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**ASSOCIATION FOR LIBRARY
SERVICE TO CHILDREN**

INTELLECTUAL FREEDOM PROGRAMMING TOOLKIT

Supporting Intellectual Freedom through Children's Programming

Raising awareness of intellectual freedom and information literacy among children is important, and not just during Banned Books Week. This toolkit provides practical tips and samples of programming that incorporate these topics in a fun and engaging manner. Just like sneaking healthy food into a kid's meal, these techniques will enrich the work you already do as a librarian without disrupting your programming routine.

WHY FOCUS ON THESE CONCEPTS?

Intellectual freedom and information literacy are core librarianship concepts. The necessity to instill these skills into young readers is more urgent than ever before. ALA policy states that intellectual freedom "ensures free access to seek and receive information and expression of ideas from all points of view without restriction for every individual of any age, ability, socioeconomic status, religious affiliation, race, ethnicity, sexual orientation, gender identity, or other form of identity or status." Information literacy includes the skills necessary to "recognize when information is needed and have the ability to locate, evaluate,and use effectively the needed information."

Children's rights to read widely are under renewed assault by individuals and organizations with a vested interest in limiting exposure to topics and stories they consider inappropriate. Moreover, in a time when children are witnessing and often participating in protests and activism in support of safety and equity for their families and communities, they can find themselves awash in a sea of misinformation and often lack crucial skills that can keep them both knowledgeable and safe.

HOW DO I INTEGRATE THESE CONCEPTS INTO PROGRAMS AND SERVICES?

One of the biggest challenges in creating children's programs that teach intellectual freedom and/or information literacy is that, depending on your institution, it is often difficult to generate interest and attendance. Kids are usually drawn to very specific types of programs, and families know what to expect from perennial offerings like storytimes or book clubs. Creating a special program around concepts that are typically academic and abstract may result in confusion and disinterest in potential attendees.

As such, teachers and librarians may have better luck incorporating intellectual freedom and information literacy into existing cornerstone programs. This toolkit will offer examples and

program templates for introducing each concept into four different programs and services common to many institutions: storytimes, book clubs, STEAM programming, and outreach. Each section will provide tips and prompts for considering how to shape these services around intellectual freedom, along with templates that can be implemented as is or used as a starting point for creating your own programs.

WHAT IF I GET QUESTIONS OR CONCERNS FROM PARENTS OR STAKEHOLDERS?

While it's possible to retool a library program to focus on teaching information literacy or to explicitly theme a regular program or service around intellectual freedom (something that is often done for Banned Books Week, for example), it isn't necessary to do so if there is a concern about it negatively impacting program attendance. This toolkit is designed to help add context and dimension to successful existing programs, rather than to replace them with something else.

If there are concerns about how to discuss intellectual freedom with parents who may have questions about how it could impact their children, make sure to check out the ALSC Kids! Know Your Rights! and Know Your Kids' Rights! guides for tips and strategies to address concerns and answer questions.

Integrating Key Concepts in STORYTIME: Tips and Examples

INFORMATION LITERACY

(contributed by Meagan Albright and Ashley J. Brown)

Tip 1: Invite a co-storyteller to read a dual point of view story with you to model different viewpoints during storytime. Example: *Interrupting Chicken and the Elephant of Surprise* by David Ezra Stein.

Tip 2: Include a display of different versions of the same story and encourage families to compare and contrast the books when reading them at home.

Tip 3: Tell parents about ALSC's Notable Children's Digital Media and talk about trusted online sources.

Tip 4: Include some of the suggested books below in another storytime. For example, if you are doing a storytime about birds, read Mac Barnett's *Telephone* or include it in your book display.

Tip 5: Sometimes the best way to start a conversation is by defining the topic. (According to the American Library Association, "Information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.'")

Sample Programs—Pick and choose the parts that work for you!

Theme: Mixed Messages

Introduce the topic: Play a game of Telephone and talk about how the word or phrase changed from one person to the next.

