

READ UP!

Easy-to-implement
enrichment activities for
your summer feeding site
that support reading,
creativity, and fun.



A service of the Collaborative Summer Library Program



collaborative
summer library program™



Space for public library or SLA to include library information such as hours, address, logo, contact information, photo, services, etc. before distributing to sites.

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READ UP!

Read Up! is a mini-manual of library-style activities for Summer Food Service Program sites and other summer feeding sites. The activities have been adapted from the Collaborative Summer Library Program, a membership organization that collaborates with libraries to create inclusive, literacy-based summer library programs that are enjoyable for all ages.

How to Use this Manual

The activities in this manual are suitable for mixing and matching to meet the needs of your program. Most can be done either inside or outside. Any of them can easily be done by a group within a half-hour (not including set-up and clean-up), and some are much shorter. Materials, space, and personnel required are listed for each activity.

The lists of recommended books give you options for including a read-aloud, having books on hand for children to read themselves, or creating booklists to share with children and their families. Check with your local library about borrowing books for use at your program. If a specific title is not available, your librarian can make suggestions for alternate titles.



SUPPORTING READING SKILLS

Reading is fundamental to learning. While reading may not be everyone's favorite thing to do, especially while school is out for the summer, reading does not have to look like the typical visual of a book in hand (or on a screen). Reading skills can be strengthened by remembering the five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Bringing one or more of these components into a non-reading activity helps to expand children's skills. Focusing on an individual component is one way to sneak in learning through fun activities. For example, we can emphasize vocabulary by sharing myths, folktales, or fairy tales in read-alouds and related games and crafts that introduce unfamiliar words and concepts. Participating children need not realize they are also building their reading skills. By providing reading-related activities that are also hands-on, active, and fun, perhaps we can make reading everyone's favorite thing to do!

You don't need to have any specialized knowledge about reading acquisition or reading instruction in order to implement the activities in this manual. But if you'd like to learn about the five components of reading, here are some sources:

The Big Five: Reading Skills (Read Charlotte)

<https://readcharlotte.org/research/the-big-five/>

The Five Components of Reading (Colorado Department of Education)

https://www.cde.state.co.us/coloradoliteracy/clf/eightelements_01-fivecomponents

English Language Learners and the Five Essential Components of Reading Instruction

<https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>



NO BOOKS - NO PROBLEM

You can support reading even with no traditional books on site. The activities in this manual will help encourage and reinforce reading skills throughout the summer. When you offer activities that include singing, pretend play, storytelling, or creative work, you are already supporting reading skills! Such activities build background knowledge and comprehension.

If you do want to share books and stories with the participants at your program, there are many ways to go about it at little or no cost. Even if your program is outdoors or storage is an issue, you can find read-alouds in online collections of stories such as:

International Children's Digital Library

<http://en.childrenslibrary.org/>

StoryPlace: The Children's Digital Library

<https://www.storyplace.org/>

American Folklore

<https://www.americanfolklore.net/>

Storyline Online

<https://www.storylineonline.net/>

If you'd like to build a collection of physical books for your program, these opportunities may be of interest:

First Book distributes free books and sells low-cost books to schools and programs serving children and teens in need.

<https://www.fbmarketplace.org/>

The Reading Resource Project distributes books in lots of 100 for the cost of shipping and handling.

https://www.lefbooks.org/reading_resource_project/



CONNECTING WITH YOUR LOCAL PUBLIC LIBRARY

The public library is an ideal partner for connecting your program participants to books and reading. If you have not visited your local library recently, stop in and see all the services the library has to offer! Ask to make an appointment with a librarian or library staff member who oversees the children's or teen programs and collection. Tell them about your program, and explore together opportunities to collaborate.

Each public library maintains its own policies, procedures, and services. Most libraries offer summer reading programs, storytimes, and in-house school age special events such as performers, craft programs, etc. Many also offer programs for teens. Ask whether a program is drop-in or requires registration, and whether groups can be accommodated. Some libraries also offer off-site outreach services; you might ask whether a librarian can come to your site to lead a program.

