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TEEN PROGRAMMING: GETTING STARTED

WHAT DO TEENS WANT? (...besides food)

Independence!

Make sure teens have library cards, and emphasize that their borrowing histories are confidential. Show them how to navigate library resources on their own. Ask them what books they want to see in the library.

Excitement!

The primary question to keep in mind for in-person teen library programs: Is it fun? Plan active games that give teens a chance to move around and interact with each other.

Empowerment!

Give teens opportunities to grow by leading their peers, planning and executing library programs, and communicating and refining their interests.

Acceptance!

Run icebreakers and games that help teens get to know each other. Encourage acceptance of different opinions. Have a zero-tolerance policy for bullying.

ENGAGEMENT TIPS

- Teens love learning from each other. Provide opportunities to teach their peers.
- Offer prizes to teens who recruit the most friends for your programs.
- Invite college-age students to run programs or workshops.
- Solicit book recommendations from teens using short forms or bookmarks, and then share those recommendations in the teen section.
- If teens are not into a program, be flexible! Have a backup plan.
- Offer alternative activities for teens with social anxiety or who need a quiet space.
- Fidget toys can help teens focus on activities that require concentration, such as memory games or book discussions (particularly useful for teens with ADHD or sensory processing disorders).

- Consider combining teen advisory board meetings with program times.
- Teens make great volunteers, especially around younger children. They can organize programs, create decorations, be book buddies, or help with social media promotion.
- Ask teens to evaluate your programs, and integrate their feedback.
- Stay on top of media and technology trends. For example, Discord is very popular with teens right now. Can you host a library discussion group on Discord?

IDEAS FOR TEEN INCENTIVES

- Coupons for library privileges, such as extra computer time or credit for library fines
- Free passes or memberships to local museums, pools, movie theaters, or makerspaces
- “Library dollars” that can be saved up for bigger prizes
- Gift certificates to gaming stores, grocery stores, convenience stores, and restaurants
- Graphic novels or comic books donated from a local comics shop
- Notebooks and art supplies
- Free books (be sure to include adult choices for older teens)
- Fidgets, such as bubble poppers, pea pods, rubber snakes, squishies, and magnetic rings. Prioritize quiet fidgets whenever possible.
- Vinyl stickers and magnets
- Travel-size card and board games
- Earbuds and mobile device accessories
- Snacks and chewing gum
- Chapstick, travel-size sunscreen, and other small toiletries
- Backpack pins, locker accessories, and fun school supplies
- Silly putty, slime, and clay
- Water bottles and travel mugs
- Small whiteboards with dry erase markers, or small chalkboards with chalk markers
- Word search and crossword puzzle books
- Accessories such as sunglasses, glasses cases, handheld fans, and lanyards

SCHOOL OUTREACH TOOLKIT

WHY SCHOOL PARTNERSHIPS?

Partnering with schools is important for any summer reading program (SRP), not only to increase engagement but also to reach out to students who might not be able to participate in the program through the public library. This is also a great way to promote library resources and information to schools and students. Think of school partnerships as a way to further promote the library and establish it as an important resource in the community. These partnerships can come in the form of SRP promotion before the summer, activities and visits for in-school summer care, or registration for the reading program on a classroom level.

WHO

- Public schools
- Private schools
- Homeschool groups
- Other (this could be group homes, homeless shelters, military base schools, ESL schools, parent groups, etc.)

When establishing partnerships, make sure to initiate formal contact first. You can use the included form (Example A) to reach out. Make sure you clearly define what you are offering and why.

WHEN

Start reaching out to schools in February or March to plan promotional visits before schools close for summer. This is also a good time to inquire about any summer care in schools and, if so, to schedule summer visits.

WHAT

School Visits

- Promoting SRP can include book talks on summer books, a presentation on the SRP, handouts, small activities, etc. These visits can be done class to class or assembly style. The key is to make an impression on the students and to establish supportive relationships with the schools.
- Speak to school leaders, librarians, or teachers to find out how their educational plan and curriculum can be enhanced by voluntary participation in SRP. Use their input to configure your promotion to appeal to students and staff.

Promotion and Outreach

- Have handouts, bookmarks, book logs, etc. ready to give to students.
- Create thematic reading lists for different grade levels.
- Prepare a brief SRP description and offer it to school staff to email to parents. Many schools have a multitude of ways to communicate with families, so offer to give them SRP info in any format.
- Heavily promote virtual resources. Teach them how to access no-card-needed resources for kids and encourage them to explore library resources.
- Have flyers that target different age groups. You do not want to promote elementary resources and programs at high schools.

- Make a couple of commercials that are under 5 minutes. These can be posted across different platforms and can be shown in schools and classrooms. Make sure you do different commercials for different age groups.
- Offer a video tour of the library to generate interest. This can also be shown at in-school programs during the summer to make students feel like they are a part of the library.

Summer Programs

- Summer care at school can include anything you can easily do in a public library, such as storytimes, physical activities, and art activities. You can even check out the activities in this manual and adapt those ideas to quick activities and promotions to offer in schools.
- Enroll them in the reading program and give them prizes just as you would for in-library patrons. You can either pass out separate reading logs or ask the care facilitators keep track of the storytime books they read aloud.
- Bring books to the location weekly.
- Bring surplus craft supplies and let them craft.
- If visiting multiple schools/locations, have a battle of the books. Give a special incentive for the group that wins.
- Encourage the facility to decorate with the theme.
- Make up the craft kits for parents to pick up either at the school or public library.
- Tips:
 - Visits are typically no less than 20 minutes and no more than 50 minutes.
 - Offer group reading logs/tracking. Game boards or trackers can help care facilitators track multiple reading logs at once. This could also help them turn the reading program into a game.

FORM LETTERS

EXAMPLE A

INTRODUCTION TO PROSPECTIVE PARTNERS

Dear [Name of prospective partner]:

My name is [insert name here], and I represent [name of library/system]. I am reaching out to you as a potential school partner as we gear up to offer families in our community the 2024 Collaborative Summer Library Program Adventure Begins at Your Library! / ¡La aventura comienza en tu biblioteca!

We'd like to invite you to join us in helping to promote positive family fun in our community this summer.

How can your school help? There are a number of ways to partner with us, and we can help you tailor one to best fit your needs and resources:

- In the spring, invite library staff to give a presentation to students and staff about the upcoming summer reading program. If an in-person visit is not possible, a librarian can do a virtual visit with individual classes or schoolwide.
- Promote an event/activity/club associated with adventure, and tie it into the summer reading program and other services the library has to offer.
- Get your parents/caregivers on board by distributing letters/emails and other promotional materials (provided by the library) to explain the program and how to participate.
- Include information about upcoming library events in your school announcements and newsletters.
- Invite the library to your next family open house to promote library services and to sign students and parents up for library cards.
- Consider sponsoring a summer reading event or prize with an in-kind donation.
- Offer your students service credit/extra credit/incentives for volunteering at the library or attending library events. Library staff can advise you if there are opportunities for student volunteers at their location.

We would be happy to speak to you about other ways in which your school can support the 2024 Collaborative Summer Library Program. We hope you will consider joining us in supporting an inclusive, educational, and enjoyable summer.

Sincerely yours,

[Name and signature]

EXAMPLE B

DESCRIPTION OF CSLP 2024

WHAT IS THE COLLABORATIVE SUMMER READING PROGRAM AND HOW DOES IT WORK?

The Collaborative Summer Library Program (CSLP) a consortium of state libraries and public library systems working together to provide high-quality summer reading program materials for children, teens, adults, and families. Every year, a voted-upon theme and slogan is integrated into an inclusive, literacy-based, summer reading program that is enjoyable for all ages.

The theme for 2024 is Adventure Begins at Your Library! / ¡La aventura comienza en tu biblioteca! Juanita Martinez-Neal, an award-winning children's illustrator, provided the artwork for some of this year's themed promotional materials.

Your local library system tailors each year's theme to suit its purposes, but generally the program will include:

- A reading/activity log that readers use at home to track their progress toward an age-appropriate reading goal, earning incentives and prizes for participation.
- Activities and events happening at the library or available as take-home kits in support of the theme. These include storytimes, active play/music/movement activities, crafts, cooking/snacks, book clubs, volunteer opportunities, special presenters, movie nights, game nights, and more
- Library activities are low/no cost. For more information about your community's library program and other services, contact your local library location.

EXAMPLE C

LETTER TO PARENTS

Dear Parents/Guardians:

As the school year draws to a close and we look ahead to summer break, we are excited to announce that we are partnering with [insert name of library system] to support the 2024 Summer Library Program, Adventure Begins at Your Library! / ¡La aventura comienza en tu biblioteca! This program will run from [insert dates of local program here] at all library locations.

Librarians will be visiting schools to share information with students and faculty about exciting opportunities for adventure this summer at the library, and how your student can participate in a reading challenge for a chance to win prizes. Staying connected with books and reading over the summer is a proven way to avoid the summer slide of academic skills over the break.

We encourage you to visit the library with your student and discover what the librarians have come up with for no/low-cost, inclusive family enrichment that aims to promote positivity and fun. This summer reading program includes participation levels and activities suitable for all ages, from birth to adult. Find out more about upcoming events and how to register by contacting [name or library location].

We wish everyone a safe and relaxing summer, and hope visiting the library will be a regular part of your family activities until school resumes in the fall. Until then, keep reading!

Sincerely yours,

[Insert name/signature]

INCLUSION CHECKLIST FOR LIBRARY PROGRAMS AND SERVICES

- Ideally, all staff should have equity, diversity, and inclusion training. Check out Project READY and Project ENABLE (see Resources) for free online training geared to librarians and library administrators.
- Always seek insight and feedback from members of the community/staff with lived experiences.

RACE/ETHNICITY

- Feature books, resources, and displays that include diverse representations of race/ethnicity. Characters should not necessarily focus on specific historical events or moments of struggle.
- Avoid materials with characters portraying the “white savior” trope or materials where BIPOC are treated as “sidekicks” or represented in offensive, clichéd ways. Avoid materials that focus on specific historical events or moments of trauma.
- Marketing materials should feature youth from diverse backgrounds/ethnicities without reinforcing cultural stereotypes.
- Art supplies/toys should include multiple skin tone options and representations.
- Include characteristics representing different cultures and lived experiences from BIPOC at events.
- Pay special attention to the pronunciation of names. Do not make up nicknames or shorten names to make them “easier” to remember.
- Be cognizant of the various implicit and/or unconscious biases, including affinity bias, when it comes to racial and ethnic diversity.
- Bring in presenters of all abilities that are culturally diverse.
- Think about your own racial and ethnic identity and engage in self-work before brainstorming and reviewing content for library programs.
- Create a team of colleagues to proofread ideas for content and programs through an inclusive lens. Avoid singling out any colleagues in an attempt to create an inclusive team.



Image source: Shutterstock

GENDER/SEXUALITY

- Include books and resources that present a wide range of gender norms.
- Avoid programming that caters to specific gender stereotyping.
- Avoid separating groups by gender.
- Use gender-neutral language when presenting ideas and information.
- Ask all program presenters/participants for their pronouns.
- Consider using gender neutral terms like “they” or “them” when referring to animal characters.
- When children present stereotypes in their own stories or in response to a question, consider discussing them with the group.

TIP:

Many people with disabilities find language such as “differently abled” offensive, as it can be seen as minimizing the lived experience of navigating concrete societal barriers that enable some bodies/minds over others. To learn more about this topic, it may be helpful to learn about the medical vs. social models of disability.

ACCESSIBILITY

- Language is always evolving. Be aware of current disability language when developing content for programs/services. (See style guide from NCDJ in Resources.)
- Always ask participants/speakers/staff with disabilities if they prefer

person-first (i.e., person with autism) or identity-first (autistic person) language when describing themselves, and never correct their preference.

- Always presume competence of people of all abilities.
- Site should be accessible, including accessible parking, paths, restrooms, and clearly identifiable wayfinding.
- Provide programming materials in a variety of formats, in addition to print, including audio, large print, e-format (which has many accessibility options!), and high-contrast/tactile literacy.
- Include books and resources representing people with disabilities and also written by people with a lived disability experience.
- Consider providing a social narrative (or Social Story) to help people of all ages and abilities prepare for a visit or specific program that is new to them (especially helpful for the neurodivergent community, people with PTSD, and dementia).
- Provide a visual schedule during programs and allow time for processing before transitioning to the next activity.
- Avoid visual clutter in backgrounds and printed materials, and use colors with high contrast (e.g., yellow and black).
- Avoid audio clutter, such as background music and loud alert tones on computers, which may be over-stimulating.
- Dim bright lights or cover fluorescent lighting with filters and provide noise-canceling headphones in case of sensory overwhelm.
- Use a microphone when possible.
- Whatever virtual resource you use, confirm that it has closed captions, the specific closed caption format, and that you know how to turn it on if a patron asks for technical assistance.
- Provide adaptive alternatives (movement or art supplies) so that participants can choose what works for them without having to make special requests.
- If possible, identify a quiet space or room with some sensory calming devices for patrons experiencing sensory overwhelm. Devices can include items for sensory seekers (e.g., fidgets, weighted lap pads) and sensory avoiders (e.g., pop-up tents, headphones).
- Avoid flashing lights, loud content, or sudden movements, or provide warning in advance.
- Provide different seating options that allow space for wheelchairs, walkers, and/or strollers.
- If providing food items, avoid items with common allergens (e.g., nuts, gluten, dairy), and list food items in advance. Provide alternatives. You can also ask families to identify any food allergies when they register for a program.
- Provide concise instructions in multiple formats (i.e., visuals, demonstration, video, and written). Consider combining written with visual instructions.
- Provide verbal description of visuals, illustrations, and speakers.
- Consider providing tactile manipulatives and other sensory tools to engage the senses.
- When using a sign language interpreter, address the person you are conversing with and not the interpreter.

TIP:

Less is usually best when presenting a PowerPoint. However, if you have hearing-impaired patrons (or visual learners), word-for-word descriptions of what you are saying can act as real-time subtitles.

- All marketing should include an accommodations statement, such as whether an event is wheelchair accessible, held in a low-stimulation space, or that an ASL interpreter will be present. Also consider providing accommodations in advance so people do not need to make special requests.

