**Transcript: Student-Centered Programming with TuesD Chambers and Rebecca Wynkoop**

[TuesdD] Hey folks, I’m TuesD Chambers and I am very excited to be here because both Rebecca and I are very passionate about our library practices. I know everybody here is as well. And so, we’re gonna introduce ourselves and then just kind of get right into it. We know we don’t have a lot of time. I am the Ballard High School librarian. My school is quite large, 1700, but originally prior to being here, I was a middle school librarian, and I had about 440 to 530. So, in terms of libraries, I have done big, and I have done small. These are my contacts, in an urban area of Seattle Washington. And Rebecca Wynkoop, what would you like to share?

[Rebecca] Hi there, I’m Rebecca Wynkoop. I am currently the teacher-librarian at Robert Eagle Staff Middle School in Seattle. I had the joy and probably once-in-a-lifetime opportunity to be on the year-long planning team to open this brand-new building and library, which was life-changing for sure. I have also worked at Eckstein Middle School and Daniel Bagley Elementary. So, I have five years of elementary kind of under my belt as well. And before that, I was at a K-12 independent school here in Seattle. Currently, my student population is about 700. The largest middle school in the state, while I was there, was Eckstein, when we had 1,450 students, so I know the big and a little bit smaller, and I’m really excited to be here with you all.

We are going to cover four basic kinds of concepts today. When we first met to talk about this, it was all about, “Oh, how do we squeeze it all in into something that feels more, like, manageable?” So, we’ve divided it into Building Community; Making Space for All Students; Programming for All Students, Not Just Readers; and Using Social Media to Promote and Connect.

[TuesD] Rebecca, I think you’re starting.

[Rebecca] I’m starting. I am going to just share a few of the things that we’ve done this year and things that I do, one thing we’ve done this year, and one thing that I do every year. The first is that we try and start every year with some big thing that builds community. And this year we got an Axolotl for the library. And I thought it was cool. I had no idea. One: super easy to take care of; Two: I have kids that literally sit in front of the Axolotl when they have independent time to work, and they pop their little laptop up, and they sit there, and they type next to you, our Axolotl. But we spent the first month having kids submit names, having them narrow down names, having them then vote on names, so that every time they visit the library, there was an opportunity for students to participate and engage, regardless of how they felt as a reader. And so, this is just an example [Video plays with music] of something that I used as a way to continue to allow kids to connect with Boba, which is what the final name was. The second-place name was Jake from State Farm—totally middle school. So we, Boba makes appearances on our TikTok, and sometimes on Instagram, but it was a really great way to, one: introduce some of the technology we were going to be using throughout the year—Google for... or Microsoft Forms, and other things, our Schoology page, our learning management system, and we were able to embed those skills and strategies into this big event, which was just naming our fifteen-dollar Axolotl. So, I got the, you know, all the stuff was donated, and it was just a really great way to start the year. So, it can feel like a lot of pressure, like, oh, what do we do this year? I also have a fish tank in the library. So sometimes we just drop a new fish in there, and we do the same thing. But anything that you can think of to get kids interested and motivated and connected to the library, without like that hammer of books, reading, being that first thing, because it really can be an obstacle for a number of students.

The other thing that we do every year is I ask students to complete a mid-year survey, a student survey, and I do it every year so that I have something to compare to. And I use the same questions and this has been a really great way for me, (Oh, I forgot to turn that off...) Um, I will come back to this in a moment, or I will turn it on, and when you click on the link, you can see the results. The tool itself is really just intended to gauge, you know, do students feel safe and welcome in the library; do our BIPOC students and teachers feel welcome, does our collection and the activities we do represent them and what they're doing? So again, this presentation is available at that link, we’ll make sure that everyone has that, and you can always come back to it. But I know TuesD has some amazing things she wants to share, so I’m gonna hand it on over.