Librarians routinely help people with information needs and “readers advisory” – finding the right book or resource for any situation. Do not hesitate to ask for help finding materials such as books, songs, craft ideas, recipes, etc. on a theme to enhance the activities you are planning at your site.

Some libraries offer services such as educator cards, teacher collections, drop-off/pick-up services, lendable storytime/program kits, etc. This varies widely by library. Public libraries support the children and youth in their communities to the best of their capacities. Please contact your local library to discuss your needs.

READING ALOUD IS AN EASY ENRICHMENT ACTIVITY

At the least, you almost certainly can check out books using your personal library card, that you can then read to participants at your site. The importance of reading aloud to children of all ages cannot be stressed enough. Just a few of the benefits of reading aloud:

- Encouraging reading for pleasure
- Increasing children's comprehension and background knowledge
- Sharing more difficult books that a child may not be able to read alone
- Supporting reluctant readers
- Modeling reading for families

Children of all ages - including teens (and even adults!) love to be read to! They just may not know it yet, if they have not experienced it since early childhood.

Your local librarian can help you identify and gather books that fit with the themes and content of your other enrichment activities.

GET EVERYONE INVOLVED — INCLUDING TEENS!

If your program attracts a wide age range of participants, it can be challenging to plan and implement activities that appeal to all. The interests and developmental needs of children in the primary grades are very different from those of teens. But a little creativity and an open invitation to participate are powerful. Teens can share responsibility for implementing activities and can facilitate crafts or games for younger children. These stories from two public librarians show some strategies for getting everyone involved, and how all the participants benefit.

“My program focuses on the younger children, and I gear my stories and crafts for them. But I have several teens who show up to eat lunch and I want to get them involved, so they’re not bored. The best thing that I’ve found is to get them involved as a mentor. I have them help with the crafts, or teach the craft. I try to make them feel needed and involved and important. Most of them are too young to drive and/or get a job, so they’re floundering looking for purpose and by encouraging them to help and get community service time they feel better. But the biggest plus, is little kids love the attention that a teen volunteer/mentor can give them. It is priceless to see them interact with the teens and they’re so happy that a “big kid” helped them. It is important to remind the teens that they may be able to use this as community service for school and scholarships. It’s a win-win situation if you can get the groups together and have the teens lead the activities. It frees up adults and gives the teens responsibilities.”



— Janet Reynolds, LaCygne Library, KS

“I love facilitating programs on the floor of the library! It invites people to join in who might not have if it was inside a room. A door can be a barrier for some of our friends. Friends get to watch and become familiar with me and their surroundings. When possible, I like to teach one or two friends how to do the craft or the activity and then encourage them to show our next friends. At times, when we don’t have others join us, I have them teach another staff member. While many of my programs are geared for particular ages, I do not turn anyone away. There have been times when I am not needed to teach anyone how to do the craft or activity because everyone is showing everyone else. It can be amazing to watch this happen. Teens can be great at explaining things both to those younger and older than them. Please make sure you utilize them to help you with your programs!”

— Linda Bartley, McCracken Public Library, KY

COLLABORATE AND ENGAGE YOUR COMMUNITY THROUGH PARTNERSHIPS

Your community is full of potential collaborators or partners, such as the public library, local authors, local museum staff, Boy and Girl Scout troops, nonprofits, businesses, faith-based organizations, the city or county refuse department, and the county public health department. These partners can help provide expertise in a number of areas and free programming for your summer feeding program. Having community partners greatly reduces the strain on staff to provide lunch entertainment for patrons. Local businesses, government departments, and community groups have an interest in your community, and will often take the time to come to your event and get the word out about what they do. This gives your participants the chance to learn about their community while enjoying lunch. Often these groups will also provide free entertainment, such as storytimes, crafts and games.

