You have made an exciting decision to become a book reader at Haycox School in Oxnard! In past semesters, students have reported having outstanding experiences. Following is a delightful report from a previous student after her first visit to Haycox School: I hope you will find your visit(s) there as gratifying as she did:

“I wanted to let you know what a wonderful time I had today at Haycox. The children there are so heartwarming! The teachers and other staff members are very helpful and genuinely caring. I have worked with children for the past five years and have met amazing kids, but these children really stood out to me. I cannot wait until my next visit. This is such a great opportunity and am truly happy to be apart of it.”

At the end of the semester on Play Day the children of Haycox School will participate in the culmination of their experiences with the books you have read to them. On Play Day, (check website for date and time), the students from the Dynamics of Play class will implement play environments to stimulate play based on the books selected for this semester. Your participation as a reader is critical to the success of Play Day and to the literacy development of the children.

The following pages contain important information for you and provide the guidelines and forms to be returned for your community service. Please do not hesitate to contact me if you have any questions.

Most of all, enjoy yourself and enjoy the books, the children, and the suspension of reality!

Dr. Philibosian
Professor
818-677-4723/3202
Redwood Hall 262
Email: dianne.philibosian@csun.edu
You may arrange your own dates and times for your readings at the school. You must arrange your own transportation to Haycox School. For each session of reading you will be selecting some books from the list of books for this semester and “rehearsing” the books you will be reading.

Please return this form to Dr. Philibosian

Name: ______________________________
Phone: ______________________________
Email:_____________________________

WebCT ID ______________________

Haycox School Readers

Guidelines and Directions for your Community Service:
1. Select dates and times you would like to read.
2. Prepare selected Play Day books for reading by reviewing the article “The Art Storytelling” in this document.
3. Sign-in at the Haycox School Office each time you report for your scheduled time.
4. Dress and conduct yourself professionally at all times on the Haycox School campus.
5. ENJOY THE CHILDREN AND THE BOOKS!

Important Information

By the fourth week of the semester, you will receive a confirmation of your requested schedule of your dates and times for your reading(s). Please find the list of books that you will be reading to the children at a webCT website (you will receive directions for accessing it through email after you turn in your form.) Haycox School must provide confirmation of
the schedule so your visits will not begin until the 6th week of the semester.

Directions to the school are attached and also located at the WebCT website. Please plan to arrive a few minutes early to sign-in at the office. Christina Ortega is the office coordinator and the principal is Jan Lee. The books will be available in the office. If you are scheduled at the same time as someone else, please take only the books you will be reading. Please be sure to return the books to the office after you have finished. (Note: at times the teachers may not be able to accommodate reading for the full time you are at the school and may request that you work with the children in other ways. Please be flexible and know that the teachers are committed to providing a good experience for you while meeting the required needs of their classroom.)

It is essential that you conduct yourself in a professional manner at all times while on the school campus and dress appropriately.

**Preparing the books for reading:** After you access the book list for the readings, go to the public library to review the books and select 4-5 books you would like to prepare for reading. Follow the guidelines in the attached article “The Art of Storytelling” to rehearse for your readings.

**Waiver and auto insurance forms:** These will be available at the WebCT website and are attached. These must be filled out and returned to me before your first scheduled reading. You can slip them under my office door in Redwood Hall 262 or send them in the U.S. mail. Email is not acceptable since I must have your signature. **NOTE: YOU MUST ATTACH YOUR PROOF OF INSURANCE.**
How many times have you heard a child say, "Tell me a story," and you made up a story to tell? How many times have you returned home from a busy day of work to tell family members about your day? How many times have you listened to friends tell you about interesting or frightening events they have experienced? These are all storytelling experiences in our daily lives. Words and language woven together with emotions expressed through voice, eyes, hands and the whole body to create an image are stories. We all tell countless stories everyday.

The art of storytelling captures the essence of the techniques we use in telling our everyday stories and extends those techniques to stimulate the imaginations of our listeners. Enhanced descriptions of the setting and the characters make the story come to life. As a storyteller, you extend your own personality through your unique style of relating the story. As a storyteller, you weave an invisible magic web of communication with your audience upon which the story travels.

The literature of primitive humanity-myths, legends, fables, folk tales-evolved to explain and help humans understand the experiences around them. Stories and literature provide that same function for us today. When applied in settings with children, storytelling becomes a powerful educational tool. This paper explores the reasons we tell stories to children, how to select stories for telling, and mostly, how to prepare to tell stories to children.

**Why tell stories to children?**

We tell stories to children for many reasons. Children develop language and vocabulary from listening to stories. They learn to cope with powerful emotions. The world becomes easier to understand through stories. Stories stimulate the imagination and creativity. And finally, stories provide enjoyment—an aspect of education too often overlooked.

