

GUIDEBOOK

School Safety Photo Guide: A Learning Module

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

School buildings can be complex structures, with numerous halls and paths connecting various parts of the school to each other. This is particularly true when buildings have been altered, remodeled, and added on over the life of the building. Students and faculty quickly learn to navigate the halls but the uninitiated can quickly find themselves lost. This can create challenges for first-responders in an emergency situation where gaining access to a particular part of a building quickly is imperative.

Students can assist police and fire personnel by providing them with accurate visual images of important parts of the building. These images, when coupled with building plans that first-responders have access to can allow for quick and more effective use of life-saving time when assessing and implementing emergency actions.

With technology available today, many local first-responders have the ability to view in their vehicles photographic images of the interior of a school building. Having actual photographs of the interior can greatly assist in the navigation of unfamiliar or reduced visibility situations. Students work to identify key safety areas and take digital images of them. These images are given to the local emergency departments and loaded onto a secure system which only they have access to.

By taking ownership in the protection of their building, students gain valuable insight into the skills and valuable information emergency teams need to do their job effectively and safely. Additionally, students can gain a greater feeling of security knowing that this type of information is available to protect them in the event of an emergency situation.

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

- **Local Fire Department**
- **Local Police Department**
- **Local Emergency Management Department**

Instructional Supplies & Materials

The School Safety Photo Guide does not require a large number of supplies. The most significant will be a quality digital camera. You may wish to consult with the first-responders you are working with to determine what the best file size, image resolution, or other parameters are best and make sure the camera can produce that level of results.

- Digital camera

Additionally, may wish to include depending on additional side projects to assign:

- Poster board
- PowerPoint projector (for student presentations)

Curriculum Integration

This Learning Module can be integrated into several curricular areas, these are a few suggestions.

- Career arts/vocational: Projects can include topics such as safe school environments as part of design. Technology careers in image enhancement and networking in emergency team equipment. Career tracks in law enforcement, fire, and medical fields with the emerging use of digital technologies.
- Computer/technology: The emerging and developing use of digital media in safety related fields from emergency response teams to hospitals. Virtual reality simulators allow various emergency workers to explore and train for different types of situations without ever actually going into the true building.
- English/language arts: Students can prepare presentations discussing the locations within the school they have identified as important for first-responders too have visual representations of. Students can also write papers to emergency teams explaining their choices.
- Art and vocational: The digital camera is quickly becoming a tool of choice for artists. Additionally, digital cameras are being used in fields from engineering to architecture. Understanding how to produce images that are either aesthetic or functional can be an asset in many career paths. Students, in addition to the

images for this project can develop career specific applications for this technology and learn how to best use this tool.

Problems to Avoid

This module did not present any major problems in its development and implementation. Students should be encouraged to think about their building and surrounding areas for potential locations that would be beneficial to emergency teams. Is your location near a major freeway, airport, military installation, shopping mall, or other large or highly populated structure? Any of these may be the location of an emergency situation that could affect your building, keep them in mind and what those effects may be. Where do students congregate, what parts of the building are particularly difficult to navigate for new students, these are areas you will want to capture for this project. Large rooms that may be filled with smoke should be included as well, such as gymnasiums and auditoriums. Boiler and/or HVAC areas should be included as well. If you have an emergency response plan (which is an excellent project in itself) consult it and see what areas are identified. Do not limit your thinking to fires; tornados, flooding, and blizzards may require the presence of emergency personnel. This information can also be critical in the event of building lockdowns. Remember that the most important factor is making it easy for crews to get to specific parts of the building, so include tornado shelter areas and other gathering locations where individuals will be brought in case of need of medical attention.

Module Implementation

The following is a general model for the implementation of the School Safety Photo Guide Module. Every implementation will have its own differences, you are encouraged to be creative and make the module your own. Before any planning begins, you should first contact your local fire and rescue to see if they have the necessary electronic and computer equipment in their vehicles to view the photos your students will be taking. If they do not, you may wish to consider helping the department in acquiring it as a lead-in project. This, of course, would also need to be approved and planned by faculty and administration.

- Contact fire and rescue as well as police department. Do they have the technology to view digital images in their response vehicles?
- Approval from administration for the module and 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) _____

□ Contact selected outside resources. The success of this project is dependent on your partnership with local first-responders. Think of any agencies that may respond to your location in a variety of situations. For example, if you are located near a highway or industrial complex, make sure that information will be available to HAZMAT crews. If you are located near an airport, you may wish to

also partner with airport emergency crews. Think outside the box, but remember, you do not want to present to students the number of things that can go wrong, you want to emphasize the number of civic individuals whose job it is to keep them safe. You may wish to ask representatives to visit your class and explain how the technology works and is used.

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.

- Contact: _____ Confirmed: _____
- Contact: _____ Confirmed: _____
- Contact: _____ Confirmed: _____
- Contact: _____ Confirmed: _____
- Brain-storming session with students to identify areas to be photographed.
- Send teams of students to take photographs
 - Have student's record important information about the images they are taking. For example, labels such as "cafeteria, facing west" can help orient responders who will be using the images.
- Student presentations of their selections. Have students write brief presentations explaining why they selected the areas of the building and property they chose. These presentations can be given to local emergency crews as well to be kept on file.
- Student discussion and evaluation of project.
- Student reflection.
- 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 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.

- www.fema.gov Federal Emergency Management Agency

If you discover additional resources that may assist others in using this module, please list them on the included response form, at the end of this guidebook.

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: _____

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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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