[TuesD] Folks, all of these are meant to be concrete strategies. So, I know a lot of times I sit through theoretical things that I’m like, that’s nice but how do I do it in my library? So, one of the things we really try to focus on are things that are templates or examples, pictures that you could be like, oh, this is how I do it. So, every single year, I do feeder school visits and so even during COVID, I had a video that I sent. What I mean by feeder school visit, I mean, I contact the middle school librarian, and when I was a middle school, I contacted the elementary schools. And if I was in a small town, I’d contact my feeder school, right? And I’d be like, hey, let’s chit-chat it up, right? And so, I would send a video so they could actually see the inside of the library so that um, [Video starts playing—ad] (Obviously I need to work on my act), but they can see the inside of the library. And then if I go in person, I bring books. Why this is also key is because, One: they get an idea of where they’re going, which they’re excited about, but two: I get an idea of what they’re excited about. So I have them, when I do my feeder school visit, do a survey for me, and then I put I preload it with everything: like all my clubs, all my events, all my... so literally I have a preloaded list of names that, for my summer hours, I email those kids and those parents, I’m like, “Hey, hey, hey, hey!” Right, and then I have their names ready. And then when school starts, I get a jump on them. And so, I put them in my clubs, in my groups, and I am really into branding. So, I have this Beaver Reader headband that I wear everywhere, and when I have any sort of like pep assemblies, if you can scream for the lacrosse team, you can scream for the library, people. Okay? So, we, we go to football games. We have a chant we do, the whole kit. So one of the things we did was on that preloaded survey, which you all could send out, you get kids’ names, one of them is like, Okay, maybe not the library, but I’m interested in things...one of the things that some of the group said is that they want the space to be more welcoming. And in the past, I always did the displays. (whisper) I don’t like to do displays! I’m not very good at them. But you know who are? (whisper). Children. And so, this is an example of some of the ones we did: y’all, those national weird days: Chocolate Moose Day, Introverts week. That’s the ones they chose. Green Book Day. Anyway, so these are some examples of the programming we’ve done, that the students have done, based on the things they wanted to do, and the books they found in the library, and the things they found that get students to interact in ways that I would be surprised. On the left is the seniors. They actually pick their favorite books to recommend to new freshmen, and then freshman got to pick the books that seniors are reading. And so, it would have their name on a scrolling PowerPoint with the book and then we pulled all of them and put them on a table. So, everything from What’s Your Word, to Plant Club, to you name it. Rebecca, can you go one more?

So, the way I make space for a lot of my students is to have book groups. And so, one of the things that we are all about is book club, book club, book club. I literally sing that over the intercom: book club, book club, book club. And then what happens is that not all book clubs are equal, right? Different people have different ways of bonding together. So, on the left, I have actual things that I’ve done from playlists to bookmarks to bingo sheets, but if you go to my book clubs, you’ll see an example of them. So, on Mondays, I have my library leaders, which is not necessarily book clubs. It’s about community and you can be decorating the library. It could be making a playlist. It could be working with Plant Club. It could be working with our Sexual Assault and Survivor Group and doing a display. The plays: we had Beauty and the Beast; they did a whole display on that. We have Comic Book Club on Wednesdays. We have Eager Beaver Readers that just read for fun, and they just tell us the books. We have Pride Book Club, which is our LGBTQ students, I co-lead that with the teacher; Beaver Book Club, I co-lead with my principal. Manga Club just started because kids wanted it. And then if you click on Reading Buddies, that’s something we do every Friday morning with one of our, it’s actually one of our feeder schools. And so, they’re an elementary school. And high schoolers just show up, 45 minutes before school starts, and read with kids online, and they read books back and forth to each other, and it might be the cutest thing you’ve ever seen. So, I love it. And so, these are just some of the ways that we have clubs, and then those clubs make displays, and those displays become how we advertise, and that becomes concrete ways that people see themselves in the library.

[Rebecca] Thank you. One of the ways in which our Eagle Staff Library tries to build student voice into our library services is to, again, do this annual survey. And these are some of the results from that survey: that 92.6% of our students find books that they want in their library, and 97.2% feel welcome in the library. But one of the things I ask them is what do you want? What do we have that you want to keep and then what do you think we should add? And just about two years ago now (it’s a little hard, things in the middle of COVID blur just a little bit) but one of the things that both TuesD and I believe in, and have found great success in, is we have local buy-nothing groups that we’ve joined via social media and so people are constantly like giving stuff away. And so students asked about a baking club, and we get games and puzzles, crafting and art supplies. All of that stuff can come from donations. You don’t necessarily have to have a budget, just an avenue for soliciting those donations. We have a pretty sizable baking collection in our library where students can check out anything from literally a Cuisinart to special rolling pins or baking pans, or we have a mold for making chocolate bars or granola bars, and cake pops and all things, sorts of things like that. And it’s a really great pairing with our cookbook collection. And so oftentimes kids are like scooping up the books, and the recipes they want to make, and the supplies that they need. And everybody’s always always wanted that, gosh. I really need a lobster cookie cutter, right, and who wants to go out and buy a lobster cookie cutter for the one time you need it, and they love scouring through, we have literally three giant bins of cookie cutters, because people are like, oh I don’t need this anymore. I don’t want that anymore, and they just hand it off.

