

**The Mother/Daughter Book Club**  
**For Mothers whose daughters are in the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grades**

\_\_\_\_\_ **2003/04** \_\_\_\_\_

\_\_\_\_\_ **Susan G. Barhan** \_\_\_\_\_

\_\_\_\_\_ **sbarhan@imcpl.lib.in.us** \_\_\_\_\_

**1. Description of Primary Learners** The Group will consist of Mothers and their 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade daughters

- |   |  |
|---|--|
| <input type="checkbox"/> Early Learners                   | <input type="checkbox"/> High Schools      |
| <input type="checkbox"/> Primary Schools                  | <input type="checkbox"/> Young Adults      |
| <input type="checkbox"/> Upper Elementary                 | <input type="checkbox"/> Adult Learners    |
| <input checked="" type="checkbox"/> <b>Middle Schools</b> | <input type="checkbox"/> Intergenerational |

**2. Subject/Topical Areas of Inquiry:** Variable, depending on the title discussed.

- |   |  |
|---|--|
| <input type="checkbox"/> Science/Technology                     | <input checked="" type="checkbox"/> <b>Daily Life Skills</b> |
| <input type="checkbox"/> Social Sciences                        | <input type="checkbox"/> Business/Economics                  |
| <input checked="" type="checkbox"/> <b>Arts/Humanities</b>      | <input type="checkbox"/> Local Community                     |
| <input checked="" type="checkbox"/> <b>Personal Development</b> | <input type="checkbox"/> Home, Garden, Auto                  |

**3. Library Resources/Media Formats Used:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> <b>Reference Books</b>  | <input checked="" type="checkbox"/> <b>Databases</b>   |
| <input type="checkbox"/> Periodicals                        | <input checked="" type="checkbox"/> <b>Collections</b> |
| <input checked="" type="checkbox"/> <b>Web Sites</b>        | <input type="checkbox"/> Videos, Art Forms             |
| <input checked="" type="checkbox"/> <b>Production Tools</b> | <input type="checkbox"/> Production Equipment          |

## **The Mother/Daughter Book Club**

*For Mothers with Daughters in the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grades*

*The purpose of the Mother/Daughter Book Club is to provide an opportunity for mothers and their daughters to communicate on matters that are important to them but not necessarily about them personally. It is a forum where ideas, opinions, values can be discussed without the power struggles for identity that so often happen between parents and their teens when discussing things of deep importance to them. Situations that occur in books may parallel situations in real life, but they can be discussed in the abstract rather than in a confrontational culture clash between parent and child.*

*This is not a new "need." It is as old as the human race. Currently early teens observed at the initial library where this project took place, spend a lot of time on chat rooms, e-mail, computer games, and yes, porn sites. As a Children's Librarian I want to find ways to draw our teen patrons into the library for something more meaningful. Book Clubs have been a mainstay for libraries and creative people for a long time. It occurred to me that they might also be the perfect vehicle to bridge the communication gap between the generations and bring the teens into the library for something more enriching to their lives.*

*The Mother/Daughter Book Club begins with selecting a title to discuss. The title is read by all the participants along with a list of certain questions to keep in mind while reading. We then gather together and discuss the title using those questions and finish with some reflection on what we learned from the book.*

*The benefits of the program are improved communications between Mothers and Daughters. Through the use of active listening and reflective listening, we learned some skills in expressing our thoughts and ideas along with some improved, and necessary, listening skills. There are many books, and programs on public speaking, but very few talk about the importance of listening. It is a neglected skill, yet it is possibly even more important than speaking. One cannot be of value without the other, as everyone who has had to present an opinion or idea can attest to. In the end, we learned a lot about each other as well as the book we discussed. This is a means to keep the momentum of the knowledge management wave going forward from one generation to the next. This is what facilitates the passing on of family values.*

**The Mother/Daughter Book Club**

For Mothers with Daughters in the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> Grades

