

Growing Your Child Up: Great Learning Toys from Your Kitchen Cabinet



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Description of primary learners: Young and/or inexperienced parents of preschoolers

Early learners

Primary schools

Upper elementary

Middle schools

***High schools**

Young adults

***Adult learners**

Intergenerational

Subject/Topical areas of inquiry: Do-it-yourself parenting aids

Science/Technology

Social sciences

Arts/Humanities

***Personal Development**

***Daily life skills**

Business/Economics

Local Community

Home, Garden, Auto

Library Resources/Media Formats used: Electronic and print resources and realia

***Reference books**

***Periodicals**

***Web sites**

Production tools

Databases

***Collections**

Videos, art forms

Production equipment

Growing Your Child Up: Great Learning Toys from Your Kitchen Cabinet

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Growing Your Child Up: Great Learning Toys from Your Kitchen Cabinet

Program Overview

Program Description: This is a two-hour experience for the young and/or inexperienced parent that begins by setting a learning context creating a toy or activity for their preschooler out of materials provided. The experience includes a short discussion of developmental stages of preschoolers, a demonstration of computer searching strategies, and time for some hands-on practice at a computer. It concludes with a group discussion, during which the parents share information they found useful and “invent” toys and activities with the items provided, thus demonstrating proficiency with the real-world application of their knowledge products.

Program benefits: This program enables learners to be effective “first teachers” of their preschool children by using easy but creative means of leading the children successfully through various developmental stages. It also illustrates easy computer searching techniques that can be easily transferred to other topics. Past participants have valued the program because it helped them to address specific issues in their own child’s development, and learn more about concepts of computer searching.

The Roles the Librarian Plays

- *Information specialist for primary learners
- *Instructor in Information literacy/inquiry skills for primary learners
- *Partner to teachers/instructors/subject experts
- *Program advocate and administrator

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Learning Objectives for the Primary Learner

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>Learners will understand the major milestones of preschoolers.</p> <p>Learners will understand that there are many effective practices and supplies at their disposal that will help their child develop skills needed at each stage.</p>	<p>Learners will understand that there are a variety of resources available to them through their library that will aid them in their role as their child's first teacher.</p>
Practices	<p>Learners will make appropriate developmental tools (which will be perceived by their child as toys and games) out of ordinary household items.</p>	<p>Learners will search the library's resources, broadening and/or narrowing their search as needed, through the use of subject headings, links and category lists, and directories, and to locate material and information to assist them in their role as their child's first teacher.</p>
States of Being	<p>Learners will understand that they are their child's first teacher, and as so, they play a vital role in their child's growth and development at each stage.</p> <p>Learners will realize that they are competent and capable of fulfilling this role.</p>	<p>Learners will realize that their knowledge of search methods will transfer to and can be used to find information and resources on any topic.</p>

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Instructional Guide

This is a guide for the librarian, teacher, and/or subject expert to follow when replicating the program.

Learner materials may be handed out at the beginning of the program, as a whole packet, according to the instructions on page 21.

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Supplies and equipment needed

For more detailed description, see pages 31-34

Reusable

- Meeting room
- Internet access
- Tables and chairs
- Laptop computer
- Computer projector
- Screen
- Public access computers
- Household items
- Copier
- Pens and/or pencils



Consumable

- Paper
- Household items

Optional items (if babysitting is provided)

- Babysitter
- Separate room for children
- TV
- VCR or DVD player
- Books
- Videos
- Puzzles
- Toys
- Balls
- Stuffed toys/puppets
- Crayons
- Play-Doh



- Coloring pages
- Cheerios for stringing
- Yarn for stringing
- Goldfish crackers
- Fruit (e.g. grapes, etc)
- Fruit drinks*
- *unsqueezable boxes!



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Outline

- ▶ **Introductions: Presenters and Parents (10 min.)**
- ▶ **Overview of program (10 min.)**
- ▶ **Brief show-of-hands survey (5 min.)**
- ▶ **The parent's challenge (10 min.)**
- ▶ **Preschool milestones (10 min.)**
- ▶ **Computer searching demonstration (10 min.)**
- ▶ **BREAK (5 min.)**
- ▶ **Hands-on computer search with checklist (15 min.)**
- ▶ **Sharing findings (10 min.)**
- ▶ **Toy "test" (10 min.)**
- ▶ **Questionnaire (20 min.)**

Instructional Guide

Introductions: *Presenters and Parents* 10 minutes

The librarian and partner offer short self-introductions, covering any pertinent personal, professional, or educational information.

The parents give their names and the number of preschool children.

Overview of program: given by *Librarian* 10 minutes (*refer to Outline, page 22*)

- ▶ During the next two hours, we will do two things:
 1. We will learn how to use household items differently to entertain and benefit your child; and
 2. We will learn how to find more resources from the library to help you do that, because:
 - this is just a starting place
 - there are many resources and ideas, more than we can cover tonight
- ▶ We will brainstorm some ideas
- ▶ We will search for resources from two sources, in two ways each
- ▶ You will have some hands-on time to do computer searching
- ▶ We will gather back together to share findings and ideas

To begin, [*Partner*] will highlight the main developmental stages of preschoolers.

