

After Emergency Response Mode

Approaching Virtual Storytimes with Intention
CLEL Training for CLRC
2021



Agenda

- Session Norms
- Introduction
- Starting With Why
- Interaction Opportunity: Share Your Why
- Exploring Why's
- Interaction Opportunity: Brainstorming What If's
- The Last Step: How
- Questions & Opinions
- Contact Information

Norms for Our Time Together

- We have one hour together today.
- Please keep cameras and microphones turned off until designated opportunities to turn them on.
- Optional opportunities for interaction will include the chat box, unmuting and speaking, and contributing a collaborative Google Jamboard.
- Please use the chat for questions throughout the session and designate questions with a capital Q first.
 - Q: How do we reach families who are not on social media?
- Please take care of yourself! Fidget, doodle, knit, manage children learning remotely.
 - This training will be recorded and available for later viewing, so please don't worry about forgetting something or missing anything!

Introduction

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- CLEL Training and Advocacy Chair
- ALSC Virtual Storytime Services
Guide Project Coordinator
- Teacher Turned Librarian

[Colorado Libraries for Early Literacy \(CLEL\)](#)

- Established in 2008
- [Annual Conference](#)
- [CLEL Bell Awards](#)
- [StoryBlocks](#)
- Membership is free!





Virtual Storytime
Services Guide

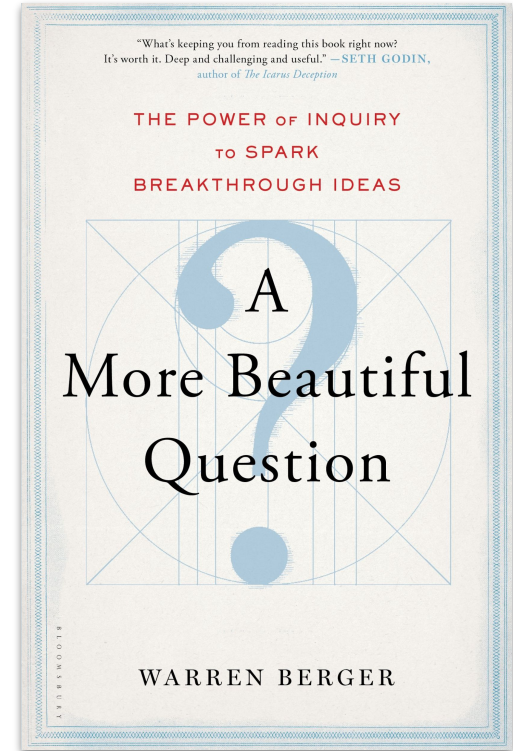
www.ala.org/alsc/virtual-storytime-services-resource-guide

VSS Guide Structure

- 8 Sections:
 - Introduction
 - Copyright
 - Promotions
 - Serving Diverse Children and Families
 - Suggested Practices
 - Technology Tools
 - External Resources to Support Early Literacy
 - Other Virtual Children's Program Ideas
- Each section begins with targeted suggestions and information for library leadership, virtual program editors/marketers, and virtual storytime providers.
- Each section contains additional subsections. For example:
 - Suggested Practices
 - Screen Time
 - Content
 - Messaging
 - Management
 - Presentation

Starting with Why

- Why - What If - How
 - Book Recommendation: [A More Beautiful Question](#) by Warren Berger
 - Shorter Article from [Farnam Street](#)
- For many of us, our first virtual storytime “why” was something like, “well, we have to do this because **can’t** do storytimes in person.”
- ...Why else?