**LEARNING OBJECTIVES FOR PRIMARY LEARNERS**

<b>Learning Dimension</b>	<b>Content Objectives</b>	<b>Information Literacy Objectives</b>
<b>Concepts</b>	<p><b>Principles of effective communications between The generation's</b></p>	<p><b>Identify speaker Identify &amp; analyze features &amp; themes Identify events that advance the plot</b></p>
<b>Practices</b>	<p><b>How to do- Active Listening Reflective Listening</b></p>	<p><b>Analyze the setting Contrast the points of view Analyze &amp; Critique the characters</b></p>
<b>States Of Being</b>	<p><b>Mothers learn the kind of books their daughters like Daughters and Mothers learn about each others thoughts Both learn intergenerational Communication skills</b></p>	<p><b>Mothers &amp; Daughters learn to see literature as a way to learn about life &amp; relationships That reading can be a pleasure</b></p>

**TOOL KIT 1: INSTRUCTIONAL GUIDE**

<b>Step 1: IDENTIFYING PARTICIPANTS</b>	<b>4.1</b>
<b>STEP 2: SETTING UP THE ORGANIZATIONAL MEETING</b>	<b>4.2</b>
<b>STEP 3: CONDUCTING THE ORGANIZATIONAL MEETING</b>	<b>4.2</b>
<b>STEP 4: PREPARING MATERIALS</b>	<b>4.3</b>
<b>STEP 5: REMINDER CALLS</b>	<b>4.3</b>
<b>STEP 6: LEADING THE BOOK DISCUSSION</b>	<b>4.4.1 – 4.4.2</b>
<b>STEP 7: SENDING THANK YOU'S</b>	<b>4.5</b>
<b>STEP 8: TABULATING THE RESULTS</b>	<b>4.5</b>

## Step 1: IDENTIFYING PARTICIPANTS

### (4 Mos. Before the Event)

- Open Enrollment:  
Send your Publicity Request Form to your Community Relations Dept. or whatever you use to promote your library programs
- Select the Participants:  
Use the staff you work with and other community connections (i.e. teachers, school librarians) to identify successful Mother/Daughter combinations

#### **(HINT:**

*Try to choose 7 pairs to begin with. This should guarantee at least 10 people for the book discussion given any problems with health and or weather)*

- The first contact may be a verbal discussion to discover if they would be interested in participating
- Use your knowledge of your community and the available literature to choose an irresistible title for the first discussion. Following titles can be decided upon by the group.

#### **(HINT:**

*Check the ALA lists of recommended reads, Internet sites and books of recommended reads for Teens for ideas on what to read if you need them.*

#### **PITFALL:**

*Using a book without a proven track record and/or one you have not read. At this age you want a title that will not get you into deeper discussions than your Mothers and Daughters will feel comfortable with, i.e. The Sisterhood of the Traveling Pants might be more than they want to know about each other. You are the expert in knowing your audience so you will know if a title will be appropriate once you have read it.)*

**STEP 2: SETTING UP THE ORGANIZATIONAL MEETING**  
**3 Months Before the Event -**

- Send everyone an invitation to your Organizational Meeting beforehand. Set this meeting 2 months before the Discussion Meeting. This is when you will discuss possible Days, Dates and Times.
- At this meeting, the Mothers and Daughters will need to fill out a Pre Survey (See pages 5.1, & 5.2.) which can be used to measure the effects of the discussion.
- You will also need to distribute copies of the book and your list of questions to keep in mind while reading the selection (see page 5.3.)
- The night before the meeting, make a phone call to remind them of the meeting.

