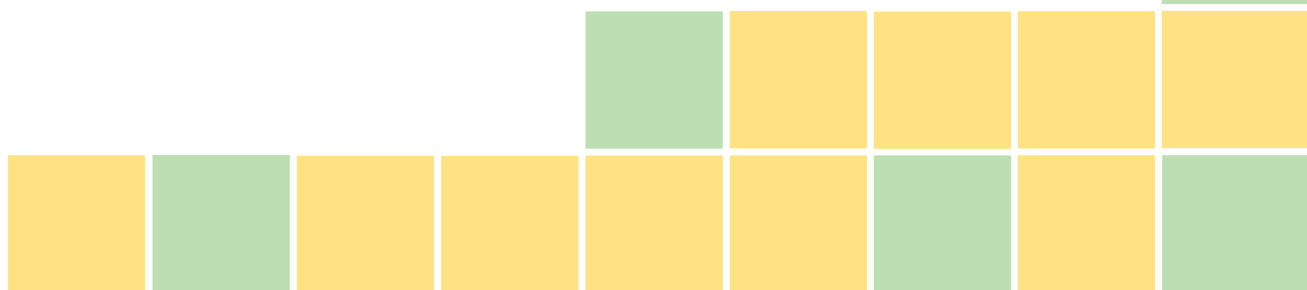
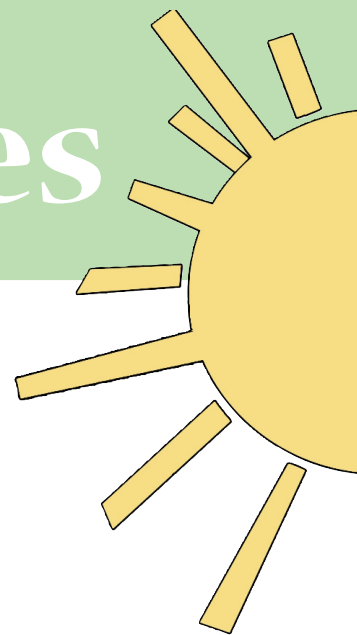


Appendices



ADDITIONAL RESOURCES

There are many free or low-cost resources available online related to hometown safety issues and creating high-quality service-learning projects. Following are some of the resources that Florida has found useful:

Homeland Security/Hometown Safety Resources:

- *Volunteer Florida*-Strengthening Florida's communities through volunteerism and service: www.volunteerflorida.org Offers an array of publications and materials on Emergency Management and other topics:
www.volunteerflorida.org/publications/pubsmain.cfm
- *State Farm Insurance*-Disaster preparedness and response: www.statefarm.com/consumer/disaster.htm
- *Federal Emergency Management Agency*-Leading the effort to prepare the nation for all hazards and effectively manage federal response and recovery efforts following any national incident: www.fema.gov. Includes the FEMA for Kids page: www.fema.gov/kids
- *Florida Division of Emergency Management SERT (State Emergency Response Team)*-Countless resources on disaster prevention, Florida hazards, hurricane recovery, and other links: www.floridadisaster.org
- *Project TAHS (Technical Assistance in Homeland Security)*-Providing many resources, promising practices, and guides for homeland security: www.projecttahs.org/
- *International Code Council*-Disaster preparedness tips for your home and family: www.iccsafe.org/safety/pdf/SafetyFirst.pdf
- *Institute for Business and Home Safety*-Aiming to reduce deaths, injuries, property damage, economic losses and human suffering caused by natural disasters: www.ibhs.org/
- *FLASH (Florida Alliance for Safe Homes)*-Strengthening homes and safeguarding families: www.flash.org
- *The Resource Center*-Offering an online homeland security newsletter: www.nationalservicerresources.org/filemanager/download/293/homeland_security.pdf
- *The Melissa Institute*-Preventing violence and promoting safer communities through education and knowledge: www.melissainstitute.org
- *Teaching Tolerance*-Dismantling bigotry and creating communities that value diversity: www.tolerance.org
- *Stop Bullying Now*-Dealing with and preventing bullying in your school and community: www.stopbullyingnow.hrsa.gov/index.asp?area=main
- *Olweus Bullying Prevention Program*-Reducing and preventing bullying problems among school children and improving peer relations at school: www.clemson.edu/olweus/
- *National Crime Prevention Council*-Enabling people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur: www.ncpc.org. Offers an array of online publications on 13 different topics: www.ncpc.org/publications/online.php

