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YOUTH SERVICES PROGRAMMING  
DURING A TIME OF CRISIS

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Jamie Gilmore | Grace Morris | Erica Trotter | Alexandria Wardrip



# Youth Services Programming During a Time of Crisis



## Special Thanks:

We couldn't have completed this document without the support of many fabulous people. We appreciate each and everyone one of you reading this: our sponsors at the Library of Michigan, Cathy Lancaster, Karren Reish, and Shannon White; all the youth services professionals across the country who responded to our survey; and our friends and family. We love you all!

*Jamie Gilmore, Grace Morris, Erica Trotter, and Alexandria Wardrip*

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# Preface

## What does *crisis* really mean?

There are many ways a community can be impacted by crisis or disaster. The Federal Emergency Management Agency describes a disaster as “an occurrence that has resulted in property damage, death, and/or injuries to a community” (1990). This isn't limited to natural disasters - a community crisis may involve civil unrest or other disruption. We know when something has impacted our community - the question is: what can we do about it?

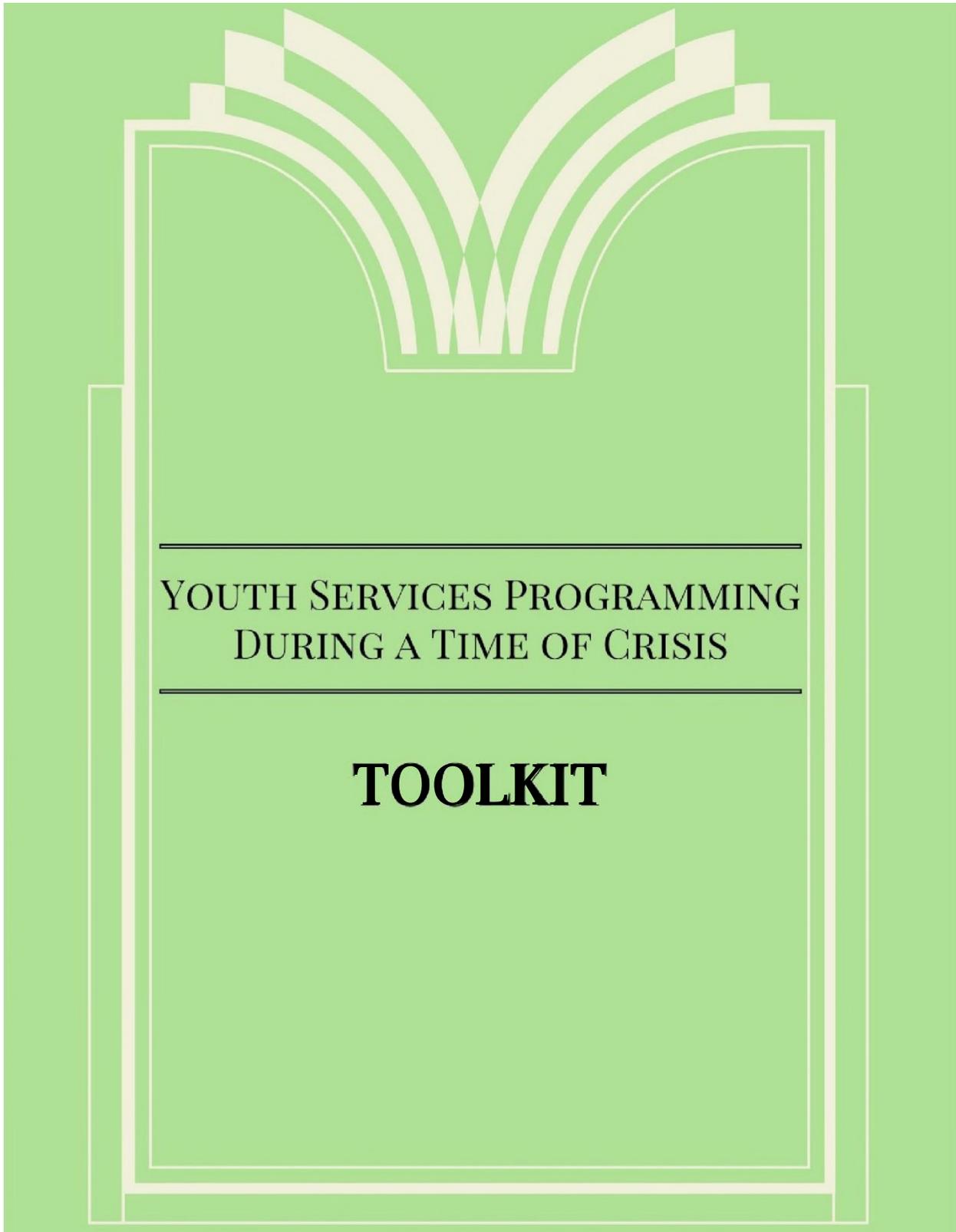
Your library is probably already prepared to respond to emergency. Most libraries have put resources into developing evacuation routes, employee communication systems, and materials protection plans - but fewer have dedicated resources to programming efforts in the wake of a disaster.

## How to use this toolkit

Traditional disaster planning concerns what to do *during* an emergency. This document contains a number of tools you can use to prepare for what to do *after*. From collection management to storytimes to teen advisory boards - these are all current library functions that can be adapted to support your community during a time of crisis. In this document, *time of crisis* refers to any sort of community disruption that severely affects the community.

Sections marked *Thinking Ahead* denote things you can be doing now, while sections marked *In the Moment* indicate programming you can implement when crisis hits. Blank copies of all graphic exercises are available in Appendix C.

This toolkit is intended as a brainstorming and planning exercise. Depending on your library's size, system, or location, not every question may apply to you; this toolkit is not intended as a one—size—fits—all prescription, but rather as a springboard for you to start thinking about how you can apply these principles in your community.



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## Thinking Ahead: Collection Development

One area where we can make an immediate impact is in our physical collections and displays. While admittedly there are few picture books that represent natural disasters, community crises, and disaster preparedness in print at the moment, there are some general themes we can actively add to our collection to better prepare for when disaster strikes.

### Case Study: Saint Tammany Parish Library, New Orleans, LA

After Hurricane Katrina in June 2005, Saint Tammany Parish Library partnered with local educators and parents to distribute the Teaching Strategies guidebook called *Helping Children Rebound: Strategies for Preschool Teachers* by Cate Heroman and Jenna Bilmes. Our staff used the booklist that is included in the publication to start a booklist of materials available at our branch libraries. We researched our own collection to supplement this and we also purchased additional titles. By summer of 2006 we partnered with Save the Children to offer programs for kids about preparing and dealing with weather emergencies. This was a great way to prepare the children for the looming hurricane season and to give them some sense of control. At this point we also began to develop a series of booklists about adapting to all kinds of change, such as moving, death in the family, death of a pet, changing bodies, losing teeth, and starting school.

Now that we have an example, let's look at some focus questions for drawing from your own collection. First we focus on natural disasters and then tackle community crises.

- If you were to have a *natural disaster* (such as a *tornado* or *monsoon*) today, what are five picture books, early readers, chapter books, and other books you'd pull for a display?

**Picture Books:**

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

**Early Readers**

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

**Chapter Books**

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

**(Chapter Books Continued)**

❖ \_\_\_\_\_

❖ \_\_\_\_\_

**Other Books (comics, graphic novels, young adult, etc.)**

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

- If you were to have an *instance of community crisis* (such as *rioting* or *famine*) today, what are five picture books, early readers, chapter books, and other books you'd pull for a display?

**Picture Books:**

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

**Early Readers**

❖ \_\_\_\_\_

❖ \_\_\_\_\_

**(Early Readers Continued)**

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

**Chapter Books**

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

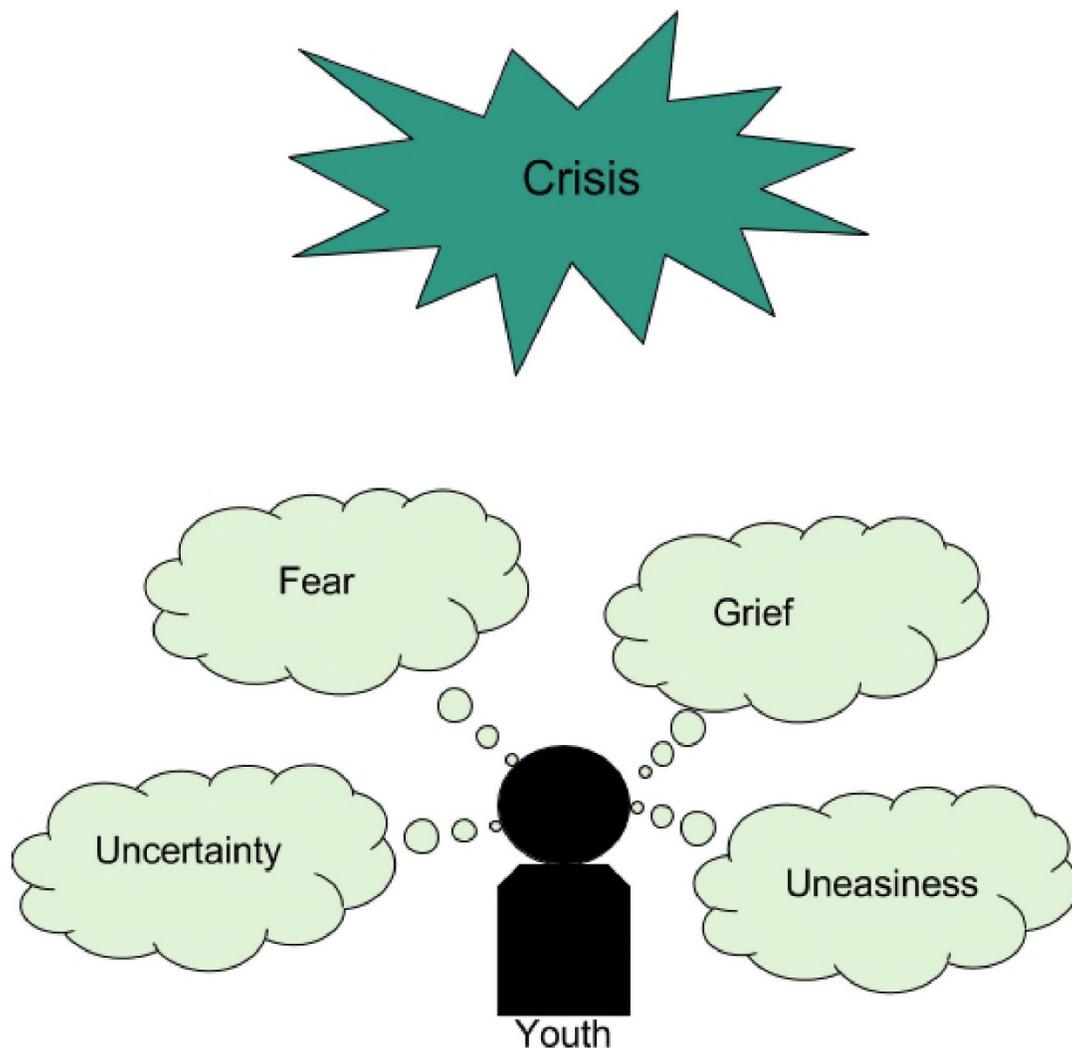
**Other Books (comics, graphic novels, young adult, etc.)**

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_

- What natural disasters and/or community crises does your collection not currently cover?

