



Youth Services Basics Workbook



Welcome!

Welcome to the Youth Services Basics course! This workbook is meant to serve as a learning supplement to the material in Youth Services Basics, and will further your understanding and knowledge of youth services concepts. We recommend that you use this workbook as you work through each section of the Youth Services Basics course. This workbook is a fillable PDF, which means that you can download and save a copy to your computer, and fill in the blanks using a keyboard, or you may choose to print it out and write your notes. No matter how you use it, it is designed for you to refer back to as needed.

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This course was created in collaboration by the Indiana State Library, Library of Michigan, Montana State Library, and the Tennessee State Library and Archives, with support from the Institute of Museum and Library Services.

YS Basics: Overview

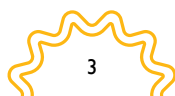
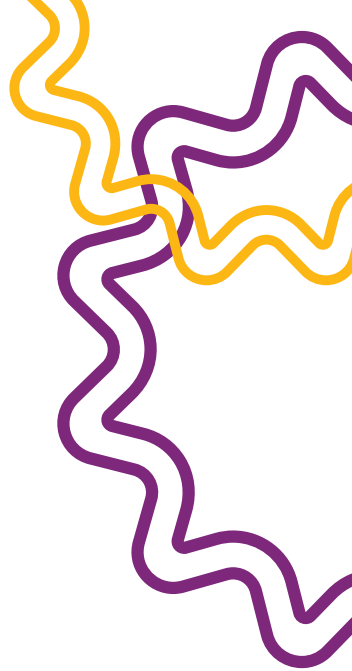
Collection Development

Reflection Activity on Collection Development

Looking at the collection development resources listed in the course, choose one to explore in depth. As you look at the resource you chose, consider the following questions:

What was a new piece of knowledge that you learned from your chosen resource?
How might you apply it to your work?

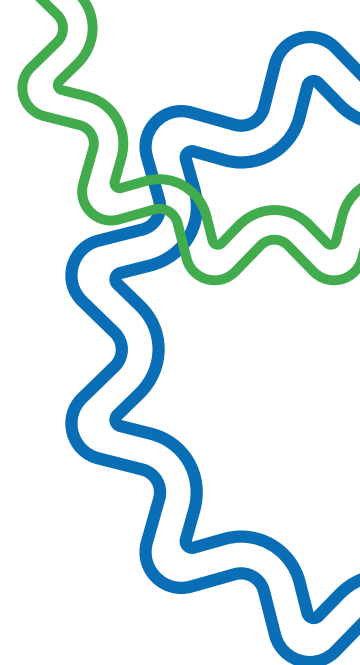
Who are the underrepresented groups in your community? Can you identify any materials that might provide a mirror for their experience?



Every Child Ready to Read: Early Literacy Framework

Reflection Activity for Every Child Ready to Read:

Come up with one storytime activity for each of the five practices: Talk, Sing, Read, Write, and Play. What skills (fine/gross motor, phonological, etc) does that activity touch on? Try to use some of these activity ideas in your next storytime and share with parents what skill they are practicing!



Early Child Practice	Activity	Skills
 Talk	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
 Sing	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
 Read	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
 Write	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
 Play	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Early Childhood Development Chart



Ages & Stages: 0-12 Months

Physical Development & Abilities

- We begin to reach for items, like books.
- We like to bring the book up to our mouths.
- We start to sit in laps with our head steady.
- We might start to turn pages with adult help.

Language & Brain Development

- We look at pictures.
- Many of us vocalize and pat pictures.
- We prefer pictures of faces.
- Often we are heard playing with sounds.

Social & Emotional Development

- We like soothing, gentle sounds.
- We enjoy being held and rocked.
- We explore with our eyes, ears, hands, feet and mouth; we cry to express ourselves.

Ages & Stages: 12-18 Months

Physical Development & Abilities

- We can sit without support.
- We have more strength and may carry a book.
- Adults might assist while we hold books.
- We can turn board book pages.

Language & Brain Development

- Often we point at pictures with one finger.
- We may make a sound for a picture.
- We recognize how to turn books right side up.
- Most of us will speak with a vocabulary of 10-20 understandable words.
- We have begun to name and identify objects.

Social & Emotional Development

- Often we prefer the familiar.
- We will use language to gain adult's attention.
- Some of us might display separation anxiety.
- We like to imitate others (words and actions).
- We begin to claim possessions and space - "mine."

Ages & Stages: 18-24 Months

Physical Development & Abilities

- We can turn board book pages.
- Often we point to items around the house.
- We may use books as security or play objects, rather than just for reading.

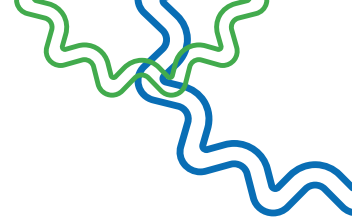
Language & Brain Development

- We can connect names and words to familiar pictures.
- We're able to fill in words in familiar stories.
- We like to "read" to dolls or stuffed toys.
- Often we're able to recite part of well-known stories.
- Our attention spans are highly variable.