The big question is how to find these partners. It is important to go out and network at local events to meet community partners. Local fairs, parades, grand openings, chamber of commerce events, Rotary Club events, and school back-to-school nights can be great places to interact with community members who may not have visited your site. Set up a booth at local events to better meet attendees, and spend time walking around and meeting the other presenters. Can't make it to a local event? Write a letter of introduction and email or mail it out to local businesses, letting them know that you are looking for community partnerships, resources, activities, and even funding for your summer meals program. Follow up with a phone call or an in-person visit to introduce yourself. This outreach can spark relationships with new community partners who are willing to offer free classes, storytimes, presentations, and other activities.



PROGRAMS AND ACTIVITIES FOR YOUR SITE

CASTLE GAMES AND DRAWBRIDGE PHOTO BOOTH

Tell participants about games people played in medieval times, many of which children are already likely to know. See page 13 for a link to a Guide to Medieval Games. Sing and play “Ring around the Rosie” as a group before breaking off into stations. Set up several medieval games, and let children choose which stations look like the most fun. The castle drawbridge photo booth with props is sure to be a big hit.

TIP: For older children, adapt this program to focus on history. Start with books from the “You Wouldn’t Want to Be” series (about medieval times or any other historical era).

Space Needed:

- Indoor or outdoor space big enough for the activities
- Three to four work tables or picnic table
- Blank wall (for photo booth)

See individual games and activities for information on preparation and activity time, materials, and staff/volunteers needed.

Castle Game I: The Ring Toss

Preparation/Setup Time: 20 min

Number of Staff/Volunteers: 2

Activity time: 20-30 min

Materials:

- Rope cut into ~20” lengths
- Duct tape
- Several two liter soda bottles
- Water



Fill 2-liter soda bottles with water and set them on the floor about 12” apart. Cut 20” lengths of rope (at least a dozen). The rope should be thicker than twine (between $\frac{1}{4}$ and $\frac{1}{2}$ ” diameter). Tape the ends in a loop with duct tape. During the program, children take turns throwing the rope rings onto the soda bottles

Castle Game 2: Checkers

Preparation/Setup Time: 10 min

Number of Staff/Volunteers: Varies

Activity time: 30-45 min

Materials:

- Two to three checkerboards and pieces

Set the checkerboards on a work table or picnic table. Have an adult on hand to tell children how to play if they do not already know.

TIP: For a more active program, build a giant checker game! Paint paper plates red and black for the checkers, and use red and black masking tape or large paper squares to create a large checkerboard on the floor. For outdoor use, paint a checkerboard on an old sheet or dropcloth.

Castle Game 3: Hoodman's Blind

Preparation/Setup Time: 10 min

Number of Staff/Volunteers: 2

Activity time: 20-30 min

Materials:

- Strips of cloth for blindfolds

Have multiple strips of cloth available. One participant wears a blindfold while another leads them around the room. An adult should be present to tie the blindfolds and monitor for safety.

Castle Drawbridge Photo Booth

Preparation/Setup Time: 2-3 hours

Number of Staff/Volunteers: 3-4

Activity time: 15-20 min

Materials for the castle background:

- Bulletin board paper
- Large flat cardboard box for the drawbridge
- Gray and black paint
- Paintbrushes

- Black construction paper
- Tape or staples
- Packing tape

Materials for props:

- White cardstock
- Wooden dowels or skewers
- A hot glue gun and glue sticks
- Printed clip art images (or pictures drawn by you or your participants)

Ahead of time:

- Cut bulletin board paper to the size of the wall that you want to cover (6–8' high and 6–8' wide is ideal). Paint it gray. Paint black lines for stones and a large black doorway to resemble a castle wall and door. Tape the paper to the wall.
- For the drawbridge, tape cardboard together to make a piece approximately 3' wide and 4–5' feet long. Paint horizontal lines for wood planks. Tape it to the floor.
- For the drawbridge lift, cut black construction paper into 2 x 12" strips. Create a chain of paper rings using tape or staples, as many rings as necessary to run from the top corners of the door to far edges of the drawbridge.
- Print clip art and word bubbles on card stock, or draw pictures and word bubbles (this is a good activity for teens who participate in your program!). Cut them out and hot glue them onto wooden dowels or skewers.