- Which age groups did you struggle with most for titles?

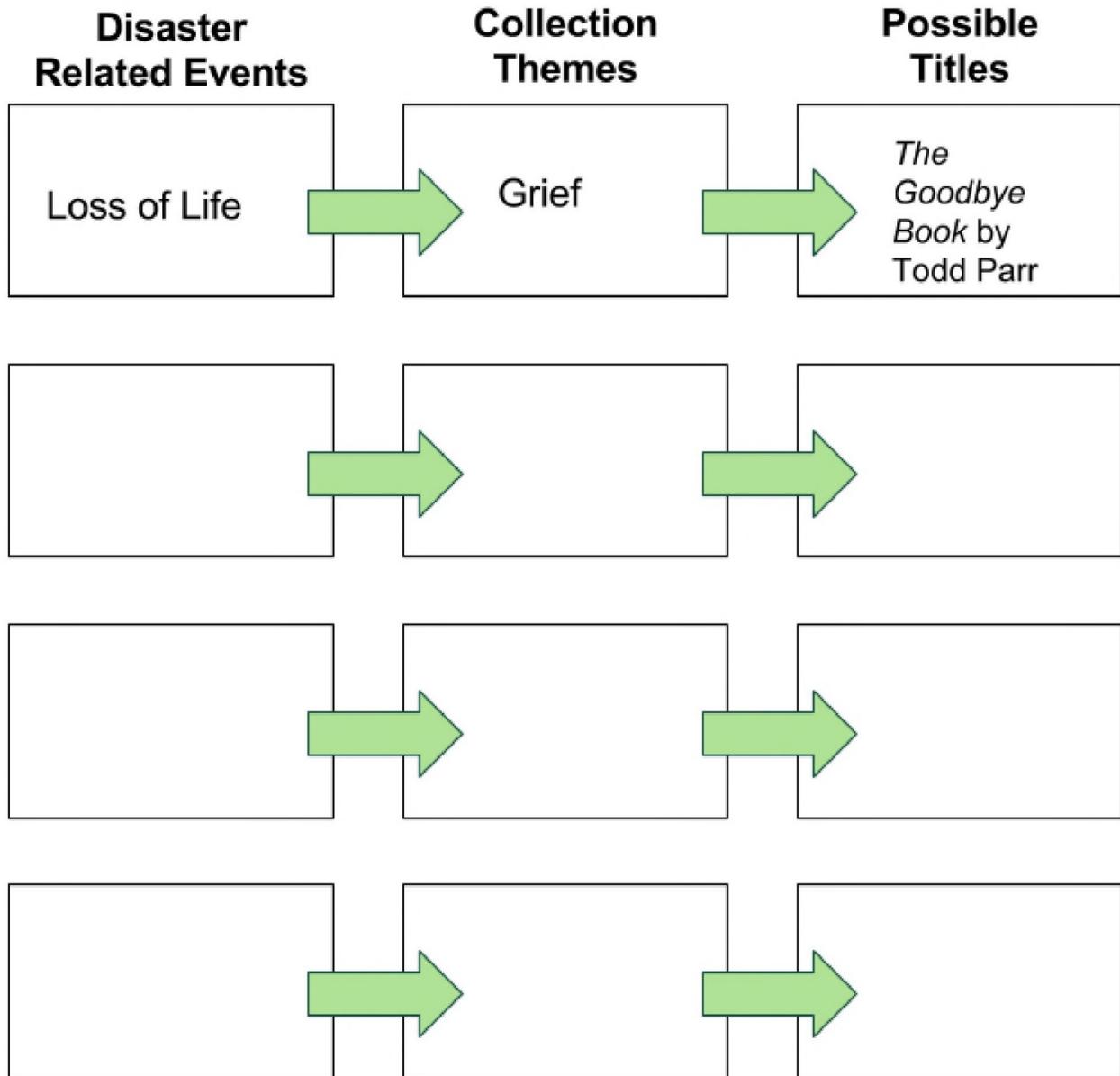
Since disaster-related books for youth are few and far between, let's widen our perspective a bit and consider the emotional roller coaster youth experience during a time of crisis. Let's look at this graphic:



Youth may have trouble understanding or processing disasters; mapping their own emotions on a graphic like this one may help them connect to broader themes like *grief* or *loss*. We can connect to these broader emotions through our collection, too.



These are hard questions to answer. Creating a table may help:



*After cultivating a broad collection, remember to highlight your work with displays. One option is to create Disaster Preparedness Month displays each September!*

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## In the Moment: Preschool and Toddler (Ages 0 - 5) Programming

### Storytime Programming

During a time of crisis storytime becomes a critical tool for connecting with your youth, soothing their fears, and openly addressing or communicating about what's happening in their community. Better yet, many of the following suggestions can be tried out in a non-crisis storytime.

- What storytimes do you already have planned that would be beneficial for times of *natural disaster* (such as *mudslides* or *droughts*)?
  
  
  
  
  
  
  
  
  
  
- What storytimes do you already have planned that would be beneficial for times of *community crisis* (such as *epidemics* or *long-term school closures*)?

During times of crisis you may find that your storytime audience shrinks - or it may expand as community families seek to restore a sense of normalcy to their lives.

- What resources do you have available to expand your storytime space in the event of a larger crowd?
  
  
  
  
  
  
  
  
  
  
- What pre-planned storytimes do you have available to conduct immediately in a time of crisis?

- How mobile is your storytime? How can you easily transport a storytime program into your community if needed (for instance: portable flannel board, etc.)?

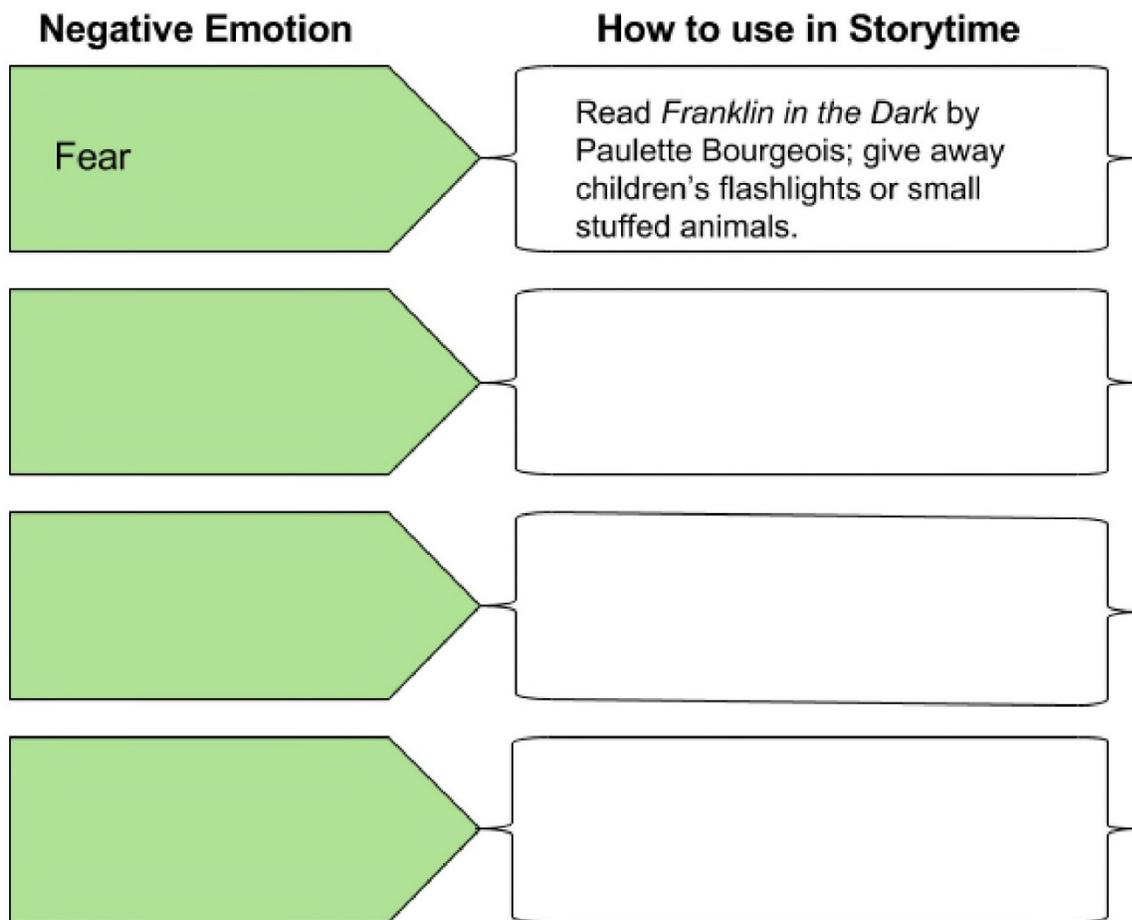
Also consider how you want children to feel when they leave your storytime - reassured? with a feeling of well-being? - and be sure to close on an element that creates this feeling. Use the following table to brainstorm songs or books you could use to create reassuring emotional impacts:

Emotional Impact	Storytime Element	Example
Reassuring feeling before leaving	Closing song	<i>You Are My Sunshine</i>

Although we want our audiences to leave happy and reassured, sometimes it's healthy to address negative emotions as well - especially during times of crisis.

- What *negative emotions* can you address in your storytime?
  - Anger
  - Doubt
  - Fear
  - Frustration
  - Grief and/or loss
  - Guilt
  - Jealousy
  - Sadness
  - Shame
  - Other: \_\_\_\_\_

Try mapping these negative emotions to use in storytime in the diagram below:



## Case Study: Dallas Public Library, Dallas, TX

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In July of 2016 a peaceful protest in Dallas, Texas turned deadly as conflict arose and five community police officers were killed. This tragic event profoundly affected the people of the community leaving many wondering what an appropriate response should be. Lauren Hough, a Youth Librarian with the Preston Royal Library noticed many youth in her community didn't comprehend what was going on around them. She decided to implement the Social Justice Storytimes framework by Storytime Underground as a way to combat misunderstandings of first responders and social crises. The community response has been astounding, she regularly reaches building code constraints and unfortunately has to turn some families away. Currently her storytimes center around mental health and the different emotions we feel and express.

