ARTS & CRAFTS | PASSIVE

TRAVEL ADVENTURE MEMORY BOARDS

AGES

Tweens 9–12
Teens 13–18
Adults

PROGRAM DESCRIPTION

Participants make a board that holds rotating pictures, postcards, and other memories from their adventures. This craft can be adapted for tweens and above, and made to fit any theme. Also works for take-and-make kits. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Foam core sheets
- Fabric
- Ribbon or flat elastic
- Sewing pins or hot glue
- Push pins or map pins
- List of instructions for take-and-make kits (optional)

Preparation:

- Precut fabric pieces a few inches larger than the foam core sheets.

Assembly:

- Pull the fabric tight over the foam core using steel sewing pins.
- Cut the ribbon or flat elastic into different lengths by measuring across the board diagonally.
- Place each ribbon on the board diagonally, securing it with steel pins on the edges of the foam core.
- Place map pins, push pins, or decorative pins at each section where the ribbon or elastic meets.

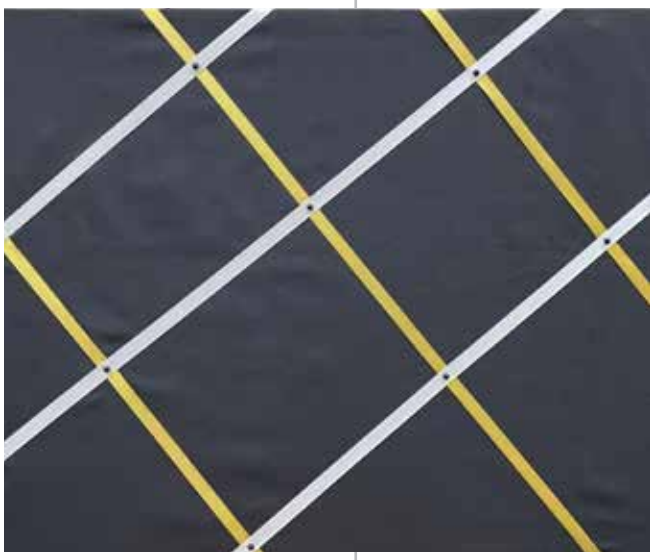


Image source: Brandi Burton from East Baton Rouge Parish Library System in Baton Rouge, LA

TIP:

For a vision-board program, provide magazines for people to cut out pictures.

TIP:

Provide different fabrics for participants to choose from.

TIP:

For more take-and-make kit ideas for teens and 20-somethings, see East Baton Rouge Parish Library's *YouTube* channel: https://www.youtube.com/@EBRPLTeens

ARTS & CRAFTS | PASSIVE

RESOURCES

Books

Travel Nonfiction & Memoir (Adults)

Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In (2020) by Phuc Tran
A Very Punchable Face: A Memoir (2020) by Colin Jost
The Puma Years: A Memoir of Love and Transformation in the Bolivian Jungle (2021) by Laura Coleman
The Catch Me If You Can: One Woman's Journey to Every Country in the World (2022) by Jessica Nabongo
Antarctica: A History in 100 Objects (2022) by Jean de Pomereu and Daniella McCahey
Unforgettable Journeys: Slow Down and See the World (2020) from DK Eyewitness
People We Meet on Vacation (2021) by Emily Henry
Spirit Run: A 6,000-Mile Marathon Through North America's Stolen Land (2020) by Noé Álvarez
Airplane Mode: An Irreverent History of Travel (2023) by Shahnaz Habib

PASSIVE | DECORATION/DISPLAY | LOW COST

WHERE HAVE YOU BEEN? WALL MAP

Image source: Shutterstock

AGES

Multigenerational

PROGRAM DESCRIPTION

Affix a large map to a wall of the library, then highlight and label travel destinations. If a patron has been to a place, they take a round sticker to tape one end of a piece of thread to that location, then carry the other end of the string to the area outside the map, where they tape a photo of themselves in that location. Using stickers instead of pins allows multiple patrons to add overlapping stickers. If a place has been visited by many people, it would end up with threads leading to many pictures of your patrons. This program can be tweaked to fit any travel theme or geographic area. Consider making a handout about how to find travel resources in your library. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Laptop and projector
- Large sheets of paper or posterboard
- Markers
- 1-inch dot stickers
- Removable sticky dots for photos
- Thin string, such as thread or embroidery floss

Preparation:

- Decide on your scale: Do you want to have a map of your county, state, region, the United States, or the world?
- Decide on a theme, such as National Parks, incredible architecture, road trip destinations, countries, etc.
- Label destinations that fit your map and theme.

Make the map:

- Tape a large sheet of kraft paper to the wall and project your desired map onto it.
- Using a pencil, trace the outline of your map at the desired scale.
- Go over the pencil outline with a marker.
- Add destinations to the map.
- Post instructions so patrons know how to add to the map.

ADAPTATION:

Skip the wall map, and have patrons fill out one-page worksheets about a place they visited. Display them in the library.

TIP:

Ask patrons to give their photos to the librarian, who can update the bulletin board. This helps to ensure photo appropriateness and keeps the display looking neat.

TIP:

Instead of tracing a map, you can purchase one or print multiple pages to tape together (laminate the pages if you'll want to reuse them).

PASSIVE | DECORATION/DISPLAY | LOW COST

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. Wall space is needed, but the map can be sized to fit your space.

RESOURCES

Web

Popular American tourist destinations from *Explore*:
https://bit.ly/434hoqL
State-by-state attractions from *Attractions of America*:
https://bit.ly/44nBv4n
U.S. News Travel (for destinations, guides, and rankings):
https://travel.usnews.com

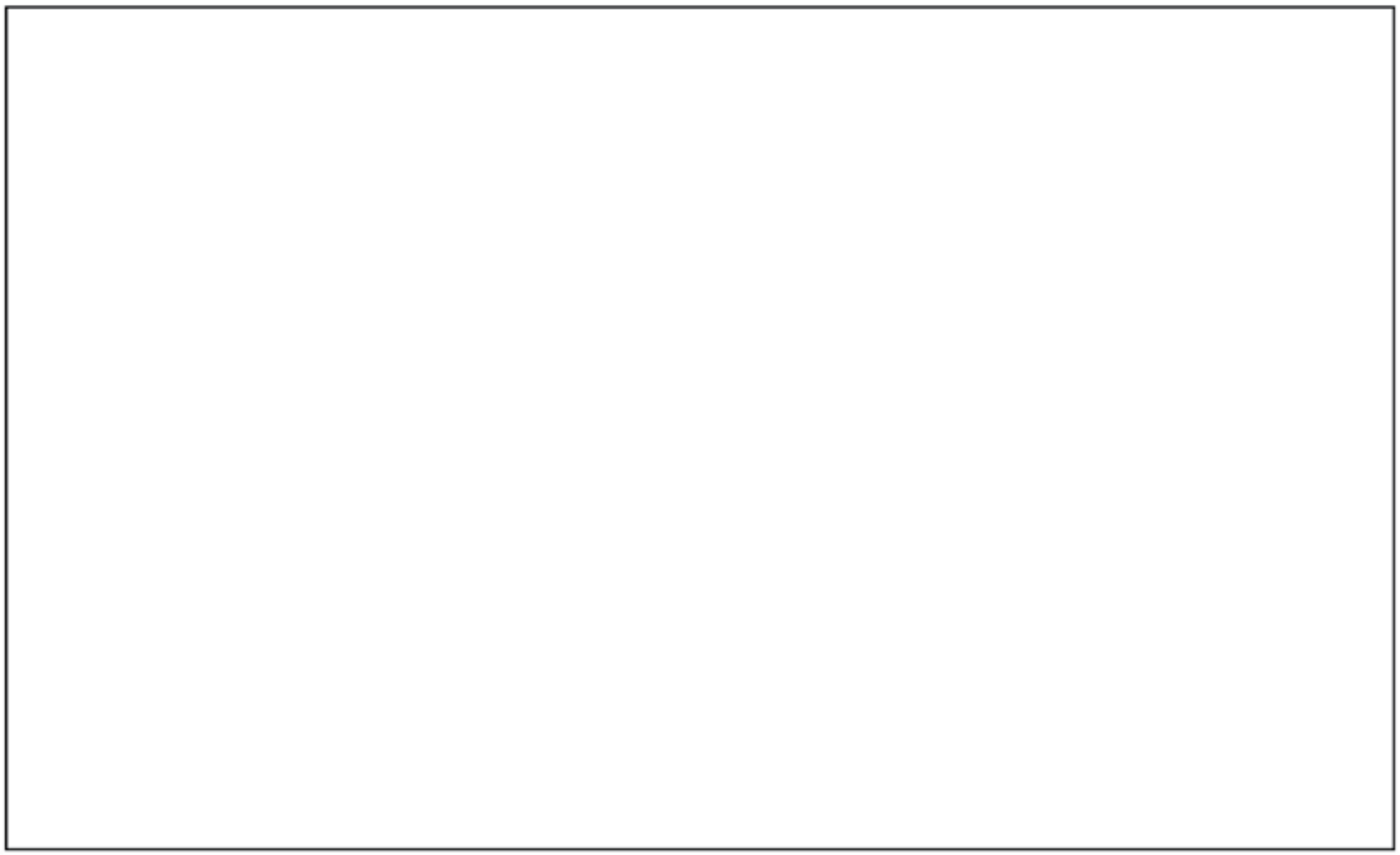
Printables

Tell Us About Your Trip (in English and Spanish)

