



Chapter 5
Programming and Puzzles



Section 5a
Programs, Events, Presentations,
and Storytimes

3D Doodler Pens-Pinecone **A**

Learn a new skill with 3Doodler Pens!

*Programs, Events,
Presentations, and
Storytimes*

Materials:

- 3Doodler Pen
- Plastic for 3Doodler Pen, any color
- Stencil
- Tennis ball
- Clear tape

Create your own pinecone by following the directions provided for free from 3D Doodler: learn.the3doodler.com/tutorials/perfect-pinecones/. For the sake of time, have participants make only one pinecone, rather than the whole wreath. For further learning, provide reading lists about native trees, such as the white pine, and provide resources from local state parks or arboretums.

All About Animals/Partner with Parks **F AA**

Partner with your Forest Preserve District (FPD) for an animal-focused program.

The FPD could present on identifying insects or animals found in your community or identifying the signs they leave behind (tracks, nests, etc.). At the beginning of the program, provide a list or bingo card of common local animals to challenge your patrons to find as many as they can. Patrons can check off species they've seen as the speaker talks about them.

If you have a park near your building, the speaker could take the group on a walking tour of the nearby areas and point out some of the animals and insects that you see, and patrons can start checking off their bingo cards. The FPD could also provide resources on nearby places that are good for animal watching that patrons could visit after the presentation.

To prepare for this program, put up a display of books or DVDs about bird-watching and insect or plant identification. Suggest that patrons visit the display and take home a book to use on their own.

Animal Mashup Dice **C**

Animal mashup dice are used to inspire creativity and learn about animal features. The dice can be the focus of a program or a part of a larger learning opportunity.

Make two different dice from the template and have kids roll them to choose two animals to mashup. Kids can use the Animal Mashup sheet to draw their new creature (i.e., head of a fox, feet of a bear) and write about how their unique features might help them in the wild or in what sort of habitat the new animal might live.

Preparation: Using your favorite photo editor, add pictures or drawings of animals to each triangle (face of the eight-sided die). Make two dice with different animals on each.

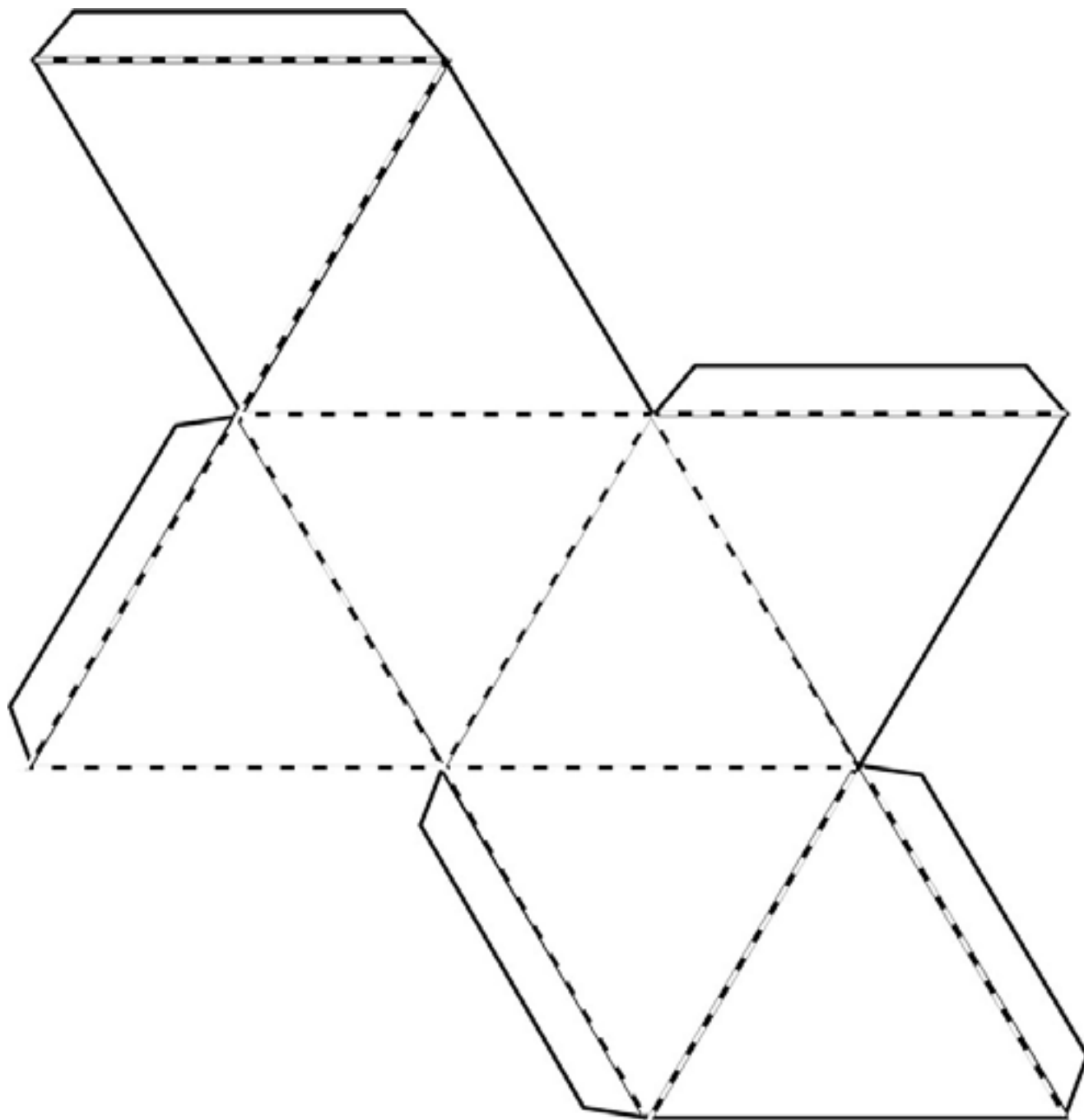
PK Pre-kindergarten
C Children
T Teen
A Adult
F Family
AA All ages

Materials:

- Paper
- Scissors
- Crayons, markers, or colored pencils
- Tape or glue

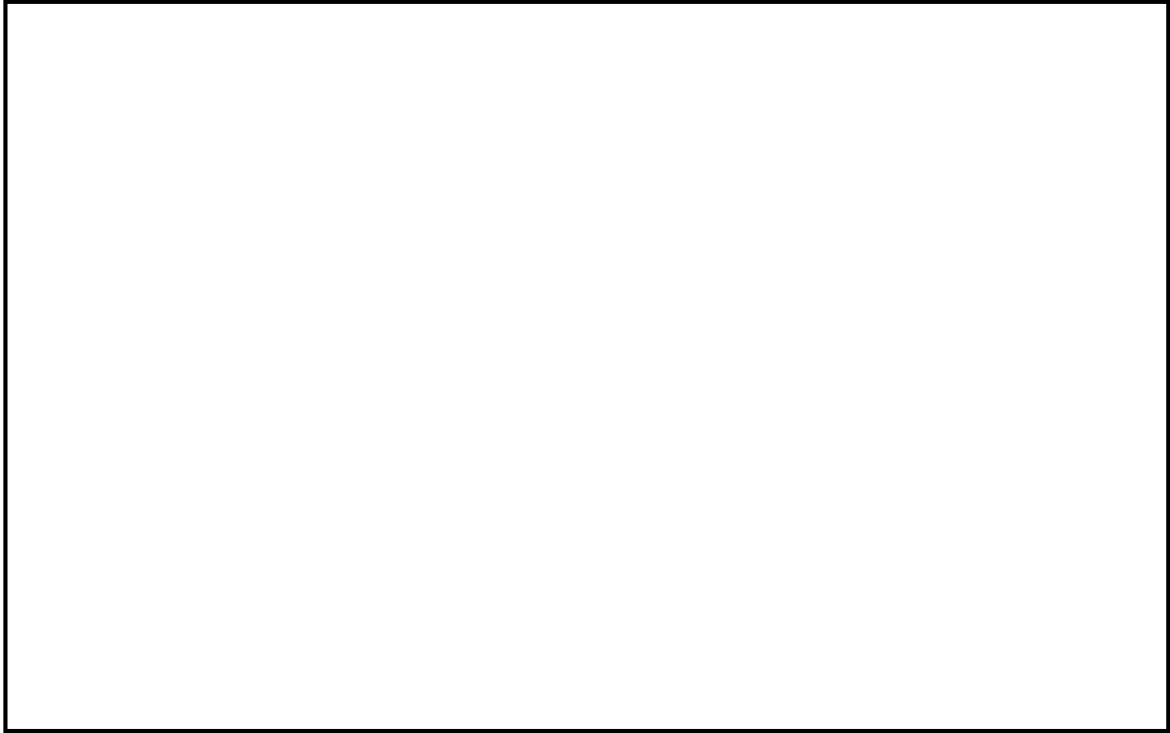
Directions:

1. Participants get two copies of the dice template. Have them draw different animals on all sides of the templates.
2. Cut out the template on the outer lines.
3. Fold each of the dashed lines.
4. Tuck the tabs in and tape or glue them.



Animal Mashup

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Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Animal Tracks **PK C F AA**

Who made that mark in the dirt or snow? Teach children about animals and the tracks that their hooves, paws, and claws make.

Begin by reading a few books about animal tracks. Then, move to station-based activity play!

Activity Stations:

Guess the Animal Track: Have children guess which animal made the track. You could provide double-sided print/answer cards or use a lift-the-flap version.

Make Your Own Animal Print: Provide a variety of pre-cut items (sponges work great) and paint for children to use to make animal prints. Offer individual pieces of paper or work on a collective mural.

Animal Print Hop: Tape various animal prints to the floor. Invite children to follow along the path, hopping or jumping from print to print.

Your Prints: Provide a sensory bin for children to use their hands to try and re-create animal prints. Sand, salt, or play clay work well!

Arnosky, Jim. *Wild Tracks!* Sterling Publishing, 2008.

Coxe, Molly. *Whose Footprints?* Crowell, 1990.

Duffy, Dee Dee. *Forest Tracks.* Boyds Mills Press, 1996.

Hall, Abi. *Making Tracks City.* Child's Play, 2020.

—*Making Tracks Desert.* Child's Play, 2020.

—*Making Tracks Jungle.* Child's Play, 2020.

—*Making Tracks Mountain.* Child's Play, 2020.

Hodgkins, Fran. *Who's Been Here? A Tale in Tracks.* Down East, 2008.

Holler, Sue Farrell. *Raven, Rabbit, Deer.* Pajama Press, Inc., 2020.

Lunde, Darrin. *Whose Footprint Is That?* Charlesbridge, 2019.

Posada, Mia. *Who Was Here? Discovering Wild Animal Tracks.* Millbrook Press, 2014.

Tekiela, Stan. *Whose Track Is That?* Adventure Publications, 2020.

Townsend, John. *Life-Sized Animal Tracks.* Book House, 2018.

Yee, Wong Herbert. *Tracks in the Snow.* Henry Holt and Company, 2003.

Animal Tracks Quiz **C**

Make a quiz where the kids match the animal to their tracks.

This could be just a handout to take home or have them turn them in to win a prize. You could put the tracks on a poster and label them A, B, C, etc. Then have a corresponding paper where the kids list their guesses for each letter. There are many animal track references out there, but the following book is useful to make photocopies of the different tracks for a poster:

Johnson, Jinny. *Animal Tracks & Signs.* National Geographic, 2008.

Art Camp **C F**

Each week, teach kids about different artists. Talk to them about the artist's work, and then explore their art medium.

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Pablo Picasso

Materials:

- White construction paper
- Glue
- Colored pencils
- Pablo Picasso books
- Paper plates for glue
- Paintbrushes
- Scrap pieces of paper
- Mirror

Program Outline:

Welcome/Ice Breaker Game or Activity:

Tell them a few quick facts about Pablo Picasso:

- Picasso was born on October 25, 1881, in the city of Malaga, Spain.
- Pablo completed his first painting when he was nine years old. The title of the painting was *Le Picador*. The image is of a man riding a horse in a bullfight.
- Picasso was a cofounder in the movement known as Cubism.
- Picasso's artwork can be found in art museums throughout the world.

Question to Ask:

- What do you think Cubism is?
 - Cubism is a style of painting that was developed in the early 1900s. Cubist paintings show objects from many angles at once. Two main artists, Pablo Picasso and Georges Braque, developed Cubism. They believed that painters should not just present realistic views of subjects. Instead, they wanted to show every part of the whole subject.

Interactive Learning:

Show the picture of Picasso's *Weeping Woman* (see page 8 of *What's the Big Idea?: Activities and Adventures in Abstract Art*, by Joyce Raimondo), and ask patrons a few of the questions on the page about the painting.

Activity Stations:

Pablo Picasso used many different mediums to create his paintings; we are going to create two self-portraits using different materials.

Station 1:

Collage self-portraits: Have the kids use scrap paper and glue to create self-portrait collages.

Station 2:

Colored pencil self-portraits: Have the kids use colored pencils to draw a self-portrait.

Bibliography:

Kelley, True. *Who Was Pablo Picasso?* Grosset & Dunlap, 2009.

Raimondo, Joyce. *What's the Big Idea?: Activities and Adventures in Abstract Art.* Watson-Guption Pub., 2008.

Henri Matisse

Materials:

- Glue sticks
- Paper
- Tape
- Large sheet of paper for group mural
- Small paper for individual collages
- Construction paper
- Scissors

Program Outline:

5 minutes: Welcome

10–15 minutes: Book Sharing: Read one of two the these titles: *Henri's Scissors*, *Matisse's Garden*, *The Iridescence of Birds: A Book About Henri Matisse*.

30–40 minutes: Activity Stations

Station 1:

Group Mural: Children work together to create Matisse-like shapes.

Station 2:

Individual Collage Images: Children create their own Matisse-like images.



Resources:

Friedman, Samantha. *Matisse's Garden*. Museum of Modern Art, 2014.

MacLachlan, Patricia. *The Iridescence of Birds: A Book About Henri Matisse*. Roaring Brooks Press, 2014.

Raimondo, Joyce. *What's the Big Idea?: Activities and Adventures in Abstract Art*, Watson-Guption Pub., 2008.

Winter, Jeanette. *Henri's Scissors*. Beach Lane Books, 2013.

Other artists/topics:

- Frida Kahlo
- Pop Art
- Optical Illusions
- Monet

Astronomy Presenter **A** **F**

This is a fun nighttime program where adults or families can learn about astronomy!

Patrons can learn about different constellations, how to navigate with the North Star, and other fun facts about the night sky. Find a presenter from a local astronomy society or a local community college.

If your library has telescopes for check out, this is a time to use them! If the presenter is from a local college, they may be able to help with this if your library doesn't have them. This program could take place outdoors or indoors, depending on the weather.

Also provide a display of your astronomy books for patrons to learn more!

Baby Boot Camp **A**

Partner with a gym or park district in your area to host a Baby Boot Camp so new parents can get exercise.

This could be a one-time event or a weekly/monthly series throughout the summer. Parents would meet at the library and walk in the area with their little ones in strollers. At various spots, stop walking to do different exercises such as squats, lunges, calf raises, etc. A fitness instructor at the gym or park district will know how to teach each of these moves in a safe way.

Baby Movement Storytime/Outdoor Exercise Class **PK** **F**

Partner with local fitness class providers like the park district or private businesses to combine new parent fitness classes with movement-based storytimes for young children. Work with your local fitness providers to incorporate exercise for parents as well as children in an outdoor setting.

Backcountry Cooking for Kids

Meal prep for hiking teaches safe food handling, measuring and mixing, dividing and sealing into bags, as well as making choices and planning ahead.

Materials:

- Measuring cups
- Measuring spoons
- Mixing spoons
- Flat-bottomed bowls or containers for mixing: 1 per child
- Plastic gloves for kids
- Resealable food storage bags
- Cups for scooping
- Recipes for no-cook or just-add-water: provide a copy so they can make them again at home

Supply the dry ingredients for kids to assemble dry meals for backpacking. Avoid nuts and ask about allergies at registration.

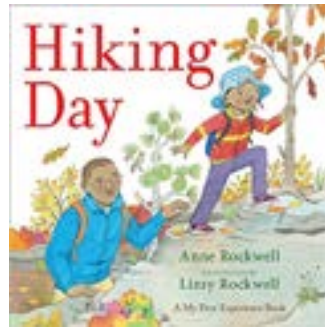
Set up stations for assembly. Provide one ingredient per station with measuring tools.

Use signs picturing the amount of ingredients to add, for example, an image of half cup plus one tablespoon, actual size.

If possible, supply enough for two servings of each per child so they can invite a hiking buddy. Adapt your quantities to make two servings. Round up or down to keep it simple!

Program Outline:

Begin with a story, such as:



Introduce the recipes you will be assembling, along with measuring cups and spoons, bowls, and food storage bags. Demonstrate how to compile the ingredients into the bowl, mix, and divide into two baggies.

Finish with another story or discuss who you will invite to hike with you.

Recipe Ideas:

Oatmeal

momables.com/diy-homemade-instant-oatmeal-packets-recipe/

takethemoutside.com/healthy-instant-oatmeal-camping/

No Nuts Trail Mix

yummly.com/recipe/_Tablespoon_-Trail-Mix-1507951
goodcheapeats.com/nut-free-monkey-munch-trail-mix/

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Bibliography:

Farrell, Alison. *The Hike*. Chronicle Books, 2019.

Oswald, Pete. *Hike*. Candlewick Press, 2020.

Rockwell, Anne. *Hiking Day*. Aladdin, 2018.

Resource:

Kids Disposable Gloves: amazon.com/Kiddiz-Gloves-Eco-friendly-Disposable-count/dp/B07HGKQXBC/ref=sr_1_5?dchild=1&keywords=plastic+gloves+for+kids&qid=1611003505&sr=8-5

Backyard Scientist Take & Go Companion to the Field Notes

Booklet **C** **T** **F**

This activity encourages kids to explore their backyard through the lens of a scientist. This is an inexpensive take & go activity.

Materials:

- Field notes guide
- Pencil
- Ruler
- Magnifying glass
- Compass
- Binoculars
- Lunch bags, totes, backpack

Program Outline:

Customize the Field Notes with your library's information, and print from Field Notes template shown below. The full-size templates can be found in the Templates Folder in the digital media provided in the Resource Guide.

Resources:

Camping-themed pencils: orientaltrading.com/camp-pencils-24-pc-a2-5_1433.ftr?keyword=camp+pencils

Rulers: orientaltrading.com/colorful-rulers-a2-13679023.ftr?keyword=ruler

Magnifying glasses: orientaltrading.com/magnifying-glasses-a2-39_701.ftr?keyword=magnifying+glass

Compasses: orientaltrading.com/compasses-30-pcs-a2-13831721.ftr?keyword=compass

Binoculars: orientaltrading.com/bright-binoculars-a2-39_139.ftr?categoryId=550212

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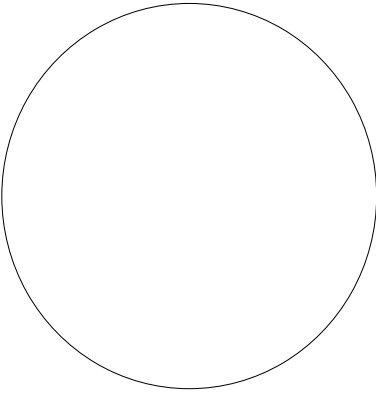
FIELD NOTES

Ants, ants, ants!
Sit or lie down on your belly in the grass or sidewalk, and observe the ants. How many do you see? What are the ants doing? How big are they? Help this ant through the maze to join her friends.

Name _____

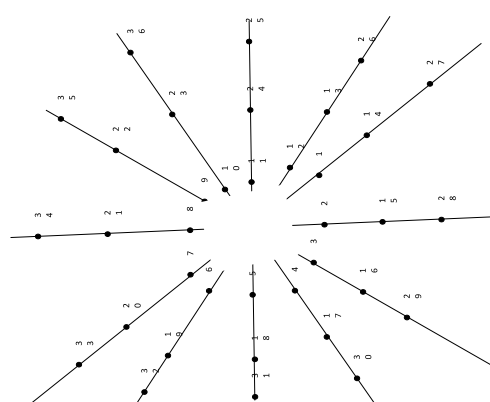
Investigating Bugs

With the help of a grovius, turn over a rock to discover what lives underneath. How many different kinds of bugs do you see? What are they doing? Draw a picture of what you see. When you're finished, make sure to carefully put the rock back.



There are _____ total bugs under the rock.
There are _____ different species of bugs under the rock.

Oh, weaver spiders!
Weaver spiders are known for their plump and sometimes colorful bodies, and beautiful webs they create each evening. Help the OTO Weaver below by connecting the dots of its web, and coloring the spider.



Alphabet Nature Hunt

List below objects in nature that start with each letter of the alphabet.

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
M _____
N _____
O _____
P _____
Q _____
R _____
S _____
T _____
U _____
V _____
W _____
X _____
Y _____
Z _____

Bird Watching and Identification

Look up in the trees and sky, and observe the birds you see. If you have them, use binoculars. How many birds do you see? What are they doing? Using an identification guide, identify the different birds you see, and list them in the chart.

Size	Color(s)	Description	How Many?	What are they doing?	Species of Bird

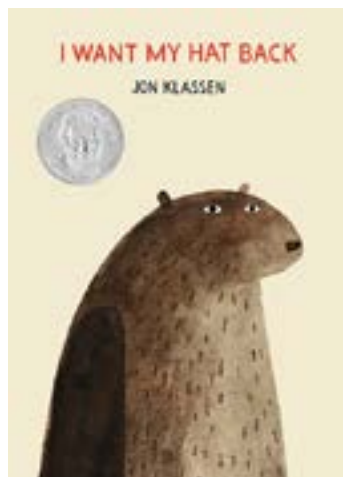
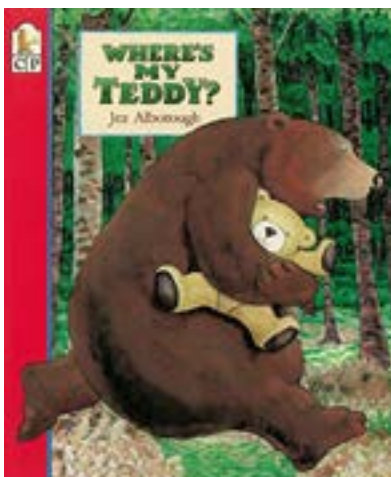
Bibliography:

Bill Martin Jr / Eric Carle



We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Songs:

We're Going on a Bear Hunt

We're going on a bear hunt, (We're going on a bear hunt,)

Gonna catch a big one. (Gonna catch a big one.)

I'm not scared. (I'm not scared.)

What a beautiful day! (What a beautiful day!)

Oh look! It's some long, wavy grass!

Can't go under it. (Can't go under it.)

Can't go over it. (Can't go over it.)

Can't go around it. (Can't go around it.)

Gotta go through it! (Gotta go through it!)

Other verses: Trees, River, Storm, Cave, etc., until you meet a bear; then run back!

Credit: Library School

The Other Day I Met a Bear

The other day, I met a bear.

Oh way up there, a great big bear!

The other day I met a bear,

A great big bear, oh way up there!

He looked at me, I looked at him.

He sized me up, I sized up him.

He looked at me, I looked at him.

He sized me up, I sized up him.

And so I ran, away from there.

But right behind me came that bear.

And so I ran away from there,

But right behind me came that bear.

Ahead of me, I saw a tree,

A great big tree, oh, golly gee!

Ahead of me there was a tree,

A great big tree, oh, golly gee!

The lowest branch, was ten feet up.

I had to jump, and trust my luck.

The lowest branch was ten feet up,

I had to jump and trust my luck.

And so I jumped, into the air,

And missed that branch, oh way up there.

And so I jumped into the air,

And missed that branch, oh way up there.

Now don't you fret, and don't you frown.

'Cause I caught that branch, on that way back down.

Now don't you fret and don't you frown,

'Cause I caught that branch, on the way back down.

That's all there is. There is no more.

Until I meet that bear once more.

That's all there is, this is the end,

Unless I meet that bear again!

Crafts/Activities:

Bear Hunt Map

Materials:

- Construction paper or large paper bag
- Paint
- Craft sticks
- Cotton balls
- Markers or crayons
- Craft glue
- Scissors



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Directions: Have children make their own map to find the bear. Have them use the materials provided, and their imaginations, to make their own path!

Resource:

bloglovin.com/blogs/buggy-buddy-4136587/were-going-on-a-bear-hunt-map-binoculars-3462676569

Bear Ears

Materials:

- Construction paper: pink, brown
- Scissors
- Stapler, staples
- Glue



Directions:

1. Measure a strip of brown construction around each child's head. Staple ends closed.
2. Cut out 2 ears and 2 inner ears.
3. Glue inner ears to ears.
4. Glue ears to front of headband.

Resource:

teatimemonkeys.com/teddy-bear-ears-craft/



Bear Paws #1

Materials:

- Paper plates
- Brown paint
- Paintbrushes
- Construction paper
- Scissors
- Glue
- Stapler, staples

Directions:

1. Cut off the ends of two paper plates in a straight line.
2. Paint the bottom of a plate. Let dry.
3. Cut out 3 small circles, 1 large circle, and 3 claws from black construction paper. Glue pieces to the brown paper plate.
4. Tape or glue the inside of the paper plates together, matching edges.

