

FRIENDSHIP JEWELRY EXTRAVAGANZA

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Making friendship bracelets is a classic tween activity, and they love to share their creations with their besties. This program includes instructions for the classic technique as well as three variations: Binary code friendship bracelets, puzzle piece necklaces, and the Kumihimo knotting technique, which may also appeal to teens and adults. All of these friendship jewelry variations are easily adapted to take-and-make kits. Instead of bracelets, you could also use the same techniques to make backpack dangles or bookmarks. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Classic Friendship Bracelets

Materials: See Printables.

Binary Code Friendship Bracelets

Materials:

- Beads in at least two colors
- String or pipe cleaners
- Binary code alphabet sheets (see printable)
- Trays or cookie sheets (optional)

For a STEM twist, create bracelets the express initials in binary code! Binary code is a series of 1s and 0s. Using beads of your choice, designate one color to represent “1” and another color to represent “0.” This program might spark tweens’ interest in coding!

Puzzle Pieces Friendship Necklaces

Materials:

- Puzzle pieces (two interlocking pieces per participant)
- Paint, brushes, and containers
- Push pins to make holes
- String for the necklace chains (two per participant)

Before the program, assemble a section of the puzzle and give it a per-



Image source: Lawren Dodson of Lafayette Public Library, Lafayette, LA

TIP:

Friendship bracelets bring good luck! Legend has it that if you make a wish while tying on a bracelet, it will come true once the bracelet falls off of its own accord.

TIP:

To allow those with disabilities to accomplish tasks without feeling pressure to ask for assistance, offer a variety of materials and art tools for any craft you choose.

ADAPTATION:

For visually impaired patrons, creating a bracelet with beads is more feasible than working with floss.

TIP:

For book displays, consider knotting techniques from around the world or fictional characters you would give a friendship bracelet to.

ADAPTATION:

For children 5–8, skip the binary code and provide beads with letters.

TIP:

If you provide beads, give each child a tray or cookie sheet to keep them off the floor.

TIP:

For another STEM topic, use UV (aka solaractive) beads for “1” and rainbow beads

functory pass with sand paper. Then paint this section with a base layer of paint. Separate the pieces while the paint is still wet to prevent them from sticking together. This base layer makes it easier for children to paint and prevents the old design from showing through. During the program, children paint two interlocking puzzle pieces, then turn each piece into a necklace. Encourage them to give the second necklace to a friend.

Kumihimo Bracelets

Materials: See Printables.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Extra staff members or volunteers to help with crafts, depending on the size of your group.

RESOURCES

Web

Classic friendship bracelet instructions from *DIY to Donate*:

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

Puzzle piece necklace on *Instructables*: <https://bit.ly/3QdSfEY>

Kumihimo video from *The Dream Lab* on YouTube: <https://bit.ly/3xBAYyd>

Kumihimo beading technique from *Beadaholic*: <https://bit.ly/3ml44Wg>

Craft Books

Craft Books Beginner's Guide to Japanese Braiding: The Art of Kumihimo (2020) by Jacqui Carey

A Beginner's Guide to Kumihimo (2018) by Donna McKean-Smith

Friendship Bracelets: The 10 Essential Bracelets Everyone Should Know! (2020) by Keith Zoo

Printables

Classic Friendship Bracelet Instructions (in English and Spanish)

Binary Code Alphabet

Kumihimo Friendship Bracelet Instructions (in English and Spanish)



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



Image source: Martha Matthews, MidPointe Library, Middletown, OH

for "0." UV beads look white indoors, but they change color outside (in daylight). You could go into the science of different types of solar rays to explain why the beads change color.

TIP:

This is a great way to reuse puzzles that may be missing some pieces.

TIP:

Prepare an activity for the children to do while the paint dries.

TIP:

If running an in-person program, precut the cardboard pieces, and precut the string into 24-inch lengths (or provide an easy way to measure string length, such as tape on a table).

TIP:

For Kumihimo knotting (or any other knotting technique), use thick yarn to demonstrate, which will be easier for a group to see.

TIP:

Check your collection for any classic friendship bracelet-making books by Suzanne McNeill.

TIP:

For children's books about coding and Scratch, see *Scratch + micro:bit* on page 86.

TIP:

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

Classic Friendship Bracelet Instructions

Materials:

- Safety pins or tape
- Embroidery floss in assorted colors (3–6 stands of 30 inches per bracelet)
- Scissors
- Sandwich bags for take-and-make kits (optional)

Steps:

Step 1: Place the three strands together.

Step 2: Tie a knot roughly 1–1.5 inches from the end.

Step 3: Safety pin or tape down the knot.

Step 4: Pick up one strand of floss furthest to the left and place it over the next strand creating a “4”.

Step 5: Pull the end of the working strand through the loop and pull up creating a knot. (This knot is called the forward knot.) Repeat again.

Step 6: Continue with the same working strand until the row is finished.

Step 7: Pick up the next strand further to the left and repeat steps 4–6 until the desired length is reached. Tie a knot to finish the bracelet.

Instrucciones Para La Pulsera De La Amistad Clásica

Materials:

- Hilo para bordar en colores variados (3–6 hebras de 30” por pulsera)
- Alfileres de gancho o cinta adhesiva
- Tijeras
- Bolsas de sándwiches para llevar los kits a todos lados (opcional)

Pasos:

Paso 1: Coloca las tres hebras juntas

Paso 2: Haz un nido aproximadamente 1–1.5 pulgadas del extremo.

Paso 3: Sujeta el nudo con el alfiler de gancho o la cinta adhesiva.

Paso 4: Toma la hebra de hilo más a la izquierda y colócala sobre la siguiente hebra creando un “4”.

Paso 5: Mete el extremo de la hebra trabajada a través del bucle y tira de él creando un nudo. (Este nudo se llama forward knot). Repite de nuevo.

Paso 6: Continúa con la misma hebra trabajada hasta que se termine la hilera.

Paso 7: Levante la próxima hebra de más a la izquierda y repita los pasos 4–6 hasta lograr el largo deseado. Haga un nudo para terminar la pulsera.



Image source: Shutterstock

LETTERS IN BINARY CODE

LETTER	BINARY CODE
A	01000001
B	01000010
C	01000011
D	01000100
E	01000101
F	01000110
G	01000111
H	01001000
I	01001001
J	01001010
K	01001011
L	01001100
M	01001101
N	01001110
O	01001111
P	01010000
Q	01010001
R	01010010
S	01010011
T	01010100
U	01010101
V	01010110
W	01010111
X	01011000
Y	01011001
Z	01011010

Kumihimo Friendship Bracelet Instructions

Materials:

- Cardboard disc 4 inches in diameter (one per participant)
- Embroidery thread cut into 24-inch pieces (seven per participant)
- Scissors
- Pencil
- Instructions handout

Steps:

Step 1. Prepare 4-inch cardboard squares, one per participant.

Step 2. Cut a circle out of the cardboard using the template provided.

Step 3. Make a hole in the center.

Step 4. Divide the circle into eight parts (or any number of parts up to 32!)

Step 5. Cut 1 inch into the cardboard on each part.

Step 6. Tie the seven strings together. Push the knot below the hole.

Step 7. Distribute the seven strings one per slot (there will be a vacant slot).

Step 8. With the vacant slot towards you, move the third string to the right into the vacant slot.

Step 9. Rotate disk so the new vacant slot is towards you. Repeat step 8.

Step 10. Continue steps 9 and 10 until you reach the desired length.

Step 11. Remove braid and tie the ends together around your wrist.

Instrucciones Para La Pulsera De La Amistad Kumihimo

Materials:

- Disco de cartón de 4 pulgadas de diámetro (uno por participante)
- Hilo de bordado en pedazos de 24 pulgadas (siete por participante)
- Tijeras
- Lápices
- Instrucciones

Pasos:

Paso 1. Prepare cuadrados de cartón de 4 pulgadas, uno por participante.

Paso 2. Corte un círculo del cartón usando la plantilla proporcionada.

Paso 3. Haga un hueco en el medio.

Paso 4. Divida el círculo en ocho partes (¡o cualquier número hasta el 32!)

Paso 5. Corte 1 pulgada en el cartón en cada parte.

Paso 6. Ate las siete hebras juntas. Empuje el nudo por debajo del hueco.

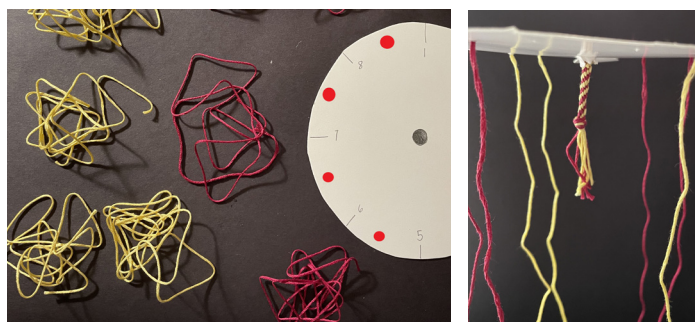
Paso 7. Distribuya las siete hebras, una por ranura (habrá una ranura libre).

Paso 8. Coloque la ranura libre hacia usted, mueva la tercera hebra hacia la derecha en la ranura libre.

