

1980



Energetic Summer Program



FLORIDA — STATE OF THE ARTS



Energetic Summer Program

**Florida's 1980 Summer Library Program made possible through
a grant from Library Services and Construction Act.**



**FLORIDA DEPARTMENT OF STATE
George Firestone
Secretary of State**

**prepared by Betty Davis Miller, Youth Services Consultant,
State Library of Florida**

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ENERGY CONSERVATION AND AMERICA'S YOUTH

by EDWIN F. SHELLEY

Most Americans now understand that there is, indeed, an energy crisis. Even though the fossil fuels still in the ground – coal, oil, uranium – are sufficient to meet our needs for many years to come, they are becoming more and more expensive to extract. Thus, this constantly increasing cost of energy increases the cost of everything we must buy, from food, to furniture, to housing, to vacation trips.

If we are to overcome the energy crisis and assure our future well-being and democratic way of life, we must start *now* to conserve our energy. That means using energy more efficiently, while decreasing our reliance on non-renewable fossil fuels and increasing our reliance on renewable energy sources that come from the sun.

Solar energy is actually available to us in many forms, and this constantly renewed solar energy costs nothing, once we have installed the equipment needed to convert it to various uses. Direct sunlight can be used to heat buildings and the water used in them. Sunlight can produce electricity through photovoltaic cells, like those that power space satellites. Sunlight can grow crops from which alcohol can be made as a substitute for gasoline.

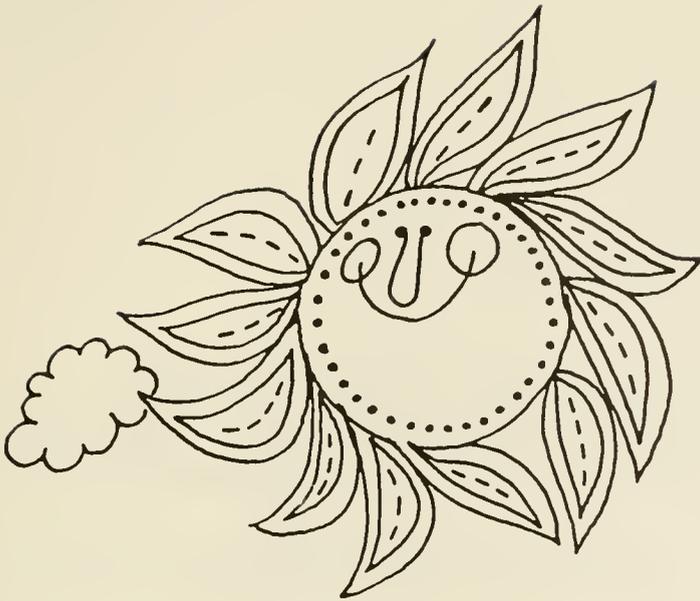
Indirectly, the sun's uneven heating of the earth produces winds that can be captured by windmills to make electricity, pump water and even provide heat. The sun also evaporates water from the oceans and this water eventually comes back as rain to replenish our rivers, providing us with hydroelectric power. In all, enough sunlight falls on the earth every day to provide us with many, many times the needed energy.

Young people are especially open to the new ideas and technologies required to reduce our dependence on scarce and environmental-polluting fossil fuels, and increase our use of clean, renewable energy from the sun. There are growing opportunities for scientists, engineers, technicians and artisans to work in this field. There are increasing opportunities for jobs in environmental law and medicine, and for other public service jobs in developing, regulating, financing and expanding the use of solar energy in our country.

Young people can keep in touch with the latest developments in solar energy and can help to educate their elders in the realities of the energy crisis. They can conduct energy projects to illustrate dramatically the value of energy conservation.

Finally, young people can use their growing political influence to direct our country in the paths which we must pursue to switch from our dwindling and ever more expensive fossil fuels to the abundant sources of renewable energy that must power our society in the future.

Mr. Shelley is Director of the Center for Energy Policy and Research, at the New York Institute of Technology, Old Westbury, N.Y. 11568.



The following Editorial
appeared in the 1979 fall
Resources for Youth
Newsletter, published by
the National Commission on
Resources for Youth, Inc.
36 W. 44th St. New York,
New York, 10036

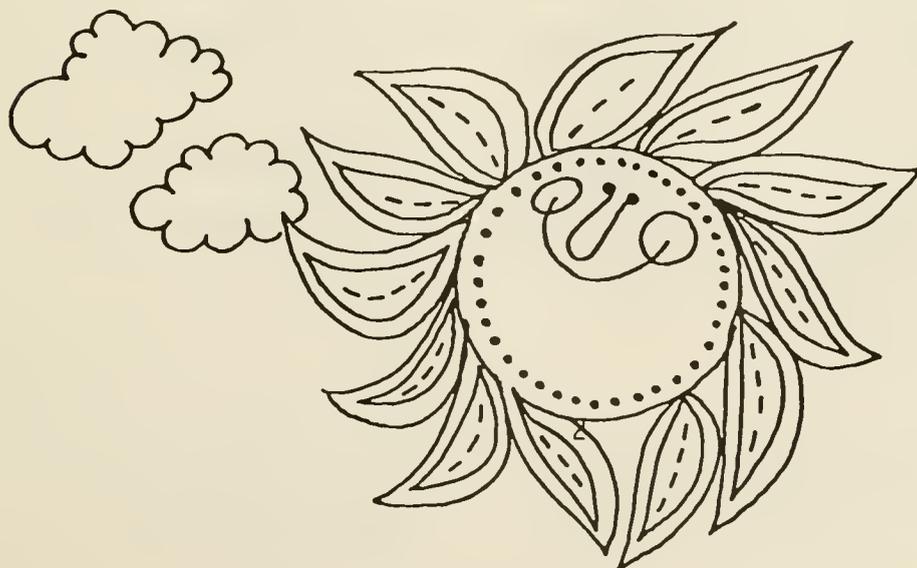
INTRODUCTION

Neither this manual, nor any preceeding ones could have been done without the help of many people, both at the State Library and around the state. I cannot mention all the people who helped with graphics, typing and printing but their work is appreciated.

The following people served on the Advisory Council which met October 31 at the Orlando Public Library.

1. Althea Andersen - Clearwater Public Library
2. Anne Boegen - Miami-Dade Public Library
3. Linda Boyles - Gainesville Public Library
4. Willye Dennis - Jacksonville Public Library
5. Janie Glenn - Broward County Library System
6. Sara A. Howell - Northwest Regional Library System
7. Linda O'Connor - Levy - Tampa-Hillsborough Public Library
8. Carolyn Peterson - Orlando Public Library
9. Suzanne Shaeffer - Volusia Co. Library System
10. Patricia Voor - Brevard Co. Library System

The Council gave serious consideration to your comments and evaluations concerning last year's programs. We want Florida's Summer Program in all its phases to be the best possible and to be tailored to your expressed needs & concerns.





SUMMARY OF THE EVALUATIONS OF
SUPER SUMMER '79

One hundred and twelve libraries or systems sent us orders for materials for 1979's Summer Library Programs. One hundred and fifty-four evaluations were returned. This means, obviously, that some of the systems sent us evaluations from individual branches in libraries so that we would have the benefit of a whole spectrum of opinions. The results are interesting. This year 88 libraries had extra help for the program, either paid or voluntary - a figure which is higher than it has been in the past and indicates an increase in programming. Total attendance for all programs was 209,206. Total registration where there was no programming was 12,029. The largest single response on any one item was 143. The question was, "Do you feel the Summer Library Program succeeded in motivating children to think positively of the library and its resources?" The answers - 139 yes: 3 no. 123 were satisfied with the program, 3 were not. 129 wished for us to plan a program for 1980 and 2 did not.

This seemed mandate enough, so with that in mind, we proceeded. Obviously, it is impossible to please everyone because what one person enthusiastically endorses another person finds useless. We are always constrained by money and what is possible in terms of staff. Nevertheless, we do read and carefully consider your comments and the following changes in this year's program are the result:

- (1) A concerted effort to get the manual to you before the workshops.
- (2) A change in format for the workshops, with a consistent team presenting materials and ideas at each site.
- (3) A return to the puzzles as a handout.
- (4) An attempt for brighter colors and simpler design.
- (5) A restatement of the philosophy underlying the Summer Program.
- (6) A more concerted effort to promote the sharing of ideas - (See program section of manual).
- (7) In response to your request for continued variety we are having a pendant as the favor this year.

Some things you wanted that are not possible:

- (1) Because of money, we are forced to have fewer materials rather than more.

- (2) The materials, except for the manual, will not reach you before April 15, but if you know they are coming that will give you 6 weeks before your program starts and school visits can be scheduled well in advance. By the way, one of the most effective methods of advance publicity are these school visits. 123 responses indicated that such visits were made last year.

ABOUT THE STATEWIDE SUMMER LIBRARY PROGRAM

Since 1968, the State Library of Florida has sponsored a state-wide Summer Program for children. The program takes place in the public and institutional libraries of the State, and has been largely funded through L.S.C.A. It is considered an important part of library development because the goals of this program are to increase the use of the library as an information center, and lifetime resource.

In addition to free promotional materials a series of 5 regional workshops are held to assist local libraries with planning. This manual should be a resource to accompany these workshops.

The age range of participants may be set by local libraries, but materials and program suggestions are aimed at school age children (roughly K-7). Because the summer program takes place during the weeks and months between school terms, it tends to be recreational rather than educational in nature. This is more a matter of emphasis than a true difference in content. Since there is no coercion, less structure, and an attempt to open up new interests, S.L.P. should allow children the freedom and time to follow interest and inclinations that may or may not be found in the school curriculum.

Summer Library Programs require initiative and thought on the part of the librarian to stimulate and motivate children to come in the library and to find something rewarding once they arrive. We hope this manual will help you in planning.





GUIDE LINES FOR THE PROGRAM

The guidelines for the program give great latitude to local libraries in the ways in which they structure their programs. There are only 6 points on which strict adherence is required for participation.

1. The program is not competitive in anyway.
2. No reward or recognition should be given for number of books read. Not even one book should be required as a condition for receiving any materials or handouts.
3. It is open and free to Florida's children
4. Participation in the program is open to all public libraries in Florida and is entirely voluntary.
5. Acceptance of the free materials signifies acceptance of the above principles.
6. Participation requires that you complete the evaluation form which is enclosed with this manual and return it at the end of your program. Please read the form ahead of time so that you will know which questions are asked.

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WHY THE FLORIDA PROGRAM IS NOT COMPETITIVE OR QUANTITATIVE

In the first chapter of The Cooperative Sports and Games Book, Terry Orlick says that when games)programs("become rigid, judgemental highly organized, and excessively goal oriented, there is no freedom from the pressure of evaluation and the psychological distress of disapproval." Then he lists the four ingredients of a successful cooperative game: Cooperation, Acceptance, Involvement and Fun.

We feel these four elements should be part of every library's summer activities. Orlick's words can be directly applied to the philosophy behind our statewide program as he goes on to say: "Cooperation)as opposed to competition(is directly related to communication, cohesiveness, trust, and the development of positive social-interaction skills ... Children learn to share, to empathize with others, to be concerned with other's feelings and to work to get along better." Children choose to become involved because they "want to be a part of the action not apart from it." And they want to have fun. "Without a sense of fun, a sense of happiness, a child can have a joyless experience. In cooperative ventures, the element of fun is enhanced as children are free)from(fear of failure or rejection."

The Summer Library Program has moved from the idea of regulation and guidelines for "joining" a club (i.e. you must be a certain age, come a certain number of time, etc.) to a structure designed only to increase summer library use by children. This is accomplished by supplying publicity and promotional materials around a theme, and assistance with programming ideas.

The one philosophical bulwark we have clung to since the program's inception was the absence of competition and the deemphasis on quantity. While children were welcomed warmly when they arrived, encouraged to use the library's resources, interested and stimulated by the presentation of activities and programs, praised when they participated, and provided with materials and guidance to meet their expressed interests, there was an honest attempt on the part of most libraries and librarians not to make some children feel like "losers" or to create the impression that it was automatically and always better to read ten books than one.

Yet again and again the idea of "incentives" (we use this word because it differs in degree from prize or award) is urged on the Summer Library Program.

We have long maintained that the content of the material provides the only enduring incentive for use, and while almost everyone would agree, they counter by pointing out that the content is never known unless the book or film is read or viewed and it is at that point that incentive must be provided.

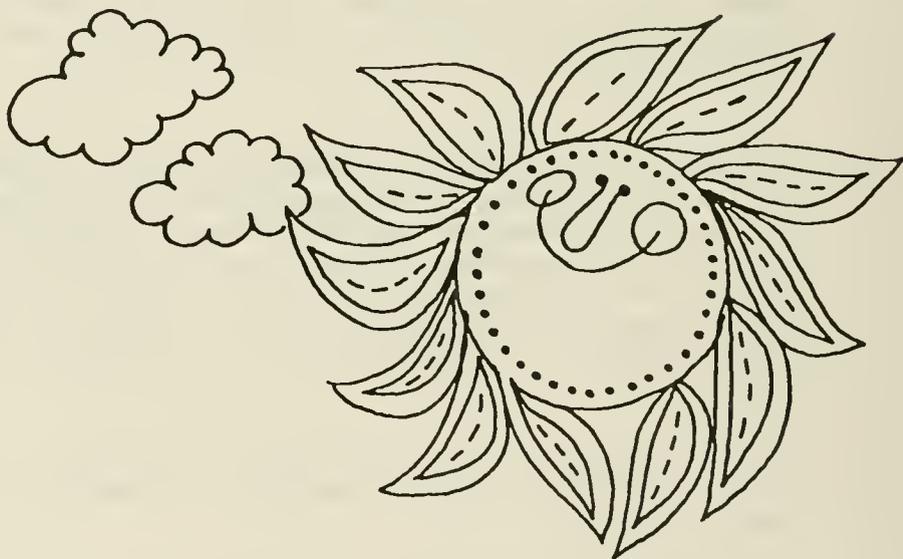
Incentives are based on the idea of receiving something pleasant for the performance of task that, at least at the beginning, is not rewarding in itself: e.g. porpoises jumping through hoops for a fish; mice running a maze for cheese; workers receiving a day off for 100,000 crates packed in record time.

But learning, the satisfaction of curiosity, the expression of creativity is, and always has been, its own reward. In Summer Library Programs we are not trying to interest children in things for which they have no interest--on the contrary--we are trying to help them acquire interests, follow where their inclinations lead. It is not school where a predetermined curriculum must be adhered to, but it is educational in its broadest and best sense.

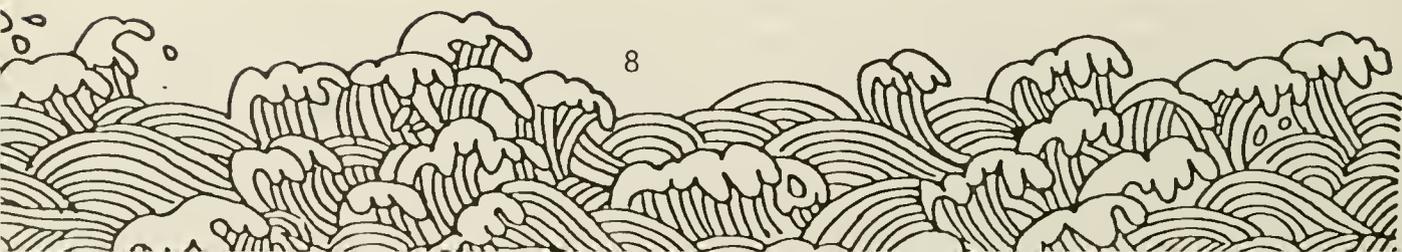
SLP is our effort to help children build that interior life which will offer nourishment for all their days wherever they are, not dependent on gifts or gold stars.

We must make them believe what Merlin said to Arthur in T.H. Whites, Once and Future King. "Learn why the world wags and what wags it. That is the only thing the mind can never exhaust, never alienate, never be tortured by, never fear or distrust and never dream of regretting. Learning, he said, is the thing for you."

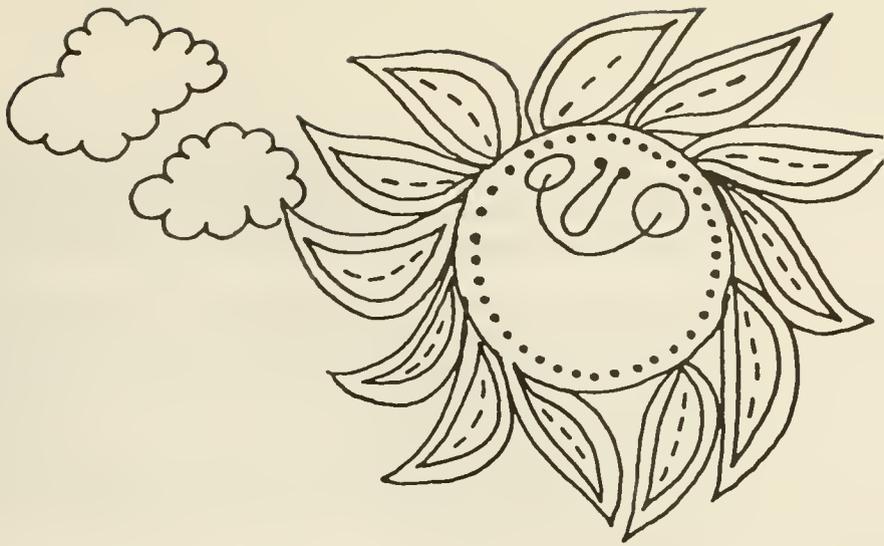
Their rewards must be ideas, creative expression and the joy of intellectual exploration. Somehow we must devise ways to accomplish this through our programming, our presence, our displays, our encouragement and excitement.



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AN ENERGETIC SUMMER PROGRAM
THAT WILL HELP CONSERVE YOUR
OWN ENERGY ... REQUIRES
ADVANCE PLANNING



1. Consider the THEME, E*S*P*, Energetic Summer Program, which was decided, on by the Statewide Advisory Committee. The ideas behind this choice had their inception in our current energy crisis, but you can see the numerous off-shoots which can be generated by thinking of the words and letters in the slogan. (1) Programs and materials on ecology, conservation, alternate energy sources. (2) Programs on a variety of summer activities. (3) Programs on the untapped resources of the human mind—para-psychology, telepathy, meditation, increased capacities for learning, the emerging control of autonomic functions. Do this in snatches at first, then plan staff meetings to air and share staff thinking.
2. FOCUS. Decide where you are going to put the emphasis. Will you give your all to a series of programs? What age level will get your best efforts? Storytelling is a tried and true means of introducing literature. Puppets or creative dramatics may enlarge this aspect of programming. Reading aloud a well-chosen book in several sessions is an activity growing in popularity, and informal "read-alouds" may expose less able readers to books their peers are reading. Help on quality film programming is available from the State Library AV Department.

Put the Summer Library Program in balance with your total year's work. Take more time on individual reading guidance and get the benefit of children's reactions to books you've both read. If you do extensive preschool programming during the school year, concentrate on the reading child during these few weeks. Stress the noncompetitive nature of reading for fun.

Take a look at your book collection. Weed disreputable copies. Infuse newness with paperbacks. Plan several attractive book displays, so that the first one doesn't go stale.

3. PUBLICITY. The best approach is through the schools. Visit classrooms to show the poster, give out bookmarks, introduce a puppet or some theme decoration that you will use and make a brief explanation

of how the summer library program offers individual reading for fun. If you cannot visit all elementary grades, settle on one - say the fourth grade - and contact all fourth grades every year. Place posters in community centers (and remember to take them down!).

The State materials include a Radio announcement you may want to adapt (bare facts typed double-spaced). Deliver to the studios in person, after a preliminary phone call. This visit can lead to more radio coverage for the library.

Write newspaper announcements to be published one or two weeks before the program begins and follow-up articles to feature special programs or children's reactions to books.

Remember that the SLP is one of the best opportunities for calling community attention to the public library.

4. STAFF ORIENTATION. All the staff should be in on the summer plans. They will help spread the word to patrons at the checkout desk and in other areas of the library. Your enthusiasm is vital. You might ask to shift personnel from other departments to get added staff at certain hours of the week, you may tap wonderful talents to share in programming, you may need to start early to train student or adult volunteers.
5. SCHEDULE. Plot on a calendar all the details you plan to cover, especially "a beginning, a middle and an end." Decide on a 6-week, to 10-week SLP. Be sure that preliminary decorating, arranging help for programs, scheduling community performers, craft activities, or films is done in advance. Have a "grand finale" that honors the kids who participate, not in a sense of competition, but honest recognition. The Reading Record signed with the librarian's signature (and maybe the city seal?) and handed with a warm compliment can mean a lot. It doesn't need to be a party atmosphere.
6. THE PROGRAM. Remember, don't try to make the public library like school. Registration or sign up of readers is a good statistic. But we are most interested in figures which reflect total usage for the Summer. Total programs attendance, circulation, daily body counts are some suggestions.

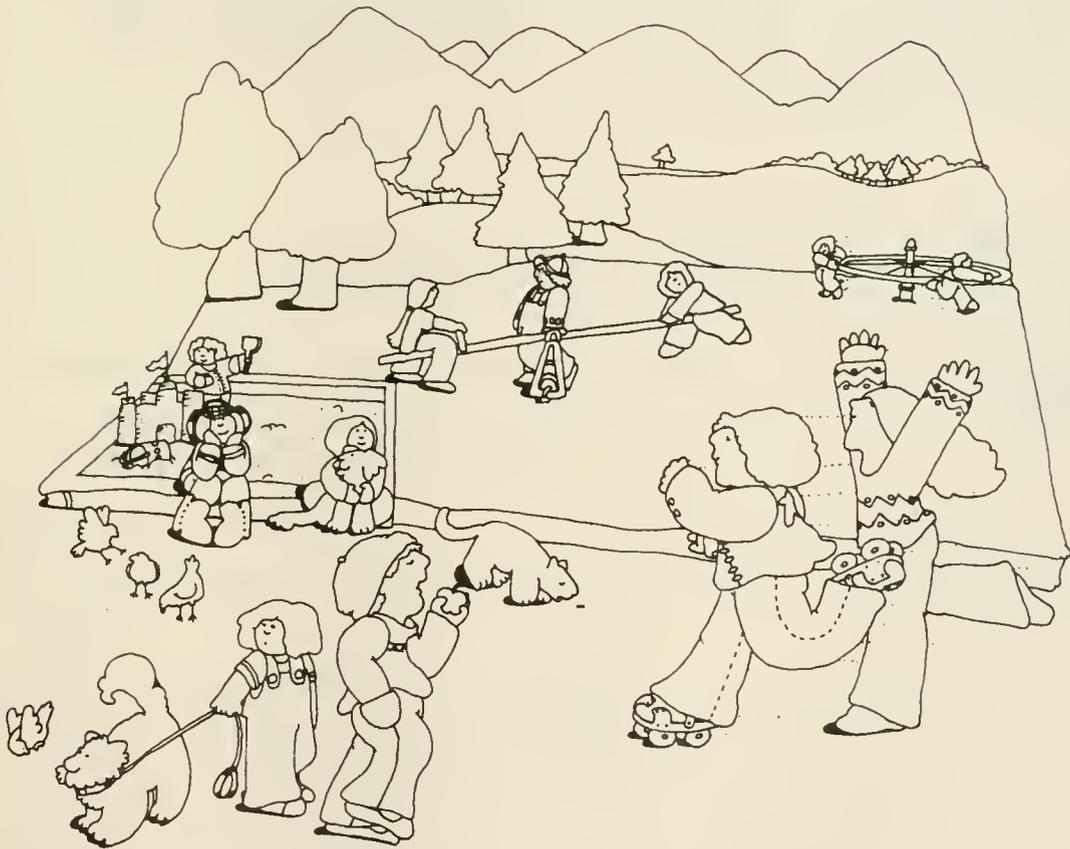
The number of Reading Records used gives a clue to the number of readers.

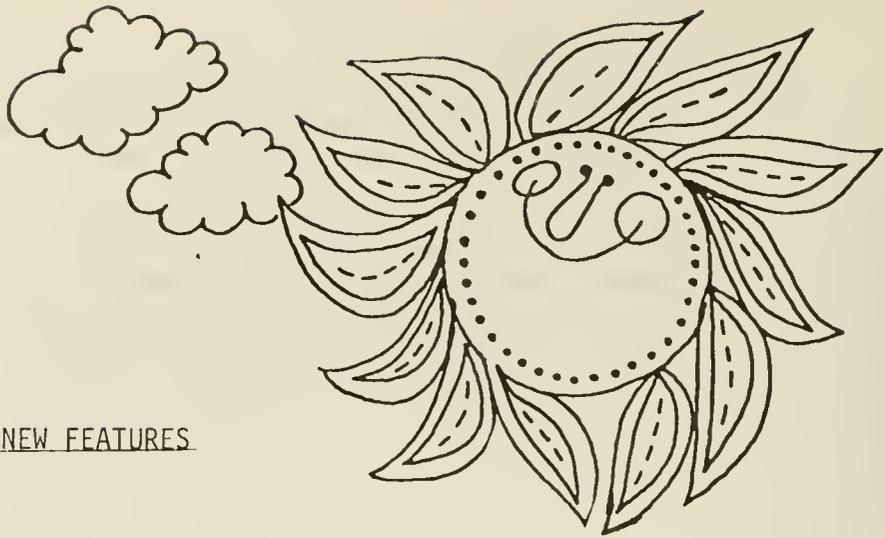
See the evaluation form for other statistics before you start. The Youth Services Office can usually help with supplies.

Let the kids share their thoughts: discussion groups, informal taping of children's reaction to books on an audio cassette (so others can listen), posting book notes or drawings inspired by a book on a bulletin board or a small publication of the same are good incentives,

7. EVALUATE. What did you learn that will make next summer easier? Make notes - they may help other staff as well as you to recall important details.

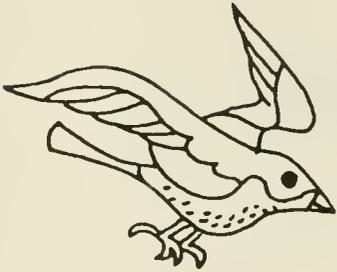
Fill out and send in the evaluation form. Your comments and suggestions are valuable on this form. Also, if you have strong feelings about any aspect of this annual program, communicate with the Youth Services Consultant at the State Library, or with any member of the Advisory Committee.





NEW FEATURES

1. Many program suggestions come from you. They have been used before with great success and can be adapted to fit this year's theme.
2. We are sending this manual in lieu of workshop handouts. It will contain material found in last year's manual - check lists for program planning etc. - which will be useful to those of you conducting a summer program for the first time. But it will really be hints and suggestions for 1980's Energetic Summer. Please refer to past manuals for additional help.



Checklist for Environment Planning

1. What special theme decoration can be done?
2. Is there enough room for the program planned?
3. Is there any way to have privacy for small groups?
4. What displays do I want for walls, bulletin boards, counter tops, free standing?
5. Is there enough ventilation?
6. Is there browsing room?
7. Is a camera handy? Use photos for display.
8. Does the storyteller have a special corner or room? A chair?
9. Do the children have a comfortable place to sit?
10. Is my area bright and cheerful?

* * *

Checklist for Outreach Planning

1. What particular group do I want to reach?
2. Are they in day-care centers, recreation centers, parks or playgrounds, other community agencies?
3. Who do I contact?
4. Can one person - staffer or volunteer - do this program on a regular basis?
5. Do they need materials "on location?"
6. What kind of transportation is involved?
7. How many to plan for?
8. Will this duplicate programs used in the library?

Checklist for Publicity Planning

** Invite staff participation - publicize within the library, director to pages **

1. How long will the program last?
2. What are the beginning and ending dates?
3. Make appointments to go to the schools (public and private) to talk about Summer Reading Programs.
4. Prepare newspaper articles for opening of SRP, end of program and any special events in between.*
5. Do I need extra printing done on posters and bookmarks?
6. Where do I want to put posters? Where will children be most likely to see them?
7. Do I want to use bookmarks in other places than schools? e.g. scout leaders, churches, recreation centers, clubs....insert in report cards?
8. Do I want to make advance contacts with radio stations even before spots arrive?
9. Do I want to make phone calls or write letters to community leaders or for certain organization newsletters?
10. Do I want to make one flyer giving program dates and content? Or have separate flyers for each program?
11. Do I want to have some of these at Adult checkout?

* Mention "this program made possible through funding under the Library Services and Construction Act."

Checklist for Personnel Planning

1. Can I get extra staff? Borrow from another department at certain hours, scheduled in advance.
2. Are there federal or local programs that might provide extra paid personnel?
3. Are there individual volunteers who could help on a regular basis?
4. Are there groups or clubs who could sponsor or help with particular projects?
5. Are there teenagers or middle elementary library users who could help with preschool programs? Perhaps arts and crafts sessions?
6. How much time will I need to spend in training them?
7. What are training helps I can use (films, books, workshops) for extra summer staff? See resource bibliography.
8. Have I alerted entire library staff about Summer Reading Program and elicited their cooperation and possible help?

Checklist for Materials Planning

1. Do I need to order new books that relate to the theme or to attract a particular age group?
2. What about paperbacks?
3. Do I need to order films? What dates?
4. Do I need materials for arts and crafts? Creative programming?
5. Do I need materials for display?
6. End of summer program?
7. Do I want to make a theme puppet and/or other puppets?
8. How attractive is my book collection? Can it be spruced up?
9. Do I have audiovisual equipment available?
10. If not, must I rent or borrow it?
11. What about a camera and film?
12. Costume for librarian?