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# In the Moment: Elementary-Aged Programming

## Adapting Regular Programming

- What are your best-attended programs for elementary-aged youth?

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

❖ \_\_\_\_\_

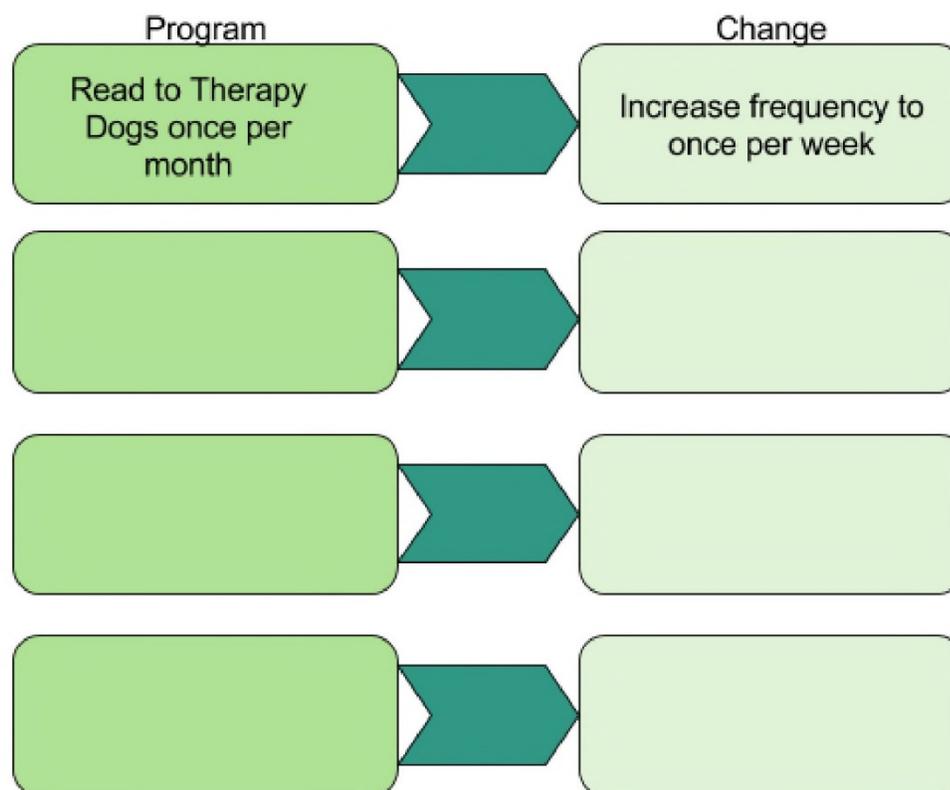
❖ \_\_\_\_\_

- What elements can you adjust within these programs to better address children's needs during a time of crisis?

- Frequency
- Expert presenter
- Themes

- Food distribution
- Crafts
- Other: \_\_\_\_\_

Now let's graph the specifics:



- What programs are other libraries or community groups around you offering for elementary-aged youth?
  
  
  
  
  
  
  
  
  
  
- How can you collaborate with them to bring these programs to your library?

## Special Programming During a Time of Crisis

Special programming may or may not be of use to your community during a time of crisis; you'll have to consider what you *can* do against what your community *needs*. Consider the Saint Tammany Parish Library's experience below:

### Case Study: Saint Tammany Parish Library, New Orleans, LA

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Immediately after Hurricane Katrina, our first response was to be a hub for both residents in our community and also for displaced people who were staying in our community. We showed movies in the afternoons. People didn't really attend the movies. In hindsight, most of us were still concerned with basic necessities - water, food and contacting family. After a few months, when things started to get "back to normal", which was not normal at all, the Children's Services department began to develop resources for families to help deal with the trauma of the storm and its aftermath.

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- If needed, what special programming could your library provide during a time of crisis?
  
  
  
  
  
  
  
  
  
  
- Are there other libraries near you to collaborate with for these programs?
  
  
  
  
  
  
  
  
  
  
- What community organizations can you partner with for these programs?



## In the Moment: Tween and Teen Programming

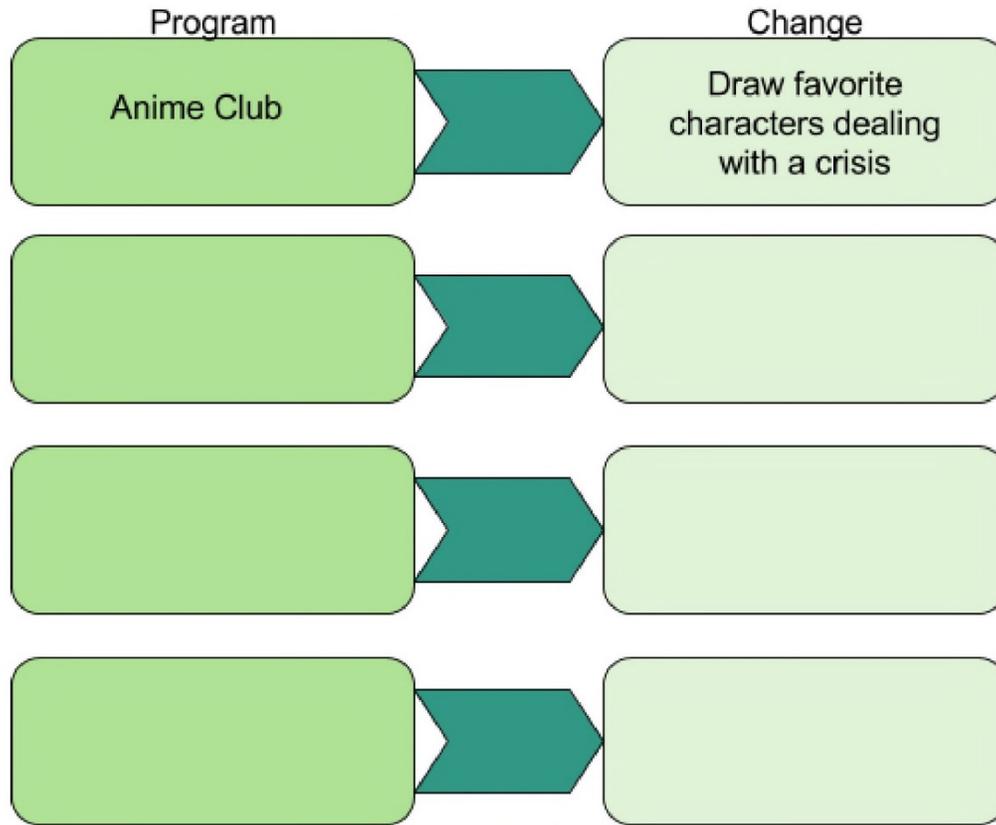
Tweens and teens walk a difficult line between child, youth, and adult. You can apply the same principles here as in the Elementary section: adapting and implementing regular, special, and passive programming, with consideration for tweens' and teens' developmental and social needs.

### Adapting Regular Programming

- What are your most popular **tween** programs & what elements can you adjust within these programs to better address **tweens'** needs during a time of crisis?



- What are your most popular **teen** programs & what elements can you adjust within these programs to better address **teens'** needs during a time of crisis?



- What programs are other libraries and community groups around you offering for tweens and teens?

- How can you collaborate with them to bring these programs to your library?



*Don't forget passive programming for tweens and teens as well!*

## Tween and Teen Advisory Boards (TAB)

Who doesn't love their TAB? Getting them on board with time-of-crisis programming and involved in creating community relationships is key to keeping your library's response relevant.



*See Appendix B: Tween and Teen Advisory Board Time of Crisis Lesson Plan.*

## Creating Safe Spaces: Physical

Tweens and teens need physical places in which they feel safe and comfortable. This is especially true during a time of crisis when they may feel that their entire world is topsy-turvy. Let's brainstorm ideas on how to create this safety feeling *before* disaster or crisis strikes:

### Libraries With Dedicated Tween and Teen Spaces

If you have dedicated spaces in your library for tweens and teens, take stock before a time of crisis to ensure your space exudes calm, comfortable, and safe feelings. Consider the decorations, furniture, collections, and even who is able to be in the space - are adults and/or younger children driving your tweens and teens out of their own spaces?

### Libraries Without Dedicated Tween and Teen Spaces

- Is there an area in your library that tweens and/or teens regularly use?
  
  
  
  
  
  
  
  
  
  
- What can you do to make a space (even temporary) for tweens and/or teens?



## Creating Safe Spaces: Digital

The following case study highlights the importance of creating safe spaces within the digital world:

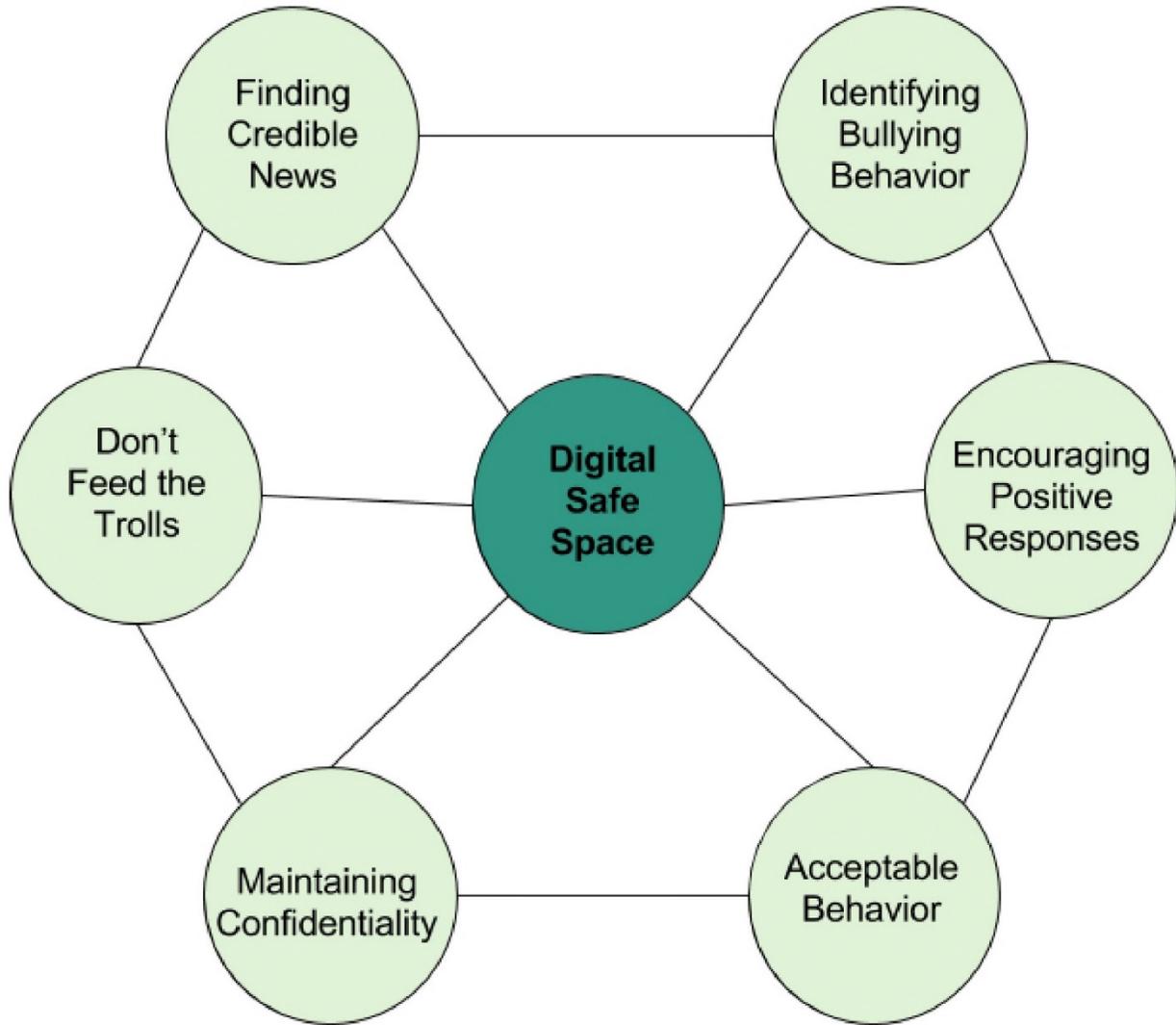
### Case Study: Seaside Public Library, Seaside, OR