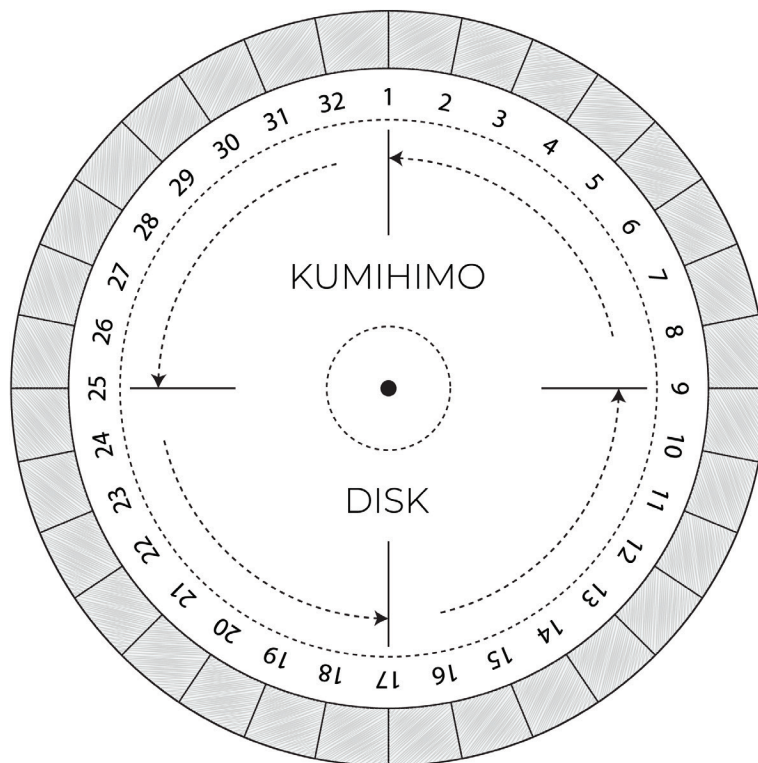
Paso 9. Rote el disco para que la nueva ranura libre esté hacia usted. Repita el paso 8.

Paso 10. Continúe haciendo los pasos 9 y 10 hasta lograr el largo deseado.

Paso 11. Retire la trenza y ate los extremos juntos alrededor de su muñeca.



Images source: Alzita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI



DONUTS AND ART: A PERFECT PAIR

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Donuts and art make a perfect pair! This art project mashes the works of Vassily Kandinsky (specifically *Color Study, Squares with Concentric Circles*) and Wayne Theibauld (specifically *Cakes*) to create an artfully arranged wall of donuts. Every participant paints their own donut on canvas or paper; when arranged together, the pieces become a work of friendship and collaboration. To emphasize friendship, pair up participants and ask them to make two donut paintings that complement each other in some way (color, form, layout, style, etc.). Registration recommended. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials:

- Canvas (one per participant)
- Acrylic paints and paint brushes
- Tablecloths, paper towels, cups, and water
- Donuts for snacking (optional)

Before painting, give a brief art history lesson on the works of Vassily Kandinsky and Wayne Theibauld. Guide the discussion by asking questions: What colors do you see? How do the paintings make you feel? Do you think these paintings could be paired together? Do they represent a theme?

Explain that you will be working together to create a giant wall of donuts. After the paintings have dried, hang them up. Be sure to share examples for those who would rather copy a donut design than come up with their own.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

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

ADAPTATION:

For a passive program that can be aged down, provide donut coloring sheets. Turn the finished pages into a donut wall quilt that grows over the summer.

TIP:

For more famous artist-inspired projects, see ideas from the Art with Jenny K. blog here: <https://bit.ly/3NN79QX>

TIP:

You can also include a lesson on color mixing! Consider reaching out to local artists to help run this program.



Image source: Shutterstock

RESOURCES

Web

“Wassily Kandinsky” from *The Art Story*: <https://bit.ly/3MD1nQt>

“Wayne Thiebaud” from *The Art Story*: <https://bit.ly/3ttBVq0>

Books

Donut Fiction

Donut the Destroyer (2020) by Sarah Graley and Stef Purenins (middle grade)

Donuts and Other Proclamations of Love (2021) by Jared Reck (YA)

The Doughnut Fix (2018) by Jessie Janowitz (middle grade)

The Doughnut King (2019) by Jessie Janowitz (middle grade)

Nonfiction

The Art of Graphic Communication (2019) by W.L. Kitts (YA)

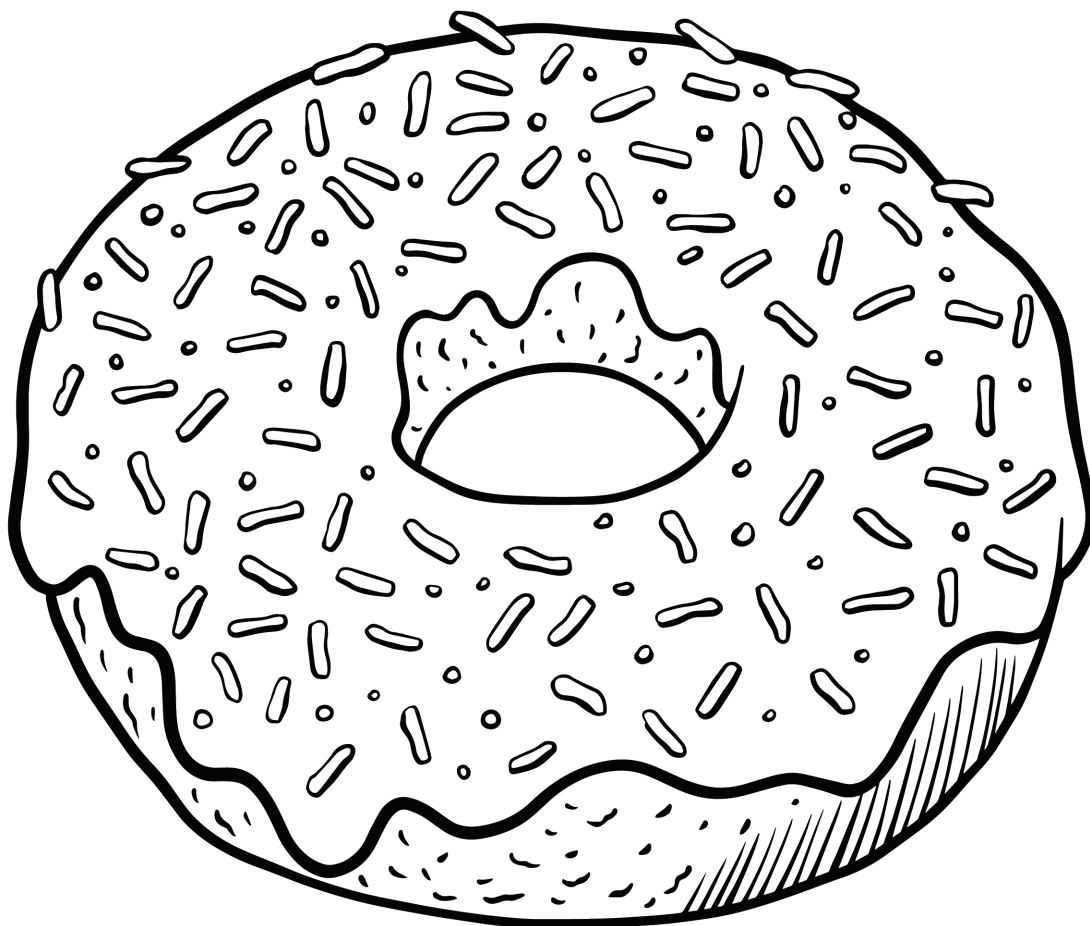
Art Matters (2018) by Neil Gaiman (YA)

Delicious Metropolis: The Desserts and Urban Scenes of Wayne Thiebaud (2019) by Wayne Thiebaud (adult)

The Life and Art of Wassily Kandinsky (2016) by Adam Simpson (YA)

Printables

Donut Coloring Page



ARTS FOR HEARTS

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Team up with local artists or art teachers to explore different art styles! Children or teens create original pieces of art based on what they learn, and the art is placed in a show for community members to purchase. All proceeds from “Arts for Hearts” are then donated to a local hospital, senior center, assisted living community, or rehabilitation center. If you cannot partner with an organization in your area, hang the show in your library and donate proceeds to the American Heart Association (or other organization). You could also make this a two-part program with an art opening. Provide snacks and beverages, and encourage patrons to dress up for the unveiling of the artwork. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Preparation:

- Contact local artists, teachers, organizations, or galleries in your community. Once you have confirmed a workshop teacher, ask them for a supply list.
- Mount the artwork on black backgrounds so all the pieces pop. Promote the gallery launch or virtual gallery, and specify where the proceeds will be donated.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a large wall space—in the library or in the community—on which to hang the finished artwork.

RESOURCES

Web

“Top 19 Famous Artists to Teach Preschoolers” (can be aged up) from *Orange Easel Art*: <https://bit.ly/3xFHwvN>

“Kandinsky Inspired Heart Art” from *Arty Crafty Kids*: <https://bit.ly/3NJLol8>

Printables

Anatomical Heart Coloring Sheet

Art Deco Heart Coloring Sheet

TIP:

You might also be able to partner with a local art gallery to display the show.