Read: *Telephone* by Mac Barnett

Read: *The Monster at the End of This Book* by Jon Stone

Alternate Titles: *Oink-a-Doodle-Moo* by Jeff Czekaj; *Elephant in the Dark* by Mina Javaherbin

Books for Older Children: *The Rumor* by Anushka Ravishankar; *The Blind Men and the Elephant* by Karen Backstein

Extension Activity: Ask children to think about a cat or dog they've met and what they remember about the experience. Have them draw pictures of the animal and compare how different pictures emphasize different characteristics. Read *They All Saw a Cat* by Brenden Wenzel.

Theme: Don't Believe Everything You Hear

Introduce the Topic: Start storytime with an announcement, "Everyone, the sky is falling! Oh, no! What should we do?" Brainstorm ideas with attendees and ask the kids if they believe you. Why or why not?

Read: *Chicken Little* by Rebecca Emberley

Read: *The Wall in the Middle of the Book* by Jon Agee

Alternate Titles: *Monkey: A Trickster Tale from India* by Gerald McDermott; *Don't Let the Pigeon Drive the Bus* by Mo Willems (ask children if their parents would really let the pigeon drive the bus)

Books for Older Children: *The Chinese Emperor's New Clothes* by Ying Compestine; *Tops and Bottoms* by Janet Stevens; *Anansi and the Talking Melon* by Eric Kimmel; *Love and Roast Chicken: A Trickster Tale from the Andes Mountains* by Barbara Knutson

Extension Activity: Select volunteers and act out *See for Yourself* (selection from *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra and Robert Kaminski)

INTELLECTUAL FREEDOM

(contributed by Meagan Albright and Kristen Rodriguez)

Tip 1: Informally chat with parents and caregivers at the end of storytime about choosing books for and with their children. Not every book is for every reader or family, and that's OK!

Tip 2: Pair fiction books with non-fiction books to offer a choice of genres.

Tip 3: Allow child to choose a book that may, on its face, be considered too "difficult" for the child to read. Use this opportunity to incorporate literacy by doing a picture walk, which encourages readers to use pictures as clues to understand the story. Begin with looking at the front cover and asking what they think the story will be about. As you flip through

the pages, prompt a discussion by using guided questions like, "What is happening in this picture?" and "How do you think the character feels?" Allow children to use their imagination as they narrate the story.

Sample Programs

Theme: Free to Choose

Rationale: It's important to recognize and respect children's independence and autonomy. While you can apply this concept to any storytime (we went with a Books/Reading theme for this sample), you may wish to start with a "Librarian's Favorites" so you will be comfortable, confident and enjoy reading any of the books the children choose.

Introduce the topic: Start storytime by saying: "Grown-ups make choices for you every day. Wouldn't it be fun if you were in charge at storytime? You all get to pick what books we read and what songs we sing today!" Make song cards for popular storytime songs and put them on a felt board. Select a volunteer to pick a song from the board, or have children vote. Include a display of 3 to 5 books, briefly tell the children about each of the books, then let them decide which book you will read.

Read: *Reading Makes You Feel Good* by Todd Parr; *This Book Just Ate My Dog!* by Richard Byrne; *We Are in A Book* by Mo Willems.

Alternate Titles: *The Monster at the End of This Book* by Jon Stone; *A Perfectly Messed Up Story* by Patrick McDonnell; *Open Very Carefully: A Book with Bite* by Nick Bromley.

Extension Activity: Create a Mad Libs version of a well-known story. Since young children will not be familiar with concepts like verb and adjective, create a color-coded grab bag of words (yellow for verbs, green for adjectives, etc.) for children to randomly select words to complete the Mad Libs.

Theme: True Story?

Rationale: Information literacy—the ability to gauge truth from fiction, reality from hyperbole—is a key component of intellectual freedom.

Introduce the topic: Show pictures or have examples of real objects versus a pretend object. For example, bring in a real apple and a toy apple. Pass around the objects and discuss the differences.

Read: Before reading the book, ask children if they know the story of Sleeping Beauty. Listen to their responses, then read *Waking Beauty* by Leah Wilcox. Afterwards, talk about

how the story differs from the version they knew. Repeat the process for *Huff and Puff* by Claudia Rueda.

