep rally. Invite sponsors to the event to thank them for their participation and to hand out the prize they donated, this fosters relationships

between the school and businesses that often becomes a lasting one. Have separate drawings for students and staff/faculty. The students will enjoy seeing who, among their teachers and other personnel figured out the riddles. You also want separate drawings to ensure that you don't accidentally pull the names of four teachers for all the prizes and no students. This is also important if you selected separate prizes for students vs. faculty/staff members.

- Evaluation and reflection. Evaluate your students on the goals you identified. Have students reflect on the project and what they learned.

## Suggested Riddles

These were the riddles from the initial implementation of the module to inspire your own group.

Better not stand too close,  
Or you might end up as toast.  
Nothing stops them coming forth  
And they come faster from the north.  
Planning and constructing too way too long  
But now you can walk safely to Hong Kong.  
(railroad bridge)

His colleagues are here around the clock  
Headquartered near the loading dock.  
He arrives early to open the doors,  
Perhaps throw salt, then mop the floors.  
Taking charge is often a Pain,  
But all he does is for our gain.  
(David Payne, head custodian)

Quadrupeds form a winding queue  
Flashing cards so he'll wave them through.  
He's an ordinary superman  
Always holding coffee in his hand.  
His eyes may hurt because he sees so much yellow,  
But nothing seems to fluster this pointing fellow.  
(Kent Tyler, parking lot attendant)

The P.A. system is his friend  
He enforces the law until the day's end.  
He does not play a single game.  
Mess around, and he'll call you by name.  
He takes great pride in the name of our school.  
He will punish someone who acts like a fool.  
(Ed Dunaway, head principal)

Motivation is his trade.  
He's often found where buckets are made.  
Discipline and work are what he's about.  
He has no tolerance for people who pout.  
He can be seen chatting with Mr. Clark  
Early in the morning while it's still dark.  
(Tom Souder, dean of students)

His posters line the walls,  
And you might see him in the halls.  
Working hard gets you on the board.  
He always strains his speaker cord.

You can see him in prep and option, too,  
If staying in shape is important to you.  
(Dan Stevens, weight room attendant)

The smell of this place may remind you of Smeagal,  
But to get in you need to talk to Mr. Riegel.  
By the ravine this place sands along,  
And it can make things as hard as stone.  
You better follow the rules of this place,  
Or you might get burnt in the face.  
(rakku kiln)

If saving a life is what you must do,  
The question is, "Is it in you?"  
If you are walking, and a heart stops,  
By the kitchen is where you must flock.  
Fifteen are certified to use this machine,  
But in an emergency, you can join the team.  
(defibrillator)

She does things like no other.  
She is like the school's mother.  
She is a guard, a counselor, and a nurse.  
She helps us to get through the worst.  
She locks the doors with her key.  
She zooms around the school like a bee.  
(Lisa DeGarmo, school security)

Above the fields, these objects tower.  
They send off signals, and a lot of power.  
We earn money because they stand so tall,  
And they enjoy watching lacrosse and football.  
There are already two, and a third we desire.  
Once upon a soccer game, one caught on fire.

(cell towers)

## 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? \_\_\_\_\_  
\_\_\_\_\_

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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**