ADAPTATION:

Make a virtual art gallery online, and enable online purchases.

ADAPTATION:

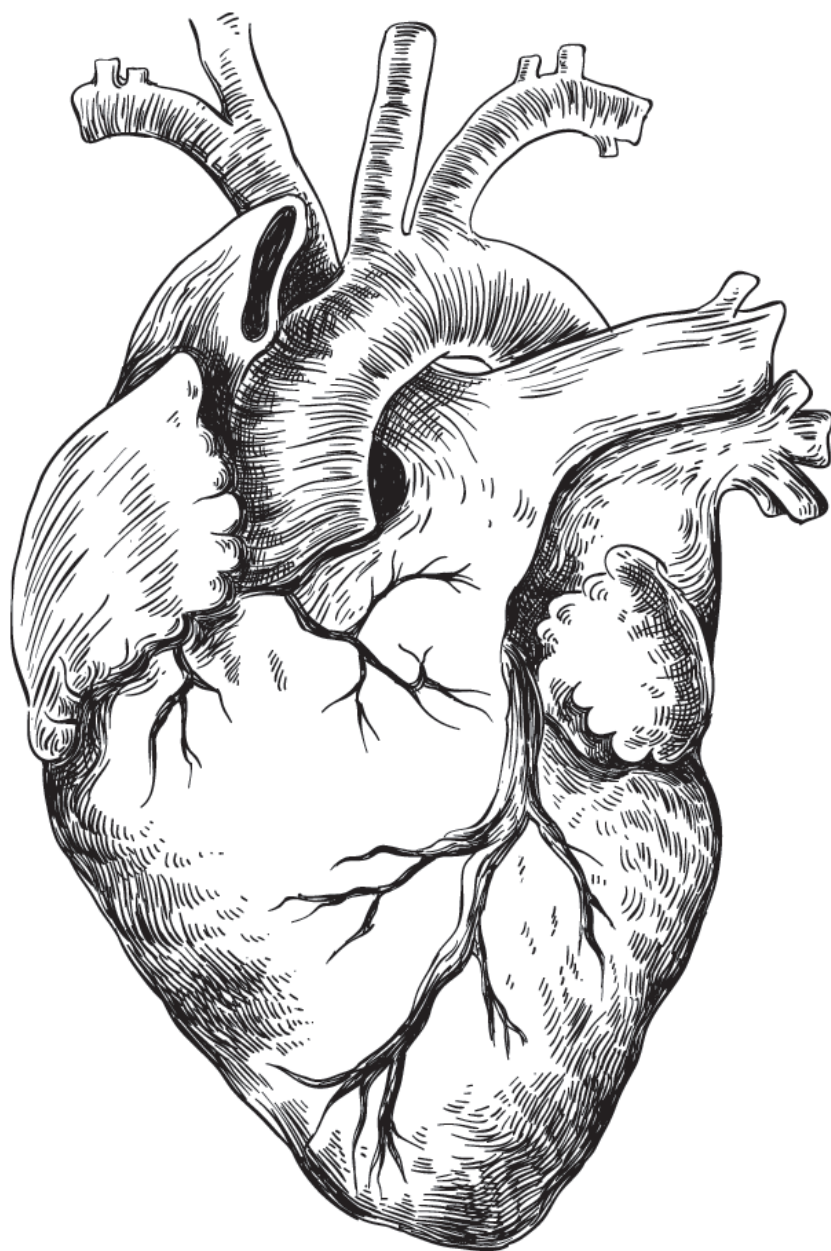
This program could also be a week-long arts camp. Participants learn a different art style every afternoon for a week.

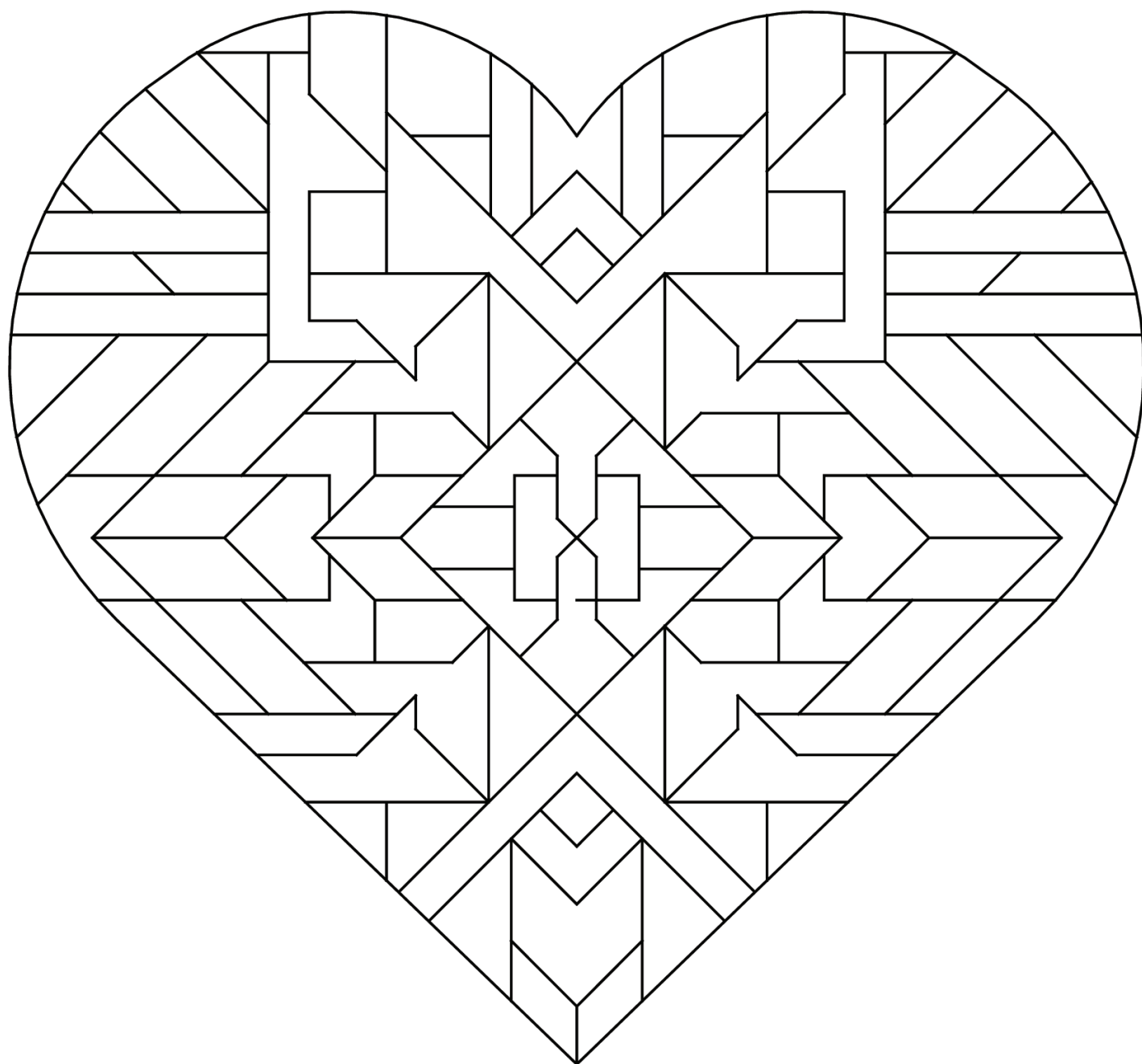
ADAPTATION:

For a passive program, provide instructions and let participants create their art at home rather than in the library.

TIP:

See also the Basquiat program for teens on page 36.





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.

READS & 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!

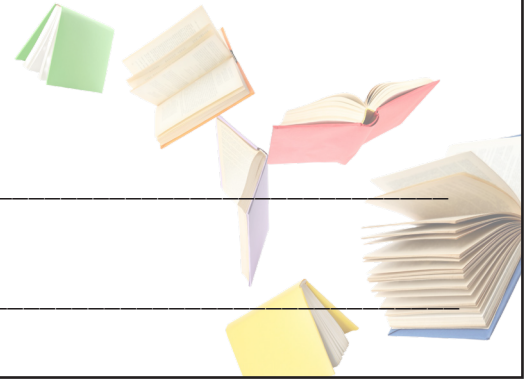
CLUB DE LECTURA DE

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: _____



DIGITAL EXCLUSIVE: THE SCIENCE OF COLLABORATION

FIND THIS DIGITAL PROGRAM ONLINE OR ON THE USB DRIVE.
ONLINE ACCESS CODE: PR23!2C8W

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 certain chemicals react together to create new and exciting things. Optionally, give older children an observation journal to write down what they learn. Suggested runtime: 30–60 minutes.



Image source: Shutterstock

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)

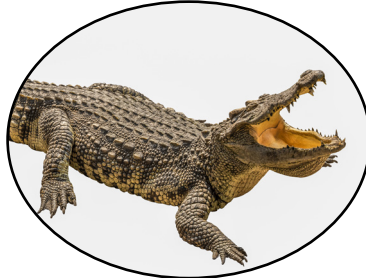
All mutualism printables developed by Kim Poma of Garden City Library in Garden City, MI.

