

GUIDEBOOK

Right to Read: A Learning Module

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

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Introduction

With collaboration between Learn and Serve Ohio, Ohio Community Service Council, and Ohio Campus Compact, the Ohio Department of Education was one of ten states to receive funds in 2004 to implement a Learn and Serve America Homeland Security Grant. This two-year grant addressed homeland security, or hometown safety, concerns through the active participation of youth engaged in service-learning that meets community needs while developing students' academic and civic skills. Ohio is also utilizing students as an important resource in planning for and responding to the health, safety and security concerns in Ohio's communities.

Ohio's program, *Safety in Ohio through Service* (SOS) built upon 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

Homeland Security and Hometown Safety encompass many aspects of our daily lives. The topic allows for integration within the classroom while at the same time reinforcing important educational goals. This module focuses on reading, centered on the Right to Read week. Students read on topics related to Homeland Security and safety, write papers and create presentations. In conjunction with these projects, speakers are invited to come to the classroom and share their knowledge and experiences. In addition to language arts, this project can also be linked into vocational subject areas as well. The project comes to a close with a evening event at the end of the week. This adds an additional incentive and level of excitement to the project.

This module should be easy to implement; local fire, police, and other emergency agencies are more than willing to speak to students and can help to raise the level of interest among students. Additionally, this type of project can be implemented across a range of grade levels.

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, 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 Right to Read Module. Depending on your area you may have additional resources available. Please also refer to the “Additional Resources” section.

- Local Fire Department
- Local Police Department
- Local EMS/EMT

Instructional Supplies & Materials

The Right to Read Learning Module does not require a large number of supplies.

Your partners may have materials for your group to use.

- Books on safety related topics
- Thank you notes/gifts
- Food for celebration evening
- Recognition Certificates
- Presentation materials

Curriculum Integration

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

- Career arts/vocational: Presentations/papers can include topics such as careers involved in community safety.
- English/language arts: Students prepare presentations and papers discussing the materials they have read during the week. Students can also write a reflection paper on how their views were effected because of the project.
- Social sciences: You can have a discussion on the concept of the Right to Read week. Discuss the importance of literacy and how levels of literacy vary around the world.

Module Implementation

The following is a general model for the implementation of the Right to Read 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) _____

- Set a date for the Right to Read week and Celebration. It is important to do this in advance to avoid conflicts on the school calendar.

Week of: _____ Celebration date and time: _____

- Contact selected outside resources. The resources listed may be able to provide you with materials for your class. Schedule classroom speakers from various agencies in your community. At this time also schedule any presenters for the week ending celebration dinner. Successful collaboration with outside partners is an important factor for the successful implementation of this project.

- Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

- Make arrangements for food and refreshments served at the evening celebration.
- Send out invitations to speakers, parents, community leaders, faculty, and staff.
- Contact any outside guests and reconfirm dates and times well in advance of the scheduled date. Also confirm speakers for the celebration dinner.

- Contact: _____ Confirmed: _____
- Contact: _____ Confirmed: _____
- Contact: _____ Confirmed: _____
- Contact: _____ Confirmed: _____

- Create and print Recognition Certificates for students involved in the project.
These will be handed out during the Celebration Dinner evening event at the end of the week.
- Right to Read Week begins.
 - Students choose materials to read and research.
 - Guest speakers come to classroom.
 - Student papers and presentations.
- Celebration Dinner
 - Guest speaker
 - Presentations (ask if any students want to give their presentation during the dinner, you can also develop a class-wide presentation, short play, or other activities).
 - Awarding of Recognition Certificates. You may want to ask if your guest speaker would like to help in giving these to the students. This is a great way to foster relationships between students and these professionals.
 - Dinner
- Student discussion and evaluation/reflection of 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 Right to Read Week 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.

- American Red Cross (you may wish to include the Red Cross in your list of presenters as well. www.redcross.org)
- National Institute for Literacy www.nifl.gov

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: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

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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.

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