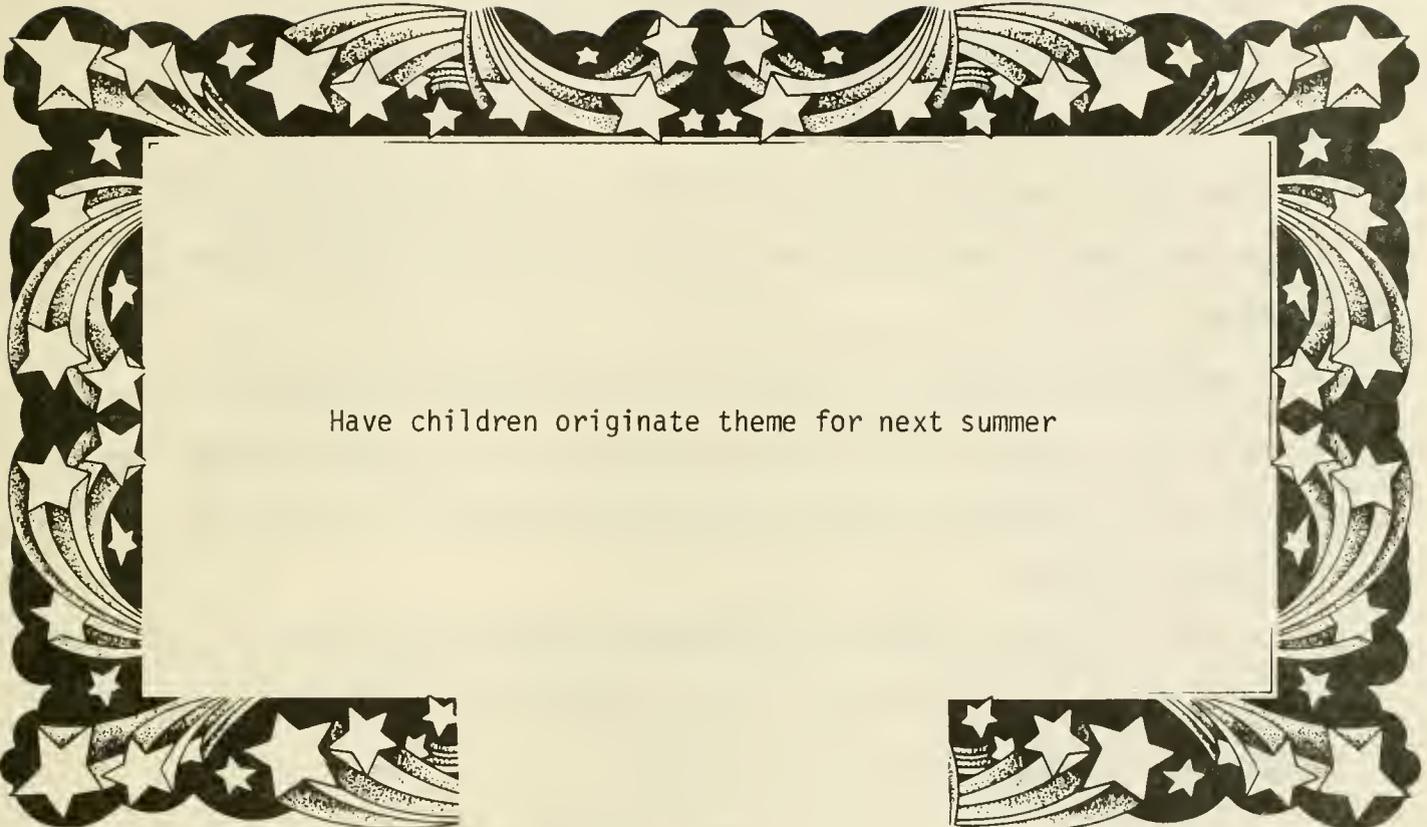
Checklist for Program Planning

1. Will I register children by name or simply hand out materials?
2. What age groups will I plan for?
3. Which days of the week?
4. Is my scheduling consistent as to time and place for the same age group?
5. Are my programs no longer than an hour?
6. Are they built around a theme or idea?
7. Are they varied as to activity?
8. If I have craft sessions, what supplies do I need?
9. Can I plan any outreach activities?
10. Do I want to use films or slides? Local source booked well in advance?
11. Will I have materials (books, stories, records) used in the program available for checkout?
12. How about puppets? Creative dramatics?
13. Are my younger children's activities scheduled for the morning?
14. Are my group sizes appropriate for the activity?
15. Do I need to keep a record of expenses (for justification and to help in next year's planning)?
16. Have I programmed not only for different age levels but for different interests?
17. Have I done anything for the poor reader?
18. Have I taken advantage of community resources - speakers, craftpersons, authors?
19. Is my program cooperative with other existing programs for children?

Publicity

1980



A decorative border with stars and streamers surrounds a central text box. The border features a repeating pattern of five-pointed stars and flowing, ribbon-like streamers. The stars are scattered throughout the design, some appearing to trail off into the streamers. The overall style is reminiscent of mid-20th-century graphic design.

Have children originate theme for next summer

NEWS RELEASE

FOR RELEASE ON (date)

For more information contact
(Name of Librarian and phone)
(Name and address of library)

E.S.P. AT LIBRARY

If the (name) Public Library has its way, hundreds of area youngsters will get involved with E.S.P. this summer.

E.S.P. is the Library's Energetic Summer Program for children of all ages starting (day of week, date in June).

"Summer is a wonderful time for children because they have plenty of time on their own to read and listen and think and grow," says librarian (give name).

"The Library has books, records, films and programs plus people to help them find answers to things they want to know," she says. "It can all add up to an Energetic Summer, and that's the theme we've chosen for this summer vacation."

(Kinds of programs: films? puppet shows? story hours?) are scheduled for (age group of kids) on (days of week) throughout the summer. (Give titles and dates of first few programs.)

Each child who (describe requirements) will get a free E.S.P. medallion.

The (name) Public Library is located at (address). It is open from (give hours of operation).

Free library cards are available to (whom?)

THIS IS A FORMAT FOR NEWS RELEASES.

PUBLIC SERVICE ANNOUNCEMENT

FOR IMMEDIATE RELEASE

For more information, contact
(Name of librarian & phone)
(Name & address of library)

SOMEBODY HAS E.S.P.

Somebody in this town has E.S.P.. Want to know who? It's your Public Library, and E.S.P. means/an Energetic Summer Program for children of all ages. You'll find books, films, records and programs plus people to help you find out about the world and your place in it. Check it out at the (name) Public Library.

This is a format for PSAs to be broadcast on radio and TV.

PUBLIC SERVICE ANNOUNCEMENT

FOR IMMEDIATE RELEASE

For more information, contact
(Name of librarian & phone)
(Name & address of library)

YOUR CHANCE TO GET E.S.P.

Listen carefully, I'm only going to say this once. You've got a chance to get E.S.P. That's the Energetic Summer Program at your Public Library, and it's a special opportunity for young people with films, records, books and lots more. You can learn all about ecology, conservation, energy and people. Find out more about E.S.P. at the (name) Public Library.

This is a format for PSAs to be broadcast on radio and TV.

PUBLIC SERVICE ANNOUNCEMENT

FOR IMMEDIATE RELEASE

For more information, contact
(Name of librarian & phone)
(Name & address of library)

GET E.S.P. AT THE PUBLIC LIBRARY

You can get E.S.P. at the (name) Public Library. E.S.P. means Energetic Summer Program, with books, films, records and people to help you find something you want to know. Learn more about the world and your place in it. Get E.S.P. at the (name) Public Library.

This is a format for PSAs to be broadcast on radio and TV.

PUBLIC SERVICE ANNOUNCEMENT

FOR IMMEDIATE RELEASE

For more information, contact
(Name of librarian & phone)
(Name & address of library)

JOIN YOUR FRIENDS

You've been hearing about E.S.P. all over town. Now you can find out more about it at the (name) Public Library. You see, E.S.P. means Energetic Summer Program, and the Library's where it's happening. There are films, records, books, and special programs to help kids of all ages learn more about the world and your place in it. Join your friends and get into E.S.P. at the (name) Public Library.

This is a format for PSAs to be broadcast on radio and TV.

Could be used for radio/TV spots:
"Summer at the Library"

Adult Patron: What are all these children running around for? Don't they know they're supposed to be quiet in a library?

Member of the circ. staff: It must be another children's program. Yes it's Thursday and almost 1:30. But don't worry, there won't be any muskets or knives today.

Patron: What'

Member: Last week they had a program and all the kids tested a 200 year old knife and bayonet to see if they were still sharp. Unfortunately, one little girl tried it on her brother.

Patron (fearfully): Was anybody hurt?

Member: The knife wasn't. The boy did have a little scratch.

Patron (trembling): Thank goodness. Will they have anything dangerous today?

Member: Let me check. Let's see, they've had the folk instruments, white rats and gerbils, and snakes.

Patron (shrieks): Snakes!! (runs out the door)

Member (calling after her) That was almost a month ago. There aren't any here now. Come back. Come back.

(shrugs shoulders): Oh well, maybe she wouldn't have liked the ventriloquist, the Indian collection, Library Lady, or Smokey the Bear either.

As the skit might let you know, the Children's Department is having a lot of fun at the Library this summer. Our guests each week are . . . and some highlights of our programs are . . .

And that was only for this month! Next month we have _____, _____, _____.

School visit Program

To make your school visit more memorable - take a small one or two person puppet show -

.....

Tell a Story

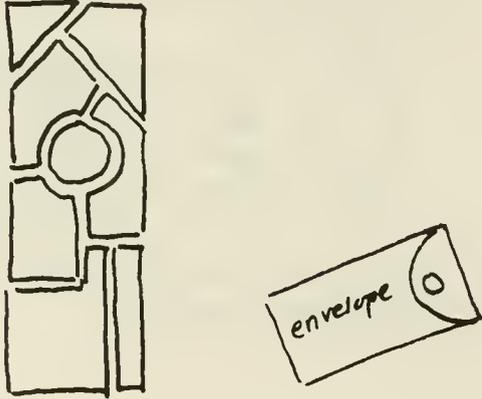
.....

Hand out book marks

.....

If you don't have too many, cut your book marks into four or five pieces like a jig saw puzzle.

Put the pieces in a small envelop and have the children assemble like a puzzle.



When school visiting, give out partially completed handouts. Then use the blackboard to print out whatever should be added, and have the children write or print it on their copy of the handout. It really doesn't matter what information is missing. The idea is to get the children to write on it themselves, making the handout valuable to them so they won't just toss it aside.

Use the questions from the Energy Quiz on the next page to stimulate interest in the energy issue and in the program at your library.

Energy Quiz



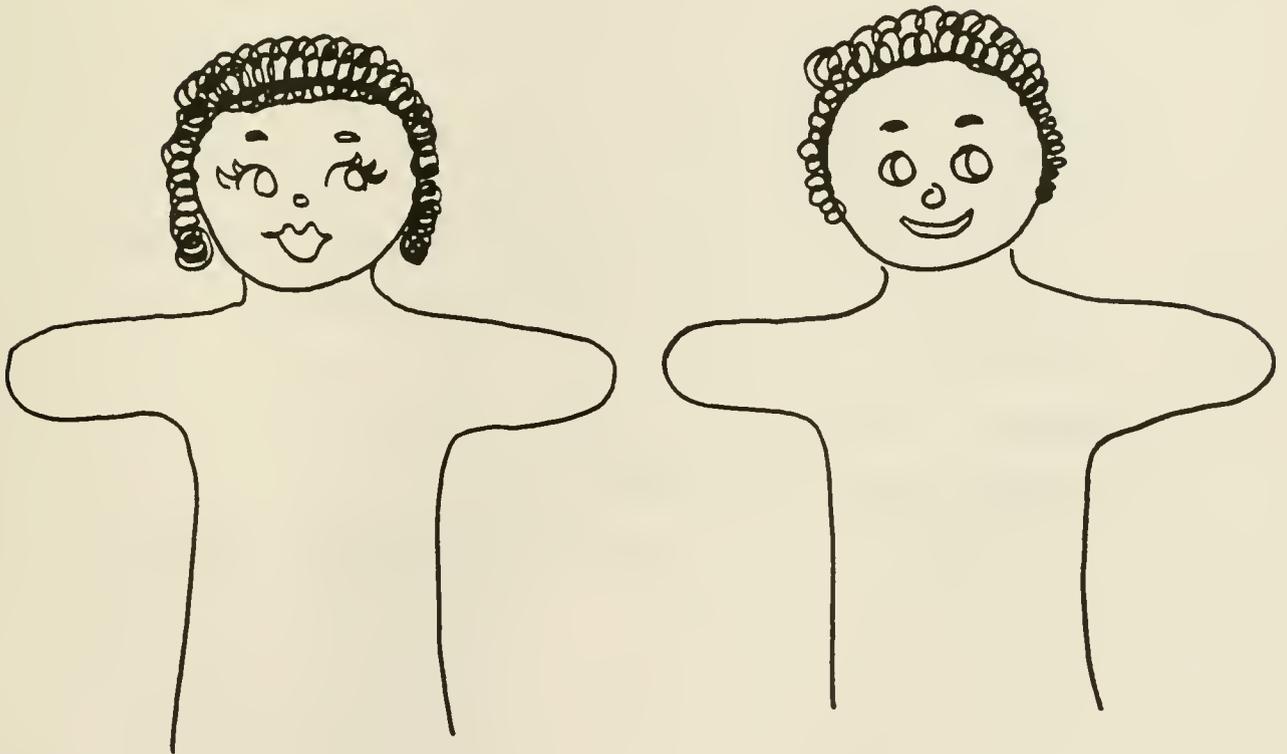
1. Who uses the least energy for 10 minutes in the morning?
 - a. A guy who shaves with an electric razor.
 - b. A girl who switches on a hand-held hair dryer.
 - c. A mother who brews coffee in an electric coffee maker.
2. Which gives most light with the least energy consumption?
 - a. A 40-watt fluorescent bulb.
 - b. A 100-watt incandescent bulb.
 - c. Two 60-watt incandescent bulbs.
3. How much does peeking into a hot oven drop the temperature?
 - a. 5 degrees
 - b. 10 degrees
 - c. 25 degrees
4. Which is most efficient?
 - a. A full freezer instead of one that's half full.
 - b. A full refrigerator instead on one that's half full.
 - c. A refrigerator set as its coldest setting.
5. Which uses the most energy when baking for 15 minutes?
 - a. Toaster Oven
 - b. Conventional Oven
 - c. Microwave Oven
6. Which uses the least energy in one hour?
 - a. Solid-state color TV
 - b. 100-watt bulb
 - c. Stereo
7. To conserve energy, when leaving a room for five minutes you should:
 - a. Turn off all lights.
 - b. Leave all lights on.
 - c. Turn off all but one light.

ANSWERS

1. a - Shaver; 15 watts.
2. a - A 40-watt fluorescent bulb.
3. c - Amazing, but true.
4. a - A full freezer.
5. b - Conventional oven; 12,200 watts.
6. b - Bulb; 100 watts.
7. a - Turning off lights does save energy.

THE FLINS

How about a hand puppet with a face on both sides of its head as our State-wide mascot - they will be the FLINS - the Florida Twins - a girl on one side named Sunny and a boy on the other named Sonny.



Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM Super Chicken Joke Hour
2. DESCRIPTION OF PROGRAM: Super Chicken was our summer mascot. He was made from cardboard cartons and tissue paper by our staff artist. He had his own joke hour in which he entertain the kids with games, jokes, limericks and poems.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Each week Super Chicken entertain the kids with riddles, jokes, games, limericks, and poems. All ages participated.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: This type of program got a lot of response, kind of noisy, but well like and enjoyed. Our riddles and Joke books got a lot of circulating with our Super Chicken mascot.
6. NAME: Palmetto Public Library
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 923 6th Street W. Palmetto Florida 33561 722-3333

Duplicate this format for each program - add additional sheets.

Open up your programs to as many as you can. People in nursing homes will enjoy a puppet show as much as will a child; an adult likes a film program as much as his child, too.

Ezell

Advertise all your programs for a certain time period, say three months, in one brochure and hand this out to your new as well as regular patrons.

Ezell

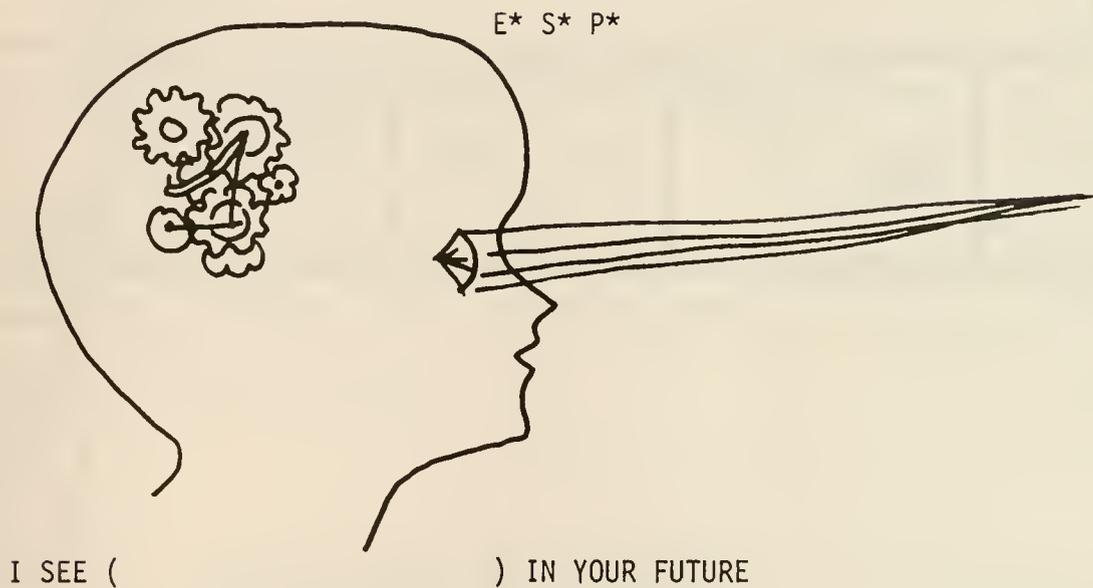
DISPLAYS

1980



On a Bulletin Board

Have a Big Head with Wheels inside and Eyes that seem to have X-ray vision.



Change the subject you will feature each week - along with appropriate display of materials.

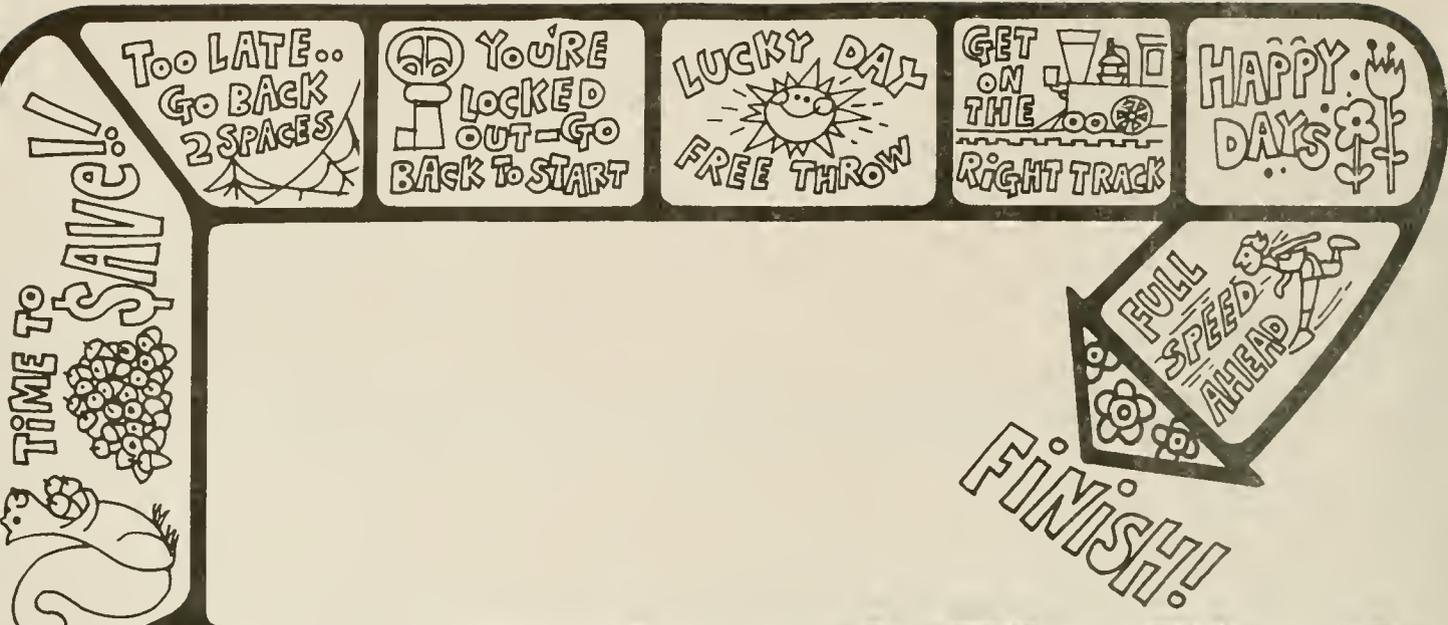
For example:

I see Adventure

I see The Beach

I see A new Career

etc.



Modify this game board idea for a bulletin board - or make a floor game for the center of your children's section.

Possible Headings:
 Start right out on an Energetic Summer, or
 Try this for Energy Savers -
 Make comments in each square appropriate to your main idea.



DISPLAYS

Bulletin board aid: Attractive borders that are easy and inexpensive are the lace yards and daisy chains in numerous colors, lengths, and widths available at dime and fabric stores. Many can be had for less than fifty cents a yard, and when outlining a poster, it goes a long way. They can also be cut and stapled to form attractive letters.

Ezell

Bulletin board - "Have you read these?" is a favorite at Van Horn Branch. Calendar of important events as well as children's visit during the month. Book displayed with sign "Try it, you'll like it", "Have you read this?", or "Book of the day".

Whiteford

If you can't afford an aquarium, one gold fish in a bowl seems to attract as much attention. Children are fascinated with how the fish seems to change size because of the optics involved with a rounded bowl instead of a flat-sided aquarium

Klinkhardt

Invite schools to plan and put up art displays in the library. Change monthly. **ON YOUR THEME, TOO.**

Moore

Instead of advertising books by their subject, try advertising books by their color. Many children choose their books by color of the jacket or binding. One week display red books, the next blue, the next beige. There are lots to choose from to replenish your supply when the books get taken, and it works surprisingly well.

Ezell

"How Does It Feel?" Display may include many different textures of nature (bark, leaves, pine needles) or holidays (Christmas tree, Santa's beard, etc.) Good as an invitation for participation by the young.

Siebert

See program idea on the next page and simply change the name:

Appropriate Headings might be:

The High Energy Gang
has
Energetic Summer Program

or

E* S* P*
Energetic Summer Program
for
Each Special Person

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: OUR SUPER HEROES

2. DESCRIPTION OF PROGRAM: GOTHIC SCRIPT HEADING OSH

Childrens names in calligraphy on parchment below

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) Learn penmanship

(2) Double check spelling of Child's name

4. COSTS: App. \$3 (materials only)

5. REVIEW OF PROGRAMS SUCCESS: Children were still coming

in with parents and friends the week before school

opened and proudly pointing out their names.

6. NAME: Polly Parrish

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Lake Park Public Library

529 Park Avenue

Lake Park, FL 33403

848-6070

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Celebrity photographs
2. DESCRIPTION OF PROGRAM: Beginning in March, my assistant and I began writing to many celebrities whom we thought were very popular with children. We included TV and movie personalities authors, sports figures, etc., asking for photographs.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Each letter was personalized for the star involved. We obtained addresses from Who's Who, Current Biography, even the LA phone book. We wrote 90 letters in all, over a two month period. We received about 45 responses, far more than we had expected. Most were inscribed with personal
4. COSTS: messages to the children of Largo or some such. We,
5. REVIEW OF PROGRAMS SUCCESS: and our director, were so impressed with our success that we decided to have our best photos framed. Total cost was postage plus \$65 each for 3 collage type pictures. All the papers in our area wrote feature
6. NAME: stories about the idea and the display has been a focal
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: point in our department.
Cindy Jacques, Largo Library, 351 E.Bay Dr., Largo 33540
(813) 584-8671 x 281

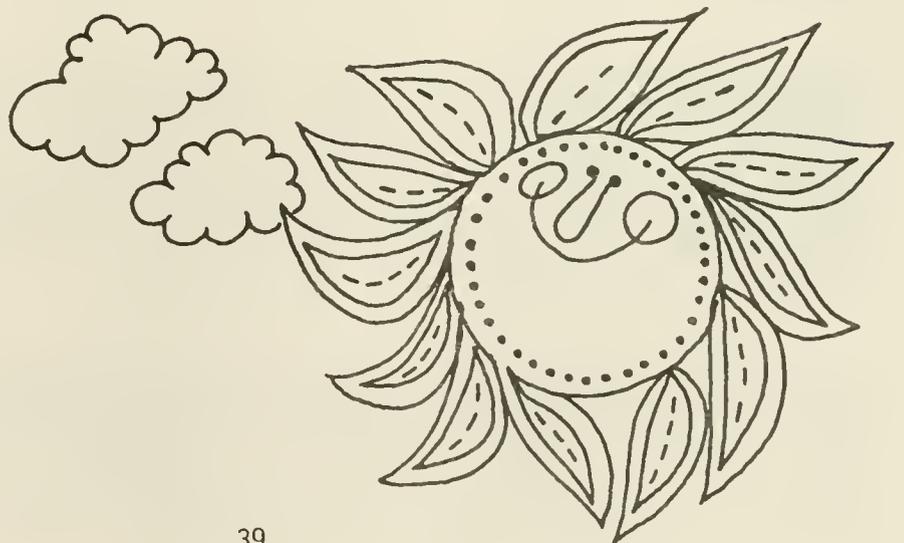
Duplicate this format for each program - add additional sheets.

WELCOME TO HIGH ENERGY COUNTRY

Entrance To Children's

Department or Program Room

Some sort of special entrance marks leaving the everyday world for the special fun and delight of a program at the library - This is where piano boxes and refrigerator cartons come in their own. Try walking through a big Sun - maybe a college of Energy Sources.



Summer Tree



Do you have your free-standing tree left over from last year?

This year suspend a sun over it - you might even have a mobile of flying birds, insects, butterflies -

Have boxes of paper cut-outs (of animals, squirrels, possums, moles, flowers, birds, fruit, bees, worms, moths,) or let the children cut them out. Each time a book is read, write the title on the cut out and put it on, over, under the tree. This is adaptable for bulletin Boards, too.

Everytime a child reads about someone in a foreign country, a specific region, or state, pin a paper tag with the name of the story or main character on a map. A discussion of the country and its customs could follow.

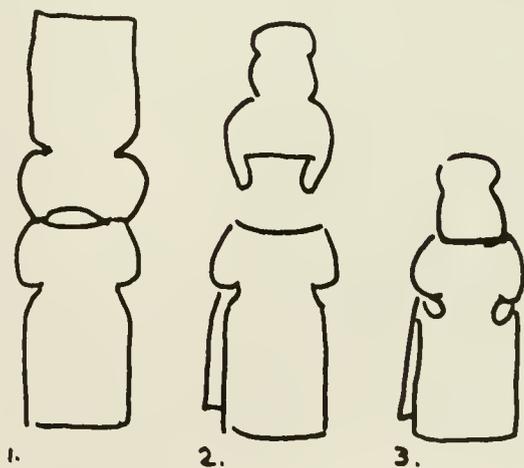
Display ideas: People collect odd and unusual things - beer cans, soapstone sculpture, dolls' clothes, antique quilts. Many can be displayed in your library on a table, in a locked case, or on a bulletin board. To get hold of people with these collections, start one of your self, by bringing in a personal collection, or have someone on the staff bring theirs. This will usually generate enough interest to get you started - or put a news release in the paper.

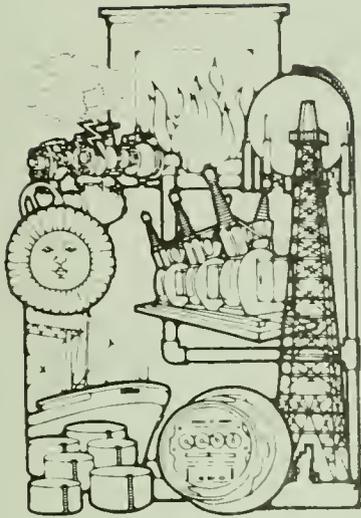
"PEN PAL PAD" - the librarian provided a large attractively designed news-print pad (colored pictures of children from different countries) that asked a series of questions of each of the children who signed up to become "Pen Pals." This information was forwarded to the Blue Marble Television program which arranged for each name to be matched with another child's so that the children could correspond with each other.

Free standing figures representing Sun, Wind, Water and Earth could be used to point to ways we use and store energy from each of these sources -

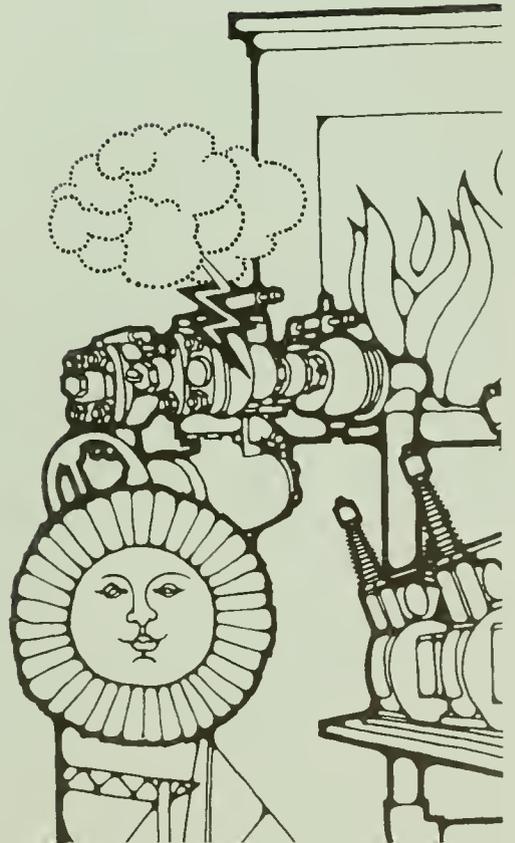
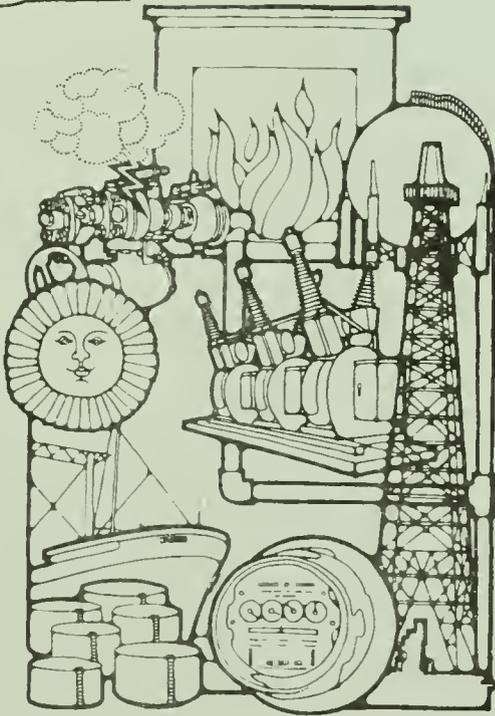
See following pattern for figures.