RESOURCES

Project READY: <https://ready.web.unc.edu/>

Project ENABLE: <https://projectenable.syr.edu/>

Style guide from National Center on Disability and Journalism: <https://ncdj.org/style-guide/>

“Literacy for Youth with Low Vision” from Adaptive Umbrella: <https://bit.ly/3tVtuUq>

Social narrative resources from Libraries and Autism: We’re Connected: <http://librariesandautism.org/news-resources.htm>

“What Is a Social Story?” from Carol Gray Social Stories: <https://bit.ly/3yeCF5b>

“Social Story” from Deerfield Public Library: <https://deerfieldlibrary.org/socialstory/>

“What Is a Visual Schedule?” from Adaptive Umbrella: <https://bit.ly/3QFXZaF>

“Equity, Diversity, and Inclusion” from ALA: <https://www.ala.org/advocacy/diversity>

“Virtual Storytime Services Guide” from ALSC: <https://bit.ly/3yaPygj>

ARTS & CRAFTS

VACATION TILE COASTERS

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Where did you go on vacation, or where do you wish you could go? Teens and tweens make a keepsake coaster about their travels, or they make mini vision-board coasters about where they want to go. Any type of paper works for the top of the tile, whether printed photos, magazine photos, old maps, scrapbook paper, etc. Easily adapted to take-and-make kits. For an in-person program, prepare activities to keep participants occupied while the coats of Mod Podge dry. Suggested runtime: Two 90-minute sessions.

MATERIALS AND PREPARATION

Materials:

- 4x4-inch stone/ceramic tiles (1 per participant)
- Mod Podge Gloss
- Cork or felt for backing (self-adhesive or with strong glue)
- Waterproof sealer
- Photos, magazines, or old maps
- Scissors
- 1-inch paint or sponge brushes

Preparation:

- Cover tables to protect them from Mod Podge and polyurethane.
- Precut felt or cork squares slightly smaller than the tile.
- Gather old magazines, maps, or postcards.
- Make sure the area is well ventilated if using spray adhesives (or take outside).

To make:

1. Cut square pieces of paper to fit the tiles.
2. Add a layer of Mod Podge to the top of a tile; place the paper down and smooth. Let dry for 15–20 minutes.
3. If you plan to add additional details, do so now.
4. Seal each tile with 2–3 coats of Mod Podge, letting dry between coats.
5. Trim cork to fit the back of the coasters. Glue on with preferred heavy-duty adhesive. Clamp or

TIP:

For time-limited programs, give away sample Mod Podge bottles for participants to finish coating at home. Encourage them to submit photos of their tiles in use!

TIP:

Consider using a heat gun or blow dryer to speed up the drying process.



Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

ARTS & CRAFTS

press the coaster for 1–2 hours to ensure the cork adheres to the tile completely.

6. Once dry, apply polyurethane or high heat enamel spray to the tops of the coasters. Let dry for several hours before using.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

DIY Tile Coasters from Mod Podge Rocks: <https://modpodgerocksblog.com/diy-tile-coasters/>

TIP:

Give patrons the option to leave coasters to dry in the library before taking them home.

TIP:

Have puzzles or games prepared to pass the time while participants wait for the Mod Podge coats to dry.



Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

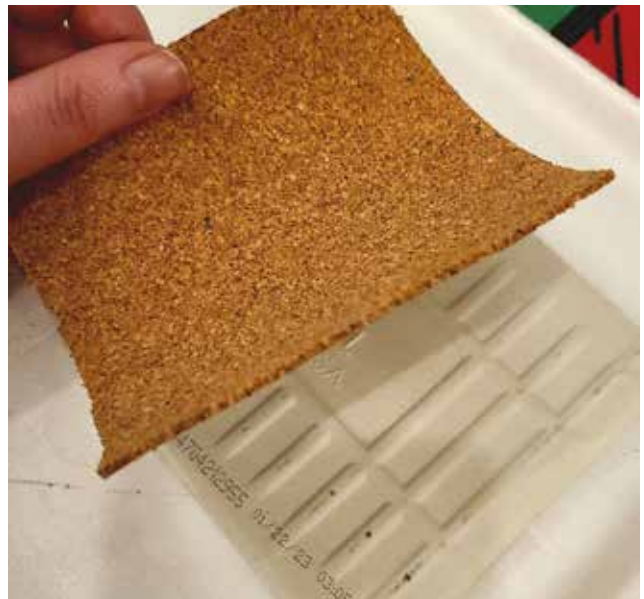


Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

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.

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>



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

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

ULTIMATE ROAD TRIP PLANNERS

AGES

Tweens 9–12

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Nothing screams summer adventure more than a road trip! In this program, tweens or teens plan their ultimate summer road trip using online resources, working individually or in groups. After their planning session, they can make (or just eat) road trip snacks while waiting for others to finish. Depending on your participants, you could also create first-aid or activity kits (better for tweens). After everyone is done, set up a projector and give them the option to share their dream road trip destinations! Suggested runtime: 90 minutes.

MATERIALS AND PREPARATION

Questions to ask:

- Where is their final destination?
- Where would they stay en route?
- Who would they travel with?
- What roadside attractions would they stop and see?
- Where would they eat along the way?
- Would they pass by any interesting national parks?
- What would they visit at their destination?

Preparation:

- Decide on parameters. Should their destination be within your state, the U.S., or anywhere on the world?
- Decide which website(s) you want to encourage them to use (see Resources).
- Set up the projector and laptop (or a mini projector) so they can share highlights of their dream road trips (optional).
- To help spark ideas, decorate the program space with photos of unique roadside attractions, unusual AirBnBs, and popular routes.
- Set out road map books and travel guides to flip through.
- Have computers (or iPads) available for those without

TIP:

Set up Mario Kart for participants to play if they have extra time (good for tweens and above).

ADAPTATION:

For children and tweens, make road trip puzzle kits. Print travel-friendly puzzles, DIY games, and coloring sheets from the Standalone Printables chapter, and let them choose their favorites to make personalized kits.

ADAPTATION:

Activity kits could include simple embroidery projects, jewelry-making projects, or magnetic games. First-aid kits that include travel-size bottles of hand sanitizer, sunscreen, bug repellent, band-aids, etc. are also a good option.



Image source: Shutterstock

GAME/ACTIVITY | LOW COST

phones.

Snack ideas:

- Trail mix (popcorn, pretzels, nuts, M&Ms, chocolate covered raisins, etc.)
- Fruit leather
- No-bake energy bites (oats, peanut butter, honey, chocolate chips, Craisins, salt, etc.)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

Road Trip Planning

OMG! Category on Airbnb: <https://www.airbnb.com/stays/omg>

The Historical Marker Database: <https://www.hmdb.org/>

"Roadside Attractions" in Atlas Obscura: <https://bit.ly/3Xy4PD3>

"Take a Virtual Visit to a National Park" from National Park Foundation: <https://bit.ly/3r9pwcB>

Road Trip Game Ideas

Magnetic license plate game from Comic Con Family: <https://bit.ly/3NAhYH0>

"Popsicle Stick Playing Cards" from Instructables: <https://bit.ly/3NvECjZ>

"Finger Twister" from Later Gator Crafts: <https://bit.ly/3XvZe04>

"The Great Alphabet Race" from Handmade Charlotte: <https://bit.ly/3CTGOgo>

Books

Road Trip Fiction

The Vanderbeekers on the Road (The Vanderbeekers #6) (2023) by Karina Yan Glaser (middle grade)

Road Tripped (2019) by Pete Hautman (YA)

Here We Are Now (2017) by Jasmine Warga (YA)

When You Get the Chance (2021) by Tom Ryan (YA)

Boys of the Beast (2022) by Monica Zepeda (YA)

Love and Other Train Wrecks (2018) by Leah Konen (YA)

Printables

Road Trip Bingo (in Spanish and English)

TIP:

Keep potential food allergens separate and/or have participants note any food allergies when they sign up.

TIP:

Be sure to display your collection of map books and tour guides! Think Lonely Planet, Fodor's, National Geographic, and DK Eyewitness series.

TIP:

Going Places: Victor Hugo Green and His Glorious Book (2023)—about Black motorists during Jim Crow—makes a good middle grade read-aloud.

ROAD TRIP BINGO

Find these signs on your next road trip!



BINGO DE VIAJE POR CARRETERA

¡Encuentra estas señales en tu próximo viaje por carretera!



GAME/ACTIVITY

TAIWAN ADVENTURE: STRAWBERRY BOBA TEA

AGES

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Teens experience a taste of Taiwan by making boba tea! In Taiwan, boba is a staple of the night markets, which encompass hundreds of food stalls where people congregate after work for groceries and snacks. Boba tea gained a huge following in the U.S. in the 1990s following widespread immigration from Taiwan, and it is still highly popular today. Create take-and-make kits for teens to make the tea at home, or premake the ingredients so they can assemble it during an in-person program. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Decide whether you will record a video of you making this recipe, or whether you will hold a live virtual program during which teens can make it their own kitchens. If recording, be sure to provide the link in the take-and-make kits.

Prepare take-and-make kits with:

- Printed instructions (see Printables)
- Link to video or details about the virtual program
- ¼ cup tapioca pearls
- 1 green tea bag
- ½ cup sugar
- 2 boba straws

Teens will need to source milk, water, ice, and strawberries.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

“Boba Milk Tea” from Tasty.co: <https://bit.ly/3NT28Zu>

TIP:

Adjust the boba cooking instructions according to the tapioca pearls you are providing (cooking times vary).

ADAPTATION:

To run this in person, premake all components and let teens assemble their own boba tea concoctions. Be sure to have milk alternatives on hand.

TIP:

Consider *Boba Cookbook: Delicious, Easy Recipes for Amazing Bubble Tea* (2020) by Wendy Leung



Image source: Noraliz Orengo of the Southeast Branch of Orange County Library System in Orlando, FL

GAME/ACTIVITY

“A Brief History of Boba” from Food & Wine: <https://bit.ly/3PH9SiR>

Books

YA Fiction

Lost in Taiwan (2023) by Mark Crilley

A Taste for Love (2021) by Jennifer Yen

A Pho Love Story (2021) by Loan Le

The Silence that Binds Us (2022) by Joanna Ho

A Magic Steeped in Poison (2022) by Judy I. Lin

Boys I Know (2022) by Anna Gracia

Printables

Strawberry Boba Tea Recipe (in English and Spanish)

STRAWBERRY BOBA TEA

Makes 2 servings

YOU WILL NEED

- A stovetop or hot plate, and a small saucepan
- OR a microwave and a microwave-safe bowl with lid
- A blender
- 2 serving glasses
- Measuring spoons & cups
- Stirring spoon

INGREDIENTS

- Your take-and-make kit:
- ¼ c tapioca pearls
- ½ cup white sugar
- 1 green tea bag
- 2 boba straws
- ¼ cup milk or half & half (any kind of milk alternative works!)
- ¼ cups strawberries (or other kind of berry)
- ¼ cup ice
- Water

MAKE THE SIMPLE SYRUP

Combine ½ cup sugar and ½ cup water in a saucepan; simmer until dissolved
Divide between two heat-resistant bowls or mason jars (half for the simple syrup; half to sweeten the tea)

COOK THE TAPIOCA PEARLS

Stovetop:

- Add ¼ cup of tapioca pearls to 2 cups of boiling water, and stir.
- When the pearls float, cover the pot and cook for 2–3 minutes.
- Then turn off the heat and simmer for 2–3 more minutes
- Scoop out pearls & rinse them under cold water, then place in simple syrup.

Microwave:

- Put tapioca pearls in a microwave-safe bowl.
- Add water 1" higher than the pearls.
- Cover the bowl.
- Cook on high for 3 minutes.
- Scoop out pearls & rinse them under cold water, then place in simple syrup.

MAKE THE TEA

Steep green or black tea bag in 1 cup boiling water. Let steep for 5 minutes, then remove tea bag and let it cool.

MAKE THE STRAWBERRY PUREE

Combine in blender:

- ½ cup of strawberries
- 1 tbsp of the simple syrup

ASSEMBLE THE STRAWBERRY BOBA TEA!

In a mason jar or cup, combine:

- ⅓ cup of boba
- ⅓ cup of milk
- ½ cup of green tea
- ¼ cup of strawberry puree
- Simple syrup to taste

Stir, add ice, and enjoy!

TÉ BOBA DE FRESA

hace 2 porciones

NECESITARÁS

- Una estufa o plato caliente y una cacerola pequeña
- un microondas y un recipiente apto para microondas con tapa
- Una licuadora
- 2 vasos para servir
- Cucharas y tazas medidoras
- Cuchara para revolver

INGREDIENTES

- Tu kit para llevar y preparar:
- ¼ taza de perlas de tapioca
- ½ taza de azúcar blanca
- 1 bolsita de té verde
- 2 sorbetes boba

Para agregar en casa:

- ¼ taza de leche o mitad y mitad (¡cualquier tipo de alternativa a la leche funciona!)
- ½ tazas de fresas (u otro tipo de bayas)
- ¼ taza de hielo
- Agua

HACER EL JARABE SIMPLE

Combina ½ taza de azúcar y ½ taza de agua en una cacerola; cocine a fuego lento hasta que se disuelva. Divida entre dos tazones resistentes al calor o tarros de albañil (la mitad para el jarabe simple, la otra mitad para endulzar el té)

COCINA LAS PERLAS DE TAPIOCA

Estufa:

- Agrega ¼ de taza de perlas de tapioca a 2 tazas de agua hirviendo y revuelve.
- Cuando las perlas floten, tapa la olla y cocina por 2–3 minutos.
- Luego apaga el fuego y cocina a fuego lento durante 2–3 minutos más.
- Saca las perlas y enjuágalas con agua fría, luego colócalas en almíbar simple.

Microonda:

- Pon las perlas de tapioca en un recipiente apto para microondas.
- Agrega agua 1" más arriba que las perlas.
- Cubre el tazón.
- Cocina a fuego alto durante 3 minutos.
- Saca las perlas y enjuágalas con agua fría, luego colócalas en almíbar simple.

HACER EL TÉ

Remoja una bolsita de té verde o negro en 1 taza de agua hirviendo.

Deja reposar durante 5 minutos, luego retira la bolsita de té y deja que se enfríe.

HACER EL PURÉ DE FRESAS

Combinar en la licuadora:

- ½ taza de fresas
- 1 cucharada del jarabe simple

¡PREPARA EL TÉ DE BOBA DE FRESA!

- En un tarro o taza de albañil, combina:
- ⅓ taza de boba
- ⅓ taza de leche
- ½ taza de té verde
- ¼ taza de puré de fresa
- Jarabe simple al gusto

Remueve, añade hielo y ¡disfruta!

THE FUNGUS AMONG US: OYSTER MUSHROOMS IN CUP

AGES

Teens 13–18

Adults

PROGRAM DESCRIPTION

Did you know you can grow delicious oyster mushrooms in just about any household container (including plastic bags)?

In this program, patrons create mini mushrooms farms using straw pellet or toilet paper substrate. The bags need to sit for 2–3 weeks before you see fruiting mycelium, so let patrons take their cups home, take notes on growing conditions, and report back. Consider holding a follow-up session (or creating a bulletin board) for patrons to report on how their mushrooms are doing, share photos, and troubleshoot. This also makes a great take-and-make kit. Suggested runtime: 45 minutes to assemble the cups.

