let 'em be

PASSIVE PROGRAMS FOR ADULTS

2023-24 EDITION

Binder Contents

"Let 'Em Be": Passive Programs for Adults Mini-Kit

Introduction

The *"Let 'Em Be": Passive Programs for Adults Mini-Kit* was created to support libraries with adult users and visitors to engage adults with activities that can be done on-site or taken to be used elsewhere. **This kit is relevant to and available for use all year long, regardless of themed activities or programs.** CSL understands that librarians and library workers have a lot to do and creating puzzles or curating passive program materials can take up a lot of time and effort when those are already in such high demand. By providing passive programming materials for adult visitors, we hope to make your lives a little easier and provide your adult visitors something to keep their minds active and have fun while doing it.

While this mini-kit includes puzzles, crafts, games, and other take-home elements that can be placed on a table, it also includes **activity suggestions** that include recursive elements – that is, elements that cause library users and visitors to *interact* with staff, collections, or community. **You are free to use the included materials alone *or* in tandem with the suggested engagement activities.** (You are also free to create your own engagement activities with the passive programming mini-kit materials.)

The materials included in this mini-kit can be placed in a highly-trafficked area of your library, in silent reading spaces, on tables with a display of books or materials. You know your space   best and we believe you can best determine how the tools in here can be used *if* you decide to use them. Utilization of the materials in this kit engage adult library visitors with little or no staff direction or facilitation, and at little-to-no cost.

The **themes** of the activities and materials within the *"Let 'Em Be": Passive Programs for Adults Mini-Kit* are **community, kindness, and togetherness**. This kit was inspired by the 2024 [Collaborative Summer Learning Program's (CSLP)](#) theme: Adventure Begins at the Library. Included adult services facts and reading lists from the CSLP 2024 Adult Manual.

The *"Let 'Em Be": Passive Programs for Adults* will be available to library staff all over Colorado. They have been created by Colorado State Library specifically for this kit and curated from organizations with aligned values.

Our goals

To ensure:

- Libraries have access to materials and resources to support adults during the 2024 summer months in conjunction with the theme *Adventure Begins at the Library*
- Adult library visitors and users feel welcomed and safe in public libraries
- Libraries have access to low-to-no cost passive programming materials that can be reproduced and adapted based on their own needs and population

Who is this kit for?

This mini-kit is intended for adult services librarians and library workers who would like to engage visitors and users with independent, self-determined activities at little-to-no cost.

Inside this binder

- **Reproducible** activities, including games, puzzles, and coloring pages (print and digital copies on the provided USB)
- **Activities sheets** with ideas for including recursive or engaging low-effort activities using the included materials
- Adult Services facts and reading lists from the Collaborative Summer Learning Program 2024
- Additional Resources (print and web-based)
- Kit Contents List (on clipboard)
- Feedback Form (on clipboard)

Feedback and Sharing

Please help us improve this kit by sharing your comments, experiences, and suggestions. You can contact Kit Support (KitSupport@coloradovirtuallibrary.org) for guidance at any

point along your journey. When you return the kit, please fill out and include the Feedback Form found on the clipboard. With your permission, we will update this kit's Online Resources page https://cslkits.cvlsites.org/passive-programming/ with the ideas and activities your library shares. Help us learn from your experiences and share those learnings with others.

Loan period

The loan period for the **Mini-Kit** Kit is 2 months. If you would like to keep it longer, please contact KitSupport@coloradovirtuallibrary.org to make arrangements before the loan period expires. If it is not on hold for another institution, we will do our best to extend the loan by another month. **All the documentation can be copied, downloaded, adapted, and used after the kit is returned to CSL.**

Returning the kit

As you prepare to return the kit, please verify that it is complete using the *Kit Contents* checklist on the clipboard. Also, be sure to include your completed Feedback Form so that we can improve the experience for everyone.

"Let 'Em Be": Passive Programs for Adults Mini-Kit Contents

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Please verify that this resource kit is complete before returning it to Colorado State Library at Courier Code **912**. You may copy any of the pages from the binder, or download a copy from the key shaped USB drive included in this binder. You can also find the binder and other information on https://cslkits.cvlsites.org/

Your items are all contained in a green mini-kit 17.1x10.1x6" tote box.

Contact Kit Support (KitSupport@coloradovirtuallibrary.org) with any questions.

Items

- ❏ Resource Kit binder
- ❏ USB "flash" drive
- ❏ Activities and associated materials
  - ❏ **Adventure Community Collage & Living Book Display**
    - ❏ Passport photo How-to print out
    - ❏ Kodak Step Wireless Mobile Photo Mini Color Printer (iOS & Android compatible) 2"x3" (Amazon)
    - ❏ Photo paper (50 sheets) (Amazon) – Consumable, library can use if needed.
    - ❏ Picture hanging kit (for displaying)
    - ❏ "Discover Colorado: Bicycle and Scenic Byways Map" (for displaying)
  - ❏ **DIY Bike Repair**
    - ❏ Bicycle Repair Kit
    - ❏ "Discover Colorado: Bicycle and Scenic Byways Map" (consumable, request from moran_c@cde.state.co.us if needed, replacements available while supplies last)
    - ❏ Bicycle Manual
  - ❏ **Wild World of Colorado** – Coloring Stations

- ❏ Colorado Parks and Wildlife coloring pages (in binder, in USB, and on CPW website)
- ❏ Colorado Parks and Wildlife Quick Guides & Passports (consumable, request from moran_c@cde.state.co.us if needed, replacements available while supplies last)
- ❏ **Every Body Outdoors** Reading Adventure
  - ❏ *The Adventure Gap: Changing the Face of the Outdoors*, by James Mills
  - ❏ *The Colors of Nature: Culture, Identity, and the Natural World*, Edited by Alison Hawthorne Deming and Lauret E. Savoy
  - ❏ *Nature Swagger: Stories and Visions of Black Joy in the Outdoors*, by Rue Mapp
  - ❏ *Spirit Run: A 6000-Mile Marathon Through North America's Stolen Land*, by Noé Álvarez
  - ❏ *Walk: Slow Down, Wake Up, and Connect at 1-3 Miles per Hour*, by Jonathon Stalls
  - ❏ **Tasting Tour** of the Stacks
- ❏ 2024 **Collaborative Summer Learning Program Adult Manual** (modified) including information & facts pages, services to Spanish-speakers information, and adult reading book lists (fiction and nonfiction)
- ❏ Additional **Resources**
- ❏ Clipboard with evaluation form to complete (we really want your feedback)

Activity:

Adventure Community Collage & Living Book Display

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Introduction

In "Adventure Community Collage," **library visitors are invited to print their travel photos or adventure photos and add them to a map of Colorado (or any other map the library chooses to display or creates on their walls)**. Library visitors will see the way that community members explore the state – or the world – and pitch in to create a narrative of adventure, exploration, and cultural awareness about the community.

As community members add their photos to the map, they are asked to find books and materials from the library collection to be added to a "Community Adventure" book display.

Intended Audience

Adults, all ages

Activity Goals

Through the "Adventure Community Collage" activity, library community members will:

- Build community through the creation of a community adventure map/ travelogue and the viewing of/ exploration of the travels of their neighbors
- Interact with library materials on the shelf and engage with the library collection
- **Create the library spaces they want** by adding to and curating a "living book display" featuring places where they have traveled and things they've experienced

- Learn how to print photos at the library (using library printers and/or other photo printers like the included Kodak bluetooth photo printer)

Description

In "Adventure Community Collage," **library visitors are invited to print their travel photos or adventure photos and add them to a map of Colorado (or any other map the library chooses to display or creates on their walls)**. Library visitors will see the way that community members explore the state – or the world – and pitch in to create a narrative of adventure, exploration, and cultural awareness about the community.

As community members add their photos to the map, they are asked to find books and materials from the library collection to be added to a "Community Adventure" book display.

What might this look like:

- Library finds an appropriate space to pin a map (example "Discover Colorado" map included in this kit is also available upon request, however any map of any geographical area may be used – and so can multiple maps!) to the wall behind a book display
- Library promotes photo printing of a vacation photo that can be pinned or added to the map where the photo was taken (example 2"x3" Kodak bluetooth photo printer is included, but library color printers or other photo printers on-site may be used instead)
- Library asks contributors to find a book or movie from the library collection to add to a "Community Adventure" living book display

The included map is a Colorado Scenic Byways map, however **plenty of other maps may be suitable for this purpose**. Additional maps may feature the US, different regions, different parts of the world/ continents, state parks, national parks, etc. One map can be used for a certain time and then the map may be exchanged for another map. For example, in June feature Colorado adventures, then in July feature adventures by the sea or water, then in August feature adventures throughout the world.

Similarly, the included Kodak photo printer prints 2"x3" photos. These small photos are ideal for pinning to a map and creating a collage that doesn't overwhelm the map itself. The photo printer may *also* be used by the library to explore **passport photo printing** to save

community members the cost of printing passport photos. It may also lead to a program on printing from mobile devices. Information on printing passport photos from the Department of State can be found at this URL https://travel.state.gov/content/travel/en/passports/how–apply/photos.html To use the included photo printer for this activity, you may print out the How To infographics from the webpage. Photos will need to be trimmed (the printer produces 2"x3" photos and passport photos need to be 2"x2").
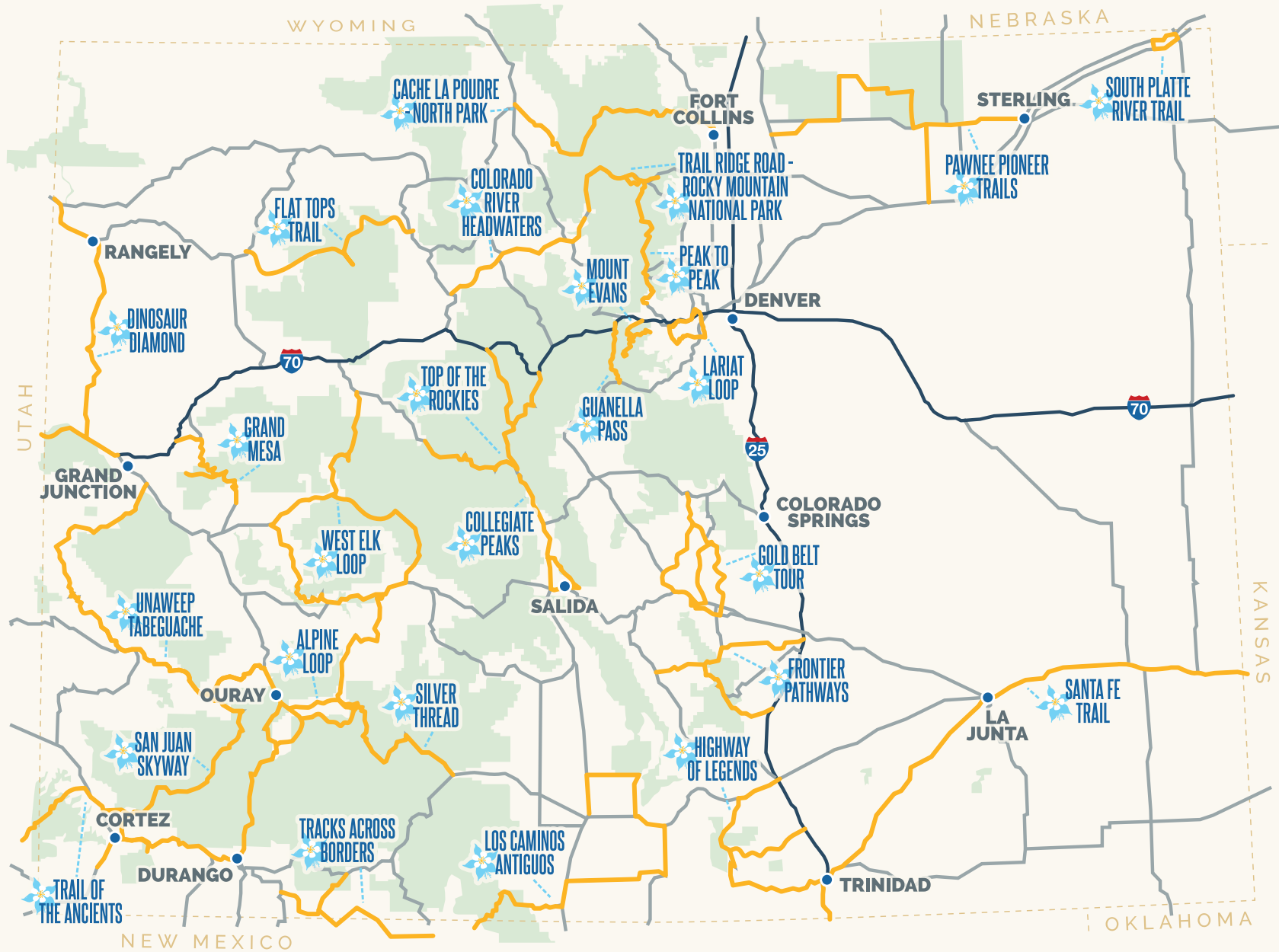
Materials Needed

- ❏ Kodak Step Wireless Mobile Photo Mini Color Printer (iOS & Android compatible) 2"x3" (Amazon)
- ❏ Photo paper (50 sheets) (Amazon) – Consumable, library can use if needed.
- ❏ Picture hanging kit (for displaying)
- ❏ "Discover Colorado: Bicycle and Scenic Byways Map" (for displaying)
- ❏ Table for book display
- ❏ Passport photo How-to Image

Extending the Activity

The "Adventure Community Collage & Living Book Display" activity has many opportunities for expansion including:

- Travel scrapbooking 101 program
- Passport photo printing at the library (using the included or similar 2"x3" Kodak bluetooth photo printer)
- Travelogue/ travel journaling or storytelling program
- Tell Your Travel Story program

WYOMING

NEBRASKA

CACHE LA POUDRE - NORTH PARK

FORT COLLINS

STERLING

SOUTH PLATTE RIVER TRAIL

COLORADO RIVER HEADWATERS

TRAIL RIDGE ROAD - ROCKY MOUNTAIN NATIONAL PARK

PAWNEE PIONEER TRAILS

FLAT TOPS TRAIL

RANGELY

MOUNT EVANS

PEAK TO PEAK

DENVER

DINOSAUR DIAMOND

UTAH

TOP OF THE ROCKIES

LARIAT LOOP

70

GRAND MESA

GUANELLA PASS

25

GRAND JUNCTION

COLORADO SPRINGS

70

KANSAS

WEST ELK LOOP

COLLEGIATE PEAKS

GOLD BELT TOUR

UNAWEEP TABEGUACHE

ALPINE LOOP

SALIDA

OURAY

SILVER THREAD

FRONTIER PATHWAYS

SANTA FE TRAIL

LA JUNTA

SAN JUAN SKYWAY

CORTEZ

TRACKS ACROSS BORDERS

HIGHWAY OF LEGENDS

DURANGO

LOS CAMINOS ANTIGUOS

TRINIDAD

TRAIL OF THE ANCIENTS

NEW MEXICO

OKLAHOMA

ColoradoByways.com

PASSPORT PHOTO TIPS

Your passport photo must be:

2"x 2" ✓	**Recent** (taken within the last six months) ✓	**In color** (not over or under exposed) ✓
Taken with a **white background** ✓	**No selfies** ✗	**No filters or retouching tools** - you don't need them! ✗

Activity:

DIY Bike Repair Station

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Introduction

The "DIY Bike Repair" activity in this kit encourages your library to **create a temporary station at your library** where community members can bring their bicycles to tune up, patch up, or pump up their bicycles. **June is Bike Month. Bike to Work Day falls in the last week of June.**

This is less a passive program than it is an **announced set-up for a bike repair station** at your library. The extension activities for this include:

- Bicycling safety classes – facilitated by a local bike shop proprietor, a local cycling/ mountain bike group, a library staff member (or friend) who is an avid cyclist, or someone you found through the Colorado Department of Transportation
- Bike repair kits for your Library of Things
- Library sponsored and/or organized biking party
- Cycling Storywalk and/or similar storytelling event
- Local historical society and/or museum bike tour of your city or town
- Extension book clubs or discussion group activities surrounding "Bike to Work Day" or throughout the month of June
- Providing "Biking the Byways" kits for visitors to the library on **DIY Bike Repair Day**s

Intended Audience

Adults, all ages

Activity Goals

With this resource and/or activity, community members will:

- Have access to bicycle repair tools and a safe, trusted location at which they can repair their bicycles
- Connect with others with shared a shared interest—bicycling, cycling, physical activity—at the library
- Identify which tools are useful for bicycle repair and for a bike repair kit, and experiment with using them
- Have resources for exploring Colorado on their bicycles

Description

Walk through your library and find a place that could serve as the "DIY Bike Repair Station." This space should be in a visible, highly-trafficked area. There are two ways to set up this station:

1. **Fix-it station:** Since bicycles will probably be repaired near this space, this space should be near or in a space where a bicycle can be brought nearby. Consider your lobby or foyer.
2. **Promotion station:** Set up a table with a sign that says "go to the desk to check out bike repair tools" or something similar. You can include examples of the materials included in the bike repair kit or a list of items. The kit itself can be requested from a check out desk.

Your DIY Bike Repair Station should include:
- Displayed "Discover Colorado: Bicycle and Scenic Byways Map"
- Bicycle Manual
- "Fit It Here" sign (11"x8.5" landscape PDF printed here and digital file in USB)

Alternative/ extension: Prepare a DIY Bike Repair summer prize kit including a small bike repair kit that can be attached to a bicycle (see what's included in this resource kit for an example) and the "Discover Colorado: Bicycle and Scenic Byways Map."

Ideas from Other Libraries

Denver Public Library – Bike repair kit (for on-site use only)
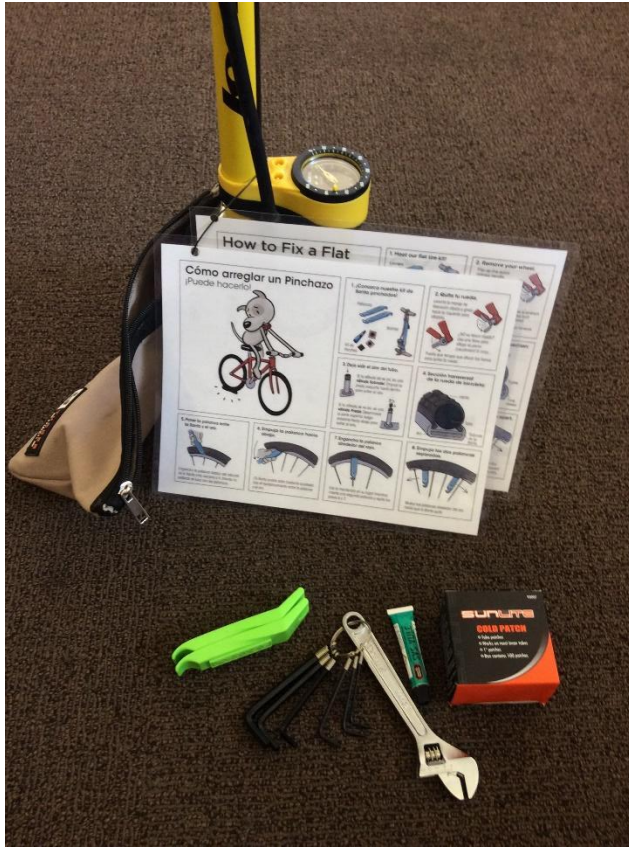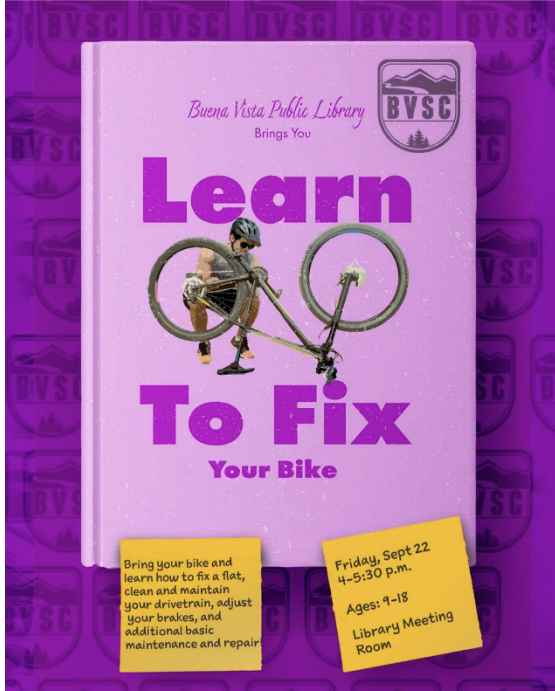
Arapahoe Library, Sheridan Location – Bike repair post, outside, no circulation needed

Buena Vista Public Library – Bike repair program (from their Instagram)

Materials Included:

- Bicycle repair kit
- "Discover Colorado: Bicycle and Scenic Byways Map"
- Bicycle Manual
- "Fit It Here" sign (11"x8.5" landscape PDF printed here and digital file in USB)
- PDF with images from Colorado libraries with similar bike repair kits in circulation or stations for bike repair. Included are their promotional and/or program information.

Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it may include:

- Flyer promoting the "DIY Bike Repair station" created by library staff or marketing department. You might also use a free graphics design creator tools like Canva to create one https://www.canva.com/
- How you will promote the activity, which could include:
  - Social media
  - Website
  - Email newsletter
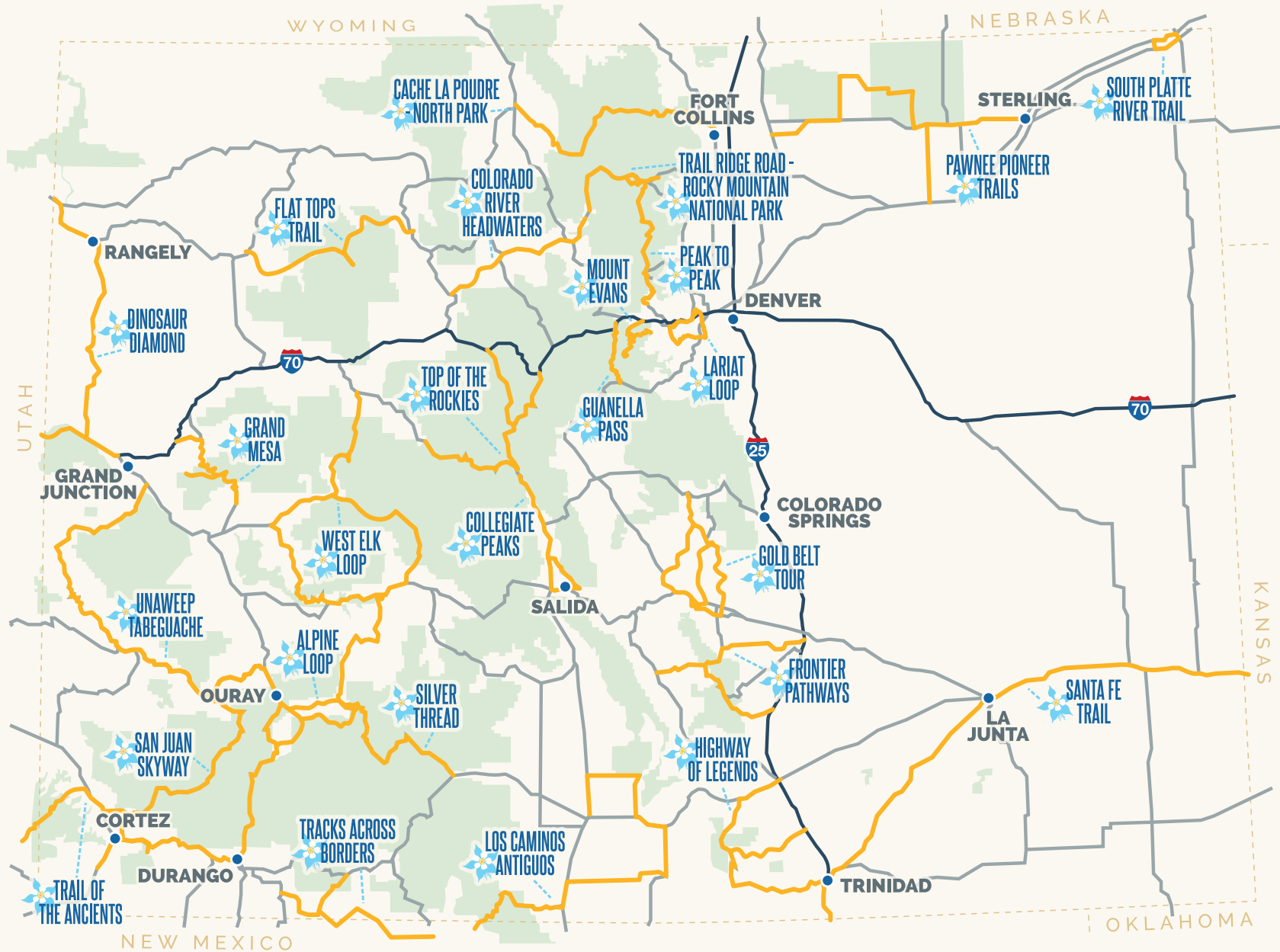 - Printed materials like posters or bookmarks
  - Cross-promoting with partner organizations
  - Local news media
- Contacting a local newspaper, online new site, or news station with a press release, or printed materials including event details

Extending the Activity

For extending the activity with **Bike Month and Bike to Work Day** programs, find ideas and resources at:

- Colorado Bike Month on the Colorado Department of Transportation page: https://www.codot.gov/programs/bikeped/information-for-bicyclists/colorado-bike-month/colorado-bike-month.html

- Summer Bike to Work Day: https://www.codot.gov/programs/bikeped/information-for-bicyclists/bike-to-work-day

- Biking through History at the Library, by Noah Lenstra at Programming Librarian https://programminglibrarian.org/blog/biking-through-history-library

- Love to Ride from League of American Bicyclists https://www.lovetoride.net/drivelessbikemore

WYOMING

NEBRASKA

UTAH

KANSAS

NEW MEXICO

OKLAHOMA

CACHE LA POUDRE - NORTH PARK

FORT COLLINS

STERLING

SOUTH PLATTE RIVER TRAIL

COLORADO RIVER HEADWATERS

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PAWNEE PIONEER TRAILS

FLAT TOPS TRAIL

RANGELY

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TOP OF THE ROCKIES

LARIAT LOOP

GRAND MESA

GUANELLA PASS

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25

COLORADO SPRINGS

WEST ELK LOOP

COLLEGIATE PEAKS

GOLD BELT TOUR

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ALPINE LOOP

SALIDA

OURAY

SILVER THREAD

FRONTIER PATHWAYS

SANTA FE TRAIL

LA JUNTA

SAN JUAN SKYWAY

HIGHWAY OF LEGENDS

CORTEZ

TRACKS ACROSS BORDERS

DURANGO

LOS CAMINOS ANTIGUOS

TRINIDAD

TRAIL OF THE ANCIENTS

ColoradoByways.com

How to Fix a Flat

Cómo arreglar un Pinchazo
¡Puede hacerlo!

1. ¡Conozca nuestro kit de llanta pinchadas!

Palancas

Bomba

Kit de Parches

2. Quita tu rueda.

Levanta la manija de liberación rápida y gírala hacia la izquierda para aflojarla.

¿Nó se suelta rápido? Usa una llave para aflojar el perno (usualmente 15 mm.)

Puede que tengas que aflojar las tuercas para quitar la rueda.
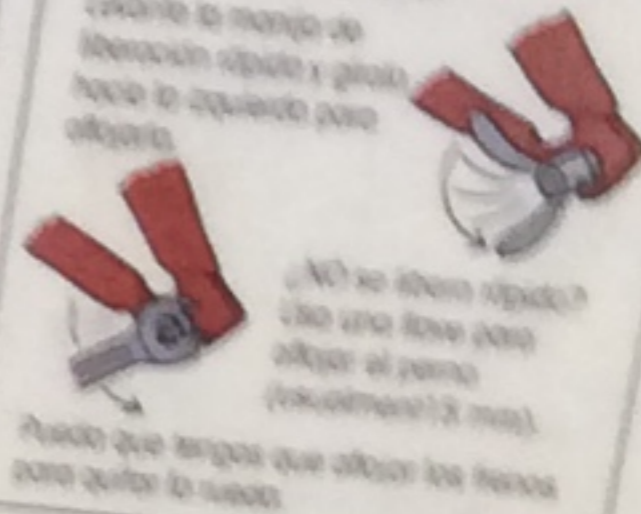
3. Deja salir el aire del tubo.

Si tu válvula se ve así, es una válvula Schrader. Empuja la pieza pequeña hacia dentro para soltar el aire.

Si tu válvula se ve así, es una válvula Presta. Desenrosca la punta superior, luego presiona hacia abajo para soltar el aire.
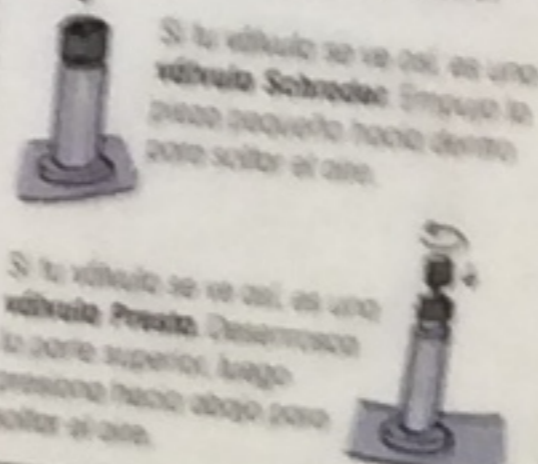
4. Sección transversal de la rueda de bicicleta:

Llanta

Tubo

Aro

Rubadilla de la llanta
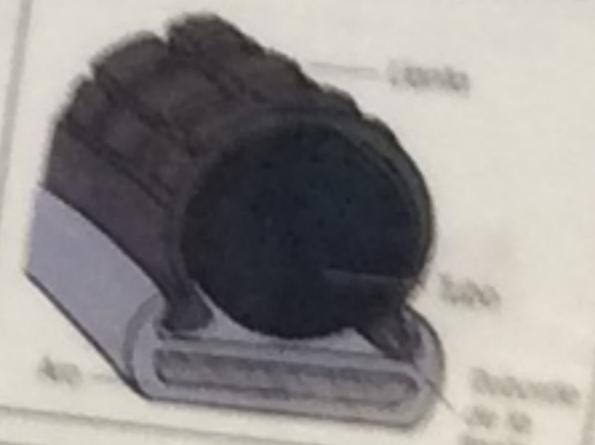
5. Poner la palanca entre la llanta y el aro.

Engancha la palanca debajo de la llanta más cercana a ti, intenta no pellizcar el tubo con las palancas.

6. Empuja la palanca hacia abajo.

¿Si llanta podría estar bastante ajustada? Usa el apalancamiento entre la palanca y el aro.

7. Engancha la palanca alrededor del rayo.
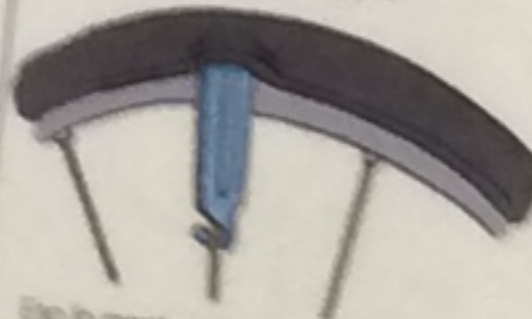
Eso lo mantendrá en su lugar mientras inserta una segunda palanca, y repita los pasos 6 y 7.

8. Empuja las dos palancas separadas.

Mueve las palancas alrededor del aro hasta que la llanta quite.

SUNLITE
COLD PATCH

Bring your bike and learn how to fix a flat, clean and maintain your drivetrain, adjust your brakes, and additional basic maintenance and repair!

Buena Vista Public Library
Brings You

BVSC

Learn
To Fix
Your Bike

Bring your bike and learn how to fix a flat, clean and maintain your drivetrain, adjust your brakes, and additional basic maintenance and repair!

Friday, Sept 22
4–5:30 p.m.

Ages: 9–18

Library Meeting Room

👍 6   1 comment · 3 shares

👍 Like   💬 Comment   ➤ Send   ↪ Share

DPL-CALC Bicycle Repair Kit Pilot

The Denver Community Active Living Coalition (CALC) is a diverse group of community members who care about health and safety through physical activity. We believe that all Denver residents, including kids, older adults, the disabled, and the disadvantaged, should have equitable access to safe, vibrant places to walk, bike, ride transit, and play. As part of 2018 programming, CALC is partnering with Denver Public Libraries (DPL) to provide mobile bicycle repair kits and education resources in six pilot branches this spring.

Program Goal: Encourage bicycle travel and enable access to knowledge and tools for basic bicycle maintenance in and around participating libraries.

Rationale: Bicycling has many benefits for health and wellness, and is a growing part of Denver's commitment to sustainability, community health, and safe streets. While bicycling is growing in popularity as a means of transportation, lack of access to education and resources, including basic maintenance, can discourage people from bicycling. By providing resources and basic training for bicycle maintenance in public libraries, this pilot can expand access and supports for bicycling, building on DPL's existing community outreach to promote health and wellness. Our long-term vision is simple: that every person bicycling in Denver knows they can stop at the library to fix a flat tire.