Bear Paws #2

Materials:

- Black construction paper
- Scissors
- Paper bags
- Glue

Directions:

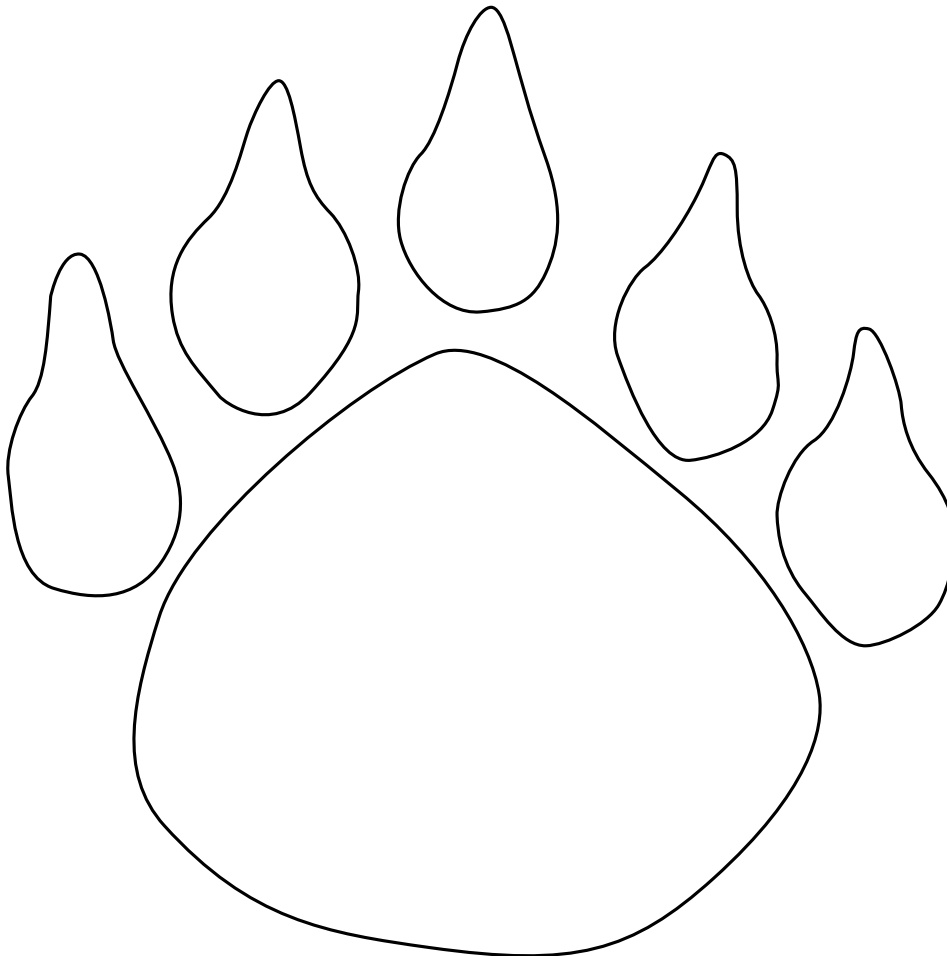
1. Use templates to cut out 10 claws and a pad.
2. Fold bottom edges of bag.
3. Glue claws and pad to bottom of paper bag.



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Resource:

mranthonysbookshelf.wordpress.com/2016/03/08/bear-claw-craft/



Bear Hunt **PK** **C** **F** **AA**

Decorate your programming room or library to look like a forest. Include areas with trees, a river, grass, mud, rain/storm, and a cave. Hide a stuffed bear in the cave!

Welcome participants and invite each child to make a set of binoculars.

Once everyone is ready to go on the bear hunt, lead the children through the different areas of the programming room or library. Keep going until you find the bear!

After the bear is found, you can go back through the different areas or you can invite children to take a picture with the stuffed bear.

Bibliography:

Rosen, Michael. *We're Going on a Bear Hunt*. Margaret K. McElderry Books, 1989.

Binoculars Craft

Materials:

- 2 craft rolls or 1 paper towel roll, cut in two
- Colored papers
- Yarn
- Crayons and markers
- Glue or tape
- Scissors
- Hole punch
- Stickers, optional



Directions:

1. If you are using a paper towel roll, cut it into 2 pieces prior to the children arriving.
2. Cover the rolls with colored paper.
3. Use a second piece of paper to wrap around both rolls, creating the binoculars.
4. Punch a hole in the end of each roll.
5. Tie a length of yarn into each hole. Make sure the length of yarn is long enough to go over child's head.
6. Decorate the binoculars with crayons and markers or stickers.

Bags, Bago, Cornhole Competition **T** **A**

Hold a weeklong competition of bags, bago, or cornhole!

Have teams of 4 players register to be in the tournament. Your library can decide if they want a separate tournament for teens and adults, or if teens can be on adult teams.

Ask staff members to lend their bags sets to the library for use in the tournament.

This can be done outside or moved into a program room if the weather is bad. One team wins a grand prize.

Balloon Zip Line

Race against other campers and learn some science!

Materials:

- Balloon
- Heavy string
- Straws
- Tape

Directions:

1. Tie string to the beginning of the course. You will need to have an end to the course that is the same height as the beginning.
2. Thread string through the straw, and add 2 lengths of tape to straw. The tape strips will be used in the next step.
3. Blow up balloon and pinch end to keep air in.
4. Tape straw to balloon top, with the balloon end pointing to the starting point.
5. On the count of 3, 2, 1: Have contestants let their balloons fly! First balloon to the end, wins!
6. Use the information in the Resource to explain science to children.

Resource:

coolscienceexperimentshq.com/balloon-rocket/

Bet You Can't Eat Just One

Make a list of favorite camping snacks. Ask both kids and adults to vote for their favorites by putting a check mark next to their choices. Have entry slips available for a few lucky readers to win their favorite snack.

Billboard Nature Walk **PK** **C** **F**

Repurpose your existing StoryWalk® (or create your first one) as a Billboard Nature Walk.

Materials:

- Cardstock to fit your StoryWalk® sign frames
- Markers, crayons, rubber stamps/stamp pads, or any other items to decorate signs

Each sign directs the participants to explore and experience the natural environment in a slow and focused way. Even in an urban location, there are natural elements to enjoy.

Possible Billboard Directives:

- Welcome to your Billboard Nature Walk.
- Take only memories, leave only footprints.
- Look for a spot that would be a good home for a squirrel (bird, deer, etc.).
- Walk as quietly as a deer to the next sign...shhh.
- Feel the sunlight on your skin.
- Where does this living thing get its energy?
- Hop like a frog to the next sign.
- Stop and listen to the beat of your heart.
- Not so fast!
- Can you find something shaped like a heart?
- Feel a rock, without picking it up.
- Look for something that has a pattern.
- Walk in slow motion to the next sign.
- Notice which way the wind is blowing. How can you tell?
- Look for something that would feel soft.
- 1, 2, point to something blue.
- 1, 2, 3, point to something green.
- Look for three different kinds of leaves.
- Slow down!
- Walk like a fox.
- Give a really loud HOWL!
- What fell here recently?
- Find a sign of erosion along the path.
- Why isn't there any erosion on our moon?
- Which tree did this acorn (nut, leaf, flower) come from?
- Smile and wave at the person behind you.
- Take your time.

- Point to something beautiful.
- Notice an insect in 20 seconds or less.
- See something from an insect's viewpoint.
- Find a spider's web.
- How cold or warm do you think it is? (Guess the temperature.)
- Look up—what do you see?
- Listen for two birdsongs and then make one of your own.
- Imagine this place 200 years ago. How would it be different?
- Breathe in through your nose. What do you smell?
- Where does this water come from?
- Listen to the water.
- Find a drop of H₂O.
- Think of a name for this flower (leaf, tree, bush, etc.).
- What made the lump in this branch?
- Close your eyes and count how many sounds you hear.
- Walk backward (carefully) to the next sign.
- How many different colors can you see?
- Notice five different shades of green.
- Can you find a fungus?
- Would you like to be this tree? Why or why not?
- What would life be like without any trees?
- Find 3 different decomposing things in the next 10 steps.
- What color animal would be well hidden here?
- Whose home could this be? Make a guess!
- Find an animal's tracks.
- Whose tracks are these?
- Continue walking forward.
- Turn right.
- Turn right again.
- Left turn.
- This way.
- That'a way.
- There is more ahead!
- Keep on going!
- You are here X (the end).

Ten to twenty is a good minimum number of cards for a nature walk, thirty to forty give you more options for a longer walk.

Laminate signs for extended use.

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Extension Program: Participants can create their own sets of billboard cards, after experiencing the library's Billboard Nature Walk. This can be a scheduled or passive program.

Materials:

- 4 × 6-inch blank index cards
- Markers, crayons, rubber stamps, stamp pads
- Clear contact paper
- Scissors

Have a list of possible card directives or brainstorm ideas as a group. Once participants have decorated their cards, they can laminate them with clear contact paper.



Birdwatching AA

Develop a summer bird checklist/bingo card for your area.

If you don't have a birder on staff, check with your local Audubon chapter or nature center for what birds are in your area.

Blanket Fort Family Storytime PK C F

Have a fun storytime that kids will love!

Arrange event space with tables and chairs. Cover with blankets. Use rugs, carpet squares, etc., for patrons to sit on.

Library staff can kick off the event by reading a picture book and singing a camp song. Also, tables could be off to the side with books (for varying age groups) displayed.

Patrons are encouraged to stay after the storytime portion, hang out in the blanket fort, and read their own selections.

Snacks could also be made available.

Book Swap Party C T A F

Got some books just sitting on your shelf? Looking for something new to read? Trade a book you don't need anymore for someone else's!

Activity: Book Swap

Have patrons each bring at least one book they own that they don't want anymore. You may want to specify that they should bring a book written for the age group of the attendees. Patrons should put their books on a table or display. Then, give them time to browse the books and choose one to keep in exchange for each book they brought.

It's a good idea for the library to provide some books for swapping. This will provide patrons with more choices and make the swap more interesting (particularly if you have a small group). If a patron doesn't bring a book, you may allow them to take one home, and having some provided by the library will also allow for this. Use weeded books, or if you have a Friends of the Library group that runs a book sale, buy books from them or ask them for donations.

Craft: Upcycled Books

You can find a wide variety of crafts made from book pages online, for all ages and skill levels. Try making a book hedgehog, book page flowers, a book page wreath, or book ornaments.

Game: How Many?

Use your library's statistics to create questions that require participants to guess the number. Whoever guesses closest is the winner. Some example questions:

- How many books are in our library?
- How many people have a library card for our library?
- When was our library founded?
- How many people visited the library last year?
- How many items were checked out last year?

Camping/Outdoor Bingo **PK C F**

AA

Create a bingo card for families to try to find various outdoor items while camping. See the sample bingo card shown. You can change the items for your specific area. You can also customize it if you want to use it for hiking around your neighborhood.

B	I	N	G	O
Brown leaf	Green insect	Flowering bush	Flying Insect	Deer
Hawk	Pine-cone	Worm	Beetle	Moth
Tent	Hiking trail	Free Space	Yellow bird	Bee
Butter-fly	Red bird	Log	Ant	Squirrel
Flower	Camp-fire	Grass-hopper	Shady tree	Stream or lake

Sample Bingo Card

Camping Sensory Playtime **PK**

Enjoy the camping experience with these special sensory-themed camping stations.

Outdoors Sensory Jar: Use a clear water bottle and have children add dirt, sticks, stones, and other materials from the great outdoors. Super glue the top so nothing will come out.

Camping Sensory Bin: Put a mini tent, campfire, and figurines in a bin. Add rocks, pebbles, and kinetic or play sand.

Play Dough Animal Tracks: Use play dough or clay to make different animal tracks and have kids make their own.

Matching Animals: Use flashcards or animal figurines to match forest animals, including squirrels, foxes, and birds.

Constellation Sensory Bag: Use craft stars, a clear resealable plastic bag, and hair gel to create a squishy sensory bag with stars from the night skies.

Camping Pictionary **C T F**

Use the list of words to create your own camp-themed Pictionary game.

Materials:

- Whiteboard, big pieces of paper, note pad, or any drawing surface that can be shared with other players
- Markers or other writing tools
- Scraps of paper or notecards
- Bowl, bag, or hat
- Timer, optional

Preparation: Use the list below to create your own game cards. Write words on scraps of paper or notecards and place them in a bowl, bag, or hat. Set your phone or timer for desired time of play.

Play the Game: Best played with 2 or more players. You can also form teams to play against each other. Teams/players take turns selecting a word to draw for the other team or players to guess before time runs out. The player who is drawing cannot give verbal or written clues, and should not share the word they have selected. First team or player to guess the word wins. Timer can be an optional game tool.

ACTIVITIES	GEAR	SLEEPING BAG
ADVENTURE	HANDBOOK	SONGS
ART	HIKING	SPACE
ASSEMBLY	HORSEBACK RIDING	SPORTS
BACKPACK	HUNTING	STAFF
BATHHOUSE	INSECT	STAGE
BINOCULARS	KAYAK	STARS
BOAT	KIDS	STICKS
BOOTS	KNOT TYING	SWIMMING
BUG SPRAY	LAKE	TEEN
BUNK BEDS	LANTERN	TENT
BUS	LIFEGUARD	THEATER
CABIN	LOGS	TOOLS
CAMP	LUNCH	TRAIL
CAMPFIRE	MAP	TRAIL MIX
CAMPGROUND	MARSHMALLOW	TREES
CANOE	MOUNTAINS	UNIFORM
CANTEEN	OUTSIDE	VISITING DAY
CODING	PADDLE	WALKING
COMPASS	PAINTING	WATERFALL
COMPUTER	PATH	WHITEWATER
COUNSELOR	POTTERY	RAFTING
CRAFT	RESEARCH	WILDLIFE
DRAMA	ROPE	WOODS
FIRE	ROPES COURSE	YOUTH
FISHING	S'MORES	ZIP LINE
FLASHLIGHT	SCHEDULE	
FRIENDS	SEASONAL	

*Programs, Events,
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Camp Readalot

Create a coloring sheet of a campground. For every book read, add a camping item: lantern, sleeping bag, matches, water bottle, sunscreen, tent, and more.

Camp and Campy Movies **C T F**

These movies take place at or partly at summer camp. Host a movie night with fun activities.

Camp Movies

Camp Rock (2008, rated TV-G)

Starring Demi Lovato and Joe Jonas. This made-for-TV movie is about a summer camp kitchen worker whose voice gets her noticed by a teen idol.

Program Enhancements:

Camp Rock sing and/or dance along: Have some simple moves from the movie prepared to teach attendees, and have words to the songs printed and hand out with entrance.

Dress in your best 2008 attire: trucker hats, boot cut jeans, and layered T-shirts.

The Parent Trap (1961, not rated; 1998, rated PG)

Starring either Hayley Mills or Lindsay Lohan, two girls discover they're twins at summer camp and then switch places to meet their other parent.

Program Enhancements:

Come dressed as a twin with a possible twin contest opportunity.

Serve Oreos and peanut butter (from the 1998 version).

Addams Family Values (1993, rated PG-13)

Wednesday and Pugsley get sent to Camp Chippewa after their nanny schemes to get rid of them.

Program Enhancements:

À la a *Rocky Horror Picture Show* showing, pre-watch the movie and have kids shout one-liners, act out certain parts, and throw things at the screen. Have bags with supplies prepared, costumes available, and a Wednesday Addams hair-braiding contest.

Campy Movies

Clue (1985, rated PG)

Based on the board game of the same name, Tim Curry elevates this campy delight to high art, including THREE different endings.

Program Enhancements:

Have a dinner-party viewing and ask everyone to come dressed in their finest.

Hairspray (1988, rated PG; 2007, rated PG)

Tracy Turnblad integrates the local TV dance show in Baltimore.

Program Enhancements:

Sing and dance along: Have some simple dance moves prepared and song sheets available.

Teen Witch (1989, rated PG-13)

Louise's magical powers come on her 16th birthday, but if they can't make her crush fall in love with her, does she even want them?

Program Enhancements:

Lean in hard to the '80s vibes with dress up, costumes, and decorations.

Dress up as Zelda Rubenstein's character and do some fortune-telling. Capture the Flag **PK C F**

One of the most well-known events at a sleepaway camp is capture the flag. Hide a small flag around the children's department in the library. Have a small prize (sticker, bookmark, etc.) for anyone who finds it. Move it weekly, so kids can look for it any time they are in the library.

Citizen Science Programs

Host citizen science programs that patrons can participate in, either at home or as part of an in-person program.

Bumble Bee Watch: bumblebeewatch.org/

Bumble Bee Watch brings citizens and scientists together to identify and conserve the bumble bees of North America. You can take pictures of bumble bees, learn to identify them, have experts confirm your findings, and maybe find a new population of rare species!

I See Change: iseechange.org/

I See Change allows you to document what you see in your own backyard. Your entries are connected to real-time data such as temperature, dew point, and wind speed. You'll be able to see change in your own neighborhood and be better able to answer questions.

North American Mycoflora Project: mycoflora.org/

The North American Mycoflora Project wants to create a continent-wide community comprised of citizens and scientists documenting the fungus species they find. You can take photos and send in samples to build a database to further discoveries and conservation.

Community Scavenger Hunt **A F AA**

Develop a scavenger hunt based around the lesser-known haunts and histories in your community or highlighting local spots or activities.

Encourage your participants to learn more about the community and to think local when dining, shopping, etc. You can work with multiple organizations to further the reach and participation.

Pick a focus, gather ideas from staff, and reach out to community partners about what to include on your hunt.

- Consider names and what may or may not count.
- If using images, are there specific spots that will work well?

Set up run time and rules:

- Decide how and when the clues will be released.
- How do participants qualify their find?
- Where and how do submissions get turned in?
- How do participants win? Do they have to find them all or a portion?
- Will there be prizes? Will there be multiple winners?
- If using a photo/selfie submission, create a hashtag for participants to link back to the library's social media accounts
- QR codes can be used to provide links to information or further clues.
- Develop fliers and posters based on the *Read Beyond the Beaten Path* to promote the program.

Bibliography:

Henderson, Lyndee Jobe. *Illinois Off the Beaten Path: A Guide to Unique Places*.
Globe Pequot, 2010.

Cooking Camp **C** **T**

Partner with your local University Extension to provide cooking courses. For instance, in Illinois, the University of Illinois Extension offers both youth and teen cooking courses. Some virtual options may be available.

Possible Cooking Demonstrations: Hot dogs and hamburgers, fry bread, skillet cake, potato boats, breakfast burritos, nachos, quesadillas, and pizza.

Could You Survive? **T**

With shows like *Naked and Afraid* and *Alone*, older children, tweens, and teens can use their survival skills to see if they would survive in the wilderness or even a hypothetical desert island by themselves. You could start with patrons creating a list of the ten most useful items that they would want to have with them and why.

Have an introduction or demonstration of survival skills, such as fishing, foraging for mushrooms or other edible plants, or gardening. You could also do a quiz/game about “Would you be more likely to survive...?” (such as a lightning strike or a shark attack. You are more likely to survive a shark attack: Imagine that!)

Provide supplies so patrons can make survival kits: water bottle, mini flashlight, duct tape, etc. Will we survive? We sure hope so!

Dino Tea Party **F**

Inspired by the book *Tea Rex* by Molly Idle, combine children’s love of dinosaurs and dressing up in sparkly outfits like princesses or princes!

This event has two separate components:

- Sit-down tea where you serve dino-themed treats, such as doughnut holes as dinosaur eggs, white chocolate pretzels as dinosaur bones, and Bugle chips as dinosaur claws. “Tea” (lemonade) is served using disposable teacups. A surprise guest can come with a staff member dressed as a dinosaur for patrons to take pictures with.
- Crafts that are a fun tie-in to the program are fizzing dinosaur eggs, where children create a dinosaur egg using baking soda, cornstarch, food coloring, and water. Children can also make fossil prints by imprinting mini-dinosaurs into molding clay.

Tips: Using large dinosaur footprints can help guide patrons between rooms, if the event is in separate areas of the library.

Resources:

Idle, Molly. *Tea Rex*. Viking Juvenile, 2013.

Fizzy Dinosaur Egg Recipe: everydaychaosandcalm.com/baking-soda-dinosaur-eggs/

Disappointing National Parks **T** **A**

Turn those advertising travel posters into an amusing craft!

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Materials:

- Computer or device for every participant
- Access to the Internet
- Design program
- Printer
- Cardstock

Have patrons choose if they would like to design a postcard or poster. Have patrons sign up for a design program, such as Canva.

Search travel review sites for negative reviews of national or state parks or any other famous landmark. Review sites include Yelp, Trip Advisor, Google, etc. Sort reviews so that the lowest reviews are at the top of the list. Find quotes that you would like to use in your poster/postcard.

“We have never in our lives hiked a dirtier trail.” or “The sulfur smell really bothered our 8-year-old and he spent this part of our trip with a long-sleeved T-shirt tied around his head.”

Use beautiful fonts and images to create a funny/ironic postcard or poster. Print out two copies; hang one up and give one to your patron, or add the images to social media. “Wish I wasn’t here.”

Note: This also could be a program that is done at home with instructions from the library and then finished projects are submitted for a contest or to be shared on social media or printed out.

Dissecting Owl Pellets **C** **F**

Partner with your local Forest Preserve District (FPD) to present a program all about owls!

The FPD could give a short presentation about owls local to your area, and then lead the group through dissecting owl pellets to find bones, feathers, or fur inside. Owl pellets can teach us about their diet.

Materials:

- Owl pellets
- Disposable rubber gloves
- Tweezers
- Toothpicks
- Craft sticks or something similar
- Identification chart for bones, fur, or feathers

Directions:

1. Cover tables with newspapers or disposable tablecloths. Have everyone put on rubber gloves.
2. Carefully open the owl pellet using the tweezers and toothpicks. What can you identify? Can you see any fur or feathers? Fur or feathers might be more visible on the pellet’s outside.

3. Use tweezers to carefully pull out any bones that are inside.
4. Compare the bones to the supplied identification chart to try and identify what animal they're from.
5. After everyone is done with the owl pellets, patrons should take the gloves off, throw them away, and then wash their hands with soap and water.

Resource:

Dissection instructions: elementalscience.com/blogs/science-activities/owl-pellet-dissection

DIY Orienteering Challenge T A F

Orienteering is a sport of navigation that also provides exercise and adventure.

There may be an orienteering club or scout group in your area who you can partner with to create kits or host an in-person program.

This challenge is for families and children ages 10 and up. Make up kits that families can check out and use. On the maps, provide coordinates to landmarks or other sites. Encourage participants to take photos or selfies at each stop and post to the library's social media. You may want to have a few levels of difficulty.

Include in the kit: A backpack, compass, written instruction on how to use a compass, local map

Have books on exploration and survival from your collection available. Some recommended titles:



Resources:

Baseplate Compass

[amazon.com/Orienteering-Compass-Waterproof-
Navigation-Backpacking/dp/B07FXH2CPT/ref=
sr_1_3?dchild=1&keywords=baseplate+compass&
qid=1610991682&s=books&sr=1-3](https://amazon.com/Orienteering-Compass-Waterproof-Navigation-Backpacking/dp/B07FXH2CPT/ref=sr_1_3?dchild=1&keywords=baseplate+compass&qid=1610991682&s=books&sr=1-3)



Instructions on how to use a compass: rei.com/learn/expert-advice/navigation-basics.html

Video link on how to use a baseplate compass: youtube.com/watch?v=7MQUIYsmQhc

Printable, free topographical maps from National Geographic: These are useful for larger areas and more advanced challenges: natgeomaps.com/trail-maps/pdf-quads

In-person program for kids: Great orienteering challenges for kids from Eva Varga: evavarga.net/wp-content/uploads/Orienteering.pdf

Dramatic Play Stations **PK** **C**

Create *Read Beyond the Beaten Path* stations for dramatic play!

Campfire

Materials:

- Small kiddie pool
- Paper towel or toilet paper rolls
- Tape or craft glue
- Tissue paper: orange, yellow, red
- Printed images: marshmallows, hot dogs
- Laminator, optional
- Chopsticks or wooden dowels

Directions:

1. In the kiddie pool, place the rolls as the logs. Tape or glue in place.
2. Crumple the tissue paper to create the fire and arrange them on the logs. Tape or glue in place.
3. Print out images of the hot dogs and marshmallows. Laminate images of hot dogs and marshmallows, if desired.
4. Tape hot dogs and marshmallows to wooden dowels. Kids can pretend to roast marshmallows and hot dogs over the campfire.

River

Materials:

- Blue tablecloths
- Large rocks, optional

Directions:

Lay blue tablecloths on the floor and arrange to create a winding river. Kids can jump over the river or follow its winding path. Optionally, use large rocks to weigh down the tablecloths. Children can use the rocks for balancing, with adult supervision.

Fishing

Materials:

- Heavy string
- Hot glue, glue sticks
- Magnets
- Wooden dowels
- Small kiddie pool or plastic tub
- Pool noodles
- Scissors
- Googly eyes
- Chenille stems

Directions:

1. Cut about a 3-foot-length of string. Use hot glue to attach a magnet to the end of the string. Tie the other end of the string to a wooden dowel to create a fishing pole.
2. Slit the pool noodle lengthwise. Then cut it into 3- to 4-inch-thick pieces to create fish.
3. To each fish, glue on a chenille stem for the tail and googly eyes.
4. Glue a magnet onto the top of the fish head. Have kids “fish” in the pool. The magnet on the end of the fishing pole should attract the magnet on the pool-noodle fish.