1. Make larger pattern on heavy paper, and cut head and body pieces from sheet.
2. Fold body in half at the shoulders so that it stands up.
3. Insert the head into the hole in the body from below and fold hands in front of body to hold in place.





RESOURCES



MATERIALS FURNISHED BY THE STATE LIBRARY

Posters

Bookmarks

Reading Records - look on the back of your reading record for a detachable certificate.

Puzzles - these will be printed so they can be made into a booklet which can either be assembled before hand or handed out a sheet at the time to be made into a booklet at the end of the summer.

Medallion - A sun - each child own gold medal.

Video tape or Film - As the printing of this manual, the outcome of the Video tape is doubtful. That may not be part of our offering.

Stamps - Do you remember the rubber stamp that you received in 1975? It was a beautiful sun that said Vacation Readers around the outside - see if you still have some around. They will be perfect for this summer.

Manual - This is the all time biggest manual ever - mainly because of your program ideas. Please tell us exactly what you think of it on your evaluation.

VOLUNTEERS

At our branch we asked the young adults if they would like to read to the younger children this summer. We posted a big sign listing the times when readers would be "on Duty" in our auditorium and when kids arrived they picked out what book they wanted read to them. It was a sharing project and on the one-to-one basis that so many children crave. The young adults also played learning games with the children. Reward for the volunteers was a film festival day.

Duncan



Grandmothers in the Library

Nobody loves kids more than grandmothers. That fact came home to us again this summer when four Foster Grandmothers became members of the Children's Room staff. Our ladies work in the schools or for Head Start during the school year, and for the second year, Mrs. Regina Richards, Director of the Foster Grandparents Program for Warwick Community Action, was able to obtain the funds necessary for them to work at the library through the summer months.

The library purchased a few games - Parchesi, Sorry, Candy Land, Scrabble for Juniors, and Checkers; whenever a bored child or two wandered in, one or more grandmothers would sit down and play a game with them. They also taught crocheting with a great deal of patience. They assisted at all our crafts and film programs, listened to reading club reports, and were more than willing to give us a hand with any project we decided to tackle.

The atmosphere in the Children's Room was enhanced by the presence of these loved and lovely people. We are grateful to the Foster Grandparents Program and needless to say, we all hope they can come back next year.

Reprinted from Young Readers newsletter, Department of State Library Services, 95 Davis Street, Providence, R.I. 02908

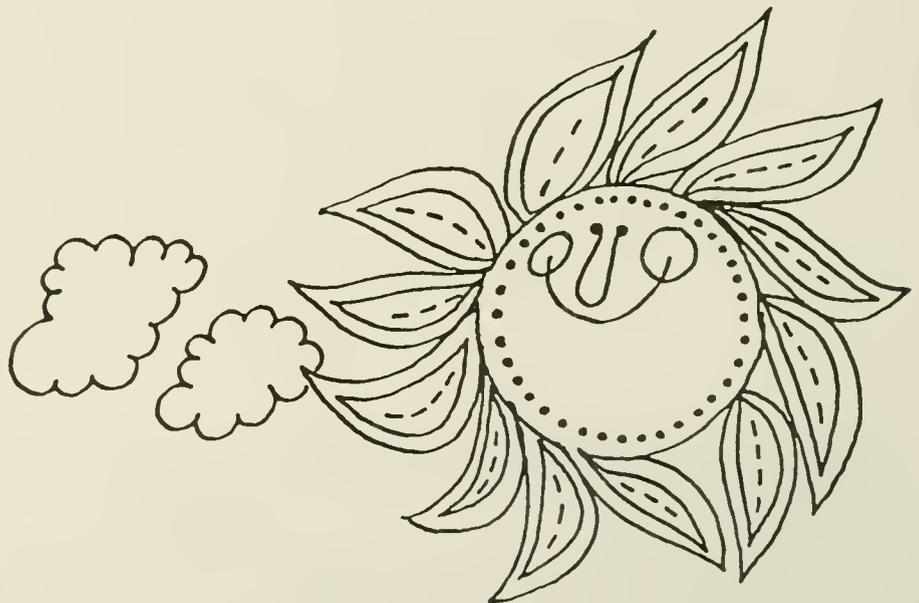
RESOURCES

Costumes - Professional looking costumes are often available FREE for one day use from local businesses: "Snoopy" from Hart's Bread, "Winnie-the-Pooh" from Sears, and Santa Claus from Civic Clubs.

Siebert

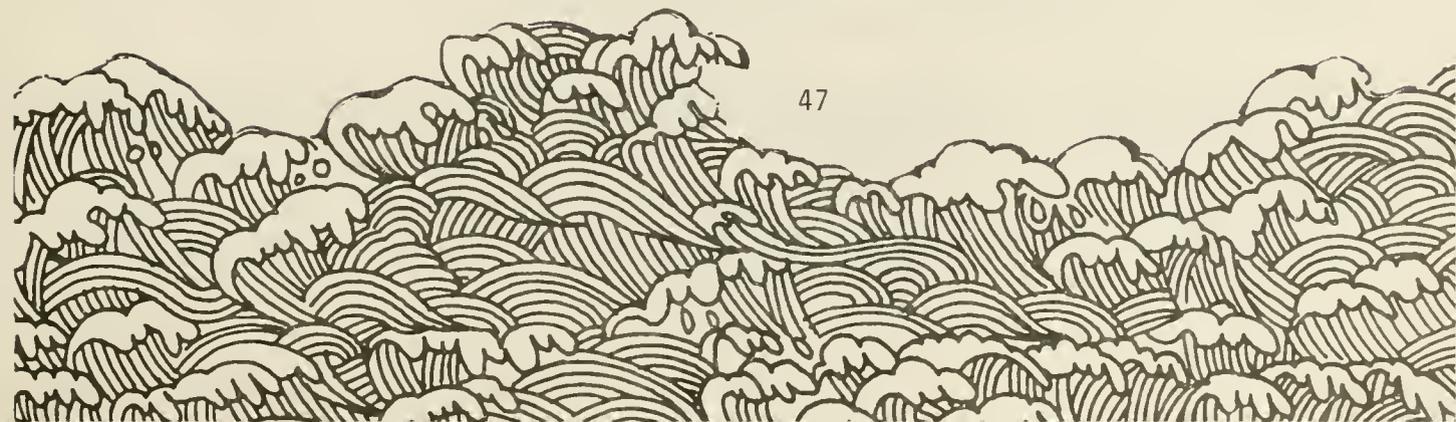
Posterboard - A possible source of free posterboard is the chain department store. Ask the managers of your local Wards, Penney's, or Sears store what they do with their old display signs and material. I get more than I can use from one store and share with a local day care center.

Steele



Check the following list against Dr. Kennedy's charts. For your convenience, we have indicated the last three pages of the speech he delivered at the Spring 1979 workshop on programming for the Intermediate Age Child.

Most of the books mentioned are also excellent for read - alouds.



- xy Horwitz, Elinor Strange story of the frog who became
a prince Delacorte, 1971
A clumsy witch makes trouble for this frog.
- x Lexau, Joan M. Me day Dial, 1971
A mysterious errand makes Rafer's birthday the happiest one
ever.
- x Mathis, Sharon Bell Sidewalk story Viking, 1971
You can't let a friend be put on the sidewalk--if there is any
way to help.
- x Miles, Miska Annie and the Old One Little, 1971
The Old One helps Annie to understand about death--and life.
- x Miles, Miska Otter in the cove Little, 1974
The brown otter survives and Maggie makes a promise about guns.
- x Monjo, F. H. Vicksburg veteran Simon, 1971
General Grant's son, Fred, tells how it was at the Battle of
Vicksburg.
- x Parnall, Peter Great fish Doubleday, 1973
How the great silver salmon saved the Indians.
- x Rockwell, Thomas How to eat fried worms Watts, 1973
Would even \$50 make it worthwhile?
- P x Slote, Alfred Jake Lippincott, 1971
Realistic, fast-paced baseball story, with some unusual char-
acters.
- x Smith, Doris B. Taste of blackberries Crowell, 1974
When Jamie dies, his best friend shares the grief and guilt.
- P x Sobol, Donald Two-minute mysteries Scholastic, 1973
P More two-minute mysteries
Scholastic, 1973
- x Weik, Mary Hays The Jazz Man Atheneum, 1966
The music helped, but Zeke's troubles needed more than dreams.
- xy Williams, Jay Forgetful Fred Parents, 1974
Fred and Melissa live happily ever after--with a little help
from her magic sword.

NON-FICTION
(YOUNGER)

- Baylor, Byrd When clay sings Scribner, 1972
(x970 B3583)
Curious about bits of ancient pottery, young people of today
delve into Southwest Indian history.
- Carr, Archie Reptiles Time-Life, 1968
(x598.1 C311)

Deegan, Paul	<u>O. J. Simpson</u> (x92 S613De)	Crowell, 1974
De Garza, Patricia	<u>Chicanos</u> (x325 D317)	Messner, 1973
P Franchere, Ruth	<u>Cesar Chavez</u> (x92 C512Fr)	Crowell, 1970
Giovanni, Nikki	<u>Spin a soft black song</u> (x811 G512)	Hill & Wang, 1971
Poems expressing the realities of being Black.		
P	<u>Guinness book of world records</u> (x031 G964)	Sterling
Grant, Matthew G.	<u>Davy Crockett</u> (x92 C938Gr)	Children's Press, 1974
Greenfield, Eloise	<u>Rosa Parks</u> (x92 P2525Gr)	Crowell, 1973
Houser, Norman W.	<u>Drugs: facts on their use and abuse</u> (x613 H842)	Lothrop, 1969
Jennison, Keith	<u>Concise encyclopedia of sports</u> (x796 J542)	Watts, 1974
Kettlekamp, Larry	<u>Haunted houses</u> (x133 K43)	Morrow, 1969
Morrison, Lillian	<u>Sprints and distances: Sports in poetry and the poetry in sport</u> (x808 M879-3)	Crowell, 1965
Radlauer, Ed	<u>Dune buggies</u> (x629 R129-4)	Bowmar, 1968
Radlauer, Ed	<u>Karting</u> (x629 R129-6)	Bowmar, 1967
Rockwell, Thomas	<u>Portmanteau book</u> (x808 R684)	Little, 1974
Stories, poems, games--all for fun.		
P Tobias, Tobi	<u>Maria Tallchief</u> (x92 T147To)	Crowell, 1970
Wolf, Bernard	<u>Tinker and the medicine men: the story of a Navajo boy of Monument Valley</u> (x970 W853)	Random, 1973
Young, B. E.	<u>Picture story of Hank Aaron</u> (x92 A113Yo)	Messner, 1974

- P x Hunter, Kristin Soul Brothers and Sister Lou Scribner, 1968
A rock group in Central Los Angeles finds success--and a lot of trouble.
- xy Jarrell, Randall The animal family Pantheon, 1965
Poetic, but very real, story of some people and some animals.
- P x Johnson, Annabel & Edgar Grizzly Harper, 1964
A camping trip that turns into a terrifying ordeal.
- x Merrill, Jean Toothpaste millionaire Houghton, 1972
Rufus Mayflower did not start out to make a million dollars-- he just thought toothpaste was too expensive.
- xy Rockwell, Thomas The neon motorcycle Watts, 1973
This Harley gives Sam the wildest ride ever.
- x Smith, Doris B. Kick a stone home Crowell, 1974
There comes a time when some girls decide to give up playing football.
- x Smith, Doris B. Tough Chauncy Morrow, 1974
Abused and neglected "tough" Chauncy decides running away is the only solution.
- x Swarthout, Glendon Whichaway Random, 1966
An Arizona cowboy goes through a frightening test of endurance.
- xy Thurber, James Thirteen clocks Simon, 1950
Suspense, mystery, and a really evil villain.
- x White, Edgar Children of night Lothrop, 1974
Dreams, love, and the darkness of the city through the eyes of a hungry boy.
- P x White, Robb Death watch Doubleday, 1972
Murder and a frightening chase in the desert.

NON-FICTION
(OLDER)

- Allen, Terry, comp. Whispering wind; poetry by young American Indians Doubleday, 1971
(x811.08 A431)
- Aylesworth, Thomas Astrology and foretelling the future; a concise guide Watts, 1973
(x133 A978-3)
- P Aylesworth, Thomas Monsters from the movies Lippincott, 1972
(x791 A978)
- Burchard, Marshall Sports hero, Kareem Abdul Jabbar Random, 1973
(x92 A352Bu)

- Fenner, Carol Gorilla, gorilla Random, 1973
(x590 F336)
- Gorodetsky, Charles What you should know about drugs Harcourt, 1970
(x613 G672)
- Honig, Donald Breaking in (Basketball) Watts, 1974
(x796 H773)
- Honig, Donald The professional (Baseball) Watts, 1974
(x796 H733-1)
- Hughes, Langston Don't you turn back Knopf, 1967
(x811 H893-1)
Forty-two of this Black poet's strongest, richest works.
- Jordan, June Who look at me Crowell, 1969
(x811 J82)
The Black experience presented through poetry and paintings.
- Larrick, Nancy I heard a scream in the street; poetry
by young people in the city Lippincott, 1970
(x811.08 L334)
- Leonardo da Vinci Fables of Leonardo da Vinci Collins, 1973
(x398 L581-1)
- Leslie, Robert J. Wild courage Children's Press, 1974
(x590 L636-2)
True tale of a man's friendship with a mother coyote and her
four cubs.
- Lipsyte, Robert Assignment: Sports Harper, 1970
(x796 L767)
- Shapiro, Rebecca A whole world of cooking Little, 1972
(x641 S529-1)
- Tardy, Gene Motorcycle, Cross-country racing Jay Alden, 1974
(x629 T183-1)
- Troughton, Joanna Sir Gawain and the loathly damsel Dutton, 1971
(x 398.2 T859)
King Arthur has one year to answer the riddle of what women
most desire, or face death if he fails.
- Weiner, Sandra Small hand, big hands, seven profiles of
Chicano migrant workers and their families Pantheon, 1970
(x325 W423)
- White, Florence Cesar Chavez Garrard, 1973
(x92 C512Wh)
- Young, Margaret Picture life of Martin Luther King Watts, 1968
(x92 K53Yo)
- Compiled by: Laura Plotke, Sr. Children's Libn. Western Region

A Funny Thing Happened

Grade	Freud	Erickson	Piaget
Primary	Adult Adventure Sex-Specific Tales Adult Employment Giant Heroes Apprenticeship	Arts and Crafts Participation Cooperation Task Completion Role Satisfaction	Morality Stories Rule Finding Rule Demonstration Direction Finding
Upper - Elementary	Boy/Girl Adventure Companionship Role Distinction	Assertion by Self Self-Discovery Independence	Moral Assertion Moral Leadership

Let us look for a moment at the suggestions that would emerge from the three theories regarding the thrust of the library at the primary and upper primary grade levels. The first three grades of elementary school, according to Freud, is a time of identification with the superheroes, with adults of the same sex, with national and international heroes, a time of interest in biographies that are real life and plausible. It is a time, says Erickson, of industriousness, or learning how things work, learning the steps in activities,

A Funny Thing Happened

how to get from here to there, the satisfaction obtained from a job well done, children involved in tasks that are at the upper limit of their ability, but succeeding. Piaget finds the primary grades a time of interest in morality as an observer--magnum scale morality plays, the winning of the white hats because they are right, how rules actually work, and how directions are useful, the concept that the world makes sense, that it is possible to become oriented.

For Freud, the upper elementary school is a time of identification with a youth culture, boy/girl adventure--interesting and exciting things that boys and girls can do together in role-specific activities; groupiness, plotting and scheming together, with clear, sharp distinctions between what boys do best and what girls do best, but the thought of cooperative friendship that is essentially asexual in nature.

Erickson finds this a period in which one could assert one's self as a young adolescent, a time for stories about self-discovery, independence, and about the children being right on issues and being able to make their view prevail. Here, for Erickson, is a time of identity, but the identity is a self-identity, and not simply the identification with a peer group. This is a time of self-discovery, knowing who one is, finding one's own strengths and weaknesses.

A Funny Thing Happened

For Piaget, the upper elementary level is a time of internalization. This is a time in which there is a personal sense of morality, a time of standing tall in the face of criticism, a time of belief in one's self; as Poppie says, "I am what I am and that's all that I am."

It would, then, appear to be possible to put together from these three views a series of book tables that would be picked up and read by young people seeking fulfillment at each of the stages, a series of book tables that would make the library responsive to what is going on in the minds and bodies of our youth.

Films

Films are an integral part of the library's bank of resources, and an important media around which to build programs.

Part of the State Library's offering to you this year is a series of workshops on the use of film in children's programming which will be held in conjunction with our "New Modes of Learning" workshops for the Summer Program.

Up until April 15, please book no more than 4 films for the summer from the State Library. This will ensure a more even distribution of the available films. After the 15th, if you wish to request additional films they will be booked as long as the supply lasts.

Another suggestion is to talk to your local school media people. Most school systems have excellent arts and crafts and "how-to" films. They may be glad to let you use them during the summer months when their clients are at your place!

Your new catalogue lists the complete holdings of the film library.



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Places. (ps-2). 1969. 5.21. Collins-World.

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- George, Jean. Who Really Killed Cock Robin. (gr. 4-7). 1971. 6.50. Dutton.
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We begin the Programming Section of this manual with another reprint from the 1979 fall newsletter, Resources For Youth -

- (1) To let you know some things that are happening.
- (2) To provide a possible seed for activities you may instigate in your communities.

Finally, an answer to the 2nd question under the questions section - "Where can people get more information?" There is one obvious answer that we, more than any others, have the key to:

THE LIBRARY



YOUTH CONSERVATION PROJECTS ARE VARIED, APPLICABLE

is a special report on projects we've heard about: A sampling of energy-related projects around the country only hints at the success of projects and youth-inspired endeavors that conserve energy, raise public consciousness and explore new options for energy useage in the future ahead.

★ ★ ★

Jacksonville, Fla. - Students for Mass Transit have for the past five years been in the process of educating their peers and the community to the benefits of expanded mass transportation. As many as 40 young people from this city high schools have lobbied for the construction of a "people mover," an elevated, high-speed tram-like system, promote public transportation, conduct special events and publish *Mass Transitopics*, a monthly newsletter that guides the outreach of their program.

It is the first organization of its kind in the United States. Groups from as far away as Massachusetts, and as official as the Chicago Transit Authority, have expressed interest in this student-run program. Project director is Dr. William J. (1325 San Marco Blvd., Jacksonville). Projects come from the Duval County School District, the Kiwanis Club and the Florida Lung Association.

★ ★ ★

Salt Lake City - The Salt Lake Urban Conservation and Improvement Corps has an ambitious project and deserves a project equally ambitious in terms of scope and accomplishment. It, indeed, is the case in this effort that brings together elements of the University of Utah, the Utah Technical College, HUD and other resources behind the youth in the community who are building low income housing complete with solar energy panels. Many participants are high school dropouts or ex-offenders. Of the 55 young people who have participated over the past two years, at least 40 have managed to get their high school diplomas and many have landed unsubsidized jobs in construction and solar energy fields. The project has

been swamped with calls from community people who want solar panels installed. For more information write Wayne Werbel (431 So. Sixth St. Salt Lake City).

★ ★ ★

Ontario, Canada - In rural Canada, at Skycroft Camps (RR #1, Elgin, Ontario), young people have been involved in "The Sun: Our Provider," a project initiated by Mrs. Allan H. Bonwill. Supported by a \$14,000 grant from the Ministry of Environment, students built a demonstration project showing how low-impact, non-polluting technology can help solve today's energy and food problems. The project included construction of a windmill and solar water heater.

Among the program's special side benefits: students have been used successfully as instructors for classes of teachers gathered for Teacher Training Units. Another benefit: students have designed new kinds of simple ecological devices, such as a bird feeder that prevents large birds from taking feed intended for little ones.

★ ★ ★

New York City - The Lower East side of New York City is the home of Charas, an organization that develops "alternative" lifestyles through community involvement. Among their accomplishments, in which youth participation is a key part, are the construction of geodesic domes, the creation of *Plaza Cultural* out of a littered and abandoned lot, and a recycling program. Charas also "planted the seeds" for the rehabilitation of a burnt out building that became the living quarters for eleven families. And Charas has combined with CUANDO (see story elsewhere) to form Loisaida Environmental Action Coalition, to run joint educational workshops in solar energy, urban gardening and aquaculture. They also plan to convert an abandoned building into a recycling center. Project director is Chino Garcia (95 Avenue B, New York, N.Y. 10009).

★ ★ ★

Berkeley, Ca. - Project REACH youth have weatherized the homes of low-income senior citizens and other low-income Berkeley residents and in the process benefitted from the inter-generational exchange. Funded by the Department of Labor's Youth Community Conservation and Improvement Project and the Community

Services Administration, the \$125,000 project involved youth in all phases of the operation - from the outreach presentation to the energy audits and purchase of materials. The young people have educated others concerning energy conservation and they say they have developed good skills for the future as well as earning money for school. There is a tie-in with the Berkeley-Albany YMCA and the University of California at Berkeley. Project director is Marge O'Halloran, who's at the "Y".

QUESTIONS FOR NCRY FOUNDER MARY CONWAY KOHLER

What makes these projects click?

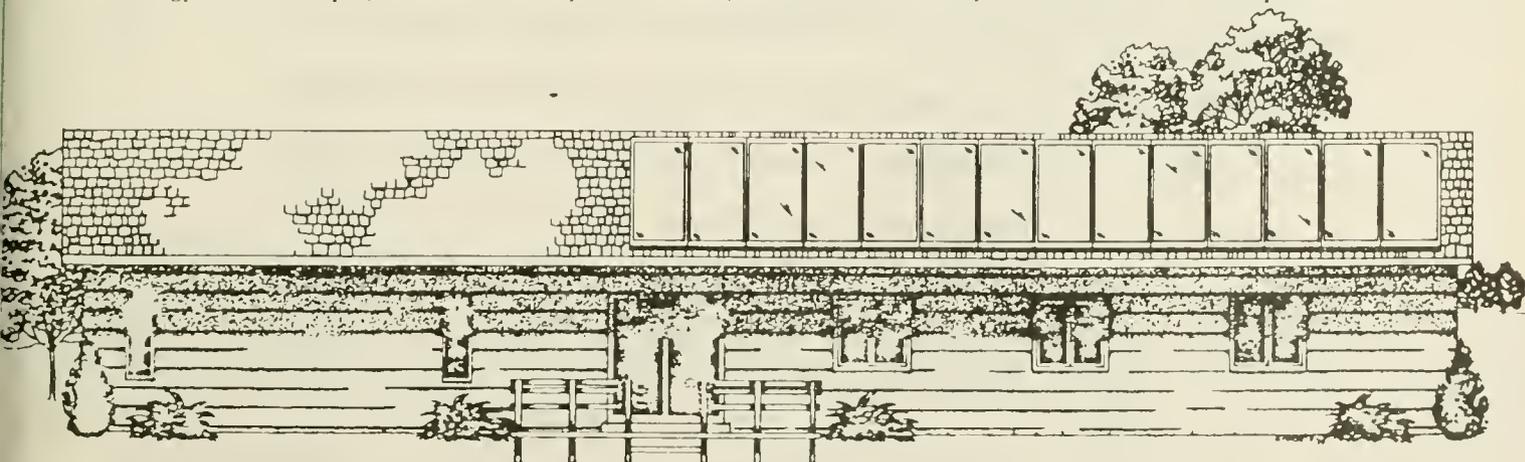
Generalizations are dangerous, of course. But all of them involve several common elements. A "hands on" approach, whether it's driving a nail or punching the button that starts the computer. *Respect for the judgement of the youth involved.* Who can't help admire the two young ladies that built the sod house themselves, for example? Or the student who worked out over one weekend the computer carpooling scheme, the end product of which was a state law regarding ride sharing. Finally, there's the *always-room-for-one-more attitude* that permits, where possible, as many young people as practical to participate, learn from and teach themselves and others.

Where can people get more information?

They can start by contacting the project directors mentioned here. Also, contact National Center for Appropriate Technology, P.O. Box 3838, Butte, MT 59701 (406)494-4572.

What about money?

In this newsletter we've included a brief summary of how and where teachers and young people can seek out private foundation "seed" money. Very often local foundations will be interested in a project, especially if it serves a multi-purpose objective, such as education, demonstration and duplication.



PROGRAMMING

This excerpt is reprinted from the programming policy statement of the Columbus-Franklin library system of Columbus, Ohio. Many of you will have already seen it, but it bears repeating because it points out that library programming can be a valuable informational media on its own.

"Traditionally, the Library has provided the community with informational materials such as books, pamphlets, films and tapes. Reference and readers' advisory services have also been major components of the Library's mission. While recognizing the importance of maintaining a well-balanced book collection representing a wide range of viewpoints, and of obtaining materials in a variety of formats to provide maximum accessibility, the Library also perceives its obligation to meet the informational needs of individuals in other ways. The development and administration of relevant programming is one method of expanding the Library's services.

Through programming, the Library can extend its services to those individuals who cannot utilize more traditional materials.

Pre-school children, people with physical handicaps and non-reading adults can benefit from well-designed programs. Further, the Library can develop programs which will present information in more useful and timely ways than those of circulating or reference materials.

Library programming can also serve as an extension of materials on the shelves. Performances or demonstrations can enhance a learning experience; by emphasizing programming, the Library can provide many of the components of that experience in one location. While

the Library need not and should not compete with other cultural opportunities in the community, the essence of a public library's collection allows programming for a wide variety of needs not currently met by other organizations. Library involvement in programming can also insure that a cultural or educational service which might ordinarily be lost to the community is, in fact, made available to its citizens.

In a related aspect, programming provides a way to actively involve the community with the Library. The people who are invited to present and plan programs have a greater sense of the dynamic qualities of the system. People who attend such programs have a greater sense of the Library as a community information center, as a place where ideas are exchanged.

Finally, although the Library actively encourages use of its materials and reference resources, its programming is not necessarily designed merely as an enticement to use the Library's collection. In serving the cultural, educational and informational needs of the public, the Library continually seeks methods of presentation which will be of the greatest value. Programming, more than just supplementing the Library's collection, is a way of reaching citizens with information and experiences. As a distinct service, it is part of the Library's goal of reaching all aspects of the community."

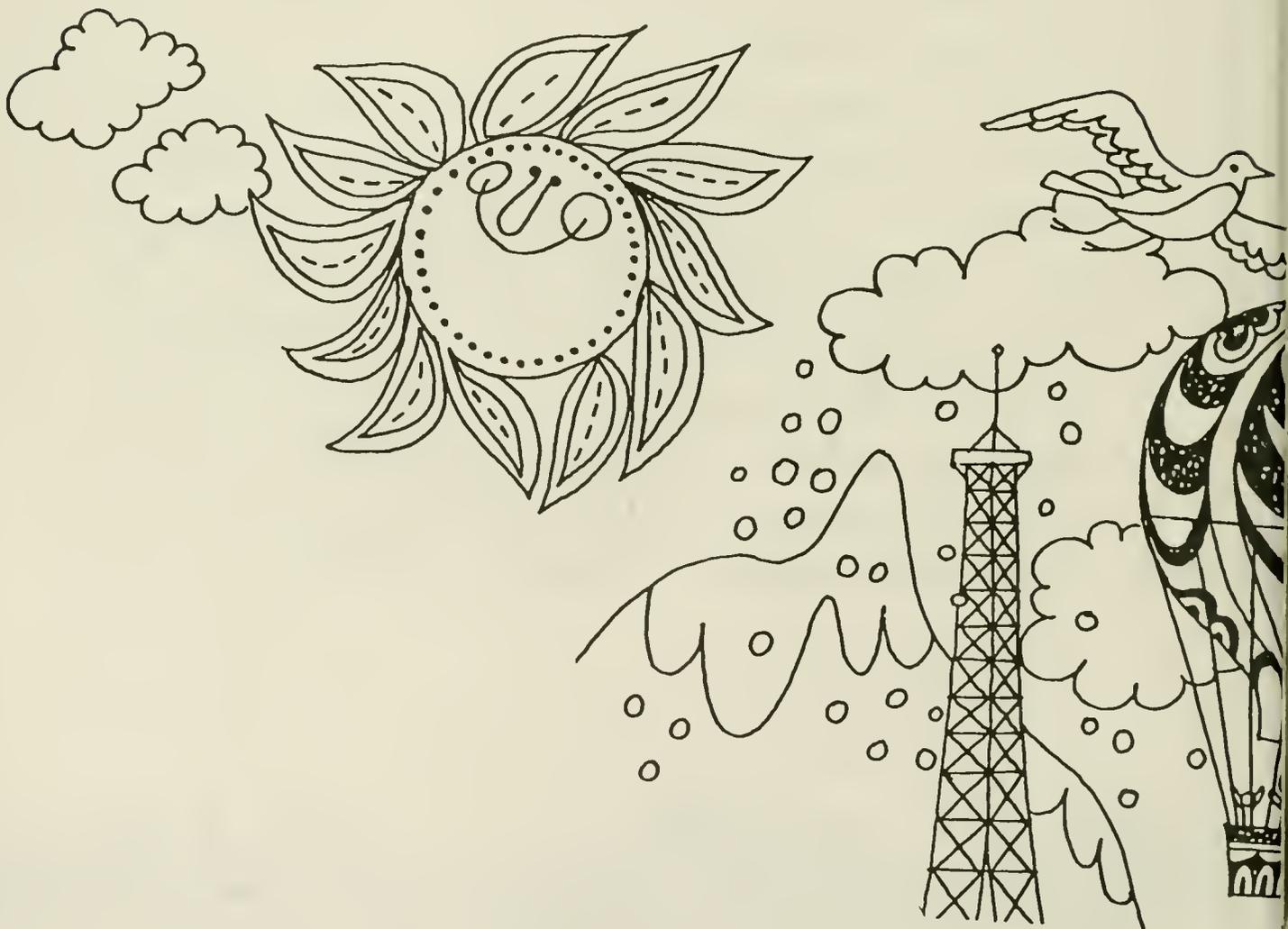


PROGRAM IDEAS

At the end of Super Summer '79, you were asked to include with your evaluations some of your successful programs. The response was overwhelming. Those which seemed adaptable to this year's Theme were selected to be included in this manual. As you see, we have simply reproduced the sheets. Sometimes 2 or 3 very similar programs are grouped together. Each has a slightly different component. If the particular program you sent is not included, it is likely that most of its elements have already been mentioned.

