

VIRTUAL SNACK ATTACK: FRIENDSHIP MIX

AGES

Children 5+

PROGRAM DESCRIPTION

Who needs a snack? Demonstrate mixing ingredients to make friendship trail mix: Each ingredient represents an ideal quality in a friend, which the children can assign as you add each one. Divide the trail mix into individual containers that children can decorate while you read stories or poems about friendship. Encourage children to write their own friendship poems to attach to their snack containers, then share their snack with a friend! You could also partner with local Girl Scouts looking to complete a cooking badge. Suggested runtime: 45 minutes.

MATERIALS AND PREPARATION

Materials for trail mix:

- A large mixing bowl and spoon
- Your choice of ingredients (check for allergies)
- Individual containers with lids
- Markers or stickers for decorating
- Blank paper for writing poems or messages



Image source: Shutterstock

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. In-person programs may require a microwave (for Rice Krispy treats).

RESOURCES

Web

Free visual recipe (Friendship Treats) on *Teachers Pay Teachers*: <https://bit.ly/3xpA0Ui>

Middle Grade Cookbooks

The Big, Fun Kids Cookbook (2020) by Food Network Magazine and Maile Carpenter

The Complete Baking Book for Young Chefs (2019) by America's Test Kitchen

The Complete Cookbook for Young Chefs (2018) by America's Test Kitchen

The Delish Kids (Super Awesome, Crazy-fun, Best-ever) Cookbook (2021) by Joanna Saltz

Kid Chef Junior Every Day (2021) by Yaffi Lvova

The No-Cook Cookbook (2021) by Rebecca Woollard

The Ultimate Kids' Baking Book (2019) by Tiffany Dahle

TIP:

For all food-based programs, be sure to check for peanut (or other) allergies before you start.

ADAPTATION:

For tweens, walk them through how to make snacks at home (virtually or in person). You could also demonstrate more complex recipes (such as modified Rice Krispy treats with Lucky Charm marshmallows as the special ingredients). See Lafayette Public Library on YouTube for recipe ideas: <https://bit.ly/3O9o2oC>

TIP:

For middle grade cooking fiction, see STAR Net & CSLP: Recipes for a Region on page 119.

TIP:

For picture books (children 5+) and early reader friendship fiction, see the Friendship Fiction Book List on page 44..

DIGITAL EXCLUSIVE: HARRY POTTER VIRTUAL ESCAPE ROOM

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Run an escape room that celebrates the friendship between Harry, Ron, and Hermione in the Harry Potter series! The program includes instructions for both a virtual escape room—in which you film your hands and do as instructed by Zoom attendees—and a classic in-person escape room. Require registration to limit the number of participants so everyone can participate in the action. Includes several printables to support the scenario. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Set Up the Room

On the walls, hang:

- MAGIC cipher puzzle
- Rune sheet
- Hogwarts crest clue

On a table in middle of room (the professor's desk), place:

- Quill clue
- Photo of Fawkes (see Printables)
- Other miscellaneous desk stuff (cauldron, inkwell, parchment)
- Copy the Item Search Checklist onto a small whiteboard (see Printables)

On a table, counter, or cart on side of room ("bookshelf"), place:

- Tales of Beedle the Bard (with rune sheet inside [not Futhark])
- Fantastic Beasts and Where to Find Them (with bookmark clue inside)
- Other miscellaneous books (two with bookmark clues inside them)

Place the following anywhere in the room:

- Chocolate frog card
- Snitch clue
- Key for the small lock box
- Three potion bottle clues
- Gryffindor tie clue
- Scratch paper and pencils (or a dry-erase board and markers)

TIP:

Due to recent controversy, this escape room might not be the best choice for trans-inclusivity. Consider your audience accordingly.

ADAPTATION:

Let older tweens or teens design their own escape rooms! Or let them choose from ideas on www.breakoutedu.com.



Image source: A. Criddle of Lafayette Public Library, Lafayette, LA

ADAPTATION:

If you have lots of Harry Potter fans, run a Harry Potter trivia night using Kahoot.

Configure the Lock Boxes

First, print the three spell parts onto cardstock. Cut each line into its own piece so that they fit together like puzzle pieces with an obvious order. The spell is “Ex / hoc me / cubiculum.”

Small Lock Box

- Locked with four-digit lock (the answer is 1840 [from the alphanumeric item search]). Place or hide anywhere in the room. It contains:
- The Futhark Cipher
- Spell part #1: (“Ex”)

Cryptex

The answer is MAGIC [from the MAGIC cipher translation]). Place or hide it anywhere in the room. It contains:

- LED flashlight
- Rune sheet (NOT Futhark)
- Spell part #3 (“cubiculum”)

Large Lock Box

Locked with a directional lock (the answer is up, down, up, down, right [from using the LED light on the rune sheets]). Place or hide anywhere in the room. It contains:

- Wand
- Spell part #2 (“hoc me”)

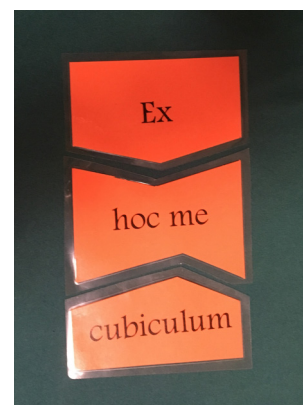


Image source: A. Criddle of Lafayette Public Library, Lafayette, LA

Puzzle Solutions

Puzzle #1: Item Search

This opens the small lock box (larger key lock [large key] and four-digit lock [1840]).

Participants must find the key hidden in the room to open the key lock. To open the four-digit lock, participants need to find 13 items in the room that have letter/number combos. The Item Search Checklist has numbers 1–13 in order, along with the following hint: Three bottles, three bookmarks...where did I put the other seven?

Items:

- Potion bottle #1 (Polyjuice Potion)
- Potion bottle #2 (wavy bottle)
- Potion bottle #3 (small glitter bottle)
- Bookmark in Fantastic Beasts and Where to Find Them
- Bookmark in random book
- Bookmark in random book
- Chocolate frog card
- Quill
- SPEW badge
- Snitch
- Hogwarts crest
- Gryffindor tie

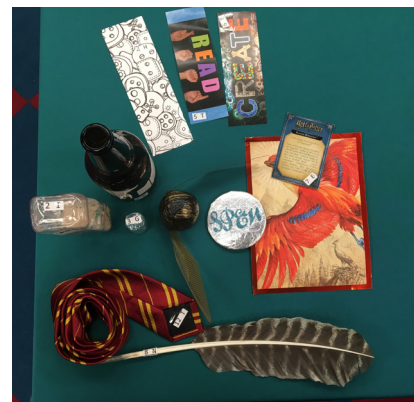


Image source: A. Criddle of Lafayette Public Library, Lafayette, LA

VIRTUAL | GAME/ACTIVITY

- Picture of Fawkes

Attach the following number/letter combos to individual items:

When placed in numerical order, the letters spell out eighteen forty, which is the code for the four-digit lock, 1840. Inside the small lock box is the Futhark Cipher and spell part #2 (“hoc me”).

Puzzle #2: Futhark Puzzle

This opens the Cryptex (MAGIC).

Participants use the Futhark Cipher to translate the Rune Puzzle on the wall. They must successfully figure out that all five lines are the same word repeated, then use the Futhark Cipher (see Printables) to translate the word, which spells MAGIC.

1 E	2 I	3 G	4 H
5 T	6 E	7 E	8 N
9 F	10 O	11 R	12 T
13 Y			

On the back of the Rune Puzzle is the word “cryptex?” and a (very rough) drawing of the cryptex, which tells them where to use their newly translated code. Inside the cryptex is the fourth Rune Sheet, the LED flashlight, and spell part #3 (“cubiculum”).

Puzzle #3: Rune Sheets

This opens the large lock box (directional lock [up, down, up, down, right])

Participants must find all five rune sheets and use the LED flashlight on them. The LED flashlight is inside the cryptex. The five rune sheets are:

- ↑ Futhark (in the small lock box)
- ↓ Cuneiform (optional, somewhere in the room)
- ↑ Atlantean (optional, In the Cryptex)
- ↓ Thuvaraiyan (optional, somewhere in the room)
- → Alethi (optional, folded up inside Tales of Beedle Bard)

Using the LED Flashlight on the front of the rune sheets (or blank sheets) will reveal the directional arrows as well as numbers giving the order of the arrows. The correct order is:

- ↑↓↑↓→
- Inside the large lock box is a wand and spell part #1 (“Ex”)

Puzzle #4: Unscrambling the Spell

Once the participants have collected the wand and all three spell parts, they

TIP:

Your 13 items can be different! Aside from the three potion bottles and three bookmarks, none of the items are specifically mentioned elsewhere.

NOTE:

The Futhark provided is a basic substitution cipher, which is the most common cipher in an escape room for children and tweens.

TIP:

While the room calls for five sets of runes, only Futhark is actually used. The others can be whatever you want, real or fictional. To simplify set-up, the other four can also be blank pages with arrows.

VIRTUAL | GAME/ACTIVITY

must correctly figure out the order of the words and use the spell. The spell part cards, arranged so that the edges fit together, give the full spell: *Ex hoc me cubiculum*. The spell part cards will have been cut so they fit together like a puzzle when in the correct order. Once in order, participants have to say the spell out loud with wand in hand to escape.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

For an in-person program, you will need an extra staff member or volunteer to monitor those waiting for their turn in the escape room.

RESOURCES

Web

Free Hogwarts house ties from *Lovely Planner*: <https://bit.ly/3xHS7GM>

More escape rooms for teens from *Breakout EDU*: <https://www.breadoutedu.com>

Escape Room and Gaming Fiction

The Adventure Zone series (2018–21) by Clint McElroy et al. (YA)

Don't Read the Comments (2020) by Eric Smith (YA)

Escape the Rooms (2021) by Stephen Mangan (middle grade)

Even If We Break (2020) by Marieke Nijkamp (YA)

Glitch Kingdom (2020) by Sheena Boekweg (YA)

In the Hall with the Knife series (2019–21) by Diana Peterfreund (YA)

The Inheritance Games series (2020–22) by Jennifer Lynn Barnes (YA)

The Life and Medieval Times of Kit Sweetly (2020) by Jamie Pacton (YA)

The Perfect Escape (2020) by Suzanne Park (YA)

Slay (2019) by Brittney Morris (YA)

Truly Devious series (2018–21) by Maureen Johnson (YA)

All Harry Potter printables courtesy of A. Criddle of Lafayette Public Library in Lafayette, LA.

Printables

Image of Fawkes

Harry Potter Escape Room Scenario

Harry Potter Virtual Escape Room Scenario

Item Search Checklist

Futhark Cipher

Rune Puzzle

TIP:

If you choose another runic alphabet (or create your own), make sure that the scripts are different enough from the one used in the MAGIC puzzle (in this case, Younger Futhark) so players do not attempt to translate it with the wrong set of runes.

TIP:

For the virtual escape room, remove the LED flashlight and use a bright, thick paint marker to write the arrows and numbers in various places on each rune sheet. The puzzle answer is still the same: Up, down, up, down, right.

TIP:

For in-person programs, run multiple sessions of this escape room back-to-back, with a limit of five participants per group. Provide a passive craft to occupy those waiting their turn.



HARRY POTTER ESCAPE ROOM SCENARIO

You and several of your classmates are in detention with Professor Babbling, the Professor of ancient runes at Hogwarts.

Right before she lets you leave, Peeves the Poltergeist causes a huge commotion in the corridor. When Professor Babbling goes to investigate, the troublesome poltergeist shuts her out of the classroom, and the door locks behind her.

Fortunately, Professor Babbling created the spell used for the lock herself. Unfortunately, she can't remember what the counter spell is that will unlock the door.

Through the door, Professor Babbling tells you that her research for the spell is in the classroom. However, she is so disorganized that it is scattered all around the room. She knows the words to the spell are written on bright orange paper. Work together with your fellow students to find her wand and her notes to unlock the door.

The final Quidditch match of the year starts in 30 minutes, and you are on the House team. You have to get out or your team will lose the game!

Remember, you can touch, explore, and move anything here in the room that is not clearly marked "NOT PART OF THE ROOM." Move things, open things, take things apart, and explore, but most importantly, communicate and work together. If you get stuck, you can ask for up to three hints to help you along with no penalty. You have 30 minutes, starting...now!

HARRY POTTER VIRTUAL ESCAPE ROOM SCENARIO

You are students at Hogwarts School of Witchcraft and Wizardry. Not only are you students, but you are also members of your House's quidditch team. In fact, you have a game today against Slytherin. One of your teammates got detention this morning, but the professor should have let him out by now.

Worried, you use your Zoom mirrors to call him in detention.

"Thank goodness!" he says. "Peeves locked me in Professor Babbling's office, and she's not even here!"

You look around and see that Professor Babbling is already here at the quidditch pitch.

"I can't go all the way back to my office!" she says. "I'm the referee for the quidditch match. Look, you students have your Zoom mirrors, right? Then you don't need me. You can get him out yourselves. Consider it an extra credit assignment."

"My office door is locked with a spell I invented. I don't remember the incantation, but I do remember that it is four words. I wrote them down on orange paper so I wouldn't lose them. And then I hid them. Oh, and your friend will need his wand too. I locked it up so he couldn't use magic during detention."

"Now I need to check with the headmaster before the game starts. Good luck," she says before wandering off towards Professor Dumbledore.

With a quick tempus charm, you realize there are only 30 minutes until the match starts. You will have to help your stuck classmate find clues, solve puzzles, and open hidden locks to assemble the four words of the spell. You'll also have to find where the professor hid his wand.

Remember, your stuck teammate will act as your hands in the room, but you have to tell them what to do and solve the puzzles. You can have him touch, explore, and move anything here in the room. Move things, open things, take things apart, but most importantly, communicate and work together. If you aren't being heard over your microphone, you can type what you want them to do in the chat, as I'll be watching it and will pass on any instructions or ideas that you type.

Lastly, don't forget that if you get stuck, you can ask for up to three hints to help you along with no penalty. You have 30 minutes, starting...now!

ITEM SEARCH CHECKLIST

1. _____ Potion bottle #1 (Polyjuice Potion)
2. _____ Potion bottle #2 (wavy bottle)
3. _____ Potion bottle #3 (small glitter bottle)
4. _____ Bookmark in Fantastic Beasts and Where to Find Them
5. _____ Bookmark in random book
6. _____ Bookmark in random book
7. _____ Chocolate frog card
8. _____ Quill
9. _____ SPEW badge
10. _____ Snitch
11. _____ Hogwarts crest
12. _____ Gryffindor tie
13. _____ Picture of Fawkes

FUTHARK CIPHER

4 NA

1B 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
 a b c d p ð e f g h i k l m n o p q r s t u v y z æ ø

Facilitation Notes

Younger Futhark has symbols for several sounds/phonemes that English does not have symbols for, and it does not have symbols for several sounds/phonemes that English does. There is no symbol that corresponds to the English “j” or “w,” and multiple for “s,” “v,” and “y,” as well as five for sounds/phonemes that do not exist in English, such as “þ”. While this would add a nice layer of complexity for an adult escape room, most younger kids do not know any non-romance language systems and thus have never been introduced to the idea of phonemes and sound/letter variation.

To keep this as simple as possible, redistribute those “extra” symbols so that every English letter has one symbol (and only one symbol). For example, because Futhark has no J or W, I used two of the “extra” symbols, ð and æ, to give J and W letters

Ψ Ʒ ˘

Ψ 1 1

Ʒ 1

1 Ʒ ˘

Ψ 1 1

GAME ON: COLLABORATION AND COMMUNICATION

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

We have all heard the saying “Teamwork makes dreams work,” but how can we effectively illustrate this concept for tweens or teens? With games! This program challenges teens and teens to work together, build on each other’s strengths, and communicate effectively to win *Survivor*-style challenges. Run the games below, or come up with your own. Registration is helpful for knowing how many materials to have on hand. Suggested runtime: 45 minutes.

MATERIALS AND PREPARATION

Helium Stick

Materials:

- PVC pipe (one per team)

To play: Teams must lower a PVC pipe to the ground using only their fingers. The pipe must lie on top of the players’ fingers and remain touching the entire time. Teams must start over if any player’s finger is not touching the pipe. The first team to lower the pipe wins.

Tennis Ball Transfer

Materials:

- Tennis balls (one per team)
- Cups big enough to fit a tennis ball (one per team)
- Washers (one per team)
- String (one piece tied to the washer for each team member)

To play: Teams race to the location of the tennis balls and washers. Once all team members arrive, they transport their tennis ball on top of the washer using the strings attached to the washer. If the ball drops, they must start over. The first team to transport the tennis ball into the cup wins.

TIP:

Not everyone needs to participate in each game; as long as everyone gets to play at least one, teams can swap out players based on their skill sets.

TIP:

Divide teams by having them draw colors.

TIP:

For a similar activity that can be run as an icebreaker, see the Team Machine program on page 97.

TIP:

More about the helium stick game on *Teampedia*: <https://bit.ly/3QdTcx2>

Blindfolded Puzzle

Materials:

- Blindfolds (one per team)
- Colored bags
- Puzzle pieces for a whole puzzle (one per team)

To play: One player from each team is blindfolded and another directs the blindfolded player to gather the correct colored pages. Once all bags have been collected, the whole team opens the bags, pulls out the pieces, and solves the puzzle. The first team to solve the puzzle wins.

Tower of Balloons

Materials:

- A bag of balloons
- Masking tape
- Measuring tape

To play: Teams have 15 minutes to build the tallest tower of balloons. The balloons can be taped to one another but not to the ground. The team with the tallest tower wins.

Listen Well

Materials:

- White board and dry-erase markers
- Picture books, nursery rhymes, or short stories

To play: Players listen to a story. Afterwards, they answer multiple choice questions about that story. The team with the most correct answers wins.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. Large space required. An additional staff member or volunteer for set-up or judging would be helpful.

TIP:

Buy latex-free balloons, or be sure to provide a latex allergy warning.

TIP:

For friendship fiction, see the Friendship Fiction Book List on page 44.



Image source: Shutterstock

GAME/ACTIVITY

TRIVIA NIGHT: FRIENDS

AGES

Teens 13–18

PROGRAM DESCRIPTION

What do your teens know about friends in books, movies, and television shows? Challenge teens to a friends-themed trivia night! If you hold this virtually, require registration. If you hold it in person, divide participants into teams and name someone to read the questions. Consider asking teens to make up trivia for each other! They are more up on the current memes and TV shows than adults will ever be. Suggested runtime: 45 minutes.

MATERIALS AND PREPARATION

For Virtual Programs

Materials:

- Online platform to host the event, such as Zoom, Google Hangouts, etc.
- Online platform to host the quiz, such as Kahoot, Sli.do, Jeopardy Labs, PowerPoint, Google Slides, etc.
- Virtual prizes, such as gift certificates (optional)

For In-Person Programs

Materials:

- An online platform to host the quiz, or printed questions
- Buzzers and prizes (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

Tips for remote trivia on Zoom from Springworks: <https://bit.ly/3O6Sq2X>

Tips for trivia nights [27 min] from Rob Phelan on YouTube: <https://bit.ly/3QajQah>

Printables

Friends Trivia Challenge



Image source: Shutterstock

TIP:

When gathering quiz questions, be sure to consider your audience. Many trivia questions are based on white American pop culture from the past 10–50 years; they may not be inclusive of teens who are New Americans. Pop culture from the past 0–5 years is slightly more inclusive.

TIP:

Remember a display of buddy books and movies!

TIP:

For fans of the show *Friends*, consider the book *Generation Friends* (2019) by Saul Austerlitz.

TIP:

For accessibility, be sure to provide captioning for virtual events (this is a free option on all Zoom accounts).

TIP:

Read questions slowly and leave plenty of time for teens to think about their responses.

TIP:

For friendship fiction, see the Friendship Fiction Book List on page 44.

FRIENDS TRIVIA CHALLENGE

CATEGORY ONE: FRIENDS IN LITERATURE

This bestie yells to his friend, "I can't carry it for you, but I can carry you and it as well."

Samwise Gamgee

Because of her extensive vocabulary and knowledge of the written word, this clever friend saves the life of another numerous times. **Charlotte**

The last we ever see of this comedic dynamic duo is sledding down a snowy hill. **Calvin and Hobbes**

How can one pair of secondhand pants fit Lena, Tibby, Carmen, and Bridget? Read about these magical pants in... **The Sisterhood of the Traveling Pants**

When this trio sticks together anything is possible, including taking down the Dark Lord. **Harry, Ron, Hermione**

Nick Carraway is completely enamored with this enigmatic neighbor and friend. **Jay Gatsby**

What?! There's a YA love triangle in this book about games and hunger. **The Hunger Games**

Is it friendship or is it something more? Bella has a hard time answering this question whenever she was around this werewolf. **Jacob**

"Silly old bear, I won't ever forget about you," said Christopher Robin" to this best friend.

Winnie the Pooh

In this childhood classic, a golden ticket seals the relationship between grandfather and grandson.

Charlie and the Chocolate Factory

CATEGORY ONE: FRIENDS IN LITERATURE

This show centers around the lives of six friends in New York City. **Friends**

Blanche, Dorothy, Rose, and Sophia are living their golden years together as friends. **Golden Girls**

This television series featuring six high school students was originally called When the Bell Rings.

Saved by the Bell

How is it possible that a bunch of toddlers can go on so many adventures without their parents' knowledge? **Rugrats**

Put on your thinking cap if you want to hang out with the brilliant friends. **The Big Bang Theory**

Don't forget your jellyfish net when hanging out with these two. **Spongebob and Patrick**

Shawn and Gus co-own a detective agency where "psychic powers" come in handy. **Psych**

Where would a boy be without his heroic dog in this television show? **Lassie**

Though you may get into trouble with Principal Skinner, these two friends will always be by your side.

Bart and Milhouse

This television show features one of the main characters turning himself into a pickle. **Rick and Morty**

So no one told you life was gonna be this way

CATEGORY THREE: FINISH THE LYRICS

Your job's a joke, you're broke

Your love life's DOA

It's like you're always stuck in second gear

When it hasn't been your day, your week, your month

Or even your year, but

I'll be there for you

"I'll Be There for You" by The Rembrandts

When the road looks rough ahead

And you're miles and miles

From your nice warm bed

You just remember what your old pal said

Boy, you've got a friend in me

Yeah, you've got a friend in me

"You've Got a Friend in Me" by Randy Newman

What would you think if I sang out of tune

Would you stand up and walk out on me?

Lend me your ears and I'll sing you a song

And I'll try not to sing out of key

Oh I get by with a little help from my friends

"With a Little Help from My Friends" by The Beatles

Lean on me

When you're not strong

And I'll be your friend

I'll help you carry on...

"Lean on Me" by Bill Withers

Oh, you're the best friend that I ever had

I've been with you such a long time

You're my sunshine and I want you to know

That my feelings are true

I really love you

Oh, you're my best friend

"You're My Best Friend" by Queen

As we go on, we remember

All the times we had together

And as our lives change, come whatever

We will still be friends forever

"Graduation (Friends Forever)" by Vitamin C

You just call out my name

And you know, wherever I am

I'll come runnin', runnin', yeah, yeah

To see you again

Winter, spring, summer or fall

All you have to do is call

And I'll be there, yes, I will

You've got a friend

"You've Got a Friend" by Carole King

You can count on me like one, two, three

I'll be there

And I know when I need it, I can count on you like four, three, two

And you'll be there

'Cause that's what friends are supposed to do, oh, yeah

"Count on Me" by Bruno Mars

One day when this cheer dies down, stay hey

Stay by my side

For eternity, keep staying here hey

Like your tiny pinky

Longer than seven summers and cold winters

Longer than numerous promises and memories...

"Friends" by BTS

CATEGORY FOUR: NAME THE MOVIE BESTIES

Could play an audio excerpt to help identify.