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Esther Moberg didn't know that when she took on the role of secondary Public Information Officer (PIO) as part of her Director duties with the Seaside Public Library in Oregon that she'd soon become adept at creating digital safe spaces for teens. However in July 2016, after the shooting of Police Officer Jason Gooding, that's just what happened. Esther was responsible for moderating information on the city's Facebook pages, including the Library, Police, and City pages, especially after the news was broadcast on national media. She found that teens were finding the negative information first because of their high social media usage. From this incident Esther has the following tips:

- Start discussions on finding credible news sources, identifying bullying behavior, and how not to feed into the 'trolls' - someone who posts outlandish comments seeking to provoke other commenters - with your teens ASAP!
  - On the topic of trolls, make sure teens know that sometimes the best response is a non-response. Some teens may have no frame of reference for appropriate behavior online and may think they have to respond to every negative comment especially if they become particularly nasty, threatening, or divisive.
  - When comments escalate, getting as much information or screenshots of the actual messages before they are taken down is usually the most helpful for police or other authorities. Then make sure your teens know *how* to report to the proper authorities (or even a trusted librarian who can then pass on the information).
  - Be willing to consider a safe space for discussion of the event or the impact on teens' lives whether that is a low-key event just talking about it in a neutral environment, simply being available for your teens, or possibly a scheduled event that includes police or school advisors that can help with trauma response.
-

Let's look at a graphic to show what went into creating digital safe spaces for tweens and teens at the Seaside Public Library:



*Appendix C includes blank copies of this graphic for digital and physical safe spaces. While the physical safe spaces are not included in this graphic, use the blank copy to sketch out what goes into keeping your tween and teens spaces safe.*

## Thinking Ahead: Community-Based Collaborative Relationships

### Identifying Potential Community Partners

Some library systems have outreach departments who create relationships with community partners, some libraries don't and Youth Services staff may have to start from scratch. Either way, creating a strong network of relationships focused on providing the best care possible for your community *before* a time of crisis can actually lighten the load on your library and Youth Services staff *during* and *after* a time of crisis.

### Examples of Community-Based Collaborative Partners for your Library

#### Government

- City Councils
- Department of Health
- Community Mental Health
- Police
- Fire & Rescue

#### Community

- Food Pantries
- Religious Organizations
- Shelters
- News/Media
- Community Foundations

#### Library Groups

- Friends
- School Libraries
- State Libraries
- Consortia
- Neighboring Libraries & Districts

#### National Groups

- NGO Groups (United Way)
- ALA
- IFLA
- ALSC
- YALSA



- Have you made other contacts and/or collaborations from this organization?
- Is this organization working with any other youth-focused groups? If so, are you working with those groups as well?
- Does this organization have any potential for disaster mitigation or disaster preparedness programs? If so, have you approached the subject with them before?

After looking at who you are collaborating with now, take a look at other organizations in your community with which you don't yet have a working relationship. This may be hard to tackle, so let's look at some focus questions:

- Who do your existing contacts know or work with? Can they connect you with new organizations?
- Who is missing from your network of connections?

- What organizations or groups are especially popular in your community? If you don't have a relationships with them yet, how can you create one?
  
- Are there organizations in your community whose purpose is to connect people with services? Are you in contact with them? Who can they put you in contact with?
  
- Are there local government boards or councils you can introduce yourself (and the library) to?
  
- What other libraries or library systems are around you?
  
- How can you collaborate with those libraries or systems? What specific programs could you collaborate on?



## Be Proactive

We as libraries need to be proactive in establishing these relationships - in most cases, we will need to do the reaching out first. When contacting a new potential partner, be sure to include:

- Who you are
- What you would like from the potential partner
- What the library can offer
- How this is a mutually beneficial arrangement

Establishing relationships with community partners is a key first step to building a network of connections to call upon in a time of crisis. We as library staff need to be intentional in both creating and maintaining these relationships, and extend them further than we have traditionally done.



*Building a strong foundation today may be the difference between a library that actively mitigates a disaster and one that merely survives it.*

## Case Study: Marian Wright Edelman Library, Bennettsville, SC

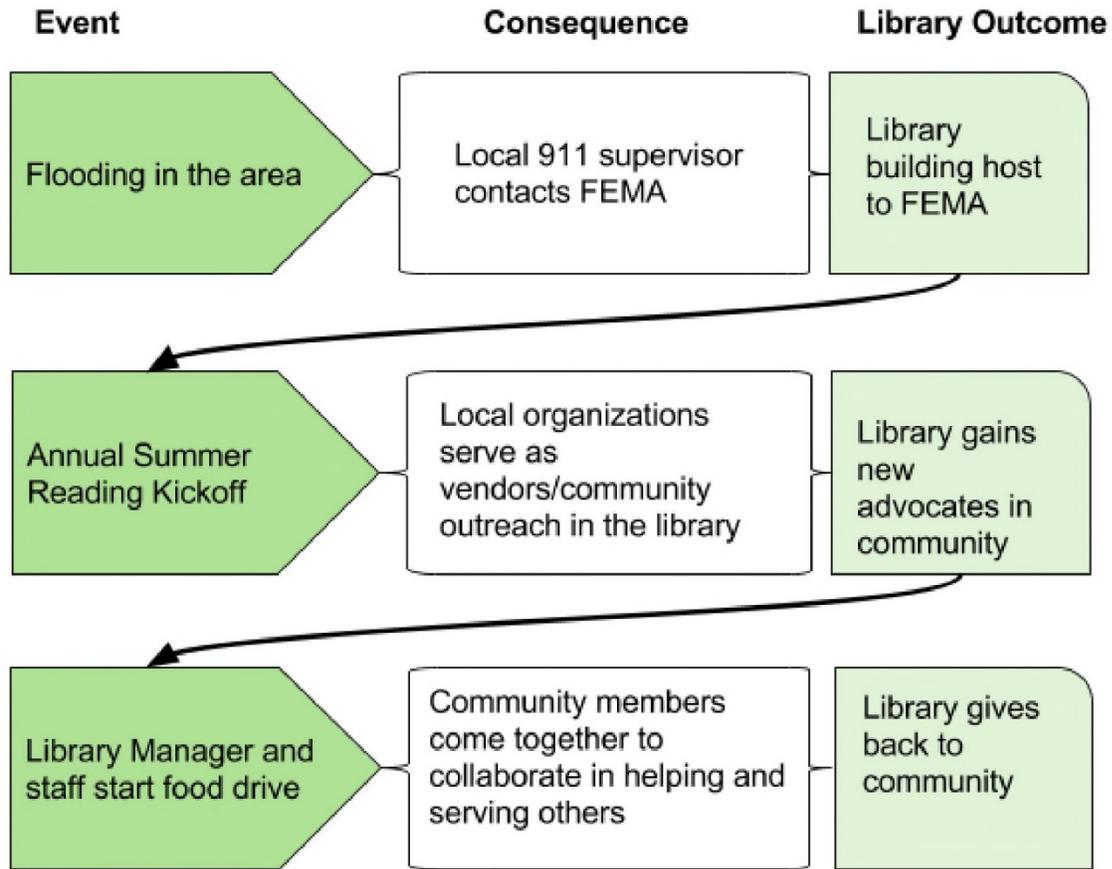
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When flooding struck in South Carolina, the Marian Wright Edelman Library hosted the Federal Emergency Management Agency (FEMA), enabling community members to access valuable emergency services. This collaboration was made possible by the relationship between the library and the local 911 supervisor, who contacted FEMA and made the offer on behalf of the library.

Now these relationships are maintained and renewed in part through the hosting of local community organizations at the library's annual Summer Reading kickoff. This facilitates connection between community members and organizations in an engaging context, and familiarizes community members with available services - before they need them!

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Here's what the flood and resulting collaborations looked like:



- What are some community collaborations that already exist in your community - and where are the gaps?
  
- How can you help fill these gaps?

## What now?

You've put a lot of work into creating relationships with community partners, city government, other libraries - so now what? The next part is the best part: use those connections. Why not add in some guest storytime readers and give your voice a rest? City and state legislators are always looking for positive PR, so why not invite them to one of your monthly programs? Put those connections to work!

Let's chart out some options:

Group	Library Program	Use of Group	Benefits
First Responders (Police, EMT, Fire, etc.)	Summer special program, perhaps as a part of summer reading kickoff.	Showcase what First Responders do, their vehicles, etc.	Free special program, provides positive learning experience for youth, library known to First Responders.



