

GUIDEBOOK

Family Safety Kit: A Learning Module

Kristi Scott
Ripley Union Lewis Huntington 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.....	10
Problems to avoid.....	11
Module Implementation.....	12
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

One of the most important keys to surviving any form of disaster, natural or man-made, is being prepared. Having the skills, supplies, and training to deal with difficult emergency situations is a critical component to dealing with the physical and emotional stress associated with floods, blizzards, tornadoes, and other situations. This module works to provide one of those preparedness components to ensure the safety of students and their families. Additionally upper level students serve as trainers to their younger middle school peers on the importance of being prepared for emergencies.

Of the three components (as mentioned; skills, supplies, training) that can help an individual or group endure difficult emergency situations are emergency supplies. This module trains students on how to put together a home Safety Kit with all the necessary materials to assist in enduring a disaster. As we all learned from the aftermath of hurricane Katrina, preparedness is a serious matter and can save lives. With that in mind, the students not only prepare their own Safety Kits, but train middle school students on the importance of this simple, but potentially life-saving equipment. The items are simple, batteries, water, blankets, as so on. Nothing that most homes do not already have on hand. However, when disaster strikes, time is of the essence and that is not when you want to put together an emergency kit. Just like the good skipper has a “ditch bag” aboard a sailboat in case of emergency, we should all have our home Safety Kits, just in case.

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 can provide assistance and in some cases classroom materials to assist in the implementation of this module. Depending on your location you may need to contact other agencies in your area. Please refer to the section entitled “Additional Resources” for suggestions.

- **Local Fire Department**
- **Local Emergency Management Team**

Instructional Supplies & Materials

The following is a list of suggested supplies for this module. The list is the items you will need for an emergency home safety kit. The optimal container is either a waterproof bag or a sealed plastic container. The large Ziploc™ storage bags now available can also be used and may be an economic alternative which can then be placed in a duffle bag or backpack. In situations where evacuation is a possibility, the portability of a waterproof bag is useful; however this is a more expensive option. Waterproof backpacks are often available at sporting goods stores, hiking shops, and marine supply stores. Depending on your location and the type of natural disaster your area is more prone to, you may want to add to this list. Some items (such as cell phones) will need to be included after the kit goes home so be sure to include an inventory list. Depending on your budget you have several options. First, you can put together kits for your students and have them help students assemble their own, this obviously requires the largest amount of supplies. Second, have your classes put together their own kits and then demonstrate how to put one together for the younger students and send them home with an inventory list. Third, have your class assemble a single Safety Kit, this will be used as an instructional aid for the presentations. Students will be responsible for assembling their own kit at home. Your major partners may have educational materials for you to use as well, be sure to ask.

- First Aid kit
 - Bandages or various sizes
 - Aspirin or other fever/pain reducer
 - Alcohol pads
 - Ace™ Bandage
 - Tweezers
 - Sterile needle

- Sterile thread
 - Gauze
 - Sheet listing any medical conditions medications or allergies for all family members
- Flashlight (the shake up lights are excellent for emergency kits as they require do not batteries)
- Radio and batteries (wind up radios are becoming more and more affordable and can be considered as well)
- Batteries (extra)
- Cell phone (may no be usable during an emergency)
- Battery powered cell-phone charger
- Waterproof matches
- Bottled Water
- Canned Foods
- Can opener
- Blankets
- Games
- Books
- Cards
- Baby Supplies (an extra fully packed diaper bag in a easy way to prepare for little ones)
- Extra clothing
- (In a waterproof bag) copies of home and health insurance policies and contact numbers as well as phone numbers of emergency contacts. In the event of evacuation these copies may save you time and aggravation.
- Inventory lost for restocking

Curriculum Integration

The nature of the topic of this module allows for a wide application of its central topics across the curriculum. These are only a few suggestions, please forward your ideas and how you integrated the module into the classroom back to us in the response form at the end of this guidebook.

- Science: The science behind natural disasters, how weather systems work, tornado storms, blizzards and flooding all have scientific grounding that can be used in the classroom. Understanding the weather patterns of your area (such as Lake effect snow, or why tornadoes are more likely) can also be interesting projects. For areas subject to flooding, topics can include the watershed. Environmental impacts of disasters can also be a portion of the class plan.
- Health: First-aid and CPR are two topics that can be integrated into the project. Health issues relating to natural disasters can also be addressed, such as prevention and treatment of hypothermia.
- Language arts: Preparation of presentation to middle-school classes. Students should be prepared to write a reflection paper about the project.
- Vocational: Health care careers as well as police, fire, EMT, and emergency room staff can all be covered in this module. It is highly suggested that you schedule visits with local first-responders to talk with students.

Problems to Avoid

No specific problems were encountered in the implementation of this project.

With that said, there are several suggestions to ensure the success of your own replication of this module. Prepare materials in advance and create lesson plans that fit your class and environment. Work with your major partners for any materials and suggestions of presenting the topic to your students. Give your class ample time to practice their presentations before going to the middle school. Their confidence in the material translates into better understanding by those being taught.

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 Safety Kit 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 _____
- ❑ Contact middle school administration to make sure they are willing to participate.
 - Set up date(s) for presentations with middle school administration.
 - Presentation date(s) _____
- ❑ Arrange for transportation (if necessary) to middle school for presentations
- ❑ 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 for the curricular areas you are working in and when they will be introduced to the students

□ Make contact with your major partners. As the experts, it is important to find out what they wish to contribute to the project and what they want the students to go away with after it is done. Discuss visits to your school by representatives from your major partners. Detailed forms are included for visits later in this guidebook.

- Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

- Purchase necessary supplies for safety kits.
- Discuss the project with students and begin integration of curricular areas.
 - 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.
 - 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: _____

- Begin working with your class on the Safety Kit and their presentation.
- Guest speakers.
- Student discussion and evaluation of project.
- Student written reflection of the 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 Safety Kit 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

- **The Federal Emergency Management Agency (FEMA)**, if your students have computer access, you may wish to include the FEMA for kids section of their website. The website also has educational materials for parents and teachers.

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: _____

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**