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:



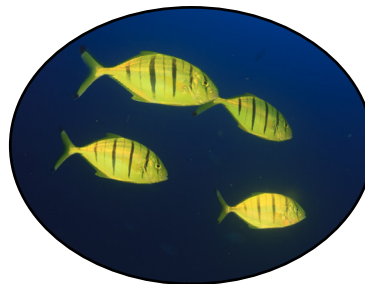
Egyptian plover



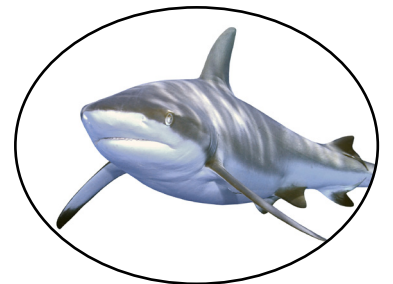
Nile crocodile

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.

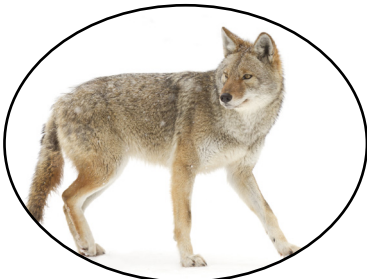
Pilot fish help sharks get rid of parasites, and they pick food out of their teeth. In return, sharks keep the pilot fish safe from other predators.



pilot fish



sharks



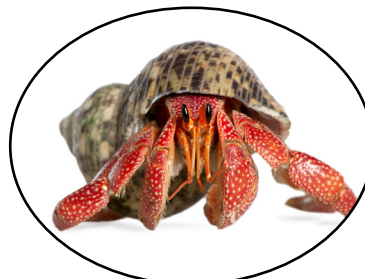
coyotes



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



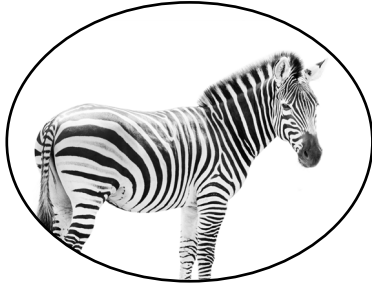
sea anemones

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



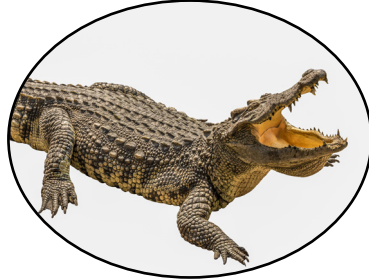
Colombian lesserblack tarantula

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



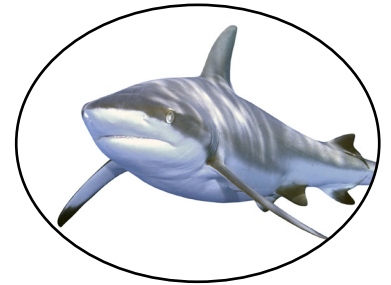
cocodrilo del Nilo

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.

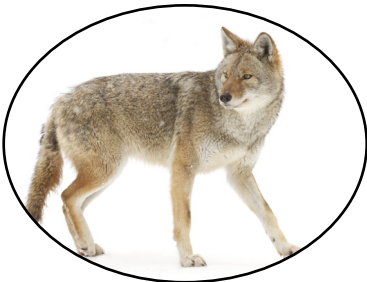
Los peces piloto ayudan a los tiburones a deshacerse de los parásitos y ellos picotean la comida de sus dientes. A cambio, los tiburones mantienen a los peces piloto a salvo de otros depredadores.



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



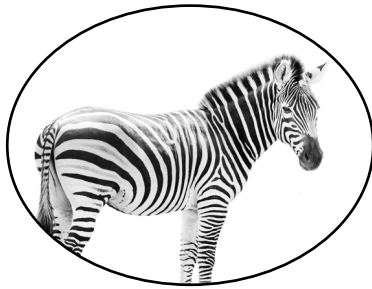
anémonas de mar

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



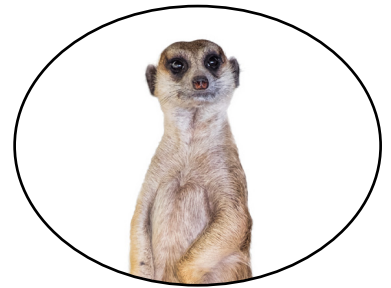
cebra

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.



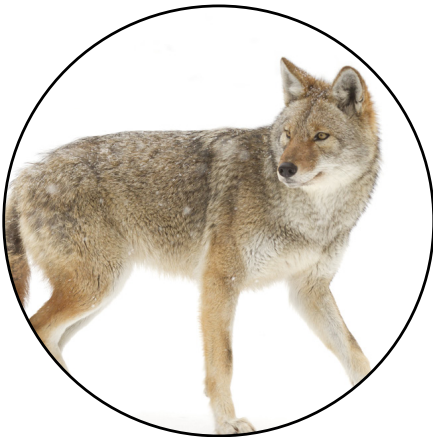
**rana de hojarasca del río
pastaza**



**tarántula negra
Colombiana**

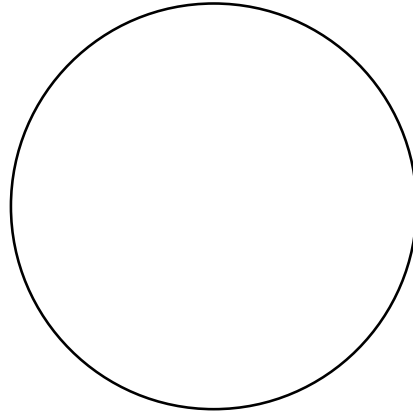
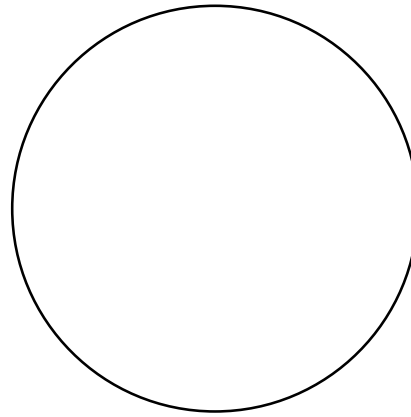
MUTUALISM GAME

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





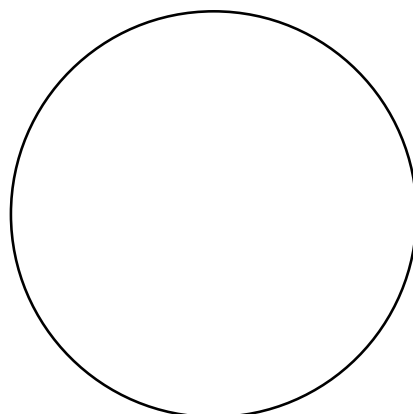
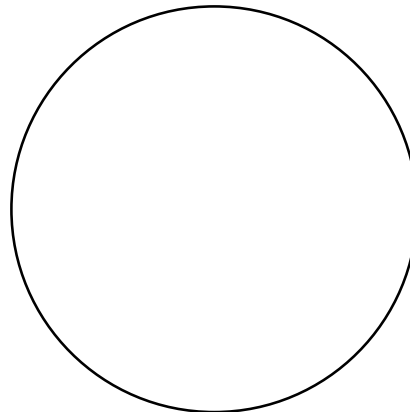
What creature
picks the teeth of
the Nile Crocodile?



What creature
keeps Pilot Fish
safe from other
predators?



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

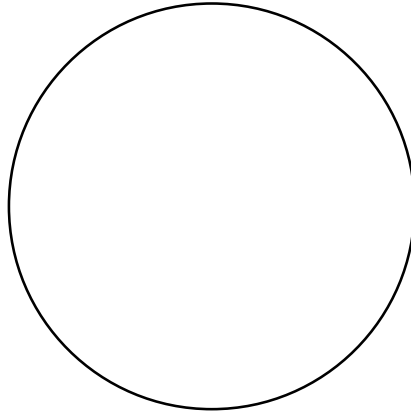
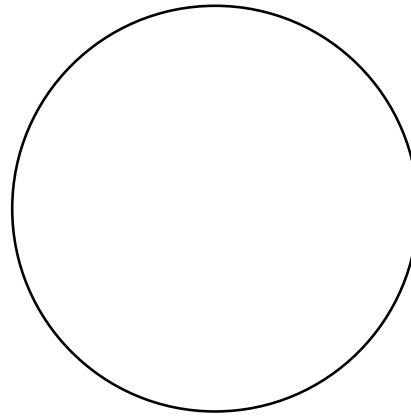


What creature
pollinates flowers
while collecting
nectar?