But I use the hashtag both on Twitter and Instagram a lot. #thisistheirlibrary. Like, every single time that we’ve done something that was student-driven, that the foundation is built on student voice and choice, that’s the hashtag. So that’s another like strategy for like exploring social media, for if you were looking for, like, what are other examples? That would be my recommendation for you. Just hop on to Twitter or Instagram and follow that hashtag, and then these things pop up for you. Mind you, I might be the only one using it, so you might just get my stuff, but we could change that. We could add more and more people to that.

[TuesD] One of the things that’s been really powerful in my library, I got a grant five years ago, a bunch of money, to kind of like revitalize the space into a learning commons. And so, what you’ll see on the right, you see a bunch of my furniture. And again, I also get furniture on Buy-Nothing as well. And if you, I know many districts are like, no, you have to follow the approved furniture vendor, right? So, I have some of that, but I also have those spaces where kids want to be. So, I have bean bags. I have comfy chairs. And that means that teachers want to be there, too. So oftentimes staff will bring their students in, and we have a, I’m very, like, I have a very large library—a lot of my shelves are on casters, so you can move the tables around on casters as well. We’ve started, the displays again are very student focused. Like, what’s trending on TikTok. We have a 3D-printing Club. We have a big Makerspace where we check out sewing machines, and most Makerspace stuff, though, more low-tech the better. We know that we can spend a ton of money on Ozobots and Makey-Makeys, but really kids like, like, you know, string and yarn and like those pipe cleaners. So, another thing we found is that when we create art on the tables, black paper and chalk, right, during Halloween. So, we’re making it too complicated, I think sometimes, and kids just want to be happy and be together and bond over those spaces. So, if we’re talking about how to make flexible furniture and the space more welcoming to them, some of that looks like putting in charging stations, right? Let’s get real. So that looks like putting that art out and looks like making displays that they want to see, and in some cases, they ask for a 3D- Printing Club. [Whispers] I don't have any interest in 3D printing, but they do, and so I found some parents and some students that are fired up about it. And so that’s how you come into the library. You find the space, you find the things that matter to you, and then you find like-minded people who want to do the same thing.

[Rebecca] Absolutely. Well, and it’s interesting, TuesD, you mentioned just paper and chalk. This week, I was like, we had, I had literally just put a piece of paper out with markers, and kids write all over it and do all kinds of fun things. And this week, I was like, oh, we were doing a, we’re in the final two of our March Book Madness. So we’re looking closer at Jason Reynolds and Neal Shusterman, and I found an interview a “Would YA Rather” interview with Neal Schusterman, where they literally ask him, because the book is Scythe, they literally ask him all kinds of “would you rathers” about death, which was, you know, right up their alley. Anyways, I just grabbed a big old piece of poster paper, I threw it on the table, and I wrote two different “would you rathers” and kids are marking the tallies, and they’re explaining why, and all kinds of things are happening over there. That’s all it takes. And they gather around, and they do it together, and it doesn’t have to be big and flashy.

[TuesD] No.

[Rebecca] It can absolutely be about little things. We did pipe cleaner pumpkins in the fall—maybe one of the best maker stations I’ve done, ever. There were thousands of pipe-cleaner pumpkins literally sprinkled all over the school. Teachers were collecting them, kids were bringing their teachers their favorite colors, and it was great. TuesD, did you want to talk about the Makerspace?

[TuesD] I just want to go back one more thing. Both Rebecca and I discovered this year that a lot of our displays, the books have been sitting up. If you put the books down, kids think they can take them. And so when, you’ll notice on the TikTok one from the previous slide, that we started doing that and, all of a sudden, kids are just taking them because they don’t think that, they didn’t want to mess up my display and I’m like no, no, no, just take them. And so even something as simple as that has made a difference for the kids, and you’ll notice there’s not a ton of books on there. Right? I always want to put all the books on there. You don’t need to. If you have a little corner, or a spot, that’s just fine, right, and then the shelving, when you, the book stands that hold up your books, those can be used to hold up the, hold up the books if you need them to.

