**Toolkit: How to Implement a Summer Reading Club on a First Nations Reserve**

Summer 2018 Conducted and prepared by s0utheast Regional Library

Summer Reading is a successful program in many public libraries in Saskatchewan, reducing the documented summer learning loss for participating students and encouraging youth to connect with a reading culture. The questions came forward, “how can SK libraries engage with First Nations communities to deliver Summer Reading programming on-Reserve?”

In 2018, Provincial Library and Literacy Office initiated a pilot project to develop a Summer Reading Program on First Nations in order to develop best practices around offering Summer Reading Clubs on First Nations Reserves in Saskatchewan.

The pilot project was conducted by Southeast Regional Library.

This Kit has been developed in response to this pilot project.

**This Kit includes:**

**A. How to Get Started**

**B. Creating Partnerships**

**C. Planning**

**D. Program Delivery**

**E. Project Evaluation**

**F. Appendix**

**A. How to Get Started:**

**1. Determine your regions program objectives for the program. i.e.**

* Children’s learning loss will be reduced as a result of ongoing reading through the summer
* Children will find enjoyment in a literacy based activity during their leisure time over the summer
* Relationships will be built between the Local Public Library and the First Nation Reserve

**2. Determine who will be responsible for the project and staffing needed for the program.**

**HQ:**

Oversight: Library Director

Project Manager: Personnel and Community Services Manager, SRL

Project Management Assistant: Summer Student HQ

**Library Branch/First Nations:**

Project Lead: Branch Librarian

Project Assistants: Branch Assistant, Branch Summer Student

**3. Determine your project expenses and budget**

Staff Wages and salaries

Including initial meetings, training meetings, promotional events and opportunities on reserve, programming prep and delivery time, follow up meetings,

Staff travel expenses and Travel time costs

Programming materials and supports for crafts and activities

Nutritional expenses

Transportation expenses

**B. Creating Partnerships:**

**1. Identify which communities in your region would be in the best position to host**

**a Summer Reading Club on Reserve.**

Criteria:

* Do we have a positive connection established with the community with contact people who would be good partners?
* Do we have a library located nearby with staff who would be willing, interested and able to deliver this program on Reserve? (this criteria may or may not fit your regional objective)
* Is there an established village where there is a large population of children?
* Are there facilities on reserve that would work for this project?
  + Adequate Facilities would include:
    - Central accessible location
    - A large indoor meeting space
    - A kitchen or kitchenette
    - Tables and chairs for arts and craft activities
    - Washroom facilities
    - Outdoor play space
    - Contact person on reserve

**2. Find a champion on Reserve to work with you on the project.**

Phone calls and or visits to the reserve to meet with contacts in the community is a good place to start. Possible contacts include:

* School Principal
* The Band Education Councilor
* The Community Recreation Director

If you do not have a relationship developed with these contacts call the Band Office

requesting a name and contact information to connect with them.

**3. Set up an in-person meeting on the reserve to discuss the project.**

Plan a meeting with the Band Contacts, Project Manager and Project Lead at a suitable location on the Reserve.

The meeting should review the following information.

* Overview of the proposed project
* Interest level of parties involved
* Feasibility
  + Facility that would meet the criteria
  + What could the band offer to this project
  + Facility
  + Access to the building (i.e. keys or contact to open)
  + Promotion
  + Transportation to bring children to the local library branch for 1 session
  + Frequency of the sessions, best time, day, etc.
  + Process for Approval from the chief and council.

4. **Approval process for the Project:**

**Prepare a Program Proposal to be taken to the Chief and Council for approval. See a sample program proposal in the appendix.**

**Program Proposal should include:**

Brief Description of the project

Contact person on Reserve

Project Manager and staffing compliment

Program Development

* Plan appropriate programming and delivery methods including Indigenous components
* Programming will include:
  + - Registration for library patron cards
    - Circulation of books
    - Story/Reading Component
    - Arts and Crafts
    - Physical Activity including outdoor games
    - Music
    - Nutritional Component
    - Indigenous components
    - Other activities as determined appropriate
    - 1 Field Trip to the local Library Branch

Program Delivery

* Frequency, length, day
* Locations

Expenses Covered by partnering Library Headquarters

* Program Materials and Supplies including arts/craft materials
* Healthy Snacks, BBQ
* Staff Salaries, training and travel expenses
* Promotional materials

Supporting Resources including books, incentives for participants, and activity materials

Request of First Nations Reserve

* Location
* Field Trip
* Promotion
* Transportation

Anticipated Outcomes

* Children’s learning loss will be reduced as a result of ongoing reading through the summer
* Children will find enjoyment in a literacy based activity during their leisure time over the summer
* Relationships will be built between the Local Library and the First nations Community

Check with the band office to determine how they wish to indicate approval. Your contact person on reserve may take this project to the band council. The Project Manager may wish to attend the council meeting to present the project as well. The Band Council may choose to give verbal approval rather than signed approval. Approval may come directly from the chief or the band councilor you are working with or even the program director or partner you have on the reserve.

**5. Establish Communication processes:**

Create and distribute contact lists for all of the partners and staff involved in the project.

Set up meeting dates to work on details of the program, staff training etc.

**C. Planning**

**1. HQ Prep**

* Project Budget – continue to work on budget details
* Create a Contractual Agreement for Staff (see appendix)
* Adapt TD Summer Reading Club promotional materials for the reserve program. See appendix for sample posters and postcard handouts for distribution on the reserve.
* Create Bookmarks child’s name, number of books borrowed and due date of materials. See appendix.
* Include the reserve project on the Summer Reading Club project list for evaluation
* Work on program design.
* Create forms:
  + SRC Registration Forms – see sample form in appendix
  + Photo Release Or
  + A parent letter sharing about the program including request to inform if they do not wish their children to be in photos.
* Program Resources and supplies were identified i.e.
  + Seven Teachings Rugs and Games
  + Aboriginal Storytelling Kits
  + Purchase of basic program supplies
  + Laptops were set up for off-site circulation – Scanners, Off-line circulation spread sheets
  + First Aid Kits
  + List of Websites for Program Development and Indigenous books
  + Outdoor equipment or games to support the program (The individual reserves may have sports and outdoor equipment which your project may use)
* Organize Project Planning Session for staff involved with the project
* Prepare packages to hand out to staff including name tags or buttons with their names to wear on reserve when delivery the program
* Decide on a back up plan for staffing in the event one of the team is not able to attend a session.

**2. Staff Prep**

* Organize Project Planning meeting for all staff including:

Project Overview

Staff Orientation – Contract for Services, reporting, payroll, expenses,

timesheets, registration sheet etc.

Program Planning Session: Reviewing Program outline

Sharing program ideas and plans

Resources from HQ to support programming

Follow up Reporting

Health Nutritious Snack ideas

Hurdles and Speed Bump Intervention- Discussion regarding possible Challenges

Cultural Protocol Training (note the amount of training done will depend on the knowledge, experience and background and previous training of the staff engaged in the program) The Aboriginal Library Services Coordinator from PLLO did the Cultural Protocol Training for this project.

Sample Meeting Agenda is in the appendix.

* Staff prepare their individual program outlines and activities including a calendar of weekly programming. Submit to the Project Manager for input.
* Project Lead and Project Assistant will attend each session. Project Assistant may help with promotion and other parts of planning as determined with the Program Manager.

**3. Meeting with Partners on Reserve**

Project Lead from each program should meet with Reserve Contacts to review:

* Promotions
* Details regarding the locations, facilities, dates and times, including building access, emergency contacts
* Wi-Fi accessibility (and password if required)
* Details regarding transportation if being provided by the reserve
* If it has been determined to recruit a staff member from the reserve and process may be put into place with assistance from your partners on reserve.
* This should be done as early in the process as possible.
* There may be opportunity for young people to be involved as part of the staffing compliment or as volunteer support.
* Project Lead will meet with School Principal or other staff as well as Daycare staff to share about the project and gain their support.

**4. Promotion on Reserve**

* Classroom visits or an assembly visit at school to promote the program
* Attending a Family Literacy Event, or a School Family Day to do registrations and Patron Card Registrations.
* Meet with contact to facilitate Facebook communications on reserve
* Put posters up around the community

**D. Program Delivery**

**1. Prepare for each individual session**

* Program guide and materials
* Paperwork – Patron Registration forms, library cards, SRC registration form, bookmarks, reading logs
* Materials and supplies for crafts and activities, give aways and incentives
* Bins of books for circulation, laptop and scanner for circulation
* Nutritional component
* Equipment for sports
* Make certain Facebook is updated
* Make contact with Van Driver for transport of children to confirm
* Connect with the person responsible to open the building to confirm
* Check in with Project contact on Reserve

**2. Set up**

* Arrive at least 30 minutes prior to the program in order to set up
* Prepare for registrations, circulation of books, crafts, snacks and activities
* Put on Name Tag

**3. Greet the Children and introduce staff**

**4. Have Fun!!**

**5. Wrap up**

* Make sure all children using the Van are loaded on the van at the end of the program
* Make certain the facility is left as it was when you arrived.
* If storage has been provided at the location make certain materials are left secured.
* Make certain the building is locked up when you leave.

**6. Paperwork**

* Record hours of work, travel time and expenses
* Record and file all receipts and fill out expense sheets
* Note any ideas for subsequent programs

**7.**  **Site Visits**

* HQ make choose to make a site visit to each project. Project Manager and Assistant may attend. Others interested in the program may wish to come as well.
* Visit may be made during a special activity. i.e. friendship tree planting event

**8. Local Library Field Trip**

* To establish strong relations with the local library at least one of the program days could take place at the local library branch.
* Make certain the band or contact on reserve has made the arrangements for the transportation of the children to the local library on the specified day.
* This program could be in conjunction with other Summer Reading Club programs being held at the local branch or could be a separate event.
* It could be in conjunction with a Summer Performer event, a Go-Science event or another activity.
* All activities should happen at the library including activities which will help the children learn how to use the local library.
* A BBQ, Pizza party or wind-up party may go toward making the day extra special.

**E. Project Evaluation**

**1. Project Wrap Up Meeting**

Bring all Project Staff together for wrap up meeting in order to complete a program evaluation

Topics to be covered include:

* Overview of your project: (each project leader should be prepared to share about their project; # of Sessions, # registered, overall attendance, engagement, volunteer involvement, highlights etc.)

* Review:
  + Promotion
  + Programming and Activities
  + Anecdotal reports from children, parents, partners
* Review of Paperwork
  + Promotional Materials
  + Contracts for services
  + Expense Sheets
  + Registration Forms
  + Photo Permission Forms
  + Reading Logs

* Review of Funding
* Purchase of materials and groceries
* Claiming Hours
* Review of Circulation of materials
* Circulation of books on reserve – laptops, scanners, login
* Bookmarks
* Use of Take a Book, Trade a Book Sites for programming
* Review of Programming Materials
* Challenges and Strengths
  + What were the greatest challenges?
  + What did not work?
  + What could have been done differently?
  + What were the greatest successes?
  + Why did they work so well?
  + How should we proceed in the future?
* Moving Forward into the Future
  + Booking meeting with First Nations Reserve Contact with Follow up Report
  + Sharing at Staff Workshop
  + Community Visiting Program
  + Literacy Nights
* Recommendations

**2. Collect all final reports and paperwork from each project**

* Use all paperwork to complete final budget
* Use reports to inform future decisions on programming
* Use paperwork to report to funders

**3. Follow-up Meeting with Partners on First Nations Reserve**

* Share results of the project with Partners
* Gather input and information from the partners regarding their perspective of the project. Cover the following:
  + Overall results of the project including # of sessions, and attendance at the session
  + details regarding the locations, facilities, dates and times, including building access, emergency contacts
  + Wi-Fi accessibility and password
  + details regarding transportation (if being provided by the reserve)
  + project staffing compliment
  + There may be opportunity for young people to be involved as part of the staffing compliment or as volunteer support.
  + Strengths of the project
  + Challenges of the project
  + Recommendations for future projects

**4. Complete Summer Reading Club Stats form**

* Each project will enter their summer reading club stats into the data base for TD SRC

**Appendix**

* Program Proposal between First Nations and Library System
* Contractual Agreement Between Staff and Library System
* Agenda for Planning Meeting
* Agenda for Wrap-Up Meeting
* Aboriginal Booklist
* Aboriginal Storytelling Kits
* FN SRC Registration Form
* Posters
* Handouts
* Bookmarks

**Program Proposal**

Between : ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_First Nation Reserve

*and*

Library System

Address

Phone Number:

Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Title contact info

**Pilot Project: Summer Reading Club on First Nation Reserve**

Summer Reading is a successful program in many public libraries in Saskatchewan, reducing the documented summer learning loss for participating students and encouraging youth to connect with a reading culture.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has received funding to pilot Summer Reading Club on Reserve. We have considered the First Nation Communities in our region and would like the opportunity to operate a program on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_First Nation.

**Contact on Reserve:**

Name:

Email:

Phone:

**Staffing:**

Project Lead:

Project Assistant:

Project Manager:

Volunteers:

**Program Development:**

Program Development will include the following:

* + Plan appropriate programming and delivery methods including Indigenous Components
  + Programming will include:
    1. Registration for patron cards
    2. Circulation of books
    3. Story/Reading Component
    4. Arts and Crafts
    5. Physical Activity including outdoor games
    6. Music
    7. Nutritional Component
    8. Indigenous component
    9. Other activities as determined appropriate
    10. 1 Field Trip to the local Library Branch

1. Program Delivery:
   * Frequency, # of Sessions, Length of program
   * A field Trip to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Public Library Branch with activities and a BBQ will be one of the sessions

**Expenses Covered by Library Region**

* Program Materials and Supplies including arts/craft materials
* Healthy Snacks
* Staff Salaries, training and travel expenses
* Promotional materials
* Supporting Resources including books, incentives for participants, and activity materials

**What we would ask of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_First Nations Reserve:**

1. **Location:** To effectively run the program we need a safe indoor location on the reserve with bathroom facilities, kitchen or kitchenette, and a good outdoor space for play.
2. **Field Trip:**  As part of our program we would like to have the children participate in a field trip to the \_\_\_\_\_\_\_\_\_\_\_ Public Library Branch. We would respectfully request that your community provide the transportation means for this field trip.
3. **Promotion:** We would appreciate having the Band office promote this program to their families through regular means of promotion. Promotional information and materials will be provided and staff will promote through the School and Day Care.

**Anticipated Outcomes**

* Children’s learning loss will be reduced as a result of ongoing reading through the summer
* Children will find enjoyment in a literacy based activity during their leisure time over the summer
* Relationships will be built between the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public Library and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Nation

We are excited about this opportunity and look forward to your response. We would like to initiate promotion of the program by May and would appreciate your response as soon as possible.

We thank you for your consideration of this project.

Project Manager

Title

**Contractual Agreement**

Between:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*and*

Library System

Address

Phone Number:

Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name Title contact info

**Pilot Project: Summer Reading Club on First Nations Reserve**

Summer Reading is a successful program in many public libraries in Saskatchewan, reducing the documented summer learning loss for participating students and encouraging youth to connect with a reading culture. This project is designed to learn how can SK libraries engage with First Nations communities to deliver Summer Reading programming on Reserve?

**Work Plan and Proposal**

1. **Planning meetings:** 
   * Meeting with First Nations reserve with Manager to determine interest, engagement and on reserve support for the project.
   * Meeting with Manager and other program coordinators –
     1. Initial in-person meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Promotional Meeting on Reserve at the Reserve School – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Program Development:** 
   * Plan appropriate programming and delivery methods including an Indigenous Component to cover a program session of 2-2.5 hours in length.
   * Program Preparation – develop curriculum, collect program materials and supplies, craft and activity prep as well as nutrition component.
   * Programming will include:
     1. Registration for patron cards
     2. Circulation of books
     3. Story/Reading Component
     4. Arts and Crafts
     5. Physical Activity including outdoor games
     6. Music
     7. Nutritional Component
     8. Indigenous component
     9. Other activities as determined
     10. 1 Field Trip to the local Library Branch
3. **Program Delivery:**
   * Frequency, Length, and dates of programs
   * One program will be a Field Trip to the Public Library Branch with activities and a BBQ wind up.
4. **Program Follow Up**
   * Participate in a meeting at the FN Reserve with contact persons re the overall project
   * Participate in creation of recommendations for PLLO based on Outcomes of the project
   * Report on Results and complete an evaluation of the project

**Expenses Covered by Southeast Regional Library**

Staff Salaries, training and travel expenses

Program Materials and Supplies including arts/craft materials

Healthy Snacks, BBQ

Promotional materials (provided by TD Summer Reading Club 2018)

Supporting Resources including books and activity materials

**First Nations Contribution:**

1. **Location:** Provided by the First Nations Community. Arrangements for keys for the location should be determined prior to the 1st program in communication with the First Nations Reserve contact person.
2. **Field Trip:**  The Reserve will provide transportation to your Local Library Branch for 1 of the sessions of your choosing. Leaders will make arrangements with the reserve they are working on to ensure everything is in place for this.
3. **Promotion:** Leaders will provide promotional information to the Band office and their reserve contact requesting they promote the program through their general promotional avenues i.e. Facebook Postings, Band Newsletter, etc.

**Anticipated Outcomes**

* Children’s learning loss will be reduced as a result of ongoing reading through the summer
* Children will find enjoyment in a literacy-based activity during their leisure time over the summer
* Relationships will be built between the Local Public Library Branch and the First Nation Community.

**Salary**

Staff will be paid their currently salary per hour on the payscale for \_\_\_\_\_\_\_\_\_\_\_\_\_Library System.

**Hours for Program Leaders:** will include initial, planning, promotional, follow up, and evaluation meetings, 7- 3-hour sessions of programming as well as 7 – 3-hour prep sessions for a total of 58 hours.

**Hours for Program Assistants:** will include planning and follow up meetings as well as 3-hours for each session of programming for which they assist. Additional hours must be pre-approved by the Project Manager.

Hours of work will be put on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Timesheets in Sunday slots with an explanation of their hours in the note section.

Travel Expenses will be paid to staff upon submission of an expense sheet provided by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to be submitted at the end of each month of the project.

Additional program expenses, with prior approval from the Project Manager, will be covered by submission of receipts along with the expense sheet only.

Instruction for acquisition of program supplies, nutrition items, program awards and incentives etc. will be provided to all staff at the Planning Session.

This contract may be changed with the mutual agreement of all parties only.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employee Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Manager, Library System Date

**Planning Session Agenda:**

**Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public Library Branch**

**Address**

10:00 Welcome, Introductions, Icebreaker -

10:15 Project Overview –

10:30 Staff Orientation – Contract for Services, reporting, payroll, expenses, timesheets, registration sheet etc. –

10:45 Program Planning Session:

Reviewing Program outline

Sharing program ideas and plans

Resources from HQ to support programming

Photo’s and Follow up Reporting

Snack ideas

12:00 Lunch

1:00 Hurdles and Speed Bump Intervention

Discussion regarding possible Challenges

1:45 Cultural Protocol – Training with

2:45 Wrap up and Concluding Remarks –

3:00 Adjourned

**Summer Reading Club on First Nations Reserve**

**Wrap-Up Meeting**

**Date**

**10:00-3:00**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Library Branch, Address, Phone**

1. Welcome

2. Overview of your project: (each project leader should be prepared to share about their project; # of Sessions, # registered, overall attendance, engagement, volunteer involvement, highlights etc.)

3. Discussion around

Promotion

Programming and Activities

Anecdotal Reports

4. Review of Paperwork

Promotional Materials

Contracts for services

Expense Sheets

Registration Forms

Photo Permission Forms

Reading Logs

5. Review of Funding

Purchase of materials and groceries

Claiming Hours

Lunch

6. Review of Circulation of materials

Circulation of books on reserve – laptops, scanners, login

Bookmarks

Other

7. Review of Programming Materials

8. Challenges and Strengths

What were the greatest Challenges?

What did not work?

What could have been done differently?

What were the greatest Successes?

Why did they work so well?

How should we proceed in the future?

9. Moving Forward into the Future

Booking Meeting with First Nations Reserve Contact with Follow up Report. (Report for Band Office)

Sharing at Staff Workshop

Community Visiting Program

Literacy Nights

10. Recommendations

**Aboriginal Books:**

**Sources of Lists of Aboriginal Books may be found at the following sites (which may be searched for in the SILS catalog:**

<http://sils.sk.ca.campusguides.com/c.php?g=456295&p=3513514>

<http://books.bc.ca/wp-content/uploads/2009/05/AbCat2013_Web.pdf>

<https://libguides.lakeheadu.ca/c.php?g=412978&p=2814111>

<https://next150.indianhorse.ca/challenges/indigenous-reads>

<https://www.saskatoonlibrary.ca/sites/default/files/SPLReconciliation08_16-Read-web.pdf>

<https://www.strongnations.com/store/item_list.php?it=&cat=1813>

<http://www.goodminds.com/search?keys=&field_subject_tid%5b%5d=56993>

<https://www.portageandmainpress.com/product-category/indigenous-literature/>

<http://www.sicc.sk.ca/fckimages/file/LearningOutlet/SICCProductPriceList%20-%202010.pdf>

<https://americanindiansinchildrensliterature.blogspot.ca/p/best-books.html>

<https://www.sols.org/index.php/fn-communities-read/2018-19-combined-categories>

**Aboriginal Story Telling Kits:**

These Aboriginal Literacy kits were developed with all Aboriginal content. Not only are the stories of an Aboriginal theme, but the poems, songs, activities, games, props and puppets have a strong aboriginal origin. After consultations with several Elders in Southeast Saskatchewan it was understood that Native Language was an important component for these kits. Seven of the 10 titles include The Spirit of Learning CD Roms. These kits may be ordered in one of the following languages: Cree, Nakota, Dakota, Saulteaux (languages of the Treaty people in the South of Saskatchewan) Effort was made to select stories that best depicted the lifestyle of the Plains Indians.

The Jingle Dancer while not of one of our local tribes was selected because of the theme of the Powwow and Jingle dance which is reflective of our region. Because of this it was decided to not present it in any of the regional languages. The Giving Tree, a Métis story and Granny’s Giant Bannock, a Cree story were not offered in the 4 languages in order to not spoil the integrity of the stories.

The purpose of the development of these kits was to support the Aboriginal Community within the boundaries of Southeast Regional library as well as to offer some culturally appropriate materials for use in non-Aboriginal classes and programs.

The materials and activities recommended in the program guide follow the principals set forth in the Every Child Ready to Read program: Talking, Singing, Reading, Writing, Playing.

Note: The material in these kits is based on the 5 Practices of Talking, Singing, Reading, Writing and Playing based on Every Child Ready to Read @ your library a project of the Association for Library Service to Children and the Public Library Association, Divisions of the American Library Association. www.everychildreadyto read.org

Kits include:

1 or more books, CD Roms, Props, Puppets, Teaching Aides, and Aboriginal Games

|  |  |
| --- | --- |
| **Brown Eagle Brown Eagle.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **Brown Eagle, Brown Eagle, Where are You?**  A fun tale that will help children learn color recognition. Each part of the story introduces a new color and shades of the color. An brown eagle, a pink dreamcatcher, a red tipi.. all tradition aboriginal icons.  Kit Includes: Brown Eagle, Brown Eagle; Eagles; Brown Eagle Colouring book; CD Rom: The Spirit of Learning,  Green Turtle Finger Puppet, Brown Eagle Hand Puppet, Igloo with baby seal, Black Bear, Teepee Dreamcatcher,  Butterfly, Corn, Shawl,Feather, Drum; Brown Eagle Colour Card set; Colours and Shapes BINGO; Program Guide |
| **Grany's Giant Bannock 2.JPG** | **Granny’s Giant Bannock**  A little miscommunication between English-speaking Larf and his Cree-speaking grandmother leads to hilarious results when a giant, sprawling bannock threatens to take over the town. Beyond its antic humour, this is a tender story about the need to listen and understand.  Kit includes: Granny’s Giant Bannock; Through the Eyes of Our Elders, Cooking; The Aboriginal Alphabet for Children  Native Traditional ICON Cookie Cutters; Native Reflections Recipe Cards; Set of 4 measuring cups; Set of 5 Measuring Spoons; Cookie Cutter- Gingerbread Man Program Guide |
| **Jingle Dancer 001.JPG** | **Jingle Dancer**  Jenna, a contemporary Muscogee (Creek) girl in Oklahoma, wants to honor a family tradition by jingle dancing at the next powwow. But where will she find 4 rows of jingles to complete her dress.  Kit includes: 2 Books: Jingle Dancer; PowWow; CD Rom: The World’s Best Jingle Dance Songs; Jingle Dress Dancer Doll with Stand ; Metal Cones (24 pieces)’ Powwow Giant Floor Puzzle; Powwow Picture Word BINGO; Program Guide |
| **002.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **Just A Walk**  A young boy named Chuck goes for a simple walk that turns into a day of crazy adventure. Chuck encounters animals, fish and birds that lead him on a wild journey through their various habitats. A hilariously funny read.  Kit includes: 2 Books: Just a Walk; Keepers of the Animals; CD Rom: The Spirit of Learning; Puppets: Badger, Eagle, Hawk, Fish, Bear; Native Animals of North America; Nature Stencils; Program Guide |
| **Red Parka Mary 002.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **Red Parka Mary**  Red Parka Mary: Why is the little boy so afraid when he walks past his neighbor's house? In this heart warming Christmas story, the boy soon comes to realize that his neighbor, Red Parka Mary, is really very friendly and he grows to appreciate and cherish their friendship. Red Parka Mary has so much to teach him.  Kit Includes: Red Parka Mary; We all Look Different  CD Rom: The Spirit of Learning; Grandmother Puppet, Aboriginal Boy, Dog; Rabbit fur, small jar of chokecherry jam, small box, Red Heart jewel, laminated Lacing card pattern; Emotion Cards; Seven Teachings Memory Match Program Guide |
| **001.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **Ten Little Buffalo**  This counting book follows the activities of 10 little buffalo as the play and roam. What situations are they going to get into next.  Kit Includes: Ten Little Buffalo; Buffalo; Ten Little Buffalo  Colouring Book; CD Rom: The Spirit of Learning; 10 Buffalo Finger Puppets; Laminated Buffalo Puppet Pattern Card; BINGO – Numbers; Aboriginal Symbol Number Cards; Program Guide |
| **The Giving Tree.JPG** | **The Giving Tree: a retelling of a traditional métis story**  This vibrantly illustrated book focuses on the boyhood reminiscences of moushoom as he describes finding the “Great giving tree: with his Mother and Father. This beautiful retelling of a treaditional Metis story emphasizes the connection with the Creator and Mother Earth.  **Kit Includes:** The Giving Tree; Metis Alphabet Book**;** Mini Red River Cart**;** Metis Toy Jigger; Flour, Sugar, Ring**;** Big Tree Bulletin Board; Metis Cards; Metis Picture Word BINGO, Native Reflections, North American Native Education; Program Guide |
| **The Moccasins.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **The Moccasins**  This is an endearing story of a young Aboriginal foster child who is given a special gift by his foster mother. Her gift of warmth and thoughtfulness helps her young foster children by encouraging self-esteem, acceptance and love. Written as a simple story, it speaks of a positive foster experience.  Kit Includes: The Moccasins; Two Pair of Shoes; CD Rom: The Spirit of Learning; Moccasins; Picture Word BINGO; Lacing Cards,Program Guide |
| **7 teachings.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **The Seven Grandfather Teachings**  Beautifully illustrated, this book shares the story of the creation of the Seven Grandfather teachings along with the animal spirits which represent the teachings.  Kit Includes: The Seven Grandfather Teachings; Seven Gifts for Cedar; CD Rom: The Spirit of Learning; Seven Teachings Animal Finger Puppet Set ; The Grandfather’s Seven Teachings Poster Set; Seven Teachings Lacing Cards; laminated seven teachings booklet template; Seven Teachings Giant Floor Puzzle; Program Guide |
| **003.JPG** | **Order this kit in**  **Cree, Saulteaux, Nakota, or Dakota**  **Thirteen Moons on Turtles Back**  This beautifully illustrated book celebrates the seasons of the year through poems from the legends of such Native American tribes as the Cherokee, Cree, and Sioux.  Kit includes: Thirteen Moons on Turtle’s Back; The Wish Wind; **CD Rom:** The Spirit of Learning; Turtle Hand Puppet; Lacing Cards; Numbers Learning Puzzles, 2 Laminated craft sheets**,** Program Guide |

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| Branch |  |  |  |  |  |  |  | Attendance | | | | | | |
| **Registration #** | **Name** | **Age** | **Phone Number** | **Ever joined the Summer Reading Club before?** | **Allergies** | **New Library card registration** | **Photo Release**  **(Initial if yes)** | **July 11** | **July 18** | **July 25** | **Aug 1** | **Aug 8** | **Aug 15** | **Aug 22** |
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Your books are due on:

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