Alternate Titles: *Falling for Rapunzel* by Leah Wilcox; *Snoring Beauty* by Bruce Hale; *Snoring Beauty* by Sudipta Bardhan-Quallen.

Extension Activity: Let kids examine "Model Magic," an air-drying modeling clay. Look at the pictures on the box and discuss the word "magic" and expectations of the clay. As participants play with the clay, ask them "Is the clay magic?" "Why do (or don't) you think so?" "Does it work the way you thought it would?"

Integrating Key Concepts in BOOK CLUBS: Tips and Examples

INFORMATION LITERACY

(contributed by Brooke Sheets)

Tip 1: Look for books that feature multiple narrators and character voices, or titles where the same event is looked at from different character perspectives. Discussions about how different characters narrate the same events, or their relationships to each other, can be a foundation for understanding issues of bias and the perception of facts.

Tip 2: Incorporate heavily illustrated texts and graphic novels into your selections. In addition to being popular with students, this improves the ability to think critically about images. Graphic novels provide a way to talk about composition and how those choices can influence how we think and feel. What did the creator show? What wasn't shown that your brain fills in? How does the art make you feel and why?

Tip 3: Add nonfiction to your book club. This can either be your primary text choice, or to support a work of fiction. Readers can fact-check historical fiction or learn more about the book's setting. Using nonfiction helps kids develop research skills as well as helping them learn how to interpret infographics, charts, diagrams timelines and more.

Tip 4: Incorporate discussions of the author and their intent. Bring in news articles, interviews, speeches, or author's notes to enrich conversations about authorial intent. By looking at more than just the completed work, readers can better understand the creation process.

Tip 5: Use other library resources, such as databases, local history collections, digital archives, or even programs or services in your book club. Learning to use your library's resources allows for deeper exploration of topics. Participants can learn how information is organized, and you can model how the library can be used as a trusted resource for reliable information and support.

Sample Programs

With these tips in mind, here are two book club reading choices, appropriate for upper elementary and tweens, with supplemental information literacy activities and questions to launch discussion:

The Wild Robot by Peter Brown

In many of the communities that my library system serves, it can be a challenge for youth book clubs to find interested readers. One option for enticing new book club attendees is to pick very popular titles. Peter Brown's *The Wild Robot* has only increased in popularity at my library. There are lots of themes to tackle in this one, so it's a great choice if your book club meets for several weeks to discuss the same book.

Activity 1:

Read or listen to an interview with Peter Brown. Student-friendly interviews include one found on the [BN KIDS Blog](#) and this episode of [Book Club for Kids](#).

Sample discussion questions:

- "Peter Brown is a writer and an illustrator. How do the pictures change what you think about the story?"
- "Does hearing about how Peter came up with the idea for this story change how you think about it? Why or why not?"

Activity 2:

Take this opportunity to introduce your library's STEAM offerings to your participants. Show off your maker space, 3D printer, or coding classes. With internet access, students can practice coding on websites like [code.org](#). Coding can help launch a discussion about artificial intelligence.

Sample discussion questions:

- "What was Roz's purpose? What was her program? What would you program Roz to do?"
- "Do robots like Roz exist today? How are they the same or different?"

Wonderstruck by Brian Selznick

Historical fiction can sometimes be a hard sell for students in my community, and the size of Selznick's books can be intimidating for even strong readers, but the relatable stories and significant amount of illustrations in Selznick's works hook readers. Book clubs are a great place to make this work accessible.

Activity 1:

In *Wonderstruck*, Rose's story is told entirely through illustrations. Spend some time talking about the book's format how these choices impact the narrative.

Sample discussion questions:

- "Ben's story is told in words, and Rose's story is told in pictures. Which section do you prefer? Why? Which character do you understand better?"
- "There are written words in some of Rose's story. Did you read them? Were they necessary to understand her story? "

Activity 2:

Selznick's acknowledgments in the book are filled with indications of all the research he did. Explore the note with students, and research some of the topics within. Use this as a starting point for students to share in the research process. Find books on ASL, learn what life was like in the 1920s, or even show silent films. If you have books listed in Selznick's extensive selective bibliography, you can share those as well.