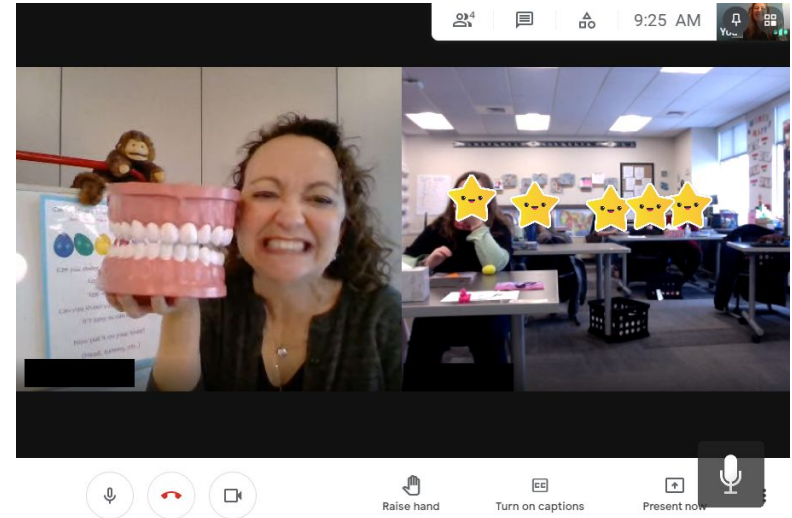


*A More Beautiful Question
(Book) by Warren Berger*

Share Your Why

Why: Relationships Reduce Toxic Stress

- Maintain Existing Relationships
- Build New Relationships
- Incorporate Opportunities for Live Interaction and Connection
 - Through chat and/or unmuting during designated opportunities.
- Share Ownership
 - Ask for book/song suggestions for next time.
- Invite Feedback
 - Ask for immediate feedback (e.g. what part did you like best today?)
 - Follow up with teacher afterwards.



Virtual Sensory Storytime Screenshot

What If We...

- Advertised WHO our virtual storytimes will be with, so families know when to tune in and watch their favorite faces?
- Consistently schedule storytime providers to a specific live storytime day/time, so they can bond as a group and build relationships?
- Made virtual storytime videos available for on-demand viewing, so families can see their favorite faces over and over again?
- Asked our families for feedback and found out what they want/need?
- What Else?

Why: Accessibility Benefits Everyone

- Create a Welcoming Environment
 - Reduce background noise and visual business.
 - Wear a microphone!
 - Ensure one person speaks at a time.
- Slow Down for the Screen
 - Count for 7-10 seconds after asking a question.
- Provide Multiple Means
 - Adapt songs and rhymes for various levels of motor skills.
 - Build in audio description for visuals and verbal directions for activities.
 - Use variation beyond color in flannels.



Modified Mouse House Flannel with Multiple Types of Houses

What If We...

- Made virtual storytimes available for on-demand viewing, so that all families can engage with the content on their own time and schedule?
- Ensured accurate captioning, so that all caregivers are better able to participate in the experience and retain the early literacy messages they see and hear?
- Provided tactile experiences (e.g. pick-up sensory bags) to go with virtual storytime, so that all families are able to engage in the experience through multiple modalities?
- Simplified the path to engagement with our content?
- Reached out to families across the digital divide with Phone-A-Story or radio storytimes?
- What Else?

Why: Provide High-Quality Screen Time

- Incorporate principles from Zero to Three's [E-AIMS Model](#) for choosing media content for young children:
 - Engaging
 - Use names (if appropriate).
 - Actively Involved
 - Ask questions.
 - Meaningful
 - Choose developmentally appropriate content.
 - Social
 - Encourage interaction with caregivers.



What If We...

- Build interaction into live virtual storytimes?
- Build interaction into pre-recorded virtual storytimes?
- Offered age-specific virtual storytimes, so that children interact with developmentally appropriate content?
- Read diverse books, so that all children see themselves meaningfully represented and valued in our virtual storytimes?
- What else?

How: The Last Step

- The devil's in the details!
- Putting “how” last allows you to brainstorm without self-censoring and fully explore all the potential “what-ifs.”
- If one “how” doesn't work, try asking - “how else?” or exploring another “what if?”



ALSC & CLEL
Virtual Storytime Services Guide

Questions & Opinions

Let's Connect!

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