

ON LINE REPLICATION KIT FORMAT



Man Up: Read Up!

2007

Kimberly Brown-Harden, Juvenile Librarian  
Indianapolis-Marion County Public Library

Brightwood Library, Family Development Services, Dad's Inc. Side Street Deli

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**1. Description of Primary Learners:** Young fathers (16-25) and their children

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

**2. Subject/Topical Areas of Inquiry:** Early Literacy skills and emotional connections

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

**3. Library Resources/Media Formats Used:** Modeling and print materials

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

## Man Up: Read Up!

**Program Description:** Man Up: Read Up! is a two-session experience for young African-American fathers and their children. By setting a learning context through using library resources and modeling, young fathers connect with their children by making/sharing books and creating their own stories to share with each other and their peers. Fathers and children are encouraged to bond and share experiences with each other by eating a meal together and a storytime. The majority of the time, fathers engage with a guest speaker, who offers anecdotal advice and experiences about fatherhood and reading.

The experience includes the Leading Edge Librarian offering support by modeling and sharing tips to enhance story times with their children; fathers are also encouraged to become comfortable with the Library and its resources by introducing them to Library materials and resources. Fathers were encouraged to participate in storytimes at the library. This encourages fathers to become familiar with the library in a safe, non-threatening environment.

The experience concludes with an opportunity for the children and their dads to pick out two books to take home to start their own storytime collection. In order to reinforce better reading skills for both parent and child, one child's name was drawn to win a Leap Frog Max. Through the use of the Leap Frog Max the children and fathers can develop proficiency with the real world application of their knowledge products.

**Program Benefits:** This program enables learners to make an emotional connection with their children through the act of reading. Fathers who have poor reading skills are able to improve their proficiency with easy reading books, if necessary. Studies show that the earlier children are exposed to books and new vocabulary, the better success they will have in school. Children, boys especially, who see their fathers engaged in reading will become readers themselves well into adolescence and adulthood. Young fathers with reading difficulties will be able to see improvement in their reading skill and comprehension; as well as acquiring more confidence.

Past participants have valued the program because it facilitated their own discovery of creative and inexpensive ways to spend quality time with their toddlers and establish positive reading habits that will remain for generations to come.

**The Roles the Librarian Plays** (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

**ON LINE REPLICATION KIT FORMAT**

Man Up: Read Up!

**LEARNING OBJECTIVES FOR PRIMARY LEARNERS**

<b>Learning Dimension</b>	<b>Content Objectives</b>	<b>Information Literacy Objectives</b>
<b>Concepts</b>	The father will learn how to tell stories and how to interact with his child/children.	The father will achieve an emotional bond and connect with his child/children. The children will be exposed to stories and new vocabulary.
<b>Practices</b>	Fathers will become more confident, proficient readers and will become a hero in the eyes of his child/children. Children - Exposure to books and language will facilitate language development.	Establishing a reading ritual with his child  Finding ways to spend quality, productive time with his child  Learning new vocabulary and developing language skills Reading comprehension
<b>States of Being</b>	Fathers become more confident about sharing stories and reading  Fathers develop a deep emotional bond with the child  Father and child will develop positive reading habits for a lifetime.	Fathers learn the importance of sharing and spending time with his child.  Reading can be a pleasurable activity.  Strengthening familial relationships.

These objectives correlate with established State standards.  
 Reading: word recognition, fluency, and vocabulary development:  
 Reading: comprehension and analysis of literary text  
 Listening and speaking: skills, strategies, and applications

ON LINE REPLICATION KIT FORMAT

**INSTRUCTIONAL GUIDE**

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

**TABLE OF CONTENTS**

This Instructional Guide contains these components, in order of use:

	<b>Page</b>
1. Program Format	4.1
2. Agenda	4.2
3. Directions for first and second session	4.3
4. Menu	4.4
5. Storytimes	4.5
6. Materials needed for craft	4.6
7. Guest Speaker Expectations and Guide	4.7

**4.2: Agenda:**

**Session I:**

**Welcome Fathers**

**Introductions**

**Eat, Greet, and Mingle**

**Overview of the program by Leading Edge Librarian**

**Reading Demonstration**

**Instructions**

**Storytime and craft for children / 'Dads Chat'**

**Discussion and Show and tell**

**Wrap up**

**Drawing for Leap frog**

**Book Selections**

**End**

4.3

Directions for Session 1:

If you are scheduling more than one session, try to make sure the sessions are spaced four weeks apart, if possible. If you try to schedule the sessions weekly, it will drain you and you won't have maximum participants for your program.