Sprinkled in between your successful programs are other ideas which I have picked up here and there, many from Missouri's publication Fountain of Ideas.

Altogether, it indicates an Energetic Summer with information about Those who do things, How to do things, What to do, and the Active participation of children themselves.

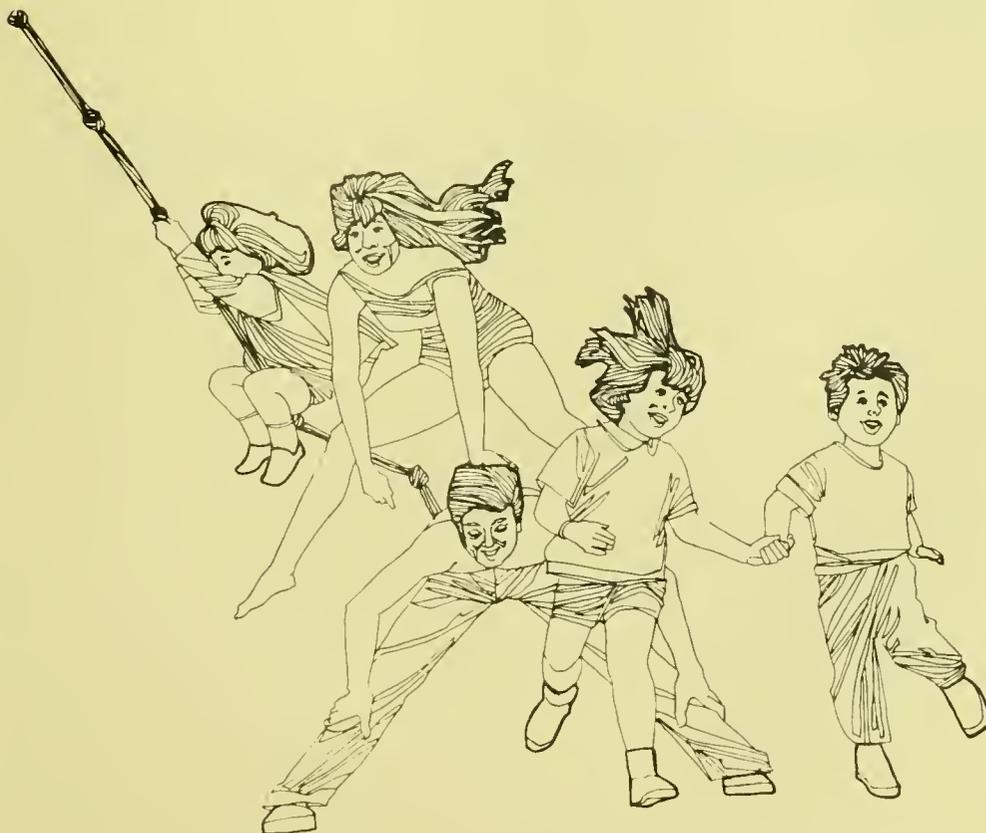


ACTIVE ENERGIZER'S

Way's to Use Your Energy

Program's which illustrate or give information about high-energy activities - sports, dance, outdoors play.

Enlist any groups in your community that can demonstrate athletic skills. Let them autograph each kid's reading folder.



During the latter summer months when boredom begins to set in, a very popular program was an hour of old-fashioned game-playing. We used Leap-frog, Red Light, Gossip, Hot Potato, Beanbag Toss, and Follow-the-Leader. After many relatively leisurely days, the children were ready to compete in a more structured situation. During an Olympic year, you might try mini-Olympics.

Wahler

Those who have the space could encourage circulation of their game books by teaching new jump-rope jingles or games-of-chase as a special outdoor activity.

Bring a horse to your parking lot. Someone may have one or a local stable will help you out. Explain how to handle a horse; care and feeding, tack, etc. Give every child a ride.

Ezell

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM Super Melody: We invited a popular young music teacher to present this program. However it is one that a staff member could do.

2-3 DESCRIPTION OF PROGRAM: Props; duplicated copies of the song "Do-Re-Mi" from Sound of Music
STEP BY STEP PROGRAM
INSTRUCTIONS
Record: Sound of Music
Record: Carnival of Animals (Saint-Saens)
Record: Music for disco dancing
Colored construction paper for each child
Crayons
Short discussion on melody
Give each child a copy of "Do-Re-Mi"
Sing-a-long to-gether repeat several times
Explain the theme of the Carnival of Animals--
give each child a piece of construction paper and
crayons
As the children listen to the music they will draw
their version of a lion
Play disco record
Demonstrate simple basic disco steps--children
will catch on very fast.
Dance, dance, dance.

4. COSTS Large size construction paper cut in half for each child (?)
Crayons donated
Duplicated copies donated

5. REVIEW OF PROGRAMS SUCCESS: The children loved the change of pace with each part and all participated

6. NAME Marty Derby

7. LIBRARY ADDRESS AND TELEPHONE NUMBER

S. Cornelia Young Memorial Library

302 Vermont

Daytona Beach, Florida 32018

Telephone 904-252-2601

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Disco Dancing

2. DESCRIPTION OF PROGRAM: Three local high school disco
dancers presented disco dancing steps and then got
children up to try it with them.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) Locate disco dancers
(2) Provide record player
(3) Rope off center of floor for demonstration.
Children to be seated on all sides.

4. COSTS: None

5. REVIEW OF PROGRAMS SUCCESS: The children loved it. A real high point of our
summer.

6. NAME: Ginny Yuhr

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 1195 N. Courtenay Pkwy.
Merritt Island, Fla. 32952

(Merritt Island Public Library)

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "SUPER STARS"

2. DESCRIPTION OF PROGRAM: Disco Dance Demonstration & two childrens films. Dancers also taught some of the children some basic dance steps. Films were: "Really Rosie" and "Lentil".

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Engage dancers(I had an advantage as my 16yr. old son is an avid and prize-winning disco dancer. He brought his partner and another couple to perform with him, also,his own records.) My preparation involved seeing that the library stereo was in as good repair as possible(a new needle was purchased and a loose wire fixed, under \$5.00), bringing in my stereo speakers from home, using masking tape to mark off a dancing area and,of course , trying out the records. My teen volunteeers and I also pulled books on dancing, TV & movie stars,

4. COSTS: to back up the Super Star theme. \$1.00! (We had to have a new needle anyway)

5. REVIEW OF PROGRAMS SUCCESS: This was our most heavily attended program and the adults ,staff, and children really enjoyed the dancing. It certainly did a lot to change our "stuffy" image, if indeed we have one. We've been working on that!

6. NAME: Barbara S. Ponce

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Pinellas Park Public Library
7770 52nd. St. N,Pinellas Park, Fla. 33565 544-4868

Part of our main bulletin board display was a section reserved for Polaroid snap shots of each program showing the featured guest or guests and,of course, the children participating. The parents enjoyed this, too.

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Folkdancing

2. DESCRIPTION OF PROGRAM: "The Sailfish "loggers", a group of young people, performed several dances, under the direction of the leader, who talked about the evolution of American folk dancing.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: This involved merely making the official contact. The leader did the rest.

4. COSTS: None

5. REVIEW OF PROGRAMS SUCCESS: From what point of view? Briefly, the children loved it. They participated with the cloggers in a simple dance and were introduced to an entirely new interest.

6. NAME: Betty Wilkens

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Martin County Public 305-287-2257

Duplicate this format for each program - add additional sheets.

Evaluation

1. name of program: Safety day

Bicycle safety
Fire safety
Water safety

2. Description of program:

Showed films on each subject to get children familiar with the thought of safety in all areas.

3. Step-by-step program instructions:

Showed films on each subject (available free from McDonalds, Burger King, and the American Red Cross.

Highway patrolman inspected children's bicycles and gave passing tags when safety features were in good shape.

Firefighters from city showed children fire truck and took them on a tour of the firestation. Showed them equipment used to fight fires and also to save lives.

Lifeguard from city beach explained the rules of swimming and showed them the safe swimming area at the beach.

4. Costs: really nothing as it was all volunteer.

5. Review of programs success:

Successful, children were very much interested in all areas and there was a definite improvement in bicycles safety equipment.

6. Name:

Marion M Polk, Librarian

7. Library address and phone number:

Eagle Lake Public Library
p.o. Box 439
Eagle Lake, Florida
33839

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Careers
2. DESCRIPTION OF PROGRAM: Nettie Summers of Channel 27's "Accent" interviewed local author David Avant (15) and super entertainer Randy Hollingsworth (18). Pinkertons presented history and career possibilities of its organization.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) line up guests
(2) publicize
(3) arrange room set up (we video taped so children could see yet another aspect of the world of work)
(4) pull books
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: excellent program for children
good exposure for guests.
6. NAME: Sue Crum
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 904-487-2665
1940 N. Monroe, Suite 81
Tallahassee, Fla. 32303

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Adventure people
2. DESCRIPTION OF PROGRAM: We invited the Paramedics, a policeman, and the firemen and truck to demonstrate their equipment and talk about their jobs.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: called each and set up date. Ordered road blocks to keep cars out of parking lot. Let the kids just enjoy the people - no set format.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: excellent, approx. 350 for all 3 programs. Helped children know that these people are their friends.
6. NAME: Miss Meg LaLonde
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 100 Lk. Morton Dr.
Lknd. Fl. 33801
(813) 686-2168

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: _____
2. DESCRIPTION OF PROGRAM: Our city police dept. has a community bus and we were able to visit several local places of interest: Colohatchee Nature Park (we had a hot dog cookout), Flamingo Gardens (beautiful gardens and museum in Ft. Laud.), Jungle
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Queen (a cruising boat which took the children up and down the waterways of Ft. Laud. and visited an alligator zoo), and Discovery Center (a unique touching, seeing, hearing museum in the historic district of town).

4. COSTS: minimal
5. REVIEW OF PROGRAMS SUCCESS: Excellent response

6. NAME: Wilton Manors Public Library
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 500 N.E. 26th St., Wilton Manors, Fla. 33305 305-566-7915

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Friends
2. DESCRIPTION OF PROGRAM: Each child who registered for this program was matched up with a volunteer called his Super Friend. This person spent at least two hours a week with his child for the eight weeks of the program.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) Send letter to schools and community agencies describing program. (2) Call schools and comm. agencies to arrange for staff visit to recruit volunteers. (3) Visit schools and talk to small groups-no more than 30. Let them know you are supporting them and working with them, and that you really need their help. (4) Call all volunteers who signed up and confirm their interest and availability.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: Excellent response. This program was very special for everyone involved. It gave the children someone to be their very own pal for the summer.
6. NAME: Susan Volk
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Riviera Beach Public Library
600 W. Blue Heron Blvd.
Riviera Beach, Fla. 33404
305-845-4198

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER SPORTS

2. DESCRIPTION OF PROGRAM: Skateboarding movie from County Library collection Karate demonstration by Instructor and 12 students (Ages 6-14)

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: ing Extremely interesting and entertaining demonstraion of the sport of Karate and Skateboard movies

4. COSTS: \$0

5. REVIEW OF PROGRAMS SUCCESS: Very exciting to the children

6. NAME: Satellite Beach Public Library & Melbourne Karate Academy

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 565 Cassia Blvd. Satellite Beach, Fla. 32937 (305) 773-9411

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPERSPORTSMEN CLUB
2. DESCRIPTION OF PROGRAM: Each week a different sport was presented by a speaker and/or a film. A general overview was given of the sport and then a movie, slides, or equipment was shared with the group. A question and answer period was always provided. Books were displayed on each sport.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The sports used were: Football, Soccer, Skateboarding, Scuba Diving, Ballooning, Baseball, and Karate.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: We had a good attendance each week. Many questions were asked at each program and all the books were checked out on each sport each week. The program was such that the number in attendance was not limited. We got many boys to attend.
6. NAME: Barbara Wynn
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Temple Terrace Public Library
202 Bullard Parkway
Temple Terrace, Fl. 33617
988-4731

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: People to People
2. DESCRIPTION OF PROGRAM: Our fifth year of inviting
members of the community to share their interests
with children.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We contacted people
involved with the kinds of occupations we
thought would be of interest or stimulating
for our audiences.
4. COSTS: Nothing- they volunteered their time.
5. REVIEW OF PROGRAMS SUCCESS: Very successful. We
had sessions on scuba diving, dancing, horseback
riding and animals that don't make good pets.
6. NAME: Mala Jani
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Tampa Public Library
900 N Ashley St
Tampa, Fla. 33602

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Different Dimensions

2. DESCRIPTION OF PROGRAM: To share with children
different means of creative self-expression.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We arranged speakers
from different community agencies to share with
children their interest in music, creative
dramatics, dance, poetry etc.

4. COSTS: Nothing.

5. REVIEW OF PROGRAMS SUCCESS: Highly successful.
We limited the groups to workable sizes and
had a lot of direct involvement.

6. NAME: Frankcene Daniels

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Tampa Public Library
900 N Ashley St.
Tampa, Fla. 33602

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Men of Super Strength"

2. DESCRIPTION OF PROGRAM: Local "muscle men" demonstrated abilities at weight lifting, etc., talked about the importance of good nutrition, caring for body.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Contacted school officers of Miami Police Department, as we had heard they did this. They were happy to provide two speakers, equipment, etc.

Newspaper coverage included photo, unusual for this area.

4. COSTS: _____

5. REVIEW OF PROGRAMS SUCCESS: Interest was high -- large crowd of enthusiastic kids, many boys of all ages. Generated an interest in sports and physical fitness books.

6. NAME: Florence Robinson, Library Assistant

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Dixie-Park Branch, MDPL.

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Meet Super Skateboarder Dennis Tyson"
2. DESCRIPTION OF PROGRAM: Dennis Tyson, a talented local skateboarder, displayed equipment, spoke on getting started in the sport, and demonstrated a variety of tricks. We walked the group to a nearby tennis court where there was enough pavement for the exhibition.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) Locate good skateboarder who doesn't mind speaking to groups. (Ours was a bit nervous but related well to the kids.) (2) Reserve paved area near library for demonstration.

4. COSTS: \$-0-
5. REVIEW OF PROGRAMS SUCCESS: Children were impressed with Dennis' skill and eager to learn about his experiences. All our skateboard books, as well as some on other sports, were checked out after the program. (These were reviewed before Dennis began).

6. NAME: Marurren Melvin
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Okeechobee Public Library

SE 2nd Avenue

Okeechobee, Florida 33472

(813) 763-3536

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Sports - Super Tumbling, Super Football
2. DESCRIPTION OF PROGRAM: Tallahassee Tumbling Tots performed gymnastic skills and exercises. FSU's own Jimmy Jordan, Wally Woodham, and Curt Unglaub told what it's like to be Super Hero's of college football and what it took to get there. Brought equipment.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____
 - (1) line up guests
 - (2) publicize
 - (3) arrange for room set up (need record player and projector)
 - (4) pull books
4. COSTS: --
5. REVIEW OF PROGRAMS SUCCESS: W-O-W!

6. NAME: Sue Crum
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: (904) 487-2665
1940 N. Monroe
Suite 81
Tallahassee, Florida 32303

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Sports (Karate)
2. DESCRIPTION OF PROGRAM: For this program we had two gentlemen to come in and show the children (as well as letting them participate in) the art of karate.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Find someone who is willing to do a demonstration. Set up a lot of publicity. Make sure you have plenty of room.
4. COSTS: None although we did pay for his gas.
5. REVIEW OF PROGRAMS SUCCESS: The children loved it! Especially when a young boy aged 5 threw a man weighing approximately 200 lbs! The kids want to see more!
6. NAME: Cathy Burton
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 195 E. Pome1
Lake Alfred, Florida 33850
(813) 956-3434

Duplicate this format for each program - add additional sheets.



HIGH-POWERED READING

Read - alouds, story hours, book discussions, crafts
and sessions promoting the use of books, library skills



V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Bedtime Story-Time

2. DESCRIPTION OF PROGRAM: A Thursday evening story-time for ages 4 through 6. Length of program: $\frac{1}{2}$ hr.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We have a registration for all activities since our space is limited. A volunteer told stories to the children.

4. COSTS: None

5. REVIEW OF PROGRAMS SUCCESS: Perhaps the evening time period had less conflicts with other family plans. This story-time had a larger attendance than our Saturday morning Super Story-Time.

6. NAME: Ms. Pamela D. Boddy, Acting County Librarian

7. LIBRARY ADDRESS AND TELEPHONE NUMBER:

Holiday Branch Library (Pasco County Library System)

1666 Dixie Hwy., Siesta Plaza

Holiday, FL 33590

Phone: 813/934-5993

Duplicate this form for each program. Add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Bedtime Story Hour
2. DESCRIPTION OF PROGRAM: Held at 7:00 pm for children 3-8 years old. Children came in pajamas and brought a favorite bedtime toy or stuffed animal.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Bedtime stories were followed by songs (Hush Little Baby - done with flannel board figures) and a movie (Most Magnificent Cat). MacDonald's provided free juice, cookies, cups and napkins for a bedtime snack. Bedtime stories were displayed in the library and a bedtime booklist given out.
4. COSTS: Paper table clothes for tables.
5. REVIEW OF PROGRAMS SUCCESS: 60 children and 5 parents attended. There were many favorable comments by parents and children. One parent said her children had been looking forward to the program for a month.
6. NAME: Marsha Warfield.
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: North Palm Beach Public Library
303 Anchorage Drive
North Palm Beach, Florida 33408
848-0445

Duplicate this format for each program - add additional sheets.

STORYTELLING

Tell the STRANGE STORY OF THE FROG WHO BECAME PRINCE. After the story, say the names of several kids backwards; e.g., I'm LORAC TDRAHKNILK. Used for April Fools, grades 1-6. Best received by grades 2-4. Used jokes from GESTURE JOKES.

Klinkhardt

Story telling: humorous stories like "Lazy Jack, Wicked John and Devil" (G.F. Tales, Chase); "Soap, Soap, Soap" (G.F. Tales, Chase); "Ote", Pura Belpre; "The Hatshaking Dance" (book of same name by Courlander) any that lent themselves to elaborating, ad libbing, and hamming. Also, "The Hairy Toe" (Ghostly Folktale), and "Twist Mouth Family" (RAINBOW BOOK OF AMERICAN FOLK TALES & LEGENS, by Maria Leach)

Robinson

Telling stories using the children's own drawings This was most successful with "Anansi the Spider Man" stories. After seeing Gale Haleys' book and McDermotts' abstract drawings, they were ready to try their hand at creating "Spiderman". I have been able to use these drawings to illustrate many of the other Anansi stories from anthologies that have no pictures The children are more interested in the drawings than any other illustrator I've used.

Riedesel

PROGRAM IDEA

Age Group: 6,7,8 year-olds.

Objective: To introduce folktales and culture of a particular country (in this example, Africa) and to create a finished collage.

Stories: MacDermott, Gerald. Anansi the Spider, N.Y., Rinehart and Winston, 1972.
Aardena, Verna. Why Mosquitos Buzz in People's Ears, N.Y., Dial Press, 1975.
Etc.

Materials: Books on Africa and African folktales for display.
Large (9"x12") sheets of construction paper in various colors.
Scraps of construction paper in various colors.
Glue.
Small containers for glue or small individual glue dispensers.
Scissors.
Pre-cut silhouette map of Africa and pre-cut silhouette shapes of animals found in Africa (elephant, turtle, lion, butterfly, rabbit, owl, mosquito, snake, monkey, bird, giraffe, etc.) and/or in the stories you do.
AND/OR Patterns for map and animal shapes.*
Magic markers and/or crayons.
Whatever else you would like to add (objects, resource people). You can make this program as simple or as elaborate as you like.

Procedure: Tell or read stories. Talk about Africa's location and its shape. Examine a map. Show a finished collage. Give out materials. Let children create from there, giving help and advice when asked, but encouragement in liberal doses.
Some children may want to cut out their own map and animal shapes from the patterns you provide. Some children may want to outline their map and animals, or fill in the silhouettes with eyes, nose, spots, etc. Some may want to draw in a background. Some may want to label their creations with the title of the story you told or simply "Africa." All will leave with a finished collage.

*Tell and Draw Stories and More Tell and Draw Stories by Margaret Jean Oldfield offer outlines you can utilize for animal patterns.

Jane Schwamberger
Brandon Branch Library

135 W. Robertson St., Brandon, FL 33511
813-689-7074

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Scary - Monsters

2. DESCRIPTION OF PROGRAM: Librarian reads monster stories from available sources. I read from 13 Monsters; The Book of Monsters; and The Golem (afolktales). Other books on display were Movie Monsters and Conjure Tales.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: After reading of stories give each child a shoe box which has been painted black. Along with the shoebox each child is given cut outs. One each of a black cat; skeleton; monster; skull; etc. These are scaled to fit into shoebox. Also children are given construction paper from which they can make their own inserts. The children are then told to make a diorama with shoebox depicting a monster haunted night or whatever else the stories have conjured up in their imagination. Glue, scissors, and other materials are provided.

4. COSTS: none (except for construction paper) shoeboxes are donated, and paint was on hand.

5. REVIEW OF PROGRAMS SUCCESS: This was quite a successful program in that the children enjoy making their own scenes of what a scary night would look like. Some of the results were startling good. However most of the children took theirs home so I had few left with which to decorate the children's section.

6. NAME: Abby S. Connor

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: North Tampa Branch Library,
8916 North Blvd., Tampa, 33604

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Scary Story Hour
2. DESCRIPTION OF PROGRAM: This was a one-hour story hour for first and second graders.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The wishing candle was used, with no other lights. Three ghost stories were played that had been previously taped. We learned the Scary Song, taped our own cumulative ghost story, and played the game, Dead Man's Parts. For a craft, we made chenille stem spiders.
4. COSTS: \$1.00 - \$2.00 for chenille stems and elastic thread.
5. REVIEW OF PROGRAMS SUCCESS: Unusual, exciting, creative.
With this type of program even the most timid child will participate. They have the opportunity to be creative with their hands, to sing and to practice story telling.
6. NAME: Carol M. Lane
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
PLANT CITY PUBLIC LIBRARY
McLendon at Wheeler Street
Plant City, Florida 33566
752-8685

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Ridiculous Poetry
2. DESCRIPTION OF PROGRAM: Nonsense verse is revealed as a delightful form of fun literature. Specific classics were read: E. Lear's Quangle, Wangle, Pobble who has no Toes, Carroll's Jabberwocky, etc.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Introduce and read poetry. Pass out crayons and paper: let children portray their favorite characters from the poems.
4. COSTS: For caryons and drawing paper
5. REVIEW OF PROGRAMS SUCCESS: This program acknowledged children's creative and listening skills while expanding their interest in poetry. This works well even with a large group: much humor and pride was exhibited by the children in drawing their favorite nonsense character.
6. NAME: Laura K. Farkas
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
2311 E. Hillsborough Avenue
Tampa, Florida 33610
please write for futher bibliographic information

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Poetry (Super Ridiculous Poems)
2. DESCRIPTION OF PROGRAM: The program consisted of three children.
One child was the narrator, one the calico cat, and the other
was Gingham Dog (The poem was the Duel by Eugene Field)
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The props for the program,
a dog, a cat and poster board with poem written on it.
4. COSTS: \$1.38 price for $\frac{1}{4}$ yd. gingham, $\frac{1}{4}$ yd. calico
5. REVIEW OF PROGRAMS SUCCESS: Children really enjoyed the program
and wanted to take turns as the gingham dog and the calico
cat.
6. NAME: Dorothy Bell
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
West Tampa Branch Library
1718 N. Howard Avenue
Tampa, Florida 33607

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Joke - a - thon ..

Program: Joke - a - thon

Ages: 8 - 12 yrs.

Objectives: To capitalize on the tremendous popularity of jokebooks in the library. Let children discover why they laugh at certain things. Develop the art of joke telling and speaking confidently in front of a group. Also for pure enjoyment!

Materials: -A life size jester (made out of construction paper) hung in the library, to get kids excited about the upcoming event.

-A flyer similiar to the one attached for passing out to the community.

-A pair of "Groucho Marx" type glasses

-A record that has an appropriate comic skit

-Numerous joke books with jokes written on slips of paper (about 8 per book) and tucked inside the respective book.

Procedure: Begin the program by talking on why people laugh, the differences between riddles and jokes, slapstick humor, and what makes them (the audience) laugh. Let them hear the short recorded skit and discuss why they did or didn't like it and what parts were the funniest. Ask if they know any good jokes. Pass out jokes from each book - giving a short talk on each book. Take turns using the Groucho glasses and telling the jokes provided.

Alternatives: Show an excerpt from a chaplin movie to get discussion moving.

- Have a microphone

- Tape record part of the session, then play it back.

This was a popular, fun and well attended program. An enjoyable way to get kids involved with books.

2311 E. Hillsborough Avenue
Tampa, Fl. 33610
- please write for further bibliographic
information

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER-INTERNATIONAL FRENCH PROGRAM

2. DESCRIPTION OF PROGRAM: LOCAL AUTHOR, NATALIE CARLSON, PRESENTED HER BOOKS INCLUDING ORPHELINE SERIES AND MARIE-LOUISE BOOKS. 'RED BALLOON' FILM WAS SHOWN.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: FILM (WELL KNOWN & LIKED) PLUS LOCAL AUTHOR DREW CROWD. NATALIE CARLSON CHARMED ALL WITH HER BOOK CHARACTER PUPPETS, STORIES OF THE REAL ORPHELINES AND INVISIBLE DOG.

4. COSTS: FREE

5. REVIEW OF PROGRAMS SUCCESS: CHILDREN EXPERIENCED AUTHOR'S 'REAL LIFE' IMAGINATION AND WARMTH. THEY ALSO LEARNED OF THE REALITY (REAL ORPHELINES IN FRANCE) BEHIND FICTION.

6. NAME: LORE SORG

7. LIBRARY ADDRESS AND TELEPHONE NUMBER:

DUNEDIN PUBLIC LIBRARY

223 DOUGLAS AVENUE

DUNEDIN, FL 33528

733-4115

Duplicate this format for each program - add additional

CALL THESE PROGRAMS ESP

EXTRA SPECIAL PERSON!

V. Programs

MIRAMAR LIBRARY- Ages 3-12 (all children were interested in this program)
"SUPER ME" - children drew their own body images as they saw themselves.
Large sheets of paper were placed on floor and children would position themselves on paper. Another child or an adult helper would trace around the child's body. The child whose body was traced would color in face, hands, legs, clothes, etc. This "picture" could be used as wall-hanging in child's bedroom. The paper was donated and a large area of floor space must be allowed for this project.

SUCCESS: Children loved to "see themselves" - good self concept. The librarian followed up the program by reading I Like to Be Me by Bel Geddes.

"Oh, Deary Me" in Leach's RAINBOW BOOK OF AMERICAN FOLK-
TALES. Draw the parts of the body. Grades pre-school - 3.

Klinkhardt

A BIRTHDAY CALENDAR spotlights honorees each month. The registration list makes good reference for mail-outs and a gauge for patron interests

Siebert

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF "PROGRAM:" SUPER READER '79 IRON-ON BOOK BAGS
2. DESCRIPTION OF PROGRAM: After kids had read a few books, they were given a book bag with the iron-on patch emblem
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The book bags were made from doubled grocery bags, folded down at the top, and with a cord handle stapled to each side. The iron-on transfer was applied on each side.
4. COSTS: All materials were available without cost.
5. REVIEW OF PROGRAMS SUCCESS: All the kids (and some parents) used the bags and were excited about receiving them.
6. NAME: Paula Biles, Marathon Branch Library, Monroe County Public Libr.
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 3103 OVERSEAS HIGHWAY
MARATHON, FL 33050
305 743-5156

Duplicate this format for each program - add additional sheets.

BOOK DISCUSSIONS

The following is a series of excerpts from an article by Roy B. Wilson called "Discussing Books With Children." It can be read in its entirety in the School Media Quarterly, Spring 1973, P. 209-212.

A book is to read.

A book may be re-read.

A book is to treasure.

But best of all, a book is to share, and it is truly a joyous moment when I discover that the book I have read and re-read and treasured is the same book you have read and re-read and treasured. Reading is a solitary act, but we are social beings, and that's partly why we read to understand ourselves and to experience the lives of others.

Those of us who love books and are compelled to encourage others to love books too find it necessary to read aloud to children and periodically we allow time to talk together about what has been read....

