

1972
HOW TO TAKE A

GIANT STEP



A MANUAL FOR
CHILDREN'S LIBRARIANS

Take A Giant Step



T A K E A G I A N T S T E P M A N U A L

Section I--The steps you should take

Section II--Ideas for programs, decorations, displays

Division of State Library Services
Department of State
Julia Goldstein
Youth Services Consultant

Dear Librarian:

I would like to share with you my thoughts about the concept that I feel is implied in our 1972 Vacation Readers' theme, Take A Giant Step.

This summer let each of us pretend that we are giants and that we are going to take giant strides in order that we may reach out and do the things that we never dreamed we could possibly accomplish. The best way to do this is to start now to prepare for the tasks that lie ahead. The key words are plan and organize.

Right now is the time to look carefully around your children's department and to make a list of everything you can think of that needs to be done. Make a chart listing each item in order of importance and estimate how long it will take to complete this particular task. Put down a starting date and then check it off when the job is done.

Also make a list of the programs and decorating ideas you have for the Summer Reading Program. Even though suggestions for these are given in the manual, let your own imagination take over and try your own ideas.

Make this summer a truly challenging one! Seek out and give special help and encouragement to the children who appear to be reluctant readers. Devise new ways to stimulate their interest in reading. Encourage all children to broaden their horizons and to reach out with their own giant stride towards their goals.

When you try something new or different from what you had been doing in the past, take the attitude that "It will work." You will be amazed at the outcome. Advance beyond what you ordinarily would have done.

It is my hope that you will expand upon my thoughts and develop an outstanding program for the children in your libraries.

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Remember the game "May I" in which the directions for the type of steps you may take are called out by one of the players to all the others in the game?

The player calls, "Take a giant step and advance toward your goal."

The others ask, "May I take a giant step?"

The answer is, "Yes, yes you may."*

If at anytime during the summer, you have any questions or problems that I may be able to help you with, please don't hesitate to write or call me collect at the State Library.

My best wishes to you for a very successful summer for yourself and for the children you will be helping.

Sincerely,

A handwritten signature in cursive script that reads "Julia Goldstein".

(Mrs.) Julia Goldstein
Youth Services Consultant

*Complete instructions for "May I" are found in the section on program suggestions.



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TAKE A GIANT STEP
Florida Vacation Readers
Summer, 1972

The manual for "Take A Giant Step" follows generally the same plan as previous ones except that this year it is divided into two sections. The first section is comprised of the essential directions and the second section is devoted to program suggestions.

Again this year we have two states, New Mexico and Wisconsin, taking giant strides with us.

The cost for our portion of the program is entirely funded from Title I of the Library Services and Construction Act as a service above and beyond that which would be possible for a single library to offer.

Materials this year were designed by Mrs. Cherri Rappoli who is currently employed at Florida State University.

At the planning committee meeting held in Fort Lauderdale in September, the members¹ stressed the importance of the continuation of the original aims and purposes of the statewide program.

The purposes of the Vacation Readers Program will be to provide an opportunity for public libraries to encourage recreational reading for boys and girls. The participating libraries should expose each child to the best in children's literature by:

1. Maintaining a well-selected book collection.
2. Providing individualized reading guidance.
3. Employing stimulating group techniques such as story telling, book talks, displays, exhibits, films, puppet shows, and other book-related programs.

THE PROGRAM WILL EMPHASIZE SATISFACTION FOR THE INDIVIDUAL CHILD RATHER THAN NUMBER OF BOOKS READ WITHOUT ANY SUGGESTION OF CONTEST SPIRIT OR PRIZES.

1. Names of Committee members: Mrs. Willye Dennis, Jacksonville; Mrs. Frances Durrenberger, Maitland; Mrs. Caroleigh Gioia, Tampa; Miss Martha Irwin, St. Petersburg; Miss Carolyn Sue Peterson, Orlando; Miss Grace Rayfuse, Fort Lauderdale; Mrs. May Edmonds, Miami.

We want to repeat the objective that you have worked toward each year.

1. Take A Giant Step is open to all children who can read.
2. Each child will be given a personal reading record when he joins the program. As books are completed, the record is to be stamped by the librarian. At this time, a gummed sticker may also be given to the child.
3. Each child who reads at least one book receives a button when the book is recorded on his reading record card.
4. Reading records are interchangeable between libraries should a child move or spend part of summer elsewhere in Florida.
5. Children participating in the program are not required to read from prescribed lists nor to compete with other children in contests of any kind.
6. Reading during the summer is for fun!
7. The child's only reward will be his personal satisfaction and the librarian's signature on his certificate.