Pilot Program

The pilot period is planned for May–November 2018 at the following branches:

- **Schlessman** (Lowry)– staff training 8:45am Thursday, April 26 with Bikes Together
- **Byers** (Lincoln/La Alma Park)– staff training 9:00am Tuesday, May 1 with Bikes Together
- **Ford–Warren** (Whittier)– staff training 9:00am Monday, May 7 with Bikes Together
- **Sam Gary** (Stapleton)– staff training 11:00am Thursday, May 10 with Bikes Together
- **Athmar Park** (Athmar Park)– staff training 11:00am Wednesday, May 16 with Trips for Kids Denver Metro
- **Ross–Broadway** (Baker)– staff training 11:00am Monday, May 21 with Trips for Kids Denver Metro

Following all training dates, the official program launch date for all branches outreach materials is Tuesday, May 22. Branches may check out the items prior to the 5/22 launch date at their own discretion.

Materials: All materials will be stored inside and available for short-term checkout (1–1.5 hours). The bicycle repair kit includes the following:

- 1 dual-valve pump with a pressure gauge for inflating tires
- 1 set of allen wrenches for minor adjustments
- 1 adjustable wrench for minor adjustments
- 1 set of tire levers to remove/replace a tire
- Tube patches, sandpaper and glue for patching a hole in a tube
- Illustrated instructions (English and Spanish) for fixing a flat tire

Training/Maintenance: Denver CALC will schedule a short kickoff meeting with each branch to introduce the kits (see dates above). Denver CALC will also sponsor a 1-hour staff training at each branch on basic bike maintenance and tire repair, led by community nonprofits Bikes Together and Trips for Kids.

Denver CALC will conduct a short survey for each site before and after the program. Branch staff will track the use of the kits over the six-month period. Denver CALC will develop a plan with each site for check-ins and feedback throughout the pilot period.

Marketing/Communications: Denver CALC will work with DPL communications to develop materials and a marketing strategy for the program, as well as ways to coordinate with existing programming at each site.

Logos:

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*About DDPHE: As Denver's nationally accredited local public health agency, the **Department of Public Health and Environment (DDPHE)** is dedicated to advancing Denver's environmental and public health goals. DDPHE works collaboratively with city, state and community partners to conduct education, community engagement, and enforcement to ensure healthy people, healthy pets, and a sustainable environment.*

Our mission is to empower Denver's communities to live better, longer. DDPHE's divisions include Animal Protection and Shelter, Community Health, Environmental Quality, Office of the Medical Examiner, and Public Health Inspections. Learn more: www.denvergov.org/publichealthandenvironment

About Denver CALC: This program is sponsored by the Colorado Department of Public Health and Environment through the Cancer, Cardiovascular and Pulmonary Disease (CCPD) Grants Program.

Questions? Contact Rebecca Gernes (rebecca.gernes@denvergov.org)

Activity:

Wild World of Colorado Coloring Station

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Introduction

I don't need to tell you how to create engaging coloring stations! You definitely know how to do it! This is a collection of Colorado State Parks' adult coloring pages, created by a tattoo artist and featuring different types of species who live in our state parks.

Intended Audience

Adults, all ages

Activity Goals

With this activity, library community members will:

- Familiarize themselves with some certain species of wildlife that live in Colorado's state parks;
- Relax and destress while coloring;

Description

Ideas for using coloring stations featuring the Colorado Parks and Wildlife adult coloring pages can be as passive and low-effort as simply setting up a table with take-home copies of different coloring sheets to as staff-intensive as leading a coloring sit-in in a community space using these same coloring pages. They can also be set in a library staff work space

for staff destressing or downtime activities. People love to color. Coloring doesn't have to yield an artwork. It can be an independent activity or it can be a community experience. See below for some ideas:

- Set up a Wildlife of Colorado Take-Home coloring station that includes parks passports, promotional materials for the Check Out Colorado State Parks backpacks, additional kits that feature outdoors and wildlife exploration activities *relevant to adults*, and/or books from the library's collection that encourage exploration like Colorado travel and hiking guides.
- Start a Wildlife of Colorado community coloring gallery wall or path that encourages color-ers to return with their pages. Find ways of celebrating the color-ers. Maybe have them include a signature at the bottom of the sheet. Maybe tie the gallery submission to a summer prize drawing.
- Wildlife of Colorado Coloring Sit-in Series can be a weekly time set up intentionally – perhaps around children's programming where parents and caregivers can destress at the same time as their kids' high engagement program, after work hours, during chilly weekends or evenings – and feature coffee, tea, and beverages. Round or long tables can be arranged to encourage multiple color-ers to sit in quiet (or not so quiet) company as they share color pencils and time and space.

Materials Needed

- Color pencils
- Coloring pages (included on the USB in PDF and printed out master copies in the program binder)
  - Online at: https://cpw.state.co.us/learn/Pages/TR-WildlifeDiscovery.aspx

Extending the Activity

This activity may be extended by:

- Linking this opportunity as a passive program to compliment an existing traditional program currently being held at your library for adults (think a regular book discussion group, an older adults conversation group, a regular visit to a senior center, a standing staff meeting, a parenting class, a meditation or mindfulness program)

- Inviting Colorado Parks and Wildlife or local park officers to facilitate workshops on outdoors/ parks exploration for adults
- Connecting with a local birding, fishing, or other wildlife group or organization and promoting the Colorado Wildlife Coloring pages and opportunity to sit-in with some color pencils
- Finding a local naturalist or artist to lead nature and wildlife art classes

Bald Eagle

Colorado Parks Wildlife

Willie Stew ART

Willie Stew ART

Rocky Mountain Bighorn Sheep

Willie Stew ART

Colorado Parks Wildlife

Coyote

Greenback Cutthroat Trout

Colorado Parks Wildlife

Willie Stew ART

Canada Lynx

Willie Stew ART

Moose

COLORADO PARKS WILDLIFE

Willie Stew ART

Colorado Parks & Wildlife

Greater Prairie Chicken

Willie Stew ART

COLORADO PARKS WILDLIFE

Greater Sandhill Crane

Tiger Salamander

Western Painted Turtle
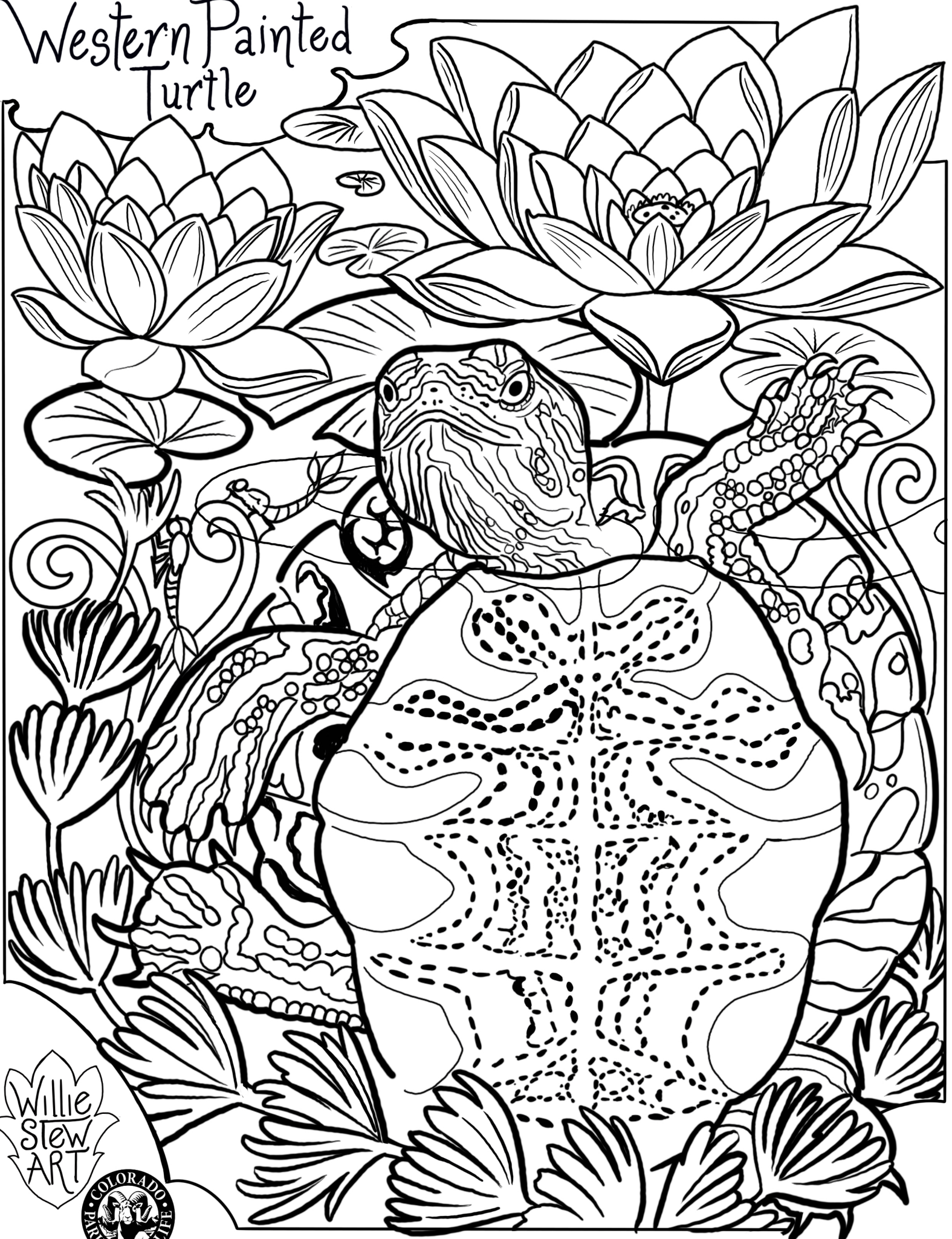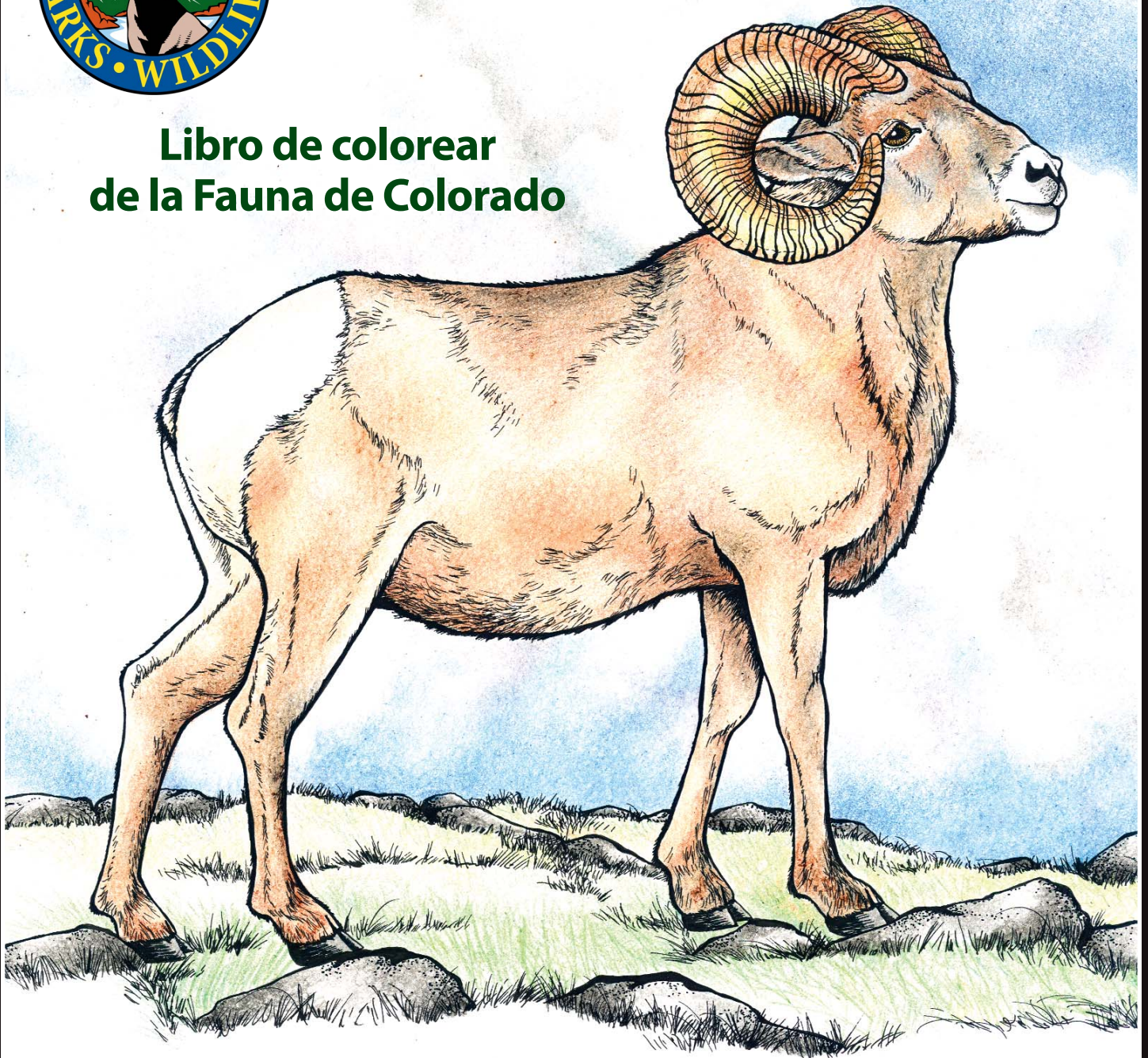
Colorado Wildlife Coloring Book

Libro de colorear de la Fauna de Colorado

Colorado's breathtaking landscapes are home to more than 900 species of wildlife. From the sleek pronghorn of the vast prairie to the majestic bighorn sheep on the high peaks, from cool streams teaming with greenback cutthroat trout to sagebrush shrub lands brimming with grouse, Colorado's wildlife is something to experience. Colorado is the ideal place to get outdoors to fish, hunt, or view wildlife with your family. Hunting and fishing both require licenses, but anyone can enjoy seeing Colorado's wildlife. For more information, go to cpw.state.co.us

Los impresionantes paisajes de Colorado son el hogar de más de 900 diferentes especies de fauna. Desde antílopes que corren por las extensas praderas hasta carneros cuernos grandes que deambulan por altos picos, a corrientes frescas repletas de truchas verde dólar, a tierras con arbustos repletos de Artemisa; la fauna de Colorado es algo para disfrutar. Colorado es el lugar ideal para salir al aire libre e ir de pesca, cacería, o simplemente, para observar la fauna junto a su familia. Tanto la cacería como la pesca requieren que se tenga licencia, pero cualquier persona tiene la libertad de ver y disfrutar de la fauna de Colorado. Para más información, visita: cpw.state.co.us

Colorado Wildlife Coloring Book

For more information contact
COLORADO PARKS & WILDLIFE
6060 Broadway • Denver, CO 80216 • cpw.state.co.us
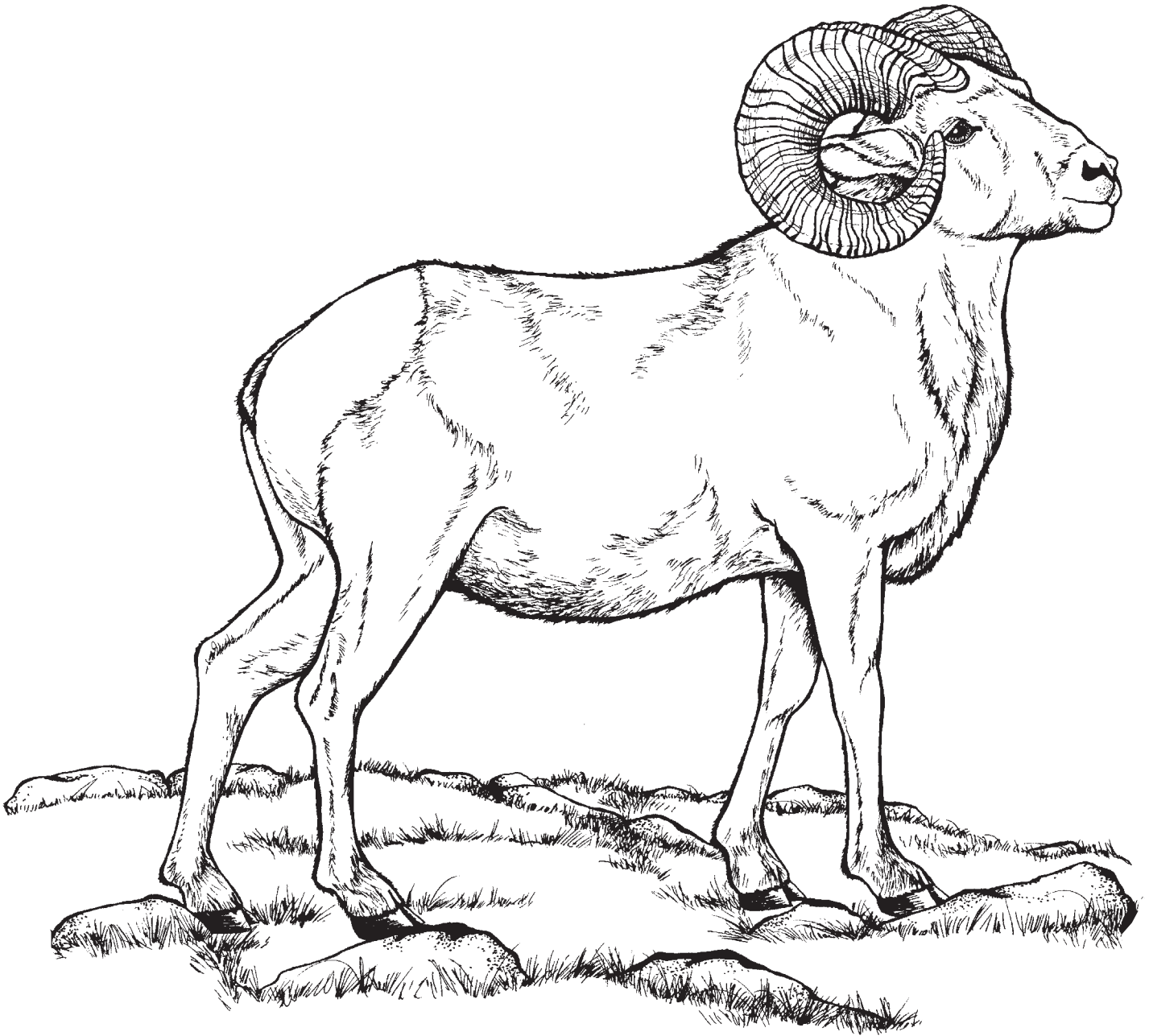
El carnero cuernos grandes o borrego cimarrón es un mamífero del estado de Colorado y es el símbolo de la División de Fauna de Colorado.

The bighorn sheep is Colorado's state mammal and the symbol of the Colorado Parks and Wildlife.
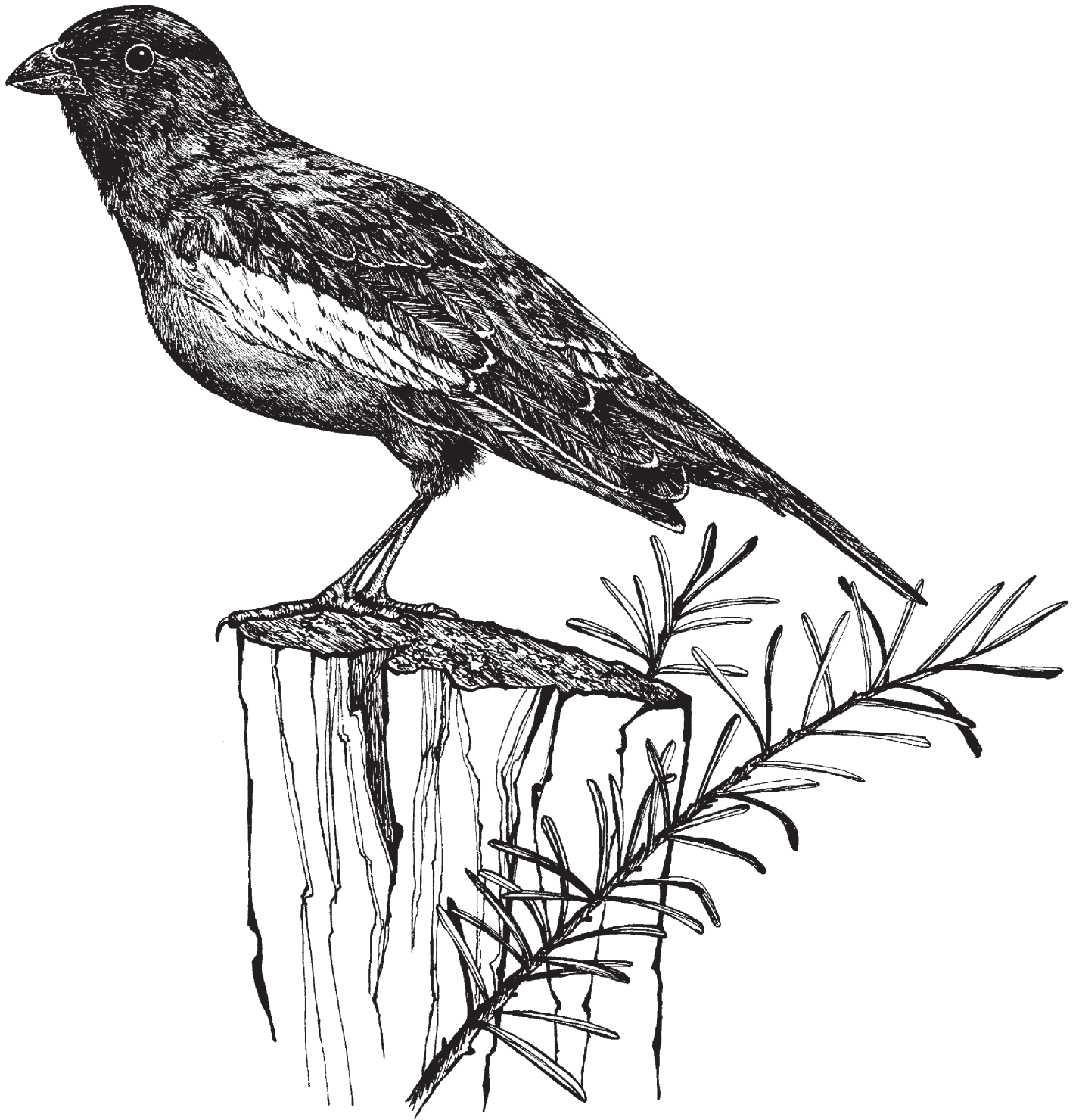
**La alondra verderón, es el ave del estado de Colorado
y tiene un canto hermoso.**

The lark bunting—Colorado's state bird—has a beautiful song.
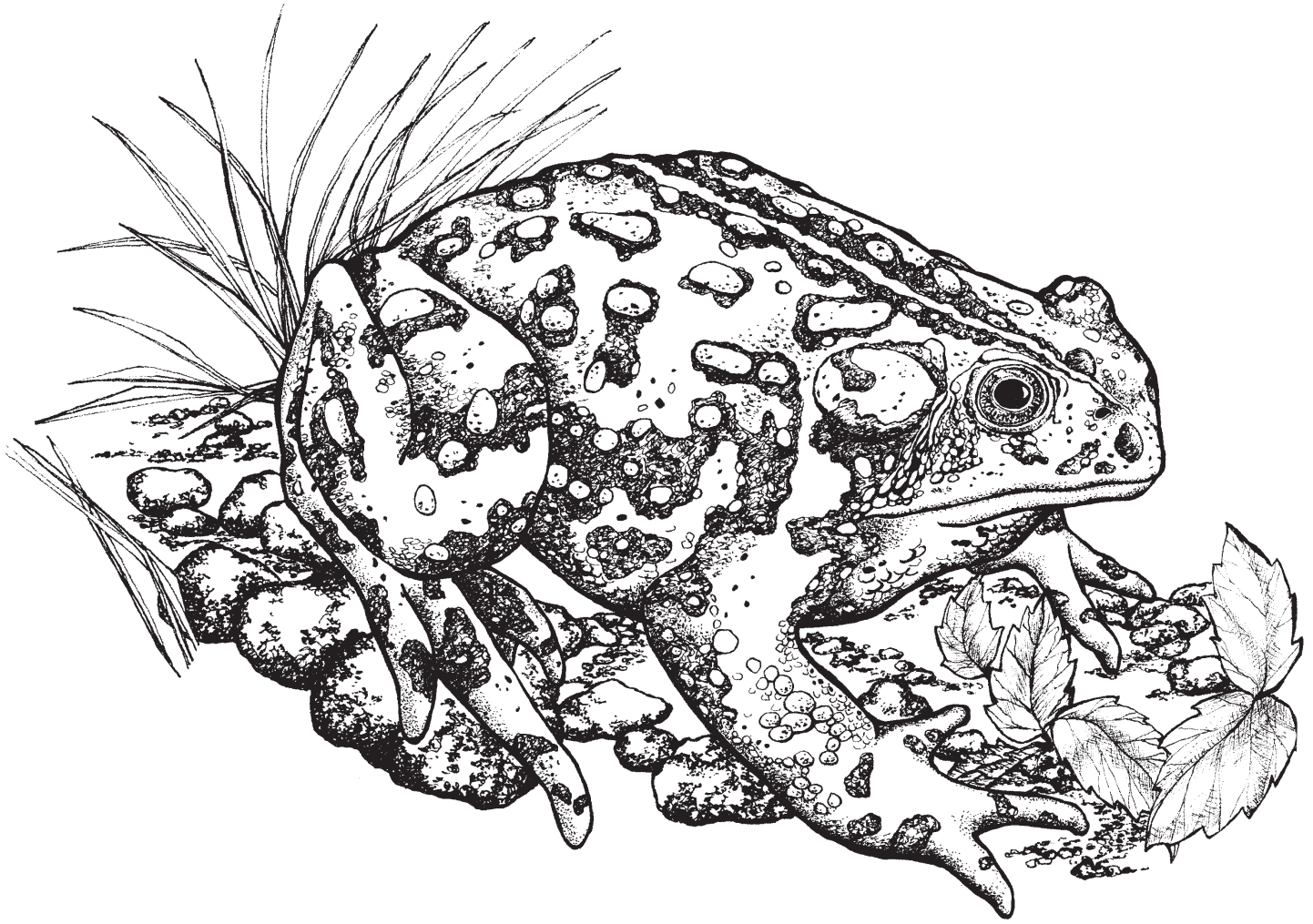
Los sapos boreales son el anfibio del estado de Colorado.

The boreal toad is the state amphibian.
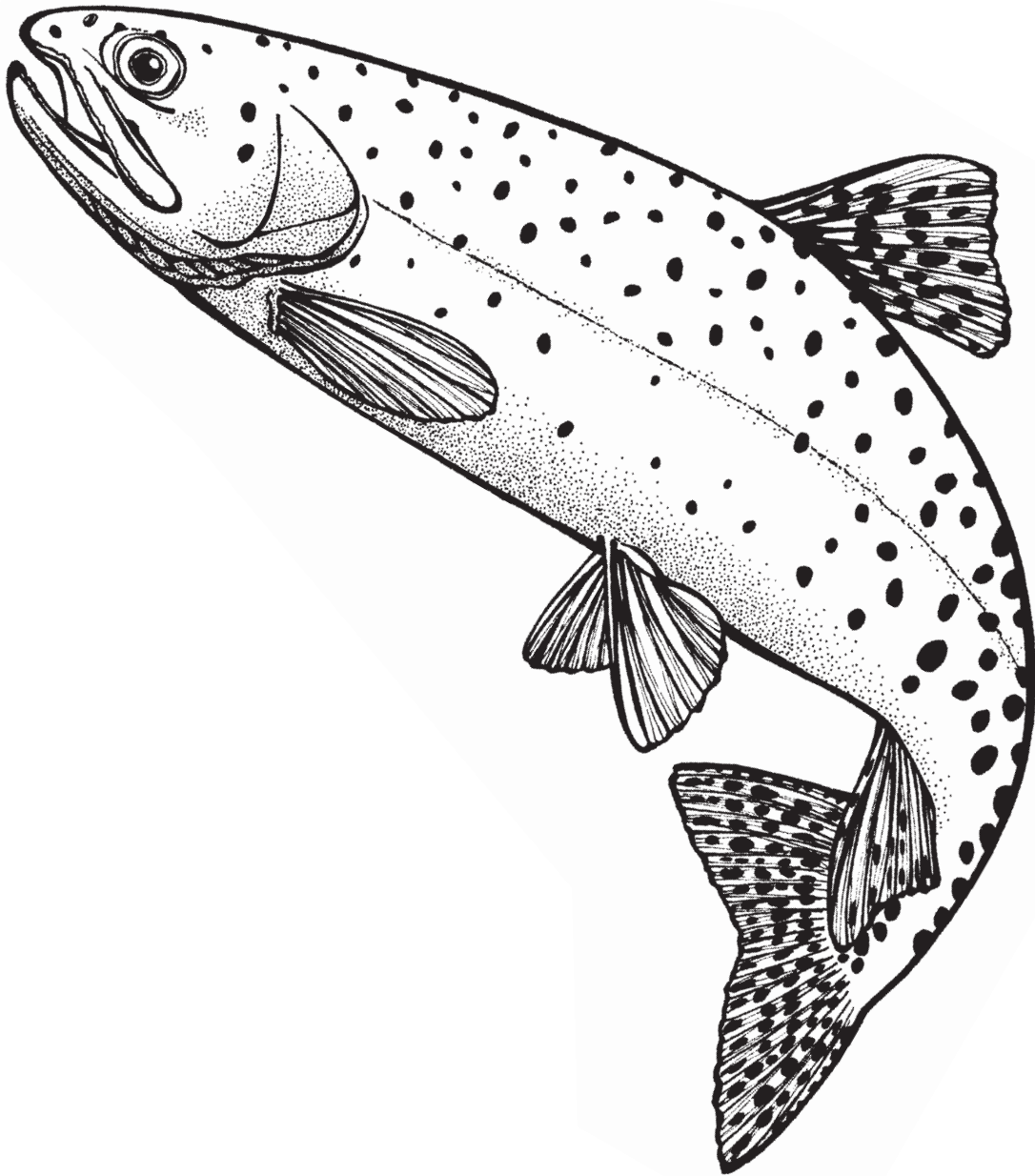
La trucha verde dólar—pez del estado—vive en altos riachuelos de montaña.

The greenback cutthroat trout—our state fish—
lives in high mountain streams.
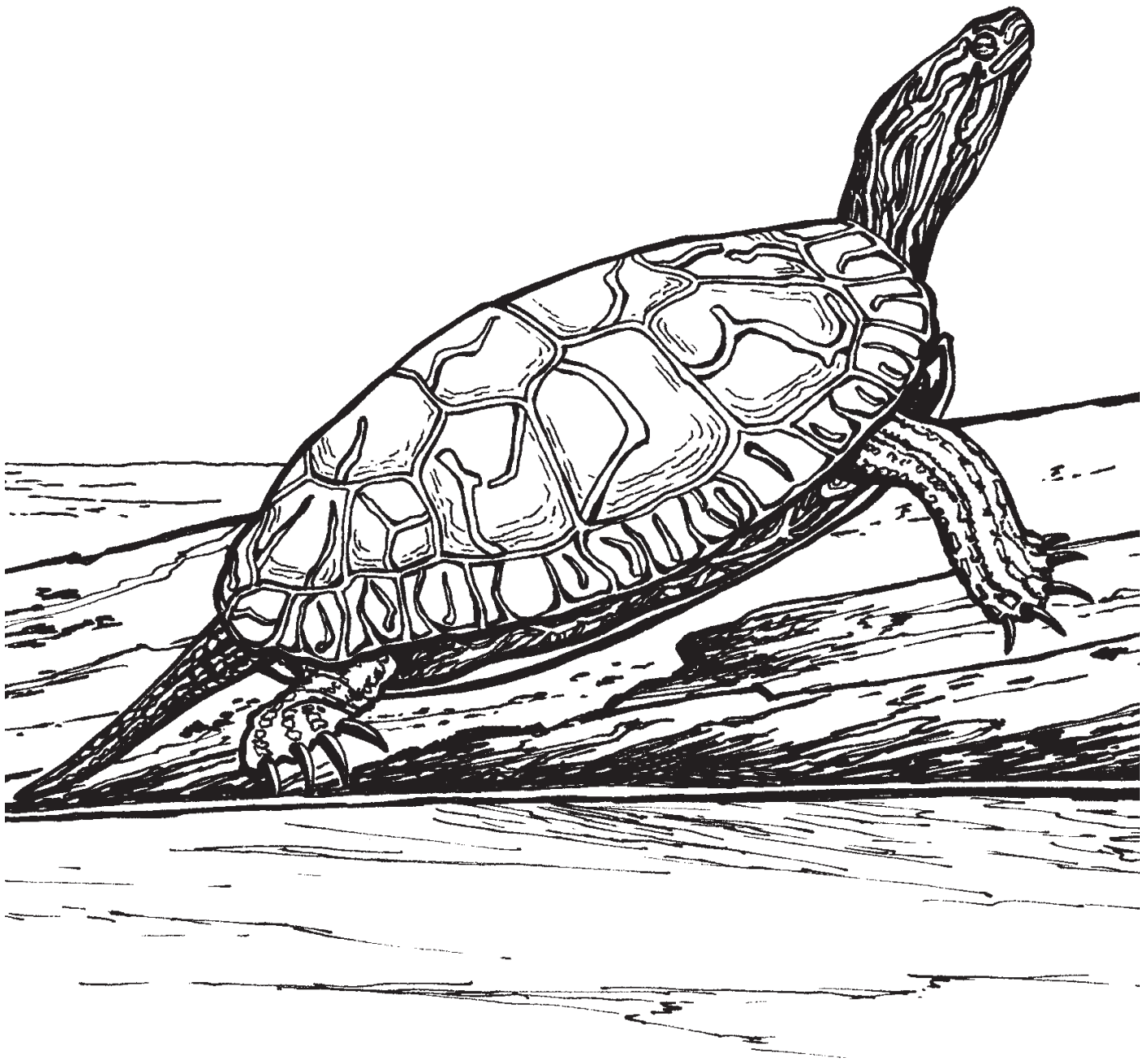
La tortuga occidental pintada—reptil del estado—se calienta al Sol.