*When contacting potential partners, don't forget to highlight the benefits of collaboration or the proposed events for them. If they're not available, ask if they know of another group or individual who would be interested!*

## Conclusion

After reviewing this toolkit, you should have a better direction for how you can implement programming for children and youth at your library during a time of crisis, including:

- Collection development
- Storytimes
- Adapting regular programming
- Special programming
- Passive programming
- Tween and Teen Advisory Board inclusion
- Creating safe spaces
- Creating community-based collaborative relationships

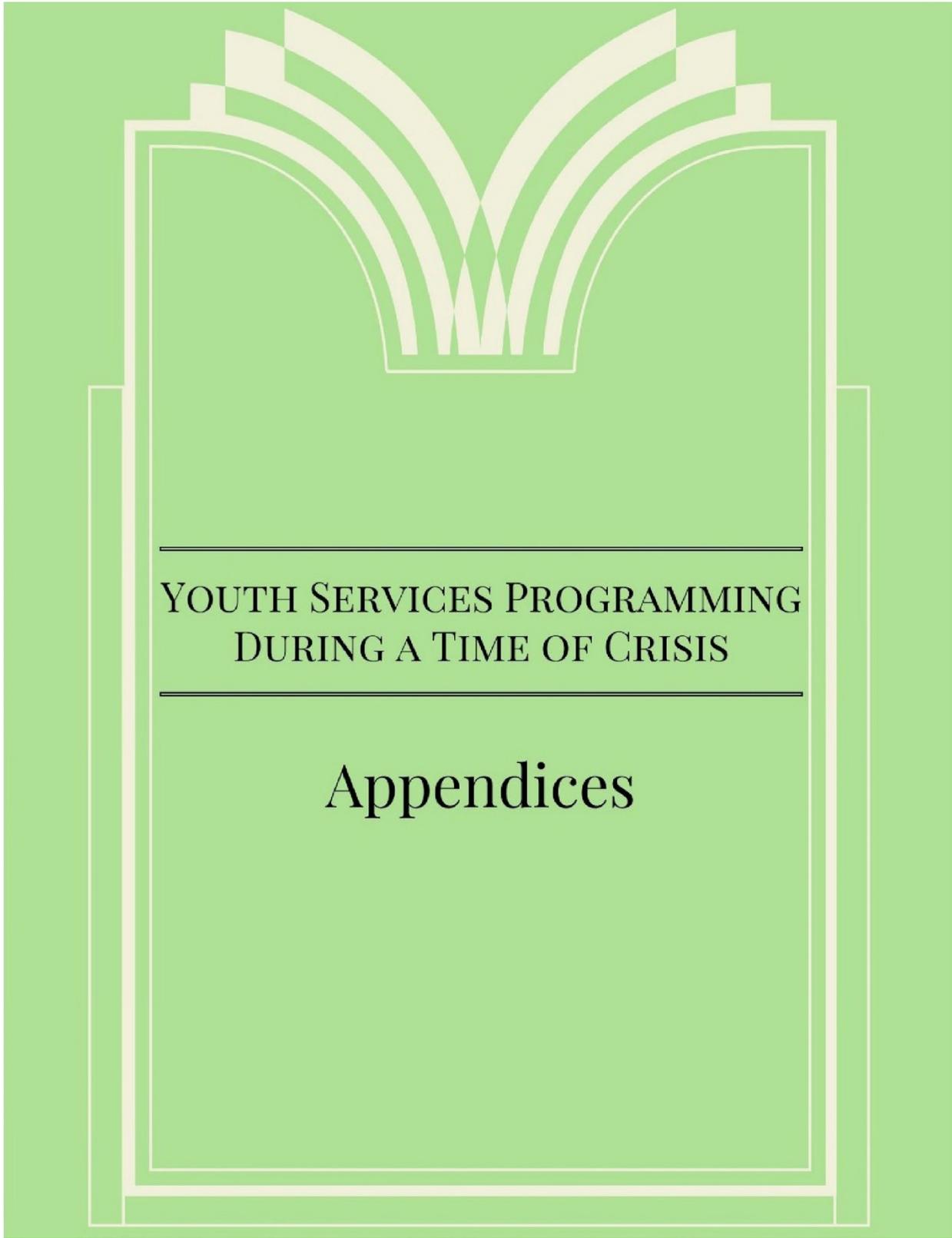
Next steps could include:

- Share your completed toolkit with members of your department/library
- Design resources to implement post-crisis programming
- Create a timeline to implement your ideas
- Revisit toolkit annually to keep it up to date!

### Additional Considerations Not Covered in This Toolkit

- **Special populations:** This toolkit does not address the needs of all populations that may be present among the children, tweens, and teens at your library, such as youth with mental or physical disabilities, or those for whom English is a second language. Take some time as you're planning post-crisis programming to consider how these populations' needs might be addressed.
- **Library size and location:** your disaster-planning and programming efforts will necessarily take place within the context of your organization, and may be affected by factors such as library size and geographic location. Ultimately, you know your library best - use this toolkit as a foundation and build a programming plan that best suits your community.

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Appendices

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## Appendix A: More Resources

No single document can cover the entirety of disaster planning or emergency preparedness. For a more in-depth look at these topics, try these resources:

### Online Resources

These resources are freely accessible on the internet.

#### Caring for Children:

- American Academy of Pediatrics  
<https://goo.gl/kLeCW4>
- National Association for the Education of Young Children, Tips to Help Children Cope With Disasters  
<http://www.naeyc.org/tyc/article/helping-children-cope-with-disasters>
- Ready.gov, Coping with Disaster  
<https://www.ready.gov/coping-with-disaster>
- Ready.gov, Resources for Kids and Educators  
<https://www.ready.gov/kids/educators>
- SaveTheChildren.org, Unique Needs of Children in Emergencies  
<https://goo.gl/x1WOJ0>
- Teaching Strategies, Helping Children Rebound  
<https://goo.gl/mAhVbP>

#### Children's Activity Books:

- American College of Emergency Physicians (several resources at link)  
<http://www.disasterhero.com/resources/kids>
- American Red Cross, The Be Ready Book  
<https://goo.gl/JfzpLS>
- Center for Disease Control Office of Public Health Preparedness and Response, Ready Wrigley Books (several at link)  
<https://www.cdc.gov/phpr/readywrigley/books.htm>

(Children's Activity Books Continued)

- Federal Emergency Management Agency's Community and Family Preparedness Program and American Red Cross Community Disaster Education, Ready....Set....Prepare!  
<https://www.utah.gov/beready/family/documents/ReadySetPrepare02.pdf>
- Federal Emergency Management Association, Disaster Preparedness Coloring Book  
<https://www.fema.gov/pdf/library/color.pdf>
- New York City Office of Emergency Management, Be Ready. Be Safe.  
[https://www1.nyc.gov/assets/em/downloads/pdf/coloring\\_book.pdf](https://www1.nyc.gov/assets/em/downloads/pdf/coloring_book.pdf)
- Ready.gov, Ready Kids Activity Book  
[https://www.ready.gov/translations/spanish/ninos/downloads/inschool\\_book.pdf](https://www.ready.gov/translations/spanish/ninos/downloads/inschool_book.pdf)
- Sesame Street, Fire Safety Coloring Book  
<https://goo.gl/BVruJ7>
- State of Hawaii, Tsunami Safety Booklet  
[http://www.tsunami.noaa.gov/docs/htsb\\_final\\_smfile.pdf](http://www.tsunami.noaa.gov/docs/htsb_final_smfile.pdf)

Community Collaboration:

- ALA, Community Collaboration  
<https://goo.gl/Uc1c5v>
- ALSC & AASL Collaborative Community Forum - March 2017  
<http://www.ala.org/alsc/communityforum-mar2017>
- Murray Shepherd, Library Collaboration: What Makes it Work?  
[http://iatul.org/doclibrary/public/Conf\\_Proceedings/2004/Murray20Sheperd.pdf](http://iatul.org/doclibrary/public/Conf_Proceedings/2004/Murray20Sheperd.pdf)

Disaster Planning:

- Alabama Public Libraries, Sample Disaster and Emergency Plan  
<https://goo.gl/bQollv>
- American Library Association, 30 Emergency Preparedness Tips  
<https://goo.gl/q9uGx9>
- American Library Association, Disaster Preparedness and Recovery Resources  
<http://www.ala.org/advocacy/govinfo/disasterpreparedness>
- American Library Association, Disaster Response: A Selected Annotated Bibliography  
<https://goo.gl/6FIWE4>
- California Preservation Program, Disaster Planning Workbook and Exercises  
<https://www.calpreservation.org/disasters/index.html>

(Disaster Planning Continued)

- Conversation Online, Disaster Preparedness Resources  
<http://cool.conservation-us.org/bytopic/disasters/>
- Department of Homeland Security, Emergency Plan Templates  
<https://www.ready.gov/make-a-plan>
- dPlan, Online Disaster Planning Tool  
<http://www.dplan.org/>
- Extension Disaster Education Network  
<http://eden.lsu.edu/Pages/default.aspx>
- Federal Emergency Management Agency, Children & Disaster Newsletter  
<https://www.fema.gov/media-library/resources-documents/collections/475#>
- Federal Emergency Management Agency, Training  
<https://training.fema.gov/emi.aspx>
- Federal Emergency Management Agency, Youth Preparedness Council  
(contacts by state)  
<https://www.ready.gov/youth-preparedness-council>
- International Federation of Red Cross and Red Crescent Societies, Disaster Management  
<http://www.ifrc.org/en/what-we-do/disaster-management/>
- Red Cross, Hurricane Preparations  
<https://goo.gl/CDzOmS>
- Red Cross, Personal Emergency Planning  
<http://www.redcross.org/get-help/prepare-for-emergencies/be-red-cross-ready>
- Red Cross, Types of Disasters and Plans  
<http://www.redcross.org/get-help/prepare-for-emergencies/types-of-emergencies>

Funding:

- Federal Emergency Management Agency, Community Service Programs  
<https://www.fema.gov/community-services-programs>
- Federal Emergency Management Agency, Pre-Disaster Mitigation Grant Program  
<https://goo.gl/bPxmVt>

#### Libraries Who Have Dealt With Disasters:

- Civil Unrest - Baltimore's Library Stays Open During Unrest: Q&A with Carla Hayden, American Libraries Magazine, May 1, 2015  
<https://americanlibrariesmagazine.org/blogs/the-scoop/qa-carla-hayden-baltimore>
- Hurricane Katrina - Libraries Damaged, Librarians Respond, After Hurricane's Fury, Library Journal, September 15, 2005  
<http://lj.libraryjournal.com/2005/09/ljarchives/libraries-damaged-librarians-respond-after-hurricanes-fury/#>
- Superstorm Sandy - Superstorm Sandy Diary: The Mobile Library at Peninsula, The Queens Library Blog, March 8, 2013  
<http://www.queenslibrary.org/blog/superstorm-sandy-diary-the-mobile-library-at-peninsula>

#### Programming:

- Federal Emergency Management Agency, Children and Youth Preparedness Social Media Toolkit  
<https://www.ready.gov/youth-toolkit>
- Federal Emergency Management Agency, Student Tools for Emergency Planning (STEP)  
<https://www.fema.gov/media-library/assets/documents/110946>
- Federal Emergency Management Agency, Teen Community Emergency Response Team Programs (Teen CERT)  
<https://www.fema.gov/teen-community-emergency-response-team>
- Storytime Underground, Storytime Social Justice Kit  
<http://storytimeunderground.org/2016/12/30/storytime-for-social-justice-kit/>
- Therapy Dogs International  
<http://www.tdi-dog.org/OurPrograms.aspx?Page=Libraries>
- YALSA on Teen Advisory Groups  
[http://wikis.ala.org/yalsa/index.php/Teen\\_Advisory\\_Groups](http://wikis.ala.org/yalsa/index.php/Teen_Advisory_Groups)

## Further Reading:

These resources are available in print or from journal distributors.