Service-Learning Resources:

- Learn and Serve America: www.learnandserve.org
- Florida Alliance for Student Service: www.fsu.edu/~fass
- Florida Learn & Serve-Linking Service Learning and the Standards: www.fsu.edu/~flserve/sl/standards.html
- National Youth Leadership Council: www.nylc.org
- National Service-Learning Clearinghouse: www.servicelearning.org
- National Service-Learning Commission: www.servicelearningcommission.org
- National Service-Learning Partnership: www.service-learningpartnership.org
- Youth Service America: www.ysa.org
- The Resource Center-Offering an Effective Practices Collection for service-learning projects, which can be searched by topic: <http://epicenter.nationalservicerresources.org/>
- ABCDbooks-Includes *The Complete Guide to Service Learning* by Cathryn Berger Kaye: www.abcdbooks.org

Partnership Publications:

- Bailis, Lawrence Neil. "Taking Service-Learning to the Next Level: Emerging Lessons from the National Community Development Program." National Society for Experiential Education. Waltham, MA: Brandeis University.
- Connors, K., and Seifer, S.D., Editors. *Partnership Perspectives*. Issue II, Volume I. San Francisco, CA: Community-Campus Partnerships for Health, 2000.
- Jacoby, Barbara and Associates. *Building Partnerships for Service-Learning*. Jossey-Bass. San Francisco, CA. 2003.

Action Planning Worksheet

SCHOOL NAME:

Column #1 Positive things about my school and community	Column #2 Negative things/challenges about my school and community	Column #3 Description of the issue I want to address

Action Planning Worksheet

SCHOOL NAME:

Column #4	Column #5	Column #6
Rephrase issue into service-learning project <hr/>	Academic subjects and classwork that could correlate to service-learning project English/Language Arts: Social Studies/History: Mathematics: Science: Languages: Art and Music: Other:	Teachers to approach <hr/>



Action Planning Worksheet

SCHOOL NAME:

Column #7	Column #8	Column #9
Possible partners	<p>Elements of service learning</p> <p>Preparation:</p> <p>Action:</p> <p>Reflection:</p> <p>Demonstration:</p>	<p>Phases of emergency management</p> <p>Mitigation & Prevention:</p> <p>Preparedness:</p> <p>Response:</p> <p>Recovery:</p>

Timeline

A timeline should include a strategic set of activities that address the issue you have chosen to improve. Where possible, you should include the primary person responsible for each task and the resources needed to implement each stage of your action plan.

SCHOOL NAME:

When? (month activity takes place)	What? (describe the activity)	Who? (the person or group responsible for the activity)	Resources (what is needed for the activity to take place?)

Budget Justification Form

School Name:

Project Name:

Project Advisors (Teachers):

Transportation:

Total transportation cost= \$

Supplies (include explanation for requested budget items if unusual):

Total for supplies= \$

Substitute Explanation (average \$60 per day):

Miscellaneous Requests:

Total:

<i>Transportation</i>	<i>Supplies</i>	<i>Subs</i>	<i>Misc.</i>	<i>Total</i>

Sources of extra funds if needed:

Cash match and in-kind donations (Describe anything donated and approximate value.)

<i>Sponsor</i>	<i>Item Description</i>	<i>Approximate Value</i>

Delegated Duties Grading Sheet: Team Leader

TEAM LEADER NAME: _____

Team leader, without your team members present, do the following:

- Write each team member's name on one space each.
- Write each team member's daily grade for each time you delegated something to that person. Use the grade scale below.
- Add the grades together and divide by the number of grades that you have. Write the average in the space provided.