Make sure you begin early enough to find funding for this program, if necessary. We had to get a grant and were very close to the deadline, which was extremely stressful.

Publicity is key! Begin as soon as you know the date and time for your program. Make eye-catching posters and flyers to promote your program. I tried to have posters and flyers one to two months before the program so my patrons could keep the dates in mind. **Pitfall:** Remember your target audience when giving your program a name. I had to rename my program from 'My Buddy and Me and a Book Makes Three' to 'Man Up: Read Up!' because it didn't appeal to my demographic.

Try to secure a popular or well-known guest speaker to talk to your dads. Preferably, someone they can identify and connect with. One example might be a radio personality who is a father and therefore has first-hand knowledge. Meet with this person, if possible, so you both know what's expected.

If possible, please provide your participants with a meal. I was able to secure donations from a local establishment; they provided a full meal with desert. It makes the participants and kids more comfortable, especially if it's their first time meeting and the first time at your library.

As soon as you know the date, please book your community room or other space. **Pitfall:** Be careful not to overlap your program with another one.

Please make sure you have plenty of help with the children during the storytime and craft portion of the program. Volunteers/helpers should meet ahead of time so that your instructions and expectations can be clear.

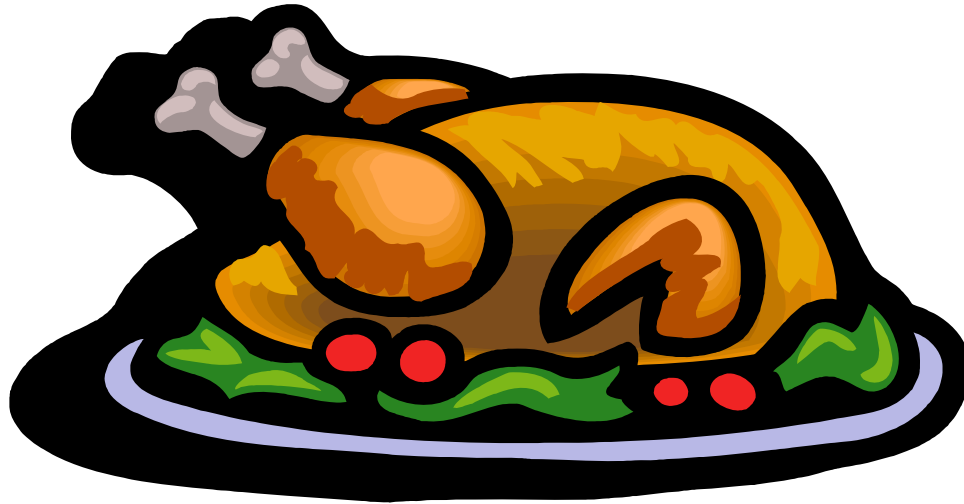
One to two months before the program, shop for all the materials, prizes, and books you will need.

Two weeks before program: Inventory all the items you are going to need to run the program such as plates, napkins, spoons, forks, etc. (if there will be food), prizes for participants, craft materials such as glitter, glue, white paper, construction paper, etc.

One day before the program: Call and remind the participants about the program. Have a volunteer or staff member take pictures, if possible. Have another staff member or volunteer responsible for any surveys or feedback from the program.

4.4

Menu: Session I:



Barbeque chicken

Mashed potatoes

Whole kernel corn

Tossed salad with dressings

Rolls

Dessert.

4.4

Menu: Session 2:



Selection of deli meats  
Breads  
Cheese  
Lettuce  
Tomato  
Cookies and brownies

4.5

Storytimes:

For the first session, read, ***What Dads Can't Do*** (Wood), or choose another book. Try to create an atmosphere for the kids and dads that is fun, yet send a powerful message.

For the second session, read ***Just the Two of Us*** (Smith). This book is useful in demonstrating reading techniques to the dads. Have a child volunteer and read the story incorrectly to her (reading it upside down) to see if she notices. Both children and dads will love this.