MATERIALS AND PREPARATION

Materials: See Printables

Preparation:

- Make a test batch so you know how to help troubleshoot.
- Gather supplies and make kits.
- Print handouts to include with each kit (see Printables)
- Create a bulletin board for patrons to submit photos of their mushrooms (optional).

Oyster mushrooms come in many varieties, so which do you choose? In terms of fruiting speed, the grey dove oysters fruit the fastest, followed by Italian oyster mushrooms, followed by golden oyster mushrooms.

RESOURCES

Web

“How to Grow Mushrooms in a Bag” from Grocycle: <https://bit.ly/437Mz4F>

About oyster mushroom strains from Field & Forest: <https://bit.ly/435xX5T>

Toilet paper substrate instructions from Field & Forest: <https://bit.ly/3NxTw9n>

Printables

How to Grow Oyster Mushrooms



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

TIP:

For more STEM activities, ask participants to track growth rate, temperature, and exposure to light.

TIP:

Try this experiment before the program to ensure that you can get them to grow and so you can provide tips for growing in your climate (e.g., adding more or less moisture).

HOW TO GROW OYSTER MUSHROOMS

MATERIALS

- Oyster mushroom grain spawn (online or from local growers)
- Substrate (straw pellets, unbleached toilet paper rolls, or coffee grounds)
- If using toilet paper, a pot of boiling water, tongs, and a drying rack
- Mushroom grow bags with filters
- Rubber bands or twist ties
- Labels
- Water
- A dark place to store bags at room temperature for a few weeks
- Water in a spray bottle



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

INSTRUCTIONS

1. Mix mushroom spawn with the substrate:
 - a. For straw pellets, mix 1:5 ratio of mushroom spawn to pellets. Use 2x or more water than the weight of the substrate.
 - b. For toilet paper, first sterilize it by dipping the roll into boiling water until saturated, then let it drain. Once the roll is cool, remove the center cardboard core and put the roll in a mushroom grow bag. Fill the center of the roll with mushroom grain spawn.
2. Close the top of the grow bag above the filter using a rubber band or twist-tie.
3. Label the bag with the date and the oyster variety.
4. Place the bag in a dark, undisturbed area (like a closet), where the temperature is between 65–75°F.
5. Within 3 weeks, you should see white, fluffy mushroom mycelium on the substrate. Let it continue to grow for another 1–3 weeks.
6. When you are ready for the mushrooms to start fruiting, place the bag in your refrigerator for 48 hours (this simulates winter).
7. After 48 hours, remove the bag from the refrigerator and place it in a well-lit room. Open the top of the bag to let the air in, or cut x's on the sides of the bag.
8. Mist with water daily, being careful not to use so much water that it pools inside the bag.
9. In a few days, you will see tiny pins of mushrooms starting to develop. A week or two after that, you will have mushrooms ready to harvest!



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

CÓMO CULTIVAR GÍRGOLA

MATERIALES

- Semillas de gírgola en grano (en línea o a través de cultivadores locales)
- Sustrato (bolitas de paja, rollos de papel higiénico sin blanquear o posos de café)
- Si se utiliza papel higiénico, olla con agua hirviendo, pinzas y una rejilla de
- secado
- Bolsas de cultivo para setas con filtros
- Gomas elásticas o bridas
- Etiquetas
- Agua
- Un lugar oscuro para guardar las bolsas a temperatura ambiente durante unas semanas
- Agua en un pulverizador

INSTRUCTIONS

1. Mezclar los hongos con el sustrato:
 - a. Para los gránulos de paja, mezcle una proporción de 1:5 de semillas de seta con gránulos. Utilice 2 veces o más agua que el peso del sustrato.
 - b. Para el papel higiénico, primero esterilícelo sumergiendo el rollo en agua hirviendo hasta que se sature y déjelo escurrir. Una vez que el rollo se enfríe, retire el núcleo central de cartón y coloque el rollo en una bolsa de cultivo de setas. Rellene el centro del rollo con semillas de setas.
2. Cierra la parte superior de la bolsa de cultivo por encima del filtro con una goma elástica o una brida
3. Etiquete la bolsa con la fecha y la variedad de ostra.
4. Coloque la bolsa en un lugar oscuro y tranquilo (como un armario), donde la temperatura esté entre 65–75°F.
5. Al cabo de 3 semanas, deberías ver micelio de seta blanco y esponjoso en el sustrato. Deja que siga creciendo durante 1–3 semanas más.
6. Cuando esté listo para que las setas empiecen a fructificar, coloque la bolsa en el frigorífico durante 48 horas (esto simula el invierno).
7. Transcurridas 48 horas, saca la bolsa del frigorífico y colócala en una habitación bien iluminada. Abra la parte superior de la bolsa para que entre el aire, o corte x en los laterales de la bolsa.
8. Rocíe con agua todos los días, teniendo cuidado de no utilizar tanta agua que se encharque dentro de la bolsa.
9. En unos días, verás cómo empiezan a desarrollarse pequeños brotes de setas. Una o dos semanas después, ¡tendrás setas listas para cosechar!



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

ADVENTURES IN BREAKING

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Breaking, aka breakdancing, was born in the Bronx, New York in the 1970s, and is the first original form of hip-hop dance. Summer 2024 marks the first year it will be included in the Olympic Games. To build enthusiasm for the sport, invite tweens or teens to play judge—according to Olympic judging categories, of course!—for a variety of breaking videos. Performances could be sourced from YouTube or streamed from online sources, as long as you have a public performance license. Suggested runtime: 45 minutes for judging.



Image source: Shutterstock

MATERIALS AND PREPARATION

Olympic judging metrics:

- 60% for technique, performativity, creativity (combined)
- 40% for variety, musicality, and personality (combined)

About breaking:

- Breakers are also known as b-boys and b-girls.
- Athletes go up against each other 1:1, taking turns known as battles or throw downs.
- Each throw down lasts 60 seconds.
- Moves fall into one of two categories: Toprock (standing moves) and downrock (floor moves)

Preparation:

- Decide whether you will provide clips of different breakers or ask participants to submit YouTube videos of their favorite b-boys and b-girls before the program.
- With 60-second rounds, the judging tournament goes by quickly. Prepare some longer videos to watch and/or plan to screen a film after the judging.

ADAPTATION:

If breaking is popular in your area, consider inviting an established breaking instructor or performer to teach a workshop. Liability waivers would be required.

TIP:

Use the official Olympic category weightings, or for the sake of simplicity, present the categories as equally weighted.

TIP:

This program also works well as a virtual event.

GAME/ACTIVITY | LOW COST

- Prepare a laptop and projector to show the video entries.

For the event:

- Keep submissions anonymous.
- Consider structuring the viewing tournament-style, with each winning breaker moving onto the next round.
- Give everyone score cards they can raise in the air (big numbers on printer paper).

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

“Breaking” from Olympic Games: <https://bit.ly/3NpaRkQ>

Breaking Books

The Roots of Rap: 16 bars on the 4 Pillars of Hip-Hop (2019) by Carole Boston

Weatherford (picture book NF)

Breaking to the Beat (2023) by Linda J. Acevedo and illustrated by Frank Morrison (early reader NF)

When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop (2013) Laban

Carrick Hill (Early Reader NF)

Can't Stop, Won't Stop: A Hip-Hop History (Young Adult Edition) (2021) by Jeff Chang and Dave

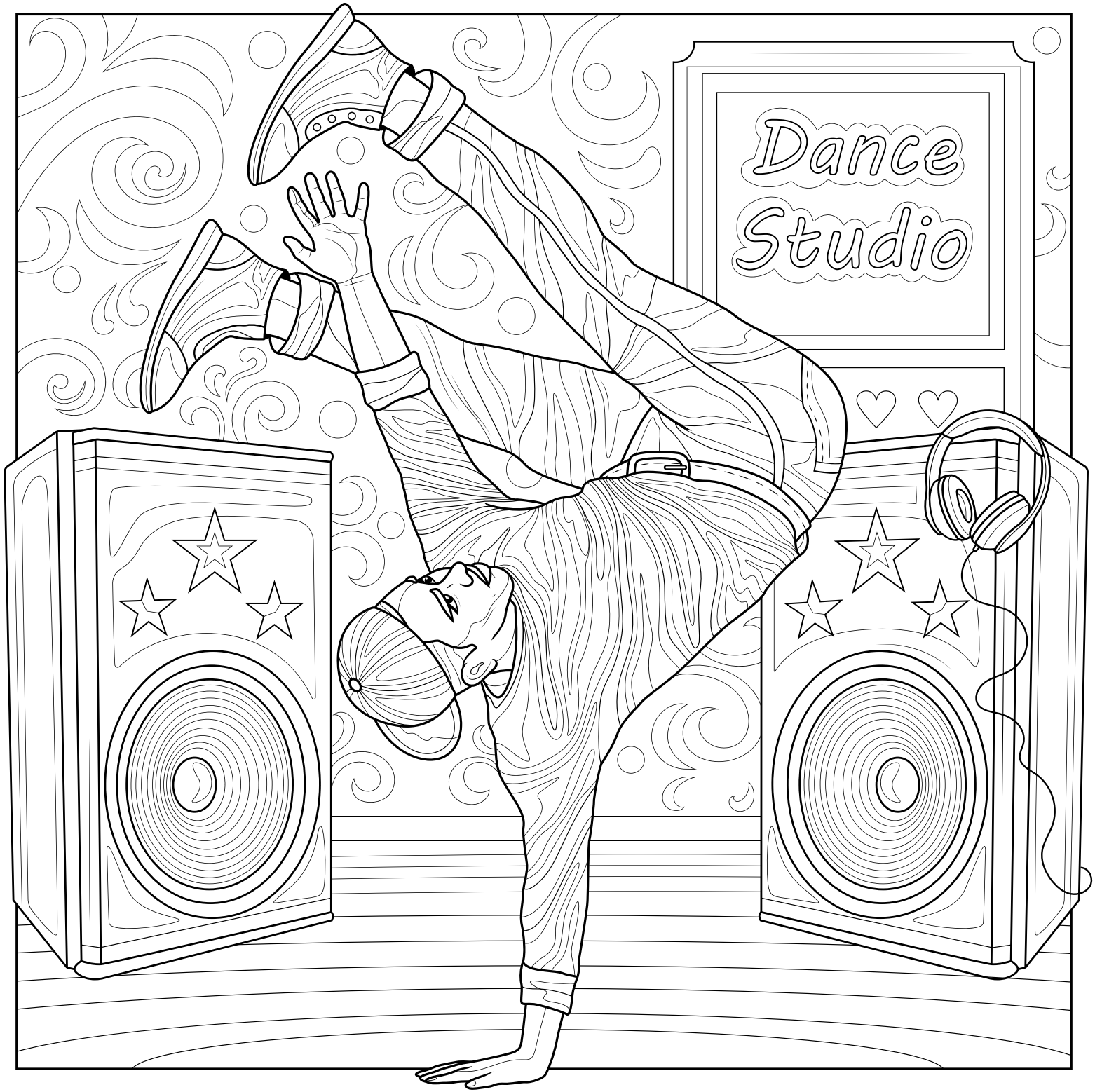
“Davey D” Cook (YA NF)

A Very Large Expanse of Sea (2018) by Tahereh Mafi (YA F)

Show and Prove (2015) Sofia Quintero (YA F)

Printables

Breaking Coloring Sheet



BUILDING VIRTUAL WORLDS

AGES

Tweens 9–12

Teens 13–18



Image source: Shutterstock

PROGRAM DESCRIPTION

Calling all dreamers and gamers! In this program, tweens or teens build digital 2- or 3-D worlds. Choose a specific game or platform, or let participants choose their favorite (if they're already familiar with one). Participants imagine their dream bedroom, house, or neighborhood, or recreate an adventure scene from their favorite book or movie. They can also go big to create imagined cities, nations, and worlds, but a smaller-scale map typically works better within library time constraints. Here are some virtual games and map-making tools to consider:

- **Minecraft:** Challenge tweens to world-building at any scale (real or imagined). See Resources for activity idea from Minecraft Education. Minecraft comes in both desktop and mobile versions, and works well for mixed age groups.
- **The SimCity BuildIt app:** Another great world-building game with interactive gameplay. SimCity BuildIt requires that participants have devices, although it can also be played on a desktop if an Android emulator, such as LDPlayer, is installed.
- **Inkarnate.com:** A web app that's lets you use your imagination to make beautifully illustrated 2D fantasy maps at any scale.
- **ArcGIS Story Maps:** A desktop place-based storytelling tool from Esri Canada.
- **EdrawMax:** Free customizable 3-D directional maps (subscription option for more features). The software must be download and installed on a desktop.

Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials:

- Computers or devices with your chosen software installed

Preparation:

- Familiarize yourself with the program you want to use.
- Put out a call for teen gamers familiar with the software.
- Consider offering incentives for teen volunteers.
- Sort out tech requirements. How many backup computer stations or devices do you need to have on hand?

TIP:

Challenge participants to build a SIM of your public library with new design elements, such as a tween/teen room, gaming room, makerspace, extra floors, etc.

TIP:

Consider running a program both for tweens and teens together. Teens show off their gaming skills and help troubleshoot, and tweens get to learn from teens, which they love.

ADAPTATION:

For a more teen-focused program, incorporate more complex information about GIS mapping, remote sensing, and spatial analysis. Consider making Story Maps using ArcGIS desktop software, which use GIS data based on a series of events, such as important events from a life, story, or sporting event.

GAME/ACTIVITY | STEM | LOW COST

- Require sign-ups so everyone gets access to the tech they need.

Tips for running a Minecraft program:

- Purchase a dedicated java server, and create a unique library account to play on.
- Be willing to kick people out if they don't follow the rules.
- Suggest rules of play for a Minecraft:
- Participants can only play on the library's dedicated server and devices.
- Do not spawn (it lags the server).
- Do not destroy something someone else created.
- Everyone starts off in creative mode (but you can allow survival mode).
- No food or drink.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A dedicated indoor space with tables and chairs, or a computer lab, is ideal.