Remember:

- A parent is a child's first teacher
- Parents can help educate, and child won't know it's "educational"
- Parents can use the child's stages to help them grow
- Play is the child's "work" and very important to their growth and development

A few words about reading:

- It is very important to future success; and
- There are many books and programs stressing reading.
- We are focusing on OTHER skills the child needs that are often overlooked, or at least taken for granted.

Pre-test, a show-of-hands survey 5 minutes (Librarian asks questions and records answers)

Pre test Survey—Show of hands**(see form on page 19)

Do you use the library regularly? Yes _____ No _____

How often? Once/week _____ More than once/week _____

Once/three weeks _____ Less than once/3 weeks _____

For what purpose? (mark all that apply)

Pleasure books for children _____

School books for children _____

Pleasure books for you _____

Informational books for you _____

Children's programs _____

Adult programs _____

Computer _____

Other _____

Are you familiar with (mark all that apply):

The library's website Yes _____ No _____

Library catalog Yes _____ No _____

Pathfinders Yes _____ No _____

Use Internet Yes _____ No _____

Google, etc Yes _____ No _____

Yahoo, etc Yes _____ No _____

Parent's challenge: Yes _____ No _____

Parent's challenge: 10 minutes (asked by librarian)

Imagine that you and your preschooler are stranded for several hours at someone else's home. Your hosts do not have any children, any toys, or any children's books. They ALSO do not have a TV or a computer – and, because you had no idea this was going to happen, you don't have any either. It's not naptime. *Can you entertain your child?!?*

Take a few minutes to look over these household items and see what you can come up with...(see list on page 27)

Preschool milestones: Partner 10 minutes (refer to learner materials on milestones on pages 23-25)

Partner's presentation

Computer searching demonstration 15 minutes

Brainstorm possible search terms

Work through computers screens as follows on succeeding pages...(refer to "Computer Searching Checklist" on page 26)

Library homepage

Library homepage--www.imcpl.org

- Show library web address
- Show link for searching
- Show link to pathfinders
- Show link to Google
- Show address bar

Catalog search page

Catalog search page-- <http://catalog.imcpl.org/ipac20/ipac.jsp?profile=web#focus>

- Try subject search under “preschool toys” (there are no hits)
- Try general keyword search under “preschool toys”--
<http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&menu=search&submenu=advanced&ts=1108600273284#focus>
- Show link to *Making toys for preschool children*--
<http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&source=~!horizon&view=items&uri=full=3100001~!895873~!1&ri=1&aspect=advanced&menu=search&ipp=50&spp=20&staffonly=&term=preschool+toys&index=.GW&uindex=&aspect=advanced&menu=search>
- Show how to read holdings
- Show how to use subject headings links
- Link to “Education, Preschool—activity programs”--
<http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&uri=search=SL~!Education,%20Preschool%20--%20Activity%20programs.&term=Education,%20Preschool%20--%20Activity%20programs.&aspect=advanced&menu=search&source=~!horizon>
- Go to page 2--
http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&page=2&group=0&term=Education%2C+Preschool+--+Activity+programs.&index=SUBJECT&uindex=&aspect=basic_search&menu=search&ri=4&source=~!horizon&1108600686981

- Link to *Just for threes*--
http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&source=~!horizon&view=items&uri=full=3100001~!495824~!27&ri=4&aspect=basic_search&menu=search&ipp=50&spp=20&staffonly=&term=Education%2C+Preschool+--+Activity+programs.&index=SUBJECT&uindex=&aspect=basic_search&menu=search&ri=4
- Point out and link to new subject heading “Creative activities and seat work”--
http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&uri=search=SL~!Creative%20activities%20and%20seat%20work.&term=Creative%20activities%20and%20seat%20work.&aspect=basic_search&menu=search&source=~!horizon
- Go to page 3--
http://catalog.imcpl.org/ipac20/ipac.jsp?session=110N6K0273249.12680&profile=web&page=3&group=0&term=Creative+activities+and+seat+work&index=SUBJECT&uindex=&aspect=basic_search&menu=search&ri=7&source=~!horizon&1108601363409
- Show *Help! There’s a Toddler in my house*

Pathfinders

Now back to the homepage-- <http://www.imcpl.org/> to access the pathfinders—

- Link on “Subject pathfinders”--
http://www.imcpl.org/subject_pathfinders_alpha.htm
- Look for parenting, preschoolers, child care and toys. They are not listed.
- Back at the top of the page, link on a list organized by category--http://www.imcpl.org/subject_pathfinders.htm
- Find “Parenting”, and link to “Family Life”--
http://www.imcpl.org/bst_family.htm
- Point out that this is a way to begin when you have no idea how to begin.

