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Preface

Welcome to the *Book Bags* training manual. Communities 4 Families and Creative Retirement Manitoba (CRM) created this facilitator's handbook for several reasons:

- To help small community groups create family literacy tools for use in their communities
- To make these tools educational and fun
- To share the knowledge, skills and experience of CRM volunteers
- To share the love of learning and promote caring communities

In 2002, Creative Retirement Manitoba was awarded a small grant from The Winnipeg Foundation Youth in Philanthropy to create five *Book Bags*. The project mushroomed with the kind support of the Thomas Sill Foundation, Communities 4 Families, Central Area Council, and the Assiniboine Credit Union until it began to resemble a *Book Bag* factory. Community schools, daycares, clubs, and organizations could borrow *Book Bags* from CRM and make them available for children to take home and use with their families.

In 2009, Communities 4 Families approached CRM to work with them in developing a manual for community groups wishing to run *Book Bags* workshops for families. What you see here is the result of a great deal of work on the part of Laurie Howard and her volunteers from CRM.

Communities 4 Families is a network of organizations and residents that work together to support families living in the Winnipeg's downtown area. Healthy Child Manitoba suggested the initial framework that brought this coalition together, and has generously provided the funding for its activities.

The *Book Bags* training course has four main goals:

- To help develop and produce literacy tools tailored to their specific needs
- To increase volunteer opportunities in communities
- To use fun tools to increase and improve family literacy while encouraging the joy of reading
- To support and strengthen communities

We hope this manual will give the tools needed to make it possible for individuals, groups, and organizations to benefit from our efforts and to have a little fun along the way. We wish you well in your efforts to make this exciting project work in your community.

Special thanks to Laurie Howard and all the dedicated CRM *Book Bag* volunteers.

Sincerely,

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For more information about the workshop, contact the Literacy Committee through Communities 4 Families. You can reach us by email at info@communities4families.ca or by voicemail at (204) 475-5755.

Introduction



This chapter explains what the workshop involves, why it exists and lists the criteria a *Book Bag* must meet in order to call itself a *Book Bag*.



What is a Book Bag?

A *Book Bag* is a family literacy tool that brings reading to life, and encourages reading in a fun and safe way. It is a great way for children and adults to read together. *Book Bags* are not for sale; they are made by and for the community.

What goes into a Book Bag?

- A good quality storybook
- Props, scenery and characters to connect the story
- A non-fiction book to support the storybook
- Reading tips and activity ideas for parents and teachers
- Word or number games based on the story
- A contents page
- An audio recording of the story (with written consent from the author)

Why make a Book Bag?

Book Bags are an engaging way to capture a child's imagination and encourage reading by involving the child with the story in the book through activities and play. Sharing *Book Bags* with parents, siblings, friends, Grandparents, teachers, childcare providers, baby-sitters and any one else who spends time with children is an educational and fun experience that can develop into a lifetime habit. *Book Bags* are a multi-dimensional approach to sharing books in an active and participatory teaching style. *Book Bags* are an opportunity to introduce a wide range of books to your child and to provide an opportunity for children to identify with the joy of reading and for parents to actively support their children.

Getting Started



A successful *Book Bag* workshop requires some advance planning. This chapter explains what is involved.

- Decide on the kind of workshop (by yourself, a small group of friends or colleagues, or a community event)
- The number of *Book Bags* to be made
- Recruiting volunteers
- Cost
- Audience
- Collecting equipment and supplies
- Hosting a workshop

THE KIND OF WORKSHOP

Yourself: This is a personal decision to make a *Book Bag*. Read the manual for help. This allows you to work at your own pace and wherever you can.

A small group of friends or colleagues: This kind of workshop would be held in a home, a community club room, a school classroom, a church or anywhere that a small group of people could gather at no cost. This may be a group of neighbors or friends, a parent teacher council group, a church group, etc.

A community event: This is a bit more involved as this workshop is a more formal event and will include a larger number of participants. More preparation is involved. Volunteers would need to be recruited to attend the workshop and there are a few more things to consider. Appendix D covers the things that you might consider when hosting a community event and offers samples of the paperwork that you may want to use in setting up this kind of event.

THE NUMBER OF BOOK BAGS

No matter how many participants there are, you will need to know how many *Book Bags* are going to be made so that you can estimate the number and type of supplies you will need. You will need to know whether the *Book Bags* will be donated to community places or kept for personal use as the number of *Book Bags* may depend on this information.

RECRUITING PARTICIPANTS

Will you ask friends, family, neighbors to come to the workshop personally, or will you advertise for participants? Appendix D has information on how to advertise your workshop, and ideas for recruiting participants.

COST

You will have to decide whether each participant will pay for everything they need for their *Book Bag*, whether supplies could be shared, whether you will need to apply for funding or if the recipient of the *Book Bags* has a budget for them. (Are they being donated to a community organization?) On average, a complete *Book Bag* costs about \$75 to make.

AUDIENCE

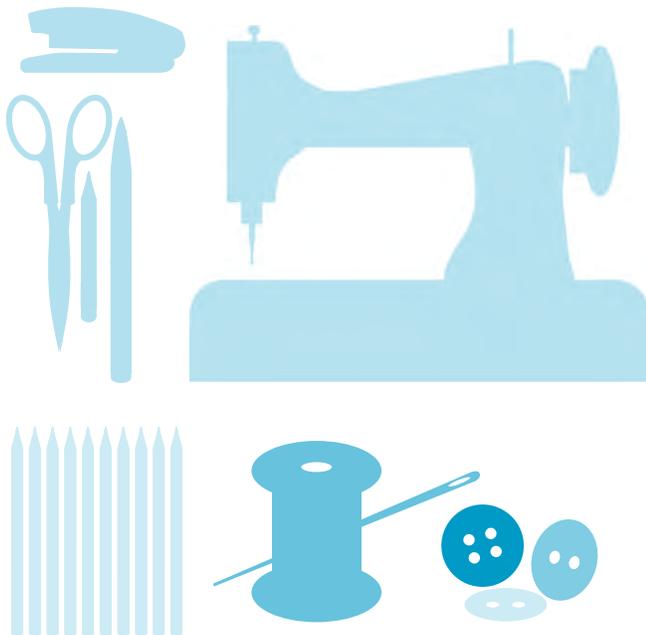
Knowing who the *Book Bags* are intended for will help in the selection of books and supplies.

Book Bags are a family literacy tool but if the *Book Bag* is going to a grade 2 classroom, then the book selection might be different from a *Book Bag* going to a Kindergarten classroom. The characters, props, games and worksheets will support the book at a level that is appropriate for the intended age of the child who in turn will share it with their family. Having a successful reading experience that is both fun and educational can be linked to the book and items found inside a *Book Bag*.

COLLECTING EQUIPMENT AND SUPPLIES

You must decide if the group will be making *Book Bags* for their family or for a specific group/organization. Books and supplies should be collected before the first work session. At the workshop, participants can make a list of the items they still need. Anyone in the group that has any of the things on the list can bring them the next day (or next session). Handmade items are often unique and lend themselves to imagination.

Dollar stores and second hand stores are great sources of supplies and will help you stay within budget. Cards are often made in sets of two. Collect two of each store flyer, catalogue and magazine. Buy stickers in sets of two or look for the sticker packages that have two sheets inside. Encourage everyone in the group to collect these items in sets of two so that there is a huge selection when it comes time for everyone to make their cards sets. Material is needed to sew the bags, so ask everyone to bring their leftover bits of cloth along to make the bags with. The drawstring can be a shoelace, cord or string. Encourage everyone to bring a bag full of things they can share, and things they think they might need to create their *Book Bag*. Many people have odds and ends around the house so this is a perfect time to clear them out and put them to good use.



GENERAL SUPPLIES

- Sewing machine
- Storybooks /non-fiction supporting books
- Cloth, felt, string, wool, cord, ribbon, thread
- Stickers
- Magazines, flyers (two of each kind)
- Paper, construction paper and card stock
- Tape, glue sticks, tacky glue, glue gun, stapler
- Needles and thread
- Markers, crayons, pens, pencils
- Scissors
- Paper cutter is handy (to cut cards)
- Laminate material (soft, hard or both)

HOSTING A WORKSHOP

As the host, you should set up the workspace, arrange for snacks and beverages, and have a selection of general supplies available. It is up to you to invite the participants and arrange the time and place. Set up the sewing machine and be in charge of the workshop to keep things moving so that your goal is accomplished at the end of the two day workshop.

A workshop is best done in two sessions. The first day is seeing what you have and making a list of the things you still need to get for your *Book Bag* and getting started on the things that you can. The *Book Bag* does not have to be made in any specific order other than book selection being first. If there is material, one person might sew all the bags on the first day or each person might want to make their own. One person might start cutting the card stock into card decks (32 cards at 2 1/2" x 3 1/2" each). Some might start by making puppet characters while others might want to work on worksheets first. As a small group you can decide how you will go about making your *Book Bags* and what makes the best use of your time. Day 2 is often the "finishing touches" day — making the parent/teacher idea page, making the list of contents page, making a name tag for the *Book Bag*, laminating and finishing anything else that needs to be completed..

The Workshop

Step-by-Step



This chapter takes you through each component of a *Book Bag*.

The course follows this format:

Day 1:

Welcoming participants.....	5 minutes
Introductory circle.....	5 minutes
<i>Book Bag</i> overview.....	10 minutes
Picking a storybook.....	5 minutes
Picking a supporting nonfiction book.....	5 minutes
Characters.....	5 minutes
Backdrop and props.....	10 minutes
Break out time.....	120 minutes

BREAK

Literacy and numeracy games.....	15 minutes
Making an audio recording.....	5 minutes
Parent/teacher idea sheet.....	10 minutes
Contents/check list page.....	10 minutes
Warning page.....	5 minutes
Laminating.....	10 minutes
A cloth bag.....	5 minutes
Break out time.....	120 minutes

Day 2:

Continued work on *Book Bag* (finishing up)

You might designate one person to sew the bags, cut the cards, or laminate. Each individual may be responsible for all aspects of their *Book Bag* but ask for assistance on some things. The workshop is best when individuals work together so keep the lines of communication open and pay attention to each other's needs and ideas.

Each session flows a bit differently depending on the number of participants, skills and abilities so times are approximations.



WELCOMING PARTICIPANTS

If everything is set up before the participants arrive, you can give them your full attention.

Things to set up:

- Set up tables and chairs for participants, making sure there is plenty of room to work and spread out
- Set up other tables as stations for supplies
- Set out some Book Bags as examples
- Provide a sign in sheet, name tags, and pens at the sign-in table
- Have the equipment needed for the day out and ready to use

Welcome participants as they arrive. Make sure everyone has a name tag, including leaders, child minders and volunteers. Invite participants to look through the *Book Bags* that are set out as examples as they arrive.



INTRODUCTORY CIRCLE

The introductory circle allows participants to learn a little more about each other and to get familiar with the names of the people in the group. As the leader, you can start by saying your name and saying something about your involvement with *Book Bags*. You can suggest a guideline such as; say your name and tell us if you have children, what ages they are, and how you heard about the workshop or why you are interested in it.

When everyone has introduced themselves, provide the following information:

- Where the washrooms and water fountains are
- Where personal items can be kept safely
- What areas are off limits
- Where they should go for breaks/lunch
- The times for breaks and lunch
- The end time of the session

BOOK BAG OVERVIEW

Explain the parts of a *Book Bag*, and the time allotted to work on them. You do not have to do all the components in order. For example, you might want to get started on making a literacy card game and someone else may want to work on the characters or sew the cloth bag. The first section of the course is to make and collect all the things you need to create your *Book Bag*, while the second section deals with putting all the parts of the *Book Bag* together.

PICKING A STORYBOOK

A good quality children's book is the first thing you need as the whole *Book Bag* will be based on it. You will want a book that has a good message, is age appropriate, has characters and props that can be easily made, has correct grammar, is not too wordy, and has good pictures. The goal is for the family to enjoy reading it.



A good message is important in helping children learn about life and the world around them.

It is best to have participants read the books themselves before making a choice. The message in the book should be easy for the child to understand. Think about the age group that the *Book Bag* is for. Someone just learning to read may get discouraged if there is too much text and an older student may like the challenge.

Make a list of the characters (the people and animals in the book) and props (the things in the book that the characters use). You will want to put some of these things in your *Book Bag*. You may want to pick

a story book that only has a few people or animals rather than a lot of them. Otherwise, you will have to decide if you are going to include all or some of them. Too many characters may discourage a child if he/she has to figure out who's doing what, where, why and when. The same goes for props. You may have a large list of props from your storybook. Try to pick out the main props, the ones that will be easy to make or find, and the ones that will make telling the story easier.

The storybook you pick should have correct grammar. Words need to be spelled correctly and punctuation needs to follow the rules that children are being taught in school. Sometimes words or phrases are stressed in books in ways that are not correct grammar. For example, a sentence followed by three exclamation marks is too many punctuation marks!!! Say what????? Or NNNNNNNever!!!!

Select a book that is not too wordy, has large print and sentences that are double spaced. This makes them easier for young children to read. Pictures are an important part of a children's book. If the pictures are interesting and you can tell a story by looking at them, then it will probably spark a young child's imagination and encourage them to look through the book again and again. Books with more words than pictures may be too hard for new readers to understand.

i **Appendix A lists books that Creative Retirement Manitoba volunteers have successfully made into Book Bags and lent out to schools in Winnipeg. The books are listed in two sections; suggested books for nursery to grade 1 and suggested books for grade 2-3.**

PICKING A SUPPORTING NONFICTION BOOK

Now that you have picked out a storybook, you need to select a nonfiction book that will support it. A nonfiction book is a book of real or true facts.

Every storybook has a theme or a main character that could be used to pick a nonfiction book. For example, if the main character is an animal then a good supporting nonfiction book could be a book about that animal. Often the support book is a science, geography, or other learning book. The nonfiction book helps to bridge the pretend world of the story with the real world. The nonfiction



book may be a harder book to read, so try to choose one with good pictures and fun for a child to look at. The more a child looks through a book, the more they will learn.

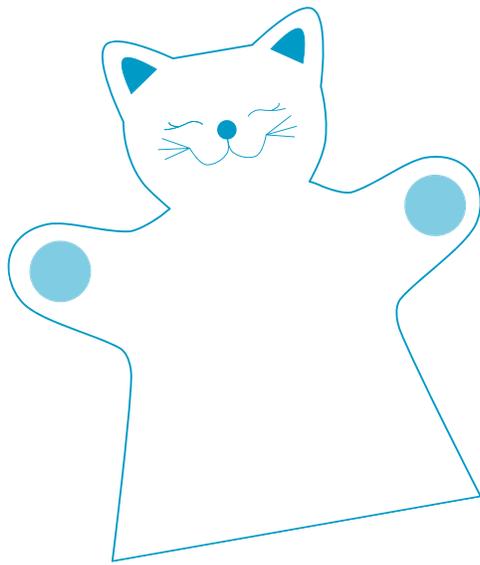


CHARACTERS

Role playing with the characters, the people or animals in the book, is a fun way for children to tell the story in their own words. This helps recall, memory, ordering, and language skill development. Children can use the characters to come up with a different ending, or to make up another story with the same characters. Look through the book to see how many characters there are. If a story has a lot of characters, you might want to just pick a few of them to include in the *Book Bag*. The story may have a lot of animal characters that are easy to find and inexpensive so use your best judgment and your budget as a guide.

Adding characters to the *Book Bag* adds another chance to play while learning to read. There are many ways to make or find characters that are similar to the ones in storybooks. Don't get too hung up on getting characters exactly like the ones in a book. Just try to get similar characters. You can always make a game out of naming the differences between the character in the book and the one in the *Book Bag*.

Dollar stores, garage sales and second hand shops may have just the character you need but be careful to choose ones that can be cleaned and that have safely attached parts. If you are buying dolls in a store, check them for durability. Make sure legs and arms are not easily removed and that all buttons, snaps, and eyes are on securely. Changing clothing, adding accessories, and haircutting are easy ways to change a character's looks.



FELT PUPPETS

Felt puppets are easy to make out of a couple of felt pieces, fabric markers, wool, and odds and ends. Felt puppets are also an inexpensive way to make characters.

(For simple felt puppet patterns, see Appendix B.)

FLANNEL BOARDS AND FIGURES

Flannel boards and figures can provide hours of fun for children. A flannel board can be made out of a piece of foam board, a pizza box, or a piece of plywood. Trace the outline of the board onto a piece of flannel or felt. Leave a few extra inches to wrap around the back. Glue the flannel/felt to the support board, wrapping the excess around the back of the board and securing with glue or tape.

Create flannel board characters that will easily stick to the flannel board by cutting shapes, numbers and letters out of scrap pieces of felt. Cookie cutters are great to use as stencils for animals, flowers, and people. Cut out and glue on small amounts of felt, yarn or other odds and ends to make your felt characters look like the ones in the *Book Bag*. Use fabric markers to draw on faces and other details.

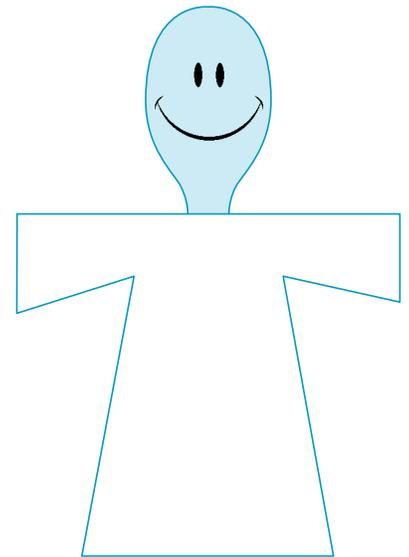
Another way to make the felt characters is to photocopy characters in the book, colour them in and glue them onto a piece of card stock or cardboard. Cut a piece of felt to match the character and glue it to the back. To make the felt character last longer, you can soft laminate the front of the figure.

WOODEN SPOON PUPPETS

To make a wooden spoon puppet you will need:

- Wooden spoons
- Felt and fabric scraps
- Glue
- Paint
- Pipe cleaner
- Yarn/wool
- Cardboard (cereal boxes are great for this)

If you are painting the spoon, do that first and allow enough time for it to dry. Then cut the material into a fat “T” shape which will become the puppets outfit. You will need to cut two which will be glued together over the puppet. Decorate the front with other scraps and odd bits so that the character looks like the one in the story. For a firmer outfit, trace the shape onto a piece of cardboard (cereal box) and cut out and glue the outfit onto the cardboard. If you don’t want to use cardboard, you can wrap a pipe cleaner around the spoon, fasten it tightly, and when you fit the outfit on the pipe cleaner it will become the arms and be flexible. It is best to glue the outfit together over the pipe cleaner to prevent it from being easily removed. Paint or glue on facial features and use felt scraps, yarn or wool for hair. Add any accessories that you can match to the characters in the book.



(For wooden spoon puppets, see Appendix B.)

POPSICLE STICK/ TONGUE DEPRESSOR PUPPETS

Figures can be photocopied or hand drawn, colored and then glued or taped to a tongue depressor or popsicle stick for an easy to make and use puppet. Making characters can be a great class project or an at home craft for children and parents.

BACKDROPS AND PROPS

Backdrops are the setting of the story. Many stories take place in nature and calendars are a great source of pictures to make backdrops with. Cut the picture out, glue it onto some construction paper or card stock and then laminate it. Backdrops can also be made as placemats, floor mats, or interactive game boards. For example, if there is a map in the story, make a map for the backdrop. There are lots of used maps and atlases in second hand stores, or you can print specific maps off the internet. Mount the map on construction paper or card stock and laminate.

If a *Book Bag* is going to be used at the neighborhood school or within a particular community, a map of the area could be made that shows any important landmarks such as schools, libraries, post office, grocery store, playgrounds, etc. in the area and this is a great tool for teaching children about their own neighborhood. Little cars can be included so the child can drive from place to place and take different routes.

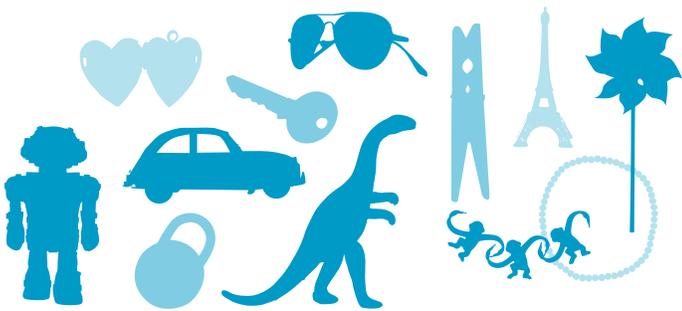


BREAK OUT TIME

This is a time for participants to look over the storybooks, select books, list the characters and props they need, and jot down ideas of how they will make them or where they will get them. If supplies are on hand, this is a good time to work on their characters, props and backdrops. It is also a good time for participants to pool resources.

Often, people have all kinds of things at home that can be used in *Book Bags*. Start a list on the board or a large piece of paper. Participants can write on it anything they need and don't think they can readily find. Everyone can copy down the things they may be able to find and bring them the next day. It is helpful when people share their resources and give ideas of how some of the items could be made or acquired.

This is also a great time to have lunch or serve snacks. It gives everyone a chance to mingle and share ideas, providing a relaxing atmosphere to look over their books and to get their creative juices flowing.



Props are the things used in the story. They help children remember and recall what has happened. If a story has a lot of props in it, then you would select the most important ones in the story. A child should be able to tell some or most of the story by using the characters, backdrop and props. Props can be bought anywhere but are most affordable at Dollar stores, gently used stores, or hand made. If there are props that are very important to the story but cannot be found at an affordable price, you could always photocopy pictures of them or cut them out of magazines and laminate them. If you have small items for props, find a make-up bag or something to hold all the smaller pieces in.

ABC 123

LITERACY AND NUMERACY GAMES

Literacy games are games that use words. Numeracy games are games that use numbers. Games can be made with just words, just numbers or a combination of the two. Card games can provide children and adults with entertainment, social interaction and educational benefits. Children are attracted to the bright colors, shapes and designs found on most playing cards. These help children recognize letters, symbols, numbers, colors and shapes.

Card games are fun to play. Adults enjoy playing cards and this makes children want to play cards too. This is a perfect chance to teach children card games that adults may have played when they were children. For example: Go Look (Go Fish), Old Maid, Snap, and Match ups (Memory).

Card games are best taught by showing children how to play, giving easy directions, and then playing a practice round or two.

Make card games that have something from the story on them. Cards are usually made in sets of two. Card sets are usually made of 32 cards for *Book Bag* purposes. A regular deck of cards has 52 cards, but a child will find it easier to play with fewer cards. If the child is very young, use half the cards.

To make matching cards, use two copies of the same magazine, flyer or sticker. Cards are usually 2 1/2" x 3 1/2" in size. Cards can have a picture with the word printed under the picture or they can be more challenging (see Appendix C). For example, if your cards have a cat theme, you could add dots of various colors and use cards such as a "cat over a red dot" or a "cat beside a blue dot". Make two of each card and then you are matching the cat, the color of dot plus the position of the cat to the dot. Print the name of the object below the picture. Even if the child cannot read yet, the child is seeing the words and will start recognizing them.

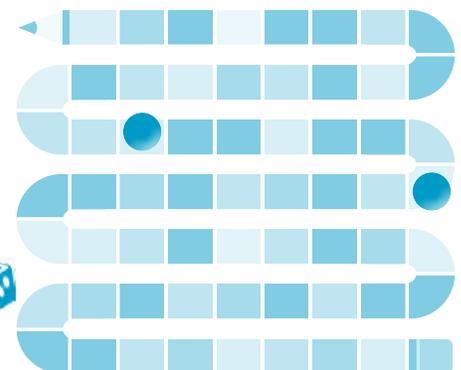
Card games could be made that match the numbers one through ten to the correct number of objects on another card (once again using something about the story). Similarly, card sets can be made by matching the alphabet A – Z with cards that have pictures starting with the letters.

Card games can also be made in sets of three. Using three different colors for each set is a good way to make the game a bit easier to play. You could make a set of cards of numbers from 1 – 10. One set would be the numbers 1,2,3,4 5 and so on. The second set would be the numbers printed out; one, two, three, four, five and so on. The third set would be pictorial so one sticker, two stickers, three stickers, four stickers, five stickers and so on. Place all the cards face up. Children will match up sets of three that are the same number (in three different forms).



Cards in groups of three can be used to play ordering games. Using three different colors of card stock is a good idea. Each set would be made up of one card from each color. An example is a seed, rain, and a flower. Cards should be placed in the order they happen. Color code the first cards by putting them all on the same color card stock, the middle cards on a different color, and the last cards on a third color.

Board games are also a fun learning adventure. Develop a board game based on the story and make cards that can be drawn each turn to encourage reading skills. For example, a book about an animal might have cards that say things like "You got sprayed by a skunk. Move back one space" or "You helped a squirrel collect his nuts. Move ahead three spaces". Instead of rolling dice, you are encouraging reading. Try to use short sentences with correct punctuation. The board game should have a clear start and finish, and should be based on the storybook in the *Book Bag*.



MAKING AN AUDIO RECORDING

An audio recording, tape or CD, is helpful in learning pronunciation, developing listening skills, and helps to build confidence in word recognition. To make one, you must have written permission from the author of the book you have chosen. This sometimes takes quite a while so it is wise to finish the *Book Bag* and then add the audio tape/CD when, and if, permission is granted. Many books come with a CD or tape of the story book and those are fine to include as they have been made with permission. Alternatively, there is a web link on the Winnipeg Library Home page that has hundreds of books to read along with. While reading along, the sentence being read is highlighted in red and all the pictures from the books are shown. See Appendix A for more details.



PARENT/TEACHER IDEA PAGE

The parent/teacher idea page is the place to find ideas of what to do with the *Book Bag*. One might start by looking at the pictures and trying to make up the story that way. This is called predicting the story. You could start by reading the books together. Talk about the words that the child may have trouble reading. Think of questions about the things that happened in the story. Ask if there were any lessons learned. Ask about what they liked and disliked. Ask which character they liked best and why.

Play the card game or board game. If the *Book Bag* includes a matching game, instructions for three games should be included (Appendix B). Just photocopy, cut and paste onto two cards to be included with the card deck and laminate.

Add an easy to prepare recipe that children can help with. Find recipes that match something in the story. For example, if the book is about cats, include a recipe for kitty litter cake. If the book is about bugs, include a cookie recipe for ants-on-a-log cookies. The internet and the library are both excellent resources for easy to make recipes for children.

Find a poem that also supports the story. This is a great way to introduce poetry into a child's life. There are many good poetry books in the library.

Encourage the child to use the characters, props and backdrop to recreate the story, continue it or make up a new story.

Children learn through rhythm, rhyme and repetition. Try to find some fun songs to sing together that fit into the theme of the *Book Bag*.

Suggest other fun activities such as outings and crafts that could be done to support the *Book Bag*.

For example, if the book is about animals, you could go to the zoo and look for all the animals in the storybook. Look up what foods each animal eats and what each animal baby is called. A craft idea may be to make masks of the animals in the storybook.

Make a couple of worksheets that have true/false answers about the story. Missing words, words that rhyme or riddles about things in the story make good worksheets also. See Appendix B for examples.

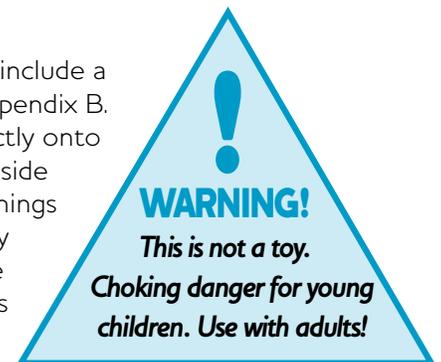
The more things a child can successfully interact with in the *Book Bag*; the more the child will learn. The more fun they have; the more likely they will want to try reading again. Positive experiences are the best encouragement when it comes to books and language.

CONTENTS/CHECK-LIST PAGE

This page lists everything that is inside the *Book Bag*. This page is used to check the contents of a *Book Bag* before it is lent out and then to check them when it is returned.

WARNING PAGE

Every *Book Bag* must include a warning page. See Appendix B. This can be sewn directly onto the bag or included inside the *Book Bag*. Many things within a *Book Bag* may pose a danger to little ones so this warning is mandatory.



LAMINATING

Laminating cards, books, and printed pages makes them last longer and makes them easier to clean and sterilize.

There are two types of lamination; soft laminating and hard laminating. Hard laminating is done with a heat seal laminating machine. These machines come in various sizes and styles. Most schools have a laminating machine. If the *Book Bags* are to be used in a school, you can ask to use the laminator. Office supply stores also do laminating, and may have inexpensive laminating machines you could use.

Soft laminating is done with rolls of clear transparent contact paper. Sometimes it is called Mac-Tac. It is usually found in the kitchen wares department of stores and its main use is for shelf lining.

Dollar stores often carry the contact paper in small rolls and you will need a couple of rolls to do a set of 32 cards. Because the rolls are small, it is rolled tightly and the paper is often harder to work with than the larger rolls. The larger rolls cost more but are more economical in the long run.

Choosing the type of laminate:

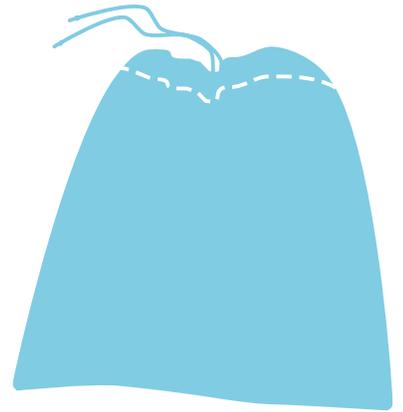
Books, cards, and board games should be done with soft laminate while the paperwork such as the worksheets, parent idea page, contents page, and warning page are best done with the hard laminate.

Soft laminate can be trimmed to the edges of the cards, books, and game boards so there are no sharp edges. Hard laminate will protect paperwork and also allows the worksheets to be written on with erasable markers and are easily erased with soap and water afterwards. Soft laminate should not be written on.

Paperwork can also be put in sheet protectors instead of laminating it. Use what is the most economical and available to you.

A CLOTH BAG

Now that you have everything together for your *Book Bag*, you will need something to house all the pieces. A cloth bag can be sewn (17" long and 14" wide) or you can use a tote bag, a back pack or anything else that would be suitable. If anyone sews in the group, they may have a surplus of leftover material that could be used. You may want to buy material to match the book you have chosen such as having cats on the material for a book about cats. It is good to have a sewing machine at the workshop so the bags can be sewn then.



DIRECTIONS FOR SEWING A CLOTH BAG:

(1 yard of material, length of cording or ribbon about 3 ft. long)

1. Cut 2 pieces of material out 18" x 15"
2. Place the 2 pieces right sides together
3. Sew the 2 sides and the bottom together
4. Press a ¼" seam down on the top of the bag
5. Fold over 1" and sew along the pressed edge to form a seam to thread a cord, shoelace or ribbon through, leaving a ½" opening to put the cord or ribbon through
6. Stick a safety pin through the cording or ribbon and insert into the opening
7. Pull the cording or ribbon through and tie both ends together securely

THE LABEL

The Label identifies the story book in the *Book Bag*. Luggage tags are a good way to label the name of the *Book Bag* and can be easily attached to the cord or ribbon. You can also laminate your own name tag for the *Book Bag* by using colorful card stock and markers. The laminated warning can be sewn onto the outside of the bag included inside it.

On Completion



ON COMPLETION

Your *Book Bag* is now complete. Let someone else check it over to spot errors that you may have overlooked. The idea is to have the best family literacy tool possible to ensure years of use and hours of shared learning.

If you are going to lend out your *Book Bag*, you will need to get a contact person who will take responsibility for it. A brief explanation on how to use the *Book Bag* and to point out the contents sheet that needs to be checked when borrowed and returned. This is the best way to make sure the contents stay intact.



Book Bag Challenges



GRAMMAR/ SPELLING

It is absolutely crucial that words be spelled correctly and that all the grammar is correct. Double checking grammar and spelling is a very important step to ensure the *Book Bag* is a good family literacy tool. It is always best to have a second set of eyes check over your work.

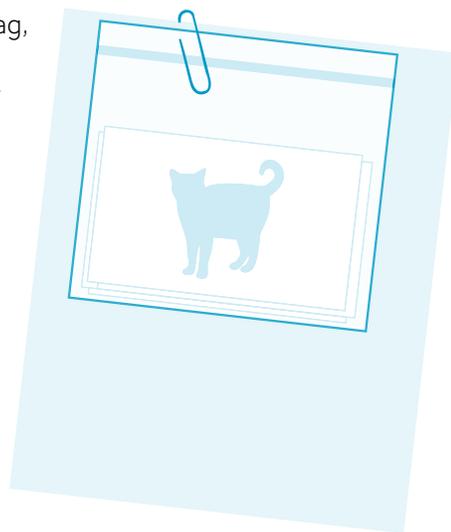
IMAGINATION

Each *Book Bag* should be unique. Taking a few minutes to brainstorm various ideas can be a great way of getting those creative juices flowing and sparking new ideas.

SMALL PARTS

For worksheets, it is best to print words to fill in the blank with and true/false answers on paper or card stock and laminate them. They can be put into a small plastic Ziploc bag and paper clipped to the worksheet. This ensures that more than one person can do the worksheets and they won't get marked up.

If you are including small parts for props, put them into a zip-up bag, pencil case, or makeup bag to keep them together and harder for little hands to get at.



AGE APPROPRIATE

Keep in mind the age group that the *Book Bag* will be used with. Games can be modified to make them more challenging for older children (use more cards) but start off simple as success is the key to a continued reading habit.

PLEASING EVERYONE

This is impossible! Consider which books will be used for *Book Bags* and who will do the shopping. It might be easiest to do a session with three storybooks; a girl's book, a boy's book, and something neutral like an animal story. If everyone is doing a different book, buying enough supplies and having enough choice on hand will be a problem and could be expensive.

Family Literacy and Nutritious Snacks



Family Literacy

LITERACY

Literacy is much more than being able to read and write. Literacy helps us understand the world we live in, ourselves, our identity, our ideas and our culture.

FAMILY

In this context, family is interpreted in the broadest sense. The responsibility to provide inter-generational support, education and advocacy is shared within the community. Our intention is to empower families and establish reading as a valued activity.

FAMILY LITERACY

Family literacy refers to the many ways parents, children, and extended family members use literacy to accomplish everyday tasks within the context of their own culture and community. Family literacy is about the ways families use literacy and language in their daily lives. It is about how families:

- Learn
- Use literacy to do everyday tasks
- Help children develop literacy
- Use literacy to maintain relationships within the family, community and with institutions

EXAMPLES OF FAMILY LITERACY

There are many different literacy practices used by families. Some are reading and writing activities, while others help build literacy in other ways. Examples of family literacy might include using drawing or writing to share ideas, composing notes or letters to communicate messages, keeping records, making lists, reading and following directions, or sharing stories through conversation, reading and writing.

Every family uses literacy to do different things every day. This includes families relying on an oral tradition as well as families that use print often.

FAMILY LITERACY WORKSHOPS:

- Help build self-esteem
- Build on the strengths of the individual and the family
- Recognize the skills, knowledge, and attitudes of adult family member as powerful influences on children's budding literacy and success in school
- Promote the development of closer, stronger relationships within families
- Value families' use of first languages and diverse cultural practices
- Provide resources that increase the motivation to learn
- Help prepare children for school
- Help families understand the school system and their roles in it
- Include as many of the following workshop components as possible:
 - Early childhood education
 - Parenting support
 - Interactive parent-child learning activities
 - Adult literacy instruction and/or support
 - Information about community resources and help accessing them
 - Health and nutrition education
- Family literacy workshops should:
 - Strive to understand parents' literacy strengths and reinforce them
 - Recognize the literacy history of parents
 - Respond to the interests of adults and children
 - Document their experiences and learn from them, which contributes to building a research base for family literacy

Sources: Ontario Literacy Coalition, Literacy Matters and Family Literacy Fact Sheets <http://www.aflo.on.literacy.ca/>

A Word About Nutrition

If your workshop includes parents and children, it is important to have a snack to enable them to focus on the material at hand.

As people register for the workshop, find out whether they have any dietary restrictions. You need to know whether they have any food allergies, whether they are practicing vegetarians or vegans, or have cultural sensitivities to certain foods. Decide whether you can accommodate special dietary needs. If you cannot, talk to participants as soon as possible to explain the limitations.

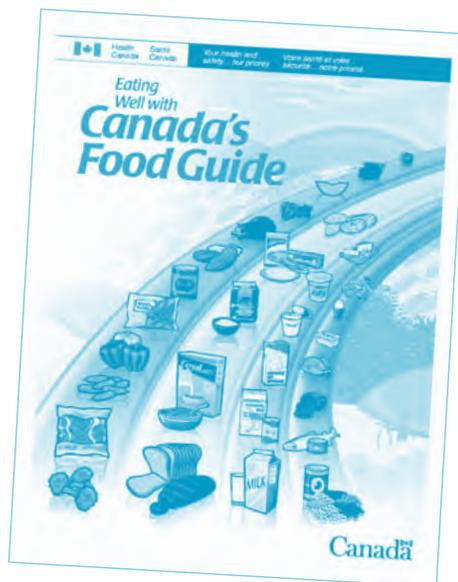
HOW TO CHOOSE SNACKS

The snacks offered at **Book Bags** workshops follow the basic principles of healthy eating.

- Offer only milk or water to drink
- Serve a lot of vegetables and fruit (Offer fruit instead of juice because it has less concentrated sugar, and many guidelines recommend a limit of 4 ounces of juice per day)
- Choose whole grains whenever possible
- Include food from at least three food groups at each snack

 **When choosing snacks, we followed recommendations of Canada's Food Guide to Healthy Eating. For a copy of Canada's Food Guide contact your local health office or download from Health Canada's Website at <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>**

Snacks that follow these recommendations and appeal to children make the best choices. Keep in mind that children usually prefer colourful foods. They also like to dip their foods. Snacks that children help to prepare, such as sandwich faces and pizza crackers, also tend to go over especially well.



How to prepare and store food safely

Food must be prepared and stored carefully to avoid the risk of contamination and food-borne illness. Follow these basic rules for keeping food safe:

- Wash your hands before preparing and serving food
- Do not prepare or serve food if you are sick
- Wear a clean apron when preparing food
- Keep long hair tied back
- Restrict the kitchen area to those who are preparing food
- Before and after preparing food, wipe counters and cutting boards with a solution of bleach and water (Using approximately one cap full of unscented bleach to every four litres or one gallon of water)
- Refrigerate all perishable foods, and if refrigerator space is not available, use a cooler and ice packs (Perishable food that is left at room temperature for more than two hours should be thrown out)
- Never reuse disposable cutlery or cups as they are difficult to clean and sterilize
- Wash dishes and utensils in hot soapy water and soak them in a bleach and water solution for 1-2 minutes (Use approximately one cap full of unscented bleach to every four litres or one gallon of water)

 **Contact your local public health department for more information on safe food handling.**

Appendix A: Books



Some Book Suggestions

Nursery to Grade 1.....	22
Grades 2 to 3.....	22

Winnipeg Libraries Web Link

Reading Web Links.....	22
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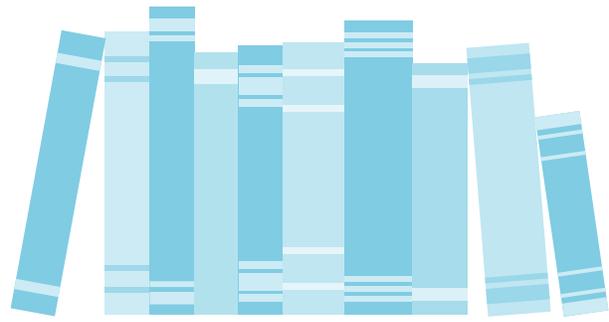
Some Book Suggestions

The following books are suggested for nursery to grade 1:

A Second is a Hiccup by Hazel Hutchins
A Very Unusual Dog by Dorothy Joan Harris
Bugs for Lunch by Margery Facklam
Big Brown Bear by Eric Carle
Blueberries for Sal by Robert McCloskey
Can I Keep Him by Steven Kellogg
Caps for Sale by Esphyr Slobodkina
Ella Sarah Gets Dressed by Margaret Chodos-Irvine
Grandpa's are for Finding Worms by Harriet Ziefoert
Here Are My Hands by Bill Martin Jr and John Archambault
How to Catch a Star by Oliver Jeffers
I Know a Rhino by Charles Fuge
Little Lamb by Piers Harper
Mr. Rabbit and the Lovely Present by Charlotte Zolotow
My Caterpillar by Eric Carle
Quick as a Cricket by Audrey Wood
Red is Best by Kathy Stinson
Runaway Bunny by Margaret Wise Brown
Small Green Snake by Libba Moore Gray
Too Much Noise by Ann McGovern
The Cat Came Back by Bill Slavin
The Fire Station by Robert Munsch
The Grouchy Ladybug by Eric Carle
The Mitten by Jan Brett
What Shall We Do, Blue Kangaroo by Emma Chichester Clark
What Would You Do? by Elaine Chaput

The following books are suggested for grades 2 to 3:

Albert Goes To Town by Jennifer Jordan
A Drop of Gold Vlasta by Van Kampen
Corduroy's Garden by Don Freeman
Coyote Winter by Jacqueline White
Farmer Duck by Martin Waddell
Farmer Joe's Hot Day by Nancy Wilcox Richards
Gifts by Jo Ellen Bogart
Grandma and the Pirates by Phoebe Gilman
How Cold Was It? by Jane Barclay
How the Rabbit Stole Fire by Joe McLellan
If You Take a Mouse to the Movies by Laura Numeroff
Jeremiah Learns to Read by Jo Ellen Bogart
Leon's Song by Stephanie Simpson McLellan
Little Bear's Visit by Elsa Holmelund Minarik
Little Blue Ben by Phoebe Gilman
Millions of Cats by Wanda Gag
Ming Lo Moves the Mountain by Arnold Lobel



Miss Nelson is Missing by James Marshall
Nanobosho How the Turtle Got it's Shell by Joe McLellan
Nanabosho and the Woodpecker by Joe McLellan
Oh My Gosh Mrs. McNosh by Sarah Weeks
Oma's Quilt by Paulette Bourgeois
Pepere Played the Fiddle by Linda Ducharme
Ribbon Rescue by Robert Munsch
Sheila Rae the Brave by Kevin Henkes
Something from Nothing by Phoebe Gilman
Smelly Socks by Robert Munsch
Slinky Malinki by Lynley Dodd
Stella Princess of the Sky by Marie-Louise Gay
Suki's Kimono by Chieri Uegaki
Tiger's New Cowboy Boots by Irene Morck
The Balloon Tree by Phoebe Gilman
The Class Pet from the Black Lagoon by Mike Thaler
The Gaggle Sisters River Tour by Chris Jackson
The Giant Jelly Bean Jar by Marcie Aboff
The Other Goose by Judith Kerr
The Paper Bag Princess by Robert Munsch
The Racing Worm Brothers by Gary Barwin
The Story About Ping by Marjorie Flack
The Strange Disappearance of Arthur Cluck by Nathaniel Benchley
The Subway Mouse by Barbara Reid
Too Much Noise by Ann McGovern
What Happened to Patrick's Dinosaurs by Carol Carrick

Winnipeg Libraries Web Link

READING WEB LINKS

There are many online e-book sites, however many of them have fees attached. Also, many of these sites will bring spam along with them.

This is a good site in our experience for books on line to read along with.

 **Go to the Winnipeg Public Library website:**
<http://wpl.winnipeg.ca/>
Select: Kids > Fun and Games > Tumblebooks library > Storybooks (there are several pages of storybooks to choose from).

Appendix B: Puppets, Cards, Worksheets



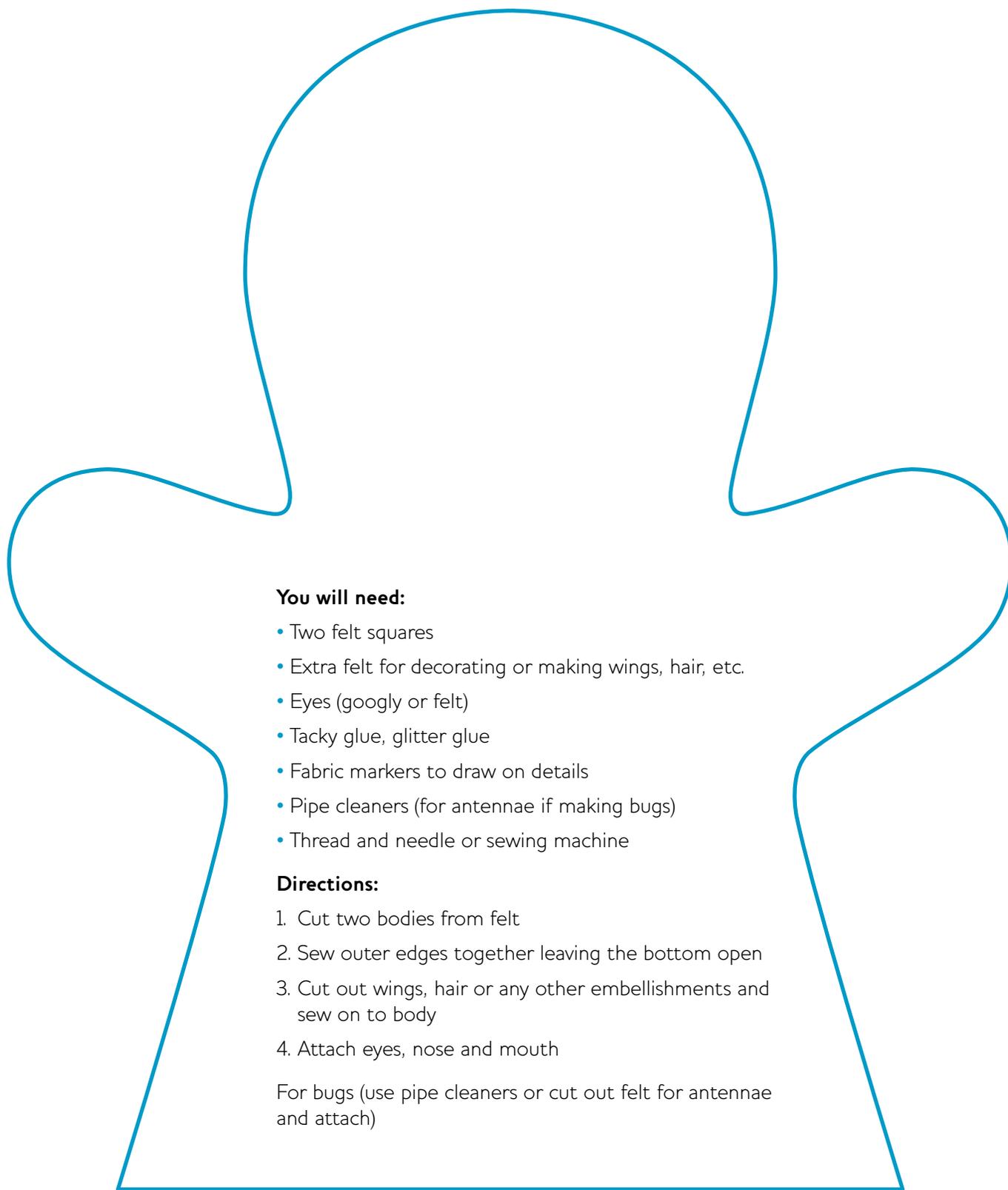
Patterns

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Cards and Worksheets

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Super Simple Felt Puppet Patterns



You will need:

- Two felt squares
- Extra felt for decorating or making wings, hair, etc.
- Eyes (googly or felt)
- Tacky glue, glitter glue
- Fabric markers to draw on details
- Pipe cleaners (for antennae if making bugs)
- Thread and needle or sewing machine

Directions:

1. Cut two bodies from felt
2. Sew outer edges together leaving the bottom open
3. Cut out wings, hair or any other embellishments and sew on to body
4. Attach eyes, nose and mouth

For bugs (use pipe cleaners or cut out felt for antennae and attach)

Super Simple Felt Puppet Patterns

Bangs (hair)

- Cut one on fold
- Felt (any colour hair)

Bumble bee wings

- Cut two
- Use yellow or white felt

Ladybug spots

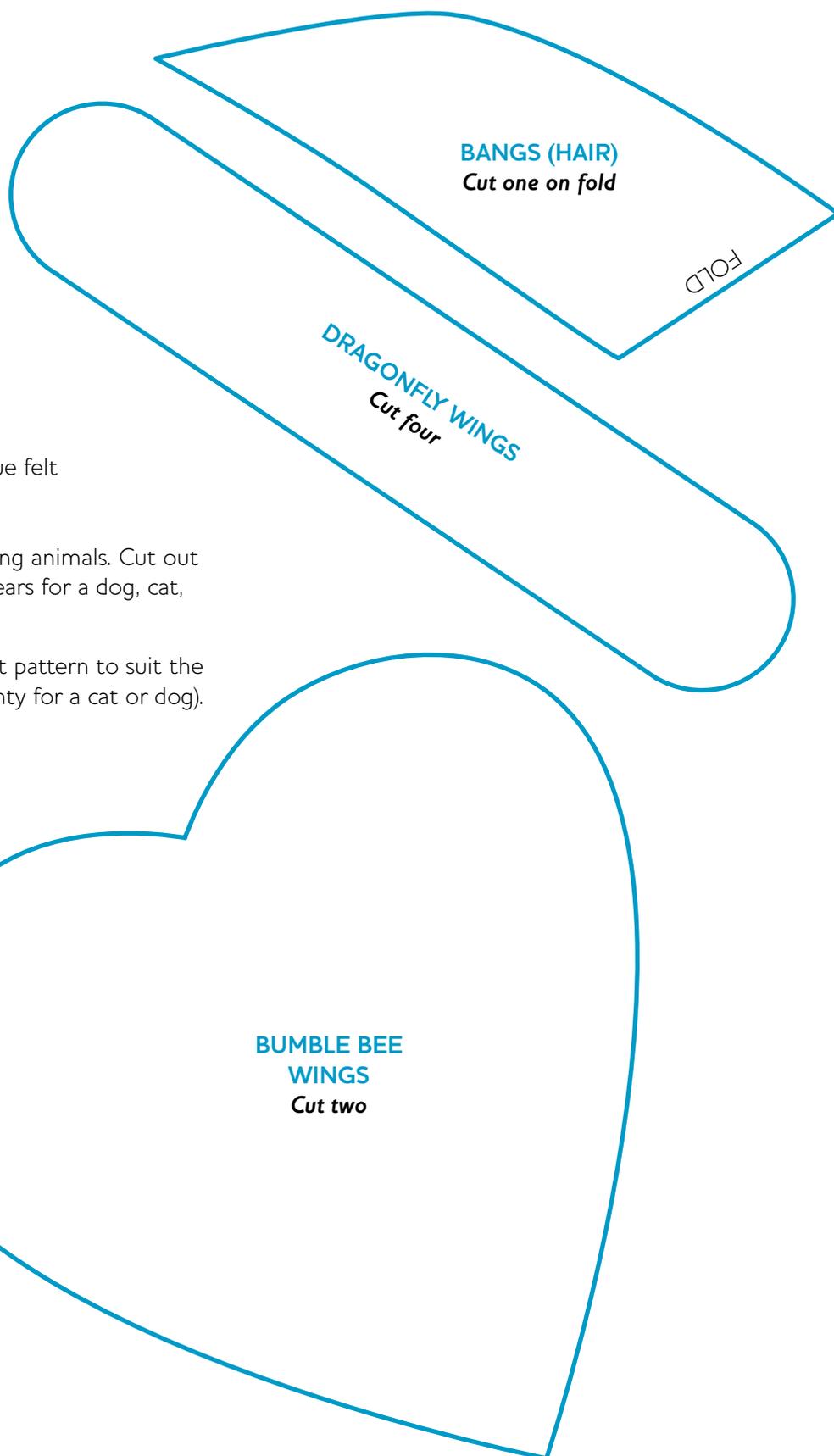
- Use black felt

Dragonfly wings

- Cut four
- Use white, green, yellow or blue felt

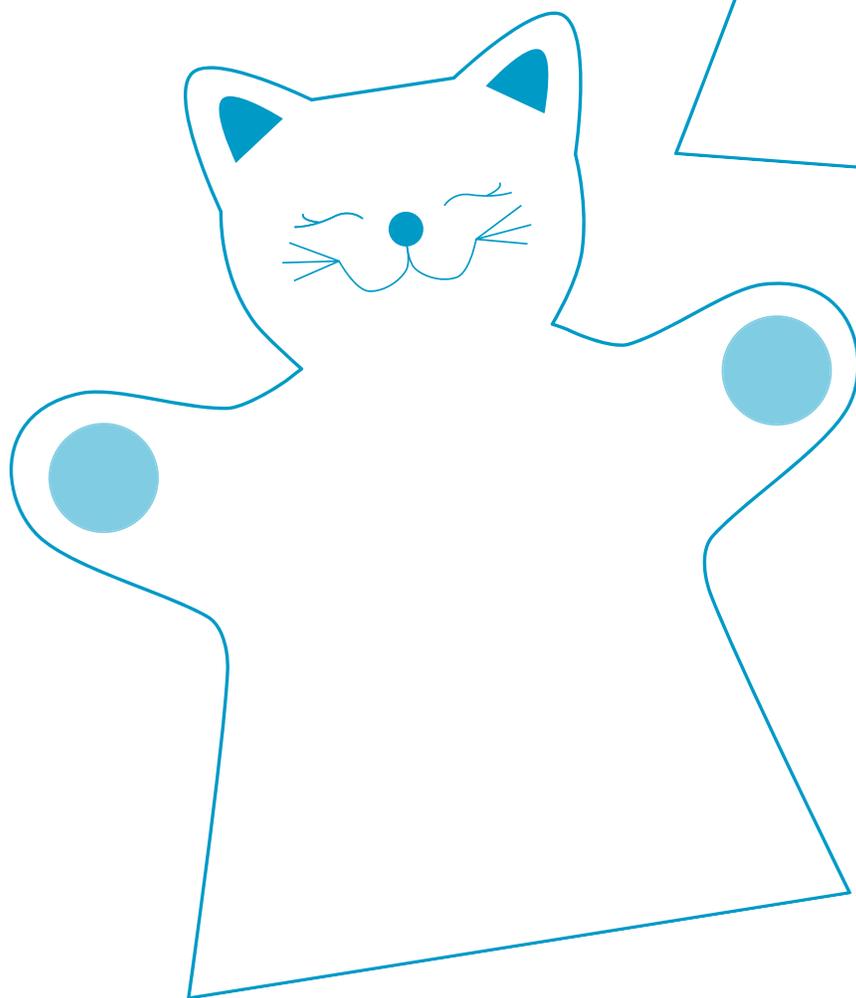
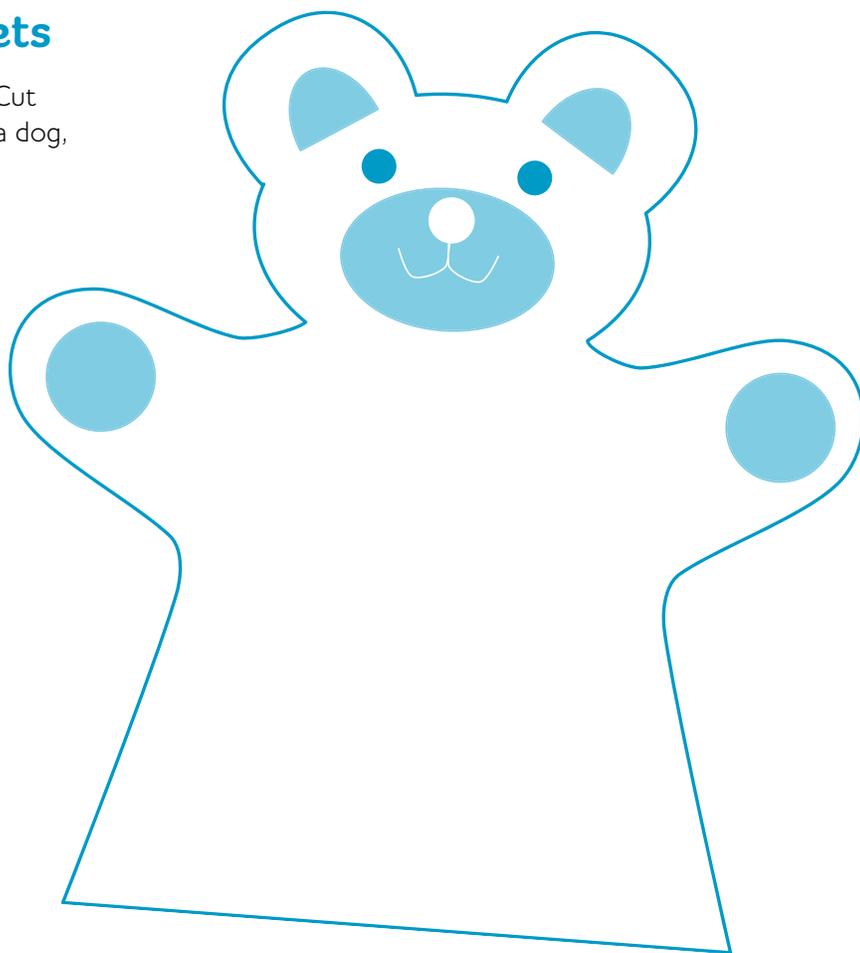
Use your imagination when making animals. Cut out a mane of yellow for a lion; add ears for a dog, cat, bear or raccoon.

Adjust the ears of the felt puppet pattern to suit the animal (e.g. round for a bear, pointy for a cat or dog).



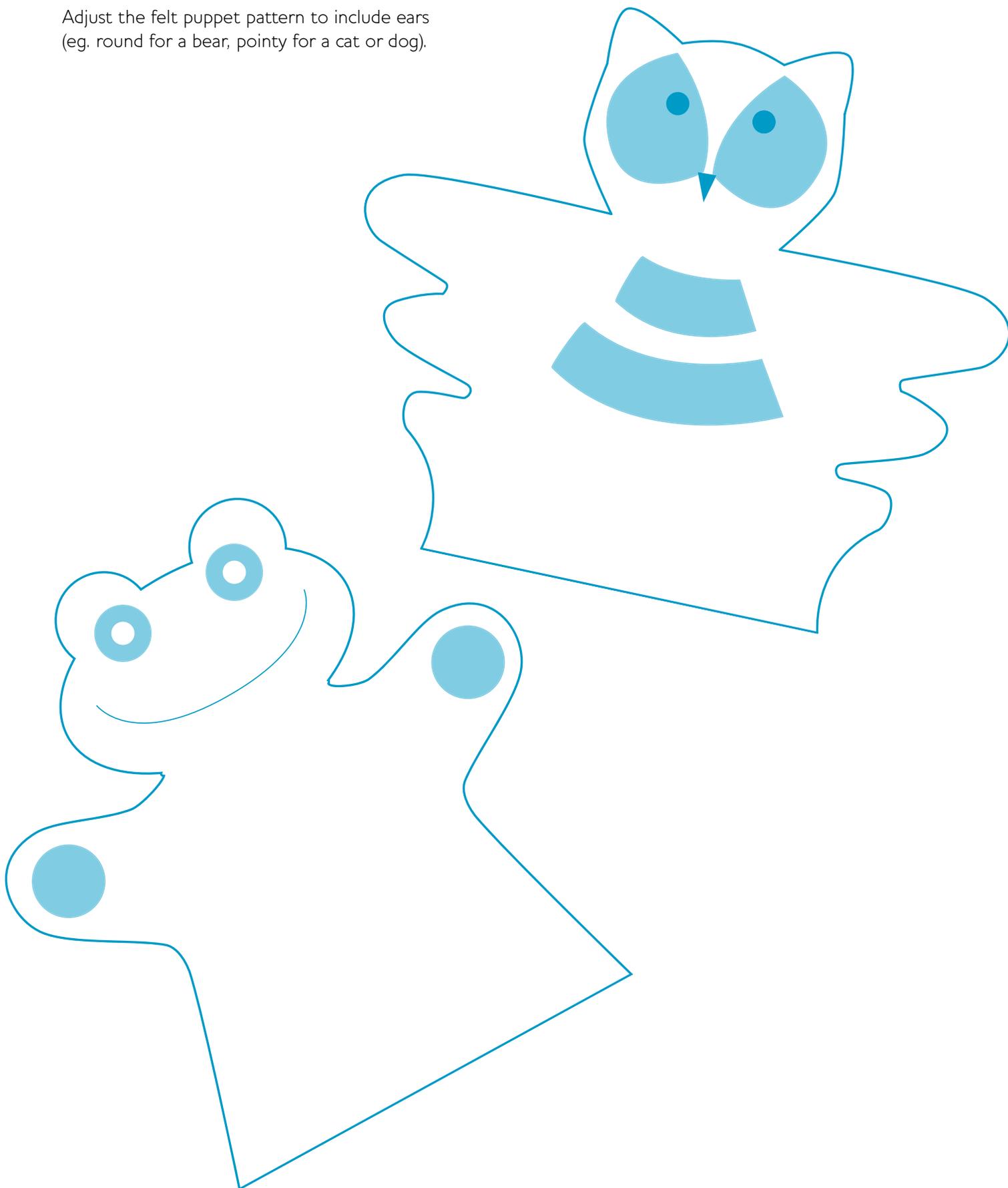
Examples of Animal Puppets

Use your imagination when making animals. Cut out a mane of yellow for a lion; add ears for a dog, cat, bear or raccoon.



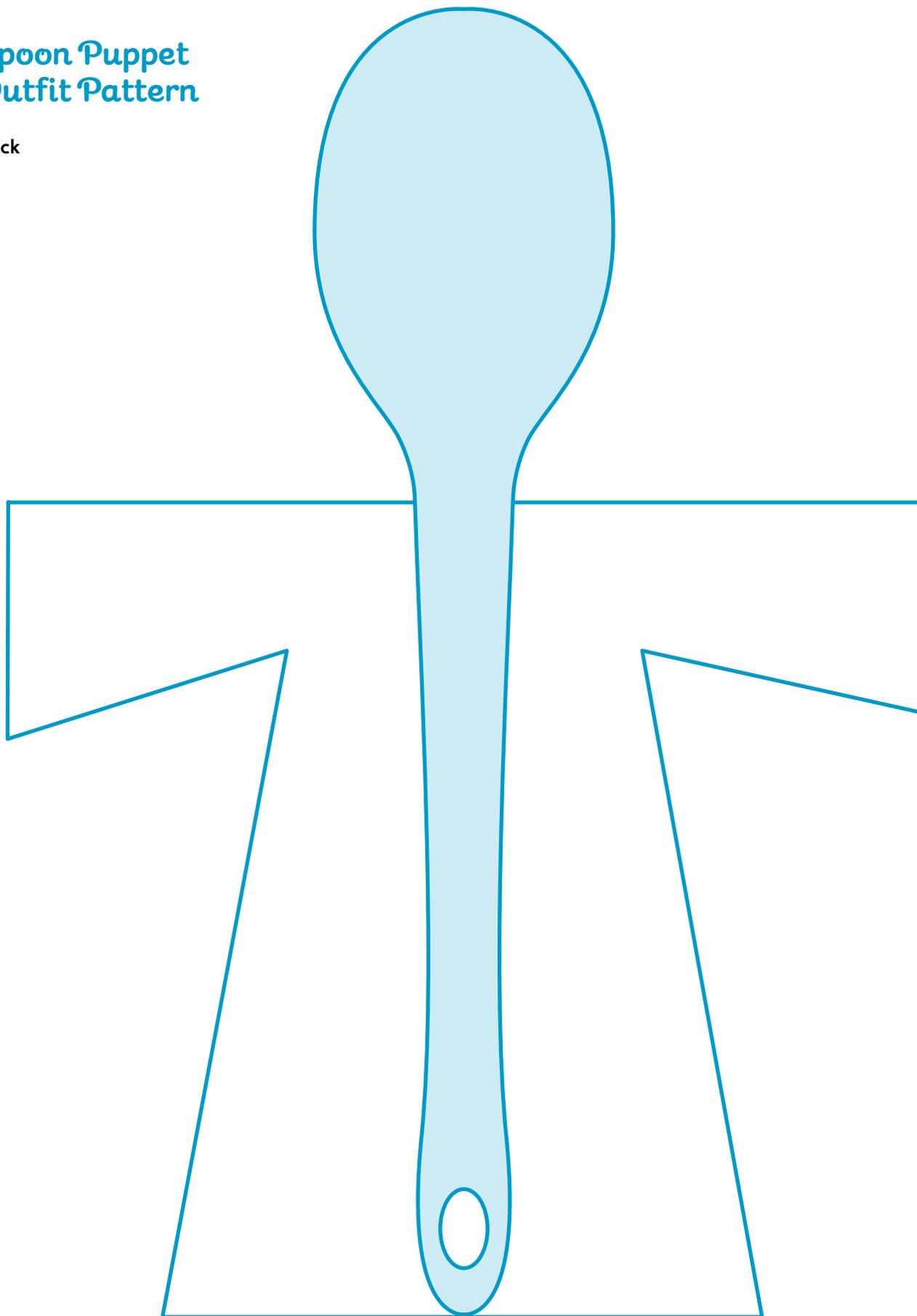
Examples of Animal Puppets

Adjust the felt puppet pattern to include ears (eg. round for a bear, pointy for a cat or dog).



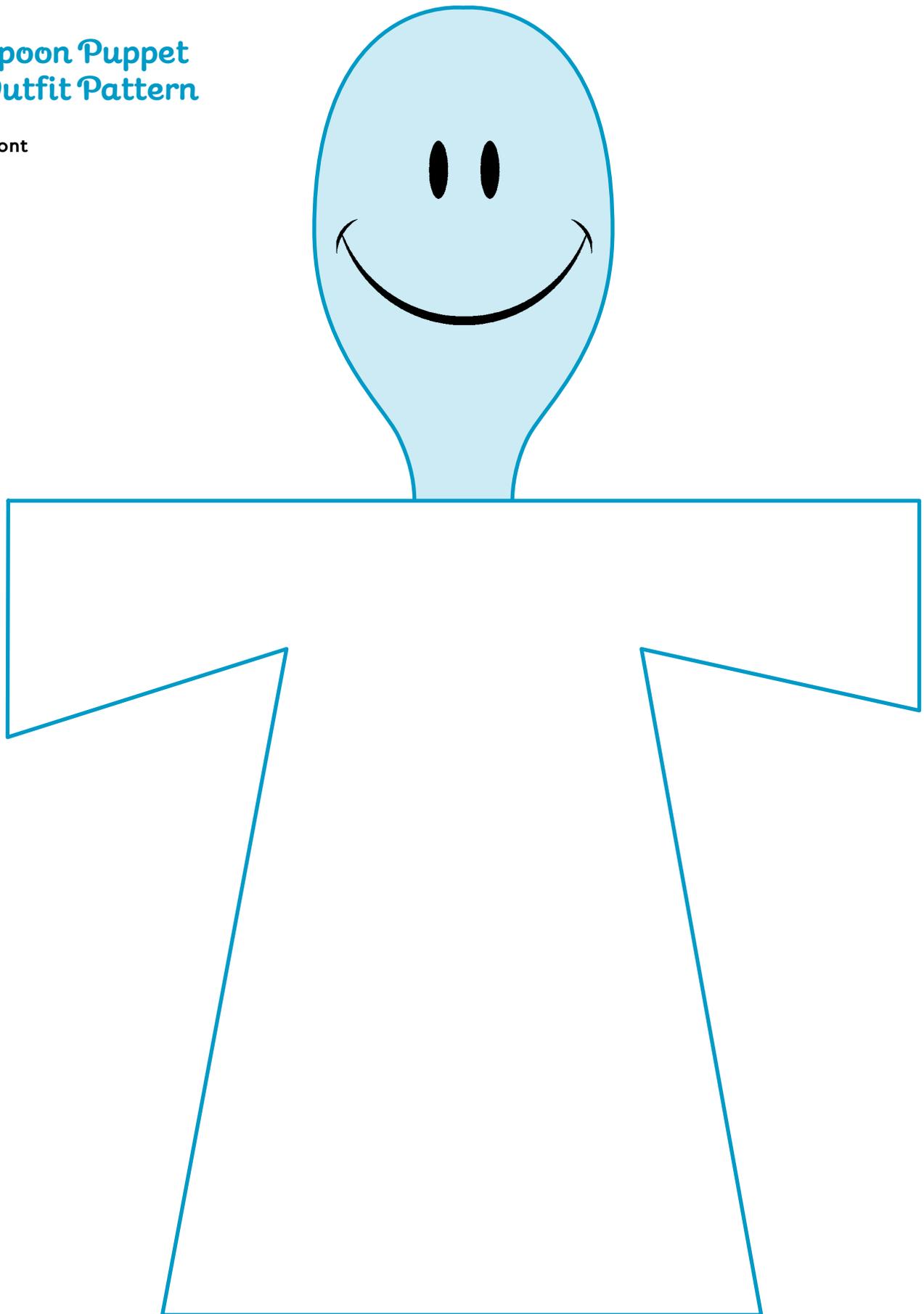
Spoon Puppet Outfit Pattern

Back



Spoon Puppet Outfit Pattern

Front



Card Game Instructions

(Use cards in Appendix C.)

Make two of each playing card. It can be helpful when playing cards if the instructions are on a different color card stock. Make an instruction card for each game. Photocopy this page and then put it back in your manual.

GO LOOK

- Shuffle cards. Each player gets five cards.
- Place the rest of the cards face-down.
- Player 1 asks Player 2 if they have a card that matches one in their hand.
- If Player 2 has the requested card, it is given to Player 1 and the matching pair are laid face-up on the table.
- If Player 2 does not have the requested card, say “go look” and Player 1 draws a card from the deck.
- If Player 1 picks the card asked for, another turn is taken. If the card does not match, Player 2 takes a turn and so on.

MATCH UPS

- Place all the cards face down.
- Player 1 turns over two cards.
- If the cards match, place the pair beside Player 1 and take another turn.
- If they do not match, place them face down again.
- Player 2 takes a turn.
- Play continues until all the cards are matched up.

SNAP

- Shuffle cards. Divide the cards evenly between two players.
- Players place their top card face up at the same time on the playing surface.
- If the cards match, the first one to say “Snap!” picks up all the cards.
- The game ends when one person has all the cards.



WARNING!

***This is not a toy.
Choking danger for young
children. Use with adults!***

Worksheet Examples

Worksheets are an important component of a *Book Bag*. A worksheet usually has at least 10 sentences to fill in or complete. Here are three examples of worksheets that you might make:

MISSING WORDS

(*rainbow, gold, snows, shovel*)

1. After the storm there was a big _____, and at the end of it was a pot of _____.
2. After it _____, I like to _____ the sidewalk and make snow forts.

WORDS ENDING WITH —ING

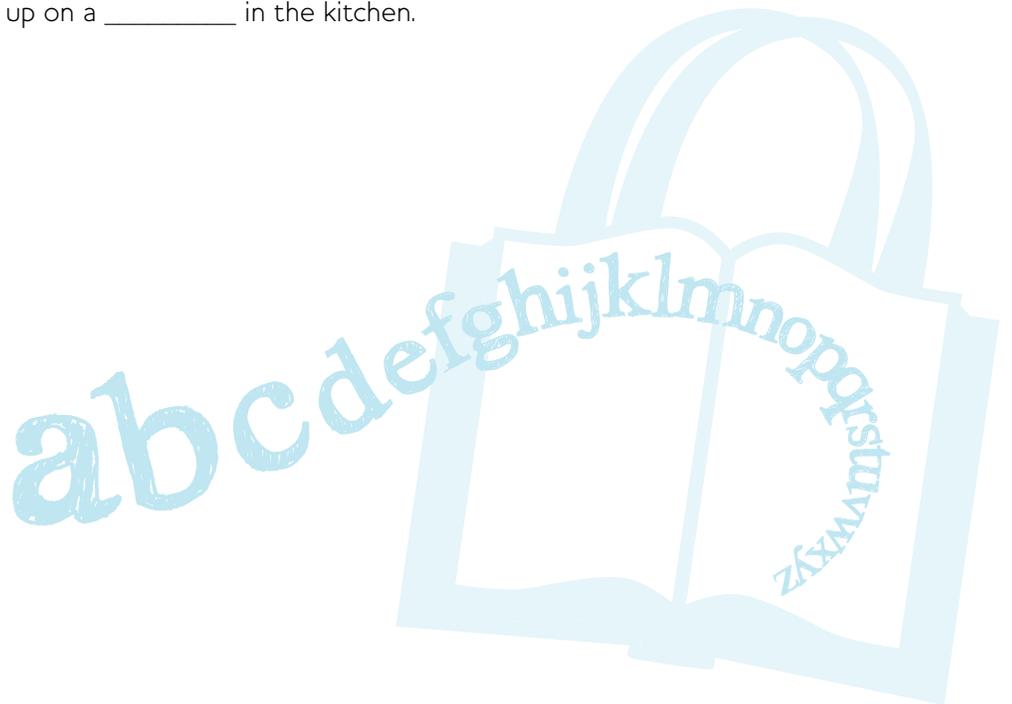
(*bark, pass, sing, dance*)

1. The dog was _____ ing at the _____ ing car.
2. The girl on the stage was _____ ing and _____ ing.

RHYME TIME

(*dog, log, cat, mat*)

1. The _____ was sniffing a _____ in the woods.
2. The _____ was curled up on a _____ in the kitchen.



Appendix C: Book Bags Sample



Millions of Cats - Book Bag Paperwork Sample

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Contents Page

CONTENTS OF MILLIONS OF CATS

1. Two books:
 - *Millions of Cats* by Wanda Ga'g
 - *Cats* by Anita Ganeri
2. Little old lady, little old man, kitten
3. Background scenery for Millions of Cats
4. Set of cards – “Where’s the Cat?” with directions for three games
5. Idea page for Millions of Cats
6. Warning page
7. Fill in the —at word sheet! Fill in the missing number sheet

This *Book Bag* was created by volunteers at Creative Retirement Manitoba.





WARNING!

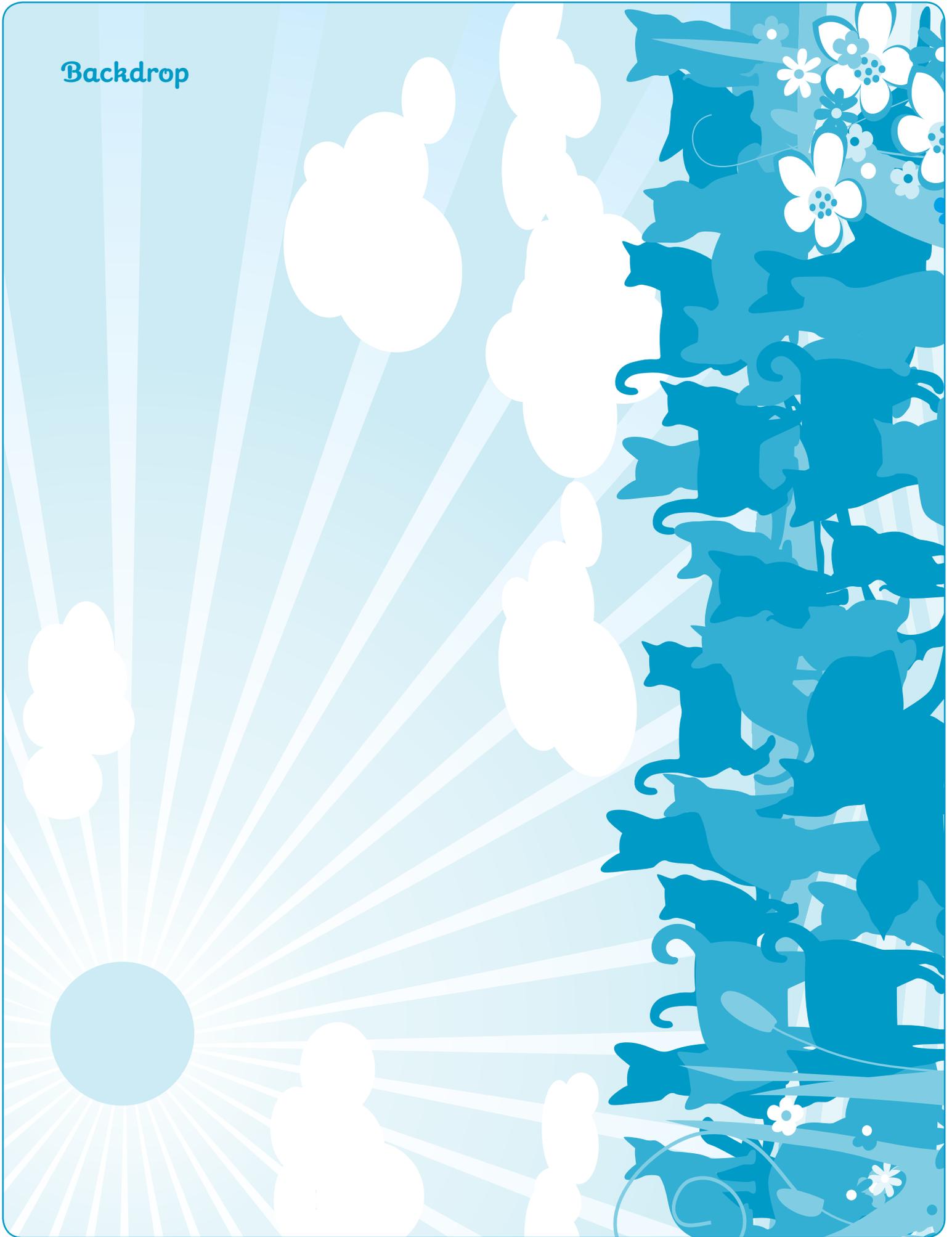
***This is not a toy.
Choking danger for young
children. Use with adults!***

Book Bags

A Creative Retirement Manitoba Volunteer Initiative
270 Sherbrook Street
Winnipeg, MB R3C 2B9

"Learning is to the brain what exercise is to the heart"

Backdrop



Idea page

IDEA PAGE FOR MILLIONS OF CATS

1. Read and talk about both books
2. Play cards – Where’s the Cat? (directions for three games included)
3. Say/sing ‘cat’ nursery rhymes:
 - *Pussy Cat, Pussy Cat, Where have you been?*
 - *Hey, diddle diddle, the cat and the fiddle*
 - *Ding dong bell, Pussy’s in the Well*

Make pictures about the nursery rhymes

4. Read other stories / poems about cats:
 - *Puss in Boots*
 - *Dick Whittington and his Cat*
 - *The Owl and the Pussycat*
5. Have a counting contest:
 - Count by 1’s to 100; by 10’s to 100; by 5’s to 100 ; by 2’s to 100
 - By 100’s to 1000 ; count backwards from 20 to 1.

6. Read just for fun:

*I know a little pussy, her coat is silver gray,
She lives down in the meadow not very far away,
She’ll always be a pussy, she’ll never be a cat,
For she’s a pussy willow, now what do you think of that?
Meow, meow, meow, meow, meow, meow, meow,
SCAT!*



Worksheet 1

(Missing words on page 40.)

MILLIONS OF CATS

Put the correct word in the space. Read the sentence aloud

1. His pet is a dog; my pet is a .
2. A has a long skinny tail.
3. Let's play with my and ball.
4. I like to my furry kitten.
5. There is a at the door to wipe your feet.
6. My blew off in the wind.
7. We in row four to see the movie.
8. Black and white are opposites; and thin are opposites.

THE MILLIONS OF CATS SONG

Can you say the cat song?

Cats here, cats , cats and everywhere.

Hundreds of , thousands cats.

Millions and and of cats.

Number Chart

(Missing numbers on page 40.)

- 1) Put the correct numbers in the spaces
- 2) Count by 1's to 100
- 3) Count by 10's to 100
- 4) Count by 2's to 100: starting from 2, then starting from 1
- 5) Count by 5's to 100
- 6) Count backwards from 20-1

1	2	3	4	5	6	7	8	9	10
11	12		14	15	16	17	18	19	20
21	22	23	24	25	26		28	29	30
31	32	33	34	35	36	37	38		40
41	42	43	44	45		47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63		65	66	67	68	69	70
71		73	74	75	76	77	78	79	80
81	82	83	84	85		87	88	89	90
91	92		94	95	96	97		99	100

Words and Numbers for Worksheet 1 and Number Chart

WORDS FOR “PUT THE CORRECT WORD IN THE SPACE”

Cut words out, glue them onto card stock and laminate.



bat	cat	fat	hat
mat	pat	rat	sat

WORDS FOR ‘THE MILLIONS OF CATS’ SONG”

Cut words out, glue them onto card stock and laminate.



there	kittens	cats
of	billions	trillions

NUMBERS FOR THE NUMBER CHART

Cut numbers out, glue them onto card stock and laminate.



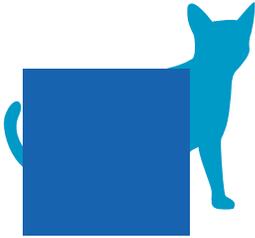
13	27	39	46	64
70	72	86	93	98

Set of Cards – Where’s the Cat?

(For directions for three games, see page 30.)

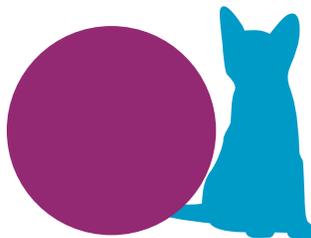
- Make two cards each
- Note the cards are all about the theme of the storybook: *Millions of Cats*

Where’s the Cat?



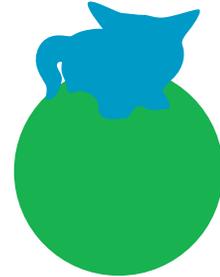
Behind the blue square

Where’s the Cat?



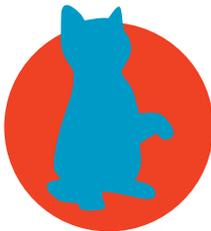
Beside the purple circle

Where’s the Cat?



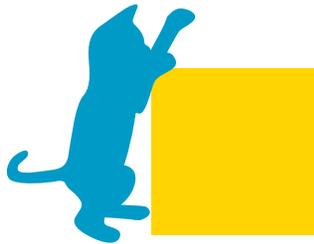
On the green circle

Where’s the Cat?



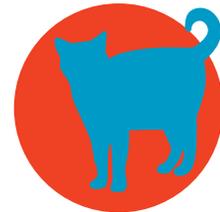
In the red circle

Where’s the Cat?



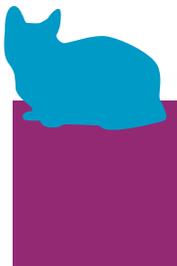
Beside the yellow square

Where’s the Cat?



In the red circle

Where’s the Cat?



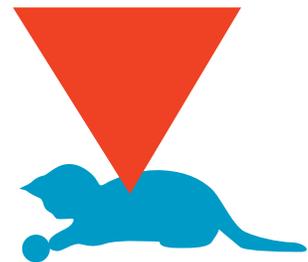
On the purple square

Where’s the Cat?



Behind the green triangle

Where’s the Cat?



Under the red triangle



Appendix D: Offering a Community Workshop



You may want to make a *Book Bag* on your own, with a group of friends in a home, or at a community-based workshop. A successful *Book Bag* workshop requires some advance planning. This chapter explains what is involved with getting the workshop up and running. The steps you need to take for your workshop will be based on the kind of workshop you are going to have so not all steps may be applicable to you.

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Choosing a Site

Consider the following factors as you choose your site:

Location – The site should be accessible to all participants. The site should be on a bus route and have adequate, affordable or free parking nearby. The location should be a familiar place in the community.



Facilities – The space should be large enough and accessible for participants to work comfortably. It is important that all participants can see and hear in the space. A classroom, a boardroom, a space with tables is ideal whereas a gymnasium or large space often makes it hard to hear and share ideas. Make sure there are accessible washrooms.

Storage space – If there is to be more than one session, see if there is a safe and secure place to store materials.

Supplies – Make a list of supplies and equipment available to you.

Affordability – Is the space within your budget? Can the cost be negotiated?

Getting Sponsors

Sponsors can help to cover the costs of workshop leaders, supplies, equipment, snacks and transportation. Community support is often available for workshops like *Book Bags*. Contact community leaders, churches or businesses and ask if they would be willing to support the workshop with funds, food, space or equipment. Be as specific as possible when writing a request letter. Explain exactly what the funding will be used for. To see a sample letter to potential funders, see Appendix E.

Finding Participants

The event needs to be advertised to spark interest in the workshop. Try some of the following ways to advertise:

- Posters and flyers
- Presentations
- Information tables
- Church announcements
- Community papers
- Word of mouth

POSTERS AND FLYERS

Use colorful paper with a simple message. Make sure you include when, where, and some contact information.

Hang or post in places that your target audience will most likely see them:

- Community clubs
- Local schools
- Area stores, laundromats
- Churches
- Libraries
- Community bulletin boards or poles
- Food banks
- Community organizations that work with children and parents

(For a sample poster, see Appendix E.)

PRESENTATIONS

Community groups, agencies and schools could help promote your workshop to potential participants by allowing you to give a short presentation. Examples of places to ask if you could give a brief presentation are:

- Church groups
- Parent groups
- Play groups
- Community groups and agencies
- Schools

Bring flyers to hand out at presentations. Take interested people's names and phone numbers so that you can call and remind them of the next workshops start date.

INFORMATION TABLES

Community events usually have information tables. Set up a display table with your posters and flyers and a few samples of *Book Bags* for people to look at. Sharing a table with another organization could be more practical and economical. Good places to set up information tables are at:

- Conferences related to parenting and literacy
- Information evenings
- Parent/teacher conferences
- School concerts and special events
- Community events and meetings

CHURCH ANNOUNCEMENTS

Call the local churches and have them put a notice in their Sunday bulletin inviting participants to attend. Give a brief description of the workshop and include contact information.

COMMUNITY PAPERS

Community papers will often post free service announcements and upcoming events. Also consider community club newsletters and school newsletters. This is an inexpensive way to get the word out to a lot of potential participants.

WORD OF MOUTH

Encourage participants to bring a friend. Word of mouth is powerful advertising.

Hiring Workshop Leaders

A workshop leader is needed to organize the day, keep it flowing and answer any questions that may arise. In addition to setting up, providing and serving snacks/lunch and overseeing the sessions, the workshop leader should have:

- Experience with literacy issues and the *Book Bag* workshop
- Experience working with families from diverse communities
- Excellent organizational and communication skills

Arranging for Child Care

Free care for infants will make the workshop accessible to parents with small children and babies.

Some things to consider are:

- Will the child minders be volunteers or paid
- How many minders will you need (You will need at least one minder per four children)
- Where will they be located (The same room is often the best choice as it lessens parent/child anxieties but may cause distractions)
- Will you offer arts and crafts or games to the children
- What supplies and space will you need for this and is there money to pay for this
- Will parents be responsible for their children during breaks (This gives caregivers a break and some time for parents and children to be together)
- Who will you get to mind the children



Collecting Equipment and Supplies

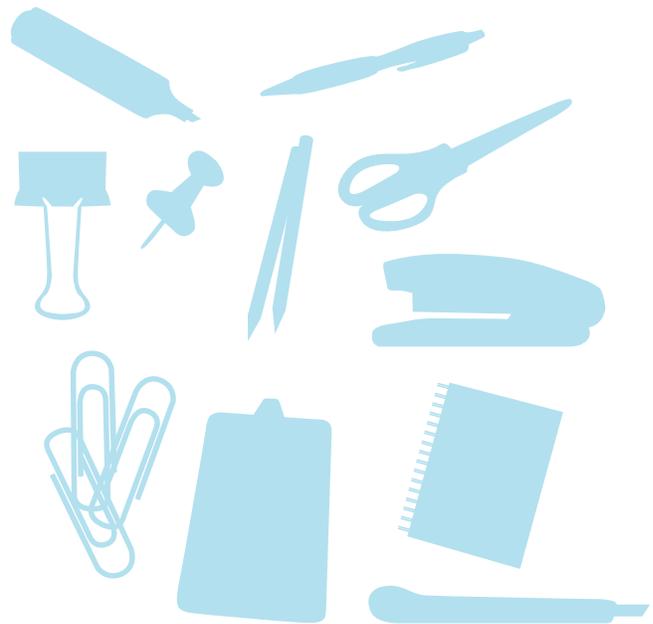
You must decide if the group will be making *Book Bags* for their family or for a specific group or organization. Books and supplies will need to be collected before the first work session. Participants often enjoy hunting for the props and characters needed for a specific *Book Bag*. It is helpful if you make a list of the things needed for a *Book Bag*, and have everyone try to bring a few things. Handmade items are often unique and lend themselves to imagination. Dollar stores and second hand stores are great sources of supplies and will help you stay within budget.

General Supplies:

- Name tags
- Pencils, pens
- Paper
- Tables and chairs

Book Bag Supplies:

- Books
- Cloth, felt, string, wool, cord, ribbon
- Stickers
- Magazines (two of each kind)
- Construction paper and card stock
- Tape, glue sticks, tacky glue, glue gun, stapler
- Needles and thread
- Markers, crayons
- Scissors
- Laminate material



Collecting Community Resource Material

Since the workshop is directed towards family literacy within your community, check out other resource centers, community organizations, family centers, schools, libraries, churches and government offices in it. You could put up posters advertising the *Book Bag* workshop while you are there. The places you visit may want to use the *Book Bags*, and may have some people interested in participating in the workshop.

The kind of resource material you choose will depend on the community. You will want to find resources that encourage reading and literacy. You may also want to find out what ethnic groups and/or associations are in the community and approach them to participate.

Preparing forms

Keeping an up-to-date record of finances as well as *Book Bags* completed will help you evaluate the workshop and sustain it over the long term should you want to run the workshop again. Sponsors, donors and other funding groups may ask for this financial information at some point. Confidentiality must be respected at all times. Let participants know why this information is being collected and how it will be used.

(Samples of forms are attached in Appendix E.)



REGISTRATION FORM

This form is to enroll participants in the workshop and to collect contact information and any medical concerns or allergies.

You might also use the form to:

- Identify participants that may need child minding, the age and number of children
- Identify how the participant heard about the workshop
- Provide contact information for a reminder call

PHOTO RELEASE FORM

You may want to take pictures to promote your workshop to the general public or to funding agencies.

Pictures of your event are a good way to do this, but signed permission forms for participants and all children must be collected and kept on file. Legal guardians must sign the photo release form for their children. This form is not needed if no pictures are going to be taken.

SUPPLY LIST

Workshop leaders use this form to track the supplies they need to bring to each session. This form acts like a checklist.

SIGN-IN SHEET

Participants should sign in as they arrive. This helps you to track attendance patterns and determine the viability of the workshop.

DEBRIEFING FORM

This form is to be completed after every workshop by the workshop leader. It will state what worked and what didn't. The workshop leader should also note if any follow-up is needed, if there were any unusual incidents and any other useful comments. This form is a helpful tool for tracking the strengths and weaknesses of the workshop.

EVALUATION FORM

Participants use final evaluations to help improve the workshop. If *Book Bags* are to be taken home, the finished products could also be evaluated on this form. Please note that more participants will fill in the form if it is anonymous.

EXPENSE FORM

Workshop leaders will record all expenses on this form. To avoid problems, make sure you are clear about finances. For example, if someone brings their own supplies for their *Book Bag*, are you prepared to reimburse the expenses? Are there guidelines and a budget for expenditures?

This record of expenses allows you to track the workshop's finances and calculate the total cost of the workshop. Detailed information will help you to make future plans for the workshop and provide a record to funders.

CERTIFICATES FOR PARTICIPANTS

Participants appreciate being acknowledged for their efforts and this is a very easy thing to do.

Overcoming Barriers to Participation

Think about the accessibility of your workshop by imagining you are a participant. How likely are you to hear about the workshop? Are you able to attend? Would you want to attend? Here are some potential barriers to participation and how to overcome them:

COST

Offer the workshop free-of-charge.

CHILD CARE

Have free and reliable care for all children. Make separation easier by having child care in the same room and preparing activities for them ahead of time.

TIME OF WORKSHOP

Offer a workshop that will fit into participants' schedules. Consider the age of participants, if they have school aged children, attention span, and if there are health issues that limit the time participants can sit.

TRANSPORTATION

Choose a central location that is close to bus routes. You may offer bus tickets to participants or offer to pay parking costs. Participants could be picked up if someone has a vehicle or car pools could be set up.

LITERACY AND LANGUAGE

Use simple everyday language, pictures and demonstrations as much as possible. Hire a translator or aids if there are participants who are not comfortable with English. Use repetition to emphasize and clarify points. Speak slowly and clearly and welcome questions. Offer to help fill in forms.

ISOLATION

Social isolation can make it difficult to find out about the workshop. Target your advertising to reach as many people as possible. Maintain a welcoming and non-judgmental atmosphere. Be encouraging to those who may lack confidence and those who need extra help with tasks. Recognize strengths and weaknesses, and assign tasks that will have the best success rate.

A welcoming phone call the day before can set a positive and friendly tone for the sessions.



Appendix E: Paperwork



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Expense Form.....	57
Certificate for Participants.....	58

Sample Letter to Potential Funders

Your Address

City/Province

Postal Code

Date

Mr. /Ms. (Sponsor's Last Name)

Position/Title

Company Name

Company Address

City/Province

Postal Code

Dear Mr. /Ms. (Last Name),

Early literacy skills are the foundation for future learning. I am writing to ask for your financial support for *Book Bags*, a family literacy project which will help disadvantaged families in Winnipeg improve their literacy levels. Studies have shown that children's achievement in school improves with increased parent involvement (Henderson, 1998).

Book Bags are a stimulating and effective family literacy tool. They are unique because they are made by volunteers and are distributed free of charge to community organizations, schools and day care facilities. Typically, every child in a given class gets to take a *Book Bag* home for one week. Forty families could benefit from just one *Book Bag* over the course of a school year.

Why do we need your help? The average cost of supplies for a *Book Bag* is \$75.00. Volunteers in our community want to make _____ *Book Bags*. The cost will be _____. We need support from the community to achieve this goal.

By supporting the *Book Bag* workshop you will be helping to promote family literacy in your community. Every dollar spent on family and inter-generational literacy workshops does "double duty", supporting early childhood development as well as adult education.

If I can provide you with more information about our workshop, please feel free to contact me. I can be reached at:

Thank you very much for your consideration. I look forward to hearing from you.

Sincerely,

Your name

Your title



Sample Poster

Come Out and Learn How to Make a Book Bag

Book Bags are fun-filled family reading kits made by the community for the community.

Book Bag Workshop is being offered at:

When: [date, time] _____

Where: [location] _____

Please call [name] at [phone] or [email], if you are planning to attend.

Snacks and lunch provided.

Everyone welcome.

Child care provided when necessary.



Sample Registration Form

Name: _____

Address: _____

Phone: _____

Alternate Contact Name: _____

Phone: _____

Children requiring child minding: _____

Name/s: _____

Age/s: _____

Relationship to adult: _____

I want / don't want a reminder call to remind me of the *Book Bag* workshop.

MEDICAL INFORMATION:

Do you or your children have any medical concerns that could affect your participation in the workshop?

Do you or your children have any food allergies or other dietary restrictions?

OTHER INFORMATION:

How did you hear about the *Book Bag* Workshop?

Why were you interested in the *Book Bag* Workshop?

Is there anything that might make it easier for you to attend a *Book Bag* Workshop?



Photo Release Form

Date: _____

I give my permission to be photographed, and for my child/children to be photographed.

These pictures may be used in the following way:

- On the *Book Bag Workshop* website
- In *Book Bag Workshop* brochures
- On display boards promoting the work of *Book Bag Workshops*
- In applications to funding agencies when looking for future funding

It is OK / It is not OK for my children and me to be photographed.

Name of parent/Guardian (please print) _____

Name of Child(ren): _____

Parent/Guardian Signature: _____



Photo Release Form

Date: _____

I give my permission to be photographed, and for my child/children to be photographed.

These pictures may be used in the following way:

- On the *Book Bag Workshop* website
- In *Book Bag Workshop* brochures
- On display boards promoting the work of *Book Bag Workshops*
- In applications to funding agencies when looking for future funding

It is OK / It is not OK for my children and me to be photographed.

Name of parent/Guardian (please print) _____

Name of Child(ren): _____

Parent/Guardian Signature: _____



Supply List

GENERAL SUPPLIES:

- Markers, pens, pencils
- Tape
- Card stock, paper, construction paper
- Scissors
- Glue
- Felt
- Fabric markers
- Hole punch
- Paper cutter
- Paint
- Stapler

Story books (fiction)

Support books (non-fiction)

Characters – supplies (wooden spoons, thread, needles, sewing machine, fabric, felt, wool, eyes)

Cards/board games – supplies (stickers/magazines)

Backdrop – calendars, magazines

Props – toys, accessories

Sacks – cloth

Snack _____

Lunch _____



Debriefing Form

Date: _____

WORKSHOP ACTIVITY

What worked? _____

What didn't work? _____

What did we change from last session (if applicable)? _____

What could we change next time? _____

SNACK/LUNCH

What was served? _____

How did it work? _____

COMMENTS/FEEDBACK

Incidents (if any) _____

TOPICS GENERATED AND/OR COMMENTS:



Evaluation Form

1. Why did you attend the *Book Bag* workshop? _____

2. Circle the number that best reflects how the following factors affected your decision to attend the *Book Bag* workshop:

	Not at all important			Very important	
a) Location	1	2	3	4	5
b) Time of day (AM or PM)	1	2	3	4	5
c) Day of week	1	2	3	4	5
d) Child minding	1	2	3	4	5
e) Family considerations	1	2	3	4	5
f) Other (specify)	1	2	3	4	5

3. Would you attend another *Book Bag* workshop?

a) If the location changed? Yes No

b) If you had to take a bus? Yes No

4. What would make the workshop better? _____

5. Did the *Book Bag* workshop meet your expectations? _____

6. Was there enough time to learn about each part of the *Book Bag*? _____





Book Bags STORIES IN A BAG

A COMMUNITIES 4 FAMILIES AND CREATIVE RETIREMENT FAMILY LITERACY PROJECT

Certificate of Accomplishment

IN THE FIELD OF FAMILY LITERACY

This is to certify that

has successfully completed a Book Bags workshop.

abcdefghijklmnopqrstuvwxyz01234567890abcdefghijklmnopqrstuvwxyz01234567890abcdefghijklmnopqrstuvwxyz01234567890abcdefghijklmnopqrstuvwxyz01234567890