“hakuna matata” **Timon and Pumbaa**

“Excellent!” **Bill and Ted**

“Don’t everybody thank me at once.” **Han Solo and Chewbacca**

“Do you think people will vote for me?” **Napoleon Dynamite and Pedro Sánchez**

“Wait a minute, Doc. Are you telling me you built a time machine...out of a DeLorean?” **Doc Brown and Marty McFly**

“To infinity and beyond!” **Buzz and Woody**

“Just keep swimming. Just keep swimming, swimming, swimming. What do we do? We swim, swim.”
Dory and Marlin

“Just a spoonful of sugar helps the medicine go down in the most delightful way!” **Mary Poppins and Bert**

“That dude there. I need his prosthetic leg.” **Rocket and Groot**

“Anyway, like I was sayin’, shrimp is the fruit of the sea. You can barbecue it, boil it, broil it, bake it, sauté it.” **Forrest Gump and Benjamin Buford ‘Bubba’ Blue**

SENIOR STORYTELLING OUTREACH

AGES

Children 5–8

Tweens 9–12

PROGRAM DESCRIPTION

Outreach is not just for adults; children can participate too! Children read their favorite stories to older people in their lives, whether grandparents, relatives, staff members, or community members in a nursing home. Hold a library-wide read-in, or let this be a passive program throughout the summer. Alternatively, make it into a swap: The child reads a story, and then the older person reads or tells a story in return. If a child is unable to meet the chosen adult in person, set up a Zoom station for them to do a virtual reading. Suggested runtime: 45–60 minutes.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- Computer/laptop with a camera
- Books (from your collection or from participants)

Preparation: Ask families to choose a senior for their child to read to, or develop a sign-up system for partnerships with a local nursing home (which might be willing to take a field trip to the library for a read-in). If the youth section is small, coordinate with other library departments so they understand that families might need to spread out. If running virtually and you plan to record, be sure to obtain the appropriate permissions to record audio/video.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

This can take place throughout the library; have a staff member monitor each area.

RESOURCES

Intergenerational Picture Books

Grandad's Camper (2021) by Harry Woodgate

Grandpa's Top Threes (2019) by Wendy Meddour and Daniel Egneus

ADAPTATION:

With tweens, make manicure kits to be delivered to nursing homes, or partner with a licensed manicurist to provide manicures to residents. In the kits, tweens could include special notes or share nail art design ideas. Consider running this as a two-part program: On the first day, tweens compile kits and design some nail art. The second day is an optional field trip for manicures at the nursing home.

TIP:

You might find it helpful to have a lesson on kindness to elders before this outreach activity.

ADAPTATION:

For a community-wide program, use Omeka to create a local history digital archive. Patrons record interviews with elders and upload them to the archive. Omeka is inexpensive, easy to use, and searchable (it uses Dublin Core metadata). See an example from Tenafly Public Library in Tenafly, NJ at tpl.omeka.net

OUTREACH | GAME/ACTIVITY | LOW COST

Granny's Kitchen (2022) by Sadé Smith and illustrated by Ken Daly
I Love My Glam-ma (2019) by Samantha Berger and illustrated by Sujean Rim
Madame Babobedah (2020) by Sophie Dahl and illustrated by Lauren O'Hara
The Most Beautiful Thing (2020) by Kao Kalia Lang and illustrated by Khoa Lee
When Grandma Gives You a Lemon Tree (2019) by Jamie L.B. Deenihan and Lorrain Rocha

Intergenerational Middle Grade

Caterpillar Summer (2018) by Gillian McDunn
Soul Lanterns (2021) by Shaw Kuzki
When You Trap a Tiger (2020) by Tae Keller

ADAPTATION:

If partnering with a nursing home, puzzles or collaborative art projects are great activities to consider.

PLIX & CSLP: SPATIAL POETRY

AGES

Children 5–8

Tweens 9–12

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Make poems out of street names in your community! Poems have historically influenced many of the place names we know today, and many contemporary poets rethink the ties between language, place, and belonging. In this program, children or teens re-imagine local maps with poetry to renew their understanding of place. Participants expand their local data research skills as well as develop their expressive writing. Choose from a wide variety of workshop prompts below, or come up with your own to best suit your audience. These ideas could work as either structured workshops or passive activities. Suggested group size: 10–15. Suggested runtime: 45–60 minutes.

WORKSHOP IDEAS:

- **Main street memories:** Invite patrons to bring a photograph that features a specific place in your community, and encourage them to share stories about that place with the group. This could also be a Zoom program. Invite them to digitize their photographs in a shared database.
- **Street shape poem:** Trace the shape of a particular street, and use that street and its intersections to write a poem.
- **Found map poem:** Take a map and create a poem by erasing, collaging, and/or drawing over the top of it.
- **Walking poem:** Take a walk around your area and write down notable places and street names. Write a poem incorporating these words in the order you saw them on your walk.
- **Renaming poem:** Write a poem where each line renames a particular street or place in a different way. The new names can be words, phrases, or even sentences.
- **Site-specific:** Choose a location for a site-specific reading series and/or compile an e-book or zine out of patrons' poems about that place.
- **Open mics:** Host a community open mic night (for families or a specific age group). Participants read their own poems or poems by famous regional poets. Alternatively, invite local poets to read from and discuss their work.



Image source:
Shutterstock

The Public Library Innovation Exchange (PLIX) is a project of the MIT Media Lab Digital Learning & Collaboration Studio. This program was adapted by CSLP with permission and remains under a CC BY-SA 4.0 license. Link to original PLIX program here: <https://bit.ly/3MlyLW5>

ADAPTATION:

For teens and older, emphasize place-naming in America, particularly its historical ties to colonization. Connect with local renaming campaigns. Draw on current topics in geography, poetry, and journalism, and media-making. See link in Resources for the original Spatial Poetry program from PLIX.

GAME/ACTIVITY | ARTS & CRAFTS | PASSIVE

MATERIALS AND PREPARATION

Materials:

- Various printed local maps, historical and contemporary
- Printed Spatial Poetry zines (one per participant)
- Paper, with or without grids
- Supplies for collaging (if applicable)

RESOURCES

Web

“Spatial Poetry” from PLIX: <https://bit.ly/3MUI3zw>

Mapping resources (by state) from PLIX: <https://bit.ly/3xpBPR8>

Books

Adventures to School: Real-Life Journeys of Students Around the World (2018) by Miranda Paul and Baptise Paul, and illustrated by Isabel Muñoz (picture book NF)

A Map Into the World (2019) by Kao Kalia Yang and illustrated by Seo Kim (early reader F)

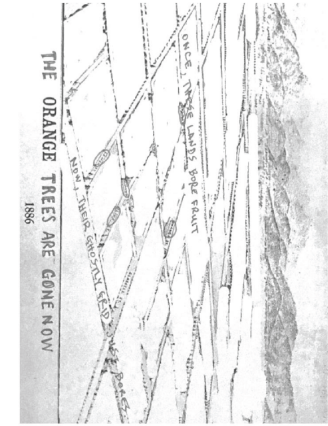
My Two Border Towns (2021) by David Bowles and illustrated by Erika Meza (picture book F)

Printables

PLIX Spatial Poetry Zine

TIP:

If it exists in your area, consider partnering with mass transit. Participants can add bus routes to their maps (or take a bus to new places). Volunteers could also donate books for bus book racks for children to peruse while riding. See example from *Portland Press Herald*: <https://bit.ly/3aMY4sK>



Shaping Space

Some poets simply reflect on a place and their own thoughts and feelings on its name.

Maps can be poems. Words in them can be highlighted or erased to make a story or idea — or to ask about the landscape depicted.

Some poems are derived by the landscape in a variety of ways — imitating its twists and turns, taking inspiration from a long walk or drawing from the language on a map.

Other poems imitate real world geography, shaped like the place they're about.

Map examples courtesy of David Rumsey Map Collection, David Rumsey Map Center, Stanford Libraries (non-commercial CC license).

Share your creations using #heyplix #PLIXSpatialPoetry (and tag @heyplix)

plix.media.mit.edu

This zine was created by the MIT Media Lab Public Library Innovation Exchange (PLIX) and Hua Xi of the Spatial Poetry Project.

Display your spatial poems on its website — visit spatial-poetry.com for more details.

Remix this!

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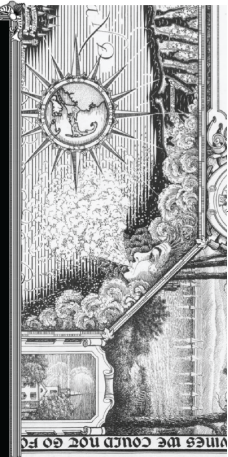
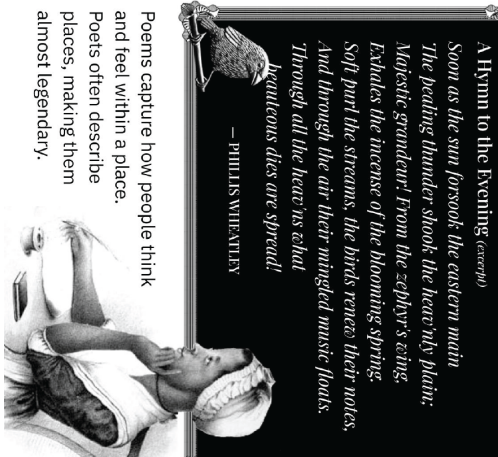
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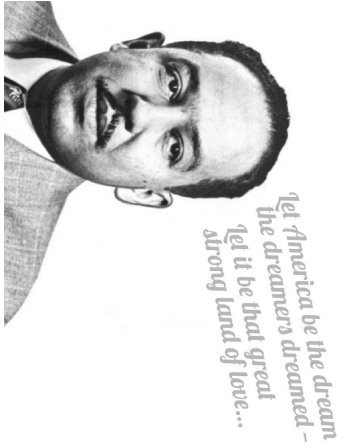
Finding Your Way

Look at a map of where you live. What do all the words mean? Are the words easy to pronounce? Where do these names come from?

Streets, buildings, rivers, lakes, mountains, even countries all have their own names.

The names in a landscape make up their own kind of language.

These place names have their own history and cultural associations.



Poetry and Place

The language of places has inspired and informed poets — from Homer to Langston Hughes. By writing poems about a landscape, they made sense of what it meant to live there.

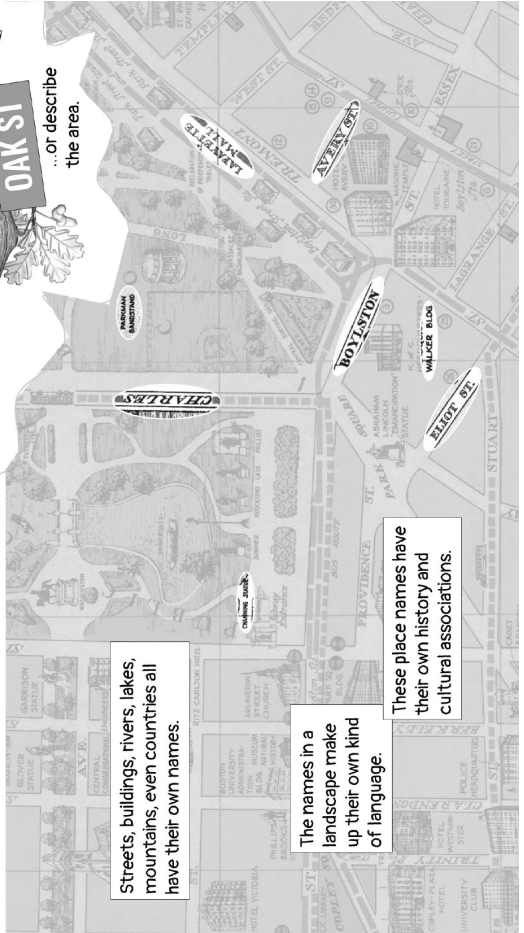
Place names might reflect the values of a society... or memorialize a historical figure...

Martin L. Kingfisher Blvd

OAK ST

...or describe the area.

Place names might reflect the values of a society... or memorialize a historical figure...



PLIX Spatial Poetry



STREETS I HOPE I WILL SEE SOMEDAY

STREETS I HOPE I WILL SEE SOMEDAY

STREETS I HOPE I WILL SEE SOMEDAY

STREETS I HOPE I WILL SEE SOMEDAY

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STREETS I HOPE I WILL SEE SOMEDAY

COMMUNITY PUZZLES SCAVENGER HUNT

AGES

Children 5–8

Tweens 9–12

Multigenerational



Image source: Shutterstock

PROGRAM DESCRIPTION

Looking for the fun of an escape room without the claustrophobic feel? Want to engage with your community? A timed community scavenger hunt might be just what you need! Knowing your community is a big part of this project. Consider public parks, playgrounds, historical markers, non-profit organizations, or local businesses. Prepare a small challenge for each stop, such as rearranging tiles to make a word, or finding a word or letter to complete a phrase. Families or small groups collaborate to solve the puzzles. Bragging rights are definitely at play here, so be sure to showcase the winners on your library's social media platforms. Suggested runtime: 2–3 hours.

Alternatively, run a similar scavenger hunt that lasts all summer. Businesses or service providers offer small prizes or stickers to those who stop by, and participants are entered for a prize at the end of the summer. Source larger gift donations from local businesses. You can keep the scavenger hunt the same all summer or put out a new version every month that features different community organizations.

MATERIALS AND PREPARATION

For the community-wide scavenger hunt:

- Bright laminated signs at each location (for the one-day version)
- Zip ties and/or tape (for the one-day version)
- Sidewalk chalk to mark path or obstacle course (for the one-day version)
- Printed maps of the entire area (draw your own or superimpose over Google maps)
- Pencils and printed instructions
- Prizes

For the library-specific scavenger hunt:

- Signs to mark each scavenger hunt location
- Printed library maps, with locations marked
- Pencils and printed instructions
- Prizes

Preparation:

Plan the stops and write the instructions. You can either outline the direct

ADAPTATION:

You could also make a library-specific hunt to familiarize patrons with library resources, or link community resources to specific areas in the library (e.g., link the local history museum to nonfiction books on local history).

TIP:

The community-wide scavenger hunt is a great multigenerational program for families; the library-only adaptation is better for children who will be unaccompanied.

TIP:

To improve accessibility, be sure to include a variety of scavenger hunt items that patrons can smell, hear, and touch.

GAME/ACTIVITY | PASSIVE | OUTDOORS | LOW COST

route or provide clues that participants need to figure out. If you want your event to seem more like a treasure hunt, clues are better than directions. Keep things as simple as possible. Make one sign for each stop. Create your map after you have decided on the stops.

Next, design activities and puzzles. For easy hunts, simply place one letter or word at each stop; participants gather them to complete a word, phrase, or sentence. You could also have them collect individual supplies for a craft project or science experiment (e.g., all the materials needed to make a beaded friendship bracelet).

Distribute signs for the community-wide option in advance, and be sure to touch base with all volunteers and partners the day before (and day of) the event.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

For a day-long, community-wide event, you will need at least one volunteer at each station.

RESOURCES

Web

Scavenger hunt ideas from *Good Housekeeping*: <https://bit.ly/3HdqEQc>

Scavenger hunt ideas from *Scavenger Hunt*: <https://bit.ly/3mA51QL>

Middle Grade Nonfiction

Code Cracking for Kids: Secret Communications Throughout History, with 21 Codes and Ciphers (2019) by Jean Daigneau

Karina Garcia's Next-Level DIY Slime (2018) by Karina Garcia

Spies, Code Breakers, and Secret Agents: A World War II Book for Kids (2020) by Carole P. Roman

The Ultimate Book of Scavenger Hunts: 42 Outdoor Adventures to Conquer with Your Family (2020) by Stacy Tornio

TIP:

Use Canva, Publisher, or your favorite design program to make the signs and/or maps. Vague maps can make the scavenger hunt more fun and challenging.

TIP:

Partner with Spanish-language agencies! This fun activity is perfect for outreach and community-building.

TIP:

Before the event, be sure to run it through with someone who did not write the instructions with you.

TIP:

Decide beforehand if you will collaborate with local businesses/organizations or assign your own volunteers to each station. Teens and older tweens make perfect volunteers for activities like this.

TIP:

Be mindful of any dangers in your potential outdoor space. For example, if participants will need to cross a busy road, place a volunteer crossing guard.

FIELD GUIDE TO YOUR LIFE

AGES

Teens 13–18

PROGRAM DESCRIPTION

Teens often feel like nobody understands them. This program lets them showcase their lives and unique personalities by creating field guides...to themselves! Tie this program to your community by encouraging teens to include the locations of their most formative moments, as well as people who have helped them along the way. This program is best suited to a passive program or a longer series in which teens work on specific elements every week. Alternatively, send them home with kits and activities to explore on their own. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials to consider:

- Scrapbook paper
- Three-ring binders and folders
- Washi tape
- Cricut machine
- Printer and photo paper
- Whatever art supplies you have on hand

This program is highly customizable. If accepting digital submissions, no materials are required. If accepting paper submissions, you could distribute journals or field guide creation kits for teens to take home. Alternatively, set up a table in the teen section with supplies.

Preparation:

- Create a book list, display, LibGuide, or webpage about memoirs and how to write them, and/or traditional field guides.
- Create an instruction sheet for how to complete the field guide. The requirements can be as rigid or flexible as you like, or leave it open ended and see what you get!
- If part of a program series, choose a different prompt and specific materials for each session. Encourage teens to share their work and ideas with one another.
- Set a deadline for receiving field guide submissions. Consider a way to showcase the guides (with permission) once they are submitted, such as creating flip-through videos or holding a gallery opening at the library.

Outcomes:

- Teens will engage in self-reflection and practice expressing themselves in a multimodal format;
- Teens will be introduced to field guides and how they are used;

ADAPTATION:

For virtual field guides, consider holding a workshop on how to use a free design program (such as Inkscape, Photoscape X, Gravit, or Canva) as part of this program.

TIP:

This program could also include elements from the PLIX & CSLP: Spatial Poetry program, where teens map out their most important locations and/or rework place locations into a poem.



Image source: Shutterstock

TIP:

Consider reaching out to local artists, galleries, and schools.

TIP:

You could also kick off this program with a book-binding program where teens create their very own blank journals to house their field guides.

ARTS & CRAFTS | GAME/ACTIVITY | PASSIVE

- Teens will learn about memoirs and what the library has in the collection.

RESOURCES

Web

“Field Guides Made Easy” from Cornell Cooperative Extension: <https://bit.ly/3NJut1Q>

Books

Middle Grade Memoirs

Ain't Gonna Let Nobody Turn Me 'Round (2022) by Kathlyn J. Kirkwood and illustrated by Steffi Walthall

Be Prepared (2018) by Vera Brosgol (graphic novel)

Hurricane: My Story of Resistance (2021) by Salvador Gómez-Colón

This Is Your Time (2021) by Rube Bridges

Just Pretend (2021) by Tori Sharp (graphic novel)

Permanent Record (Young Reader's Edition) (2021) by Edward Snowden

Someone Like Me: How One Undocumented Girl Fought for Her American Dream (2018) by Julissa Arce

YA Memoirs

All Boys Aren't Blue (2020) by George M. Johnson

Almost American Girl (2020) by Robin Ha (graphic novel)

Apple: Skin to the Core (2020) by Eric Gansworth

Brave Face (2019) by Shaun David Hutchison

It's Trevor Noah: Born a Crime (Adapted for Young Readers) (2019) by Trevor Noah

Ordinary Hazards (2019) by Nikki Grimes

Passport (2021) by Sophia Glock (graphic novel)

Reaching for the Moon (2020) by Katherine Johnson

Shout (2020) by Laurie Halse

Soaring Earth (2019) by Margarita Engle

YA Writers and Writing

Final Draft (2018) by Riley Redgate (F)

Find Your Voice: A Guided Journal for Writing Your Truth (2020) by Angie Thomas (NF)

Off the Record (2021) by Cameryn Garrett (F)

Teen Writer's Guide (2020) by Jennifer Jenkins (NF)

Write Your Own Poems (2019) by Jerome Martin (NF)

Printables

Field Guild to Your Life: Prompts (in English and Spanish)

FIELD GUIDE TO YOUR LIFE: PROMPTS

- Make a map of your life, your bedroom, or your town.
- Make a map of your bedroom or town.
- Make a graph of how you spend your time.
- List your top 10 favorite moments or places.
- List your top 10 favorite songs or musicians.
- List your top 10 favorite books or comics.
- Make a collage that represents your personal style.
- Make a collage out of found 2D objects.
- Make a collage out of items in your favorite color.
- Write yourself into the script of your favorite TV show or movie.
- If you were a superhero, who would you be? What would you do?
- Rank the games you play, from most to least favorite.
- Trace your hand and fill in the outline with poetry.
- Go for a walk around your neighborhood and record 10 observations
- Make a list of things you notice that other people do not.
- Draw a portrait of your family and your pets.
- What will your life look like in five years? Ten years?
- Draw your favorite dance moves with your eyes closed.
- If you could visit any country, where would you go and why?
- Who is your favorite teacher and why?
- Record yourself singing your favorite song.
- Make a digital mashup of your personal photos or videos.

GUÍA DE CAMPO PARA TU VIDA: INDICACIONES

- Haz un gráfico de cómo pasas tu tiempo.
- Haz una lista de tus 10 mejores momentos o lugares.
- Haz una lista de tus 10 canciones o músicos favoritos.
- Haz una lista de tus 10 libros o cómics favoritos.
- Haz un collage que represente tu estilo personal.
- Haz un collage con objetos 2D encontrados.
- Haz un collage con elementos de tu color favorito.
- Escríbete a ti mismo en el guión de tu programa de televisión o película favorita. Si fueras un superhéroe, ¿quién serías? ¿Qué harías?
- Clasifique los juegos que juega, de mayor a menor favorito.
- Traza tu mano y completa el contorno con poesía.
- Sal para caminar por tu vecindario y registra 10 observaciones
- Haz una lista de las cosas que notas que otras personas no notan.
- Dibuja un retrato de tu familia y tus mascotas.
- ¿Cómo será tu vida dentro de cinco años? ¿Diez años?
- Dibuja tus pasos de baile favoritos con los ojos cerrados.
- Si pudieras visitar cualquier país, ¿a dónde irías y por qué?
- ¿Quién es tu profesor favorito y por qué?
- Grábate cantando tu canción favorita.
- Haz un (mashup) tritura y pega digital de tus fotos o videos personales.

ADVOCACY ACTIVATED: TEEN ADVOCACY GROUPS

AGES

Teens 13–18

PROGRAM DESCRIPTION

If your library already has a teen advisory board, consider turning it into a teen advocacy group! In an advocacy group, teens meet to identify and discuss issues faced by their communities (or themselves, their families, or their specific neighborhoods), then work together to raise awareness and/or make positive change. Your teen advocacy group could pair with an organization or assist with a library program, such as running a summer food drive, or coordinating and assembling homeless care kits. Be sure to hold a celebration for teen advocates at the end of the summer! Suggested runtime: 60–90 minutes per meeting.



Image source: Shutterstock

MATERIALS AND PREPARATION

Snacks are highly recommended.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. You will need a meeting room with chairs for in-person meetings.

RESOURCES

Web

“Teen-Led Community Dialogues” from STAR Net: <https://bit.ly/3mAgIXu>

YA Nonfiction

How to Change Everything: The Young Human's Guide to Protecting the Planet and Each Other (2021) by Naomi Klein

An Indigenous Peoples' History of the United States for Young People (2019) by Roxane Dunbar-Ortiz and adapted by Jean Mendoza and Debbie Reese

The Other F Word: A Celebration of Fat and Fierce (2021) by Angie Manfredi

Stamped: El racismo, el antirracismo y tú / Stamped: Racism, Antiracism, and You (2021) by Jason Reynolds and Ibram X. Kendi (separate Spanish and English editions)

Teen Guide to Volunteering (2020) by Stuart A. Kallen

TIP:

Collaborate with teachers and teacher-librarians to recruit local high schoolers.

TIP:

Consider inviting spokespeople from community organizations to speak to your teen advocates.

TIP:

STAR Net has a wonderful resource entitled “Teen-Led Community Dialogues” (see Resources).

ADAPTATION:

For a virtual advocacy group, great a Discord server for your library. Discord allows you to create your own server and rules, and it is super popular with teens. It is also great for hosting virtual or passive teen programs, and promoting discussion.

TIP:

Connect with local homeless shelters and local chapters of groups such as Kiwanis, Lions Clubs, and Rotary.

COMMUNITY CARE KITS

AGES

Teens 13–18

Adults

Multigenerational

PROGRAM DESCRIPTION

Bring patrons together to make care kits for community members in need! The first step in this program is outreach. Reach out to relevant organizations—such as those that serve people without homes or domestic violence survivors—and ask them what they need and how you can help. Once you have a list of the most useful care kit items for individuals in these populations, ask patrons to sponsor kits financially, or you can have sign-ups for individuals to bring multiples of pre-selected items (on a given day or before the event). Then make care kit assembly a fun community event! Play music and run ice-breakers. If appropriate, you could even take a field trip or ask for volunteers to pick up supplies or distribute the kits to your target population. Suggested runtime: 60–90 minutes.

Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI



Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

MATERIALS AND PREPARATION

Example care kit ideas for people without homes:

- Clothes such as socks, gloves, and hats;
- Hygiene items such as soap, shampoo, lotion, menstrual products, razors and shaving cream, tissue packs, bandages, wet wipes, toothbrushes and toothpaste, and sunscreen;
- Food and drink, such as water bottles, hydration tablets, snack packs, granola bars, dried fruit, crackers, peanut butter, and cans of food with pull tabs.
- Miscellany such as plastic bags, utensils, etc.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need space to collect and store donations.

RESOURCES

Web

Farm-2-Library from Southern Adirondack Library System: <https://bit.ly/3aVuHog>

Article on Operational Bed Roll from City of Greensboro: <https://bit.ly/3NUuK20>

TIP:

Consider enlisting teens to help organize and sustain recurring events.

TIP:

Consider the following:
Nursing homes,
hospitals, food pantries,
soup kitchens, animal
shelters, recovery
centers, immigrant
welcome centers, etc..

ADAPTATION:

Build a mini food pantry. Ask a local carpenter or craftsman to teach teens building basics; they can build the pantry together during the program. Teens can then decorate/paint the pantry, organize a food drive to fill it up, and spread the word over social media.

ADAPTATION:

Patrons make bed rolls using plastic bags and 10-mm crochet hooks. Works for children as young as 5 (who can prepare the plastic yarn).

TIP:

This is not a comprehensive list. Be sure to check in with your community organization of choice before you gather supplies.

GAME/ACTIVITY | OUTREACH

Books on Homelessness

Abundance (2021) by Jakob Guanzon (adult F)

The Bridge Home (2019) by Padma Venkatraman (middle grade F)

Dear Librarian (2021) by Lydia M. Sigwarth (picture book F)

Just Under the Clouds (2018) by Melissa Sarno (middle grade F)

Learning to Breathe (2018) by Janice Lynn Mather (YA F)

Little Family (2020) by Ishmael Beah (adult F)

No Fixed Address (2018) by Susin Nielsen (middle grade F)

On the Come Up (2019) by Angie Thomas (YA F)

Parked (2020) by Danielle Svetcov (middle grade/YA F)

Searching for Sam (2020) by Sophie Bienvenu (YA F)

Shelter (2021) by Christie Matheson (middle grade F)

Shelter: Homelessness in Our Community (2021) by Lois Peterson and illustrated by Taryn Gee (middle grade NF)

Still a Family: A Story about Homelessness (2017) by Brenda Reeves Sturgis and Jo-Shin Lee (picture book F)

TIP:

Stand Up for Kids has 10 outreach centers across the U.S. See if one exists in your area! <https://www.standupforkids.org/>

READ & DEEDS BOOK CLUB

AGES

Adults

Multigenerational

PROGRAM DESCRIPTION

Books can inspire us to action! Participants read and discuss books about current topics, then take part in group service projects to make friends, benefit their community, and spread kindness. You can also be a guest host for existing book clubs and put them in touch with community organizations. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Preparation:

- Identify or gather your book club, whether virtual or in person
- Choose and order books at least three months in advance
- Arrange service opportunities with community partners

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly as an adult program. Add volunteers to chaperone activities for children/teens.

RESOURCES

Web

“Introducing the Action Book Club” from *Little Free Library*: <https://bit.ly/3O6TMuz>

“Book to Action Toolkit” from *California Center for the Book*: <https://bit.ly/3Ocy5cN>

Organ donation info from *Donate Life*: <https://www.donatelife.net/>

Books

The Bright Hour: A Memoir of Living and Dying (2017) by Nina Riggs (Activity: Volunteer at or donate art to a local hospice)

Mutual Rescue: How Adopting a Homeless Animal Can Save You, Too (2019) by Carol Novello and Jenny Graves

(Activity: Volunteer at a local animal shelter, or adopt a pet)

Remember: The Science of Memory and the Art of Forgetting (2021) by Lisa Genova

(Activity: Join an Alzheimer’s Walk)

Tragedy to Triumph: The Story of Tom’s Heart (2021) by Janet Mauk and Pete Radigan

(Activity: Sign up to be an organ donor)

Printables

Reads and Deeds Book Club (in English and Spanish)

TIP:

Search social media to identify existing book clubs. Partnering with the library means they can access multiple copies of the chosen titles in all formats!

ADAPTATION:

Book clubs are very well suited to virtual adaptations.

ADAPTATION:

For children and teens, consider partnering with schools that require community service credits.

READS & DEEDS BOOK CLUB

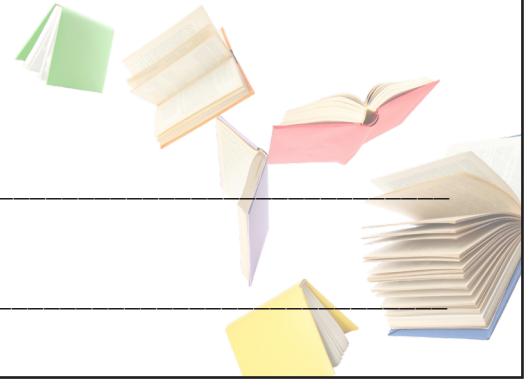
Books can inspire us to action! Read and discuss these books, then take part in a group service project that benefits your community and spreads kindness.

**READS
& DEEDS**
BOOK CLUB

Date: _____

Book: _____

Service Project: _____



**READS
& DEEDS**
BOOK CLUB

Date: _____

Book: _____

Service Project: _____



**READS
& DEEDS**
BOOK CLUB

Date: _____

Book: _____

Service Project: _____



CLUB DE LECTURA DE READS & DEEDS

Los libros nos pueden inspirar a tomar medidas. Lea y discuta estos libros y luego forme parte de un proyecto de servicio en grupo. ¡Haga amigos, ayude a su comunidad y difunda la bondad!

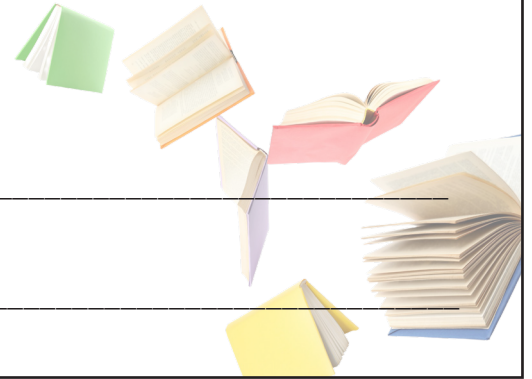
CLUB DE LECTURA DE

READS & DEEDS

Fecha: _____

Libro: _____

Proyecto de servicio: _____



CLUB DE LECTURA DE

READS & DEEDS

Fecha: _____

Libro: _____

Proyecto de servicio: _____



CLUB DE LECTURA DE

READS & DEEDS

Fecha: _____

Libro: _____

Proyecto de servicio: _____



THE SCIENCE OF COLLABORATION

AGES

Children 5–8

PROGRAM DESCRIPTION

Demonstrate the amazing science of collaboration! Set up three stations and let children observe each one. Station #1 is bouncing magnets: Discuss how magnets repel each other and attract opposites. Station #2 is animal friendships: Show examples of mutualistic relationships that animals have with each other. This station includes mutualism worksheets in both Spanish and English. Station #3 is chemistry: Discuss how acids and bases react to create new and exciting things. Optionally, give older children an observation journal to write down what they learn. Suggested runtime: 30–60 minutes.

MATERIALS AND PREPARATION

For Station #1: Bouncing Magnets

Materials:

- Ceramic disc magnets
- One wood dowel 10–12-inches long
- One 6 x 6-inch wood block
- Wood glue
- Washers
- Three colors of spray paint

Preparation: In the wood block, drill a hole that is slightly larger than the diameter of the doweling. Put wood glue into the hole and stick the dowel inside. Wipe away any excess glue. Paint the magnets a different color on each side to help children differentiate between the positive and negative sides. You can also paint the washers a third color to distinguish them from the magnets.

During the program: Ask children to thread the magnets onto the dowel with a washer in between (this prevents pinched fingers). The magnet sides of the same color will bounce, and the magnet sides of different colors will stick. Talk about how magnets attract opposites and relate it to friendship. Ask them about something they like to do that is different from what their friends like to do.

ADAPTATION:

This program can be run virtually, or you can turn the activities into take-and-make kits

TIP:

Ceramic disc magnets greater than 1 ¼-inches are safest for all ages.



Image source: Shutterstock

For Station #2: Mutualism in Nature

Materials:

- Mutualism Facts (see Printables)
- Mutualism Game (see Printables)
- Glue
- Scissors

During the program, watch a video on mutualism (optional, see Resources). Talk about how these relationships are mutually beneficial, and ask children why it is important for people to help each other. Provide mutualism facts and game for children to take home (see Printables).

Station #3: Fizzing Friendship Chemical Reactions

Materials:

- Citric acid
- Baking soda
- Teaspoon measurer
- Small mixing bowl.

Preparation: Prepare a station where you can demonstrate an acid–base reaction in a mixing bowl.

During the program: Mix 1 tsp of baking soda and 1 tsp of citric acid in a bowl. If there is insufficient fizz, you may need to add more baking soda or citric acid.

Explain what is happening: When you combine an acid (citric acid) and an alkaline (baking soda), they mix together to create a gas that takes the form of a ton of tiny bubbles. This is called an acid–base reaction, and it creates carbon dioxide bubbles, the same bubbles you feel on your tongue when you drink a fizzy drink! Ask children about a time they worked with a friend to make something really cool and fun.

For another example of an acid–base reaction, see Self-Care Bath Bombs and Sugar Scrub on page 180.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

If you run the stations concurrently, you will need one extra staff member or volunteer for each station.

RESOURCES

Web

Bouncing magnet experiment from *Babble Dabble Do*: <https://bit.ly/3QfvmBb>
 Mutualism video [6 min] from *SciShow Kids* on YouTube: <https://bit.ly/39rZoBa>
 “Mutualism” from *Brittanica*: <https://bit.ly/3aPFhgm>
 Teaching acids and bases from *Science Explorers*: <https://bit.ly/3NVPnLi>

Mutualism Picture Books

Anemone Is Not the Enemy (2021) by Anna McGregor (F)
Friends Stick Together (2018) by Hannah E. Harrison (F)
Just You and Me: Remarkable Relationships in the Wild (2021) by Jennifer Ward (NF)

TWEENS

VIRTUAL | GAME/ACTIVITY

Printables

Mutualism Facts (in English and Spanish)

Mutualism Game (in English and Spanish)

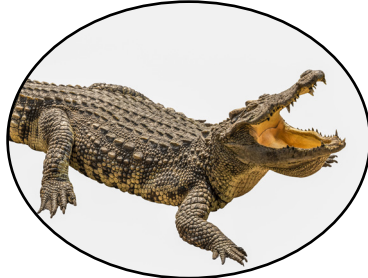
All mutualism printables developed by Kim Poma of Garden City Library in Garden City, MI.

MUTUALISM FACTS

Symbiosis is a close relationship between two different species. Mutualism is a type of symbiosis where both living things in the relationship benefit from the relationship. Here are some examples of mutualism:



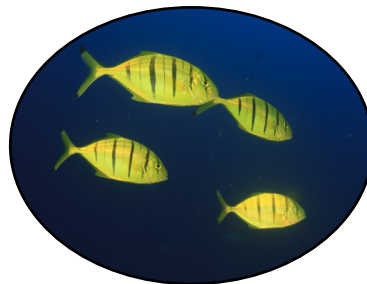
Egyptian plover



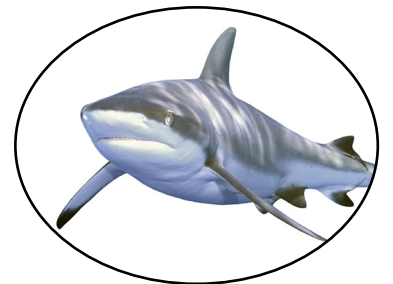
Nile crocodile

The Egyptian plover flies into the Nile crocodile's mouth and pecks at its teeth, eating the decomposing meat that gets stuck there. In return, the Nile crocodile gets its teeth cleaned.

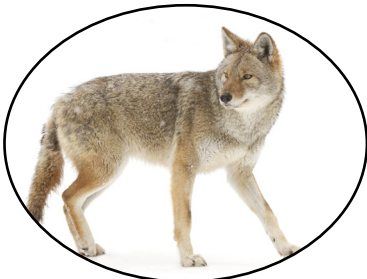
Pilot fish help sharks get rid of parasites, and they pick food out of their teeth. In return, sharks keep the pilot fish safe from other predators.



pilot fish



sharks



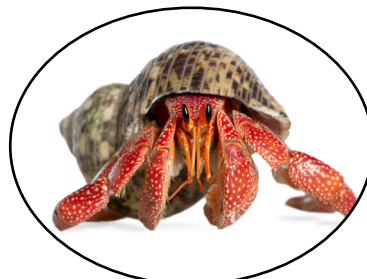
coyotes



badgers

Badgers look for food by digging into the burrows of other animals. Coyotes sometimes wait and catch animals that escape the burrowing badger. On the other hand, sometimes animals sense the coyote is waiting and remain in their burrows, allowing the badger to catch them.

Hermit crabs encourage sea anemones to stick to their shells. While the sea anemone gets a free ride, they act as a bodyguard for the hermit crab with their barbed tentacles keeping other creatures at bay.



hermit crabs



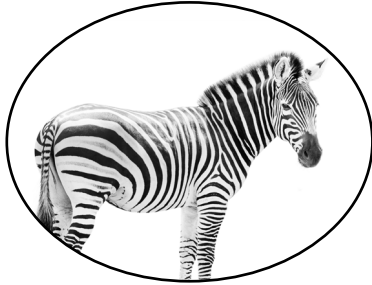
sea anemones

MUTUALISM FACTS

Symbiosis is a close relationship between two different species. Mutualism is a type of symbiosis where both living things in the relationship benefit from the relationship. Here are some examples of mutualism:



oxpecker



zebra

An oxpecker lives on a zebra and eats the bugs and parasites on the zebra's body. Oxpeckers keep zebras safe by flying high and making noise whenever a predator is nearby.

Drongos act as lookouts for meercats while they hunt, setting off warning cries that give them enough time to hide from predators. However, sometimes drongos give false cries and swoop down to steal the prey that meercats were hunting!



drongo



meercat



flowers



bee

Bees get the nectar they need by traveling from flower to flower. When bits of pollen from one flower fall into another, it results in pollination.

The Colombian lesserblack tarantula lets the dotted humming frog share its burrow. The frog is protected from other predators, and it feasts on carnivorous ants that would attack the tarantula's eggs.



dotted humming frog



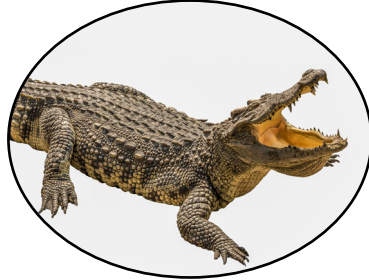
Colombian lesserblack tarantula

HECHOS DE MUTUALISMOS

La simbiosis es una relación estrecha entre dos especies diferentes. El mutualismo es un tipo de simbiosis en donde los dos seres vivos en la relación se benefician de la relación. Aquí hay algunos ejemplos de mutualismo:



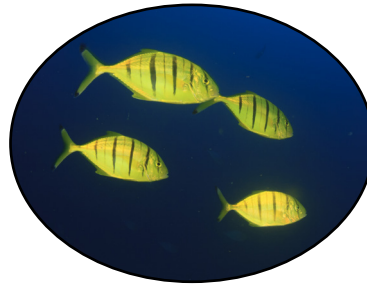
chorlito Egipcio



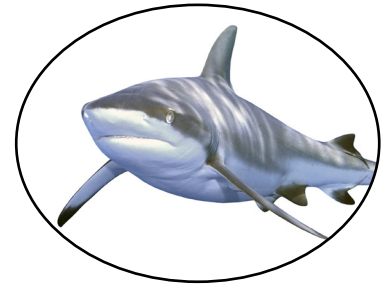
cocodrilo del Nilo

El chorlito egipcio vuela dentro de la boca del cocodrilo del Nilo y picotea sus dientes, comiéndose la carne en descomposición que queda atrapada ahí. A cambio, el cocodrilo del Nilo obtiene una limpieza de dientes.

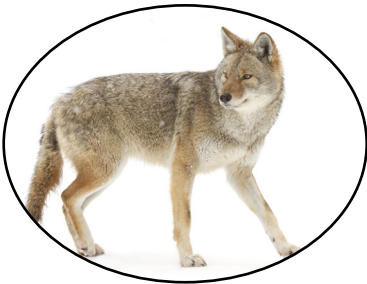
Los peces piloto ayudan a los tiburones a deshacerse de los parásitos y ellos picotean la comida de sus dientes. A cambio, los tiburones mantienen a los peces piloto a salvo de otros depredadores.



pez piloto



tiburones



coyotes



tejones

Los tejones buscan comida excavando las madrigueras de otros animales. Los coyotes a veces esperan y atrapan animales que escapan del tejón excavador. Por otro lado, algunos animales sienten que el coyote los está esperando y permanecen en sus madrigueras, permitiendo que el tejón los atrape.

Los cangrejos ermitaños alientan a las anémonas de mar a adherirse a sus conchas marinas. Mientras las anémonas de mar obtienen un viaje gratuito, ellas actúan como un guardaespaldas para el cangrejo ermitaño manteniendo a otras criaturas a raya con sus tentáculos de púas.



cangrejos ermitaños



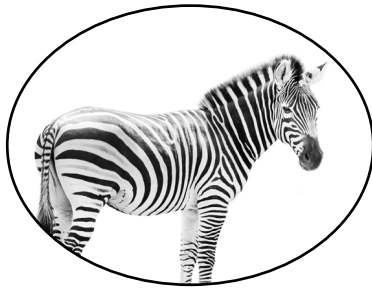
anémonas de mar

HECHOS DE MUTUALISMOS

La simbiosis es una relación estrecha entre dos especies diferentes. El mutualismo es un tipo de simbiosis en donde los dos seres vivos en la relación se benefician de la relación. Aquí hay algunos ejemplos de mutualismo:



picabuey



cebra

Un picabuey vive en una cebra y se come los insectos y parásitos en el cuerpo de la cebra. Los picabueyes mantienen a las cebras a salvo al volar alto y hacer ruido cada vez que un depredador está cerca.

Los drongos actúan como vigías para las suricatas mientras cazan, dando gritos de advertencia que les dan suficiente tiempo para ocultarse de los depredadores. Sin embargo, a veces los drongos dan gritos falsos y bajan a robarse la presa que las suricatas estaban cazando.



drongo



suricata



flores



abejas

Las abejas obtienen el néctar que necesitan al viajar de flor en flor. Cuando los pedacitos de polen de una flor caen en otra, resultan en la polinización.

La tarántula negra colombiana deja que la rana de hojarasca del río Pastaza compartan su madriguera. La rana es protegida de otros depredadores y se da un banquete con las hormigas carnívoras que atacarían los huevos de la tarántula.



**rana de hojarasca del río
pastaza**



**tarántula negra
Colombiana**

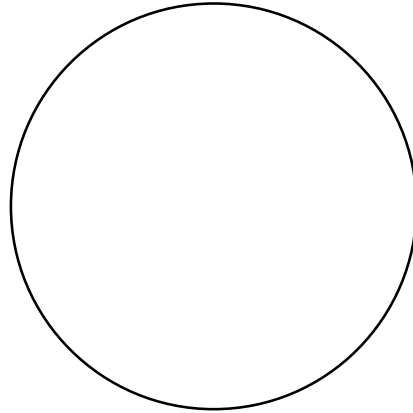
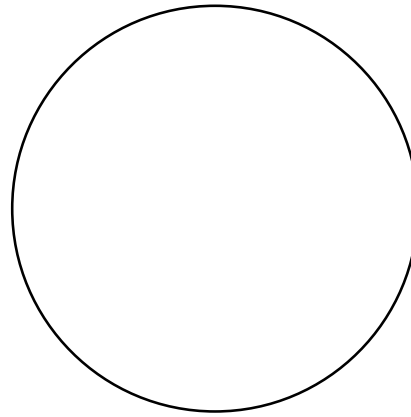
MUTUALISM GAME

Cut out the pictures and match the creatures with their symbiotic partners.





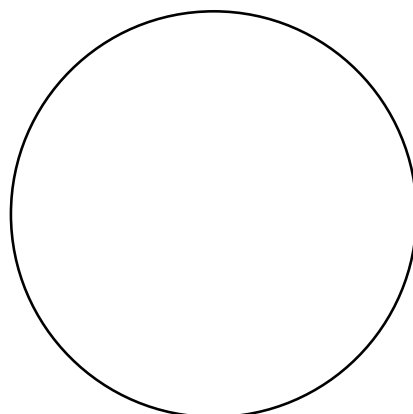
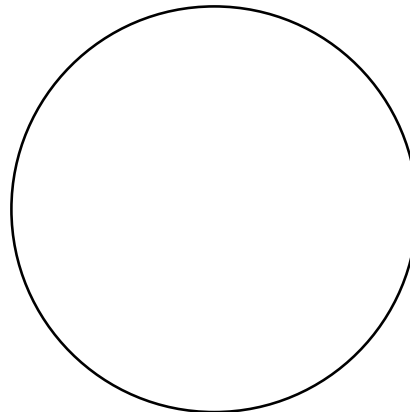
What creature
picks the teeth of
the Nile Crocodile?



What creature
keeps Pilot Fish
safe from other
predators?



What creature
hunts the animals
that run away
from a
burrowing
badger?

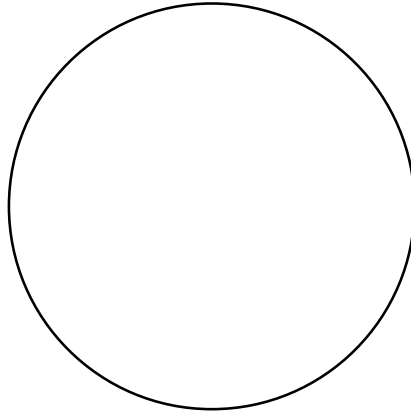
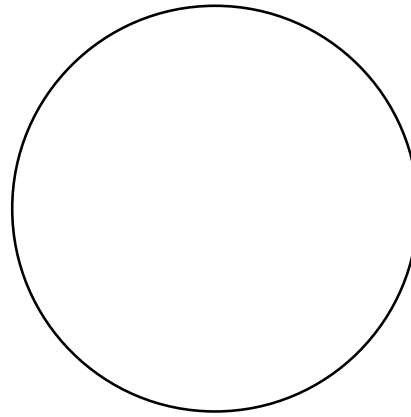


What creature
pollinates flowers
while collecting
nectar?





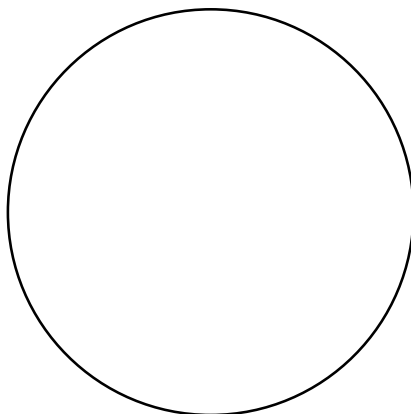
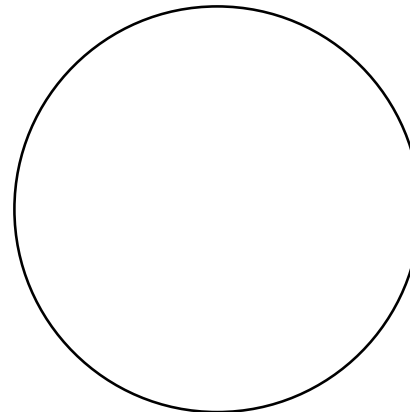
What creature
gives a sea
anemone a
free ride?



What creature
keeps zebras safe
from predators?



What creature
does the drongo
sometimes trick
with false cries of
alarm?



What creature
helps the Colombian
lesserblack
tarantula by eating
the ants that attack
its eggs?