***(HINT:***

*Try to use a “logo” for the stationary you send out. It helps to give the group a formal identity (See page 6.2.2)*

***PITFALL:***

*Thinking that they will remember the day, date, and time of the meeting without a phone call.)*

**STEP 3: CONDUCTING THE ORGANIZATIONAL MEETING**  
**2 months before the Event**

- Have participants fill out the Pre-Survey (gather these before they leave)
- Distribute copies of the chosen title (See pages 5.1 & 5.2)
- Distribute copies of the list of questions to keep in mind while reading the Selection (See page 5.3)
- Distribute journals if you are using them
- Distribute copies of the State Standards and/or Guidelines if you are using them to formulate the book discussion (See page 5.4)
- Discuss possible days, dates & times for the Book Discussion Meeting
- Choose the best possible day, date & Time for the Book Discussion Meeting

***(HINT:***

*Journals are handy for them to keep track of their thoughts and the questions to keep in mind while reading)*

## STEP 4: PREPARING MATERIALS

### 1 Month Before the Event

- Search the internet and whatever books you have for author/title information.
- Choose some quotes from the book that are significant and make posters of them.
- Decide what refreshments you will provide if you are going to use them.
- Decide who will bring which of the refreshments if you are sharing the responsibilities.

***(HINT:***

*The author/title information is a good place to start the discussion so provide the participants with copies of what you decide is most applicable for your group on the day of the discussion.*

*Refreshments are usually a good idea to provide, even if they are only drinks. It is nice if you can somehow link them to the title you are discussing. )*

## STEP 5: REMINDER CALLS

### The Night Before the Book Discussion –

- Make a phone call or send an e-mail if possible, to remind them of the meeting.

***(PITFALL:***

*Assuming that they will remember the day, date and time on their own. Mother's and Daughters have multiple demands on their time and attention, do not assume that they can remember everything without prompting.)*

## STEP 6: LEADING THE BOOK DISCUSSION

### On the day of the Book Discussion –

- Purchase Refreshments if you are using them and bring “accessories from home” (i.e. tablecloth, centerpiece, serving pieces like baskets, etc.)
- Use a flip chart and marker to keep track of the discussion
- Put the questions on separate pages ahead of time
- Set up the refreshment table if you are using one. A tablecloth and centerpiece will make the atmosphere more cozy and conducive to conversation.
- Put quotes from the book on the walls as an inspiration and conversation starters.
- Make it a ground rule that daughters will respond first to the questions. The mothers will naturally dominate the discussion if they are allowed to answer first.
- Post the agenda for the day somewhere in the room
- Using the questions to keep in mind while reading, discuss the book

#### **(HINT:**

**DO** try to connect the discussion to the world around you

Have the participants sit together in pairs facing each other as they answer the questions then share your pair discussions as a group.

Start with the Mothers & their own Daughters, then have either the Mother's or the Daughters move one seat over. You will be surprised at the dynamic this will create in the discussion.

#### **PITFALLS:**

**DO NOT** try to follow the questions too closely if the discussion wants to go off in another direction. Our discussion included a question not even listed – “What makes a good parent?” And “How do you know you can trust a parent/teen?” It is the connections and communication you want to encourage more than the literary analysis.

**DO NOT** let the discussion stray too far from the title as it applies to your world.)

- You can end the discussion with some reflective questions about the book  
(i.e. What did you learn from this book?  
What is the story trying to tell us?  
What is the most important thing you will remember from this book?)  
and/or some kind of shared activity. We used a Craft Project.

## REFLECTION PIECE: POSSIBLY: THE CRAFT PROJECT

Choose something process oriented that goes with the theme of the book.

The participants will create the small parts and the leader will assemble them in a cohesive piece of art so no one has to worry about being “artistic.”

Collages are one of the best ways to achieve this. Each participant creates their own part of a picture and the leader puts the parts together to create “the bigger picture.”

### FOR EXAMPLE:

#### For The Face on The Milk Carton

- ❖ The mothers and daughters brought (cleaned) empty milk cartons from school.
  - ❖ Cut the cartons down into flat shapes and cut out only the face from each carton on the paper cutter.
  - ❖ Use the Ellison Letter Cutting Machine to cut circles out of the face of the milk carton.
  - ❖ Attach Mylar film paper to the back to fill in the empty circle.
  - ❖ Put all the milk cartons together in a collage and added lettering to identify the group, the date and the book discussed.
- At this point, allow participants to linger and talk on their own about the book and the experience. Try to make contact with each participant before they leave.
- When the book discussion is over, place requests for the next title for each participant.

