

Children's Programming Observation Guide

Program Name: Adventures with Animals

Date: 6/12/2019

Location: Eastwood Branch Library

Time: 3:00-3:45

Number of children: 34

Observer: Lisa

Number of adults: 9

Setting:

Provide a description of the setting for the observation.

Multipurpose room of the Eastwood Branch Library

Summary of Activities:

Provide an overview of the activities that took place during the observation.

Staff from the Springfield Zoo brought animals. They made a presentation about the animals and answered questions, and then children could touch the animals.

Engagement

For each dimension described below, rate the level of children's engagement you observed. Then describe specific, concrete examples of what you saw and heard to illustrate and support your rating.

	<i>Did not occur</i>		<i>Occurred somewhat</i>		<i>Occurred frequently</i>
1. Children directed their attention to the presenters and animals.	1	2	3	4	5
<i>Examples or description:</i>					
Children really liked the animals. They paid attention and were quiet.					

	<i>Did not occur</i>		<i>Occurred somewhat</i>		<i>Occurred frequently</i>
2. Children answered the presenter's questions and/or offered information related to the presentation.	1	2	3	4	5
<i>Examples or description:</i> Children answered the questions the zoo staff asked.					

	<i>Did not occur</i>		<i>Occurred somewhat</i>		<i>Occurred frequently</i>
3. Children asked questions related to the presentation.	1	2	3	4	5
<i>Examples or description:</i> Children had a lot of questions about the animals. They also asked questions about the zoo.					

Approximately what proportion of children were actively engaged in today's session/activities?

None/Very Few

Some

Most

Nearly all/All

Notes or comments

Interest in library materials and events

Rate the extent to which you observed children demonstrate in library materials or other library events.

	<i>None/Very Few</i>	<i>Some</i>	<i>Most</i>	<i>Nearly all/All</i>
4. Children browsed or checked out materials from the book display	1	2	3	4
<i>Examples or description:</i> The books weren't too popular with this audience.				

	<i>None/ Very Few</i>	<i>Some</i>	<i>Most</i>	<i>Nearly all/All</i>
5. Children demonstrated interest in summer reading activities or events.	①	2	3	4
<i>Examples or description:</i>				

Additional notes or comments

Children's Programming Observation Guide

Program Name: Adventures with Animals

Date: 6/12/2019

Location: Eastwood Branch Library

Time: 3:00-3:45

Number of children: 34

Observer: Carla

Number of adults: 9

Setting:

Provide a description of the setting for the observation.

This program was held in the multipurpose room of the Eastwood Branch Library. Staff from the Springfield Zoo were positioned at the front of the room. The animals they brought to share with the children were located on the side of the room in their cages and boxes. Children sat on the floor facing the front of the room. A few parents and other adults sat in chairs along the side wall. The lights were dimmed a bit, and the window screens were lowered. A display of animal-related books was set up on a table in the back of the room. Next to that table, a summer reading volunteer sat at a second table with information about the summer reading program and flyers about other upcoming events.

Summary of Activities:

Provide an overview of the activities that took place during the observation.

Jennifer, the children's librarian, welcomed everyone and introduced the staff from the Springfield Zoo. The zoo staff began by presenting a corn snake and sharing facts about the snake's habitat, diet, behavior in the wild, natural predators, and threats to the snake's habitat due to human activity. Several children asked questions about the snake's body and whether they bite people. The zoo staff then presented several other animals one at a time: a savannah monitor (an African lizard), a chinchilla, a tortoise, and a small alligator. For each animal the zoo staff shared facts about the animals, their habitat, diet, behavior in the wild, predators, and threats posed by humans. They also answered children's questions about each animal. At the end of the formal presentation, Jennifer announced other upcoming library events and pointed out the materials and summer reading table at the back of the room. Then, the zoo staff set up stations around the room, and children lined up to touch the animals.

Engagement

For each dimension described below, rate the level of children's engagement you observed. Then describe specific, concrete examples of what you saw and heard to illustrate and support your rating.