- Show the areas on the pathfinder: formats available, links to websites, general search terms, specific titles, and remind the learners that they can use these search terms in the same way they just learned to use them in the catalog.
- Return to homepage--<http://www.imcpl.org/>

Google

- Show Google search box and search “Making preschool toys”
- Link to “Gryphon House, Inc.-Making Toys for Preschool Children”--<http://www.ghbooks.com/showbook.cfm?code=18435>
- and then link to “view activities”--
<http://www.ghbooks.com/activity/activities.cfm?bookid=18435>
- Back up to Google search page and search “preschool games”--
<http://www.google.com/search?hl=en&lr=&q=preschool+games&btnG=Search>
- Show the variety of sites with activities for preschoolers
- Back up to Google search page and search “child development play”--
<http://www.google.com/search?hl=en&lr=&q=child+development+play>
- Link to “Stages of Intellectual development in children and teenagers”--<http://www.childdevelopmentinfo.com/development/piaget.shtml>
- and then to “Learning, play and your 1—2 year old”--
http://www.medem.com/search/article_display.cfm?path=n:&mstr=/ZZZTSB560AC.html&soc=AMA&srch_typ=NAV_SERCH

Search directory

- Go up to address box, and enter URL for Yahoo--
<http://www.yahoo.com/>
- Link to “Yahoo! Web directory” (the one that says “more”)--
<http://dir.yahoo.com/>
- Link to “Education”--<http://dir.yahoo.com/Education/>
- Link to “Early childhood education”--
http://dir.yahoo.com/education/early_childhood_education/
- Link to “Early childhood and parenting collaborative”--
<http://ecap.crc.uiuc.edu/info/>
- Link to “Projects”--<http://ecap.crc.uiuc.edu/projects.html>
- Link to “ReadyWeb”--<http://readyweb.crc.uiuc.edu/>
- Link to “Virtual library”--<http://readyweb.crc.uiuc.edu/library.html>
- Link to “Tips for parents”--<http://readyweb.crc.uiuc.edu/parents.html>
- Link to “Helping your child get ready for school”--
<http://readyweb.crc.uiuc.edu/library/1992/getready/getready.html>
- Look through the Web site.
- Back to Yahoo directory for new category--<http://dir.yahoo.com/>
- Link to “Society and Culture”--
http://dir.yahoo.com/Society_and_Culture/
- Link to “Families”--http://dir.yahoo.com/society_and_culture/families/
- Link to “Parenting”--
http://dir.yahoo.com/society_and_culture/families/parenting/
- Link to “Educating your child”--
http://dir.yahoo.com/society_and_culture/families/parenting/educating_your_child/

- Link to “U.S. Department of Education: Especially for parents”--<http://www.ed.gov/parents/landing.jhtml?src=fp>
- Click on “Prepare my child for school” and from the drop down menu, choose “Readiness for school”—
<http://www.ed.gov/parents/earlychild/ready/edpicks.jhtml?src=ln>
- Show “Helping your preschool child”--
<http://www.ed.gov/parents/earlychild/ready/preschool/index.html>
- Look at the table of contents
- Return to Yahoo search page-- <http://www.yahoo.com/>
- Explain that if you are stuck, try a broad search term in the search box.
- Type in “preschoolers.”--
<http://search.yahoo.com/search?p=preschoolers&fr=FP-tab-web-t&toggle=1&ei=UTF-8>
- Show the search hints listed right underneath the Search Results heading.

Break 5 minutes

Hands-on computer searching 15 minutes

- Send parents out to public computers with the checklist previously provided.
- Librarian should circulate to give guidance and answer questions.

Sharing findings 10 minutes

- Parents share with each other any promising Web sites, books, or ideas they found.

Toy test 20 minutes

- Each parent will take some of the items provided and share an idea for turning those items into a toy or activity. (see list on page 17, 18)

HINT: If the participants are shy about speaking out, the learning guide may want to help by “assigning” a group of items to each parent in order to direct their thinking in a useful direction. Or the learning guide may want to simply introduce items by grouping, and let the parents work together to create a toy. (*See the list of items and suggested toys to make from them that follows.*)

Questionnaire 10 minutes (handout on page 20)

Household Items ...

and suggested toys and activities to be created from them



Boxes and blankets — can be caves, houses, rafts, cars, etc.

Picture puzzles — real (or any printed) box. Cut into two-four pieces to make a puzzle

Cans — n be stacked or nested

Fill and dump — container and small objects. Let the child dump the objects and put them back in.

Button up — Drape a cardigan (with fairly big buttons) over a chair so that the open part is at the back of the chair and let the child button and unbutton.

Toe pick-up — crumpled paper. Remove child's shoes and socks and let them pick up the paper with their toes.

Kitchen tongs pickup — kitchen tongs, two bowls, assorted small objects (e.g. sponge, paper, cork, etc.) Place objects in one bowl. Set other bowl several feet away. Have child transfer objects from one bowl to other using the tongs.

Tweezers sort — Egg carton, tweezers, cotton balls. Have child use tweezers to put cotton balls into egg carton. Using several each of differing items, this could also be a sorting activity.

Pickup fingers — drinking straw, tape, small, light objects (e.g. wadded paper, cotton balls, macaroni, etc.) Cut straw in half. Tape one half to child's thumb, and other half to forefinger. Have them pick up objects using straws.

Color chemist — ice cube tray, eyedropper, food coloring. Put water in ice cube tray. Tint some of the sections. Let child use eyedropper to mix and create new colors.