## STEP 7: SENDING THANK YOU'S

### Within One Week After the Book Discussion

- Send out a Thank you note and the post surveys to gather evidence for your evaluation of the project. (See pg. 5.6, 5.7 & 6.1.2)
- Request that the participants return the post surveys when they come in to pick up the next title.

## STEP 8: TABULATING THE RESULTS

- Evaluate the evidence you have gathered to see what kind of an impact the program has had. Compare the pre and post survey results and your own observations during book discussion. (see p..6.4)  
Look for anecdotal evidence and for your unmeasurable but desirable impacts. For Example
  - Do the participants show that the communication skills used in the book discussion have carried over into their communications at home?
  - Did they learn anything new about each other?
  - Do they continue with the Book Club?
  - Does the Book Club continue to grow?
- Keep in mind the “unmeasurable” but significant desirable impacts
  - Do the Staff and Participants see one another as individuals with improved communications between them?
  - Do the Participants visit the library more frequently after participating?
  - Is the atmosphere in the library more familiar and friendly?
  - Do other patrons show interest in getting involved in the book club? OR in creating their own book club?

## **TOOL KIT 2: LEARNERS' MATERIALS**

The Learners' Materials are listed, in order of use:

	<b>Page</b>
<b>1. DAUGHTER'S PRE QUESTIONNAIRE</b>	<b>5.1</b>
<b>2. MOTHER'S PRE QUESTIONNAIRE</b>	<b>5.2</b>
<b>3. QUESTIONS TO KEEP IN MIND WHILE READING THE BOOK</b>	<b>5.3</b>
<b>4. INDIANA STATE ACADEMIC STANDARDS</b>	<b>5.4</b>
<b>5. DAUGHTER'S POST SURVEY</b>	<b>5.5</b>
<b>6. MOTHER'S POST SURVEY</b>	<b>5.6</b>

## Daughter Pre-Survey

How many meaningful conversations do you have with your mother in a week?

On a Scale of 1-10, with 10 being the highest score, how would you rate the quality of your communications with your mother?

On a scale of 1 – 10 with 10 being the highest score, how would you rate your knowledge of your mother?

Do you know what reflective listening means? If yes, please define in your own terms.

Do you know what active listening means? If yes, please define in your own terms.

List three adjectives that describe your mother. (use the back of the page if needed)

1.

2.

3.

## Mother Pre-Survey

How many meaningful conversations do you have with your daughter in a week?

On a scale of 1 – 10 with 10 being the highest score, how would you rate the quality of your communications with your daughter?

On a scale of 1 – 10 with 10 being the highest score, how would you rate your knowledge of your daughter?

Do you know what reflective listening means? If yes, please define in your own terms.

Do you know what active listening means? If yes, please define in your own terms.

List 3 adjectives that describe your daughter.

1.

2.

3.

## QUESTIONS TO KEEP IN MIND WHILE READING THE BOOK

Who is telling this story?

Who are the main characters in this story?

How would you describe the qualities of the main characters in this story?

Can you think of a particular passage that defines the qualities of the character? What is it? (something that shows the characters thoughts, words or actions which show their qualities)

How do their qualities affect the way they deal with the main conflict in the story?

How do the main characters change during the story?

How does the setting influence the problem and its resolution?

What are the most important events in the story? How does each of them explain the past or present action?

What do you think are the main conflicts in the story?

What are the recurring themes in the conflicts in the story?

Was the story credible? Were the characters credible? Why or why not?

What are the most revealing or memorable scenes?

At the end of the book, do you feel hope for the characters? Why or why not?

Did you find any flaws in the book? What were they?

The Most Important Thing for a Mother/Daughter to remember about this book is\_\_\_\_\_.