Stories rich in language and vocabulary provide children with an opportunity to use that language in meaningful ways. The storyteller introduces unfamiliar words to children through vivid expression and the context of the story. The listeners will often repeat the words and phrases as they re-tell the stories.
themselves and as they act out the stories they have heard. Descriptive adjectives and verbs of dramatic action become integrated into the children’s daily language through stories.

Stories help children cope with the world and understand themselves. Often the world external to the child can be a frightening and powerful place. Through stories, children can experience situations and characters which make that world seem less threatening in a fanciful context. They can experience emotions and feel needs satisfied through a vicarious relationship with the people and animals in the stories.

Whether depicted in picture storybooks or in the oral tradition, literature creates fantasies for children and assists in developing imagination. In picture storybooks, images from the illustrations stimulate children to enter another world through visual and mental pictures. In stories that are shared orally without a book, the text provides for verbally stimulated images. Both the heightened visual and verbal stimulation gives children opportunities to leave the reality of the present and gain entrance to the realm of creative fantasy. As children place themselves inside the characters of the story, they can feel, touch and see all the things the character experiences. Through what seems a simple act of imagining, children engage and develop very complex creative processes.

Finally, children experience the pure joy of stories. They enter a world rich with fantasies that they can control through their own mental powers. Through literature, children experience such a deep and satisfying pleasure that they often say, “Please tell the story again!” It is a happy time of sharing for children and adults together.
Selecting Stories for Telling

Whether selecting a picture storybook to read or a folk tale to tell, consider the following list of questions to ask yourself:

About the story:
Is the story appropriate for the developmental level of the children?
Will they understand the story?
Will children like the story?
Do I like the story?
Does the story give me intellectual or aesthetic pleasure?

About the setting:
Can I visualize the setting?
Does it seem to be a real place?
Can I describe the texture of the details I see in the setting?

About the characters:
Do the characters seem real to me?
Can I describe the characters in detail-what they wear, where they live, how they talk?
Do they seem to be alive and dynamic?
Can I visualize the characters in the setting?

About the plot and theme:
Am I comfortable with the theme of the story?
Does the plot move with anticipation and suspense?
Is the ending satisfying to me?

It takes a considerable amount of reading and thought in selecting good stories to tell or read aloud. Use these questions as guidelines as you choose your favorite stories to share with children. In the end, it is a very personal choice for you to select the story with which you can weave your invisible magic web with the audience.
Preparing Stories for Telling

Once you appreciate the value of telling stories to children, and have selected an appropriate story to share, it is time to prepare the story for telling. Use the following steps to make your story come alive:

1. Read the story aloud. Read it several times and become familiar with the flow of the story.

2. Find the major patterns of action in the story. The exposition, the problem, the rising action, the climax, the falling action, and the conclusion give form to the story. Think of each part of the story and outline the sequence according to these categories.

3. Imagine the setting for the story. Carefully analyze each scene and paint the detail in your mind. Place yourself in the setting and look around. Describe what you see. If, for example, you see a forest, what kinds of trees are in the forest? Describe the texture of the leaves and bark. What colors do you see? Look down at the ground. What are you standing on? Look up: what do you see? Are there birds, insects or other animals in the forest? What do they look like? What sounds do you hear? Is the wind blowing? Is it warm or cold? Is it wet or dry? How does the environment make your skin feel?

4. Pretend to become the characters in the story. What do they look like? How do they move? How old are they? What are they wearing? How do they sound when they talk? What are their personality traits? Do they have any unusual features or mannerisms?

Often stories have talking animal characters. Give the talking animal character a human presence. Imagine a person you know as the animal character. If, for example, there is an elegant and regal eagle in the story think of someone you know who is very majestic. How does that person talk? How does that person use her or his hands? How does the person move her or his head? How does he or she walk? Merge the characteristics of that person with the eagle in your story and pretend to become the eagle. Use this technique to analyze, develop and bring to life each of the characters in the story.
5. Explore the language of the story. What are the words and phrases you want to emphasize? Are there repetitive phrases? How will you say them each time they are repeated? Are there words that should be drawn out very slowly or some which should be said very fast? Should you say some words very softly or is it important to be loud? As you speak each descriptive word, imagine it with all your senses. Experiment by saying the same phrases in different ways.

6. Practice telling the story using your whole body. Take time to involve yourself personally and completely with the story. Use your voice with a full range of expression. Think of the pitch, inflection, diction, volume, phrasing and rate. Use appropriate head, hand and body gestures and pantomime that cause involvement. Use your face with your eyes, mouth and eye contact to fully express each part of the story and each character. Share your full enthusiasm with the listeners.