***Pitfall:*** Plan to have different levels of books available to read to engage a broad age audience. I had preschoolers as well as school aged kids at the first session.

4.6

Materials for craft:

Have the children and dads make a ***You and Me Book***. On one page, have the child write or draw something about themselves such as: “I have brown eyes”; on the opposite page, have dad write and/or draw a response, such as “I have gray eyes.” The following can be used to make the books:

- Various colors of construction paper. I tried to remain with primary colors and stay away from gender-specific colors such as pink and blue.
- Unlined white copy paper
- Ribbon
- Glue
- Glitter
- Three hole punch
- Crayons
- Markers
- Ellison machine cut-outs of various shapes and pictures

The books can be made beforehand so the children and dads will only have to decorate and fill in the pages.

***Pitfall:*** This craft can be messy with glue, so make sure the area is covered and there is plenty of water. Make sure you have enough glitter, kids really LOVE glitter! Also, if you have younger children, make sure there are plenty of hands to help!

## **4.7 Instructional Guide**

### **Guest Speaker Expectations and Guidelines**

If you plan on having a guest speaker, it is imperative that you are familiar with the speaker before inviting them to speak. Make sure that you give the speaker an outline of your program and let him know what you are looking for.

- Ensure the guest speaker is somewhat knowledgeable about your program and subject matter.
- Meet with the speaker personally, if possible so you can develop a rapport before the program. Try to do this two months or more before your program in case the relationship doesn't work out.
- After you've met with the speaker in person, send him something in writing to follow up (email or formal letter).
- Select a speaker that will relate to your target audience.
- Have a back-up speaker in mind and ready to go in case something happens to your first speaker.
- Two weeks before the program, give the speaker a reminder phone call or email
- Find out if the speaker has any special needs such as water, mints, or special equipment.

**ON LINE REPLICATION KIT FORMAT**

**LEARNERS' MATERIALS**

This is the collection of materials that may be reprinted for distribution to the learners in your program.

**TABLE OF CONTENTS**

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

	<b>Page</b>
1. Book for dads and children (see instruction on screen 4)	5.1
2. Agenda (see screen 4)	5.2
3. Pretest for dads (given as a group)	5.3
4. Post-Test (given as a group)	5.4
5. Questionnaire (given individually)	5.5

5.2

This agenda could also be used for session 2:

**Agenda:**

**Session I:**

**Welcome Fathers**

**Introductions**

**Eat, Greet, and Mingle**

**Overview of the program by Leading Edge Librarian**

**Reading Demonstration**

**Instructions**

**Storytime and craft for children / 'Dads Chat'**

**Discussion and Show and tell**

**Wrap up**

**Drawing for Leap frog**

**Book Selections**

**End**

5.3

Kimberly Brown-Harden  
November 15, 2006  
Leading Edge Librarian Academy

*Pre-Test Questions: Concepts*

1. What three things do you want from this program?
2. Do you think reading is an important tool for your child?
3. What do you think of the library and its services?

*Practices:*

1. Do you have a current reading ritual with your child?
2. What are your reading habits?
3. Do you currently use the library or its services?

*States of Being:*

1. How do you feel about books and reading?
2. Do you feel confident reading aloud to your child?
3. Do you feel comfortable using the library?

5.4  
Kimberly Brown-Harden  
November 15, 2006  
Leading Edge Librarians Academy

Post-Test Questions:

*Concepts:*

1. Name three things you got from this program
2. Has your thoughts about reading to your child changed or stayed the same?
3. Has your thoughts about the library changed since the program?

*Practices:*

1. If you didn't read with your child before, do you currently read to your child?
2. Has your reading habits changed?
3. Do you and your child participate in any of the Library's programs?
4. Why is it important for your children to begin reading?

*States of Being:*

1. Do you feel differently now about books and reading than you did before the program?
2. Do you feel more confident, less confident, or the same about reading aloud since the program?
3. Do you feel more comfortable or less comfortable using the library?
4. Do you feel more confident selecting books for your child?