## **INDIANA ACADEMIC STANDARDS: ENGLISH/LANGUAGE ARTS** **GRADES 6, 7, AND 8 COMBINED**

### **10 things parents can do to help students succeed**

- #2. Read. Reading is the foundation for all learning. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.
  
- #5. Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with the right answer, and why they chose one answer over another.

### **Reading: Literary Response and Analysis**

Analyze the effect of the qualities of the character on the plot and the resolution of the conflict

Analyze the influence of the setting on the problem and its resolution, . . . the mood, tone, and meaning of the text.

Identify the speaker and recognize the difference between first-person, . . and third person narration

Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective and explain how they affect the overall theme of the work

Identify and analyze features of themes and recurring themes as conveyed through characters, actions, and images.

Critique the believability of characters and the degree to which a plot is believable or realistic.

Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.

Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions

## Daughter Post-Survey

How many meaningful conversations have you had with your mother since the book discussion?

Have you used active listening since the book discussion?

Have you used reflective listening since the book discussion?

On a scale of 1 – 10, with 10 being the highest score, how would you rate the quality of your discussions since the book discussion?

On a scale of 1 – 10, with 10 being the highest score, how would you rate your knowledge of your mother since the book discussion?

List one new adjective you have learned since the book discussion that describes your mother.

## **Mother Post-Survey**

How many meaningful conversations have you had with your daughter since the book discussion?

Have you used active listening since the book discussion?

Have you used reflective listening since the book discussion?

On a scale of 1 – 10, with 10 being the highest score, how would you rate the quality of your discussions since the book discussion?

On a scale of 1 – 10, with 10 being the highest score, how would you rate your knowledge of your mother since the book discussion?

List one new adjective you have learned since the book discussion that describes your daughter.

## **TOOL KIT 3: 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. It contains these components, in order of use:

### **TABLE OF CONTENTS**

Program Administration contains these components, in order of use:

	<b>Page</b>
<b>1. PARTNERS' ROLE/DESCRIPTIONS</b>	<b>6.1</b>
<b>2. PROMOTION AND ADVOCACY TOOLS</b>	
<b>PUBLICITY &amp; OUTREACH</b>	<b>6.2.1</b>
<b>INVITATION TO PARTICIPATE</b>	<b>6.2.2</b>
<b>THANK YOU TO ACCOMPANY POST SURVEY</b>	<b>6.2.3</b>
<b>3. PROJECT TIMELINE AND CRITICAL LOGISTICS</b>	<b>6.3</b>
<b>4. MEASUREMENT GUIDELINES</b>	<b>6.4.1 – 6.4.2</b>
<b>5. PROJECT RESOURCES WITH BUDGET</b>	<b>6.5</b>

## **PARTNERS ROLES & DESCRIPTIONS**

The partners used for this project were limited. For the Alpha Project their role was to assist in identifying potential Mother/Daughter combinations who would be interested in participating in such a discussion. Due to my own familiarity with the teachers in my service area I was able to identify some of the most enthusiastic participants. I was unaware of these participants in terms of the public library. The teacher I partnered with identified them for me.

With the assistance of the Circulation Staff, the other participants were identified and approached directly at the Circulation Desk during check-out procedures. I did accept a few unknown pairs as well in addition to the majority of solid well known patrons who were enthusiastic participants. At this point, the partners were finished with their role in this project.


## PUBLICITY & OUTREACH

Put out your publicity requests or information through your usual public relations department connections or procedures. Be sure to promote it in your monthly newsletter, local and county wide newspapers, radio, television announcements and Branch publicity or whatever methods are available to you. Use your bulletin boards, and create bookmarks that you can hand out during regular check-out at the Circulation Desk.