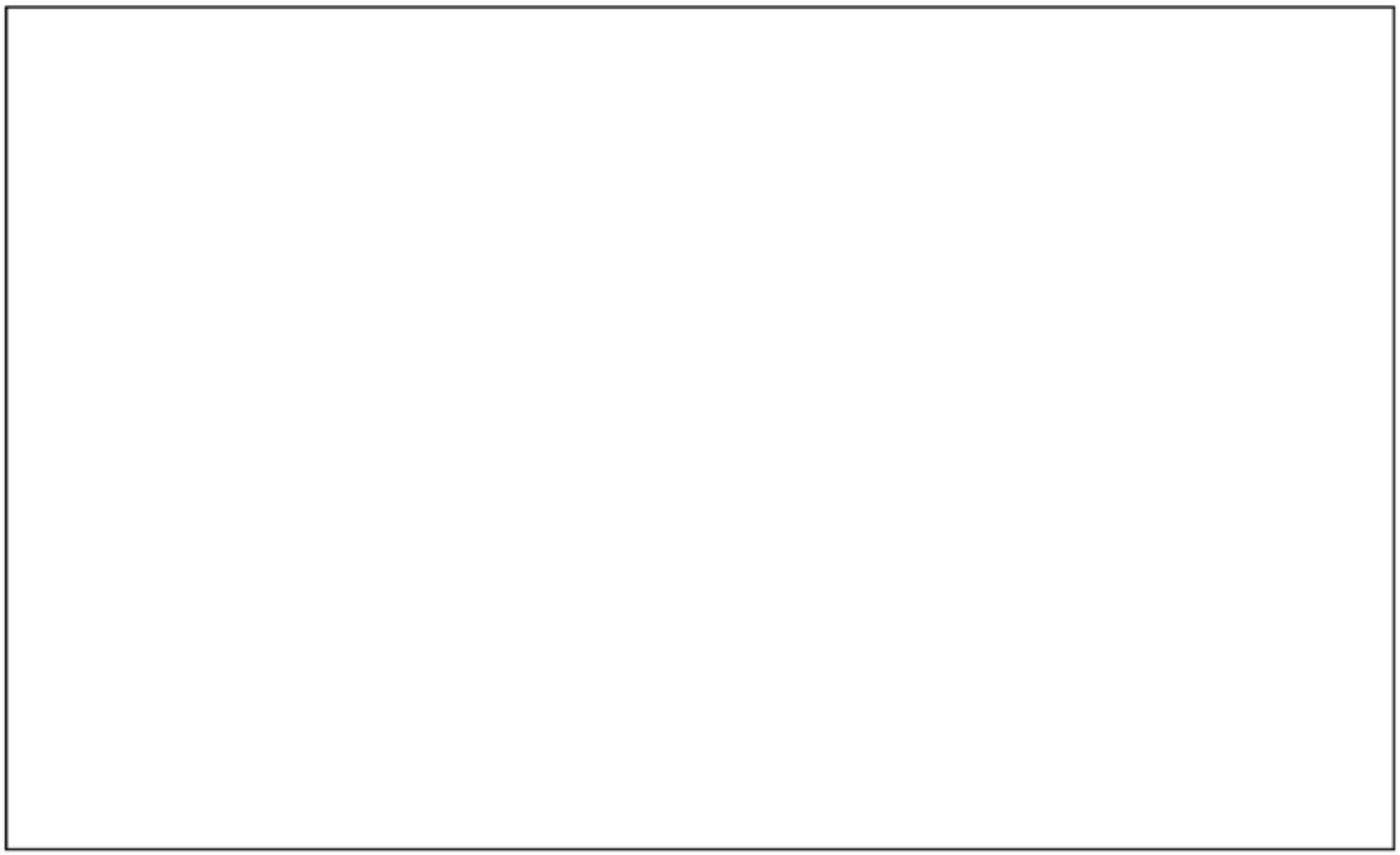
TIP:

Be sure to display your collection of map books and guidebooks. Think Lonely Planet, Fodor's, National Geographic, Rand McNally atlases, and DK Eyewitness series.

TELL US ABOUT YOUR TRIP!



¡CUÉNTANOS SOBRE TU VIAJE!



PASSIVE | DECORATION/DISPLAY | LOW COST

LET'S EXPLORE THE SPANISH SPEAKING WORLD!

AGES

Multigenerational

PROGRAM DESCRIPTION

Want to promote Spanish language-learning and travel to Spanish-speaking countries? Make an interactive bulletin board! Ask patrons if they've been to any of the places you list, and invite them to submit their own photos. Alternatively, let patrons vote on where they most want to go from your list of adventurous locations. Display fiction and nonfiction related to each place. This is also a great opportunity to display travel books and/or your language-learning and ESL resources. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Bulletin board or wall space

RESOURCES

Printables

Let's Explore the Spanish-Speaking World! (in English and Spanish)

TIP:

If patrons submit older photos, make a copy (or ask them to bring in a copy) so there's no risk of damage to the original.

TIP:

If a travel destination generates a lot of interest, hold an end-of-summer event or presentation about that place.

TIP:

Pair these locations with Jaramillo's Tiny Travelers series.

TIP:

If you have Spanish-speaking immigrants in your community, ask them about the wonders of where they're from and include those locations in your display.

LET'S EXPLORE THE SPANISH-SPEAKING WORLD!

- Have you ever seen a parrot in El Yunque National Forest (Puerto Rico)?
- Have you ever taken a trip to Peru's Sacred Valley (including Machu Picchu, Ollantaytambo, Sacsaywamán, Moray, and Cuzco Sacsaywamán, Moray, and Cuzco)?
- Have you ever seen a painting by Goya or Velázquez at the Prado Museum in Madrid?
- Have you ever been to Gaudi's La Sacrada Familia in Barcelona?
- Have you ever seen a blue-footed booby on the Galapagos Islands? (Other animals that live there: tortoises, finches, lizards, iguanas, sea lions, Galapagos penguins, sea turtles.)
- Have you ever seen a sloth in the Amazon rainforest? (Other animals that live there: green anacondas, capybaras, macaws, toucans, poison dart frogs, black caiman crocodiles, Amazonian tapirs, red howler monkeys, jaguars, Amazon river dolphins.)
- Have you ever gazed at Iguazu Falls (at the border between Argentina and Brazil)?
- Have you ever seen colorful Guna clothing in Panama's San Blas Islands?
- Have you seen the glow at the firefly sanctuary in Tlaxcala, Mexico?
- Have you tasted the fruits from the market at Old Town Harrisburg in Houston, Texas?
- Have you ever swum with the manatees along the Mayan reef (aka the Mesoamerican barrier reef system)?

¡EXPLOREMOS EL MUNDO DE HABLA HISPANA!

- ¿Alguna vez has visto un loro en el Bosque Nacional El Yunque (Puerto Rico)?
- ¿Has realizado alguna vez un viaje al Valle Sagrado de Perú (incluidos Machu Picchu, Ollantaytambo, Sacsaywamán, Moray y Cuzco Sacsaywamán, Moray y Cuzco)?
- ¿Has visto alguna vez un cuadro de Goya o Velázquez en el Museo del Prado de Madrid?
- ¿Has estado alguna vez en La Sacrada Familia de Gaudí en Barcelona?
- ¿Alguna vez has visto un piquero de patas azules en las Islas Galápagos? (Otros animales que allí habitan: tortugas, pinzones, lagartijas, iguanas, lobos marinos, piqueros de patas azules, pingüinos de galápagos, tortugas marinas).
- ¿Alguna vez has visto un perezoso en la selva amazónica? (Otros animales que viven allí: anacondas verdes, capibaras, guacamayos, tucanes, ranas venenosas, cocodrilos caimanes negros, tapires amazónicos, monos aulladores rojos, jaguares, delfines del río Amazonas).
- ¿Alguna vez has mirado las Cataratas del Iguazú (en la frontera entre Argentina y Brasil)?
- ¿Alguna vez has visto ropa colorida Guna en las Islas San Blas de Panamá?
- ¿Has visto el resplandor en el santuario de las luciérnagas en Tlaxcala, México?
- ¿Has probado las frutas del mercado en Old Town Harrisburg en Houston, Texas?
- ¿Alguna vez has nadado con los manatíes a lo largo del arrecife maya (también conocido como el sistema de arrecifes de barrera mesoamericano)?