Social & Emotional Development

- Most of us are walking.
- We play with and discover parts of items and enjoy action toys.
- We can use simple sentences and enjoy listening to people speak.
- Often we are asking "what" and "why" questions.
- We like to "read" to ourselves and hold our own books.
- Rhythm and music are very popular with us, as are puppets.

Early Childhood Development Chart Cont.



Ages & Stages: 24-36 Months

Physical Development & Abilities

- Now we are better able to handle paper pages.
- We often go back and forth in books to locate our favorite pictures.

Language & Brain Development

- We can recite whole phrases, stories.
- We are able to coordinate text with pictures.
- Many of us can read familiar books to ourselves.
- Our vocabulary has increased to several hundred words.

Social & Emotional Development

- We're able to follow two or three simple directions.
- We are likely to echo or repeat things.
- We ask questions, lots of questions.
- We want everything now.
- Many of us can separate from parent/adult easier in a familiar setting.
- Parallel play is still more common for us, and dramatic play, art, and action are of interest.

Ages & Stages: 3-5 Years

Physical Development & Abilities

- We are competent at handling books.
- There is an increase in motor development in specific areas for us, such as jumping, hopping and skipping, and in areas of balance and coordination.

Language & Brain Development

- We like to listen to longer stories.
- We can retell our favorite story.
- We understand what text is and move our fingers along the text.
- Most of us can "write" our names.
- We are improving in letter recognition.
- We know thousands of words and understand much of the common language used in daily conversations in our world.

Social & Emotional Development

- We become more social, but parallel play is still more common among us.
- We do more dramatic play, art, and physical activities.



School Age Development Chart



Ages & Stages: 6-9 Years Old

Physical Development & Abilities

- We begin to experience changes in growth rate - things become much more variable, with some of us growing a lot during this time, and others not as much.
- Some of us may still need frequent rests and naps.
- We usually have established a preference for one side of the body over the other.
- Our coordination is still not fully developed, although we can run, jump, climb, dance, and easily move our bodies.

Language & Brain Development

- We may ask more complex questions, which lead to more complex answers.
- We develop understanding and acceptance of rules.
- Our attention spans are longer, and more capable of focus.
- We start to gain an understanding of abstract concepts.

Social & Emotional Development

- We are able to share and cooperate with others.
- We desire support and approval, from peers and adults.
- We ask permission and follow instructions.
- We may start to identify strongly with one gender, or perhaps along the spectrum.
- We like to play with friends our own age.

Ages & Stages: 9-12 Years Old

Physical Development & Abilities

- Some of us are starting to shoot up at this age and develop more adult-like proportions.
- We have developed the skill and control for more specific physical movements, such as dancing, skating, sports, etc.
- Some of us might start going through the beginning stages of puberty during this time.

Language & Brain Development

- We are able to recognize problems, and can work out solutions and problem solve.
- We gather information and draw conclusions from what we learn.
- Our memory has increased, as well as our critical thinking, creativity, and focus.
- We may develop interest in various hobbies, crafts, and projects.

Social & Emotional Development

- If our puberty has started, we might become more moody and sensitive.
- We are more aware of social situations and relationships, particularly how our peers view and see us.
- We are interested in group activities and making friends.
- We start to explore identities and life "outside" of our family.
- We may start to become aware or conscious of our own sexuality.

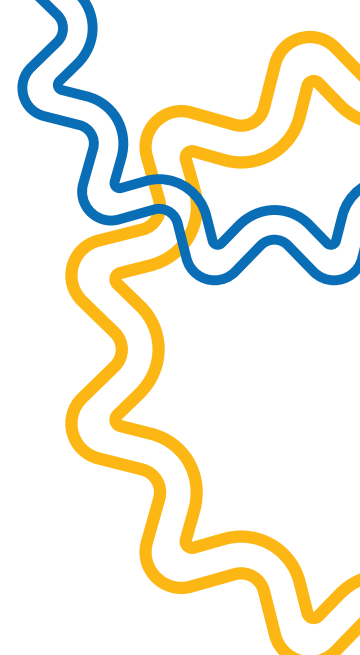
Tween & Teen

Teen and Tween Development

Reflection Activity on Teen and Tween Development:

After reading through the development chart, think back to your own teen years. Do you remember going through any of these stages? What kinds of challenges do you think tweens and teens today face?

What support or understanding did you wish you had from adults when you were a teen, that you might be able to provide to the tweens and teens in your library today?