(Sample Bookmark)

SHELBY HAPPENINGS  
FOR  
AUGUST 2004

SIGN UP TODAY  
For

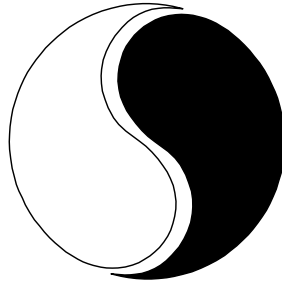


*The Mother/Daughter  
Book Club*  
*For mothers with daughters  
In the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade*

On Saturday,  
September 18<sup>th</sup>  
At 10 am

NEXT TITLE:  
**The Usual Rules**  
*By Joyce Maynard*

Space is limited to only 8 pairs  
So  
Register Early  
At the Circulation Desk  
Or call 269-1878



Dear ,  
You are invited to participate in the  
**FIRST EVER**

**Mother/Daughter Book Club**

At \_\_\_\_\_ Library

Our first meeting will be on (Day, Month, and Time) at/in ( the Location).

At our first meeting we will discuss a few details about meeting dates and times. As a member of the first ever Mother/Daughter Book Club, you will receive a complimentary copy of the book along with a journal, plus a few questions to keep in mind as you read this first selection.

It is my hope that you will enjoy this experience so much that we will continue to meet to discuss other books of your choosing.

This time, we will discuss a title that I have chosen. It is

**The Face on the Milk Carton**

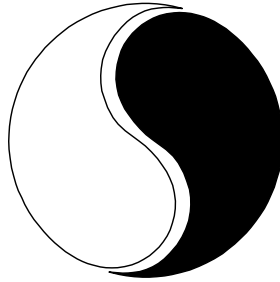
By Carolyn Cooney

I look forward to our meeting,

Enthusiastically,

Susan G. Barhan Children's Librarian  
Shelby Library

R.S.V.P. Regrets Only 269-1878



*January 14, 2004*

*Dear \_\_\_\_\_ & \_\_\_\_\_,*

*It has been such a pleasure getting to know the two of you. I admire your ability to maintain strong communications between mother and daughter. Your participation in the discussion last Saturday really helped to make the day a success.*

*I have made requests for copies of our next title for each of you. Just in case you do not remember, we will be reading Gathering Blue by Lois Lowry based upon the recommendations of the daughters in the group last Saturday. Our next discussion date will be Saturday, April 17, 2004 from 10am – 1pm.*

*In the meantime, I am including Post Questionnaires for each of you with this letter. You can return you questionnaires when you come in to pick up your copies of Gathering Blue. Thank you for all your help in making the Mother/Daughter Book Club a success.*

*Gratefully,*

*Susan G. Barhan  
Children's Librarian  
Shelby Library*

## PROJECT TIMELINE & CRITICAL LOGISTICS

### GANTT Chart

Leading  
Edge  
Librarian: Susan G. Barhan

The  
Mother/Daughter  
Book Club

#	Mother/Daughter Book Club Activity	Activity Owner			Month 1	Month 2	Month 3	Month 4	Future
		LEL	Staff	Collab					
1	Advertise the Program	X	X	X	X				
2	Set Up Organ. Mtg./Personal Invit. To the Part./ Order copies of the book	X			X				
3	Develop questions to use in discuss. & Surveys	X			X				
4	Reminder calls the night before/ conducting the Organ. Mtg.	X	X			X			
5	Facilitate the Organizational Meeting between M's. & D's.	X				X			
6	Prepare Materials for Bk. Discuss.	X					X		
7	Purchase Refresh./Room Set-up	X	X					X	
8	Place Reminder calls the night before the Book Discussion	X	X					X	
9	Lead Book Discuss. (& opt.Craft .) / Choose Next Title	X						X	
10	Send Thank You notes & Post Surveys/ Order copies of next title	X							X
11	Tabulate Results	X							X
12	Begin again at Step 1	X							X

Space: a small community room

Equipment: PC, Printer, Flip Chart, Marker, Ellison Letter Cutting Machine (opt.), 13 chairs, 1 table

Materials: Paper, Stamps, Food(opt.), Craft Supplies (opt.)