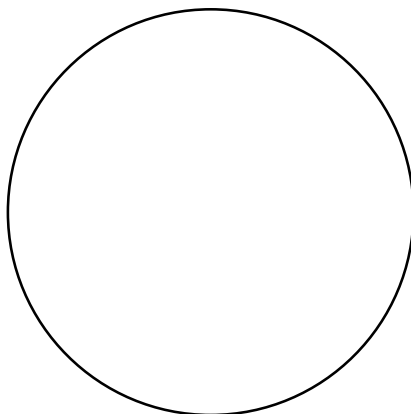
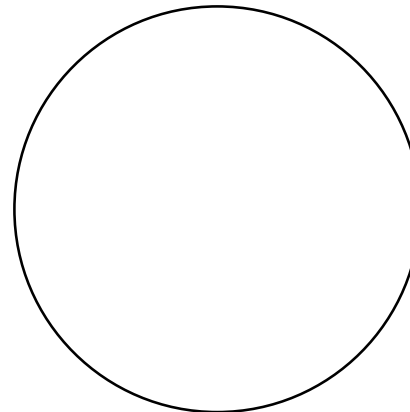
What creature
gives a sea
anemone a
free ride?



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?



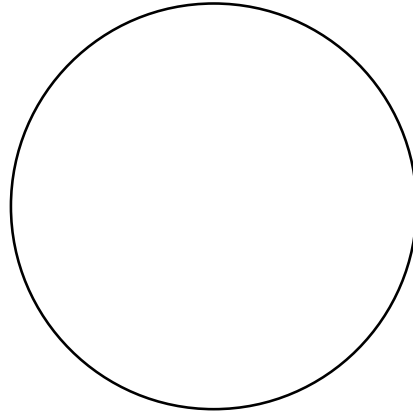
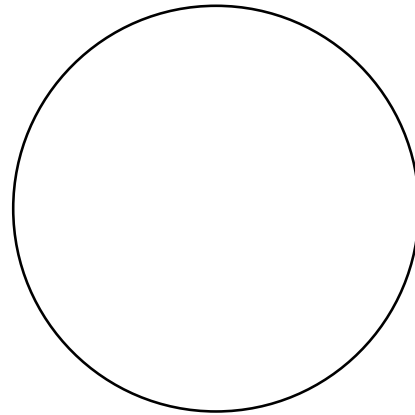
JUEGO DE MUTUALISMO

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





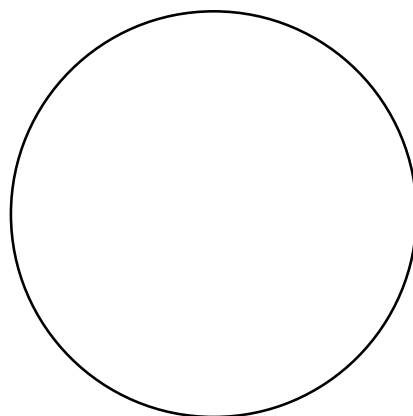
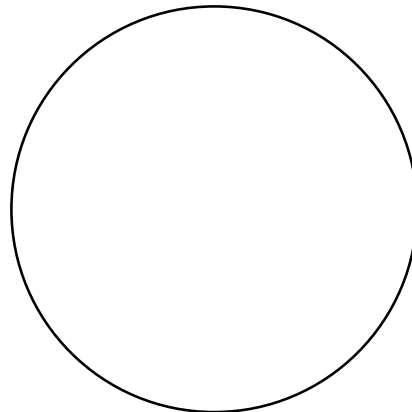
¿Qué criatura le
pica los dientes al
cocodrilo del Nilo?



¿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?

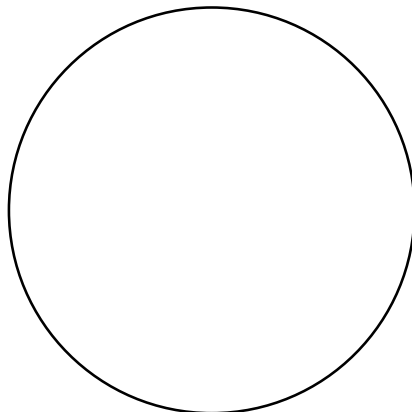
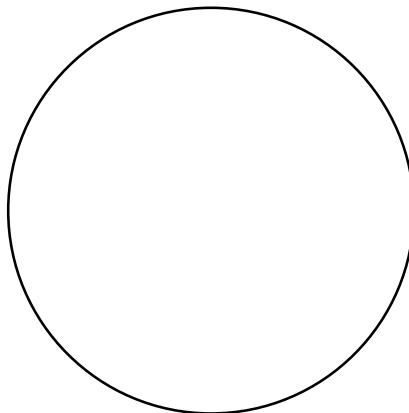


¿Qué criatura
poliniza las flores
mientras recol-
lectan el néctar?





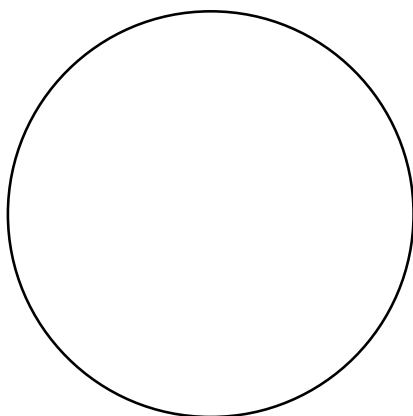
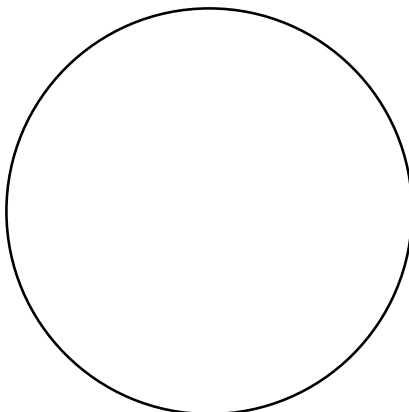
¿Qué criatura les da a las anémonas de mar un viaje gratuito?



¿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?



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

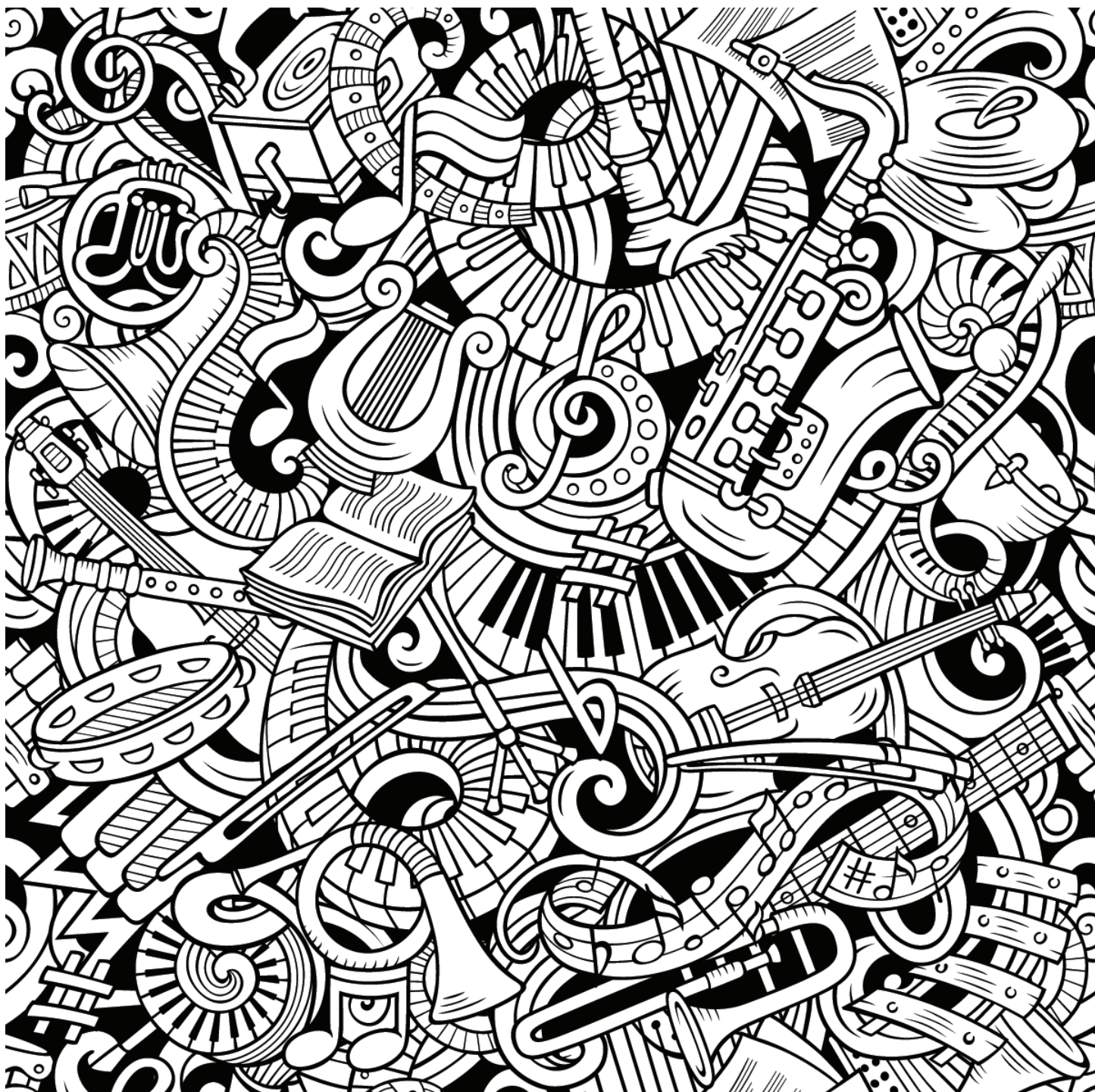
When Sunday Comes: Gospel Music in the Soul and Hip-Hop Eras (2020) by Claudrena N. Harold

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.