RESOURCES

Web

Middle grade video game books: <https://bit.ly/44s6lsP>

"Mapping Our World" from *Minecraft Education*: <https://bit.ly/3NvOhqS>

"Story Setting" from *Minecraft Education*: <https://bit.ly/436l1eX>

SimCity BuildIt: <https://bit.ly/3NUG00H>

Inkarnate: [Inkarnate.com](https://inkarnate.com)

"Get to Know ArcGIS StoryMaps" from Esri: <https://bit.ly/3PBW8Wh>

"Maps & Map Tools" from *D&D Compendium*: <https://bit.ly/3rdE0I7>

"3D Directional Map Template" from EdrawMax: <https://bit.ly/436MNCr>

"Mapping Software for K-12 Instruction" (free) from Esri.com:
<https://bit.ly/433Tege>

Board Games to Consider

Continent Race Geography Learning Game

Ravensburger Labyrinth Family Board Game

Crew: The Quest for Planet Nine

Geografika World Map Game by UnikPla

Books

Amazing Minecraft Bite-Size Builds (2022) from Mojang Synergies AB
(middle grade NF)

Maps: Deluxe Edition (2020) by Aleksandra and Daniel Mizieliński (middle grade NF)

Explorapedia: Amazing Explorers of the World and Their Journeys of Discovery (2022) by Emma Marriott and Michelle Pereira (middle grade NF)

The Writer's Map: An Atlas of Imaginary Lands (2018), edited by Huw Lewis-Jones (adult F)

TIP:

Enlist older children/teens to help run the program and teach the librarian how Minecraft works.

TIP:

For nation-building games (for older teens), consider *Nation States* (www.nationstates.net) or *Politics & War* (www.politicsandwar.com).

TIP:

For more GIS books, check out Esri Press: <https://bit.ly/3CTyBJ1>

ADVENTURE SELFIE PHOTO EDITING CONTEST

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Tweens and teens edit their best selfies into adventurous backgrounds. **They do NOT take actual adventure selfies (these can be dangerous), so please make sure they know that real adventure selfies will not be accepted.** You can use various photo editing software — both paid and free — to remove backgrounds and add layers. Whatever software you use, it is typically done in two general steps: 1) remove the background from the selfie; 2) add an adventure photo as a new layer underneath. Give teens the option to display their photos on a bulletin board. Either have participants vote at the end of the activity or, for a summer-long passive program, ask local volunteers to judge the contest according to specific categories. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Preparation:

- Create a library account for Adobe Express or Shutterstock. Create, and edit a sample photo so you can help troubleshoot.
- Decide on contest rules, theme, length, and deadline.
- Print instructions for photo editing as well as contest rules.
- Have a device ready to take photos if participants don't have their own.
- Create an in-library display and voting station for the submitted photos (optional).
- Gather prizes for contest winners!

Use Adobe Express:

1. Create a free account and log in to Adobe Express.
2. At the bottom of the home screen, under "Try a quick action," click "Remove background."
3. Upload your selfie. After the background is removed, click "Customize"
4. In the lefthand bar of the editor, click "Photos," then "Upload Photo" to

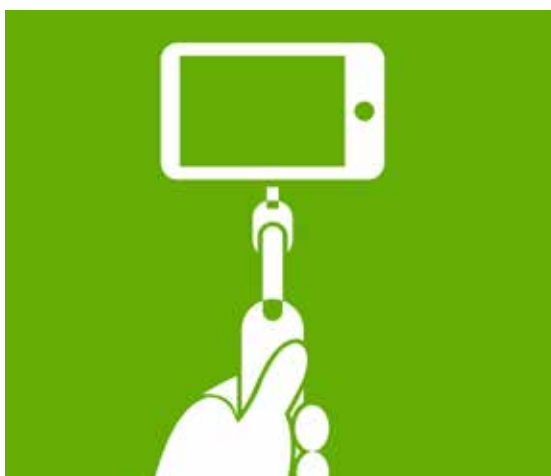


Image source: Shutterstock

TIP:

Set up a green screen in the library where teens can take selfies with clean backgrounds. Tape green paper to the wall in a tile-like grid (it doesn't have to be perfectly smooth to work).

TIP:

Tech-savvy teens may want to use more advanced design programs, such as Photoshop or free Photoshop-like programs such as GIMP or Paint. Try to have an expert on hand to help troubleshoot.

ADAPTATION:

Instead of adventure photos, make Instagram frames and filters using the AR Filter app.

ADAPTATION:

For an online program, post the adventure selfies to the library's social media account or create a gallery of submissions (permission forms required).

GAME/ACTIVITY | STEM | LOW COST

upload your adventure background

5. You should now see a stack of layers. Drag your selfie photo to the top.
6. Resize the images on both layers to your desired layout.
7. When finished, click “Download” to the right on the top sidebar.

Use Shutterstock Create:

1. Create an account and log in to Shutterstock Create.
2. Click “Uploads” in the righthand sidebar, and upload a selfie.
3. Click “Remove Background” at the top of the screen.
4. Touch up with the “Erase” tool at the top of the screen if necessary.
5. Click the pages icon at the far bottom right of the screen to add a new layer.
6. Add the adventure background as a layer.
7. On the selfie layer, move yourself into the best spot in the photo.
8. Click “Download” at the top of the screen.

Voting categories to consider:

- Most creative
- Most realistic
- Most mysterious
- Most unexpected
- Goofiest
- Best local adventure
- Best international adventure
- Best supporting character

UNIQUE SPACE AND PERSONNEL NEEDS

Solo librarian-friendly

RESOURCES

Web

Adobe Express: <https://express.adobe.com>

Shutterstock Create: <https://bit.ly/3XD0tc7>

Books

Photo Adventures: How to Bend Reality with Photography (2019) by Jan van Holleben (early reader NF)

Extraordinary Women with Cameras (2022) by Vanessa Perez and Darcy Reed (middle grade NF)

Photographic: The Life of Graciela Iturbide (2018) by Isabel Quintero and illustrated by Zeke Peña (graphic novel) (YA NF)

National Geographic Photo Basics (2019) by Joel Sartore (adult NF)

TIP:

Patrons can also set up their own Adobe Express accounts, as a credit card is not required.

TIP:

If you sign up for a free Shutterstock trial so participants can edit their photos, be sure to cancel before 30 days so your credit card doesn't get charged.

TIP:

For in-person programs, ask tweens and teens to share their favorite photo-editing programs. Let them help each other with tech.

TIP:

For adventure photos in the public domain, try Pixabay or Pexels. They can also use photos from their own camera rolls.

TIP:

Do Ink, a user-friendly green screen app (\$5) is another great option to install on a library iPad. www.doink.com

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

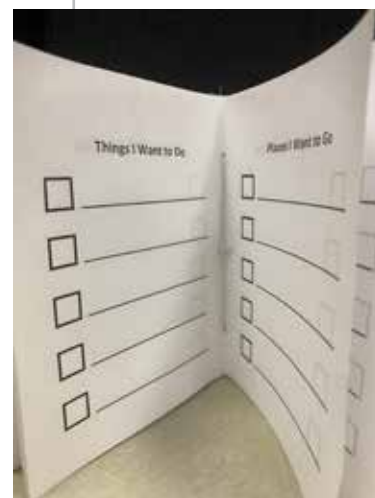


Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

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 Trilogy / 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:

☐ _____

☐ _____

☐ _____

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☐ _____

☐ _____

LUGARES A LOS QUE
QUIERO IR:

[illegible]

COSAS QUE QUIERO HACER:

[illegible]

LUGARES A LOS QUE
QUIERO IR:

[illegible]

COSAS QUE QUIERO HACER:

[illegible]

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?

ADVENTURES IN SEWING

AGES

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Sewing can bring teens back to the library, and it makes parents happy to see them learning what used to be taught in school. Some teens may have even dabbled in mask-making during the early years of the Covid-19 pandemic, and this program can refresh their skills. The first step is outreach. Ask local sewing clubs, quilter's guilds, and fabric stores for fabric donations and machines to borrow. Remember to enlist volunteers as well! Sewing is a specialized skill, and craft enthusiasts are often excited to share their knowledge.

Two simple, step-by-step projects are described below: How to sew a pillowcase, and how to sew a 3-ring binder cover. Alternatively, check your sewing collection for beginner or stash-busting projects that best suit your audience. Suggested runtime: 90–120 minutes.

MATERIALS AND PREPARATION

Materials:

- Sewing machines (donations or on loan)
- Irons and ironing boards
- Donated fabric
- A variety of thread colors
- Extra sewing machine needles
- Cutting mats and rotary cutters
- Sewing shears
- Irons and ironing boards
- A container for “sharps” (needles)

Preparation:

- Solicit donations for fabric, sewing machines, and irons.
- Make a call for volunteers.
- Limit the number of participants to the number of machines you receive (or 2:1).
- Decide on the age group and the project.

UNIQUE SPACE AND PERSONNEL NEEDS

You will need a meeting room with generous table

ADAPTATION:

Make it a mending and embroidery program to extend the life of favorite pieces of clothing. Great for planet-conscious teens.

ADAPTATION:

Invite more advanced sewers to make clothing for a library fashion contest! To minimize fabric costs, center the contest around altering clothing they already have.

ADAPTATION:

This also makes a great multigenerational program. Adult sewers can help younger participants.

TIP:

For an icebreaker, ask patrons to bring their homemade sewing projects for a show-and-tell.



Image source: Angela Mbagwu of Cobb County Library, Switzer Branch, in Marietta, GA

ARTS & CRAFTS | OUTREACH

space, multiple outlets, and good lighting, as well as a chair for each sewing machine. At least one volunteer seamstress or quilter is required.

RESOURCES

Books

Jo Jo Makoons: Fancy Pants (Jo Jo #2) (2022) by Dawn Quigley and illustrated by Tara Audibert (early reader F)

Radical Sewing: Pattern-Free Sustainable Fashions for all Bodies (2021) by Kate Weiss (YA NF)

Visible Mending: A Modern Guide to Darning, Stitching, and Patching the Clothes You Love (2020) by Arounna Khounnoraj (adult NF)

Embroidering the Everyday (2023) by Cas Holmes (adult NF)

Make Thrift Mend (2021) by Katrina Rodabaugh (adult NF)

Face Masks, Scrub Caps, Arm Slings, and More (2020) by Angie Herbertson (adult NF)

Printables

How to Sew a 3-Ring Binder Cover (in English and Spanish)

How to Sew a Pillowcase (in English and Spanish)

TIP:

Sewers are very protective of their extra sharp shears! Remind patrons never to use sewing shears on paper because it dulls the blades.

TIP:

Display your sewing books! Those who finish early can flip through for inspiration.

TIP:

Fanny packs and mini messenger bags are also great projects to consider for slightly more advanced sewers.

HOW TO SEW A 3-RING BINDER COVER

MATERIALS

- 1–2 yards of fabric in two different colors (per cover)
- Sewing machine (at least 1 for every 2 sewers)
- Iron
- Pins
- Thread
- Scissors

INSTRUCTIONS

1. Pick out two contrasting fabrics
2. Cut two pieces 12 inches long and 11 inches wide (these are the insides of the book cover).
3. Cut one larger piece that is 12 inches long and 21 inches wide (this is the outside of the binder cover).
4. On the 12-inch side of a smaller piece, measure $\frac{1}{2}$ inch and fold it over (to the wrong side).
5. Carefully, iron this fold.
6. Once ironed, use pins to temporarily secure the edge.
7. Repeat steps 4–6 with the second smaller

piece of fabric.

8. Take the small pieces to the sewing machine. Sew along the edge of each fold that was just ironed and pinned.
9. With the wrong sides facing out, place the first small piece to the left of the long piece; then place the second small piece to the right of the long piece.
10. There will be a gap in the middle (where the binder spine will go).
11. The folded edges should be visible and on the inside edge, on either side of the gap.
12. Pin along the fabric on all sides, except for the folded edges you already sewn.
13. Take your pinned fabric pieces to the sewing machine and sew the pinned sides.
14. Remove the pins, cut any loose strings, and turn your book cover inside out. Your book cover is complete!
15. As a bonus, embroider as desired.

TIP:

The “right side” of your fabric is the one with the print; the “wrong side” is the back. If your fabric doesn’t have a print, then the “right side” is the side you see when the project is complete, and the “wrong side” is the side that’s hidden.



Image source: Angela Mbagwu of Cobb County Library, Switzer Branch, in Marietta, GA

CÓMO COSER UNA CUBIERTA DE CARPETA DE 3 ANILLAS

MATERIALES

- 1–2 yardas de tela en dos colores diferentes (por cubierta)
- Máquina de coser (al menos 1 por cada 2 costureras)
- Plancha
- Pines
- Hilo
- Tijeras

INSTRUCCIONES

1. Elige dos telas contrastantes
2. Corta dos piezas de 12 pulgadas de largo y 11 pulgadas de ancho (estas son las partes internas de la cubierta del libro).
3. Corta una pieza más grande de 12 pulgadas de largo y 21 pulgadas de ancho (esta es la parte exterior de la cubierta de la carpeta).
4. En el lado de 12 pulgadas de una pieza más pequeña, mida 1/2 pulgada y dóblala (hacia el lado equivocado).
5. Con cuidado, usa una plancha para planchar este pliegue.
6. Una vez planchado, usa alfileres para asegurar temporalmente el borde.
7. Repite los pasos 4 a 6 con la segunda pieza

de tela más pequeña.

8. Ahora lleva tus piezas pequeñas a la máquina de coser. Cose a lo largo del borde de cada pliegue que acabas de planchar y sujetar con alfileres.
9. Con los reverses hacia afuera, coloca la primera pieza pequeña a la izquierda de la pieza larga; luego coloca la segunda pieza pequeña a la derecha de la pieza larga.
10. Habrá un espacio en el medio (donde irá el lomo de la carpeta) .
11. Los bordes doblados deben estar visibles y en el borde interior, a ambos lados del espacio.
12. Coloca alfileres a lo largo de la tela en todos los lados, excepto en los bordes doblados que ya cosiste.
13. Lleva las piezas de tela con alfileres a la máquina de coser y cose los lados con alfileres.
14. Retira los alfileres, corta los hilos sueltos y dale la vuelta a la cubierta del libro. ¡La portada de tu libro está completa!
15. Como beneficio adicional, borda como desees.

CONSEJO:

El "lado derecho" de tu tela es el que tiene el estampado; el "lado equivocado" es la parte de atrás. Si su tela no tiene un estampado, entonces el "lado derecho" es el lado que ve cuando se completa el proyecto, y el "lado revés" es el lado que está oculto.



Image source: Angela Mbagwu of Cobb County Library, Switzer Branch, in Marietta, GA

HOW TO SEW A PILLOWCASE

MATERIALS

- 1–2 yards of fabric in two different colors (per cover)
- Sewing machine (at least 1 for every 2 sewers)
- Iron
- Pins
- Thread
- Scissors

INSTRUCTIONS

1. Pick out 1 or 2 fabrics that you like.
2. Cut two pieces 30 inches long by 21 inches wide.
3. On the long side of one piece, measure 3.5 inches and fold it over (to the wrong side).
4. Carefully, iron this fold.
5. Once ironed, use pins to temporarily secure the edge.
6. Repeat steps 3–5 with the second piece of fabric.
7. Take one pinned piece of fabric to the sewing machine, and sew along the pinned edge.
8. Now repeat along the pinned edge of your other piece of fabric.
9. Now place both pieces of fabric on top of each other with the right sides together.
10. Pin the two pieces together along three sides, and leave the two folded edges unpinned (this is where your pillow fits inside).
11. Take your pinned pieces to the sewing machine, and sew the three sides together.
12. Remove the pins, cut any loose threads, and turn your pillowcase inside out. Your pillowcase is complete!
13. As a bonus, embroider as desired.