TEAM MEMBER NAMES	TEAM MEMBER GRADES	AVERAGE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

A+ = 100-97 Completed timely and efficiently: Very encouraging, motivational, and supportive

A = 96-93 Completed timely and efficiently: Some encouragement, motivation and support

A- = 92-90 Completed timely and efficiently: Little encouragement, motivation and support

B+ = 89-87 Completed timely and efficiently: No whining or complaining but no support either

B = 86-83 Completed timely and efficiently: Little whining and/or complaining

B- = 82-80 Completed timely and efficiently: Some (more than a little) whining and/or complaining

C+ = 79-77 Completed one day later than assigned: Very encouraging, motivational, and supportive

C = 76-73 Completed one day later than assigned: Some encouragement, motivation, and support

C- = 72-70 Completed one day late: Little encouragement, motivation, and support

D+ = 69-67 Completed efficiently, two days late: With some support

D = 66-63 Completed efficiently, two days late: With little support

D- = 62-60 Not completed efficiently, two or more days late: With whining and complaining

F = 59-0 Two or more days late, not completed efficiently: Constant whining and/or complaining

Video/Photograph/Audio Release of Records Form

Lake County Schools

1. I, _____, as a parent or legal guardian

of _____, a student enrolled in the Lake County Schools, grant to the Lake County Schools the right to record and photograph and perpetually use his/her voice, picture, portrait and/or likeness, in and on any and all productions and/or school or school system web sites, for the Lake County Schools.

2. I understand that there will be no monetary compensation for his/her participation in any production.

3. I understand that nothing herein obligates the Lake County Schools to use his/her voice, picture, portrait, and likeness, in any production.

4. I release the Lake County Schools from any and all liability or damages resulting from the use of his/her voice, picture, portrait, or likeness, in the manner described herein.

5. I understand that the above-mentioned tapes and photographs are confidential, in accordance with Section 228.093, Florida Statutes. Accordingly, by my signature below, I expressly waive any and all privacy rights which would otherwise have been accorded to these tapes and photographs under the laws of Florida.

Signature of Parent/Legal Guardian: _____ Date: _____

Signature of Adult Student: _____ Date: _____

Signature of Witness: _____ Date: _____

Signature of Witness: _____ Date: _____

School Authority: _____ Date: _____

TWO WITNESSES TO PARENT/LEGAL GUARDIAN/ADULT STUDENT SIGNATURE OR
VERIFICATION BY SCHOOL AUTHORITY IS REQUIRED

CURRICULAR CONNECTION TABLE

COMMUNITY SAFETY

<p>ENGLISH/LANGUAGE ARTS</p> <p>Write stories or skits that feature characters being bullied or teased and the ways they deal with it</p> <p>Make a library display of books that teach about friendship</p> <p>Compare coverage of a story on a local act of violence with one about community building</p>	<p>SOCIAL STUDIES/HISTORY</p> <p>Role-play scenarios that focus on various social skills including how to make friends and stop name-calling</p> <p>Research hate crimes and the organizations that intervene</p> <p>Follow current events that demonstrate efforts by governments and grassroots organizations to resolve international turmoil; compare strategies and the results</p>	<p>LANGUAGES</p> <p>Research the symbols used for public safety in different countries</p> <p>Learn how to say words related to peace in many languages</p> <p>Make multilingual posters that promote peace and peer conflict resolution</p>
<p>THEATER, MUSIC, & VISUAL ARTS</p> <p>Create and perform skits illustrating peer mediation skills and problem solving in settings where conflicts often occur, such as in the lunchroom, on the school bus, or on the playground</p> <p>Research the origin of and perform songs from different countries about peace</p> <p>Find political cartoons that use images to comment about issues related to crime, violence, bullying, or conflict on the world stage</p>	<p>COMMUNITY SAFETY</p>	<p>MATH</p> <p>Research and create a report on local crime statistics</p> <p>Monitor the rate of discipline referrals before and after peer mediation or conflict resolution programs are instituted</p> <p>Survey students to find out how often they're teased, bullied, and pressured to conform with peers; tabulate and report statistics</p>
<p>PHYSICAL EDUCATION</p> <p>Play noncompetitive games and invent new ones</p> <p>Learn strategies for what to do in risky situations; be certain to make these age appropriate</p> <p>Mentor younger children in sports as a means of community building</p>	<p>COMPUTER</p> <p>Using the Internet, read about global events as reported by newspapers in different countries; compare findings</p> <p>Research student-created Web sites that discuss safety issues such as gun safety, peace forums, and anti-bullying campaigns</p> <p>Brainstorm ways that computers can be used for community building, i.e., setting up Listservs and sharing information about community events</p>	<p>SCIENCE</p> <p>Study about human physiological reactions when experiencing strong emotions such as anger, love, hurt, fear, and joy</p> <p>Research stories of how community building has occurred through environmental activities such as beach clean-ups, community gardens, and student-led recycling campaigns</p>

