

# **GUIDEBOOK**

## **Service-Learning with a Side of Hometown Safety: A Learning Module**

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**“Safety in Ohio through Service”  
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## Contents

Introduction.....	2
What’s included in this guidebook .....	4
Module overview.....	5
Important information for getting started.....	6
Necessary Resources/Major Partners.....	8
Instructional Supplies & Materials.....	9
Curriculum Integration.....	10
Problems to avoid.....	11
Module Implementation.....	12
Additional resources.....	17
Contact forms.....	18
Response form .....	20

# 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

In our post-September 11<sup>th</sup> society many organizations have implemented updated safety procedures and emergency plans. However, on occasion, these procedures may not be up to date. Additionally, the familiarity with an environment can lead to oversight on safety matters. In this module students serve their communities by reviewing safety procedures and looking at an environment from an outsider's point of view. In some cases, students may not find any areas of improvement, in others valuable insights may be the end result. In the former situation, even if students find that the location they are working at is safe and up to date, the process of investigating itself is a powerful educational tool. In the latter situation, discoveries by students can be of great assistance and may one day save lives. Examples of some things students may discover are; out of date or missing evacuation plans clearly marked and understandable to visitors to a building, confusing exit plans, lack of first-aid materials and many other potentially life-saving discoveries.

By working within their community, students, in a service-learning environment establish relationships with members of the community they may have had no previous experience with. This is a key factor in service-learning, the building of relationships within the community while gaining knowledge at the same time from classroom-based instruction. The list of possible partners is only limited by the number of outside businesses willing to participate. In the initial implementation in the Worthington, Ohio school district, over forty partners teamed up to participate in this project.

## 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 you get 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 Service-Learning with a Side of Hometown Safety Learning Module. Be creative in searching for partners for this module. Students can visit businesses from small pizza shops to large corporations. If you have done projects in the past that involved businesses in the community, start with those partners. Are their businesses in the community that regularly supports the school? Do you have any large corporations in your area? If so, you may be able to assign multiple students to a single corporation to survey different buildings or locations. Don't forget your own school district! Students can visit their primary school, pre-school, or day-care center. If you wish to focus this type of project on your own school buildings and not businesses in the community, please refer to the Learning Module titled "School Walk Around Survey." You may also wish to schedule guest speakers from your local fire department to talk with the class before they go "into the field."

- Local Fire Department
- Local businesses
  - Day-care centers
  - Hospitals
  - Large corporations
  - Agricultural facilities
  - Restaurants
  - Numerous other possibilities!

## Instructional Supplies & Materials

The Service-Learning with a Side of Hometown Safety Learning Module does not require a large number of supplies. Many may already be on hand in the classroom.

- Survey forms (you will create these with your students)
- Presentation materials

## Curriculum Integration

This Learning Module can be integrated into several curricular areas, these are a few suggestions. Be creative and let us know how you have chosen to integrate this project into the classroom.

- Career arts/vocational: Students may partner with an organization they are interested in as a career. This project can give the student a view of the business from the inside to help further develop their interest.
- English/language arts: Students will work with adults at various types of businesses. Students may prepare presentations and/or papers on the project. Finally students will need to write a detailed report to be provided to the partner they evaluated.

## Problems to Avoid

This module did not present any major problems in its development and implementation. Make sure to work carefully with your students and monitor their progress. The concept of completing a safety survey and writing a professional-looking report may make students nervous. Ensure the students that their mentorship sites are not expecting them to take the place of trained inspectors and safety professionals. The project is to get the students thinking about safety. Students may also be nervous about sitting down with adult professionals to discuss their findings. It can be daunting to a student to sit in the office of a vice-president or human resources manager. When you set up the mentorship locations discuss this with your partners so they know to make students feel comfortable and welcome. Identify students who may be particularly nervous or shy and offer the possibility of accompanying them when they visit or present their findings. You may wish to reserve your own school building for any students who, for various reasons, can not travel or complete the project otherwise.

Working with numerous partners can pose transportation difficulties as well. Have students work together and map out the locations of the partners they are visiting. They may be able to car-pool to locations in close proximity to each other. Make sure you know who is going with who and when drop-off/pick-up times are. Arrange for school transportation as necessary.

## Module Implementation

The following is a general model for the implementation of the Service-Learning with a Side of Hometown Safety 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 \_\_\_\_\_
  
- 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 a representative from your local building code office or fire department. They may be able to provide insight on what kinds of things students should look for as well as discuss their roles in maintaining the safety of the community.

□ Contact selected outside resources. Successful collaboration with outside partners is an important factor for the successful implementation of this project. Detailed contact forms are included in another section of this guidebook. Make copies as necessary.

- 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: \_\_\_\_\_

□ Begin any curricular cross-link lessons.

□ Guest Speaker (if scheduled)

□ Send home necessary permission forms for student visits; you may also wish to include in this an explanation of the project for parents.

□ Schedule and arrange for transportation to and from partnership sites.

- Assign mentorship sites to students or groups of students.
- Work with your class to develop a safety survey.
  - Students can look for safety issues such as:
    - Up to date fire extinguishers
    - Evacuation floor plans that are frequently posted and easy to understand
    - Emergency access routes for special-needs individuals
    - Written and up to date company emergency procedure book
    - Any number of other suggestions your students develop
- Students visit their assigned locations and work with partners to complete the safety survey.
- Student discussion of their finding and/or presentations.
- Students prepare written reports and share them with their partners.
- Contact your mentorship sites to ensure that students contacted them with results of the survey. Solicit the feedback of your partners on the project and share their comments with the class.
- Student discussion and evaluation/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 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.

- Local building inspectors

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: \_\_\_\_\_

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

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

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

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

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

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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**