The western painted turtle—the state reptile—warms itself in the sunshine.

Los perros de pradera ladran alto para avisar que hay peligro.

Prairie dogs bark loudly to warn each other of danger.

**Los búhos madriguera empollan en nidos vacíos
de perros de pradera.**

Burrowing owls nest in empty prairie dog burrows.
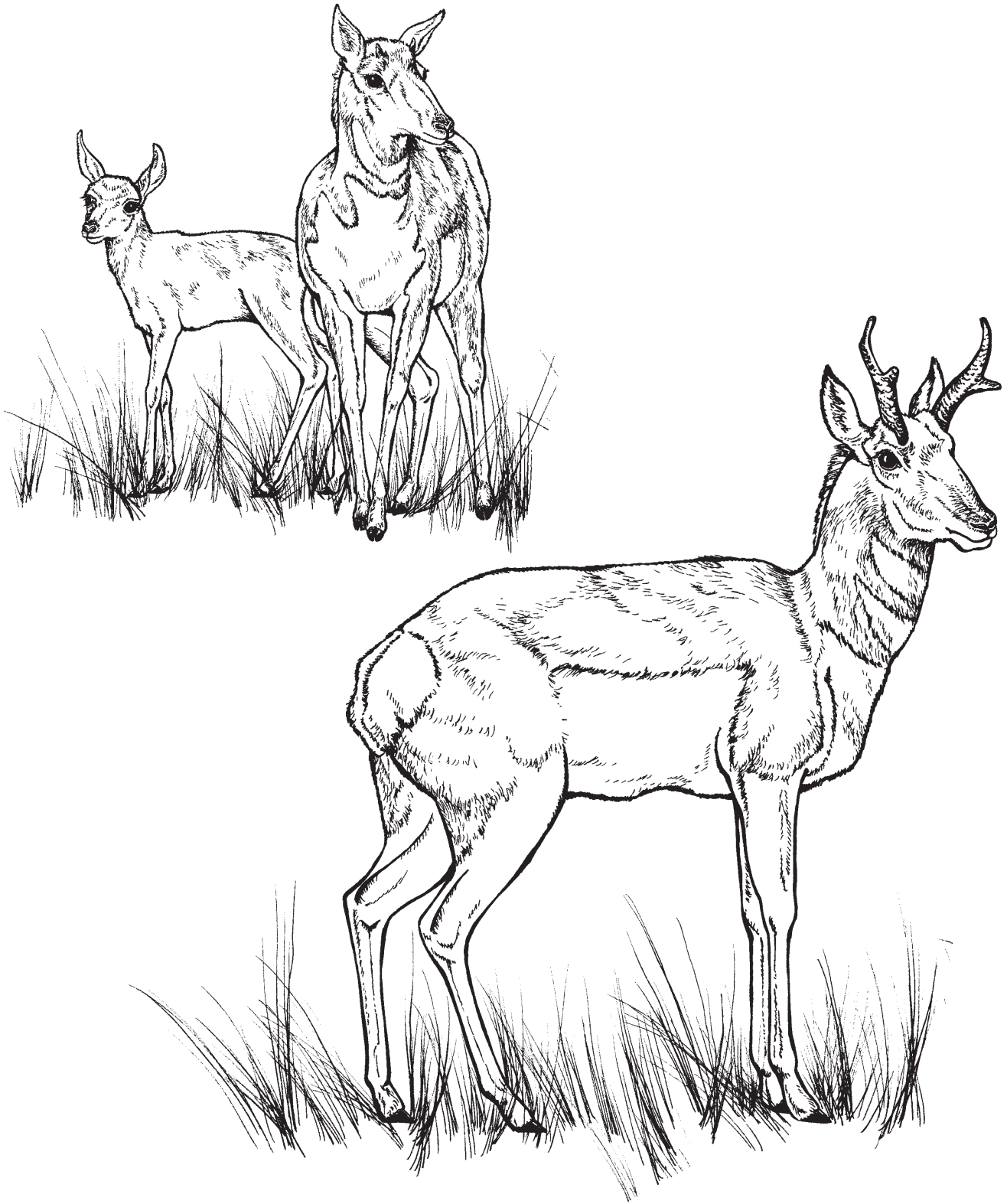
Los antílopes son los mamíferos más rápidos de Norteamérica.

Pronghorns are the fastest land mammals in North America.
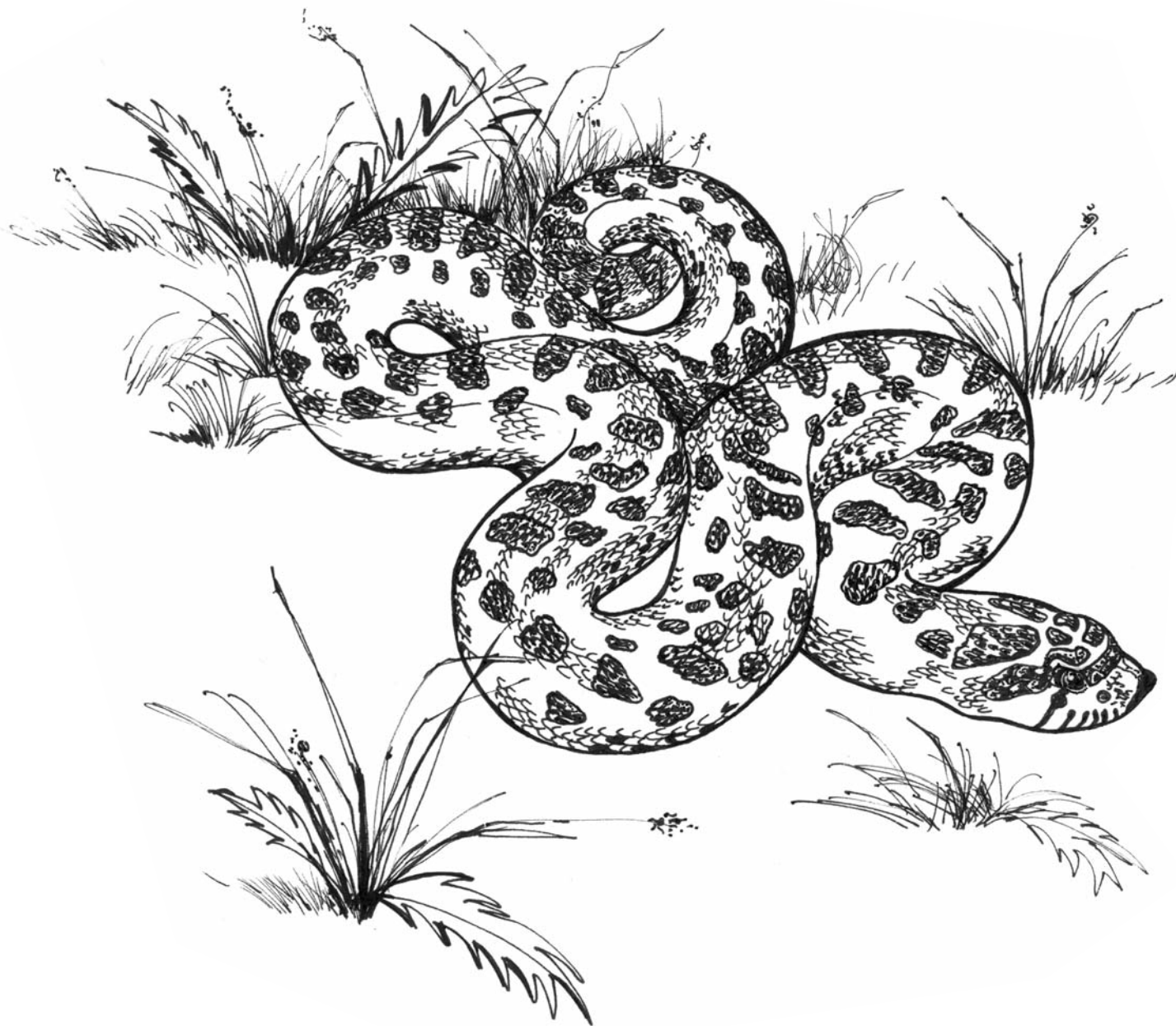
**La serpiente nariz de pala usa su hocico para cavar
en busca de sapos y lagartijas.**

Hognose snakes use their shovel-like snout to dig for toads and lizards.
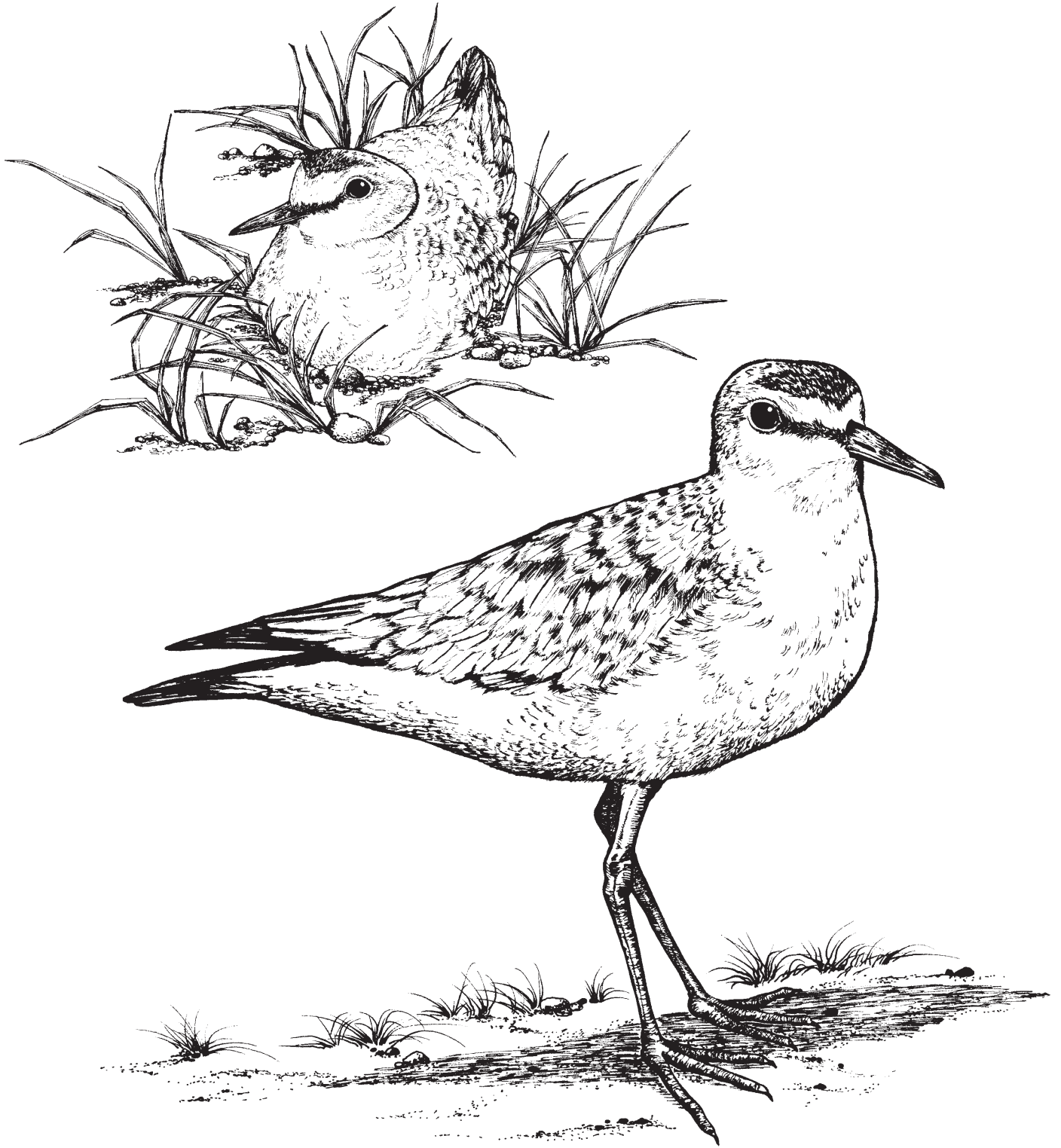
Los chorlitos de montaña viven en prados y anidan en tierras peladas.

Mountain plovers live on grasslands and nest on bare ground.

Los tejones americanos son excelentes cavadores y cazadores de pequeños animales que viven bajo tierra.

Badgers are excellent diggers and hunt for small animals that live underground.

**El coyote come casi cualquier cosa, éste está
tratando de atrapar a un ratón.**

Coyotes eat almost anything—this one is trying to catch a mouse.
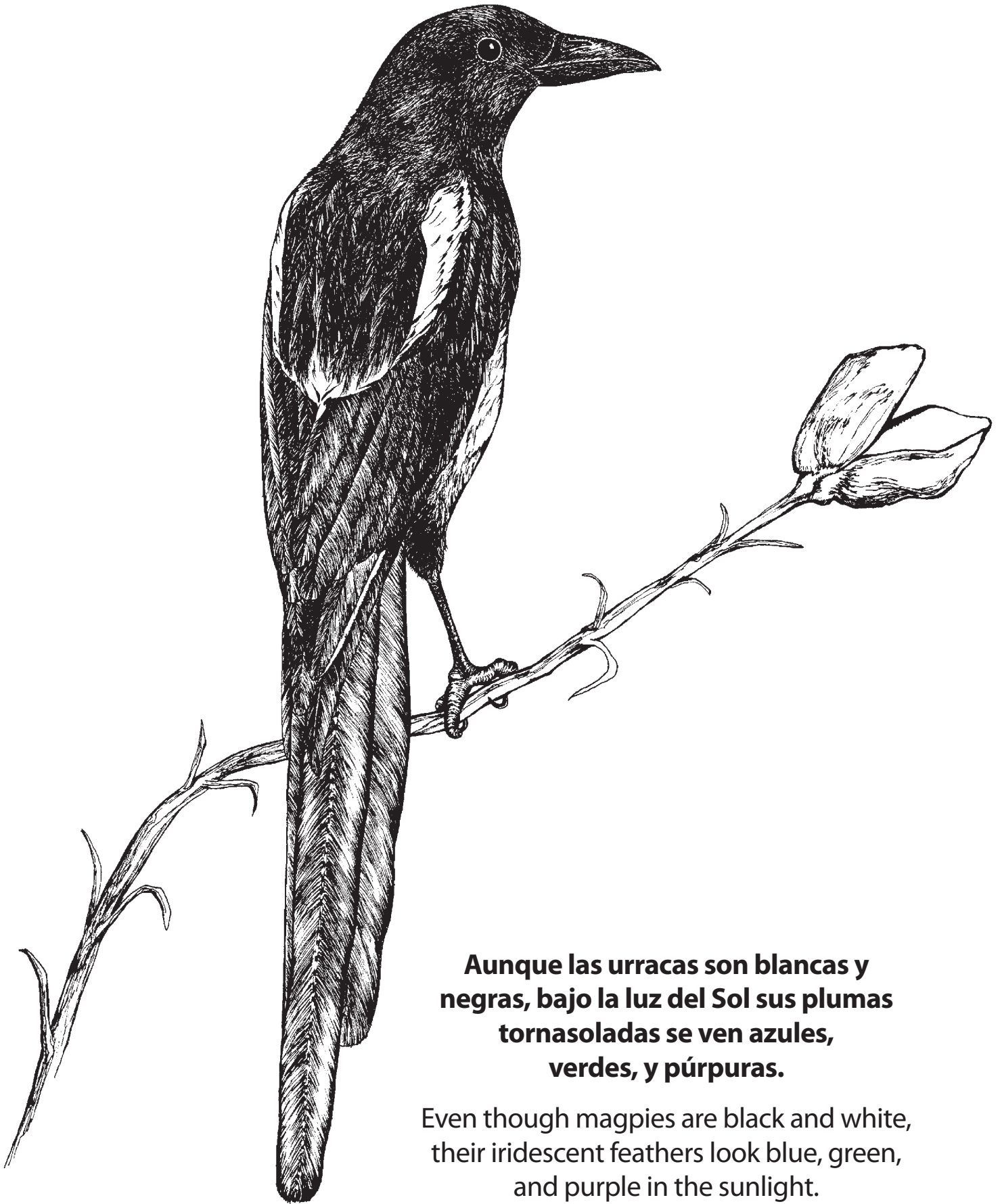
Aunque las urracas son blancas y negras, bajo la luz del Sol sus plumas tornasoladas se ven azules, verdes, y púrpuras.

Even though magpies are black and white, their iridescent feathers look blue, green, and purple in the sunlight.

Solo los pavos salvajes machos tienen "zarzos" rojos cayendo de su garganta y "barbas" plumosas en sus pechos

Only male wild turkeys have red "wattles" that hang from their throat and feathery "beards" on their chests.

La presa preferida del león de montaña es la mula ciervo.

The mountain lion's favorite prey is mule deer.

¡Este gran murciélago 'Townsend' de orejas grandes come la mitad de su peso en insectos cada noche!

This Townsend's big-eared bat eats half its weight in insects every night!
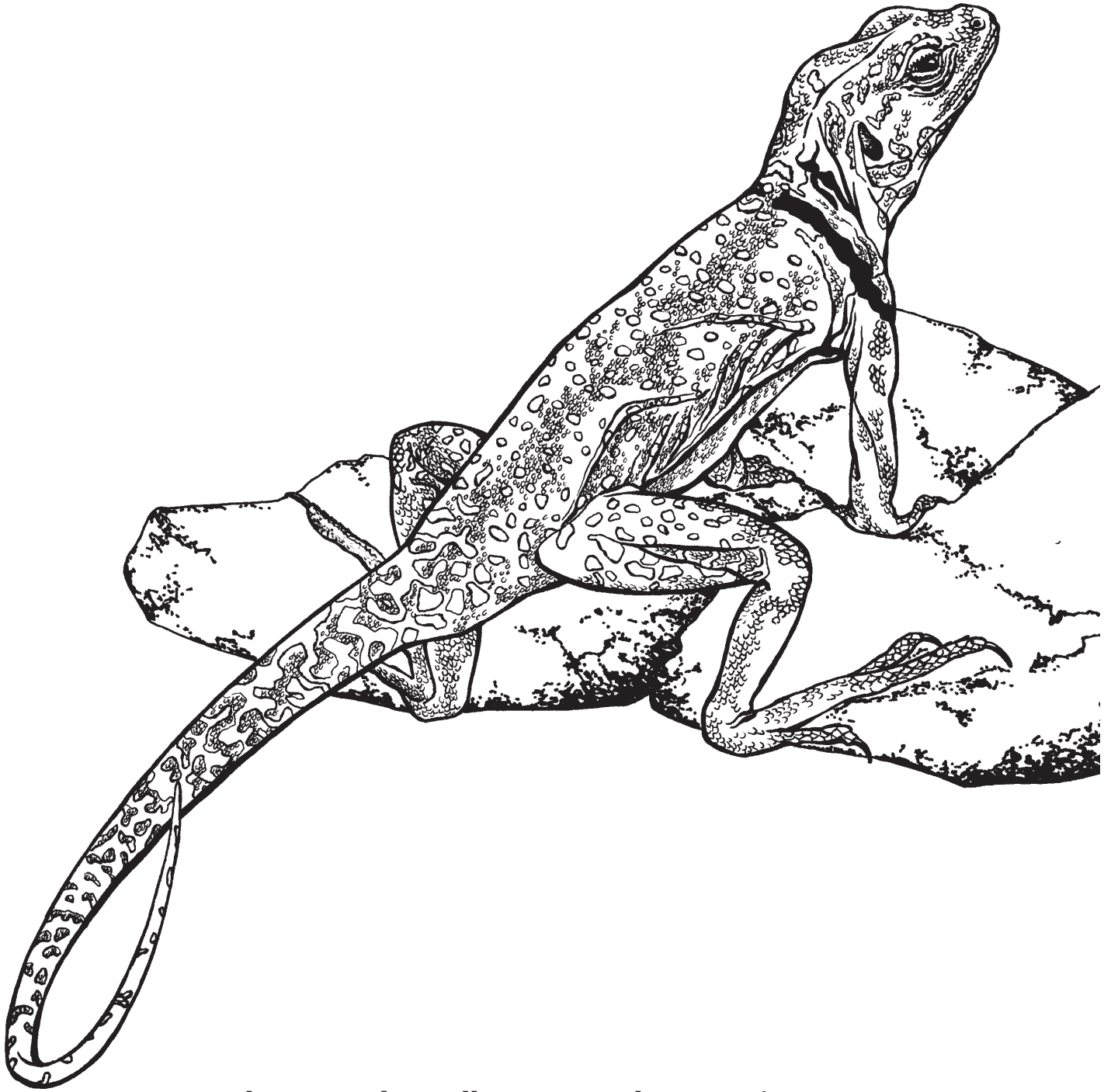
**Los lagartos de cuello corren sobre sus piernas traseras
y parecen ¡tiranosauros-Rex en miniatura!**

Collared lizards run on their hind legs and look
like miniature Tyrannosaurus-Rexes.

Las garzas azules anidan en colonias, en las altas copas de los árboles.

Great blue herons nest in colonies high up in the treetops.
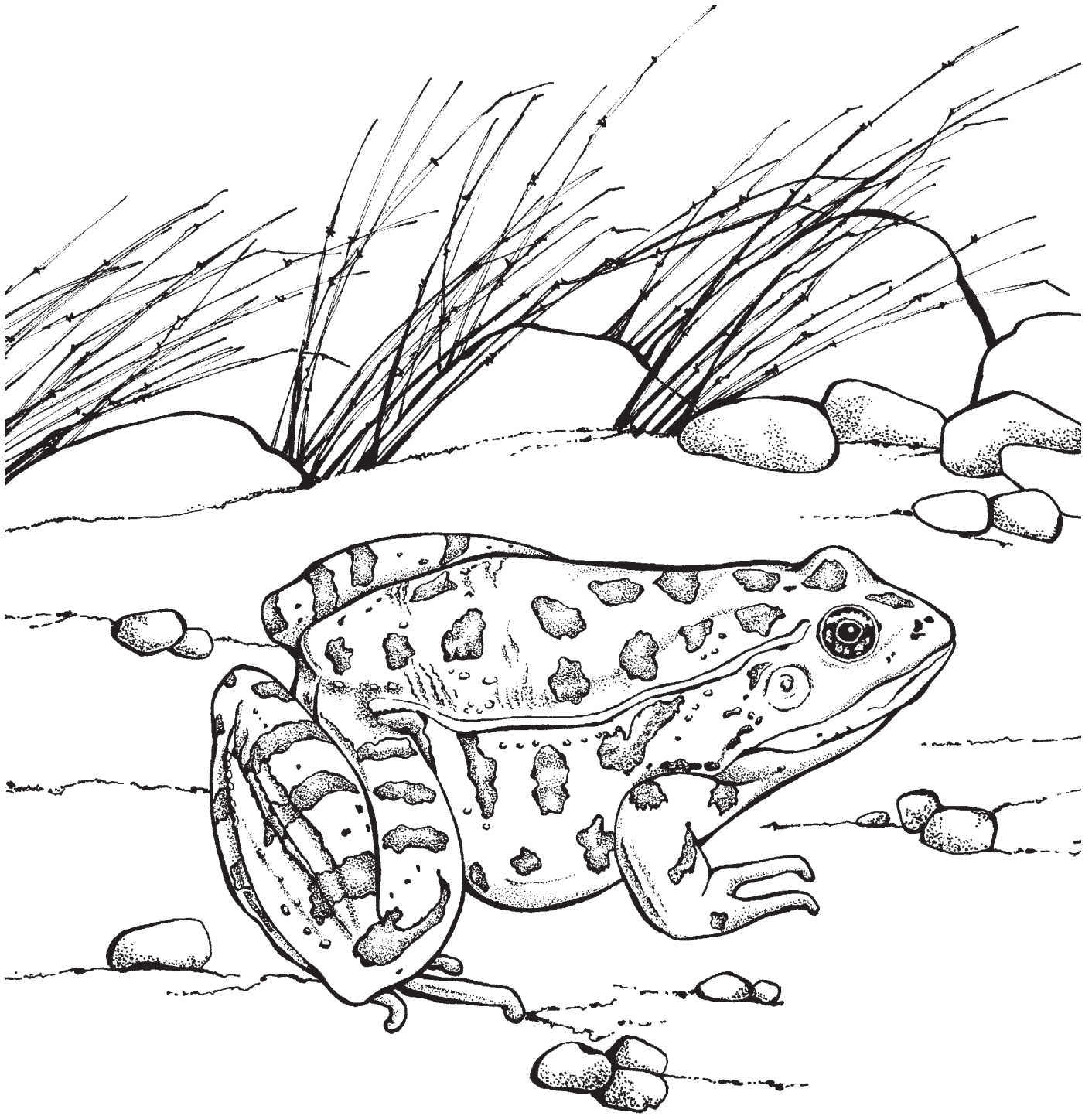
¡Las ranas leopardo no beben agua, la absorben a través de su piel!

Leopard frogs do not drink water—they absorb it through their skin!
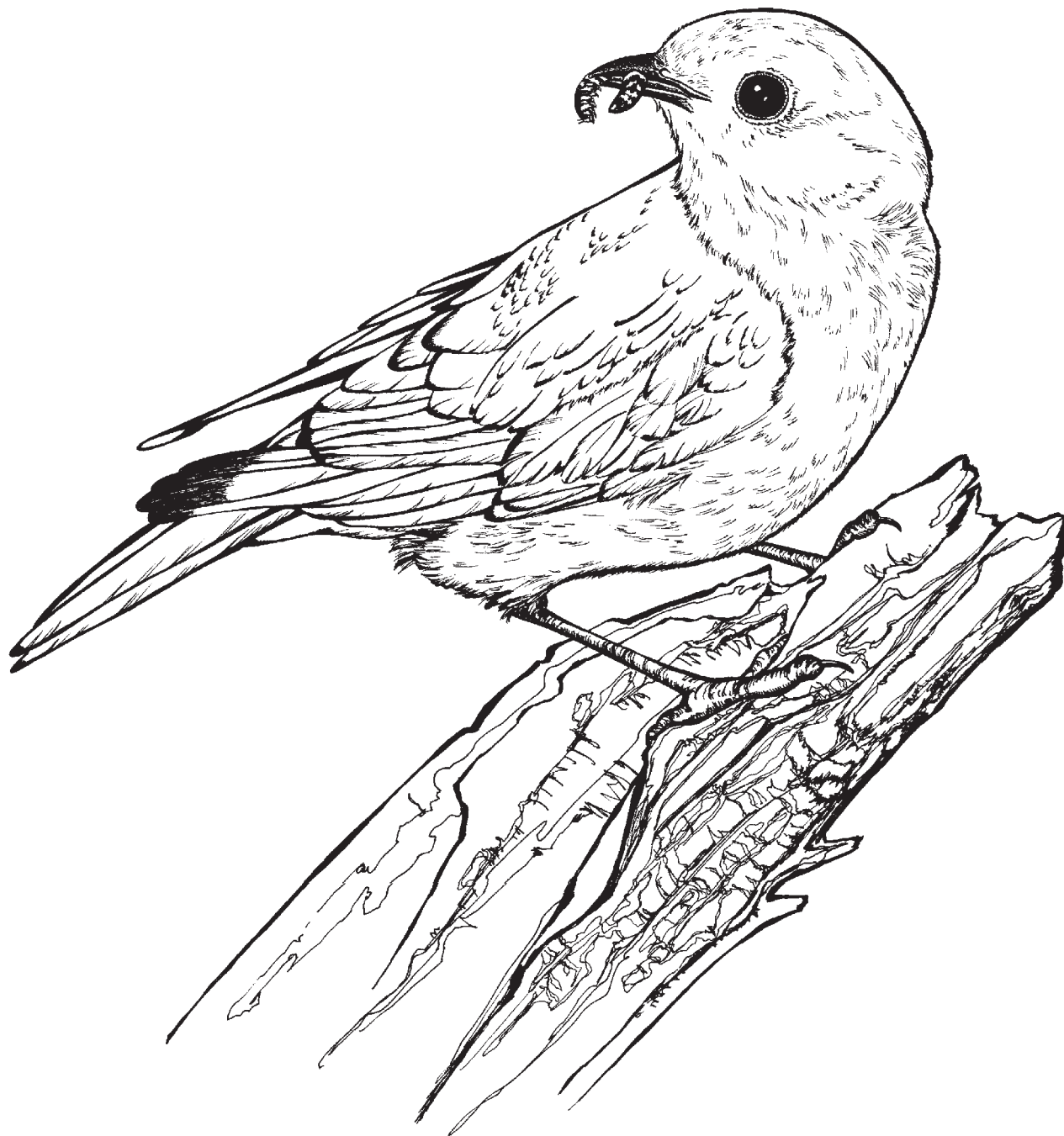
Las aves azules de montaña anidan en huecos en los árboles y comen insectos.

Mountain bluebirds nest in tree cavities and eat insects.

La ardilla 'Abert' solo vive en un lugar, en los bosques de pino ponderosa.

The Abert's squirrel lives in only one place—the ponderosa pine forest.
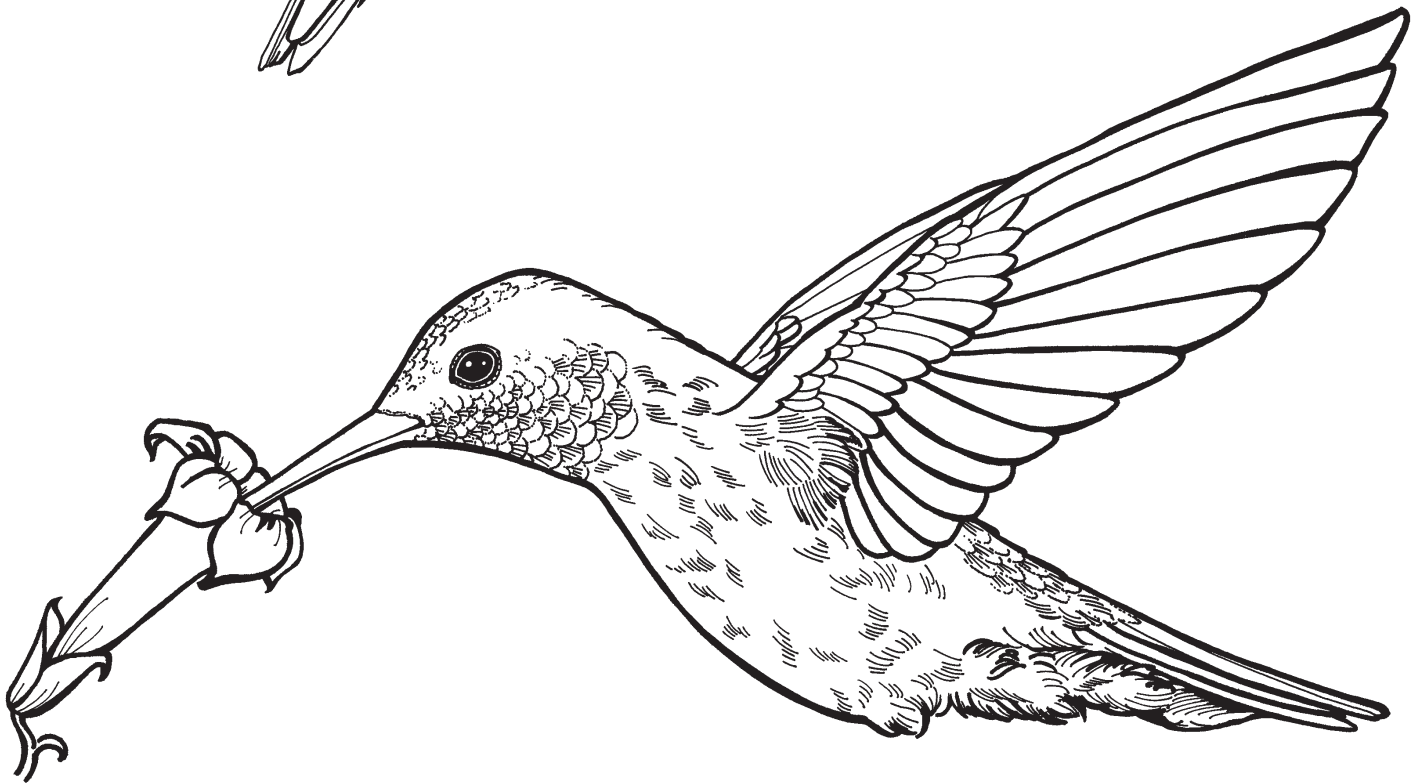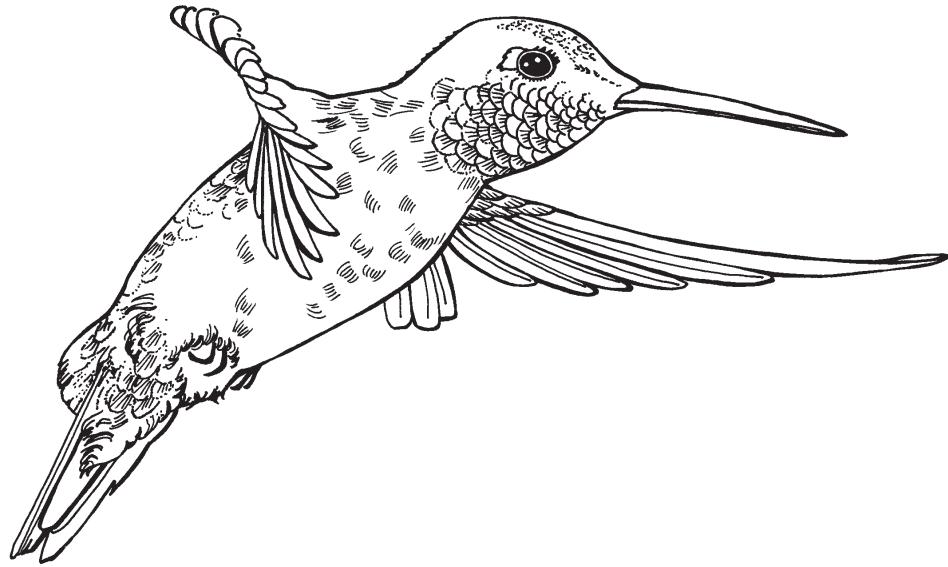
Los colibríes comen néctar y ayudan a polinizar las flores.

