

GUIDEBOOK

Bullying Conflict Resolution and Service Learning: A Learning Module

Amy Kren
Elyria City Schools

Matthew Dodd
Learn and Serve Ohio

**“Safety in Ohio through Service”
Learn and Serve Ohio
Ohio Department of Education**

Charlotte Jones-Ward
Director

Jennifer Dodd
Assistant Director



Contents

Introduction.....	2
What’s included in this guidebook	4
Module overview.....	5
Important information for getting started.....	7
Necessary Resources/Major Partners.....	9
Instructional Supplies & Materials.....	10
Curriculum Integration.....	11
Problems to avoid.....	12
Module Implementation.....	13
Additional resources.....	19
Handouts/fact sheets.....	21
Bully/Victim facts.....	21
Girl/girl bullying or relational bullying.....	22
Stopping Cyberbullying.....	24
Contact forms.....	26
Response form	28

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

One of the most effective teaching tools available to educators are the students themselves. Within the context of a service-learning environment students reinforce with each other the skills taught in the classroom. In this module, students provide community outreach to their younger peers on the topic of bullying. Bullying behavior often begins early in a student's school experience and can continue for years if not addressed properly. Bullying behavior can often be ascribed to prejudice, racial, religious, ethnic, ability-based, physical size or appearance. Anyone can be a victim of bullying, according to the American Academy of Child and Adolescent Psychiatry up to half of students will be bullied at some point in their school lives with 10% being victims on a regular basis.¹

This module takes students from the high school level and teaches them important information about bullying. The curriculum used in this module's original implementation addresses bullying behavior, building empathy, motivating awareness, and teaching assertiveness. Students then take this information and teach the curriculum to fifth and sixth grade students (you may alter the grade level the students are teaching to your individual needs). In teaching the material, it is reinforced in the minds of the high schools students reinforcing their awareness of the issue. In this module you will find several handouts/fact sheets that were used in the original implementation and were provided by the projects major partner.

Working with their community partner, teachers were instructed on the use of the anti-bullying curriculum. The service-learning class is then instructed on how to teach the

¹ American Academy of Child & Adolescent Psychiatry
<http://www.aacap.org/page.wv?name=Bullying§ion=Facts+for+Families>

lessons themselves and schedule programs in classrooms of younger students. Because the material is presented from high school students, elementary school students are more likely to pay attention and take the matter seriously. As you begin working on this project you will quickly realize how prevalent a problem bullying can be, and how important it is to stop it early.

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, oftentimes from the educators who created the module you are working with.

Matthew Dodd
(440) 364-1059
matthew.dodd@case.edu

Resources and Major Partners

The following is a list of suggested Major Partners for the Conflict Resolution Learning Module. Depending on your area you may have additional resources available. Please also refer to the “Additional Resources” section.

- **Conflict Resolution Center** The CRC, located in Westlake Ohio was a major partner with Elyria High School in the initial development of the Conflict Resolution and Service Learning Module. The CRC offers a number of training programs to institutions on topics related to conflict, anger, and bullying. Please see their website for contact information and setting up training sessions. Several handouts have also been included in this guidebook.
 - www.charityadvantage.com/conflictresolutioncenter/home.asp
- **Stop Bullying Now!** A program from the United States Health Resources and Services administration. This extensive website features sections for both students and educators including on-line webisodes, tip sheets, articles, PowerPoint presentations and many other resources and tools for bullying education and prevention.
 - www.stopbullyingnow.hrsa.gov

There are a number of additional resources available on the internet from a variety of sources, including government sources; these are listed in the additional resources section of this guidebook.

Instructional Supplies & Materials

The Conflict Resolution Learning Module does not require a large number of supplies. Incurred costs will largely consist of any professional training sessions you wish to set-up. There are numerous resources available on-line as well. Other than training costs, other supplies will be based on how the class wishes to present the subject to the elementary students.

- Presentation supplies (i.e. poster board, markers)
- PowerPoint projector and computer (optional)
- Student transportation to elementary school (not a supply exactly, but an important factor to keep in mind while planning the module)
- Professional Training Sessions
- Anti-bullying curriculum
 - You can purchase anti-bullying curricula and/or professional training depending on your budget. You can also pull from the various resources listed in the additional resources section to put together a custom lesson plan as well. This will depend on funding availability and time available. We have attempted to provide you with as much information as possible within this guidebook to make the process more streamlined, however, your individual institutions specific needs and level of professional training will dictate what specific tools you will need for a successful program.

Curriculum Integration

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

- English/Language Arts: Students can write reports on bullying in addition to preparing their lesson plans. An important aspect of any service-learning project is reflection. Students can be directed to keep journals as they move through the project and reflect on how their thoughts and feelings about the topic change as they become involved in the project from inception to its completion.
- Social Studies: Bullying is a social issue with links to problems later in life for those who are affected by it. Using resources in journals and on-line students can prepare essays on how bullying behavior is present in society, not just in the classroom. Suggestions include, bullying in the workplace, in world history (nation to nation), on-line bullying, peer-pressure and bullying.