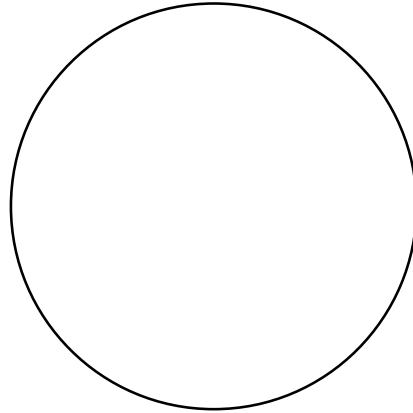
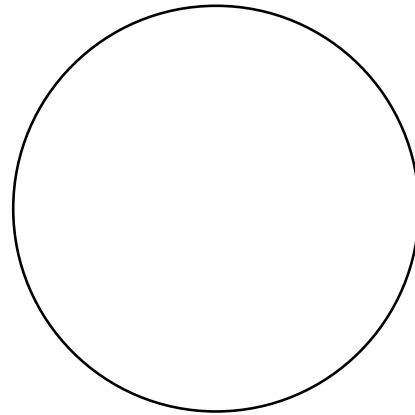
JUEGO DE MUTUALISMO

Corta las fotos y coloca las criaturas junto con sus compañeros simbióticos.





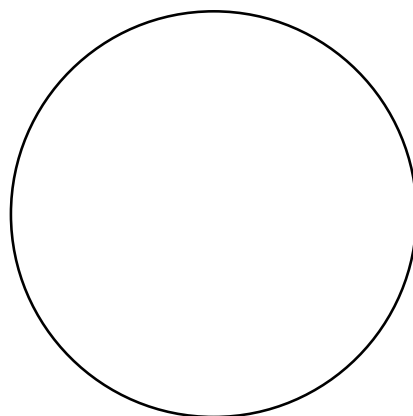
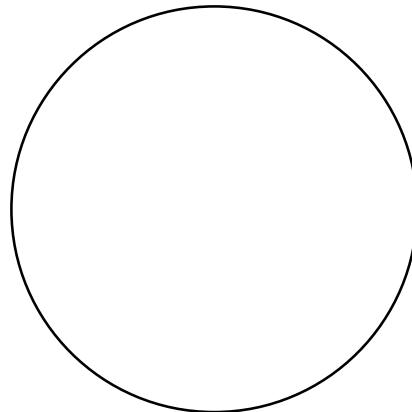
¿Qué criatura le
pica los dientes al
cocodrilo del Nilo?



¿Qué criatura man-
tiene al pez piloto
a salvo de otros
depredadores?



¿Qué criatura caza
los animales que
huyen de un tejón
que excava mad-
rigueras?

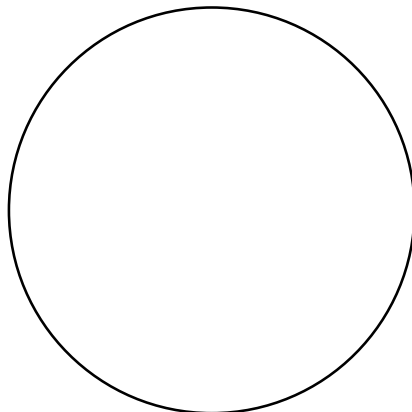
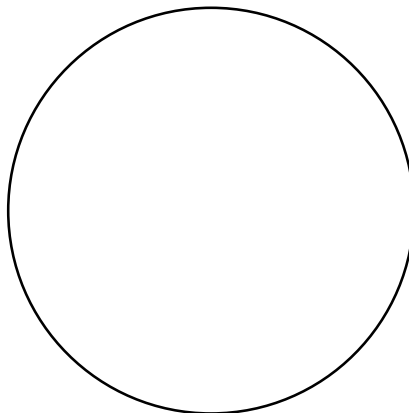


¿Qué criatura
poliniza las flores
mientras recol-
lectan el néctar?





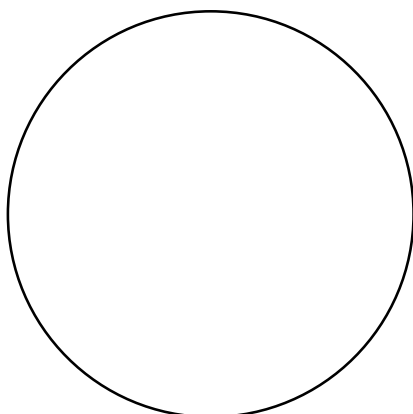
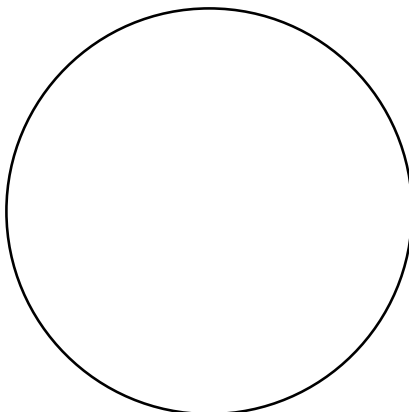
¿Qué criatura les da a las anémonas de mar un viaje gratuito?



¿Qué criatura mantiene a salvo a las cebras de los depredadores?



¿A qué criatura a veces engaña el drongo con falsos gritos de alarma?



¿Qué criatura ayuda a la tarántula negra colombiana al comerse a las hormigas que atacan sus huevos?



PLIX & CSLP: SCRATCH+MICRO:BIT

AGES

Children 8+

PROGRAM DESCRIPTION

Welcome to Plix Scratch+micro:bit! This program offers a playful approach to electronics for learners of all backgrounds. It combines storytelling, electronics, and coding to bridge the gap between the physical and digital worlds, and you can explore almost any topic. The activity works well as either a structured workshop in groups of two or three children, or as a drop-in activity. Estimated prep time: 60–90 minutes. Suggested runtime: 90 minutes.

Workshop prompts to consider:

- Finish the story: Read the beginning of a book as a group, then work in small teams to create an ending to the story with Scratch and micro:bit! Examples: Have the character tell a secret message on the micro:bit display; tell different endings depending on which way the micro:bit tilts; end *The Very Hungry Caterpillar* when the butterfly flies away.
- Name your superpower: Make something with Scratch+micro:bit that shows off your personal superpower. Examples: A wristband that grows a Scratch plant when you shake it (good at growing plants); a hat that controls a Scratch memory game (good at remembering things).
- Enchanted garden: Create an interactive garden with Scratch+micro:bit. Examples: Flowers that bloom when you press "A" or "B"; a bee that buzzes when you shake the micro:bit.
- Invent a new musical instrument: Children create new musical instruments out of various recyclables, then create unique digital sounds for them. See an example from Richmond Library Balantine: <https://bit.ly/3aXHrdQ>

MATERIALS AND PREPARATION

Materials:

- Plix zines, one per participant (see Printables)
- micro:bit Go Bundle (one per two–three participants) from www.sparkfun.com
- Alligator test leads (two–three per small group) from www.sparkfun.com
- Scratch coding cards (see Resources)
- Micro:bit coding cards (see Resources)
- Scratch accounts (shared or individual)
- Laptops with Bluetooth
- A collection of dollar store objects or random craft supplies

The Public Library Innovation Exchange (PLIX) is a project of the MIT Media Lab Digital Learning & Collaboration Studio. This program was adapted by CSLP with permission and remains under a CC BY-SA 4.0 license. Link to the original program here: <https://bit.ly/3xvVgrC>

TIP:

See STAR Net for a handout on how to be a “guide on the side” when running STEM programs: <https://bit.ly/3QI8240>

TIP:

When facilitating this activity, encourage a tinkering mindset!

- Tape, rubber bands, and/or pipe cleaners (for attaching micro:bits to objects)
- Several project examples

Facilitation tips:

- Encourage peer learning
- Encourage those new to Scratch to remix the code on your example projects
- Recognize the victories in big ideas and small troubleshooting
- If ideas are too big, find ways to make them smaller yet still satisfying
- Hands off the mouse and micro:bit!
- Keep it simple, but open the door to more

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need one computer station for each group of two to three participants.

RESOURCES

Web

Original Scratch+micro:bit program from PLIX: <https://bit.ly/3xvVgrC>
 Bundles and alligator test leads from Spark Fun: www.sparkfun.com
 Scratch coding cards to purchase from Scratch: <https://bit.ly/3NUyCQJ>
 Scratch coding cards to print from Scratch: <https://bit.ly/3mKVuX5>
 micro:bit coding cards to print from Scratch: <https://bit.ly/3tBKuPp>
 Setting up your micro:bit from PLIX: <https://bit.ly/3tBJkDv>
 Installing the micro:bit circuit board from Scratch: <https://bit.ly/3xPZXxP>
 Making examples for Scratch+micro:bit from PLIX: <https://bit.ly/3xSeE3K>
 Ways to use Scratch coding cards in a classroom from ScratchED: <https://bit.ly/3O8tkS1>

Books About Coding

Coding Games in Scratch (2019) by Jon Woodcock (middle grade NF)
Computer Coding with Scratch 3.0 (2019) by Carol Vordeman (middle grade NF)
The Hello Ruby series (2015–18) by Linda Liukas (picture book NF)
Margaret and the Moon (2017) by Dean Robbins and Lucy Knisley (picture book NF)
Sasha Savvy Loves to Code (2017) by Sasha Ariel Alston and Vanessa Brantley-Newton (middle grade F)

Printables

Scratch and Micro:bit Zine from PLIX

COST:

\$49–\$57 for eight participants. While the materials are expensive up front, you can reuse them again and again.

TIP:

Be sure to check out additional learning resources from Scratch for use with micro:bits: <https://scratch.mit.edu/microbit>.

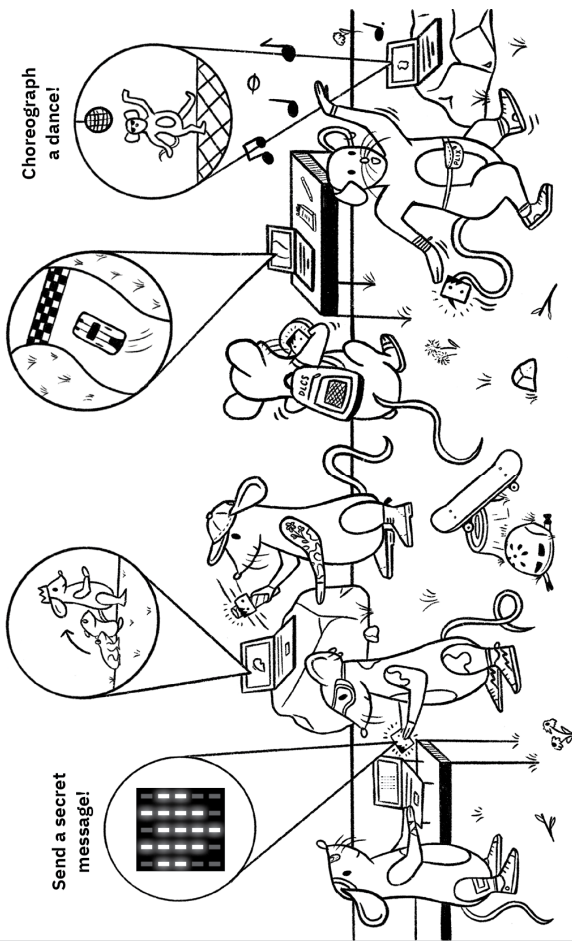
TIP:

If you print your own Scratch coding cards, PLIX recommends two cards per page in landscape.

TIP:

Go to sparkfun.com to purchase alligator test leads and/or the micro:bit Go Bundle.

The printable zine for this program is reprinted with permission from the Public Library Innovation Exchange (PLIX) at MIT: <https://bit.ly/3xvVgrC>



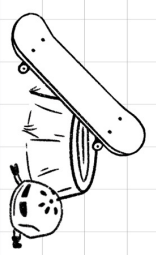
SCRATCH AND MICRO:BIT IN ACTION

What will you create?

GETTING STARTED
scratch.mit.edu/microbit

ABOUT THIS ZINE
 This zine was written and created by the MIT Media Lab Public Library Innovation Exchange (PLIX).
 Learn more at:
plx.media.mit.edu

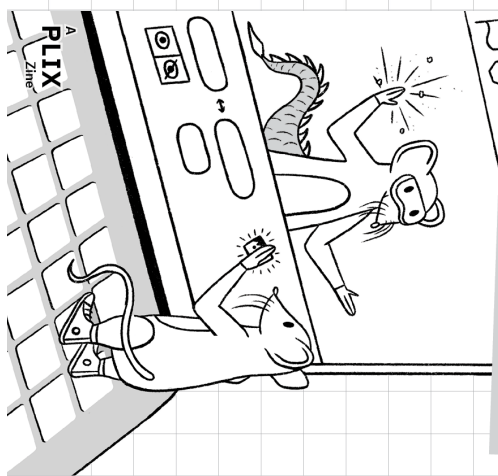
LICENSE
 CC BY-SA 4.0



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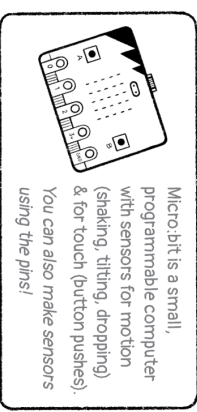
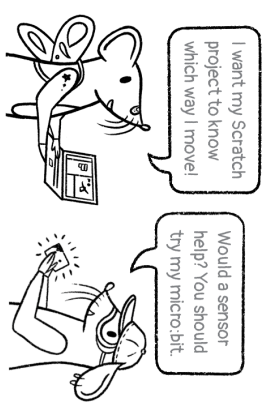
SENSING WITH

SCRATCH + MICRO:BIT

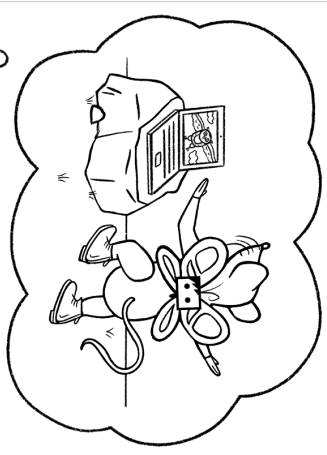
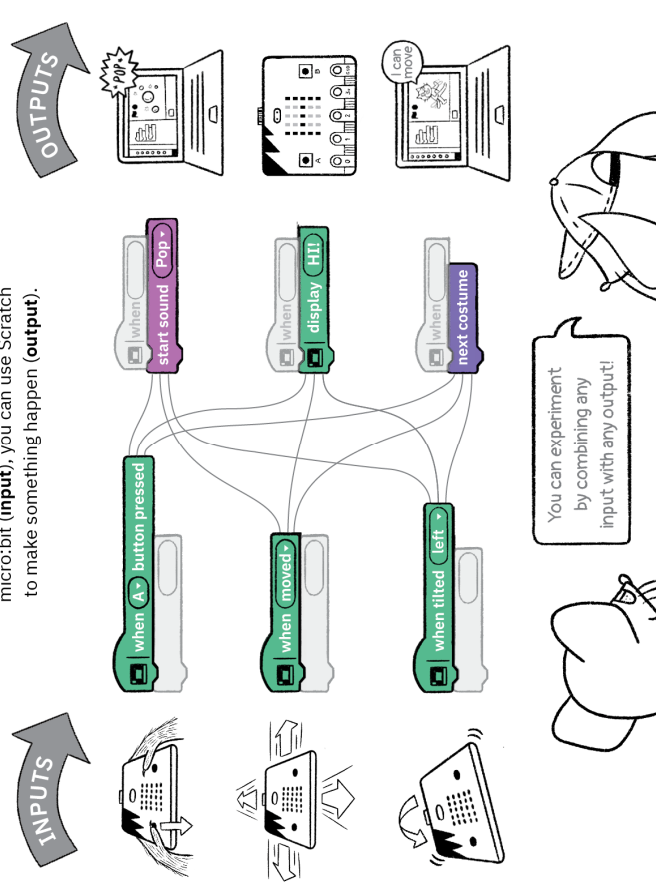


CONNECTING THE DIGITAL & PHYSICAL

Clicks on a keyboard or waves to a camera are physical ways to communicate with the digital world. But what if you want... more?



When you interact with the micro:bit (**input**), you can use Scratch to make something happen (**output**).



Using Scratch and micro:bit together, there are many ways to create interactive projects.

FLOWER POWER

AGES

Children 5–8
Multigenerational

PROGRAM DESCRIPTION

Invite a local master gardener or extension office to teach kids about plants and flowers that grow in your area and their importance to the local wildlife or environment. Alternatively, partner with a community garden. After the speaker's presentation, pass out small clay pots for participants to decorate. Provide flower seeds of native plants or those that are beneficial to pollinators for children to take home and plant. If your library has the space, you could also do the planting inside. For a take-and-make program, provide kits with seeds, dirt in a plastic bag, and a pot. Also consider including a handout from your local extension office about local flora. Suggested runtime: 60–90 minutes.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- Small clay flowerpots (4-inches wide)
- Acrylic paint and paint brushes, or paint pens/sharpies
- Clear coat spray paint (optional)
- Flower seeds (milkweed or another pollinator seed mix)
- Potting soil
- Tablecloth or tarp for covering workspace

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Depending on the type of art materials, this program may be best done outdoors.

RESOURCES

Web

Pots out of Play-doh containers from *Projects with Kids*: <https://bit.ly/3xR-3JHt>

"Pollinators" from *The National Wildlife Foundation*: <https://bit.ly/3mSuuok>

TIP:

Make a book display for books on gardening, habitats, flowers, insects.

ADAPTATION:

If you are creating a community garden at the library, be sure to include raised boxes for accessibility.

ADAPTATION:

You could also make a seed library for patrons to share seeds from home. Enlist teens to help organize the seeds

ADAPTATION:

Teach teens how to build their own window boxes or raised beds at home. Invite a guest speaker to demonstrate, and send teens home with printed instructions for window boxes, such as those available from *My Outdoor Plans*: <https://bit.ly/3NSAZ6G>

ADAPTATION:

If your library has a terrace, patio, or garden space, you could also do this as a small flower garden program. Children learn from a local farmer or gardener, then plant flowers; they sign up to be "gardener of the week" throughout the summer to care for the communal garden.

Books

1001 Bees (2021) by Joanna Rzezak (picture book)

The Bee Book (2018) by Charlotte Milner (picture book/early reader)

The Extraordinary Gardener (2018) by Sam Boughton (picture book)

Forest Magic: A Guidebook for Little Woodland Explorers (2021) by Sarah Grindler (picture book)

Garden Day! (Step into Reading 1) (2019) by Candice Ransom and illustrated by Erika Meza (picture book/early reader)

I Have the Right to Save My Planet (2021) by Alain Serres, illustrated by Aurélia Fronty, and translated by Shelley Tanaka (picture book)

Miguel's Community Garden (2022) by JaNay Brown-Wood and illustrated by Samara Hardy (picture book)

Tokyo Digs a Garden (2016) by Jon-Erik Lappano and illustrated by Kellen Hatanaka (picture book)

Yasmin the Gardener (2021) by Saadia Faruqi and illustrated by Hatem Aly (early reader)

TIP:

Free pollinator seeds are available from www.saveourmonarchs.org

COLLABORATIVE RUBE GOLDBERG MACHINE

AGES

Children 7+

Tweens 9–12

PROGRAM DESCRIPTION

A Rube Goldberg machine is mechanical contraption that performs a simple task in a complicated way, usually using some combination of pulleys, levers, gears, and other feats of engineering. If that sounds appealing, challenge your tweens to design a machine to “help” you around the library! For example, a machine could give book recommendations by spinning a wheel of book titles or releasing a piece of paper with a book title written on it. A machine could also drop bookmarks at the circulation desk. Consider separating participants into two (or more) groups for a friendly competition. This could be run as a series during which you provide mini lessons on different components of Rube Goldberg machines. Suggested runtime: 90 minutes.

MATERIALS AND PREPARATION

- Materials vary widely. Consider the following:
- Recycled items, especially cardboard and cardboard tubes
- Tape of all kinds, including duct tape and masking tape
- Rulers, pencils, scissors, and paper
- Dominos, funnels, string, playing cards, race cars, marbles, blocks, etc.

Preparation: Create a few examples, and choose YouTube videos to share. Keep materials that might be dangerous to young children separate (e.g., marbles, scissors, glass).

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a spacious room and mechanically-inclined volunteers or staff members to assist. High school students make great helpers for this program.

RESOURCES

Web

“Chain Reaction Machines” from Ok Go Sandbox: <https://bit.ly/3xqg4Rj>

“DIY Rube Goldberg Machine” [8 min] from Exploration Place on YouTube: <https://bit.ly/3tzGAqi>

“How to Build a Rube Goldberg Machine” [4 min] from Science Buddies on YouTube: <https://bit.ly/3mNhy3h>

TIP:

This program works best if you have a mechanically-inclined staff member or volunteer prepare examples and troubleshoot while children build.

TIP:

For a similar program, see “Levers at Play” from STAR Net, which explores the concept of levers in seesaw design: <https://bit.ly/3QjzG2d>

TIP:

Ask participants to bring in clean recyclables.

TIP:

If running over several sessions, keep the machines in a locked room to prevent tampering.

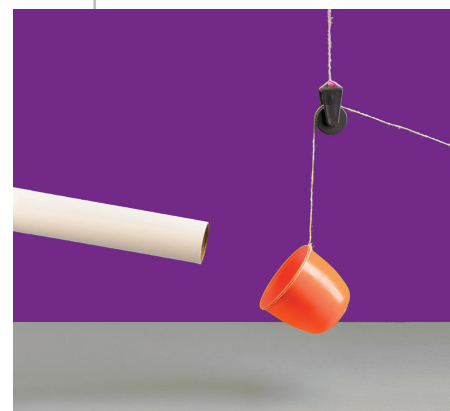


Image source: Shutterstock

STEM | GAME/ACTIVITY

“Rube Goldberg Machine for Little Inventors” from *Tinker Lab*: <https://bit.ly/3xkVC4o>

Books

Crazy Contraptions: Build Rube Goldberg Machines that Swoop, Spin, Stack, and Swivel (2019)

by Laura Perdew and illustrated by Micah Rauch (middle grade NF)

Newton and Curie: The Science Squirrels (2020) by Daniel Kirk (early reader)

TIKTOK DANCE CLASS

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

In this program, tweens or teens learn some of today's trendiest TikTok dances, then work together to brainstorm, create, film, and edit 60-second videos for the library's TikTok account. Perfect choreography is not the goal:

Just have fun dancing, laughing, and creating together! This is an engaging way for tweens and teens to practice and show off their video tech skills.

This is also a great program to turn into a mentorship program. Teens teach tweens dance moves to break the ice, then pair off to create TikTok videos to enter into the Teen Video Challenge on page 99. Teens/tweens could also be book buddies where teens recommend their favorite books from when they were tweens. Suggested runtime: 60–90 minutes.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- iPad(s) (ask teens to bring their own; have extras on hand)
- Ring light and tripod (optional)

Preparation: TikTok trends come and go very quickly, so keep your program description general until a few weeks before the program. As the program date approaches, browse TikTok for popular dance challenges. The best ways to find trends are to browse TikTok's "Discover" tab, follow popular hashtags, and follow other libraries. Learn a few popular dances so you can guide teens through the movements.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Teens can create TikTok videos anywhere: In your meeting room, the stacks, outside, or from the comfort of their own homes.

RESOURCES

Web

"What Makes These Librarians TikTok?" from *School Library Journal*: <https://bit.ly/3HrsFZ5>

TIP:

Libraries have joined the TikTok craze and are using the platform to promote programs and services, share readers' advisory, give tutorials, and connect with their patrons in fun ways. Consider going live on your library's social media with book talks, book previews, and craft tutorials.

TIP:

If any tweens do not want to be on camera, give them behind-the-scenes jobs such as choreographing, recording, or editing.

ADAPTATION:

Challenge teens to reveal their reading preferences, test their '90s music knowledge, share their best book puns, review a book, or show off their TBR piles. Remind them to tag the library! Award prizes for participants, or select a random winner for a teen takeover of the library's social media for a day.

ADAPTATION:

More and more adults are joining TikTok. Consider offering a TikTok basics class for adults or encourage them to participate in TikTok challenges.