GAME/ACTIVITY | PASSIVE | LOW COST

BIRD WATCH QUEST

AGES

Children 5–8

PROGRAM DESCRIPTION

This program is an in-library bird scavenger hunt for budding twitchers! Hang photos of individual birds throughout the library, each with a QR code that links to the sound that bird makes. Children receive small birding journals in which they identify the birds they find. This program can be passive or require engagement throughout the summer (i.e., you can "release" a new bird every week). Children will love learning about the birds they see in their own neighborhood. Suggested runtime: Passive.

Image source: CSLP

MATERIALS AND PREPARATION

Materials:

- Printed birding journals (1 per participant)
- Printed photos of birds (to hang)
- Generated QR codes for bird sounds, added to each bird
- Clipboards (optional)
- Crayons or colored pencils (optional)
- Prizes

Preparation, if making your own booklet:

- Research birds and choose a few that are local to your area.
- Create and print birding journals with a checkbox for each bird.
- Decide whether to "release" one bird per week or all at once.
- Create a QR code that links to the sound of each bird.
- Print photographs of the birds you want to use for your quest (with QR codes).
- Hang them up on your chosen schedule.
- When ready, invite patrons to join your library's Bird Watch Quest. Give fun hints.
- Give rewards to those who finish the quest by identifying all the birds.

RESOURCES

Web

"50 Birds, 50 States" videos from *National Geographic Kids*: https://bit.ly/44s3Bvx

TIP:

Provide rewards for those who complete the quest! Think bird whistles, bird stickers, binoculars, etc.

ADAPTATION:

For tweens, omit the bird IDs from the birding journals, and set out bird books for them to ID the birds on their own.

TIP:

Create a display of bird field guides and bird-themed books that participants can use for further exploration.

GAME/ACTIVITY | PASSIVE | LOW COST

"Birds" from *National Geographic Kids*: https://bit.ly/43kwpoR
Birdwatching cams from All About Birds (*The Cornell Lab*): https://bit.ly/3psrK6g
"Audubon for Kids" from *Audubon*: https://bit.ly/3NSPjyx

Books

Picture Books

Bird Watch: What Will You Find? (Backyard Explorer) (2020) by Storey Publishing and illustrated by Oana Befort
Emperor Penguin (Young Zoologist) (2022) by Dr. Michelle LaRue and illustrated by Pham Quang Phuc
A Peek at Beaks: Tools Birds Use (2021) by Sara Levine and illustrated by Kate Slater
Feathers Together (2022) by Caron Levis and illustrated by Charles Santoso
A Garden to Save the Birds (2021) by Wendy McClure and illustrated by Beatriz Mayumi
Harriet's Ruffled Feathers: The Woman Who Saved Millions of Birds (2022) by Joy McCullough and illustrated by Romina Galotta
A Warbler's Journey (2022) by Scott Weidensaul and illustrated by Nancy Lane

Early Readers and Middle Grade

The Extraordinary World of Birds (2022) by David Lindo and illustrated by Clair McElfatrick (early reader)
The Atlas of Amazing Birds (2019) by Matt Sewell (early reader)
How to Feed Backyard Birds (2022) by Chris Earley (middle grade)
The Puffin Keeper (2022) by Michael Morpurgo and illustrated by Benji Davies (middle grade)

Printables

Birding Journal (in English and Spanish)

BIRDING JOURNAL

☐ Listen!

2.

American Goldfinch

11.

☐ Listen!

10.

American Robin

3.

Listen!

4.

Blue Jay

9.

Listen!

8.

Northern Mockingbird

5.

Listen!

6.

Mourning Dove

7.

DIARIO DE OBSERVACIÓN DE AVES

☐ ¡escucha!

2.

Jilguero americano

11.

☐ ¡escucha!

10.

Petirrojo americano

3.

¡escucha!

4.

Arrendajo azul

9.

¡escucha!

8.

Sinsonte norteño

5.

¡escucha!

6.

Paloma de luto

7.

CHILDREN TWEENS

GAME/ACTIVITY | OUTDOORS | STEM | PASSIVE

GEODE GEOLOGIST

AGES

Children 7+
Tweens 9–12

PROGRAM DESCRIPTION

Image source: Shutterstock

Round hounds unite! What's inside a geode? How do they form? Most importantly, how do you split them open? This program teaches basic geode geology, then lets children explore various types of rocks. Geodes are great for take-and-make kits. The rock identification portion of the program can also be passive: Simply set out a rock ID kit in the children's area of the library. See Resources for some basic science experience in rock identification. Suggested runtime: 45 minutes for a story and geode-smashing.

MATERIALS AND PREPARATION

Materials:

- Bulk geodes
- Hammers
- Paper bags
- Goggles
- Rock ID kits

Questions to Answer

How do geodes form?
Geodes form when rocks contain pockets of air, which occur after volcanic eruptions when lava cools around air bubbles. Water seeps into these pockets, and when it evaporates it leaves minerals behind. Over thousands of years, crystals eventually fill the cavity. The largest geodes can take a million years to grow! The larger the crystals, the older the geode.

Why are geodes different colors?
Different minerals are different colors! Iron makes red or purple crystals, titanium makes blue crystals, nickel or chromium make green crystals, and manganese makes pink crystals.

What kind of rock is inside my geode?
Most geodes contain quartz or amethyst crystals, but some have agate, chalcedony, or jasper. Still others have calcite, dolomite, or celestite.

ADAPTATION:

Younger children can sort rocks by color, texture, and size, but make sure all rocks are large enough to not be a choking hazard.

TIP:

Amazon offers a variety of inexpensive rock ID kits that encourage kids to explore and sort rocks and minerals. Consider kits from National Geographic.

TIP:

Take the geodes outside. Place each geode in a paper bag and lay it on cement before smashing it with a hammer (this prevents chunks of rock from flying everywhere). Provide safety goggles for extra protection.

CHILDREN TWEENS

GAME/ACTIVITY | OUTDOORS | STEM | PASSIVE

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Depending on age and number of participants, supervision may be needed at each station.

RESOURCES

Web

"Geology Rocks!" from *StarNet Libraries*: https://bit.ly/46pQpJb
Printable rock and mineral ID charts from *Mini Me Geology*: https://bit.ly/44iUmgQ
"Identifying Rocks and Minerals" from *Education.com*: https://bit.ly/44aMVsM
"How to Easily Identify Rocks and Minerals" from *Instructables*: https://bit.ly/3Jze544
"Rock Tests 101" from *Instructables*: https://bit.ly/3Xyzsbm
"The Rock Key" from *Nevada Bureau of Mines and Geology*: https://bit.ly/3XsIO8N

Books

Picture Books

I'm Trying to Love Rocks (2020) by Bethany Barton
What Can You Do with a Rock? (2021) by Pat Zietlow Miller and illustrated by Katie Kath
Old Rock (Is Not Boring) (2020) by Deb Pilutti
A Rock Can Be... (2015) by Laura Purdie Salas and illustrated by Violeta Dabija
A Rock Is Lively (2015) by Dianna Hutts Aston and illustrated by Sylvia Long
The Street Beneath My Feet (2017) by Charlotte Guillain and illustrated by Yuval Zommer

Printables

Rock Data Chart (in English and Spanish)

TIP:

Create a display of rock and geology books from your children's nonfiction collection.

ROCK DATA

Name _____

Color	
Hardness	
Streak	
Luster	
Density	
Notes:	

Name _____

Color	
Hardness	
Streak	
Luster	
Density	
Notes:	

DATOS DE ROCA

Nobre _____

Color	
Dureza	
Racha	
Lustre	
Densidad	
Notas:	

Nobre _____

Color	
Dureza	
Racha	
Lustre	
Densidad	
Notas:	

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

CITIZEN SCIENCE WITH SCISTARTER: EXPLORING BIODIVERSITY

AGES

Multigenerational

PROGRAM DESCRIPTION

This Citizen Science program encourages community members to get outside and observe biodiversity. Participants download the free iNaturalist app to start recording and submitting photographs of local plants and animals. They can also check out a kit that includes a set of clip-on lenses for smartphones, binoculars, and a journal for recording observations.

This could be a passive program all summer long, where participants who record observations get entered into a drawing for prizes, or it could be a day-long event at a local park or hiking trail. For the latter, consider inviting park rangers, wildlife preserve workers, biologists, community gardeners, etc. to be guest speakers or to set up tables for participants to make observations or ask questions. Suggested runtime: Passive.