Problems to Avoid

This module did not present any major problems in its development and implementation. The most important aspect is ensuring that students are comfortable teaching the material to the elementary school students. The higher their comfort level and confidence the more effective they will be in relating information to the younger students.

Make sure you avoid a transportation pitfall. Depending on your district students may have a short walk or a longer drive to the elementary school(s) in your area. Plan early and make sure everyone knows how and where to go.

Contact the appropriate staff at the elementary school early in the process. Their cooperation and involvement in the program is critical to your student's success. Meet with them early and provide follow-up information to keep them informed as to your students progress.

If you decide to enroll in professional development training from an outside resource make this decision early and secure the appropriate funding. You do not want to be partially through the planning process only to find out you can get the required funding for training. We have included in the guidebook suggested resources that can assist in putting together your own lesson plans as well. Only you can decide which option is best for you, your peers on the faculty, and your students. Work with administration to determine what solution is best for the schools in your district.

Module Implementation

The following is a general model for the implementation of the Conflict Resolution Learning Module. Every implementation will have its own differences, you are encouraged to be creative and make the module your own. Make a point to review material on bullying prior to your meeting with administration, present the facts and illustrate how such a program (and necessary funding for training and supplies) will benefit both the high school students as well as the elementary school students. Remember, bullying is a form of violence which not only causes pain for the victim, but can adversely affect the future life and potential of the bully. Early prevention can help to prevent a lifetime of bullying behavior at school and as an adult later in life.

- ❑ Prior to meeting with administration, contact the necessary agency to find out what the cost of professional training and/or curricula will be. You will need this information when you go for approval from administration.
- ❑ Approval from administration for the module and any necessary funding.
 - Project approved on _____
 - Funding approved by: _____ for \$_____
- ❑ Contact administration of middle school(s) in your district. Explain the program to them and, pending their approval at their school, schedule necessary dates for students to make presentations. Presentations may be more effective in classroom settings as opposed to large assemblies, and your students are more likely to feel comfortable (and therefore effective) in a classroom with a smaller group as well.

- Once approved by the middle school administration and faculty, contact the appropriate teachers. Answer any questions and double-check the dates for your students to present. You may wish to include a letter explaining the program to the teacher(s) that they use to communicate to parents if they wish.
 - Middle school name _____
 - Teacher _____ Grade _____
 - Presentation date _____ Time _____
 - Middle school name _____
 - Teacher _____ Grade _____
 - Presentation date _____ Time _____

- 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. If you have been approved for professional training, contact the agency you have partnered with and schedule the training at this point. Additionally, schedule any on visitors who may be coming to speak with the high school students. You may wish to contact your local police department to see if they offer any youth anti-violence/bullying presentations or materials.

- Contact: _____ Organization: _____
Phone: _____ Email: _____
Training date(s) _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

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

- Contact: _____ Confirmed: _____

- Attend professional training if part of your program.
- Upon completing the training, or before starting the program of training the high school students.
- Send home a letter explaining the project to parents. Include any necessary permission forms for students to travel to the middle school during school hours.
If you plan on having students drive themselves in groups make sure parents/guardians know that they are not using school transportation.
- With your training and materials, begin training of high school students.
- With your dates confirmed at the middle school(s), assign students to locations and classrooms. Arrange for necessary transportation (students drive themselves?,

school transportation? This will largely depend on both your location as well as individual school policy.)

- Have students write their presentations, create any presentation materials (posters, PowerPoint, etc.) practice them in-class. This aspect of the project is one of your opportunities for evaluation of the student's progress and comprehension of the material.
- Students make presentations to middle school classrooms.
- Ask the classroom teachers to evaluate your students on their presentations. Did they arrive on time? Were they serious about the material? Were they effective in presenting it to the students?
- Student discussion and evaluation of project. This is an important part of any service-learning project. Student feedback, positive or negative, improves the quality of the project for future classes. Please include any comments from students in the response form at the end of this guidebook.
- Student reflection. Students write a paper where they reflect on the project from beginning to end. This can also be a part of your evaluation of student performance.
 - Questions to help them get started include:
 - How did you feel about bullying before we started the project?
 - Do you think bullying is a big or small problem in our schools?
(This answer can provide you with valuable information and possible problems you may have been unaware of).
 - Have you ever been bullied?

- If so, how did you feel?
- Do you think our project will help to prevent bullying behavior?

Explain your reason.

- 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 Conflict Resolution Module for your particular student group and institution. They were not used in the original implementation of the module. This is only a list of places you may wish to look at for more information and/or programs. Their inclusion is not an endorsement by any of the parties involved in the SOS program. You may wish to print out information from these sources and add them your guidebook binder for future use.