“TikTok: 8 Ways Libraries Are Using It” from *Don’t Shush Me*: <https://bit.ly/3xOzBfB>

“TikTok Guide for Parents” from the National PTA: <https://bit.ly/3QoUbdK>

A guide to TikTok safety from Today: <https://on.today.com/3O9svaQ>

TikTok Nonfiction

Essentially Charli: The Ultimate Guide to Keeping It Real (2020) by Charli D’Amelio (young adult)

Make a TikTok Every Day (2021) by Dave Jorgenson (young adult)

TikTok Famous: The Ultimate Fan Book (2021) by Malcolm Croft (middle grade)

The Ultimate Guide to TikTok (2020) by Scholastic Inc (middle grade/young adult)

HASHTAGS TO WATCH:

#booktok
#librariantiktok
#bibliophile #dance
#dancechallenge
#tiktokdance

LIBRARIES TO CHECK OUT ON TIKTOK:

@iowacitypubliclibrary,
@vancouverpubliclibrary,
@maricopalibrary,
@teachinatardis,
@fowlervillelibrary,
@ollingwoodpubliclibrary,
@bailee.the.librarian,
@whitbylibrary,
@stoughtonpublibwi,
@gmplyouth983,
@columbuslibrary,
@ttllibraries,
@jolietpubliclibrary,
@epplibrary,
@southcountrylibrary

TIPS:

Before creating a library TikTok, investigate your library’s branding, marketing, and social media policies. Be sure to get photo release consent forms signed by parents or guardians (see forms on page 203-204).

TIPS:

For another great resource, check out the *Library Land Loves* podcast (S04:E08)

STAR NET & CSLP: TEAM MACHINE

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

This idea is brought to you by STAR Net. The classic activity challenges 6–20 participants to create a simple human machine that passes a beanbag in a set pattern as quickly as possible. Participants rearrange themselves to achieve faster speeds. The social nature of this program allows participants to experience how engineers work in teams—with different people contributing in different ways—to take on a challenge. Some groups may address the challenge by creating an inclined plane with their hands, or, for even faster speeds, a screw-shaped slide. These solutions provide the opportunity for discussion about simple machines found in community parks (such as playground slides). Suggested runtime: 30 minutes.

MATERIALS AND PREPARATION

Materials:

- One beanbag (or other small, soft object)
- One stopwatch or timer
- Optional: Computer, speakers, projector/screen, internet access

Before you begin the activity, use the supporting media to show examples of engineers working in teams (optional). See Resources.

Rules:

- Keep the same order in each round.
- Each person must catch the beanbag.
- Each time you pass the beanbag, say the name of the person who will catch it.
- You may move around.
- You may stand or sit (some people may need to use a chair).
- Repeat, making adjustments to improve the design.

Step 1. Establish the pattern:

- Form a circle.
- Say your name and toss the beanbag to someone across from you (not next to you).
- Remember the name of the person who catches the beanbag.
- For an added challenge, recite names in order of those who have already passed the beanbag.

The original Team Machine activity was created by the National Center for Interactive Learning (NCIL) at the Space Science Institute (SSI) and is based upon work supported by the National Science Foundation under Grant No. DRL-1421427.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation. With permission, this activity was adapted by CSLP for use in this manual.

TIP:

This activity makes a great icebreaker!

ADAPTATION:

Be sure to provide chairs for those who will need to sit to participate.

TIP:

See all facilitation notes from STAR Net here: <https://bit.ly/3xrdzyc>

PASSIVE | DECORATION/DISPLAY | STEM

- After each person in the circle has caught the beanbag, the pattern is set.

Step 2. Adjust for speed:

- Choose a timekeeper.
- Use an iterative engineering design process to decrease the time required to follow the pattern: Create a new method, test it out, and make adjustments.
- Time each round, and record times nearby (such as on a whiteboard).

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need an area big enough for 6–20 people to stand or sit.

RESOURCES

Web

“Team Machine” from STAR Net: <https://bit.ly/3mObeZk>

“Hands on Engineering Activities” from STAR Net: <https://bit.ly/3NRWgNX>

“14 Grand Challenges for Engineering in the 21st Century” from the National Academy of Engineering: <https://bit.ly/3MScBRt>

“Simple Machines” [29 min] from PBS: <https://to.pbs.org/39tBbua>

Books

Engineering for Teens: A Beginner's Book for Aspiring Engineers (2021) by Dr. Pamela McCauley (YA NF)

Folding Tech: Using Origami and Nature to Revolutionize Technology (2020) by Karen Latchana Kenney (YA NF)

LEGO Technic Non-Electric Models: Simple Machines (2021) by Yoshihito Isogawa (middle grade NF)

TIP:

Encourage persistence! Successful engineering involves a process of thinking, building, testing, and repeating.

TIP:

See STAR Net on YouTube for an example video: <https://bit.ly/3xpXRn3>

INSTRUMENTS ACROSS BORDERS

AGES

Children 8+

Multigenerational

PROGRAM DESCRIPTION

Hold a presentation about musical instruments from around the world (or around the United States). Emphasize drums, strings/guitars, or uncommon instruments! Invite a local symphony, high school band, or music group. If inviting a local music group, start off the program by having them play a few songs. Set up the room so that after the instrument presentations, families can take a passport and have it stamped when they visit each player one-on-one. For a visual component, include a station with a map and pins that show where the instruments originated. You could also color-coordinate the pins for instruments in the same family (i.e., strings or drums). Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials for presentations:

- Audience chairs for the presentation
- World map and pins
- Passport booklets with names and photo of each instrument
- Stamps and ink pads (one set for each station)

Preparation: Create the instrument passports by folding cardstock into the desired size and stapling instrument sheets inside. Set up instrument stations along the perimeter of the room with a chair and table at each one (musicians may need to bring their own displays if more is required).

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A large meeting room is required. For large groups or more than six musicians, two or more staff members or volunteers would be helpful.

RESOURCES

Web

[Orchestra Instruments](#)

“Learning Resources” from the *Cleveland Orchestra*: <https://bit.ly/3OdHDnF>

“Meet the Instruments” from *Boston Symphony Orchestra*: <https://bit.ly/3HIDPyH>

“CSO for Kids” from the *Chicago Symphony Orchestra*:

TIP:

See *DIY Music Makers* on page 137 for more simple instrument crafts.

TIP:

In the U.S., June is African American Music Appreciation Month (and Juneteenth celebrations on June 19 include music!), July 31 is Uncommon Musical Instrument Day, and August is Hip-Hop Recognition Month (with Hip-Hop Celebration Day on August 11).

TIP:

Have noise canceling headphones or ear plugs available for sensory-sensitive patrons who may need a break from the noise.

ADAPTATION:

Run a similar program as a musical petting zoo for younger children. Instead of petting animals, budding musicians investigate a variety of instruments.

GAME/ACTIVITY | OUTREACH | OUTSIDE PRESENTER

<https://www.cso.tv/cso-for-kids>

“Digital Resources” from New York Philharmonic: <https://bit.ly/3Oe1nHP>

Uncommon Instruments

“20 of the Weirdest Musical Instruments You Need to See to Believe” from The Capitol Theatre: <https://bit.ly/3aYIDOr>

“Uncommon Instrument Awareness Day” from National Today: <https://bit.ly/39pUnci>

“From Trash to Triumph: The Recycled Orchestra” [5 min] from NPR: <https://n.pr/3HIE64H>

Drums around the world from Super Prof: <https://bit.ly/3HkNx4I>

Black Music and Hip Hop

“Celebrating Black Music Month” from National Museum of African American History and Culture: <https://s.si.edu/3xOSMpz>

“Hip-Hop” from Britannica: <https://www.britannica.com/art/hip-hop>

“Hip-Hop Music Guide” from MasterClass: <https://bit.ly/3Ogw3Za>

Books

Middle Grade Music Nonfiction

Ada’s Violin: The Story of the Orchestra of Paraguay (2016) by Susan Hood and illustrated by Sally Wern Comport

Around the World in 80 Musical Instruments (2022) by Nancy Dickmann and illustrated by Sue Downing

Before Music: Where Instruments Come From (2022) by Annette Pimentel and illustrated by Madison Safer

Make Music! (2019) by Norma Jean Haynes, Ann Sayre Wiseman, and John Langstaff

Music and How It Works: The Complete Guide for Kids (2020) by Charlie Morland and illustrated by David Humphries

Music: The Sound of Science (2019) by Margaret E. Albertson and Paula Emick

Turn It Up! A Pitch-Perfect History of Music that Rocked the World (2019) by Joel Levy

Adult American Music Nonfiction

Contact High: A Visual History of Hip-Hop (2018) by Vikki Tobak

The Meaning of Soul: Black Music and Resilience Since the 1960s (2020) by Emily J. Lordi

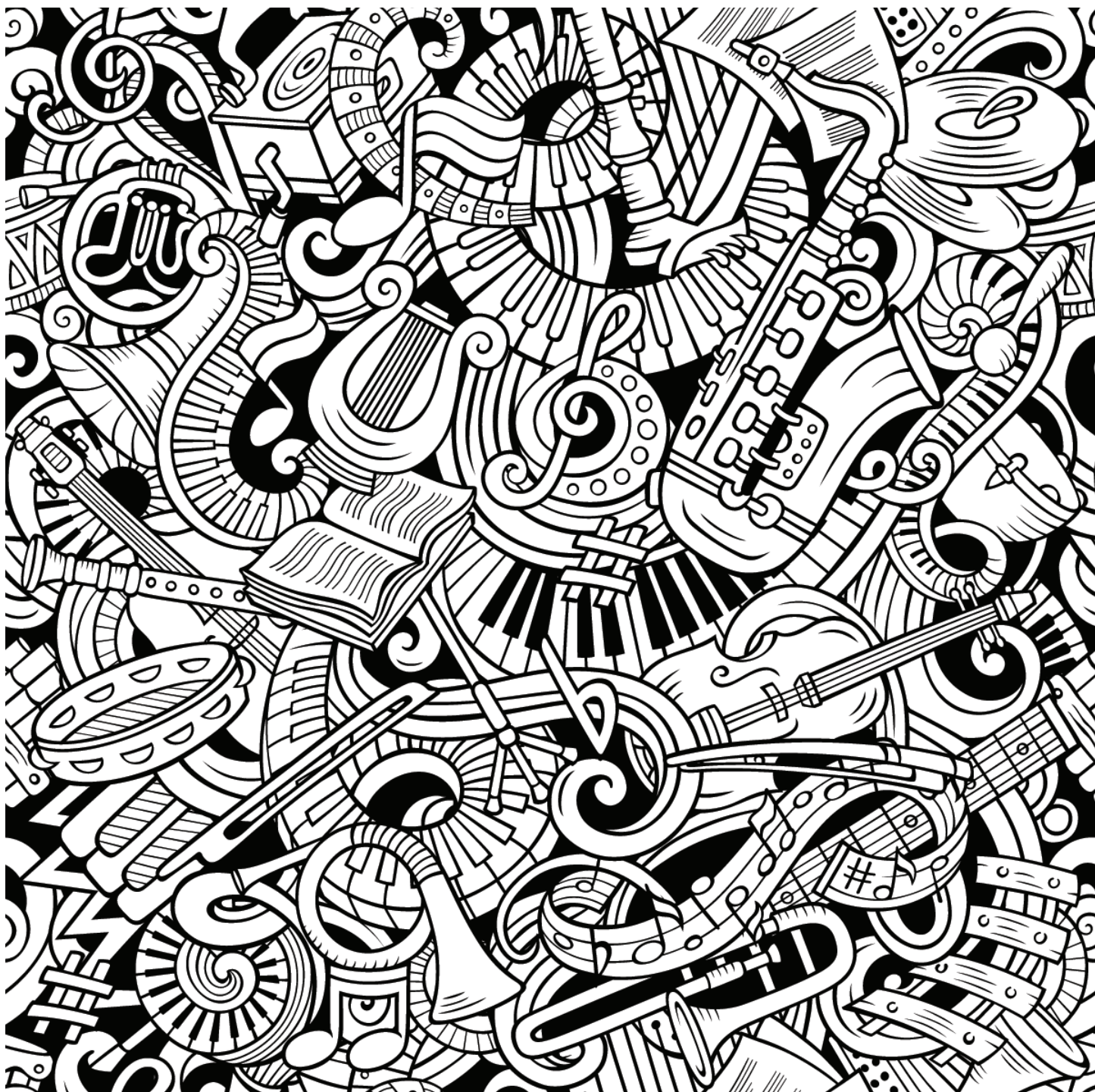
When Sunday Comes: Gospel Music in the Soul and Hip-Hop Eras (2020) by Claudrena N. Harold

Printables

Classical Instruments Coloring Sheet

TIP:

For more music picture books, see DIY Music Makers on page 137 and the Chapter 06 early literacy book suggestions on page 130.



STAR NET & CSLP: RECIPES FOR A REGION

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Whether stuffing empanadas, rolling sushi, or topping pizza, run a cookbook program that focuses on exploring regional recipes! Children pick a particular region of the United States (or the world) and identify a special food that is grown and consumed in that region. They learn about the region's climate and landscape, or anything else special about that part of the world. Divide participants into groups and give each group a card about a region with a few ingredients listed. Children look through cookbooks to pick a recipe (or maybe make one up!). Afterwards, the groups share their regions and recipes. Suggested runtime: 45 minutes (more if you plan to prepare and eat a regional snack.)

MATERIALS AND PREPARATION

Materials:

- Printed STAR Net guides (see Resources)
- Cardstock for printing recipe cards
- Regional ingredients
- A selection of children's cookbooks

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need at least two staff members or volunteers to help research facts about each region.

RESOURCES

Web

"Recipes for a Region" activity guide from STAR Net: <https://bit.ly/3ApxfFm>
 Chop Chop Family magazine and blog: www.chocpchopfamily.org.
 Cooking resources from Cooking with Kids: www.cookingwithkids.org/resources

Books

Cookbooks

Cooking Class Global Feast: 44 Recipes that Celebrate the Worlds Cultures
 by Deanna Cook (middle grade)

East: 120 vegan and vegetarian recipes from Bangalore to Beijing (2020) by

The original Recipes for a Region activity was developed by the Lunar and Planetary Institute/Universities Space Research Association as a product of STAR Net. This material is based upon work supported by the National Science Foundation under Grant No. DRL-1421427. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation. With permission, the activity was adapted by CSLP for use in this manual.

TIP:

If providing a snack, be sure to ask about food allergies in advance.

ADAPTATION:

Run a passive program that focuses on cooks in your community; tweens ask their family cooking expert to share a family recipe and where it comes from. Share photos of the food that tweens helped to cook at home.

STEM | GAME/ACTIVITY

Meera Sodha (adult)

Let's Eat: Mealtime Around the World (2019) by Lynne Marie and illustrated by Parwinder Singh (picture book)

Middle Grade Cooking Fiction

Alice Fleck's Recipe for Disaster (2021) by Rachelle Delaney

Chef Yasmina and the Potato Panic (2021) by Wauter Mannaert (graphic novel)

From the Desk of Zoe Washington (2020) by Janae Marks

The Last Super Chef (2021) by Chris Negron

Measuring Up (2020) by Lily LaMotte and illustrated by Ann Xu (graphic novel)

Midsummer's Mayhem (2019) by Rajani LaRocca

Pie in the Sky (2019) by Remy Lai

Recipe for Disaster (2021) by Aimee Lucido

Roll with It (2019) by Jamie Summer

Ways to Make Sunshine (2020) by Renée Watson and illustrated by Nina Mata

ADAPTATION:

If your library has a kitchen, run an Iron Chef-style competition. Put utensils, ingredients, and mystery ingredients in paper bags on tables. Make the mystery ingredients ones that come from the region you are learning about. Participants work in groups of two to four to prepare something with their mystery ingredient.

ADAPTATION:

For a virtual program, preselect special ingredients and supply the rest of the ingredients for people to make a regional recipe at home.

WORDS THAT CONNECT

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Where do words come from? Create a wall display about the origin of different words (etymology) to let patrons visualize similar words in different languages. To make a language tree, underline words' roots and use arrows to show the links between languages. Make sure to post the definition of the English word to make clear which definition you are going for. This can be done with many words, but two are provided as examples (see Printables). You can also provide quizzes or make cards for a passive matching game, or turn finding the root words into a library-wide scavenger hunt. Suggested runtime: 30 minutes.

MATERIALS AND PREPARATION

Materials for the display:

- Printer and colored paper
- Scissors and tape
- Dictionaries for various languages
- Worksheets and take-home games (optional)

Some facts:

- English is primarily a Germanic language, but it also includes a good number of Latin words through Old French.
- The closest languages to English are Frisian and Scottish.
- Frisian is spoken in the Netherlands and northern Germany.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

Online game from *Fun Brain* (grades 4–8): <https://bit.ly/3OiAByi>

Etymology quizzes and games on *Sporcle*: <https://bit.ly/3tzJoDQ>

Vocabulary games on *Free Rice*: <https://bit.ly/3NUHA0v>

Etymology worksheets on *Twinkle* (account required): <https://bit.ly/3OcFQ2j>

“How to Teach Latin Root Words with a Word Tree” [1 min] from All About Learning Press on YouTube: <https://bit.ly/3NR1ERq>

Germanic language tree from *Brittanica*: <https://bit.ly/3mJv4F8>

Picture Book Nonfiction for Children 5+

ICEBREAKER:

Play a game of telephone using words from Spanish (or another language). This is a fun way for children to practice language and communication skills.

ADAPTATION:

The display could also be about the same word in different languages without analyzing etymology. Set out dictionaries and let patrons look up the same word in a variety of languages to make their own connections.

ADAPTATION:

Invite a linguist to talk about variations between languages and word origins. This program could be as basic or in-depth as required to suit audience age and interest.

ADAPTATION:

Highlight only the languages spoken in your community. Invite one speaker from each; children learn how to say a phrase in each of the languages.

GAME/ACTIVITY | PASSIVE | DECORATION/DISPLAY

Literally: Amazing Words and Where They Come From (2020) by Patrick Skipworth

Noah Webster's Fighting Words (2017) by Tracy Maurer

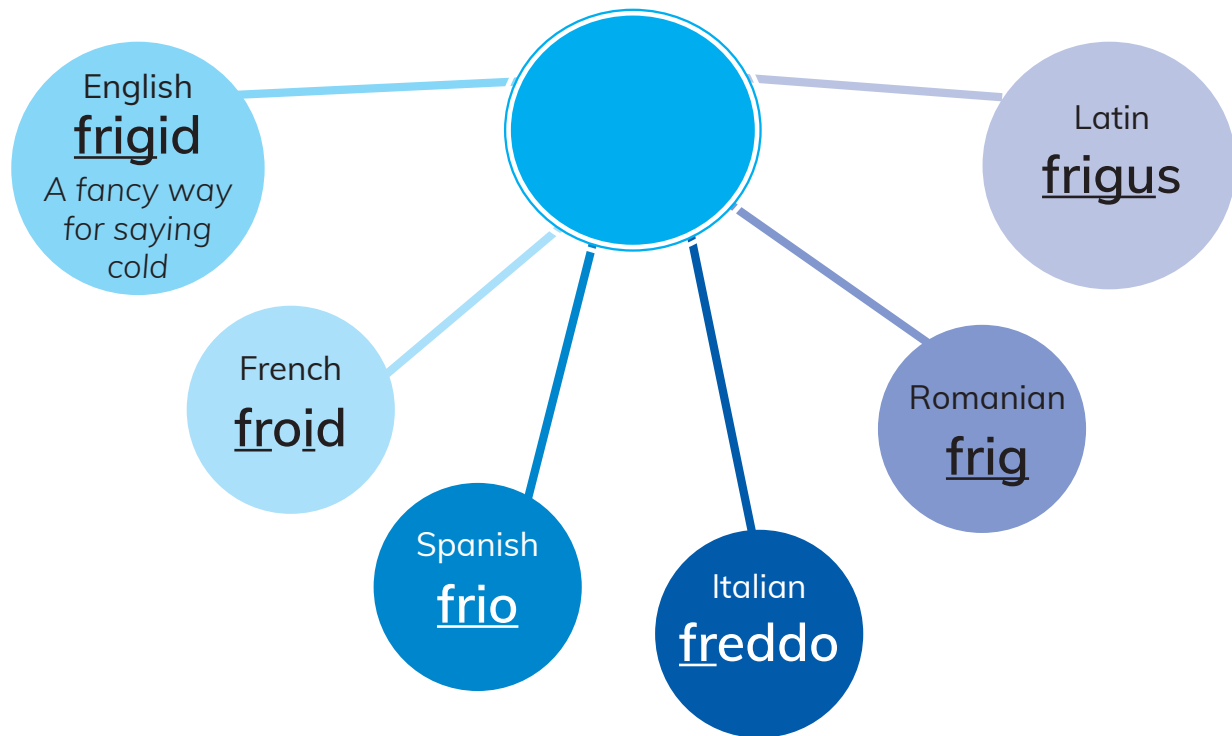
Once Upon a Word: A Word-Origin Dictionary for Kids: Building Vocabulary Through Etymology, Definitions and Stories (2020) by Jess Zafarris

What a Wonderful Word (2018) by Nicola Edwards

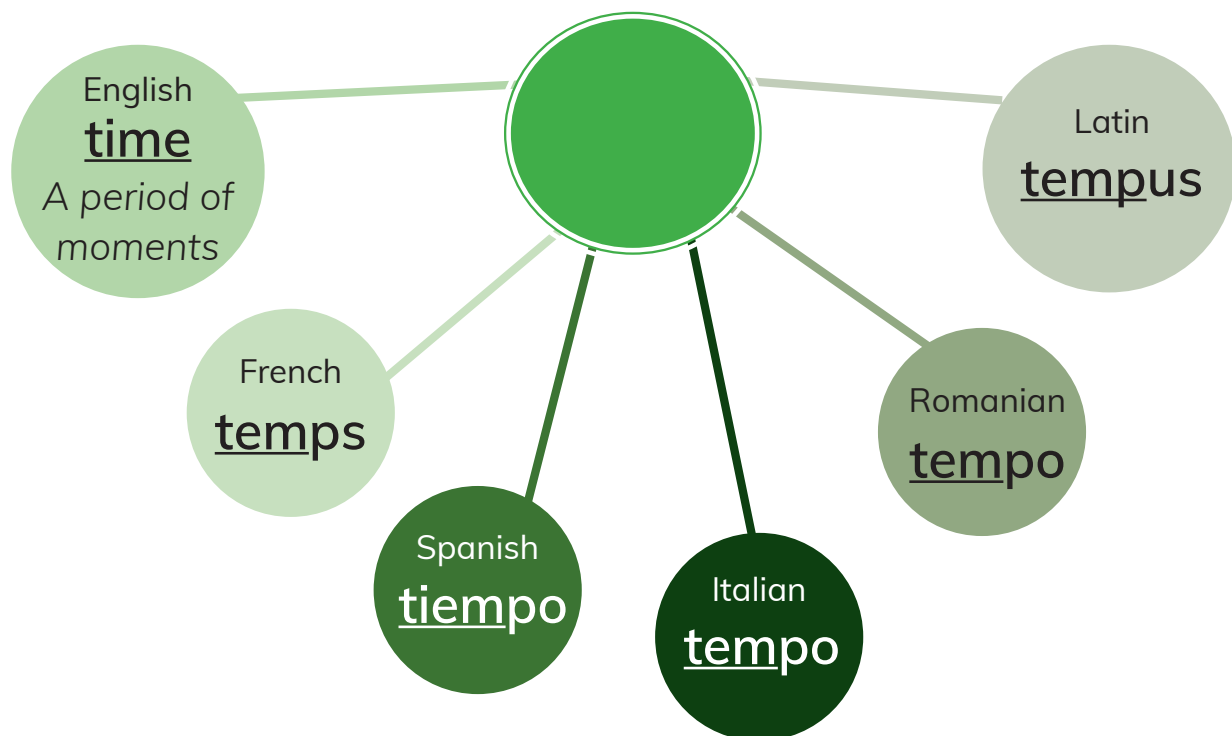
Printables

Language Trees for "Cold" and "Time"

LANGUAGE TREE FOR “COLD”



LANGUAGE TREE FOR “TIME”



GAME/ACTIVITY

DISABILITY CULTURE BOOK CLUB

AGES

Teens 13–18

Adults

PROGRAM DESCRIPTION

Did you know that one in four adults in the United States has one or more functional disabilities? That is 25% of the adult population! But what does that mean, exactly? Disability is often misunderstood as applying only to people in wheelchairs. In fact, many disabilities are invisible or do not relate primarily to mobility, such as people who are neurodivergent or have a chronic illness. Unfortunately, many people with disabilities feel more thwarted by ableism in society than by disability itself. How can libraries help? By starting a book club that helps people to think about disability differently! Even posting a list of book suggestions in your library would go a long way towards making disabled patrons in your communities feel seen and supported. Suggested runtime: 90 minutes.