7. Develop your own style. Practice these techniques over and over again until you feel completely comfortable and confident with your interpretation of the story. Storytelling is sharing your personality with your audience.

So, weave the invisible web of the story about you and draw the children into the magic of words, images and thoughts from places that exist in fantasy. Share the joy together, for, most certainly, storytelling is a truly enchanting and joyful experience.
Haycox School Directions

Haycox School
5400 Perkins Road
Oxnard, CA 93033
Phone: (805) 488-3578
Fax: (805) 488-2459

From the San Fernando Valley:
➢ 101 North towards Ventura

➢ Exit Rose
➢ Turn (left/south)

➢ Continue on Rose to Pleasant Valley Road (about 4.5 miles)
➢ Turn right

➢ Continue on Pleasant Valley Road to Perkins Road (about 1.3 miles) (note: after Saviers-look for Perkins) Perkins is the 2nd light after Saviers

➢ Turn left on Perkins Road (there is a stop light)
➢ Continue two blocks to the school

➢ Report to the office for your assignment to teachers. The books are in a basket in the office. Do not take the whole basket, only the book(s) you are reading, since others may be coming in to read at the same time as you.

School contacts:
Jan Lee, Principal
Christina Ortega, Administrative Assistant
Office of EHS & Risk

Academic Field Trip for Haycox School Readers

Informed Consent Waiver & Hold Harmless Agreement

The undersigned hereby requests acceptance to participate in the CSU, Northridge, Department of Recreation and Tourism Management

Describe Activity: **Haycox School Reading** hereinafter referred to as “activity”, that begins on (LIST ALL YOUR REQUESTED DATES) ___________________________ and ends on (LIST ALL YOUR REQUESTED DATES) ___________________________.

In consideration of my participating in the activity, I hereby waive all claims of action against the State of California; the Trustees of the California State University; California State University, Northridge, its auxiliary organizations, and their officers, directors, employees, and agents, all of which are collectively hereinafter referred to as the “State,” arising out of my participation in the activity and hereby release, hold harmless, and discharge the State from all liability in connection therewith.

Knowing, understanding, and fully appreciating all possible risk, I hereby expressly, voluntarily, and willingly assume all risk and dangers associated with my participation in this activity. These risks could result in damage to property, personal and/or bodily injury or death.

In addition, I have been advised to obtain personal medical coverage either through the University Student Health Center or a medical insurance carrier of my choosing. Furthermore, I agree to use my personal medical insurance as the primary medical coverage payment if accident of injury occurs.

I have read this waiver and release and understand the terms used in it and their legal significance. This waiver and release is freely and voluntarily given with the understanding that right to legal recourse against the State is knowingly given up in return for allowing my participation in the activity.

My signature on this document is intended to bind not only myself but also my successors, heirs, representatives, administrators, and assigns.

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Office of EHS & Risk

Student Authorization to Operate Privately Owned Vehicle for Haycox School Readers

NAME: ___________________________ Student ID: ___________________________

Last    First    MI

Course/Organization: RTM Department    Program/ Activity: HAYCOX SCHOOL READINGS

Destination: HAYCOX SCHOOL, 5400 PERKINS ROAD, OXNARD, CA

(Location of Activity)

Departure Date & Time: (List all requested dates and times)

Return Date & Time: (List all requested dates and times)

Drivers License #: ___________________________ State: _______ Expiration Date: _______

Vehicle License#: ___________________________ Make: ___________ Model: ___________

Name of Vehicle's Registered Owner: ___________________________

Insurance Provider: ___________________________ Policy #: ___________________________

Passengers traveling in vehicle:

1. ___________________________ 2. ___________________________

3. ___________________________ 4. ___________________________

I. Certification

I hereby certify that, whenever I drive a privately owned vehicle to or from a University-affiliated event, I will have a valid driver's license in my possession, all persons in the vehicle will wear safety belts, and the vehicles shall always be:

1. Covered by liability insurance for the minimum amount prescribed by State Law ($15,000 for personal injury to, or death of one person; $30,000 for injury to, or death of, two or more persons in one accident; $5,000 property damage).

2. Equipped with safety belts in operation conditions

3. To the best of my knowledge, the vehicle is in safe mechanical condition as required by law and adequate for the work to be performed.

I further certify that I have no outstanding traffic warrants.

I further certify that while using a privately owned vehicle on University-affiliated business, I will report all accidents to CSUN's Office of Insurance & Risk Management (677-2079) and form Std. 270 will be completed and filed within 48 hours of the accident.

I understand that in the case of an accident my personal vehicle insurance will be the primary coverage.

II. Professor Approval

Proof of insurance has been verified and use of a privately owned vehicle on State business is approved.

Dr. Dianne Philibosian, Professor ___________________________ Date ___________________________