TIP:

The “right side” of your fabric is the one with the print; the “wrong side” is the back. If your fabric doesn’t have a print, then the “right side” is the side you see when the project is complete, and the “wrong side” is the side that’s hidden.

CÓMO COSER UNA FUNDA DE ALMOHADA

MATERIALES

- 1–2 yardas de tela en dos colores diferentes (por cubierta)
- Máquina de coser (al menos 1 por cada 2 costureras)
- Plancha
- Pines
- Hilo
- Tijeras

INSTRUCCIONES

1. Elige 1 o 2 telas que te gusten.
2. Corta dos piezas de 30 pulgadas de largo por 21 pulgadas de ancho.
3. En el lado largo de una pieza, mide 3,5 pulgadas y dóblalo (hacia el lado equivocado).
4. Con cuidado, usa una plancha para planchar este pliegue.
5. Una vez planchado, usa alfileres para asegurar temporalmente el borde.
6. Repite los pasos 3 a 5 con la segunda pieza

de tela.

7. Lleva una pieza de tela con alfileres a la máquina de coser y cose a lo largo del borde con alfileres.
8. Ahora repite a lo largo del borde fijado con alfileres de tu otra pieza de tela.
9. Ahora coloca ambas piezas de tela una encima de la otra con los lados derechos juntos.
10. Junta las dos piezas con alfileres a lo largo de tres lados y deja los dos bordes doblados sin alfileres (aquí es donde encaja la almohada adentro).
11. Lleva las piezas con alfileres a la máquina de coser y cose los tres lados.
12. Retira los alfileres, corta los hilos sueltos y dale la vuelta a la funda de la almohada. ¡Tu funda de almohada está completa!
13. Como beneficio adicional, borda como desees.

CONSEJO:

El “lado derecho” de tu tela es el que tiene el estampado; el “lado equivocado” es la parte de atrás. Si su tela no tiene un estampado, entonces el “lado derecho” es el lado que ve cuando se completa el proyecto, y el “lado revés” es el lado que está oculto.

GAME/ACTIVITY | LOW COST

DETECTIVE DRESS-UP SOCIAL HOUR

AGES

Tweens 9–12

Teens 13–18

Adults

Multigenerational



Image source: Shutterstock

PROGRAM DESCRIPTION

Participants come dressed as their favorite detectives from mystery series! They mingle, eat snacks, and browse whodunit book displays while giving each other clues about their characters. Prepare some mystery trivia, vocabulary words, and/or games to keep participants engaged. Whoever guesses the most characters correctly wins a prize! For a multigenerational program, have different prizes and displays for different age groups. The book displays are a big part of this program, so be sure to create compelling displays for browsing. You can even ask people to recommend their favorite mysteries beforehand, then display their reviews on placards in front of each book. Easy to modify for any age group, including adults. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Mystery/whodunit book displays
- Decorations
- Snacks
- Character guessing sheets and a ballot box
- Prepared trivia
- Prizes

Prize ideas: Magnifying glasses, pen and notebook set, puzzle books, etc.

Preparation:

- Create displays
- Solicit reviews (optional)
- Require sign-ups with the name of the character they will come dressed as (for your own reference)

RESOURCES

Books

[Middle Grade Mysteries and Whodunits](#)

The Tangled Mysteries series (2021–) by Merrill Wyatt

TIP:

Place ciphers and puzzles around the room, and include a puzzle that points to the location of the snacks (in a semi-hidden area).

TIP:

Ask patrons to sign up and submit their favorite characters in advance; that way, you can be sure to have the books on hand.

GAME/ACTIVITY | LOW COST

Sleuth and Solve series (2019–20) by Ana Gallo and illustrated by Victor Escandell

A Murder Most Unladylike series (2016–20) by Robin Stevens

Spy School series (2013–) by Stuart Gibbs

Mañanaland (2020) by Pam Muñoz Ryan

When You Trap a Tiger (2020) by Tae Keller

Hello, Universe (2020) by Erin Entrada Kelly and illustrated by Isabel Roxas

The Swifts: A Dictionary of Scoundrels (2023) by Beth Lincoln and illustrated by Claire Powell

The Superteacher Project (2023) by Gordon Korman

To Catch a Thief (2023) by Martha Brockenbrough

Epic Ellisons: Cosmos Camp (2023) by Lamar Giles and illustrated by Morgan Bissant

Lost in NYC / Perdidos en NYC (2015) by Nadja Spiegelman and illustrated by Sergio Garcia Sanchez.

Separate Spanish and English editions.

Charlie Hernández series (2018–) by Ryan Calejo

Mañanaland (2020) by Pam Muñoz Ryan. Separate Spanish and English editions.

Supernatural Investigations series / Investigadores sobrenaturales (2020–) by B. B. Alston, Separate Spanish and English editions.

Amanda Black series (2022) by Juan Gómez-Jurado and Bárbara Montes. Separate Spanish and English editions.

Young Adult Mysteries and Whodunits

Firekeeper's Daughter (2023) by Angeline Boulley

White Smoke (2022) by Tiffany D. Jackson

The Girls I've Been (2021) by Tess Sharpe

Murder of Crows (2023) by K. Ancrum

We'll Never Tell (2023) by Wendy Heard

Promise Boys (2023) by Nick Brooks

Este corazón venenoso / This Poison Heart (2021) by Kalynn Bayron

Lobizona / Lobizona (2021) by Romina Garber

Adult Mysteries and Whodunits

The Villa (2023) by Rachel Hawkins

Trust (2022) by Hernan Diaz

The Storyteller's Death (2023) by Ann Dávila Cardinal

Jackal (2023) by Erin E. Adams

The Last Party (2023) by Clare Mackintosh

The Resemblance (2023) by Lauren Nossett

A World of Curiosities (2023) by Louise Penny

I Have Some Questions for You (2023) by Rebecca Makkai

Scorched Grace (2023) by Margot Douaihy

Vera Wong's Unsolicited Advice for Murderers (2023) by Jesse Q. Sutanto

A Death in Tokyo (2023) by Keigo Higashino

The Starless Sea / Un mar sin estrellas (2019) by Erin Morgenstern

Mexican Gothic / Gótico (2021) by Sylvia Moreno-Garcia

THE UNBREAKABLE CODE

AGES

Teens 13–18

PROGRAM DESCRIPTION

Teens use declassified Navajo code to send messages to each other. Libraries can foster language-learning and cultural competence by demonstrating fundamental Navajo language principles and increasing knowledge about the Navajo veterans who developed the unbreakable code in WWII. Several tribes worked as code talkers in both world wars. Include a YA book display of recent titles by Native American authors. Expand the program to more codes and ciphers if teens are interested. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Materials:

- Printed copies of the Navajo code (or computer access)
- Paper and pencils/pens
- During the program:
 - Ask teens to write a one-sentence message to translate into code.
 - Give them access to the Navajo Code Talker Dictionary.
 - Using the code alphabet, have teens rewrite the message by translating the words available in the code. The remaining words they must translate letter-by-letter. (The encoded message will be long!)
- Have teens exchange messages to decode.

Using the code this way is simplified cryptography. The code was unbreakable because of the fluency of the code users in Navajo. Because Navajo is not a written language, the Axis forces could not learn the patterns from reading about the Navajo or reading their literature.

There is also an element of double encryption. On one level, the English word is transcribed. The next layer is that each letter was represented by a Navajo word. For example: The word "tank" was broken into "t," "a," "n," and "k", then each letter is substituted by a Navajo word, rendering the spoken message "D-ah; wol-la-chee; tsah; ba-ah-ned-tinin." Unless the encoder and decoder is a fluent Navajo speaker, there will be imperfections to the code. Individually, each letter would make no sense since it would translate literally to "tea," "ant," "nose," and "key." Even if the interceptor were fluent in Navajo, unless he knew the code he would be unable to make sense of the message.

RESOURCES

Web

"Navajo Code Talker Dictionary" from *Naval History and Heritage Command*: <https://bit.ly/3XyCJra>
 "US Navy Navajo Code" from *WWII database*: <https://bit.ly/432ZjcU>

Books

Fiction

Healer of the Water Monster (2021) by Brian Young (middle grade F)

GAME/ACTIVITY | STEM

Two Roads (2019) by Joseph Bruchac (YA F)
 Peacemaker (2021) by Joseph Bruchac (YA F)
 Red, White, and Whole (2021) by Rajani LaRocca (YA F)
 The Last Cuentista (2021) by Donna Barba Higuera (YA F)
 The Floraverse series (2021–23) by Wab Kinew (YA F)

Nonfiction

Chester Nez and the Unbreakable Code (2018) by Joseph Bruchac and illustrated by Liz Amini-Holmes (early reader)
 Code Breaker, Spy Hunter: How Elizebeth Friedman Changed the Course of Two World Wars (2021) by Laurie Wallmark (early reader)
 Tales of the Native Code Talkers (2019) by Lee Francis IV et al. (middle grade)
 Top Secret: Spies, Codes, Capers, Gadgets, and Classified Cases Revealed (2021) from National Geographic (middle grade)
 The First Code Talkers: Native American Communicators in WWI (2022) by Meadows (adult)
 Code Talker: The First and Only Memoir by One of the Original Navajo Code Talkers of WWII (2012) by Chester Nez and Judith Schiess Avila (adult)

TIP:

Teens can learn Dine or Navajo on Duolingo!

SOLAR OVEN RECIPE CONTEST

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

What if you have an acute need for homemade cookies while you're on an adventure, but there's no oven nearby? Create a solar oven out of a pizza box! After construction, participants take them home and test out some recipes. S'mores? Toast? Hold a contest to see who can make the most adventurous snacks using their DIY solar oven. Suggested runtime: 60–90 minutes for oven construction.

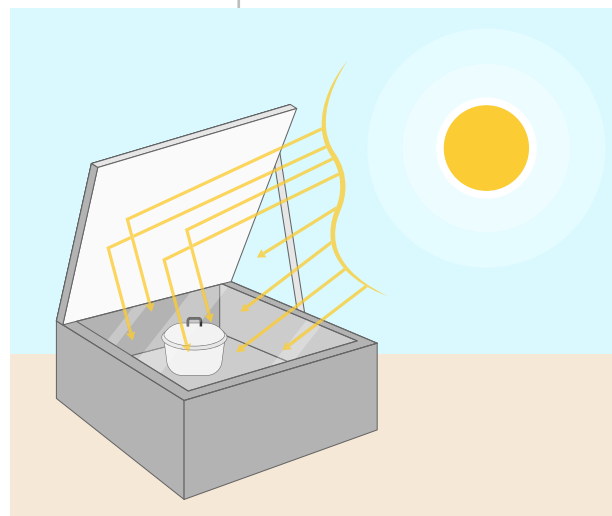


Image source: Shutterstock

MATERIALS AND PREPARATION

Materials for each solar oven:

- Pizza box
- Scissors or utility knives
- Clear plastic, such as document sleeves or cling film
- Duct tape, masking tape, or scotch tape
- Tinfoil
- Old newspapers
- Black construction paper
- Small aluminum dish
- Skewers
- Rubber bands and small thermometer (optional)

To make:

- Trace a square on the top of the pizza box 2 inches smaller than the box on all sides
- Cut the square on 3 sides: left, right, and bottom; and lightly score the top side.
- On the back of the lid, tape clear plastic to make a window underneath the flap you just cut.
- Cover the inside of the pizza box and the underside of the flap with tin foil.
- Tape black paper to the bottom of the pizza box.
- Roll up old newspaper, cinch with rubber bands, and line all four sides of the pizza box for insulation.
- To operate, place food in an aluminum dish to bake under the plastic window.

ARTS & CRAFTS | GAME/ACTIVITY | STEM

- Close the pizza box, and prop open the flap with a skewer.
- Be sure to orient the oven towards the sun!

RESOURCES

Web

Solar s'mores from NASA *Climate Kids*: <https://climatekids.nasa.gov/smares/>
"How to Make a Solar Oven" from *Science Sparks*: <https://bit.ly/3pmzc2S>

ADVENTURE CUPCAKES

AGES

Tweens 9–12

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Invite a local cake decorator to demonstrate techniques, then challenge tweens, teens, or families to a cupcake-decorating contest. They decorate premade cupcakes according to the adventure theme. You can judge the cupcakes right away or add an adventure challenge. Which cupcake travels the farthest from the library before it gets eaten? Where in your community are cupcakes getting eaten? To enter an adventure cupcake, participants must photograph their cupcake getting eaten in a new location. Display winning cupcakes and cupcake-makers on social media, in the library newsletter, or in the local paper. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Cupcakes (2 per participant, according to dietary needs)
- Cake decorating equipment
- Sprinkles, food coloring, candy, etc.
- Frosting
- Plastic table coverings, condiment cups, and knives
- Printed cupcake silhouettes and pencils (for practice designs)

Preparation:

- Find a local cake decorator to demonstrate
- Print sign-up sheets
- Purchase supplies
- Purchase or bake cupcakes
- Print judging sheet & cut in half

RESOURCES

Printables

Cupcake Judging Sheet (in English and Spanish)



Image source: Shutterstock

TIP:

Let teens decorate two cupcakes, one to eat now and one to eat later. They can enter their favorite design and eat the other one.

TIP:

Require sign-ups and have participants inform you of any allergies in advance. You can buy or different kinds of cakes or cupcakes according to individuals' needs. Grocery stores will often make unfrosted cupcakes upon request.

ADAPTATION:

For take-and-make kit, provide unfrosted cupcakes, frosting in plastic sauce containers, and decorations (optional). Be sure to include contest rules and deadline.

ADAPTATION:

If you don't want to include the travel component, see Printables for a cupcake-judging scoresheet.

TIP:

Scan your collection for cupcake and baking books!