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/3xttnaX>

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?

GROW, EVOLVE, TRANSFORM: COLLABORATIVE ORIGAMI DISPLAY

AGES

Adults

Multigenerational

PROGRAM DESCRIPTION

This is an ideal passive program for adults! Folding origami is relaxing and a great conversation starter for those waiting for children participating in other library programs. The butterfly pattern is easy to master; once learned, butterflies can be made in under three minutes. Patrons attach their finished butterflies to a wall or bulletin board to make a beautiful collaborative display. The butterflies can be the focus of the display or an embellishment. Use the inspirational phrase “Grow. Evolve. Transform.” or select another phrase with meaning in your community. Suggested runtime for an in-person program: Passive.

MATERIALS AND PREPARATION

Materials:

- 6 x 6-inch origami paper in rainbow colors (on both sides)
- Glue dots, tape, or staples to hang butterflies
- Printed instructions that links to a YouTube video
- Bulletin board or wall space, decorated as desired

Preparation: Prepare your bulletin board or wall space. Consider covering your bulletin board with a color that complements the color of the origami paper. Add an inspirational slogan and whatever images will enhance the display (such as an open book from which paper butterflies can emerge). Alternatively, reach out to a community organization to which you can donate the completed butterflies. Stock a station with origami paper, instructions, and a bin for participants to leave their completed butterflies (or tape or glue dots for them to hang their own).

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. If running an in-person program for all ages, additional staff members or volunteers could help teach

ADAPTATION:

Include origami paper and instructions in take-and-make kits, with a link to a YouTube video for those who need visual instructions. Remember the due date if you want patrons to return their butterflies for a collaborative display!

ADAPTATION:

Also consider outreach to a community organization or facility to which you can donate the butterflies.

ADAPTATION:

Enlist tween/teen volunteers to cut pages out of old books for use as origami paper.

TIP:

For more ideas, see the Community Art Projects Brainstorm on page 76.

TIP:

Provide different sizes of origami paper. The smaller the paper, the more difficult it will be to fold.

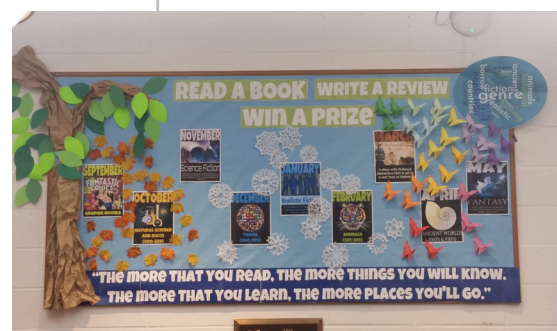


Image source: Marcia Literati, Tenafly Public Library, Tenafly, NJ.

ARTS & CRAFTS | PASSIVE | DECORATION/DISPLAY | LOW COST

the origami pattern (or show a video using a laptop/projector).

RESOURCES

Web

“How to Make an Easy Origami Butterfly” [3 min] from PPO on YouTube:

<https://bit.ly/3mSD5r6>

“History of Origami” from Georgia Tech: <https://b.gatech.edu/3xRRpq8>

“Step by Step Origami Instructions and Diagrams” from Origami.me: <https://bit.ly/3zCHoOV>

“Origami Master Robert J. Lang” [5 min] from ChristopherHelkey on YouTube: <https://langorigami.com/>

The Peace Crane Project: <https://peacecraneproject.org/>

Origami Books

The Complete Story of Sadako Sasaki and the Thousand Paper Cranes (2020) by Masahiro Sasaki and Sue DiCicco (middle grade NF)

First Art Kit (2021) by Boo Paterson (adult NF)

Origami Classic Paper Folding (2019) by Rachel Thomas (middle grade NF)

Paper Joy for Every Room (2020) by Laure Farion (adult NF)

Realistic Origami Animals (2021) by Fumiaki Kawahata (adult NF)

Tomoko Fuse’s Origami Art (2020) by David Brill (adult NF)

Printables

Easy Origami Butterfly (in English and Spanish)

TIP:

Encourage participants to make another butterfly every time they visit the library, or to make a butterfly for every book they read.

TIP:

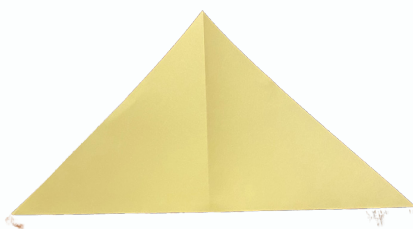
Search “butterfly bulletin boards” on Pinterest for design inspiration.

Easy Origami Butterfly instructions courtesy of Marcia Literati of Tenafly Public Library in Tenafly, NJ.



EASY ORIGAMI BUTTERFLY

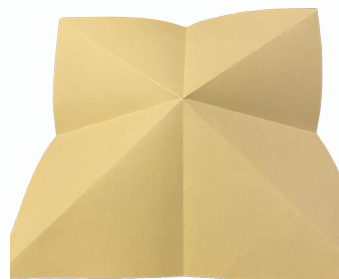
Start with a 6 x 6" piece of origami paper, or cut any paper to size.



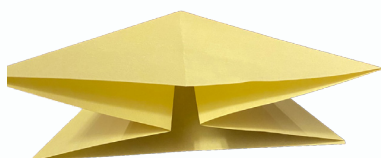
1 Fold diagonally. Open. Fold diagonally in the opposite direction. Open.



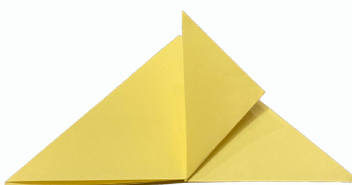
2 Flip paper over. Fold it in half. Open. Fold in half the other way. Open.



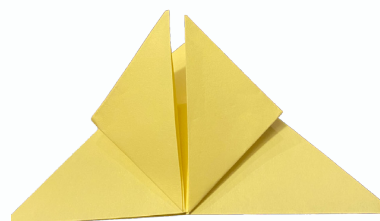
3 You will have diagonal "mountain" folds in the corners and "valley" folds in the center of each side.



4 Push against the valley folds until you have a flat triangle



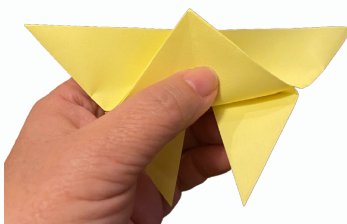
5 Fold one side point of the triangle to the center point.



6 Fold the second side point to the center point.



7 Flip paper over.



8 Curl the center point over the long edge.

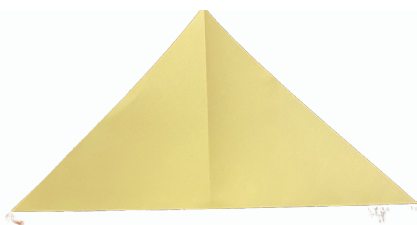


9 Fold the tip over the long edge. Pinch the wings together.



MARIPOSA DE ORIGAMI FÁCIL

Comience con un pedazo de papel de origami de 6 x 6" o corte cualquier papel a esa medida.



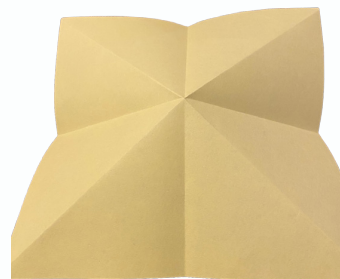
1

Doble en diagonal. Doble en diagonal en la dirección opuesta.



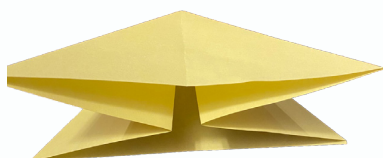
2

Voltee el papel. Doble por la mitad. Ábralo. Doble por la mitad en la dirección contraria.



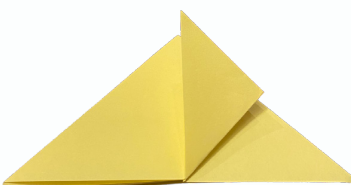
3

Usted va a tener pliegues de "montañas" diagonales en las esquinas y pliegues de "valles" en el centro de cada lado.



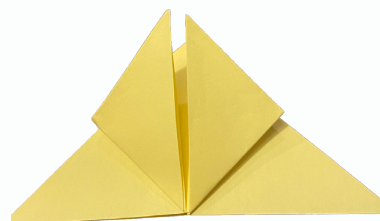
4

Empuje en contra de los pliegues de valles hasta que tenga un triángulo plano.



5

Doble un lado de punta del triángulo al punto del centro.