Have participants take turns posing on the drawbridge.

Encourage parents and guardians to take pictures!

Clip art image ideas: knight's helmet, crown, wand, dragon, shield, wizard hat, sword, mirror, lightning bolt.

Word bubble ideas: "Happily ever after," "Once upon a time...", "Mirror, mirror, on the wall...", "Here comes the smolder," "As you wish."

INCLUSION:

To accommodate participants in wheelchairs, ensure that the photo booth's drawbridge is wider than 32".

Resources

Eastern Illinois University: Guide to Medieval Games

<https://bit.ly/2UvofYu>

Children's Nonfiction

Boyer, Crispin. *National Geographic Kids: Everything Castles*.

MacDonald, Fiona and David Antram. *You Wouldn't Want to Be a Medieval Knight!*

Morley, Jacqueline and David Antram. *You Wouldn't Want to Live in a Medieval Castle! A Home You'd Rather Not Inhabit*.

Children's Fiction

Auch, Mary Jane and Herm Auch. *The Princess and the Pizza*.

Babbett, Natalie. *Bub: Or the Very Best Thing*.

de Brunhoff, Jean. *Babar the King*.

dePaola, Tomie. *The Knight and the Dragon*.

de Regniers, Beatrice Schenk and Beni Montresor. *May I Bring a Friend?*

DiPucchio, Kelly and Greg Pizzoli. *Dragon Was Terrible*.

Dormer, Frank. *The Sword in the Stove*.

Gormley, Greg and Chris Mould. *The Prince and the Pee*.

Grey, Mini. *The Very Smart Pea and the Princess-to-be*.

Park, Linda Sue and Jennifer Black Reinhardt. *Gondra's Treasure*.



FAIRYTALE / MAGICAL CREATURE SCAVENGER HUNT

Participants follow fairytale clues and return their answers. If resources allow, you may offer a small daily prize, such as a sticker, or enter all answers in a drawing for prizes at the end of the summer. You can offer one clue per day or week, or several clues at once. This game can be customized to your location, and clues can be tailored to any age groups.

Preparation/Setup Time: 2-3 hours

Number of Staff/Volunteers: 1-5

Activity Time: Varies

Materials:

- Clue and answer/entry slips
- Poster board for hints
- Cardboard box (for submissions)
- Prizes (stickers or other small prizes for daily drawing, or larger prizes such as gift cards. Ask community partners for donations!)

Space:

- Spots around your location to post images, such as a door, tree, water fountain, picnic table, bookcase, etc.

You can hold a scavenger hunt all summer long by putting out a new clue every day or every week. Or you can have a big, one-time scavenger hunt program and use all the clues at once. If you provide multiple clues at once, station staff members or volunteers around your location to guide treasure-seekers.

Ahead of time, print out images of various fairytale characters and objects, such as a fairy wand, wizard hat, dragon egg, magic beans, etc. Or invite children and teens to draw pictures of their favorite fairytale characters and use these pictures for the scavenger hunt. For a magical creature scavenger hunt, print or draw pictures of creatures from popular stories, such as a unicorn, dragon, owl, etc.

Attach each picture to a location that participants can find but that isn't obvious, such as the back of a door, underside of a picnic table, etc. Locations can be easier or harder depending on the age range of your participants.

Ahead of time, make up clue-and-answer slips for each image.

Example:

**Time to chill, time to think.
Mermaids go here to get a drink**

Answer: _____

Name: _____

Answer (location): *Water fountain*



Instead of a written clue, you may also just include a small version of the picture on the slip, along with a space for participants to write the answer (location) and their name.