MATERIALS AND PREPARATION

Start with outreach to your community. Ask people for their input on what kinds of topics/books they would like to explore. Once you choose a theme, invite outside speakers who can offer insights or different perspectives on disability. See Printables for possible discussion questions.

A note on language: People-first language has been emphasized in the past (e.g., person with disability vs. disabled person). However, many people with disabilities feel that person-first language is ableist in its minimization of their lived experience. The best practice is to ask people how they would like to be referred to, and never correct how anyone self-identifies.

RESOURCES

Web

Discussion guide for Disability Visibility: <https://bit.ly/3xN3FHB>

List of YA novels with disabled characters: <https://bit.ly/3xtnnaX>

Books

Adult Nonfiction

Being Heumann (2020) by Judith Heumann and Kristen Joiner

Disability Visibility: First-Person Stories from the Twenty-First Century (2021), edited by Alice Wong

Disfigured: On Fairy Tales, Disability, and Making Space (2020) by Amanda

ADAPTATION:

To improve accessibility, make this a virtual program or in-person program with the option to attend virtually.

TIP:

If running an in-person program, make sure your venue is ADA accessible, particularly if you are partnering with outside groups in new locations.

GAME/ACTIVITY

Leduc

Floppy: Tales of a Genetic Freak of Nature at the End of the World (2023) by Alyssa Graybeal

Golem Girl (2020) by Riva Lehrer

Haben: The Deafblind Woman Who Conquered Harvard Law (2019) by Haben Girma

Pretty One: On Life, Pop Culture, Disability, and Other Reasons to Fall in Love with Me (2019) by Keah Brown

Sitting Pretty: The View from My Ordinary Resilient Disabled Body (2021) by Rebekah Taussig

What Doesn't Kill You: Lessons from a Body in Revolt (2021) by Tessa Miller

Year of the Tiger (2022) by Alice Wong

Adult Fiction

A Room Called Earth (2020) by Madeleine Ryan

The Bride Test (2019) by Helen Hoang

Get a Life, Chloe Brown (2019) by Talia Hibbert

The Murmur of Bees (2021) by Sofía Segovia and Simon Bruni

My Heart to Find (2020) by Elin Annalise

The Outside (2019) by Ada Hoffman

So Lucky (2018) by Nicola Griffith

We Are Satellites (2021) by Sarah Pinsker

Teen Fiction

Cursed (2019) by Karol Ruth Silverstein

Five Feet Apart (2018) by Rachael Lippincott

The Girl Who Wasn't There (2020) by Penny Joelson

Lycanthropy and Other Chronic Illnesses (2021) by Kristen O'Neal

The Memory Book (2016) by Lara Avery

Unbroken: 13 Stories Starring Disabled Teens (2018) by Marieke Nijkamp

Teen Nonfiction

Disability Visibility (Adapted for Young Adults) (2021), edited by Alice Wong

Face for Picasso: Coming of Age with Crouzon Syndrome (2021) by Ariel Henley

I Am Not a Label (2020) by Cerrie Burnell and Lauren Mark Baldo (middle grade)

Normal Sucks: How to Live, Learn, and Thrive Outside the Lines (2019) by Jonathan Mooney

Normal: One Kid's Extraordinary Journey (2021) by Magdalena Newman and Nathaniel Newman

Rolling Warrior (2021) by Judith Heumann and Kristen Joiner

Printables

Discussion Questions (in English and Spanish)

TIP:

Encourage persistence! Successful engineering involves a process of thinking, building, testing, and repeating.

TIP:

See STAR Net on YouTube for an example video: <https://bit.ly/3xpXRn3>

DISCUSSION QUESTIONS

- How would you define the difference between a chronic illness and a disability?
- Some thinkers argue that ableism is at the root of all -isms (e.g., racism, sexism, ageism). Do you agree?
- Disability culture emphasizes human interdependence. Do you see yourself as more interdependent or individualistic?
- Do you think someone with a physical disability would make a good employee/parent/friend? Why or why not?
- How do you think disabled people see the world differently?
- Do you think a disabled person can have good quality of life?

PREGUNTAS DE DEBATE

- La cultura de discapacidad enfatiza la interdependencia de los seres humanos.
- ¿Usted se ve a usted mismo como más interdependiente o individualista?
- Algunos pensadores argumentan que el capacitismo es la base de todos los -ismos. ¿Usted está de acuerdo?
- ¿Cómo definiría la diferencia entre una enfermedad crónica y una discapacidad? ¿Usted cree que alguien con una discapacidad física sería un buen empleado/padre/amigo? ¿Por qué o por qué no?
- ¿Usted cree que las personas discapacitadas ven el mundo de manera diferente? De ser así, ¿por qué?
- ¿Usted cree que una persona discapacitada puede tener una buena calidad de vida?

MULTIGENERATIONAL BRAINSTORM: HUMAN LIBRARY AND MENTORSHIP PROGRAMS

Have you ever thought about running a human library or mentorship program? Here are some ideas from CSLP's manual committees!

- Partner with a local nursing home to run an outreach event where younger patrons “check out” elders’ stories by sitting down to talk with them.
- Create a podcast where patrons share their stories in individual episodes; other patrons check out recordings or listen to them on their favorite podcast apps.
- Teens and tweens love learning from those slightly older than themselves. Have teens mentor tweens, and have college students mentor teens.
- Contact diverse patrons and ask them to participate as “human books” during an in-person event. They can showcase their talents or talk to community members 1:1 at separate stations.
- Advice from Esperanza of Englewood Public Library, Englewood, NJ: “There are so many interesting people and most are super willing to tell you about themselves. It makes us all feel a little more connected.” See humanlibrary.org for more ideas and inspiration.
- Partner with a local genealogical society or history museum to find local elders or actors to share stories of historical people in your area.
- Create a language mentoring program. Pair up Spanish and English speakers (or any other languages spoken in your community) so they can each work on their second language in conversations with each other.
- Use Omeka (omeka.org), an open-source web-publishing platform, to create a local history digital archive (or a local skills or perspectives archive). This is inexpensive and easy to use, but it also uses Dublin Core metadata so is completely searchable. See an example from Tenaflly Public Library here: tpl.omeka.net

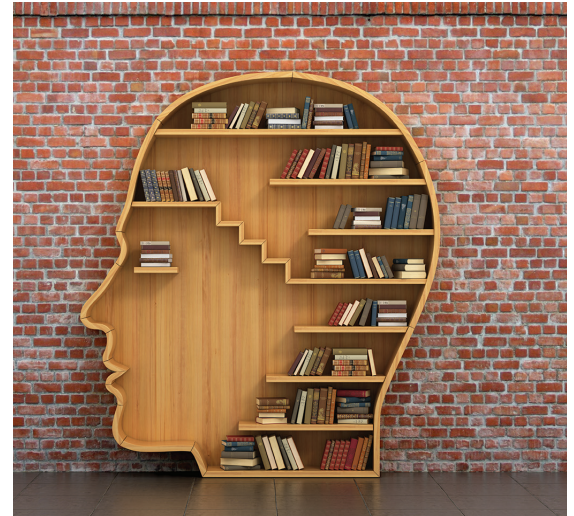


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LGBTQ MEMBER
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FORMER TEEN MOM
JOE DELL
LOCAL MUSICIAN
JOE MAGIA
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AERIALIST
MELISSA
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VANESSA
BI-POLAR DISORDER

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Image source: Esperanza Pacheco of Englewood Public Library, Englewood, NJ

DIY MUSIC MAKERS

AGES

Children 5–8

PROGRAM DESCRIPTION

A program that celebrates DIY music-making of all kinds! To make music using their bodies, encourage children to clap, tap, and sing. This program also provides a few craft ideas for DIY musical instruments—jingle sticks, kazoos, and harmonicas—that can be made out of common household items such as cardboard, rubber bands, and pipe cleaners. Make them in the library or prepare take-and-make kits. If you run these stations in the library, be sure to hold a jam session with the finished instruments! Suggested runtime: 45–60 minutes.

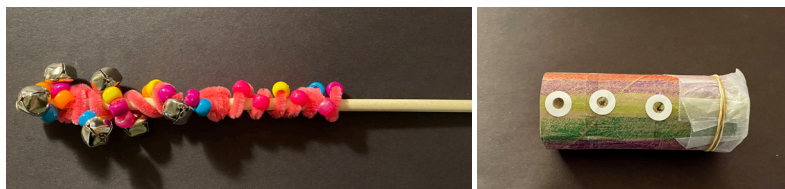


Image Source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

MATERIALS AND PREPARATION

Jingle Sticks

Materials:

- Dowel rods, popsicle sticks, or pencils
- Pipe cleaners
- Glue or duct tape (optional)
- Jingle bells
- Optional: Art supplies to decorate the stick.

Assembly:

- First, decorate the dowel rod, if desired.
- String two–six jingle bells onto a pipe cleaner, making sure to leave room the top and bottom.
- Wrap the pipe cleaner around the dowel rod, twisting and securing at the top and bottom. Glue or duct tape to secure it is optional.
- Twist and secure additional chenille stems with jingle bells onto the dowel rod if desired.



Image Source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

Kazoos

Materials:

TIP:

For another simple instrument craft, see the mini maraca craft on page 113.

TIP:

See Instruments Across Borders on page 114 for another music program idea.

TIP:

Play music amongst the stacks! Or have musicians perform at a central point, then scatter the stations throughout the library.

ADAPTATION:

Provide materials for participants to invent their own instruments, such as boxes, rubber bands, and other recycled materials.

ADAPTATION:

For older patrons, make more complex instruments. See *Making Poor Man's Guitars* (2018) by Shane Speal for a solid project example.

TIP:

If you prepunch kazoo holes, tell children not to cover the holes with their decorations.

ARTS & CRAFTS | GAME/ACTIVITY | PASSIVE

- Cardboard tubes, such as toilet paper rolls paper towel rolls cut in half
- Rubber bands
- Wax paper
- Scissors
- Sharp pencil or other object to poke holes
- Optional: Art supplies to decorate the tube

Assembly:

- First, decorate the cardboard tube, if desired.
- Cover the end of the cardboard tube with a piece of wax paper and secure with a rubber band.
- If using a toilet paper roll, poke one or two holes in the middle of the tube about 1-inch apart. If using a paper towel roll, poke two or three holes in the middle of the tube about 2-inches apart.

Harmonicas

Materials:

- Two jumbo popsicle sticks per harmonica
- One wide rubber band per harmonica
- Two small rubber bands per harmonica
- Plastic (or strong paper) straws cut into 1-inch pieces
- Scissors

Assembly:

- Cut straw into two 1-inch pieces.
- Wrap the wide rubber band lengthwise around one popsicle stick.
- Tuck one straw piece under the rubber band on one end of the popsicle stick.
- Place the other piece of straw on top of the rubber band on the other end of the popsicle stick.
- Place the remaining popsicle stick on top lengthwise and wrap small rubber bands around each end of the popsicle sticks.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

If running all three stations, you will need an extra volunteer or staff member at each station.

RESOURCES

Web

DIY jingle sticks video [4 min] from Craft2Care on YouTube: <https://bit.ly/3OdKgG3>

Kazoo tutorial from Today's Parent: <https://bit.ly/3mODP0l>

"Popsicle Harmonica" from C.S. Mott Children's Hospital: <https://bit.ly/3xP-wXWW>

TIP:

Collect cardboard tubes from staff in the weeks leading up to the program.



Image Source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI



Image Source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

Music Picture Books

How to Build an Orchestra (2020) by Mary Auld and illustrated by Elisa Paganelli

Music Is in Everything (2022) by Ziggy Marley and illustrated by Ag Jatkowska

The Oboe Goes Boom, Boom, Boom (2020) by Colleen A.F. Venable and illustrated by Lian Cho

Plinka Plinka Shake Shake (2019) by Emma Garcia

When Julia Danced Bomba / Cuando Julia Bailaba Bomba (2019) by Raquel M. Ortiz and illustrated by Flor de Vita

GIANT FLOOR CROSSWORD

AGES

Children 5–8

PROGRAM DESCRIPTION

Children work together to solve a giant crossword puzzle! The words are all activities they can do together, so encourage them to act out each one. Use a combination of visual clues (such as pictures of each activity) and written clues to accommodate varying ages and learning styles. Suggested runtime: 30 minutes for an in-person program.

MATERIALS AND PREPARATION

Materials:

- Masking tape or painter's tape
- Printed letters and numbers (lamination recommended)
- Word bank and clues

Preparation:

- Tape a grid on the floor. Each square should be 8 x 8 inches to create a puzzle that is approximately 8.5 x 9 feet across. You can make smaller grids and letters if you have less space.
- Print out the letters (one per page) and numbers on cardstock, then cut them out and laminate them.
- Prepare a word bank (a list of all the words used in the crossword) on a poster or sheet of paper. Add clues (written or visual) for each word.
- Place a few of the letters on the floor ahead of time so children can easily figure out where each word goes.

Word bank: Play, sing, read, walk, run, jump, dance, work, eat, swim, sit, stand, sway, celebrate, laugh

Number of each letter needed: A(6), B(1), C(2), D(2), E(4), G(2), H(1), I(3), J(1), K(1), L(4), M(1), N(4), O(1), P(1), R(2), S(3), T(3), U(2), W(4), Y(2)

RESOURCES

Printables

Giant Crossword Answer Key

Online Exclusive: Crossword Letters and Numbers

TIP:

See the online exclusive printable for preformatted letters to print!

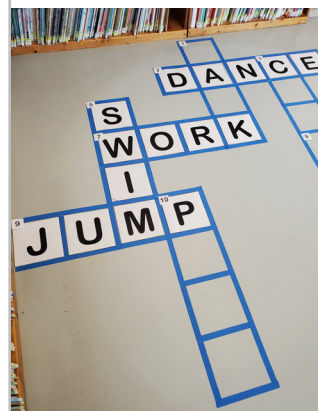
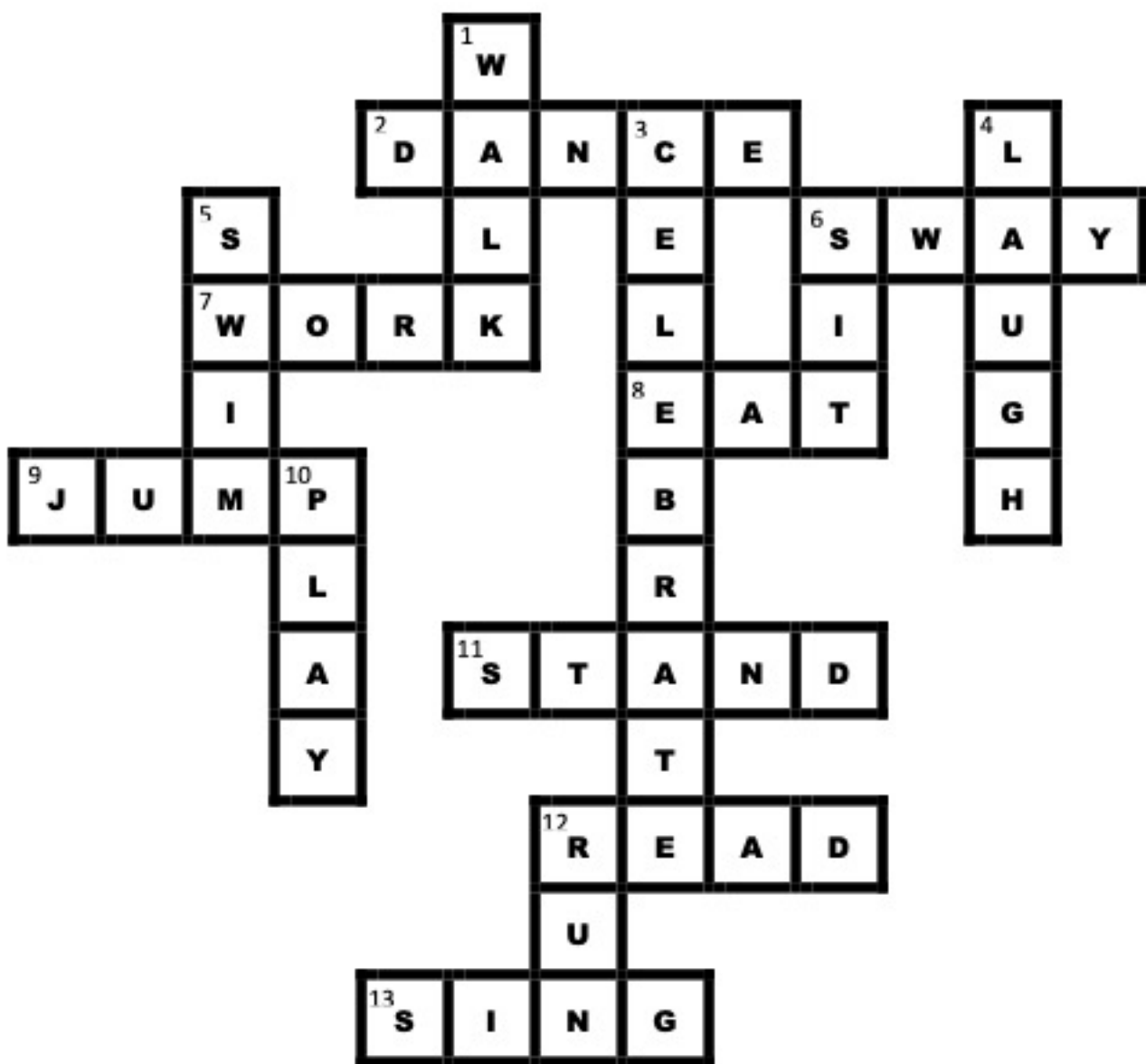
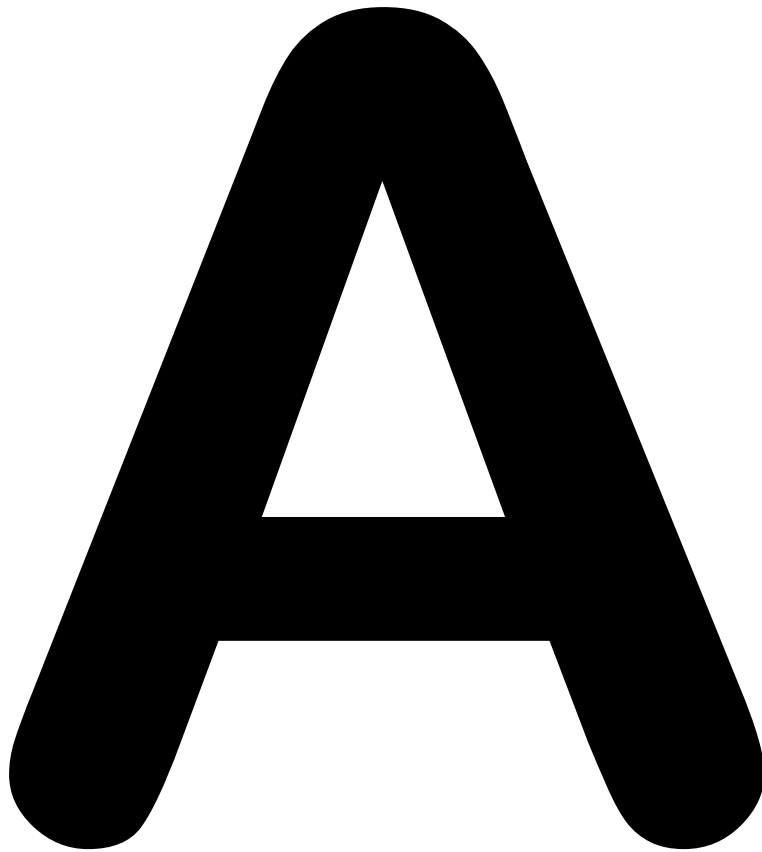


Image source: Vivian Sloan of Tuttle Library, Tuttle, OK

Printables courtesy of Vivian Sloan of Tuttle Library in Tuttle, OK.