5.5



*Man Up: Read Up!*

*In order for us to improve the quality of this program, please take a few moments to fill out this brief survey! Thank you for your time and participation!!!*

**PLEASE INDICATE YOUR ANSWERS BY CIRCLING THE NUMBER THAT BEST DESCRIBES YOUR OPINION. 5 IS HIGHEST, 1 IS LOWEST.**

1. Did the Librarian seem to know the subject matter?  
1 2 3 4 5
2. Did the program encourage you or make you think differently?  
1 2 3 4 5
3. Did the Guest Speaker seem to know the subject matter?  
1 2 3 4 5
4. Did the program meet your needs and expectations?  
1 2 3 4 5
5. Would you be willing to attend this program again?  
Yes\_\_\_\_\_ No\_\_\_\_\_
6. Would you be willing to attend any Library programs or storytimes?  
Yes\_\_\_\_\_ No\_\_\_\_\_

Additional Questions or Comments

ON LINE REPLICATION KIT FORMAT

**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.

**TABLE OF CONTENTS**

Library Resources contains these components, in order of use:

	<b>Page</b>
1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Library Space	6.3
4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

6.1

**Librarian's role in the program:**

**Information Specialist-** The absence of basic reading skills in a lot of young, black male patrons can be observed through a lack of communication skills and a lack of understanding instructions and concepts. Therefore, a reading program can be beneficial. There is also an abundance of female-headed homes in the area; fathers were absent at best, and at worst, disconnected. If somehow fathers and children (especially boys) could be connected, both deficiencies could be corrected. Other cities comparable to Indiana were contacted to see if there was another program similar; after many phone calls, a program was found in Minnesota. After speaking with the Program Administrator, it was determined that a project similar to that one would be beneficial at Brightwood. After finding similar programs, a number of books on literacy and storytimes, such as "Connecting Boys with Books", "Reading Magic" (Fox), and ALA publications such as "Storytimes at Your Library" were found and researched. Online sources were used to confirm the theory of the importance of black fathers in the home. This research is valuable to acquire tools and statistics to help the dads as well as to connect more personally with the subject matter. Expect to have two or more work days during off-desk time to read and make notes on the various resources; also discard things that weren't helpful or beneficial to the subject.

**Instructor in Information Literacy/Inquiry Skills-** Librarians have first-hand knowledge of the importance of Information Literacy and skill building with patrons. Partners had other skills that enhanced the program, but none had the knowledge expertise of selecting books for various kinds of readers or planning a storytime and craft. Again, research is needed to select books that will appeal to a variety of readers and reading skills. Other information professionals as well as professional literature from the ALA and YALSA are critical for research and ideas for book selection. Make sure that you can relate the material in a way that is easy to handle by all levels of participants. Have enough knowledge and material

in case questions are asked by children and/or dads. Hours spent on this were approximately 6-8; yours may be more or less depending on your expertise in the subject matter.

***Program Advocate and Administrator-*** As a program advocate, you will need posters and flyers to display in the Branch as well as eye-catching displays. Staff members are critical in helping to reach to the targeted demographic. They can help advertise the program as well. Once posters and flyers are created, distribute them to other branches. Give materials to partners to display at their institutions. As program administrator, you may have to design the program, select the number of participants to accept for the program, the guest speakers, the budget, and materials needed to complete the program. This by far can be the most time consuming of all the roles you'll play. This took approximately 1-2 weeks (spacing out projects to allow for other work-related activities).

6.2

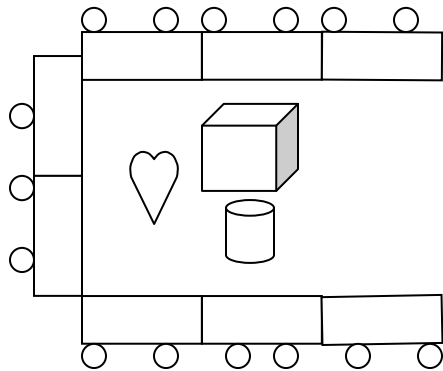
Tool Kit 3: Materials from the Library's Collection:

- 30 copies (or more depending on the number of participants) of high-interest, low-reading level books for participants and children to display as well as check out. Include wordless picture books for pre-readers or those with little or no confidence in reading skills.
- 40+ Pens or pencils so the participants to fill out surveys and to take notes if they want. (exact quantity will depend on the number of participants you have)
- Paper for participants to write notes (quantity will depend on the number of participants)
- Examples of library resources and information such as hours and services brochures, reading/learning kits, and library card applications, branch calendars, etc. **Pitfall:** Try not to overwhelm participants with a lot of materials, especially if this is their first time in a library setting!
- 2+ children's CD's (more or less depending on the length of your program) to play while the participants and children are coming in and while they are eating. Music breaks the ice and sets a positive energy for the group.
- Toys for infants and preschoolers. If possible, use a baby 'toy chest' full of toys and activities to use for dads with infants. Put toys in the center of the room for children to occupy themselves. **Pitfall:** Put toys away when you begin the talking points of your program. It can cause a distraction to you and other participants.

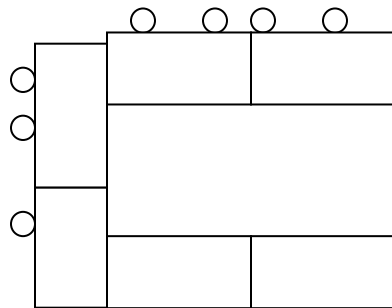
6.3

Library Space:

- Use a room with plenty of space. Arrange eight tables in a U-shape. (see diagram below) Place 2-3 chairs at each table so that the fathers have room to stretch and tend to their children, if necessary. In the center, place toys so the children have some 'free play' if they became fidgety or fussy. (Please see pitfall on previous page).



- For the craft portion of the program, take the children to the children's area. It is helpful to have an area with good lighting, such as track lighting. Slat walls create an eye-catching display of children's books. It is useful to have a space that is open yet apart from the adult area. Place the tables in a U-shape (see diagram) with 2 children per each table. Put the supplies in the middle so all the children have access. (please see pitfall on previous pages)





***Pitfall:*** Scheduling mix ups can create stress and havoc on your program. Make sure you do not overbook the community rooms in your branch or facility.

6.4

Library Equipment:

- CD Player
- Flip chart with self-adhesive back for presenters
- Markers
- Ellison machine (for making cut outs for books)

6.5: Tool Kit 3:

Supplies Outside the collection:

***Consumable Supplies:***

- Food for participants, partners, volunteers, and staff, if possible. (request enough food for each participant; for example: I requested enough food for 30-for father and child)
- Plates (get double the amount of your participants since children will tend to use several)
- Napkins( buy two packages 100/each)
- Silverware: forks, spoons, knives (quantity will vary, but get enough so each participant will have 2 of each)
- Cups (follow guidelines for plates)
- Beverages-purchase 2-3 of each type of drink: soda and fruit beverage. (again, this number may vary with your participants)
- Balloons
- Drop cloths or table cloths for children's area (for craft time)

***Reusable Supplies:***

- Glue/glue sticks for craft (1 per child preferably)
- Glitter (4 large containers)
- Construction paper -2 packs (number will vary depending on group size)
- 3 boxes of crayons (64 count)
- 3 packs of markers
- 3 pairs of scissors (or more if you have a lot of adult helpers)
- 50-100 Ellison Machine shapes, if possible.
- 2 plastic table cloths for food and drink table

ON LINE REPLICATION KIT FORMAT

**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:

	<b>Page</b>
1. Project Timeline and Critical Logistics – <i>To be added later</i>	7.1
2. Partners' Roles/Profiles	7.2
3. Advocacy Tools	7.3
4. Measurement Guidelines	7.4
5. Project Resources with Budget	7.5
6. Grant Recommendations (optional)	7.6

7.2:

Tool Kit 4: Program Administration

### Partners' Roles and Profiles

Initially, partners were difficult and challenging to engage. Eventually, several partners were discovered to assist in the program. Side Street Deli is a well-know mid-town eatery; they were gracious enough to donate food for each session as well as display posters and flyers in their establishment. The owner is well known throughout the community for her outreach efforts.

Dad's Inc. is a well-established institution that believes that the key to putting families together is to have a strong, confident father. After reviewing some of their publications and their website, this partnership seemed to be a perfect fit. They provided advertising for the sessions on their website and provide participants. Unfortunately, despite best efforts, they were unable to provide participants. They did bring two assistants to help with the craft portion for both sessions.