Sample discussion questions:

- "Find a photo of Queens Museum of Art's Panorama. Where did you find it? How does it compare to the book's illustration?"
- "How did Brian Selznick learn about Hoboken, New Jersey? What are some sources you could use to learn about Hoboken?"

INTELLECTUAL FREEDOM

(contributed by Justin Azevedo)

Tip 1: Include books that have been challenged or restricted as possible selections for the club to read, especially if the challenge has been recent and/or local. Make a plan to guide the discussion toward aspects of that challenge, or include questions that address the controversial content.

Tip 2: As much as you can, empower your club to choose their own book club selections to read. Allow them to shape the material that the club discusses, even if club is defined by a particular genre or subject.

Tip 3: Explore outside of a predefined age range. For tween/middle-grade book clubs, incorporate YA novels that younger readers could potentially connect with or be inspired by. For teen book clubs, seek out teen-friendly adult novels like those given ALA/YALSA's Alex Award.

Tip 4: Encourage readers to be honest with their reactions to a book, and don't limit discussion to positive feedback. Steer discussions into a constructive comparison of opinions, and don't shy away from examining why a book's content or premise might be problematic.

Tip 5: Resist the urge to get preachy or didactic. While intellectual freedom concepts are important, in a book club they should still take a back seat to reading that actively interests and engages the young readers attending the club.

SAMPLE PROGRAMS

Banned Book Club

The easiest way to introduce intellectual freedom into a book club is to focus on books that have been challenged and/or taken off of library shelves in the past. This not only provides a platform for the explicit discussion of intellectual freedom concepts, but also provides some marketing appeal ("here's a book someone tried to stop you from reading!"). While there are certainly enough challenged materials to provide for a continuing book club, a simpler approach would be to dedicate one book club meeting to challenged books. For extra novelty, the "blind date with a book" concept that is often used for Banned Books Week displays could be integrated into the title selection.

Sample Discussion Questions:

- "This book was labeled as inappropriate for readers your age because of _____. Did you notice any of those things while you were reading?"
- "Would there be any people who you would recommend not read this book? What about people you think should read this book?"
- "This book has won awards, and is very popular. Books like that often get challenged in schools and libraries. Why do you think that might be?"

You'll Hate This Book

Tweens and teens are often as enthusiastic about books they hate as they are about books they like. While this can be a valuable readers' advisory tool, it can also form the basis of an animated and thought-provoking book club discussion. Challenge your youth book club to pick a title that one or more of the members have read and actively disliked, but is otherwise popular and/or well-reviewed. Care needs to be taken to ensure that conversations are civil and constructive, but in addition to the resulting discussion being lively and often hilarious, multiple pathways to discussing intellectual freedom topics can be opened.

Sample Discussion Questions:

- "Was there anything you liked about the book? If that was outweighed by what you didn't like about it, why?"
- "Do you think that anything in the book is harmful? Could reading it have bad consequences in the real world?"
- "If someone said that nobody else should read this book, what would you say? Why? What if someone else liked it?"

Integrating Key Concepts in STEAM: Tips and Examples

INFORMATION LITERACY

(contributed by Brooke Sheets and Meagan Albright)

Incorporating information literacy in STEAM—science, technology, engineering, art and math—programming in a fun and engaging manner is an essential part of encouraging responsible digital citizenship and inspiring children to think about thinking. Here are some tips and program examples to get things rolling.

Tip 1: Trust but verify. Build explaining and verifying resources into your programming curriculum.

Tip 2: See, think, wonder. Increase critical thinking with this thinking routine from Harvard Graduate School of Education's Project Zero. Ask children: What do you see? What do you think about that? What does it make you wonder?

Tip 3: Reach out for help! Look at colleges, universities, and cultural institutions for experts on your topic for support resources and guests for your program. Make sure to check and announce their bonafides, so that kids will learn to associate background experience, education, and professionalism with trusted resources.

Tip 4: Be intentional. Select culturally and developmentally appropriate activities that extend the learning experience.

Tip 5: Be safe. Build in time to explain online privacy and safety issues to kids. For more info, see ALSC Blog's post: Virtual Programming and Patron Privacy

Sample Programs

The programs below can be adapted for virtual programming. Pick and choose the parts that work for you!

