

SEEDING THE  
COMMUNITY  
WITH  
LITERACY\*

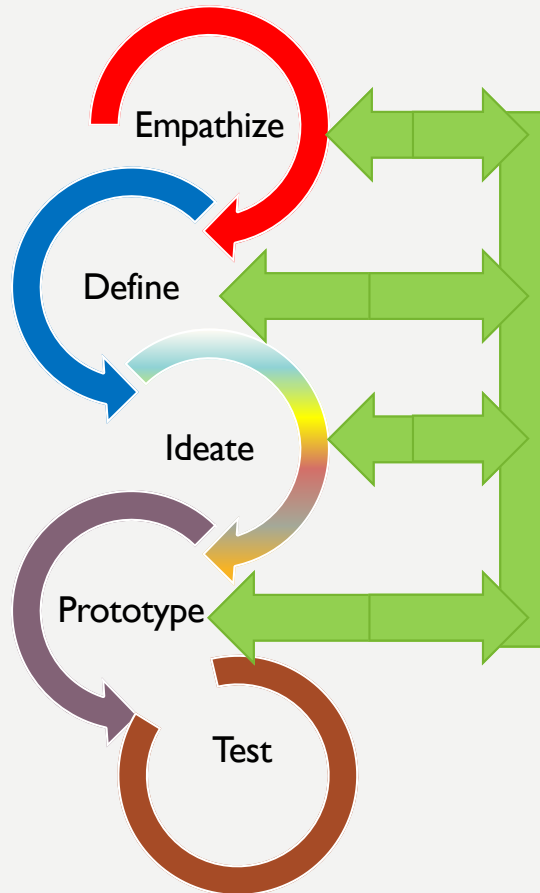
**\* USING LITTLE FREE  
LIBRARIES TO TEACH  
CONSTRUCTION SKILLS**

**ADD YOUR NAME HERE**

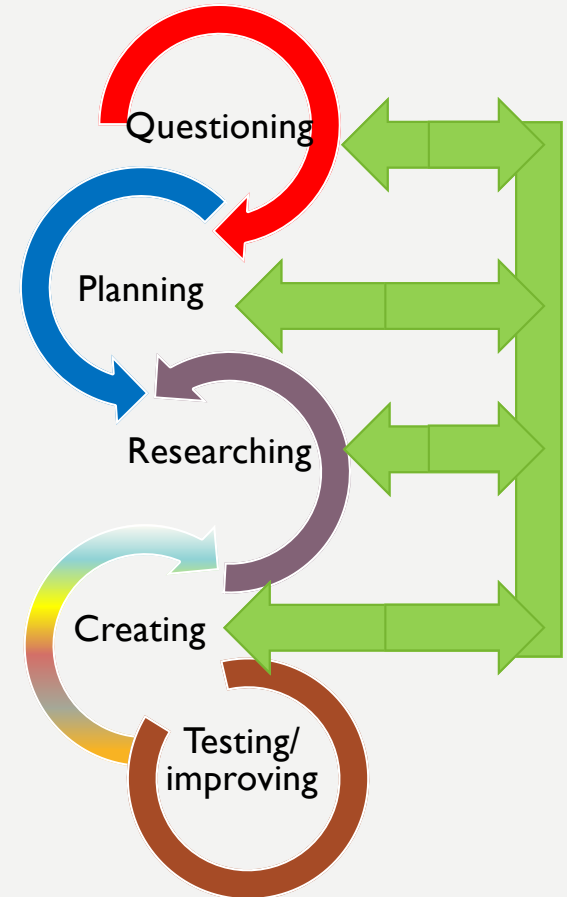
# I'M EXCITED TO BE YOUR TEACHER!

- Using project based learning in conjunction with design thinking and service learning to motivate students to learn complex hands on skills.