Early Literacy Badges **PK** **C**

Add to your summer reading program for prereaders using badges. Have badges for each of the five literacy practices (read, write, talk, sing, play). Your badges can be either paper or e-badges. Some possible ideas:

- Read a book using a flashlight (read)
- Read outside (read)
- Make lines or shapes in the sand or dirt (write)
- Draw a map with crayons or chalk (write)
- Make animal noises (talk)
- Learn new vocabulary about trees or flowers (talk)
- Sing a campfire song (sing)
- Sing while taking a walk or hike (sing)
- Visit a park (play)
- Play “Follow the Leader” (play)

Easy-to-Integrate STEAM-y Action Rhyme **PK C**

Looking for a versatile action rhyme you can sing, say, or even play? Plug this rhyme into any STEAM-y or outdoors-themed storytime or program. Ukulele chords are included for those who would like to sing and play while another facilitator demonstrates the motions.

Simple Machines

(Sung to the tune: “Do Your Ears Hang Low?”)

C When you see a ramp like this and you walk up and down, G7 It’s an inclined plane and a simple machine.	Hold upper arm and fingers straight like a slide
C Let’s spin around and say it out loud: G7 C Inclined plane!	Spin
C Put your fingers in a “V” to make a wedge shape. G7 See how one end is smaller and then it gets wider? C The edges on scissors help get the job done.	Hold 2 fingers in “V”
G7 C Let’s spin and make a wedge!	<i>Spin</i>
C When you’re on a seesaw, you go up and down G7 with a long straight line on top of a fulcrum. C Can you make your lever go up and down? G7 C Now let’s spin around!	Hold arm horizontally in front, place fist underneath upper arm and move upper arm like a seesaw Spin

Excursion to a Nature Preserve/Forest Preserve **A F**

Arrange a daytime excursion to a local nature preserve or forest preserve.

Patrons can learn about local wildlife, plants, and enjoy a beautiful walk. You could get local institutions involved like zoos, botanic gardens, or areas like Volo Bog in Illinois.

Have patrons register for the program, which would be required. Your library would have to decide if transportation would be provided.

Family Camp-In **F**

This could be an indoor or outdoor event, or both!

An after-hours event offers a unique opportunity for families and allows activities to be spread out around the library. As outlined, the event is 2–2.5 hours long, however it can be adjusted to suit your needs depending on the number and length of activities selected. Families register in advance and receive an entry ticket.

Doors to the library open at a specific time for camp check-in. Each family member gets a name tag in the shape of a tent and proceeds to camp headquarters for camper instructions.

Welcome Campers! (5–10 mins.)

Everyone is greeted by library staff, staff and helpers are introduced, safety guidelines for the evening are announced, and a brief review of the scheduled activities is given.

Open Range (40–45 mins.)

Families rotate around activity stations. Use teen volunteers to help facilitate activities where needed. Some activity suggestions:

- **Camp-in Memories:** Photo booth with props like tent, fishing pole, trail map, hiking stick, electric campfire.
- **Buckaroo Board Games:** Family-oriented board games are provided.
- **Flashlight Reading:** Set an area aside with flashlights for families to read.
- **Cooking Pot Toss:** Arrange various sizes of camp cooking pots or buckets for children to toss in beanbags.
- **Pin the Lantern on the Pole or Pin the Marshmallow on the Fire:** Create graphics and use tape for blindfolded patrons to try to stick on the lantern.
- **Trail Markers:** Have a craft station to design a bookmark.
- **Trailside Bingo:** Create bingo cards with pictures of various camping items. Create your own cards or use an online bingo card program.

Trail Guides/Maps (30–35 mins.)

Families work together to complete a scavenger hunt that takes them to various locations around the library. Families turn their Trail Guide in at the end of the allotted time. Children receive a small reward for completion, such as a coupon from a local business or a small item, like a personal flashlight to take home. Examples of Trail Guide Scavenger Hunts:

- **Trail Guide: Explore the Library—**Find locations around the library that start with each letter of the alphabet. Have a sign in each location to help. A = audio books or Adult Reference Desk, B = Biographies, C = Computer Lab, F = Fish Tank, O = Office, S = Study Room, W = Water Fountain, etc.
- **Trail Map: Follow the Tracks—**Families with younger children follow paw prints, taped to the floor, to specific locations, then identify what they find. Choose locations for favorite book characters, such as Clifford, Pete the Cat, Elephant & Piggie, or nonfiction subjects, such as dogs, cats, camping, etc. You could also have them find unique places in the library that children love, such as the fish tank, etc. Have stickers at each location that children can add to their trail map.

Grub (15–20 mins.)

Provide S'more mix (chocolate chips, miniature marshmallows, small graham cracker cookies) and water or other drinks. After picking up their grub, families move to where Campfire Songs & Stories will be held.

Campfire Songs & Stories (30–40 mins.)

Hold this in a large outdoor or indoor space. Have families sit on blankets on the ground/floor. Set the mood with camping lanterns for lighting; artificial campfire using portable firepit with charred logs; red, orange, and/or yellow lights with red plastic tablecloth covering the lights to make it glow. Mix singing campfire/fun songs and storytelling.

Family Hike **F AA**

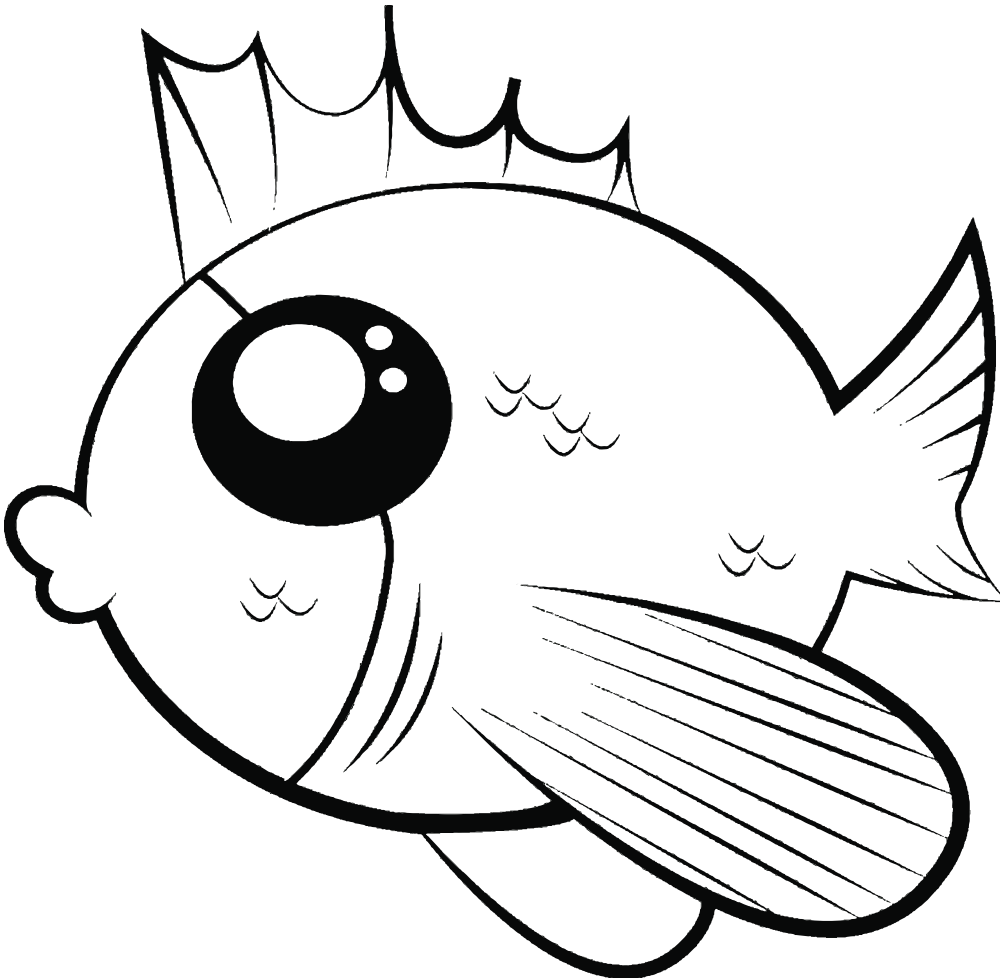
Encourage families to get outside and enjoy nature by hosting a family hike in a local forest preserve, state park, etc. AllTrails (alltrails.com) is a great resource to find local trails near you and your library. Partner with local preserves to see if there is a naturalist on staff who would be willing to lead a nature hike to inform your families about local ecosystems, flora, and fauna.

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Fishing as a Family **PK C F**

It's time to enjoying fishing as a family—library style.

1. Set up a baby pool and magnetic fishing poles. Make fishing poles with wooden dowels or twigs, heavy string, and magnets.
2. Print out the fish template, and let everyone decorate a fish. Attach a paper clip to the fish's head.
3. Have everyone catch their fish.
4. Talk about the life cycle of a fish and how it differs from other animals.
5. Read fish books and sing fish songs. "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band is a favorite.
6. Talk about flying fish and pretend to be them.
7. Enjoy goldfish crackers as a snack.



Family Blanket Fort Night **PK** **F**

Materials:

- Blankets
- Chairs
- Tables

Directions:

Invite families to an after-hours blanket fort event. Have families pick a spot in the children's area to create their "tent" out of blankets. Families can bring their own blankets, but make sure to have some on hand.

When tents are constructed, have families read camping-themed picture books together.

To end the program, share a shadow puppet story. (Templates and instructions for shadow puppets of *Duck! Rabbit!* by Amy Krouse Rosenthal and Tom Lichtenheld follow this entry.)

Books to Share:

Cousins, Lucy. *Maisy Goes Camping*. Candlewick Press, 2004.

James, Helen Foster. *S Is for S'mores*. Sleeping Bear Press, 2007.

Mann, Jennifer K. *The Camping Trip*. Candlewick Press, 2020.

Rey, Margret E and H. A. Rey. *Curious George Goes Camping*. Houghton Mifflin, 1999.

Rosenthal, Amy Krouse and Tom Lichtenheld. *Duck! Rabbit!* Chronicle Books, 2014.

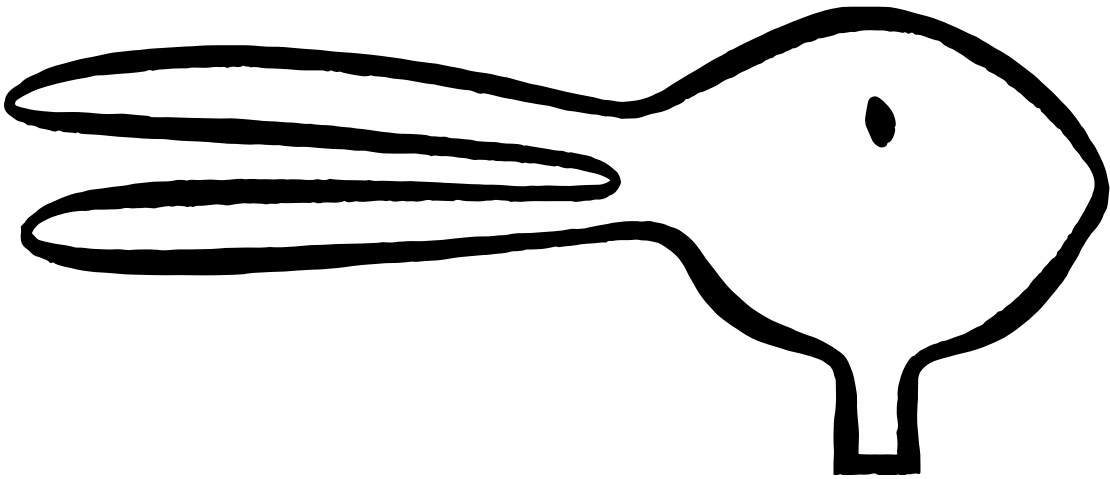
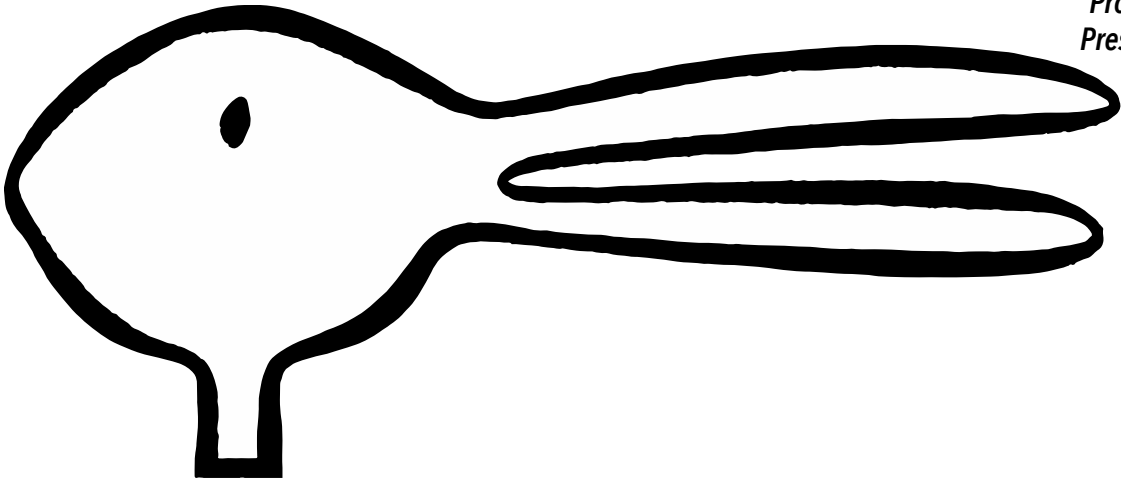
Van Dusen, Chris. *A Camping Spree with Mr. Magee*. Chronicle Books, 2003.

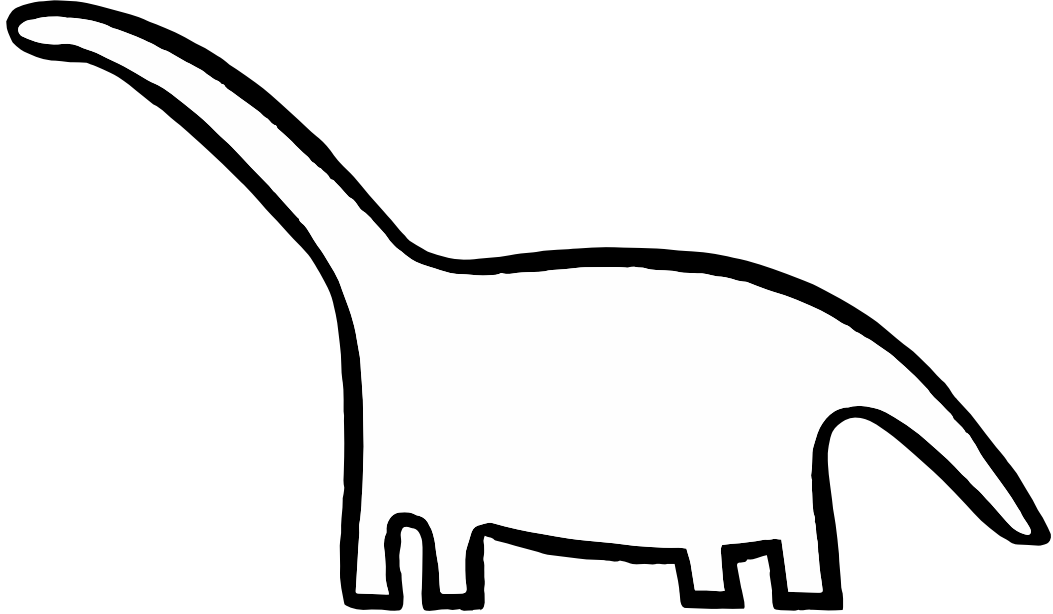
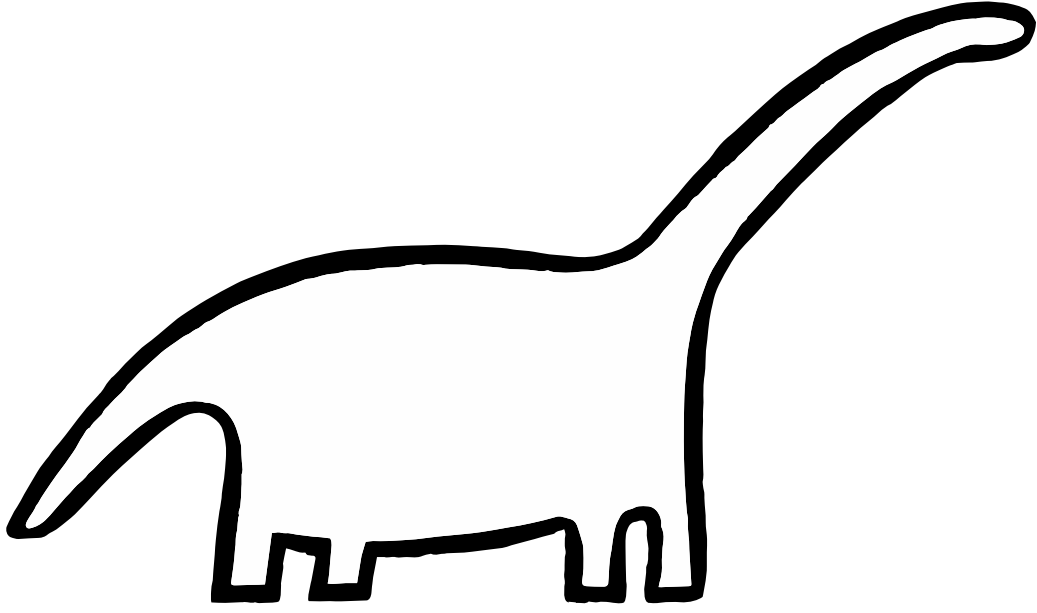
Materials Needed for Duck! Rabbit! Shadow Puppets:

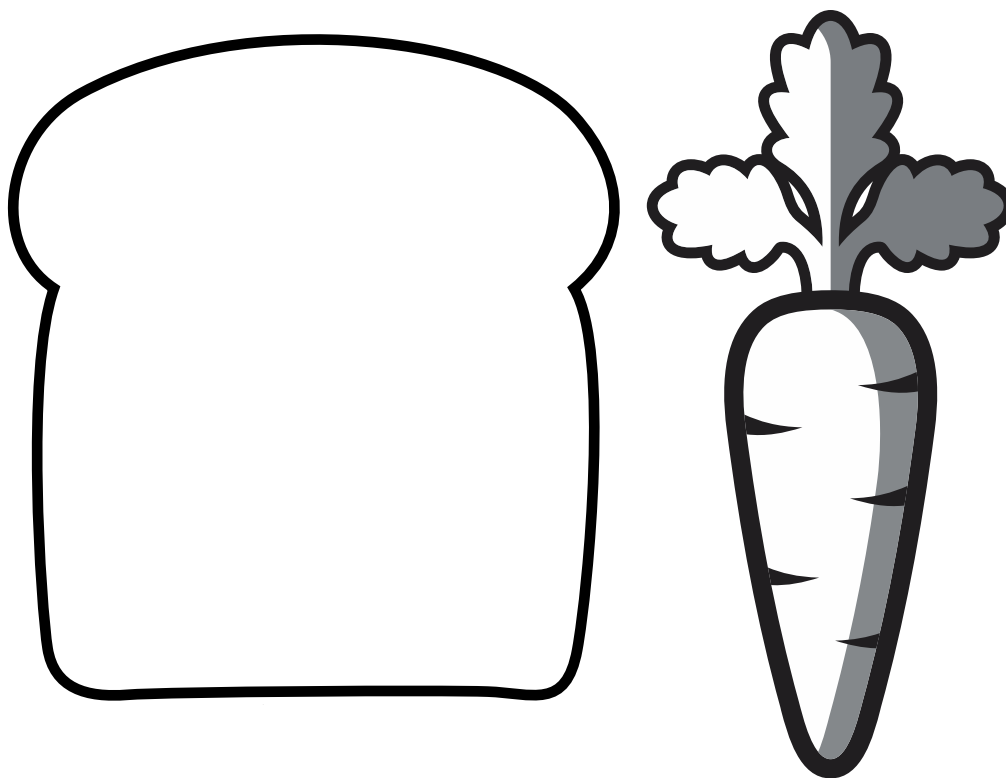
- Black construction paper
- Laminator
- Wooden dowel
- Hot glue gun, glue sticks

Directions:

1. Laminate large pieces of black construction paper.
2. Cut paper into pieces: Duck/Rabbit, Grass, Dinosaur, Bread, Carrot (as seen in the book).
3. Use the hot glue gun to attach shadow puppets to wooden dowel.
4. Have patrons use the shadow puppets to tell their own stories.







Family Fort Night **PK** **C** **A** **F**

Provide families with lots of supplies for making forts: blankets, sheets, paper, cushions. See what creative forts families can make and then read books and play games in the fort. Encourage families to wear their pajamas and bring their own blankets. This could be an after-hours library program or in a separate room. A virtual adaptation would be encouraging families to post pictures of their at-home forts!

- Fort building: Create ground rules about what supplies can be used for forts (sheets, duct tape, cushions, plastic tablecloths, clothespins, binder clips, butcher paper), and give families time to create.
- Fort hangouts: Let families choose books to read in their forts and give them flashlights to have fun.
- Play lights-out hide-and-seek, and give everyone flashlights and/or glow sticks.
- Build an indoor campfire (see craft section for safe indoor campfires), sing songs, and tell stories around the fire.

Family Fort Building Workshop C T F

Build forts in your library or challenge people to build forts at home and submit photos to your library.

Materials: cardboard boxes, blankets, binder clips, chairs, pillows, ruler/tape measure, books, rope/yarn, PVC pipe/cardboard tubes, etc.

To enhance the activity, you can give objectives to accomplish, such as:

- Your fort must be at least 3 feet tall
- Your fort must fit two people side by side.
- Your fort must have two solid walls.
- You must use at least 3 different types of materials to build your fort.



Family Space Camp PK C F

Travel off the beaten path and into the night sky! Consider setting this up as a family space-station program for in-house use or as a kit for check-out.

Prep for the Journey

Learn what it means to “orbit.” You will need orange/yellow play dough to represent the sun, a blue bouncy ball to represent the Earth, and a pie tin to create the orbit. Have a child roll a ball of yellow play dough, place it in the middle of the pie tin, then flatten it slightly so it sticks to the pie tin. Place the blue bouncy ball representing Earth in the pie tin. Gently roll the pie tin to make the Earth orbit around the sun, moving around the outside of the play dough sun.

Blast Off

Prepare your rockets and travel into the unknown using straw rockets.

Materials:

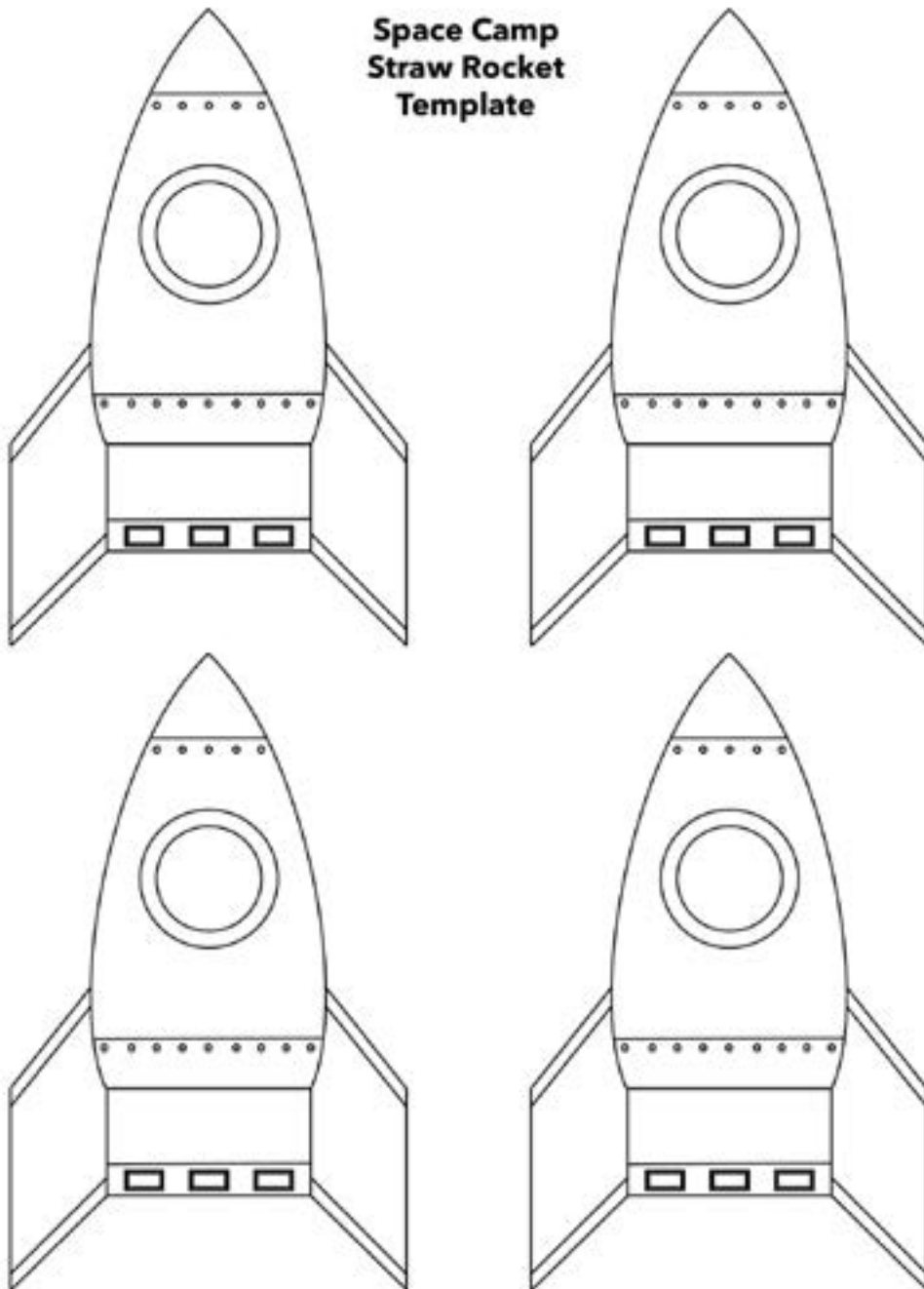
- Straws
- Tape or glue dots
- Plastic pipettes (or straws with a larger diameter than the other set of straws)
- Markers, crayons, or colored pencils
- Scissors
- Rocket template

Directions:

1. Color the rocket template and cut it out.
2. Cut the bottom off a plastic pipette and attach it to the back of a rocket using tape or a glue dot.
3. If you don't have any plastic pipettes handy, you can use a straw instead. Just make sure this straw is wider than the other straw you'll be using for launching. Cut the straw to fit the length of the rocket and tape one end shut so it's completely sealed. Attach the pipette to the rocket with a glue dot or tape.
4. Slip a straw into your pipette, and you're ready to launch! Give your straw a big puff of air, and watch it take off!