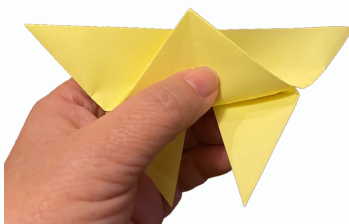
6

Doble el segundo lado de punta al punto del centro.



7

Voltee el papel.



8

Enrosque el punto del centro sobre el borde largo.



9

Doble la punta por encima del borde largo. Pellizque las alas para juntarlas.

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

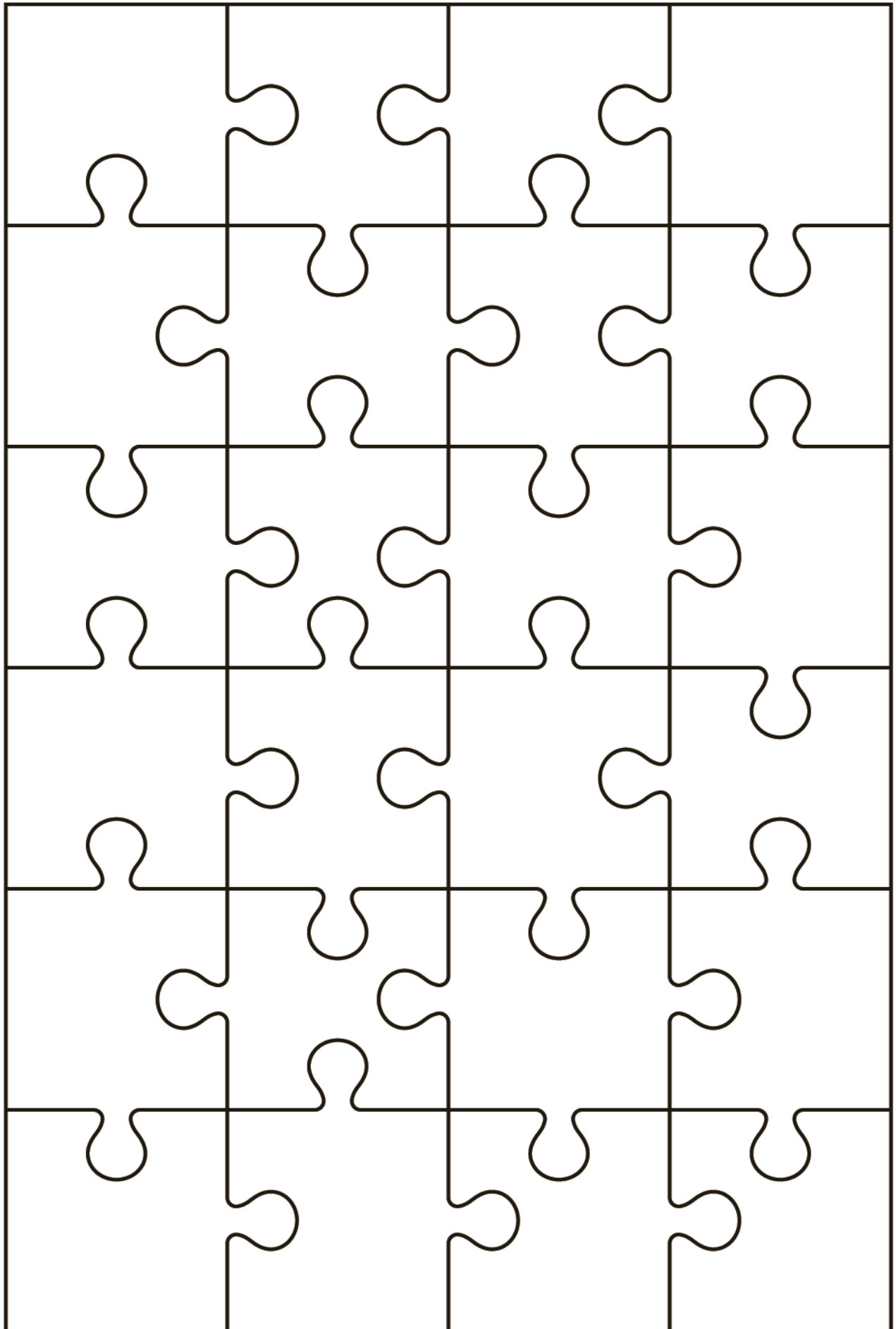
Blank Puzzle Template

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.



LOVE BUG CLIPS CRAFT

AGES

Children 5–8

PROGRAM DESCRIPTION

Who can we show more kindness to? These love bug clips are a simple craft that children personalize and modify however they wish. Encourage them to clip their love bugs on a person of their choosing after they leave the library. You can begin this program with an age-appropriate picture book about kindness and a discussion about ways to be kind to each other, or use this craft as a filler. For a passive program, print instructions and set materials on a craft table (or create take-and-make bags with enough materials for one–two clips). Suggested runtime: 20–30 minutes.

MATERIALS AND PREPARATION

Materials:

- Paper and a 2-inch heart punch or
- a heart template and scissors (see Printables)
- Pompoms, pipe cleaners cut into thirds, and googly eyes
- Clothespins
- White glue
- Markers, colored pencils, or crayons

Assembly:

- Cut out a paper heart (using a punch or template).
- Write a kind note on the heart.
- Wrap a pipe cleaner through the hole in the front of a clothespin, twisting it on top. This will be the bug's antennae.
- Glue two eyes on a large pompom for the bug's head.
- Glue the large pompom to the front end of the clothespin.
- Glue the small pompom behind the antennae to form the body.
- Glue the heart to the back of the clothespin to form the wings
- When the glue is dry, clip your love bug to someone you care about!

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

ADAPTATION:

For younger children, use only one pompom for the head, no pipe cleaners, and provide glue dots. You could also prewrite the messages on the hearts for them, or allow them to draw on or color the hearts instead of a writing a message.

TIP:

Encourage children to have fun with the materials and come up with different looks for their love bug! As long as the bug expresses kind words to share with someone, the craft is a success.

TIP:

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



Image source: Debbie Barr of Lebanon Public Library, Lebanon, IN

ARTS & CRAFTS | PASSIVE | LOW COST

Web

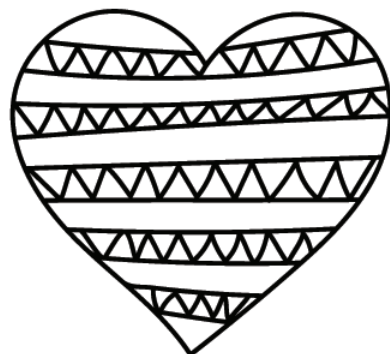
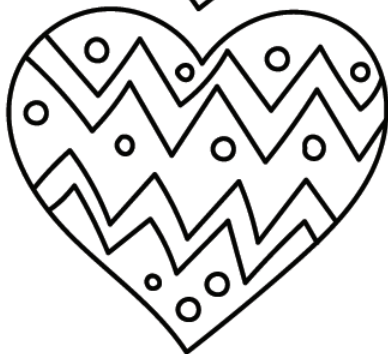
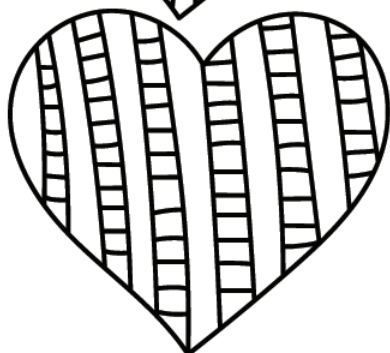
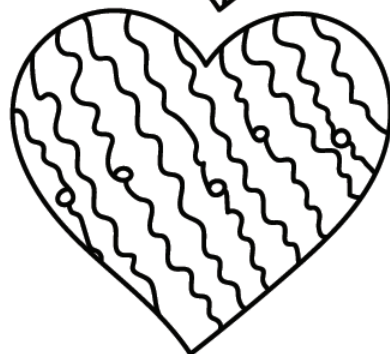
“The Power of Words” [3 min] from Common Sense Education on YouTube:

<https://bit.ly/3HCWN45>

“Dragon Fly Clothespins” from *Crafty Morning*: <https://bit.ly/3b4anBi>

Printables

Heart Template



KINDNESS TREES AND PAPER CHAINS

AGES

Children 5–8

PROGRAM DESCRIPTION

This program describes two different crafts—paper chains and kindness trees—that remind children to do acts of kindness. Either craft can be run in-person, as a passive program, or as a take-and-make kit. As library decorations, paper chains and kindness trees can keep growing all summer long! For a take-home kit, the acts of kindness could be chores that children do at home, such as washing the car, or they could be compliments for family members, such as “I love that you help you with my homework.” Suggested runtime: 45 minutes for in-person programs.

MATERIALS AND PREPARATION

Materials for paper chains (passive):

- Colored paper cut into strips
- Markers or crayons
- A sign with instructions
- A basket for completed strips

Preparation: Cut 1.5 x 8.5-inch strips of colored paper before starting the program. Leave out strips with markers or crayons, and create a sign with instructions. Provide a basket in which children can leave their completed strips. To get the chain started, create a few examples.

