

GUIDEBOOK

Teen SERT: A Learning Module

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**“Safety in Ohio through Service”
Learn and Serve Ohio
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TABLE OF CONTENTS

Introduction	2
What's included in this guidebook	4
Module overview	5
Important information for getting started.....	7
Necessary Resources/Major Partners.....	8
Instructional Supplies & Materials.....	9
Curriculum Integration.....	10
Problems to avoid.....	11
Module Implementation.....	13
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 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

The Teen SERT program is a version of the Community Emergency Response Team (CERT). The goal of the program is to develop and train a group of serious safety-minded students in basic skills related to health and safety. The students are not expected to replace the training and skills of professional first-responders. Instead, SERT members are expected to administer basic first-aid, evaluate injuries, and collect important information that can be relayed to safety workers en-route. The information provided to the emergency response crews in advance can be life-saving as can the basic level of treatment provided by the SERT team.

The Teen-SERT program was developed by Haley Rich in Pueblo Colorado. The pilot school, Pueblo West High School (November 2003) now requires the program in its six health classes of 180 students each year. Teen-SERT is a program that is growing rapidly across the country.

The actual meaning of SERT shows an important difference from the community version. SERT stands for Student Emergency Response *Training*, as opposed to Team. This emphasizes some of the unique aspects of a student-based unit; unlike CERT, the student group does not self-deploy. It also places emphasis on the education aspect of the program. CERT units serve the community at large in emergency situations, such as floods, tornadoes and hurricanes. SERT teams serve the school grounds and their primary responsibility is to serve their fellow students, faculty and staff. SERT units are under the guidance of a SERT program director/facilitator, who should receive training as well. Remember, the function of this group is only to provide immediate first-aid and assessment information to professional medical professionals.

The schedule for Teen SERT is nine weeks, one hour per day. You will find information on curriculum materials in the Major Partners and Requires Supplies and Materials sections in this guidebook. Depending on the size of your unit, costs will vary. However, costs will need to be incurred for the curriculum as well as the necessary medical supplies and equipment to properly outfit the team. It is recommended that you determine the complete cost of the program well in advance of your actual plan of implementation and secure the necessary funding. In the Additional Resources section you will find the web-site for CERT-LA, which in addition to student testimonials and basic information, also has a link for potential grant funding for a Teen-SERT program.

Upon completion of the SERT training, large scale emergency drills are an excellent way to evaluate and demonstrate the effectiveness of your team. We have prepared two additional modules for you to use for this purpose. At the SOS website, www.learnandserveohio.org, you will find the Simulated School Bus Accident Learning Module, which was completed as a part of the Teen-SERT program, and the Mock Disaster Learning Module. Both are excellent programs in their own right.

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 were involved in the Teen-SERT: Learning Module in its initial development and implementation. Depending on your location you may need to contact other agencies in your area. Please refer to the section entitled “Additional Resources” for suggestions.

- **Teen-SERT.** The website, www.teensert.com was down during the writing of this guidebook. You can contact Haley Rich, the program developer, at:
 - Haley Rich, 858 W. Cambria Drive, Pueblo, CO 81007, (719) 647-2652, teensert1@yahoo.com.
- **American Red Cross.** From the American Red Cross web-page you can find your local chapter contact information. www.redcross.org
- **Local Emergency Management Agency**
- **State Fire Academy** (or Local Fire Department)
- **CPR instructor**
- **First Link of Columbus**
www.firstlink.org
195 N. Grant Ave.
Columbus, Ohio 43215

Instructional Supplies & Materials

The following is a list of suggested supplies for this module.

- **Teen-SERT curriculum.** Haley Rich, the founder of the program, can provide you with the curriculum and other resources. The contact information for Ms. Rich is in the preceding section.
- **CERT backpacks**
- **CPR training.** Contact you local Red Cross for CPR training in your area. SOS also has provided a separate Learning Module on CPR training as well.
- **3-ring binders**
- **Computer and projector** (for PowerPoint presentation included in the curriculum materials)
- **Moulage Kits.** There are various suppliers you can find on-line. However, you may also wish to work with your own school's theater department (refer to the School Bus Accident and Mock Disaster Learning Modules as well)
- **Medical Supplies**
- **Cameras**

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. Please refer to the Teen-SERT curriculum for information as well.

- **Health.** This is the primary place for the Teen-SERT curriculum. Numerous topics can be covered including first-aid, disaster preparedness, health effects of disasters, and many other topics can be addressed.
- **Science.** The science behind natural disasters and major weather forces. The physics principles in automotive accidents.
- **English.** Students can write essays or presentations of safety and health related topics. Additionally, student reflections and journal projects are an important part of any service-learning project.

Problems to Avoid

With the required amount of medical supplies and equipment necessary to properly outfit a Teen-SERT unit, funding is going to be your biggest challenge. Work with your school administration and Major Partners to identify any possible funding opportunities. Haley Rich, the developer of the program may also be able to suggest possible sources of funding for these supplies.

Additionally, getting faculty and administration on-board for the project may be a challenge. Use the materials in this guidebook as well as information from on-line resources listed to “make your case.” Note the possible emergency scenarios that could happen to your school. Are you in an area prone to tornadoes, flooding, blizzards? Are you located near an industrial area, with tanker trucks and/or trains carrying potentially dangerous materials nearby? Are you located near an airport or major freeway? All of these areas have the potential to have emergencies that may, even indirectly effect the students and staff at your location. Emphasize the role of the unit, administration may be nervous thinking that we are asking students to assume responsibilities that may put them in danger. Inform administration that Teen-SERT only deploys with the permission of the program coordinator and that the students in the unit will never be deployed into a situation that could put them in harms way. AS noted in the introduction, the role of Teen-SERT is to only provide basic-first aid and provide information to professional first-responders. It is not their job to place themselves in danger or attempt to provide support beyond their training. This includes such duties as keeping bystanders away, recording injuries and establishing a

triage based on those recordings. They communicate with first-responders with the information on the injuries saving important time in treatment, which is the role of the professional.

Module Implementation

The following is a general model for the implementation of the Teen-SERT Learning Module. Every implementation will have its own differences, you are encouraged to be creative and make the module your own. Consult the curriculum materials as well and make any necessary adjustments.

- Approval from administration for the module and secure 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) _____

- 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: _____

- Discuss the project with students and begin integration of the Teen-SERT curriculum.
 - 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: _____

- Upon completion of the curriculum meet with your major partners to discuss their evaluation of the program. Their input will help in future implementations.
- 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 Teen-SERT 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

If relevant to your location, you may also want to contact:

- Local/County Emergency Management Agency
- Airport Emergency Team
- Military base Emergency Response Units
- Local Emergency Room staff
- CERT LA Teen-SERT has been an avid supporter of the program and has been recommended by Haley Rich, the program developer. At the website you will find information including student testimonials. There is also a link to potential grant opportunities to fund your program. <http://www.cert-la.com/links/teensert.htm>

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: _____

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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**