Resource:

buggyandbuddy.com/straw-rockets-with-free-rocket-template/



Space Walk

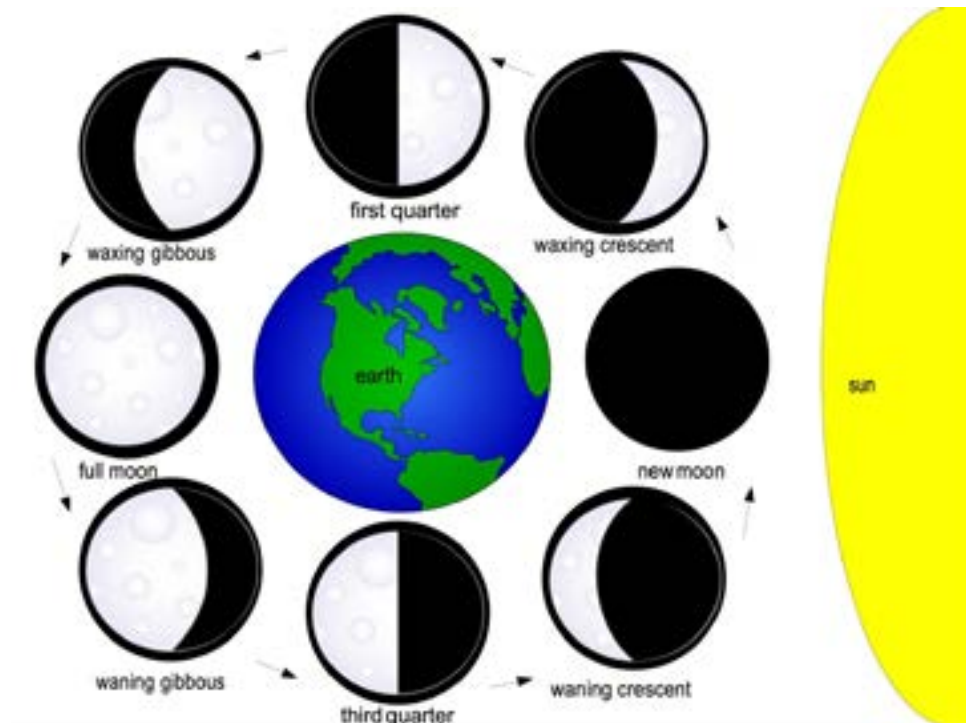
Pretend to float in an antigravity atmosphere. Seeing all ages “float” is a fun activity!

Another idea for a spacewalk is to use buckets as stilt balancing feet. You can purchase these or simply drill two holes on the bottom of buckets across from each other just large enough for a rope to go through. Secure each side of the rope with a knot inside the bucket. Make another knot less than halfway through the rope on the outside.

Another idea is to place a mini trampoline next to a wall and adhere a tape measure to the wall. Encourage little astronauts to “space jump” on the trampoline to see how high they can reach. Be sure to have an adult on hand to monitor the jumping for safety.

Observation: What do you see in the vast open sky?

Learning Moon Phases with Oreos: Using a plastic spoon, scrap the inside filling to match the moon phases. For younger kids, focus more on the words of waxing “getting bigger” and waning “getting smaller.” Follow the moon phases diagram sheet as a guideline. You can also have a discussion on how the moon orbits the Earth.



Edible Constellations

Another delicious observation would be to create edible constellations with marshmallows and pretzels. Use pictures of constellations from books or online to help get started, and then let children use their imaginations to build their own!

Seeing Stars

Create your own star display flashlight.

*Programs, Events,
Presentations, and
Storytimes*

Materials:

- flashlight (any size) with batteries
- Black construction paper
- Cupcake liners
- Rubber bands
- Glue stick
- Scissors
- Star-shaped hole punch

Directions:

1. Measure the head of the flashlight, and cut the construction paper into a circle that will fit on the lens surface.
2. Glue the construction paper circle onto the bottom of the cupcake liner. After it has dried, use the star-shaped hole punch to create a pattern through the paper.
3. Place the newly designed cupcake liner over the head of the flashlight and secure it with a rubber band. Now you're ready to see stars!

Nebula Jars

This is a great activity to give to families to use the supplies at home.

Materials:

- Jar (the bigger the jar, the more supplies you need)
- Water
- Fine glitter
- Paint
- Lots of cotton balls
- Stick
- Black construction paper

Directions:

1. Fill $\frac{1}{3}$ of the jar with water.
2. Add several drops of paint to the water, put the lid on your jar, and shake to mix the paint and water.
3. Add a bit of glitter to the water and paint solution.
4. Stretch out and elongate the cotton balls, adding them to the water until the bottom is filled with cotton, pressing them down into the water with a stick.
5. Fill another $\frac{1}{3}$ of the jar with water and add several drops of contrasting tempera paint.
6. Repeat steps 2–5 so your colors start to mix and blend into each other.
7. Fill the final $\frac{1}{3}$ of the jar with water and repeat steps 2–5.

Resource:

momdot.com/diy-nebula-jar-instructions/

Galactic Homemade Play Dough

Relax in the black, glittery abyss by making galactic playdough.

Resource:

ishouldbemoppingthefloor.com/2012/02/galactic-playdough.html

Astronaut Life

Astronaut Ice Cream is a different texture and experience than eating ice cream but it's fun for kids to imagine what eating ice cream in space is like. You can buy Astronaut Ice Cream online but you could also DIY. Meringue is very similar taste and texture to astronaut ice cream.

Ingredients:

- 6 large egg whites, at room temperature
- ½ teaspoon cream of tartar
- 1½ cups sugar
- 1 tablespoon vanilla extract or 1 teaspoon peppermint extract
- Gel food coloring, optional
- Mini chocolate chips for the mint chip flavor

Directions:

1. Separate the eggs and save the whites in a large bowl.
2. Mix the whites with an electric mixer until slightly foamy.
3. Add the cream of tartar and mix again until it is white and foamy and soft peaks form. This will take a couple of minutes.
4. Add sugar, spoonful by spoonful. Be sure not to dump all of it in at once or it will deflate the foaminess!
5. Add extract and gel coloring.
6. Mix until stiff peaks form. These peaks will not bend over as you pull up a spatula or spoon.
7. Scoop into a baking sheet lined with parchment paper, and bake in an oven preheated to 200 degrees for 2 hours. This allows it time to sufficiently dry out and get crispy. Cool completely.

Resource:

teachbesideme.com/space-food-how-to-make-astronaut-ice-cream/?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes&utm_term=1058613492_49907304_27457



Flower and Vegetable Garden at the Library **C** **F** **AA**

Flower and vegetable gardens bring color and life to the library. They help children get to see how food is grown and what it takes to make something grow and come to life. An outdoor gardening space is ideal for this program—such as a garden bed—but potted plants inside can work as well.

For the program, children decide what plants they want to see grow from the seeds purchased. Our library has a Halloween program that requires pumpkins, so pumpkins are always part of the list, but the children love choosing other big vegetables such as watermelon, corn, and lettuce. Other vegetables they enjoy growing are peas, green beans, and tomatoes. For the flowers, we always plant a couple large sunflowers and decide what other colored flowers they want to see in their garden. Our garden bed can hold about 4 to 5 different vegetables with flowers planted around those areas, and we also have about 7–8 flowerpots.

Once the seeds have been decided upon, children are assigned a plant and make small plant signs out of foam and drinking straws/craft sticks to signify which plant is which (particularly the vegetables).

After seeds have been decided and signs made, children are given small gardening tools and buckets (can be cheap play toys) to help transfer dirt into the garden bed/pots. If you do not have enough tools for each child, sharing is required. Before the program, it is best to have a foundation of dirt already filling the garden bed/pots to speed up the dirt transferring process, depending on how long the program is.

When dirt is spread out, the librarian sections off the garden bed and assigns pots to each of the chosen plants. Children are given seeds and use their fingers to dig a tiny hole for the seed, patting the dirt on top. Don't worry about the proper spacing between the seeds; it doesn't seem to affect how the garden grows.

Now that the garden has been planted, kids visiting the library that day can help water and weed (if the weeds are not prickly!) as the plants grow. When the vegetables start to mature, we like to pick them off and have them on our desk for patrons to see and take home with them. Show off your garden on your social media pages, as well!

Programs, Events, Presentations, and Storytimes

Materials:

- Various seeds
- Potting soil
- Pots
- Gardening tools: shovels, buckets, rakes
- Watering can
- Foam
- Drinking straws/craft sticks

Book Tie-Ins:

Boughton, Sam. *The Extraordinary Gardener*. Tate Publishing, 2018.

Hirsch, Rebecca E. *Plants Can't Sit Still*. Millbrook Press, 2016.

Matheson, Christie. *The Hidden Rainbow*. Greenwillow Books, 2020.

—*Plant the Tiny Seed*. Greenwillow Books, 2017.

McQuinn, Anna. *Lola Plants a Garden*. Charlesbridge, 2014.

Resource:

Old Farmer's Almanac Planting Calendar: almanac.com/gardening/planting-calendar#

Foraging Workshop

Host a program on foraging or take a group of adults on a foraging walk. Contact your Department of Natural Resources for suggestions on qualified presenters.

Resources in Illinois:

Illinois Mycological Association: Located in West Chicago, conducts monthly meetings and programs on wild mushroom hunting. Contact: illinoismyco@gmail.com

Odd Produce: Chicago-based provider that conducts foraging and wildlife tours in or places near Chicago. Contact: oddproduce@hotmail.com

Return to Nature: Mission is to teach people about nature's diversity of wild plants, mushrooms, and medicinal herbs. They offer classes and workshops to educate people. Contact: dan@returnintonature.us

Geocaching/Letterboxing

Reach out to local park and conservation districts to partner for creating geocaches/letterboxes along trails and paths. There is a difference between geocaching and letterboxing. Geocaching uses GPS, while letterboxing uses clues directing people from one location to the next and sometimes a compass is used.

Geocaches can be found through sites like geocaching.com. Purchase “stones” or other tiny trinkets for participants to leave for other geocachers.

If letterboxing, have a stamp-making workshop to make the clues.

Either could use library-sponsored locations, and you could put the library logo on the outside or offer a special reward for finding the cache/box.

Note: Caches and boxes should be maintained and would extend beyond the SRP programs, and that means you will have them for future endeavors.

Geocache at the Library! **F** **AA**

Create a geocache and hide it inside or outside your library for participants to find.

A computer or smartphone will be needed for this all-ages family activity. A free account on geocaching.com or on the geocaching app is needed to set up the geocache so others can find it. Participants will also need access and a free account on the website or app.

There are many different ways to create and hide a geocache; it can be placed inside or outside the library. The geocache at our library is a fake book and is hidden in the stacks. Clues are given on the website/app, and participants use the clues and GPS on their smart phones to direct them to the geocache. We put a prize (a fancy chocolate bar) inside the book for the “First to Find” participant, but it’s not necessary. The prize is the thrill of the hunt and finding the hidden geocache!

Participants sign the log inside the cache. They then log the find on the website or app and get a smiley face for finding the geocache.

Resource:

geocaching.com website, geocaching app



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Geodes **C**

Sometimes the plainest object contains the most beautiful insides!

Obtain geodes, paper bags, safety glasses, magnifying glass, and hammers. Show attendees how geodes can look like plain nondescript rocks.

Place one geode in a paper bag and fold the bag so it is loosely wrapped around the bag. Wearing safety goggles, explain the importance of safety. Show attendees how to tap on the rock with the hammer.

After the geode is broken, let attendees inspect the pieces with and without the magnifying glass. Allow attendees to break their geodes with supervision and/or parental assistance. You can also use this program to explain how every geode is unique and special and how every person is unique and special.

Ghost Stories **C** **T**

Telling ghost stories will scare up some tween and teen fun!

Materials:

- Marshmallows
- Graham crackers
- Microwave or other means to heat up food, optional
- Additional snacks and drinks

Find an area where you can all sit in a circle and turn the lights off. Turning off the lights makes it more spooky! Allow the patrons to get snacks and sit where they would like, as long as it's in the circle format! If you have the ability to play music (a small boombox works), start it up as background noise when the teens begin taking turns telling stories.

Going around the circle, allow who wants to go first tell a ghost story. Whether the story happened to the teens in real life, from someone they knew, or from a story that they heard about online, everyone gets to share a ghost story. Let everyone know that there will be no interruptions or comments during the story! The circle is a judgment-free zone and allows for creativity.

Books on ghost stories can be available in case a teen wants to tell a story but doesn't have one of their own. They can read one from the book if they would like!

Bibliography:

Brunvand, Jan Harold. *Be Afraid, Be Very Afraid: The Book of Scary Urban Legends*. W. W. Norton & Company, 2004.

—*Too Good to Be True: The Colossal Book of Urban Legends*. W. W. Norton & Company, 2001.

Pepper, Dennis. *The Young Oxford Book of Ghost Stories*. Oxford University Press, 1994.

Schwartz, Alvin. *Scary Stories to Tell in the Dark*. Harper & Row, 1986.

Westall, Robert. *Ghost Stories*. Kingfisher, 1993.

Grab and Go: Postcards from Camp Kit **C T A**

We all know the best part of your friends going to camp was getting the great letters from them telling about all their adventures!

*Programs, Events,
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Storytimes*

Materials:

- Paper
- Envelopes
- Stamps, optional
- Other crafting supplies

Encourage library patrons to pick up a kit of cute stationery or cardstock for postcards and envelopes to write snail mail about their summer *reading* adventure! You can include stickers, colored pencils, or any other craft supplies you're trying to get rid of. This is a great chance to partner with your local post office to provide a place patrons can drop off their letters or postcards. Depending on budget, you can also provide stamps.

The Great Outdoors Storytime **PK C F**

Bibliography:

- Cousins, Lucy. *Maisy Goes Camping*. Candlewick Press, 2004.
- Falatko, Julie. *The Great Indoors*. Disney Hyperion, 2019.
- Gal, Susan. *Into the Outdoors*. Alfred A. Knopf Books for Young Readers, 2011.
- Idle, Molly. *Camp Rex*. Viking, 2014.
- Mann, Jennifer K. *The Camping Trip*. Candlewick Press, 2020.
- Peppa. *Peppa Pig and the Camping Trip*. Candlewick Press, 2016.
- Perry, Gina. *Now? Not Yet!* Tundra Books, 2019.
- Rey, Margaret and H. A Rey. *Curious George Goes Camping*. Houghton Mifflin, 1999.
- Rockwell, Anne. *Hiking Day*. Aladdin, 2018.
- Shea, Bob. *Who Wet My Pants?* Little, Brown and Company, 2019.
- Stutzman, Jonathan. *Tiny T. Rex and the Very Dark Dark*. Chronicle Books, 2020.
- Tafari, Nancy. *The Big Storm: A Very Soggy Counting Book*. Simon & Schuster Books for Young Readers, 2009.
- Watt, Melanie. *Scaredy Squirrel Goes Camping*. Kids Can Press, 2013.
- Zuill, Andrea. *Wolf Camp*. Schwartz & Wade, 2016.

Songs/Rhymes/Action:

Who's Hiding in the Woods

(Sung to the tune *London Bridge*)

Who's hiding in the woods today,
Woods today, woods today,
Who's hiding in the woods today,
meow, meow, meow
ribbit, ribbit, ribbit
woof, woof, woof OR howl, howl, howl
hiss, hiss, hiss
thump, thump, thump

Popcorn Kernels

(Sung to the tune *Frere Jacques*)

Popcorn kernels in a pot.
Shake it, shake it,
Up they POP!

Here Is the Camper

Here is the camper.	(hold up finger)
Here is the tent.	(bend fingers of other hand like tent)
He crawls inside on a summer night	(finger goes under)
To sleep and wait for the morning light.	(head on hands, sleeping)
Fireflies flicker in a friendly way.	(flicker your hands)
All is calm till the light of day	(arms make sun)

This Is the way...

This is the way we hike in the woods,
Hike in the woods, hike in the woods,
This is the way we hike in the woods
When we go camping.
Next verses:
Hike in place
Fish in the stream
Roast our marshmallows
Set up the tent

Ten Little Marshmallows

1 little, 2 little, 3 little marshmallows,
4 little, 5 little, 6 little marshmallows,
7 little, 8 little, 9 little marshmallows,
10 marshmallows in my mouth.

Let's Go Hiking

(Sung to the tune *Frere Jacques*)

Let's go hiking, let's go hiking,
Along the trail, along the trail.
I love to hike fast,
I love to hike slow,
Along the trail, along the trail.

A Camping We Will Go

(Sung to the tune *The Farmer in the Dell*)

A camping we will go,
A camping we will go,
Heigh-ho, off we go,
A camping we will go.

First we pitch our tent,
Then we chop our wood.
Now we light our fire.
Now we make S'mores.
Time to go to sleep.

Indoor Camp

Recreate an old-time school campground. Set the scene with tents, greenery, picnic tables. Have stations or times throughout the day for the following activities:

Build an Edible Campfire: Provide pretzel rods, peanut butter, candy corn, and other candies for children to make an edible campfire. See gsnorcal.org/content/dam/girlscouts-gsnorcal/documents/virtual-programming/building-an-edible-fire-outdoors-at-home.pdf

Fishing: Create a magnetic fishing set. Use sticks, rods, or fishing poles, string, and magnets. You can find pictures of your local fish at the local DNR site (dnr.state.mn.us/animals/index.html). Print these out and tape paperclips to the back or mouth of each fish. Lay them face down on blue paper or in a roped-off area. See if kids can catch certain fish based on their size or shape.

Watercraft/Sailing: Ask kids to create a boat out of various recyclables and materials you have available (thick foam is a good option). Once the boats are ready, let them

check to see if they float by placing them in inflatable pools filled with 3 to 5 inches of water. You can see how good they are at sailing by asking them to add a sail to their boat and see how far they can get it simply by blowing air (or using a handheld fan) on the sail. You can also see how sturdy they are by seeing how many pennies they can hold. See pbs.org/parents/crafts-and-experiments/design-a-penny-boat

Raccoon Hunt: Print out or make a number of paper raccoons, and hide them throughout the library. Kids or camp teams can scour the library to see how many they can find.

Woodland Crafts: There is always time for nature crafts at camp! Use pinecones and paper to make standing woodland animals. Grab leaves, markers, and construction paper to turn leaves into a woodland picture; or pull in a pile of twigs and let kids turn them into picture frames and outdoor fairy houses. So many options!

Making Ice Cream

Ingredients:

- 1 cup half and half
- 2 tablespoons sugar
- ½ teaspoon vanilla extract
- Resealable sandwich bag
- Resealable gallon bag, ¾ full of ice
- ½ cup salt

Directions:

1. Pour half and half, sugar, and vanilla in sandwich bag.
2. Seal bag, and shake it to mix it up.
3. Pour the salt into the large bag of ice.
4. Place the small sealed bag inside the large bag and seal it.
5. Shake the large bag for 5–10 minutes. You are looking for the mixture in the small bag to turn stiff.
6. Open up both bags and enjoy your ice cream! You can add toppings or other flavors if you like.

Other Activities:

Skit Night: This is a traditional part of summer camps. Divide kids into teams, and give each team a camp counselor (adult) and books with various skits in them. Give them time to practice them, and have each group perform their skit for the other campers (and maybe family/friends).

Evening Camp: Build a faux campfire, divide the kids into camps with camp counselors (adults).

- Sing Songs Around the Campfire
- Tell Scary Stories/Ghost Stories
- Tell Tall Tales (Paul Bunyan, Pecos Bill, etc.)

Origami Frog Jumping Contest: Show kids how to fold green paper into jumping frogs. Let them see how far, fast, and high their frogs can jump!

Frog instructions: wikihow.com/Make-an-Origami-Jumping-Frog

Letters from Camp: Help kids write a tall tale in the form of a letter to their parents about all the imaginary things they did at camp.

Nature Bingo/Scavenger Hunt: Families can look for items in their neighborhood or images you post daily/weekly in the windows of your library, such as leaf, raccoon, stick, spider, feather, acorn, squirrel, bird, bark, fish, grass, worm, dirt, butterfly, boat, bug, pinecone, frog, sand, stone, flower, water, mud.

Create Your Own Field Guide: Show kids how to fold and cut a sheet of paper into a book. They can use it to take notes on things they've seen or create a mini nature smash art journal: wikihow.com/Make-a-Paper-Book

Wildlife Tracking: Many DNR sites have images of local wildlife tracks that you can use to make your own tracking game or summer display for your library. dnr.state.mn.us/mammals/index.html

Guess How Many Marshmallows AA

Passive guessing games are a favorite! Theme it to fit *Read Beyond the Beaten Trail*.

This is a good way to get kids to easily and quickly participate in something at the desk.

- Guess how many marshmallows are in the jar.
- Guess how many sticks make up the firepit.
- Guess how many fishing lures are in the tackle box.

Hide and Seek: ZOOM Addition G T

Hide and Seek is a classic camp game. Try this version for a no-contact participatory program.

Create pick-up kits with several identical objects (doesn't matter what the objects are). Ask the participants to sit somewhere with a shelf or something behind them in which they could hide/obscure the objects. All participants turn off their computer cameras to hide a chosen object. One by one they turn their camera on and the other participants try to find the hidden object. The librarian keeps track of the time it takes to find the object. The object must be visible and not blocked by anything else so the best camouflage wins!

How Long Until It Sprouts? AA

Have a contest to see which sprouts fastest.

Materials:

- Seeds from different plants: bean, marigold, etc.
- Flowerpots, one for each type of seed
- Dirt

Directions:

1. Put up a sign announcing the contest. Write the types of seeds you will be planting and what date you will plant them. Allow patrons to place their guesses for what date each seed will sprout. You can have them guess each plant individually or have one sheet with all the plants on it.

2. Plant a different type of seed in each flowerpot on the day you stated, then water and watch until they sprout.
3. Put the names of all winners into a raffle for a small prize.

Try plants with different germination lengths to make it more interesting. Keep plants where patrons can see them, but in a safe space where they cannot be disturbed while they sprout.

Indoor Camping Party PK C F

Feeling cooped up and restless either because it's the middle of the week or because of rainy weather? Then try an indoor camping party!

Set the Stage: If you have a pup tent, set it up in the living room. If not, arrange some kitchen chairs in rows and drape a blanket over them. Add some pillows and a sleeping bag. Have kids create paper stars or re-purpose Fourth of July star decor. Make a campfire by arranging a few logs in a stacked pattern. If you are worried about a mess, place them on top of a dishtowel or blanket. Add some orange and red tissue paper to resemble flames.

Food: No camping trip is complete without some hot dogs and some s'mores. For an indoor camping party, s'mores can be made in the microwave instead of over a campfire. Place graham crackers in a resealable bag and use a rolling pin to crush into fine crumbs. Place a cake-pop stick in the middle of each large marshmallow. Place the milk chocolate in a microwave bowl and heat it in the microwave for 20 second intervals until smooth, about a minute total. Dip $\frac{3}{4}$ of the marshmallows on a stick in the melted chocolate and roll in the crushed graham crackers. Another fun camp treat would be to make Ants on a Log, which are celery sticks topped with peanut butter and raisins. (Be sure to check for any nut allergies. You can also use safer nut butters.)