Family Services Center (Head Start) provides assistance to many low-income families within many low-income areas. Their assistance was crucial to this program. They displayed posters and other promotional materials in several of their service centers; they signed up dads for the program; and they also provided volunteers/assistance with the crafts.

Library staff members can be critical in identifying participants. Enlist them to ask patrons who fit the target demographic if they would be interested in the program. The more you involve all members of staff, the more support you will gain from your program.

Tool kit 4: Advocacy Tools

7.3.1 (Posters and flyers)

*If possible, submit your 'proof' to your print department at least 2-3 months before your program. Get enough so you can give them to your partners, community, and staff.*

(Sample Poster/flyer)

Your Library, Family Development Services, and Dad's Inc. are pleased to present:

Man Up: Read Up!

{insert picture/graphic}

Who: Fathers 16-25 and their children, ages 0-5

When: Thursday, April 11th and Saturday, May 12<sup>th</sup>

Where: your branch 1234 Any Street

Time: 5:00 p.m. and 2:00 p.m.

Please call xxx-xxxx to register or for more information!

Participation is limited to the first 15 fathers and children

Food generously provided by Side Street Deli

FREE and Open to the public.

Library logo

7.3.2: Advocacy Tools

Sample of letter for guest speakers:

{name}  
{Organization}  
{Address}  
{Address}  
{City, State, Zip code}

Dear:

I am writing on behalf of the Brightwood Branch of the Indianapolis-Marion County Public Library. We are pleased to present a brand-new initiative: Man Up: Read Up! This encourages young, black fathers to emotionally connect with their children through the act of reading. We are offering this program in two sessions: April 12, 2007 and May 11, 2007.

In order to make this program a success, your participation is needed! As a community leader, I know you recognize the importance of the family and the status of young black males. Please consider speaking at one of the sessions. The first session begins at 5:00 p.m., and the second one begins at 2:00 p.m. Please call or email me if you have any questions or concerns about this invitation. I look forward to speaking with you!  
Thank you.

Sincerely,

Kimberly Brown-Harden, Juvenile Librarian  
Brightwood Library  
2435 N. Sherman Drive  
Indianapolis, IN 46218  
Ph# 317-275-4312  
Email: [kbrown-harden@imcpl.org](mailto:kbrown-harden@imcpl.org)

## 7.4: Tool Kit 4

### Measurement Guidelines

**After the participants have eaten and are settled, this can be done on a flip chart. Ask the participants for a show of hands and record responses. Have a staff member, if possible, to help with counting. It is helpful to have these questions already written on the board so they can see what you're going to ask of them.**

Kimberly Brown-Harden  
November 15, 2006  
Leading Edge Librarian Academy

#### *Pre-Test Questions: Concepts*

4. What three things do you want from this program?
5. Do you think reading is an important tool for your child?
6. What do you think of the library and its services?

#### *Practices:*

4. Do you have a current reading ritual with your child?
5. What are your reading habits?
6. Do you currently use the library or its services?

#### *States of Being:*

4. How do you feel about books and reading?
5. Do you feel confident reading aloud to your child?
6. Do you feel comfortable using the library?

### 7.4.1: Measurement Tools

**This measurement is done the same way as the pre-test. Make sure you do this at the end of both sessions in case someone doesn't come back from the first one. If you're only doing one session, do it after the first session. Have a staff member help count and record the responses, then compare with answers from the pre-test.**

From 5.4  
Kimberly Brown-Harden  
November 15, 2006  
Leading Edge Librarians Academy

#### Post-Test Questions:

##### *Concepts:*

4. Name three things you got from this program
5. Has your thoughts about reading to your child changed or stayed the same?
6. Has your thoughts about the library changed since the program?

##### *Practices:*

5. If you didn't read with your child before, do you currently read to your child?
6. Has your reading habits changed?
7. Do you and your child participate in any of the Library's programs?
8. Why is it important for your children to begin reading?

##### *States of Being:*

5. Do you feel differently now about books and reading than you did before the program?
6. Do you feel more confident, less confident, or the same about reading aloud since the program?
7. Do you feel more comfortable or less comfortable using the library?
8. Do you feel more confident selecting books for your child?