Eyedropper art — bowls, water, food coloring, eyedropper, coffee filter. Tint the water with the food coloring. Have child use eyedropper to drip color onto coffee filter. Watch colors blend. (Dried filters hung in a sunny window will have a stained glass appearance.)

Sponge game — two bowls, sponge, water. Fill one bowl 1/3 with water. Have child use sponge to transfer water from one bowl to the other.

Clip the can — large container, pinch clothes pins. Let child attach pins to edges of container.

Spray painting — empty spray bottle, water. Fill bottle with water and let child "paint" exterior walls, sidewalks, etc. Inside, they could "paint" the bathtub.

Household Items ...

and suggested toys and activities to be created from them

Sock push — Masking tape, rolled-up sock. Lay tape in a straight line on floor. Let child move sock along the tape line with their foot.

Sock toss — rope or yarn, rolled-up sock. Make a ring on the ground with the yarn. Have the child stand a few feet away and toss the sock into the circle.

Butterfly hunt — tissue paper, kitchen strainer. Tear tissue paper into small pieces and toss into air. Have child try to catch the “butterflies” before they fall to the ground.

Ball catcher — small box, small ball (or other easy-to-catch item). Take turns tossing the ball and catching it in the box.

Towel ball — beach towel, ball (could use small pillow, etc.) Lay towel on floor with ball in center. You hold two corners and the child holds other two. Lift towel off the floor, and use it to toss the ball into the air and catch it.

Shadow dance — lamp (or flashlight) and blank wall. Stand between the light source and the wall so you cast a shadow. Show your child how their shadow will copy all their movements.

Spoon walk — large spoon, small ball or other unbreakable item. Have your child walk while carrying the ball in the spoon. Have them practice other movements, i.e. walking backwards, turning, etc.

Balance beam — beach towel. Lay towel on floor. Fold it in half lengthwise, and again. Have child walk along it—forward, backward, turning....

Beanbag balance — beanbag (could be homemade from a ziploc bag and rice or beans, etc.) Have the child place the beanbag on a part of their body (head, top of foot, shoulder, etc) and practice standing, walking, turning, etc.

Tightrope walking — rope or masking tape. Lay out tape in a straight line and have child walk forwards, backwards and turn without “falling.”

Grand prix — empty milk cartons or buckets filled with water, tricycle. Weight containers with water and place at least three feet apart on pavement. Have child ride through the course without spilling the water.

Pillow jump — several small pillows. Arrange pillows on floor in a pattern of your choice. Have the child jump over the pillows.

Skater’s waltz — music, old socks, bare floor. Put oversized socks on child. Play music and have child slide feet along floor. Encourage gliding and spinning.

Stepping stones — 2 paper bags (grocery sized). Place bags on floor. Have child step from first to second bag and the reach back and place 1st bag in front to repeat process.

Household Items ...

and suggested toys and activities to be created from them

Run like the wind — 2 scarves, 2 safety pins. Pin a scarf to each arm. Let child “flap their wings” and fly.

Robot moves — nothing needed. Show child how to move with stiff arms and legs. Call out instructions: sit, turn, pick something up, etc.

Obstacle course — furniture, blankets, pillows, boxes, etc. Arrange path for child to crawl through.

Pre-test Survey Show-of-hands



Do you use the library regularly? Yes _____ No _____

How often? Once/week _____ More than once/week _____

Once/three weeks _____ Less than once/3 weeks _____

For what purpose?

Pleasure books for children _____

School books for children _____

Pleasure books for you _____

Informational books for you _____

Children's programs _____

Adult programs _____

Computer _____

Other _____

Are you familiar with:

The library's Web site Yes _____ No _____

Library catalog Yes _____ No _____

Pathfinders Yes _____ No _____

Use Internet Yes _____ No _____

Google, etc Yes _____ No _____

Yahoo, etc Yes _____ No _____

Parent's challenge: Yes _____ No _____

Growing Your Child Up Post-test Survey



*Do you use the library regularly? Yes_____ No_____

*If yes, how often?_____

*And for what purpose or purposes?_____

*Do you think that you may now use the library more often or for additional reasons? Yes_____ No_____

*If yes, what new purpose?_____

*Do you think you will use the library's Web site to look for more information on this topic? Yes_____ No_____

*If yes, will you most likely use
the library catalog_____ Internet search engine (like Google)_____
a Pathfinder_____ Internet search directory (like Yahoo)_____
All of the above_____

*Could you use the same search techniques to find information on a DIFFERENT topic? Yes_____ No_____

*If yes, will you most likely use
the library catalog_____ Internet search engine (like Google)_____
a Pathfinder_____ Internet search directory (like Yahoo)_____
All of the above_____

And most important...

*If you and your preschooler were stranded at someone else's home with no toys, books or TV, do you believe that you could find a way to entertain your child with items you find there? Yes_____ No_____

*Will you use any of the ideas you got from this program with your child? Yes_____ No_____

*If yes, what was one of your favorite ideas, or one that you will try right away?