Theme: Unplugged Coding—My Robotic Friends

Rationale: Computational thinking helps develop pattern recognition and abstraction, skills that assist in organizing and analyzing information. Learning to code complements online safety and digital citizenship instruction and provides youth a platform to practice

experimentation and analysis, as well as new opportunities to express what they learn through programming.

Introduce the Topic: Explore computational thinking and programming without using computers.

Activity: Kids become cup-stacking robots! Adapt Thinkersmith's Unplugged activity "My Robotic Friends" for your audience. If you are adapting this for virtual use, provide a link to the lesson in advance, and suggest alternatives that families could use for cups, such as blocks or cans of the same size.

Read: *How to Code a Sandcastle* by Josh Funk for an introduction to basic coding concepts.

Book for Older Children: Booktalk fiction series where characters explore coding: *Secret Coders* by Gene Leun Yang and *Girls Who Code*. Suggest *How to Be a Coder* by Kiki Prottsman for a deeper dive into coding with lots of unplugged activities.

Books for Display: *DKfindout! Coding* by DK, *Instructions Not Included: How a Team of Women Coded the Future* by Tami Lewis Brown and Debbie Loren Dunn, *Kids Get Coding* (series) by Heather Lyons, et al.

Extension Activity: Kids can explore coding online with tons of resources from Hour of Code.

Theme: Exploring Art

Rationale: Art appreciation helps young children learn to think critically, express ideas, and examine implicit bias in cultural understanding of artistic merit. In addition, incorporating art education into programming helps children learn to analyze, criticize, utilize and assess visual information. Learn more about art appreciation and literacy from PBS's article "The Importance of Art in Child Development" and EdSource's "Art Appreciation Helps Young Children Learn to Think and Express Ideas."

Introduce the topic: Prompt children to consider which elements of an artwork are essential for artistic intrinsic value and what effect substitutions would have on viewers' experience of the piece.

Read: *Master-pieces: Flip and Flop 10 Great Works of Art* by William Lach. Look at classic portraits in a new way by mixing and matching pieces of the world's greatest artworks to create new pieces.

Activity: View digitized and downloadable artworks from Getty's online collection. Take the Getty challenge and recreate artwork with commonly found objects.

Read: *Art Detective: Spot the Difference* by Doris Kutschbach. Play detective and examine great works of art to see if they are the real thing or forgeries.

Book for Older Children: Booktalk *The Art Book* by Caroline Bugler. Explore the ideas behind one hundred iconic works of art while examining their historical context.

Books for Display: *Behind the Museum Door: Poems to Celebrate the Wonders of Museums* by Lee Bennett Hopkins; *Imagine* by Raúl Colón; *Can You Hear It? The Metropolitan Museum of Art* by William Lach

Extension Activity: Explore museums around the world from your local library or the comfort of your couch with virtual tours: Boston Children's Museum, Children's Museum of the Arts, The Metropolitan Museum of Art, Whitney Museum of American Art, The Louvre, National Gallery of Art, and the Van Gogh Museum.

INTELLECTUAL FREEDOM

(contributed by Julia Nephew)

The national STEAM (Science, Technology, Engineering, Art, and Math) initiative has enjoyed broad support in schools and libraries for years now. Yet, what science tells us about how humans are negatively impacting the world has become highly contentious and is even censored. Global warming/climate change is the most far-reaching example.

An important element of information literacy is evaluating information and investigating questionable claims. Consider the tips and program ideas below, focusing on providing children with accurate, age-appropriate information on climate change and other environmental issues.

Tip 1: Age-appropriate choices: Choose books that speak to children in clear and understandable language appropriate for their age and ability level. The books and information you give should not dwell on the dangers.

Tip 2: Optimism: Emphasize solutions early on in the process of giving information. Suggest daily positive changes people can do to set an example for their family and friends. For example, to conserve water, people can turn off the running water while they brush their teeth.

Tip 3: Nature and actions: Discuss the benefits of nature, even something as simple as a visit to a playground and how it makes them feel to be in a natural setting. Read books at story time that show the beauty of nature and talk about the animals. Discuss how we can protect the disappearing habitats of these animals.

Tip 4: Experts: Invite an environmental scientist to give a presentation or partner with a local non-profit with a mission to educate people about recycling, such as SCARCE in the Chicago area.

Tip 5: Research reliably factual websites that present the science about contentious issues.

Sample Programs

Theme: Kids for the Climate! What Children Can Do About Climate Change / Global Warming

Rationale: Greta Thunberg, the Swedish teenager who started a worldwide movement to draw attention to climate change, has inspired millions of children and adults. When children hear her story, they want to know what they can do personally to help slow climate change.

Introduce the Topic: Start with a short introduction about climate change and why it is a problem. Describe renewable energy and compare it to energy from fossil fuels. Explore the threat to children's health from climate change with information from the American Academy of Pediatrics.

Read: *Our House is on Fire! Greta Thunberg's Call to Save the Planet* by Jeanette Winter; *What is Climate Change?* by Gail Herman; *Why Are the Ice Caps Melting? The Dangers of Global Warming* by Anne Rockwell

Alternate Titles: *Listen* by Holly M. McGhee; *The Global Warming Express* by Marina Weber [the author wrote this story as a child and became an activist at age 6); *If Polar Bears Disappeared* by Lily Williams

Extension Activities: Research young American climate activists, such as Alexandria Villaseñor, Benji Backer, Varshini Prakash, Isra Hirsi. What led them to become activists?

Theme: Recycling

Rationale: Children can change their daily habits in simple ways that can help the environment and the people, animals, and plants in it.

Introduce the Topic: Bring in a box of clean items that were used in a home and discarded. Explain what recycling is and ask them to separate the items into "recyclable" or "garbage" .

Read: *The Giving Tree* by Shel Silverstein; *Green Living*: *No Action Too Small* by Lucia Raatma; *What a Waste: Trash, Recycling, and Protecting Our Planet* by Jess French

Alternate Title: *All That Trash: The Story of the 1987 Garbage Barge and Our Problem with Stuff* by Meghan McCarthy

Extension Activities: Children collect or list the plastic, aluminum, and paper their household uses in one day.

- What can be recycled? (Consult your local curbside pickup recycler's website.)
- Where does the recycling go?
- What happens to the things put in the regular garbage?
- Teach the "Reduce, Reuse, Recycle, Refuse" motto and how they can personally limit their use of plastic.

Theme: Water Usage

Rationale: Children can change their daily habits in simple ways that can help the environment and the people, animals, and plants in it. They can set a good example for adults and talk to adults about why they choose to lower their water usage.

Introduce the Topic: Explain that even though Earth is 2/3 covered in water, it is mostly salt water and humans cannot drink it; humans need fresh water to drink every day. Introduce facts about how little fresh water this is for the world's human and animal populations. Maps showing the desert areas of the world can be a visual tool and discussion of fires in Australia and California show what can happen when there is drought. https://www.worldwildlife.org/threats/water-scarcity

Read: *Nya's Long Walk: A Step at a Time* by Linda Sue Park; *Clean Water* by Elizabeth Thomas; *Water Energy Projects: Easy Energy Activities for Future Engineers!* by Megan Borgert-Spaniol; *Water Wow! An Infographic Exploration* by Antonia Banyard

Alternate Titles: *Water* by Seymour Simon; *Keeping Water Clean* by Courtney Farrell

Extension Activities: How is Mari Copeny of Flint, Michigan calling attention to clean water?

Integrating Key Concepts in OUTREACH: Tips and Examples

INFORMATION LITERACY

(contributed by Liz Hartnett)

Consider these tips to build information literacy skills at any age:

Tip 1: Create opportunities for kids to brainstorm and come up with good questions about things they'd like to know (identifying the information need).

Tip 2: Help kids become aware of tools they can use to answer their questions—library materials, community groups, and individual experts (planning how to find information).

Tip 3: Provide practice in using keyword searches, taking notes, and designing things like simple surveys or interview questions (gathering information).

Tip 4: Show how to look critically at sources, identify high-quality information, and investigate questionable claims (evaluating sources).

Tip 5: Have your participants put their information to some use, help them with strategies for presenting it effectively (organizing and communicating information).

Sample Programs

Outreach is critical for extending service to non-users or underserved groups. Effective outreach for children often involves community partnerships -childcare providers, schools, shelters, hospitals, summer camps, or local festivals, for example.

Here are 2 sample programs to try. Adapt them to fit your community!

Theme: Nutrition

Skills: Collect and use data

Am I eating a nutritious lunch?

Following a shared lunch (perhaps through outreach programs like Summer Food Service), read and share books relating to the elements of good nutrition, like *How did that Get in My Lunchbox?* by Christine Butterworth or *The Monster Health Book* by Edward Miller.

- What food groups are represented in today's lunch? Are the meals balanced? *Search for nutrition information*, using related nonfiction titles or materials from sites like Nutrition for Kids (Mayo Clinic), or the USDA's Choose My Plate site.
- Which foods are most popular in our group? How can we find out? *Create a survey, gather and organize results, produce a visual representation.*

For older kids: Provide nutrition labels for a variety of food products. Using these, challenge kids to assemble a healthy menu, for a meal or a day. EatRight, from the Academy of Nutrition and Dietetics, has some accessible information on reading nutrition labels.

Theme: Weather Forecasting

Skills: Identifying information need; locating information

Why are weather forecasts important, and how do we find out about the weather?

This topic could be of particular interest to kids taking part in outdoor programs, such as those provided through local parks departments.

Introduce the topic: You can get the conversation started by appearing in clothes that are inappropriate for the weather that day (a big coat in summer; flip-flops in winter...).

How do you know what to wear for the day? Talk about the value of weather forecasts. How do we know what the weather will be (what are some sources)? What's the forecast for tomorrow?

Read: Share the book *Rain* by Manya Stojic and discuss ways we can tell when the weather is changing. Close the session by reading about the completely outlandish weather conditions in Judi Barrett's *Cloudy with a Chance of Meatballs*.

INTELLECTUAL FREEDOM

(contributed by Meagan Albright and Allison G. Kaplan)

Incorporating intellectual freedom into outreach in a fun and engaging manner is an essential component of bringing our core values into the community, and bringing the library beyond its physical borders. Some of the tips listed below can be applied broadly to all types of outreach and communication/collaboration with outside agencies and organizations.

Tip 1: Ask. Just ask. We can guess what our community members need in terms of outreach but asking is part of developing relationships which in turn help your outreach programs.

Tip 2: Be clear! In working with neighboring daycare centers or providers, be sure expectations are clear on both sides.

Tip 3: Plan ahead! Outreach to children's hospitals may require specialized training with Child Life Specialists. Collaboration with religious centers may require extra planning to be permitted on their campuses in cases of increased security.

Tip 4: Do your research. Check out ALA and ALSC's resources for advocacy, equity and diversity, such as:

- Services to LBGTQIA+ People
- Cultural Programming to Support Diversity
- Storytime-Palooza! Racial Diversity and Inclusion in Storytime
- Planet Picture Book (English translations of picture books from around the world)

Tip 5: Don't self-censor. If you're providing a storytime, select books that are great read-alouds and showcase the diversity of your community.

Tip 6: Get inspired! Listen to Dr. Rudine Sims Bishops speak on the topic of multicultural literature and do your best to provide mirrors, windows and sliding doors to families.

Sample Programs

The storytime outreaches below are designed for preschool age children. Pick and choose the parts that work for you!

Theme: Families

Introduce the topic: Today we will be talking about people in our families.

Read: *Monday is One Day* by Arthur A. Levine; *One Family* by George Shannon.

Alternate Titles: *The Family Book* by Todd Parr

Book for Older Children: *Last Stop on Market Street* by Matt de la Peña.

Books for Display: *Silas' Seven Grandparents* by Anita Horrocks; *Home is a Window* by Stephanie Ledyard; *Pet Dad* by Elanna Allen; *My Papa is a Princess* by Doug Cenko; *What's Special About Me, Mama?* by Kristina Evans; *Little Brothers & Little Sisters* by Monica Arnaldo; *When Aidan Became A Brother* by Kyle Lukoff; *Families, Families, Families* by Suzanne Lang; *We Are Family* by Patrica Hegarty; *Maisie's Scrapbook by Samuel Narh*

Extension Activity: Sing *Baby Shark* and go beyond Mama, Daddy, Grandma and Grandpa.

Theme: Everybody, Everywhere

Introduce the Topic: Today we will travel the world through books!

Read: *Around the World in a Bathtub* by Wade Bradford; *Whoever You Are* by Mem Fox

Alternate Titles: *Can You Say Peace?* by Karen Katz

Book for Older Children: *Everything & Everywhere: A Fact-Filled Adventure for Curious Globe-Trotters* by Marc Martin

Books for Display: *Littles and How They Grow* by Kelly DiPucchio; *Everybody Cooks Rice* by Norah Dooley; *Little Humans* by Brandon Stanton; *Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby Beeler; *At the Same Moment Around the World* by Clotilde Perrin; *Same Same but Different by Jenny Sue Kostecki-Shaw; Grandma's List by Portia Dery; One House for All by Inese Zandere*

Extension Activity: Show children select pages from *This is How We Do It: One Day in the Lives of Seven Kids from Around the World* by Matt Lamothe and ask children what they eat for breakfast or what games they play.

Recommended Resources

INTELLECTUAL FREEDOM

ALA Intellectual Freedom Resources

http://www.ala.org/advocacy/intfreedom/resources

The staff of the Office for Intellectual Freedom is available to answer questions or provide assistance to librarians, trustees, educators and the public about intellectual freedom issues and resources. Areas of assistance include policy development, First Amendment issues, and professional ethics.

Banned Books Week

ala.org/bbooks

Banned Books Week is an annual event celebrating the freedom to read. There are a number of resources available to support Banned Books Week programming, promotion of the annual celebration of the right to read, and banned books themselves. Many of these resources can be used throughout the year, so you can celebrate the right to read every day! Several can be used by multiple audiences, from educators, to librarians, to retailers, and beyond!

Banned Books Case Study

https://hellolibrary.com/?p=535

Explore real-world censorship cases with this ready-to-use plan from the Hello Library blog. Includes extensive materials, slides, and sample discussion questions.

Central Kansas Library System: Intellectual Freedom Resource Guide

https://ckls.libguides.com/IF

Webinars, recommended readings and direct links to ALA essential intellectual freedom documents.

Intellectual Freedom 101

https://ccbc.education.wisc.edu/wp-content/uploads/sites/13/2020/03/Intellectual_Freedom_101.pdf

The basics from the Cooperative Children's Book Center with links to further information.

INFORMATION LITERACY

ALA LibGuide: Evaluating Information: Information Literacy

https://libguides.ala.org/InformationEvaluation/Infolit

Resources for librarians to use to equip students and the general public to identify reliable sources of news and other information.

Carol Kuhlthau's Information Search Process Model

https://www.youtube.com/watch?v=gytquheF7Aw&t=374s

View this 20 minute video to gain understanding of the phases we all go through when we look for information, to better assist the kids in your library.

Colorín Colorado: Developing Research and Information Literacy

https://www.colorincolorado.org/article/developing-research-and-information-literacy

A quick, informative discussion of helping children separate fact from opinion, with links to further information.

Common Sense Media: Digital Citizenship

https://www.commonsense.org/education/digital-citizenship

Ready-made lessons on online privacy, cyberbullying, and more.

eSchool News

https://www.eschoolnews.com/2017/04/10/resources-information-literacy/

Seven resources for much-needed information literacy skills

Reading Rockets: Teaching Information Literacy Skills

https://www.readingrockets.org/article/teaching-information-literacy-skills

This resource from Capstone Press defines information literacy and provides recommendations for helping kids build their skills, along with other recommended resources.

School Library Journal: Teaching Information Literacy Now

https://www.slj.com/?detailStory=teaching-media-literacy-now

A practical discussion of best practices for teaching kids to critically examine and evaluate information sources.