- Beales, D. L. (2002). Before disaster strikes: essentials of formulating a library emergency management plan. *Journal of Hospital Librarianship*, 3(4), 11-24. [http://dx.doi.org/10.1300/J186v03n04\\_03](http://dx.doi.org/10.1300/J186v03n04_03)
- Council of School Health. (2008). Disaster planning for schools. *Pediatrics*, 122(4), 895-901. <https://doi.org/10.1542/peds.2008-2170>
- Halsted, D. D., Clifton, S. C. & Wilson, D. T. (2014). *Library as safe haven: Disaster planning, response, and recovery: A how-to-do-it manual for librarians*. Chicago, IL: American Library Association.
- Hamilton, R. (2011). The state library of Louisiana and public libraries' response to hurricanes: issues, strategies, and lessons. *Public Library Quarterly*, 30(1), 40-53. <http://dx.doi.org/10.1080/01616846.2010.525385>
- Kaaland, C. (2015). *Emergency preparedness and disaster recovery in school libraries: Creating a safe haven*. Santa Barbara, CA: Libraries Unlimited.
- Newman, D., & Newman, N. (2015). Are disaster and emergency plans truly complete? *Library Leadership & Management*, 29(3), 1-13.
- Paulaitis, G., Vardell, E. and Shipley, J. (2011). Collaborating With Public Librarians to Promote Emergency Preparedness and Safety Awareness. *Journal of Consumer Health on the Internet*, 15(4), 313-321. <http://dx.doi.org/10.1080/15398285.2011.623556>
- Scannell, L., Cox, R. S., Fletcher, S. & Heykoop, C. (2016), "That was the last time I saw my house": The importance of place attachment among children and youth in disaster contexts. *American Journal of Community Psychology*, 58 (1-2): 158–173. <http://dx.doi.org/10.1002/ajcp.12069>
- Stark-Smith, G., & Booher, N. (2014). It is important to be friends with a public library: A story of OBOB collaboration. *OLA Quarterly*, 20(1), 22-23. <http://dx.doi.org/10.7710/1093-7374.1009>

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## Appendix B: Tween and Teen Advisory Board Time of Crisis Lesson Plan

Keep Calm and Think About Disaster (Reproducibles found on pages 50/51): start the TAB meeting by inviting your teens to fill out the following worksheet. It may help you get an idea of how your TAB feels and help them put their own thoughts and feelings into words. Build conversation about community response and encourage your teens to articulate ideas about what the library and they themselves can do.

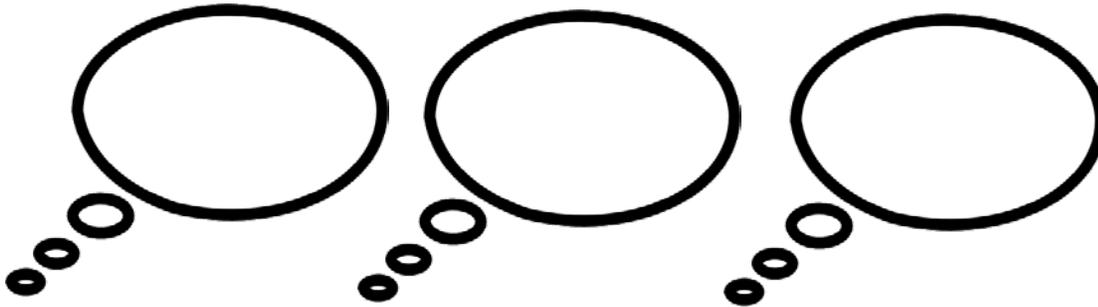
Disaster Display in the Library (page 52): guide your teens in creating a disaster-themed display for the library. Allow them to explore the collection and encourage them to articulate why they prefer some materials over others.

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## Keep Calm and Think About Disaster



- What Disasters do we fear and how likely are they to happen?



- What is the role of the **library** in response to a time of crisis?

- What about the **TAB**?

- What is **my** role?

A partner to the library may be an individual or group that has worked with or is willing to collaborate with the library in serving the community. What partners do the teens or the TAB have in our community?

How can we create relationships with these community partners?

What can I do specifically to reach community partners?

Phone Call

Visit

Social Media Interaction

Email

Other: \_\_\_\_\_

What is at least one program idea we (TAB) could design and conduct for different age groups in the library?

# Disaster Display in the Library

## Objectives

- Assist teens in learning about disasters
- Highlight disaster-related material in your collection
- Allow teens to actively participate in library practices

## Materials

- Paper
- Markers/writing tools
- Empty display area
- Library materials related to disaster

- ★ Teens can begin by looking for and discussing various disaster related materials in the library. They can talk about which disasters occur in their area, or even which disasters they want to highlight.
- ★ Next teens can discuss the display. If there are several areas to choose from, they might talk about which area would be best to put the materials and why.
- ★ Design! Now it's time for the teens to create the display. They might create any signage, etc. that they want to use in the display.
- ★ Create! Now teens can put their display together, or if this is not plausible, they can present their design to the librarian and have him/her put it together for them.

## Moving Forward

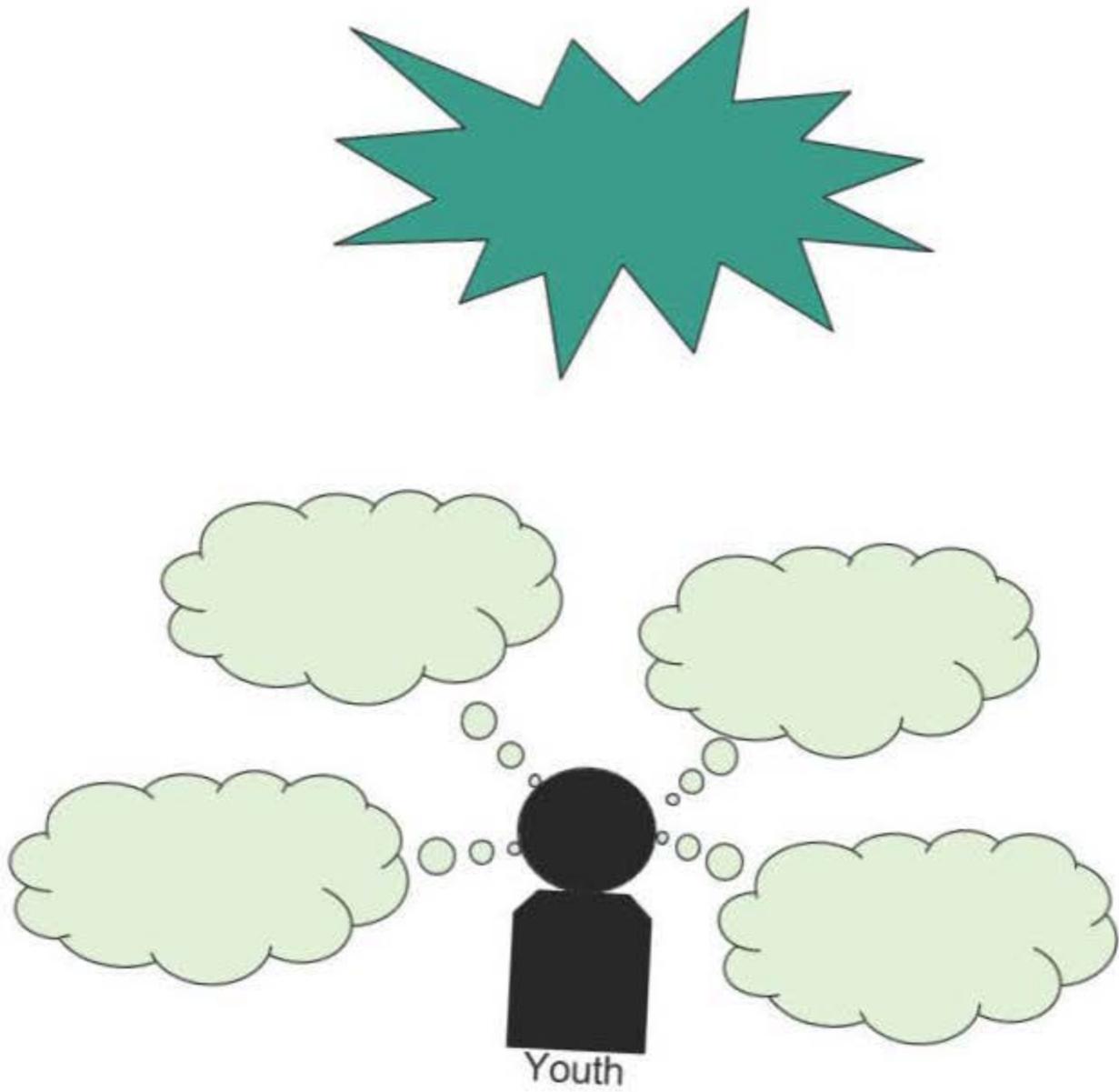
- Wrap up any ideas or thoughts the teens have about disaster (or anything else discussed at the TAB)
- Reflect on the initial worksheet. What's next for the TAB or library to tackle?