All materials were developed by Arizona State University and SciStarter with support from the Institute for Museum and Library Services and the Moore Foundation. All materials are reprinted with permission. Want more Citizen Science? Sign up for the National Citizen and Community Science Library Network, which is supported by Arizona State University, SciStarter, and the National Girls Collaborative Project which to hang the finished artwork.

MATERIALS AND PREPARATION

Materials:

- iNaturalist (free app)
- SciScarter check-out kit with lenses, binoculars, and an observation journal
- A tablet or mobile phone (provided by participants)
- Prizes (optional)

Preparation:

- Order SciScarter kits that patrons can check out.
- Familiarize yourself with iNaturalist ahead of time.
- Make flyers or bookmarks with app information.
- Contact local science experts and enthusiasts.
- For in-person events, have water on hand for all participants.

TIP:

For bird-lovers, the board game Wingspan is a great addition to bird-watching programs.

ADAPTATION:

Younger children can be encouraged to make identifications right in their own backyards.

TIP:

If holding this event at a local park, check for accessibility beforehand and include that information when promoting the program.

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

- Check on accessibility for all outdoor locations.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

Exploring Biodiversity from *SciStarter*: https://bit.ly/3PAfTgY
iNaturalist: https://www.inaturalist.org/
A similar program from *National Geographic*: https://bit.ly/3reREuw

Books

What's the Point of Science? (2021) from DK (middle grade NF)
Biodiversity (2019) by Laura Perdew and illustrated by Tom Casteel (middle grade NF)
Biology for Curious Kids (2021) by Laura Baker and illustrated by Alex Foster (middle grade NF)
The Nature Explorer's Sketchbook (2020) by Jean Mackay
Braiding Sweetgrass for Young Adults (2022) by Robin Wall Kimmerer et al. (YA NF)
The Field Guide to Citizen Science (2020) by Darlene Cavalier et al. (adult NF)
Writing Wild (2020) by Kathryn Aalto and illustrated by Gisela Goppel (adult NF)

Printables

Exploring Biodiversity Activity Guide (reprinted with permission from SciStarter)

TIP:

For the Biodiversity Activity Guide in Spanish, see https://bit.ly/3PBT3FH

EXPLORING BIODIVERSITY

Document and identify plants and animals around you.

CHECK IT OUT!
CITIZEN SCIENCE
AT YOUR LIBRARY

Welcome!

We are thrilled that you have chosen to participate in citizen science!

The Exploring Biodiversity Kit is a great fit for both new and seasoned citizen scientists. Arizona State University and SciStarter, an online citizen science hub, have created the "Check It Out: Citizen Science at Your Library" program, thanks to generous support from the Institute for Museum and Library Services, the Moore Foundation and the National Library of Medicine. This program provides libraries with resources to build citizen science kits with specialized tools to help YOU participate in real scientific research.

To get started, visit **SciStarter.org/library-kits** where you'll be guided through the steps to use your kit and register with SciStarter so you can submit your data.

We could not do this without you—thank you!

PLEASE NOTE: When returning the kit to the library, be sure to return it to the service/front desk and NOT the drop box.

QUESTIONS?

Email librarynetwork@scistarter.org.

EXPLORING BIODIVERSITY

Document and identify plants and animals around you.

Biodiversity is an important marker for an ecosystem's health. Healthy ecosystems ensure natural sustainability for all life forms and can better withstand and recover from a variety of disasters.

Use your smartphone and clip-on lenses to take and share detailed pictures of nature and help create a living record of life on Earth. By recording and sharing your observations on iNaturalist, you'll create research-quality data for scientists working to better understand and protect nature. You can also connect with people who can identify the species you spot!

Western Side-blotched Lizard

KIT DETAILS

Kit components will vary based on your library's selections. This kit likely contains a **clip-on lens set** for smartphone to help you take detailed pictures of plants and animals; a **journal** where you can sketch nature and ask questions/share ideas with community members; and a **field guide** to identify local plants and/or animals.

PREPARE

Review the instructions on **SciStarter.org/library-kits**. Select the "Exploring Biodiversity" kit page, view the video and review the step-by-step instructions.

Create your free SciStarter account, then **click "Participate"** to be directed to the iNaturalist website and free app. This will open in a new tab.

Download the iNaturalist app or use the desktop/tablet version to create your free iNaturalist account and jot down your iNaturalist username.

Connect your SciStarter and iNaturalist accounts. Return to the SciStarter tab and click on your Profile, and then Info & Settings page. Scroll down to "iNaturalist integration," enter your iNat username (case sensitive) and click "Save." *This will ensure that your participation in iNaturalist is credited to your SciStarter Dashboard.*

Before you start making and sharing pictures of nature, take a moment to review iNaturalist's tips on making good observations: **inaturalist.org/pages/getting+started**

(Continued on reverse)

Credit: iNaturalist

PARTICIPATE

Take the clip-on lenses with you outside and experiment with the range of lens on your smartphone.

Capture photos of small things using the macro lens. To use this lens you need to be about an inch from your subject (use caution if you're allergic to bees, other insects or poison ivy, etc.). Capture photos of things that are far away using the zoom lens.

Open the iNaturalist app, login and then tap "Observe" to start sharing your observations. On the iNaturalist website, you'll click "Upload" to get started. When you share an observation of biodiversity on iNaturalist, be prepared to share the following data as illustrated in the above image from iNaturalist.

You'll be notified when other members of iNaturalist (including scientists!) use and/or identify the observation you shared!

Tip: For users 12 years old or or younger, use Seek by iNaturalist which doesn't post observations to the global database but does offer species identification and nature journaling!

Thank you for participating in citizen science!

When it's time to return the kit to your library, check to make sure all items are back in the kit.

LOOKING FOR MORE?

Find more projects on your SciStarter Dashboard: **SciStarter.org/Dashboard**

KIT MATERIALS

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

CITIZEN SCIENCE WITH SCISTARTER: ZOMBEE HUNTING

IMPORTANT:

This experiment isn't for anyone with allergies to bees or wasps! Be sure to put a warning sticker on the kit.

AGES

Multigenerational

PROGRAM DESCRIPTION

Enlist your patrons in Citizen Science! In this program, patrons check-out a collection kit to try to catch a bee in their neighborhood. If the bee is infected with the zombie fly, it will die, and zombie fly larvae will emerge within 5–14 days. This is a great passive program, or you can combine it with bee-themed crafts or gardening tips. Suggested runtime: Passive.

All materials were developed by Arizona State University and SciStarter with support from the Institute for Museum and Library Services and the Moore Foundation. All materials are reprinted with permission. Want more Citizen Science? Sign up for the National Citizen and Community Science Library Network, which is supported by Arizona State University, SciStarter, and the National Girls Collaborative Project.

MATERIALS AND PREPARATION

Recommended kit check-out length: Two weeks. Once patrons catch a bee with the trap, they transfer the bee to another container, such as a jar or a plastic container with a lid. While the zombie fly larvae can take 5–14 days to appear after a bee dies, and adult flies take another 15–28 days to develop, the collection traps are not needed for that entire length of time.

Steps for patrons:

1. Check out a collection kit from the library.
2. Create SciScarter account.
3. Hang the light trap included in the ZomBee collection kit.
4. Once a bee is captured and transferred to a new container, return your collection kit the library.
5. Observe and photograph the captured bee, as well as any larvae and pupae that emerge from the bee if it dies. Share your data on SciStarter (even if you don't catch any bees).
6. Check out similar projects from SciStarter.
7. Complete the Citizen Science Feedback Survey.

RESOURCES

Web

ZomBee Hunting from *SciStarter*: https://bit.ly/46qL6t3

Printables

ZomBee Hunting Activity Guide (reprinted with permission from SciStarter)

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

Honeybees are being infected by the Zombie Fly, which lays eggs in bees, causing them to behave like moths! The infected bees leave their hives at night in search of lights, where they get stranded and die. The ZomBee Watch project needs your help to safely record and report where the Zombie Fly is infecting and killing bees.

ZomBee Watch is a research project to track the Zombie fly, Apocephalus borealis, and where honeybees are being infected in North America. Bees are among the most important creatures on Earth to humans. These insects pollinate over 80% of all flowering plants, including 70 of the top 100 human food crops. Unfortunately, bee populations are on the decline. This project will help determine if the Zombie Fly parasite could be to blame. Your contributions will help create a first-of-its-kind national map of infected bees.

KIT DETAILS

Kit components will vary based on your library's selections. This kit likely contains the following materials:

ZomBee Light Trap (16.9 oz water bottle, battery-powered LED light) to trap bees; **Clear glass or plastic jar or resealable plastic containe**r for honeybees found stranded or in light trap. *You may also need a* **Smartphone, tablet, or digital camera** *(not included)* to upload photos of bees, larvae or ZomBee flies if found during your observation.