When participants find the picture, they write down where they found it (e.g. water fountain, under picnic table, etc.) and their name, and put their slip in the box for a chance to win a prize, or return it to a staff member for a small prize (or just the satisfaction of having found the hidden picture!).

Tie in reading by offering participants a read-aloud of a fairy tale associated with the character or object on the hidden picture.

Adaptation for younger children:

Choose a theme and draw or print out 12 pictures related to that theme. Write a single alphabet letter on each picture and tape the pictures around the room. Children get sheets with 12 corresponding pictures and lines on which to write the alphabet letters.

Adaptation for teens:

Make more complex clues to challenge teens, such as rebus puzzles, limericks, riddles, and rhymes. Consider using creatures from *Harry Potter* or the illustrated edition of *Fantastic Beasts and Where to Find Them*.

FAIRYTALE NUTRITION

This health and literacy program was developed in partnership with the National Network of Libraries of Medicine (NNLM).

Fairy tales and folklore are bursting with food references, from poisoned apples to magic beans. Take food and nutrition to a fantastical level with storytime, cooking, and/or gardening programs.

Preparation/Setup Time: 1 hour

Number of Staff/Volunteers: 1-2

Activity Time: 30-45 min.

Materials

- Storytime: Books, seeds or beans, paper, glue, crayons or markers
- Gardening: Existing garden or barrel garden, or seeds, soil, and cups or pots
- Cooking: A kitchen or a no-flame induction burner, and recipe-specific tools and supplies
- Grocery: Turnip

Space:

- Meeting room, picnic shelter, or outdoor space
- Garden plot or bright windowsill
- Kitchen or sanitary space

Fairytale Nutrition Storytime

Once upon a time, it was breakfast. Or lunch! These activities are inspired by food in folk and fairy tales. Including but not limited to “The Giant Turnip,” “The Giant Carrot,” “The Princess and the Pea,” and “Jack and the Beanstalk.” Share one of these stories during a read-aloud and pair it with a nonfiction book about nutrition or seed life cycles.

Tip: Bring a large turnip from the grocery store or local farmer’s market that still has the greens attached. Many kids (and even a number of adults) have never seen or tasted a turnip.



Photo Credit: Photos from p. 7 of CSLP manual

Related activities may include bean and seed art. Note: when considering food ingredients as craft supplies, as in bean and seed art, be aware of potential concerns about food insecurity and the use of food ingredients for purposes other than eating.

Fairytale Garden

If you have an existing community garden, plant crops that connect to folk and fairy tales. Grow giant carrots, peas for a princess, and magic beans!

Scale down: Beans can be grown in five-gallon containers as long as their vines have something to climb on. Enlist children and teens to make creative signage for the garden, from the whimsical to the scientific, and share information about the life cycle of beans and seeds.

Scale down further: children and teens can plant seeds in individual paper cups or small peat pots. Contact your local extension agency to ask if they have seeds available! A garden or farm store may also be willing to donate or discount seeds, soil, and pots.

Healthy Eating Cookbook Club

Embrace magic beans! Using “Jack and the Beanstalk” or “Stone Soup” as inspiration, host a cooking program that focuses on beans as healthy proteins. Discuss bean and seed life cycles, and share the health benefits of a high-fiber diet, with information from MedlinePlus or ChooseMyPlate (see below for links).

Share one-pot bean soup recipes, or scale up and host a healthy chili cook-off challenge for the community.

TIP: Invite local community garden members to help with gardening programs!