SECTION I

STEPS YOU SHOULD TAKE

Plan now how you will move ahead by leaps and bounds with

"TAKE A GIANT STEP"

The success of this year's summer reading program depends upon the same four elements as in previous years: planning, publicity, organization and follow-through. Blend in with these four elements, the enthusiasm and imagination of you and your staff and the result will be a fun time for you and your staff and the youngsters in your community.

Be sure your entire staff, including student assistants or pages, understands the program thoroughly from start to finish.

Decisions to make now:

1. When you will have your planning meeting with your staff.
2. Opening and closing dates for the program.

Begin as soon as possible after the last day of school. Take giant steps for as long as you feel the children's response will warrant it. We suggest at least 10 weeks so that as many children as possible will have the opportunity to participate.

Publicize your dates in advance and then continuously during the summer. Children may begin any time during the summer, even on the last day.

3. How to handle registration records.

Decide whether your children are to carry their reading records home and back each time or whether you will keep them on file.

We suggest you keep them on file in the library, if you have the space and staff, to insure against a tearful "I lost my card." However, you should do whatever is best for your situation. (If a child moves or goes on a Florida vacation, encourage him to take his record with him.)

Number the reading record so that you will know how many children are participating.

Keep a loose-leaf notebook and have the children write their name, school and grade beside the number of the card they receive. In the fall, you will be able to send any certificates not picked up by the children to the schools.

When the child comes for the first time:

- A. Explain the program briefly and give him a bookmark.
- B. Give or show him the reading record card and explain how he or she is to keep it.

- C. Show him the button he will receive when he finishes the first book.
- D. Let him select or help him (if he wishes) select books to take home.

Decide also how you will have the certificate presentation ceremony at the end of the summer. Will you have a finale party or take the certificates to the schools in the fall? (The certificate, as in the past two years, is on the reverse side of the reading record.)

4. What and how to record.

Children vary in their need for supervision and guidance when making their selections. Help them when you see they are having difficulty finding what they want.

After the child has read his first book, he should receive his button and have the title written on his reading record. Each time he comes to you or a designated staff member to say a few words about the story he has just completed, encourage him to tell you something about what he likes so that you can suggest other books he will enjoy reading.

If the child knows how to write, let him record his own title on the record. Then stamp or place the gummed sticker on the record next to the title. The child will no doubt want to moisten his own sticker

and put it in place. Both the stickers and stamps may be used in other ways too, but this is left up to you. Please remember only one sticker for each completed book.

5. Headquarters and its staffing.

Consider having a special place designated where the materials are kept and children go to talk about their books. You could have large footprints leading up the giant's path to his castle.

Staffing this station need not be a problem even for the small library. With the proper training, volunteers can be of great assistance. Many junior and senior high young people who are out of school for the summer will be delighted to help in the library. Contact the service clubs in the schools and tell the members how you want them to help.

You will be amazed at the results! For some, this will truly be taking a giant step as well as a meaningful summer experience.

6. Supplies:

Check the supply cabinet for pencils, magic markers, stamp pads and ink for the pads.

7. Giant Calendar:

Make a calendar with lots of space for filling in notes such as:



S A M P L E

M A Y						
				1	2	3
4	5 Posters up	6	7 Speak at last P.T.A.	8	9	10
11	12	13 Dead- line for news article for 6/2	14	15	16	17
18	19	20	21 Teachers give out bookmarks	22	23	24
J U N E						
1	2	3	4	5	6	7
8	9 Appear on local radio	10	11 Deadline for news article for 6/9	12	13	14 S-Day Program begins
15	16	17 Story Hour	18	19	20 Deadline news article 6/16	21
22	23	24	25	26	27	28

- The day you will put up posters
- The day you will speak to classes and/or faculties at schools
- The day bookmarks will be distributed in the schools
- Dates for story hours, puppet shows, film shows, etc.
- Newspaper deadlines

8. Publicity:

Take a giant step to your local TV and radio stations. Find out what community service program spots are available. Write out the specific details and the essential dates and perhaps they will help you with the wording of the announcements.

Continue working with your local newspaper, as well as school and small neighborhood publications, and ask them to print articles throughout the entire summer on any event that you feel is newsworthy. Last summer when checking over our news clippings, I noticed some very fine articles with excellent pictures of groups of happy children and scenes in the library of the decorations.

It would be very effective, if your local paper were to make a plate from the poster or streamer and use this at the top of the weekly program announcements. Imagine the attention it would attract.

MISCELLANEOUS IDEAS

Send news releases to Recreation Departments, Boy and Girl Scout and Campfire Councils to be included in their newsletters. Call on your local women's organization to help.