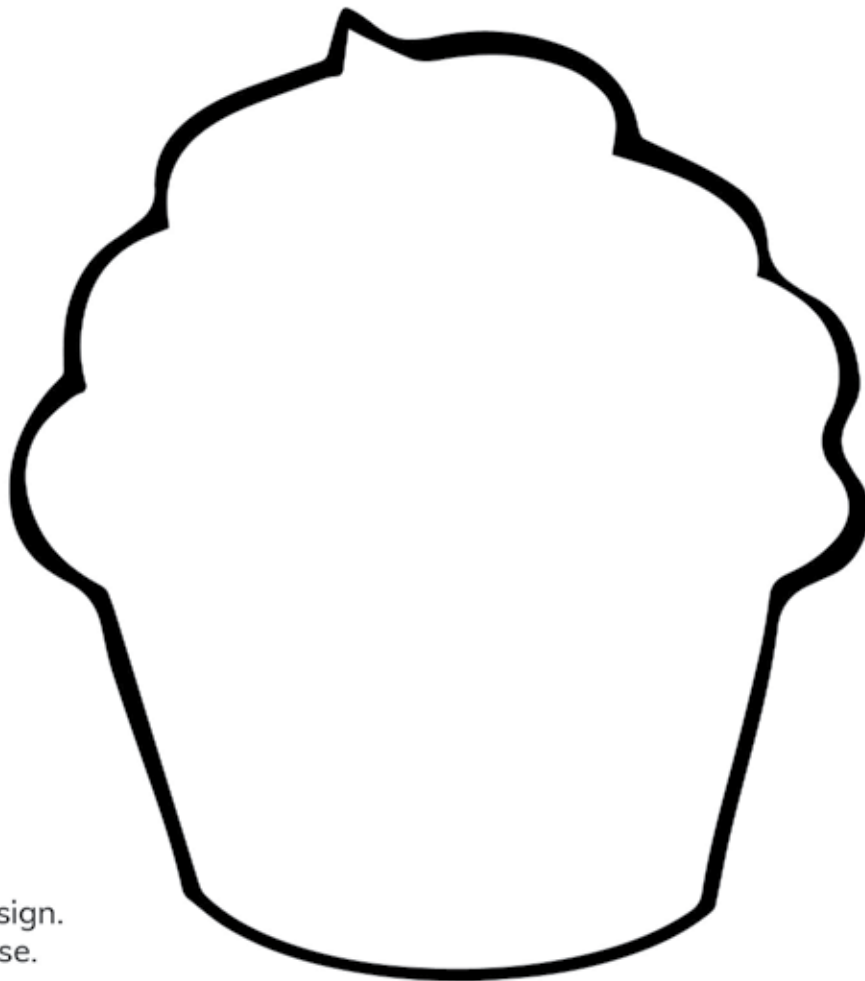
CUPCAKE JUDGING SHEET

Competitor Name _____

Rate each criteria from 1 to 5, with 5 being the highest rating.

Creativity					
Use of materials					
Effort					
Follows the theme					

Total Points _____



Test your cupcake design.
This is only for your use.

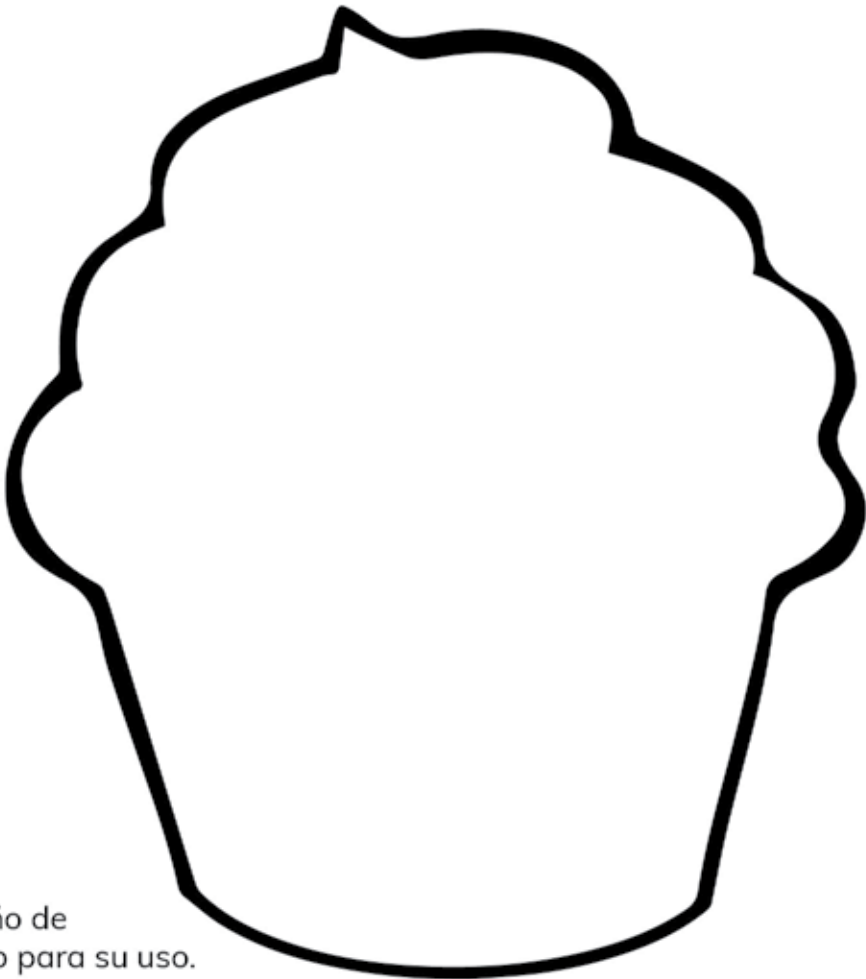
HOJA DE EVALUACIÓN DE CUPCAKES

Nombre del competidor _____

Califica cada criterio del 1 al 5, siendo 5 el más alto.

Creatividad					
Uso de materiales					
Esfuerzo					
Sigue el tema					

Puntos
totales
otorgados _____



Pon a prueba tu diseño de cupcakes. Esto es solo para su uso.

GAME/ACTIVITY | OUTDOORS | OUTSIDE PRESENTER

GEOCACHING SCAVENGER HUNT

AGES

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Geocaching is a popular activity in which participants use GPS coordinates on their mobile devices to find specific spots outdoors where hidden containers, called caches or geocaches, are located. For an in-library program, invite a local geocacher to present to families about cache-finding etiquette and how to find one, then send them out to find a designated cache. For teens, a presenter could share ideas and give tips for how to create private geocaching hunts for each other. Be sure to ask participants to post about the geocaches they find or create on the library's social media! Suggested runtime: 45–60 minutes for an information session.

Apps:

- Geocaching (find more than 3 million caches worldwide)
- Adventure Lab (community-generated geocaching scavenger hunts)

MATERIALS AND PREPARATION

Materials:

- Weatherproof containers (one for each hiding place)
- Phone with a map app (or GPS unit)
- Paper visitor logs (one for each container)
- Pencils or pens (one for each container)
- Small items for prizes (optional)

Preparation:

- If hiding a cache, make sure you have permission to use a location. Consider partnering with a local park and labeling containers as library property.
- This program works best when the cache sites are spread across a wide area.
- Mark the GPS coordinates for the hiding places by pressing and holding the screen of your map app at your location. Save the points to your map app or write down the coordinates.
- Create clues to lead participants to the first container and from one container to the next. The clues include visual descriptions of where to look for the container at the next location. Adjust clue difficulty as needed.
- Fill containers with clues, GPS coordinates, visitor logs, pens/pencils,



Image source: Shutterstock

TIP:

Geocaching is an excellent road trip activity! In the Geocaching app, run a Pocket Query to identify caches along the route.

ADAPTATION:

Make this a passive display in which you describe how to reach a specific cache, then hold a virtual or in-person event in which participants gather to talk about the experience.

ADAPTATION:

Partner with a local park to hold a “cache in, trash out” event in which geocachers pick up trash while hunting for caches.

ADAPTATION:

Caches can also be drive-ups (called “cache and dash”). Be sure to include accessible caches for multigen programs in which you hope to include seniors

GAME/ACTIVITY | OUTDOORS | OUTSIDE PRESENTER

and prizes or stickers.

- Hide containers in the predetermined locations.

RESOURCES

Web

“How to Make a Private Geocache” from *The Hobby Kraze*:

<https://bit.ly/3r6V3M4>

“Geocaching” from Wikipedia: <https://bit.ly/46Gse9N>

Books

Middle Grade Fiction

Alone (2022) by Megan E. Freeman

Adventure Is Now (2022) by Jess Redman

The Year the Maps Changed (2022) by Danielle Binks

The Exact Location of Home (2018) by Kate Messner

Little Monarchs (2022) by Jonathan Case

and/or people with mobility limitations. Consider partnering with local parks department for offsite locations.

TIP:

Choose containers that are waterproof but also easy to open and reseal.

NOTE:

The coordinates will not be perfectly precise, but they will be close enough for participants to use visual clues to find the hiding places.

TIP:

Give participants game cards for collecting stickers from each container; completed game cards win a prize.

TIP:

How to Puzzle Cache, 2nd edition (2019) by Cully Long is a good reference book for adults

ARTS & CRAFTS

GLOW-IN-THE-DARK PAINT-ALONG

AGE

Tweens 9–12

Teens 13–18

Adults



Image source: Shutterstock

PROGRAM DESCRIPTION

Adventure paint-along in the dark! Invite a local artist to lead a paint-along session for an adventure scene (such as a landscape, cityscape, night sky, or suitcase). Provide glow-in-the dark paint for adding special touches. YouTube also has many great paint-alongs to choose from. Alternatively, choose a simple tutorial from a children's painting or drawing book in your collection. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Materials:

- Canvas
- Easels (freestanding or table easels)
- Paint and brushes
- Smocks (or encourage patrons to bring their own)
- Water bowls
- Rags for cleaning up
- Running water for clean-up
- Hair dryers to speed up drying time
- Microwave to soften coconut oil

RESOURCES

Web

“How to Make a Recycled Cardboard Easel” from Sophie’s World on YouTube: <https://bit.ly/3r9zACI>

“How to Run a Bob Ross Inspired Paint-Along Theme Party” from Hawk Hill: <https://bit.ly/3PCEphA>

Books

Middle Grade Art Books

How to Paint with Acrylics (2021) from Rockridge Press

How to Draw Adorable (2022) by Carlianne Tipsey

The Master Guide to Drawing Cartoons (2022) by Christopher Hart

ADAPTATION:

Forego the paint-along and have participants paint “in the dark” with their eyes closed. Drawing without looking at the page activates the right brain, and the drawings can be hilarious.

TIP:

Try borrowing freestanding easels from a local school.

GAME/ACTIVITY | DECORATION/DISPLAY | PASSIVE

ADVENTURE PLAYLISTS

AGES

Teens 13–18

Adults

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/46uVwlk>

"2023 YA Book Title Earworms" from *Bookriot*: <https://bit.ly/42ZV6GV>



Image source: Shutterstock

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 | LOW COST

INTERNATIONAL MOVIE NIGHTS

AGES

Teens

Multigenerational

PROGRAM DESCRIPTION

Run a series of screenings of foreign films (or short films) and provide snacks to match the movie's country. Dim the lights and provide pillows and blankets to make the movie night extra cozy. Optionally, have someone who is knowledgeable about the film's country of origin to discuss the finer points of the movie, such as locations or cultural differences. Suggested runtime: 90–120 minutes.

MATERIALS AND PREPARATION

Materials:

- A projector, screen, and a laptop
- Films with public performance licenses
- Well-spaced chairs with floor seating options
- Pillows and blankets (optional)
- Snacks (optional)

Preparation:

- Ask patrons to sign up and note any food allergies.
- Write descriptions of ingredients for all snacks you provide.
- Promote the film series!

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A screening space with chairs.

RESOURCES

Web

“The Official Academy Awards Database”:

<https://awardsdatabase.oscars.org/>

“The World Factbook” from the CIA: <https://bit.ly/444jtUW>



Image source: Shutterstock

TIP:

Acquire public performance licenses for the films you screen.

TIP:

For accessibility, add CC to all screenings (even if no one asks for it).

TIP:

Add books and cookbooks related to your films!

Teen Registration

2024 Summer Library Program *Adventure Begins at Your Library!*

Name: _____ Age: _____

Address: _____

Phone or email: _____

School: _____ Grade in September: _____

My favorite book genres (check all that apply):

- | | |
|-------------------------------------|--|
| ☐ mystery | ☐ romance |
| ☐ fantasy | ☐ science fiction |
| ☐ classics | ☐ suspense |
| ☐ nonfiction | ☐ graphic novels |
| ☐ dystopian | ☐ books in a series |
| ☐ horror | ☐ biography |
| ☐ detective | ☐ other _____ |

Completed program: ☐ Yes ☐ No



Teen Reading Contract

2024 Summer Library Program

Adventure Begins at Your Library!

I, _____, do hereby promise to read _____ books or minutes (circle one) between _____ and _____ of the year 2024. I am of junior high or high school age. Furthermore, I state the the aforementioned pages or minutes will relate to titles that are appropriate for my age and sensibilities.

Signed this _____ day of _____, 2024.

Signature of reader

Signature of librarian

Inscripción de lector adolescente

para el programa de verano 2024

¡La aventura comienza en tu biblioteca!

Nombre: _____ Edad: _____

Dirección: _____

Teléfono o email: _____

Escuela: _____ Año en septiembre: _____

Mis géneros de libros favoritos:
(marque todo lo que corresponda)

- | | |
|------------------|--------------------------|
| _____ misterio | _____ romance |
| _____ fantasía | _____ ciencia ficción |
| _____ clásico | _____ suspenso |
| _____ no-ficción | _____ novela gráfica |
| _____ distopia | _____ los libros en saga |
| _____ horror | _____ biografía |
| _____ detective | _____ other _____ |

Completó el programa: ☐ Sí ☐ No



Contrato de lector adolescente

para el programa de biblioteca de verano 2024

¡La aventura comienza en tu biblioteca!

Yo, _____, por la presente prometo leer _____ minutos
o libres (encierre uno en un círculo) entre _____ y _____ de 2024. Además, declaro que las
páginas mencionados provendrán de títulos que son apropiados para mi edad y mis capacidades.

Firmado este día _____ de _____, 2024.

Firma del lector

Firma del bibliotecario



Name:_____

Date	Title of Book, Magazine, or Newspaper	Number of Minutes
	Total number of minutes read	

¡La aventura comienza en tu biblioteca!

Registro de conteo de minutos

Nombre: _____

Fecha	Título del libro, revista, or periódico	Número de minutos
	Número total de minutos leídos	

BOOKS OR AUDIOBOOKS



Adventure Begins at Your Library!



READING LOG

NAME: _____

LIBROS O AUDIOLIBROS



¡La aventura
comienza en tu
biblioteca!



DIARIO DE LECTURAS

NOMBRE: _____

This book is recommended by

Adventure Begins at Your Library!



This book is recommended by

Adventure Begins at Your Library!



This book is recommended by

Adventure Begins at Your Library!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Book Genre Bingo

Adventure Begins at Your Library!