Excerpted from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye, M.A., © 2004. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 866/703-7322; www.freespirit.com. All rights reserved.

CURRICULAR CONNECTION TABLE

FAMILY IDENTIFICATION SYSTEM

<p>ENGLISH/LANGUAGE ARTS</p> <p>Students research and compile a written list of information needed within a family identification booklet, to include names, phone numbers, addresses, blood types, family disease and other important information.</p> <p><i>References:</i> FL Sunshine State Standards Strand A: Reading and Strand B: Writing; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>MATH</p> <p>Students research information regarding the number of people housed in shelters in Santa Rosa County during Hurricanes Ivan and Dennis to determine the percentages of females to males and children to adults in each shelter. They depict the information using graphs.</p> <p><i>References:</i> FL Sunshine State Standards: Strand A: Number-sense, concepts and operations; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>SCIENCE</p> <p>Students understand that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.</p> <p>Utilizing the Masters of Disasters Curriculum, teachers facilitate class discussion that includes the nature of hurricanes, their forces, their destruction and the need to prepare. From these discussions students use this scientific knowledge to solve problems by knowing the importance of documentation of family history for identification purposes.</p> <p><i>References:</i> FL Sunshine State Standards grade 6-8, Strand H: The Nature of Science; Alignment of Masters of Disaster Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>HEALTH</p> <p>Students learn and understand the necessity of keeping complete family records (blood types, and history of family diseases). They understand personal health and safety procedures while utilizing shelters during disasters.</p> <p><i>References:</i> FL Sunshine State Standards: Health Literacy Standard 2: Strand HE.A.2.3: The student knows how to analyze the validity of health information and health promoting products and services. Standard 1 Strand HE.B.2.3. Student knows the importance of assuming responsibility for personal health behaviors; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>
<p>SOCIAL STUDIES/HISTORY</p> <p>Students research information on shelter operations during the past two years, noting the importance of clear and concise documentation for identifying family members.</p> <p><i>References:</i> FL Sunshine State Standards: Time Community and Change (History) Standard 1: The student understands historical chronology and the historical perspective; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>FAMILY INVOLVEMENT</p> <p>Families come together and document information regarding family history to record significant events and significant medical information. Planning of an awards ceremony for students and teachers that have participated in the SPaRC program also takes place, and parents are invited.</p> <p><i>References:</i> National Standards for Family and Consumer Sciences Education: 6. Family: Evaluate the significance of family and its impact on the well being of individuals and society. 6.6 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families. 13: Interpersonal Relationships. Demonstrate respectful and caring relationships in the family, workplace, and community; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>LANGUAGES</p> <p>Students communicate through repetition, rephrasing, and gestures the importance of family identification documentation in order to bridge gaps in communication to diverse cultures.</p> <p><i>References:</i> FL Sunshine State Standards: Communication Standard 1: The student engages in conversation expressing feeling and emotion, and exchanges opinion. (FLA.2.3); Alignment of Masters of Disasters Curriculum; Hurricane Herald; February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>VISUAL ARTS</p> <p>Students design a cover sheet and incorporate graphics for their identification portfolios.</p> <p><i>References:</i> FL Sunshine State Standards: Visual Arts. Skills and Techniques Standard 1: The student understands and applies media, techniques and processes; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Multimedia Technology Specialist; Division of Emergency Management; Webb's Levels of Depth of Knowledge</p>