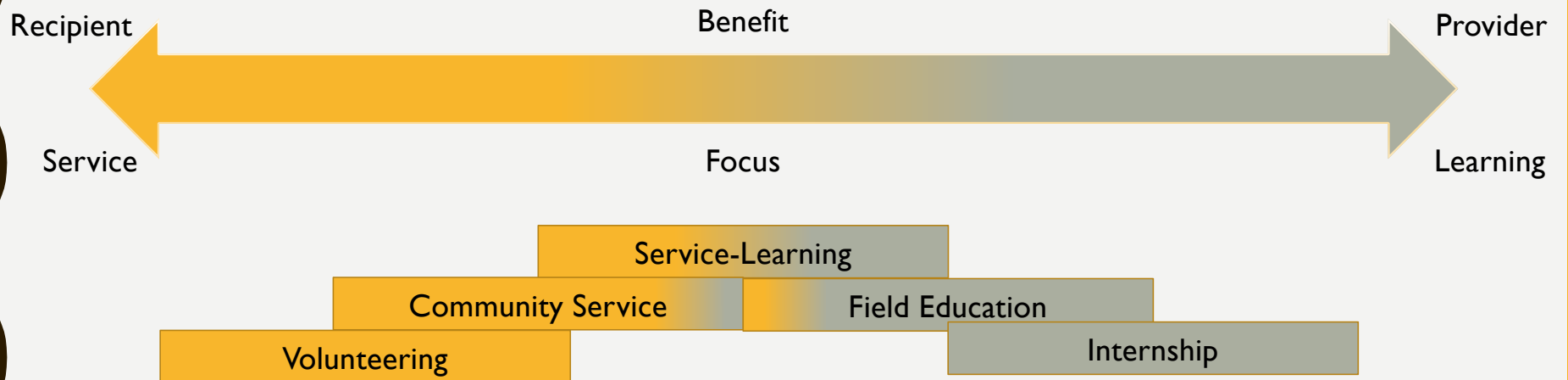
# DESIGN THINKING



# PBL



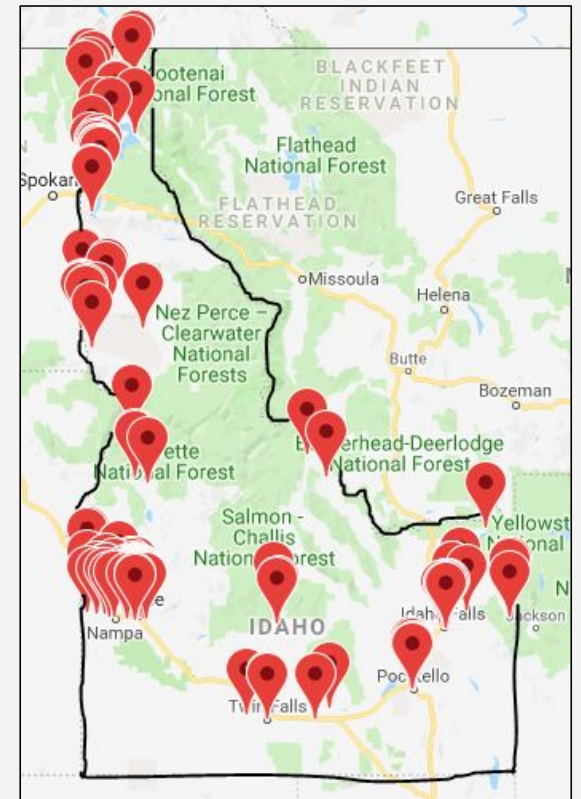
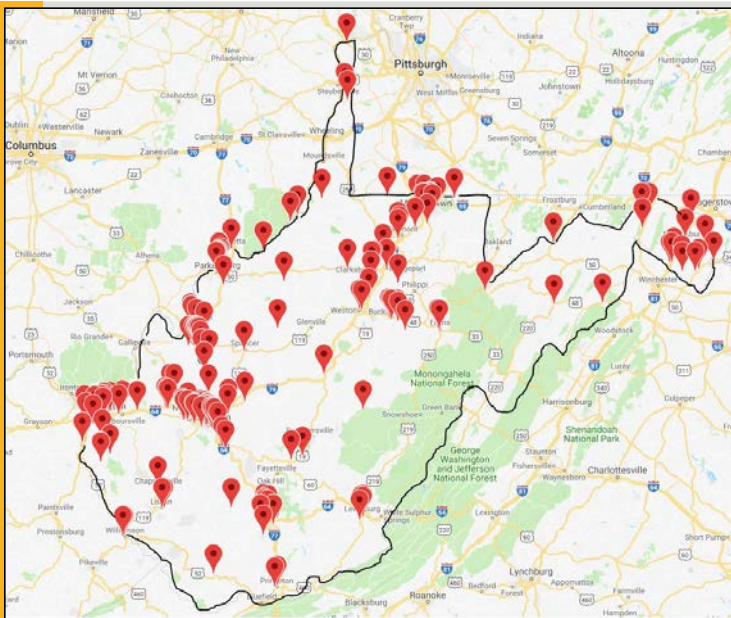
# SERVICE LEARNING