### 7.4.2 Measurement Tools

This is important to keep so you can gauge the success or failure of your program. Have one volunteer pass out surveys at the beginning of the last session (if there are two) and have someone else to stand by the door and collect. You may be able to identify more participants from the responses. Compare this to your pre and post tests.

From 5.5



*Man Up: Read Up!*

*In order for us to improve the quality of this program, please take a few moments to fill out this brief survey! Thank you for your time and participation!!!*

**PLEASE INDICATE YOUR ANSWERS BY CIRCLING THE NUMBER THAT BEST DESCRIBES YOUR OPINION. 5 IS HIGHEST, 1 IS LOWEST.**

7. Did the Librarian seem to know the subject matter?  
1 2 3 4 5
8. Did the program encourage you or make you think differently?  
1 2 3 4 5
9. Did the Guest Speaker seem to know the subject matter?  
1 2 3 4 5
10. Did the program meet your needs and expectations?  
1 2 3 4 5
11. Would you be willing to attend this program again?  
Yes \_\_\_\_\_ No \_\_\_\_\_
12. Would you be willing to attend any Library programs or storytimes?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Additional Questions or Comments

### 7.4.3 Measurement Tools

**This rubric can be used if you have the dads reading aloud. If you have reluctant readers, it may not be a good idea to do this. If you have fathers who are willing, this can be done at both sessions to gauge reading progress, if any, between the two sessions. This can also be used for some of the older children in the group who are willing to read aloud.**

Story Telling : Man Up: Read Up!

Teacher Name: Kimberly Brown-Harden

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Voice	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.
Audience Contact	Storyteller looks at and tells the story to all members of the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller does not look at or try to involve the audience.
Vocabulary	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.

**SCREEN 7+  
PROGRAM ADMINISTRATION**

Role Shifting	Shifts roles smoothly almost all the time. It is very easy for the audience to tell which character is speaking.	Shifts roles pretty well. It is usually easy for the audience to tell which character is speaking.	Tried to do role shifting, but it wasn't very successful. It often was hard for the audience to tell which character is speaking.	Did not attempt role shifting. It was very difficult for the audience to tell which character was speaking.
Acting/dialogue	The student uses consistent voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tries to use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear.
Knows the Story	The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice, but the speaker is relatively confident.	The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker appears ill-at-ease.	The storyteller could not tell the story without using notes.
Sequence	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
Accuracy of Retelling A Story	The storyteller includes all major points and several details of the story s/he is retelling.	The storyteller includes all major points and 1-2 details of the story s/he is retelling.	The storyteller includes all major points of the story s/he is retelling.	The storyteller forgets major points of the story s/he is retelling.

Date Created: Nov 14, 2006 12:27 pm (CST)

## 7.5: Tool Kit 4

### Program Resources with Budget:

#### Program Materials:

##### Supplied by the Library

- Flip Chart and Markers
- Children's CD's
- CD Player
- 30 copies of various picture books-250.00 (purchased on Ingram Account)\*\*
- Paper
- Pens and pencils
- Certificates for presenters and participants

#### Refreshments:

- Paper Plates, Napkins, Cups           \$20.00
- Drinks (soft drinks)                   \$10.00
- Food\*\*\*                                   \$400.00

#### Craft Materials:

##### Supplied by the Library

- Ellison Machine cuts
- Various Colored Construction paper
- White, unlined paper
- Crayons
- Markers
- Glue
- Glitter
- Ribbon

#### Misc:

- Engraved pens for presenters       \$40.00\*\*
- Indianapolis Indians Baseball Tickets (10.00x30) \$300.00\*\*

\*\*=paid from grant money

\*\*\*=donated

**ON LINE REPLICATION KIT FORMAT**

**PROMOTION TO AUDIENCES**

This is a guide for the librarian and the project partner who jointly take responsibility for attracting a capacity audience for the program. It is important that all participants are a good match for the program's information literacy and content objectives.