Resources

National Network of Libraries of Medicine: Summer Health Programming

<https://nnlm.gov/initiatives/summer-reading>

MedlinePlus: Food Allergies

<https://medlineplus.gov/foodallergy.html>

MedlinePlus: Healthy recipes

<https://medlineplus.gov/recipes>

Centers for Disease Control: Gardening Health and Safety Tips

<https://www.cdc.gov/family/gardening>



Photo Credit: Photos from p. 7 of CSLP manual

U.S. Department of Agriculture: Nutrition Information

<https://www.choosemyplate.gov>

The Big Enormous Turnip (Printable Puppets)

<http://library.austintexas.gov/blog-entry/big-enormous-turnip-printable-puppets-312296>

Children's Nonfiction

Sayre, April Pulley. *Rah, Rah, Radishes!: A Vegetable Chant*.

Ask your librarian for healthy and simple cookbooks, and for age-appropriate books on nutrition.

Children's Fiction

Ask your librarian for versions of "Jack and the Beanstalk," "Princess and the Pea," "The Giant Carrot," "The Giant Turnip," or "Strega Nona."

IT'S ALL IN THE SHOES!

From magic slippers to elves' workshops, shoes play a role in lots of stories! Participants can play shoe-related games and make shoe-related crafts. Two different games (a shoe pile and a relay race) and craft options (grass slippers and paper bag boots) are described below.

Space Needed:

- Indoor or outdoor space big enough for the activities. If outdoors, make sure the area is safe from sharp or dangerous objects so participants can safely go barefoot.
- Three to four work tables or picnic tables

See individual games and activities for information on preparation and activity time, materials, and staff/volunteers needed.

Shoe Game 1: The Shoe Pile

Materials:

- Shoes!

Create a large space in the middle of the room or outdoor play area. As children arrive, they remove their shoes. Put one shoe from each pair in a pile in the middle of the room, and the other shoe out of the way. Assign each child a partner. When you give the start signal, one child describes their shoe to their partner, who retrieves it from the pile. Shoe owners shout clues at the partner digging through the pile. Then they switch turns.

TIP: Ask staff members or parents to temporarily donate their shoes to make the game more challenging.

Shoe Game 2: The Buckle My Shoe Relay

Preparation/Setup Time: 30 min

Number of Staff/Volunteers: 3-4

Activity time: 20-30 min

Materials:

- Cardboard
- Craft sticks
- Large, heavy books
- Brown craft paper (optional)

Set up five relay stations to coincide with the nursery rhyme “One, Two, Buckle My Shoe.” Place a cardboard sign at each station (1-2, 3-4, etc.) . Cover the books in brown craft paper and draw handles so they look like doors (optional). Divide children into two or three even teams, and ask each child each remove one shoe. One team member runs the relay at a time.

At Station 1-2, place children’s single shoes in a pile or on a table. When they get to this station, they put on their shoe, then run to Station 3-4.

At Station 3-4, place one large open book for each team. When they get to this station, they close the “door” (the book), then run to Station 5-6. Note: You will need a volunteer at this station to reopen books for the next relay participant.

At Station 5-6, place six craft sticks for each team member (e.g., 30 craft sticks for a team of five). When they get to this station, they pick up exactly six sticks, then run to Station 7-8.

At Station 7-8, they line up their sticks on the table, then run to station 9-10.

At Station 9-10, they flap their arms and cluck like a chicken, then run home and tag another teammate to go.

“One, two, buckle my shoe;

Three, four, close the door;

Five, six, pick up sticks;

Seven, eight, lay them straight:

Nine, ten, a big fat hen!”

Craft 1: The Grass Slipper

Preparation/Setup Time: 20 mins (plus 30 min 2 weeks in advance of program to start grass seed)

Number of Staff/Volunteers: 3-4

Activity time: 20-30 min

Materials:

- Old shoes
- Potting soil
- Grass seed

Collect old holey children's shoes before the program, or ask participants to bring their own. The more holes the better! It is a good idea to have a few spares from a secondhand store. During the program, children fill the shoes with potting soil, then sprinkle grass seeds in the holes. Dampen the soil and remind children to water the seeds daily (not too much!) and put their shoes in full sun.

Tip: Start an example "grass slipper" from an old shoe a week or two before this program, so participants have an idea of what their shoes will look like when the grass starts to grow.