	<i>Did not occur</i>		<i>Occurred somewhat</i>		<i>Occurred frequently</i>
1. Children directed their attention to the presenters and animals.	1	2	3	4	5
<p><i>Examples or description:</i></p> <p>Throughout the event, nearly all of the audience focused their attention on the zoo staff and the animals. Children often pointed at the animals, laughed when the zoo staff shared funny stories, and made a face or said "Yuck!" or "Gross!" when zoo staff described what the animals eat.</p> <p>Children sometimes commented to others sitting near them; however, the comments I heard were closely related to the presentation ("Cool!" "I saw an alligator like that at the zoo." "I like snakes. Everyone thinks they're gross, but I like them." "I bet it eats BUGS."). I did not observe the zoo staff or librarians asking the children to pay attention or be quiet.</p> <p>After the formal presentation, children formed long lines to touch the animals.</p>					

	<i>Did not occur</i>		<i>Occurred somewhat</i>		<i>Occurred frequently</i>
2. Children answered the presenter's questions and/or offered information related to the presentation.	1	2	3	4	5
<p><i>Examples or description:</i></p> <p>The zoo staff often asked the audience questions about the animals, and children shouted out their answers and guesses. For example, zoo staff asked, "Where do you think chinchillas live in the wild?" Children called out "Africa", "India", "I think they live in the desert", "I bet they live some where cold because of their fur"</p> <p>Zoo staff also asked the audience, "What do you think a corn snake eats?" Children guessed, "Corn!", "I think it eats mice because I know other snakes do", "Maybe a frog?", "I bet it's an herbivore, like it eats grass mostly"</p> <p>When the zoo staff asked how many of the children wanted to touch one of the animals, nearly all of the children raised their hands and some shouted "Me!"</p>					

	<i>Did not occur</i>		<i>Occurred somewhat</i>		<i>Occurred frequently</i>
3. Children asked questions related to the presentation.	1	2	3	4	5
<p><i>Examples or description:</i></p> <p>Children often raised their hands or called out questions about the animals. For example, when the zoo staff presented the alligator, a boy asked, "Why is it so small? It is a baby?" Another child asked, "Is it from Florida? They have alligators there. We saw them one summer." A girl asked, "Has it ever bitten you?"</p> <p>When the savannah monitor was presented, a girl asked, "Can it be other colors?" Another child asked, "Are they friendly or mean?" A third child asked, "Why is it called a monitor?"</p> <p>Some children asked questions about the zoo or jobs at the zoo. For example, "Do all these animals live at the zoo? Can we see them again there?" "Do you take care of the snakes?" "Where does the zoo get the animals? Does it catch them?"</p>					

Approximately what proportion of children were actively engaged in today's session/activities?

None/Very Few

Some

Most

Nearly all/All

Notes or comments

During this observation, I moved from one corner of the room to the opposite corner to help me gauge the level of engagement of the audience overall. It appeared that nearly all of the children throughout the audience were paying attention, focusing on the information being shared, and participating in the question and answer/discussion.

Interest in library materials and events

Rate the extent to which you observed children demonstrate in library materials or other library events.

	<i>None/Very Few</i>	<i>Some</i>	<i>Most</i>	<i>Nearly all/All</i>
4. Children browsed or checked out materials from the book display	1	2	3	4
<p><i>Examples or description:</i></p> <p>Some children stopped at the book display table on their way out of the multipurpose room and looked at the materials. Some of them picked up books and flipped through pages, and a few took materials with them (presumably to check them out). However, most children walked past the table and left the room after they had touched the animals.</p>				

I observed a few children pick up a book from the table and take it to share with others. For example, one girl picked up a book about alligators and showed it to her mother who said, "Cool. Let's check this out." Another girl took a book about chinchillas and gave it to her friend.

	<i>None/ Very Few</i>	<i>Some</i>	<i>Most</i>	<i>Nearly all/All</i>
5. Children demonstrated interest in summer reading activities or events.	①	2	3	4
<p><i>Examples or description:</i></p> <p>Very few children stopped at the summer reading table, picked up information about upcoming events, or talked to the summer reading volunteer. When Jennifer announced the upcoming events and invited questions, no one in the audience asked a question.</p>				

Additional notes or comments

I would like to know how many of the children who attended the program today have already signed up for summer reading. For example, if most children are already participating in summer reading, that might explain why they didn't ask questions or pick up information. However, if most of the audience has not signed up, that might indicate that they were interested in the animal program but not the summer reading program overall.