First, I heartily encourage you to be brave enough to tape record your next book discussion, and then if you can get the secretarial help, have your discussion transcribed. For all my years of experience, I was shocked to read the transcriptions of our discussions. I talked too much! It is easy to find excuses: I did not know the children well enough; there was such a limited time in which to work. But I would rather not find comfort in any excuses. Instead, I prefer to admit: I talked too much.

A good discussion leader should limit himself to questions, not editorializing. I have strong feelings about the books I read aloud to children, but if we are to have productive discussions where children grow in their sensitivity to language and to ideas then the children must be free to explore their feelings about a book, free to examine their memories as to the important content, free to respond. Charlotte Huck, in her book on children's literature, warns against the comments we make that encourage children only to please us.¹ She insists that children must feel free to have feelings about a book and they must feel welcome to express their feelings. It takes much practice and concerted effort to lead discussions where children feel really free to express themselves.

Another guideline for discussions: ask questions which help a child move up the thinking ladder. Bloom's taxonomies have provided us with much of the real substance of thinking, and perhaps Norris Sander's Classroom Questions has provided us with a practical set of categories for developing thought-provoking questions, though he did seem to be talking to people who work with older students.² Someone needs to take his categories and relate them more understandably to the elementary-school-aged child. Nevertheless, here is a brief look at some of his question categories.

The lowest level of question is the memory question-- this is where a child is asked to recall or recognize information. We are often tempted to ask only memory questions. When one realizes how little is remembered over any extended period of time, it becomes imperative to expect more than simple memory responses.

The next level is translation--here the child changes information into another symbol system. For example: "Tell it in your own words." What kind of advice did Charlotte give Wilbur when he asked how he could help her save his life? "Tell it in your own words." Another form of translation would be to take an idea as described in words and create appropriate pictures. I had children all over the room participating in this form of translation.

A next step on the thinking ladder of questions is interpretation. Here, for example, the children would be asked to make comparative relationships: How would you compare Templeton, the rat in Charlotte's Web and Justin, the rat in Mrs. Frisby? Another aspect of interpretation would be to see implications. For example, does it seem logical that there will always be a few spiders who stay in Wilbur's barn?

The next step is application. Here the child solves a problem using previously attained knowledge. A discussion topic could be built upon such a question as: Since we know how the rats in Mrs. Frisby developed such an excellent place to live under the rose bush, how do you think the rats will fare now that they have moved to Thorn Valley?

The final step is evaluation, and here the children are asked to make value judgments: Why is Charlotte a true friend? Should Tucker return to the city? What makes these three books about animals so special? Would you recommend them to others, and why? Why do you want to check this book out of the library--we just read it together?

Here are some sample questions which I have found useful in conducting a discussion about books with children. I am not sure quite where they fit on the thinking ladder, but I do believe they are worth using with children.

1. I am going to describe some character. You tell me where the place is and in what story it is.

2. I am going to describe a place. You tell me where the place is and in what story it is.

3. I am going to describe a certain activity that happens. You tell me what the activity is and the story in which it occurs.

4. Turnabout. Have the children develop their own clues in the manner of the first three samples. Then let the rest of the children (and yourself) do the guessing.

5. How do you think the various characters in name of book felt about one specific character? How did you feel about that character? (Templeton, the rat in Charlotte's Web stimulates all sorts of feelings. Children often

begin by saying he was greedy, hard to get along with, then some children begin to come to his defense: how many instances can you identify where Templeton "saved the day"? We came up with five. We also decided that Templeton was a collector: remember the rotten egg? And that led us to Tucker in Tucker's Countryside--he was a collector, too, with all those things he had in the subway. And that finally led us to Jeremy, the crow in Mrs. Frisby--he collected shiny things.)

6. What do you think is important enough for us to remember in name of book? (This is a difficult question for young children to deal with, but well worth some thought and discussion. It's really difficult because they have not usually had experience thinking about such an issue.)

And, a final guideline for discussions: Keep them brief. Let them happen after the book is read. If possible, meet with sub-groups to talk about the books. Be alert to the children--when they have had enough talk, stop--it's time to start reading another book.

Yes, a book is to share. Just be sure it is a sharing, not a formal lesson in literary criticism. Let the enthusiasm and curiosity bubble over. And remember, the most important part of sharing many books is the time when you are reading aloud to the children. Talking about the book afterwards may happen. Let it happen, but don't labor it.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Raggedy Ann and Andy week

2. DESCRIPTION OF PROGRAM: Librarians dressed as the dolls, dolls displayed, Johnny Graelle's stories read to the children.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: See above. Stories presented to older children (age 10 up) as stories for younger children with which they would appreciate being familiar because of their baby-sitting, future motherhood, and as gift suggestions.

4. COSTS: under \$5.00 (costumes only cost)

5. REVIEW OF PROGRAMS SUCCESS: Highly enjoyed by all ages (3-15) with the exception of elementary aged boys.

6. NAME: Virginia Newsom and Brenda Fraser

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: (904) 752-1711

Columbia County Public Library

490 N. Columbia Street

Lake City, Florida 32055

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Afternoon Read-Alouds
2. DESCRIPTION OF PROGRAM: Chapters from appropriate books were read aloud each afternoon for 30 minutes to one hour. Participants then made collage-type poster depicting scene from story.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Choose books (we used Charlotte's Web, Homer Price Duffy Moon, etc) choose chapters to read and prepare introduction, have large piece of paper with outline of scene prepared in advance, assemble crayons, fabric, etc. for kids to use.
4. COSTS: Minimal if you save junk.
5. REVIEW OF PROGRAMS SUCCESS: Small attendance but very satisfying to participants. Collage pictures were posted on walls and attracted much attention and led to requests for books.
6. NAME: Linda Boyles
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Gainesville Public Library
222 E. University Avenue
Gainesville, Florida
(904) 374-2091

Duplicate this format for each program - add additional sheets.

1. " The Age of the Tail or " Tail Day"
2. Excerpts from H.Allen Smith's book The Age of The Tail were read aloud to the children. Signs declaring " It's the Age of the Tail" and " No one admitted without a tail" were displayed on the doors of the children's room. Each child had a fake-fur tail pinned on as he entered the room. All staff concerned in any way with the children's program also wore tails. When the excerpt describing the " tail calisthenics" school activity was read, the children stood and participated in the described exercise.

3. Make the tails from any fake fur. (ours was purple---that's what we had on hand). To make, cut a double layer of fur, right side out, in the following shape.



Tails should be approximately 18 to 24 inches

long, and two inches wide. It is not necessary to have all alike. Size and shape may vary. Stitch together on the right side(zigzag) leaving the top open. Stuff mediumly tight with polyester batting. Using a dowel rod to pack the stuffing in makes it easier.

4. Forty eight tails used 2 bags of stuffing material, approximately 2 yds. of fake fur. Total cost , approx . \$9.00 (including pins for attaching.)
5. Highly successful with girls age 10 to 15. No other ages participated.

6. Brenda Fraser and Virginia Newsom

7. Columbia County Public Library

490 North Columbia St.

Lake City , Fla. 32055

(904) 752 - 1711

Preschoolers are enrolled in the "Summer Read to Me" fleet this year. Once enrolled they get their name written on a boat which is taped to the wall over the picture book section around a large sailboat the SS Livingston County Library.

St. Louis Public Library gives a free paperback book to each child who has finished the summer reading club. No competition is involved as to who finishes first.

Klinkhardt

For special programs, design a crossword puzzle in which the children must use the card catalog or any other library tools to find the answers.

Godair

A Library Club takes on the project of a riddle board. Every 2 weeks they copy riddles from children's magazines with the question, answer, issue and title of the magazine on slips of paper which they staple to a small bulletin board. This has resulted in greater use of children's magazines.

Hassler

Name of program: Reading of exerpts from a new children's book,
by its author.

Description: The author described the locale, the "hero", a
blue tip hound dog, and read portions of the book.

Program instructions:
Make contact with author; have copies of book
available. Related books on display.

Costs: None

Program success: This read-aloud was voted one of the two programs
children enjoyed most.

Correspond with authors - Set time aside to write
letters to favorite authors and post the replies
in the library. Display and promote author's books.

Have children draw their own book jackets to put
over books with dulled exteriors. Write the child's
name on the cover. Slip it into a plastic protec-
tor and cover the books with it.

Name of program: 2nd Annual Library Rally

Description of program: Teams of two children each used written instructions to follow a path around the library, answering questions about the physical layout of the library, the collection, and the staff as they went. The activity was patterned after car rallies, and was used with a group of about 64 eight to twelve year old children.

Step-by-step program instructions: Begin by mapping a path around the library. Be very specific with the instructions, "turn left after third bookcase," "turn right at dead end," etc. Insert questions, making sure the answer to the question is found in between the instruction before and the instruction after. Have staff members test your instructions. They are sure to find mistakes which you will correct. Have someone the appropriate age who will not be participating test the instructions. Certain parts of the rally will seem hard to your guinea pigs. Make up some hints that will be printed on a separate sheet to be used one at a time, as needed. I'm enclosing a copy of our rally and hints package to show our scoring system. We sent teams off 1 at a time, 2 mins. apart

Costs: None, other than printing of instructions.

Review of program's success: Most of the kids enjoyed it, though a few of the participants got frustrated (just like a real rally). Everyone wanted the results read at the end, and most people took their sheets home with them. We did award prizes of gift books to the first three finishing teams, and to the last place team as well. The winners were 2 eight year old girls.

We had the 1st Annual Library Rally last year, and it was a success then too.

Cindy Jacques, Largo Library, 351 E. Bay Drive, Largo, Florida 33540

2. University City Public Library celebrated National Library Week by sponsoring the "Information Power!" quiz. Each player was given a sheet of 20 questions and/or tasks which involved using the library reference sources in order to find the answers. The players then presented the answer (with its source) to the librarian. For each question answered correctly, 10 points were awarded. Partial credit was given for almost-but-not-quite efforts and bonus points were given for those who found the answer in more than one source. Each contestant's IPQ (Information Power Quotient) was calculated by adding up these points. Those whose IPQ met or exceeded 200 received a paperback copy of the Guinness Book of World Records as a prize. Here is a sample of the questions:

"If you had a pet sakiwink (pithelial) what would you feed it? Where would you have to go to get one?"

"In what state are the towns of You Bet, Rough and Ready, and Rich Dry Diggins located? During what period of American History were they founded?"

"Cut or tear a strip off the bottom of this page and make it into a Mobius strip."

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: _____

2. DESCRIPTION OF PROGRAM: A 4 week program on library instruction;
including a slide show - tour of libraries; have you read? - book
reviews on tape; films about other libraries and library games,
to play and learn.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

4. COSTS: Slides and cassettes

5. REVIEW OF PROGRAMS SUCCESS: Well received by otherwise very
active children.

6. NAME: Gratia Banta Flores

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

223-8497

Ybor City Branch

Duplicate this format for each program - add additional sheets.

SUMMER READING GAME, WORCESTER COUNTY LIBRARY, SNOW HILL, MARYLAND

The Reading Game's action was similar to MonopolyTM. Upon signing the registration sheet, each person received a player's piece with his/her name on it, and one Book Buck. The player then rolled the die, moved the correct number of squares and followed the written instructions.

"Take a Chance" and "Community Chest" cards made the playing more interesting. The twenty "Take a Chance" cards directed the player to read one of a variety of books, or to perform an activity before rolling again. See enclosed examples of "Take a Chance" cards. The ten "Community Chest" cards gave directional instructions. See enclosed examples of "Community Chest" cards.

The object of this game was not to force children to read books in which they were not interested. In each case, every effort was made to help find a book that the child would enjoy. This occasionally meant stretching the categories a little bit.

In place of "Jail" and "Free Parking", the Reading Game had the "Bookstore" and the "Library". When a player was sent to the Bookstore, he/she had to do a "library chore" in order to return to the game. The chores were determined by the branch librarian. Some chores used were, stamping date due cards, shelving ten easy books... When the chore was finished, the player rolled the die again.

The parallel to "Free Parking" was the Library square. Any player that landed on this square won the contents of the "kitty" or "bank" (two book bucks). The player then rolled again and the "kitty" was replenished. Two book bucks were kept in the "kitty" at all times. Another way of earning more book bucks was by passing GO. Each time a player passed or landed on GO, he/she received one book buck.

At the end of the program the library provided a variety of things that the children could buy with their Bucks (funny buttons, old juvenile paperbacks, and magazines, and in one branch an interested patron crocheted 150 bookworm bookmarks). Everything cost one buck.

MATERIALS LIST FOR LIBRARY GAME

Book Bucks.....purchased from UPSTART, Library Promotionals, Box 889
Hagerstown, Md. 21740

1 die

Game Board:

rubber cement

2 - 2'x 4' sheets of styrofoam insulation panels (glued together)

32 - 3"x 6" printed cards (different colors) for game board

8 - Free Choice cards

2 - Read a Mystery cards

6 - Take a Chance cards

4 - Community Chest cards

1 - Space Out with Science Fiction

1 - Read a good book about friends

1 - Pick out a book of nonfiction and read it

1 - Read about a family

1 - Tickle your funny bone with a funny book

1 - Try reading a biography or autobiography

1 - Take a break, read a short story

1 - Try a historical novel

1 - Conjure up a ghost story or any other scary story

1 - Read a modern novel - takes place today

1 - Animals or Pets

1 - Try a fairy tale or other fantasy

4 - 6"x 6" printed cards for corners of board (same color)

GO

GO TO THE BOOKSTORE

THE LIBRARY

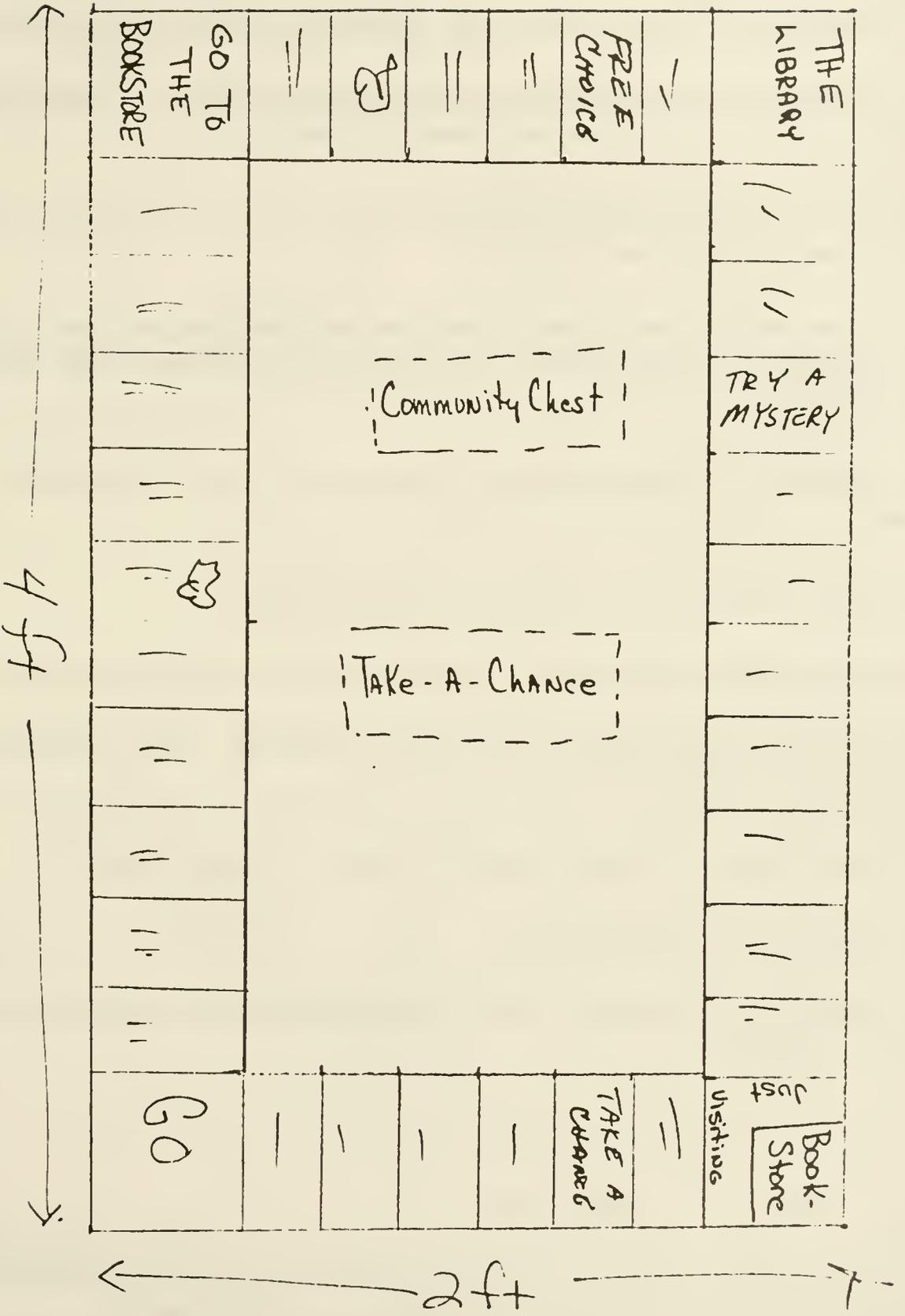
THE BOOKSTORE,....just visiting

10 - printed Community Chest cards (see Xerox samples)

20 - printed Take a Chance cards (see Xerox samples)

naptacks and ½"x 1" paper flags for player's pieces

All of our cards were printed on poster board by our Eastern Shore Regional Library, Public Relations Dept. We informed them of what was needed and they sent everything to us precut. We assembled the board and glued everything together.



TAKE A CHANCE CARDS

You are very interested in other countries. Find a book that takes place in a foreign country and read it. Ask the librarians for help in finding one.

Find three picture books that you loved when you were little. Read them again. Okay - now find a book for yourself today and read it.

If you are a boy, read a book with a girl main character. If you are a girl read a book with a boy main character.

Find a book written by someone with the same last name as yours. If you can't find one find a book written by someone whose name starts with the same letter as yours.

Who is an author you have read before? Read another book written by that person.

Read a book that has won an award or was an honor book.

Find a book of poetry and read at least five poems, read more if you like them.

You like TV but your Mom won't let you watch it anymore. Read a book that was a TV show or a movie.

This is your lucky day! Read a cartoon book and take another turn.

Read a book that has magic in it!

Read a book that is part of a series, but is NOT Nancy Drew, Hardy Boys, or Alfred Hitchcock!

So you're smart! Get another turn.

Who wrote the Cat in the Hat ? If you missed this question go to the bookstore. If you got it right - choose your own book to read this time.

Do you have your own library card? If not get one and start using it! Roll again.

TAKE A CHANCE CARDS (CONT)

You're a real joker - find a joke and riddle book and pick out some riddles for the people in the library. Print them on a piece of tagboard and post them in the library. Write the answers on the back. Take another turn.

How many people live in your town? (ask for help to find this) Take another turn.

Go to the "library" and get your prize. Take another turn.

Your library books got chewed up by your dog - go to the bookstore...(sorry).

Take A Chance

Find three picture books that you loved when you were little. Read them again. Okay-now find a book for yourself today and read it.

Read a book that is part of a series, but is NOT Nancy Drew Hardy Boys or Alfred Hitchcock!

Who wrote the "Cat in the Hat"?
If you were wrong go to the bookstore, if right pick a

This is your lucky day!

Read a cartoon book and

take another turn.

Who is an author you have

read before? Read another

book written by that person.

Community
Chest

Take Another
Roll

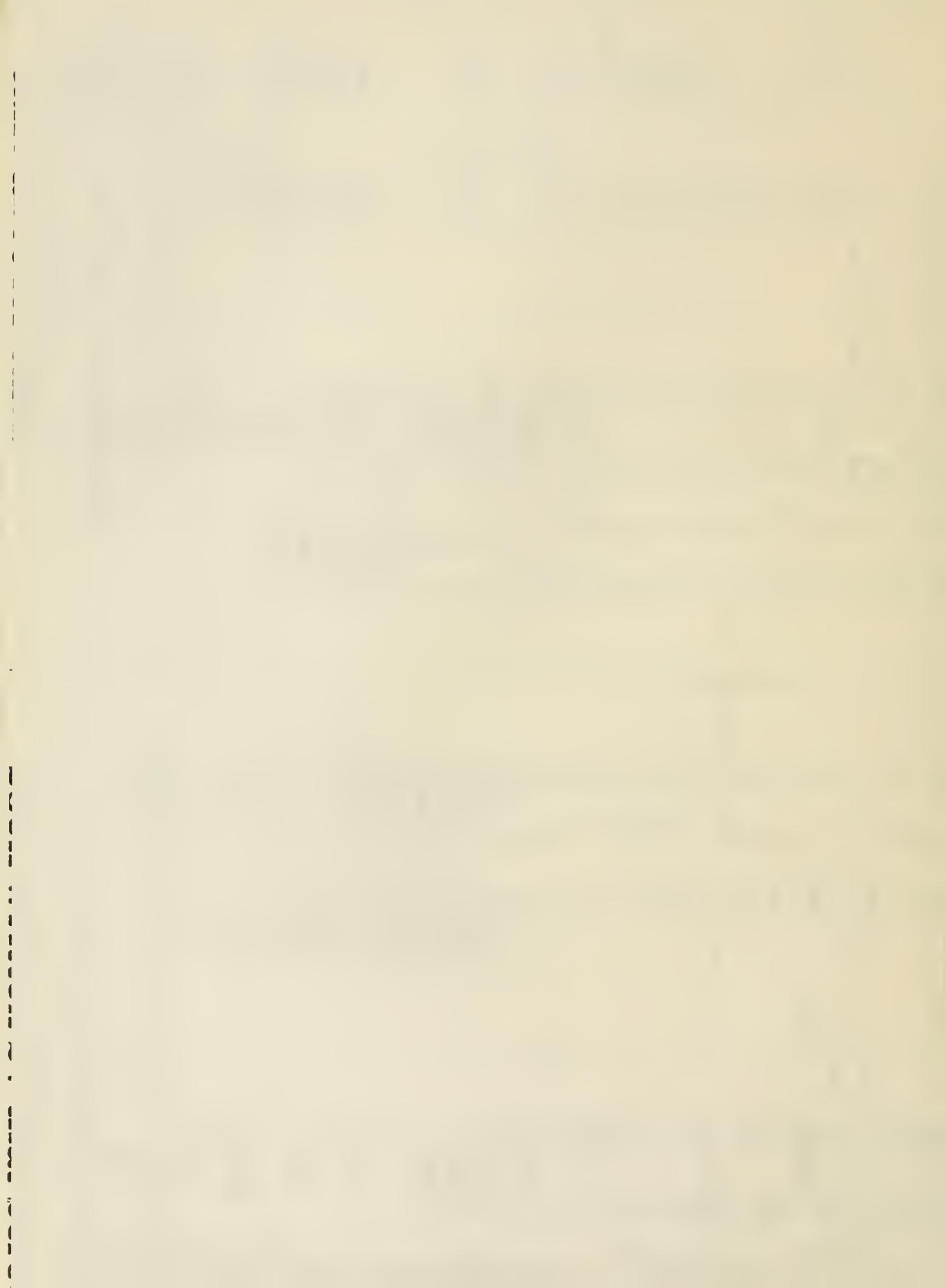
Move back
one space

Go To The

BOOKSTORE

Move To

Go To The





DIFFERENT MODES OF LEARNING

Last Year's Multi - Media Program's

This Year?



V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Film and Activity program for 3-6 yr. olds
2. DESCRIPTION OF PROGRAM: Two films from state film library for children with related discussion, stories, songs, crafts - one hour activity.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Children sat on carpet in art room for showing of one film followed by 15 minute activity. Second film shown followed by another short activity. Children usually had some small take-home item.
4. COSTS: \$65.00 cost of films
5. REVIEW OF PROGRAMS SUCCESS: It seemed fairly well received with a good number of repeaters. The "Make-A-Wish" films of which we had ordered three, a little above age level.
6. NAME: Mary Treadwell
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Gulf Beaches Public Library
200 Municipal Drive
Madeira Beach, Florida
391-2828

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM Super Popcorn: Stories from Carl Sandburg, Rootabaga Stories:
How to Tell Corn Fairies When You See Them
The Story of Jason Squiff Why He Had a Popcorn Hat...
The Huck-a-buck Family and How They Raised Popcorn in Nebraska...
The Popcorn Book by Tomie Depaola, presents a variety of facts about popcorn and includes two good recipes for popcorn

2-3 DESCRIPTION OF PROGRAM, STEP BY STEP PROGRAM INSTRUCTIONS: Props:

Popcorn popper(electric)	Many ears of corn
Oil	Trash can for husks
Popping Corn, salt	Popcorn recipes to hand out
Paper Cups	

Tell popcorn stories (or read after much practice)

Let kids help shuck corn -feel it, scrape off kernels, Explain parts of corn, 3 different kinds of corn, sweet, field, and popping

Start popcorn popper: continue to explain about corn-how Indians ate and used corn as jewelry-how Indians cooked corn over open fire or threw handfuls in fire, hot sand, or cooked in clay pots-Indians brought popcorn to the first Thanksgiving dinner-etc.

(Dentist recommend popcorn as a snack today)
Pass out recipes for popcorn and a cup of popped popcorn for each child while he enjoys the film stories

Films: "Many Moons" and "Stone Soup"

4. COSTS: Popcorn- \$2.00

Papercups for each child depending on number
Other materials donated

5. REVIEW OF PROGRAMS SUCCESS: The children participated, listened to read-a-loud and enjoyed popcorn while watching the films

6. NAME: Marty Derby

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: S. Cornelia Young Memorial Library
302 Vermont
Daytona Beach, Florida, 32018
Telephone - 904-252-2601

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER SUMMER'79

2. DESCRIPTION OF PROGRAM: _____

Attached are copies of our work sheets for four weeks of
programs as we presented them. Series were offered to
groups divided by ages and running for eight weeks.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

4. COSTS: None over \$5.00

5. REVIEW OF PROGRAMS SUCCESS: Demand for space in the programs
was such that after two weeks we had to add an additional
program to accomodate ages 8 - 10, and to increase enrollment
in each series for ages 5 - 7 by a factor of 10 in each case.

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

1060 Shoreline Drive, Gulf Breeze, Florida 32561

Area code 904-932-5166

Duplicate this format for each program - add additional sheets.

SUMMER READING PROGRAM

Week of June 11 - 15

Monday, June 11

SUPER FANTASY Ages 5 - 7

Film: Patrick

Stories: Gussie: Hulda

Pat: Big bad Bruce

Little jackal and the alligator

Activity: "Monkey face"

Supplies: Paper, crayons

** Explain tree and leaves for series

Tuesday, June 12

SUPER SURPRISE Ages 8 - 10

"Super Spaghetti"

Stories: Pat: Strega nona

Gussie: Anatole in Italy

Song: On top of spaghetti (guest guitarist)

Activity: Make pasta, cook and eat

Supplies: 2 pasta machines, flour, eggs, salt, cooking utensils, paper plates,
plastic forks, sauce, cheese, plastic wrap to cover tables, vacuum cleaner

SUPER SURPRISE Ages 11 - 12

"Super Spaghetti"

Stories: Pat: The fig tree

Gussie: language instruction (Italian)

Remainder of program as for ages 8 - 10

Wednesday, June 13

FAVORITE AUTHORS FESTIVAL Ages 5 - 7

Film: Ben and me

Stories: Pat: Nothing at all (using flannel board)

Gussie: Thy friend, Obadiah

Game: Walking through the jungle

Supplies: Flannel board

**Talk about book selection and things people like to read about

FAVORITE AUTHORS FESTIVAL Ages 8 - 10

Film: Donuts

Stories: Pat: Lutin in the barn

Gussie: Book talk on Freckle Juice

Poem: (Response) The quackermonger

Game: Guess who I am? (Book characters)

Supplies: Signs for the children to wear around their necks

SUMMER READING PROGRAM
Week of July 9 - 13

Monday, July 9

SUPER TRAVEL Ages 5 - 7 Rec Center

"China"

Film: Tikki tikki tembo

Stories: Pat: The story about Ping

Gussie: The five Chinese brothers

Game: I took a trip to China....

Give out fortune cookies

Explain map and travel flags for series

SUPER TRAVEL Ages 8 - 10 Rec Center

"China"

Film: Tikki tikki tembo

Stories: Pat: The black beast of Indri

Gussie: Chien Tang from A book of dragons

Game: I took a trip to China...

Give out fortune cookies

Explain world map and travel flags for series

Tuesday, July 10

SUPER TRAVEL Ages 5 - 7

Program as above

SUPER TRAVEL Ages 8 - 10

Program as above but add

Activity: Pretend you work in a fortune cookie factory and write fortunes

Supplies: Cookies, paper and pencils or chalkboard and chalk

SUPER SENSATIONAL Ages 11 - 12

"Super Sea"

Film: Paddle to the sea

Stories: Pat: Sea of gold

Gussie: Stormalong

The boy who stopped the sea

Activity: Wine bottle messages

Supplies: Chalkboard and eraser

Wednesday, July 11

FAVORITE AUTHORS FESTIVAL Ages 5 - 7

Film: Curious George rides a bike

Stories: Pat: The crows of Pearblossom

Gussie: The queen who couldn't bake gingerbread

Pat: Laugh lines: The lost bicycle, the boy's pet

Activity: Fold newspaper boats

Supplies: Newspaper sheets

SUPER SENSATIONAL Ages 8 - 10

Filmstrips: The blue shark

The porpoises and the sailor

Stories: Pat: Punia and the king of the sharks

Gussie: The story of Flippy

The boy who stopped the sea

Activity: Wine bottle messages

Supplies: Chalkboard, eraser, chalk

Thursday, July 12

SUPER SENSATIONAL Ages 8 - 10

"Super Sea" program as above

SUMMER READING PROGRAM
week of July 16 - 20

Monday, July 16

SUPER TRAVEL Ages 5 - 7 Rec Center

"Africa"

Film: A story, a story

Stories: Pat: The monkey's heart Attach travel flags to world map

Gussie: The old woman and the red pumpkin

Activity: Who's in rabbits house

Supplies: Props for "Rabbit's house"

**Give out notices for Sidewalk Art Show

SUPER TRAVEL Ages 8 - 10 Rec Center

"Africa"

Film: A story, a story

Stories: Pat: Goat story

Gussie: The clever frog

Activity: Who's in rabbit's house? Attach travel flags to world map

Supplies: As above

** Give out notices for Sidewalk Art Show

Tuesday, July 17

SUPER TRAVEL Ages 5 - 7

Program as above but add:

Game: Suitcase relay : 2 suitcases, tee shirts, gym shorts, hats

SUPER TRAVEL Ages 8 - 10

Program as above but add:

Game: Suitcase relay: 2 suitcases, tee shirts, gym shorts, hats

SUPER SENSATIONAL Ages 11 - 12 "Super Heroes"

Guests: Santa Rosa County Rescue Squad (roof rescue and ambulance indoctrination)

Stories: Pat: Tale of the Superman

Gussie: Cincinnatus from The world's greatest stories

Give out word puzzle on Heroes

Wednesday, July 18

FAVORITE AUTHORS FESTIVAL Ages 5 - 7

Film: Where the wild things are

Stories: Pat: The squire's bride; Kermit the hermit

Gussie: The giant jam sandwich

Participation poem: The frog he would a-woeing go from Listen and help tell...