- www.beatbullying.org Organization behind anti-bullying week. Offers on-line tools on the subject.
- www.antibullyingweek.org Offers resources, links, games, wristbands and other items in support of anti-bullying week.
- www.ikeepsafe.org This site deals with on-line safety and includes tools dealing with cyber-bullying.
- <http://www.kidshealth.org/parent/emotions/behavior/bullies.html> This article at kids health also has links to related articles as well as other organizations and resources you may wish to include. The article has information and questions to get students talking. Notable is the section on what to do if your child is the bully.
- <http://www.ed.gov/admins/lead/safety/training/bullying/index.html> The U.S. department of Education. This is an extensive document with lots of very useful information. There is also printer friendly option.

- Partners for Success and Innovation. Offers a number of programs on various subjects including bullying and violence... PO Box 468 Twinsburg, OH 800-841-4PSI (4774)
www.psi-solutions.org/prevention

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.



CONFLICT RESOLUTION
CENTER OF THE WEST SHORE, INC.

Working for safer communities using conflict resolution
as alternatives to violence and litigation

Bully / Victim Facts

- In nearly all of the school shootings, it was learned that the “shooters” were school outcasts; bullied and tormented children.
- Three out of four students from non-urban schools report that they have been bullied.
- Over 160,000-bullied children, purposely miss school every day in the US alone.
- Almost all bullied children feel being bullied caused social, emotional or academic problems.
- The incidences of bullying are split between boys and girls.
- Many children, especially boys tell no one they are being bullied.
- Bullying is reported as most severe in middle-schools grades, usually 5-8, with grades 2-4 next.
- Ridicule, teasing, verbal harassment and cruel jokes are the frequently reported forms of verbal and social bullying.
- At least half of teachers believe that disruptive school behaviors are getting worse.
- Each month in the US, over $\frac{1}{4}$ million students report being physically attacked in school.
- One in five middle school and high school students report avoiding rest rooms out of anxiety about safety.
- Most bullies and victims have problems later in life related to their experiences.
- Everyone, especially the children who are NOT bullies or NOT victims, play a role in allowing bullying to go on and everyone can play a role in helping reduce the problem.

Center for Youth Issues, Inc.

www.cyi-stars.org

24700 Center Ridge Rd., #6 Westlake OH (440) 808-1111; (440) 808-1112
221 W. 21st, #4 Lorain OH (440) 245-6500

Girl on Girl Bullying or What is Relational Aggression?

Relational Aggression, what is it?

- Relational Aggression – is using relationships to hurt peers. It's insidious, quieter, harder to detect
- Unlike males, females use relationships to define their identities
 - Am I popular?
 - Am I liked?
 - Am I nice?
- Like most bullying it ranges from mild to extreme
- Children in preschool through post secondary have displayed behaviors
- Causes girls to pit each other against each other instead of aligning them together during this important psychosocial development

I. Relational Aggression shows that

- Evident in all age groups
- Girls more likely to use RA w/in their friendship circles; whereas boys use it outside their friendship circles
- Girls who are RA are less empathetic
- Girls approve of RA, while boys approve of physical aggression
- Tend to think its normal or OK
- May be a strong link to delinquency, drug abuse, crime
- Higher incidence of serious mental health, depression, emotional distress
- RA linked to physical violence

II. Social Development in girls

- 6-10 yrs: judges good v. bad, looks, behaves
- 9-11 yrs: trying to please – good person; popular is very important
- 11-14 yrs: close friendships, group norms, acceptance
- 15-17 yrs: independence and development of identity is import, willingness to share and cooperate,
- 17-19 yrs: sense of independence, self reliance and more concern for others,
- All these are training grounds for relationship skills, that spill over – manipulation over both sexes
- Trust is a big issue

III. Prevent Relational Aggression

- Kids learn early how to hurt...preschool, elementary school
- Develop personal power
- Be involved but unobtrusive
- Moral guidance, sense of spirituality, kindness
 - a) be a role model
 - b) parents need to adjust their parenting as the child matures
 - c) accountability- call your kid on the behaviors that are relationally aggressive
 - d) build self-esteem, self-confidence- the lack of breeds RA; fear is an issue
 - e) teach assertive v. aggressive communication

IV. Confront RA

- Take action to squelch behaviors early on
- Problem solving and Conflict Resolution Skills- communication, safe place, safe people
- Work thru behaviors- who has the power, who makes the rules, how can this be changed, what about bystanders, how to help the victims, work thru w role plays
- Empathy can be taught – three steps
 - a) Identify others feelings,
 - b) Taking another's perspective,
 - c) Showing empathetic behavior

V. Parent Issues

- Cool down
- Don't solve the problem....gives message that they aren't capable
- What do you do?
 - a) understand that w/ girls, typically they have been in one or more of the roles – bystander, aggressor, victim
 - b) non judgmental, get the facts
 - c) active listening...be there for them
 - d) give support and love
 - e) resolve your own issues
- If it becomes extreme, must step in
 - a) approach school, teacher, counselor [nonadversarial approach]
 - b) start a group, get support,
 1. enlist help of others, know when to get professional help
 2. is she suffering? Is it extended?
- Change the Relational Aggression way of life
 - a) discuss alternatives, establish boundaries
 - b) reward kindness, build self-confidence, give support
 - c) help express in writing, art, physical or other activities

Stop the Cyberbullying! What Parents Can Do...