Fun: Create a scavenger hunt that can either be done with household items or by looking out the window. Remember you are camping, so limit your screen time. Bust out the puzzles or have a Tic Tac Toe or Rock, Paper, Scissors tournament. Give the kids a flashlight and let them read spooky tales or bedtime books.

Insect Investigators PK C F

Insect Investigators was designed to encourage caregiver and child interaction. Each station has a poster to go along with it that gives talking points and early literacy tips to give caregivers ideas on how to interact with their child at that station and to continue what they learned at home. Caregivers lead their children in the activities, not staff facilitators. This encourages direct engagement between caregiver and child and also provides hands-on training for caregivers on how to replicate and repeat the activities. How long children spend on the stations is up to them. They don't need to complete all stations if they don't want to, but it is important to encourage turn-taking.

Activity 1: Caterpillar Patterns

Materials:

- Felt board
- Felt pattern pieces
- Directions:

1. On a felt board, create several different patterns with colors and/or shapes.
2. For each pattern, repeat the pattern but have 1 or 2 pieces missing. Provide those pieces for children to complete the patterns.

Note: If desired, create these patterns on felt caterpillars.



Activity 2: Activity Cubes

Materials:

- Paper or cardstock
- Markers or colored pencils
- Large activity cubes or sturdy small, square boxes
- Take-home handouts

Directions:

1. Create 2 large activity cubes that children can roll to play.
2. On each side, have a different movement related to bugs: hop like a grasshopper, float like a butterfly, etc.
3. You may want to laminate or tape the cubes for greater stability.

Caregivers and children can roll a cube and then act out whatever insect action they roll. Have an activity cube handout available for families to take home and recreate the activity. The handout is not to be done during the program, but is an activity that the caregiver and child can do together at home.

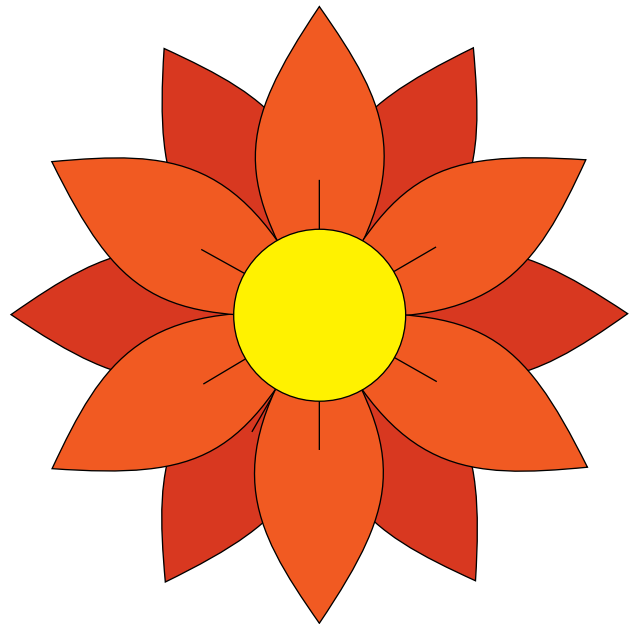
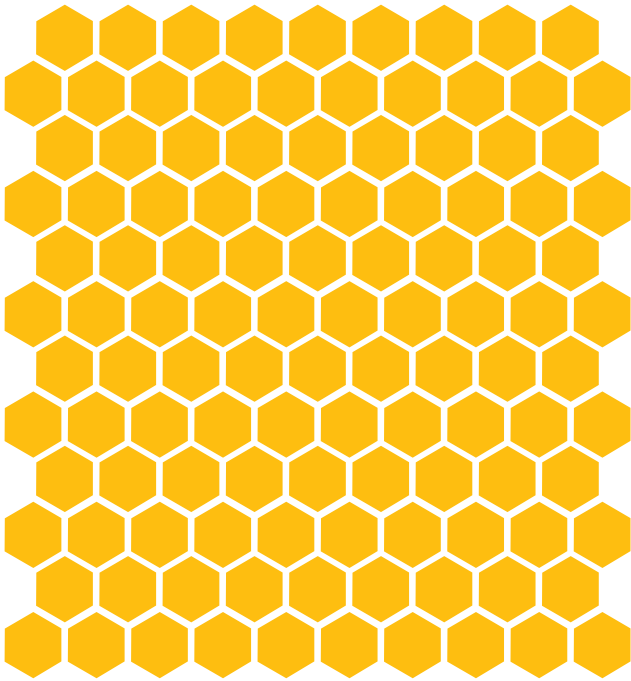
Activity 3: Pollen Transfer

Materials:

- Honeycombs created from paper or 3D model
- Yellow pom-poms
- Gator Grabber Tweezers or tongs
- Silk flowers or paper flowers

Instructions:

1. Create a series of honeycombs from paper or 3D models.
2. Create several flowers, which can be printed on paper or three-dimensional models.
3. Lay flower and honeycomb on a table. Add several pom-poms to each flower middle to represent pollen.
4. Children develop their fine-motor skills by transferring pollen from the center of the flowers to the honeycombs using tweezers.



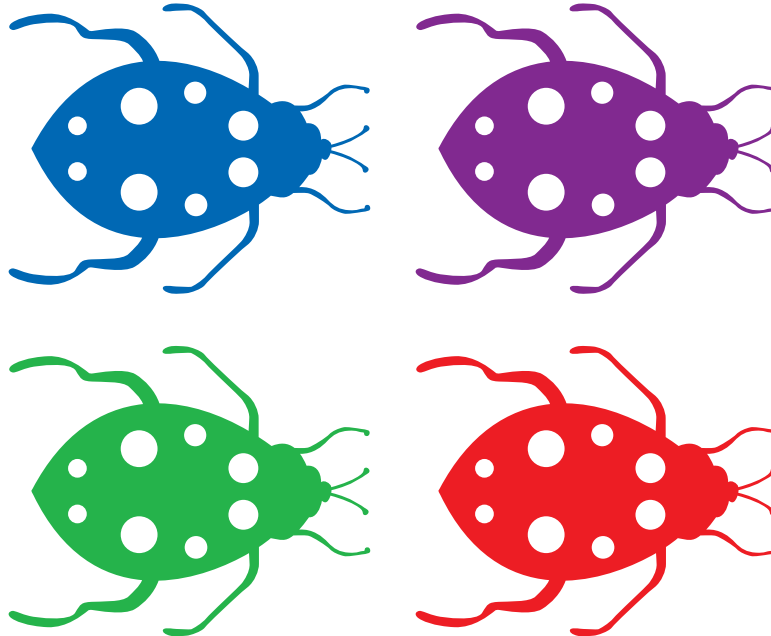
Activity 4: Bug Jar Color Sort

Materials:

- Multicolored bugs, 3D toys or paper
- Jars with different-colored lids, another option is to make the jars from paper

Instructions:

1. If you are creating paper jars, then it works best to also use paper bugs. Your bugs should be in the same colors as your jar lids.
2. Provide each child with a variety of multicolored bugs.
3. Children sort the insects by color into the jar with the corresponding color top.



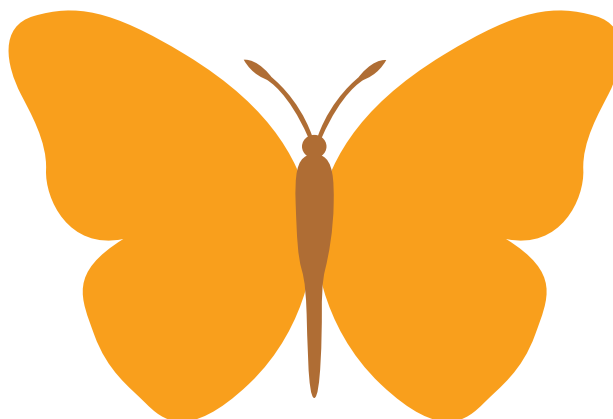
Activity 5: B Is for Butterfly

Materials:

- Butterfly template
- Scissors
- Crayons or markers
- Glue sticks
- Craft supplies: colored papers, glitter, yarn, chenille stems, beads, etc.

Directions:

1. Print several copies of the butterfly craft template.
2. Make all supplies available to families to complete the craft.
3. Children cut out the template and decorate the butterfly.



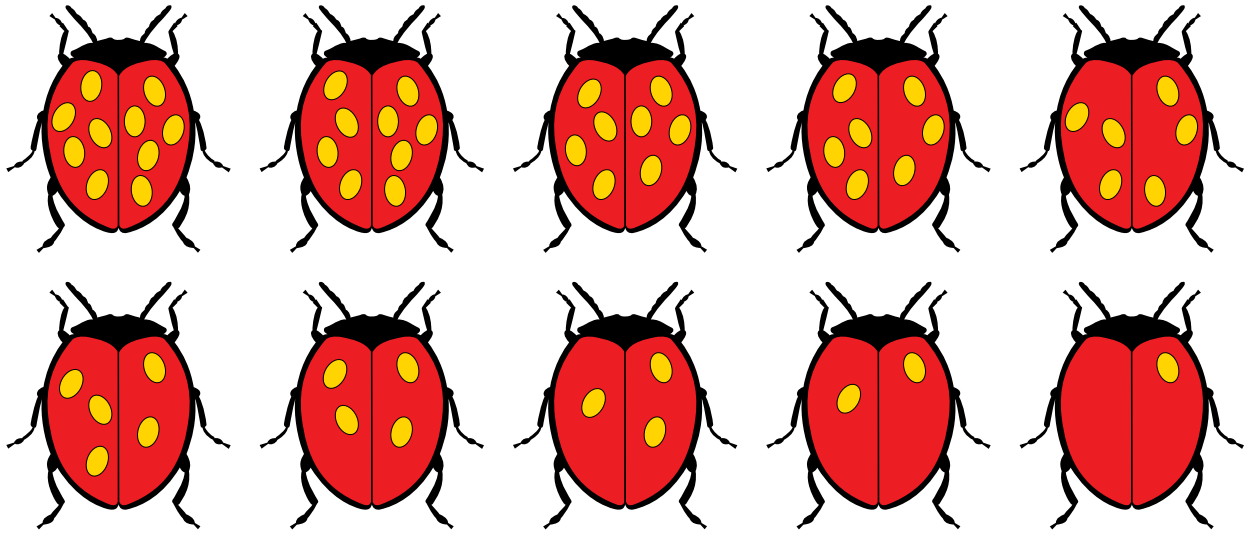
Activity 6: Beetle Counting

Materials:

- Construction paper number mats
- Markers
- Beetle templates
- Scissors

Instructions:

1. Use construction paper and markers to create several mats with different numbers.
2. Print and cut out beetle templates.
3. Children match the number on the mats to the number of dots on each beetle.



Bibliography:

Barner, Bob. *Bugs! Bugs! Bugs!* Chronicle Books, 1999.

Cleary, Brian P. *Butterfly, Flea, Beetle, and Bee: What Is an Insect?* Millbrook Press, 2013.

Dodd, Emma. *I Love Bugs!* Holiday House, 2010.

Roderick, Stacey. *Bugs from Head to Tail.* Kids Can Press, 2017.

iSpy Hike **C** **F**

Take your patrons on a hike through their neighborhood to look for amazing things!

Designate a route in your area for a hike. It doesn't have to actually be a hike, it can be through residential or business areas.

Have the children pick out something small they thought was interesting: a leaf, a rock, a sign, etc., and take a picture of it.

Create a Padlet and have families share their pictures from their hikes. Kids can look at other people's entries and what treasures other kids spied on their hikes!

This program can be repeated a few times with different routes, all on the same Padlet. It is like a virtual walking group!

Kindness Rocks **C T F**

Spread positivity in your community!

Decorate rocks with encouraging messages to leave around your town for others to find. The rocks can have fun messages (about reading/books or general kindness phrases) or drawings (rainbows, emojis, books, etc.).

Materials:

- Flat rocks
- Acrylic paint
- Paintbrushes
- Clear enamel spray
- List of phrases, optional

Directions:

1. Clean the rocks. Let dry.
2. Use acrylic paint to paint a base coat of any color.
3. Once paint dries, use acrylic paint to create your message or drawing.
4. Spray rocks with a clear enamel to seal the artwork.

Host this program as a teen volunteer event and offer service hours to attendees.

Knitting Bootcamp **T A**

Bootcamps can be crafty!

Materials, for each participant:

- Ball of yarn, worsted weight
- Knitting needles

This program, geared toward brand-new knitters, can take place over one session or several. During the program, teach the very basics of knitting, including casting on and basic knit and purl stitches. Create a goal of completing a small dishcloth.



Resources:

Beason, Nici. *The Complete Beginner's Guide to Knitting (DVD)*. Sona, 2005.

Deuzo, Hildegarde. *My First Knitting Book: Easy-to-Follow Instructions and More Than 15 Projects*. Dover Publications, 2016.

Leaf It to Me! **PK C**

Read *A Leaf Can Be...* with young patrons. Talk about different leaves. What else can leaves do? Read *Leafy Critters*. While reading, patrons can guess the different animals. What materials from nature were used to make the animal? Using the book as inspiration, patrons make their own creations out of leaves, berries, flower petals, and twigs. It is an added bonus if your library has access to an adjoining outdoor space where young patrons can enjoy nature while collecting materials to make their leaf critters.

Bibliography:

Lacet, Yvonne. *Leafy Critters*. Blue Dot Kids Press, 2020.

Salas, Laura Purdie. *A Leaf Can Be...* Millbrook Press, 2012.

Learning about Marching Band **C T A F**

A program where local high school students involved in marching band teach patrons the ins and outs of their craft. Learn how to march, spin a flag, etc. Bring your own instrument!

Get involved in the community and reach out to local high school band directors! All ages can participate, though some may need supervision. This can be at the library or maybe at the high school if it is allowed.

This program can also be expanded, where adults in the community that play instruments learn an easy piece beside the high school kids, and they play a concert at the end of summer reading.

We're Going on a Bear Hunt (at the Library!) **AA**

Going on a bear hunt is great fun for all!

Read Michael Rosen's *We're Going on a Bear Hunt* and then search for bears around your library! This passive program is great for families or children of all ages and doesn't require much prep. The patrons who find the bears can then receive a small prize for participating.

Materials:

- Bear picture printouts, around 10. They could be coloring pages or pictures of real bears.
- Contact paper or a laminator
- Clear tape
- Small prizes
- Checklist of bears
- Pencils

Directions:

1. Print out and cut out pictures of bears. These can be coloring pages or pictures of real bears. Laminate bears.
2. Hide pictures of bears throughout the library if your target audience is all ages or throughout the Children's Department if your target audience is just kids. Possible places include the ends of bookcases in the stacks, on the side of a desk, or on a window. Be sure to put the bears at different heights, so patrons of all sizes can find them.
3. Create a checklist for the patrons to check off the bears as they find them.
4. After they've found the bears, give them a small prize as a reward for participating. This can be a pencil, a bookmark, a sticker, eraser, or something else.

To track total participants for statistics, you could keep the completed scavenger hunt lists and put tallies at the top of each one if it was a group of people doing the hunt together.

Bibliography:

Higgins, Ryan T. *Mother Bruce*. Disney-Hyperion, 2003.

Wilson, Karma. *Bear Counts*. Little Simon, 2017.

Rosen, Michael. *We're Going on a Bear Hunt*. Aladdin, 2003.

Letterboxing Treasure Hunt C T A F AA

Letterboxing is usually an outdoor activity where participants follow clues in order to locate a hidden mystery box. Letterboxers hide small, weatherproof boxes in publicly accessible places, such as parks. Clues for locating the boxes are found online at sites such as letterboxing.org/ and atlasquest.com/

Letterboxes can be found across the USA and even in other countries. Letterboxing is a great activity for problem-solving and following directions.

Letterboxes usually contain a logbook, rubber stamp pen, or ink pad. Once you follow the clues and locate a box, you stamp the personal logbook of the box and leave an imprint of their stamp on your logbook. You can also record in your own book any special stories of your adventures unraveling the clues.

Materials:

- Stamp
- Small notebook or pocket journal
- White label
- Decorative items: glue-on jewels, stickers, foam shapes
- Waterproof container

Children will receive a notebook and should draw and decorate it to personalize. This notebook will be placed in the container for visitors to sign and stamp when they discover your box after following your clues.

The plastic waterproof container can also be decorated. You will want to place a label on the cover of your notebook with the name of the Letterbox. Letterbox names can reflect the place where you are hiding it.

Alternate Activity: While this activity is usually outdoors, it can be modified as an indoor activity in a library. Your letterbox can be hidden inside the library and clues can be distributed during the program.

Letterboxing Resources:

letterboxing.org/

letterboxing.org/GettingStarted.php

atlasquest.com/

atlasquest.com/about/history/

atlasquest.com/about/getting-started/

instructables.com/Letterboxing-The-Secret-Scavenger-Hunt-Game/

Library Pen Pals #1 PK C F AA

Market this program as a way for kids to connect with one another within the community without in-person programming. This could be used for any age group, but would be great for Pre-K.

- It will allow parents to connect with each other, and young parents could really use a support system or someone to commiserate with!
- It can familiarize young kids with the concept of letters.
- Little ones learning to write can practice signing their name.
- Those who can't write can draw a picture for fine-motor skills practice. Children can also dictate a message to a parent who does the writing, which is a great way to work on writing skills before a child can physically write.

Create a form for parents to sign up their little ones for a library pen pal. Ask for a name, a mailing address, and maybe one or two facts (favorite color, favorite animal, etc.).

Once a certain number of people have signed up, match them as pen pals for each other. Then send each person their pen pal's info along with their few facts and let them get writing (or drawing)!

Library Pen Pals #2 T AA

For continued social distancing but with options for in-library programming, try a pen-pal program! A pen-pal program is infinitely customizable, and could be used for a variety of ages, and even families; however, these ideas are aimed at a teen audience.

- Link up two pen pals: Whatever your library is doing programming-wise, there are tons of ways to potentially link up two pen pals. Here are some ideas:
- Have participants draw a name and address out of a jar.
- Have a survey about the kind of pen pal you'd like and play matchmaker.
- Have a pen pal "speed dating" event where participants get to know each other and then exchange names and addresses at the end.
- Link up with another library nearby or across the country (or across the world!) and gather participants.

Get the pen pals started: If you're doing in-person programming, hold an initial letter-writing workshop. Have supplies to decorate paper and envelopes, including fancy pens, markers, stickers, etc. Teens can design their own stickers or make a signature stamp for the end of their letters.

- Here are some ideas for how to make stickers: [wikihow.com/Make-Stickers](https://www.wikihow.com/Make-Stickers)
- Here is a tutorial for inexpensive stamps to make: [youtube/watch?v=77aksP3sBLU](https://www.youtube.com/watch?v=77aksP3sBLU)

If you're not doing in-person programming, consider offering a letter-writing take-and-make kit with a fun pen, some stickers, an envelope, and a nice piece of paper or two.

Keep the pen pals going: Offer a weekly pen-pal writing prompt. Here are some ideas:

- Tell them about your favorites: food, place, person, book, band
- Send each other a list of things to draw or doodle
- What would your ideal bedroom look like?
- Where would you go if you could go anywhere?

- What's something you like about yourself?
- What's something you can't imagine living without? Why?
- What would your ideal summer vacation look like?
- What's a story that you remember clearly from your childhood?

Have follow-up programs where you make your own paper or an end of summer meet-up with their new pen pal. Invite participants to share what they received or sent to their pen pal on social media. (Make sure you're removing identifying information such as addresses and last names before posting.)

Macramé Craft Projects **T** **A**

Introduce teens and/or adults to macramé, the technique of make textiles through creative knotting. Macramé is a centuries-old craft technique. Highlight a project or two from a few of the macramé crafting books in the catalog.

This program could be a virtual or in-person for teens or adults. Depending on the cost of materials for your project, it could be an excellent take-home craft kit if you host a virtual program.

Bibliography:

Gentry, Jim. *Macramé: 19 Great Weekend Projects*. Lark Crafts, 2011.

Hooghe, Sylvie. *Macramé: Fashion Accessories & Jewelry*. Schiffer Publishing, 2015.

Meilach, Dona Z. *Macramé: Creative Design in Knotting*. Crown Publishers, 1975.

Zedenius, Fanny. *Macramé: The Craft of Creative Knotting for Your Home*. Quadrille Publishing, 2017.

Resources:

What Is Macramé: thesprucecrafts.com/what-is-macrame-4770893

10 Easy Macramé Knots and Patterns: youtube.com/watch?v=IFQszfuIRdo

DIY Macramé Keychains:

youtube.com/watch?v=kSJHLVprQs8

youtube.com/watch?v=J5Y08Gjmgns

Mapping Your World **AA**

Materials:

- Large paper
- Pencils
- Compass
- Rulers
- Colored pencils

Create a station where patrons can create a map of their world. This can work for any age. Young children can create a simple map, and older patrons can create more elaborate maps, perhaps even of fictional worlds from books or film.

Bibliography, Children:

Brennan, Linda Crotta. *Maps: What You Need to Know*. Capstone, 2018.

Lavagno, Enrico. *Maps of the World: An Illustrated Children's Atlas of Adventure, Culture, and Discovery*. Black Dog & Leventhal Publishing, 2018.

Tyler, Madeline and Holly Duhig. *Mapping Towns and Cities*. Kidhaven Publishing, 2020.

Bibliography, Adults:

Blando, Jared. *How to Draw Fantasy Art and RPG Maps: Step-by-Step Cartography for Gamers and Fans*. Impact, 2015.

National Geographic Almanac 2020. National Geographic, 2019.

Schulten, Susan. *A History of America in 100 Maps*. University of Chicago, 2018.

Marshmallow Math **PK**

Get into the s'mores spirit with a program all about marshmallows and math!

Children can practice patterns, sorting, measuring, shapes, and graphing with a sweet treat. Note: Be sure to remind caregivers that the marshmallows used for the program are not for eating!

Activity Stations:

- Use marshmallows as paint stamps, creating patterns with different colors. Challenge the children to create ABAB, AABB, ABCABC patterns.
- Build shapes using marshmallows and toothpicks. Create templates for simple shapes, such as a square, triangle, rectangle, diamond, and hexagon for the children to use in their buildings.
- Ask children to predict and then figure out how many marshmallows are needed to balance objects using a balance scale. You can also use a food scale; it just requires a bit more measuring!
- Using colored mini marshmallows or different-shaped marshmallows, create a sorting station.
- Challenge children to stack jumbo marshmallows. Track the number of marshmallows used in each child's stack on a graph.

Marshmallow Painting **PK** **C** **F**

Marshmallows are not just for s'mores!

Materials:

- Jumbo marshmallows
- Tempura paint
- Chopsticks/lollipop sticks
- Paper

Directions:

Have kids skewer marshmallows onto the chopsticks/lollipop sticks. Dip marshmallows in paint and use as a paintbrush. A fun and messy art project for all ages!

The Meme Challenge **T**

Challenge teens to create memes about a variety of subjects. Give rewards to the funniest or most creative memes in each category!

This program can be done in-person or virtually.

Materials:

- A computer with Internet access for each participant
- Access to a search engine
- Access to a free meme-making online tool, such as
 - ImgFlip: imgflip.com/memegenerator
 - Imgur: imgur.com/memegen
 - LiveMeme: livememe.com

Note: Be aware that all of the sites listed above display other users' memes, and these may contain strong language or other mature content.

Suggested Rules:

- Use clean language
- Don't make any memes that make fun of or bullies others.
- Don't make bigoted or stereotyping memes, no racism, homophobia, etc.
- Avoid political subjects.
- All memes must be original.

Suggested Challenges:

- Make a meme making fun of yourself.
- Make a meme about something that annoys you.
- Make a meme about your mood today.
- Make a meme using an image you created (photos or art).
- Make a meme including a character from a show or book you like.
- Make a meme about the library or books.
- Make a meme a grandparent (yours or someone else's) would find funny.
- Make a meme a 5-year-old child would find funny.
- Make a meme using an image that you have never seen used as a meme before.
- Freestyle: Make any kind of meme you want.

Messy Art for Tots: Nature Process Art **PK**

What toddler doesn't love to get messy? Indulge their love and creativity in this 1- to 2-hour participatory program!

Process art allows for children to creatively explore things at not only their own pace, but also to make choices with the tools they are given. Messy Art for Tots is a process art program that has the librarian provide materials and stations and allows the child to decide what they want to do with said materials.

Messy Art for Tots: Nature Process Art follows that simple structure with the materials being things that can be found outside. Not all materials have to be directly from outdoors, but stations like painting large sticks or making and painting

with mud is something many children will have fun with because they don't always get to do this at home (if at all).

Space may vary for how many stations this program can hold, but for a bit of structure on this unstructured program, create designated stations with different materials that the kids can explore. The little kids move from station to station as they explore and look for what they want. Tells the adults about the program and explain that the sky's the limit for what their tot can make.

The program is incredibly messy and cleanup may take a bit, but using disposable or washable tablecloths is extremely helpful for cleanup.

Tip: Try not to make the intended purpose of each station directly clear. For example, don't tell children they have to use the flowers to paint with if they instead want to cut up the flower and glue it to paper. Let them direct their activity. Your nearest dollar store will be your dearest friend with this program!

Materials: Dirt, water, leaves, sticks and twigs, paintbrushes, paper, glue, pinecones, real or fake flowers, spaghetti, feathers, sand, disposable tablecloths, paint shirts/messy clothes

Bibliography:

Brian, Janeen. *I'm a Dirty Dinosaur*. Viking, 2013.