Name: _____

Read any five in a row (across, down, or diagonal).

biography	translated from a foreign language	novel in verse	thriller	historical fiction
classic	true crime	steampunk	a book in a series	magic realism
science fiction	horror	YOUR CHOICE	dystopian	sports fiction
graphic novel	fantasy	autobiography	suspense	nonfiction
mystery	romance	detective	adventure	made into a movie

Bingo de libros

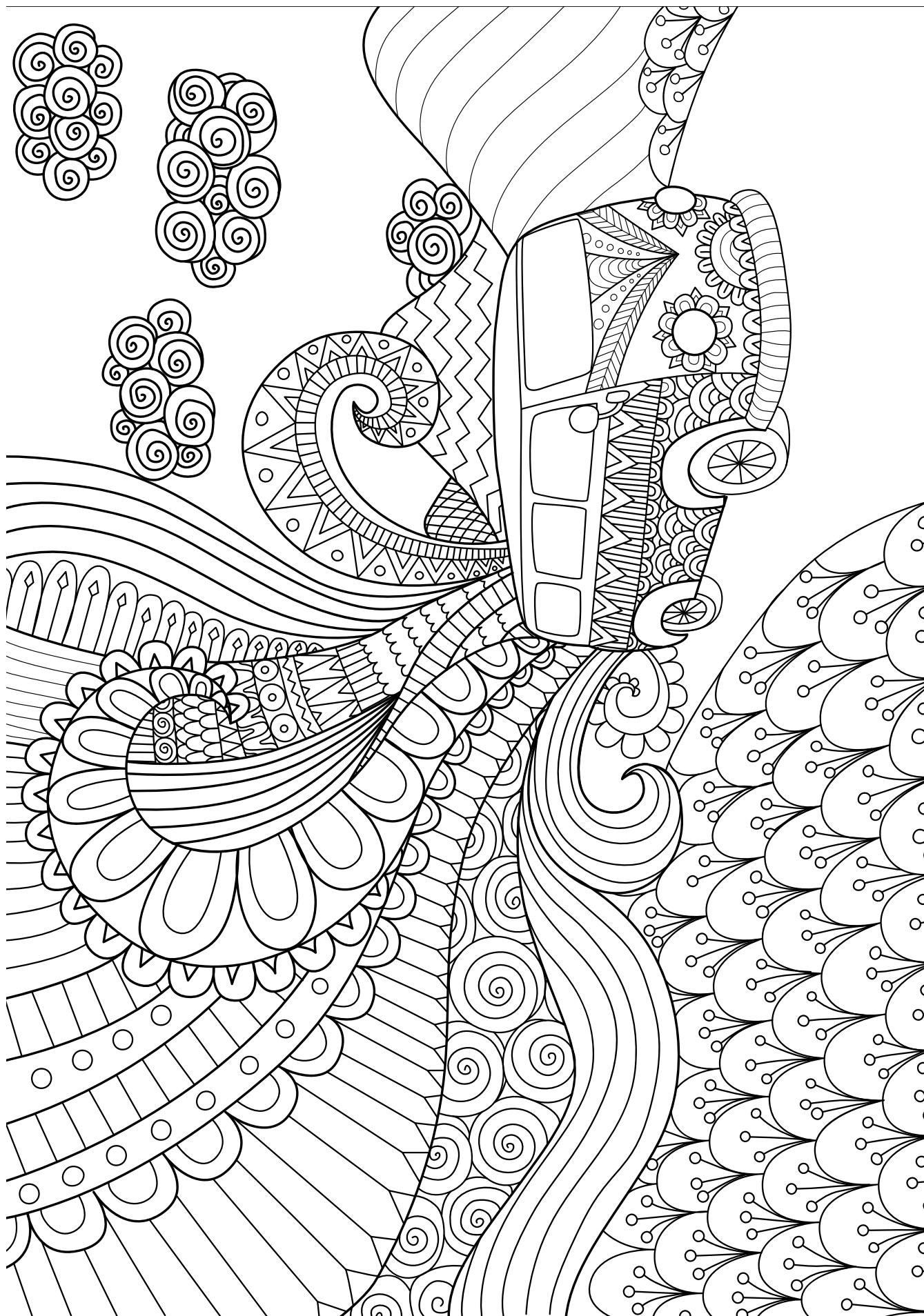
¡La aventura comienza en tu biblioteca!

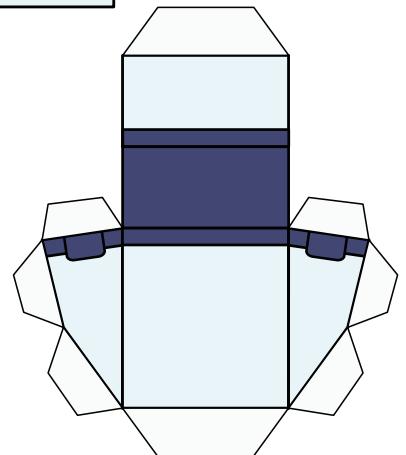
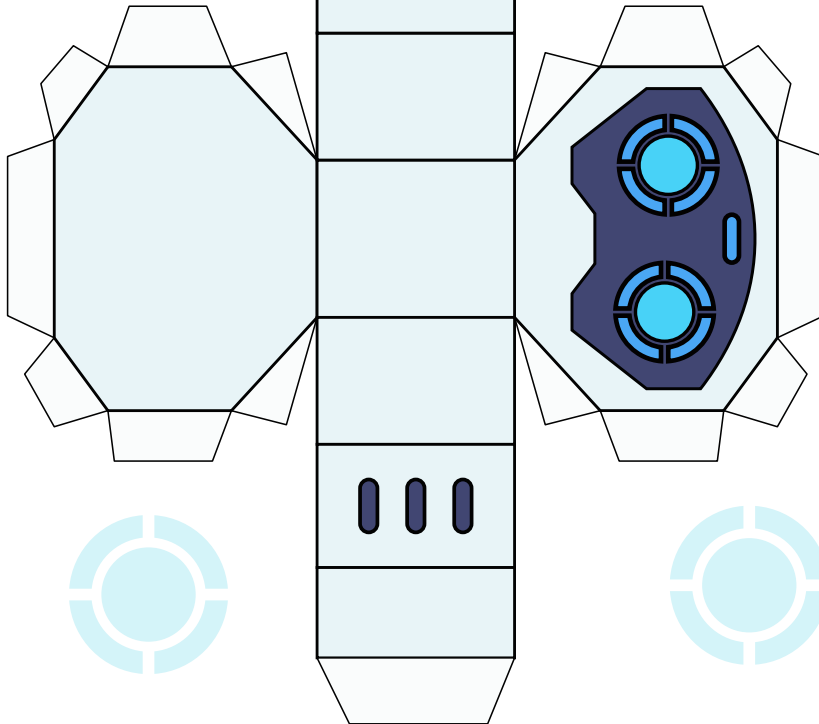
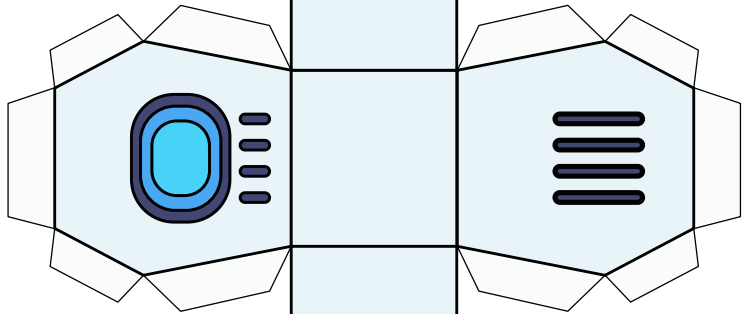
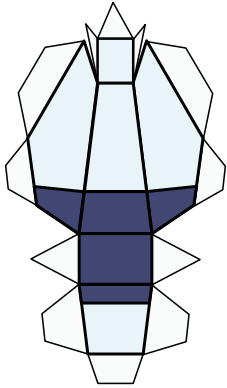
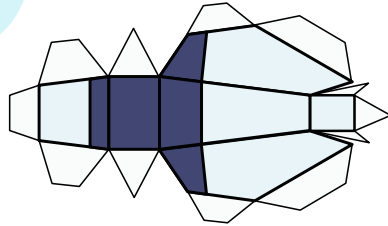
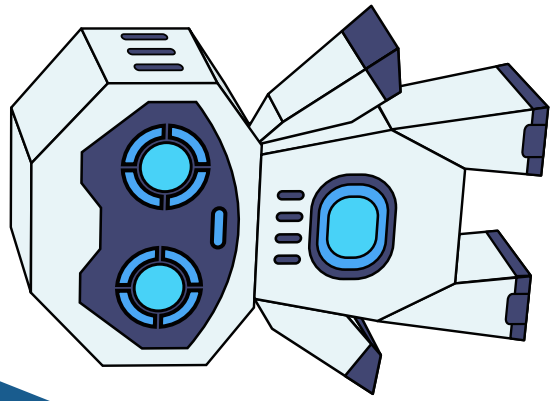
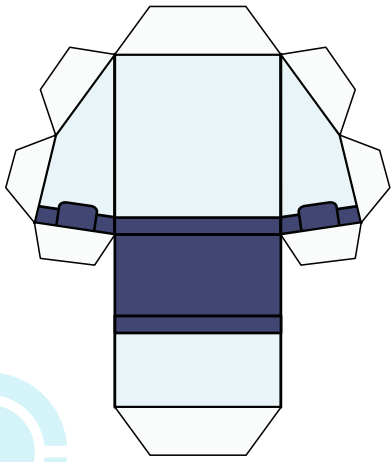


Nombre: _____

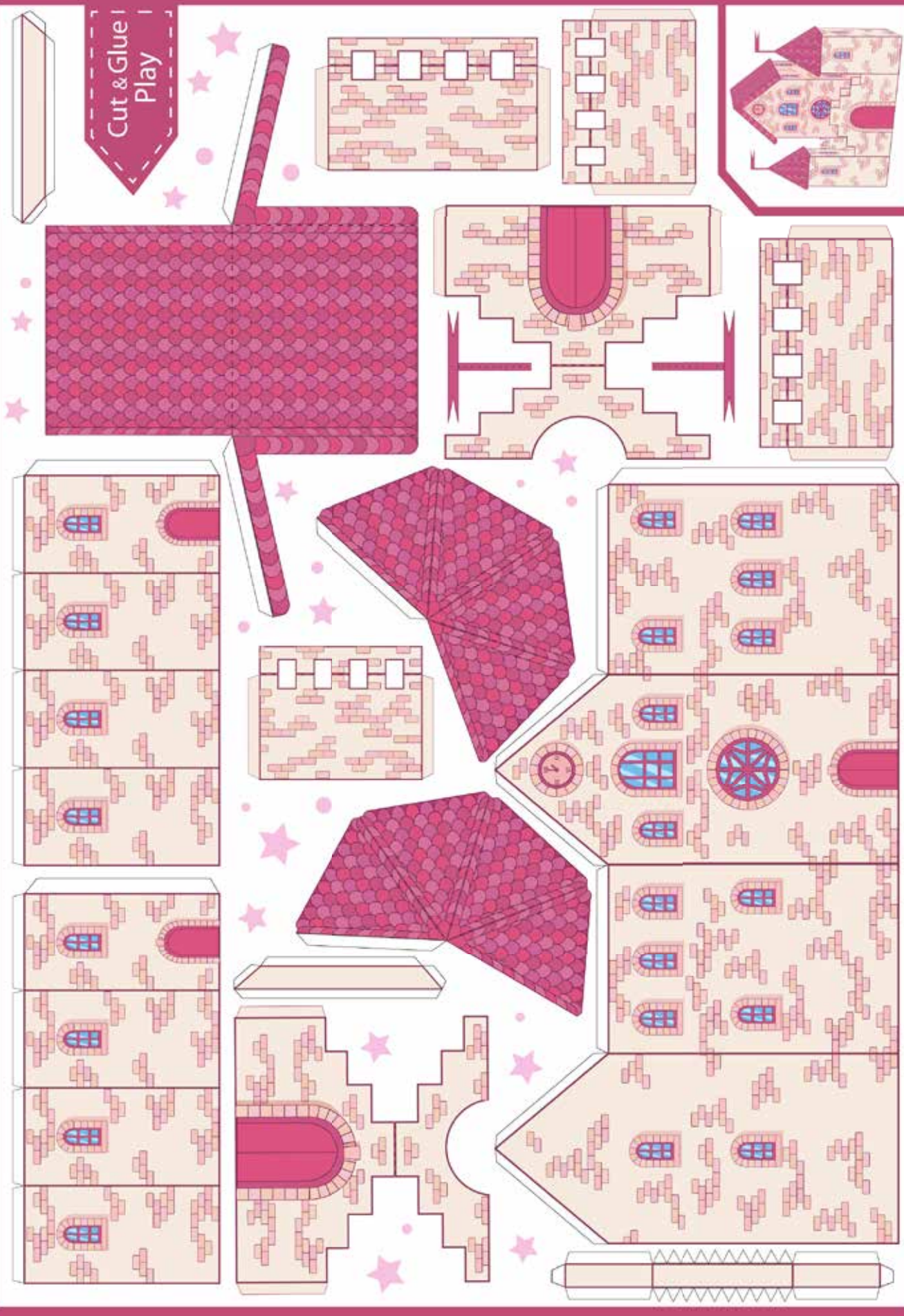
Lea cualquiera de los cinco en fila (a través, abajo, o diagonalmente).