LIBRARY DISPLAYS

Make good use of all bulletin boards, display cases and display areas in the library. Use the walls, the ceiling, and the floor. Use whatever space is available.

SECTION II

IDEAS FOR PROGRAMS

PROGRAMS:

Different activities are a very important part of the Summer Reading Program, and proper planning is necessary in order to provide a variety of suitable events.

Pre-planning decisions:

- What is the particular age group you want to reach for each program?
(children's interest vary)
- At what hour should the program be scheduled? (we suggest morning for younger; morning and/or afternoon for older children)
- What should be the length of each program? (judge this by the age of the children)
- How many programs to have during the summer? (regularity will stimulate attending)

Suggested Programs:

1. PICTURE BOOKS for the younger age group
(short in length, maximum time $\frac{1}{2}$ hour)

Carefully select stories that will hold the interest of the particular group that will be attending this program.

Vary the program by including flannel finger plays, movement and participation games, songs,¹ or filmstrips, preferably with the Weston Woods type records.

2. STORY TIME is a favorite of 8-12 year olds. You do not need to be an "expert" in order to tell stories to children. The following suggestions will help you become a successful story-teller:

- A. Have confidence in yourself that you will do a good job.
- B. Read the story four or five times until you are familiar with all the details (do not memorize) and tell it in your own words with your own gestures and emphasis on the main features of the story.
- C. It helps to practice with a tape recorder in order for you to know how you sound and if there are any changes you want to make.
- D. Send to Mrs. Virginia Rivers for one of the story kits that comes equipped with a hand puppet and all the necessary props.

3. STORY HOUR combined with CREATIVE DRAMATICS

Encourages the children's participation and stimulates their interest in the activity. This idea can

1. Is there someone in your community who plays a guitar who would be willing to accompany the children? Older groups would enjoy this too.

be used with any age group as long as the story is appropriate.

As an introduction, tell the children that today you are planning to do something a little different. Explain that you are going to tell them a story and immediately after the story will select children (or have volunteers) from the audience to act out each part. Then you are going to interview each child to make sure he knows what the story character is supposed to do. This will prepare him for his part. And then they are going to act out the play.

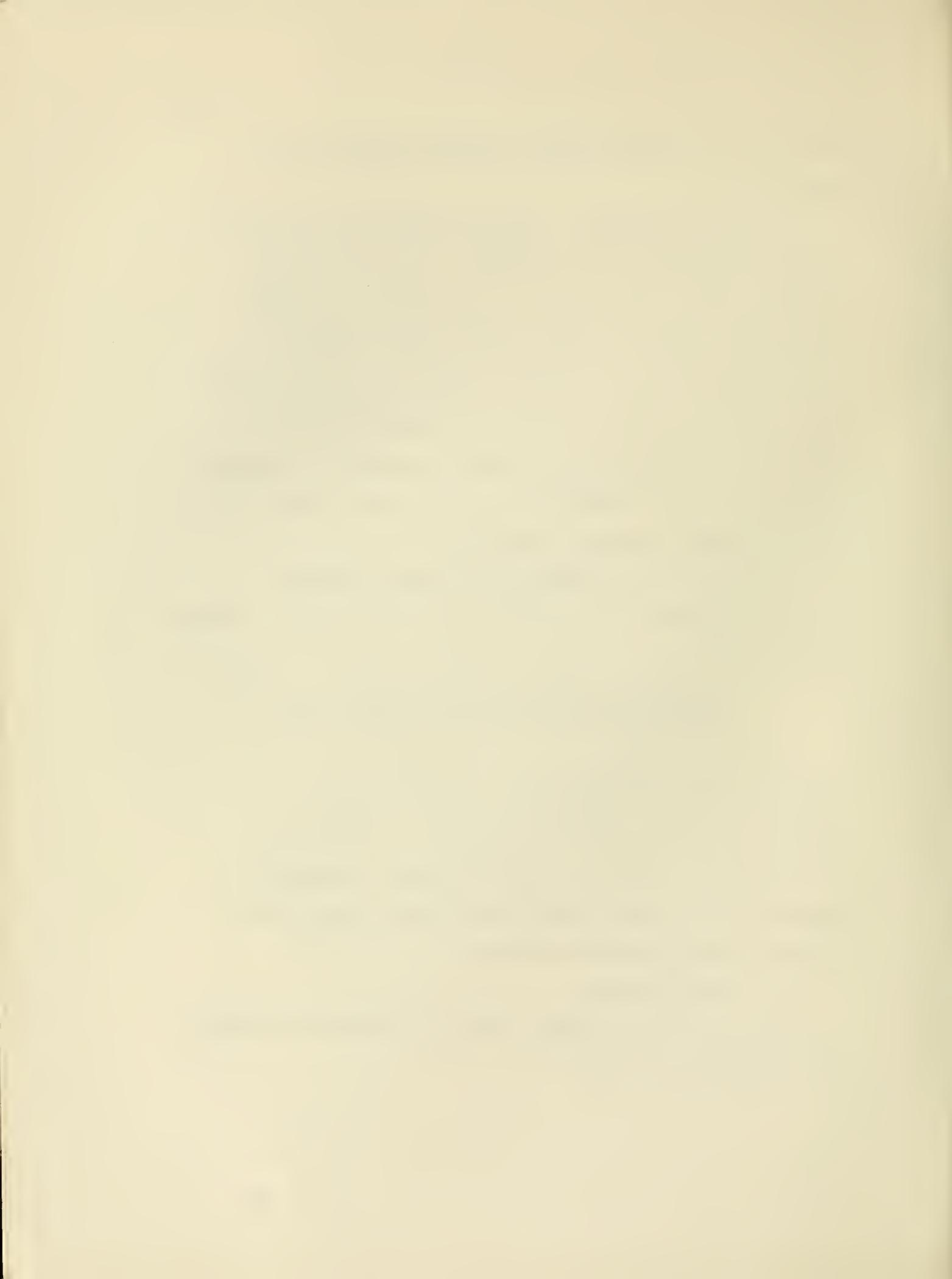
If you are really ambitious, make child size cardboard figures for each character in the play. These could be done by volunteers or as a craft-hour activity.