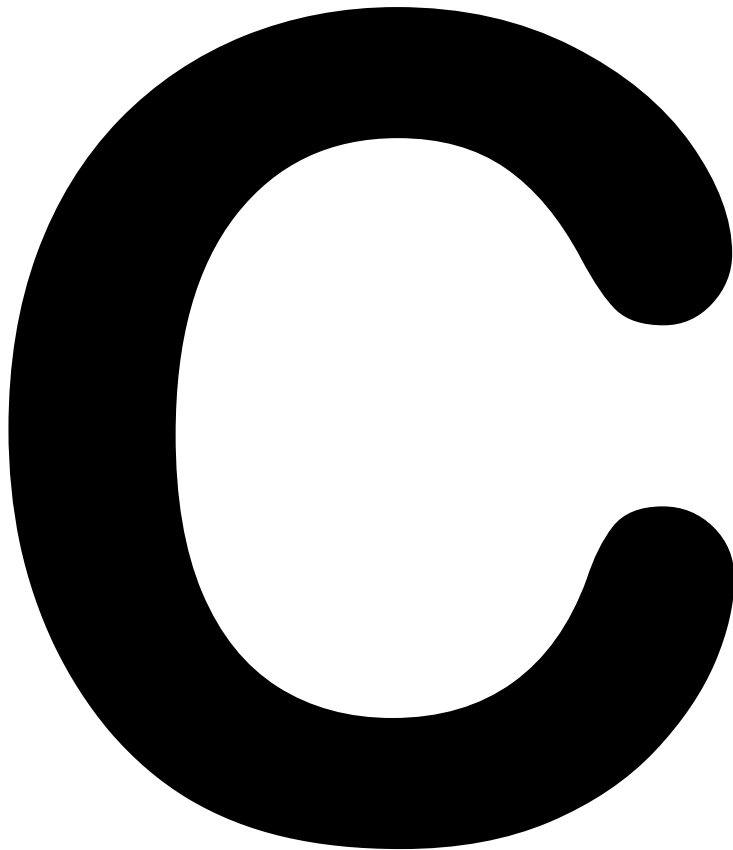
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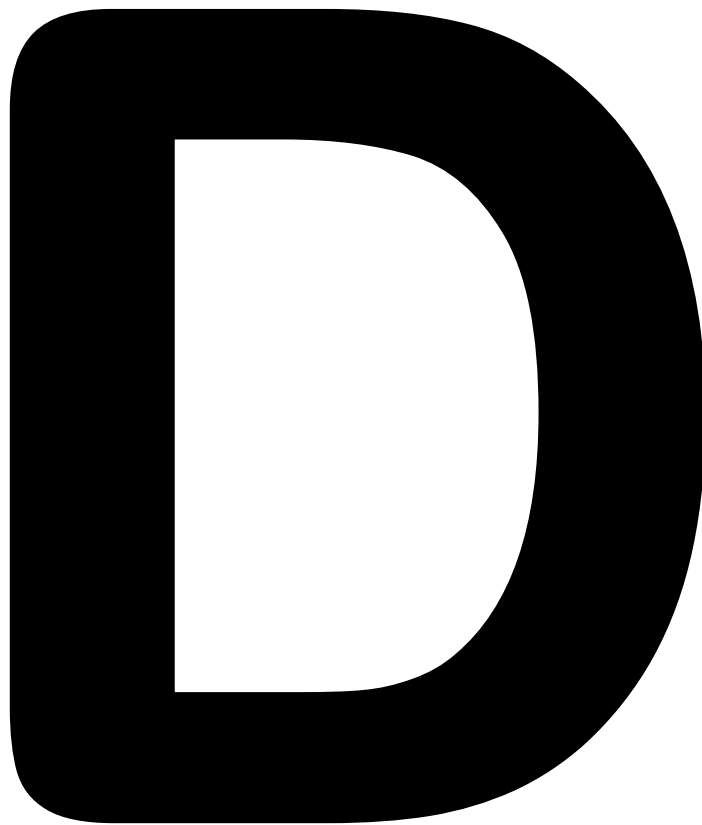
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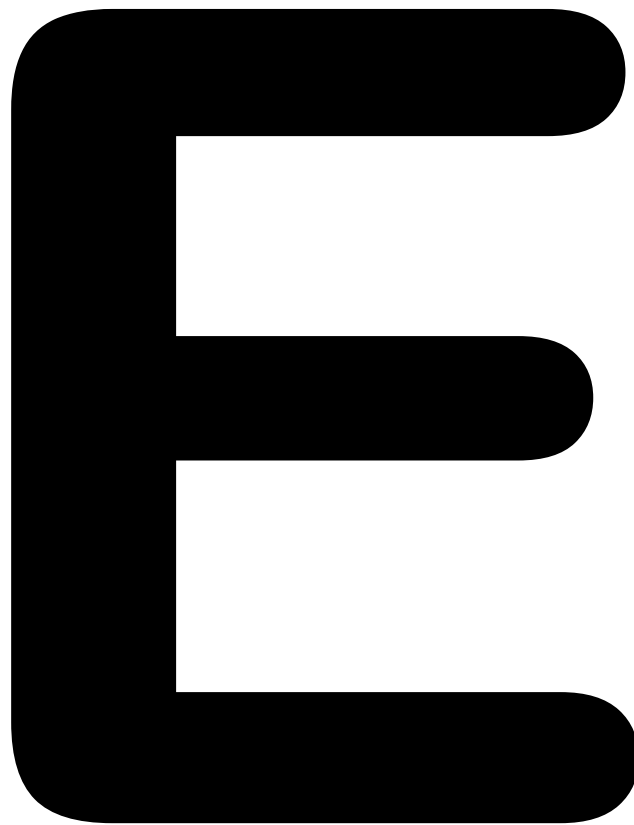
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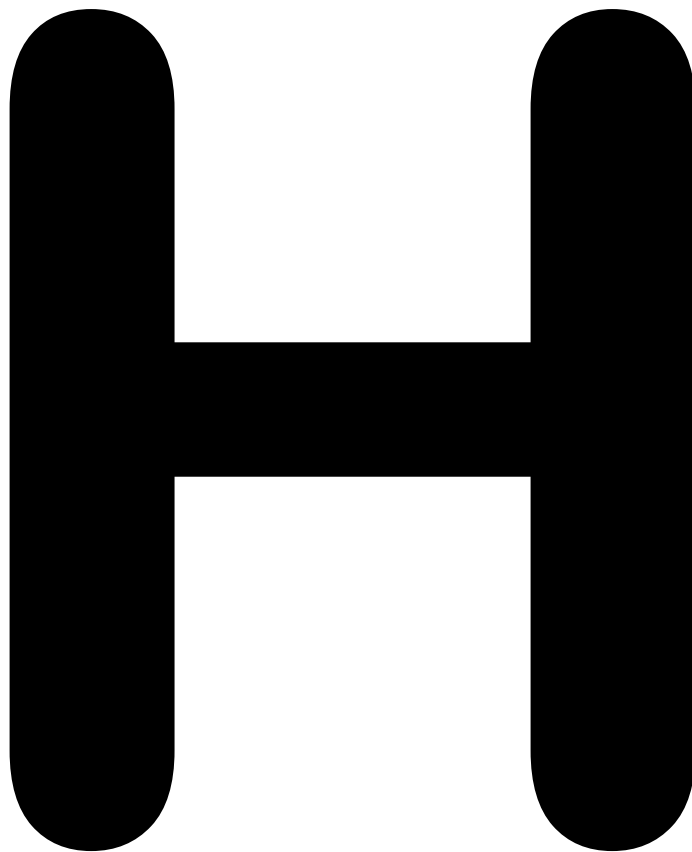
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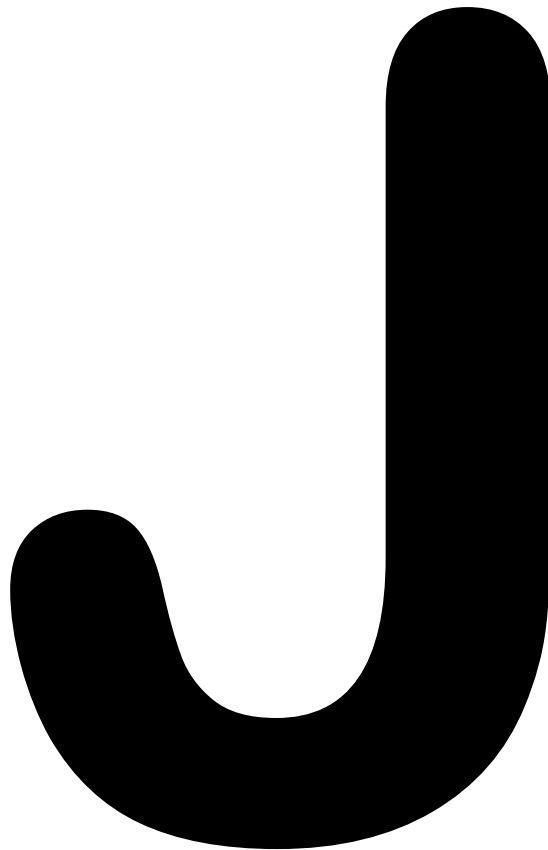
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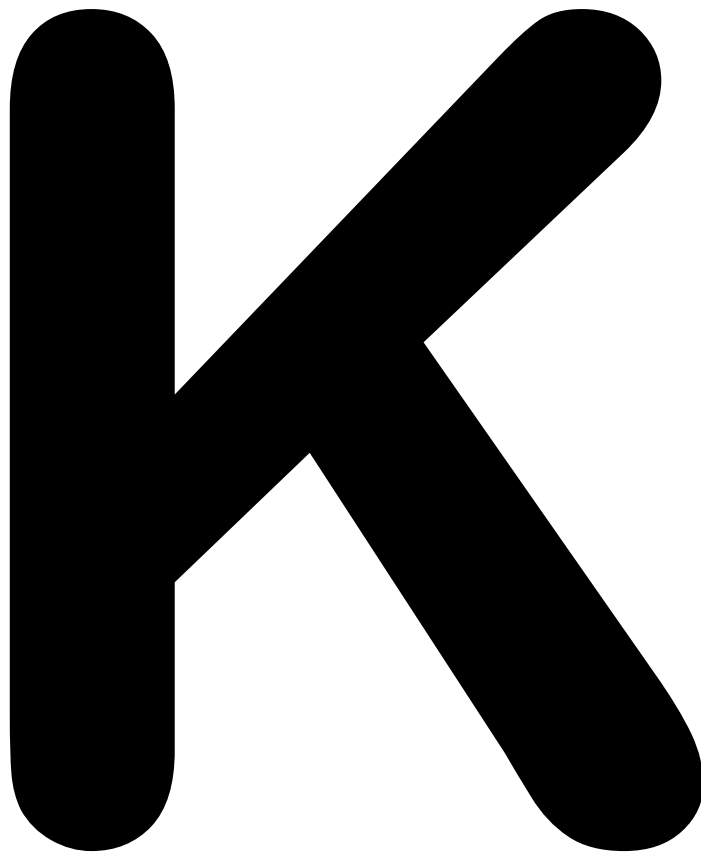
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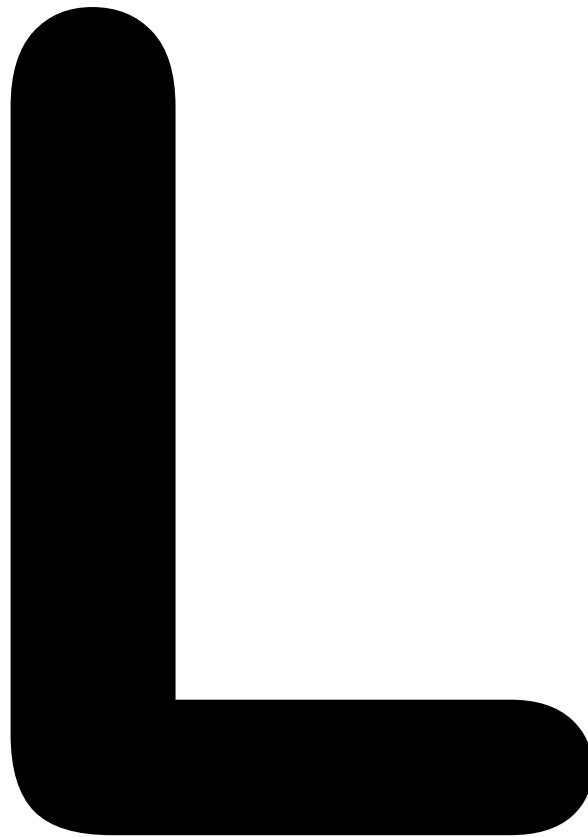
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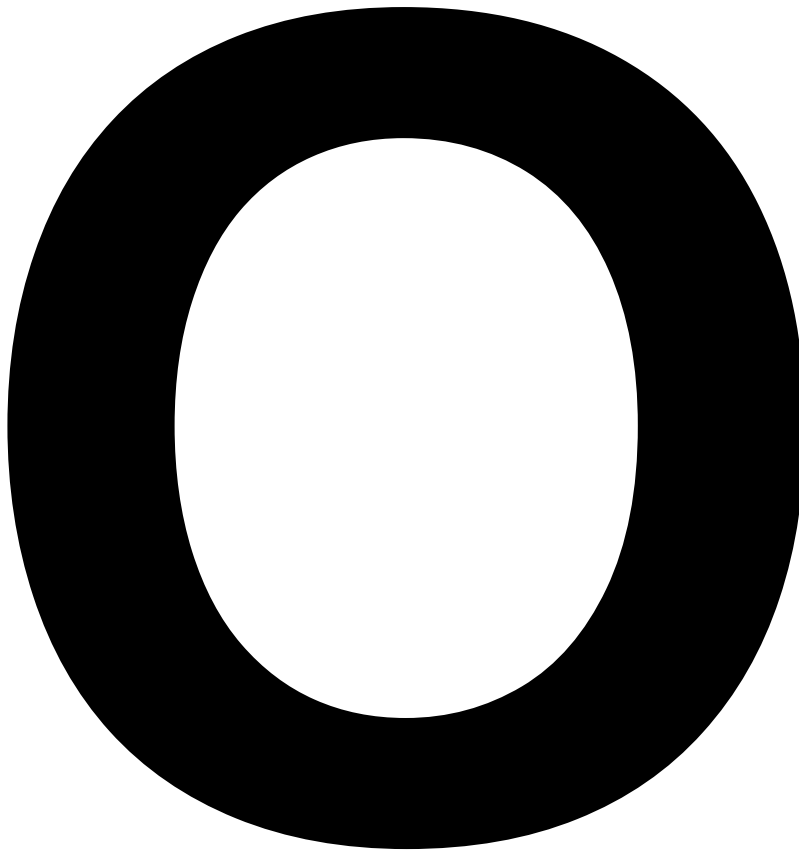
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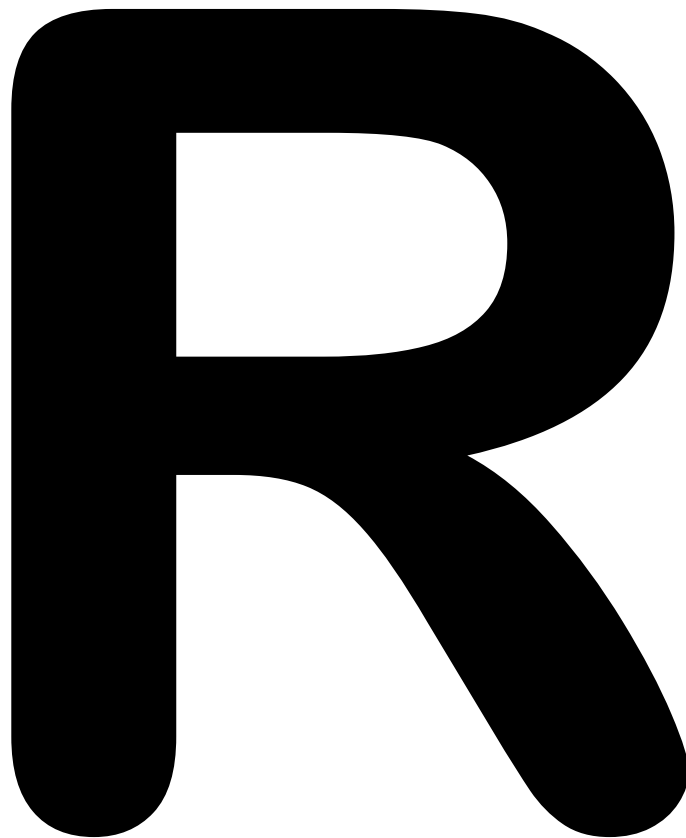
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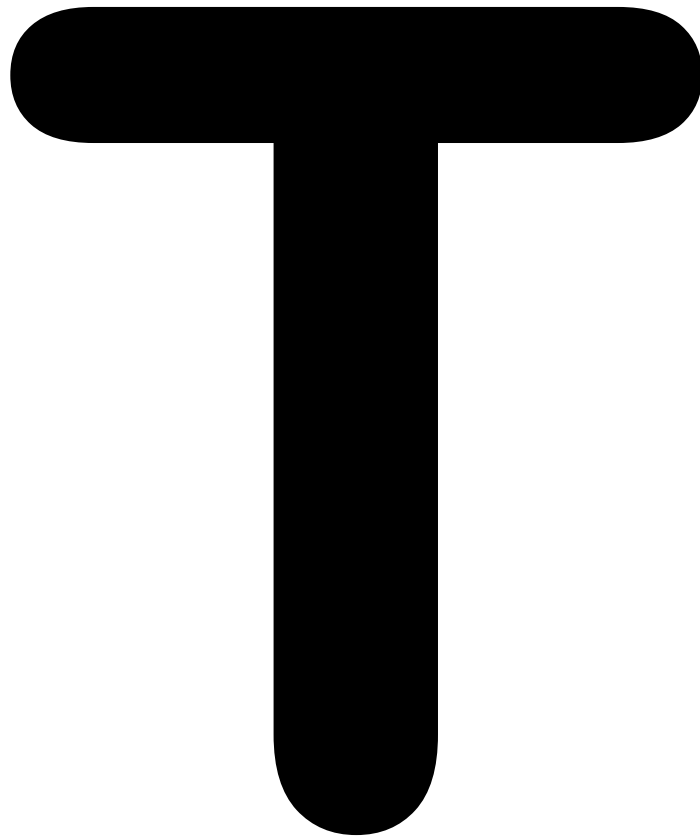
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A large, bold, black uppercase letter 'R' is centered within a square frame. The frame is composed of a thick black border. The letter 'R' is also in a bold, sans-serif font, with a thick vertical stem and a curved top and bottom arm.

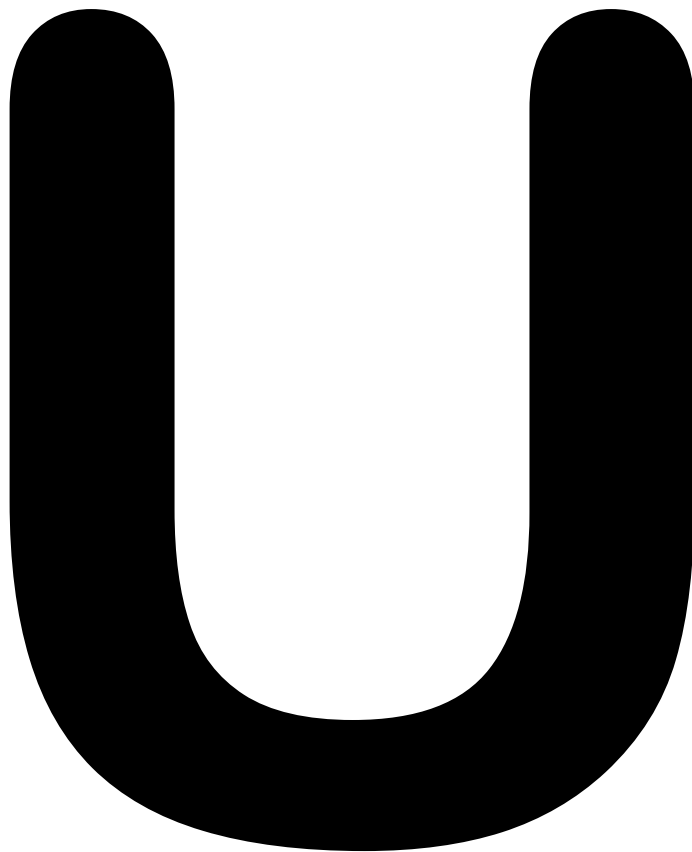
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9	10	11	12
13			

LIBRARY FIELD DAY

AGES

Children 5–8

Tweens 9–12

PROGRAM DESCRIPTION

Get your sneakers and celebrate summer with an old-fashioned field day! Full of cooperative relay races, obstacle courses, and other games, a day of play encourages imagination, confidence, coordination, and social-emotional intelligence. These 8 physical activities require players to work together towards a common goal; they are fun ways to illustrate kindness, fairness, and critical thinking. When planning a field day, be sure to select a mix of activities that use different muscles and skills. For an art activity idea, see *The More We Paint Together* on page 148, which could be adapted to a field day station. Suggested runtime: 60 minutes.



Image source: Shutterstock

MATERIALS AND PREPARATION

For hula hoop hustle

- You will need one hula hoop per group.
- Divide children into groups of five or six.
- Have each group stand in a line or circle holding hands.
- Loop a hula hoop over the first player's arm. The players must pass the hula hoop down the line without letting go of each other's hands, such as maneuvering the hula hoop over their heads or under their feet.
- Whichever group can pass the hula hoop first without breaking their chain is the winner.

For human knots

- Divide children into groups of 10.
- Have each group form a circle.
- Tell the players to raise their right hand and grab the hand of someone across the circle from them. Repeat with the left hand. Make sure that no one is holding hands with someone directly beside them, and that everyone is holding two different hands.
- The players attempt to untangle themselves to form a circle again without letting go of each other's hands.
- You can allocate a specific time players have to complete the challenge or simply see how long it takes them to finish.

For egg toss

- You will need one egg per pair

GAME/ACTIVITY | OUTDOORS | LOW COST

- Divide children into pairs and have them face each other.
- Give each pair an egg.
- The player holding the egg must lightly toss it to the other team member. Once caught, they both take one step backward and toss the egg again.
- The pair that tosses their egg the farthest apart without breaking it win.
- If the egg drops but does not break, the pair is still in the game.

For water relay

- Place two buckets full of water and two sponges at the starting line.
- Place two smaller empty buckets at the finish line.
- Divide children into two groups of five.
- When the relay begins, the first player from each team dunks the sponge into the water bucket and runs to the empty bucket to squeeze the sponge into the empty bucket.
- The first player then runs back to the starting line, and the relay repeats with the next player.
- Whoever fills the empty buckets with water first wins.

For mummy relay

- You will need one roll of toilet paper per group.
- Divide children into groups of five; designate one as the “mummy”
- The mummy stands with arms outstretched and legs apart.
- Team members take timed turns wrapping the mummy.
- First mummy to be fully wrapped is the winner.

For drop and pop

- You will need five balloons and one chair per group
- Set up a chair for each team at a destination point.
- Divide children into groups of five. Provide each player with an inflated balloon or water balloon.
- When the relay begins, the first team members run their balloon to the chair, drop the balloon, and then sit on the it until it pops.
- After it pops, the players runs back to their team and tags the next player.
- The relay continues until the last player in each team has made it back to their group line.
- The first group to finish wins.

For balloon volleyball

- You will need one balloon, and crepe paper or yarn to serve as the “net.” One pool noodle per child is optional.
- Attach streamers between two chairs, pillars, or trees to create your volleyball net.
- Divide children into two teams of six.
- Arrange each team in two lines of three on either side of the net.
- Choose a team to serve. The server takes their shot from the second line behind the net and may serve underhand or overhand.

TIP:

The eggs can also be replaced with water balloons.

TIP:

For a refreshing water relay on a hot day, require players to carry their wet sponges over their heads.

TIP:

To save time, inflate (or fill) balloons before the program. Consider an air (not helium) balloon pump if you will run this activity with several groups.

TIP:

Be mindful of latex allergies. Have a latex warning for parents, or buy latex-free balloons.

GAME/ACTIVITY | OUTDOORS | LOW COST

- Teams pass the balloon back and forth with their hands (or pool noodles).
- If the balloon touches the ground, the opposing team wins a point and the next serve.
- The first team to 10 points wins.

For crab walk soccer

- You will need one foam sports ball or beach ball and masking tape or string for the goal line.
- Divide children into two teams of five to eight players.
- Assign players numbers (each number should be assigned to two players)
- Place the ball in the middle of the play space and call out a number.
- The two players with that number go to the center and attempt to get the ball over the opposing team's goal line.
- Players walk like a crab during the duration of the game; hands and feet must be touching the ground, with stomachs aimed toward the ceiling.
- Players may only touch the ball with their feet or head (no hands!) Team members may assist in scoring or defending, but the player with the called number must be the one to score.
- When a goal is scored, return the ball to the center of the play space and call out another number.
- The first team to 10 points wins.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

If your library does not have outdoor space, consider other green spaces in your community, such as parks and schools. To run these games concurrently, you will need a large group of volunteers. Older tweens and teens make great helpers in planning and executing this program.

RESOURCES**Web**

Action for Healthy Kids blog: <https://bit.ly/3Oifb4j>

More cooperative games from *Playworks*: <https://bit.ly/3HryTZc>

40 games from *ABCDee Learning*: <https://bit.ly/3aUnpRv>

BooksField Day Nonfiction

101 Things for Kids to Do Screen-Free (2020) by Dawn Isaac (middle grade)

Backyard Adventure (2019) by Amanda Thomsen (middle grade)

Come Out and Play: A Global Journey (2020) by Maya Ajmera and John D. Ivanko (picture book)

Everyone Wins! Cooperative Games and Activities for All Ages, 3rd ed. (2019) by Ba Luvmore and Josette Luvmour (middle grade)

Field Day Fiction

A Feel Better Book for Little Sports (2021) by Leah Bowen and Holly Brochmann, and illustrated by Shirley Ng-Benitez (picture book)

TIP:

For additional fun, have children vs. librarians, vs. siblings, or vs. their parents.

TIP:

If using pool noodles, cut them in half before the program.

TIP:

Have extra balloons on hand in case your "volleyball" pops.

TIP:

If any families include a person in a wheelchair, ensure that there are suitable wheelchair spots near every activity.

GAME/ACTIVITY | OUTDOORS | LOW COST

Go, Team, Go! (Step into Reading 2) (2021) by Tennant Redbank (early reader)

My Weird School: Teamwork Trouble (I Can Read Level 2) (2020) by Dan Guteman and illustrated by Jim Paillot (early reader)

Racing the Waves (Ready to Read Level 1) (2019) by Jane Yolen and illustrated by Mike Moran (early reader)

Rocking Field Day (Pete the Cat Level 1) (2021) by Kimberly Dean and James Dean (early reader)

Splat the Cat and the Obstacle Course (I Can Read Level 2) (2021) by Rob Scotton (early reader)

Team Up: El Toro and Friends series (2021–22) by Raúl the Third and illustrated by Elaine Bay (early reader; English with Spanish words)

THE MORE WE PAINT TOGETHER

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Tweens or teens collaborate on large works of art or murals, but make it a relay and give instructions in both Spanish and English! They do not need to speak the same language to make art together. Divide participants into two or more teams, and give everyone the same amount of time to work on their team's collaborative masterpiece. When they admire their artwork at the end, everyone wins! Award small prizes to participants. Be sure to take pictures of teams with their masterpieces, and send the artists home with inspirational art books. Suggested runtime: 45–90 minutes.

MATERIALS AND PREPARATION

Mural supplies:

- Kraft paper or other large paper
- Art supplies of your choosing
- Drop cloths to cover the floor (if using paint)
- Aprons (optional, if using paint)

To play:

- Divide participants into mixed-language teams of four to six.
- Give teams 5–10 minutes to strategize what they will draw (through both talking and sketching).
- When they are ready to begin, start your timer! The first artist from each team works on the piece for anywhere from 30 seconds to 10 minutes.
- When the timer goes off, the artists switch so everyone gets a turn.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a wall space large enough to display multiple murals. If you are not bilingual, you will also need one Spanish-speaking volunteer to give instructions and be on hand to answer questions.



Image source: Shutterstock

TIP:

Provide art supplies so participants can sketch their ideas, or simply pass the time, while they wait for the relay to finish. This is especially important for longer relays.

ADAPTATION:

For a virtual adaptation, provide art prompts, and time artists while they work at home. Be sure to leave time for everyone to share their speedy artworks.

ADAPTATION:

Cover library tables with butcher paper, and hold movie night where participants draw/doodle during the movie.

ADAPTATION:

Provide fabric paint and t-shirts, and let tweens paint each other while wearing the t-shirts.