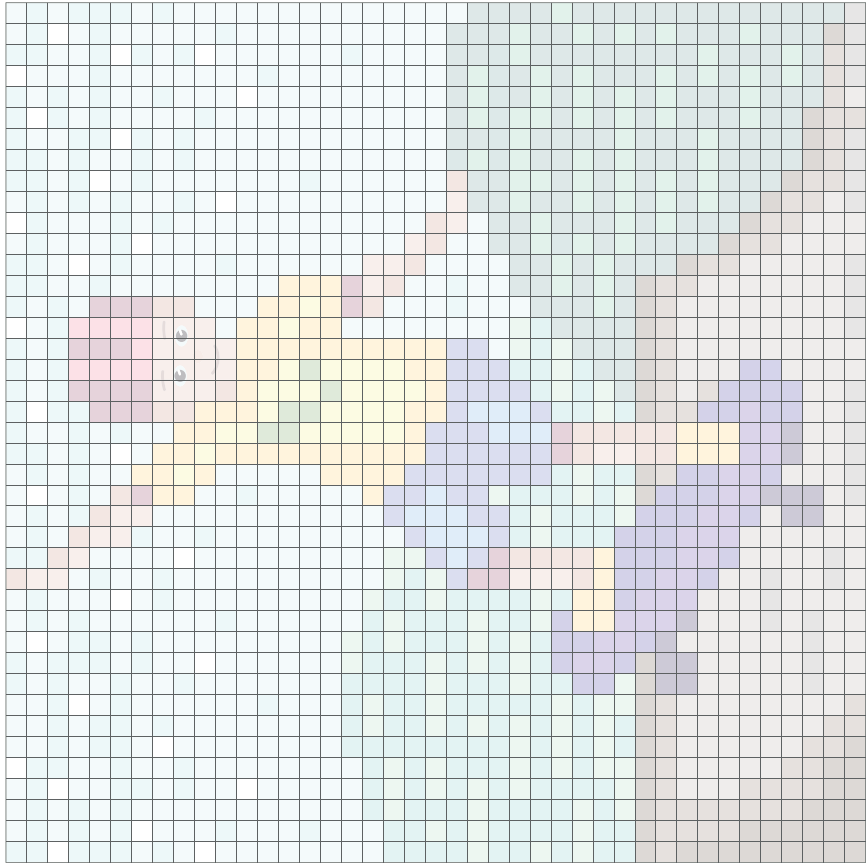
biografía	traducido de un idioma extranjero	novela poética	thriller	ficción histórica
clásico	crimen verdadero	novela estilo Victoriana	un libro en saga	realismo mágico
ciencia ficción	horror	TU ELECCIÓN	distopia	ficción deportiva
novela gráfica	fantasía	autobiografía	suspenso	no-ficción
misterio	romance	detective	aventura	convertido en película



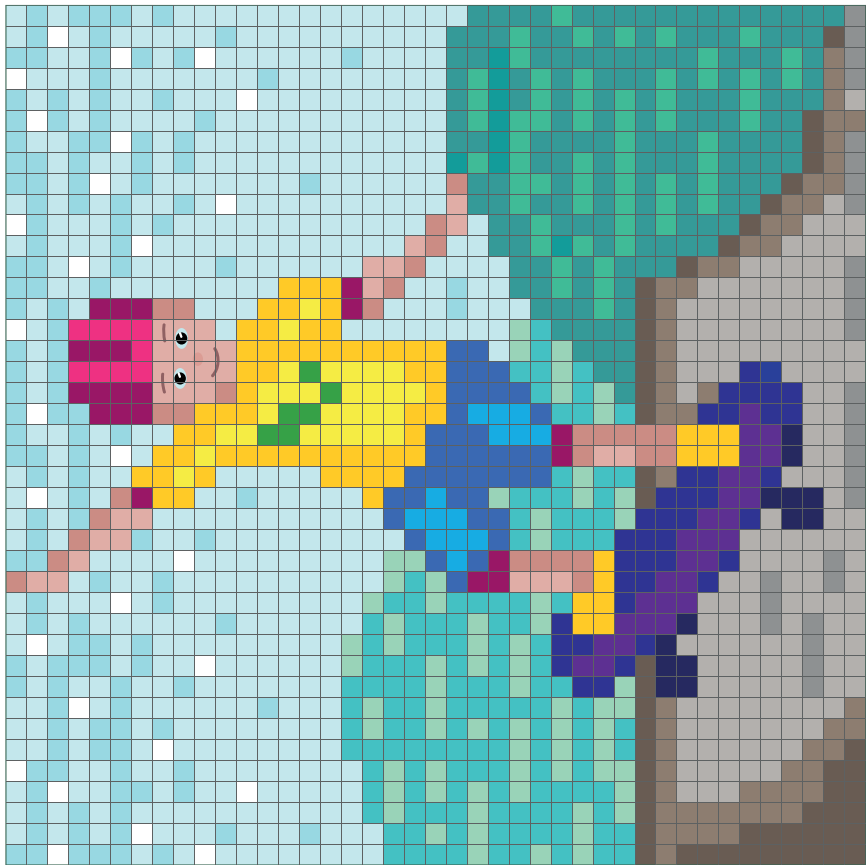


Cut & Glue!
Play





0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
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2021.

Tipsey, Carlianne. *How to Draw Adorable*, 2022.
Hart, Christopher. *The Master Guide to Drawing Cartoons*, 2022.

YA FICTION

In English

*Hautman, Pete. *Road Tripped*, 2019. (DB 96108)
Warga, Jasmine. *Here We Are Now*, 2017.
Ryan, Tom and Robin Stevenson. *When You Get the Chance*, 2021.
*Zepeda, Monica. *Boys of the Beast*, 2022. (DB 108769)
Konen, Leah. *Love & Other Train Wrecks*, 2018.
Crilley, Mark. *Lost in Taiwan*, 2023.
*Segel, Jason and Kirsten Miller. *Otherworld*, 2018. (DB 89669)
Yen, Jennifer. *A Taste for Love*, 2021.
*Le, Loan. *A Pho Love Story*, 2021. (DB 108093)
*Ho, Joanna. *The Silence that Binds Us*, 2022. (BR 24855, DB 111254)
*Lin, Judy I. *A Magic Steeped in Poison*, 2022. (DB 109863)
*Gracia, Anna. *Boys I Know*, 2022. (DB 109804)
*Mafi, Tahereh. *A Very Large Expanse of Sea*, 2018. (DB 92882)
Quintero, Sofia. *Show and Prove*, 2015.
*Boulley, Angeline. *Firekeeper's Daughter*, 2023. (BR 24040, DB 102762)
*Jackson, Tiffany D. *White Smoke*, 2022. (DB 105467)
*Sharpe, Tess. *The Girls I've Been*, 2021. (DB 107357)
Ancrum, K. *Murder of Crows*, 2023.
Heard, Wendy. *We'll Never Tell*, 2023.
*Brooks, Nick. *Promise Boys*, 2023. (DB 113776)
Bruchac, Joseph. *Two Roads*, 2019.
Bruchac, Joseph. *Peacemaker*, 2021.
*LaRocca, Rajani. *Red, White, and Whole*, 2021.

(DB 105732)

*Barba Higuera, Donna. *The Last Cuentista*, 2021. (BR 23967, DB 105729)
*Kinew, Wab. *The Floraverse series*, 2021–23. (Walking in Two Worlds, DB 105807)
Silverman, Laura. *Those Summer Nights*, 2023.
Lacopelli. *Break the Fall*, 2020.
*Méndez, Yamile Saied. *Furia*, 2020. (English: BR 23408, DB 101185; Spanish: DB 111919)
Brown, Jaye Robin. *The Key to You and Me*, 2021.
Patel, Sajni. *The Knockout*, 2020.

Spanish or Bilingual

*Bayron, Kalynn. *This Poison Heart / Este corazón venenoso*, 2021. Separate Spanish and English editions. (English: DB 104459)
*Bowen, Natasha. *Skin of the Sea / La piel de las sirenas*, 2021. Separate Spanish and English editions. (English: DB 110780)
*Deonn, Tracy. *Legendborn / Legendborn*, 2020. Separate Spanish and English editions. (English: BR 23695, DB 100993)
Engle, Margarita. *Rima's Rebellion / La rebelión de Rima Marín*, 2022.
*Foody, Amanda and C.L. Herman. *All of Us Villains / Todos somos villanos*, 2022. (English: DB 105811)
*Garber, Romina. *Lobizona / Lobizona*, 2021. Separate Spanish and English editions. (English: DB 101837)
*Ifueko, Jordan. *Raybearer / Radiante*, 2023. Separate Spanish and English editions. (English: DB 100566)
*Thomas, Aiden. *Cemetery Boys / Los chicos del cementerio*, 2020, 2022. Separate Spanish and English editions. (English: DB 101679; Spanish: DB 103849)
Zhao, Xiran Jay. *Viuda de hierro / Iron Widow*, 2021. Separate Spanish and English editions.

YA NONFICTION

Kimmerer, Robin Wall et al. *Braiding Sweetgrass*

for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants, 2022.

Bayne, Rick. *Wilderness Survival Guide for Kids*, 2022.

*Chang, Jeff and Dave “Davey D” Cook. *Can’t Stop, Won’t Stop: A Hip-Hop History* (Young Adult Edition), 2021. (DB 102758)

Shove, Rhiannon. *Burn After Writing Teen*, 2019.

Jenkins, Jennifer. *Teen Writer’s Guide*, 2020.

Quintero, Isabel and illustrated by Zeke Peña. *Photographic: The Life of Graciela Iturbide*, 2018.

Weiss, Kate. *Radical Sewing: Pattern-Free Sustainable Fashions for all Bodies*, 2021.

*Maraniss, Andrew. *Inaugural Ballers: The True Story of the First US Women’s Olympic Basketball Team*, 2022. (DB 110512)

Smith, Tommie, Derrick Barnes, and Dawud Anyabwile. *Victory. Stand!: Raising My Fist for Justice*. 2022.

Graves, Colleen and Aaron Graves. *The Big Book of Makerspace Projects*, 2016.

ADULT FICTION

In English

*Adams, Erin E. *Jackal*, 2023. (DB 110609)

Cardinal, Ann Dávila. *The Storyteller’s Death*, 2023.

*Díaz, Hernan. *Trust*, 2022. (BR 24689, DB 107949)

Douaihy, Margot. *Scorched Grace*, 2023.

*Hawkins, Rachel. *The Villa*, 2023. (DB 111855)

*Henry, Emily. *People We Meet on Vacation*, 2021. (BR 24059, DB 103191)

*Higashino, Keigo. *A Death in Tokyo*, 2023. (DB 112302)

Lewis-Jones, Hew. *The Writer’s Map: An Atlas of Imaginary Lands*, 2018.

Mackintosh, Clare. *The Last Party*, 2023.

*Makkai, Rebecca. *I Have Some Questions for*

You, 2023. (DB 112960)

Nossett, Lauren. *The Resemblance*, 2023.

*Penny, Louise. *A World of Curiosities*, 2023. (DB 111297)

Sutanto, Jesse Q. *Vera Wong’s Unsolicited Advice for Murderers*, 2023.

Spanish or Bilingual

*Bennett, Robert Jackson. *The Founders Trilogy / Trilogía los fundadores*, 2018–22. Separate Spanish and English editions. (English: Locklands, DB 109252; English: Foundryside, DB 92246; English: Shorefall, DB 109251)

*Cañas, Isabel. *The Hacienda / La hacienda*, 2022. Separate Spanish and English editions. (DB 107997)

*Córdova, Zoraida. *The Inheritance of Orquídea Divina / La herencia de Orquídea Divina*, 2022. Separate Spanish and English editions. (English: DB 105311)

*James, Marlon. *Black Leopard, Red Wolf / Leopardo negro, lobo rojo*, 2019. Separate Spanish and English editions. (English: DB 93771)

*Martínez, Jenaro. *Invasión silenciosa*, 2021. In Spanish. (DB 113600)

*Moreno-Garcia, Silvia. *Gods of Jade and Shadow / Dioses de jade y sombra*, 2020. Separate Spanish and English editions. (English: DB 96115)

*Moreno-Garcia, Silvia. *Mexican Gothic / Gótico*, 2020. Separate Spanish and English editions. (English: BR 23483, DB 99404; Spanish: DB 105547)

*Morgenstern, Erin. *The Starless Sea / Un mar sin estrellas*, 2019. Separate Spanish and English editions. (English: DB 97441)

*Muir, Tamsyn. *The Locked Tomb series / Saga de la tumba sellada*, 2019. Separate Spanish and English editions. (English: Gideon the Ninth, DR 24579, DB 97490; English: Harrow the Ninth, BR 24580, DB 100538; English: Nona the Ninth, BR 24581, DB 110625)

*Osman, Richard. *The Thursday Murder Club /*

El club del crimen de los jueves, 2020. Separate Spanish and English editions. (English: DB 100981; Spanish: DB 104861)

*Shannon, Samantha. *The Priory of the Orange Tree / El priorato del naranjo*, 2019. Separate Spanish and English editions. (English: DB 94540)

*Weir, Andy. *Project Hail Mary / Proyecto Hail Mary*, 2021. Separate Spanish and English editions. (English: BR 24103, DB 103718; Spanish: DB 104736)

ADULT NONFICTION

Aalto, Kathryn and illustrated by Gisela Goppel. *Writing Wild: Women Poets, Ramblers, and Mavericks Who Shape How We See the Natural World*, 2020.

*Álvarez, Noé. *Spirit Run: A 6,000-Mile Marathon Through North America's Stolen Land*, 2020. (DB 98794)

Bailenson, Jeremy. *Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do*, 2018.

Cavalier, Darlene et al. *The Field Guide to Citizen Science*, 2020.

*Chalmers, David J. *Reality+*, 2022. (DBC 27474)

Coleman, Laura. *The Puma Years: A Memoir of Love and Transformation in the Bolivian Jungle*, 2021.

Day, Renee. *Creative Journaling*, 2020.

de Pomereu, Jean and Daniella McCahey. *Antarctica: A History in 100 Objects*, 2022.

DK Eyewitness. *Unforgettable Journeys: Slow Down and See the World*, 2020.

DK. *The Sports Book*, 2020.

Drabelle, Dennis. *The Power of Scenery: Frederick Law Olmsted and the Origin of National Parks*, 2021.

Habib, Shahnaz. *Airplane Mode: An irreverent History of Travel*, 2023.

Hebertson, Angie. *Face Masks, Scrub Caps, Arm Slings, and More*, 2020.

Holmes, Cas. *Embroidering the Everyday*, 2023.

*Jost, Colin. *A Very Punchable Face: A Memoir*, 2020. (DB 99679)

Khounnoraj, Aounna. *Visible Mending: A Modern Guide to Darning, Stitching, and Patching the Clothes You Love*, 2020.

Leung, Wendy. *The Boba Cookbook: Delicious, Easy Recipes for Amazing Bubble Tea*, 2020.

Lonely Planet. *Epic Hikes of the World: Explore the Planet's Most Thrilling Treks and Trails*, 2018.

Long, Cully. *How to Puzzle Cache*, 2nd edition, 2019.

Luong, QT. *Treasured Lands: A Photographic Odyssey Through America's National Parks*, 2022.

McDougall, Len. *The Ultimate Guide to Hiking*, 2021.

Meadows. *The First Code Talkers: Native American Communicators in WWI*, 2022.

*Nabongo, Jessica. *The Catch Me If You Can: One Woman's Journey to Every Country in the World*, 2022. (DB 112198)

*Nez, Chester and illustrated by Judith Schiess Avila. *Code Talker: The First and Only Memoir by One of the Original Navajo Code Talkers of WWII*, 2012. (DBC 04951)

*Rinella, Steven. *Outdoor Kids in an Inside World*, 2022. (DB 108513)

Rodabaugh, Katrina. *Make Thrift Mend*, 2021.

Sartore, Joel. *National Geographic Photo Basics: The Ultimate Beginner's Guide to Great Photography*, 2019.

Siber, Kate. *100 Hikes of a Lifetime: The World's Ultimate Scenic Trails*, 2020.

Tran, Phuc. *Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In*, 2020.