Some of the things I think have been really powerful in my library, from the next slide, Rebecca, have been how we make space for all students. So, during COVID, both Rebecca and I, Rebecca even more so than me, we both had curbside pickups. And so, Seattle did not go back to in-person for a long time. So, because of that, we really focused on working with other members of our staff. And so that actually was a boon. So, the library, so one of the things in our library, every Friday night the film club takes over the library, and they show, they show movies. The Plant Club has made terrariums, and they’re all over the library. That's not good enough. We also want to make bookmarks. And so they made all these gorgeous bookmarks. We have a puzzling area, and so this, which we have always puzzles out. So five to ten students every day are doing puzzles, and then we share them with one another and we have a trophy, and I take pictures of them, and I celebrate them and, and then all, my community donates puzzles to me now and then I donate them to other libraries in my district, so it becomes part of what we do.

Pronoun pins, depending on if this is something you can do in your community. I literally have a sheet of paper that says The Gay Legend, and one of my DF students, DFW students, directed fieldwork students came up with all the flags of all the peoples, and so, and then put what they were, and so literally just like masses of children come over, dig through the pins, and look for pins that represent who they are. And then they feel safe, knowing that somebody else has a similar pin. So, I don’t get, Rebecca’s very fancy and important pin, and she has rainbows, and all these things. I don’t. I have black and white. Word document. You’re done. Okay? But you do need a button maker, which I would highly recommend. I also highly recommend collaborating, which I’m sure you are, with your clubs. They did sugar skulls, the Latin student union, and then invited the entire school into my Makerspace area, which everybody came and visited, which is awesome. And then at my high school, you need community service to graduate. And so, it doesn’t matter if you’re a reader or not. That means that you can stay after school before practice, you can come to school before class, and you can get community service hours by doing the things for the clubs that they can’t do or that need to be done that then help with it, and so then there’s this buy-in, like, oh, I’m helping the Pride Book Club, or oh, I’m helping the library leaders or I’m helping Miss Carlson pick up all the plant books that she’s gonna put with the plant terrarium. So anyway. So, it’s all those things that are synergistic that make space for students, and they can never pick up a book. (That makes my heart cry.) But they can never pick up a book but still feel part of the library.

[Rebecca] Yeah, we, if you, if you need a button maker, buy a good one. I’m not kidding you. Like if you get a grant, if you want it, this is the one I use, it’s heavy duty. We ended up getting two over a couple of years. Buttons have been like the saving, like I don’t know, we, students love them. We do Project LIT reading challenge. If you’re not familiar with the Project LIT Community, I highly recommend you just look up the grassroots organization. They create a list every year that’s intended to elevate and celebrate not only authors but characters of color and underrepresented communities, and it’s a fantastic list that comes out of Nashville, Tennessee. But we make, for every Project LIT book that a student reads, so currently in the first three months of our challenge, we have 1,800 books that have been read from the list by our 700 students, and they get a button, they get a little, you know, inch and a quarter button with the cover of the book on every single one and they show up on backpacks, and they wear them on their lanyards, and they’re putting them on their coats, and it’s really a sense of pride, and a way to kind of build community and say, I read that book, and then they see those things and it’s been, it’s been pretty great for students to be able to celebrate their own reading lives in that way. I did mention our Project LIT challenge a little bit. It’s just an annual reading challenge that we do.

We also do a March Book Madness that I mentioned a little bit earlier, and Neal Shusterman’s Scythe and Jason Reynolds Ghost are our final two. We’re literally in our last week of voting. It’s very exciting. And we try and create opportunities for students to engage in March Book Madness in a number of ways. One: you don’t have to have read the book to vote, right? Just that the idea that you can jump in, and you can vote whenever you want. We take the top 32 titles for the year, just run the statistical, you know report in our Destiny Discover, and then students vote, and then we build that in, I build that into the lessons. But we also post it in our learning management system. I make little videos to promote it. We create opportunities for students to engage. I’ll show you just really quickly, because I didn’t have this created when we were putting our links in here. But we are currently looking at, you know, if you haven’t read these two books, and you would like to be able to vote, right, how, what are different ways that students can engage in this process? And so really quickly. (I’m sorry, I should have thought of this sooner.) But I wanted you to see: One, this is my Schoology page, our learning management system. You can see my schedule for each week. But this is the slide that we’ve created for students this week and they’re spending time in class. Each one of these silhouettes down below is a link to a website, an interview, someplace where they can go to learn more about the author and then it’s basically, I’m like, I’m gonna give you a 15-question Kahoot. We’re gonna play trivia, but I don’t want you to, I want everybody to have a chance. So, you’re gonna do it, go do research, you’re gonna do that research using these links, and then move forward and so like even though, you don’t have to have read these books to like find Jason Reynolds. Interesting. Man drives a cherry red Porsche 911, and before that he only ever rode his bike. And they’re like, What? I don’t get it, that’s amazing. And so, there are lots of different ways that, and I can post this I share this with our community as well. I put these interactive slides out into the world and say, “Hey, you want to learn more about these two authors that your kids love? Go ahead. Click on some of these links.” And encourage parents to vote and encourage parents to talk to their kids about what they’re doing.