TIP:

Avoid difficult-to-clean up art materials, such as glitter, unless you have the staff and equipment needed for a thorough cleanup.

RESOURCES

Books

Read-Aloud Books for Children 5+

Ablaze with Color: A Story of Painter Alma Thomas (2022) by Jeanne Walker Harvey and illustrated by Loveis Wise

How Art Transformed a Neighborhood (2016) by F. Isabel Campoy, Theresa Howell, and illustrated by Rafael López

Hey, Wall (2018) by Susan Verde and illustrated by John Parra

The Masterpiece (2019) by Jay Miletsky and illustrated by Luis Peres

The All-Together Quilt (2020) by Lizzy Rockwell

Nonfiction

All the Things: How to Draw Book for Kids (2020) by Alli Koch

Art Making with MoMA: 20 Activities for Kids Inspired by Artists (2018) by Cari Frisch and Elizabeth Margulies

Kids Create Together: Hands-On Projects for Collaborative Art Making for Kids' Groups of Every Size (2022) by Editors of Quarry Books

Recycled Paper Projects (2021) by Marcy Morin and Heidi E. Thompson

LARP AT THE LIBRARY

AGES

Teens 13–18

PROGRAM DESCRIPTION

Teens collaborate through live action role play (LARP)! Announce a theme beforehand and encourage teens to attend dressed for role play. Work on character development, combat practice, and prop creation before the role-playing begins. This program may need volunteers for non-player characters (NPCs) to provide obstacles during gameplay. It can be run as a day-long event or broken into a series. Suggested runtime for a day-long event: 4–7 hours (1–2 for character design, 1–2 for prop construction, 1 hour for stage combat practice, 1–2 hours for gameplay).

MATERIALS AND PREPARATION

Preparation:

- Gather craft supplies such as pool noodles, recyclables, paint, duct tape, scissors, etc.
- Design or choose the scenario for gameplay.
- Modify the scenario for age-appropriateness if necessary.
- Hold a mini meeting with volunteer NPCs before gameplay.

First, help them design their characters. You could use a basic D&D character sheet, create a simpler character design page for your themed activity, or premake gender-neutral characters to select from). Share YouTube videos of how to perform basic stage combat and let them practice outside. Then provide art supplies or recycled materials for them to craft props of their choosing. Once their props are complete, read the scenario for teens to work through together.

UNIQUE SPACE AND PERSONNEL NEEDS

You will need a large program (or outdoor) space with tables and chairs. You may also need extra staff members or volunteer NPCs.

RESOURCES

Web

Free LARP scenarios wiki: <https://bit.ly/3zBnT9s>

Free character sheet from D&D 5e Character Sheet: <https://bit.ly/3mLIAJh>

Books

The Adventure Zone series (2018–21) by Clint McElroy et al. (YA F)

Don't Read the Comments (2020) by Eric Smith (YA F)

TIP:

If someone in your community knows basic stage combat, ask them to present and/or assist.

ADAPTATION:

Character design, stage combat practice, and prop creation are easily be adapted to virtual programs. Gameplay would a little less interactive, but teens can still work together to problem solve.

TIP:

If you adapt this program for tweens or families, teens make great volunteer NPCs.

GAME/ACTIVITY | ARTS & CRAFTS | OUTDOORS | LOW COST

Even If We Break (2020) by Marieke Nijkamp (YA F)
Glitch Kingdom (2020) by Sheena Boekweg (YA F)
In the Hall with the Knife series (2019–21) by Diana Peterfreund (YA F)
The Inheritance Games series (2020–22) by Jennifer Lynn Barnes (YA F)
The Life and Medieval Times of Kit Sweetly (2020) by Jamie Pacton (YA F)
The Perfect Escape (2020) by Suzanne Park (YA F)
Power Play: How Video Games Can Save the World (2017) by Asi Burak and Laura Parker (adult NF)
Slay (2019) by Brittney Morris (YA F)
Truly Devious series (2018–21) by Maureen Johnson (YA F)

GAME/ACTIVITY

PUZZLE PANDEMONIUM

AGES

Adults
Multigenerational

PROGRAM DESCRIPTION

Families or small groups of adults (three–five) compete to see who can assemble the same 200- or 250-piece puzzle the fastest. Most groups can complete a puzzle this size in about one hour. Puzzles are relaxing and facilitate great conversations for all ages. Add extra challenges to increase difficulty, such as requiring groups to switch to another group's puzzle halfway through. Give prizes to the winning teams/families. Use packing tape to save unfinished puzzles, which patrons can finish later if they wish. Suggested runtime: 2–3 hours for 500-piece puzzles; 4–5 hours for 1,000-piece puzzles.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- Copies of the same puzzle (one per group)
- Table with chairs (one per group)
- Scales or packing tape (optional)
- Small prizes (optional)
- Music (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

“Piecing Together the History of Jigsaw Puzzles” [4 min] from CBS News: <https://cbsn.ws/3xS1ZNS>

Virtual puzzles from *TheJigsawPuzzles.com*: <https://thejigsawpuzzles.com/>
Puzzle exchange groups from *USA Jigsaw Puzzle Association*: <http://usajigsaw.org/puzzle-swaps/>

Printable infinity puzzle template from *babbledabbledo.com*: <https://bit.ly/3MMjGTj>

TIP:

Providing the same puzzle to each group is important to prevent perceptions of unfairness. However, if you place less emphasis on competition (and do not give out prizes), different puzzle designs could add to the fun.

TIP:

If no group finishes, weigh the completed portions or count leftover pieces.

ADAPTATION:

For children, provide puzzles with fewer pieces. For seniors, provide puzzles with large pieces.

ADAPTATION:

Provide blank puzzle templates (and cardstock of the same size). Participants make their own puzzles by gluing their drawings onto cardstock and cutting out the pieces.

TIP:

Program registration is essential for knowing how many puzzles to purchase.

TIP:

If you solicit donated puzzles, count the pieces to ensure none are missing.

GAME/ACTIVITY

Puzzle Books for Adults

The 125 Best Brain Teasers of all Time (2018) by Marcel Danesi

The Brain Fitness Book (2021) by Rita Carter

The Master Theorem (2019) by M

Murder Most Puzzling (2020) by Stephanie von Reiswitz

There's More to Jigsaw Puzzles Than Pieces (2020) by Linda Richard

Tricky Logic Puzzles for Adults (2020) by Stephen Clontz

Printables

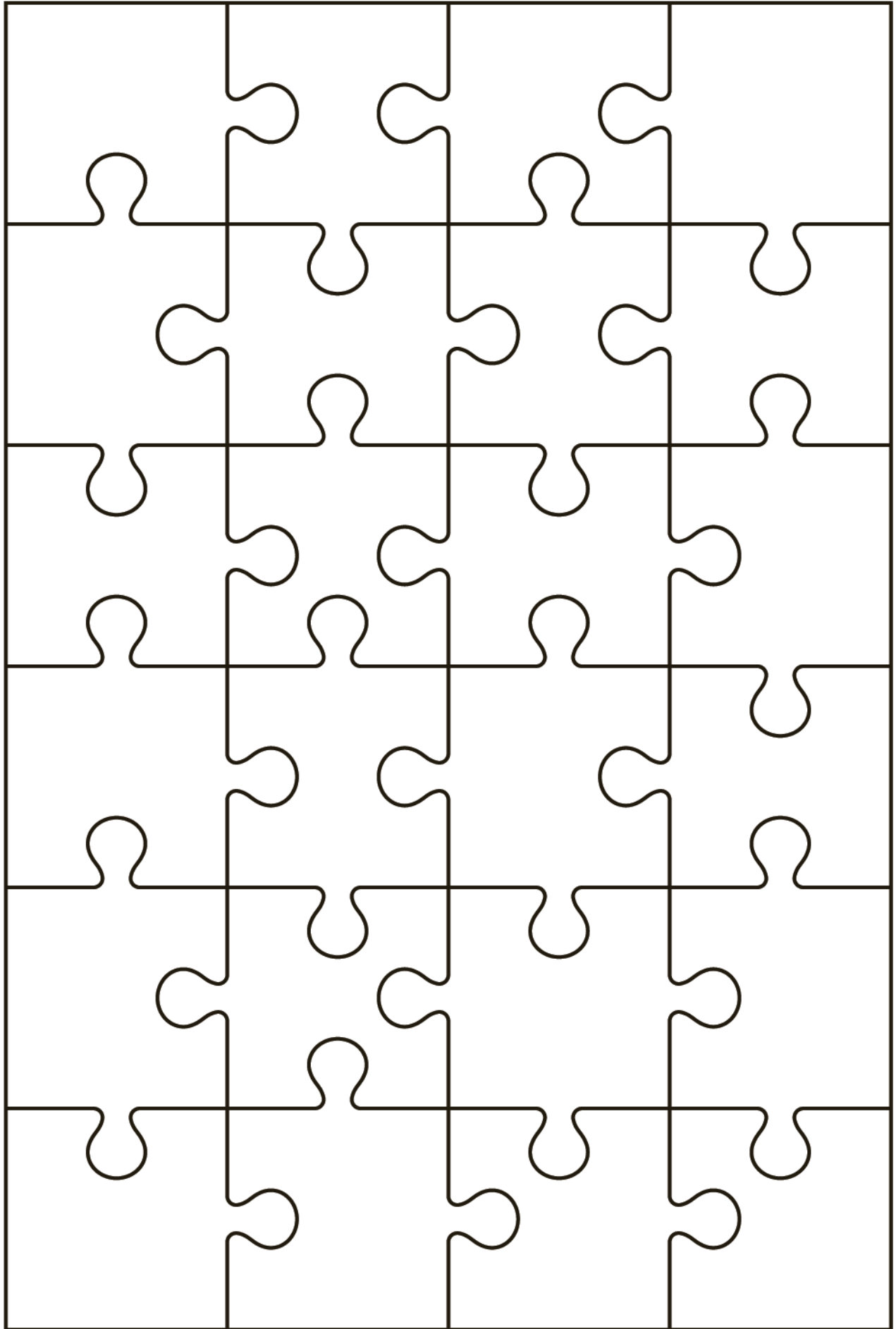
Blank Puzzle Template

TIP:

To set a fun atmosphere, find some background music on Hoopla, or project ambient music and pictures. This encourages participants to talk while they work.

TIP:

For adults, consider recommending the 2018 film *Puzzle* [103 minutes], rated R.



MULTIGENERATIONAL BRAINSTORM: MUSIC- MAKING PROGRAMS

Are you considering hosting a music-making event or jam session? Here are some ideas from CSLP's manual committees!

- Circulate ukuleles (or have patrons bring their own), and ask a volunteer to teach simple chords, songs, and strumming techniques every month.
- Invite musicians and singers to sign up for five-minute time slots in a recital/talent show. Make it age-specific event (i.e., only tweens and teens) or community-wide. Encourage performers to stay after to answer audience questions.
- Locate an existing jam session group. Invite them to schedule a session at the library, and advertise to invite new members.
- Partner with a local bluegrass group to set up in your community space. Invite people to bring their own instruments for monthly jam sessions, and provide seating for people to enjoy the free music.
- Boomwhackers are plastic sticks tuned to different musical notes. Each person plays a different note (similar to the way a bell choir works) by hitting the stick on the ground or their leg. Hold a concert or run a "play along program" where they play along to a YouTube video (similar to karaoke).
- Partner with the local high school music department for students to bring over older instruments for children to try. Great for patrons who would not otherwise have access to instruments.
- Invite a musician to bring in different percussion instruments, and invite kids from the audience to test them out with different rhythms. Great for children and teens.
- Start a library community band with a volunteer director. Invite any patrons and staff who play musical instruments. The band learns a few songs and gives a concert at the end of the summer.



Image source: Shutterstock

TIP:

At music events, have disposable ear plugs on hand for patrons with noise sensitivities. Consider running music programs after hours so as not to disturb other patrons.

TIP:

Ask local music teachers to help you recruit musical talent!

TIP:

See a Boomwhacker performance [4 min] from Uira Kuhlmann on YouTube: <https://bit.ly/3mLvNFB>

TIP:

Consider "Popcorn1: Boomwhacker Playalong" [3 min] from Musication on YouTube: <https://bit.ly/39q9kLs>

TIP:

Remember plastic tips to go over any instruments that mouths go on, and sanitize everything in between uses.

SELF-CARE BATH BOMBS & SUGAR SCRUB

AGE

Tweens 9–12

Teens 13–18

Adults

PROGRAM DESCRIPTION

Patrons make fun DIY bath products and personalize containers. Great for a self-care theme, or encourage participants to give them as gifts. The bath bombs are made up in a single batch, while participants mix their own sugar scrubs. This program works well for tweens and up, and can be adapted for children. Suggested runtime: 45–60 minutes.



Image source: Jennifer Bishop of East Bank Regional Library, Metairie, LA

MATERIALS AND PREPARATION

Bath Bombs

Materials (makes 12–18):

- 1 cup baking soda (sodium bicarbonate)
- ½ cup Epsom salt
- ½ cup corn starch
- ½ cup citric acid
- 2½ tbsp vegetable oil
- About 1 tbsp water
- About 20 drops essential oils
- 4–6 drops food coloring
- One large bowl and one small bowl
- One whisk
- Small spoons
- 12–18 paper cups (3-oz capacity)

Procedure:

- Whisk dry ingredients in the large bowl until clumps are removed.
- Whisk wet ingredients in the small bowl. Add food coloring and essential oils.
- Add wet ingredients to the dry by whisking in 1 tbsp at a time. If the mixture begins to fizz, slow down. The resulting mixture should be the consistency of wet sand.
- Divide mixture into small paper cups, pressing firmly.
- Let dry completely (up to 24 hours) before using.
- When ready to use, tear off the paper cup and drop the bath bomb in water. Watch it fizz!

ADAPTATION:

For children, premeasure sugar scrub ingredients so they can focus on decorating their jars.

TIP:

Essential oils can cause allergic reactions, so make sure to mention in any publicity that essential oils are involved.

TIP:

Bath bombs can also be added to small containers with warm water for a hand/foot soak.

STEM | GAME/ACTIVITY

While making these, you can talk about the science behind the fizz. It is all about pH levels! The baking soda has a high pH level. When combined with citric acid, which has a low pH level, they react to create carbon dioxide gas, which creates bubbles. (The reaction is similar to mixing baking soda and vinegar for homemade volcanos.) You can also discuss the importance of self-care and let children sniff different essential oils for some in-library aromatherapy.

Sugar Scrub

Materials (per jar):

- ½ cup coffee
- ½ cup sugar
- ½ cup coconut oil
- 1 tsp cinnamon
- Jars and craft sticks
- Measuring cups and spoons
- Microwave to soften coconut oil
- Art supplies for decorating the jars
- Condiment cups (for take-and-make kits)

Procedure: Be sure to make an example. Before an in-person event, set up stations with prepped ingredients. Give each participant a recipe and a jar, and have them measure out their ingredients. Then guide them in putting it together. Step 1: Add dry ingredients together. Step 2: Soften the coconut oil, then add it. Step 3: Stir the mixture with a craft stick. Step 4: Decorate the jar.

UNIQUE SPACE AND PERSONNEL NEEDS

Cover work tables for easier cleanup. For younger tweens, additional staff members or volunteers may be helpful.

RESOURCES

Web

Bath bombs tutorial from *Popular Science*: <https://bit.ly/3aYzRjs>

Coconut/coffee body scrub tutorial [2 min] from *A Wildflower Life* on YouTube: <https://bit.ly/3xO0Abm>

Self-care tips for teens and young adults from *Psychology Today*: <https://bit.ly/3MPqajp>

Teenagers and self-care from *Reach Out Australia*: <https://bit.ly/3NO6SNE>
 “What Are Acids and Bases?” [3 min] from *American Chemical Society* on YouTube: <https://bit.ly/3OinNrF>

Books

Young Adult Mental Health Fiction

Baby and Solo (2021) by Lisabeth Posthuma

TIP:

If you have leftover bath bombs, store them in a sealed container.

TIP:

For take-and-make bags, put premeasured ingredients in condiment cups, and provide printed instructions.

TIP:

For kindness books, see the Kindness Book List on page 186.

STEM | GAME/ACTIVITY

Between the Bliss and Me (2021) by Lizzy Mason
An Emotion of Great Delight (2021) by Tahereh Mafi
Our Way Back to Always (2021) by Nina Moreno
Slip (2022) by Marika McCoola and illustrated by Aatmaja Pandya (graphic novel)
Starfish (2018) by Akemi Dawn Bowman
Tell Me My Name (2021) by Amy Reed
Turtle Under Ice (2020) by Juleah del Rosario
When We Were Infinite (2021) by Kelly Loy Gilbert
The Words We Keep (2022) by Erin Stewart

Young Adult Mental Health Nonfiction

All the Feels for Teens (2021) by Elizabeth Laing Thompson
The Mindfulness Journal for Teens (2019) by Jennie Marie Battistin
Stuff that Sucks: A Teen's Guide to Accepting What You Can't Change and Committing to What You Can (2017) by Ben Sedley
A Year of Positive Thinking for Teens (2020) by Katie Hurley

SPREAD THE LOVE

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

There are few things better than a nice surprise. In this program, tweens or teens write positive, uplifting messages to place in their favorite books (either YA books or books they liked when they were younger).

You can go simple by providing Post-its and markers, or you can use whatever paper and art supplies you have on hand. Be sure to make examples beforehand to kick things off. While crafting their messages, teens discuss their favorite books, watch videos, or listen to music. For a passive program, create a supply table with signage and examples. Be sure to require teens to submit their messages for approval before hiding them in books. Suggested runtime: 60 minutes.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- A variety of art supplies
- Premade templates for those who do not want to draw
- A computer and printer for those who want to work digitally
- Spreadsheet to track which books have messages (optional)

Be sure to make a few example messages beforehand. They should be positive and cute, but not too young. Decide if you will track (anonymously) which books the teens select so they can see whether the messages/cards ever reach another reader.

RESOURCES

Web

Quotes from Random Acts of Kindness Foundation: <https://bit.ly/3tDFsBX>
 “What Is Kindness? Teens Respond” [4 min] from Random Acts of Kindness Foundation on YouTube: <https://bit.ly/3Hvc2Mb>
 Art and books from The Latest Kate: <https://www.thelatestkate.art/>
 Teen kindness ideas from Channel Kindness: <https://bit.ly/3Qz9pgH>

Printables

Pride Icons

ADAPTATION:

Rather than hiding messages in books, you can also create a designated bulletin board.

TIP:

See also Bookmarks for All for a similar program that uses bookmark templates.

TIP:

This would be perfect for any LGBTQIA+ teen groups/clubs you may have, or as a bonding activity for a teen advisory board or advocacy group.

TIP:

Promote mental health groups in your area by putting out a stack of flyers.

TIP:

For kindness books, see the Kindness Book List on page 44.

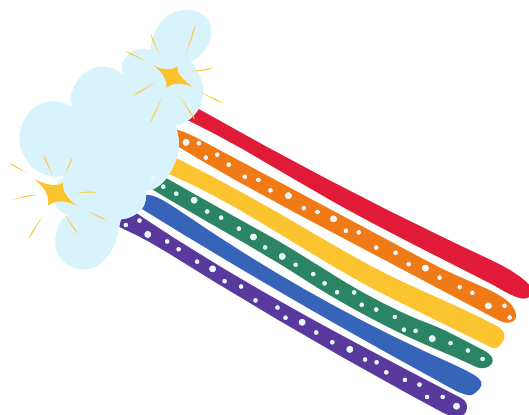
TIP:

For YA fiction that features mental health, see Self-Care Bath Bombs and Sugar Scrub on page 180.

Pride printable created by Laura Erwin of Chillicothe & Ross County Public Library.

YOU
ARE
LOVED

live
your
dream.



CHALK THE BLOCK WITH KINDNESS

AGES

Multigenerational

PROGRAM DESCRIPTION

Over the course of one day (or several days), invite families to create sidewalk chalk with messages encouraging kindness. Stick to a small area or expand throughout your town or neighborhood. When possible, aim for tie-ins with other community and/or school events and festivals. Distribute kits containing sidewalk chalk, ideas, and a map, and follow up by photographing the sidewalk chalk art and sharing it on social media or in library displays. This also works great with rainbow chalk for Pride in June! See below for a recipe to make chalk yourself (or turn this into a two-part program by making the chalk together). Suggested runtime: 90–120 minutes.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials for the day of the event:

- Sidewalk chalk
- Templates/stencils (optional)
- Maps of preapproved areas for chalk art
- Handouts with message ideas and tips

Preparation:

- Contact local businesses and organizations to get approval for chalk art in front of their buildings.
- Put approved sidewalk chalk locations on a map.
- Print maps and handouts for participants.
- Source lots of chalk (or let participants make it).

Materials for making sidewalk chalk:

- Warm water
- Plaster of Paris
- Tempura paint or food coloring
- Toilet paper or paper towel rolls, or silicon molds
- Disposable masks

TIP:

Be sure to monitor the weather and reschedule as necessary. Be sure to check in with local business owners before the program to approve messages that might appear in front of their place of business.

TIP:

Consider partnering with schools, local chamber of commerce, parks department, daycares, or Spanish-language organizations.

TIP:

For a virtual program, participants brainstorm messages to write on Post-it notes, then stick them all over town.

ADAPTATION:

Make this a two-part program: Before hitting the streets, participants make their own chalk using plaster of Paris and toilet paper rolls.

TIP:

Make the library the ending location, and gather everyone for treats!

TIP:

If your map has participants cross busy streets, enlist volunteer crossing guards to help families across.

GAME/ACTIVITY | DECORATION/DISPLAY | OUTDOORS | LOW COST

- Paper towels (for cleanup)
- Plastic bags for covering tables (optional)

Assembly:

- Mix 3 cups plaster of Paris with 1.5 cups warm water, and stir.
- Add tempura paint or food coloring, and stir.
- Spoon mixture into toilet paper rolls, wiping off any drips.
- Let chalk dry for 24 hours before peeling off paper rolls.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly if the event is held in a contained area with little-to-no traffic. Volunteers would be helpful to photograph chalk art and to monitor safety during larger events.

RESOURCES

Web

Sidewalk chalk tutorial from Craft Warehouse: <https://bit.ly/3xQrY8v>

Tips for chalk art festival from Lasso the Moon: <https://bit.ly/3NQR1Od>

Chalk art (grid method) from Chalk Artists Guild: <https://bit.ly/3mO3g2w>

Tips for neighborhood chalk art from Learn with Mochi: <https://bit.ly/3MP-JYeb>

“Sidewalk Chalk Art Tutorial: Elephant” [2 min] from STL ZooTube on YouTube: <https://bit.ly/3aXGCBU>

“Chalk the Walk” from the ALSC Blog: <https://bit.ly/3OgYwy4>

Books

The Case of the Missing Chalk Drawings (2018) by Richard Byrne (picture book F)

The Chalk Art Handbook (2021) by David Zinn (middle grade NF)

The Chalk Giraffe (2020) by Kirsty Paxton and illustrated by Megan Lotter (picture book F)

Printables

Kind Message Ideas (in English and Spanish)

TIP:

During the program, be sure to have staff members or volunteers document the art, which you can then share on social media or in the library!

TIP:

Remember disposable masks! Plaster of Paris is non-toxic, but the dust can irritate lungs.

TIP:

Work quickly. Plaster starts to dry in 20–30 minutes.

TIP:

For kindness books, see the Kindness Book List on page 186.

KIND MESSAGE IDEAS / IDEAS DE MENSAJES AMABLES

ENGLISH	SPANISH
Dream big!	¡Sueña en grande!
Shine bright.	Brilla.
Believe in yourself.	Cree en ti.
Be the change	Sé tú el cambio.
You've got this.	Puedes hacerlo.
Never stop learning	Nunca dejes de aprender.
It gets better.	Se pone cada vez mejor.
Aspire to inspire.	Aspira a inspirar.
You rock!	¡Eres lo máximo!
Follow your dreams.	Sigue tus sueños.
Make today amazing	Haz de hoy un día especial.
Stay true to you.	Sé fiel a ti.
Never give up	Nunca te rindas.
Never stop learning	Nunca dejes de aprender.
It's cool to be kind.	Es genial ser amable.
You make the world a better place.	Haces del mundo un lugar mejor.
We're all in this together.	Estamos todos juntos en esto.
Be a rainbow to someone's cloud.	Sé el arcoíris de las nubes grises de
Every day is another chance.	Cada día es otra oportunidad.