Hummingbirds eat nectar and help pollinate flowers.

La madre osa negra está protegiendo sus cachorros.

Mother black bear is protecting her cubs.

¡Los mapaches comen casi cualquier cosa, huevos de pájaros, serpientes, ranas, pequeños mamíferos, bayas, e incluso basura!

Raccoons eat almost anything—birds' eggs, snakes, frogs, small mammals, berries, and even garbage!
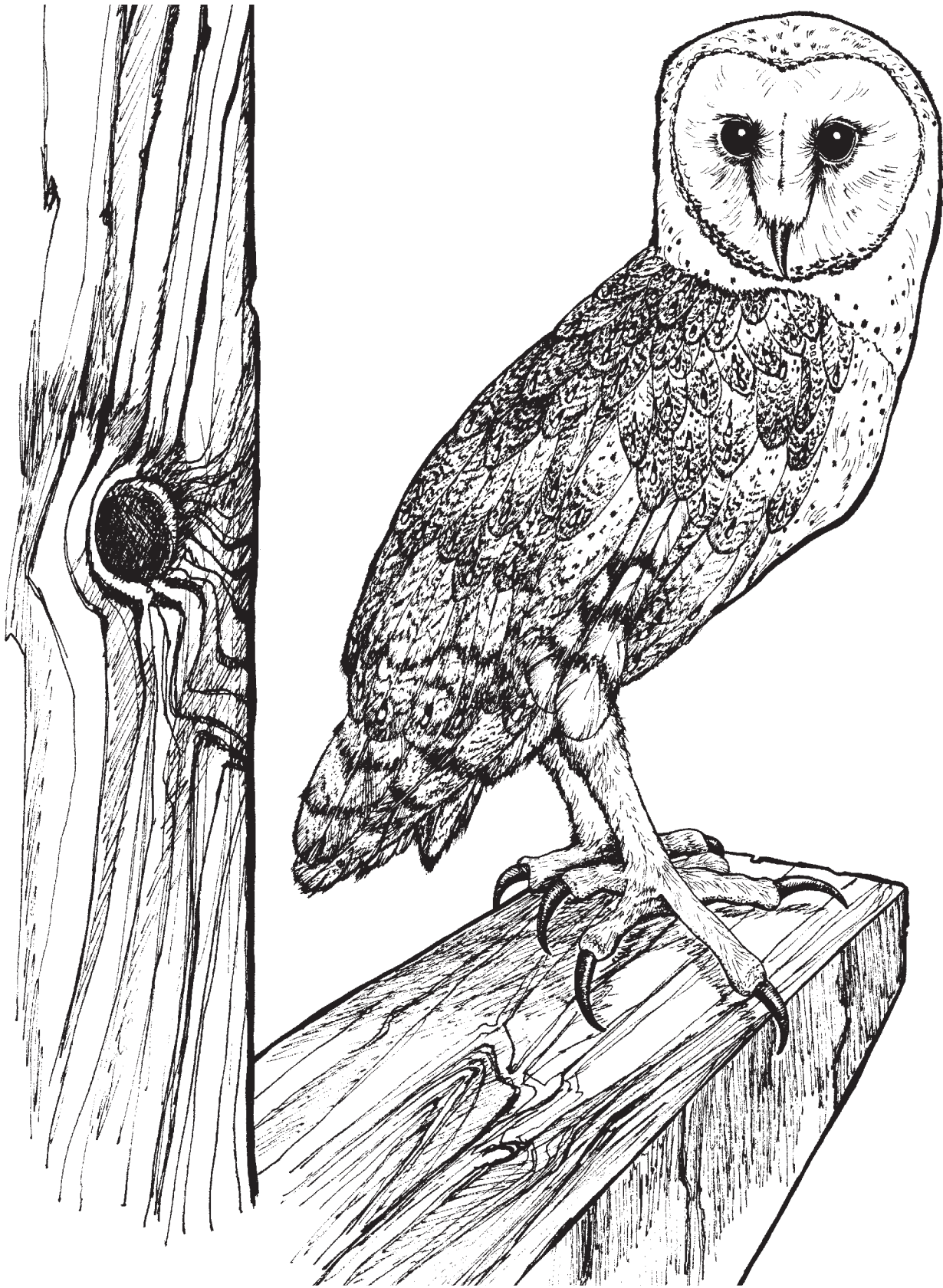
Los búhos granero ayudan a mantener a los graneros libres de ratones.

Barn owls help keep the barn free of mice.
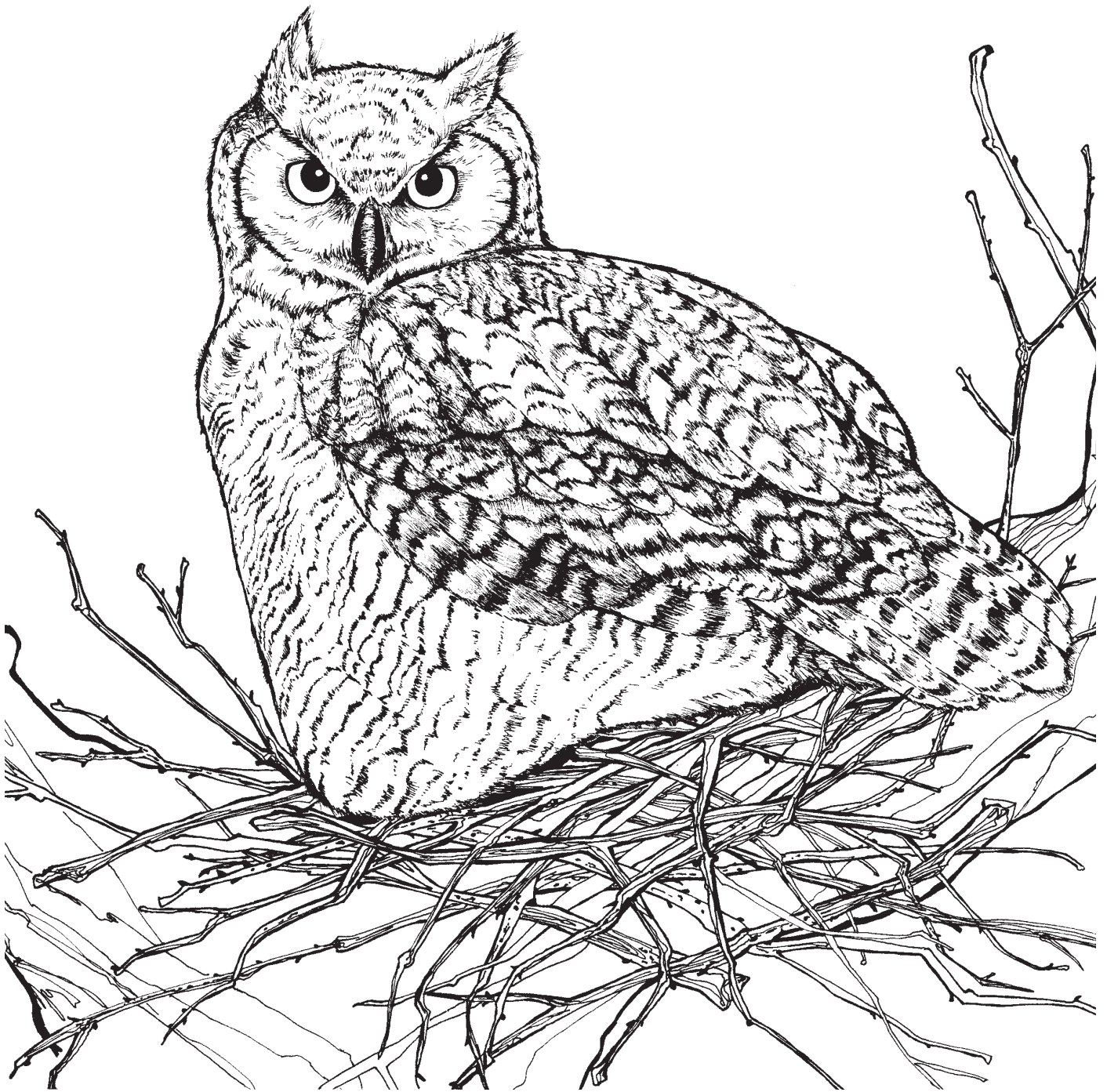
Los grandes búhos cuerno, tienen orejas con plumosos penachos y grandes ojos dorados.

Great horned owls have feathery ear tufts and large golden eyes.
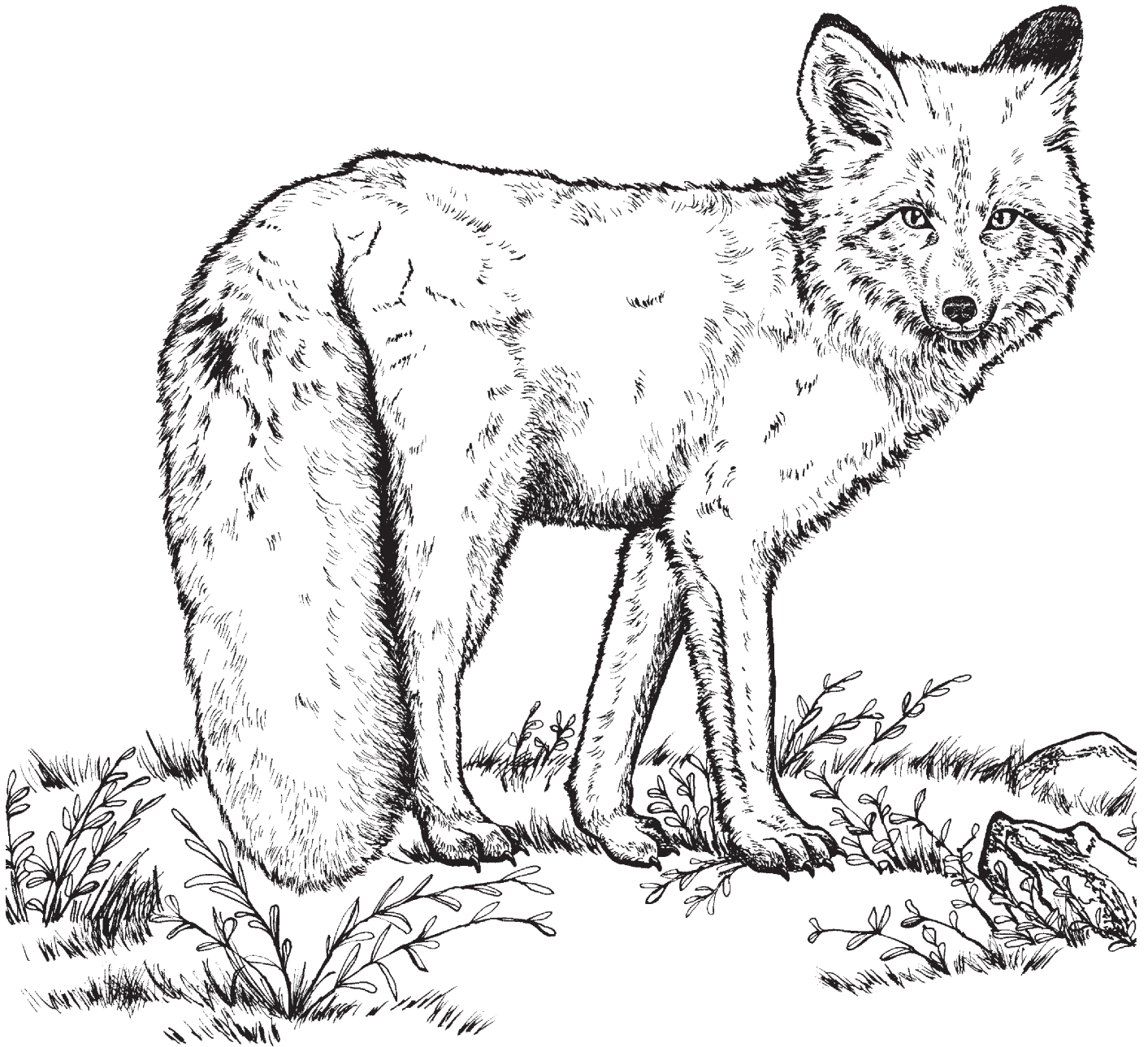
A pesar de su nombre, el zorro rojo puede ser de tres colores: plateado, negro, o tiene una oscura cruz en su lomo.

In spite of its name, the red fox can be any one of three colors—silver, black, or marked with a dark cross on its back.
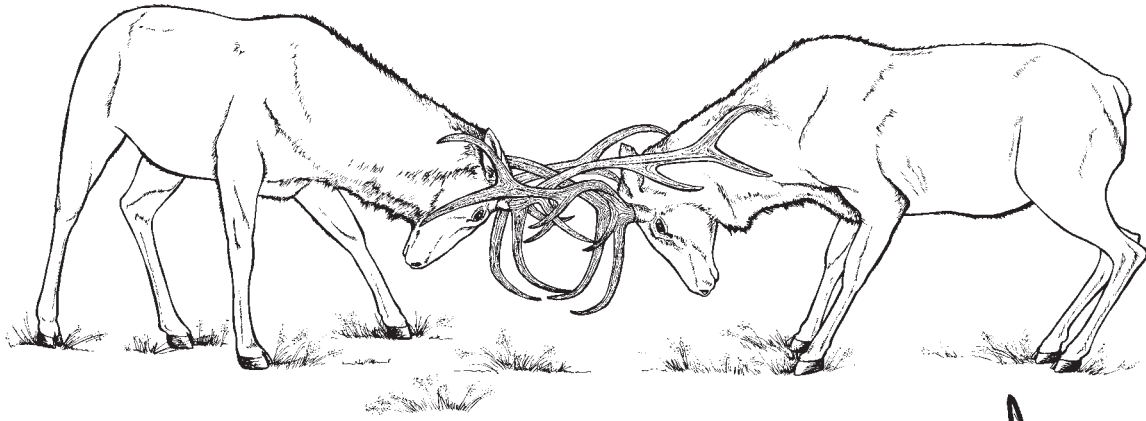
En el otoño, puedes oír el sonido corneta de los alces machos y verlos luchar.

In the autumn, you can hear bull elk bugle and see them battle.
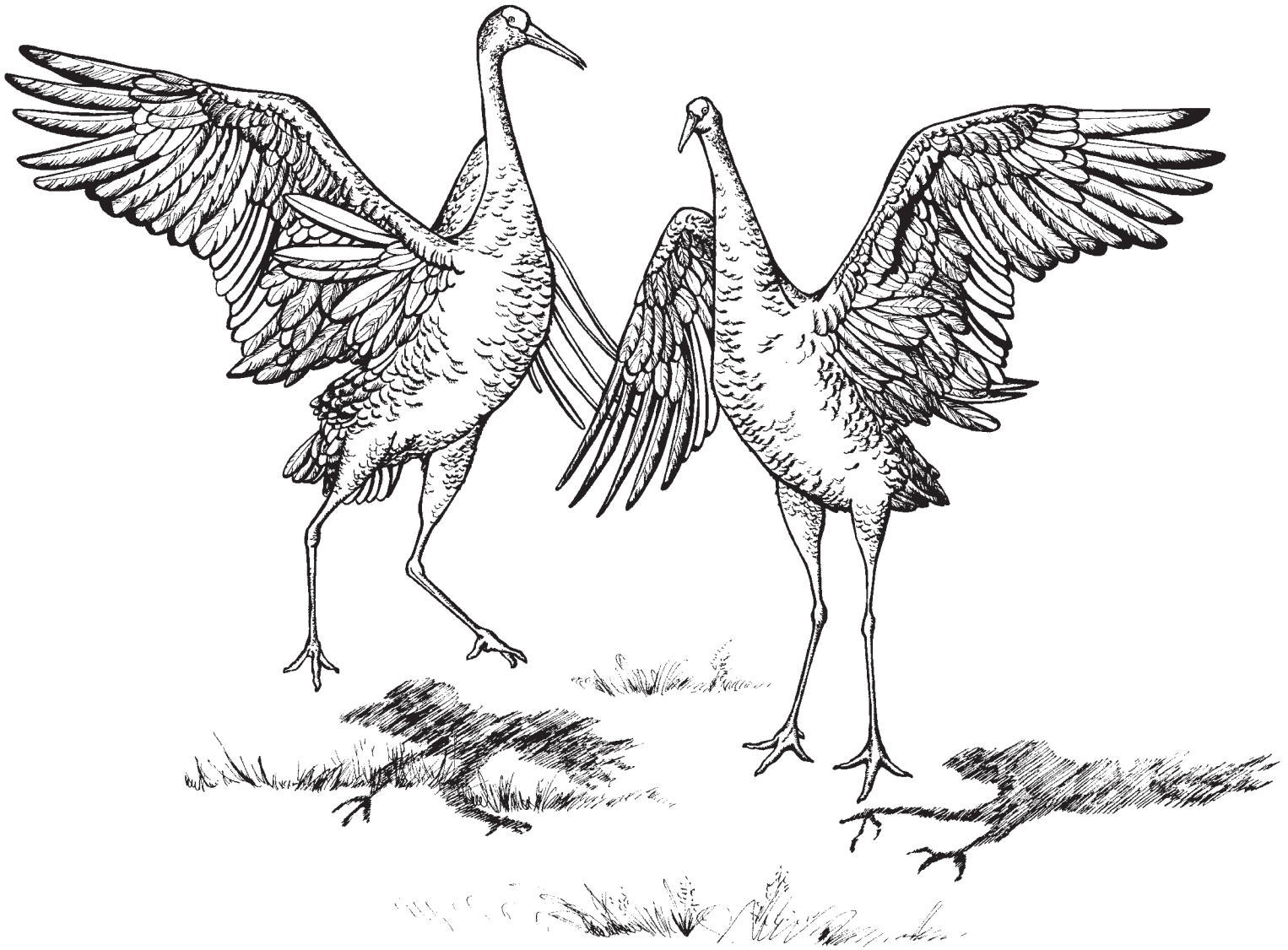
Una espectacular muestra de primavera es la agraciada danza de cortejo de las cigüeñas aguileñas.

A spectacular sign of spring is the sandhill cranes' graceful mating dance.

**Las salamandras tigre son los anfibios del mundo
que viven a mayor altitud.**

Tiger salamanders are the world's highest altitude amphibians.
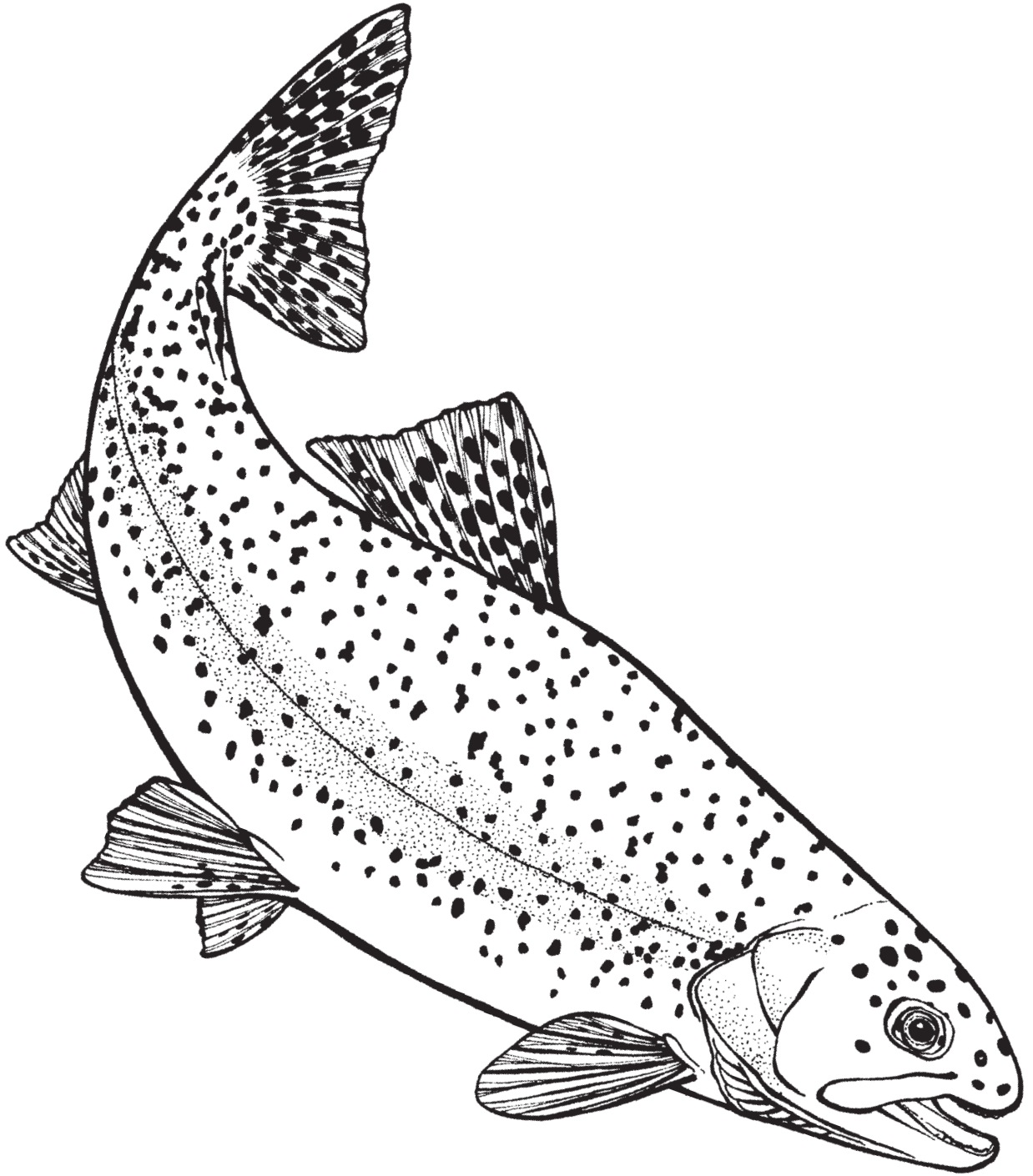
La trucha arcoiris es el pez deportivo más popular.

Rainbow trout are the most popular sport fish.
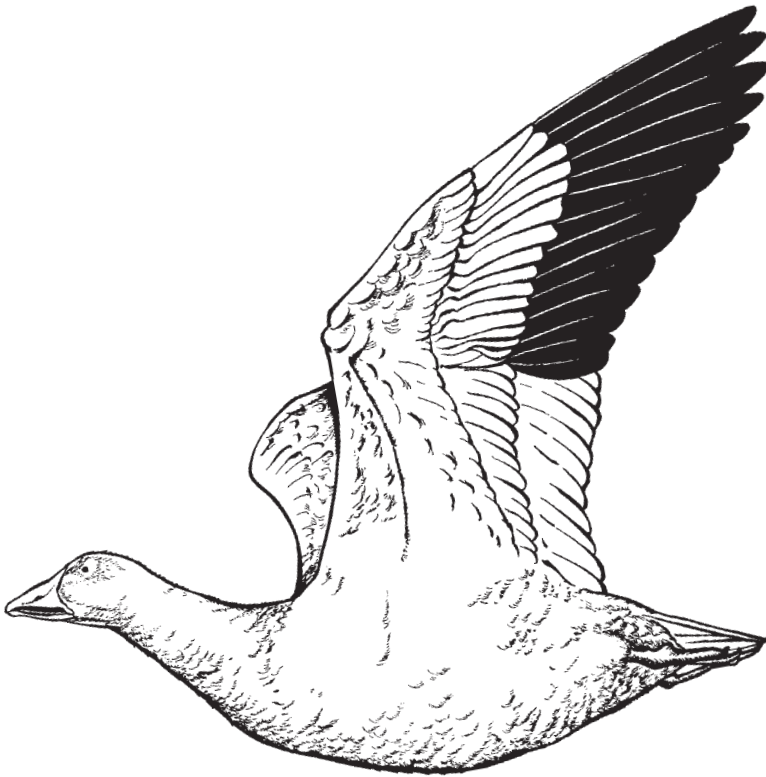
**Los gansos de nieve vuelan
a través de Colorado en grupos
de 10.000 o más.**

Snow geese fly through Colorado in
flocks of 10,000 or more.
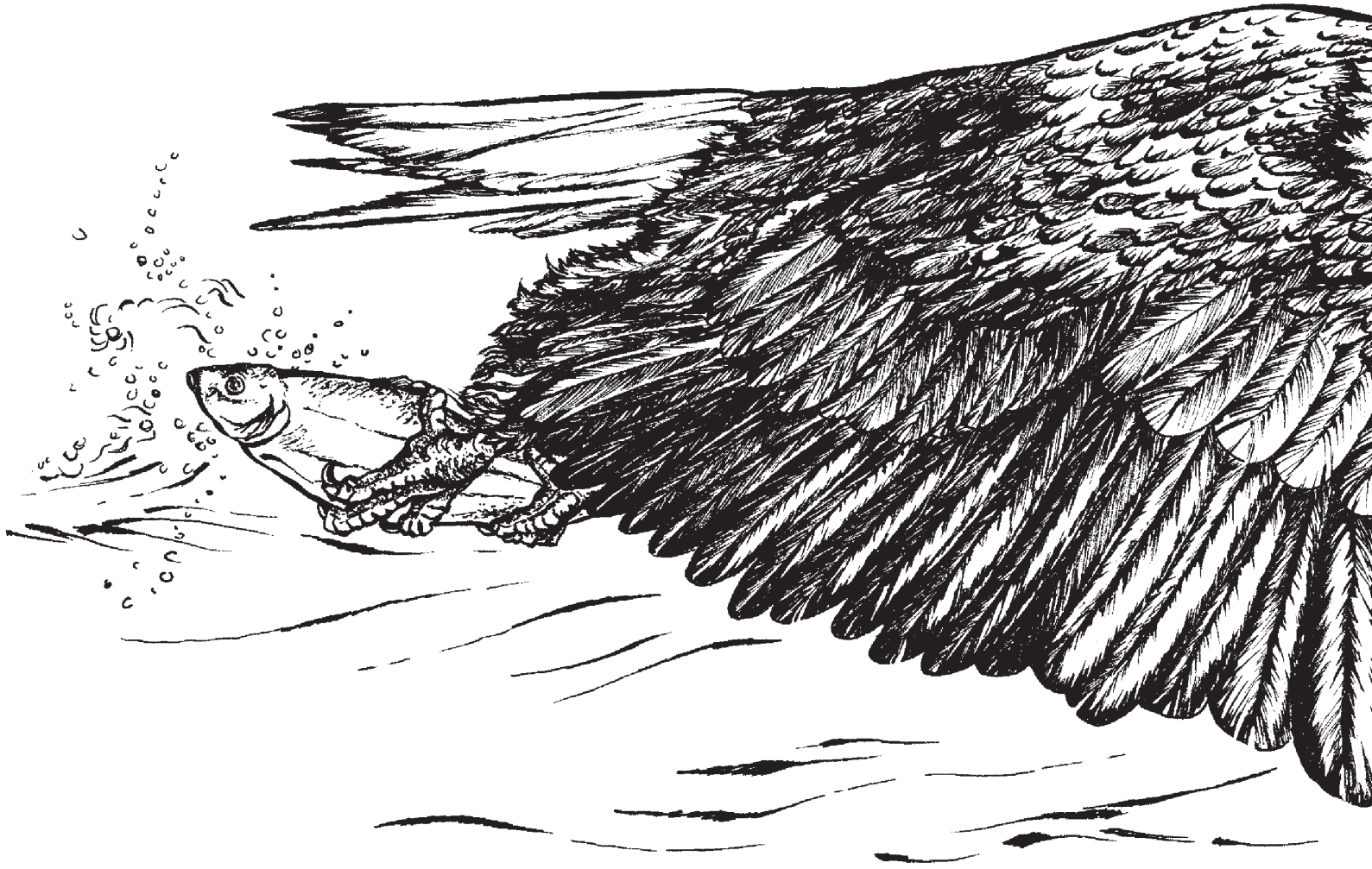
**El águila calva—nuestro símbolo nacional—
atrapa y se alimenta de peces.**

The bald eagle—our national symbol—catches and eats fish.
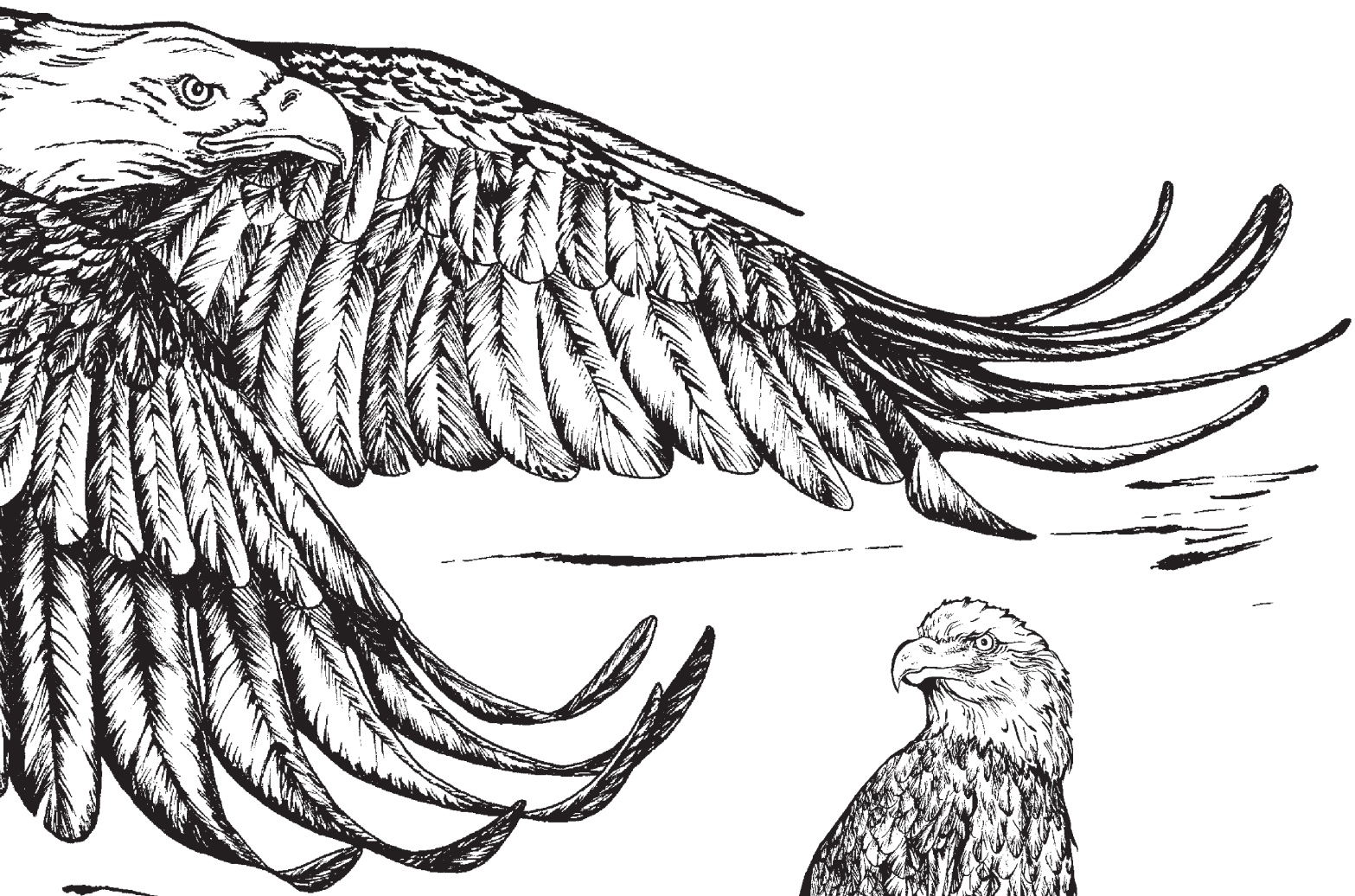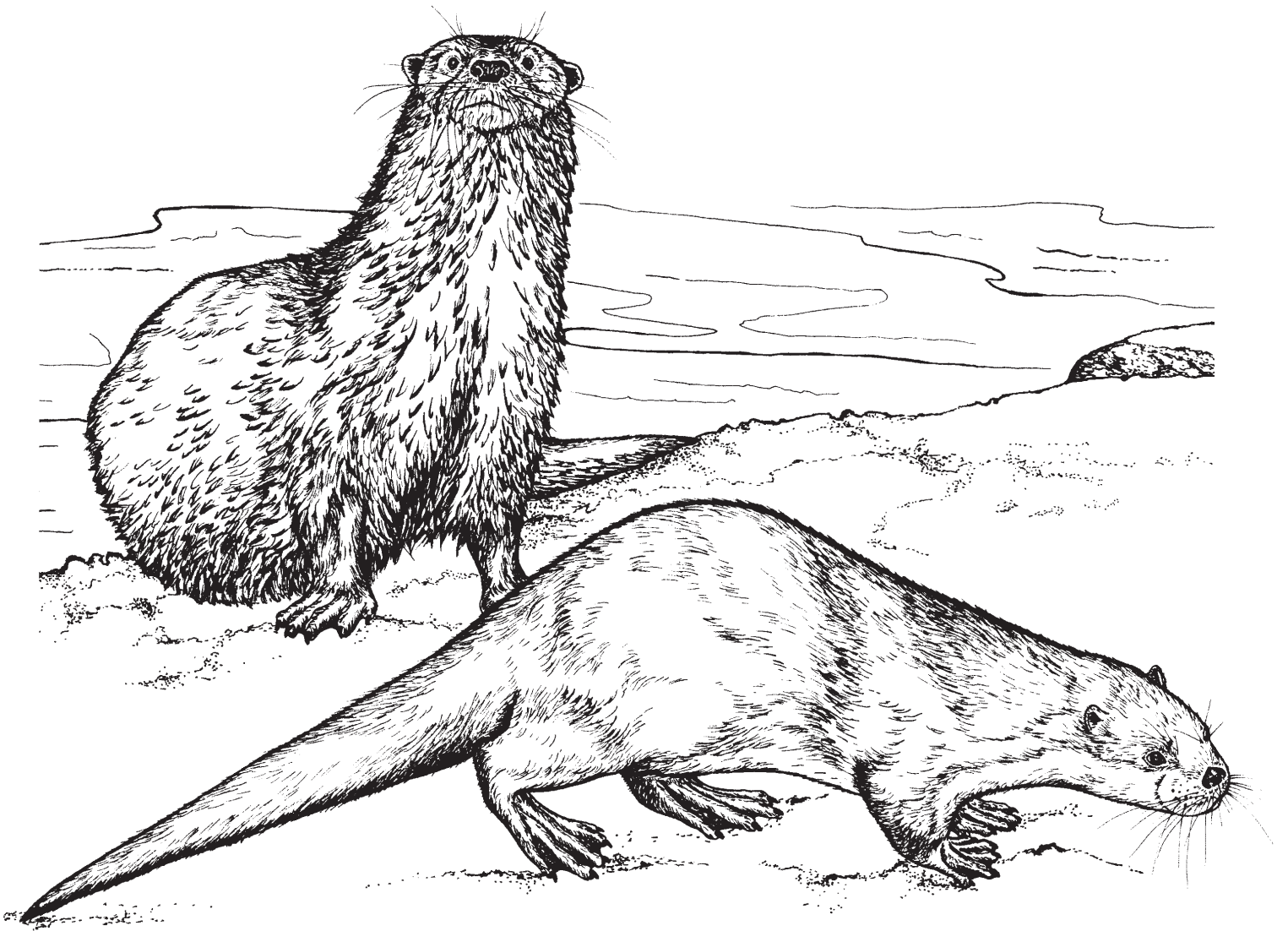
Las nutrias de río son excelentes nadadoras.