Dahl, Michael. *Pig Takes a Bath*. Picture Window Books, 2010.

Matheson, Christie. *Plant the Tiny Seed*. Greenwillow Books, 2017.

—*Tap the Magic Tree*. Greenwillow Books, 2013.

Shannon, David. *Roy Digs Dirt*. Blue Sky Press, 2020.

Wilson, Karma. *Hogwash!* Little, Brown Books for Young Readers, 2011.

Resources:

Jbrary: jbrary.com/guest-post-all-about-process-art/

Tinker Lab: tinkerlab.com/what-is-process-art-for-kids/

Dollar Tree: dollartree.com/?gclid=Cj0KCQiA0fr_BRDaARIsAABw4EtCIB8bjqoQKv5ukMMva7NYSkUmyCtFoMBWYSOO-Kj3FES7KvlXreIaAqfaEALw_wcB

Milkshake Café **C** **T** **A** **F**

Cool off with a sweet ice-cream treat made just to your liking!

Materials:

- Ice cream, account for about three to five scoops per person
- Ice cream scoopers
- Milk, about half cup per person
- Measuring cups
- Blenders
- A variety of mix-ins: chocolate chips, cookie pieces, strawberries, bananas, cherries, mini chocolate pieces, other chocolates, brownies
- Spoons or scoops for portioning mix-ins
- 16-ounce plastic cups
- Whipped cream

- Syrups for topping: chocolate, caramel, strawberry
- Spoons and straws

Directions:

1. Add 3 to 5 scoops of ice cream to the blender.
2. Add ½ cup of milk to the blender.
3. Add mix-ins of your choice. It is a good idea to limit each participant's amount of mix-ins. For example, put a spoon in each mix-in and allow participants to take 5 total spoonfuls of whichever combination of mix-ins they want.
4. Add whipped cream and syrups on top.
5. Drink!

Monarch Butterflies: From Caterpillars to Butterflies 

Learn about the life of a Monarch butterfly from egg to butterfly!

Patrons of all ages are fascinated by the sight of these creatures and can learn about the migration of the Monarch butterfly. The passive program lasts about 4 to 6 weeks total, with the caterpillars aging at different rates. It takes between 10 to 14 days for an egg/caterpillar to turn into a chrysalis. The caterpillar will shed its skin a total of 5 times before forming into its chrysalis and will remain inside for another 9 to 14 days. Once the Monarch butterfly is out, it will need a few hours to let its wings dry before being ready to be released. Monarchs should be released as soon as possible.

Patrons enjoy watching the butterflies be released at the library and learning about the butterfly's migration patterns. Children will also find it entertaining to watch the insects grow as the days progress.

Tips: The caterpillars eat a lot. So procuring enough milkweed is important. This program is best for mid- to late summer, so the Monarchs will be ready to make their southern migration to Mexico from September to October.

Materials:

- Monarch caterpillars or eggs
- Small Tupperware container with small holes poked in the lid
- Mesh collapsible hamper with handles duct-taped shut
- Lots of milkweed leaves, the bigger the leaf the better!
- Newspaper

Bibliography:

Burach, Ross. *The Very Impatient Caterpillar*. Scholastic Press, 2019.

Cain, Sheridan. *The Crunching Munching Caterpillar*. Tiger Tales, 2000.

Pliska, Zeena. *Hello, Little One: A Monarch Butterfly Story*. Page Street Kids, 2020.

Resources:

Rearing Kit: shop.monarchwatch.org/

Life of a Monarch Butterfly: monarchs-and-milkweed.com/Monarch%20Life%20Cycle.htm#:~:text=In%20just%209%20to%2014,of%20the%20Monarch%20butterfly%20inside

Mother Goose Mania: Itsy Bitsy Spider **PK** **C**

Nursery rhymes are an important early literacy tool. They introduce children to the rhymes and rhythms that make up language in ways beyond just sharing stories. This helps children hear the sounds and syllables that make up our words. Nursery rhymes are also a great source of new vocabulary, making it easy for parents and other caregivers to introduce new concepts.

The goal of the program is to build on an adult's familiarity with nursery rhymes by introducing new and expanded ways to explore those rhymes.

Provide a simple craft for toddlers. An easy spider craft: Fold a piece of construction paper in half and trace the child's hand on the paper (only the 4 fingers, not the thumb). Cut it out and unfold. Have the child add goggle eyes and draw a mouth. You can tape the spider to a dowel, and use it as a puppet.

Music Club! **G** **T**

Materials:

- Karaoke machine
- 1 microphone (more, if possible!)
- Karaoke CDs
- Snacks, drinks
- Paper, pens, markers
- Tables and chairs, as necessary

All teens who enter the program get to see what songs are available on supplied karaoke CDs (or any other means of karaoke songs) and can submit their name/song to sing. As the teens mingle and eat snacks, have different music stations available. Keep mentioning that this is a judgment-free zone and the perk of Music Club is to allow any level of musical knowledge and skill to come together and try to learn more about music. Keep it all fun and engaging!

Station 1: Instruments: Those who wish to bring their own instruments get to set up a quick performance for those attending. If your library has instruments for patrons to check out, bring some in so teens can see different instruments to play with.

Station 2: Best Band Bracket Voting: Have a friendly debate corner where teens get to talk about their favorite bands and vote on which bands are the best by polling those in attendance.

Station 3: Karaoke: Start going through the names/songs that the teens have submitted to sing every so often to help break up the time and keep it interesting. The more the other teens see how fun singing can be, especially if duets are performed, the more teens will want to sing karaoke!

Bibliography:

Leonard, Hal. *Karaoke Favorites—78 Greatest Hits for Open Mic Night*. Hal Leonard, 2012.

National Park Junior Ranger Partnership **F**

Every national park has a junior ranger program. Reach out to your closest national park to see if they will partner with you on this program. Usually, the child (or adult) can get a Junior Ranger booklet from the visitor's center. During the

pandemic, some parks are allowing children to complete this program virtually. This is a great option as it allows them to still discover things about the parks, but they aren't limited by the need to travel. Each park has their own procedures, so this is something that may vary from location to location. Go to nps.gov/index.htm and click on FIND A PARK; you can search by state or on a map.

Closer to home, form a partnership with a park for storytime in the park and other activities. You can also contact a local nature center to provide a presentation about their center.

Natural History Survey's Traveling Science Center: Illinois **F**

The Illinois Natural History Survey Traveling Science Center is a 320-square-foot mobile classroom featuring informative, engaging exhibits on biodiversity and natural resources. It is available to visit schools and communities across Illinois.

Visitors learn about the types of habitats and species diversity in their region, as well as ways to protect against threats to that diversity.

inhs.illinois.edu/outreach/tsc/

Contact: 217-333-5986 or tsc@inhs.illinois.edu



Nature Bingo **C** **T** **F**

Create a bingo card filled with seasonal objects patrons can look for that are outdoors. Start with objects that can be found in a backyard, around a neighborhood, or objects that can be seen on a walk. Create bonus spaces or cards for objects that can be found in area parks or other parts of the community. You may want to make bingo cards with pictures of the animals and plants rather than just their names. This will help with identification. Prizes can be given out to patrons who get a bingo or fill up the whole card.

Have bingo cards and explanations available to be picked up from the library and/or have them accessible on the library website. Here is a sample of a handout and some plant and animal ideas to use for the bingo cards:

Nature Bingo!

Get out and explore with Nature Bingo! Stop at the library, pick up a bingo card, and discover the animals, plants, trees, and insects that live in your own backyard. Mark off animals as you see them. To win, get five animals in a horizontal, vertical, or diagonal line. The game runs from [DATE] through [DATE]. Nature Bingo is open to all ages, and prizes are available while supplies last.

Pro Tip:

Check out your local [NAME OF FOREST PRESERVE] for locations you could go out into nature to explore.

Bingo Squares

Birds	Mammals	Insects & Reptile	Trees	Plant/Flower/ Shrub
Blue Jay	Coyote	Dragonfly	Ginkgo Tree	Four-leaf Clover
Canada Goose	Deer	Earthworm	Sugar Maple Tree	Lilac Bush
Cardinal	Opossum	Garter Snake		Pansy
Chickadee	Rabbit	Honeybee		
Crow	Raccoon			
Eagle	Squirrel			
Mallard Duck				
Mourning Dove				
Woodpecker				

Prize Ideas:

Audubon's Birds of America Coloring Book, by John James Audubon, \$4.99

smile.amazon.com/Audubons-Birds-America-Coloring-Book/dp/048623049X/ref=sr_1_4?dchild=1&keywords=audubon+coloring+book&qid=1610739176&sr=8-4

National Parks Coloring Book, by Peter F. Copeland, \$4.99

smile.amazon.com/National-Parks-Coloring-Dover-Nature/dp/0486278328/ref=sr_1_17?dchild=1&keywords=trees+coloring+book&qid=1610739403&sr=8-17

The Birdwatcher's Coloring Book, by Dot Barlowe, \$3.99

smile.amazon.com/Birdwatchers-Coloring-Book-Dover-Nature/dp/0486487946/ref=pd_bxgy_img_2/134-5757531-9515967?_encoding=UTF8&pd_rd_i=0486487946&pd_rd_r=d3946317-0adb-41c0-b313-72a08b442250&pd_rd_w=mlIpR&pd_rd_wg=sWPXF&pf_rd_p=f325d01c-4658-4593-be83-3e12ca663f0e&pf_rd_r=0K4QJYC87DX52M3CE426&pvc=1&refRID=0K4QJYC87DX52M3CE426

A Walk in the Woods (Dover Colorng Book), by Dot Barlowe, \$3.99

amazon.com/Walk-Woods-Dover-Nature-Coloring/dp/0486426440/ref=sr_1_2?dchild=1&keywords=Forest+Wildlife+Coloring+Book&qid=1610739729&cs=books&sr=1-2&pldnSite=1

Nature Exchange/Swap  

Build a collection of nature items for patrons to swap with. Patrons can bring in their own nature item and exchange it with something from your collection. Ask patrons to write a sentence or two about the item they are bringing in, such as where they found it and why they thought it was special. Keep the info with the item when it is added to your collection so that anyone swapping for it can have the information as well.

Nature Hike AA

The name of the game this summer is *get outside!* Encourage your patrons to explore their communities by offering scavenger hunts with prizes for most items found. Promote awareness with a hashtag on social media. You can even include a photo option for your patrons to send in pictures of their finds to be shared via an Instagram or Facebook album.

You can work in community promotion by including items or locales patrons are encouraged to visit. If business owners are willing to partner, this is a great opportunity to provide coupons in exchange for a selfie.

Make it literary by asking them to snap selfies reading in unusual places or their favorite places to read. Have them take books on vacations.

Nature Table C

Showcase nature items with a nature table. Depending on the items you have available, you can choose to showcase items in groupings, such as beach items, forest items, etc. Nature items can be anything from rocks, sticks, acorns, pinecones, shells, etc. Try to have enough items on the table so that children can not only explore and touch these items but they can creatively group, sort, and build with them. Please note that these items should not be rare items or hold sentimental value, as there is a high possibility that they will be damaged with all the touching.

Nature Talk A

Get a guest presenter from your local historical society, museum, nature center, national park, or preserve to do a presentation about the natural, geographical, or historical side of the region. Possible topics for presentations include wildlife specific to the region, plants (unique plants, wildflowers, poisonous plants, edible plants), surviving outdoors, indigenous peoples specific to the area, history of the early settlers up to the present day, the stories behind famous landmarks and street names, unique or odd sights that are exclusive to the area, recommendations for hiking trails for beginners to experts along with hiking tips and must-see sights, forest safety, fire prevention outdoors, best campsites in the area, and forest conservation.

The program can either be held in-person or in a virtual setting on Zoom, YouTube live, Facebook live, or the library's streaming platform of choice. Registration is highly recommended.

Some of these local presenters are from nonprofit organizations and will volunteer their time for this program to raise awareness of their organization and the cause that they are passionate about. This event is a great low-budget opportunity to partner with a community organization for a summer program.

Nature Walk C F

Meet up at a local park, forest preserve trail, picnic grove, or conservation area. Pick a path that is stroller and wheelchair accessible. Distribute a guide sheet to local plants, birds, and animal tracks for patrons to look for during the walk.

- Nature Bingo: Turn the guide sheet into a bingo card to make spotting items during the walk into a game.
- Plan for the weather: Provide water if it's hot or hot tea and cocoa if it's chilly. Advise patrons to dress for the weather and wear layers.

Programs, Events, Presentations, and Storytimes

- Nature spotting gear: Distribute gear like magnifying glasses or binoculars if it's within your budget or encourage patrons to bring their own. Binoculars are handy for spotting birds, magnifying glasses for checking out bugs and flowers.
- First Aid Kit: Bring bandages and antiseptic wipes. Research whether deer ticks live in your area and include a photo reference on your guide sheet if they are. Remind patrons to check for ticks when they leave.
- Smartphone: Download nature ID apps such as Pl@ntNet and Audubon Bird Guide to look up unknown species spotted during the walk.

App Resources:

- Audubon Bird Guide App: Download to Adroid and Apple devices to identify birds in the wild. audubon.org/app
- iNaturalist: Download to Android and Apple devices to track encounters with other organisms and track life lists on the cloud. inaturalist.org/
- Insect Identification: Download to an Apple device to identify insects using photographs. apps.apple.com/us/app/insect-identification/id1380105102
- Picture Insect: Download to an Adroid device to identify insects using photographs. play.google.com/store/apps/details?id=com.glority.pictureinsect&hl=en_US&gl=US
- Pl@ntNet: Download to Android and Apple devices to help identify plants with plantnet.org/

Web Resources:

- Beartracker's Animal Tracks Guide: bear-tracker.com/guide.html
- US Fish and Wildlife Service Animal Signs Guide: fws.gov/uploadedFiles/Animal%20Signs%20Guide.pdf

Nocturnal Animals Storytime **PK** **C** **F**

Create a storytime about nocturnal animals!

Action Songs/Fingerplays/Rhymes:

Nocturnal Animals

On a moonlit night when the stars come out

There are nocturnal animals all about

Who, who, what do I see? (make circles with fingers, hold up to eyes)

A wise old **OWL** looking at me

Meow, meow, what do I see?

A sleek black **CAT** looking at me (make cat ears)

Eee, eee, what do I see?

A squeaky **BAT** looking at me (flap wings)

Ribbit, ribbit, what do I see?

A big green **FROG** looking at me (hop)

Squeak, squeak, what do I see?

A garden **MOUSE** looking at me (sniff/make whiskers/creep)

(Can also do as puppets and/or action rhyme.)

Five Hoot Owls

Five hoot owls sitting in a tree,

One flew away! How many do you see?

One, two, three, four.

Four hoot owls sitting in a tree,

One flew away! How many do you see?

One, two, three.

Three hoot owls... etc.

The Bat

The bat in flight at dead of night (Flying motions)

Can flap about with ease. (Keep flying)

For with his ears he somehow steers (Cup hands behind ears & sway)

A path between the trees. (Put arms up for tree branches)

The Fireflies at Night

*(Sung to the tune *The Wheels on the Bus*)*

The fireflies at night go blink, blink, blink,

Blink, blink, blink, blink, blink, blink.

The fireflies at night go blink, blink, blink,

Out in the garden.

The bees in the flowers go buzz, buzz, buzz,

Buzz, buzz, buzz, buzz, buzz, buzz.

The bees in the flowers go buzz, buzz, buzz,

Out in the garden.

Other verses:

cricket/fields/chirp

caterpillars/on the leaves/munch

spiders/in the bush/spin their webs

worms/in the ground/wiggle and squirm

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Action Song: Owl Hokey Pokey

You put your right wing in, you put your right wing out,
You put your right wing in, and you flap it all about.
You do the hokey pokey and you fly yourself around.
That's what it's all about! Hoot, hoot!

Raccoon Sitting in a Tree Tune

(Sung to the tune *Twinkle, Twinkle Little Star*)

Raccoon, raccoon, climbing a tree	(make climbing motions)
Wearing a mask, you can't fool me.	(hands circle eyes, then shake finger)
Hiding there so I can't see	(point to eyes)
What you're doing in that tree.	(hands stretched over head like a tree)
Raccoon, raccoon, climbing a tree	(make climbing motions)
Wearing a mask, you can't fool me.	(hands circle eyes, then shake finger)

Bibliography:

Edwards, Pamela Duncan. *While the World Is Sleeping*. Orchard Books, 2010.
Hood, Morag. *I Am Bat*. Sourcebooks Jabberwocky, 2017.
Jenkins, Martin. *Fox Explores the Night*. Candlewick Press, 2018.
Marino, Gianna. *Night Animals*. Viking, 2015.
—*Night Animals Need to Sleep Too*. Viking, 2020.
Minor, Wendell. *Daylight Starlight Wildlife*. Nancy Paulsen Books, 2015.
Penn, Audrey. *Chester Raccoon and the Almost Perfect Sleepover*. Tanglewood, 2017.
Rosenthal, Amy Krouse. *Don't Blink!* Random House Children's Books, 2018.
Taylor, Sean. *Hoot Owl, Master of Disguise*. Candlewick Press, 2015.
Teckentrup, Britta. *Run Home, Little Mouse*. Kids Can Press, 2013.
Thompson, Holly. *Twilight Chant*. Clarion Books, 2018.
Waddell, Martin. *Owl Babies*. Candlewick Press, 1992.

Outdoor Adventure Preschool Storytime 

Bibliography:

Archer, Micha. *Daniel Finds a Poem*. Nancy Paulsen Books, 2016.
Boswell, Addie. *Go, Bikes, Go!* Little Bigfoot, 2019.
Burningham, John. *Mr. Gumpy's Outing*. Henry Holt and Company, 1970.
Covell, David. *Run Wild*. Viking, 2018.
Lloyd, Megan Wagner. *Finding Wild*. Knopf Books for Young Readers, 2016.

Activity:

Rosen, Michael. *We're Going on a Bear Hunt*. Margaret K. McElderry Books, 1989.

Using the above title, act out the book. Include props as part of the story.

Possible props: A stuffed bear, a safari hat, a cave made from furniture and blankets, a water bottle that can be sprayed to represent the snow

Crafts:

Pinecone Bird Feeders with peanut butter

Source: preschoolinspirations.com/pine-cone-bird-feeders/

Pinecone Bird Feeders without peanut butter

Source: sciencing.com/make-feeder-using-peanut-butter-6077667.html

Song:

Cohenour, Dana. "Five Green and Speckled Frogs." *Dana's Best Jump & Jam Tunes*. Music Playground, 2017.

Five green and speckled frogs,

Jumped on a speckled log.

Eating the most delicious bugs (Yum, Yum!).

One jumped into the pool

Where it was nice and cool,

Then there were four green speckled frogs!

Four green and speckled frogs ... etc.

Paws and Wings Hopscotch

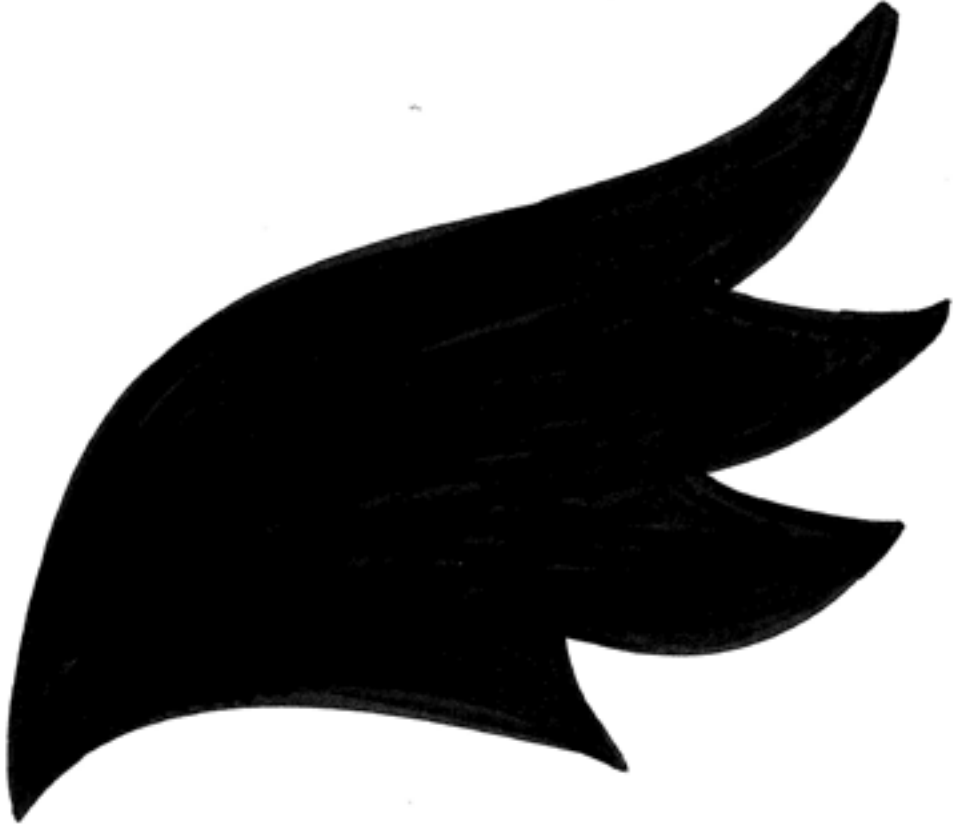
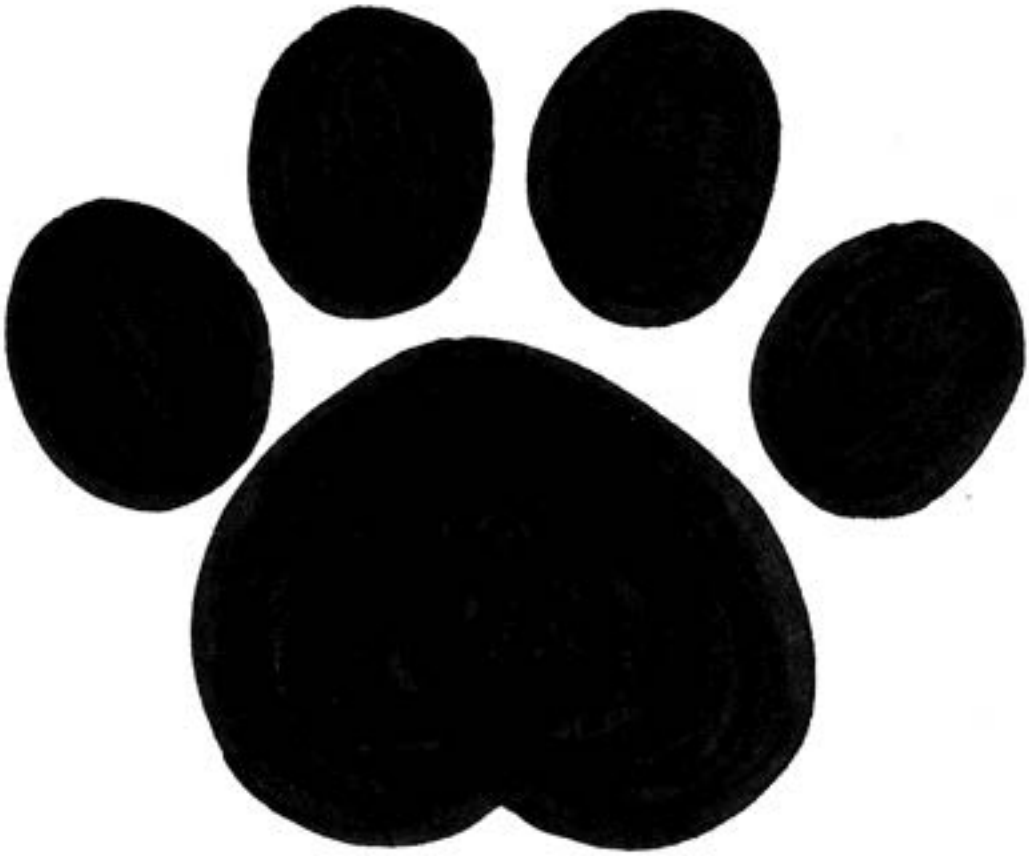
This mashup of Twister and Hopscotch is sure to bring laughter and fun to any family camp.

Materials:

- Printed or drawn animal paws and wings. One paw or wing per page.
- Tape

Directions:

1. Print or draw animal paws and wings. Each sheet of paper should only have one paw or one wing.
2. Decide if a paw will be a "foot" and a wing a "hand" or vice versa. For this example, a paw is a "foot" and a wing is a "hand."
3. Each row must have a minimum of 2 squares. For older kids, a game with 3 squares in a row is a fun challenge. Mix up the rows with a combination of wings and paws.
4. Tape the squares on the floor 2x2 or 3x3. Leave some space between each row for movement. Continue to add rows to make a longer play board. In a 3-row game, don't use more than 2 of each type of square.



Play: The object of the game is for the players to jump on the prints touching the appropriate picture with the corresponding limb, a hand on a wing and a foot on a paw.

Young players can put two feet in a paw square and place their hand in a wing square for more balance. Players continue to jump or hop from row to row matching their hands to wings and feet to paws.

Time how fast each player can accurately get through the game.