Instruction guide - You'll use these materials, and the instructions on SciStarter to hang your trap out at night, share observations and data for the ZomBee Watch Project. The data is used by scientists to help learn about the timing and frequency of infection in an area Photos of infected bees document the organisms that have been sampled.

PLAN

Before hanging up your trap, make sure the light bulb is working. Contact your lending library if a replacement is needed. If you have found stranded bees in the past, place the light bulb trap in the same area. If you know a beekeeper, ask if they will place the traps near their hives. It's important that the beekeeper observes the trap and collects any trapped bees.

When doing this project, please use caution if you're allergic to bees, other insects, or poison ivy,

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

PREPARE

Review the instructions on SciStarter.org/library-kits. Select the "ZomBee Hunting" kit page, view the video, and review the step-by-step instructions. Bookmark the webpage to find it more easily in the future.

Create your free SciStarter account and write down the email address you used to create your account (you'll need it to earn credit for your data contributions to ZomBee Hunting).

After you've reviewed the instructions, click **"Participate"** to be directed to the ZomBee Hunting website's "Submit Your Data to ZomBee Watch" page.

PARTICIPATE

You can scope out locations for your trap by looking for honeybees flying around lights at night, or bees that are stranded under porch or streetlights during the day. While not finding bees in your trap after several days may be an indicator the ZomBee fly is not present in your area, the trap location, and trap timing could be a factor in trapping bees. Both the presence and absence of the bee, as well as the location and environmental factors are all important notes to make to your observation submission.

It's important to handle honeybees safely. Weak and dying bees can still sting you. Place the trap away from any original light sources where dead or struggling bees have been observed. Make sure porch lights are off while the trap light is on.

If you find a stranded honeybee near a light or in the trap, carefully transfer the bee to a holding container (clear jars with lids, or resealable plastic food containers will work). Keep the container out of the sun. Infected honeybees are not healthy and die quickly. Storage temperature of the sample could affect how quickly the fly larvae and adult flies will appear.

Periodically check the samples:

- 5-14 days for fly larvae (maggots)
- 15-28 additional days for adult flies

Take a clear picture of the collected honeybee as soon as possible. Continue taking pictures of honeybee samples as pupae and ZomBee flies emerge.

When you are ready to add the data to the website, return to the SciStarter page: SciStarter.org/library-kits/zombee-watch. Click "Participate" to be redirected to the ZomBee Watch form website to input data, and upload photos.

Thank you for participating in citizen science!

Check that all items are in the kit before you return it to the library.

Questions?

Email: librarynetwork@scistarter.org

LOOKING FOR MORE?

Find more projects on your SciStarter Dashboard: **SciStarter.org/dashboard**

KIT MATERIALS

CHILDREN TWEENS

DECORATION/DISPLAY | PASSIVE | LOW COST

YOU CHOOSE THE ADVENTURE

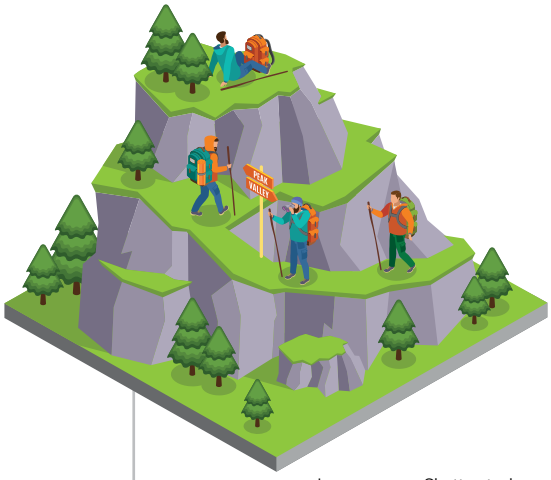


Image source: Shutterstock

AGES

Children 5–8
Tweens 9–12

PROGRAM DESCRIPTION

Children vote to decide what happens next in a Choose Your Own Adventure-style story. Simply adjust the story complexity for children or tweens. You can adapt a book in the public domain, pull content from the Create Your Own Story wiki, or ask a teen writer (or your Teen Advisory Board) to write an original story with branching choices. Each week, display a new section of the story, and give two options for the character to choose from. They vote each week using tally slips and a sealed ballot box. Instructions are for an in-library display and voting system, but this program is easily adapted to virtual platforms. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Display area or table, ideally under a blank wall or bulletin board
- Blank ballots and pencils
- Ballot box for votes
- Content for voting

Preparation:

- Decide how many weeks to run the program.
- Consider writing the story over time, according to the previous week's votes, to minimize the workload (which otherwise grows exponentially with each branch).
- Adapt a public domain book or a story from the Create Your Own Story Wiki to fit your timeline. Solicit teen volunteers, if possible.
- Create a flowchart to envision the story's progression.
- Create an eye-catching display area for the story. If you have a bulletin board, decorate it with thematic story elements.
- Prepare a ballot box, but don't pre-print ballots in advance (until you know what the next week's story options will be).
- Display information about the voting timeline. When are votes due? When will they be tallied? When with the next story section be released?

To run:

- Each week, display the next section of the story (in a large, easy-to-read font) with two choices for how the story should proceed. Leave

ADAPTATION:

Read the story on TikTok or other social media platform, and use the poll feature to allow viewers to vote on what happens next.

ADAPTATION:

For younger children, write a live-action adventure story in which they choose what happens (and perform the actions) as you go along.

up previous sections so patrons can see how the story formed.
- Set out new ballots (with the current week's options) and pencils.
- Once the story is complete, finalize the display and leave it up for a few weeks.
- Consider asking tweens to read the story at your end-of-summer event.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo librarian friendly. You may want to source a teen volunteer writer.

RESOURCES

Web

"Best Children's Books in the Public Domain": from *Goodreads*: https://bit.ly/4438BqF
Create Your Own Story Wiki: https://bit.ly/3pq3emh

Picture Books

Endlessly Ever After: Pick Your Path to Countless Fairy Tale Endings! (2022) by Laurel Snyder and illustrated by Dan Santat
What If...? Then We...: Short, Very Short, Shorter-than-Ever Possibilities (2019) by Rebecca Kai Dotlich and illustrated by Fred Koehler

Recommended Series

The Power to Choose series (2017–20) by Adir Levy et al. (early reader)
Case Closed series (2019–22) by Lauren Magaziner (middle grade)
You Choose: Prehistoric Survival Series (2020) (middle grade)
Escape from a Video Game series (2020–22) by Dustin Brady and illustrated by Jess Brady (middle grade)
You Choose: Chasing Fame and Fortune series (2021–22) (middle grade)
Pick Your Own Quest series (2018–23) (middle grade)

ARTS & CRAFTS | LOW COST | PASSIVE

IN A WORLD...BUCKET LISTS AND FANTASIES

AGES

Teens 13–18
Adults

PROGRAM DESCRIPTION

Participants assemble a bucket list journal to record where they want to go and what they want to do. Journals can be simple, or you could combine this with a paper-making and/or bookbinding program. Alternatively, provide discarded books to turn into altered book journals. See Resources for journal prompts to kickstart the imagination, which can also be used on social media as online conversation starters.

This program can also be modified to focus on fantasy and world-building. Provide blank journals in which patrons answer more open-ended questions. What does their ideal world look like? If not limited by reality, what fantastical adventure would they take?

For a passive program, set out blank journals next to a display of travel and bucket list-inspired books. Or hold a passive adventure contest: Two different adventures (or fantasy books) compete for "most interesting" every week. At the end of the summer, crown one as the ultimate adventure and create a photo booth for patrons to photograph themselves doing that thing.

Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

For the bucket list journals:

- Printed copies (see Resources)
- Stapler
- Construction paper or scrapbook paper for a cover (optional)

For the cover collage:

- Inexpensive journals or composition books:
- Old maps and magazines
- Misc. art supplies: Ribbons, stickers, stamps and ink pads, etc.
- Scissors
- Glue or Mod Podge
- Clear contact paper (to protect the finished collage)
- Access to a color printer, for printing photos from phones (optional)

ADAPTATION:

For multigenerational programs, pair patrons up according to place (one who wants to go and one who has been) for a conversation starter. Or let families work together to come up with a summer bucket list, and create a display of books about local family adventures.

TIP:

Also makes a great take-and-make kit. Include a QR code with instructions.

Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

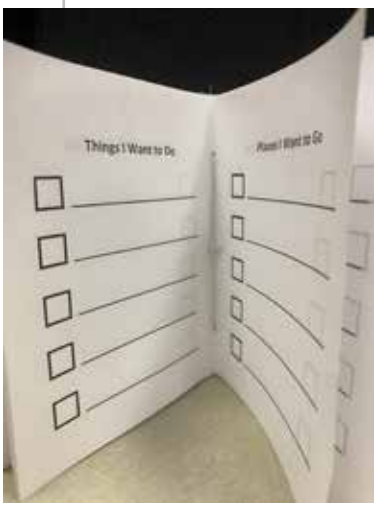


Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

ARTS & CRAFTS | LOW COST | PASSIVE

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Books

Journaling Books
Making Memories (2022) by Amy Tangerine and illustrated by Tracey English (early reader NF)
The Universe in You: A Microscopic Journey (2022) by Jason Chin (middle grade NF)
Journal Sparks (2017) by Emily K. Neuburger (middle grade NF)
I Am Not a Label (2020) by Cerrie Burnell and illustrated by Lauren Mark Baldo (middle grade NF)
Burn After Writing Teen (2019) by Rhiannon Shove (YA NF)
Teen Writer's Guide (2020) by Jennifer Jenkins (YA NF)
The Writer's Map: An Atlas of Imaginary Lands (2018), edited by Huw Lewis-Jones (adult F)
Creative Journaling (2020) by Renee Day (Adult NF)

Middle Grade Fantasy—in Spanish and English
The Storm Runner / El hijo del trueno (2019) by J.C. Cervantes.
The Total Eclipse of Nestor Lopez / El eclipse total de Néstor López (2020) by Adrianna Cuevas
Pony / Poni (2021) by R.J. Palacio

YA Fantasy—in Spanish and English
Raybearer / Radiante (2023) by Jordan Ifueko
Rima's Rebellion / La rebelión de Rima Marín (2022) by Margarita Engle
Iron Widow / Viuda de hierro (2021) by Xiran Jay Zhao
All of Us Villains / Todos somos villanos (2022) by Amanda Foody and C.L. Herman
Skin of the Sea / La piel de las sirenas (2021) by Natasha Bowen
Cemetery Boys / Los chicos del cementerio (2021) by Aiden Thomas
Legendborn / Legendborn (2020) by Tracy Deonn

Adult Fantasy—in Spanish and English
The Inheritance of Orquídea Divina / La herencia de Orquídea Divina (2022) by Zoraida Córdova
The Hacienda / La hacienda (2022) by Isabel Cañas
The Priory of the Orange Tree / El priorato del naranjo (2019) by Samantha Shannon
Invasión silenciosa (2021) by Jenaro Martínez. Only in Spanish.
The Locked Tomb series / Saga de la tumba sellada (2019) by Tamsyn Muir
Black Leopard, Red Wolf / Leopardo negro, lobo rojo (2019) Marlon James
Gods of Jade and Shadow / Dioses de jade y sombra (2020) by Sylvia Moreno-Garcia
Project Hail Mary / Proyecto Hail Mary (2021) by Andy Weir
The Thursday Murder Club / El club del crimen de los jueves (2020) by Richard Osman
The Founders Triology / Trilogía los fundadores (2018–22) by Robert Jackson Bennett

Printables

Bucket List Journal (in Spanish and English)
Dreamy Adventure Journal Prompts (in Spanish and English)

THINGS I WANT TO DO:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

PLACES I WANT TO GO:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

THINGS I WANT TO DO:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

PLACES I WANT TO GO:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

LUGARES A LOS QUE QUIERO IR:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

COSAS QUE QUIERO HACER:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

LUGARES A LOS QUE QUIERO IR:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

COSAS QUE QUIERO HACER:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

DREAMY ADVENTURE JOURNAL PROMPTS

If you could travel anywhere, where would you go and why?

What has been the biggest adventure of your life so far?

If you could build the world from scratch, what would it be like?

What type of person would you want to go on an adventure with and why?

What would be your best skills on a travel adventure?

If you got lost in the woods (or in a city), what would you do?

MENSAJES DE DREAMY ADVENTURE JOURNAL

Si pudieras viajar a cualquier parte, ¿a dónde irías y por qué?

¿Cuál ha sido la mayor aventura de tu vida hasta ahora?

Si pudieras construir el mundo desde cero, ¿cómo sería?

¿Con qué tipo de persona te gustaría ir en una aventura y por qué?

¿Cuáles serían tus mejores habilidades en una aventura de viaje?

Si te perdieras en el bosque (o en una ciudad), ¿qué harías?

DECORATION/DISPLAY | PASSIVE | LOW COST

ADVENTURE AWAITS, BUT WHAT WILL IT TAKE?

AGES

Children 5–8

PROGRAM DESCRIPTION

In this passive program, children help decide what to pack in a real suitcase. Create laminated photos of things that can be packed, and leave them around the children's area to be found and brought to the suitcase. Redistribute the photos frequently so the suitcase can be continually re-packed. For more complexity, add a clue for each item that needs to be packed. You could also have several different suitcases for different types of adventure: Desert, jungle, beach, hiking, picnic, bird-watching, etc. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Bulletin board display with an image of a suitcase (or a real suitcase)
- Laminated images of things to pack
- Paper and pencils (optional)
- Suggestion box (optional)

Preparation:

- Decide on the theme for your suitcase(s)
- Create display
- Print and laminate images of things to pack
- Distribute images through the library or children's area
- Create clues for each item (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. Display space required, whether a wall space or a table top.

RESOURCES

Books

Early Readers

Bad Kitty Goes on Vacation (2020) by Nick Bruel

Pete the Cat's Family Road Trip (2020) by James

TIP:

Inside the Suitcase (2021) by Clothilde Perrin is a good read-aloud to pair with this program.

TIP:

Be sure to include photos of silly items to pack...a kitchen sink, a dragon, a microwave, etc. so children get to make some decisions.

ADAPTATION:

Children submit ideas for what to pack in a suggestion box or directly to the librarian, who then adds them to the bulletin board (words and/or photos).

ADAPTATION:

Add braille to the laminated photos using a handheld braille labeler.

Image source: Shutterstock

DECORATION/DISPLAY | PASSIVE | LOW COST

Dean and Kimberly Dean
Mrs. Barr Has Gone Too Far! (My Weirder-est School #9) (2021) by Dan Gutman and illustrated by Jim Paillot
Dog Diaries: Ruffing It (Dog Diaries #5) (2021) by James Patterson
Mia Mayhem Rides the Waves (Mia Mayhem #11) (2021) by Kara West and illustrated by Leeza Hernandez
InvestiGators series (2020–) by John Patrick Green

DECORATION/DISPLAY | GAME/ACTIVITY | PASSIVE

BOOK CAPSULES: WHAT BOOK AM I?

Image source: Shutterstock

AGES

Tweens 9–12

PROGRAM DESCRIPTION

In this program, tweens decode book capsules that relate to specific books in your collection. Each capsule include various hints about the main character, culture or setting, plot, genre, etc. You can emphasize library research skills by providing only partial book information (which requires tweens to use the library catalog), or you can make it multiple choice by providing three book options for each time capsule. This program can be modified to suit any theme, and it's great for sparking interest in new books. Be sure to have extra copies of the time capsule book(s) for tweens to check out! Easy to age up or down. Includes a handout for tweens curious about making a time capsule of their own. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Capsule containers
- Written hints and/or objects
- Extra copies of books

Choose your book(s), read them, and take notes on prominent objects, locations, and clues about the main character. Choose a few key clues and hints. Consider multiple book capsules that vary in terms of clue difficulty and reading age.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Books

Time Capsule (2022) by Lauren Redniss (picture book F)
Chester Keene Cracks the Code (2022) by Kekla Magoon (middle grade F)
The Book Scavenger series (2016–19) by Jennifer Chambliss Bertman and illustrated by Sarah Watts (middle grade F)
Shirley and Jamila Save Their Summer (2020) by Gillian Goerz (middle grade F)

Printables

My 2024 Time Capsule (in English and Spanish)

ADAPTATION:

Make this into an in-person program where tweens make book capsules of their favorite books for other tweens to decode.

TIP:

See Printables for a worksheet that tweens can use to create a time capsule of their own lives. Encourage them to mail it to themselves (so they have a date stamp) but not to open it for at least 10 years.

