

# **GUIDEBOOK**

## **Kidsapolooza: 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 collaborations 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.

Source: Learn and Serve Ohio 2006 Annual Report.

## 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 your kind of feedback can the SOS evaluation team continue to ensure the usability of these modules in diverse settings across Ohio.

## Module Overview

The Kidsapolooza Learning Module engages students in a service-learning activity that benefits the greater community. This Learning Module is perhaps one of the most flexible of those developed as part of the SOS program. The project centers around a community event based on a specific theme chosen by the class. In the initial implementation the theme was child abuse and prevention and was carried out by middle-school Child Development classes. Any number of topics could be addressed and the project should start with a thoughtful discussion between not only students, but with other faculty and school administration.

Once the theme of the event has been decided, students create a number of activities for their target audience. Assistance should be provided to ensure that the activities are age appropriate, fun, and simply translate the educational content easily. These activities are brought together in the Kidsapolooza event, which is open to the greater community. Communication about the event may include elementary schools in your area as well as day-care centers to get the word out to the largest audience possible.

## 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. You may wish to use some of the data included in the introduction to show the value of service-learning programs.
- **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. Depending on your project, your Major Partners may provide you with some of the supplies you need.

- 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.

You can also contact the SOS evaluation team if you have questions. We have partnered with a number of individuals involved in the program and can help get you the assistance you need, often from the person who created the module.

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## Necessary Resources and Major Partners

The following is a list of suggested Major Partners for the Kidsapolooza Learning Module as well as those involved in the initial implementation of the module.

Depending on your area you may have additional resources available. Please also refer to the “Additional Resources” section.

- Franklin County Children’s Services
- Worthington Fire Department
- Worthington Police Department
- Children’s Hospital
- Action for Children

## Instructional Supplies & Materials

The supplies needed for the Kidsapolooza Learning Module will vary depending on the activities your students choose to create. Basic supplies will include, but are not limited to:

- Poster supplies for advertising
- Supplies for activities

## Curriculum Integration

The adaptability of this module allows for various configurations of cross-curricular integration. Depending on the theme your group of students has chosen different curricular areas will be suitable for your project. However, the basic premise of organizing an event such as this will lend itself to certain subject areas. You will need to tailor the subject areas depending on faculty who are available to integrate into their classes, the subject, and other projects that may be running concurrently in classrooms.

- English: Writing assignments include advertising, activity proposals and reflection.
- Child development
- Health and Consumer Science

## Problems to Avoid

This module did not present any major problems in its development and implementation. It is advised that you set the date for the Kidsapolooza event early to avoid schedule conflict or trouble finding an open date as the semester progresses.

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, keep the faculty and staff at your institution updated in the planning and progress of the project.

# Module Implementation

The following is a general model for the implementation of the Kidsapolooza 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 any necessary funding.
  - Approved on \_\_\_\_\_
- Upon approval, schedule date for Kidsapolooza event.
- Gather in-house faculty and staff who wish to be involved in the implementation
  - Meeting date \_\_\_\_\_
  - Interested faculty/staff \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Work with the class to determine the topic or theme of the project
  - 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) \_\_\_\_\_

□ Contact selected outside resources. Depending on your chosen topic this will vary. Be creative in thinking about what agencies or organizations in your area can help. Often local police and fire departments have programs in a wide number of areas.

- Contact: \_\_\_\_\_ Organization: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Notes: \_\_\_\_\_  
\_\_\_\_\_

- Contact: \_\_\_\_\_ Organization: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Notes: \_\_\_\_\_

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○ Contact: \_\_\_\_\_ Organization: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Notes: \_\_\_\_\_

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○ Contact: \_\_\_\_\_ Organization: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Notes: \_\_\_\_\_

- With the event theme and date set, you may wish to send a note home explaining the purpose of the event as well as advertising it to parents and guardians.
- Have students brainstorm ideas for activities for the event.
- Approval of event activities.
- Students begin creating activities.
- Students also begin creating advertising for event.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
- Purchase any snacks/refreshments for event
- Set up of activities in designated areas (cafeteria, gym)

- Kidsapolooza
- Students write their reflections of the project and event
- 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.

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

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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**