*Any other comments? _____

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Learners' Materials

This is the collection of materials that may be reprinted for distribution to the learners in your program. They may be handed out as a packet in the order given here at the beginning of the program. *Please note that some of these materials were listed previously in the instructional materials section, as well.*

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Outline

- ▶ **Introductions: Presenters and Parents (10 min.)**
- ▶ **Overview of program (10 min.)**
- ▶ **Quick, show-of-hands survey (5 min.)**
- ▶ **The parent's challenge (10 min.)**
- ▶ **Preschool milestones (10 min.)**
- ▶ **Computer searching demonstration (15 min.)**
- ▶ **BREAK (5 min.)**
- ▶ **Hands-on computer search, with checklist (15 min.)**
- ▶ **Sharing findings (10 min.)**
- ▶ **Toy "test" (20 min.)**
- ▶ **Questionnaire and gifts (10 min.)**

Milestones for 1's

😊 **Standing**

😊 **Walking**



😊 **Walking on tiptoe**

😊 **Running**

😊 **Carrying**

😊 **Making sounds**

😊 **“Naming”**

Milestones for 2's

- Rotating wrists
- Scribbling
- Filling and dumping
- Pretending
- Building & fitting together



- Sorting
- Jumping
- Kicking
- Simple sentences

Milestones for 3's & 4's

 Rapid development in physical coordination

 Skipping

 Art Skills



 Rapid development in language skills

Helpfulness

Growing Your Child Up

Computer Searching Checklist



Library Catalog

The web address is _____

Useful search terms are _____

Useful subject headings are _____

A book or other item I want to look at more carefully is _____

How to get to the most helpful pathfinders _____

Internet Searching

Useful search terms are _____

The most popular search engine is _____

The most popular search directory is _____

The appropriate category in the search directory is _____

A website I want to re-visit is _____

Notes

List of household items supplied

- ▶ Big box
- ▶ Bed sheet
- ▶ 2 paper grocery bags
- ▶ Saucepan
- ▶ Wooden spoon
- ▶ Box of macaroni
- ▶ Measuring cup
- ▶ Laundry basket
- ▶ Shoe box
- ▶ Throw pillows
- ▶ Scarves
- ▶ Safety pins
- ▶ Socks
- ▶ Milk bottles
- ▶ Masking tape
- ▶ Rope or yarn
- ▶ Bean bag...homemade with snack bag and rice !
- ▶ Beach towel
- ▶ Empty cans...stackable/nestable
- ▶ Flashlight
- ▶ Sponge
- ▶ Tissue paper
- ▶ Kitchen strainer
- ▶ Spray bottle
- ▶ Pinch clothes pins
- ▶ Bowls
- ▶ Eye dropper
- ▶ Food color
- ▶ Coffee filter
- ▶ Ice cube tray
- ▶ Drinking straw
- ▶ Kitchen tongs
- ▶ Cotton balls
- ▶ Tweezers
- ▶ Egg carton
- ▶ Sweater with buttons
- ▶ Cereal box



Growing Your Child Up Post-test Survey



*Do you use the library regularly? Yes _____ No _____

*If yes, how often? _____

*And for what purpose or purposes? _____

*Do you think that you may now use the library more often or for additional reasons? Yes _____ No _____

*If yes, what new purpose? _____

*Do you think you will use the library's website to look for more information on this topic? Yes _____ No _____

*If yes, will you most likely use
the library catalog _____ Internet search engine (like Google) _____
a Pathfinder _____ Internet search directory (like Yahoo) _____
All of the above _____

*Could you use the same search techniques to find information on a DIFFERENT topic? Yes _____ No _____

*If yes, will you most likely use
the library catalog _____ Internet search engine (like Google) _____
a Pathfinder _____ Internet search directory (like Yahoo) _____
All of the above _____

And most important...

*If you and your preschooler were stranded at someone else's home with no toys, books or TV, do you believe that you could find a way to entertain your child with items you find there? Yes _____ No _____

*Will you use any of the ideas you got from this program with your child? Yes _____ No _____

*If yes, what was one of your favorite ideas, or one that you will try right away?

*Any other comments? _____

Growing Your Child Up: Great Learning Toys from Your Kitchen Cabinet

Library Resources

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

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Library Resources contains these components, in order of use:

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The Librarian's Role in the Program

Information specialist for primary learners: The librarian will do an advance search of the library catalog and Web sites that will be of interest and of use to the learners. S/he will gather print and non-print materials for display and circulation. S/he will become familiar with effective search terms, and make note of Web sites that would aid the parents. This is not an exhaustive search, but s/he should be comfortable with most paths s/he may travel with the learners, so s/he should spend several hours over the course of the preparations mapping the search. **8 hours**

Instructor in information literacy/inquiry skills for primary learners: The librarian will lead the learners through successful searches on the library's Web site and on the Internet via brainstorming and demonstrations. S/he will point out the library's web address, the search boxes, the links to pathfinders, and to Google. S/he will show how to access the web directory on Yahoo. S/he will discuss the ways in which to broaden and narrow searches by using the links to subject headings, and how to find appropriate subject pathfinders. S/he will show the types of information contained in a pathfinder. S/he will show how to begin and define searches on the Internet using Google, and how to find subject categories in Yahoo. S/he and the learners will explore links and websites in both these areas. **45 minutes**

The librarian will also prepare any materials needed by the learners as they explore the search process, including a checklist to work through as they practice their hands-on search time.