And I did just mention the interactive Google Slides. I thought I’d see which one I linked to. Here’s an interactive Google slide where we’re again just trying to provide multiple access points, but also a place where kids can come back, virtually, because you know, sometimes they want to be here but the library’s closed, and so giving them access points. And so, these are books that we were talking about. This was a lesson we’d done on First-Page Fire, which I borrowed from TuesD, which I know lots of people have done, but she was my inspiration for this and looking for books that have just a really awesome first page. And how do you hook a reader or hook a student who might otherwise not do that? And we always link to the eBook. We have a partnership with our Seattle Public Library that allows, gives each of our students a digital card. So, they get access to all of the digital content available through a public library just because they’re a student in Seattle Public Schools. So, it allows me to link to both the audio, and the eBook version, of each of these books, and then they’re able to just listen and engage in a different way, which is really fun. We do, are doing Bingo boards this year for our (I bet it’s not going to link to it. Yes, it did.) Um, you know, I practiced once and didn't feel really prepared. I thought I was. This is an example of our Bingo board, right, and again trying to provide an opportunity for students to self-select, and how do you get in. This is our Project LIT Reading Challenge Bingo board this year. And if students read one book for the challenge, they get one point; if they read three books, they get three points. If they read four in a row in a bingo, they get 16. We’re using a multiplier if they read all 16, if they read 16 different books over the five months of this challenge, they get 256 points. Man, you want to see somebody motivated, kids who are like, 256, I can do that. And what I did is I built links into this Bingo board that allows students to then click on the link and say okay here are the books in Project LIT that would fit this category. Students created the categories, students were the ones who decided it was going to be a four-by-four Bingo board. I asked them to help us create this and so that’s just another example of ways in which we’re not just gamifying the library as far as having, we do, have like physical games in the library, but also wanting them to be able to engage in, and interact with, the library in a way that’s pretty low stakes, pretty easy to access and to participate in and for students who are, who don’t feel like readers, to get a little closer, right, to find a little more comfort, to maybe break down some of those barriers that they’ve maybe come with from wherever or whatever happened with them before they came to us.

[TuesD] And folks you heard me earlier just talk about marketing your library. I should have shared that my mascot is a beaver. I did not just pick Beaver Readers for funsies. So, because who would? But I, so when I say I do pep assemblies is, I do all of the, like, back-to-school nights. I do the tours. I wear headbands. I have, like, a sign that I hold up and I do those where my mouth goes, [Voice gets high-pitched] “Hello, Everyone,” right? I have little videos of myself doing that. I have a Schoology page. All of my students are in My Classroom, and so when parents go online to look at, like, what their grades are, the kids’ grades, they also have the library as a class. So, while students can choose to be in here in the morning, at lunch, and after school, parents aren’t, so they want to see what’s going on in the library. And so, we have lots of signage, we have newsletters. So, I’m in the, our PTSA, puts out a Weekly Newsletter. I always put something in the library there. I send just notes out constantly, not just overdues, but like, hey did you know this event’s going on?

So, a lot of what we do here is non-traditional. So, you’ll definitely come in the library and hear that hum. We eat in our library. I got, that’s a choice that I was allowed to make, I say things like, if they leave their trash, I say things like, do you want to die alone? Because if you can’t pick up your trash, that’s a, that’s a basic human thing to do and you don’t want to be a garbage human. And so usually they’ll be like, oh that’s a little harsh. Like, you know what’s harsh? Imagine you go through something really terrible. Huh? Okay. So, do you think that person’s gonna be there for you? They won’t even pick up their trash. And then everyone like stares at them, and they pick up their trash. So, I have very little problems with, with issues around food and being left. In fact, I had way more at my old school when I didn't allow eating, they’d hide stuff in the shelves. So that’s a huge part of non-traditional programming is like, what can I do in the, in, during lunch that can get them there?