Activity: Make a paper bag puppet

Supplies: Bags, glue, crayons, animal parts

SUPER SENSATIONAL Ages 8 - 10

As above, program for SS ages 11 - 12

Thursday, July 19

SUPER SENSATIONAL Ages 8 - 10

"Super Silly"

Film: I know an old lady...

Stories: Pat: Snooks

Epaminidas

Gussie: My mama says there aren't any.....

10th good thing about Barney

Song: On top of spaghetti

Activity: Bubble gum blowing contest

Game: Suitcase relay

Supplies: candle and matches, bubble gum, suitcases, etc., as above

SUMMER READING PROGRAM

Week of July 30 - August 4

Monday, July 30

SUPER TRAVEL Ages 5 - 7 Rec Center

Film: Red balloon

Stories: Pat: Stone soup

Gussie: The Breton mermaid

Attach travel flags to world map

Activity: Trunk from PPL

** Reminders for party 8/4

SUPER TRAVEL Ages 8 - 10 Rec Center

Film: Red balloon

Stories: Pat: The devil's bridge

Gussie: The Breton mermaid

Attach travel flags to world map

Activity: Trunk from PPL

** Remind for party 8/4

Tuesday, July 31

SUPER TRAVEL Ages 5- 7

Program as above but add: Give out red balloons Attach travel flags to world map

SUPER TRAVEL Ages 8 - 10

Program as above but give out red balloons Attach travel flags to world map

SUPER SENSATIONAL Ages 11 - 12

"Super Sci-Fi"

Film: Recorded live

Stories: Gussie: 12 holidays, from The air of Mars

Pat: Reflections on a star

Reminders for party 8/4

Wednesday, August 1

FAVORITE AUTHORS FESTIVAL Ages 5 - 7

Film: The mole and the umbrella

Stories: Gussie: The fool of the world and the flying ship

Pat: The mean old hyena

Game: Snap (Use story characters)

Activity: Make awards for favorite books---explain Caldecott, etc.

Supplies: Crepe paper, ribbons, glue, "medals"

**Reminders for party 8/4

SUPER SENSATIONAL Ages 8 - 10

"Super Sci Fi"

Film: Hardware wars

Stories: Pat: The magic nose fan

Gussie: Book talk on My trip to Alpha I

Activity: Make "space pictures" using fingerprints

Supplies: Stamp pads, paper, paper towels, hand cleaner

** Reminders for party 8/4

Thursday, August 2

SUPER SENSATIONAL Ages 8 - 10

Program as for SUPER SENSATIONAL Ages 8 - 10 as above

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Ridiculous
2. DESCRIPTION OF PROGRAM: Began with tumbling Act by 10 year old dressed as a clown, Droodles used, finger clown puppets made, Jaycettes (dressed as clowns) made up children's faces.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Younger group had in story group, the stories: The Popcorn Dragon by Mirra Ginsburg and Riddles and Why Mosquitoes Buzz In People's Ears by Vera Aardema. Older group had Centerburg Tales and Droodles and The Real William Tell Story.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: The children really enjoyed the making up by the clowns and the stories, we had 158 attending in all that day.
6. NAME: Priscilla Hunt and Leanne Karstead
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Taylor County Public Library
403 N. Washington St.
Perry, Fla. 32347
(904) 584-4807

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER RIDICULOUS

2. DESCRIPTION OF PROGRAM: Clown makeup demonstration

 Two children's films; "Curious George" & "A Fable"

 Children had to bring in a permission slip signed by parent
 in order to be made up. This slip was handed out with other
 materials when child registered for program.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Arrange for your clowns. I had
 arranged in March for a local sorority group to put on the makeup.
 (4 or more were to come) I had all the children bring in their
 permission slips (signed). I had even drawn four childrens' names
 out of a box (using the permission slips) to be

 the winners of a "complete" clown makeup. Now see below

 for what really happened!

4. COSTS: None!

5. REVIEW OF PROGRAMS SUCCESS: This program was successful "In spite of"

 many last minute problems. 1. My group of clowns turned out to be one.
 I pressed on of my volunteers into service and then when it was
 still moving entirely too slow, I became an instant clown makeup expert.
 Also, we forgot about just making the four winning children up, we made
 everybody up! Two suggestions-don't wear white slacks and be sure you
 cover your floor area so that spills and stains won't be a problem. Also,

6. NAME: unless you do have a goodly amount of clowns let parents know the
 program will run over the usual time. In spite of everything, the program

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: was great, but I learned a lot!

 Barbara S. Ponce
 Pinellas Park Public Library
 7770 52nd. St. N
 Pinellas Park, Fla. 33565

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: BROWN BAGGER'S FLICKS

2. DESCRIPTION OF PROGRAM: CHILDREN WERE INVITED TO BRING A BAG LUNCH TO EAT WHILE WATCHING AN ENTERTAINING FILM. THE LIBRARY FURNISHED A COOL FRUIT DRINK.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: RESERVE FILMS WEEKS IN ADVANCE. ADVERTISE TITLES, SHOWING DATES & TIME AS FAR IN ADVANCE AS POSSIBLE. ARRANGE ATTRACTIVE BOOK DISPLAYS FOR BROWSING AND SELECTION BEFORE AND AFTER PROGRAM.

4. COSTS: PAPER CUPS & DRINK MIX. BAG ICE, IF NOT AVAILABLE FROM STAFF ROOM

5. REVIEW OF PROGRAMS SUCCESS: YOUNGSTERS ARRIVED EARLY AT EVERY PROGRAM. AT TIMES, ENTIRE FAMILIES WERE IN ATTENDANCE. AT THE FIRST PROGRAM, INSTRUCTIONS WERE GIVEN ON BEHAVIOR REQUIRED FOR THE ASSURANCE OF FUTURE PROGRAMS, AND EXCELLENT COOPERATION RESULTED.

6. NAME: FLORENCE MANGUS

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 305-395-2980

Duplicate this format for each program - add additional sheets.

It seems that we're always adapting familiar songs to suit our needs. For example "Old MacDonald Had A Farm" becomes "Barnum and Bailey Had A Circus" or "Old Witch Humbug Had A House."

Altman

Simple guitar accompaniment and handmade songbooks (Large lined teachers' pads) great for sing-alongs. Sometimes, for special treats, let 3 or 4 kids play kazoos along with the singers.

Robinson

Rhythm instruments may be a good investment for your library. Use as an introduction to different rhythms in music styles: Blues, marches, native sounds. Great for programs with "special" children. Individual pieces could be a popular circulation item.

Siebert

We always seem to have jillions of kids for movies, and everybody has to sit on the floor. So - after longer movies we have them get up and sing, play a game (Simon Says), or exercise (stretching, finger plays, -etc.). This is especially helpful when we need to rewind films.

Godair



FLORIDA - THE SUNSHINE STATE

Our place in the world - What we can learn
about it. How we can protect it.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Unique Florida Keys Programs
2. DESCRIPTION OF PROGRAM: Resource persons throughout the county requested to give programs on natural resources unique to this area, i.e., the birds, flora, ocean life, mangroves, shells, etc.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Great response from Audubon clubs, shell clubs, Florida Marine Institute, Flipper Sea School, Big Pine Wilderness Park, etc. Representatives presented programs at the various libraries, many gave samples and showed slides. Adults as well as children began coming to these programs.

4. COSTS: None

5. REVIEW OF PROGRAMS SUCCESS: _____

6. NAME: Leslie Strickland

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Monroe County Public Library
Key West, 294-7100

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Florida History

2. DESCRIPTION OF PROGRAM: Had speaker come and give a talk, show slides, and bring artifacts of the history of this area.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: History of Indians, first settlers and trade on the river.

4. COSTS: _____

5. REVIEW OF PROGRAMS SUCCESS: Children were interested, and found the program very enjoyable.

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Public Library
Highway 100, Jacksonville
Box 1000, Jacksonville, FL 32202 33152

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Florida - Super Seafood
2. DESCRIPTION OF PROGRAM: home economist from Florida
Department of Natural Resources prepared dishes of seafood

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____
(1) line up guest, free handouts
(2) Publicize
(3) Arrange for room set up
(4) Pull books for display
4. COSTS: \$7.00 - (supplies for 200 people) Dept. of Natural Resources supplied the seafood
5. REVIEW OF PROGRAMS SUCCESS: Parents and children raved - even the boys had seconds! (and asked questions)

6. NAME: Sue Crum
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
(904) 487-2665
1940 N. Monroe
Suite 81
Tallahassee, Florida 32303

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Nature" Workshop
2. DESCRIPTION OF PROGRAM: City Horticulturist explained her job - all children planted flowers in Library beds - did a nature craft - used a "Smokey" film; Second half of program featured "Smokey the Bear", a puppet show and "Smokey" film.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Craft used sweet-gum-burrs glued them together, put a magnet on the base to hold papers on their refrigerators at home. Moveable lips, felt wings and beak made a "terrific" "Woodsey the Owl".

4. COSTS: Craft costs only.
5. REVIEW OF PROGRAMS SUCCESS: 65 children participated in the first-half of the program - 80 in the second-half of the program. Local papers did fine articles on both days.

6. NAME: J. Howie
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Brannon Memorial Library
105 S. Riverside Drive
New Smyrna Beach, Florida

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: CALADESI ISLAND PROGRAM
2. DESCRIPTION OF PROGRAM: FOR 3-5 AND 6-12 YEAR OLDS,
GRIFF WALKER, RANGER AT STATE PARK (LOCAL) GAVE
SLIDE AND SPECIMEN AS WELL AS LIVE RABBIT AND
CONCH SHELL BLOWING PRESENTATION.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____
(GRIFF WALKER HAS SINCE MADE TRANSFER TO ANOTHER
STATE PARK) _____

4. COSTS: FREE
5. REVIEW OF PROGRAMS SUCCESS: ALL PRESENTATIONS DREW LARGE
AUDIENCES, WHICH INVARIABLY STAYED FOR AT LEAST
1 1/2 HOURS. (THIS INCLUDED GROUP OF PRE-
SCHOOLERS WITH MOTHERS)
6. NAME: LORE SORG
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
DUNEDIN PUBLIC LIBRARY
223 DOUGLAS AVENUE
DUNEDIN, FL 33528
733-4115

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Pets - Pet Show
2. DESCRIPTION OF PROGRAM: Children were invited to bring their pets (in cages or boxes only) for show and tell. Prizes for all (bookmarkers, balloons, and coloring sheets). Super veterinarian available for questions about pet care.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (Purina and Humane Society)
 - (1) line up vet, free handouts
 - (2) book film
 - (3) publicize
 - (4) set up room with tables - need extra staff
 - (5) demonstrate craft (cat mobile)
 - (6) pull books for display
4. COSTS: \$-0-
5. REVIEW OF PROGRAMS SUCCESS: Everyone thoroughly enjoyed - although some children were reluctant to talk. Dr. Saunders handled the program well.
6. NAME: Sue Crum
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: (904) 487-2665
1940 N. Monroe
Suite 81
Tallahassee, Florida 32303

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Snakes, Snakes...;....And More Snakes

2. DESCRIPTION OF PROGRAM: Series of two programs on snakes
and other wildlife presented by local herpetologist Robert Smith.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) We first contacted the
John Young Museum looking for someone who could present a pro-
gram on wildlife. We were referred to the Orange County School
System which put us in touch with Mr. Smith. (2) In addition
to other publicity, the Southeast Bank in Maitland featured the programs
(over

4. COSTS: No cost to the library.

5. REVIEW OF PROGRAMS SUCCESS: These programs were very successful
with a combined attendance of 169. The children asked many questions
and were fascinated by the animals. Mr. Smith allowed them to handle
snake tools and to touch some of the snakes and mammals. He (over)

6. NAME: Maitland Public Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

500 S. Maitland Avenue, Maitland, Florida 32751

647-7700

Duplicate this format for each program - add additional sheets.

3. Continued

on its electronic sign. This advertising generated much interest.

(3) No special facilities were needed. Mr. Smith brought everything he needed with him, including slides, a projector, tools, cages and live and prepared specimens. (4) A bibliography (attached) was prepared for each of the programs and included items suggested by Mr. Smith. A copy was given to each child, and books included on the bibliography were displayed in the library following the program.

5. Continued

encouraged an interest in wildlife, proper care, feeding and respect for animals and referred the children to books in the library for identification and information about wild animals.

SNAKES OF FLORIDA
by Owen Godwin
FLA 598.12 God

THE FIRST LOOK OF
SNAKES by John Hoke
AUD J598.12 Hok

THE REPTILES
by Archie Carr
AUD 598.1 Car

SNAKE LORE
by John Crompton
AUD 598.1 Cro

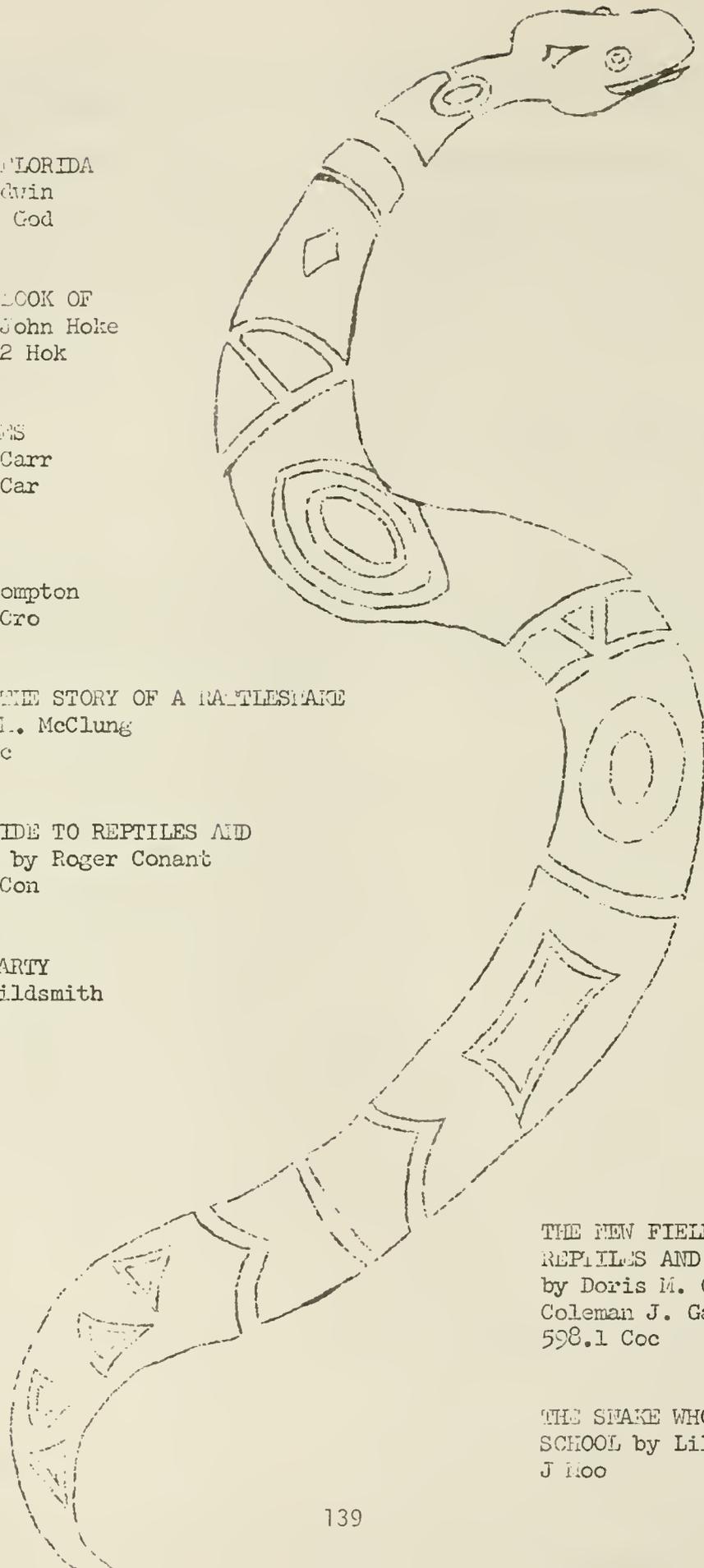
BUZZTAIL: THE STORY OF A RATTLESLAKE
by Robert L. McClung
J 598.1 Mac

A FIELD GUIDE TO REPTILES AND
AMPHIBIANS by Roger Conant
AUD 598.1 Con

PYTHON'S PARTY
by Brian Wildsmith
E W

THE NEW FIELD BOOK OF
REPTILES AND AMPHIBIANS
by Doris M. Cochran and
Coleman J. Gain
598.1 Coc

THE SNAKE WHO WENT TO
SCHOOL by Lilian Moore
J Moo



WILD MAMMALS AS PETS

by Paul Villiard

636.9 Vil

AMPHIBIANS AS PETS

by George and Lisbeth Zapler

J 639.37 Zap

REPTILES AS PETS

by Paul Villiard

J 639.39 Vil

GREAT PETS!

by Sara Stein

J 636.0887 Ste

MAMMALS WE KNOW

J 599 Mam

HIDDEN ANIMALS

by Millicent M. Selsam

J 591 Sel

ANIMAL TRACKS

by George F. Mason

J 591 Mas

FIELD GUIDE TO REPTILES AND AMPHIBIANS

by Roger Conant

598.1 Con

COMPLETE FIELD GUIDE TO AMERICAN WILDLIFE

by Henry Hill Collins, Jr.

591 C

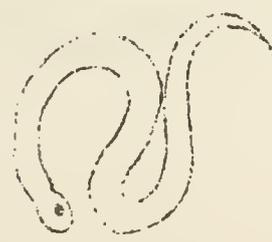
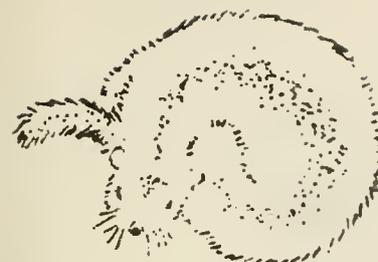
MAMMALS: A GUIDE TO FAMILIAR AMERICAN SPECIES

by Herbert S. Zim

599 Zim

MAITLAND PUBLIC LIBRARY

647-7700



Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Snake Exhibit

2. DESCRIPTION OF PROGRAM: A local collector brought approximately 25 live and 25 bottle specimens to the library to show and tell the children about.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: It took about 30 minutes to set up the displays in the meeting room. After a brief introduction, the children were able to walk thru the exhibit and ask questions.

4. COSTS: 0

5. REVIEW OF PROGRAMS SUCCESS: Children of all ages attended and were interested in every aspect of the exhibit. The program functioned as a supplementary resource on the ever popular subject of snakes.

6. NAME: Jean Faliski, Port St. Joe Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Gulf County Public Library

Port St. Joe

229-8879

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Be a Super Hero to your Pet"

2. DESCRIPTION OF PROGRAM: Veterinary Technician demonstrated pet care with a Doberman Pinscher. The dog had just graduated from Obedience School and performed beautifully. All aspects of proper pet care and handling were explained and some were demonstrated.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 1. Contacted all local veterinarians. 2. Discussed type of program to be presented. 3. Developed publicity. 4. Compiled bibliography of books in collection.

4. COSTS: No costs.

5. REVIEW OF PROGRAMS SUCCESS: During question and answer period children freely queried. Miss Milligan relating her comments and suggestions to their pets.

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Pet Show

2. DESCRIPTION OF PROGRAM: Used workshop idea with suggested Ralston-Purina free kit. Children came to library lawn with harmless small pets.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: A. Order kit from Ralston-Purina B. Make posters (advertise). C. Register pets and give children rules. D. Contact newspapers. E. Plan areas for pet categories on library lawn.

~~4.~~ F. Judging and awards.

4. COSTS: None

5. REVIEW OF PROGRAMS SUCCESS: 35 children, 25 adults attended with 22 pets. All the pets were winners and the program was popular with the children with requests for a repeat next year. Newspaper coverage excellent.

6. NAME: Sandy Oakley

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Seminole County Sanford Library

230 E. 1st St.

Sanford, Fla. 32771

Area Code 305-322-2182

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Safari
2. DESCRIPTION OF PROGRAM: An employee from Lion Country Safari discussed African animal. She brought along a lion cub and a snake.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: She also brought bones and antlers from various animals for the children to identify. During the talk she encouraged them to go to books for more information. Books on wild animals were displayed in the library. Children pet the lion cub as they left.
4. COSTS: \$-0-
5. REVIEW OF PROGRAMS SUCCESS: Program was attended by 125 children in grades K-3 and by 120 children in grades 4-6. Books on African animals were out all summer.
6. NAME: Marsha Warfield
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: North Palm Beach Public Library
383 Anchorage Drive
North Palm Beach, Florida 33408
848-0445

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super World
2. DESCRIPTION OF PROGRAM: Songs, games, stories from countries of the world. Greetings in foreign languages. Recipes from the world. Choosing a pen pal from another country. Sharing information about heritage, travel, dress.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Greet children in several foreign languages - Begin program with songs from UNICEF-Small World - Let There Be Peace - I'de Like To Teach The World To Sing - Others from countries around the world. (Guitar helps). Introduce a folk tale from English, Oriental and African cultures. Poems - Displays from materials from UNICEF. Make Cookbooks -Pen Pals
4. COSTS: UNICEF Materials \$5.00 Pen Pal list \$1.00
5. REVIEW OF PROGRAMS SUCCESS: A number of children had members of their family who had come from another country, a number of children had lived in other countries. There were many many materials checked out on foods, games, and particularly on children who live in another country.
6. NAME: Leesburg Public Library, 600 Orange St., Leesburg, Fla. 32748
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 904-787-6607

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: No-Cook cooking workshops
2. DESCRIPTION OF PROGRAM: super cookery on Saturdays; 1. making butter & buttermilk 2. making tacos 3. Finger food and mouth food feel 4. Wedgies afuegies 5. Hero sandwich 6. Chumper's jumble.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We tied each item up with the theme for the week in which it was presented. Every child who attended got a chance to participate in the creation of these gastronomic delights.
4. COSTS: Food
5. REVIEW OF PROGRAMS SUCCESS: The favorite of the above programs was #3 as we gave out certificates of merit to the children who could identify (blindfolded) a number of fruits and vegetables.
6. NAME: Marlene Lee
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Oakland Park Library
1298 N.E. 37th St.
Oakland Park, FL 33334
305-561-6287

Duplicate this format for each program - add additional sheets.

Other ideas: We did one program for the 4-7 year olds on the subject of food, with film "Strega Nonna," stories Gingerbread Boy and Stone Soup, etc. Before the program we cut pictures of all kinds of food from discarded magazines. Then, for a craft activity, we got the children to choose their favorite foods from the pile and paste them on a paper plate. It was great to hear things like, "I love broccoli!" and "Where's some more macaroni?" Only a few children ended up with a plate full of sweets and almost everybody chose a delicious-looking meal. We were surprised by how much the group enjoyed the activity.

Our 8-12 year old group enjoyed making homemade ice cream. It would have been even more fun if we had used a crank-type freezer and let everybody take a turn.

Contact: Cindy Jacques, Largo Library, 351 E. Bay Dr., Largo, Fl. 33540

ENERGETIC ENVOYS

Community resource people who share special skills, talents or information.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER SOUP

2. DESCRIPTION OF PROGRAM: 4-H Demonstration of vegetable
soup-making including nutritional information
Soup-tasting for all children

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____
Made soup ahead of time. Children appeared as various vegetables
plunging into soup kettle after giving their nutritional value.
Soup sampled by children while watching "Stone Soup" from
State Library

4. COSTS: \$10 for soup supplies, cups, spoons, etc.

5. REVIEW OF PROGRAMS SUCCESS: Enjoyable

6. NAME: Satellite Beach Public Library and 4-H

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

565 Cassia Blvd. Satellite Beach, Fla. 32937

(305) 773-9411

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER FANTASY "Ralph and Rusty" ventriloquism and comedy magic

2. DESCRIPTION OF PROGRAM: Originally the last of the four programs was to be a dance presentation by the Lee County Dance Council. They had to cancel out after the programs were printed. However, we were fortunate to find a ventriloquist and magician who offered to come.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: And he put on an enchanting show. Using two dummies, comedy dialogue, and magic tricks in which he involved the audience, he held the attention of the children for well over an hour. The following week for our GRAND FINALE we completed our "Super" theme by showing a film from the Disney Studios called

4. COSTS: \$45.00 rental fee for film

5. REVIEW OF PROGRAMS SUCCESS: "Mr. Superinvisible". In fact, we showed it four afternoons to accomodate the numbers of children involved.

6. NAME: Nancy M. Wakeley

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Ft. Myers-Lee County Library

2050 Lee Street

Ft. Myers, Florida 33901

334-3992

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER MAGIC
2. DESCRIPTION OF PROGRAM: "Uncle Frank" the clown, a magician and balloon sculpturer, came in full costume and makeup and entertained a very enthusiastic audience of over 100 children each of the two programs. The magic was geared at each session to
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: the age range of the children involved. Uncle Frank also made a balloon sculpture for each child each session. He also made a point of using volunteers from the audience for the various magic acts. Uncle Frank is a professional clown, a Shriner, and president of the local magicians association. He had a marvelous
4. COSTS: none
5. REVIEW OF PROGRAMS SUCCESS: way with children and the children responded accordingly. It was a good strong program to begin the summer's activities with, and I'm sure it was instrumental in keeping the attendance high at the subsequent programs.
6. NAME: Nancy M. Wakeley
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Ft. Myers-Lee County Library
2050 Lee Street
Ft. Myers, Florida 33901
334-3992

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: 2 separate programs "Souper Summer" and "Super Snacks"

2. DESCRIPTION OF PROGRAM: "4-H Kids", leaders & Agent

Skit by summer helpers(12 yr. olds) Lentil Soup by Lasker served to all. Extension service paid and made. Song by all, Today, Monday Soup etc. Super Summer members brought a vegetable for pot(given to Children Home)Big soup pot, children popped up as a vegetable for the soup and told their attribute, vitamins, minerals etc.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Contacted in Dec. Ordered Mulligan Stew(about 30 page booklet from Extension Service paid \$5.00 for 20 and used as thank-you for helpers, those who stood up and told about their favorite book, prizes for contests. Served 120 viewers not counting 4-H participants. (outside) Ordered films from State Library. Stone Soup & Chicken Soup Had follow up program Super Snacks for registered group (22) ages 8-13(3came younger) 4-H agent made 3 snacks, nutrition games film from state, Dragon Stew. Recipe & nutrition handouts.

4. COSTS: \$5.00 (mulligan Stew for both programs. Extention service provided all other food, cups, spoons napkins, handouts.

5. REVIEW OF PROGRAMS SUCCESS: _____

Our children saw what other children could produce. Tables were piled high with donations for the pot. Usually only a few follow requests. 4-H is anxious to do another program next summer and the Agent is planning a mother's program during a storytime in Oct.

6. NAME: Rosemary Dyke

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Melbourne Public Library

540 E. Fee Avenue

Melbourne, Fl. 32901

723-0611

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Fire safety

2. DESCRIPTION OF PROGRAM: Our local fire department came with their truck, fire fighting gear and extinguishers. They explained fire safety at home. Demonstrated to group how to use fire extinguisher. The children were allowed to use extinguishers.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: No formal program instructions were used. Engineer Howard talked and answered questions. Then we went outside and used the extinguishers. Our children really enjoyed this program.

4. COSTS: NONE

5. REVIEW OF PROGRAMS SUCCESS: The children now know how to use extinguishers and they have been reading our books on firemen and fire related careers.

6. NAME: Mrs. Jo Waterhouse

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Palatka Public Library
216 Reid Street
Palatka, Florida 32077
(904) 328-2385

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Be a Super Hero" and learn first aid
2. DESCRIPTION OF PROGRAM: Simple first aid techniques based primarily in "how to summon help" when needed in emergencies were demonstrated. Each child received a decal with the local "Emergency number" on it. (cont'd on page 2)
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 1. Contacted County Health Dept. 2. Arranged for school nurse to present a program on simple first aid techniques and what should be done in case of an emergency. 3. Contacted EMT unit and arranged for Technician and Emergency vehicle. 4. Publicity.
4. COSTS: _____
5. REVIEW OF PROGRAMS SUCCESS: Highlights of this program were the mouth-to-mouth resuscitation demonstration with Resusci-Annice and the tour of the emergency vehicle.