Craft 2: The Elves' Workshop (Paper Bag Shoes)

Preparation/Setup Time: 1 hour

Number of Staff/Volunteers: 2-3

Activity Time: 30-45 min

Materials:

- Two lunch bag-size brown paper bags for each child
- Masking tape
- A hole punch
- Yarn or ribbon
- Markers
- Glue sticks
- Assorted fabric scraps, ribbons, sequins, beads, paper scraps (any available craft supplies can be used)



Photo Credit: Photo from CSLP manual

Gather supplies. During the program, children stick each socked foot into a paper bag. Help them roll down the tops and punch holes for “laces.” Children decorate their shoes with markers and fabric scraps in their own style. For boots, fold the paper bags only once or twice. Shape the bag around the foot, and tape folds in the sole. Punch two rows of holes down the front of the bag, then slice it down the middle. Thread yarn or ribbon through the holes to lace them up.

Another idea: Participants decorate flip-flops with sequins, beads, and scraps of material. Tie pieces of yarn around the straps for a shaggy look.

Adaptation for teens:

Make duct tape flip-flops or paint canvas shoes.

TIP: Consider contacting Shurtape Technologies to request a duct tape donation: <https://shurtapetech.com/donations-revised/>. This information is provided for your convenience and does not constitute an endorsement.



Photo Credit: Photo from p. 169 of CSLP manual

Resources

American Library Association: Multicultural Cinderella Stories
<https://bit.ly/2LZbpNo>

Instructables: Duct tape Flip Flops
<https://bit.ly/2CgfYQA>

Children's Nonfiction

D'Cruz, Anna-Marie. *Make Your Own Slippers and Shoes*.

Kober, Shahar. *How to Tie Your Shoes*.

Children's Fiction

Chen, Eva and Derek Desierto. *Juno Valentine and the Magical Shoes*.

Collier, Bryan and Mo Willems. *It's Shoe Time! (Elephant and Piggie Like Reading! Book 4)*.

Galdone, Paul. *The Elves and the Shoemaker*.

Johnson, Kristin and Mike Byrne. *In Your Shoes: A Story of Empathy*.

LaMarche, Jim. *The Elves and the Shoemaker*.

Litwin, Eric and James Dean. *I Love My White Shoes (Pete the Cat Book 1)*.

Lowell, Susan. *The Bootmaker and the Elves*.

McFadden, Deanna. *The Elves and the Shoemaker*.

WALKING THE LABYRINTH

Participants explore a life-size labyrinth and learn a simple meditation technique along the way! An alternative activity is to make labyrinth rubbings or to trace labyrinth templates with glue.

Prehistoric labyrinths were used to trap malevolent spirits or for religious rituals. In Greek mythology, Daedalus constructed an elaborate labyrinth for King Menos of Crete to hold the Minotaur, a half-man, half-bull. Daedalus almost got trapped in his own labyrinth (which was really more like a maze), but Ariadne provided him with thread that he used to wind his way back out again. Consider giving participants spools of “Ariadne’s thread” to wind and unwind as they walk.

Many modern-day labyrinths are used for meditative walks and for clearing the mind, which has health and spiritual benefits. Participants could be encouraged to count their steps or to recite a simple rhythmic song while walking (or tracing) the twists and turns of the labyrinth.

Preparation/Setup Time: 2-3 hours

Number of Staff/Volunteers: 2-3

Activity Time: floor activity 10-15 min, craft 15-20 min

Materials for labyrinth walk:

- Masking tape or painter’s tape
- Old sheets or drop cloths
- Fabric paint
- Measuring tape
- String or yarn

Materials for tracing activity:

- Labyrinth templates
- Glue or a hot glue gun
- Poster board
- Printer paper
- Chalk or crayons with the paper peeled off
- Markers

Space:

- Large meeting room or outdoor area
- Work tables and chairs

Create a simple labyrinth on the floor with masking tape or painter's tape. Or, for a reusable labyrinth for indoor or outdoor use, paint on a fabric sheet. See Resources, below, for templates. During the program, give participants "Ariadne's thread" (a spool of string or skein of yarn), which they can unspool and lay along the path when they walk into the labyrinth and rewind as they walk back out.