Partner to teachers/instructors/subject specialists: The librarian will gather materials needed for the partner's presentation, if needed. S/he will print all learning materials, and will be responsible for reserving the space for the program and the physical layout of the meeting room. S/he will arrange meetings to the convenience of the partner as much as possible. **10 hours**

Program advocate and administrator: The librarian will initiate the program. S/he will contact the potential partner and promote the benefits to the partner. S/he will work with the partner to set a date, time and place; to plan the content and the rubrics; and, to present and evaluate the program. The librarian will arrange for all publicity, and any extra staff coverage. The librarian will be responsible for obtaining all needed supplies and equipment needed for the program. **16 hours**

Materials from the Library's Collection



- ▶ Public computers (ideally one per learner) for 20 minutes each
- ▶ Access to the library catalog and pathfinders
- ▶ Access to **Google** and **Yahoo!**
- ▶ Display of books on preschool toys and preschool development. (*Suggested bibliography of materials available from I-MCPL's collection follows. For other collections, the following subject headings will be helpful: Play; Creative activities and seat work; and Education, preschool – activity programs*)
- ▶ Books and videos for babysitters/children (optional)

Display Materials

Allen, K. Eileen, and Lynn R. Marotz. *Developmental profiles: pre-birth through eight*. Albany, N. Y.: Delmar Publishing, 1994.

Boyd, Keith, and Kevin Osborn. *The complete idiot's guide to parenting a preschooler and toddler, too*. New York: Alpha, 1997.

Caring for your baby and young child. New York: Bantam Books, 2004.

Dexter, Sandi. *Joyful play with toddlers: recipes for fun with odds and ends*. Seattle, Washington: Parenting Press, 1995.

Einon, Dorothy. *The ultimate preschool playbook: easy, educational, and entertaining activities for your two- to five-year-old*. Lincolnwood, Ill: Contemporary Books, 2000.

Goldberg, Sally. *Make your own preschool games: a personalized play and learn program*. Cambridge, Mass.: Perseus Pub., 2002.

Miller, Linda G. *Making toys for infants and toddlers: using ordinary stuff for extraordinary play*. Beltsville, MD: Gryphon House, 2002.

_____. *Making toys for preschool children: using ordinary stuff for extraordinary play*. Beltsville, MD: Gryphon House, 2002.

Ready to write and develop motor skills. Torrance, Calif.: Totline Publications, 1997.

Sapp, Sheila. *The learning house*. Lanham, MD: Scarecrow Education, 2003.

Silberg, Jackie. *125 brain games for toddlers and twos: simple games to promote early brain development*. Beltsville, MD: Gryphon House, 2000.

Spewock, Theodosia. *Just for babies*. Everett, WA: Warren Pub. House, 1995.

_____. *Just for four's*. Everett, WA: Warren Pub. House, 1995.

_____. *Just for three's*. Everett, WA: Warren Pub. House, 1995.

_____. *Just for two's*. Everett, WA: Warren Pub. House, 1995.

Steelsmith, Shari. *Peekaboo, and other games to play with your baby*. Seattle: Parenting Press, 1995.

Display Materials (cont.)

Warner, Penny. *Preschooler play & learn*. Minnetonka, MN: Meadowbrook Press, 2000.

Warren, Jean. *Just for ones*. Everett, WA: Warren Pub. House, 1995.

PITFALL: Without a dedicated computer lab, the logistics of supplying a computer to each learner is difficult. It will be necessary to take a bank of public PCs offline (contact the IT HelpDesk for assistance at all IMCPL branches), or assign another staff member to logging on to computers with guest passes before the parents come out to do their hands-on searching.

Library Space

The community room:

- ▶ Tables set up with chairs all around, so that learners can see each other and share their thoughts
- ▶ There must be a screen, or blank wall for projection
- ▶ Extra tables for display books are required
- ▶ Room for children and babysitters (optional)

TIP: I placed the tables edge-to-edge, forming one large table, which I covered (as much as possible) with a tablecloth, to give the illusion of a big kitchen table. I then laid out all the household items on that big table, within reach of the learners. I was careful to place the laptop projector out of the line of sight, and everyone was able to see the screen and the speakers with a minimum of movement.

WARNING: All IMCPL librarians should make sure that their meeting rooms still have Internet access. Some, if not all, have had their access disconnected.

Library Equipment

- ▶ Computer with Word for signage and learning guides
- ▶ Printer for above
- ▶ Laptop computer for searching demonstration
- ▶ Laptop projector for above
- ▶ Toys, games, puzzles and TV/VCR for babysitters/children (optional)

WARNING: See warning above.