Furco, A. (1996). *Service-learning: A balanced approach to experiential education*. In Corporation for National Service (Ed.), *Expanding Boundaries: Serving and Learning* (pp. 2-6). Columbia, MD: Cooperative Education Association.

# LITTLE FREE LIBRARIES

- Academically, children growing up in homes without books are on average **three years behind** children in homes with lots of books, even when controlled for other key factors. (M.D.R Evans et al, *Research in Social Stratification and Mobility*, June 2010)
- One of the most successful ways to improve the reading achievement of children is to increase their access to books, especially at home. But [61% of low-income families](#) do not have any age-appropriate books for their kids at home.
- Researchers have highlighted the importance of connecting in and out of class reading practices to bridge the gap of educational context.



- There are > 80,000 “registered LFL’s in 91 countries

<https://littlefreelibrary.secure.force.com/mapPage>










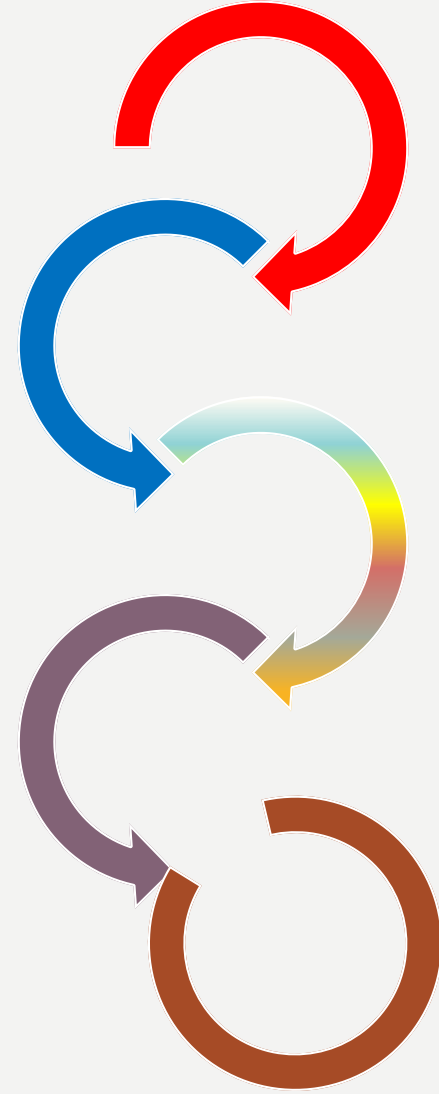
## Requirements:

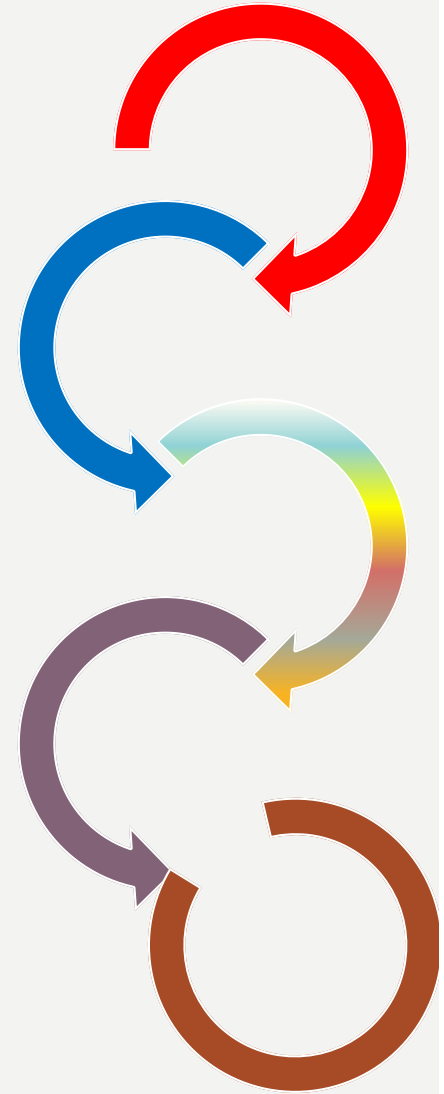
- Must be able to hold books.
  - Must be unique.
  - Must be visible from a distance.
  - Must be a minimum of 3.5 cubic feet of interior volume.
  - Must have at least one shelf, permanently attached.
  - Must have a door with a window in the door.
  - Door must use metal hinges and a hasp.
  - Must have a pitched roof.
  - Roof must have at least 4” of overhang to protect the door.
  - Must be painted or made of materials that do not rot.
  - Must fit into the community or location its being placed.
- 

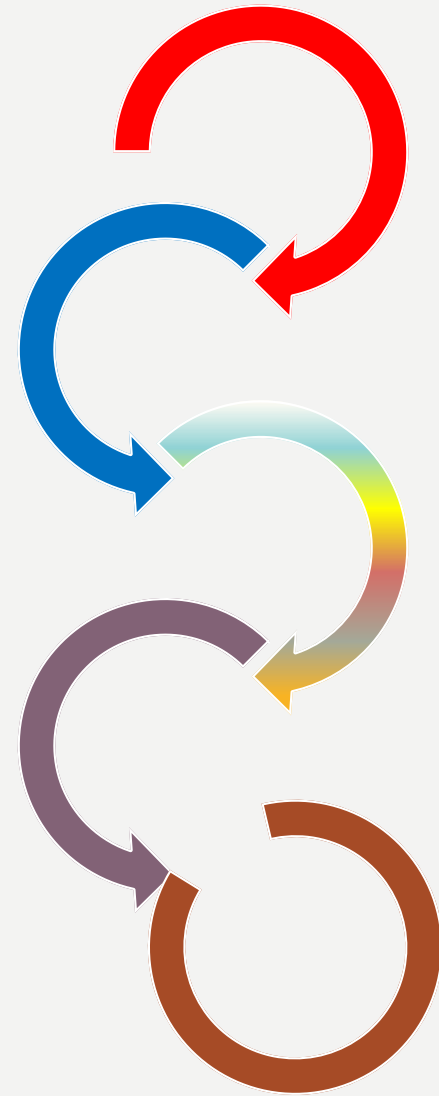
Turn in:

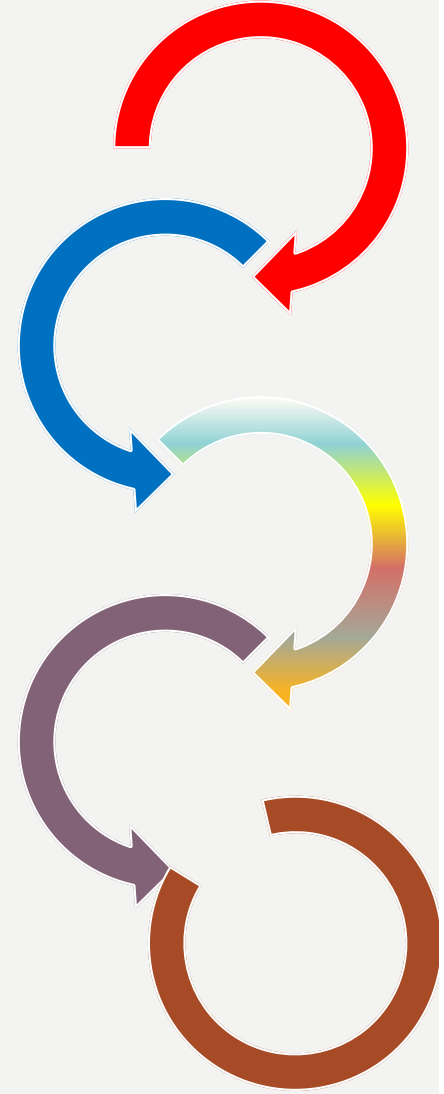
- Plans containing at least three pertinent views of your “little free library”
- A bill of materials for your “little free library”
- A cut list for your “little free library”
- A color drawing of your “little free library”