Mix It Up: Adapt for outside fun using chalk to draw the paws and wings.

2x3 example:

Paw	Paw
Wing	Paw
Wing	Wing

3x2 example:

Paw	Wing	Wing
Wing	Paw	Wing



Patch Program **T**

Have teen patrons earn badges by attending different library programs, completing reading challenges, or by volunteering at the library. After the time frame where patches can be earned, host a program where teens can learn how to sew their badges to a tote or other fabric object. Teens can also bring in their own item to sew their patches to.

Materials:

- Patches
- Fabric totes or other fabric item
- Sewing needles
- Thread
- Sewing pin

Directions:

1. Have teens come to the program with their patches handy.
2. Had out the fabric they will be sewing their patches to.
3. Before handing out a sewing needle or thread, have them gather around you so you can demonstrate how to thread a needle.
4. Hand out a sewing needle and let them/help them pick out thread that is close in color to the first patch they want to sew.
5. Have the teens thread their sewing needle and assist where needed.

6. Once everyone has their needle threaded, gather them around again so you can demonstrate how to sew on the patch.
7. Send the teens back to their workstation to sew their first patch. Assist where needed.
8. Once the first patched is sewed on, let them continue with their other patches. Assist where needed.

Directions for sewing on a patch:

1. Place patch on item in the place they would like it to be.
2. Pin down the patch in the center with a sewing pin.
3. Thread a sewing needle with thread that closely matches the color of the patch.
4. Sew around the outer edge of the patch using a basic stitch.

Photography Club **G T**

Teach teens the basics of a camera and then have them begin taking pictures of the world around them with their new skills.

Materials:

- Cameras
- Laptops, computers
- Printer
- Picture paper
- Photo editing software

Allow teens to experiment with different ways of focusing their photos, keeping things abstract, straightforward, an emphasis on nature, or even taking portraits of each other. When they have had enough time to take pictures, let them access their photos and manipulate them with photo editing software. Explain that there is no right or wrong way to take a photo or manipulate it. The whole point is to be as creative as they want to be!

Bibliography:

Horenstein, Henry. *Digital Photography: A Basic Manual*. Little, Brown and Co., 2011.

The Poetree **G**

Talk to children about how nature can be poetry.

Read *Daniel Finds a Poem*. Talk about how nature can be poetry. Can nature write poems? If you are conducting an outdoor storytime, this is a good time to ask patrons to be quiet and listen to the sounds of nature. Read *Poetree*. Talk about what a haiku is. Give patrons the opportunity to write their own poems about nature or about something in nature. The poem does not have to be a haiku and does not have to rhyme, of course.

Patrons can tie their poems to a designated tree outside of the library. If a real tree is not available, a display tree can be created out of papier-mâché or drawn onto a large sheet of paper for a bulletin board, and the poems can be attached to it.

Bibliography:

Archer, Micha. *Daniel Finds a Poem*. Nancy Paulsen Books, 2016.

Reynolds, Shauna LaVoy. *Poetree*. Dial Books for Young Readers, 2019.

Post-It Note Poetry **T F AA**

Challenge teens to create a poem about nature/the outdoors using the confined space of a sticky note. Designate an area to post the poetry for all to read!

Reading Challenge **C T**

Challenge readers to go beyond just reading their books!

Materials:

- Paper
- Stickers
- Markers
- Room on a wall to hang up a poster
- Prizes

Challenge teens by giving them specific things to do after they read books. Every time they complete a challenge, they let the staff member in charge know, and they receive badges to be placed next to their name. Each sticker can represent a specific badge, and the more badges, the more chances to achieve specific goals. Each milestone can either be a prize, or they have to complete all the goals to earn a prize. This keeps reading fun and interesting and allows teens to choose what they want to read. How they read is the challenge!

Sample challenges:

- Read outside
- Read to someone
- Have someone read to you
- Write a review about the book
- Make a soundtrack for a book
- Describe the book in only three words
- Describe the book with only emojis
- Create fan art for your book
- Find a quiz online for your book, or make your own quiz
- Re-design the book cover
- Read a book judging it by its cover
- Read a book in a medium you don't normally read, for example, comic book, ebook, etc.
- Read a book by an author with the same first letter name as yours (or last name, same name, etc.)

Riddle Me This! PK C

Young patrons can participate in an “Answer that Riddle” quiz based on Antoinette Portis’ *A New Green Day*. Who can answer the riddles? Upon arrival at storytime, patrons will be given some sheets of paper and crayons/colored pencils. Read *A New Green Day*. After each riddle is posed, patrons will use their materials to draw their answers. After finishing the book, challenge patrons to create their own riddle(s) about something in nature or use an animal that they love as the answer. They can share these with the group to see if anyone can figure out their riddles. (This program can also be done virtually.)

Bonus Activity: In Portis’ *A New Green Day*, the leaf says it is “a map of my own green home.” Provide patrons with a bag of leaves and have them do rubbings of the leaves to make their own maps to take home.

Bibliography:

Portis, Antoinette. *A New Green Day*. Holiday House, 2020.

Satisfying Video Creations C T

Help tweens and teens make their own videos!

Materials:

- Satisfying videos from YouTube
- iPads or other ways to record video
- Different types of slime, foam, squishies, kinetic sand, etc.

Program: Start the session by showing about 10 to 15 minutes of satisfying videos from YouTube. Then allow the participants to use recording devices and the supplies to create their own satisfying videos.

Scary Story Contest C T A F

Create a passive scary story contest for all ages.

Each age range will need its own sets of rules and guidelines. The one rule that should be in all of the guidelines is that the story *must* be original content.

- Contest would start on the first day of summer reading and end about a week before summer reading does so that the submissions can be read and voted on.
- Judges should be a committee that consists of members from youth services and adult services.
- One winner in each category, one runner-up.
- The winner’s story is posted on the website or in the library’s newsletter.

Scavenger Hunts AA

The options are almost endless for the types of scavenger hunts you can create for *Read Beyond the Beaten Path!*

Adult Scavenger Hunt: Have adults register as teams for a scavenger hunt in the library, where they earn badges. The team with the most badges at the end of the night wins a prize.

- Teams of two or more people.
- The scavenger hunt itself will have a time limit. The teams will have an hour to an hour and a half to complete the badges.
- The teams will have to complete tasks related to *Read Beyond the Beaten Path*.
- The tasks could include tying knots, building a tent, first aid quiz, packing a survival bag, making s'mores, etc., all in a set time. For example, teams will get one minute to tie and untie a knot, 30 seconds to put a s'more together.
- If the team completes the task in the set time frame, they will get a badge.
- Teams can retry for badges they did not complete, but not right away. They must try a different challenge before they can try again.
- Whoever has the most badges at the end of the time period wins a prize.

Camping/Hiking Scavenger Hunts: Suggest that patrons have a little bag that they can carry and put their treasures in or provide one for them, along with the list of things they should find. The library can give out prizes for kids who bring in their scavenger page and/or the bag of treasures. Parents can also make up their own scavenger hunt inside the house if the weather is bad. This will keep the little ones busy for a while, especially if the parents strategically hide the objects in fun places for the kids to look.

Staff Resources: These activities were all found on Pinterest.

Credits:

- Back Yard Scavenger Hunt: soeasybeinggreen-blog.com
- Nature Scavenger Hunt: trishsutton.com
- Camping/Hiking Scavenger Hunt: speechspotlight.com



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City/Town Scavenger Hunt for the Family: Provide patrons with the suggested items on this list for some outdoor fun. They can bring a camera or phone, the list, and a pen or pencil to keep track of the items they find. Set a time limit to complete the hunt.

A – apartment building

B – billboard, bank, bicycle, bakery, bridge

C – clock, crosswalk, city hall, church

D – dog

E – the number eleven

F – fast-food restaurant, farmers market, fire station

G – garbage can, gas station, graffiti

H – house, hairdresser, hotel

I – ice cream

J – jail, jar, jet

K – kids

L – license plate, library, laundromat

M – museum, motorcycle, mailbox

N – newspaper

O – open door

P – playground, park, police car

Q – sign with the letter “Q,” a question mark

R – restaurant, road sign

S – sunglasses, skateboard, stop sign

T – train, taxi, traffic light

U – umbrella

V – van

W – wheel, window

X – x-ray machine, a sign with the letter “X”

Y – yellow sign, yellow flower

Z – zigzag shape, zoo animal, number zero

Explore Your Community: Create a scavenger hunt using local businesses or summer reading sponsors/partners. Give patrons a treasure map of where to go. You can include actual addresses or GPS coordinates. Inside each place, post a picture or keyword that patrons need to find. Once they find all pictures or keywords, enter them into a raffle.

Local Wildlife Scavenger Hunt: Make a list of a few common bird, tree, or insect species in your area and create a scavenger hunt to discover them all. Have patrons text or email the library pictures of each creature as they find them. Patrons can earn a raffle ticket for each creature found.

Nighttime Scavenger Hunt: Go for a walk after dark to see how many things you can find! Feel free to use binoculars, telescopes, apps, websites, and books to help out if you get stuck.

- constellation Orion
- sound of crickets
- shadow
- owl
- flying squirrel
- firefly
- something that glows in the dark
- moon (bonus point if you know the name of the phase it's in)
- sound of cicadas
- smell of a campfire
- sound of a dog barking
- sound of a cat meowing
- International Space Station flying overhead
- Big Dipper
- galaxy
- airplane

Silly Sidewalk Obstacle Course **PK** **C** **F**

With colorful chalk, draw instructional walks of fun movements for families to perform as they walk into your library.

Resource:

programminglibrarian.org/programs/silly-sidewalk-obstacle-course

S'mores and More **PK** **C** **T** **F**

There are so many options, both delicious and fun, when you host a s'more program!

Challenge: Who can make the best s'more? Participants will have a S'more Off to try and create the best tasting s'more. They will have access to the ingredients and a microwave to create two versions of their dish. Find a few willing volunteers to be the judges. Give a small prize to the top winners, plus everyone gets to eat the second s'more!

Ingredients:

- Graham crackers
- Marshmallows
- Chocolate bars
- Chocolate mint bars (like Andes)
- Bananas
- Peanut butter
- Assorted fun cereals
- Assorted other candies (ones that melt work best, but use your imagination)
- Syrup, caramel, jams

Creative Creation Station: Let attendees create their strangest s'mores creations then vote on which unconventional ingredient really made their tasty treat pop! This is a great, low-pressure program that can be accompanied by board games, book discussions, etc.

Using marshmallow fluff, rather than marshmallows, allows you to get around the need for a heating element and allows you to hold this program inside or outdoors!

Popular additional elements include:

- Strawberry jam
- Rainbow sprinkles
- Ground-up pretzels
- Caramel syrup
- Apple slices

S'mores and (Not-So-Spooky) Stories: Have a family fun night at the library where kids can make s'mores and read a variety of stories ranging from spooky to not-so-spooky. If you have a large outdoor space in the back, make s'mores via a bonfire, but in case of bad weather, have a backup plan using marshmallow fluff. S'mores ingredients (mini chocolate bars and marshmallows) were sectioned into little bags with each family getting a package of graham crackers to split amongst themselves. Families checked in at the desk and received their s'mores kit after signing a waiver form due to the bonfire.

For a few weeks prior to the event, we trapped books centering on camping, monsters, campfire ghost stories, and other silly stories families could read (and check out) together while enjoying their s'mores. Have families supply their own blankets and chairs. Families also enjoyed following our storywalk.

About halfway through the program, have a Children Services librarian read *I Want to Be in a Scary Story* by Sean Taylor to tie the program together and sing "Lying in My Sleeping Bag" by Shari Sloane afterward.

Another component that can be added for more camping fun is singing stories around the campfire with a guitar or ukulele.

Bibliography:

Allen, Jonathan. *I'm Not Scared!* Disney-Hyperion, 2007.

Berkner, Laurie. *Monster Boogie.* Simon & Schuster Books for Young Readers, 2018.

Bickell, Elaine. *The Little Ghost Who Lost Her Boo!* Philomel Books, 2020.

Burfoot, Ella. *Darkness Slipped In.* Kingfisher, 2008.



- Lee, Andy. *Do Not Open This Book*. Lake Press, 2016.
- McIntyre, Sarah and David O'Connell. *Jampires*. David Fickling Books, 2015.
- McKinnon, Heidi. *I Just Ate My Friend*. Simon & Schuster Books for Young Readers, 2018.
- Parenteau, Shirley. *Bears and Boos*. Candlewick Press, 2020.
- Snicket, Lemony. *The Dark*. Little, Brown Books for Young Readers, 2013.
- Stutzman, Jonathan. *Tiny T. Rex and the Very Dark Dark*. Chronicle Books, 2020.
- Taylor, Sean. *I Want to Be in a Scary Story*. Candlewick Press, 2017.

Sensory S'mores Take-Home Program: This program is for preK children. In the take-home kit, provide 1 bag of graham crackers, 1 bag of chocolate, 1 bag of large marshmallows, and a s'mores puzzle sheet.

The caregiver will need 3 small bowls and 3 hand towels to cover the bowls. The caregiver empties each ingredient into a bowl and covers it with the towel.

The child closes their eyes as the caregiver picks up the towel to put over the child's hand. Once their hand is covered, have the child open their eyes and guess what ingredient is in the bowl they are feeling. After they are done guessing, remove the towel and have them place the ingredients onto the puzzle sheet that is labeled with the ingredient. Repeat process until they have a completed the s'mores puzzle.

S'mores Math Take-Home Kit: In the take-home kit, provide bags that have large marshmallows, mini white marshmallows, mini colored marshmallows, and Hershey kisses. (The kits do not need to be standardized; every kit can have different numbers.) The caregiver and child will group the marshmallows by size and color and then count each pile. Repeat with the Hershey Kisses by color.

Make fun math equations, such as 1 large marshmallow + 2 mini pink marshmallows + 1 mini green marshmallow + 2 red kisses = 6 items.

Space Camp: Star Wars Style

This event allows kids to visit stations with activities.

Here are some examples of activity stations:

- *That's No Moon...It's a Space Station:* Design your own Death Star using cupcake liners, crayons, and black watercolor paint. Use the crayons to draw out your Death Star on the cupcake liner. Then paint the cupcake liner, going over the crayon. You can provide photos of the Death Star as an example or allow them to create their own.
- *This Is the Way:* A Mandalorian's armor is very important to them. Design what you would like your Mandalorian armor to include. What's your helmet look like? Do you have a jet pack?
- *In a Galaxy Far Far Away:* Instead of using the constellations in our galaxy, you can create your own sewing constellations. After a quick Google search, you can find several images of Star Wars galaxies. Trace out the galaxies onto a piece of cardboard. Poke holes at the corners of the constellation. This is all the prep needed unless you are aiming at an older audience, in which case they can draw the constellations themselves. Once the holes are punched, provide yarn for the participants and let them sew up their galaxies.
- *Scavenging on Jakku:* Rey spent a lot of her time scavenging for things to sell. Using sand, magnetic sand, rice, oatmeal, etc., to hide items, allow the

kids a chance to find something to trade. Different items are worth different amounts. You can choose what you want to hide, whether it's physical items like dice, LEGO® pieces, or pictures of items. Assign a value to each item. When they find something, they will bring it to the librarian to see what it's worth. They have to reach a set amount of credits before they can move to the next station.

- **Anakin's Pod Racer:** Kids can build their own pod racer at the LEGO® station. Include yarn so that they can attach their engines to the pods.
- **Break Free from Carbonite:** Han is stuck in carbonite! This is a STEAM station where a staff member demonstrates a chemical reaction. You will need an ice cube tray, several LEGO® mini figures (preferably Star Wars, but any will do), baking soda, water, vinegar, and a bowl. Mix 3 parts baking soda with 1 part water. Pour a small amount of the mixture into the bottom of the ice cube tray. Place one mini figure into each section and cover it completely with the mixture. Leave the ice cube tray in the freezer until it's completely frozen. Then take out the mini figures and put them in a bowl, one at a time. Add vinegar and watch the chemical reaction occur to free Han Solo.

Squishy Balloon Animal Craft

This squishy balloon animal craft fosters creativity, and it teaches kids hand-sewing and how to create animals out of a tube shape. The craft is suitable for in-person programming or as a take-and-make kit.

Tools:

- Scissors
- Needle
- Permanent marker
- Balloon animal book of choice

Materials:

- Girl's tights, multiple colors
- Stuffing
- Rubber bands
- Thread

Directions:

1. Cut the legs off of the tights.
2. Place stuffing into both legs until full but not firm.
3. Sew the open ends together, creating one continuous tube (balloon).
4. Use the marker to draw a face on one end of the tube.
5. Use instructions from the animal book to create all sorts of animals.
6. The rubber bands can be used to hold twists and segments in place.

Bibliography:

Chauffe, Emily and Elizabeth Chauffee. *Kids Show Kids How to Make Balloon Animals*. Casey Shay Press, 2009.

Giovinco, Gerry, *The Big Book of Balloon Art: More Than 100 Fun Sculptures*. Dover Publications, 2019.

James, Sarah. *Plush Balloon Animal*. *Intractables.com/Plush-Balloon-Animal*

Telford, Jeremy. *Balloonology*. Gibbs Smith, 2010.

Stargazing **C** **F**

Create a passive craft station inside the library with pictures of constellations that can be easily seen at night from your location. Depending on how much time you want patrons to spend at the station, you can do something as simple as hole punching through black construction paper or using white/yellow paint with cotton swabs on black construction paper. Encourage the patrons to seek out those stars later that evening.

StoryWalk® Programs **PK** **C** **F** **AA**

What are the costs involved?

For Vermont communities who would like to borrow **StoryWalk®** books from us, the cost is free! If you want to create **StoryWalk®** books yourself, here are the costs: We purchase 3 copies of each book (two for mounting, one for damage repair/replacement); books cost between \$7 and \$20 each so that can range from \$25 to \$55. Lamination costs about \$3 for 10 ml, a range of \$90 to \$100 for each book, depending on its length. Stakes (good ones that don't splinter, aren't heavy, won't break easily) cost \$1 each, and most books need about 30. Sticky-backed industrial strength Velcro® to hold the books onto the stakes cost about \$35, which is enough to accommodate a 30-page book. This does not include labor to assemble and mount the books. **StoryWalk®** costs run about \$200 to \$250 per book.

What basics should I know about preparing the books?

In general, use 10 ml lamination pockets, industrial-strength sticky-back Velcro® (the lightweight Velcro® isn't strong enough), and 4-foot mahogany stakes (which are stronger than pine). Each page is mounted on cardstock; we put the page number, book title and author, and contact info on the back of each page. In addition to using the adhesive, we staple the fuzzy side of the Velcro® to the stake, using a staple gun. We have the lamination done by our local copy center. I can't stress enough the importance of a wide margin of laminate around the edges of each page—this completely seals and protects the page from moisture, which will ruin the page. When you attach the **StoryWalk®** book page to the stake, be sure the pages are at eye level for young children.

What about copyright laws?

We contacted the head of the Children's Library Services for the State of Vermont, Grace Greene, who, after consulting with the VT State Lawyer, told us that if we purchased the book, we could use them in the stated format. **The books cannot be altered in any way, the pages cannot be enlarged, scanned, or reproduced.** You can only mount them on cardstock and laminate each individual page. We make a point of purchasing *new* books, not taking donations or buying used books, so that the writers and illustrators get full benefit. We buy all our supplies (books, stakes, laminate, etc.) from local businesses.

As it turns out, comments from parents in the guest book have indicated that often they plan to purchase the book that they have seen at the **StoryWalk®** Project. The Kellogg-Hubbard Library also buys a copy of the books that we use if they do not already have it in their collection.

How do you select books for the StoryWalk® Project?

Selection of books focuses on minimal text, illustrations that don't cross the center of the book, and a great story line. Smaller books work best for this project. We look for books that can be used in different seasons and are nature-based. Always, it is a great story line that is the key to this project. We also consistently look for books with a message of kindness and caring.

How far apart did you space the pages?

That depends on the length of the route available, the number of forks or intersections it has, and the number of pages in the book. Make sure that the readers know where to find the following page; it is best if the next page can be seen. About 40 paces or so seems like a good distance between pages. We have found that a 1/2-mile route works well for small children.

How can you tell how many people have seen the StoryWalk®?

We place a guest book at the end of the **StoryWalk®** and ask readers to tell us the date, number in party, and any comments or suggestions that they have for the project.

How did you set up a guest/comment book to be protected against the elements?

We have placed a loose-leaf binder in a weatherproof box along with pencils (pens freeze and won't write on damp paper). The boxes are ones developed for real estate information with lids that can be mounted or attached to stakes.

What suggestions do you have for someone interested in creating the StoryWalk® Project in their town?

If you live in Vermont, you can borrow **StoryWalk®** books for up to two weeks, contact Anne to arrange this. All books are picked up and returned to the Kellogg-Hubbard Library in Montpelier.

If you don't live in Vermont or would like to create a **StoryWalk®**, start by finding some other like-minded people in your community to work with on this project. We work well as a team and offer different perspectives and experiences. This project combines the benefits of physical activity, time outdoors in nature, literacy, and family time. Because of that, many community partners are interested in **StoryWalk®**, and it lends itself to funding from different sources.

Post **StoryWalk®** books on new trails and paths to draw people to walk there or introduce them to **StoryWalk®** by posting the books along popular routes. In winter, books can be posted in store windows where many people walk because the sidewalks aren't so slippery, or outdoors along snowshoe trails.

Try to involve other members of the community in the project in different ways; **StoryWalk®** lends itself to creative adaptations. Our senior center group translated a book into French for us. A local high school Spanish class translated one for us as well. A children's nature center was inspired to write and illustrate their own books.

How can anyone help to support the StoryWalk® Project?

Thanks for asking! Donations are always welcome. We suggest a donation of \$25 for borrowing a book. All donations can be sent to the Kellogg-Hubbard Library (see address below) and made out to: StoryWalk – Anne Ferguson. *Thank you for your support!*

Welcome to the StoryWalk® Project

The StoryWalk® Project was created by
Anne Ferguson of Montpelier, VT, and
developed in collaboration with
the Kellogg-Hubbard Library.



If I have any other questions, how can I reach you?

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The **StoryWalk®** Project was created by Anne Ferguson of Montpelier, Vermont,
and developed in collaboration with the Kellogg-Hubbard Library.

Below is an introductory page that can be posted at the start of a **StoryWalk®** book:

StoryWalk® Contest  

StoryWalks® are all the rage. Hold a contest with families to write and illustrate their own picture book. Make sure to give them a theme and a page limit. Have them submit their books to the library for judging. The winning book will be displayed on a StoryWalk© for everyone to enjoy.

StoryWalk® Crawl **F** **AA**

Coordinate with libraries near your library who already have a installation or see if libraries who do not would like to display a pop-up StoryWalk® for the summer somewhere within their community. Some libraries have placed a temporary installation on their building windows, realtor signs, or had local businesses place part of the story in their window on main street.

Families can take a fun road trip to a nearby StoryWalk® where they can explore, read, and get some outdoor time with family.

If your library/community does not already have a StoryWalk® and you're interested in a pop-up, you may have to get the location approved by your city or district officials and/or parks and recreation department. So be sure to plan accordingly.

Resources:

Pop-up StoryWalk®: popupstorywalk.org/

Let's Move Libraries StoryWalk®: letsmovelibraries.org/storywalk/

Kellogg-Hubbard Library StoryWalk®: kellogghubbard.org/storywalk

Stuffed Animal Campout **PK** **C**

If kids (and animals) are brave enough, their stuffed animals can spend the night away from them at the library. Staff take photos of the animals visiting different sections of the library and having their own storytime. In the morning, the animals go home with certificates of recognition for "Courage in Camping," along with juice boxes and snacks for their owners. Libraries that offer sewing classes may choose to make sleeping bags for smaller animals using fleece. One pattern can be found at itsalwaysautumn.com/make-a-sleeping-bag-for-a-stuffed-animal.html



Summer Camp Games **T**

This is a chance to recapture the fun of childhood by playing games that teens haven't played since they were little kids. Play traditional camp games like potato sack races, egg on spoon relays, Zombie Tag, and other camp classics.

Summer Constellation Search **PK** **C**

Daytime Program: Participants create cards to use as a guide for finding constellations with their families at night (away from the library).

Materials: copies of individual constellations on cardstock, black or dark blue crayons or markers, highlighter pens, and glow-in-the-dark stickers or paint and paintbrushes.

Participants color the background of the cards with the dark crayons, highlight the lines of the constellation pictures with pens, and either paint or stick glow-in-the-dark stickers to the star locations.

Staff provide tips on stargazing and indicate where in the summer sky (looking north, south, or overhead) each of the constellations can be found.

Nighttime Program: Participants either create or use premade (by library staff) cards to find constellations with the assistance of library staff, during the program.

Participants create their own constellation cards inside the library (as noted above) in preparation for an outside sky viewing, or staff provide participants with premade cards before heading outside.

The group goes outside the library and staff/guest presenter share star facts and/or constellation stories from various cultures. It takes our eyes about 20 minutes to fully adjust to the dark; this storytelling time allows for participants to better see the constellations.

Staff/guest presenter leads a guided stargazing experience, helping participants locate the constellations shown on their cards.

Program Planning Notes

- If possible, find a stargazing location with little light pollution and with space for participants to spread out.
- The brightest sky will be those nights with a new moon. Constellations are the hardest to see during the full moon.