Supplies Outside the Collection

* = *Reusable*

= *Consumable*



Pens and pencils*



A variety of household items*



Babysitters (optional)*



Supplies and snacks for children (optional)*

- Play-doh
- Crayons, markers
- Puzzles
- Books
- Videos
- Stuffed toys



Supplies and snacks for children (optional)##

- Goldfish snacks
- Juice boxes (*non-squeezable are best!!!*)
- Paper for drawing
- Cheerios for stringing onto yarn
- Yarn

Growing Your Child Up: Great Learning Toys from Your Kitchen Cabinet

Program Administration

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures.

Table of Contents

Program Administration contains these components, in order of use:

	Page No.
1. Project timeline and critical logistics	36
2. Partners roles/profiles	37
3. Promotion and advocacy tools	38-43
4. Measurement guidelines	44-45
5. Project resources with budget	46

Title: Growing Your Baby Up		LEL: Doriene Smither			Date: September 7, 2004												
#	Activity List	Acitivity Owner			Sept			Oct			Nov			Dec			
		LEL	Team	Partner	Month 1			Month 2			Month 3			Month 4			
1	Polish Charter	X			X												
2	Explore sources for partner	X			X												
3	Find partner	X			X												
4	Design program	X		X	X												
4a	Determine budget needs	X			X												
5	Develop assesment tools	X		X	X												
6	Set date for program	X		X	X												
7	Write/submit grant	X			X												
8	Write publicity	X						X	X								
9	Distribute publicity	X		X						X	X						
10	Begin Sign-ups	X		X							X	X	X				
11	Obtain/prepare program materials	X								X	X						
12	Set up supplies, displays and PCs	X													X		
13	Present program	X		X											X		
14	Evaluation	X		X											X	X	

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Partners' Roles/Profiles

The ideal partner for this program would be one in which the staff is already involved with inexperienced parents and have a vested interest in supporting them.

The individual project partner would have a broad understanding of early childhood development, sympathy for the parent who wants to do better at helping their child and doesn't know how, and creative, simple and non-threatening ideas for parents to use in their interactions with their child that they can produce without a great deal of money.

The partner will be responsible for the content of the preschool milestones portion of the program. S/he will also work closely with the librarian on publicizing and promoting the program to the target audience. S/he will help tabulate data to evaluate the program at its end.

PITFALL: The target audience is one who traditionally does not believe the library has much to offer them, and does not use the library often. It will be difficult to entice this audience into the library for a program for adults. Therefore, it is highly recommended that the partner be one with an existing group of learners who meet on a regular basis, and for whom this can be just one of several learning opportunities. Examples would be, but are not limited to, parenting clinics or classes, Health Department classes, high school child development classes, organizations serving unwed mothers, etc. It could also be offered to preschool teachers or as a special program for the parents of children who attend that preschool.

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Promotional Materials

Found on the following pages



Bookmarks (**page 39**) were handed out to all parents of Head Start students. Later, they were also distributed within the branch.



Full page posters (**page 40**) were displayed in each Head Start classroom. Later, they were also displayed in the branch.



An announcement (**page 41**) was made at the beginning of branch story times.



A letter (**page 42**) was sent to each Head Start parent.



A publicity announcement (**page 43**) was placed in *Reading in Indianapolis*, the library's newsletter.



Other suggestions include signs on community bulletin boards at parks, groceries, churches, doctors' offices, high schools, local hospitals and clinics, and an announcement on library Web sites, in church bulletins, and in newsletters sent home from schools.

Growing Your Child Up

Great learning toys from your kitchen cabinet



Wednesday, February 9th
6:30—8:30 PM

@

Pike Library
6525 Zionsville Road

Presented by Doriene Smither (IMCPL) & Joy Evans (Head Start)

***YOU are your child's first teacher,
and you do not need to spend a lot of money
on fancy toys and expensive computer games.***

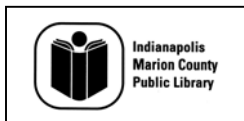
***Learn how to find, make and use
great toys and games for your child
with items you have at home RIGHT NOW,
and help your child develop skills that will help
them grow up to be the best they can be!***

FREE PROGRAM

Registration required

*Phone 269-1889 to register
(Babysitting provided if necessary)*

Free gift for each family!



With a grant from **CICF**
Central Indiana
Community Foundation

Growing Your Child Up

Great learning toys from your kitchen cabinet



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Growing Your Child Up

Great learning toys from your kitchen cabinet



**Wednesday, February 9th
6:30—8:30 PM**

@

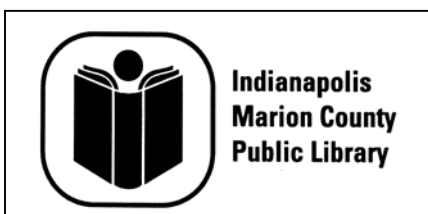
**Pike Library
6525 Zionsville Road**

Presented by Doriene Smither (I-MCPL) and Joy Evans (Head Start)

YOU are your child's first teacher, and you do not need to spend a lot of money on fancy toys and expensive computer games. Learn how to find, make and use great toys and games for your child with items you have at home RIGHT NOW!

Free program
Registration required
Phone 269-1889 to register
(Babysitting provided if necessary)

Free gift for each family!



