## Trainer Script Module Six

# Growing Your Intentionality: Keep Yourself and Your Community Supercharged

**Slide 1**: Growing Your Intentionality (title slide)

As we wrap up this intensive training on how to supercharge your storytime practice, we also look forward to how you can keep growing and building on the great things you already do for children and families. We’ll look at advocating for the value of storytimes and finding peer community to help you keep on supercharging.

**Slide 2**: Advocating for the Value of Storytimes and Libraries

We know from the VIEWS2 study and other research that library storytimes DO make a difference in building early literacy skills and giving children an early a start on reading readiness

As you gain practice and comfort with your Supercharged storytimes, you are building the confidence to **advocate for the value of storytimes** to a variety of **stakeholders** you may want to connect with

**Slide 3**: Step Up the Advocacy

We also know that a majority of US voters believe public libraries are essential to communities and are a source of civic pride. However, that trust and satisfaction doesn’t always translate into support for library funding at the ballot box.

These findings from the 2018 update to the *From Awareness to Funding* report make it clear that there’s plenty of room for libraries to step up their advocacy. *We* know we do great things but it’s critical to keep telling that story to all the stakeholders in our communities.

\*\*\**link to Awareness to Funding report: https://www.oclc.org/research/publications/2018/oclcresearch-awareness-to-funding/report.html*

The Project Outcome survey that we learned about in the Assessment Module is a powerful tool to demonstrate impact with data and help the community understand how important it is to keep library storytime funded.

\*\*\**link to the handout The Value of Measuring Outcomes*

**Slide 4**: Annotation Tools

Let’s start with an activity about connecting with stakeholders. We’ll use the checkmark for this. Etc.

\*\*\**Note to trainers: customize as needed for your web conferencing tool*

**Slide 5**: Connecting with Stakeholders (activity)

Who are the stakeholders in your community that you *would like to connect with* to discuss your library’s early literacy services more directly? Place a checkmark in any box that applies. These may or may not be stakeholders you have already connected with.

Enter any other stakeholders not listed in chat

*Trainers*: *add your suggestions for stakeholders that aren’t mentioned in chat*

Other connections might include:

* Summer reading volunteers
* area home school groups
* Parents As Teachers groups
* licensed family child care homes
* Young Mother's Bible Study groups at area churches

**Slide 6**: Building Community Collaboration

This quotation from the pilot Supercharged Storytimes program sums up the list of potential stakeholders:

“I honestly think that everyone in our community is a stakeholder.”

Don’t overlook your own library!

* Does your supervisor really understand the value of what you do?
* And think about the equity aspect of involving everyone in the library –they are all part of the storytime experience for children and families
	+ Go for broad buy-in. Find opportunities to speak at staff meetings of all levels of staff, like branch managers, circ staff, Adult Services staff, reference staff, administrative staff.
	+ You never know what valuable connections any staff member might have with the community
* What about institutionalizing storytimes? Thinks about how to talk to administrators to make *supercharged* storytimes the expectation in the library or system.

**Slide 7**: The Elevator Speech Challenge

[read the challenge]

Why the 30-second limit? If you don’t hook someone’s attention in that amount of time, it’s likely that they will tune out and not hear anything else you have to say.

It’s important to cut right to the essence and the action

…and to tailor it to who you are talking to

Think of it like a 30-second commercial

**Slide 8**: Some Pointers

\*\*\**provide LINK to handout: ECRR\_Elevator-Speech\_samples*

General recommendations for elevator speech:

* Keep it simple and short
* Emphasize the benefit to children and families (and community)
* Customize it to each audience
* Practice so your elevator speech sounds conversational and natural
* Express your enthusiasm; avoid speaking too fast

As you customize, try to be aware of the specific community or audience you are approaching. Saroj Ghoting shared an example about her library’s Somali speaking community from Ethiopia. She learned that they wanted programs that were educational for their children. They weren’t drawn by “fun.” So when the library staff talked with them and their contacts at the New immigrant center, they emphasized the education aspects of storytime programs.

**Slide 9**: Spice It Up

This is an example of a typical response to an elevator encounter that starts with “Where do you work?”