Be creative, be unique, if you want to do something different let me know. The goal of this project is that you go through the entire system of designing, planning, and building a project that will be used and seen by a large number of people. Your name will be on this project...kids will learn because of what you are doing RIGHT NOW.













# SKILL DEVELOPMENT

- “Overall this project taught me a lot, I was still a little iffy about using power tools. But now I feel much more confident with using power tools to complete projects.”
- “It also showed me just how much your attitude had to do with your work quality. I also learned more about teamwork and working together.”
- “I learned about angles and how to do pocket screws why angles are so important and thinking outside of the box literally to create a little free library that wasn’t just your boring box we made it into something fun for the future children who will get to benefit from it.”
- Throughout this project I had the chance to become more comfortable with the shop and tools. In high school my plan was not to teach ag, so I never spent much extra time in the shop. Because I wasn’t very comfortable with what I was doing, I found myself making mistakes when it came to shop safety. I feel that I improved with that issue throughout the project
- We also choose to create two doors with the plexiglass instead of one so the users of the little free library can better access the books. We had a hard time doing the plexiglass for the garden cutting the plexiglass was much harder than anticipated, there’s also lots of sharp edges but with the plexiglass. With our double door it cracked as we were trying to trim it down, so we had to create a frame.
- I learned how to do things I thought I was afraid or unable to do. This project really gave me a boost of confidence. Not only did it impact me, but it will continue to influence people throughout the community for years to come.

# GIVING BACK/MOTIVATION

- “I really like the idea of the project overall to play that something we can give back to the community, many of us are only in Morgantown for a short time and several of the WVU students our known for wreaking havoc on the town this is something we can give to the town that will benefit the youth and help with reading seeing how West Virginia is somewhat behind on the education curve.”
- I am very excited to show the LFL to the students at Walton Elementary Middle school. They love reading and have a very strong title one reading program. They also love to celebrate and use Dr. Seuss, so this is a great fit. This being in a low income part of the county will also be helpful for students and the community.
- While doing this project I also thought about the effect it would have on the community. I became interested and started doing some research. I found out that one in five adults within the country cannot read above a fourth-grade level. This is crazy to me, but what is even worse is that twenty percent of West Virginians that can't read struggle with low literacy because of lack of resources in some of the state's rural areas. With this project we can distribute books throughout the state, so these individuals don't have to worry anymore.

- Some of the most important things being patience and understanding. There were a lot of times that he could have flipped out on us or gotten annoyed. He let us figure our own stuff out and was there when we needed assistance. My group got in a hurry at first and was so concerned with getting stuff done that we made mistakes. Most teachers would have been aggravated and yelled about the situation. We just fixed the issue and he gave us his insight on the problem. Through this problem I also learned a lot about myself.
- My issue is that I would see the problems and I say something, but my team members would brush me off. Instead of speaking up again I felt like it was better to just leave the situation alone and let them see it. I have very bad self-confidence issues and that shows. I quickly learned after discussions with professors that I can't do that anymore. This project was very beneficial to me as a person. I realized I am just as capable to do the things that everyone else does. I need to realize this to be an effective educator because I can't make others believe in themselves when I don't believe in myself.