**TABLE OF CONTENTS**

Program Administration contains these components, in order of use:

	<b>Page</b>
1. Sample Advertisements	5.1
2. Grabbers in Content/Lay Out	5.2
3. Information Literacy Indicators	5.3
4. Distribution Plans	5.4
5. Start to Finish Promotional Timetable	5.5

5.1: Took Kit # 5

Sample Advertisements:

(Posters and flyers were used)

**You may have to change the format of this poster and flyer to attract the demographic audience you're looking for. Change the wordiness of the text to use a couple of sentences to attract attention such as: "Need something to do with your kids for an afternoon?" "We can help"! or "Dads, step up to the plate" (baseball season).**

Your Library, Family Development Services, and Dad's Inc. are pleased to present:

Man Up: Read Up!

{insert picture/graphic}

Who: Fathers 16-25 and their children, ages 0-5

When: Thursday, April 11th and Saturday, May 12th

Time: 5:00 p.m. And 2:00 p.m.

Where: Your Library 1234 Any Street

Please call xxx-xxxx to register or for more information!

Participation is limited to the first 15 fathers and children

Food generously provided by Side Street Deli

FREE and Open to the public.

5.2 : Marketing

Grabbers in content/Layout

As mentioned previously, it helps to have a provocative 'hook' for the program. Some of these may be helpful in promoting your program:

- ✓ Bring it: your story, that is!
- ✓ Come with a story, leave with a story
- ✓ You **CAN** judge this book by its cover!
- ✓ Capture your own personal story...

5.3

Information Literacy Indicators

There are several opportunities in this program for participants to learn valuable information literacy skills. Depending upon your audience and demographic, you may have a variety of readers and reading levels. For example, you may have an adult who can barely read at a first grade level and you may have a 5 year old who reads at a 6<sup>th</sup> grade level. As mentioned previously, have a variety of books including high-interest, low-level, wordless picture books, board books, and highly sophisticated picture books.

- The reading aloud demonstration by the content expert or Librarian demonstrates information literacy. They are modeling behaviors that dads can take home with them. For example, reading can be a game. Try flipping the book upside down to see if the child catches it. You are demonstrating reading skills such as print awareness, and print recognition by encouraging the child to read along with you.
- In addition to being a knowledge product, the book the children and adults make also teaches information literacy skills. They have to know word placement (reading from left to right), and learning words and their meaning to demonstrate their own stories.
- By having the dads and kids read their stories/books aloud, they are demonstrating the information literacy skill of narrative: being able to communicate and tell a story.
- Dads and children learn the skill of appropriate book selection for their reading levels, and they also improve reading comprehension skills.
- Finally, getting fathers to read to and with their children builds 'Family Literacy'. Fathers need to know their importance in the lives of their children and the impact their absence (emotional and physical) may have on the family.

## 5.4

### Distribution Plans

Having posters, flyers, or bookmarks are great, but useless if they're not seen. Here are a few examples of places you may want to have your publicity:

- Your Library Branch
- All partners, if any
- Other Libraries close to your location, if possible.
- High Schools, if permitted
- Churches, if permitted
- Community partners in your service area such as community centers, grocery stores, etc.
- In-branch promotion such as calendars, newsletters, displays, and 'word of mouth'
- Television, if possible
- Radio, if possible
- Daycares

## 5.5

### Start to Finish Marketing Timetable

**Three-four months before:** write out a script for your posters, flyers, bookmarks, etc. Have a color and design in mind and try to map it out in a word document. If possible, work with your print shop coordinator so that he/she knows what you're looking for.

**\*Pitfall:** Remember to make the wording and design suitable to your target audience. For example: The original name: "My Buddy and Me and a Book Makes Three" was inappropriate for young black males. The new title is more appealing to that demographic.

**Two months before:** Submit your copy to the print department (If you use one); also, make sure you have enough posters, flyers, bookmarks to distribute to everyone you may need. If possible, order more than you think you'll need so you'll have extras in case you run out at your Library. It's also good to keep a few copies for your portfolio.

**One Month Before:** Check on the status of your print job if you've not heard back from the print department. If you have, check the copy for misspelled words or incorrect information. If possible, have another Librarian or staff person also check in case you've missed something.

**Three Weeks Before:** If you're satisfied with the final product, distribute your promotional materials to appropriate outlets.

**Helpful Hint:** *Please keep a copy of your request and 'script' in case something happens within another department. There's nothing worse than having to recreate something you thought was already finished!*