River otters are excellent swimmers.

Los castores cortan y recolectan madera para hacer sus guaridas.

Beavers cut and gather wood to make their dens.

Los alces son los miembros más grandes de la familia de los ciervos.

Moose are the largest members of the deer family.
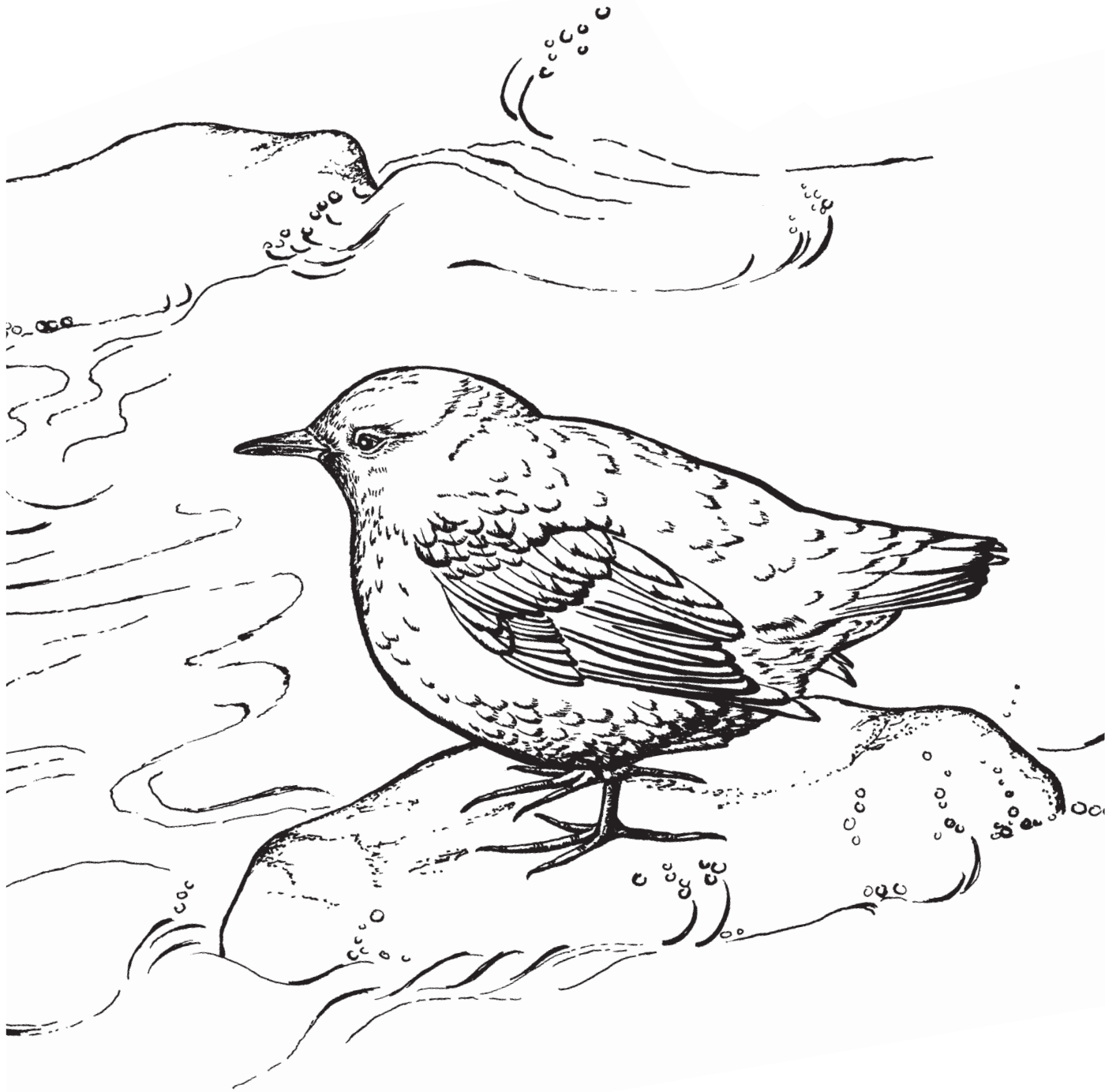
¡Los mirlo de agua son los únicos pájaros cantantes que caminan debajo del agua!

Dippers are the only songbirds that walk under water!

Cuando llega el invierno, las marmotas se acomodan dentro de sus madrigueras e hibernan.

When winter arrives, marmots curl up inside their burrows and hibernate.

Los lucioperca recogen y almacenan hierbas para comer durante el frío y nevado invierno.

Pikas gather and store grass to eat during
the harsh and snowy winter.
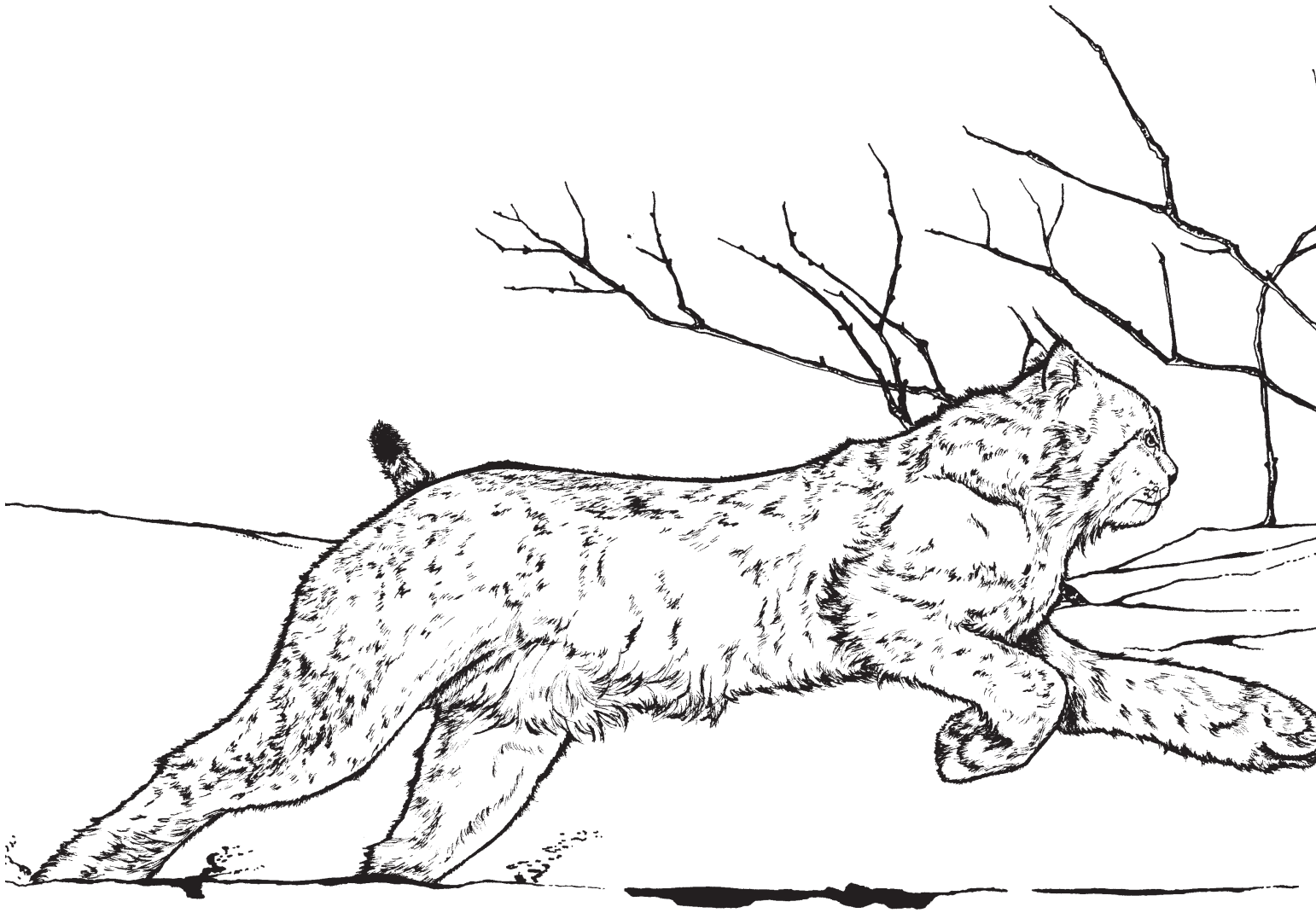
El lince está buscando a su presa preferida, la liebre raqueta.

The lynx is hunting its favorite prey—the snowshoe hare.

Los linces son sobre todo grisáceos, pero sus cortas colas y largas orejas tienen puntas negras.

Lynx are mostly grayish, but their short tails and long ear tufts have black tips.
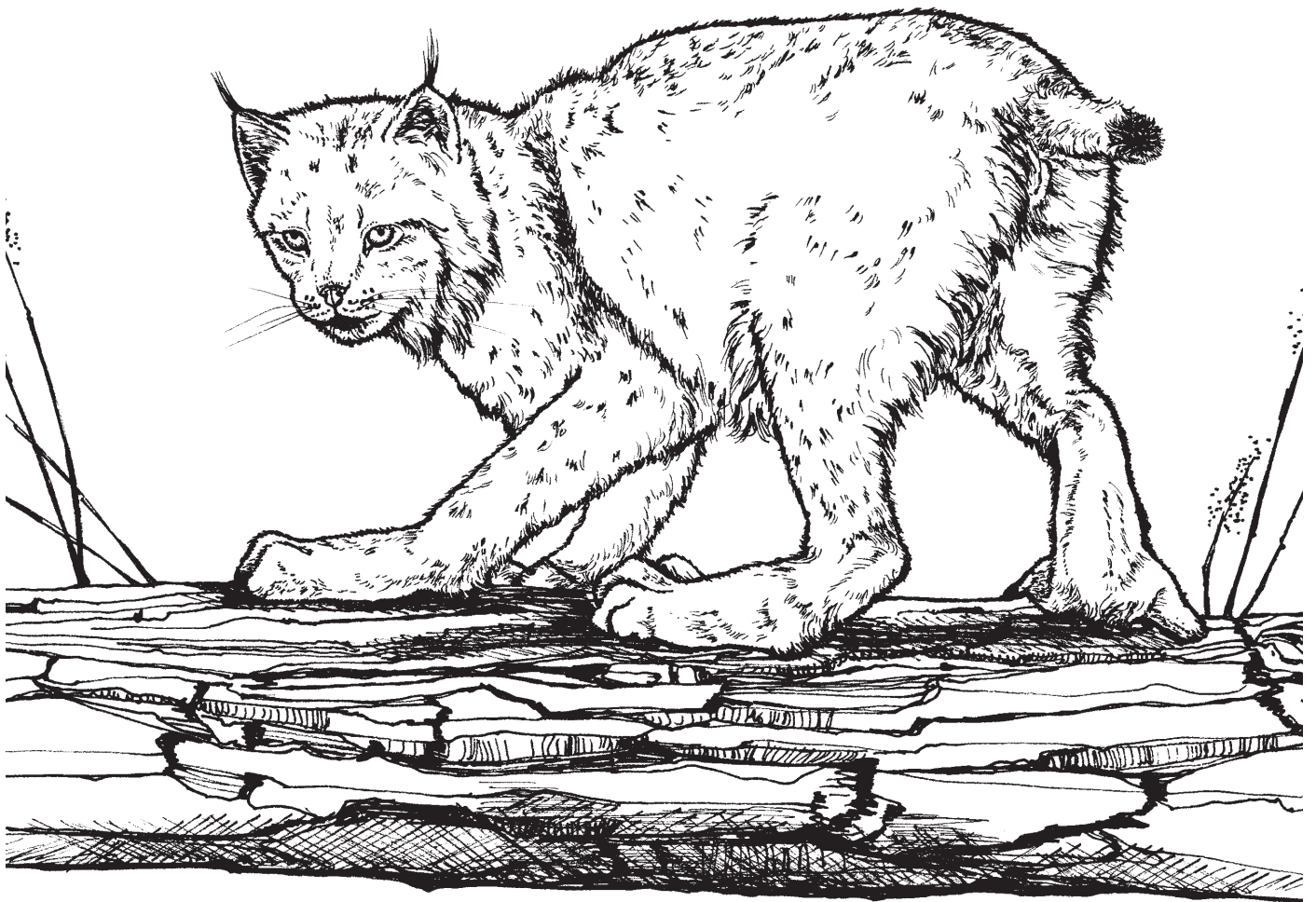
**Las comadrejas son marrones durante el verano y
blancas durante el invierno.**

Weasels are brown in summer and white in winter.
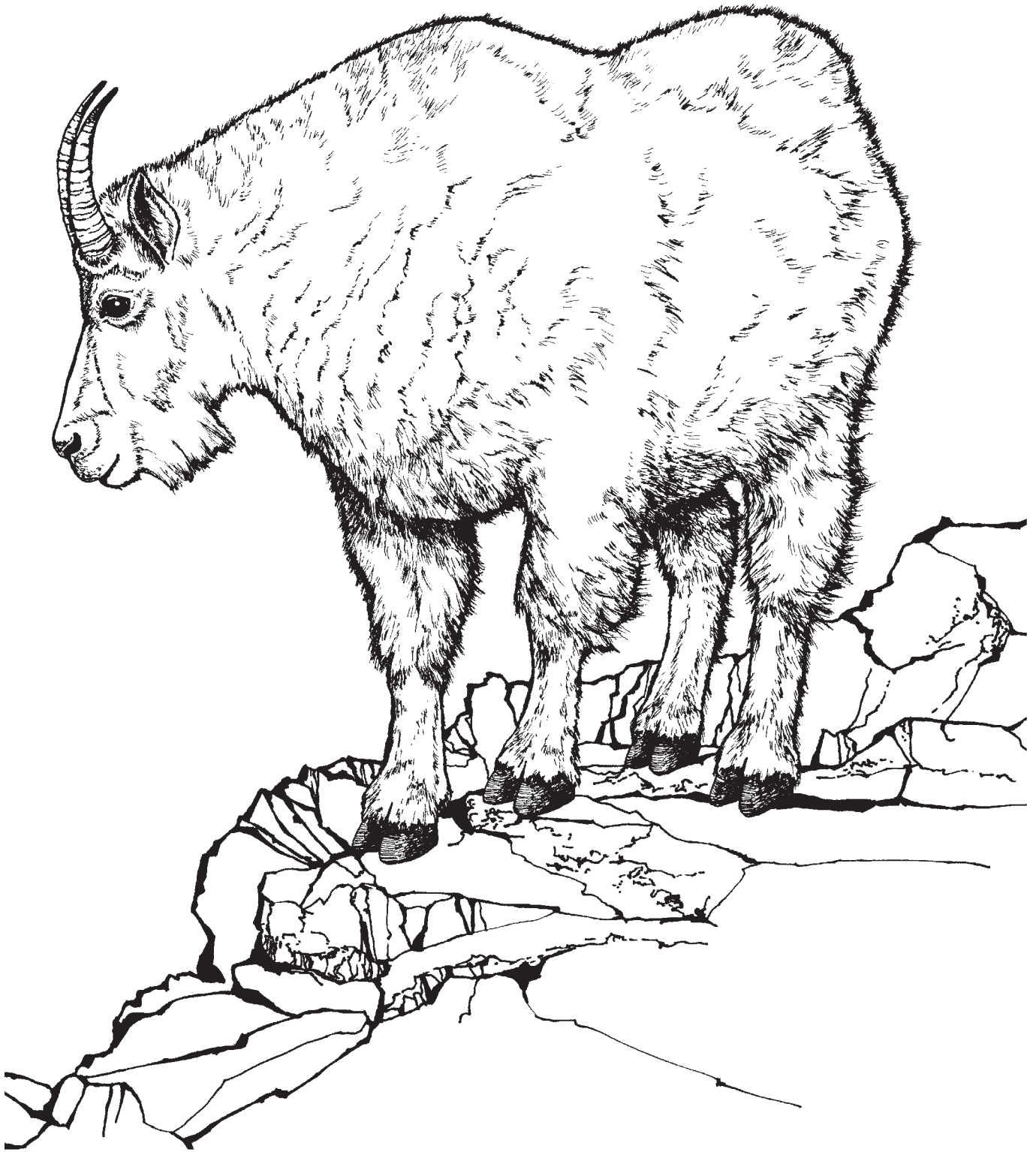
**Las cabras de montaña tienen lanosas capas
blancas que se confunden con la nieve y las mantienen calientes.**

Mountain goats have woolly white coats that blend in
with the snow and keep them warm.
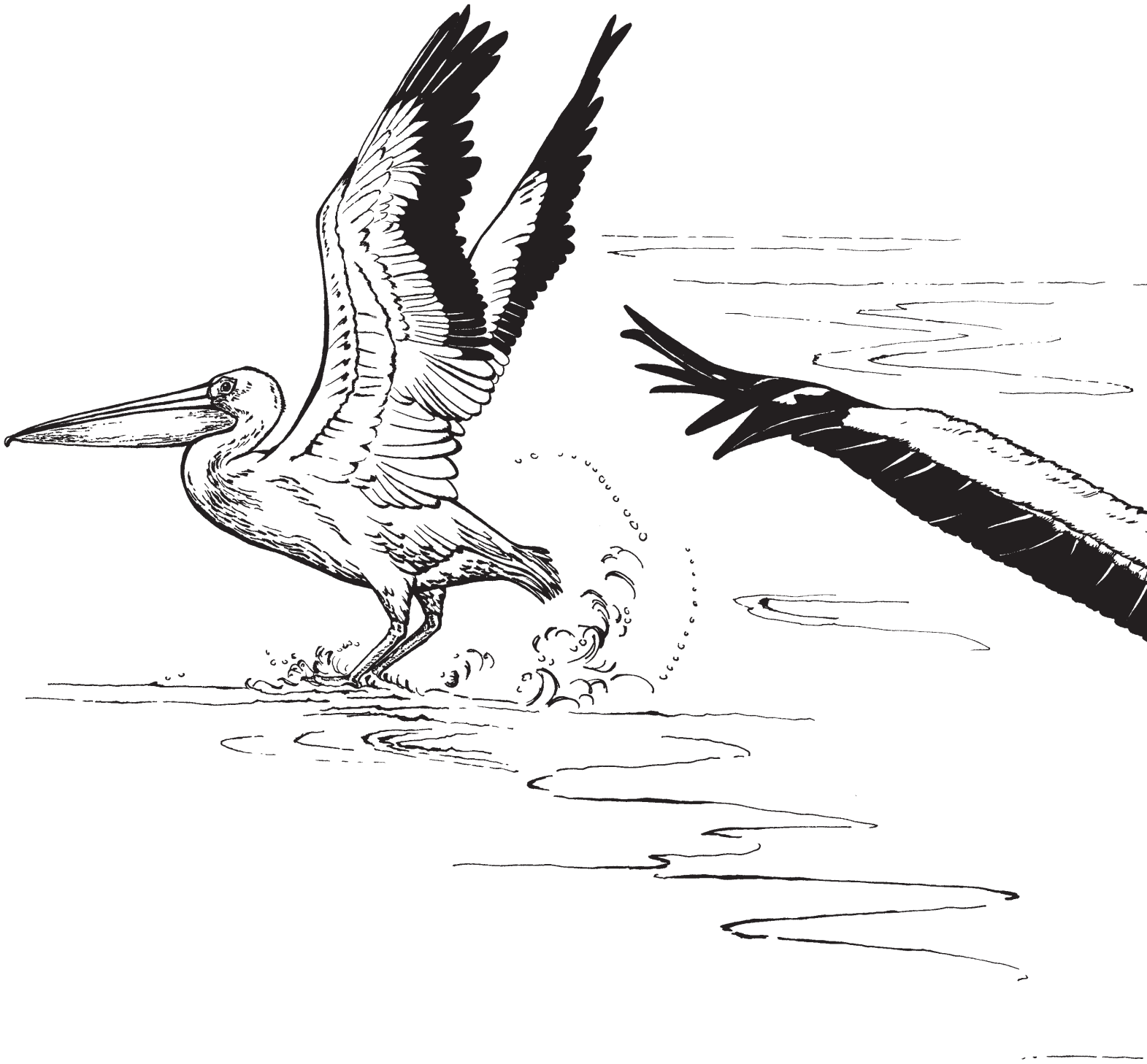
Los pelícanos pescan en grupos y reúnen peces en aguas bajas donde luego los engullen.

Pelicans fish in groups and herd fish into shallow water where they are gobbled up.
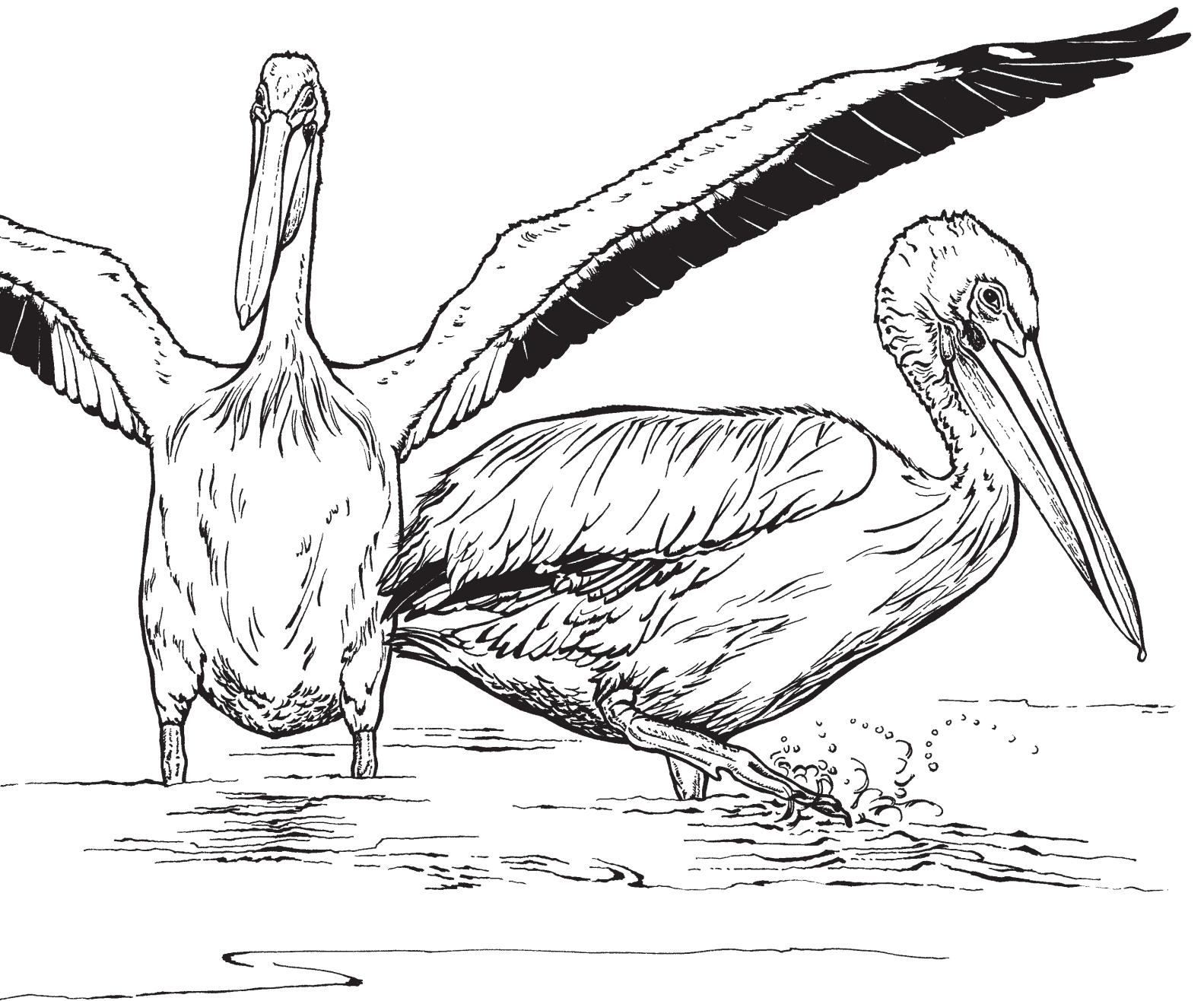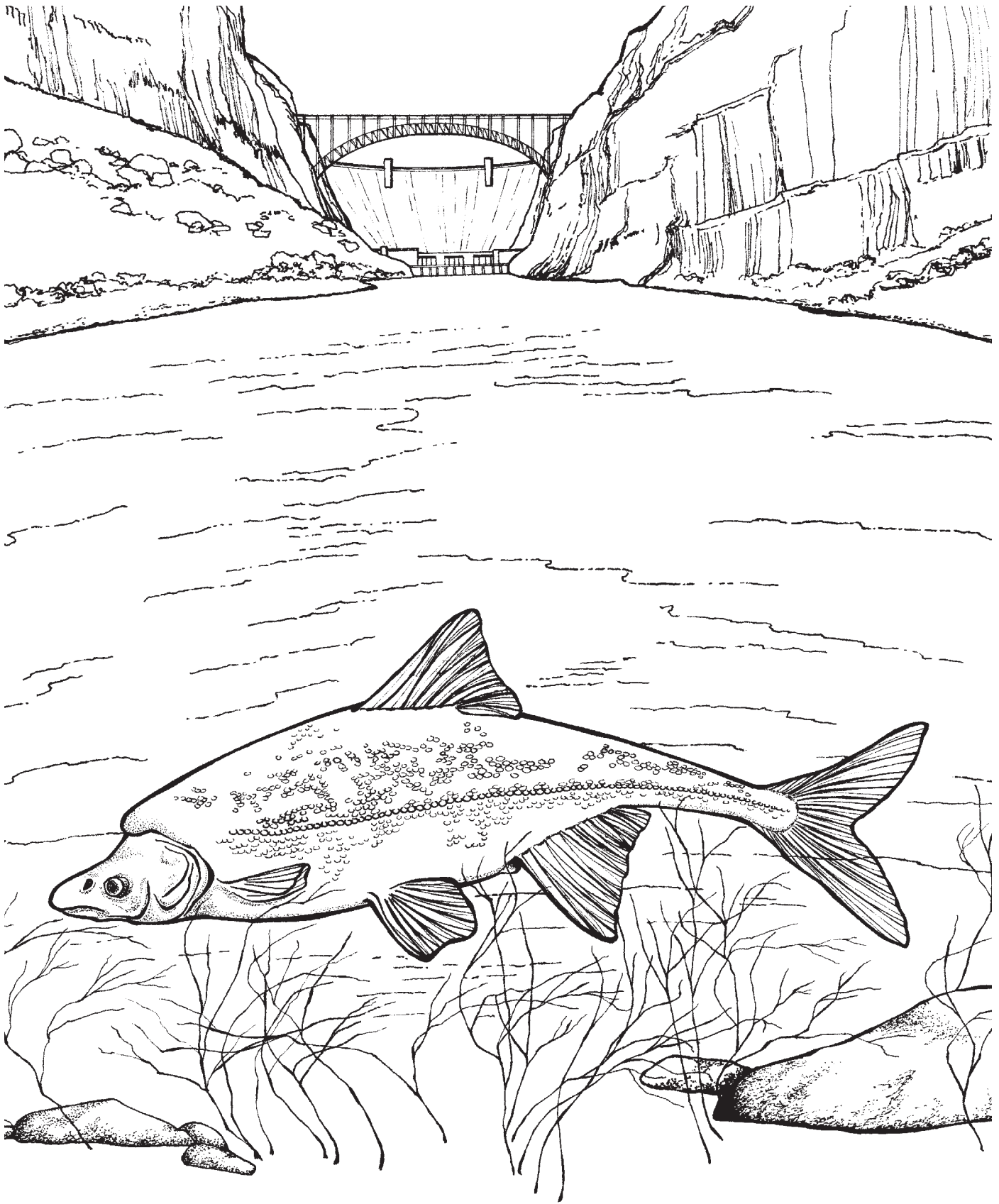
El pez joroba vive en el río Colorado.

The humpback chub lives in the Colorado River.

You can learn more about wildlife and the
environment, our planet and our universe
at Windows to the Universe at
www.windows.ucar.edu
A Bilingual Website—In English and Spanish!

WINDOWS TO
THE UNIVERSE
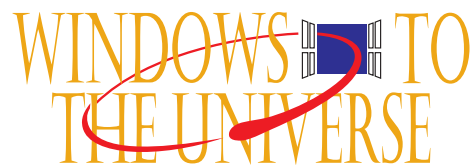
**Si quieres aprender más sobre la fauna y el
medioambiente, nuestro Planeta y nuestro
Universo visita: Ventanas al Universo en
www.windows.ucar.edu
Un portal completamente BILINGÜE,
en Inglés y ESPAÑOL!**

Colorado Parks & Wildlife es la Agencia Estatal responsable de proteger y de manejar fauna y su habitat,
así como ofrecer actividades de recreación relacionadas con la fauna. La división está financiada por los
honorarios de licencias de cacería y de pesca, concesiones federales, y la lotería de Colorado, a través de
Gran aire libre de Colorado.

Do you want to learn more about Colorado wildlife and get more coloring pages?

Visit:
https://cpw.state.co.us/learn/Pages/Kids.aspx

¿Quieres aprender más sobre la fauna de Colorado y obtener más páginas para colorear?