6. NAME: Dan Smith
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Bradford County

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "How To" hour.
2. DESCRIPTION OF PROGRAM: It consisted of demonstrations: mixing primary colors to make more colors, baton twirling, setting up an aquarium, shell identification, puppet making with paper bags, socks.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We are fortunate in having a talented and cooperative staff, each of whom contributed to the program.
4. COSTS: \$-0-
5. REVIEW OF PROGRAMS SUCCESS: Very well attended. Children seemed happy to come to the library.
6. NAME: Eve Johnson
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
Palm Springs Public Library
217 Cypress Lane
Palm Springs, Florida 33406
(305) 965-2204

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Snooper Week
2. DESCRIPTION OF PROGRAM: We invited our Palmetto Police Department to come and explain some of the crime prevention techniques with us. Detective Bright came and he brought with him a finger printing device and an ultra-violet light.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Detective Bright first explained about neighboring crime. Then he brought out his finger printing device and explained it's purposes. Then he began fingering printing his audience. To close he explain about the ultra-violet light and how police catches thieves with it. Dete. Bright proposed a game to show how it was used.
4. COSTS: Telephone call
5. REVIEW OF PROGRAMS SUCCESS: Very successful. The children couldnot wait to be finger-printed. All was very excited about the game he proposed.
6. NAME: _____
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Palmetto Public Library
923 6th Street W.
Palmetto, Fla. 33561
Ph. 722-3333

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Fantasy

2. DESCRIPTION OF PROGRAM: Starship Enterprise, a store
handling outerspace and science fiction materials showed
its wares, along with cuts of Star Trek bloopers.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: contact store

4. COSTS: nothing- Shops in Ft. Lauderdale and Miami

5. REVIEW OF PROGRAMS SUCCESS: A little mature for
preschool. School-aged children loved it.

6. NAME: Marlene Lee

7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
Oakland Park Library
1298 NE 37th Street
Oakland Park, Fl. 33334
305-561-6287

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Smokey the Bear

2. DESCRIPTION OF PROGRAM: Smokey the Bear visited many branch libraries. Balloons, song sheets and reading folders were provided by each local forestry office. The film "Smokey the Bear" was shown.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The branch library staff had made arrangements locally for the program during the planning stage for the Summer Library program.

4. COSTS: 0

5. REVIEW OF PROGRAMS SUCCESS: Each branch library that participated and used the resources available from the Dept of Forestry was pleased with the interest the program generated and the cooperation extended in each community.

6. NAME: Margaret Berry, Holmes Co. Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Northwest Regional Library System

25 W. Government Street

Panama City, Fla. 32401

904-785-3457

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Winnie the Pooh Storytime

2. DESCRIPTION OF PROGRAM: The official Sears "Winnie the Pooh"

was a special guest at the preschool storytime at both the Bay County Public library and the North Bay Library. Winnie the Pooh appeared after a presentation of AA. Milne stories and a film.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: When it was announced locally that Winnie the Pooh would be in the 4th of July parade in Panama City, children's staff made contact with the merchandise manager of Sears to arrange visits at two libraries. The store personnel were quite cooperative and allowed us to borrow the costume providing we agreed to respect the stipulations attached to the loan of the material. The person wearing the costume had to be a certain age and size and abide by certain rules of conduct appropriate to the image of Winnie the Pooh (and Sears!)

4. COSTS: travel and time in picking up the costume and the provision of someone to wear it

5. REVIEW OF PROGRAMS SUCCESS: Children and parents were delighted with the program and the children were thrilled to have the opportunity to see and touch Winnie the Pooh.

6. NAME: Frances Wittkopf, North Bay Library
Sarah Howell, Bay County Public Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 785-3457

Bay County Public Library

25 W. Government Street

Panama City, Fla 32401

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Rainbow of Sound
2. DESCRIPTION OF PROGRAM: Students and instructors from USF demonstrated instruments of the orchestra in a 4-part program.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Contacted Music Education Department, USF

4. COSTS: None (instruments provided)
5. REVIEW OF PROGRAMS SUCCESS: Provided children with introduction and appreciation of musical instruments. Also attracted adults and young adults.

6. NAME: Doris Losey

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Seminole Branch Library
4711 Central Avenue
Tampa, Florida 33603

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Microscopic Plants

2. DESCRIPTION OF PROGRAM: Using our school projector,

Mr. Rucker showed pictures from the National Geographic

Magazines and talked on this subject.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

4. COSTS: Refreshments \$3.00

5. REVIEW OF PROGRAMS SUCCESS: It was very informative and the children seemed to enjoy it very much.

6. NAME: Henry Rucker

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Cedar Key Public Library

P.O. Box 550

Cedar Key, Florida 32625

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Green Thumb

2. DESCRIPTION OF PROGRAM: Ladies from the Garden Club brought seeds and plants for all of the children.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: One woman talked about the growing needs of seeds and plants and dissected seeds and plants and root systems. Gave each child a plant of his choice to take home and return at end of summer program

4. COSTS: None. 63 attended program.

5. REVIEW OF PROGRAMS SUCCESS: Follow up program - had 55 attend program. Only 14 brought plants back but each plant was analyzed as to how it survived and children voted on "good" or bade and each child received a red or blue ribbon. Educational and interesting would like to try it again next year.

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Community Awareness Storyhour"

2. DESCRIPTION OF PROGRAM: Newspaper reporter and photographer present storyhour.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: These people shared their work and experiences with the children at the library.

As well as presented concrete evidence of their work by

taking pictures of the children indoor and outdoor. They

were told in advance to wear their super reader tee shirts at the next program. This program concluded with a story.

4. COSTS: _____

5. REVIEW OF PROGRAMS SUCCESS: The children visit the library more as a result of displays of their pictures. While these children share this experience with nonusers of the library; others are encouraged to visit the library. Many nonusers utilize and plan to participate in the next summer reading progra.

6. NAME: Alice Swilley

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

927 S. Goldwyn Avenue

Orlando, Fla. 32805

(305) 293-8562

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Adventure '79

2. DESCRIPTION OF PROGRAM: "On the ice" a local man who had served two tours of duty at the geographic south pole gave a program on living at the pole. He showed slides and exhibited bits of petrified wood.

PROGRAM INSTRUCTIONS:

Maps, globe, atlas and books pertaining to the area were used in the program.

4. COSTS: none

5. REVIEW OF PROGRAMS SUCCESS: Parents as well as children attended this program.

6. NAME: Key Largo Branch Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER:

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Summer Surprise
2. DESCRIPTION OF PROGRAM: Mr. C. C. Beck from Lake Wales Creator and long-time artist for Captain Marvel Comic character demonstrated cartooning and lead the children K-6th gr. in drawing cartoon characters.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Contact Mr. Beck. Arrange for supplies - paper and magic markers, set-up, with volunteer adult help - serve refreshments.
4. COSTS: \$15.00 refreshments
5. REVIEW OF PROGRAMS SUCCESS: We had about 30 children and all participated eagerly.
6. NAME: Linda N. Campbell, Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 75 E. Broadway
Ft. Meade, Florida 33841
*813) 285-8287

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "For the birds, Super Adventure '79"
2. DESCRIPTION OF PROGRAM: A man who had studied penguins in Antartica showed slides and talked to the children about life in Antartica. The children were amazed at the vast difference in life at the pole and on the coast of Antartica.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

4. COSTS: none

5. REVIEW OF PROGRAMS SUCCESS: Very interesting

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Monroe County

Duplicate this format for each program - add additional sheets.

MIND POWER

Games, programs which emphasize less physical activity - keep in mind for the handicapped.



V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Library Crosswits
2. DESCRIPTION OF PROGRAM: 2 teams of children compete to fill in a crossword puzzle, like on the TV program, with the librarian or other staff member as moderator.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Enlarge puzzles from Children's Digest, Jack and Jill, or other children's magazines on newsprint. Decorations are optional. A 30-words-(across)-puzzle will last about 30 minutes. Tape enlarged puzzle around an old flannelboard or large piece of cardboard and sit it on a chair, preferably one that swivels. Split the children into 2 teams and select a Captain. They get 7 seconds per clue, and the Captain is the only one you listen to (this prevents yelling out of answers). If Captain gives wrong clue, team loses turn (team assists Captain). One point is given for each letter of correct answer. Prizes are not necessary.
4. COSTS: Minimal - newsprint, magic markers, old flannelboard or large piece of cardboard, ruler, etc.
5. REVIEW OF PROGRAMS SUCCESS: Caution!!! - unless rules of game are consistently followed by the moderator, this program can turn into complete chaos. This is one of our most popular programs (besides movies and appeals to all ages. The amount of preparation necessary is minimal and the response is fantastic!
6. NAME: Joanne Pattison
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Manatee County Central Library
1301 Barcarrota Boulevard
Brandenton, Fl. 33505
748-5555

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Game program

2. DESCRIPTION OF PROGRAM: Children played game using their senses.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Three senses were used: smelling, hearing, feeling. Objects were placed in paper bag and children were to guess what object was by smelling, feeling, and also hearing sound made by object in tin can.

4. COSTS: nil

5. REVIEW OF PROGRAMS SUCCESS: Very successful. Children enjoyed program while learning.

6. NAME: John Estock

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Deltona Public Library, 1691 Providence Blvd., Deltona, FL 32725 (305) 574-1496.

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Learning the deaf language
2. DESCRIPTION OF PROGRAM: Taught the deaf alphabet and the children learned to converse with the signs to an amazing degree. They visited some deaf friends from the church and actually were able for the first time to talk to them
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Find someone that knows the Deaf alphabet, volunteer?
Make dittos of alphabet for children to study and teach them simple phrases first, mother, dad, love etc. Teach them to sing a simple song, (Yes, Jesus loves me)
4. COSTS: very minimal, paper for duplicator for alphabet copies.
5. REVIEW OF PROGRAMS SUCCESS: I feel very successful, made children aware of the handicap of children that can't hear, and made friends out of some children they couldn't reach before.
6. NAME: Marion M. Pold, Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 293-4141 ext. 5
Eagle Lake Public Library
P. O. Box 489
Eagle Lake, Florida 33839

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER TECHNOLOGY

2. DESCRIPTION OF PROGRAM: Home Computers set up for children
to use and play computer games on

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

Completely set up by TRS-80 BUGS a local computer club

4. COSTS: \$0

5. REVIEW OF PROGRAMS SUCCESS: _____

Very interesting to older children

6. NAME: Satellite Beach Public Library & Norton Richardson

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

565 Cassia Blvd.

Satellite Beach, Fla. 32937

(305) 773-9411

Duplicate this format for each program - add additional sheets.

Partially complete a jigsaw puzzle - just to the point where it entices patrons, young and old alike, to spend a few minutes working on it.

Klinkhardt

One idea that Scenic is thinking of trying that might be of interest to others is the checkout puzzles. The new twist is that these puzzles would be made from the dust jackets of books that the library receives, more than likely books from the pre-school category.

Kern

We have been using a lot of table games lately. Having begun mainly with what can be called strictly learning games, we are getting into strategy games and puzzles, especially games from Africa - like Moncolah, a game played with a board and a number of beans, pebbles, or seeds. This particular one has become popular for kids from 7 to 14 years.

Morrison

Have coloring books, a tin of crayons, some jigsaw puzzles, chess, checkers, and dominoes available for anyone who wants to while away time in the library.

Klinkhardt

We added a used microscope to the branch recently which has become popular with the kids. It's a sturdy, professional looking instrument, 100x power, which is mounted on a small table with a high intensity type lamp to light it. The kids can bring in anything they want to look at, leaf, flower, bugs, pieces of colored paper, or even a bit of their own blood, if they happen to have been fighting recently! They need very little help in operating it and really get a charge out of it.

Morrison

Find or build a wood box and have children submit items they'd like other kids to see 100 years from now: jokes, drawings, modern life memorabilia, etc. Nail shut and bury in the yard.

Ezell

Have an auction! On cards write down some material and abstract things "for sale": sports equipment, dolls, new car, stereo, cigarettes, happiness, love, family, beauty, pets, etc. Give each child the same amount of play money. Have them bid for what they want although they don't have to spend any. Afterwards discuss what they bought and write stories about it. Follow-up by reading Lionni's FREDERICK

W W C.

Metric Fun: Have ingredients so kids can make some "no-bake" cookies or candy. Use only metric measures and then eat the results. Measure and cut 1 meter squares, enough for each child. Group the children by six and let them practice estimating and measuring a certain area. Also have them tape a 6' square to make a meter cube and then let them estimate metric volume.

Instead of having a magic show, have a magic crafts class. Learn some very simple magic tricks from the books in your collection and then show the children how to do them and let the children practice the tricks to their heart's content.

Hall



CREATIVE ENERGY

Arts and crafts, puppets, drama, parades and dress-ups.

RECIPES FOR ART AND CRAFT MATERIALS

BAKER'S CLAY

To Make:

4 cups unsifted regular flour
1 cup salt
1½ cups water
bowl
rolling pin
knife
kitchen utensils
pressed patterns

To Bake:

cookie sheet or foil
cooling rack

Place flour and salt in a bowl. Add water gradually, mixing with fingers until smooth. If results are too stiff, add more water. Knead with fingers for about five minutes. Keep clay in a plastic bag if you don't want to use all of it right away. Roll dough out with rolling pin and cut desired shapes with wet knife or form with fingers. To join several pieces, add a dab of water and press together. Add incised designs and textures with kitchen utensils. Bake on foil cookie sheet in a preheated oven-350 degrees - until hard. Large pieces may take as long as an hour to bake. Allow to cool on rack.
DON'T EAT

FLOUR AND WATER PASTE FOR PAPIER-MACHE

Paste

½ cup flour
1 cup water
dash of white household glue
bowl

Add flour gradually to cup of water in bowl and stir until all lumps are gone. Add dash of glue and stir to mix thoroughly. Adding flour to water seems to make a smoother paste.

PLAY DOUGH

You will need:

2½ cups non-self rising wheat flour
1 cup salt
1 tablespoon powdered alum
4 tablespoons vegetable oil
1½ cups boiling water
food coloring or poster paints

Makes about 3 cups.

How to use it:

Model as with clay. Objects will dry to a hard finish if left in open air. Paint dried pieces with enamel, hyplar, or tempera. Stored in an airtight container, Play Dough will keep along time.

How to make it:

1. Mix flour, salt, and alum. Add vegetable oil.
2. Stir in boiling water. Stir vigorously with large spoon until mixture holds together.
3. Knead dough until it is smooth.
4. Divide dough into several lumps. Add a few drops of food coloring or poster paints to each lump and knead to mix color.

FINGER PAINT

Makes about 2 cups

You will need: ½ cup non-self rising wheat flour; 2 cups water; 1 tablespoon glycerine; 1 teaspoon borax for preservative; small screw-top jars; food coloring or poster paints.

How to make it: 1. Mix flour with ½ cup of water to form a paste. 2. Add the rest of the water and cook over low heat until thick and clear, stirring constantly. 3. Cool. Add glycerine and borax. If mixture is too thick, thin with small amount of water. Divide and pour into jars.

In *WHEN CLAY SINGS*, written by Byrd Baylor and illustrated by Tom Bath, the history of the Indians was traced in the designs of pottery. After reading the story, let the children trace their own history by making a collage with: magazine pictures that bring back memories, old cards, dried foods, pressed flowers, material swatches, shells, pebbles, etc.

W.W C.

Using *WHEN CLAY SINGS* by Baylor or *THE SPIDER, THE CAVE, AND THE POTTERY BOWL* by Clymer, have either play dough or clay available for kids to try their hand at pottery-making by the Indian coil method and then making designs that represent something to them. (Could also make arrowheads, etc.)

W.W C.

V. PROGRAMS

SOUTH BROWARD LIBRARY

" SUPER YOU " - Ages 7-12 - crafts program using child's creative abilities to design and produce a booklet about that child. The librarians - through the Community Relations Office- printed uniform book covers (cut 8 1/2 by 5 1/2) with SUPER ME printed on the front. These booklets were made up with colored construction paper sheets, each used to present a capsuled sketch of the child's life. Sample is attached.

Success: Parents and children are requesting this program again.

PEMBROKE PINES LIBRARY

"SUPER BREAD DOUGH JEWELRY" Ages 3 up - from Bread Dough Craft Book by Elyse Sommer (p. 12). Teen volunteers helped librarian mix and knead dough until a clay-like consistency was reached. After the dough was rolled out, the children decided to use cookie cutters to produce various shapes instead of making jewelry. Many children used two or more different color bread dough trimmings on a basic design. Librarian also provided buttons, beads, etc., for additional trimmings. Costs: 12 loaves white bread at 3/\$1.00=\$4.00.

SUCCESS: Two sessions attracted 62 children and adults.

TAMARAC LIBRARY

"SUPER CARTOONS" - ages 4 up - the librarian demonstrated cartoon drawings step by step at a chalkboard, using drawings which required basic, simple lines. The idea came from HOW TO DRAW CARTOONS by Syd Hoff. After the demonstration, the librarian provided paper, pens, pencils, etc., to program participants and let them copy the cartoons as drawn by the librarian. When every participant was comfortable with the demonstrated drawings, they were all encouraged to improvise and create cartoons of their own. No expenses.

SUCCESS: Parents and grandparents decided to join the group and create drawings of their own. Approximately 30 people (children and adults) attended the program.

ARTS AND CRAFTS

Recycled six packs make different plant hangers. They come in all sizes. They can be covered with contact paper or left as they are. To make these, just save the cans and their plastic six-pack rings. Cut the top of the cans out and clean them. Then replace the cans in the six-pack plastic rings. For more stability fit the bottoms of the cans into another six pack ring. All you need then are small holes in the bottom of each can, pebbles, charcoal and soil. Add your plants. (wandering jew is especially good) and water. Hang the six pack with yarn through the plastic rings or really recycle by making a rope of tab tops

Ruggeri

Hi-C Stilts: Remove one end of can with can opener. At other end, punch 2 holes in top, directly across from each other. Now punch 2 holes in the side, right under each of the 2 holes on top. Thread a good, sturdy end of twine through 2 holes on one side, tie a knot to secure. Let the child stand on can to measure length of string to reach their hand and back down again. Cut and thread through the other set of holes. Knot securely. Repeat with 2nd can. Now - send the kids outside on the grass and let them walk on their stilts.

Robinson

You can give a bubble-launching party by having lots of bubble mixture on hand. Kids can use a variety of objects (anything that is open on both ends) from which to blow bubbles. Very popular with the 4th - 6th graders. Afterwards, we passed out bubble gum. There is a recipe for huge SUPER BUBBLES in Ann Wiseman's MAKING THINGS, A HANDBOOK OF CREATIVE DISCOVERIES.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Yarn Pictures
2. DESCRIPTION OF PROGRAM: These are 3-dimensional pictures having several colors to depict various forms.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: First you would use any size construction paper, glue and different colors of yarn. Then you would draw a picture of any shape and use the yarn which are cut up into tiny shreads of different colors and glue it on the picture. Instead of crayons or paint the yarn itself is used for the color scheme.
4. COSTS: For each picture, .59¢
5. REVIEW OF PROGRAMS SUCCESS: The participants enjoyed programs and mainly they enjoyed doing their own thing and working together.

6. NAME: Campbell Community Center Library
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 308 South Campbell Street - 252-8107

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Tell It - Make It

2. DESCRIPTION OF PROGRAM: A volunteer student teacher offered to tell stories to older children, and included a craft project related to her stories. Children were ages 8 - 10 (approx.)

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

4 sessions were held on Saturday mornings

Library supplied some materials - children were

asked to bring in others.

4. COSTS: minimum

5. REVIEW OF PROGRAMS SUCCESS: Beneficial to both the teacher and the patrons.

6. NAME: Ruth Weidner

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Ormond Beach Public Library, 30 S. Beach St., Ormond Beach, FL

677-0328

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Fun-things to do at home this week."
2. DESCRIPTION OF PROGRAM: Each week at our regular story-hour and puppet-plays- an adult volunteer gave a demonstration of a special project such as making simple puppets, clay dough animals, (this was especially popular) Scribble drawings, rub drawings egg carton animals, bugs, etc. water color paintings etc.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____
The children were given a list of supplies necessary for each project and then shown how to make it. The children were asked to bring in any thing made at home and we displayed their projects at the library. We had very fine results.
4. COSTS: Materials were not expensive and many things collected at home.
5. REVIEW OF PROGRAMS SUCCESS: _____

6. NAME: _____
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "NOTHING TO DO" Club

2. DESCRIPTION OF PROGRAM: Weekly arts and crafts program for students who have completed grades 4 and up.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: WEEK 1: String art on paper plates WEEK 2: Paper bag puppets
WEEK 3: Magazine beads (Beads made by rolling up strips of brightly colored magazine pages) WEEK 4: Sock puppets WEEK 5: Salt and flour clay sculpture

4. COSTS: Minimal: Cost of 1pk. paper plates, salt and flour.

5. REVIEW OF PROGRAMS SUCCESS: Each of the projects is relatively easy to complete, but produces a very attractive product. Students thrilled with results.

6. NAME: Joanne Cameron

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Deerfield Beach Public Library, 837 E. Hillsboro Blvd., Deerfield Bch., Fl. 33441
(305) 427-3331 (Ext.344)

Duplicate this format for each program - add additional sheets.

1. Animal Clothespins
2. Cork and felt animals made and glued to the top of clothespins (magnets maybe put on the other side of the clothespins to make them stick to things like refrigerators). These make nice paper-holders.
3. A cork and a clothespin for each child; craft materials like felt, glue, markers, etc. to be used to make the animals using the cork for a base (either head or body). Then glue the cork to one side of the clothespin and the magnets to the other. Let these dry and you have animal clothespins.
4. Around \$5.00 for about 30 animal clothespins, but we did not use magnets.
5. Ages 8 and up will enjoy this the most. It is too difficult and the corks are too small for younger children.

6. Brenda Fraser and Virginia Newsom

7. Columbia County Library

490 North Columbia St.

Lake City Fla. 32055

(904) 752 - 1711

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER SCRAP CRAFT

2. DESCRIPTION OF PROGRAM: Making something from scraps

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

Children each brought a container with lid

Covered container with wallpaper samples donated by

decorating store and trimmed with scraps of fabric trim

donated by staff and patrons

4. COSTS: ? Just for glue

5. REVIEW OF PROGRAMS SUCCESS: Children showed great imagination
and creativity

6. NAME: Satellite Beach Public Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

565 Cassia Blvd. Satellite Beach, Florida 32937

(305) 773-9411

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPERCRAFTSMEN

2. DESCRIPTION OF PROGRAM: Each week a differnt craft was shown to the group. Every craft was taken from a book from the library. Each child made what was demonstrated.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The crafts used were: Macrame butterflies, paper flowers, felt bookmarks, pottery, peanut craft--bumblebees, egg carton ants, sandpainting and terrariums. The groups were limited to 15 in each group. Books on the craft were displayed at each meeting.

4. COSTS: \$40.00 (30 of that was for the pottery; scraps were used a lot.

5. REVIEW OF PROGRAMS SUCCESS: This was probably one of the most popular programs-- we had 45 people on the waiting list. Each of the crafts worked out real well and the kids enjoyed taking something home each week.

6. NAME: Barbara Wynn

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 202 Bullard Parkway
Temple Terrace, Fl. 33617
988-4731

Duplicate this format for each program - add additional sheets.

Sand can be purchased, colored with food coloring and then the children can do sand art with a fish bowl and plastic scoops. This was used at a fall Elementary Grades film session. It was displayed in the library for several weeks and then given as a prize for the lucky number holder attending the film program.

Lunceford

"Saturday Morning Art for Kids" was a library program designed to provide 1st through 5th graders the opportunity to participate in creative craft projects without committing a lot of time and money. It involved art teachers, art students, interested community members, and most of all, the kids. Projects included stitchery, stuffed sculptures, paper design, found object printing, macrame and weaving.

Mittleman

Frequently when we do a craft program for older children, we prepare an illustrated handout describing the projects and how they are made. If a child does not finish a project or if he wants to try it again at home, then he can just refer to the handout. We found this to be particularly helpful in programs involving knitting, crocheting, magic, embroidery, puppets, and cooking.

Hall

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Bird House - Feeder

2. DESCRIPTION OF PROGRAM: Making decorative bird house - feeder from readers digest, cool whip top - light weight cardboard.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: remove hard sheets of advertising such as coupons front and back cover, then fold the first page in form of hat - the second page will be folded alternating these folded pages. Cut out the shape from thin card board and glue to back of digest. Cut cool whip lid in half and glue to bottom of digest. Let dry. Cut opening in front, then paint and when dry add birds.

4. COSTS: Spray paint - birds (27¢ and up for each bird)

5. REVIEW OF PROGRAMS SUCCESS: The children were each one delighted in making the feeder. They did an exceptionally beautiful piece of work.

6. NAME: DeBary Public Library - Phoebe Jordan Librarian

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

2 Azalea Drive

DeBary, Florida 32713

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Egg-decorating
2. DESCRIPTION OF PROGRAM: Children decorated eggs that were
alread cut with windows in front. Local person conducted
the program.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Children pasted in background pictures and figures in the
bottom, glued on braid and hangers.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: They really enjoyed making
something so appealing. Both boys and girls enjoyed following
each step.
6. NAME: _____
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Dottie Foreman
Lehigh Acres Library
1301 Homestead Rd., Lehigh Acres 33936

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Terrariums

2. DESCRIPTION OF PROGRAM: Children made terrariums in jars

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Explained to the children how a terrarium works, then explained how to make one and what each layer of material and step was for.

4. COSTS: Soil, gravel and charcoal. Plants & jars - contribution

5. REVIEW OF PROGRAMS SUCCESS: Children enjoyed, were enthusiastic over how it worked and why, and have reported on growth of their terrariums.

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Dottie Foreman
Lehigh Acres Library
1301 Homestead Rd., Lehigh Acres, 33936

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER TEE-SHIRTS
2. DESCRIPTION OF PROGRAM: SCHOOL AGE CHILDREN DECORATED THEIR OWN
TEE-SHIRTS WITH SUPER HERO DESIGNS

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: CHILDREN DRAW AND COLOR
DESIGNS ON PLAIN THIN DRAWING PAPER USING "FABRIC CRAYON"
BY BINNEY & SMITH. THE DESIGNS ARE IRONED ONTO TEE-SHIRTS
THE CHILDREN HAVE BROUGHT WITH THEM. THE IRONING SHOULD
BE DONE BY AN ADULT.
4. COSTS: CRAYONS @ 89¢ DRAWING PAPER
5. REVIEW OF PROGRAMS SUCCESS: THIS PROGRAM WAS HIGHLY
SUCCESSFUL WITH THE CHILDREN INVOLVED AND WITH THEIR
PARENTS. MANY WANTED INFORMATION ON "HOW-TO" AND ALSO
WERE INTERESTED IN BOOKS ON CLOTHING DECORATION.
6. NAME: RUTH BLACK
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 904-427-1777
EDGEWATER PUBLIC LIBRARY
135 EAST PARK AVENUE
EDGEWATER, FLORIDA 32032

Duplicate this format for each program - add additional sheets.

EVALUATION

V. Programs:

1. Creation of animated film.
2. Children drew with colored pens on blank leader tape for 24/24/120 frames each.
3. Children first practiced with 24 frames; then 24 frames once more; and finally 120 frames each. This process took more than the allotted time, so the program ran longer than its one-hour estimate. The conclusion came with the running of the completed film.
4. The cost of the felt-tip marking pens for transparencies was \$5.90 (\$2.95 each for two sets of pens). The leader tape was supplied by the AV Department.
5. This program was most successful. Children were calling their parents asking to be picked up later than planned as they were so "busy" with the project.

Prepared and executed by John Estock.

Deltona Public Library, 1691 Providence Blvd., Deltona, FL 32725
(305) 574-1496.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Summer '70 Wall Mural
2. DESCRIPTION OF PROGRAM: "Super Summer '70" was the title of the giant wall mural showing Lake Helen's streets and houses and the boys and girls who live here. Each child was responsible for drawing his own house, himself and his family. Other public bldg., trees, sidewalks, cars, 6 suns and numerous clouds were later added.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: A roll of Kraft paper was laid out on the floor and felt-tipped pens were handed out. The children were reminded to draw as large as possible and to use lots of bright colors. They were also told to draw themselves doing what they liked doing best best this summer, and to show lots of action. One entire hour was set aside to begin the mural, but it was an entire summer's project with a few minutes set aside after each weekly program to work on the mural.

4. COSTS: Under 10.00
5. REVIEW OF PROGRAMS SUCCESS: The result was a very colorful and personal wall-hanging that brightens up the children's section in the library. The children enjoy pointing out themselves and their houses to their friends and family.

6. NAME: Flaine Manson
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Hookins Library
Lake Helen, Fla. 32744

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Chalk Art Contest
2. DESCRIPTION OF PROGRAM: Characters were drawn on the sidewalks surrounding the library by all participants of the summer program. Originality, color and creativeness are the key.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Announce the contest several weeks in advance so that the children can be thinking of what to draw (i.e., character from a book, super hero, etc.). Each child is given an ample supply of chalk and plenty of drawing space, usually 30 minutes is long enough for the children to work on their drawing, if sidewalk space is not available newsprint will do just as good of a job. A photographer from the local paper is always contacted at least one week ahead of time. Prizes are awarded by age groups, color, creativeness and originality are also taken into consideration.
4. COSTS: Depends on the number of childfen and the cost of chalk.
5. REVIEW OF PROGRAMS SUCCESS: The children really enjoy this, even the ones that don't feel they can draw give it a try. One will suprised at the talent you can uncover
6. NAME: Susan Broom
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: St. Lucie County Library System
124 North Indian River Drive
Fort Pierce, Florida 33450
(305) 461-5708

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Spy
2. DESCRIPTION OF PROGRAM: Spies wears a disguise and as our theme was Super Heroes we made masks.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Using patterns of masks such as are worn by Batman, Robin, Spiderman, Web Woman etc., we traced them on rectangles of black, red, green and yellow posterboard. Cut them out by using a small razor blade knife and "breadboard". Staple a piece of elastic thread with loops on each and to the back of the mask.
4. COSTS: approximately \$5.00 for poster and elastic
5. REVIEW OF PROGRAMS SUCCESS: The children enjoyed the masks very much. Experiment adn be sure each helper knows how to staple the elastic on so it holds. One end of the staple has to go through the loop in the elastic threads. Masks and eyeholes should be done before time.
6. NAME: Janice Velie
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Meadowlane Community Library
Minton Road
Melbourne, Florida 32901
(305) 727-7181

Duplicate this format for each program - add additional sheets.