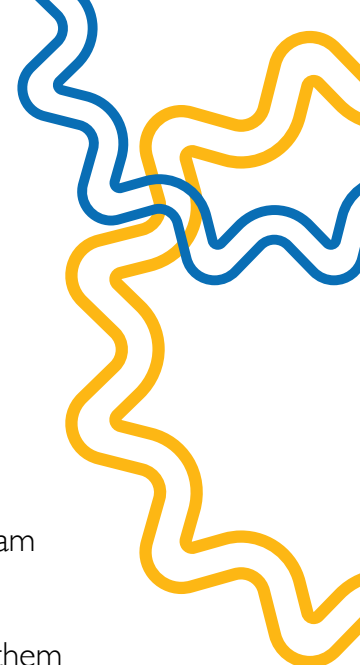
Teen and Tween Programming

Connected Learning - Reflection Activity for Connected Learning:

- Think about a teen in your life, whether at the library or personally. What are their interests?
- If you were to work with them to design a library program, what would it look like?
- What social-emotional skills might they learn from the process of planning the program with you?
- How might the program further develop their interests, or how might you connect them to additional resources related to the interest?

Reflection Activity for Programming and Outreach:

- Make a plan for outreach to a location that provides services to tweens and teens. What services would you offer?
- Will you reach any unserved teens?
- If not, where else might you try?
- Who will you need to contact to make it happen?
- How can you better serve an underserved population?



Teen and Tween Development Chart

Ages & Stages: 11-13 Years Old

Physical Development & Abilities

- We are fast approaching adulthood and our bodies are changing rapidly.
- There is a wide variation about how we are physically developing—some of us have hit growth spurts and some of us have not.
- Due to the rapid changes of puberty, we often feel uncomfortable about our bodies.
- For those of us, especially girls, who have physically matured earlier, we are sometimes the subject of unwanted attention from adolescents and adults. Just because our bodies seem more adult does not mean we are.

Language & Brain Development

- Our thinking has become more complex, and we realize that most things don't have single, simple answers. We can think more abstractly, without needing concrete examples or demonstrations.
- We are becoming interested in the adult world, including political, social and environmental issues. Our sense of fairness and justice is often quite strong.
- Although we can plan ahead, we are still learning to think in long-range terms and to consider the seemingly far-off future.
- We may challenge rules or attempt to manipulate adults, but we still want and need firm limits.
- Our vocabulary and language skills are expanding.
- We enjoy discussing and debating particularly concerning issues of fairness and justice.
- We are beginning to realize that sometimes the way we speak at home or with our friends is not necessarily appropriate in every setting.

Social & Emotional Development

- Our friends are very important to us. We have begun to develop a few lasting close friendships. We also occasionally have conflicts with friends and power struggles in groups. These issues can seem like the most important thing in the world.
- We want privacy with our friends to discuss the changes we are going through.
- We are interested in boys or girls and curious about sex and sexuality.
- We do not want to be associated with anything that we consider to be for kids. However, we may actually still enjoy playing games and hearing stories.
- We want opportunities to contribute.
- We experience many mood swings and varying energy levels, along with the rapid physical changes we are going through.

Teen and Tween Development Chart Cont.

Ages & Stages: 14-18 Years Old

Physical Development & Abilities

- Most of us have overcome the awkwardness of puberty and are approaching physical maturity with our development.
- Some of us—especially boys—are still experiencing growth spurts and our voices deepen.
- Acne, weight, exercise, and other physical changes make us self-conscious.
- We are very concerned with our body image, and we are swayed by images we see in advertising and the media. We worry if we fit into society's standards of beauty.

Language & Brain Development

- We are capable of high levels of abstract thought and solving complex problems. We need our learning and activities to be meaningful, complex, and challenging. So challenge us!
- We think about the meaning of life. We enjoy having philosophical discussions and we are developing our own personal philosophies.
- Setting and attaining goals is important to us.
- We are better able to plan for the future and to imagine the future consequences of our actions. We have started thinking about our future goals and ambitions, including our career and post-secondary aspirations.
- We are very curious and we may experiment with drugs, alcohol, tobacco and other risky behaviors.
- We enjoy discussing and debating, particularly concerning issues of moral rights and privileges and the meaning of life.
- We are realizing that sometimes the way we speak at home or with our friends is not appropriate in every setting.
- We want to become experts in our chosen art and forms of self-expression such as music, poetry, drama, visual arts, and creative writing.

Social & Emotional Development

- We are learning more about ourselves and we are figuring out how we fit into the world and how others see us. We try out different answers to the question, "Who Am I?" At different points in our identity formation, we may feel uncertain about our gender, sexual, religious, ethnic and/or racial identities.
- Our friends remain very important to us, but our social networks are growing.
- Our social standing is important to us, and we want to be recognized as unique individuals.
- We care about the wellbeing of others. We are developing a community consciousness, including a sense of social justice.
- We are gaining our independence and further distancing ourselves from our parents.
- Developing our self-confidence is important to us, as is receiving respect for our skills and contributions.
- We often want to take on adult leadership roles and demonstrate our knowledge and skills.

Resources

- Reach Out and Read National Center's Developmental Milestones for Toddlers
- YALSA's Transforming Teen Services "Ages & Stages"