4. SPONTANEOUS READ-ALOUDS are short, impromptu sessions, unscheduled but not unplanned.

There are times when you find that a group of children have gathered and you feel you should do something on the spur of the moment even though a formal activity has not been scheduled. For such occasions, put aside a few books that you know the children will enjoy listening to.

5. PUPPET SHOWS:

Write to Mrs. Virginia Rivers, Tampa Public Library for boxed puppet shows.



If you are going to do your own puppet shows, we recommend the following:

- Alkema, Chester - Puppet Making. Sterling
1971
- *Boylan, Eleanor - How to be a Puppeteer.
McCall, 1970. *Includes script, etc.
for a couple of giant plays.
- Richter, Dorothy - Fell's Guide to Hand
Puppets. Fell, 1970
- Worrel, Estelle - Be a Puppeteer. McGraw,
1969

6. FILM PROGRAMS are appealing to all age groups
Films should be chosen with care and arrangements
made for loan or rental well ahead of time. It is essen-
tial to preview films before you show them. Choose
non-schoolish films that tell a story or evoke a mood.
It is essential to preview the films before you show
them, so you will know if they are suitable, and can
prepare an introduction. Have an exhibit of related
books on display in a prominent place easily accessible
to the children attending.

If you do not have a budget available to pay
rental fees, but do have a projector and screen at your
disposal, do not despair. The first source to check
is The Educator's Guide to Free Films. If your library
does not have this somewhat expensive tool, you could
ask to use the copy at the county school materials center.

Order films ahead of time - as much as two months if
possible. The following dealers supply some free films.

You may write to them for catalogs of the films which they have available. The usual policy of these companies is for you to pay for the postage on the films.

Association Films
1621 Dragon Street
Dallas, Texas 75207

Educator's Progress Service
Randolph, Wisconsin

Ideal Pictures, Inc.
1010 Church Street
Evanston, Illinois 60601

Modern Talking Picture Service
714 Spring Street, N.W.
Atlanta, Georgia 30308

Tribune Films
141 East 44th Street
New York, New York 10017

Sterling Movies, Inc.
43 West 61st Street
New York, New York 10017

United World Free Film Service
221 Park Avenue, South
New York, New York 10003

7. DECORATIONS

Decorate the floor with giant footprints - "This way to adventure books, mystery books, outer space books, the moon, Disney World."

Decorate the walls with

- A. Large papier mache or tag board figure of a giant striding across a huge map of the world. This is "International Book Year" and you could have the giant traveling to a different part of the world each week. Display books that go along with the particular country or area of the world

- B. Giant boot full of book jackets
- C. A cut out giant holding a list or scroll of participating readers.
- D. Make a large boot and fill it with books on a special subject.