Visita:
https://cpw.state.co.us/learn/Pages/Kids.aspx
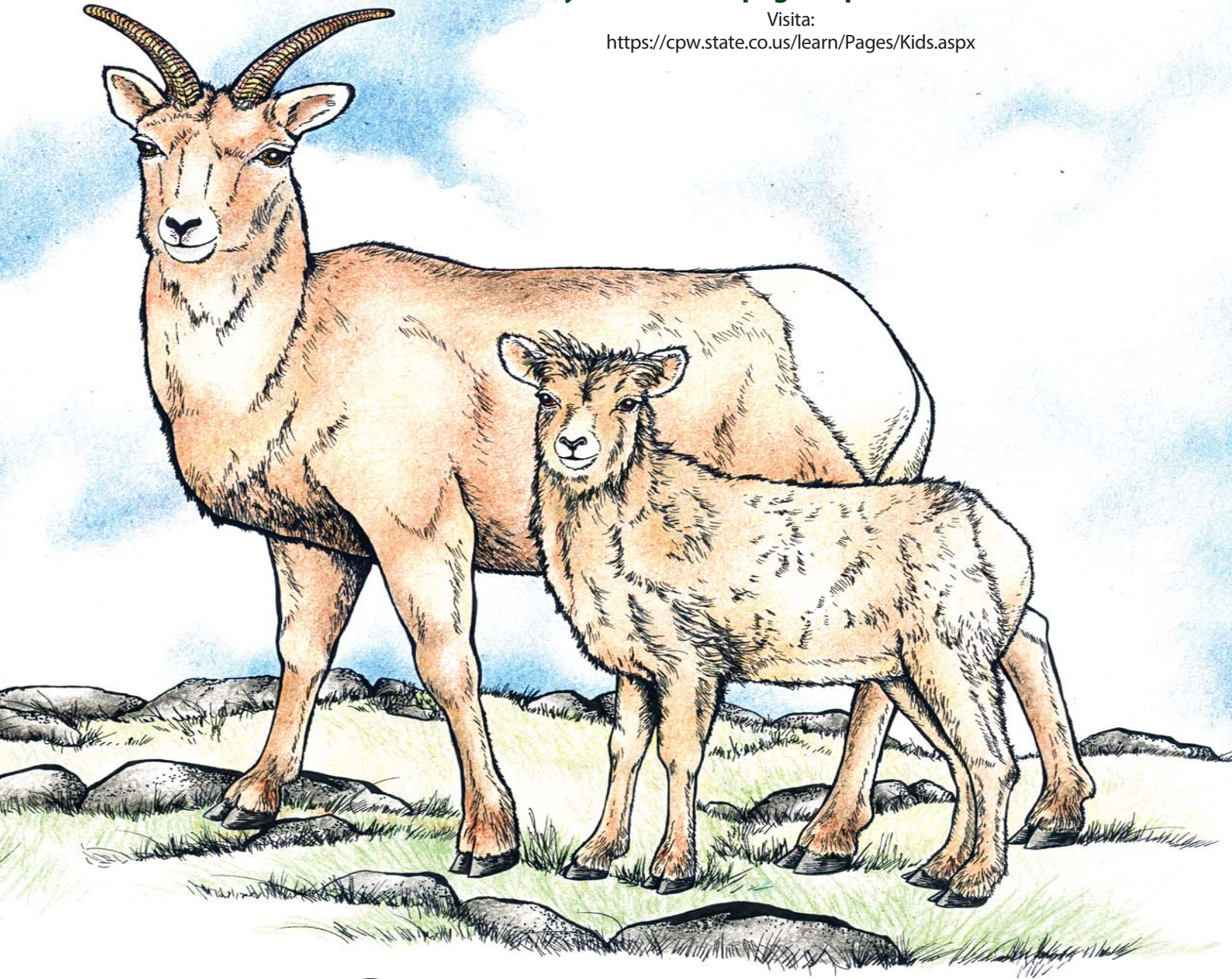
LIVE LIFE OUTSIDE

Activity:

Every Body Outdoors Reading Adventure

—

Introduction

Book displays can promote reading and promote our collections, and we don't have to tell you how to do *that*. You're already the expert. **"Every Body Outdoors Reading Adventure" encourages readers to think of reading outside our own experiences as adventures unto themselves.**

Themes of books for this reading challenge, book display, and/or supporting activities include:

Intended Audience

Adults

Activity Goals

With this program/ display, community members will:

- Take pride in reading outside their experience
- Broaden their worldview
- Read from a variety of perspectives, experiences, and abilities in relation to adventure, exploration, and the outdoors

Description

"Every Body Outdoors Reading Adventure" asks the library to display books that feature diverse voices, faces, and experiences *and* that feature diverse ways of engaging with the outdoors. Some suggested titles are included in this kit, but many others can be found on the library shelves.

In order to encourage engagement with the book display and themes – taking the static book display to a dynamic environmental engagement passive program – library users are encouraged to:

- Pick up an "Every Body Outdoors Reading Adventure" challenge card and fill it out. Libraries may use Beanstack or other digital reading trackers to create/ curate an adventure reading challenge and to create a competition tied to this activity.
- Add to the book display as they find books that fall under the themes: **unconventional adventure, reading outside their comfort zones, reading new voices, diverse voices in outdoor spaces, outdoor exploration and adventure...** whatever other themes the library staff chooses to highlight

A few options for reading challenge materials are included in this kit for different levels of engagement and challenge.

- Every Body Outdoors Reading Adventure – Challenge check-list style – This style of challenge is a fill-in form. It can easily be adapted to digital badging and challenge apps like Beanstack.
- *Every Body Outdoors Reading Adventure – Bingo card style*
- *Every Body Outdoors Reading Adventure – Scavenger hunt style*

Extending this book display into an environmental engagement/ passive programming activity may include opportunities for visitors to:

- Interact with library materials on the shelf
- **Create the library spaces they want**
- **Tell us what they want for or love about their library spaces, collections, and programs**

Materials Included:

Books

This list of materials may include books that are already available at your library. It is an example list of books that may be used in book displays, reading adventure lists, or extension traditional programming (e.g., book club, discussion groups):

❏ *The Adventure Gap: Changing the Face of the Outdoors*, by James Mills
❏ *The Colors of Nature: Culture, Identity, and the Natural World*, Edited by Alison Hawthorne Deming and Lauret E. Savoy
❏ *Nature Swagger: Stories and Visions of Black Joy in the Outdoors*, by Rue Mapp
❏ *Spirit Run: A 6000-Mile Marathon Through North America's Stolen Land*, by Noé Álvarez
❏ *Walk: Slow Down, Wake Up, and Connect at 1-3 Miles per Hour*, by Jonathon Stalls

Reading Adventure

This list of materials is included in the kit and may be used as-is or modified or as inspiration for your own versions of them. They encourage us to think of reading outside of our experience as an adventure unto itself.

● Every Body Outdoors Reading Adventure – Challenge check-list style
● *Every Body Outdoors Reading Adventure – Bingo card style*
● *Every Body Outdoors Reading Adventure – Scavenger hunt style*

Extending the Activity

Invite local and Colorado outdoors and adventure groups to visit your library for programming or to partner with your library over the summer of adventure. These partners may include the following:

● Latino Outdoors https://latinooutdoors.org/
● Feminist Bird Club (Denver and the Front Range) https://www.feministbirdclub.org/
● Jonathon Stalls – Intrinsic Paths, *Walk*, Pedestrian Dignity, etc. https://www.intrinsicpaths.com/ or email directly at jonathon@intrinsicpaths.com
● Blackpackers https://blackpackers.org/
● Birdability https://www.birdability.org/
● Vibe Tribe Adventures https://vibetribeadventures.org/
● Kween Werk – Author of Inclusive Guide https://www.kweenwerk.com/ or visit the Inclusive Guide page https://www.inclusivejourneys.com/
● American Birding Association https://www.aba.org/

Every Body Outdoors

READING CHALLENGE

A BOOK THAT TAKES PLACE LARGELY OUTDOORS OR FEATURES AN ADVENTURE THAT IS ALSO...

BY A BIPOC AUTHOR: _____

BY/ ABOUT AN LGBTQIA+
PERSON: _____

BY/ ABOUT INDIGENOUS
PERSON: _____

BY/ ABOUT A PERSON
WITH A DISABILITY: _____

TAKES PLACE
SOMEWHERE I HAVEN'T
BEEN: _____

TRANSLATED FROM
ANOTHER LANGUAGE: _____

TAKES PLACE IN
INCLEMENT/ BAD
WEAHTER: _____

NON-FICTION ABOUT
THE OUTDOORS: _____

A FICTION NOVEL
WITH ADVENTURE: _____

AN ADVENTURE THAT
ENDS IN DISASTER: _____

FINISHED BY:

Activity:

Tasting Tour of the Stacks

—

Introduction

Like a lot of the activities in this kit, "Tasting Tour of the Stacks" is an environmental engagement passive program that encourages library visitors **to interact with the collection** in an **adventurous way**. The adventure in "Tasting Tour of the Stacks" is **cooking and cuisine.**

DIY recipe passports in this kit can be printed and set up on a table display that features cookbooks from different cuisines and fiction novels that have recipes or that feature cooking/ cuisine. Passports can also be created in a library program facilitated or led by a library staff member.

Just like the "Every Body Outdoors Reading Challenge," this program can be tied to a digital badging or reading challenge app like Beanstack. It can also be expanded for traditional programming that features community cooks or cooking 101 or cuisine programs.

Intended Audience

Adults

Activity Goals

With this program/ display, community members will:

- Learn about foods, flavors, and customs through cuisines from a variety of perspectives, experiences, and places
- Take pride in trying something new and from outside their experience
- Broaden their worldview

Description

Passive programming may encourage library community members to engage with the collection *and* serve as an opportunity to foster community. With the Tasting Tour of the Stacks, library users and encouraged to take an adventure through cuisine. Our cookbooks and chef memoirs and cooking show DVDs or digital media are popular library items. But what happens *after* they leave the building? How can we engage borrowers when they come back?

- Living book display of recommended cookbooks – that is, your patrons' choices from the stacks being brought by them to a display table to be highlighted as a recommendation for other library visitors
- A world map displayed where patrons can print photos of a recipe they cooked (on the included Kodak bluetooth printer!) and pin it/ attach it to where that recipe comes from (e.g., a Cubano sandwich can be placed on Cuba on a map, momo can be placed on Nepal on the map)
- Promote Tasting Tour of the Stacks and the recipe passport. Run a contest to see how many folx fill up their passport during the summer.
- Ask borrowers to submit pictures from their successful (and their unsuccessful) attempts at following recipes from books they borrow and create a gallery wall in the library or share them on your social media.

Materials Needed

- Recipe passport (PDF included on USB, printed master copies included in kit – please return kit with master copies)
- A map (maybe)
- A photo printer (maybe)
- Your library's cookbook collection

Extending the Activity

Extending this activity may include:

- Connecting to traditional facilitated library programs that already exist at the library – for example, a book discussion group – and encouraging passport recipe exploration

- A community cook-off of home cooks exploring new cuisines *or* home cooks already expert in cooking from various cuisines (Who in your community cooks Bavarian food? Who in your community cooks vegan food? Who in your community cooks Greek food? Who in your community cooks Peruvian food?)
- An intergenerational cooking How-To program where kids are invited to learn how to cook from local adults – either professional chefs and cooks in your community or home cooks

PASSPORT

RECIPES FROM AROUND THE WORLD

Recipe Name: _____

Rating: ☆☆☆☆☆

Cookbook Title: _____

Country of Origin: _____

New To Me: _____

_____

Comments: _____

_____

_____

_____

_____

Recipe Name: _____

Rating: ☆☆☆☆☆

Cookbook Title: _____

Country of Origin: _____

New To Me: _____

_____

Comments: _____

_____

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_____

Recipe Name: _____

Rating: ☆☆☆☆☆

Cookbook Title: _____

Country of Origin: _____

New To Me: _____

_____

Comments: _____

_____

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_____

Recipe Name: _____

Rating: ☆☆☆☆☆

Cookbook Title: _____

Country of Origin: _____

New To Me: _____

_____

Comments: _____

_____

_____

_____

_____

Recipe Name: _____

Rating: ☆☆☆☆☆

Cookbook Title: _____

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TABLE OF CONTENTS BY AGE

TEENS

ADULTS

MULTIGENERATIONAL

ADULT PROGRAMMING: GETTING STARTED

ASK QUESTIONS ABOUT YOUR COMMUNITY

- What types of cultural events are already happening?
- What are your community's demographics (ages, ethnicities, family structures)?
- What are the seasonal populations, if any?
- What types of activities are popular in your community (or elsewhere)?
- KEEP ON TOP OF LOCAL DEMOGRAPHICS AND NATIONAL TRENDS.
- By 2030, 21% of the U.S. population will be 73 or older.
- In 2021, approximately 11% of adults age 65 or older had Alzheimer's dementia.
- In 2021, 4 in 10 Americans identified with an ethnicity other than white.
- In 2018, 26% of U.S. adults had some type of functional disability.
- Health literacy and financial literacy are popular current trends in public libraries.
- Try your state library for local demographic information.

SCHEDULE AROUND WHAT IS ALREADY HAPPENING (OR JOIN IN)

- Ask how you can support groups that are already meeting.
- Consider community gardens, farmer's markets, churches, extension offices, senior services, disability services, etc.
- Check community calendars and events before scheduling programs.
- Keep seasonal activities in mind.
- Poll your patrons! And allow for trial and error.
- Seniors typically prefer midday programming (or summer afternoons).
- Family programs work best when children are out of school.

PLAN PROGRAMS TO MEET LIBRARY GOALS AND COMMUNITY NEEDS

- What library goal does this program satisfy? Who does it serve and why?
- What are some potential partnerships?
- Leverage community experts.
- Solicit participant feedback before, during, and after each program.

TYPES OF PROGRAMS TO CONSIDER

- Activity programs: Games, trivia, yoga, dance parties, Zumba, etc.
- Digital literacy programs: Help older adults navigate technology (both beginner and advanced); decrease risk of identity theft and online fraud; keep brains engaged.
- Arts and crafts programs: Help relieve stress and lower blood pressure; increase focus, creativity, and social bonds. Adults need fun and play too!
- Skill share programs: Leverage community experts, give participants opportunities to both learn and teach, connect disparate community groups.
- Memory programs: Play trivia based on particular time periods (popular movies, songs, etc.) and talk-about-your-life/oral history programs.
- Health literacy programs: Help people navigate mental health and emotional wellness, chronic conditions, and aging.
- Financial literacy programs: Provide tools for youth, first-time home buyers, and/or retirement planning.
- Cultural programs: Build on community offerings; support local artists and writers.
- Programs for adults with developmental disabilities: Simple crafts (but not childish ones) and engaging activities such as bingo, ice cream socials, or dance parties.

MULTIGENERATIONAL/ INTERGENERATIONAL PROGRAMMING: GETTING STARTED

BENEFITS OF INTERGENERATIONAL PROGRAMMING

- Strengthen communities and reduce alienation.
- Share talents and resources.
- Dispel stereotypes about specific generations.
- Reduce fear of aging.
- Whole families can attend together (with grandparents).

PROGRAMS TYPE TO CONSIDER

- Discussion groups where everyone has an equal say.
- Story hours that pair the young and old.
- Family-style workshops.
- After-school arts, crafts, or maker programs.
- After-school tutoring or mentorship.
- Collaborative art projects or community work days.
- Seniors helping with homeschool activities.
- Passive programs where participants respond to questions or share stories.

TIPS FOR SUCCESSFUL PROGRAMS

- Run icebreakers that identify connections and commonalities between participants.
- Provide opportunities for every generation to both learn and teach.
- If possible, hold on weekends in the middle of the day when as many people as possible can attend (or poll patrons for preferred times).
- For seniors, assume at least one person in the audience has some degree of hearing impairment, and always use a microphone. Include written instructions on handouts and/or large screens.
- Consider hosting programs in retirement communities or reach out to activity directions to coordinate a field trip.
- Arts and crafts components ensure interactivity and engagement.

ONLINE RESOURCES

- "Keys to Engaging Older Adults @ Your Library" from *ALA*: https://bit.ly/3b7PQf2
- "Intergenerational Programs at the Library" (free webinar) from *OCLC*: https://bit.ly/3Hmi4yF
- "Intergenerational Programs and Spaces" from *Generations United*: https://bit.ly/3mO1s9u
- Penn State Intergenerational Program: https://bit.ly/3xwCwIN

BEST PRACTICES: OUTREACH TO SPANISH-SPEAKNG COMMUNITIES

STEP 1: RESEARCH LOCAL DEMOGRAPHICS.

- The Latino community in the U.S. is young, large, and diverse. First-generation immigrants may come from any of 21 Spanish-speaking countries, not only Mexico or the Northern Triangle (Guatemala, Honduras, and El Salvador).
- Start with local schools, city and regional governments, organizations that serve Spanish-speaking communities, and afterschool programs. Look at U.S. Census data and any available local demographic information.

STEP 2: ESTABLISH A PRESENCE OUTSIDE THE LIBRARY.

- Outreach is critical to building awareness of library programs.
- Consider local nonprofits, community centers, ESL classes at local churches, parks, businesses, grocery stores, restaurants owned by Spanish-speakers, daycares, health care providers, free lunch sites, etc.
- Connect with organizations already working with these communities, such as schools and health organizations. Relationship-building is key.
- Engage with city-sponsored events and parties.
- Invite partners to host events at your library for parents (and provide food).

STEP 3: IDENTIFY SERVICE GAPS.

- Identify community leaders and schedule conversation with them.
- Ask what services are currently offered and identify gaps your library could fill.
- Consider setting up a Latino advisory committee that meets a few times per year.

STEP 4: ADVERTISE PROGRAMS.

- Translate fliers into Spanish.
- Identify local Spanish-language media or radio stations.
- Send a Spanish-language email newsletter that features library events, or translate a portion of your newsletter into Spanish.
- Invite patrons to share their cultures!

STEP 5: KEEP IT GOING.

- Outreach is circular, not linear. Be consistent to develop that critical element of trust.
- Word of mouth is important!
- Be patient. Relationship-building is marketing, but it is a long-term process.

Adapted from "Before Bilingual Storytime: Engaging Latino and Spanish-Speaking Families" (2016) Webinar presented by Katie Scherrer and Lauren Simon. OCLC WebJunction.

VIRTUAL PROGRAMMING TIPS: CHILDREN TO ADULTS

ENGAGE PARTICIPANTS EARLY

- Virtual programs start with the invite and sign-up phase.
- Host an asynchronous space (such as a Facebook group) where participants can converse before, during, and after the program.
- Provide a learner guide or a workbook that participants can use to follow along (e.g., simple worksheets, instructions, a place for notes, a coloring sheet to help them focus, further resources, etc.)
- Assign simple preparation beforehand. What do you want participants to think about or do before they arrive at the virtual program?
- Idea: Ask kids to change their Zoom name to a nickname (or character name) of their choosing.

PREPARE A WELCOMING VIRTUAL SPACE

- Share that you will be there 15 min early to answer any questions or troubleshoot technical problems.
- Greet participants by name as they come into a meeting. Chat and ask questions.
- Let patrons know that they're welcome to turn on their camera if they're comfortable doing so.
- Use icebreakers to set the tone, such as a quiz, a silly Zoom backdrop, or breakout sessions. Breakout sessions can be silly getting-to-know-you activities. They do not have to be serious!
- Keep all slides/visual elements simple.
- Celebrate something! Whether a national holiday, a birthday, or someone's first time participating in a library program.
- Schedule frequent movement breaks, especially for children and teens, such as stretching, juggling, eye exercises, etc.
- Ask for feedback before you end the program. Consider using Padlet, which is a fun tool for soliciting feedback to a single question.

FOLLOW UP AND ENCOURAGE CONTINUAL LEARNING

- Put relevant resources in an online space where participants can access them later.
- Follow up! Would participants like to come to a similar program in the future? Months or weeks later, have they built upon what they learned?

This handout was based on the OCLC WebJunction webinar "Virtual Is Here to Stay: Making Online Sessions Fun and Focused" (2021, November 10), presented by Nancy Lensenmayer, Kathleen Gesinger and Betha Gutsche.

INCLUSION CHECKLIST FOR LIBRARY PROGRAMS AND SERVICES

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

RACE/ETHNICITY

Image source: Shutterstock

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

GENDER/SEXUALITY

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

ACCESSIBILITY

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

TIP:

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

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

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

TIP:

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

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

RESOURCES

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

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

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

"Literacy for Youth with Low Vision" from *Adaptive Umbrella*: https://bit.ly/3tVtuUq

Social narrative resources from *Libraries and Autism: We're Connected*: http://librariesandautism.org/ne-wresources.htm

"What Is a Social Story?" from *Carol Gray Social Stories*: https://bit.ly/3yeCF5b

"Social Story" from *Deerfield Public Library*: https://deerfieldlibrary.org/socialstory/

"What Is a Visual Schedule?" from *Adaptive Umbrella*: https://bit.ly/3QFXZaF

"Equity, Diversity, and Inclusion" from *ALA*: https://www.ala.org/advocacy/diversity

"Virtual Storytime Services Guide" from *ALSC*: https://bit.ly/3yaPygj

ARTS & CRAFTS │ PASSIVE

TRAVEL ADVENTURE MEMORY BOARDS

AGES

Tweens 9–12
Teens 13–18
Adults

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

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

TIP:

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

TIP:

Provide different fabrics for participants to choose from.

TIP:

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

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

RESOURCES

Books

Travel Nonfiction & Memoir (Adults)

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

A Very Punchable Face: A Memoir (2020) by Colin Jost

The Puma Years: A Memoir of Love and Transformation in the Bolivian Jungle (2021) by Laura Coleman

The Catch Me If You Can: One Woman's Journey to Every Country in the World (2022) by Jessica Nabongo

Antarctica: A History in 100 Objects (2022) by Jean de Pomereu and Daniella McCahey

Unforgettable Journeys: Slow Down and See the World (2020) from DK Eyewitness

People We Meet on Vacation (2021) by Emily Henry

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

Airplane Mode: An Irreverent History of Travel (2023) by Shahnaz Habib

GAME/ACTIVITY │ LOW COST

ULTIMATE ROAD TRIP PLANNERS

AGES

Tweens 9–12
Teens 13–18
Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

Questions to ask:

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

Preparation:

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

TIP:

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

ADAPTATION:

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

ADAPTATION:

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

Image source: Shutterstock

GAME/ACTIVITY │ LOW COST

phones.

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

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

Road Trip Planning
OMG! Category on *Airbnb*: https://www.airbnb.com/stays/omg
The Historical Marker Database: https://www.hmdb.org/
"Roadside Attractions" in *Atlas Obscura*: https://bit.ly/3Xy4PD3
"Take a Virtual Visit to a National Park" from *National Park Foundation*: https://bit.ly/3r9pwcB

Road Trip Game Ideas
Magnetic license plate game from *Comic Con Family*: https://bit.ly/3NAhYH0
"Popsicle Stick Playing Cards" from *Instructables*: https://bit.ly/3NvECjZ
"Finger Twister" from *Later Gator Crafts*: https://bit.ly/3XvZe04
"The Great Alphabet Race" from *Handmade Charlotte*: https://bit.ly/3CTGOgo

Books

Road Trip Fiction
The Vanderbeekers on the Road (The Vanderbeekers #6) (2023) by Karina Yan Glaser (middle grade)
Road Tripped (2019) by Pete Hautman (YA)
Here We Are Now (2017) by Jasmine Warga (YA)
When You Get the Chance (2021) by Tom Ryan (YA)
Boys of the Beast (2022) by Monica Zepeda (YA)
Love and Other Train Wrecks (2018) by Leah Konen (YA)

Printables

Road Trip Bingo (in Spanish and English)

TIP:

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

TIP:

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

TIP:

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

ROAD TRIP BINGO

Find these signs on your next road trip!

STOP	NO PARKING	YIELD
ROAD WORK AHEAD	RAILROAD CROSSING	PEDESTRIAN CROSSING
SPEED LIMIT 55	ONE WAY	DO NOT ENTER

BINGO DE VIAJE POR CARRETERA

¡Encuentra estas señales en tu próximo viaje por carretera!

STOP	(P)	YIELD
ROAD WORK AHEAD	R X R	(peatón)
SPEED LIMIT 55	ONE WAY →	DO NOT ENTER

GAME/ACTIVITY

TAIWAN ADVENTURE: STRAWBERRY BOBA TEA

AGES

Teens 13–18
Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

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

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

"Boba Milk Tea" from *Tasty.co*: https://bit.ly/3NT28Zu

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

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

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

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

GAME/ACTIVITY

"A Brief History of Boba" from *Food & Wine*: https://bit.ly/3PH9SiR

Books

<u>YA Fiction</u>
Lost in Taiwan (2023) by Mark Crilley
A Taste for Love (2021) by Jennifer Yen
A Pho Love Story (2021) by Loan Le
The Silence that Binds Us (2022) by Joanna Ho
A Magic Steeped in Poison (2022) by Judy I. Lin
Boys I Know (2022) by Anna Gracia

Printables

Strawberry Boba Tea Recipe (in English and Spanish)

STRAWBERRY BOBA TEA

Makes 2 servings

YOU WILL NEED

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

INGREDIENTS

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

MAKE THE SIMPLE SYRUP

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

COOK THE TAPIOCA PEARLS

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

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

MAKE THE TEA

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

MAKE THE STRAWBERRY PUREE

Combine in blender:
- ½ cup of strawberries
- 1 tbsp of the simple syrup

ASSEMBLE THE STRAWBERRY BOBA TEA!

In a mason jar or cup, combine:
- ⅛ cup of boba
- ⅛ cup of milk
- ½ cup of green tea
- ¼ cup of strawberry puree
- Simple syrup to taste

Stir, add ice, and enjoy!

TÉ BOBA DE FRESA

hace 2 porciones

NECESITARÁS

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

INGREDIENTES

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

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

HACER EL JARABE SIMPLE

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

COCINA LAS PERLAS DE TAPIOCA

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

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

HACER EL TÉ

Remoja una bolsita de té verde o negro en 1 taza de agua hirviendo.
Deja reposar durante 5 minutos, luego retira la bolsita de té y deja que se enfríe.

HACER EL PURÉ DE FRESAS

Combinar en la licuadora:
- ½ taza de fresas
- 1 cucharada del jarabe simple

¡PREPARA EL TÉ DE BOBA DE FRESA!

- En un tarro o taza de albañil, combina:
- ⅛ taza de boba
- ⅛ taza de leche
- ½ taza de té verde
- ¼ taza de puré de fresa
- Jarabe simple al gusto

Remueve, añade hielo y ¡disfruta!

GAME/ACTIVITY | OUTREACH

NOT ALL WHO WANDER: VR FOR SENIORS AND MORE

Image source: Shutterstock

AGES

Adult
Multigenerational

PROGRAM DESCRIPTION

Take VR goggles to nursing homes and assisted living facilities to give residents a chance to explore the world, even if they can't travel. With VR, they can play travel games, visit amazing real-world places, or revisit locations that hold important memories, such as the home where they grew up. Alternatively, coordinate a field trip to bring seniors to a multigenerational program at your library. You can also cast VR experiences onto a screen so even those who aren't comfortable trying it out can watch someone else's VR wanderings (makes a great conversation starter!). Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials:
- Liability waivers
- VR headsets
- Laptop & projector for casting
- Disinfectant wipes

To minimize risk:
- Designate a "traveler's chair," or an area from which you remove any tripping hazards.
- Have a dedicated volunteer for every person using a VR headset.
- Give people the option to watch others' VR experiences instead of trying it themselves.
- Warn people about potential side-effects: dizziness, nausea, loss of balance, etc. People are likely to know if they're sensitive to these things and opt out.

VR headsets:
- Meta Quest headsets work well because they don't require a computer or gaming system. If your library doesn't own any, try borrowing some from staff of patrons.
- Nursing homes can request a free trial of Rendever headsets.

Software:
- For Meta Quest, consider beginner-friendly games like Wander, Ocean

TIP:

Assisted living facilities can request Rendever headsets—VR designed specifically for seniors—for a free 30-day trial. Consider partnering with your local senior center to acquire these for their residents, whether for temporary or long-term use.

TIP:

Liability releases are required for this program. Injuries can happen, especially for people who aren't used to video games and VR.

TIP:

If patrons worry about lending you expensive equipment, invite them to join the program as volunteers!

GAME/ACTIVITY │ OUTREACH

Rift, Other Sight, Real VR Fishing, Oculus Mini Golf, and Horizon Venues.

Preparation:
- Play with the software ahead of time so you know how to operate it.
- Plan some "trips" in case someone doesn't know where they want to visit.
- Practice casting the headset to another device, like a smart TV, tablet, or projector.

More Ideas for Senior Programming:
- Consider programs in which you set up a table during lunch and let seniors dropin to do a project.
- Don't forget about kid and teen programs that could be adapted. Seniors might love to try out simple STEM projects.
- A summer book club could include a few different meetings (with LP and audiobooks depending on the needs of the group).
- Trivia games with prizes are fun and easy one-off programs.
- You can bring seniors to your library! Instead of coordinating a field trip with your patrons, contact the events coordinator at a senior center.
- Do you have someone at your library who helps patrons with their cell phones, tablets, and laptops? Take them to a senior center and offer one-on-one sessions.
- A mini storywalk can be set up in their center or on the center grounds.
- Teach seniors how to use your ebook and audiobook platform(s).
- If your library loans museum passes, explain how to borrow them.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need to create safe space for VR travelers, whether in a dedicated chair or an area cleared of tripping hazards. You will also need one volunteer to assist every VR headset in use, both to help with operation and to ensure safety during use.

RESOURCES

Web

Rendever (VR for seniors): https://www.rendever.com/
VR tips from *Sonida Senior Living*: https://bit.ly/3NS8o3H
Toolkit for older adults from *ALA*: https://bit.ly/3PD1EIu

Books

Adult VR Nonfiction
Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do (2018) by Jeremy Bailenson.
Reality+ (2022) by David J. Chalmers

VR Fiction
The Double Life of Danny Day (2021) by Mike Thayer (middle grade)
Last Gamer Standing (2021) by Katie Zhao (middle grade)
Game Over (2022) by M.C. Ross (middle grade)
Glitch: A Graphic Novel (2019) by Sarah Graley (middle grade)
Glitch (2020) by Laura Martin (middle grade)
Click'd (series) (2019-20) by Tamara Ireland Stone (middle grade)
Otherworld (2018) by Jason Segel and Kirsten Miller (YA)

PASSIVE │ DECORATION/DISPLAY │ LOW COST

WHERE HAVE YOU BEEN? WALL MAP

AGES

Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

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

ADAPTATION:

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

TIP:

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

TIP:

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

PASSIVE │ DECORATION/DISPLAY │ LOW COST

UNIQUE SPACE AND/OR PERSONNEL NEEDS

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

RESOURCES

Web

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

Printables

Tell Us About Your Trip (in English and Spanish)

TIP:

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

TELL US ABOUT YOUR TRIP!

¡CUÉNTANOS SOBRE TU VIAJE!

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PASSIVE │ DECORATION/DISPLAY │ LOW COST

LET'S EXPLORE THE SPANISH SPEAKING WORLD!

AGES

Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

Materials:
- Bulletin board or wall space

RESOURCES

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

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

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

TIP:
Pair these locations with Jaramillo's Tiny Travelers series.

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

LET'S EXPLORE THE SPANISH-SPEAKING WORLD!

- Have you ever seen a parrot in El Yunque National Forest (Puerto Rico)?

- Have you ever taken a trip to Peru's Sacred Valley (including Machu Picchu, Ollantaytambo, Sacsaywamán, Moray, and Cuzco Sacsaywamán, Moray, and Cuzco)?

- Have you ever seen a painting by Goya or Velázquez at the Prado Museum in Madrid?

- Have you ever been to Gaudi's La Sacrada Familia in Barcelona?

- Have you ever seen a blue-footed booby on the Galapagos Islands? (Other animals that live there: tortoises, finches, lizards, iguanas, sea lions, Galapagos penguins, sea turtles.)

- Have you ever seen a sloth in the Amazon rainforest? (Other animals that live there: green anacondas, capybaras, macaws, toucans, poison dart frogs, black caiman crocodiles, Amazonian tapirs, red howler monkeys, jaguars, Amazon river dolphins.)

- Have you ever gazed at Iguazu Falls (at the border between Argentina and Brazil)?

- Have you ever seen colorful Guna clothing in Panama's San Blas Islands?

- Have you seen the glow at the firefly sanctuary in Tlaxcala, Mexico?

- Have you tasted the fruits from the market at Old Town Harrisburg in Houston, Texas?

- Have you ever swum with the manatees along the Mayan reef (aka the Mesoamerican barrier reef system)?

¡EXPLOREMOS EL MUNDO DE HABLA HISPANA!

- ¿Alguna vez has visto un loro en el Bosque Nacional El Yunque (Puerto Rico)?

- ¿Has realizado alguna vez un viaje al Valle Sagrado de Perú (incluidos Machu Picchu, Ollantaytambo, Sacsaywamán, Moray y Cuzco Sacsaywamán, Moray y Cuzco)?

- ¿Has visto alguna vez un cuadro de Goya o Velázquez en el Museo del Prado de Madrid?

- ¿Has estado alguna vez en La Sacrada Familia de Gaudí en Barcelona?

- ¿Alguna vez has visto un piquero de patas azules en las Islas Galápagos? (Otros animales que allí habitan: tortugas, pinzones, lagartijas, iguanas, lobos marinos, piqueros de patas azules, pingüinos de galápagos, tortugas marinas).

- ¿Alguna vez has visto un perezoso en la selva amazónica? (Otros animales que viven allí: anacondas verdes, capibaras, guacamayos, tucanes, ranas venenosas, cocodrilos caimanes negros, tapires amazónicos, monos aulladores rojos, jaguares, delfines del río Amazonas).

- ¿Alguna vez has mirado las Cataratas del Iguazú (en la frontera entre Argentina y Brasil)?

- ¿Alguna vez has visto ropa colorida Guna en las Islas San Blas de Panamá?

- ¿Has visto el resplandor en el santuario de las luciérnagas en Tlaxcala, México?

- ¿Has probado las frutas del mercado en Old Town Harrisburg en Houston, Texas?

- ¿Alguna vez has nadado con los manatíes a lo largo del arrecife maya (también conocido como el sistema de arrecifes de barrera mesoamericano)?