MY 2024 TIME CAPSULE

Name _____

Date _____

Age_____ Height _____

Grade in school _____

Address _____

My Friends _____

_____

_____

My Favorite color _____

My favorite school subject _____

My favorite food _____

My favorite song _____

My favorite TV show _____

My favorite movie _____

My favorite game _____

My favorite sport or team _____

My favorite book _____

When I grow up I want to _____

_____

_____

In my free time, I like to _____

_____

_____

The best thing about this year has been _____

_____

_____

My goal for next year is _____

_____

_____

MI CÁPSULA DEL TIEMPO DE 2024

Nombre _____

Fetcha _____

Eda _____ Altura _____

Grado en la escuela _____

Dirección _____

Mis amigos _____

_____

_____

Mi color favorito _____

Mi materia favorita de la escuela _____

Mi comida favorita _____

Mi bebida favorita _____

Mi programa de televisión favorito _____

Mi película favorita _____

Mi juego favorito _____

Mi deporte o equipo favorito _____

Mi libro favorito _____

Cuando sea grande, quiero _____

_____

_____

En mi tiempo libre me gusta _____

_____

_____

Lo mejor de este año ha sido _____

_____

_____

Mi meta para el próximo año es _____

_____

_____

GAME/ACTIVITY | PASSIVE | LOW COST

LIBRARY EXPLORERS: PASSPORT TO ADVENTURE

Image source: Nancy Nall of Foley Public Library, Foley AL

AGES

Children 5–8

PROGRAM DESCRIPTION

Explore the library! Children receive a passport that contains photos from various library locations. They must be extra observant to find the locations that correspond to each photo (or follow clues to each location). For every photo/location, they record a letter in their passport; unscrambling all the letters gives them the clue for the final location (where they turn in their passport). Give out small prizes for completed passports, and enter children into an end-of-summer drawing for larger prizes. You can also make this a theme-based in-person program. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Photos for the passport
- Clues for each photo in the passport (optional)
- Printed passport books (with blank lines at the end for unscrambling letters)
- Pencils
- Printed letters placed in photo locations
- A display area or table with blank passports & instructions
- Prizes

Consider highlighting: Computer area, catalog station, genealogy, check-out desk, director's office, travel books, children's area, teen area, library book drop, return carts, archives, DVD collection, etc.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Printables

Library Scavenger Hunt

TIP:

The same idea can be done with a ticket that they get stamped, punched, or stickered at each location.

ADAPTATION:

Age up or down by adjusting clue difficulty and/or locations. For tweens, use Dewey numbers to help solve the final clue.

LIBRARY SCAVENGER HUNT

Write down the letter you find at each of these library locations. When you have unscrambled the word, go to the circulation desk to claim your prize!

Book return slot _____

Public computers _____

Library catalog _____

Return cart _____

DVDs _____

Children's fiction _____

Reading tables _____

Answer: _____

DECORATION/DISPLAY | PASSIVE | LOW COST | OUTREACH

COMMUNITY ADVENTURE GAMES

Image source: Shutterstock

AGES

Tweens 9–12
Multigenerational

PROGRAM DESCRIPTION

This program describes two ways to run community adventure games. Both options are good for outreach to local retirement homes, schools, community organizations and businesses, and local parks departments and swimming pools.

Option #1: Take photos of places in your community (with or without a library employee or mascot in each photo), then print and display the photos around your library. Display each photo with a number or letter for identification purposes, and provide ballots for patrons to identify the community locations. Provide ballots of two difficulty levels: One multiple choice and one that requires patrons to write in the community location.

Option #2: At several locations in your community, display signs that read "Adventure Begins..." with your favorite CSLP artwork from 2024. To turn this into a scavenger hunt, add a prize at each location, or have each location hold a piece of a puzzle, craft, or snack recipe. Once patrons find them all and complete a ballot, they are entered into the drawing for end-of-summer reading prizes.

Suggested runtime: Passive.

TIP:

Create a hashtag for patrons to use on their own adventures around the community.

TIP:

For each photo, provide written descriptions that can be read out loud, as well as braille translations.

MATERIALS AND PREPARATION

Materials for option #1, community photos:

- Photos of your community
- Printer and paper
- Pins or tape to hang the photos
- Display area with instructions
- Ballots, ballot box, and pencils/pens
- Prizes

Materials for option #2, community locations:

- Printed signs that read "Adventure Begins..."
- Photos of the printed signs at their community locations.
- Ballots, ballot box, and pencils/pens
- Stamps and ink pads (optional, for stamping ballots)
- Prizes

DECORATION/DISPLAY | PASSIVE | LOW COST | OUTREACH

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

"Adventure Close to Home" from *Lonely Planet*: https://bit.ly/3NymXYL
"Exploring Nature in Your Neighborhood" from *CA State Parks*: https://bit.ly/3Nyn0Ur
"Lesson Plan: Explore Your Neighborhood" from *Scholastic*: https://bit.ly/3PzSufG

Books

Picture Books

A Neighborhood Walk, a Musical Journey (2021) by Pilar Winter Hill and illustrated by Olivia Duchess
New in Town (2021) by Kevin Cornell
In the Neighborhood (2022) by Rocio Bonilla
Show the World! (2022) by Angela Dalton and illustrated by Daria Peoples
Dream Street (2021) by Tricia Elam Walker and illustrated by Ekua Holmes

Picture Books—in English and Spanish

My Very Favorite Book in the Whole Wide World / Mi libro favorito en el mundo entero (2022) by Malcolm Mitchell and illustrated by Michael Robertson
Saturday / Sábado (2021) by Oge Mora
The World Belonged to Us / El mundo era nuestro (2022) by Jacqueline Woodson
My Papi Has a Motorcycle / Mi papi tiene una moto (2019) by Isabel Quintero and illustrated by Zeke Peña
Bisa's Carnaval / El carnaval de mi bisabuela (2021) by Joana Pastro and illustrated by Carolina Coroa
Mi Pueblo / My Town (2022) by Nicholas Solis and illustrated by Luisa Uribe. Bilingual.
Skater Cielo / Cielo la patinadora (2022) by Rachel Katsaller

Early Readers

Where We Live: Mapping Neighborhoods of Kids Around the Globe (2022) by Margriet Ruurs and illustrated by Wenjia Tang
Tacos Today: El Toro & Friends (World of !Vamos!) (2023) by Raúl the Third III
A Street Through Time: A 12,000 Year Journey Along the Same Street (2020) from DK and illustrated by Steve Noon
Fun at the Waterpark! / ¡A divertirse en el parque acuático! (Jeet and Fudge) (2022) by Amandeep S Kochar. Separate Spanish and English editions.
Hotdog! / Las Aventuras de Hot Dog series (2022) by Anh Do and illustrated by Dan McGuiness. Separate Spanish and English editions.
El club de las paseadoras de perros series (2021–) by Patricia Mora and illustrated by Laura García Barba. In Spanish.

CHILDREN TWEENS

ARTS & CRAFTS | DECORATION/DISPLAY | PASSIVE | STEM

GLOW-IN-THE-DARK ADVENTUREMOBILE CONTEST

Image source: Shutterstock

AGES

Children 5–8
Tweens 9–12

PROGRAM DESCRIPTION

Children design adventuremobiles out of recycled materials, and at least one element of the adventuremobile must glow in the dark. You could focus on rockets, UFOs, ground vehicles, submarines, or leave the theme wide open. Require children to name their adventuremobile and write a description of its function. This program can be run in person over several days, or make it passive by maintaining a recycling building station in the library. Offer to store incomplete adventuremobiles to keep them safe between building sessions. After the entries are in, hold a live voting party so voters can see the glow-in-the-dark elements. Suggested runtime: 45–60 minutes for a voting party.

MATERIALS AND PREPARATION

Materials:

- Recycled materials
- Glow-in-the dark elements (stickers, paint, glow sticks, reflective tape, etc.)
- Miscellaneous craft supplies
- Safety scissors
- Glue, glue sticks, and tape
- Entry numbers and labels
- Printed ballots and pencils
- Blank description cards
- Ballot box
- Display space for completed adventuremobiles
- Storage space for adventuremobiles-in-progress (or to hide before voting)
- Prizes

Preparation:

- Decide on contest requirements (e.g., theme, size limit, voting categories by age)
- Make flyers with contest information, deadline, and date of the voting party
- Organize the space to display contest entries (and store them before voting)
- Print number display card tents (one per entry)
- Print ballots
- Prep ballot box
- Organize space to display contest entries

CHILDREN TWEENS

ARTS & CRAFTS | DECORATION/DISPLAY | PASSIVE | STEM

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a display space and personnel to keep track of submissions and display the entries. You might also need a table-top building station in the library.