\*\*\**chat activity – ask participants to post responses in chat*

What’s missing in this “elevator speech” (enter in chat)

\*Keeping a specific stakeholder audience in mind, what are some words or phrases you could use to spice it up and make the story compelling? (enter in chat)

*Trainers*: *give examples* ***only*** *if the group doesn’t come up with their own great ideas*

* Example from handout: When I do storytime programs, I help parents and caregivers understand how the fun activities that we do in storytime and that they can do at home helps their children start school ready to learn to read."
* Example 2: “By developing these early literacy skills we are helping our children to become successful citizens later in life.”

**Slide 10**: Early Learning Guidelines

It is helpful to know something about your state’s early learning standards or guidelines for advocating to some community stakeholders.

-Most states have developed early learning standards or guidelines that address children’s development across many areas of learning

Although Supercharged Storytimes has focused primarily on concepts related to **early** literacy, learning is a complex process, where new skills and abilities develop simultaneously.

-Your storytimes support MANY of these areas, *in addition to* early literacy. So, for example, when you’re doing finger plays or working with manipulative, you’re supporting motor development. When you’re talking to kids about what they’re thinking or learning or observing through stories or other activities, you’re supporting social and emotional development, etc.

Making these connections with your storytime explicit can be a powerful advocacy tool with some stakeholders.

**Slide 11**: Keep on Supercharging

Let’s look at some ways to keep your own momentum going

**Slide 12**: Remember the 4th Pillar

The 4th key pillar of Supercharged storytimes is PEER COMMUNITY

**Slide 13**: The Power of Peer Community

It’s more informal than Peer Observation –there are no forms to fill out

Peer community is about inspiring each other, being an encouraging friend

Your storytime peers provide support, encouragement, and information, for beginners and seasoned practitioners alike.

And Supercharged Storytimes participants can Supercharge others who haven’t been through the training

**Slide 14**: Storytime Cycle (1)

You can keep your ***own*** momentum going through the storytime cycle

**Slide 15**: Storytime Cycle (2)

But think how much more motivating it is to have a peer community to

* Share your intentionality for the planning piece
* Share ideas for books, activities and materials in the delivery piece
* And reflect with peers in the assessment phase

**Slide 16**: Finding Peer Community

\*\*\*LINK *to Peer Community Resources handout*

Where can you find your peer community?

Connecting with just 1 or 2 peers for ongoing sharing and reflection –that’s a community

You could form a group to meet regularly, either in person or virtually

Meet up at your state, regional or national conferences

If you’re in a small remote library, it might feel like you have no peers. Here’s a great example from the Montana state library, which is in a very large and very rural state. Their process for pairing up storytime providers was to say, “Find your closest neighbor and sit down together.”

The idea is to create a connection with at least one person they can call and run ideas by, or get feedback from, or even partner with to provide programming

As the state library youth coordinator said, “it’s not very scientific, but it worked for us. My hope is that they feel part of this great community and …will look for ways to contribute to it.  (Sara Groves, MT state library)

Get involved with Storytime Underground. They have a great mission statement:

“In order to be the best we can be, we gather together to share resources, skills, songs, and stories. None of us is the master of storytime, but each of us is a master of one skill, and we can teach that skill.”

**Slide 17**: Celebrate!

Take time to celebrate the amazing and valuable work you do!

SAROJ’s closing thoughts on supercharging our storytimes:

In reflecting on the findings of VIEWS2 study and the resulting model for supercharged storytimes, we find inspiration and reason to rejoice. We can now say with confidence that when we are intentional and integrate interactivity into our storytimes, that children’s early literacy behaviors increase.

Filled with that confidence and joy, we are inspired to learn and grow. We can use our growing knowledge to be more intentional, and our creativity to be more interactive in our storytimes.

Out of that joy, we find a renewed spirit to share our early literacy knowledge, activities and connections with parents and caregivers, and with each other.

As we reflect on the value of our storytimes and rethink ways we can joyfully enhance them, we enrich children’s lives, become stronger advocates, and strengthen the role of the library in our communities.

**Slide 18**

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