GAME/ACTIVITY | STEM

THE FUNGUS AMONG US: OYSTER MUSHROOMS IN CUP

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

AGES

Teens 13–18
Adults

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

RESOURCES

Web

"How to Grow Mushrooms in a Bag" from *Grocycle*: https://bit.ly/437Mz4F
About oyster mushroom strains from *Field & Forest*: https://bit.ly/435xX5T
Toilet paper substrate instructions from *Field & Forest*: https://bit.ly/3NxTw9n

Printables

How to Grow Oyster Mushrooms

TIP:

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

TIP:

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

HOW TO GROW OYSTER MUSHROOMS

MATERIALS

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

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

INSTRUCTIONS

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

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

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

CÓMO CULTIVAR GÍRGOLA

MATERIALES

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

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

INSTRUCTIONS

1. Mezclar los hongos con el sustrato::

    a. Para los gránulos de paja, mezcle una proporción de 1:5 de semillas de seta con gránulos. Utilice 2 veces o más agua que el peso del sustrato.

    b. Para el papel higiénico, primero esterilícelo sumergiendo el rollo en agua hirviendo hasta que se sature y déjelo escurrir. Una vez que el rollo se enfríe, retire el núcleo central de cartón y coloque el rollo en una bolsa de cultivo de setas. Rellene el centro del rollo con semillas de setas.

2. Cierra la parte superior de la bolsa de cultivo por encima del filtro con una goma elástica o una brida

3. Etiquete la bolsa con la fecha y la variedad de ostra.

4. Coloque la bolsa en un lugar oscuro y tranquilo (como un armario), donde la temperatura esté entre 65–75°F.

5. Al cabo de 3 semanas, deberías ver micelio de seta blanco y esponjoso en el sustrato. Deja que siga creciendo durante 1–3 semanas más.

6. Cuando esté listo para que las setas empiecen a fructificar, coloque la bolsa en el frigorífico durante 48 horas (esto simula el invierno).

7. Transcurridas 48 horas, saca la bolsa del frigorífico y colócala en una habitación bien iluminada. Abra la parte superior de la bolsa para que entre el aire, o corte x en los laterales de la bolsa.

8. Rocíe con agua todos los días, teniendo cuidado de no utilizar tanta agua que se encharque dentro de la bolsa.

9. En unos días, verás cómo empiezan a desarrollarse pequeños brotes de setas. Una o dos semanas después, ¡tendrás setas listas para cosechar!

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

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

GAME/ACTIVITY | OUTREACH | OUTDOORS

STORY HIKE

Image source: CSLP

AGES

Multigenerational

PROGRAM DESCRIPTION

Partner with a local park, hiking group, or conservation organization to run a community hike! Invite families to meet you at a given trail at a specific time so you can all walk together. Consider setting up a table to pass out water and snacks before or after the hike. Take breaks along the trail to tell stories, sing, and/or play games. Share trail etiquette, how to use a compass or read a map, and/or how to identify plants and animals local to your area. Combine with trash pick-up for bonus community points. Suggested runtime: 90 min.

MATERIALS AND PREPARATION

Materials:
- First aid kit
- Safety items (flashlight, whistle, lighter, knife, or multitool)
- Map/compass/GPS
- Water and snacks (optional)
- Rain gear (optional)

To prepare, source a first aid kit you can carry on the trail, along with safety items. Check the weather and pack emergency gear accordingly. Put together a handout that includes:
- Location, date, and start time
- Trail length and approximate time to complete
- Is the trail wheelchair-accessible?
- Is it rocky, or does it have a steep incline?
- Are there benches along the trail?
- Are there bathrooms nearby?
- Tips for what individuals should bring (snacks, water, appropriate footwear, sunscreen, rain gear, etc.)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a local hiking trail, and at least two extra staff members or volunteers to assist.

RESOURCES

Web

Healthy living from *Let's Move in Libraries*: https://bit.ly/3NvFCEL
"Staying Safe" from the *National Park Service*: https://bit.ly/3pwCfW7

ADAPTATION:

Instead of a story hike, make it a day-long art hike! Patrons install art or prepare live performances (or readings) along a trail, and community members hike by throughout the day to enjoy the outdoor gallery. Take down everything at the end of the day.

ADAPTATION:

If hiking trails are unavailable, use a local park or turn the library's outside space into a "trail." These are also good locations for longer-lasting Story Walks that use lawn signs.

GAME/ACTIVITY │ OUTREACH │ OUTDOORS

"Hiking Resources" from the *American Hiking Society*: https://bit.ly/3PzOawY

Books

I'm Trying to Love Garbage (2021) by Bethany Barton (picture book NF)
Scrap Metal Swan (2022) by Joanne Linden and illustrated by Estrellita Caracol (picture book NF)
Reuse This Book! (2021) by Clarion Books and illustrated by Emma Morris (picture book NF)
Your Planet Needs You! (2022) by Philip Bunting (early reader NF)
Yasmin the Recycler (Yasmin) (2021) by Saadia Faruqi and illustrated by Hatem Aly (early reader F)
Biscuit Goes Camping / Bizcocho va a acampar (2022) by Alyssa Satin Capucilli and illustrated by Pat Schories. Separate Spanish and English editions. (early reader F)

Hiking Nonfiction
The Nature Adventure Book (2021) by Katie Taylor and illustrated by Lianne Harrison (early reader)
The Secret Signs of Nature (2022) by Craig Caudill and illustrated by Carrie Shryock (middle grade)
Exploring Nature Activity Book for Kids (2019) by Kim Andrews (middle grade)
Wildheart: The Daring Adventures of John Muir (2019) by Julie Bertagna and illustrated by William Goldsmith (middle grade)
Bushcraft Kid: Survive in the Wild and Have Fun Doing It! (2022) by Dan Wowak (middle grade)
Wilderness Survival Guide for Kids (2022) by Rick Bayne (YA)
Outdoor Kids in an Inside World (2022) by Steven Rinella (adult)
Epic Hikes of the World: Explore the Planet's Most Thrilling Treks and Trails (2018) from *Lonely Planet* (adult)
100 Hikes of a Lifetime: The World's Ultimate Scenic Trails (2020) by Kate Siber (adult)
The Ultimate Guide to Hiking (2021) by Len McDougall (adult)

CITIZEN SCIENCE WITH SCISTARTER: EXPLORING BIODIVERSITY

AGES

Multigenerational

PROGRAM DESCRIPTION

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

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

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

MATERIALS AND PREPARATION

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

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

MULTIGEN

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

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

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

- Check on accessibility for all outdoor locations.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

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

Books

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

Printables

Exploring Biodiversity Activity Guide (reprinted with permission from SciStarter)

TIP:

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

MULTIGEN

EXPLORING BIODIVERSITY

Document and identify plants and animals around you.

Welcome!

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

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

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

We could not do this without you—thank you!

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

QUESTIONS?

Email librarynetwork@scistarter.org.

EXPLORING BIODIVERSITY
Document and identify plants and animals around you.

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

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

Western Side-blotched Lizard

KIT DETAILS

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

PREPARE

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

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

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

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

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

Who you are

You'll need to make an **iNaturalist account** and please only post your own personal observations

Where you saw it

Record both the coordinates of the encounter as well as their accuracy. You can obscure the location from the public

What you saw

Choose a group of organisms like **butterflies** or better yet a specific organism like the **Monarch butterfly**. If you provide evidence you can leave this blank and the **community can help**

When you saw it

Record the date of your encounter, not the date you post it to iNaturalist

Evidence of what you saw

By including evidence like a **photo or sound**, the community can help add, improve, or confirm the identification of the organism you encountered. Help the community by taking clear well framed photos, by including multiple photos from different angles
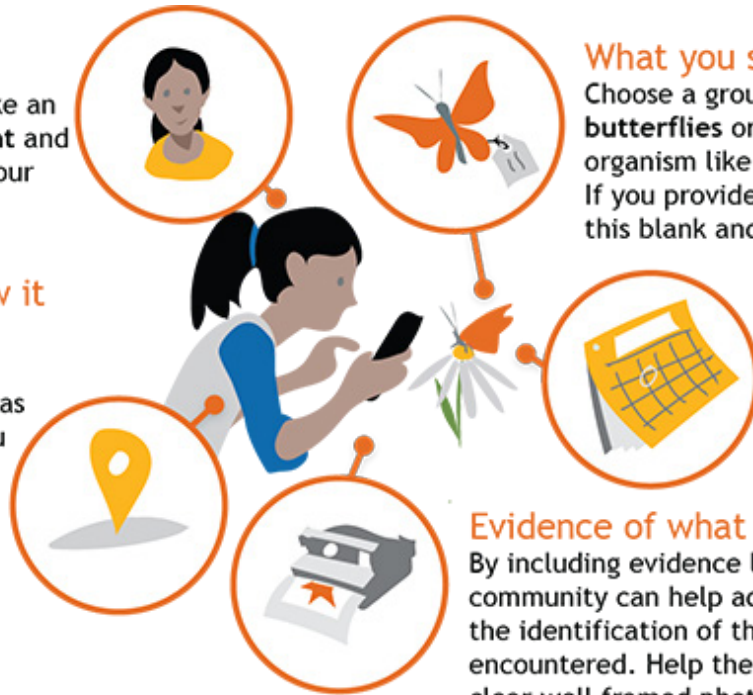
Credit: iNaturalist

PARTICIPATE

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

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

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

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

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

Thank you for participating in citizen science!

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

LOOKING FOR MORE?

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

KIT MATERIALS

GAME/ACTIVITY

VIRTUAL NATIONAL PARK EXCURSTION

AGES

Multigenerational

PROGRAM DESCRIPTION

Take patrons on a virtual adventure through our national parks to learn about history, culture, and ecology, hosted by rangers from the National Park Service. Wildnerness Inquiry has a mission to connect people of all ages, backgrounds, identities, and abilities through shared outdoor adventures, and they offer $25 virtual tours for groups of unlimited size (CSLP has verified that an in-library screening is covered with this cost). Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:
- Wilderness Inquiry licenses ($25 for a group screening)
- Computer with internet connection
- Zoom or other video conferencing software (if virtual)
- Projector/video screen (if in-person)

Reach out to Anne at the Wilderness Inquiry to purchase a $25, single-use group license: anne@wildernessinquiry.org. Individuals can purchase a $10 license for their own use.

RESOURCES

Web

Wilderness Inquiry: https://bit.ly/432Woks

Books

Treasured Lands: A Photographic Odyssey Through America's National Parks (2022) by QT Luong
The Power of Scenery: Frederick Law Olmsted and the Origin of National Parks (2021) by Dennis Drabelle

TIP:

The National Parks Services gives free passes to 4th graders: https://everykidoutdoors.gov/index.htm

ADAPTATION:

Tours can be shared via Zoom or other programming software, and closed captions are encouraged.

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

CITIZEN SCIENCE WITH SCISTARTER: ZOMBEE HUNTING

AGES

Multigenerational

PROGRAM DESCRIPTION

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

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

MATERIALS AND PREPARATION

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

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

RESOURCES

Web

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

Printables

ZomBee Hunting Activity Guide (reprinted with permission from SciStarter)

ZOMBEE HUNTING

**Is the Zombie Fly attacking bees
in your neighborhood?**

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

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

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

KIT DETAILS

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

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

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

PLAN

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

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

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

PREPARE

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

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

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

PARTICIPATE

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

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

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

Periodically check the samples:
- 5-14 days for fly larvae (maggots)
- 15-28 additional days for adult flies

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

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

Thank you for participating in citizen science!

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

Questions?

Email: librarynetwork@scistarter.org

KIT MATERIALS

ARTS & CRAFTS | LOW COST | PASSIVE

IN A WORLD...BUCKET LISTS AND FANTASIES

AGES

Teens 13–18
Adults

PROGRAM DESCRIPTION

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

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

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

Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

For the bucket list journals:
- Printed copies (see Resources)
- Stapler
- Construction paper or scrapbook paper for a cover (optional)

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

ADAPTATION:

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

TIP:

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

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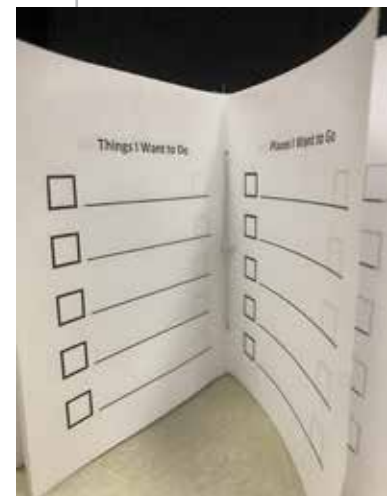
Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

ARTS & CRAFTS | LOW COST | PASSIVE

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Books

Journaling Books

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

Middle Grade Fantasy—in Spanish and English

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

YA Fantasy—in Spanish and English

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

Adult Fantasy—in Spanish and English

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

Printables

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

THINGS I WANT TO DO:

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

PLACES I WANT TO GO:

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

THINGS I WANT TO DO:

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

PLACES I WANT TO GO:

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

LUGARES A LOS QUE QUIERO IR:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

COSAS QUE QUIERO HACER:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

LUGARES A LOS QUE QUIERO IR:

☐ _____

☐ _____

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☐ _____

COSAS QUE QUIERO HACER:

☐ _____

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☐ _____

DREAMY ADVENTURE JOURNAL PROMPTS

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

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

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

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

What would be your best skills on a travel adventure?

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

MENSAJES DE DREAMY ADVENTURE JOURNAL

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

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

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

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

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

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

ARTS & CRAFTS | OUTREACH

ADVENTURES IN SEWING

AGES

Teens 13–18
Multigenerational

PROGRAM DESCRIPTION

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

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

MATERIALS AND PREPARATION

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

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

UNIQUE SPACE AND PERSONNEL NEEDS

You will need a meeting room with generous table

ADAPTATION:

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

ADAPTATION:

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

ADAPTATION:

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

TIP:

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

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

ARTS & CRAFTS | OUTREACH

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

RESOURCES

Books

Jo Jo Makoons: Fancy Pants (Jo Jo #2) (2022) by Dawn Quigley and illustrated by Tara Audibert (early reader F)
Radical Sewing: Pattern-Free Sustainable Fashions for all Bodies (2021) by Kate Weiss (YA NF)
Visible Mending: A Modern Guide to Darning, Stitching, and Patching the Clothes You Love (2020) by Arounna Khounnoraj (adult NF)
Embroidering the Everyday (2023) by Cas Holmes (adult NF)
Make Thrift Mend (2021) by Katrina Rodabaugh (adult NF)
Face Masks, Scrub Caps, Arm Slings, and More (2020) by Angie Herbertson (adult NF)

Printables

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

TIP:

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

TIP:

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

TIP:

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

HOW TO SEW A 3-RING BINDER COVER

MATERIALS

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

INSTRUCTIONS

1. Pick out two contrasting fabrics
2. Cut two pieces 12 inches long and 11 inches wide (these are the insides of the book cover).
3. Cut one larger piece that is 12 inches long and 21 inches wide (this is the outside of the binder cover).
4. On the 12-inch side of a smaller piece, measure ½ inch and fold it over (to the wrong side).
5. Carefully, iron this fold.
6. Once ironed, use pins to temporarily secure the edge.
7. Repeat steps 4–6 with the second smaller piece of fabric.
8. Take the small pieces to the sewing machine. Sew along the edge of each fold that was just ironed and pinned.
9. With the wrong sides facing out, place the first small piece to the left of the long piece; then place the second small piece to the right of the long piece.
10. There will be a gap in the middle (where the binder spine will go).
11. The folded edges should be visible and on the inside edge, on either side of the gap.
12. Pin along the fabric on all sides, except for the folded edges you already sewn.
13. Take your pinned fabric pieces to the sewing machine and sew the pinned sides.
14. Remove the pins, cut any loose strings, and turn your book cover inside out. Your book cover is complete!
15. As a bonus, embroider as desired.

TIP:

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

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

CÓMO COSER UNA CUBIERTA DE CARPETA DE 3 ANILLAS

MATERIALES

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

INSTRUCCIONES

1. Elige dos telas contrastantes
2. Corta dos piezas de 12 pulgadas de largo y 11 pulgadas de ancho (estas son las partes internas de la cubierta del libro).
3. Corta una pieza más grande de 12 pulgadas de largo y 21 pulgadas de ancho (esta es la parte exterior de la cubierta de la carpeta).
4. En el lado de 12 pulgadas de una pieza más pequeña, mida 1/2 pulgada y dóblala (hacia el lado equivocado).
5. Con cuidado, usa una plancha para planchar este pliegue.
6. Una vez planchado, usa alfileres para asegurar temporalmente el borde.
7. Repite los pasos 4 a 6 con la segunda pieza de tela más pequeña.
8. Ahora lleva tus piezas pequeñas a la máquina de coser. Cose a lo largo del borde de cada pliegue que acabas de planchar y sujetar con alfileres.
9. Con los reveses hacia afuera, coloca la primera pieza pequeña a la izquierda de la pieza larga; luego coloca la segunda pieza pequeña a la derecha de la pieza larga.
10. Habrá un espacio en el medio (donde irá el lomo de la carpeta) .
11. Los bordes doblados deben estar visibles y en el borde interior, a ambos lados del espacio.
12. Coloca alfileres a lo largo de la tela en todos los lados, excepto en los bordes doblados que ya cosiste.
13. Lleva las piezas de tela con alfileres a la máquina de coser y cose los lados con alfileres.
14. Retira los alfileres, corta los hilos sueltos y dale la vuelta a la cubierta del libro. ¡La portada de tu libro está completa!
15. Como beneficio adicional, borda como desees.

CONSEJO:

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

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

HOW TO SEW A PILLOWCASE

MATERIALS

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

INSTRUCTIONS

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

TIP:

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

CÓMO COSER UNA FUNDA DE ALMOHADA

MATERIALES

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

INSTRUCCIONES

1. Elige 1 o 2 telas que te gusten.
2. Corta dos piezas de 30 pulgadas de largo por 21 pulgadas de ancho.
3. En el lado largo de una pieza, mide 3,5 pulgadas y dóblalo (hacia el lado equivocado).
4. Con cuidado, usa una plancha para planchar este pliegue.
5. Una vez planchado, usa alfileres para asegurar temporalmente el borde.
6. Repite los pasos 3 a 5 con la segunda pieza de tela.
7. Lleva una pieza de tela con alfileres a la máquina de coser y cose a lo largo del borde con alfileres.
8. Ahora repite a lo largo del borde fijado con alfileres de tu otra pieza de tela.
9. Ahora coloca ambas piezas de tela una encima de la otra con los lados derechos juntos.
10. Junta las dos piezas con alfileres a lo largo de tres lados y deja los dos bordes doblados sin alfileres (aquí es donde encaja la almohada adentro).
11. Lleva las piezas con alfileres a la máquina de coser y cose los tres lados.
12. Retira los alfileres, corta los hilos sueltos y dale la vuelta a la funda de la almohada. ¡Tu funda de almohada está completa!
13. Como beneficio adicional, borda como desees.

CONSEJO:

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

GAME/ACTIVITY │ LOW COST

DETECTIVE DRESS-UP SOCIAL HOUR

Image source: Shutterstock

AGES

Tweens 9–12
Teens 13–18
Adults
Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

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

RESOURCES

Books

Middle Grade Mysteries and Whodunits
The Tangled Mysteries series (2021–) by Merrill Wyatt

TIP:

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

TIP:

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

GAME/ACTIVITY │ LOW COST

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

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

Spy School series (2013–) by Stuart Gibbs

Mañanaland (2020) by Pam Muñoz Ryan

When You Trap a Tiger (2020) by Tae Keller

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

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

The Superteacher Project (2023) by Gordon Korman

To Catch a Thief (2023) by Martha Brockenbrough

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

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

Charlie Hernández series (2018–) by Ryan Calejo

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

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

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

Young Adult Mysteries and Whodunits

Firekeeper's Daughter (2023) by Angeline Boulley

White Smoke (2022) by Tiffany D. Jackson

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

Murder of Crows (2023) by K. Ancrum

We'll Never Tell (2023) by Wendy Heard

Promise Boys (2023) by Nick Brooks

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

Lobizona / Lobizona (2021) by Romina Garber

Adult Mysteries and Whodunits

The Villa (2023) by Rachel Hawkins

Trust (2022) by Hernan Diaz

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

Jackal (2023) by Erin E. Adams

The Last Party (2023) by Clare Mackintosh

The Resemblance (2023) by Lauren Nossett

A World of Curiosities (2023) by Louise Penny

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

Scorched Grace (2023) by Margot Douaihy

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

A Death in Tokyo (2023) by Keigo Higashino

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

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

GAME/ACTIVITY | STEM

THE UNBREAKABLE CODE

AGES

Teens 13–18

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

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

RESOURCES

Web

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

Books

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

GAME/ACTIVITY | STEM

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

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

TIP:

Teens can learn Dine or Navajo on Duolingo!

GAME/ACTIVITY | LOW COST | STEM

KNOT YOUR AVERAGE ADVENTURE

AGES

Multigenerational

PROGRAM DESCRIPTION

From sailing to rock climbing, knots are an integral part of any adventure. But did you know you can make fun knot puzzles as well? Set up stations throughout the room, and put instructions for tying a different knot (or solving a particular knot puzzle) at each station. Stations could emphasize different uses (safety, art, pulleys) or materials (rope, twine, string), or you could group stations by difficulty. This program also includes several detailed puzzle ideas. Consider running competitive knot-tying or puzzle-solving races races or relays, and give out prizes. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials knot tying:
- Rope cut into different lengths
- A lighter (to melt the ends of nylon rope)
- Duct tape (to secure the ends of cotton or twine rope)
- For a half hitch or noose knot station, a post or an upturned table leg
- For a pulley station, a 2x4, two chairs, a pulley, and a stack of books
- For tug-of-war station, long ropes with different kinds of knots.

Preparation for knot-tying stations:
- Choose which knots to demonstrate and practice them
- Gather examples of how the knots are used
- Set up and test all stations
- Create instructions for every station
- Create a take-home handout (optional)

See Printables for step-by-step knot puzzles.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

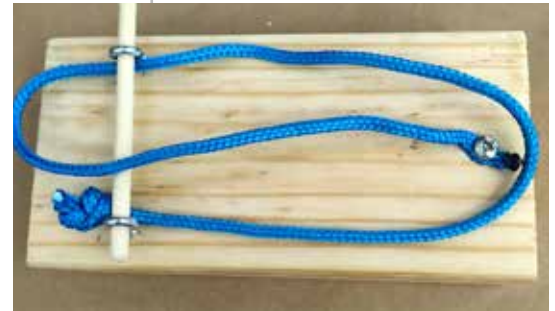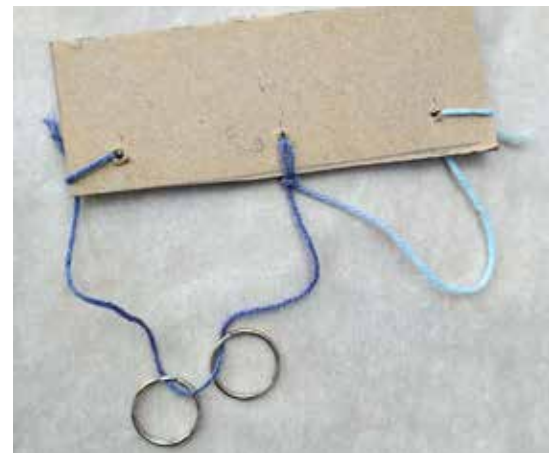Larger groups will need several volunteers to help troubleshoot knot tying.

Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

GAME/ACTIVITY │ LOW COST │ STEM

RESOURCES

Web

"Tie Essential Scouting Knots" from *Scouting Magazine*: https://bit.ly/3XAeGbt
Bead puzzle from *Instructables*: https://bit.ly/44l5JoI
Diamond knot puzzle from *CbyS Paracord* on *YouTube*: https://bit.ly/3CRa9rx
Two rings puzzle from Paracord Planet on *YouTube*: https://bit.ly/3NAIAJ4

Books

Knots for Kids (2022) by Buck Tilton and illustrated by Christine Connors
 (middle grade NF)

Printables

Bead Puzzle
Diamond Knot Puzzle
Two Rings Puzzle

ADAPTATION:

Make it a craft program where everyone makes a rope puzzle to take home. Show everyone how to make the same one, or if you have enough volunteers, give participants a few to choose from.

TIP:

The knot puzzles have to be assembled in the exact right order. It may take more than one try to assemble them, so be patient.

TIP:

Puzzle size can be scaled smaller or larger. Just remember to adjust the rope/string length accordingly.

TIP:

You can also buy inexpensive rope puzzle kits on Amazon.

BEAD PUZZLE

MATERIALS

- Reused flat material, such as cardboard or plastic
- Ruler
- Pencil
- At least 24 inches of yarn or string
- A hole punch
- A pony bead

INSTRUCTIONS

1. Make a flat rectangle that is 1 by 5 inches. Round the edges if they are too sharp.
2. Lay the rectangle vertical and punch two centered holes: One inch from the top, and one inch from the bottom.
3. Fold the string in half and thread the two ends into a pony bead. Tie a knot to secure the bead to the string.

4. Thread the looped end front to back through the bottom hole.
5. Now thread the same looped end from front to back through the top hole.
6. Now thread the same looped end back through the bottom hole from back to front.
7. Loop the end over the bead, then pull the beaded end taut against the hole.
8. Pull the secured loop backwards into the first hole to finish assembling. The puzzle is now ready to solve.

PUZZLE GOAL:

Extract the bead and string from the rectangle.

SOLUTION:

Reverse the order of the puzzle assembly to solve it.

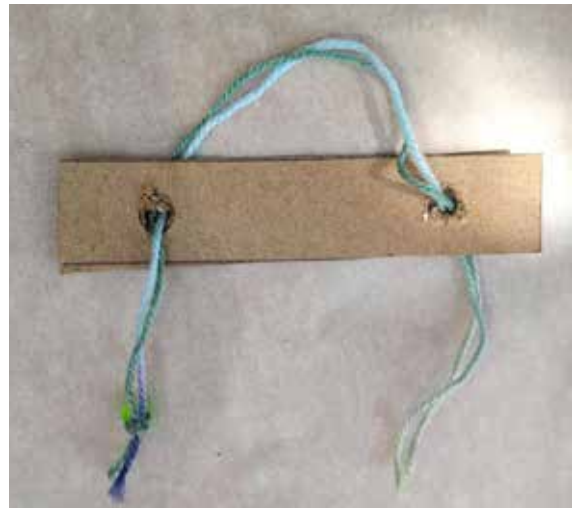Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

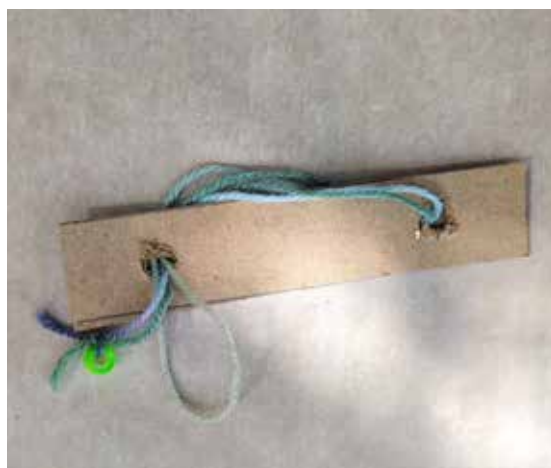Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

DIAMOND KNOT PUZZLE

MATERIALS

- 6-inch length of 2x4
- Ruler or measuring tape
- Pencil
- 2 eye screws, with holes big enough for chopstick or doweling
- A ¾ inch or shorter regular screw or an eye screw
- 24–26 inches of paracord
- Power drill and drill bits
- 1 chopstick or piece of doweling
- Optional: Sandpaper, matches or lighter, hacksaw

INSTRUCTIONS

1. Arrange the wood vertically.
2. Measure ½ inch below the top and draw a line. Then mark the line ½ inch from each edge. You will have two marks for drilling.
3. On the bottom, mark one spot 1 inch from the bottom in the middle of the width.
4. Pre-drill the three holes.
5. Twist an eye screw into each of the two top holes, with the eyes facing each other.
6. Use the paracord to follow STEP-BY-STEP DIAMOND KNOTS on the next page.
7. Trim and burn the end of the paracord to melt it and keep it from unraveling
8. Use a screw to secure the unknotted end of the rope to the bottom hole.

TO ASSEMBLE

1. Thread the chopstick through two eye screws. Place the knot side of the rope under the threaded chopstick with the knot away from the bottom. Pull the knot towards the chopstick to check that the knot does not slip through. Saw off the excess chopstick.

2. Move the paracord outside of the chopstick (you may need to remove and rethread one end of the chopstick to release). Follow the pictures in DIAMOND KNOT PUZZLE ASSEMBLY to prepare the puzzle (steps 11–13).
3. Fold the paracord in half and feed the middle under the chopstick in position.
4. Thread the knot over the chopstick, through and under the middle loop.
5. Grab the three strands of rope and gently pull them towards the secured end of the rope, bringing the knot closer to the chopstick while pulling the intersecting loops underneath the chopstick.
6. Once the puzzle is assembled, adjust the rope so it lays evenly along the wood.

PUZZLE GOAL:

Without moving the doweling itself, move the knot to the other side of the doweling.

SOLUTION:

See DIAMOND KNOT PUZZLE SOLUTION

Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

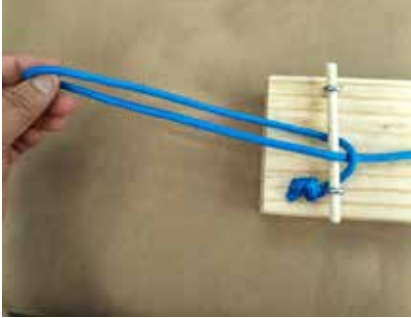# STEP-BY-STEP DIAMOND KNOTS

1.

2.

3.

4.

5.

6.

7.

DIAMOND KNOT PUZZLE ASSEMBLY

1.

2.
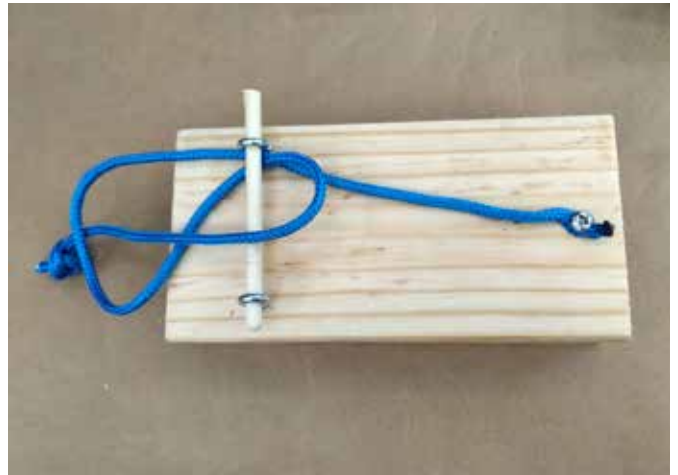
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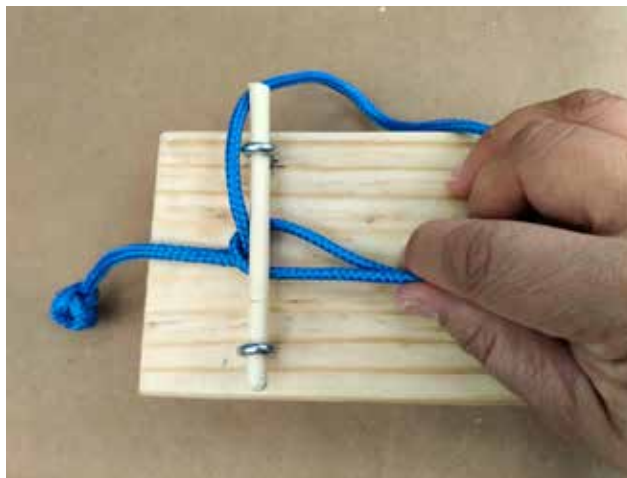
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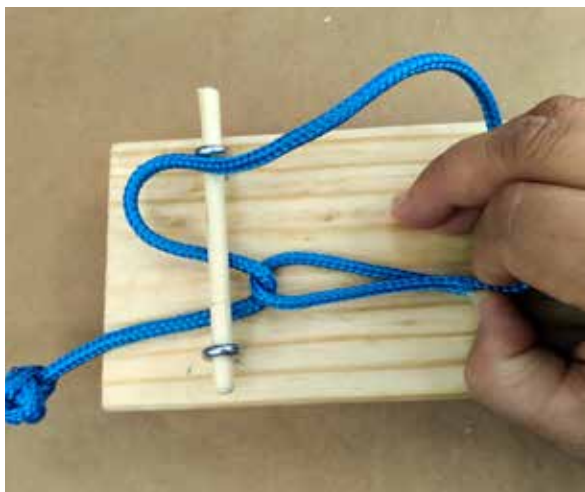
5.

DIAMOND KNOT PUZZLE SOLUTION

1.