SUGGESTED STORIES TO TELL OR READ

Molly Whypple from Favorite Fairy Tales from England

Paul Bunyan

Wicked John and the Devil

Ote

Zeralda's Ogre

Finn McCool

Giant John - Lobel

The Giant - Dubois

Tops - Weisner

Fee, Fi, Fo, Fum - Stoutenberb

Book of Giant Stories - Adams

Book of Giants - Manning-Sanders

Giants and Witches and a Dragon or Two - Fenner

Where the Wild Things Are - Sendak

Biggest Bear - Ward

Burt Dow Deep-Water Man - McCloskey

Pecos Bill

King with the Terrible Temper (Change dragon to giant)
from McGee Drama for Fun. J., 821.08,M145d

GAME FOR TAKE A GIANT STEP

MAY I?

One child (leader) stands on one side of a play area, and the rest line up facing her on the other side. The object of the game is to be first across the road and able to touch the person in front (leader). However, the players can move forward only one at a time according to the instructions they receive individually from the leader, who uses terminology peculiar to this game, thus: "Jean, take one giant step and three baby steps." The player addressed asks, "May I?" and advances as instructed, then waits where she is until her turn comes again. However, should a player forget to ask "May I?" and advance before receiving permission, she has to go back to the starting line.

Description of steps:

Baby Step--A small heel-to-toe step.

Giant Step--As large a step as possible

Medium Step--Ordinary size step

Giant run--Player runs to person in front, then back to the starting place and forward again until told to stop.

Many additions and variations of the terms can be used.

Children's Games in Street and Playground. Iona and Peter Opie, Oxford Press, 1969.

EVALUATION QUESTIONNAIRE

In August each participating library will receive from its State Library Agency an evaluation questionnaire like the one on the following pages. This sample is included in the Manual so you will know exactly what statistics must be kept and what questions will be asked. Your statistics, your comments and ideas will help make the next reading program that much more successful.

Please read the questionnaire through carefully, now. Use it to jot down notes, ideas and suggestions for improvement as they occur to you throughout the summer. Transferring your notes to the copy you receive in August will then be a less time-consuming process and you won't forget anything.

If you or any staff member has a camera, keep it at the library this summer, or ask a local amateur photographer to donate his talents. The candid shots you get when things are happening rather than "posed" on a single day will be useful for your newspaper publicity. Snap pictures of children reading in the library or under a tree, children listening to stories, children looking at displays in the library. And then...when you mail your evaluation to us in August, share a sampling of the prints with us so we can see how it was in your library this summer.

SUMMER EVALUATION QUESTIONNAIRE

FOR

T A K E A G I A N T S T E P

NAME OF LIBRARY _____

ADDRESS OF LIBRARY _____

I. Name and title of person who was in charge of Take A Giant Step? _____

II. Statistics:

A. Number of children who received reading cards? _____

B. Number of children who read one book (earning a button and a button and a certificate)? _____

C. Number of weeks Take A Giant Step lasted? _____

Inclusive dates: _____

III. Publicity:

A. Were bookmarks distributed in schools? ___ YES ___ NO
In what other ways were they distributed? _____

B. Where were posters displayed? _____

C. Were radio spot announcements used? ___ YES ___ NO

D. Were any TV appearances made locally promoting Take A Giant Step? ___ YES ___ NO ___ NO LOCAL STATION

E. Describe briefly the displays used in the library:

F. Were any other publicity techniques used? Please describe briefly: _____

IV. MATERIALS AND OPERATION:

A. Did the materials meet your standards as to quality? _____ YES _____ NO

B. Have you any suggestions for improving the materials?

C. Were the methods suggested for operation sufficiently simple and adaptable for your library? _____ YES _____ NO
Comments: _____

D. Did the library sponsor

1. A special beginning program? _____ YES _____ NO
If yes, give attendance _____ and describe briefly: _____

2. A special finale? _____ YES _____ NO If yes, give attendance _____ and describe briefly:

E. How have you or will you award certificates? _____

V. Other than beginning program and finale, did you during the summer sponsor or conduct:

- A. Story hours? ___ YES ___ NO
If yes, give number held _____ Total attendance _____
- B. Picture book hours? ___ YES ___ NO
If yes, give number held _____ Total attendance _____
- C. Spontaneous read-alouds? ___ YES ___ NO
If yes, give number held _____ Total attendance _____
- D. Film programs? ___ YES ___ NO
If yes, give number held _____ Total attendance _____
- E. Any other special programs or activities? If so, please describe briefly and give total attendance:

IV. And, in conclusion:

- A. Were you satisfied in general with using this program, getting materials from a central source, etc?
___ YES ___ NO ___ IN PART
- B. Would you like the State Library to plan for a similar program with a different theme in 1973?
___ YES ___ NO

Any changes you would like to see made?

- C. How about some suggestions for next year's theme?