CURRICULAR CONNECTION TABLE PET EMERGENCY CHECKLIST FOR PREPAREDNESS

ENGLISH/LANGUAGE ARTS	MATH	SCIENCE	
<p>Students research the effect of misplaced animals during disasters on communities. Students compile a written list of needs for pets during emergencies. The list includes information regarding medical history, pharmaceutical needs, dietary needs, pet friendly hotels, and shelter information.</p> <p><i>References:</i> FL Sunshine State Standards Strand A: Reading and Strand B: Writing; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>Students develop a timeline of hurricanes for the current season, compare to previous seasons, and develop a graphic analysis comparing the two seasons (number of storms, category of storms, names of storms). Consequently, the students learn that scientific knowledge is subject to change as new information is found. Students compare prices of three or more pet-friendly hotels to determine the best cost per night within the closest proximity. They create a graph to plot prices and distances of pet-friendly hotels.</p> <p><i>References:</i> FL Sunshine State Standards Strand A: Number sense, concepts and operations; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>Students learn that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms. Long-term change may result in the extinction of animal and plant populations. Students understand that animals are a part of an ecosystem and that human activities may deliberately or inadvertently alter the equilibrium in ecosystems. Utilizing the Masters of Disasters Curriculum, teachers facilitate class discussion that includes the nature of hurricanes, their forces, their destruction, and the need to prepare.</p> <p><i>References:</i> FL Sunshine State Standards grade 6-8, Strand H: The Nature of Science, Strand G: How living things interact with their environment; Alignment of Masters of Disaster Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p>Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>
<p style="text-align: center;">SOCIAL STUDIES/HISTORY</p> <p>Students research information concerning pets in shelters during the past two years, research pet friendly hotels, and the importance of pets within family structures.</p> <p><i>References:</i> FL Sunshine State Standards: Time Community and Change (History) Standard 1: The student understands historical chronology and the historical perspective; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p style="text-align: center;">FAMILY INVOLVEMENT</p> <p>Students invite area seniors to provide information that will be included in the emergency checklist for pets. They also plan an awards ceremony for other students and teachers (inviting parents) to distribute the "Pet Checklist for Preparedness."</p> <p><i>References:</i> National Standards for Family and Consumer Sciences Education: 6. Family: Evaluate the significance of family and its impact on the well being of individuals and society. 6.6 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families. 8.2 Demonstrate food safety and sanitation procedures; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge; Local Veterinarians; K-9 Rescue unit; County Animal Shelter Staff</p>	<p style="text-align: center;">HEALTH</p> <p>Students become familiar with health-related problems associated with a displaced animal population during disasters/hurricanes. They learn that animals that are displaced become traumatized and have unpredictable behavior because of their displacement.</p> <p><i>References:</i> FL Sunshine State Standards: Health Literacy Standard 2 Strand HE.B.1.3: The students understand the short-term and long-term consequences of safe, risky, and harmful behaviors. Understands techniques for avoiding threatening situations; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>	<p style="text-align: center;">VISUAL ARTS</p> <p>Students design a cover sheet and incorporate graphics in "Pet Emergency Checklist for Preparedness."</p> <p><i>References:</i> FL Sunshine State Standards: Visual-Arts. Skills and Techniques Standard 1: The student understands and applies media, techniques and processes; Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>
<p style="text-align: center;">LANGUAGES</p> <p>Students communicate—through repetition, rephrasing, and gestures—the need for pet preparedness during disasters.</p> <p><i>References:</i> FL Sunshine State Standards Communication Standard 1: The student engages in conversation expressing feeling and emotion, and exchanges opinion. (FLA.2.3); Alignment of Masters of Disasters Curriculum; Hurricane Herald, February 2006 Edition; Webb's Levels of Depth of Knowledge</p>			