And we do have a green screen where we have seniors as they leave give advice to their siblings who are coming up, freshmen. We have a Lego challenge. So, if you click on that, we got a rolling board. It’s just a rolling board from surplus and it’s and what we did is we turned it into, that became a Makerspace event, is we got students to come in and get the stickies and mathematically figure out what’s best, and then every month we do a different Lego Challenge, and it's and it takes like, as their kids are on the way to class, or leaving or meeting at lunch, they’ll just pick up Legos and put them on and so it’s one of those really easy things you can make and do. And I got all of my Legos on buy nothing or at Goodwill. So free, free, free. We do crossword puzzles from Rebecca. We do coloring together. Again, with the buttons. I just I want to say that everything from friendship bracelets to origami have been really popular. (But that’s not gonna pop open, huh? Okay.) If you follow me, folks, some of that will help because you’ll be able to see more things.

[Rebecca] All right. There are a couple of different ways that you all can, one: keep in touch. The very first slide had our, both of our YouTube channels. I haven’t used mine as much now that we’re back in person. I never thought I would use YouTube the way in which I did during the pandemic, but you know, it was quite frankly a shock to me now that I look back and I’m like, wow, there’s a lot of content on there. But I do still use it for making announcements, right, putting a video together and having a kid click on a link and watch a video just for some like library announcements, as opposed to just typing it in an update in our learning management system, goes a really long way, and so both of our Twitter and Instagram handles are here. I am also on TikTok. It’s a work in progress. It’s fairly new. I had a student start with me before the pandemic hit and then it like went the way of the lost things, and we’ve picked it up again and it’s been really great, because we’ve started to encourage students to be part of the content. I’d rather it wasn’t MY TikTok page. I’d rather it was the Eagle Staff Library TikTok page.

[TuesD] Folks, one of my, I’ve taken the lead from Rebecca on many things and including social media campaigns. So, what I mean by that is that when something’s happening and I know some of you on here might be like, I don’t do a social media. Well, social media is doing you. So, and whether or not you realize it, your kids are on social media, so if your kids said that they were reading, everybody was reading some book, or watching some show, and you’re like, I’m not gonna do it, right, like you would be lost and get behind. And you could be THAT librarian. But why? So, my thing is this is that, how do you do it in a way that crafts the image? And how do you put students in the center of that? And so, for, one of the things we do we do Ballard appreciations. And so, and actually Rebecca’s daughter goes to my high school. And so, she designs on Canva, all of these appreciations. So, people send in their thank you’s for whatever it is at the school. And then those come out as BHS appreciation and so we design and work together to do that. And we also, it is an incredible.

We also do a Follow Your Heart to a Great Book. We take pictures of our hands with hearts, and we ask teachers to do it, students to do it, parents to do it. We have newsletters. We have an extreme Beaver Reader campaign. We ask everyone across the district to extremely read. There’s extremely comfy, extremely flexible, extremely whatever, and then we ask, just take a photo of yourself reading and be part of that. So, one of our feeder schools actually took off with that and they are the future Beaver pups and so they participated in that. We have a Beaver Reader book list every spring that we do, so, to get to launch into the summer. And so, we have students design posts for that and we get them going on either Adobe Spark or Canva in designing them, and then we post them on our Instagram page.

I’m part of the Evergreen Book Committee, which is part of our state, best books of Washington state. You don’t have to be an author of Washington, in Washington, but the best books we’ve decided for across the state. So, we have our students read from them. And so, what’s been really great is, (Yeah, they’re not opening.) So, what’s been really great is that some of these books that they’re posting about are being used across the state, their posts. And so, this is an example of a scrolling newsletter we do every week just so parents can see what we’re about. It’s that’s constantly going, kind of like an endcap would, if you were at, like, say Target. And so, this gives you an idea what’s going on in our library throughout the week, and it gives you just a quick visual of the catalog. What are we doing? What are we doing with Makerspaces? What are different people... and we constantly advertise to clubs so they can be part of it. So, this is an example, there’s, you would be hard-pressed to go to my school and not know something going on at the library. We’re hopping! Hopping! And we just threw down a lot. And so, this is that time where we’re like give it to us. Tell us any questions you have.

*\*Small edits have been made for clarity.*