2.
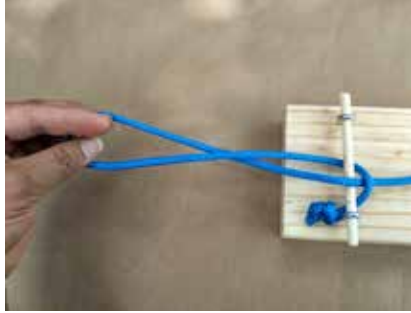
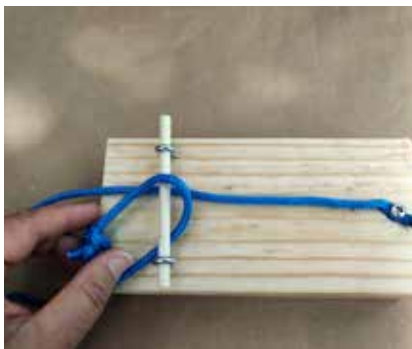**3.**
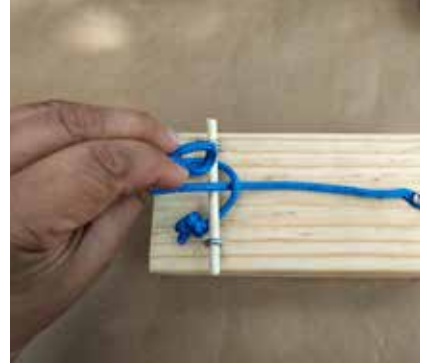
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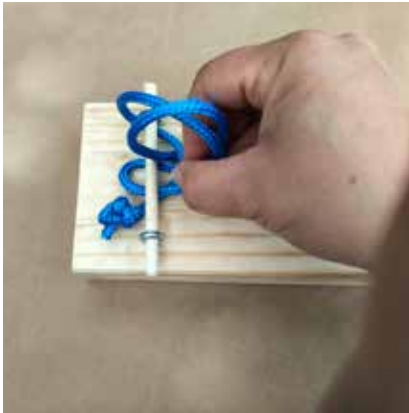
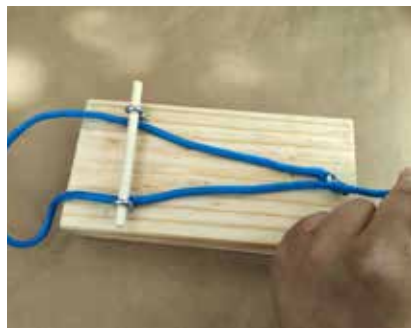**5.**

6.

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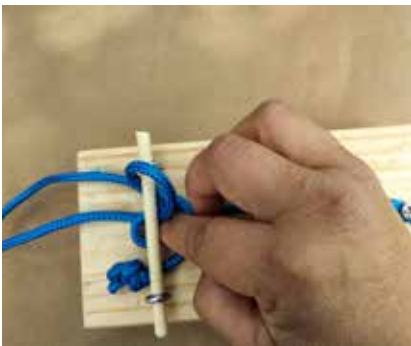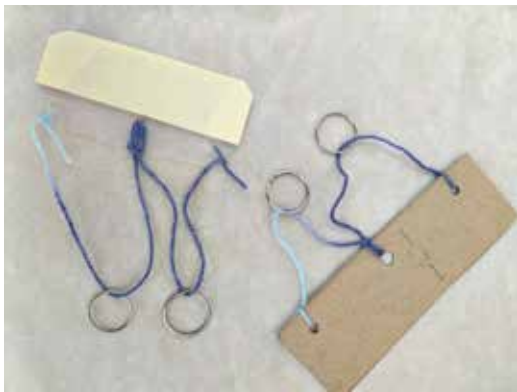

8.
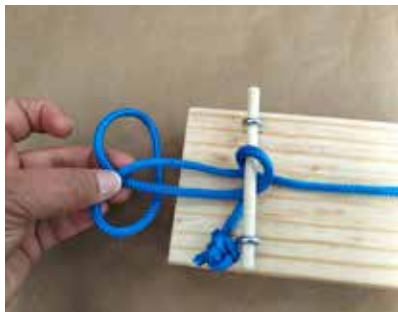
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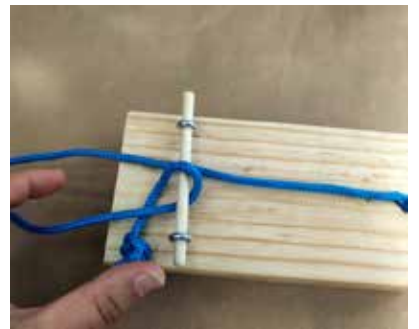
10.

**11.**

TWO RINGS PUZZLE

MATERIALS

- Reusable flat material, such as cardboard or plastic
- Ruler
- Pencil
- At least 24 inches of yarn or string
- Hole punch
- 2 keyrings or washers

INSTRUCTIONS

1. Create a 2x6-inch rectangle, rounding the edges if desired.
2. Lay the rectangle horizonal and draw a horizontal line one inch from the bottom. Punch three holes along this line: One inch from the left, one inch from the right, and one in the middle
3. Fold the yarn or string in half and thread the middle of the yarn into the middle hole going from front to back. Turn the loop towards the bottom and front. Then pull the ends through the middle loop from top to bottom, make any adjustments necessary so you have equal lengths of rope on each side.
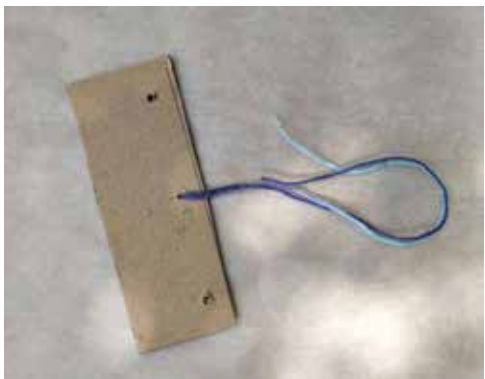
Step3

4. Thread the left side of the loose yarn through one ring, through the left hole, and tie the end into a knot onto itself. Do the same for the right. You have assembled the puzzle.
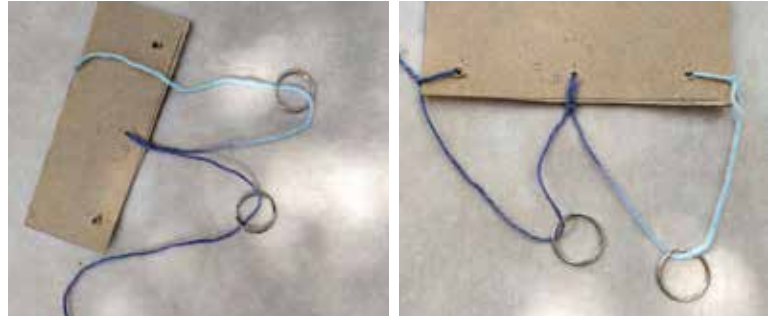
Step 4

PUZZLE GOAL:

Move the rings so they are on the same side.

SOLUTION:

Follow these instructions for the solution:
1. Pull the middle loop towards the front, loosening it so that the knot in the middle is wide enough to fit a ring through. Select a ring to move to the other side.
2. Lead the moving ring towards the loose middle and push the ring from back to front of the middle loop following the string's path towards the other side. Do not adjust the other side of the yarn or string yet. Move the ring and just enough yarn or string for the ring to go through the middle loop.
3. Gently pull the two threads towards the front, and pull the middle loop through the middle hole from the back to the front The middle loop is now in the front.

STEM | LOW COST
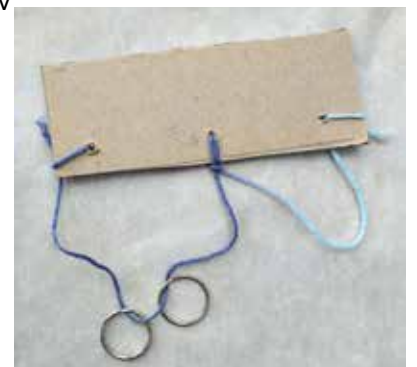
ROLLER COASTER FUN

AGES

Children 5–8
Multigenerational

PROGRAM DESCRIPTION

Build excitement for your local county fair by holding a roller coaster build! Challenge children and/or families to see who can make the tallest, most fantastical, most realistic, scariest, and/or most unexpected roller coaster that is capable of depositing a ping-pong ball in a bowl. A great way to use recycled materials and miscellaneous building supplies. Increase the engineering challenge for older children. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

For Straw Roller Coasters

Materials:
- Straws
- Cardboard base (1 for each group)
- Low-temp glue gun (and glue sticks)
- Ping pong balls and plastic bowls

OR
- An assortment of recyclables, craft supplies, and tape

The straw roller coaster works best for a multigenerational program in which children partner with a teen or other family member who can use the glue gun. Alternatively, get low-temp glue guns or use duct tape.

During the program:
- Divide up supplies.
- Ask groups to draw a plan before gluing down straws.
- They are essentially constructing ramps that deposit a ping pong ball into a bowl.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A large programming space, unless you impose a size limit on the roller coasters.

TIP:

If you hold this after the county fair, hold a conversation around everyone's favorite rides, games, and/or exhibits.

TIP:

Play some virtual roller coasters for inspiration!

Image source: Shutterstock

STEM | LOW COST

RESOURCES

Web

"Virtual Roller Coasters" from *SiParent*: https://bit.ly/46qP6K5

"Roller Coaster Family Challenge" from *StarNet*: https://bit.ly/3r9yQx3

"Engineering Project for Kids: Build a Straw Roller Coaster" from *Frugal Fun for Boys and Girls*: https://bit.ly/3JCe8w4

"Straw Roller Coaster STEM Challenge" from Sarah Dees on *YouTube*: https://bit.ly/3JEEQ78

Books

Ride, Roll, Run: Time for Fun! (2022) by Valerie Bolling and illustrated by Sabrena Khadija (picture book NF)

Build a Roller Coaster!: And More Engineering Challenges (2020) by Megan Borgert-Spaniol (early reader NF)

The Pigeon Will Ride the Roller Coaster! (2022) (Pigeon) by Mo Willems (early reader F)

The Biggest Roller Coaster (Fox Tails) (2020) by Tina Kügler (early reader F)

Kit and Kaboodle Ride a Roller Coaster (Highlights Puzzle Readers) (2021) by Michelle Portice and illustrated by Mitch Mortimer (early reader F)

How to Code a Roller Coaster (2019) by Josh Funk and Sara Palacios (early reader F)

How to Design the World's Best Roller Coaster (2019) by Paul Mason (middle grade NF)

DECORATION/DISPLAY │ PASSIVE │ LOW COST │ OUTREACH

COMMUNITY ADVENTURE GAMES

Image source: Shutterstock

AGES

Tweens 9–12
Multigenerational

PROGRAM DESCRIPTION

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

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

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

Suggested runtime: Passive.

TIP:

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

TIP:

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

MATERIALS AND PREPARATION

Materials for option #1, community photos:
- Photos of your community
- Printer and paper
- Pins or tape to hang the photos
- Display area with instructions
- Ballots, ballot box, and pencils/pens
- Prizes

Materials for option #2, community locations:
- Printed signs that read "Adventure Begins…"
- Photos of the printed signs at their community locations.
- Ballots, ballot box, and pencils/pens
- Stamps and ink pads (optional, for stamping ballots)
- Prizes

DECORATION/DISPLAY │ PASSIVE │ LOW COST │ OUTREACH

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

"Adventure Close to Home" from *Lonely Planet*: https://bit.ly/3NymXYL

"Exploring Nature in Your Neighborhood" from *CA State Parks*: https://bit.ly/3Nyn0Ur

"Lesson Plan: Explore Your Neighborhood" from *Scholastic*: https://bit.ly/3PzSufG

Books

Picture Books

A Neighborhood Walk, a Musical Journey (2021) by Pilar Winter Hill and illustrated by Olivia Duchess

New in Town (2021) by Kevin Cornell

In the Neighborhood (2022) by Rocio Bonilla

Show the World! (2022) by Angela Dalton and illustrated by Daria Peoples

Dream Street (2021) by Tricia Elam Walker and illustrated by Ekua Holmes

Picture Books—in English and Spanish

My Very Favorite Book in the Whole Wide World / Mi libro favorito en el mundo entero (2022) by Malcolm Mitchell and illustrated by Michael Robertson

Saturday / Sábado (2021) by Oge Mora

The World Belonged to Us / El mundo era nuestro (2022) by Jacqueline Woodson

My Papi Has a Motorcycle / Mi papi tiene una moto (2019) by Isabel Quintero and illustrated by Zeke Peña

Bisa's Carnaval / El carnaval de mi bisabuela (2021) by Joana Pastro and illustrated by Carolina Coroa

Mi Pueblo / My Town (2022) by Nicholas Solis and illustrated by Luisa Uribe. Bilingual.

Skater Cielo / Cielo la patinadora (2022) by Rachel Katsaller

Early Readers

Where We Live: Mapping Neighborhoods of Kids Around the Globe (2022) by Margriet Ruurs and illustrated by Wenjia Tang

Tacos Today: El Toro & Friends (World of !Vamos!) (2023) by Raúl the Third III

A Street Through Time: A 12,000 Year Journey Along the Same Street (2020) from DK and illustrated by Steve Noon

Fun at the Waterpark! / ¡A divertirse en el parque acuático! (Jeet and Fudge) (2022) by Amandeep S Kochar. Separate Spanish and English editions.

Hotdog! / Las Aventuras de Hot Dog series (2022) by Anh Do and illustrated by Dan McGuiness. Separate Spanish and English editions.

El club de las paseadoras de perros series (2021–) by Patricia Mora and illustrated by Laura García Barba. In Spanish.

ARTS & CRAFTS | OUTSIDE PRESENTER

ADVENTURE CUPCAKES

AGES

Tweens 9–12
Teens 13–18
Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

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

RESOURCES

Printables

Cupcake Judging Sheet (in English and Spanish)

Image source: Shutterstock

TIP:

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

TIP:

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

ADAPTATION:

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

ADAPTATION:

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

TIP:

Scan your collection for cupcake and baking books!

CUPCAKE JUDGING SHEET

Competitor Name _____

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

Creativity					
Use of materials					
Effort					
Follows the theme					

Total Points _____
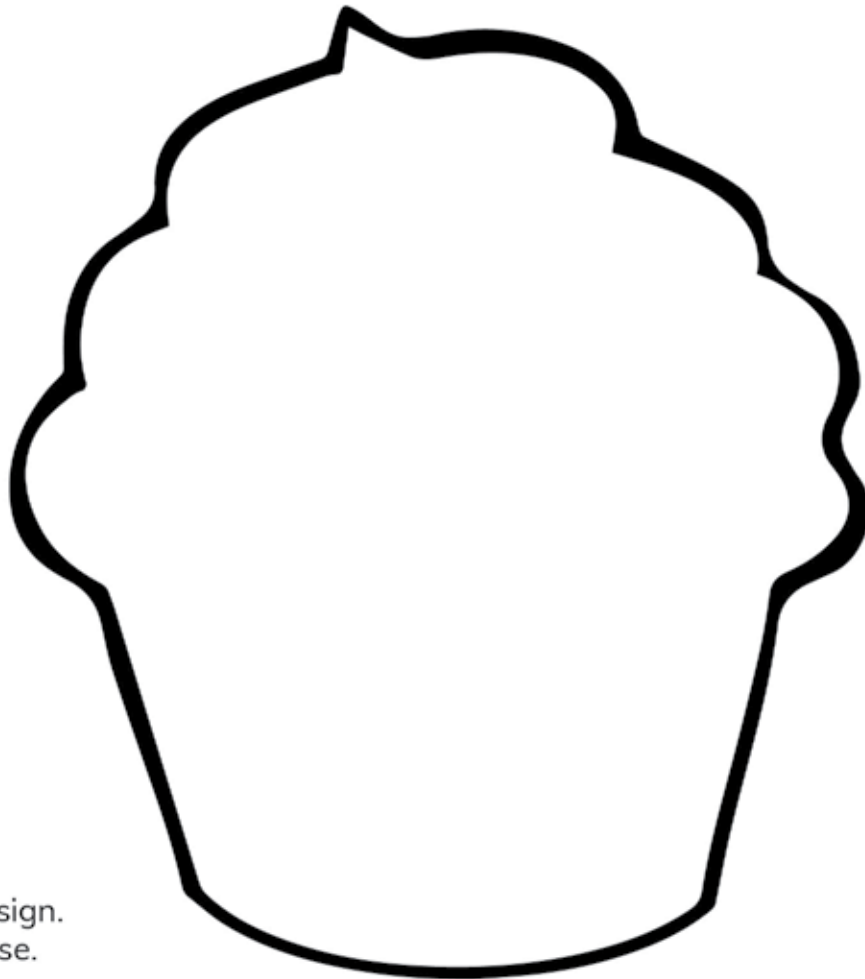
Test your cupcake design.
This is only for your use.

HOJA DE EVALUACIÓN DE CUPCAKES

Nombre del competidor _____

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

Creatividad					
Uso de materiales					
Esfuerzo					
Sigue el tema					

Puntos totales otorgados _____

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

GAME/ACTIVITY | OUTDOORS | OUTSIDE PRESENTER

GEOCACHING SCAVENGER HUNT

Image source: Shutterstock

AGES

Teens 13–18
Multigenerational

PROGRAM DESCRIPTION

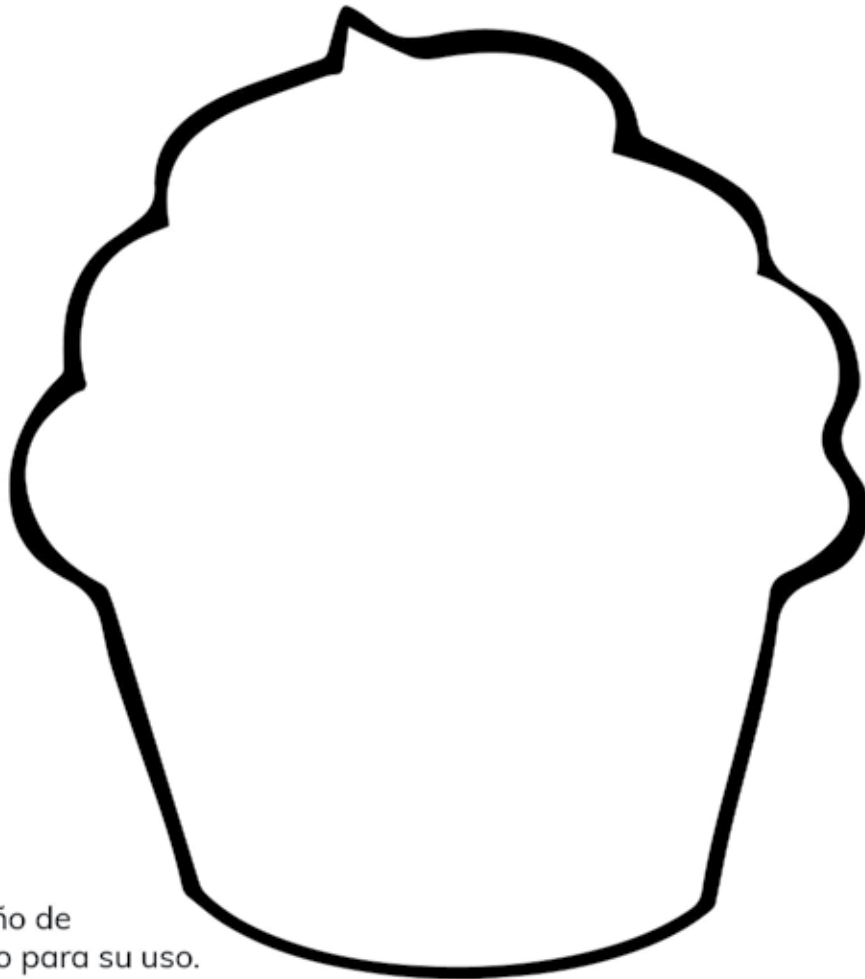Geocaching is a popular activity in which participants use GPS coordinates on their mobile devices to find specific spots outdoors where hidden containers, called caches or geocaches, are located. For an in-library program, invite a local geocacher to present to families about cache-finding etiquette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

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

MATERIALS AND PREPARATION

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

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

TIP:

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

ADAPTATION:

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

ADAPTATION:

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

ADAPTATION:

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

GAME/ACTIVITY │ OUTDOORS │ OUTSIDE PRESENTER

and prizes or stickers.
- Hide containers in the predetermined locations.

RESOURCES

Web

"How to Make a Private Geocache" from *The Hobby Kraze*:
 https://bit.ly/3r6V3M4
"Geocaching" from *Wikipedia*: https://bit.ly/46Gse9N

Books

<u>Middle Grade Fiction</u>
Alone (2022) by Megan E. Freeman
Adventure Is Now (2022) by Jess Redman
The Year the Maps Changed (2022) by Danielle Binks
The Exact Location of Home (2018) by Kate Messner
Little Monarchs (2022) by Jonathan Case

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

TIP:

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

NOTE:

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

TIP:

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

TIP:

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

ARTS & CRAFTS

GLOW-IN-THE-DARK PAINT-ALONG

Image source: Shutterstock

AGE

Tweens 9–12
Teens 13–18
Adults

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

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

RESOURCES

Web

"How to Make a Recycled Cardboard Easel" from Sophie's World on You-Tube: https://bit.ly/3r9zACl
"How to Run a Bob Ross Inspired Paint-Along Theme Party" from *Hawk Hill*: https://bit.ly/3PCEphA

Books

Middle Grade Art Books
How to Paint with Acrylics (2021) from Rockridge Press
How to Draw Adorable (2022) by Carlianne Tipsey
The Master Guide to Drawing Cartoons (2022) by Christopher Hart

ADAPTATION:

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

TIP:

Try borrowing freestanding easels from a local school.

GAME/ACTIVITY │ DECORATION/DISPLAY │ PASSIVE

ADVENTURE PLAYLISTS

AGES

Teens 13–18
Adults

PROGRAM DESCRIPTION

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

Image source: Shutterstock

MATERIALS AND PREPARATION

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

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Bulletin board or display space.

RESOURCES

Web

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

ADAPTATION:

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

TIP:

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

TIP:

Monitor the posted playlists for appropriateness.

GAME/ACTIVITY | LOW COST

INTERNATIONAL MOVIE NIGHTS

AGES

Teens
Multigenerational

PROGRAM DESCRIPTION

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

Image source: Shutterstock

MATERIALS AND PREPARATION

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

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

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A screening space with chairs.

RESOURCES

Web

"The Official Academy Awards Database":
 https://awardsdatabase.oscars.org/
"The World Factbook" from the *CIA*: https://bit.ly/444jtUW

TIP:

Acquire public performance licenses for the films you screen.

TIP:

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

TIP:

Add books and cookbooks related to your films!

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

CITIZEN SCIENCE WITH SCISTARTER: MEASURING LIGHT IN THE NIGHT

AGES
Multigenerational

PROGRAM DESCRIPTION

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

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

MATERIALS AND PREPARATION

The check-out kits include:
- Sky quality meter-L (SQM-L, SQM)
- Red LED light flashlight
- Planisphere
- Printed data entry sheet
- Sky quality meter instructions

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

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

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

RESOURCES

Web

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

Printables

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

TIP:

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

MEASURING LIGHT IN THE NIGHT

Help gather light pollution data.

MEASURING LIGHT IN THE NIGHT
Help gather light pollution data.

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

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

Public domain / Wikimedia Commons

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

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

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

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

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

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

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

PLAN

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

PREPARE

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

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

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

PARTICIPATE

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

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

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

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

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

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

Thank you for participating in citizen science!

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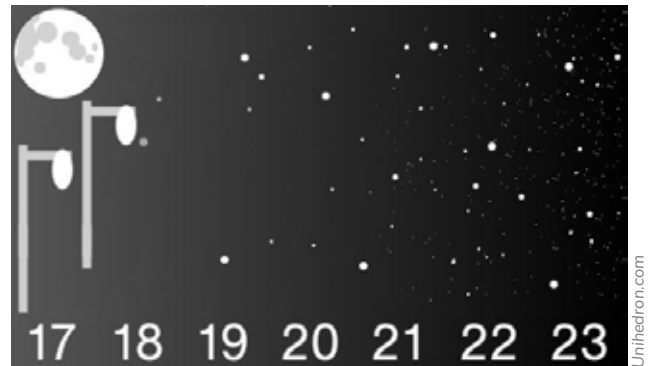
KIT MATERIALS

Call for Volunteers

for the 2024 Summer Library Program

Dear Parents and Friends:

We are looking for volunteers to help us offer more activities for our summer program. "Adventure Begins at Your Library!" is designed to encourage children to continue reading during vacation so that valuable reading skills will not be lost. In addition, we hope to offer a variety of activities for children, teens, and adults. If you are interested in helping, please fill out the form below and return it by _____.

Yes, I want to help at the library this summer. I am willing to:

_____ Help with registration and recording reading logs.

_____ Solicit donations of incentive prizes from local businesses.

_____ Assist the librarian with storytime or other programs.

_____ Offer or help with a craft program.

_____ Help with games or sports activities.

_____ Create a display or help decorate the room.

_____ Chaperone a reading party or field trip.

_____ Provide refreshments for a special event.

_____ Offer a workshop using a special skill I have.

_____ Translate during a bilingual program.

Name: _____

Address: _____

Telephone: _____

Email: _____

Llamado para voluntarios

durante de programa de biblioteca de verano de 2024

Estimados padres y amigos:

Nosotros estamos buscando voluntarios para ayudarnos a ofrecer más actividades para nuestro programa de verano. "¡La aventura comienza en tu biblioteca!" está diseñado para alentar a los niños que continúen leyendo durante las vacaciones para no perder las habilidades de lectura. Además, esperamons afrecer una variedad de actividades para niños, adolescentes, y adultos. Si estás interesado en ayudarnos, complete el siguiente formulario y envíelo a la biblioteca o escuela hasta el _____.

Sí, quiero ayudar en la biblioteca este verano. Estoy dispuesto a:

_____ Ayudar con la inscriptión y registro de los libros leídos por los niños.

_____ Solicitar donaciones para premios de incentivo de negocios locales.

_____ Ayudar a la bibliotecaria con las historias u otros programas.

_____ Ofrecer o ayudar con el programa de arte.

_____ Crear una cartelera o ayudar a decorar una sala.

_____ Supervisar una fiesta de lectura o excursión.

_____ Servir refrescos en un evento especial.

_____ Ofrecer la realización de un taller usando una habilidad especial que yo tengo.

_____ Traducir durante programas bilingües.

Nombre: _____

Dirección: _____

Teléfono: _____

Email: _____
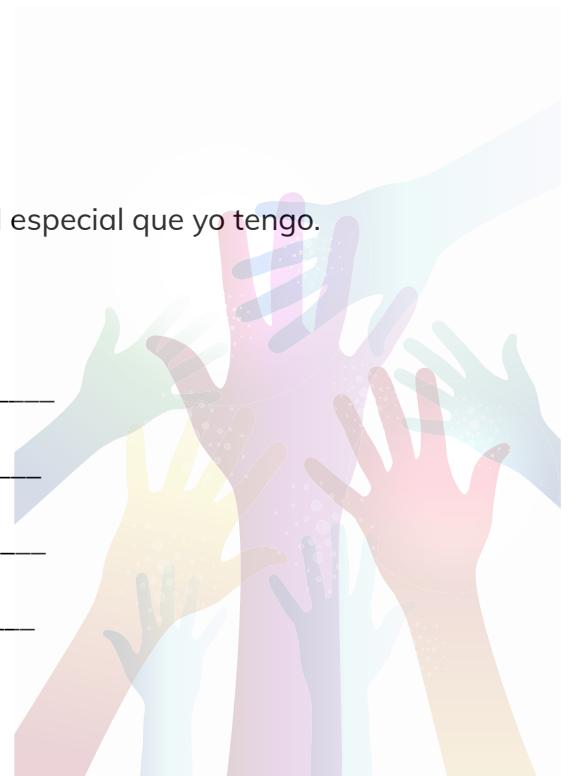
I, _____, am 18 years or older.

       (name, please print)

I, _____, am the parent/guardian of _____.

       (name, please print)   (name, please print)

I understand that the _____ may record or photograph the event or activity in which I am (or my child is) participating for the purpose of promoting its services and programs. I give permission with the following understanding: No compensation of any kind will be paid to me (or my child) at this time or in the future for the use of my (or my child's) likeness.

Signature _____ Date: _____

Address: _____ Zip Code: _____

Phone or email: _____

¡La aventura comienza en tu biblioteca!

Permiso para filmar y/o fotografiar

No se necesita permiso para participar en los eventos de la ciudad.

Yo, _____, tengo por lo menos 18 años de edad.
      (nombre, en imprenta)

Yo, _____, soy padre o tutor legal de_____.
      (nombre, en imprenta)   (nombre, en imprenta)

Comprendo que _____ puede fotografiar o filmar los eventos o actividades en las cuales you estoy (o mi hijo está) participando. Doy permiso para utilizar fotografías o filmaciones mías (o de mi hijo) con el propósito de promocionar sus servicios/programas. Doy permiso y tengo claro lo siguiente: No se me pagará compensación de ningún tipo (ni tampoco a mi hijo) en esta oportunidad ni en el futuro por la utilización de mi imagen (o la imagen de mi hijo).

Firma: _____ Fecha: _____

Dirección : _____ Zip: _____

Teléfono o email _____

¡La aventura comienza en tu biblioteca!

Permiso para filmar y/o fotografiar

No se necesita permiso para participar en los eventos de la ciudad.

Yo, _____, tengo por lo menos 18 años de edad.
      (nombre, en imprenta)

Yo, _____, soy padre o tutor legal de_____.
      (nombre, en imprenta)   (nombre, en imprenta)

Comprendo que _____ puede fotografiar o filmar los eventos o actividades en las cuales you estoy (o mi hijo está) participando. Doy permiso para utilizar fotografías o filmaciones mías (o de mi hijo) con el propósito de promocionar sus servicios/programas. Doy permiso y tengo claro lo siguiente: No se me pagará compensación de ningún tipo (ni tampoco a mi hijo) en esta oportunidad ni en el futuro por la utilización de mi imagen (o la imagen de mi hijo).

Firma: _____ Fecha: _____

Dirección : _____ Zip: _____

Teléfono o email _____

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

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

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

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

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

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

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

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

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

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

ADULT FICTION

In English

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

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

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

Douaihy, Margot. *Scorched Grace*, 2023.

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

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

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

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

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

*Makkai, Rebecca. *I Have Some Questions for

You*, 2023. (DB 112960)

Nossett, Lauren. *The Resemblance*, 2023.

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

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

Spanish or Bilingual

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

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

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

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

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

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

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

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

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

*Osman, Richard. *The Thursday Murder Club /

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

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

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

ADULT NONFICTION

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

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

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

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

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

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

Day, Renee. *Creative Journaling*, 2020.

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

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

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

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Additional Resources

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Online Resources for Passive Programs for Adults Mini-Kit

We have included a USB in this kit containing these pages from the binder and other resources. You can also find updated resources regarding this kit on

Passive Programs for Adults Resources

Book: The Passive Programming Playbook

https://www.abc-clio.com/products/a6061p/

Brief description (From the publisher)

This book offers 101 passive programming ideas that are extendable, adaptable, customizable, and above all, stealable—so your passive programming never runs dry.

Passive programming is a cheap, quick, fun way to make all library customers feel like part of the community. It can support reading initiatives, foster family engagement, encourage visit frequency, and coax interaction out of library lurkers—while barely making a dent in your programming budget. Passive programming can be targeted at children, teens, adults, or seniors; used to augment existing programs; and executed in places where staff-led programming can't reach. It can be light-footed, spontaneous, and easily deployed to reflect and respond to current news, media, library events, and even the weather. But even passive programming pros run out of ideas sometimes, and when that happens, they want a fresh, funny source of inspiration.

Blog: Passive Doesn't Mean Boring

https://programminglibrarian.org/blog/passive-doesnt-mean-boring-5-passive-program-ideas-school-libraries

Brief description

Though this is written by a school librarian with a [likely] intended audience of school librarians, the ideas and examples are ones that can be used in any library that serves a varied and diverse population. Ideas like the jigsaw puzzles and Zentangles (or other similar

drawing kit-based activities) can come at a cost, but are typically low-cost and can yield a lot of use and engagement. Bonus for their ability to be used again and again.

News: Reaching Teens Subversively through Passive Programming

https://programminglibrarian.org/articles/reaching-teens-subversively-through-passive-programming

Brief description

Again the word "teen" is used and the article seems geared toward non-adult users; *however* (again), the ideas for passive programming (bulleted mid-way through the page) are ones that can be done at any library for any user group. (Some are even included in this mini-kit!)

More Colorado-specific Resources & Ideas: Colorado Parks and Wildlife (CPW) Wildlife Discovery

https://cpw.state.co.us/learn/Pages/TR-WildlifeDiscovery.aspx

Brief description

This page from our partners at CPW include the adult coloring pages supplied in this kit. In addition, there are resources for education mapped to curriculum and standards for preschool to middle school grades, providing an opportunity to extend the activities for families of children. Links to additional resources are available here as well. CPW also have a trail mapping app called "Colorado Trail Explorer (COTREX)" that can be used on-site at parks https://cpw.state.co.us/CTS/Pages/default.aspx

More Colorado-specific Resources & Ideas: Colorado Bike Month

https://www.codot.gov/programs/bikeped/information-for-bicyclists/colorado-bike-month

Brief description

From the Colorado Department of Transportation (CDOT), this website contains information prepared by CDOT's Bike and Pedestrian Programs and the CDOT Library. Resources include a reading list (can be used for programming and book display ideas) and links to the Bike to Work Day event (content updated annually and date re-set to current year's corresponding calendar date).
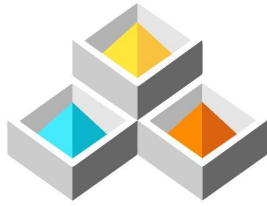
CSL KITS
TOOLS FOR LIBRARY STAFF

Thank you for completing this short feedback form!
Your feedback really helps us to improve the program.

This form is intended for library/institutional staff at the end of the kit's loan period. An electronic version can be submitted at tinyurl.com/5cshkv35 (or you can scan the QR code). Some feedback will be included in the State Library's annual report to the Institute of Museum and Library Services (IMLS). Visit the kits website at cslkits.cvlsites.org and contact us at kitsupport@coloradovirtuallibrary.org.

Name:

Library/Institution:

Kit used:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I am satisfied that the resource is meeting library needs.					
Applying the resource will help improve library services to the public.					
The loan period was adequate.					

Do you have any general comments? Below you can tell us your experiences and thoughts about the service or the kits themselves, give suggestions for improvements or future kits, or anything else. Feel free to use the back side of this sheet if needed.