<p>Ursa Major (Big Bear) Spring</p> <p>"Big Dipper": best known group of stars forms the tail of the great bear and acts as a guide to the night sky.</p> <p>Mizar and Alcor (Horse and rider in Arabic) were considered a test of keen eyesight, but have become more separated since ancient times.</p>	<p>Ursa Minor (Little Bear) Spring</p> <p>-Polaris: 360 light years. Not exactly on the celestial pole, its closest approach will be in C.E. 2000.</p> <p>Also called the "Little Dipper". Fainter and smaller than the Big Dipper.</p>
<p>Heracles & Corona Borealis Summer</p> <p>Hercules contains a great globular cluster (M13), no less than 100,000 stars, binocular visible.</p> <p>Northern Crown contains many variable stars and a recurrent nova.</p>	<p>Cygnus the Swan Summer</p> <p>Also known as the Northern Cross, lies directly on the Galactic Plane of the Milky Way.</p> <p>-Deneb: - 1,600 light years (A2)</p>



Resources:

Caduto, Michael J. and Joseph Bruchac. *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. Fulcrum, Inc., 1989.

Drake, Jane and Ann Love. *The Kids' Summer Handbook*. Ticknor & Fields, 1994.

Sun Print Art **T**

Make art with the power of the sun!

Materials:

- SunPrint Kit
- Variety of objects
- Water
- Shallow bin

Directions:

1. Have teens meet in one area together. Once everyone arrives, if possible, bring them to a local park or somewhere outside near you.
2. Instruct them to pick up objects such as leaves, sticks, and flowers to use for their print. Have extra objects on hand that can be used.
3. After a few minutes of picking out objects, gather them around to talk about how sun photos work: How the paper is light sensitive and what that means, how they will quickly need to place objects on the paper, and how they will develop the paper.
4. While remaining outdoors, hand out the paper and have the teens place their objects on the paper in any way they think would look the best. Use heavier objects in the corners of the paper to help it stay in place. Paper is very light sensitive so once it is opened from the pouch, objects need to be placed on the paper very quickly.
5. Have teens write their initials on the print after they have their objects laid out. Let paper sit in the sun for 5 minutes.
6. Collect the sheets quickly and place them all back into the black pouch to keep them from getting exposed any further. Bring prints and teens back inside.
7. Place a shallow bin of water out and let each of them submerge their print in the water quickly. Once water hits the print it will stop developing, making it safe for sunlight. The image will appear right away.
8. Lay flat to dry. While waiting for the prints to dry, you can discuss the science behind light-sensitive paper and how it relates to photography.
9. If time allows, once prints are dry teens can take time to color or paint on their prints if they wish.

Notes:

- If going somewhere to get objects is not possible, collect objects before the program. Objects do not have to be outdoor related, any solid object that has a good outline will work for this program.
- Being outside to develop the prints is a huge plus. Direct sunlight is not needed for this program, but if it is scheduled on a cloudy day without a lot

of sun, leave prints to be exposed for a longer period of time. This program can work inside if there are direct rays of sunlight coming in through the windows, otherwise it will be very difficult to get defined outlines of shapes.

Survivor: Library Island **C** **T**

Form teams and participate in challenges. Create trivia questions based on nonfiction books about camping. Players who answer correctly earn points. Other challenges may include a ring toss, cornhole, or relay races such as carrying cups of water to be the first to fill a bucket. Ask teen volunteers to help create the challenges and direct the program. Prizes might include a healthy bagged snack or small flashlight.

SWAPS **C** **T**

This is a tradition taken from the Girl Scouts, but it can easily be adapted to libraries as well! Girl Scouts often make small tokens of friendship to exchange with the Girl Scouts they meet while traveling. These little gifts are called "SWAPS," which stands for "Special Whatchamacallits Affectionately Pinned Somewhere" or "Share With A Pal."

Each attendee should bring enough SWAPS for everyone attending. (You can definitely have a SWAP-making program prior to the event itself.) (See the Craft and Maker chapter for additional ideas.) These can be library-, book-, reading-, or camp-themed. It should be representative of the person or something they love.

The library might want to have some SWAPS made just in case you need extras. You might want to have something with the library's logo (Shrinky Dinks, 3D printed, etc.) glued to a pin.

You can give everyone a bandana or bag to pin their SWAPS to or just have a gallon ziplock bag to hold everything. They would also be fun on backpacks or pool bags. You could have everyone bring a shoebox (or have a SWAPS box decorating party to kick off the program or something to do as people come in the door).

Encourage the kids to share information about themselves as they swap to make new friends.

Ideas for sharing:

- Favorite book
- Favorite place to read
- Favorite color
- Favorite food
- Favorite summertime activity
- Favorite library program

Do this as a quick standalone program or weave it into other camp programs/days at the library!

Take a Hike to the Library **AA**

Join a special storytime with your grandparent or grand friend!

Start the program by reading *Grandma Gatewood Hikes the Appalachian Trail*.

On a sheet of paper divided down the middle, young and old patrons will, together, draw a picture of a “trailblazing” event from their own lives (with the grandparent/grand friend drawing on one side of the paper and the child drawing on the other). Encourage young patrons to interview their grandparent/grand friend about the trailblazing event. Libraries can provide an interview form asking for name, age, place of birth, trailblazing event, etc., to be filled in by patrons.

Explain that the Appalachian Trail is home to several national parks. Read *You Are Home: An Ode to the National Parks*. What are some of the animals that live in America’s national parks? Turk’s book is an ode to the National Parks. An ode is a kind of poem that praises its subject. Have young patrons write an ode to their favorite animal.

Adults are invited back to the library to watch the Emmy-nominated documentary *Trail Magic: The Grandma Gatewood Story* (trailer available at youtu.be/sd1uqeL78bw).

As a bonus, libraries can include trail guides/maps for local hiking trails, encouraging patrons to follow in Grandma Gatewood’s footsteps.

Bibliography:

Books

Thermes, Jennifer. *Grandma Gatewood Hikes the Appalachian Trail*. Abrams Books for Young Readers, 2018.

Turk, Evan. *You Are Home: An Ode to the National Parks*. Atheneum Books for Young Readers, 2019.

Film

Huston, Peter (director). *Trail Magic: The Grandma Gatewood Story*. Film Affects, Inc., 2015.

Tales and Treats **PK C**

Choose three books that focus on nature and animals. As you are reading each book, engage with the children on what animals/plant life they are seeing in the stories. Move on to the craft portion. Have some music playing in the background to keep the atmosphere fun and exciting.

Materials:

- Construction paper
- Markers
- Tissue paper squares
- Crayons
- Stickers
- Craft materials: crayons, markers, glue, yarn, etc.
- Coloring pages

Preparation: For younger children, provide precut animal shapes from construction paper.

Children draw and decorate their animal shapes, or give them blank paper to draw their own. As they are drawing, ask them how many animals/trees/plants they see day to day and what their favorites are. Parents can be there to help out and guide them, and engage the parents on the things they see and their favorites, too!

As their craft is winding down, give them some snacks and drinks for a job well done! Let them pose with their animals and take some pictures, and give them some coloring pages to take home that also have animals on them.

Bibliography:

Boutignon, Beatrice. *Not All Animals Are Blue*. Kane/Miller Book Publishers, 2009.

Brosgol, Vera. *The Little Guys*. Roaring Brook Press, 2019.

Gordon, David. *Extremely Cute Animals Operating Heavy Machinery*. Simon & Schuster Books for Young Readers, 2016.

Könnecke, Ole. *The Big Book of Animals of the World*. Gecko Press LTD., 2015.

Murphy, Stuart J. *Animals on Board*. HarperCollins Publishers, 1998.

Oud, Pauline. *Counting Animals with Lily and Milo*. Clavis Publishing, Inc., 2020.

Parker, Marjorie Blain. *A Paddling of Ducks: Animals in Groups from A to Z*. Kids Can Press, 2010.

Scheuer, Benjamin. *Hundred Feet Tall*. Simon & Schuster Books for Young Readers, 2020.

Teddy Bear Campout **PK** **F**

Grab a favorite stuffed animal or doll, read stories around a play campfire, and have some fun exploring. This program can be done on your own, or the library can host a campout at the library.

Teen Campout @ the Library **T** **F**

Instead of a typical Teen Lock-in, have a camping-themed night at the library.

Borrow or buy several tents and have a race to see which team of teens can assemble their tent the fastest. Play a version of musical chairs with their sleeping bags arranged in a circle. Go on an indoor scavenger hunt. Play flashlight tag in the library after it's dark. End by showing a camping-themed movie. Make sure you have parents fill out a permission slip. A sample one is attached.

Note: If you don't want to deal with unsupervised teens, modify this program into a family event where the parents and kids campout at the library together.

Teen Campout @ the Library Parent Permission Slip

Friday, July 12, 7:00 p.m. until Saturday, July 13, 9:00 a.m.

Parents, please fill out this form granting your teen permission to attend Teen Campout @ the Library, beginning Friday, July 12 at 7:00 p.m. and ending Saturday, July 13 at 9:00 a.m. You must return this form to the library no later than **Monday, July 8**. You may return the form at the Youth Desk at the library or scan the completed form and email it to (insert email address). Please feel free to contact (insert name of event coordinator) in the Youth Services Department if you have any questions about this program!

Teen's Name: _____

Age: _____ Gender: _____ Grade Entering in Fall: _____

Name of Parent or Guardian: _____

Address: _____

Phone: _____

Please provide any additional information about your teen that may be helpful:
(allergies, medications, dietary needs)

I give permission for my teen to attend the Teen Campout @ the Library program at the (insert library's name) on Friday, July 12 through Saturday, July 13. I understand that my teen must stay for the entirety of the program. I understand that if my teen is not behaving in a manner appropriate to the objective of the program, I will be contacted prior to the pickup time of 9:00 a.m. If contacted, I will immediately pick my teen up from the library. If my child should become seriously ill or injured, I authorize you to arrange for emergency medical care. I understand I am responsible for expenses incurred for such emergency medical care.

I agree that the (insert name of library) is not liable for any personal injuries, property loss, or damages which my teen may sustain in connection with participation in the Teen Campout.

Signature of Parent or Guardian

Date

Tent and Camping Practice **T A**

Purchase (or borrow) inexpensive tents and have an outdoor demonstration or let patrons practice putting together the tent.

- Demonstrate how to both assemble and de-assemble the tent, packing it properly for next time.
- Let patrons practice putting up the tent together, handling the materials themselves, and asking questions.
- Discuss the different types of tents available and how to secure tents to the ground using stakes.
- Mention the importance of tarps and waterproof seams in tents when camping.
- Consider partnering with a local scout troop that already has supplies and experience.
- If the weather is bad, or if you do not have access to an outdoor space, most tents can be put together indoors. The main difference is that you will not be able to secure the tent via stakes.

Terrific Trees! **C F**

Create a program all about our best plant friends, the trees!

Paperbag Tree Scrapbook.

Use brown paper lunch bags to create a scrapbook with pockets. (Instructions available in multiple places on the internet.) Use plain paper and crayons to create tree bark rubbings from different types of trees. Cut image to fit and glue it into the tree scrapbook. Gather fallen leaves or use plain paper and crayons to make leaf rubbings. Place leaves in pockets of scrapbook or cut leaf rubbings to fit and glue into scrapbook.



Tree ID Walk. Take a walk around library property (or another safe outdoor space) to see how many different trees the group can identify using field guides from the library collection. A hiking path would be a terrific place to do this.

Study Tree-Ring Timelines. Use a slice saved from a fallen tree, or “tree cookies” (available from various sources online), to study the rings in trees and talk about what they may mean. Count rings to determine the approximate age of the slices/tree cookies being studied. Try to imagine what sorts of events that tree may have experienced during its lifetime. Refer to the book *As an Oak Tree Grows*. Draw cross-sections of trees with rings and marks related to events in the life of the tree as relayed in the book.



Talk About Favorite Trees. Ask attendees if they have favorite trees. Ask what makes them favorites. Spend time creating art of favorite trees, using crayons, paint, collage, colored pencils, markers, etc. Refer to the book *Our Tree Named Steve*. Choose trees and create name tags for trees on library property for all to enjoy. Write stories for the named trees.

Bibliography:

Picture Books

Fox, Dorothea Warren. *Miss Twiggley's Tree*. Purple House Press, 2002.

Karas, G. Brian. *As an Oak Tree Grows*. Nancy Paulsen Books, 2014.

Zweibel, Alan. *Our Tree Named Steve*. G.P. Putnam's Sons, 2005.

Nonfiction Books

Cassie, Brian. *National Audubon Society First Field Guide: Trees*. Scholastic, 1999.

Gibbons, Gail. *Tell Me, Tree: All About Trees for Kids*. Little, Brown and Company, 2002.

Pourquié, Bernadette and Cecile Gambini. *Strange Trees and the Stories Behind Them*. Princeton Architectural Press, 2016.

That's Not My Talent Show T

This program can be held in-person or over Zoom. At the beginning of summer, each participant picks a talent that they want to learn or get better at over the summer. Each week there will be check-ins to see how the talent is progressing and to receive any needed support or materials. The summer will culminate with a live Not-My-Talent show for friends and family. If the program is streamed online, some of the segments can be prerecorded.

Tips for Successful Camping C F

This activity will create lots of laughter! Create your own fill-in-the-blank story.

Before reading the story, have children choose the types of words (nouns, adjectives, etc.) that you will place in the story.

Wear a sturdy pair of _____ (plural noun). These will help keep you _____ (adjective) in the woods. Bring _____ (person).

They will make sure your tent gets set up _____ (adverb). Equipment is very important! Flashlights and _____ (plural noun) will always help if things get _____ (adjective). Eat lots of _____ (noun). A proper diet will make you _____ (adjective) for your adventure. When you are hiking, make sure to _____ (verb). You never know what might be behind you. Beware of _____ (noun). They like to _____ (adverb) sneak up on campers. NEVER _____ (verb). Make sure you always appear to _____ (verb) when you are camping. Always return home with _____ (noun) so that everyone knows you have been camping.

Tie-Dye and Beyond **T** **A**

What's summer camp without a little tie-dye? Perfecting your spiral tie-dye technique is important, but there are tons of other ways to make your mark on clothes or fabric. Here are some ideas for things to do beyond your standard tie-dye.

Note: If your library is committed to supplying all the materials for a program and doesn't want participants to have to bring their own shirt or article of clothing, doing dyed patches of 12x12-inches 100% cotton fabric is an inexpensive and hip way to go. Suggest to teens that they attach them to the back of a jacket or the front of another shirt with safety pins, fabric tape, or sew them on.

Note 2: This is a great way to use up all those P.P.E. gloves that your library probably invested in in 2020 and (hopefully) doesn't need anymore!

Sun-Reactive Dye

Materials:

- Sun-reactive dye, such as Jacquard SolarFast: dharma trading.com/dyes/jacquard-solarfast.html
- 100% cotton T-shirt or fabric
- Object to make a negative, this could be things from nature, like flowers, leaves, or stencils that you provide or participants make themselves.
- Paintbrushes

Directions:

1. Paint the dye onto the piece of fabric inside and away from direct sunlight
2. Place your stencils and/or nature materials on the fabric and leave it out in the sun for however long it says on the bottle and depending on the weather.
3. Wash the print in warm water with some laundry detergent, and rinse until the water runs clear. Let it dry, and you're done!

Ice Dye

Materials:

- Fiber Reactive Procion Dyes, such as these from Dharma Trading Co.: dharma trading.com/dyes/dharma-fiber-reactive-procion-dyes.html?nav=dyes.html
- Soda ash fixer: dharma trading.com/chemicals/soda-ash-fixer.html?nav=chemicals.html
- 100% cotton T-shirt or fabric
- Cookie racks
- Dish tubs
- Ice

Directions:

1. Soak the fabrics in the soda ash for about 15 minutes.
2. Scrunch up the fabrics and put them on a rack in the dish tubs, then cover them with ice. You want them to be as covered with as much ice as possible—if there are parts that aren't covered with ice, they'll remain white.
3. Sprinkle the dye powder on the ice.

4. Let the ice melt and the fabric sit for 24 hours, then wash the fabric in warm water with some laundry detergent and rinse until the water runs clear. Dry, and you're done!

Shibori

Materials:

- Indigo Dye Kit, or Indigo Crystals and soda ash: dharma trading.com/dyes/pre-reduced-indigo-crystals.html
- Soda ash fixer: dharma trading.com/chemicals/soda-ash-fixer.html?Inav=chemicals.html
- 100% cotton T-shirt or fabric
- 5 gallon buckets
- PVC Piping for Arashi shibori
- Rocks for Kumo shibori
- Squares of wood for Itajime shibori

Learn about the different techniques here: shibori.org/traditions/techniques/

This would also be a great opportunity to find a community partner with knowledge of shibori who would be willing and able to talk knowledgably about this Japanese method for dyeing cloth. There are lots of different shibori methods, and the technique dates back to 8th-century Japan. The World Shibori Network offers a (fairly difficult to use) directory worldshiborinetwork.wildapricot.org/directory, and also has a Facebook page, where people may be more likely to respond and point you in the right direction. facebook.com/worldshiborinetwork/

Directions:

1. Follow the instructions on the dye kit or crystals to mix your dye in 5-gallon buckets.
2. Soak the fabric in the soda ash for 15 minutes.
3. Wrap, tie, twist your shibori and dip into the 5-gallon buckets.
4. Pull the fabric out, let it dry and oxidize for 20 minutes. Then repeat the steps until you get to the shade of indigo you want. The color will be darker when wet and fade after rinsing.
5. Rinse the fabric with water and unbind to reveal! Rinse again until the water runs clear. Dry, and you're done!

Resources:

rookiemag.com/2016/06/how-to-make-solar-powered-art/
dharma trading.com/home/learn-how-to-ice-dye.html
honestlywtf.com/diy/shibori/

Tin Can Telephones **C** **T**

This simple craft is perfect for off-grid campers to communicate from tent to tent.

*Programs, Events,
Presentations, and
Storytimes*

Materials:

- 2 tin cans of equal size
- Hammer
- Nail
- Twine or other sturdy string
- Paint and paintbrushes, optional

Directions:

1. Use the hammer and nail to create a hole in the bottom-center of each can.
2. Thread the twine through the hole in the tin can starting from the outside. Secure the twine with a knot on the inside of the can.
3. Repeat for second can, using the other end of the twine to connect the two cans.
4. Optional: Decorate tin cans with paint or other craft supplies.

Try It Out: Have two campers stand apart from each other holding the tin cans so the twine is stretched tight. One person talks into the can while the other listens.

How does this work? The sound waves travel through the tightly pulled twine!

Mix It Up: Use plastic cups and different types of string. Does that change the sound? Why do you think that is?

Resources:

The Oregon Museum of Science and Industry demonstrates this cool science hack in this video. [youtube.com/watch?v=F5BKoJjh4qE](https://www.youtube.com/watch?v=F5BKoJjh4qE)

The Exploratorium, located in San Francisco, California, has this resource to share. [exploratorium.edu/science_explorer/ear_guitar.html](https://www.exploratorium.edu/science_explorer/ear_guitar.html)

Trail Mix Bar AA

Looking to add a fun snack to your camping program? Why not have everyone make their own snack?

Note: You will need to be in a library where you can serve food and make your patrons aware of possible allergens. Keep the bags of snacks on hand so people can look at the bag/ingredients/allergy warnings.

Can't do this program with patrons? Try it with your staff as a summer reading thank you!

How many names for trail mix can you come up with? Give the winner a prize! Here are a few: trail mix, GORP, scroggin, schmogle, student fodder, student oats, student mix. What others can you think of?

Materials:

- Containers for mix, such as waffle bowls, cups, zip-top bags
- Snacks
- Cereal
- Candy
- Chocolate chips
- Dried fruit: raisins, banana chips, cranberries, pineapple, apricots, cherries, blueberries
- Granola
- Pretzels
- Sesame sticks
- Nuts (be sure there are no allergic patrons or staff before putting out)



Virtual Planetarium: Night Sky C

Hold a virtual Night Sky program with Stellarium, a free, open-source planetarium for your computer with stellarium.org.

You will also need a virtual meeting subscription/software, such as Zoom, that will allow you to screenshare. Stellarium will allow you to choose a location (i.e., your library address) and a time of day. If you are having your program at 7 p.m., choose to show the night sky for a later time, such as 8 p.m. By doing so, you can show your attendees where to look when they go outside after the program is over.

To familiarize yourself with Stellarium and its capabilities of showing constellations, look for Stellarium tutorials on YouTube.

Virtual Vacations **A** **F**

Families can “travel” to places like Disneyland or Disney World, Universal Studios, Washington, D.C., and adults can “travel” to Las Vegas, Hawaii, Alaska, or Europe! All virtual trips are safe and still fun and informative!

The library can provide links to various locations or people could come up with them on their own. People could create their own passports, their itineraries, etc. Maybe they could create a collage with pictures of places they could visit and make a travel journal. Adults could create signature drinks and maybe even meals they would like to have on their vacations.

The sky is the limit if it is a virtual trip. Let people explore virtually and plan for future travel!

Walking Book Club **A**

Take your book club outdoors with a Walking Book Club! Choose a location in your neighborhood to meet. Depending on your area, you may choose to meet at a park, forest preserve, neighborhood, or walking track. Depending on the size of your group, you may choose to discuss the book before, during, or after your walk.

Walking Club **A**

Once a week during the summer, host a 30- to 60-minute walk on a local trail or walking path. Partner with the local park district or YMCA to give the program a wider reach.

- Use the walk as an opportunity to discuss different topics:
- Local plants and wildlife (invite a nature expert to join the walk)
- Favorite books, movies, and TV shows
- Favorite local restaurants and businesses (invite the local chamber to join the walk)
- Favorite crafts and hobbies
- Community concerns (invite community leaders, police officers, firefighters, etc., to join the walk)
- Local charities and volunteer opportunities
- Services provided by the library

We’re Going on a Camping Trip! **C** **F**

This program can be tailored for indoors or out!

Activities:

Camping Collage: Use paper, fabric scraps, pieces of bark, pebbles, leaves, etc., to create artwork of camping scenes.

Indoor S’mores: Provide graham crackers, chocolate bar pieces (or chocolate chips), and marshmallow fluff on a plate with plastic spoons. Allow students to assemble chocolate and marshmallow sandwiches on the graham crackers. Variation: Use Goldfish Graham Cookies instead of graham crackers (individually prepackaged in 2s).

Camping Equipment Memory Game: This game requires you to have various pieces of camping equipment from the list (but not ALL of them). Spread out

equipment under a tarp. Remove tarp for 5 minutes for students to look, replace the tarp. Hand out equipment list and have them circle the items on the list that were in the pile. Remove the tarp to “grade” the list and talk about what each piece of equipment is used for. Make up silly uses to start the conversation.

Camping and Hiking Equipment Memory Game

Circle the items on the list that were included with the camping and hiking equipment in the display. Hint: Not all the items on the list were included!

POCKET KNIFE	TENT	SLEEPING BAG
SUNSCREEN	BUG SPRAY	HIKING BOOTS
CANOE PADDLE	BACKPACK	WATER BOTTLE
COMPASS	WHISTLE	FIRST AID KIT
CAMP CHAIR	CAMP TABLE	MALLET
TENT STAKES	MESS KIT	CLOTHESLINE/ROPE
HIKING GUIDE	WALKING STICK	LIFE JACKET
CAMP STOVE	FLASHLIGHT	BUCKET
CAMP TABLE	LANTERN	WILDLIFE GUIDE
UNBREAKABLE DISH SET	GEAR HOOK	SOLAR CHARGER
RAIN PONCHO	MATCHES	TENT LIGHT
HAMMOCK	SLEEPING MAT	COOLER
FOLDABLE SHOVEL	HIKING CUP	EXTRA SOCKS
TARP	COFFEE POT	BEAR SAFE
SAFETY BRACELET	TACKLEBOX	WATER FILTER

NAME: _____

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Wilderness Survival Skills AA

Sponsor wilderness survival classes for your library!

These classes start at \$150 for a 1.5-hour class.

Possible classes: Animal Tracking; Shelter, Water & Fire; Plants as Survival Tools; What 2 Know B4 You Go

Classes taught by Ron Nosek

ron@natedpro.org

natedpro.org/



From his website: Ron has been intrigued since childhood with the ability of native peoples to live in harmony in the so-called “wild” places. In 1979 he read Tom Brown, Jr.’s “The Tracker.” For the next 13 years he studied and practiced as best he could the skills about which he had read. In 1992 Ron learned of Medicine Hawk Wilderness Skills in Milwaukee and began to take classes under the tutelage of Tom & Ellen Hanratty. He soon became an apprentice, then a full-time instructor.

Intrigued by animals and the signs that they leave upon the earth—from clear prints to scat to skulls—Ron has a penchant for teaching others about those critters.

Ron is a former attorney (retired after 29 years of criminal trial work) who for many years did two wilderness trips a year just to keep his head in the right place. He has recently recounted a number of his outdoor experiences in a collection of essays published as *Natural Selections*.

Write On C T A

You don't need to be at summer camp to write mail! Host a mail-writing program and write notes, letters, and postcards to give to friends or family. Provide supplies for attendees to use, such as fancy letterpress cards, fun stationery and postcards, colorful gel pens, washi tape, and more.