Add a related tracing activity:

Copy or trace several different labyrinth templates onto poster board with thick lines of glue. Allow them to dry overnight. During the program, participants use printer paper and crayons or chalk to make rubbings from the labyrinth templates. They can decorate their labyrinths with crayons or markers, or they can trace the rubbings with glue to make their own raised versions. Encourage them to trace the labyrinths (into the center and back out again) with their fingers when they are stressed; this activity can be relaxing and increase creativity.

Question to ask:

Do they know the difference between a maze and a labyrinth? A maze is a complex branching puzzle through which the solver must find a route. This is different from a labyrinth, which has a clear path and is not meant to be difficult to navigate. Labyrinths have only one exit and entry; mazes might have several.

Adaptations for teens:

Teens could be encouraged to make a 3D labyrinth out of cardboard boxes. Or, in pairs of two (one blindfolded and one with "eyes"), a seeing teen could lead the other through a premade labyrinth. In doing so, they both practice verbal and nonverbal communication. For more competition, time each team. Alternatively, teens might be interested in drawing mazes for younger children to solve.



Photo Credit: St. Tammany Parish Library

INCLUSION:

For children who are deaf or hard of hearing, beat a drum to which all children can feel the rhythm as they walk. For blind or visually impaired children, run this activity in an enclosed space with roped-off areas that serve as tactile reference points. Make the labyrinth wide enough for wheelchairs. For blind or visually impaired children, you can also use a Perkins Braille to create raised patterns for the tracing activity.

Resources

How to Make a Labyrinth

<https://labyrinthociety.org/make-a-labyrinth/3446-overview->

Make Your Own Printable Mazes

<https://bit.ly/2NXUVXL>

Background on Labyrinths and Labyrinth Tutorial

<https://labyrinthociety.org/resources>

Labyrinth Facts

<http://www.crystalinks.com/labyrinths.html>

Animated Version of Sun Flight by Gerald McDermott

http://archive.org/details/sun_flight

Event Guides for Rick Riordan Books

<https://bit.ly/2F82tnZ>

Children's Fiction

Hoena, Blake. *The Quest of Theseus: An Interactive Mythological Adventure*.

Jeffrey, Gary and Terry Riley. *Theseus Battles the Minotaur*.

McCaughrean, Geraldine. *Theseus*.

Moore, Gareth. *The Impossible Maze: Find Your Way Out!*

Munro, Roxie. *Market Maze*.

Napoli, Donna Jo. *Treasury of Greek Mythology*.

Pommaux, Yvan. *Theseus and the Minotaur (TOON Graphic Mythology)*.

Riordan, Rick. *The Burning Maze (Trials of Apollo Book 3)*.

Riordan, Rick, Robert Venditti, Orpheus Collar, and Antoine Dodé. *Battle of the Labyrinth: The Graphic Novel (Percy Jackson and the Olympians Book 4)*.

Warner, Gertrude Chandler. *The Clue in the Corn Maze*.

ADDITIONAL RESOURCES

USDA Summer Meals Toolkit

<https://www.fns.usda.gov/sfsp/summer-meals-toolkit>

USDA Summer Food, Summer Moves Activity Guide

<https://www.fns.usda.gov/tn/summer-food-summer-moves>

Lunch at the Library: Programming

<https://lunchatthelibrary.org/toolkit/programming>

CSLP State Representatives

<https://www.csllpreads.org/membership-information/member-libraries>

If you need assistance finding and contacting your nearest public library, reach out to the person who represents your state to the Collaborative Summer Library Program!

Credits

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