SAMPLE PROJECT CHART

PREVENT

PREPARE

RESPOND

RECOVER

HIGH QUALITY SERVICE LEARNING - EMERGENCY KITS

SERVICE-LEARNING COMPONENT	IMPORTANT QUESTIONS TO ASK	WHAT IT LOOKS LIKE:
PREPARATION/ PLANNING	<i>What specific learning activities, training, orientation, or needs assessment will be done before the project? Will a timeline be created?</i>	<ul style="list-style-type: none"> • Read literature related on disaster preparation • Research possible kit items • Research prices for kit items • Survey community members to decide what types of emergency kits are most useful • Discuss different distribution methods • Discuss various recipients of emergency kits (create appropriate partnerships) • Discuss appropriate time when the emergency kits should be distributed (i.e., flood kits in the spring) • Research different options for kit donations, create partnerships with local businesses
MEANINGFUL SERVICE	<i>What is the service being provided? What makes the service academically & developmentally appropriate?</i>	<ul style="list-style-type: none"> • Students create & distribute, as well as educate a specific population in the community to be better equipped in the event of an emergency • The focus of the kit can vary depending on the age of the students (first aid kits, family kits, class, or school kits, etc., and their target population)
REFLECTION	<i>What opportunities will there be for participants to review, evaluate, or analyze their feelings & learning from the project?</i>	<ul style="list-style-type: none"> • After compiling their kit contents, students can compare/contrast their kits to those from the Red Cross or on sale in local stores • Students write letter to accompany their kits • Students create power point/video/photo essay of the process from start to finish • Students present their kit creation project to others in the school and community
PARTICIPANT VOICE	<i>Will participants be given opportunities to have a voice in selecting, designing, or implementing the project?</i>	<ul style="list-style-type: none"> • Students decide: <ul style="list-style-type: none"> - kit type & kit contents - how the kits are distributed & to whom - how the materials will be purchased - how to raise money if needed or from whom to solicit donations and how • Students create promotion materials to accompany distribution of the emergency kits
GENUINE NEED	<i>What is the real, recognized, genuine need in the community?</i>	<ul style="list-style-type: none"> • Students create a needs assessment to evaluate the community needs including surveys & interviews of local community members • Students interview emergency response staff, fire and police, local policy makers
CONNECTION TO LEARNING	<i>What clear connections will be made to real skills, knowledge, or content?</i>	<ul style="list-style-type: none"> • Students write for a purpose when they create promotional or other education-related material to accompany the emergency kits, and write to emergency officials and various organizations to inquire about donations for kit materials • Students use math skills when they do cost comparison for items in the kits, calculate the cost per kit, & the total cost to create all bags • Students learn graphic design & technology skills to develop promotional materials • Students can translate any materials to reach out the bilingual community • Students employ science & health skills as they learn hazard mitigation & the human impact of disasters
DIVERSITY	<i>How will the project recognize diversity (through participants, practice & outcomes)?</i>	<ul style="list-style-type: none"> • Kits designed for those whose first language is not English (kits with universal pictures) • Students use different types of kits to meet a variety of community disasters • Kits are created for those with special needs
PARTNERSHIPS	<i>What opportunities will there be for interaction & collaboration with others in the community?</i>	<ul style="list-style-type: none"> • Students connect with local police and fire departments, local emergency management personnel, and other Volunteer Organizations Active in Disaster (VOADs) • Students participate in emergency response training from Red Cross • Students learn about donation and funding opportunities
ASSESSMENT	<i>How will student mastery of learning & service goals be measured?</i>	<ul style="list-style-type: none"> • Promotional materials are evaluated based on student and teacher generated criteria • Writing activities are assessed using district writing rubrics • Students teach recipients need and purpose for emergency kits assessed by a checklist • Understanding will be assessed through post survey
EVALUATION	<i>Will participants be involved in evaluating the project? How will you know if project goals are achieved? Community impacted?</i>	<ul style="list-style-type: none"> • Surveys are administered to determine how useful people feel the kits will be • Students follow up with recipients of emergency kits • The number of kits and demographic data about recipients is recorded & provided to local officials

Notes:

Notes: