

Librarian's Guide to Passive Programming

Easy and Affordable Activities
for All Ages

Emily T. Wichman



LIBRARIES UNLIMITED

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Scavenger Hunts

If you're trying passive programming for the first time and you need to justify the effort with high participation rates, you'd do well to plan a scavenger hunt. While there's never any guarantee with programming, scavenger hunts tend to be very popular, particularly with children. Scavenger hunts are also appropriate if you're looking for an intergenerational program. These activities are perfect for families; kids can do the searching, while older siblings or adults help with reading instructions and completing answer sheets.

From a staff perspective, the real benefit I find in scavenger hunts is that they can be used to direct traffic through the library. Want people to discover your collection of children's music CDs or see the new couch in your reading area? Hide a clue nearby! *Catch that Gnome!* works particularly well for this purpose. Consider planning a scavenger hunt as part of a larger event, such as a holiday celebration or an open house. *April Fools' Challenge* and *Find the Pickle!* are two examples. I've heard from several libraries that do passive programming in conjunction with summer reading programs, which is a great way to drive participation. *Letterboxing at the Library* and *Coded Message Scavenger Hunt* are programs that can keep kids busy during weekly library visits all summer long.

April Fools' Challenge

The best April Fools' Day jokes are those that brighten the day with humor while not causing major inconvenience or embarrassment. One year, the Clermont County Public Library (OH) hosted a Wacky Day at each of its 10 branches. Staff members at the various locations dreamed up 10 wacky ways to modify their libraries for the day and challenged visitors to identify them all. This sort of activity encourages patrons to explore the library in more depth than they normally might. Best of all, from a staff perspective, redecorating the building in preparation for this program equals the opportunity for a bit of library-sanctioned high jinks.

Make It Happen

1. Determine when and for how long to host this program. Any day could be a Wacky Day, but it's fun to plan this event for April Fools' Day. If you do choose to celebrate April 1, will you set up the program for that day only, or allow it to run the entire week, so that more patrons can enjoy your efforts?
2. Depending upon the size of your building, determine how many visual jokes to set up. Place gags in a manner that will require participants to walk through the entire facility. Consider positioning the wacky items next to materials and services that you're eager to make library patrons aware of. Not all of the day's visitors will want to participate in the hunt for wackiness, so when planning the gags, make sure that they don't disrupt access to library services. Get creative and have fun in planning the jokes. Several examples are given in the following section.
3. Create posters explaining what's going on and inviting patrons to find all of the wacky items in the library (Fig. 4.1). Since this is a short-term program, and to minimize confusion, consider putting a display about the April Fools' Challenge right inside the front door. Instructions should tell participants how many items there are to identify. Supply paper and pens. Have people list all of the gags and bring their completed lists to staff. Reward participants with a small prize such as a piece of candy, bookmark, or pen. Be sure to create a cheat sheet for staff that lists all of the wacky items hidden around the building.

Sample Jokes

Display out-of-season holiday decorations—Christmas trees, pumpkins, etc.

Make a display of books with all of the back covers facing forward.

Using disposable dishes, set up a table to look like dinner is about to be served.

Fill display cases with something totally unworthy of display, such as cleaning products.

Make balloon faces or animals and perch them on shelves.

Put out some lawn chairs in the reading area.

If the staff doesn't normally wear uniforms, have everyone dress in matching clothing.

Rotate books on slatwall displays so that they are upside down.

Swap signs for items that are visually quite different, for example, trade signs for graphic novels and DVDs.

Put out empty flower vases at the reference desk.

Cover the signs on the bathroom doors with pictures of animals for which the differences between males and females are obvious, such as lions or cardinals.

Evaluation

Determine the number of participants by counting the number of prizes distributed.

Collection Tie-In

- April Fools' Day books
- Joke books
- Humorous fiction



April Fools' Challenge



Look around!

Do you see 10 W@CKY things?

**If you can find them all,
you'll win a prize!**

Paper and pencils are available at the Information Desk. If you think you've found all 10 wacky items, bring your list to the desk to prove you're not an April Fool!

Figure 4.1 April Fools' Challenge program poster.

Catch That Gnome!

This was my first program to feature Mr. Gnome, and it was one of my most successful ever. At the time, my library had introduced several new services and I was looking for a creative way to make our users aware of them. I photographed the gnome next to the new items and created a scavenger hunt that sent patrons searching the building to locate all of the places Mr. Gnome had hidden. This program is perfect for directing visitors to library features that might otherwise go unnoticed.

Supplies

- Digital camera
- Mascot—The mascot doesn't have to be a gnome. Consider a stuffed animal, doll, or small statue. If your library has an official mascot, use it!
- Prize—My prize was a gnome, just like the one I'd used in the photographs. The prize can be anything, but it's fun to make it a copy of the mascot.

Make It Happen

1. Identify a handful of items in the library that you want to draw your patrons' attention to. Place the mascot next to these items and take a picture. In my program, I took pictures of Mr. Gnome with a chess set in the Teen Area, on the Friends of the Library book sale shelf, with the literacy kits, by the defibrillator, near the children's computer, and on the "time out" chair in the Children's Area. To make the scavenger hunt a bit harder, compose the photographs so that they only display part of the item patrons need to locate. For example, instead of taking a picture that shows an entire computer, take one that shows only the mouse.
2. Blow up the photographs and print them in color. Make a poster or display featuring the photographs and inviting participants to identify the places the mascot has been hiding (Fig. 4.2).
3. Create an answer sheet on which participants can identify the places they think the mascot was hiding. The ideal answer sheet will include small black-and-white images of each of the photographs next to the corresponding answer spaces. If offering a prize, don't forget to ask for contact information (Fig. 4.3).
4. Launch the program by setting up a display that includes the photographs, answer sheets, pens, an entry box for completed sheets, and the prize. I always like to stick a colorful "Win Me!" sign on the prize.

Evaluation

Determine the number of participants by counting the number of completed answer sheets.

Alternative Approaches

Instead of running the program over a short period of time, featuring all of your photographs at once, post the images one at a time in the library's newsletter or on its website. Invite readers to identify where the photographs were taken. Prizes can be awarded to the first correct respondent or a randomly selected winner. This approach works best for a library that has only one facility.

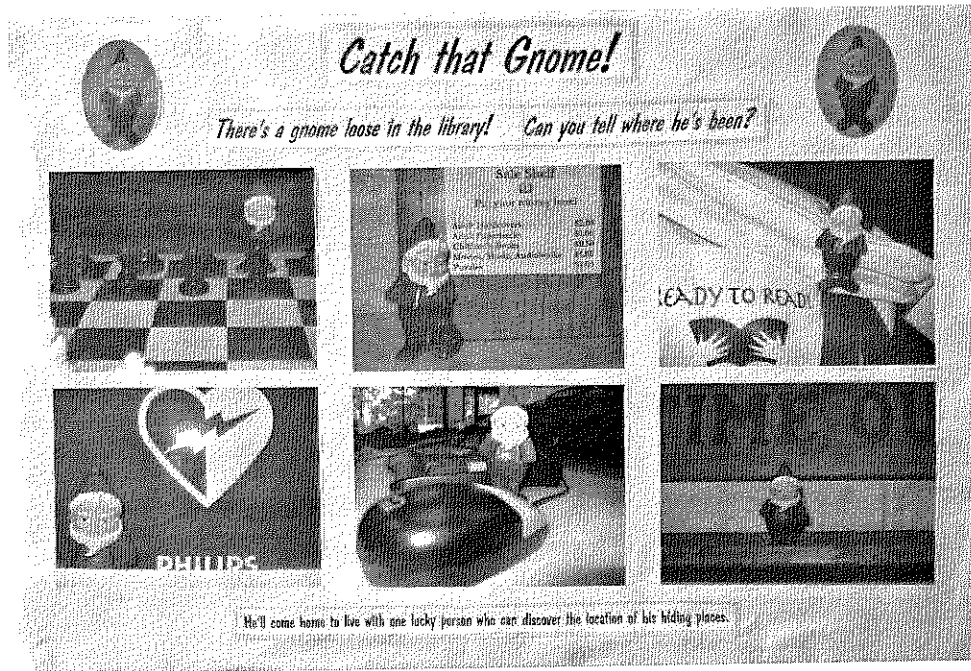
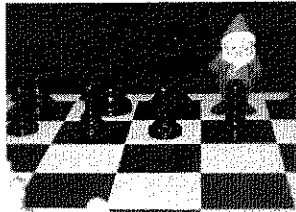


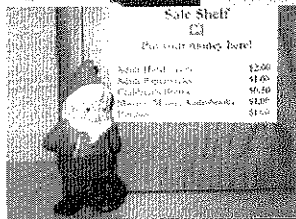
Figure 4.2 Create a display using all of the photographs. The poster text reads: "Catch that Gnome! There's a gnome loose in the library! Can you tell where he's been? He'll come home with one lucky person who can discover the location of his hiding places."

Catch that Gnome!

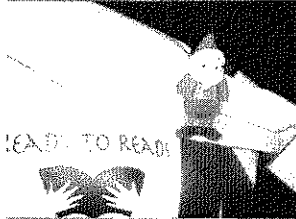
There's a gnome loose in the library! Can you tell where he's been?



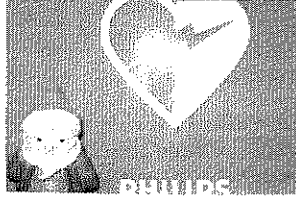
Where is he?



Where is he?



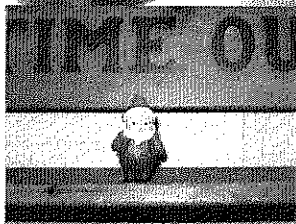
Where is he?



Where is he?



Where is he?



Where is he?

Name: _____ Phone Number: _____

Figure 4.3 Catch That Gnome! answer sheet.

Coded Message Scavenger Hunt

The Children's Department at Ela Area Public Library (IL) has found great success with a passive program developed by Barb, a longtime employee, combining two sure-to-appeal activities: scavenger hunts and coded messages. For approximately the last 12 years, she has developed a code in which each letter of the alphabet is assigned a symbol. The letters and their accompanying symbols are printed on small pieces of paper and hidden throughout the department. With a symbol key in hand, kids have to find each letter and record it on the key. Every week, a new secret message is posted and participants have to use their key to decode it. Children's librarian Liz reports that the program generates great excitement, with "teams of kids racing around the Children's Department, announcing excitedly when they find a clue." During the eight-week 2010 summer reading session, 40 to 140 children participated in the program each week, with a total of 575 entries submitted over the period!

Make It Happen

1. Pick out 26 easily distinguishable symbols, one for each letter of the alphabet. Copyright-free clip art works well for this purpose. At Ela Area Public Library, symbols are chosen to correspond to the year's summer reading theme. Because the activity is so popular, the library sometimes revives it in September for Talk Like a Pirate Day.
2. Using the images chosen, create an answer key. Each symbol should have a blank space nearby where the accompanying letter can be recorded. Brief program instructions should also be included on this handout (Fig. 4.4).
3. Make clues by printing each symbol and the letter it equates on a three-by-five-inch piece of paper. Since the clues will be posted around the library for an extended period of time, consider printing them on cardstock for added durability.
4. Decide how long to run the program and write one question for each week. The answer to the question will be the coded message (Fig. 4.5). The trivia used in the questions can follow the theme used for the symbols. Create a poster for each week that states the question in plain text and the answer written in code. Make answer sheets for each week that include the question and a space for each letter of the answer. Be sure to have a place for participants to record their names and phone numbers (Fig. 4.6).
5. Get ready to launch the program by hiding the clues. To keep the activity from being too difficult, it is best to hide the clues only in the Children's Department. Finding all 26 clues will be sufficient challenge for most kids; so "hide" the clues in easy-to-spot locations.
6. Set up a staging area for the program. Ela Area Public Library uses a bulletin board and table. Hang up the weekly question, have answer keys and entry forms available, and supply pens and an entry box (Fig. 4.7).
7. Swap out the questions and answer sheets weekly, but use the same code for the entire length of the program. Once children have filled in their answer keys, encourage them to hang onto the keys so that they can use them to decode the answers to upcoming questions.
8. Each week, give away a small prize to one participant, as doing so will help sustain interest in the program.

Evaluation

Count the number of entry forms to determine the number of participants in the program.

Collection Tie-In

- Fiction and nonfiction about codes
- Fiction and nonfiction about spies
- Mysteries
- Materials relevant to the theme chosen for the program's symbols and questions

Deep Blue Read Scavenger Hunt Answer Key

All the clues are hidden in the Children's Department. Look for the blue clues!

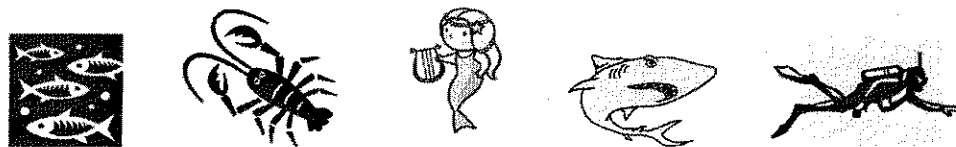
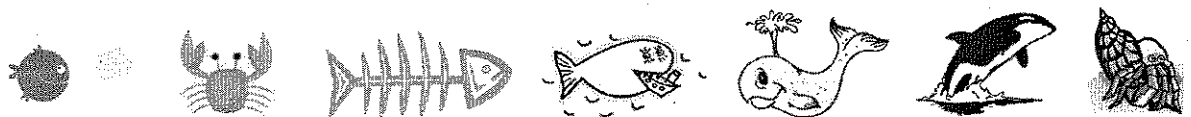


Figure 4.4 Scavenger hunt answer key with graphics tied to Ela Area Public Library's 2011 summer reading program theme, Deep Blue Read. Courtesy of Barb.

Question: There are over 120 varieties of _____. A well cared for one can live 15 to 25 years.



[Answer: goldfish]

Figure 4.5 Example question with the answer written in code. Courtesy of Barb.

Deep Blue Read Scavenger Hunt, Week 2

Write in your answer below and check back next week for a new question!

There are over 120 varieties of _____.

A well cared for one can live 15 to 25 years.

Name: _____

Phone number: _____

Figure 4.6 Each week of the program will require its own entry form due to the changing questions. Courtesy of Barb.

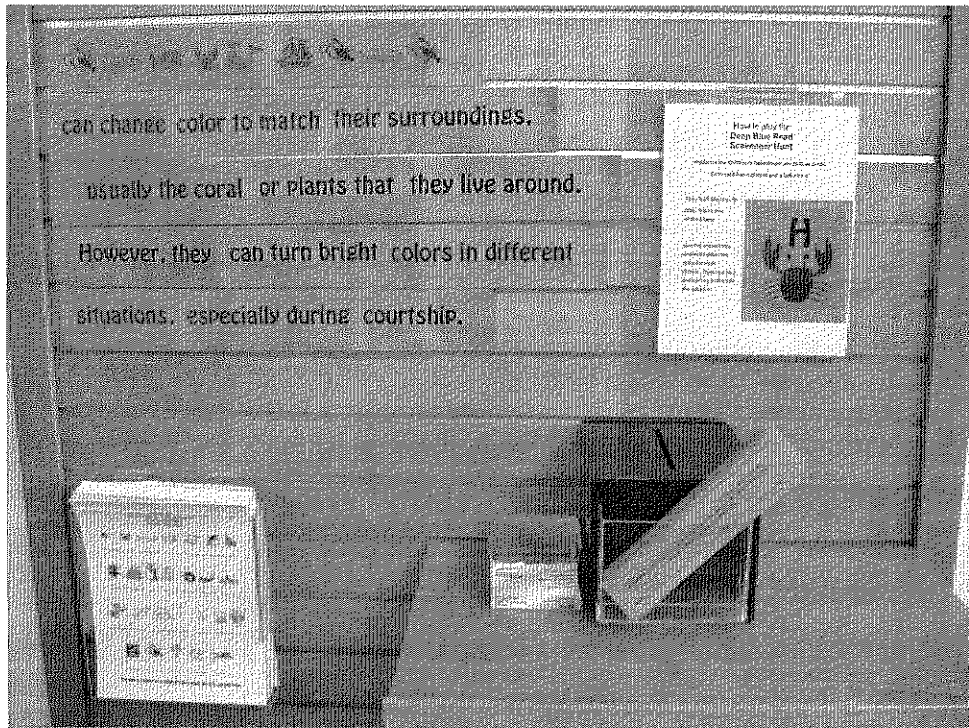


Figure 4.7 The scavenger hunt program set up includes the coded message, instructions, answer keys, entry forms, an entry box, and pencils. Courtesy of Liz.

S
A
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C
bu

Find the Pickle!

If you've spent any time in Christmas shops, you've probably come across at least one selling glass pickle ornaments, packaged with a legend explaining that it's an old German tradition to hide a pickle on a Christmas tree. Children search for the pickle, and the first to find it receives an extra gift. The origins of this "legend" are vague, and online forums are full of Germans claiming no knowledge of this "tradition," but it's a fun idea all the same. Certainly many of the Christmas traditions familiar to Americans, including glass ornaments, have their origins in Germany. Every year, my library has a Holiday Open House, typically offering crafts, games, food, and a performance. One year, our theme was Holidays Around the World, and for an activity, I hid images of giant pickles around the library for attendees to find. Make the activity more educational by posting facts about verified Christmas traditions from other countries with each pickle.

Make It Happen

1. Make large pickles, at least one foot long, after deciding how many to hide around the library. If there's an artist among your coworkers, have him or her draw some pickles for you. If not, you can find clip art pickle images.
2. Assign a country to each pickle and research its Christmas traditions. Write a few sentences about each country, highlighting an interesting feature of its celebrations. Several examples are given in the following section. A fact about each country will be hung with each pickle, so make sure the text is large enough to be read from the hiding place. Consider adding a map or image of the country's flag to each write-up (Fig. 4.8).
3. Create a quiz with one question about each country featured. The quiz can be multiple-choice or fill-in-the-blank, so long as participants can answer each question by having read all of the country facts (Fig. 4.9).
4. In my experience, scavenger hunt programs are an easy sell, but you might want to add an incentive to drive participation. Consider distributing a small prize to every person who finds all of the pickles and is able to complete the quiz. The prize could be a piece of candy, a sticker, or bookmark. Alternatively, give out entries for a chance to win a grand prize, maybe a pickle ornament!
5. Decide how long to run the program. The Find the Pickle activity can either be part of a larger holiday event or can last throughout the holiday season. Many countries celebrate Epiphany as the final event of the Christmas season, so you might consider having the program conclude 12 days after Christmas.
6. Just before the start of the program, hide the pickles throughout the library. The country facts need to be displayed next to the pickles, so be sure to choose spots that have sufficient room for both.
7. Launch the program with instructions, copies of the quiz, pencils, and an example of what the hidden pickles look like. Enhance the appearance of the display with pictures of Christmas being celebrated around the world, a world map, or flags of foreign countries.

Sample Country Facts

Across *Australia* on Christmas Eve, Carols by Candlelight festivals are held in parks. People gather to sing Christmas carols and donations are collected for charity.

Chile's version of Santa Claus is called Viejo Pascuero (Old Man Christmas). He travels by sleigh and reindeer but enters homes by way of a window. Children leave out their shoes for Viejo Pascuero to fill with small gifts.

On Juleaften (Christmas Eve), families in *Denmark* gather for a large dinner that traditionally includes rice porridge. Hidden in the porridge is a single almond. Whoever finds the almond wins a small treat, often a marzipan pig.

In *England*, children send letters to Father Christmas by throwing them into the fire.

Christmas celebrations in *Ethiopia* are primarily religious, with gift exchanges limited to minor items such as clothing. A game similar to field hockey, called genna, is played only on Christmas Day.

At Christmas, children in *Italy* write letters to their parents promising good behavior in the coming year and sharing their love.

As part of Christmas Eve festivities in *Mexico*, blindfolded children vie to break open a piñata by hitting it with a long stick. The piñata is a clay jar in the shape of an animal and is filled with treats.

The most predominant symbol of Christmas in the *Philippines* is the parol, a five-pointed star lantern. During the holiday season, towns hold lantern festivals with prizes for those who build the most impressive lights.

Participating in the "Urn of Fate" is a Christmas tradition in *Spain*. Names are placed in an urn and drawn out in pairs. The two people chosen are to become friends in the coming year.

In *Sweden*, the Christmas season begins on December 13 with St. Lucia's Day. Dressed in a white robe with red sash and head wreath with seven lit candles, the family's eldest daughter serves coffee and buns to family members in bed.

Evaluation

Count the number of completed quizzes to determine how many people participated in the program.

Collection Tie-In

- Christmas materials
- Winter holiday stories from around the world
- Materials on winter holiday traditions from around the world
- Fiction by non-American authors
- Memoirs by non-American authors

Alternative Approaches

Just as we strive to provide balanced collections, a library celebrating the holiday season should acknowledge the traditions practiced in its community. If you're not recognizing celebrations such as Hanukkah and Kwanzaa with other activities, then add information about these events to the pickle search. Instead of sharing information about Christmas celebrations around the world, you could share explanations of the different ways the winter holidays are celebrated throughout the United States.

Resources

Bowler, Gerry. *The World Encyclopedia of Christmas*. Toronto: McClelland & Stewart Ltd., 2000.

Crump, William D. *The Christmas Encyclopedia*. Jefferson: McFarland & Company, Inc., Publishers, 2001.

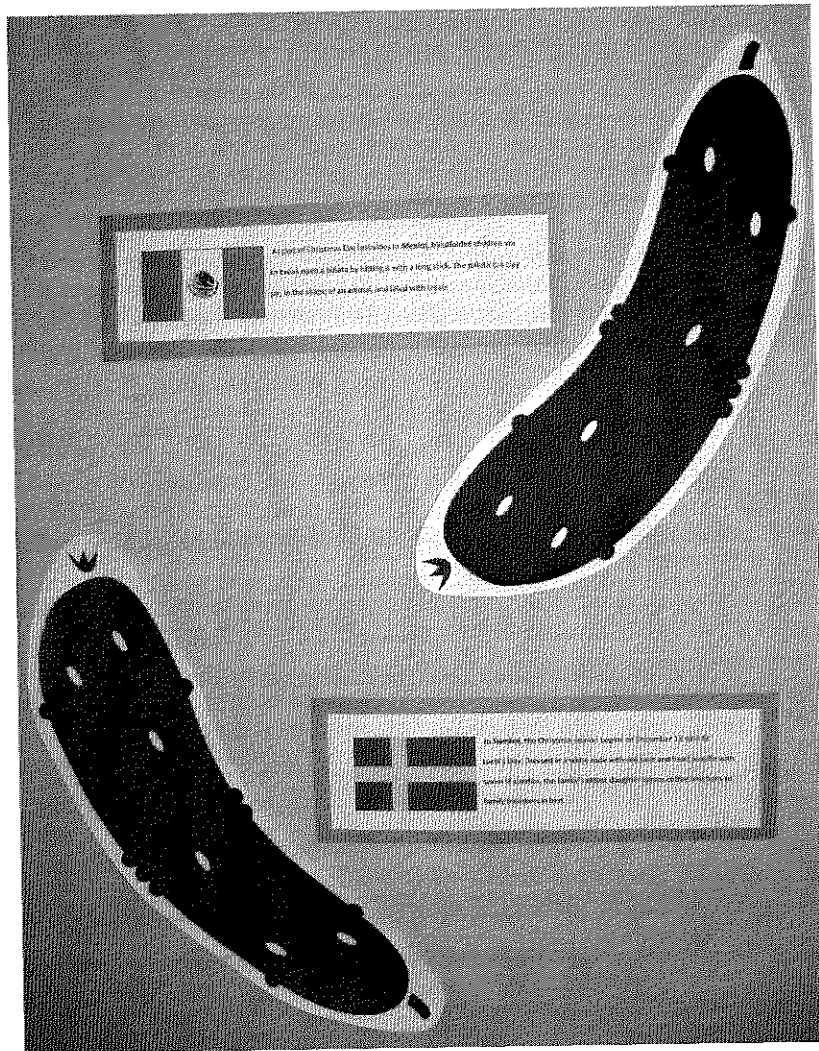
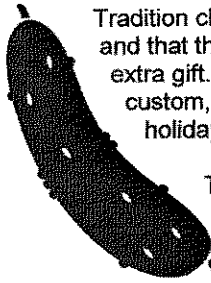


Figure 4.8 Giant pickles and their accompanying facts to be hidden together in the library.

FIND THE PICKLE!



Tradition claims that German families once hid a pickle ornament on the Christmas tree and that the first child to find the pickle on Christmas morning was rewarded with an extra gift. While there is debate on whether or not this has ever been a true German custom, or if it is simply a story invented to sell ornaments, there are many real holiday traditions from around the world that you can learn about.

There are 10 pickles hidden in the library. By each pickle you will find a fact about how the Christmas season is celebrated in a different country. If you read all 10 facts, you will be able to answer the questions on this quiz. Turn your completed quiz in at the Information Desk for a reward!

1. In Chile, Viejo Pascuero enters homes to deliver presents by way of a:
(a) Door (b) Window (c) Chimney (d) Garage
2. What is hidden in the porridge that is traditionally eaten on Juleaften in Denmark?
(a) An almond (b) A ring (c) A miniature pig (d) A raisin
3. How do English children send their letters to Father Christmas?
(a) By mail (b) By balloon (c) By fire (d) By e-mail
4. What is a parol?
(a) A pastry (b) A lantern (c) A flower (d) A song
5. What country is known for its Carols by Candlelight festivals?
(a) Spain (b) Ethiopia (c) Australia (d) Sweden
6. What do Italian children write in their Christmas letters?
(a) Promises of good behavior (b) All of their wrongdoings
(c) A wish list of presents (d) New Year resolutions
7. What word describes a clay jar filled with treats?
(a) Corazón (b) Tarro (c) Abuela (d) Piñata
8. What country's Christmas Day celebrations include the "Urn of Fate?"
(a) Denmark (b) Australia (c) England (d) Spain
9. What color robe do girls in Sweden wear on St. Lucia's Day?
(a) Blue robe with red sash (b) Red robe with white sash
(c) White robe with red sash (d) White robe with blue sash
10. What game is similar to the Ethiopian game of genna?
(a) Field hockey (b) Football (c) Basketball (d) Polo

Figure 4.9 Find the Pickle quiz.

Letterboxing at the Library

Letterboxing is a hobby in which people follow a set of clues in order to find a hidden box. Each box holds a logbook and a rubber stamp, which is often a hand-carved work of art. Letterboxers each have their own stamp, which they imprint into a box's logbook to record their discovery of it. Letterboxers then imprint the stamp from the letterbox into their own personal logbook.

Maureen Brehm, a patron of the Easton Area Public Library (PA), "fell in love with letterboxing as a way to get out, hike, use your brain, exercise, think, and have fun as a family." Realizing that some letterboxes are hidden indoors, and wanting to share her hobby with others, Maureen approached librarian Katie Cardell about starting a letterboxing program at the library. Working together, Maureen and Katie developed a modified letterboxing program to coincide with summer reading. Each week, a new box was hidden in the library for children to discover if they accurately followed a set of clues. Interest in the program far exceeded expectations, and letterboxing has become an annual part of the summer reading program at Easton Area Public Library. The second year the program was offered, there were more than 1,000 participants, and several local child-care centers began making weekly visits to the library just for this activity.

Not only is the library's letterboxing program fun, but it has practical outcomes too! Katie found that following clues helps children to develop counting and directional skills. She notes that, "Over eight weeks, we really notice improvement in the way children read and follow step-by-step instructions. It also serves as a great way to help younger children (and sometimes not-so-young children) learn the difference between left and right, forwards and backwards, up and down."

Supplies

- Small metal boxes—The box must be able to stay closed when hung on the underside of a shelf. The small tins that some breath mints and cough drops are sold in work well.
- Magnets—The magnet needs to be small enough to be glued to the bottom of the metal box, but strong enough to hold the box to the underside of a shelf.
- Rubber stamps—Either purchase premade rubber stamps or design your own with a stamp-making kit. Kits are available online and at art supply stores.
- Ink pads
- Binder rings
- Prizes—Inexpensive novelty toys (temporary tattoos, bouncy balls, etc.) and candy are well received by children at Easton Area Public Library.

Make It Happen

1. To determine the amount of supplies needed and how many letterboxes to make, decide how long to run the program and how often new boxes will be hidden. Easton Area Public Library puts out a new box each Monday during its eight-week summer reading program. Putting out new boxes on a regular basis encourages repeat library visits.
2. Assemble all of the supplies needed for each letterbox. Spray paint metal boxes and attach a magnet to the underside of each. Create a logbook for each box. This can be as simple as cutting sheets of paper small enough to fit the box, punching a hole in the corner of each, and holding them together with a binder ring. Katie recommends making a few extra boxes and logbooks, as the originals occasionally become misplaced during the program. Have extra pages on hand to expand the logbooks if they

become full. Make or buy a rubber stamp for each box. Katie designs stamps that correspond with the year's summer reading theme (Fig. 4.10).

3. Establish guidelines for the program. What ages are invited to participate? Easton Area Public Library opens the program to summer reading participants, although teens and adults express interest in the activity also. Children need to be able to read in order to complete the program independently. With the assistance of an adult companion, letterboxing is suitable for children as young as five. At Easton Area Public Library, children are allowed to find each box as many times as they like but are only permitted one prize per box. If a child has difficulty finding the box, he or she is asked to try two times. If still unsuccessful, a staff member will assist the child.
4. Decide where the letterboxes will be hidden and write a clue sheet for each. Clues should include directions such as: Stand with your back to the water fountain, Take 5 steps forward, Turn right, Take 3 steps forward, Look under the shelf with books about hamsters, and so on. Make the clues for finding each new box progressively harder as the program advances; you might even consider using misdirection to make the discovery more challenging. Children at Easton Area Public Library had to follow nine clues to find the first letterbox, but by week eight, they had to follow 51 clues in order to locate the final box. Example clues that Katie developed for Easton Area Public Library are given in the following section.
5. To kick off the letterboxing activity, Easton Area Public Library held a program called Learn to Letterbox. The summer-long project was explained to families, and children had the opportunity to make their own stamps from craft foam. Holding a similar event at your library would be a good way to promote this passive program, in addition to standard methods like in-house advertising (Fig. 4.11), event calendars, and press releases.
6. Once the program is underway, visitors participate by first stopping at the service desk to pick up a clue sheet. When the box has been found, the person brings it back to the desk. A staff member lends the participant a stamp to print in the logbook, along with the person's initials and the date. The person is then asked to replace the box in its original hiding place before returning to choose a prize. In practice, this program is a variation on traditional letterboxing, as most participants will not have their own personal stamp and logbook.
7. When multiple letterboxes will be in play at the same time, Katie recommends color coding all of the supplies for each box. For example, for the first letterbox, make the covers of the logbook, the clue sheets, and the envelope holding the corresponding rubber stamp purple. Choose a different color for each letterbox that follows.

Sample Short List of Clues for Locating a Letterbox

Start at the front of the youth services desk.

Turn around and face the back wall.

Take 1 side step to the left.

Take 10 giant steps forward.

Take 4 side steps to the right.

Take 4 giant steps forward up the aisle.

Turn right.

Count 4 shelves down from the top.

Do you see the books about pet fish? Look underneath the shelf.

Is something hiding there?

Sample Long List of Clues for Locating a Letterbox

Start at the front of the youth services desk.

Turn right.

Take 4 steps forward.

Turn right.

Take 4 steps forward.

Take 3 side steps to the right.

Take 7 steps forward.

Take 1 side step to the left.

Take 8 steps forward.

Turn left.

Take 3 steps forward.

Take 7 side steps left.

Take 10 steps forward.

Turn right.

Take 3 steps forward.

This isn't right! Wrong way!

Start over at the front of the youth services desk.

Turn around and face the back wall.

Take 11 steps forward.

Take 3 side steps to the left.

Take 9 steps forward.

Turn right.

Take 7 steps forward.

Take 4 side steps right.

Turn left.

Take 6 steps backward.

Turn right.

Take 3 steps forward.

Turn right.

Take 6 steps forward.

Turn left.

Take 6 steps forward.

Do you see all the Dr. Seuss books?

Wrong way again.

Turn right.

Turn right.

Turn right.

Take 8 steps forward.

Turn left.

Take 5 steps forward.

Take 2 sidesteps to the left.

Take 13 steps forward. Almost there!

Take 3 side steps to the right.

Take 3 steps forward.

Turn right.

Take 4 steps forward.

Turn left.

Take 3 steps forward.

Find the spot where the *Percy Jackson* books would be. The author's last name is Riordan.

Look under the shelf directly below where those books would be.

Is something hiding there underneath that shelf?

Evaluation

Distributing small prizes encourages participation in this program, but if only children receive gifts, counting the number of items distributed is not the best way to track participation. Parents and other caregivers are sure to assist children with the program and should be recorded as participants. Keep a sheet for tracking statistics at the service desk, and each time someone asks for a clue sheet, record the number of people in the group.

Alternative Approaches

Consider setting up a permanent letterbox in the library and posting clues for it on one of the letterboxing websites. Maureen has established a Harry Potter letterbox at Easton Area Public Library. A copy of one of the books from the series is jacketed and labeled to look like library material, but inside, the center is carved out to hold a stamp and logbook.

Geocaching is an activity closely related to letterboxing, with hidden boxes containing logbooks but no stamps. Geocaches are found using GPS coordinates, and participants are encouraged to record their experiences finding the boxes online. Set up a geocache at your library and you might just have people visiting your facility for the very first time.

Resources

Books

Cameron, Layne Scott. *The Geocaching Handbook: The Guide for Family Friendly, High-Tech Treasure Hunting*. Guilford, Conn: Falcon, 2011.

CQ Products (Firm). *It's a Treasure Hunt!: Geocaching & Letterboxing*. Waverly, IA: CQ Products, 2007.

Gillin, Paul, and Dana Gillin. *The Joy of Geocaching: How to Find Health, Happiness and Creative Energy Through a Worldwide Treasure Hunt*. Fresno, CA: Quill Driver Books, 2010.

Hall, Randy. *The Letterboxer's Companion: Exploring the Mysteries Hidden in the Great Outdoors*. Guilford, Conn: FalconGuides, 2011.

Peters, Jack W. *The Complete Idiot's Guide to Geocaching*. Indianapolis: Alpha Books, 2009.

Websites

Atlas Quest, <http://www.atlasquest.com> (cited July 21, 2011).

Geocaching, <http://www.geocaching.com> (cited July 21, 2011).

Letterboxing North America, <http://www.letterboxing.org> (cited July 21, 2011).



Figure 4.10 A letterbox with corresponding logbook and rubber stamp. The logbook covers and stamp envelope are both blue. Courtesy of Katie Cardell.

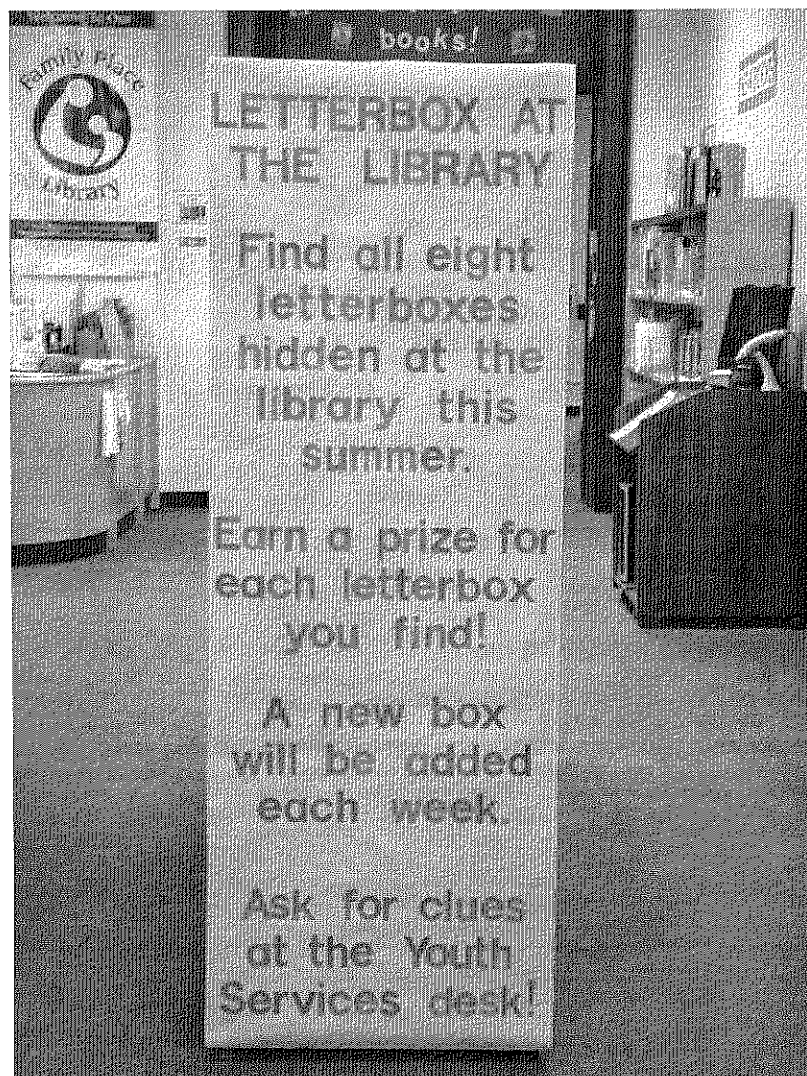


Figure 4.11 One method the staff at Easton Area Public Library uses for promoting programs such as Letterboxing at the Library is to decorate end panels with homemade posters. Courtesy of Katie Cardell.