With a grant from **CICF**
Central Indiana
Community Foundation

I'd just like to mention a program entitled "Growing Your Child Up" that we are having here at Pike in February for parents of preschoolers.

If you would like to know how to make educational toys out of things like a paper sack, some cotton balls, or a cooking pan, this program is for you. You will discover how to find and use items you already have in your cabinets to entertain your child and teach them valuable age appropriate skills at the same time!

There is no fee, and each family that attends will receive a free gift. Babysitters will be provided here at the library for those who need it.

There are flyers here if you are interested, and the registration sheet is at the information desk. Registration IS required.

Dear POPs (Parents of preschoolers)

If you had to, could you entertain your preschooler without toys, television, or computer games?

Yes, you could! With

- * a little creativity,
- * a basic understanding of how their brain and body works,
- * a few common household items

you could make toys and games that will not only entertain your child, but teach valuable skills and concepts without them even noticing they are learning!

If you are interested in learning how, join us for

Growing Your Child Up

Wednesday, February 9th

6:30—8:30 PM

@

Pike Library

6525 Zionsville Road

269-1889

(Registration required)

Babysitting will be provided at the library for those who need it.

A free family gift for all who attend!

Sincerely,

Doriene Smither, Pike Library

Joy Evans, Head Start

Title: Growing Your Child Up

Location: Pike

Date: Wednesday, February 9th

Time: 6:30 PM

Intended audience: Parents of preschool children

Registration required: Yes

Phone: 269-1889

Sponsored by I-MCPL Public Library Foundation

Description of event: Calling all parents of toddlers and preschoolers!

Time is tight; money is short; everyone is tired. But you, as your child's first teacher, you have the opportunity to create fun, educational toys and games for your child out of items you already have at home! It's easy, painless and many times, it's free! For example, did you know that two grocery bags can improve your child's coordination or that a blanket can spark his or her imagination? A handful of cereal can be used to practice early math skills! Learn how to find resources and choose activities to help your child develop all their early physical and mental skills! (Babysitters will be provided on site for those families who need them.)

* * *

Data collection

These three tables are used to compare the responses from the show-of-hands pre-test (page 19) at the beginning of the program to the post-test questions (page 20) filled out by the participants at the end of the session. To get the percentage change + or -, divide both columns by the total attendance, and then subtract the sum of the first column from the sum of the second one.

Concepts

Learners will understand that there are a variety of resources available to them through their library that will aid them in their role as their child's first teacher.

Pre-test question	Post-test question	Percentage change + or -
For what purpose do you use the library	For what additional purpose(s) will you use the library?	
Juv. entertainment--	Juv. entertainment--	
Juv. Information --	Juv. information--	
Adult recreational--	Adult recreational--	
Adult informational--	Adult informational--	
Children's programs--	Children's programs--	
Adult programs--	Adult programs--	
Computer use--	Computer use--	
Other--	Preschool resources--	

Practices

Learners will search the library's resources through the use of subject headings, links and directories, and to locate material and information to assist them in their role as their child's first teacher.

Pre-test question	Post-test question	Percentage change + or -
Are you familiar with and do you use the library website?	Will you use the library's website to look for more information on this topic?	
Website--	Website--	
Library Catalog--	Library Catalog--	
Pathfinders--	Pathfinders--	
Google--	Google--	
Yahoo directory--	Yahoo directory--	

States of Being

Learners will realize that their knowledge of search methods will transfer to and can be used to find information and resources on any topic.

Pre-test questions	Post-test questions	Percentage change + or -
Do you use the library website to search for information?	Could you use the same search techniques you learned here to find information on a different topic?	
Yes--	Yes--	
Library Catalog--	Library catalog--	
Pathfinders--	Pathfinder--	
Google--	Google--	
Yahoo directory--	Yahoo directory--	
If you and your preschooler were stranded at someone else's home with no toys, books or TV, do you believe that you could find a way to entertain you child with items you find there?	If you and your preschooler were stranded at someone else's home with no toys, books or TV, do you believe that you could find a way to entertain you child with items you find there?	
Yes--	Yes--	

Growing Your Child Up: Great Learning Toys from Your Kitchen Cabinet

Project Resources with Budget

Staffing

Librarian...35 total hours @ \$15/hr	\$525.00
Partner...10 hours @ \$15/hr	150.00
Babysitter...2 hours @ \$15/hr X # of babysitters	30.00 X #? (optional)
Substitute librarian 2 hours @ \$15/hr	30.00

Equipment/Supplies

Meeting room(s)*	NC*
Computers for printing and for learners use	NC
Household items	NC
Printing, publicity and program materials	\$50.00
Food, activities for babysitters/children**	50.00 (optional)**

*I-MCPL does not charge for its own programs, and that would be true, I assume for most libraries. If, however, you need to go to an outside location, an additional cost may be incurred.

****(see list on page 6)**

**For more information
Please contact
Doriene Smither
dsmither@imcpl.org
269-1842
Pike Library
6525 Zionsville Rd.
Indianapolis, IN 46268**

**Permission is hereby given
to copy all instructional and
learning materials, and all
other pages of the replication kit.**