WIND CRAFTS

Carolina Country September 1979

It is thought by many that early windmills were probably built by seamen and shipwrights since many of the fundamentals of sailing apply to the functions of windmills. The windmiller would need to know not only the particulars of grist grinding, but he would have to have a knowledge of the construction, repair and use of sails, which necessitated an understanding of wind dynamics, carpentry, mechanics and

engineering as well as an eye for the weather.

The origin of the windmill is not clear. Recent evidence attributes its discovery to Persia or China. Whether the idea traveled to Europe via the East or was spontaneously invented in various places is subject to debate and speculation. By the 12th century, windmills had begun to appear in England and Northern Europe. The idea was brought to America and developed rapidly by both English and Dutch settlers.

The attraction of mills is easy to understand. They harness the natural element of wind to turn raw material into usable form. Because our most basic need is food, mills that ground grain were the first to make the crucial advance that substituted natural power for human labor. A mill seems such a charming anachronism that it's easy to forget how essential they once were to community life and the expanding economy. □

A quick spring or summer craft is to make pin wheels from a straw, a straight pin, a piece of styrofoam packing material and a square of paper. Have the children color and cut the paper, fold the corners in and secure with the pin. Then push the pin through the top of the straw and the styrofoam and bend down. (Try to point the pin back into the styrofoam.) Blow. Read WIM OF THE WIND by Antonine de Vinck when you do this craft.

Steele

Try mobiles, too.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Paper Airplane Contest
2. DESCRIPTION OF PROGRAM: Children designed and flew paper airplanes - book prizes awarded to farthest flight - shortest flight - best trick plane.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Held in auditorium - children made planes, took turns flying them, children's staff acted as a panel of judges.
4. COSTS: Price of pack of typing paper
5. REVIEW OF PROGRAMS SUCCESS: Children had fun, our books on paper planes have been popular all summer.
6. NAME: J. Scholey, C. Barron
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: South Miami Library (Miami-Dade)
6000 Sunset Drive
Miami, Florida 33143
667-6121

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Sound

2. DESCRIPTION OF PROGRAM: Wind Chimes made from pieces of bamboo, popsicle sticks and string.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Cut various lengths of bamboo you have begged from someone who grows it. If its' large, split the pieces lengthwise also drill a hole in one end of each piece. Drill a hole in each end of each popsicle stick. Using 2 sticks cross-wise, staple them together. Choose 5 bamboo pieces (4 of equal length and weight for each corner and one for the middle). Cut string in 9" pieces. Tie the four equal pieces of bamboo-each to an end of a popsicle stick and attach the one odd piece in the middle. Use another length to make a loop to use for hanging it with. Colored string or strong crochet thread would be pretty.

4. COSTS: \$5.00 for string and popsicle sticks (1¢ each)

5. REVIEW OF PROGRAMS SUCCESS: The children liked to make them (if they could tie knots) but you must be sure they have 4 equal pieces for the corners to balance the wind chimes.

6. NAME: Janice Velie

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Meadowlane Community Library

Minton Road

Melbourne, Florida 32901

(305) 727-7181

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Kite-making

2. DESCRIPTION OF PROGRAM: Children constructed their own kites.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Made the frames, strung them, covered and bowed, and explained each step.

4. COSTS: Sticks, fishing line, garbage bags, tape & string.

5. REVIEW OF PROGRAMS SUCCESS: Children enjoyed making the kites, and attended a kite-flying contest.

6. NAME: _____

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Dorothy Dorman

Seaside Community Library

314 Commercial St. Seaside, Ore. 97138

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SUPER DRAMA
2. DESCRIPTION OF PROGRAM: For our second program an instructor and three students from Edison Community College conducted children's workshops in creative dramatics...circle games, pantomime, movement, emotion, etc. Every child participated and we had an energetic and
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: enthusiastic response. At this time I began the serialization of two books - Maurice Sendak's "Higgelty, Piggelty, Pop" for the younger group, and Dr. Seuss' "The King's Stilts" for the older group. I continued reading at the close of program 3 and finished at the close of program 4.
4. COSTS: none
5. REVIEW OF PROGRAMS SUCCESS: The drama department of the College has offered to do more programs for us. We hope to schedule for the Christmas holiday period a dramatic reading of "The Best Christmas Pageant Ever" by Barbara Robinson.
6. NAME: Nancy M. Wakeley
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Ft. Myers-Lee County Library
2050 Lee Street
Ft. Myers, Florida 33901
334-3992

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Outdoor Drama - Snow White and the Seven Dwarfs

2. DESCRIPTION OF PROGRAM: Students from Santa Fe Community College Dramatic arts class presented this program outdoors on the lawn. They entertained the crowd as they arrived, encouraged audience participation, and truly did a spectacular job!

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: They were contacted and sponsored by the local Cultural Arts Committee. This Committee paid their transportation and lunch costs. We did all the publicity - the committee members helped the day of the program.

4. COSTS: paid by sponsoring committee. (see above)

5. REVIEW OF PROGRAMS SUCCESS: This group is excellent! We hope to have them return. I'm sure they would be interested in sharing this event. They wanted the experience of performing for a live audience. No special equipment is necessary - they can adapt to ~~any~~ any situation!

6. NAME: Ruth Weidner

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Ormond Beach Public Library

30 S. Beach St.

Ormond Beach, FL 32074 677-0328

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Gong Show

2. DESCRIPTION OF PROGRAM: We had the SLP children as contestants and used staff members as judges.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

Advance publicity, Followed same format as TV show.

4. COSTS: none (used donated books not wanted in library as prizes.

5. REVIEW OF PROGRAMS SUCCESS: very popular

6. NAME: Mrs. Lillie M. Brinson

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Model City Library (Miami-Dade)
2211 NW 54th Street, Miami
638-6978

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Gong Show

2. DESCRIPTION OF PROGRAM: Patterned after the television Gong Show. Amateur talent show.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Children pre-registered for gong show when they registered for Super Summer. Called back later in summer to find out name of act, # of participants, tune and needed props. No prize for best act - each participant given MacDonald's certificate. Gong was spon and can on stage - audience could run up and hit gong if necessary. MC was staff member with theatrical and radio experience.

4. COSTS: \$-0-

5. REVIEW OF PROGRAMS SUCCESS: Everyone was really enthusiastic and had a great time. Children checked out books on magic, card tricks, poetry, etc., pertaining to their acts.

6. NAME: Patricia Kerns

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

Winter Park Public Library

460 E. New England Avenue

Winter Park, Florida 32789

(305) 671-2463

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Clowning Around

2. DESCRIPTION OF PROGRAM: A storytime theme of clowns and circus was augmented with clown face painting and a circus parade around the library.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Meyers, "How to be a Clown"

4. COSTS: 0 volunteer help and donated makeup

5. REVIEW OF PROGRAMS SUCCESS: audience was enthusiastic in participating

6. NAME: Frances Carter, Calhoun County Public Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 200 N. Pear Street, Blountstown, Fla. 32424

Duplicate this format for each program - add additional sheets.

Aug. 79

IYC

On July 28, 1979 an IYC Festival sponsored by children's personnel of the BCL system was held at the Hollywood Library from 10:00 am- 3:00 pm. A variety of countries were represented through song and dance as well as by displays. The program was as follows:

10: 30 am- Flamenco Dancers - youth group;

11: 30 am- Greek Dancers - youth group.

11: 45 am- Becky Peters - stories from Peru

12: 00 noon Far Eastern Dancers

1 ; 00 pm Peko Chisseko (Kenya) -African musical
Instrument *demonstration.*

2: 00 pm Sunrise - singing group (*Children's Songs* - IYC)
~~Children's songs~~

2: 30 pm ⁶ Pinata - Rosa Miler (explained differences in Panatas
the one to be broken and the string pull kind)

Approximately 500 People attended the Festival.
The Exhibit

Haiti -

Seminole Indians -

Japan w/paper folding (all day)

Peru -

Germany -

Rumania -

Israel -

International Dolls

(J) Library book about other countries

Films about other countries (*List of...*)

Flags from other countries

⁶Pinatas (Cuban and Mexican)

Elephant, Snoopy Doghouse.

CREATIVE DRAMATICS

From time immemorial, children in their natural play have acted out the exciting stories the village storyteller related.

Creative dramatics is by no means a new technique. Only our educational use of it is new.

In contrast to a formal play it is completely improvised:

1. Children hear a story.
2. They plan the play.
3. They act it out using spontaneous speech and action.
4. Any scenery or costumes used are very sketchy; A mere suggestion, they are not needed.

CHOOSING A STORY FOR DRAMATIZATION

1. The story should be well written. It must make a deep impression if the children are going to feel motivated to dramatize.
2. There must be conflict.
3. There must be action that a child can carry out satisfactorily.
4. There should be good characterization within the story.
5. There should be opportunities within the structure for good dialogue to develop.
6. The story should be appropriate to the age and interest of

CREATIVE DRAMATICS (continued from page one)

the children you are working with.

GOOD STORIES FOR DRAMATIZATION WITH YOUNG CHILDREN

1. The Little Red Hen.
2. Henny Penny
3. The Three Bears
4. Little Red Riding Hood
5. Ask Mr. Bear

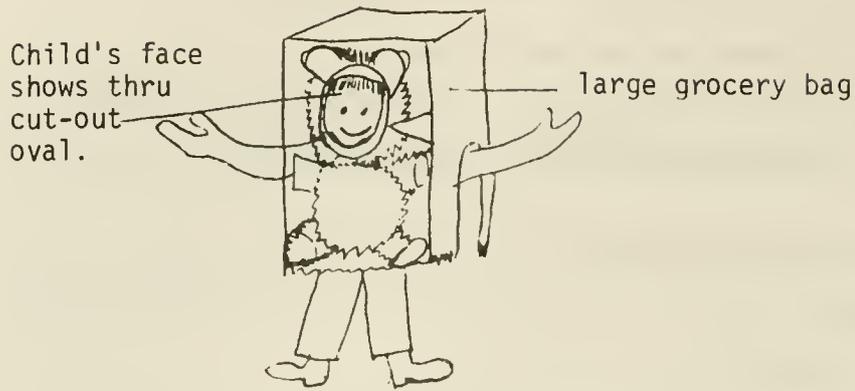
SOME DRAMATIZATIONS FOR OLDER CHILDREN

1. Cinderella
2. The Princess and The Pea
3. The Shoemaker and The Elves
4. Paddys Christmas
5. Aesop's Fables
6. Stone Soup

Creative dramatics are especially good with handicapped children.

TO VARY YOUR DRAMATIZATIONS

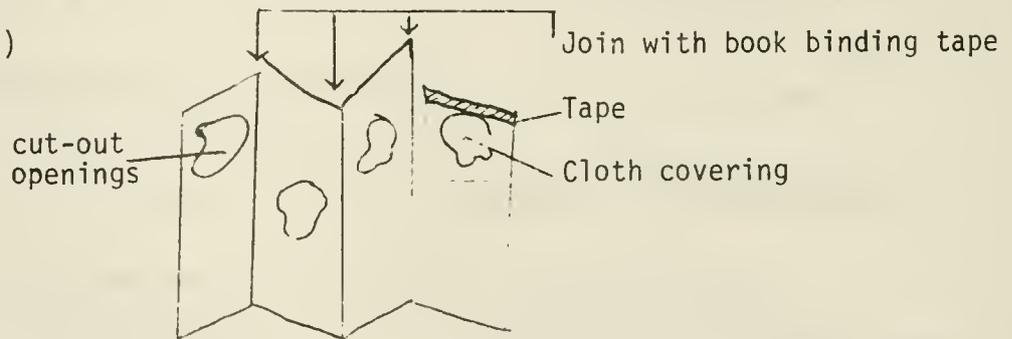
1. Paper Bag Masks. Turn the bag upside down over the head. Mark where the face should be. Cut a round hole there so the face will show. Draw the rest of the character on the bag. Let him have a large head and a small body:



2. Cardboard Cut Outs. This is the same idea basically as above, but use a large piece of cardboard which children hold in front of them.

3. Simple Costumes. Let a hat or a pair of ears stitched on a headband denote a character. An apron--for mother, a mustache--for father, a bib around the neck for baby. Just one simple detail that will help them get into the spirit of the dramatization.

4. Make a Laugh-In type background out of folding pieces of cardboard (go to an appliance store and ask for an old refrigerator carton.)



Paint the cardboard with enamel or cover it with cloth. Cover the holes with a piece of cloth hung like a curtain behind the hole. The children lift up the cloth to look out. Staple or tape the cloth at the top.

CREATIVE DRAMATICS (continued from page three)

READ THESE BOOKS

Lewy Olfson, You Can Act!

Regina Schattner, Creative Dramatics for the Handicapped Child.

Winifred Ward, Stories to Dramatize.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Behind the Scenes"
2. DESCRIPTION OF PROGRAM: A representative of the Apopka Community Theatre (ACT) Behind the Scenes preparation and audience participation in acting out a fable by the children.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____
 - (1) Contacted - ACT
 - (2) Ms. Miner and myself suggesting what a large audience of 1st-fth can be held with pre-stage warm ups (relaxes, tension body exercises and facial, exaggerated use of facial and body movements.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: First group acted out princess and the Pea, as they felt it should be done. Then a fable was read to group audience and group leaders helped each group work out their version and present it.
6. NAME: Mrs. Leora A. Zawacki
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____

North Orange Library

387½ Palm Plaza

Main Street

Apopka, Florida 32703

(305) 889-3335

Duplicate this format for each program - add additional sheets.

We act out stories frequently during Story Hours. Recently we have added a variation that everyone enjoys - acting out the story from a different point of view. For example "Jack and the Beanstalk" from the giant's point of view. (In one case he has trouble with his maid, another version had a private eye help him track down Jack since the beanstalk was out of police jurisdiction.) This approach has lead to discussions of character motivation. It also is another way to enjoy "old favorites".

Riedesel

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Discovery Theatre
2. DESCRIPTION OF PROGRAM: Creative Dramatics with puppets: a one hour program for twenty-five youngsters.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Mitten puppets were decorated to be animals or creatures (25 minutes). Children were divided into two groups to improvise brief skits, which were then presented (30 minutes).
4. COSTS: \$8.00 for materials
5. REVIEW OF PROGRAMS SUCCESS: Children enjoyed this program tremendously and requested more of the same.
6. NAME: Mary Carr, Children's Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
Venice Area Public Library
300 S. Nolomis Avenus
Venice, Florida 33595
(813) 488-9628

Duplicate this format for each program - add additional sheets.

Reprinted from The Hitchhiker newsletter of the Examination Center for Children's Books, Santa Fe, New Mexico. The well-known New Mexico puppeteer, Elsie Tedford, has given us the following practical suggestions from her years of professional experience:

1. My first imperative: keep it SIMPLE! When thinking about a puppet show, one's mind runs to all the delightful touches that people love. But experience shows that these extras make the show so unwieldy that it can be ruined. Plan only what you are able to do!
2. Plan ahead. Decide what you want to do. Cut it down to the least action necessary to tell the story. Imagine the scenes. Then decide what puppets are needed to do these things and to tell the story. (no extras!)
3. Picture in your mind the characters of the puppets. If children are making the puppets, have them find pictures of the type of features needed, THEN begin creating the puppets. (I think this gives a greater sense of satisfaction than making "anything" and deciding later what it is!)
4. Have the children research the costume. Actually, the costume makes the puppet. It tells the audience what the puppet is and thinks.
5. Size is not so important. It is the scale that matters - the relation of the puppet to its surroundings. The eye of the beholder adjusts, and the puppet becomes "human."
6. Unless you are using a script, plan what the puppet must say to tell the (logical) story, but do not set up the actual script. When the puppets begin the action - the action is what really tells the story - then the right words develop (write them down as they occur).
7. Libraries have many good books on the art of puppet making that go into detail and are better than anything I can say. But - again - for simplicity's sake, make only puppets that can be handled. String puppets can be very difficult; hand, stick, and shadow puppets are easier (none are easy) for beginners. If you do use marionettes (string puppets) do not tie the strings. Bore holes in the control and put loops through. Fasten with safety pins so if the strings become tangled, they can be straightened out without untying and retying. These are things I have learned after many mistakes (and successes).

Simplicity and practice seem to be the key words in this hobby-for-all-ages.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Puppet Workshop
2. DESCRIPTION OF PROGRAM: This Program was a much sought after program. It has sub-title of "You can do it too". Each kid wanted to learn how to do a puppet show so we decided to have a puppet workshop to teach the correct fundamental of puppetry.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: First we instructed how to make simple puppets; socks, stick & shadow. Then we discuss scenery and props. We learn techniques on taping and actual performances on state.
4. COSTS: Approx. \$15.00 for supplies
5. REVIEW OF PROGRAMS SUCCESS: Very Successful.
The children sought after the workshop with vigor and great anticipation. A puppet Show Extravaganza was planned for the last week of summer with the kids doing all of the production.
6. NAME: _____
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: _____
Palmetto Public Library
923 6th Street W.
Palmetto, Fla. 33561
ph. 722-3333

Duplicate this format for each program - add additional sheets.

Colorful paper that can be used with pipe cleaners to make butterflies, flowers, and so forth can be easily made by dipping folded paper towels (the plain white ones) into diluted food colors. Depending on the folds they all turn out differently. Using a better quality of paper towel such as "Terri" gives a longer-lasting product that can be used as the "clothes" of hand puppets.

Steele

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Puppet Power
2. DESCRIPTION OF PROGRAM: Nancy Bonar, a local puppeteer and her puppets gave a performance. Nancy also demonstrated several puppets she had made using books on puppet-making from the library's collection and explained how to make them.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 1. We contacted local theatre groups to locate a puppeteer who could do a program for us. 2. In addition to our regular publicity, a local newspaper, the Winter Park Sun Herald agreed to interview Nancy Bonar and they printed an interesting article about her and her puppet theatre which appeared (over)
4. COSTS: Mrs. Bonar charged \$60.
5. REVIEW OF PROGRAMS SUCCESS: We considered this an especially successful program because 1.) it was well attended (95 children) 2.) the children asked many questions and were attentive and interested. 3.) By showing puppets she had made from books in the library's (over)
6. NAME: Jane Finkbeiner, Director
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Maitland Public Library
501 S. Maitland, Ave.
Maitland, Fl. 32751
Phone: (305) 647-7700

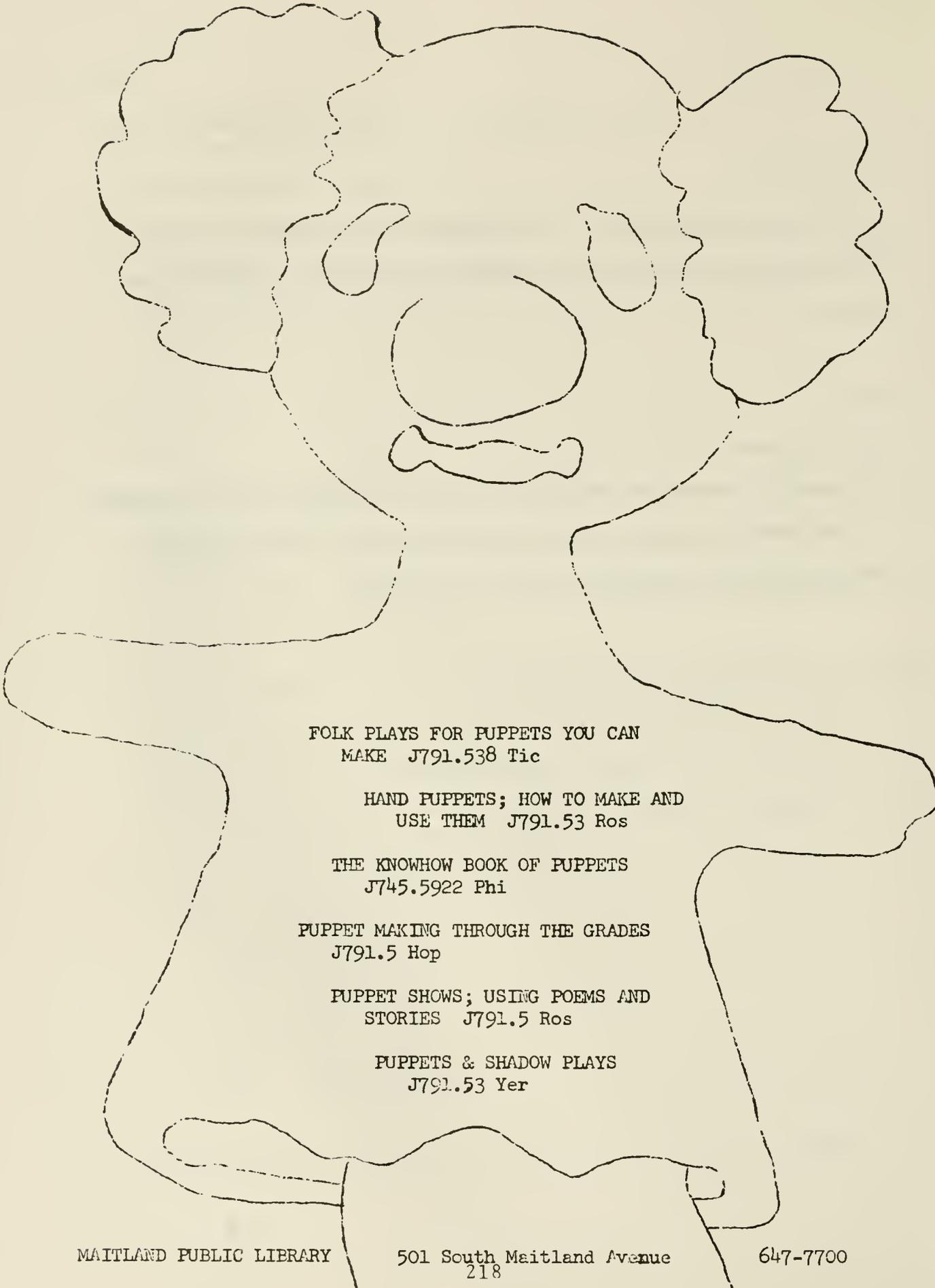
Duplicate this format for each program - add additional sheets.

3. Continued

just before the program. 3. We prepared a bibliography of books in our collection about puppets and puppet-making (attached) to give to each child.

5. Continued

collection, allowing the children to operate the puppets and encouraging them to use the library, Nancy Bonar motivated many children to ask for materials on puppetry throughout the summer.



FOLK PLAYS FOR PUPPETS YOU CAN
MAKE J791.538 Tic

HAND PUPPETS; HOW TO MAKE AND
USE THEM J791.53 Ros

THE KNOWHOW BOOK OF PUPPETS
J745.5922 Phi

PUPPET MAKING THROUGH THE GRADES
J791.5 Hop

PUPPET SHOWS; USING POEMS AND
STORIES J791.5 Ros

PUPPETS & SHADOW PLAYS
J791.53 Yer

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Puppetry workshops
2. DESCRIPTION OF PROGRAM: Weekly instructions given in manipulating puppets, different kinds to make, adapting story to play, making simple puppet, and changing existing puppets for specific roles. Children selected a puppet play to present (1-3 in group) and then worked it up for presentation. One day set aside to present plays and 6 plays were presented. Instruction included the pre-recording of voices and music and sound effects.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: _____

4. COSTS: Used materials on hand plus about \$6.00 for 16 children
5. REVIEW OF PROGRAMS SUCCESS: 10 made it all the way to production although all learned a great deal. At least 3 groups are enough at home with the medium and will continue to work with it.

6. NAME: Leslie H. Strickland
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Key West, 294-7100

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: PETER RABBIT PUPPET SHOW
2. DESCRIPTION OF PROGRAM: ROD AND HAND PUPPET SHOW BASED ON BEATRIX POTTER'S STORY. CLEVERLY DRAMATIZED. PRESENTED FOR AGES 2-3 AND FOR AGES 4-5.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS:

4. COSTS: YES
5. REVIEW OF PROGRAMS SUCCESS: ALL BEATRIX POTTER BOOKS CIRCULATED. CHILDREN AND PARENTS WERE DELIGHTED WITH THE HALF HOUR PROGRAM PRESENTED BY ROBERTA EHRSAM & RAINBOW MEDIA ENTERPRISES.
6. NAME: LORE SORG
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
DUNEDIN PUBLIC LIBRARY
223 DOUGLAS AVENUE
DUNEDIN, FL 33528
733-4115

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: PUPPET POWER
2. DESCRIPTION OF PROGRAM: Puppet making workshop for children who had completed grades K-3. 5 week workshop on basic puppet-making techniques.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Week 1: Mickey Mouse Paper Puppet Week 2: Styrofoam cup Martian puppets Week 3: Paper bag puppets Week 4: Sock puppets Week 5: Cloth hand puppet
4. COSTS: Minimal: Cost of 1 pack of styrofoam cups, 1 pkg. b
5. REVIEW OF PROGRAMS SUCCESS: Children thoroughly enjoyed their products, and particularly liked having the opportunity to use their puppets in front of their peers behind our puppet stage each week.
6. NAME: Joanne Cameron
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 837 Hillsboro Blvd. Deerfield Bch., Fl. 33441 (305) 427-3331 (Ext.344)

Duplicate this format for each program - add additional sheets.

ELECTRIC ENDINGS

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Party-in-the-Park
2. DESCRIPTION OF PROGRAM: A celebration to recognize all our summer readers is held each year at the end of the Summer Library Program in the park behind the library.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Magician, refreshments and a movie. This is really an effortless program as I always have a number of volunteers cooking or chaperoning, so I get to enjoy it as much as the children.
4. COSTS: \$130
5. REVIEW OF PROGRAMS SUCCESS: We have done this every year and the children really look forward to it.
6. NAME: Marlene Lee
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: OAKLAND PARK LIBRARY
1298 NE 37th St
Oakland Park, FL 33334
305 561 6287

Duplicate this format for each program - add additional sheets.

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Closing party
2. DESCRIPTION OF PROGRAM: Face painting, guitar music and singing, refreshments, staff member (page) dressed as a clown.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: A. Obtain theatrical make-up kit B. Paint children's faces like clowns
C. Have mirrors for children to view themselves.

4. COSTS: \$4.00 make-up kit/ refreshments - optional
5. REVIEW OF PROGRAMS SUCCESS: Children enjoyed very much. Possibly the children were appreciative of this program because "Circus World" is a popular local attraction.

6. NAME: Sandy Oakley

7. LIBRARY ADDRESS AND TELEPHONE NUMBER:

-Seminole County Sanford Library

230 East 1st St.

Sanford, Fla.

305-322-2182

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Super Heroes Puppet Show
2. DESCRIPTION OF PROGRAM: As the grand finale to our Super Summer '79 program, Bonnie McDaniel presented an exciting original show with "super" puppets.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: After the puppet show, refreshments were served. Juice and cookies provided compliments of McDonalds and local supermarkets.
4. COSTS: none
5. REVIEW OF PROGRAMS SUCCESS: Judging by the laughter and response of the audience, the program was very well received. 150 people attended the performance.
6. NAME: BOYNTON BEACH CITY LIBRARY
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 208 S. Seacrest Blvd.,
Boynton Beach, FL 33435 305-723-2624

Duplicate this format for each program - add additional sheets.

Evaluation

V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Be a Superhero!"
2. DESCRIPTION OF PROGRAM: Each child was given a chance to pose for a photograph as Superman in the phone booth.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We obtained a telephone booth from the telephone company and set it up in the Children's Room. A specially designed Superman cut-out figure with a place for the child's face was taped inside the booth. We used the booth as a display throughout the Summer program and as part of our Super Summer '79 Finale each child had the opportunity to pose as Superman and have his picture taken by a photographer.
4. COSTS: about \$25 (delivery of phone booth, film and developing)
5. REVIEW OF PROGRAMS SUCCESS: The idea of posing as Superman (which we publicized throughout the Summer Program) intrigued the children so that they looked forward to it all summer and told their friends about it. During the Finale enthusiasm was high among the children and their parents especially since it was free. We announced that the film would be developed and displayed in the library as a follow-up to our Super Summer '79 Program. We informed the children and their parents that they may come back
6. NAME: and receive their picture after we display them--a good impetus for future library visits.
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Carol Herman Carol City Library 18581 N.W. 27 Avenue
624-9215 (Miami-Dade)

Duplicate this format for each program - add additional sheets.

THEME PROGRAMS

Combine books, films, displays and program ideas from this manual with your own knowledge and experience to create program's centered around a theme. The following are some suggestions:

The Four Elements and their sources of Energy

Water - oceans and rivers

Earth - minerals, fossil fuels

Air - wind

Fire - sun - transforms

makes things move

One sun, one world for all life
animals
gardening

Laughter makes your Energy Soar.
jokes, riddles, ridiculous activities

Ecological Energy
conservation, ecology, interrelation of systems

ESP - What lies in the future?
science fiction, ESP, fortune telling,
numerology, mind-control

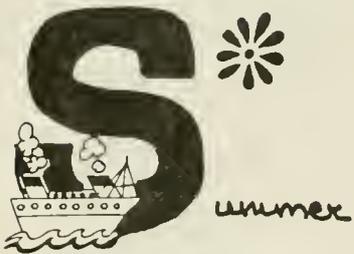
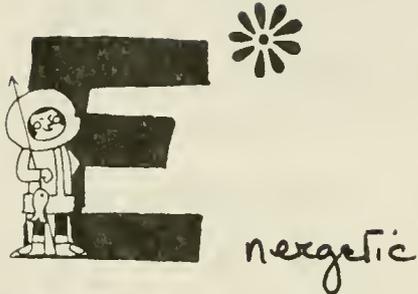
Energy we don't understand
the world of the unknown-ghosts, presentiments,
predictions, fantasies

Good Vibes
music, personal relationships, cooperative
ventures, acceptance

Food
humankind's source of energy

Thats it !

May your ESP never flag, never
fail, and serve you well.



1980

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