Other Resources: Internet, Databases, St. Stand.

## **MEASUREMENTS & GUIDELINES**

**STEP 8: ASSESSMENT – whenever all the post questionnaires are returned**

**STEP A:**

Gather all data from pre and post questionnaires and compare the information to determine what effect the program has had.

### **PRE QUESTIONNAIRE CHART**

Participants	PRE # of Meaningful Convers./Wk.	PRE Quality of Commun. (1-10 scale)	PRE Knowledge Of Each Other	Pre Knowledge Of Reflective Listening	Pre Knowledge Of Active Listening
M# 1					
M# 2					
M# 3					
M# 4					
M# 5					
M# 6					
TOTALS					
D# 1					
D# 2					
D# 3					
D# 4					
D# 5					
D# 6					

**STEP B:**

Keep in mind the “unmeasurable” but significant desirable impacts. For example:

- Do Staff and Participants see one another as individuals with improved communications between them?
- Do the Participants visit the library more frequently after participating?
- Is the atmosphere in the library more familiar and friendly?
- Do other patrons show interest in getting involved?
- Does the Book Club continue/grow?

The last two points can be measured somewhat statistically but the others are more of a subtle observation measured by the individual staff members and patrons comments on library services. They will come from those unsolicited moments of human contact at the Circulation Desk or when helping patrons seek other library services and/or materials. Though they are not as evidence based their impact can be greater and possibly more desirable than anything statistically supported.

All of these facts and observations can be used to promote the positive impacts of the program on library services.

**POST QUESTIONNAIRE CHART**

Participants	POST # of Meaningful Convers./Wk.	POST Quality of Commun. (1-10 scale)	POST Knowledge Of Each Other	POST Use Of Reflective Listening	POST Use of Active Listening
M# 1					
M# 2					
M# 3					
M# 4					
M# 5					
M# 6					
TOTALS					
D# 1					
D# 2					
D# 3					
D# 4					
D# 5					
D# 6					

After you compare the information from the pre and post questionnaires use this chart to illustrate the difference.

**Statistical Results of the Mother/Daughter Book Club**

	Diff. Ratio # of Meaningful Convers./Wk.	Diff. Ratio Quality of Commun. (1-10 scale)	Diff. Ratio Knowledge Of Each Other	Diff. Ratio of POST Use Of Ref. Listen.	Diff. Ratio POST Use of Active Listening
M# 1					
M# 2					
M# 3					
M# 4					
M# 5					
M# 6					
TOTALS					
D# 1					
D# 2					
D# 3					
D# 4					
D# 5					
D# 6					

## PROJECT RESOURCES & BUDGET

### Program Materials

#### RESOURCES SUPPLIED BY LIBRARY

Word Processor & paper		
Printer		
Internet Access & Databases		
Paper Cutter		
Copier & Paper		
Flip Chart & Paper		
Chalk &/or Marker Board		
12-16 Copies of <u>The Face on the Milk Carton</u>	\$5.99 X 16=	\$95.84
Composition Notebooks	\$1.64 X 16=	\$26.25
1 1 ½" Looseleaf binder		\$6.00
Incidentals (postage, stationary)		\$10.00

### Refreshments

Napkins, plates & cups		\$5.00
Drinks (cocoa, tea, coffee, juice, soft drinks)+Doughnuts, Cookies		\$10.00
Pizza		\$30.00

### Craft Materials

#### MATERIALS & RESOURCES SUPPLIED BY THE LIBRARY

Ellison Paper Cutting Machine		
Cutting Board		
Picture Frame with glass & Pro. Framing		\$45.99
Art Supplies (glue, tape, scissors, card stock, mylar)		<u>\$15.00</u>

#### MATERIALS SUPPLIED BY LIBRARIAN

Tablecloth, Centerpiece, Serving Pieces(i.e. baskets, pitchers)

**GRAND TOTAL** **\$244.08**