Materials for kindness trees (in person)

- Brown kraft paper (for an in-person program)
- Construction paper cut into leaf shapes
- Markers and tape

Materials for kindness trees (take-and-make)

- Printed tree silhouette (see Printables)
- Printed leaf silhouettes (see Printables)
- Pencils and glue sticks

For a passive program, affix a large tree silhouette to the wall (or simply a long rectangle for the trunk and smaller rectangles for a few branches). Provide pens, tape, and leaf-shaped pieces of construction paper. Children write kindness messages—or choose from a preprinted selection—and tape



Image source: Debbie Barr of Lebanon Public Library, Lebanon, IN

ADAPTATION:

Pair children up and ask them to write nice things about each other. Display the paper chains in the library!

ADAPTATION:

Run kindness challenges for older patrons using ideas from Random Acts of Kindness Foundation: <https://bit.ly/3HnjR6q>

ADAPTATION:

For take-and-make kits, provide 5–10 slips of paper for children to make their own kindness chain at home. You could also add a virtual component by reading a book about kindness and demonstrating how to make the paper chain.

TIP:

Remember books about kindness for a book display!

TIP:

Check the table daily to refill supplies and add new paper strips to the library's chain.

ARTS & CRAFTS | PASSIVE | DECORATION/DISPLAY | LOW COST

their leaves to the tree. Be sure to make a few kindness leaves for examples.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

“Create a Kindness Tree” from PBS: <https://to.pbs.org/3xQOYE5>

Picture of a finished tree from *First Palette*: <https://bit.ly/3zDyr80>

“Printable 100 Acts of Kindness” from *Coffee Cups and Crayons*: <https://bit.ly/3NUeu10>

101 more acts of kindness ideas from *Care.com*: <https://bit.ly/3xl6vTO>

Printables

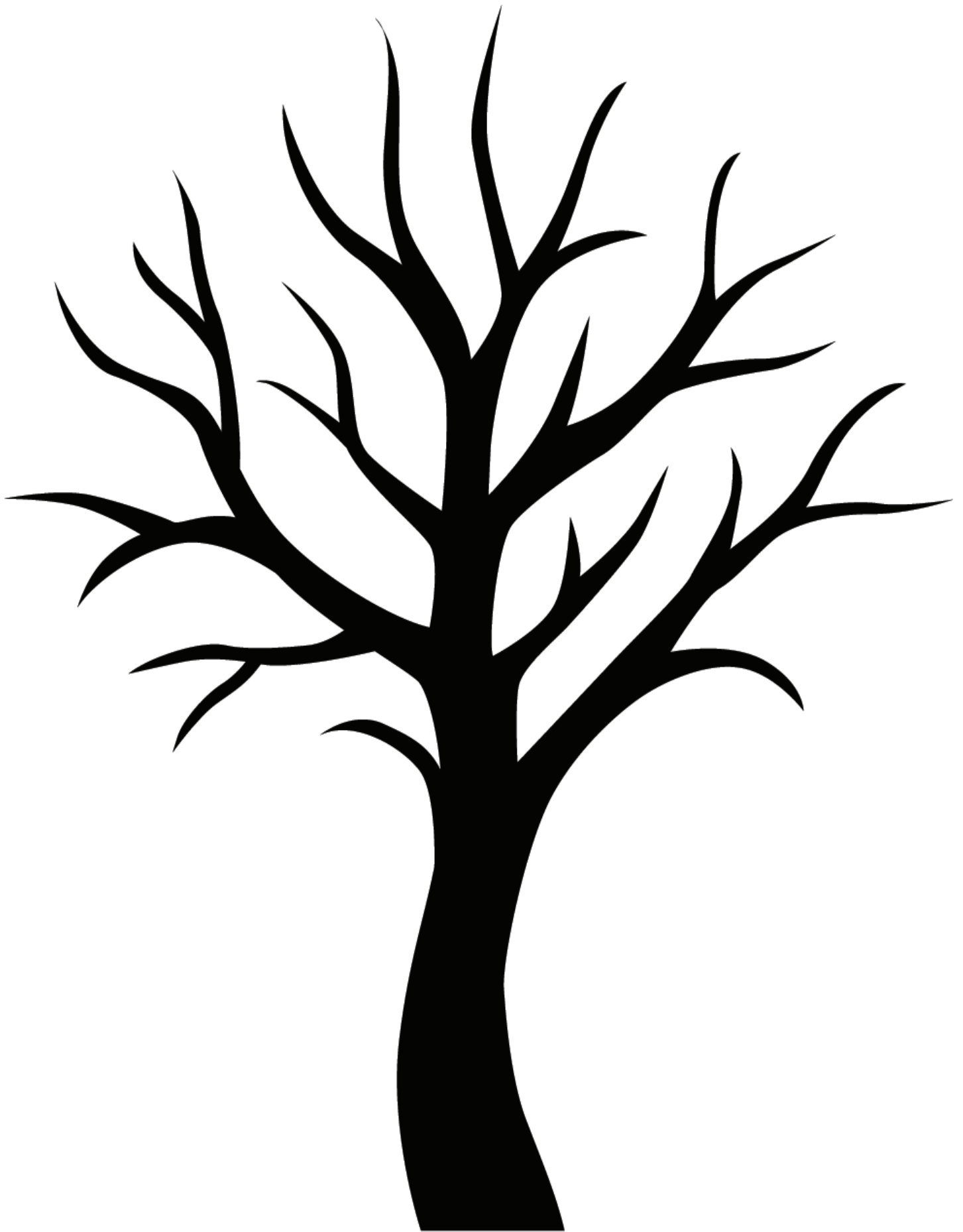
Kindness Tree Silhouette

Leaf Silhouettes

TIP:

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





TWEEN SELF-AFFIRMATIONS JARS

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Discuss why it is important to love and be kind to ourselves, even though it can be difficult. Explain what affirmations are: Phrases we repeat to ourselves to help our brains think more positively about who we are. They are exercise for our minds and for our self-esteem. Choose a few affirmations to repeat as a group (be sure to include some silly ones to break the ice!). Optionally, pass out small hand mirrors so tweens can look at themselves as they say the phrases. Provide a list of affirmations to get them started, and encourage them to create their own! Tweens cut their affirmations into strips and put them in their mason jars to be pulled out whenever they need a self-esteem boost. Suggested runtime: 30–45 minutes.

MATERIALS AND PREPARATION

Materials:

- Mason jars or small boxes (one per tween)
- Paper strips with printed affirmations
- Blank paper strips and pens
- Art supplies of your choosing: Washi tape, paint markers, puff paint, stickers, etc.
- Hand mirrors (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

“Cute DIY Mason Jar Crafts” from *DIY Projects for Teens*: <https://bit.ly/3zK-TI58>

67 positive affirmations for teens from *Happier Human*: <https://bit.ly/3tDktiN>

“Positive Post-it Day” from *Cyberbullying Research Center*: <https://bit.ly/3H-qoH2N>

Printable calendars from the *Random Acts of Kindness Foundation*: <https://bit.ly/3Hmg9Kt>

Mental health resources from *Mental Health Literacy*: <https://mentalhealthliteracy.org/>

TIP:

If tweens are uncomfortable saying affirmations out loud, amp up the silliness factor, but avoid pressuring them to join in.

ADAPTATION:

For a virtual program, make jars into take-and-make kits, or email participants a PDF of affirmations to print or copy at home. Lead the discussion over Zoom while tweens decorate their jars.

TIP:

To lower costs, ask tweens to bring their own jars, boxes, and/or favorite art supplies from home.



Image source: Debbie Barr of Lebanon Public Library, Lebanon, IN

Printables

List of Affirmations for Tweens (in English and Spanish)



Image source: Melissa Causey of Bartow
Public Library, Bartow, FL

TIP:

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

LIST OF AFFIRMATIONS FOR TWEENS

“You look great today. Is that a new haircut?”
“I am strong for listening to my heart.”
“I am wearing the most amazing t-shirt I’ve ever seen.”
“I am lovable exactly the way I am.”
“I am perfectly imperfect.”
“More people love me than I can even think of.”
“There is only one me in the entire world.”
“I look very huggable today.”
“I deserve to do something extra fun today.”
“There’s no such thing as a mistake if I learn from it.”
“Is it time to reread my favorite book?”
“Today is a good day to give myself a break.”
“I deserve to spend time with people I have fun with.”
“I can change the world.”
“Asking for help when I need it makes me strong.”

LISTA DE AFIRMACIONES PARA PRE- ADOLESCENTES

“Te ves increíble hoy. ¿Te hiciste un nuevo corte de pelo?”
“Soy fuerte porque escucho a mi corazón”.
“¡Estás usando la camiseta más increíble que he visto!”
“Yo soy digno de amor exactamente de la manera que soy”.
“Yo soy perfectamente imperfecto”.
“Me aman más personas de lo que puedo pensar”.
“Sólo hay un yo en el mundo entero”.
“Me veo muy abrazable el día de hoy”.
“Me merezco hacer algo extra divertido el día de hoy”.
“No existe tal cosa como un error si aprendo de él”.
“Creo que es tiempo de volver a leer mi libro favorito”. “Hoy es un buen día para darme un descanso”.
“Me merezco pasar tiempo con las personas con las que me divierto”. “Yo puedo cambiar el mundo”.
“Pedir ayuda cuando la necesito me hace fuerte”.

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.