RESOURCES

Web

"US Submarines Poster" from *Naval Submarine League*: https://bit.ly/3CSojc1
"Rockets of the World" from *World Economic Forum*: https://bit.ly/433LnPU

Books

Rocket Science: A Beginner's Guide to the Fundamentals of Spaceflight (2020) by Andrew Radar and illustrated by Galen Frazer (middle grade NF)
Awesome Construction Activities for Kids (2021) by Akyiaa Morrison (middle grade NF)
Upcycle It: Crafts for Kids (2022) by Jennifer Perkins (middle grade NF)
Planet Omar: Ultimate Rocket Blast (2023) by Zanib Mian and illustrated by Kyan Cheng (middle grade F)
My Life as an Ice Cream Sandwich (2019) by Ibi Zoboi (middle grade F)

Printables

Recycled Adventuremobile Ballots (in English and Spanish)
Recycled Adventuremobile Entry Form (in English and Spanish)

GLOW-IN-THE DARK RECYCLED ADVENTUREMOBILE BALLOT

Write the number of the adventuremobile you like best here: ____________________

Please vote only once. Thank you!

The winner will be announced on ______

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BOLETA PARA EL CONCURSO DE VEHÍCULOS DE AVENTURA RECICLADOS QUE BRILLAN EN LA OSCURIDAD

Escribe aquí el número del motoaventura que más te guste: ___________________

Por favor vota solo una vez. ¡Gracias!

El ganador _______________

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GLOW-IN-THE DARK RECYCLED ADVENTUREMOBILE ENTRY FORM

Full name: _____

Age: _____

Phone number: _____

Adventuremobile Name: _____

Where does it glow in the dark? _____

_____

GLOW-IN-THE DARK RECYCLED ADVENTUREMOBILE ENTRY FORM

Full name: _____

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Phone number: _____

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FORMULARIO DE PARTICIPACIÓN EN EL CONCURSO DE VEHÍCULOS DE AVENTURA RECICLADOS QUE BRILLAN EN LA OSCURIDAD

Nombre completo: _____

Edad: _____

Número de teléfono: _____

Nombre del móvil de aventura:_____

¿Dónde brilla en la oscuridad? _____

_____

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¿Dónde brilla en la oscuridad? _____

_____

ADVENTURE PLAYLISTS

AGES

Teens 13–18
Adults

Image source: Shutterstock

PROGRAM DESCRIPTION

Encourage teens to share their favorite music! In this passive program, teens make individual playlists and share them with the library. They could also create and share playlists online, using Spotify, SoundCloud, or their favorite music platform. Make it theme-specific about adventure/travel songs, summer nights, songs about the dark, etc., or leave it open to teens' all-time favorites. Display the playlists on a bulletin board (or on social media), along with any matching CDs you may have for circulation. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Blank lists for teens to fill in
- Pens
- Bulletin board or display space with instructions
- Thumbtacks (out of reach of small children)
- Selections from your library's music collection (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Bulletin board or display space.

RESOURCES

Web

"How to Make the Perfect Playlist" from the *New York Times*: https://bit.ly/46tzBRt
"How to Create a Perfect Playlist" from *The Teen Magazine*: https://bit.ly/46uVwIk
"2023 YA Book Title Earworms" from *Bookriot*: https://bit.ly/42ZV6GV

ADAPTATION:

Turn off the lights, hand out glow sticks, and hold a teen dance party (to songs to which your library has public performance rights). Or dim the lights, hand out snacks, and let teens share playlists with each other and play samples.

TIP:

This program is a great way to make sure teens know how to access your digital music collection.

TIP:

Monitor the posted playlists for appropriateness.

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

CITIZEN SCIENCE WITH SCISTARTER: MEASURING LIGHT IN THE NIGHT

AGES

Multigenerational

PROGRAM DESCRIPTION

Enlist your patrons in Citizen Science! In this program, patrons check out a light meter kit to measure the light in the night sky. Suggested runtime: Passive.

All materials were developed by Arizona State University and SciStarter with support from the Institute for Museum and Library Services and the Moore Foundation. All materials are reprinted with permission. Want more Citizen Science? Sign up for the National Citizen and Community Science Library Network, which is supported by Arizona State University, SciStarter, and the National Girls Collaborative Project.

MATERIALS AND PREPARATION

The check-out kits include:

- Sky quality meter-L (SQM-L, SQM)
- Red LED light flashlight
- Planisphere
- Printed data entry sheet
- Sky quality meter instructions

To prepare:

- Print multiple copies of the Globe at Night Data Sheet (to be replaced after each check-out)
- Print and laminate the Activity Guide (see Resources)

Steps for patrons:

1. Check out a collection kit from the library.
2. Create a SciStarter account.
3. Choose a clear night, and go outside more than an hour after sunset. Bring the kit with you!
4. Use the kit's LED flashlight when needed.
5. Use the planisphere to find a constellation.
6. On the Globe at Night data sheet, record the data, time, location, and weather conditions.
7. Press "power" on the Sky Quality Meter, and be sure to point it away from the moon and any street lights. The lower the number on the SQM, the higher the light pollution

8. Record the SQM's serial number and light magnitude number on the data sheet.
9. Turn off the SQM and flashlight, and return materials to the kit. Except for the data sheet, which you can keep.
10. Go to the Globe at Night website (https://globeatnight.org/) to enter the data from your data sheet. Be sure to include your SciStarter email so you get credit in your SciStarter dashboard!
11. Return your kit to the library
12. Complete the Citizen Science Feedback Survey.

RESOURCES

Web

Measuring Light in the Night from *SciStarter*: https://bit.ly/3PJGU1s

Printables

Measuring Light in the Night Activity Guide (reprinted with permission from SciStarter)

TIP:

For the Measuring Light in the Night Activity Guide in Spanish, see https://bit.ly/441f992

Emily Maletz / SciStarter

MEASURING LIGHT IN THE NIGHT

Help gather light pollution data.

MEASURING LIGHT IN THE NIGHT

Help gather light pollution data.

Light pollution is intrusive artificial (usually outdoor) light. Too much light pollution can wash out starlight in the night sky, interfere with astronomical research, disrupt ecosystems, have adverse health effects, and waste energy.

Globe at Night is an international citizen science project that involves the public in measuring and collecting night sky brightness observations to help scientists understand the impact of light pollution.

Public domain / Wikimedia Commons

KIT DETAILS

Kit components will vary based on your library's selections. This kit likely contains the following materials:

Sky Quality Meter - L (SQM-L, SQM) - Hand-held meter for measuring sky brightness.

Red LED flashlight - Designed to help guide you to nighttime viewing areas without disrupting user night vision or nocturnal animals who are less sensitive than humans to the red range of light.

Planisphere - Rotating star finder (planisphere) to help you identify the constellation you'll need to find, based on the Globe at Night website's instructions.

Printed Data Entry Sheet - Record the date, location, constellation, Sky Quality Meter serial number and data and other data on this sheet to enter on the Globe at Night website later.

Sky Quality Meter Instructions - This helpful guide provides data context and troubleshooting tips.

SO WHAT?

You'll use these materials, the instructions on SciStarter and the web data entry form on Globe at Night to share your observations and data. The data is used by scientists to monitor levels of light pollution and help inform steps you can take to address the impacts of light pollution on local energy consumption, plants, wildlife, and human health.

PLAN

Choose a clear night when the moon is not up and when you can go outside more than an hour after sunset.

PREPARE

Review the instructions on **SciStarter.org/library-kits**. Select the "Measuring Light in the Night" kit page, view the video and review the step-by-step instructions. Be sure to review the Data Sheet and Sky Quality Meter instructions located in your kit.

Create your free SciStarter account and write down the email address you used to create your account (you'll need it to earn credit for your data contributions to Globe at Night).

After you've reviewed the instructions, **click "Participate"** to be directed to the Globe at Night website's "Report" page. Take note of the preferred dates to participate and constellations to observe.

PARTICIPATE

Remove the LED flashlight from the kit. Press it and use the red light to guide you outside if needed. Bring the kit with you, including the data worksheet and a pencil (use a pencil so you can use the data sheet multiple times).

Allow your eyes to adjust to the night sky, and then use the planisphere to find a constellation.

On the Globe at Night data sheet, write down the data, time and location. Make a note of the Constellation you're observing and the sky conditions as outlined on the data sheet.

Jot down the email address you used to create your SciStarter account, where noted at the bottom of the sheet.

Press the power button on the Sky Quality Meter (don't face it directly at light such as the moon or a street light; review the SQM printed instructions again if needed). The lower the number on the SQM, the higher the light pollution. Write the SQM's serial number and light magnitude number on the data sheet.

When you're ready to add data to Globe at Night, go to **globeatnight.org/webapp** and enter the data from your data sheet. Don't forget to include your SciStarter email in the online Globe at Night data form to get credit for your contributions in your SciStarter Dashboard. On the Globe at Night website, you can also review data from around the world!

Thank you for participating in citizen science!

Turn off the SQM and LED light and return all the materials to the kit, except the data sheet, which you can keep. If you can, continue recording light pollution data while you have the kit and as weather permits.

LOOKING FOR MORE?

Find more projects on your SciStarter Dashboard: **SciStarter.org/dashboard**

KIT MATERIALS