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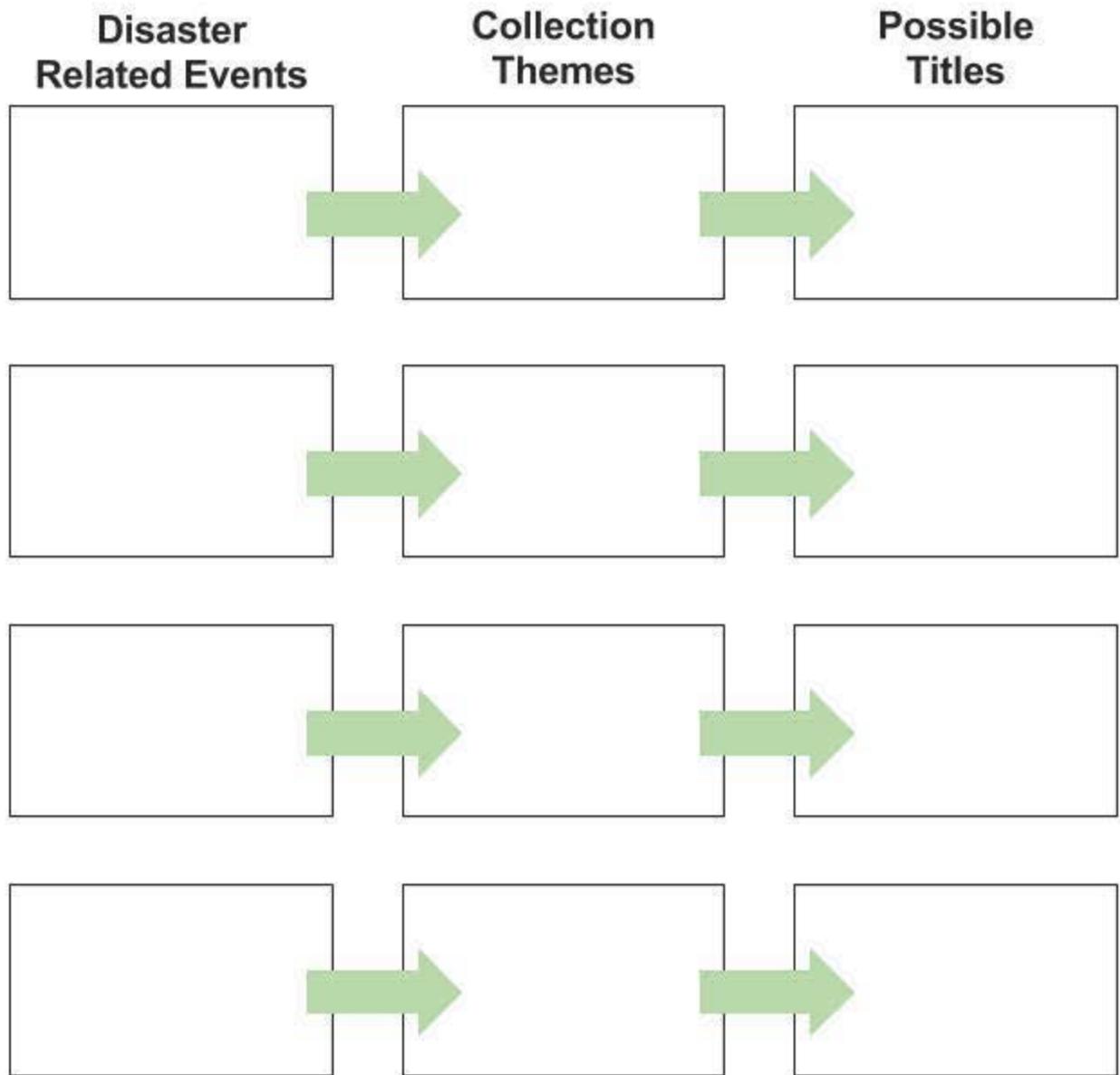
## Appendix C: Blank Illustrations

Please feel free to copy blank graphics included below and complete in relation to your library.

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Graphic is found on page 13 of toolkit.



Graphic is found on page 15 of toolkit.

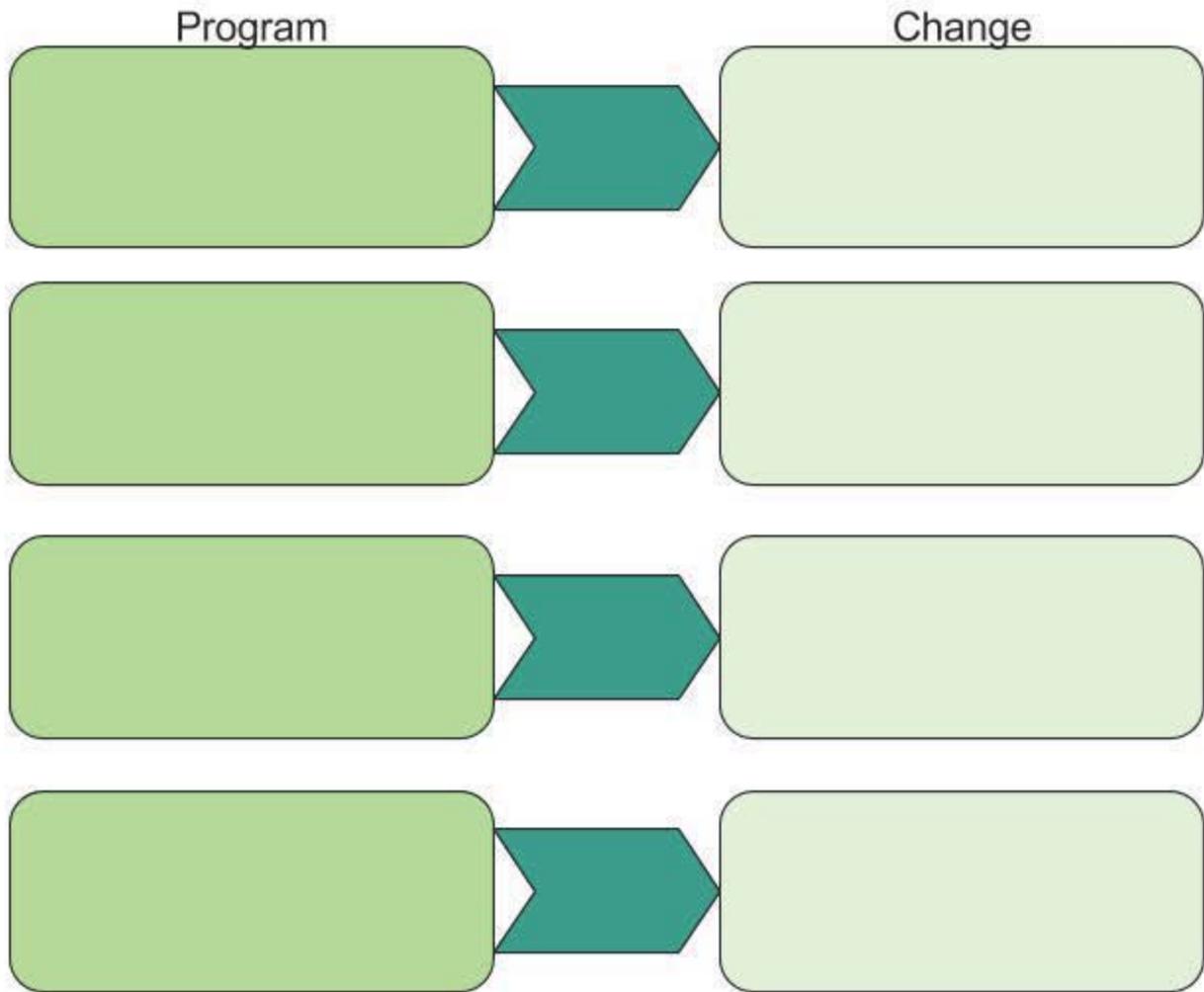
Emotional Impact	Storytime Element	Example

Graphic is found on page 18 of toolkit.