Step 1. Save the Evidence (but don't let your child keep looking at it). Don't trash or erase the email or text message. Save the chat or IM session, download all web pages.

Step 2. Identify the Cyberbully (if you can). This could take some detective work. Remember that a cyberbully may impersonate someone else. You may not need to know who the cyberbully is to take some actions to get the cyberbullying to stop.

- Ask your ISP or contact a company that traces the identity of people online.
- If you can demonstrate that another student may be involved, the district technology director may be able to find evidence.
- An Attorney can help to identify the cyberbully.
- If a crime has occurred, the police can identify the cyberbully.

Step 3. Disable old addresses, names, passwords

Enable "Block", "Ignore", "Ban" feature

Install Monitoring/Filtering Programs such as:

- **SpectorSoft**
- **eBlaster**
- **NetNanny**
- **SpyAgent**
- **SoftProbe**
- **ActivityLogger**

Step 4. Inform your local police or visit CyberLawenforcement.org. For other tips visit www.isafe.org

Possible Actions to Stop Cyberbullying

- **Tell the cyberbully to stop**
 - Your child can send the cyberbully a non-emotional, assertive message telling the cyberbully to stop.
- **Ignore the cyberbully** – Help your child...
 - Block or filter all further communications through his or her email and IM contact list
 - Avoid going to the site or group where he or she has been attacked
 - Change your child's email address, account, username, or phone number.
- **File a Complaint** – Cyberbullying is a violation of the "Terms of Use" of most web sites, ISPs, and cell phone companies. File a complaint by providing the harmful messages or a link to the harmful material and ask that the account be terminated and any harmful material removed.

- **Here are the steps:**
 - If the cyberbully is using email, contact the ISP of the cyberbully (you can determine the ISP from the email address), contact the company at <support@<ISP> or look on the ISP's site for a "Contact Us" email address.
 - If the material appears on a third-party web site (e.g. <http://www.webhostname.com/~kid'sname.html>) go to site's home page, file a complaint through the "Contact Us" email address.
 - If the material is on a web site with its own domain name (e.g.<http://www.xyzkid.com), go to Whois (http://www.whois.net) to find the owner of the site and the host company. Go to the host company's web site and file a complaint through the "Contact Us" email address.
 - If the cyberbully is using a cell phone, trace the number and contact the phone company.

Contact Your School Counselor, Principal, or Resource Officer

Your school can't discipline a student for totally off-campus actions because of free speech protections. But off-campus cyberbullying can provide reasonable suspicion of wrong behavior, which could give the school the right to search the student's Internet use records. If the school finds use of the district Internet system to cyberbully, it can discipline the student. If the cyberbully is also bullying your child at school, the school can intervene. Your school counselor or resource officer can contact the parents of the cyberbully to ask the cyberbullying to stop.

Contact the Cyberbully's Parent

The cyberbully's parents may be totally unaware, concerned to find that their child has engaged in this kind of activity, and get the cyberbullying to stop Or they could be very defensive. Avoid direct contact. Send the cyberbully's parents a letter that includes the downloaded material and requests that the cyberbullying stop and all harmful material be removed.

Contact an Attorney or File a Small Claims Action

An attorney can send a letter to the cyberbully's parents demanding that the cyberbullying stop. An attorney can also help file a lawsuit or help you file a small claims action against the cyberbully's parents for financial damages (money because your child has been harmed) and a requirement that the cyberbullying stop.

Contact the Police

If the cyberbullying appears to be a crime, contact the police. Cyberbullying that involves threats of violence, coercion, obscene or harassing text message, harassment or stalking, hate or bias crimes, creating or sending sexually explicit pictures sexual exploitation, or taking a picture of someone in private place.

Be Aware of the Places Where Kids Go Online...

MySpace.com, Blurty.com, Bloglines.com, Xanga.com, Live Journal.com, DeadJournal.com, Diaryland.com, Newsisfree.com, StudentCenter.org, Bolt.com, HotorNot.com, Alloy.com, eCrush.com

Resources from Safe and Responsible Internet Use, An Educator's Guide to Cyberbullying and Cyberthreats

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: _____

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: _____

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