

# **GUIDEBOOK**

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

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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

Sometimes when we encounter the same environment day after day, be it out homes or schools. It can be easy for important safety practices and features to go unnoticed. We may also not notice potential safety issues that would be obvious to others. This module addresses these potential oversights while educating students about safety at the same time.

This module was originally implemented by middle school students who visited the elementary school(s) in their district. However you could easily have high school students visit middle or elementary schools. Students are exceptionally observant, especially when charged with a specific task. With a survey your students create, they will visit schools to find any perceived safety issues. Hopefully, students will take these skills home and encourage their families to ensure safety in that environment as well.

Evaluation of the students consists of several parts. First participation in the creation of the survey itself. Secondly, how the students complete the survey at the schools they have been assigned to. Finally, students complete a reflection paper or project where they discuss what they learned.

## 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

This module does not require partnership with any specific agencies outside of the school system. However, the input from safety professionals can only serve to add to the success of the project. It is suggested then, that you contact your local fire department to arrange a visit from a firefighter to discuss things to look for when students go on the site visits. This can also be a way to integrate your career or vocational classes into the project if you are implementing it at that level. Firefighters and other emergency professionals are always welcome visitors for students and creating relationships between them and your students increases their feeling of being connected and protected by these professionals in their communities.

- Cooperation from administration at elementary school(s) in your district
- Local Fire Department

## Instructional Supplies & Materials

The School Safety Walk Around Survey Learning Module does not require any specialized materials for a successful implementation. Your local Fire Department representative may also have materials to distribute to your class to prepare for creating the survey.

- Survey forms

## Curriculum Integration

You will need to decide on how you wish to integrate this Learning Module into your school. It is suggested that you hold a brainstorming session with interested faculty at an early stage in the planning process to come up with lesson plans that can relate to the project.

- Language arts: Creation of the survey form. Working with administration from elementary schools.
- Math: Depending on how many schools are visited, you may wish to create graphs or charts to find any common safety issues your students discovered.
- Art: Students can create posters on safety related issues.

## Problems to Avoid

The implementation of this module should not present any major problems. If possible have students take their surveys to their own elementary (or middle) school. This way they will be in a more familiar environment. This also can help to alleviate another potential concern. Students may be nervous working with administration at a school they are not familiar with. By going back to their own school, they will be more confident working with administration and teachers they know personally. For students who have moved into the district, have them partner with a friend.

Depending on how your service-learning system is set up. It may be difficult to get students engaged when numerous other project are available. Additionally, time constraints and scheduling can be potential areas where difficulties arise.

# Module Implementation

The following is a general model for the implementation of the School Safety Walk Around Survey 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 administration at elementary school(s) to see if they are willing to have students visit. Schedule necessary dates (you may have several teams of students visiting the same school on different days pulling together data from different teams at the same school can be an additional exercise).
  - School: \_\_\_\_\_ Date(s): \_\_\_\_\_
  - School: \_\_\_\_\_ Date(s): \_\_\_\_\_
  - School: \_\_\_\_\_ Date(s): \_\_\_\_\_
- ❑ 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. 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. Additional detailed forms are available at the end of this sourcebook.

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

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

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

\_\_\_\_\_

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

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

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

\_\_\_\_\_

- Arrange for transportation of students.
- Send home necessary permission forms.
- You may wish to also include a brief explanation of the project home to encourage discussion between students and parent/caregivers of safety issues.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date.
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
  - Contact: \_\_\_\_\_ Confirmed: \_\_\_\_\_
- Visit(s) from Firefighters and discussion with students
- Brainstorming session with students and creation of survey
- Assign teams and what schools they will visit
- Students visit assigned locations
- Students take their results and compile them together into a single document

- Students present their findings to the administration of school(s) that were visited (you may wish to invite the principle to your class to discuss the finding with your students)
- Evaluation and reflection. Evaluate your students on the goals you identified. Have students create reflection papers on the project and what they learned.
- Hold a meeting with all of the administration, faculty and staff who were involved in the project. Discuss the project and the goals you set out at your initial planning meeting. This is the time to work out any problems you encountered for future implementations. Make sure to fill out the response form at the end of this guidebook so we can continue to improve these Learning Modules and the Safety in Ohio through Service program.

## 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](http://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](http://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: \_\_\_\_\_

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Topic of visit/trip: \_\_\_\_\_

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

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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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\_\_\_\_\_

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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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**