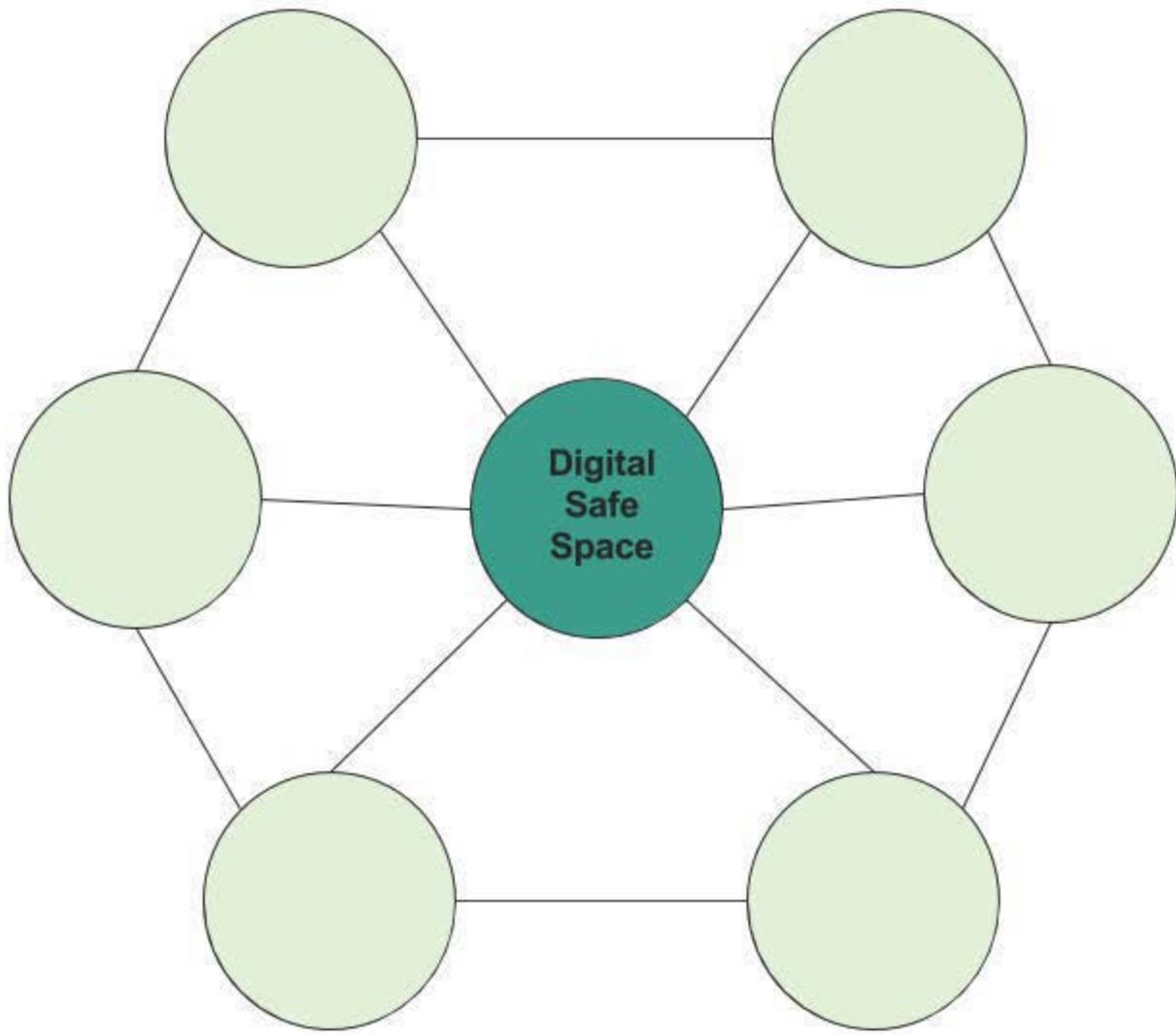
**Negative Emotion**

**How to use in Storytime**

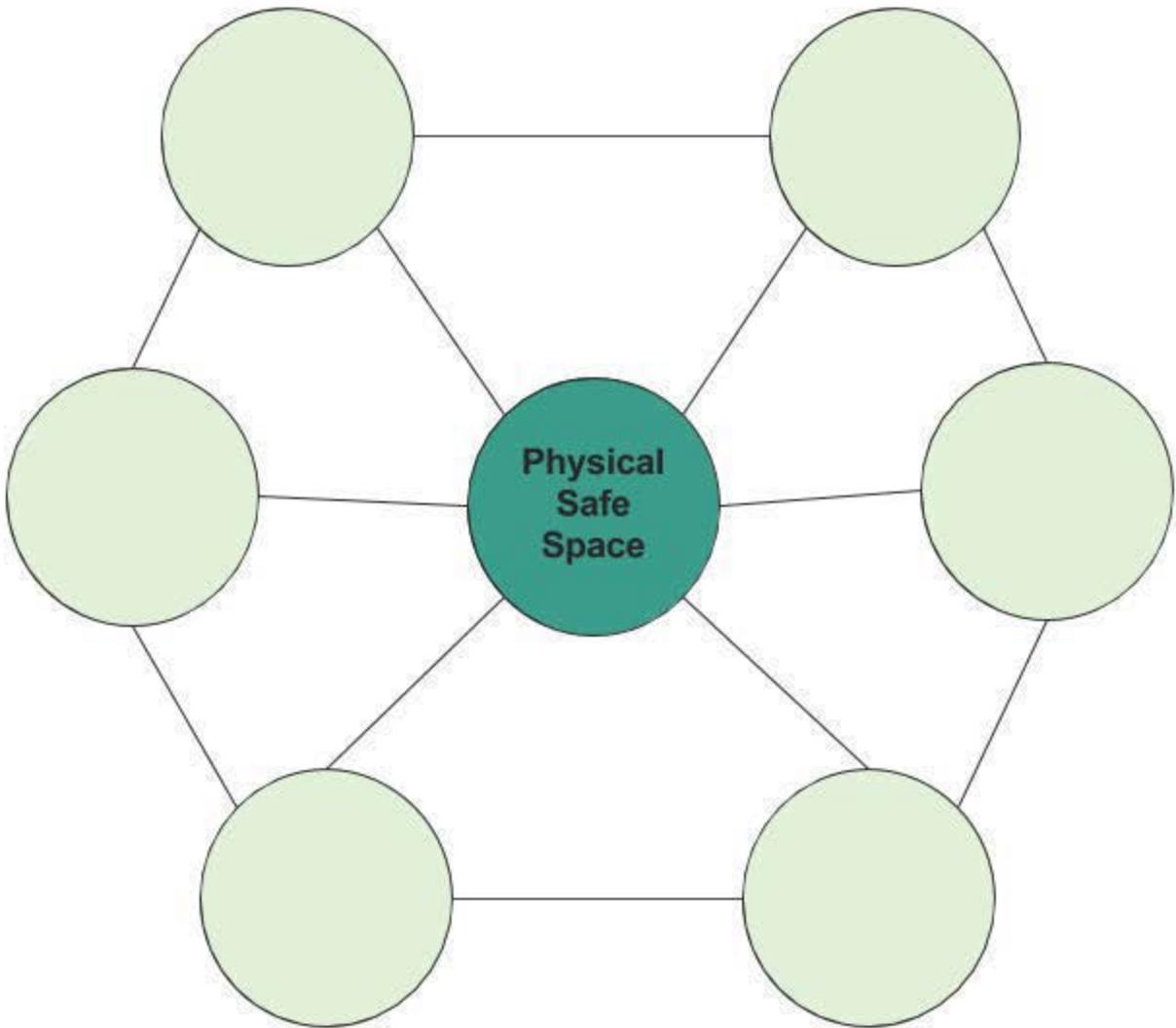

Graphic is found on page 19 of toolkit.



Graphic is found on page 26 of toolkit.

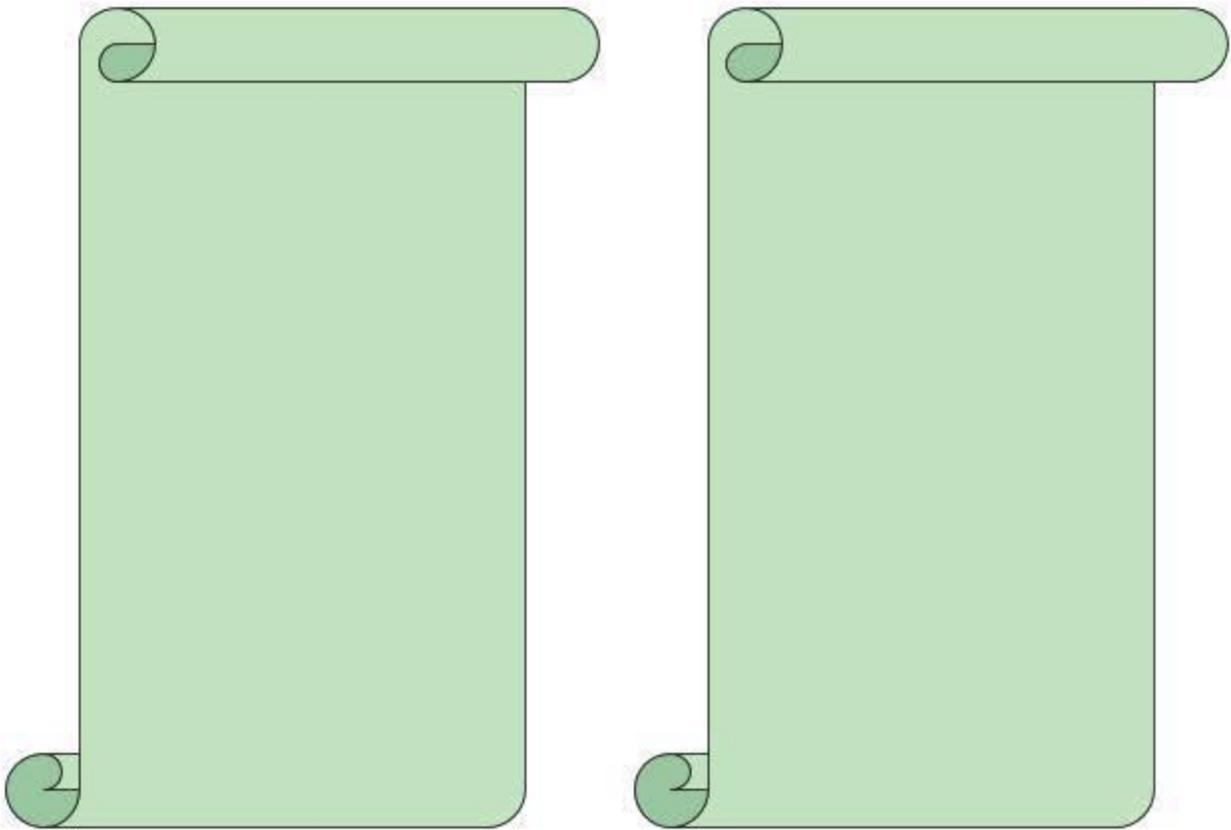


Graphic is found on page 30 of toolkit.



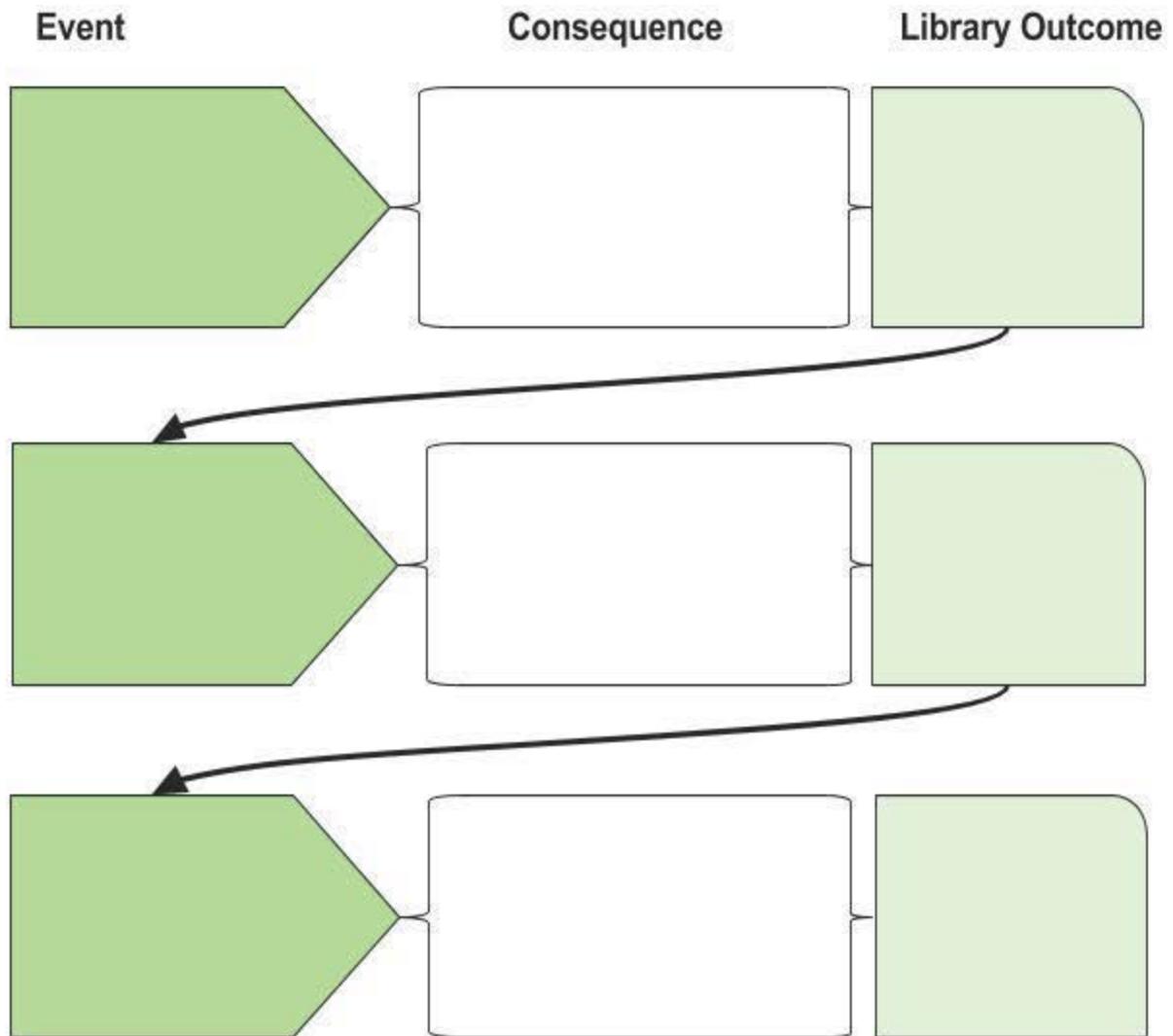
Graphic is not included in toolkit, but is a variant of the graphic on page 30 of toolkit.

**Examples of Community-Based Collaborative Partners  
for your Library**



Graphic is found on page 31 of toolkit.





Graphic is found on page 37 of toolkit.

**Group**

**Library Program**

**Use of Group**

**Benefits**

Graphic is found on page 38 of toolkit.





