



# **FIVE FORKS**

**Branch Library**  
**Greenville County Library System**

**Children & Teen**  
**Programming**

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This document would not have been possible without the contribution of the following Staff Vision Working Group members who engaged in a two-day workshop to articulate the Strategic Goals of the Five Forks Branch Library:

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**“...a library that allows parents, children, and neighbors to slow down, play and read with one another, and give people a chance to connect...”**

**- Derek Lewis**

**Greenville School Board Member**

# Program Narrative

We envision Greenville's Five Forks branch library to be a family destination, offering spaces and programs for members of its community to gather, learn, create, share, and build relationships.

Located on Woodruff Road, one of the busiest sections of Greenville County, residents are also incredibly busy. The Five Forks branch library will be a component that will offer a place for the community to slow down and connect. There are five elementary schools within ten minutes of the library site with diverse populations, many children and families. The children and teen programs and collections will be a vital resource to accommodate family events, activities and learning programs on a regular basis.

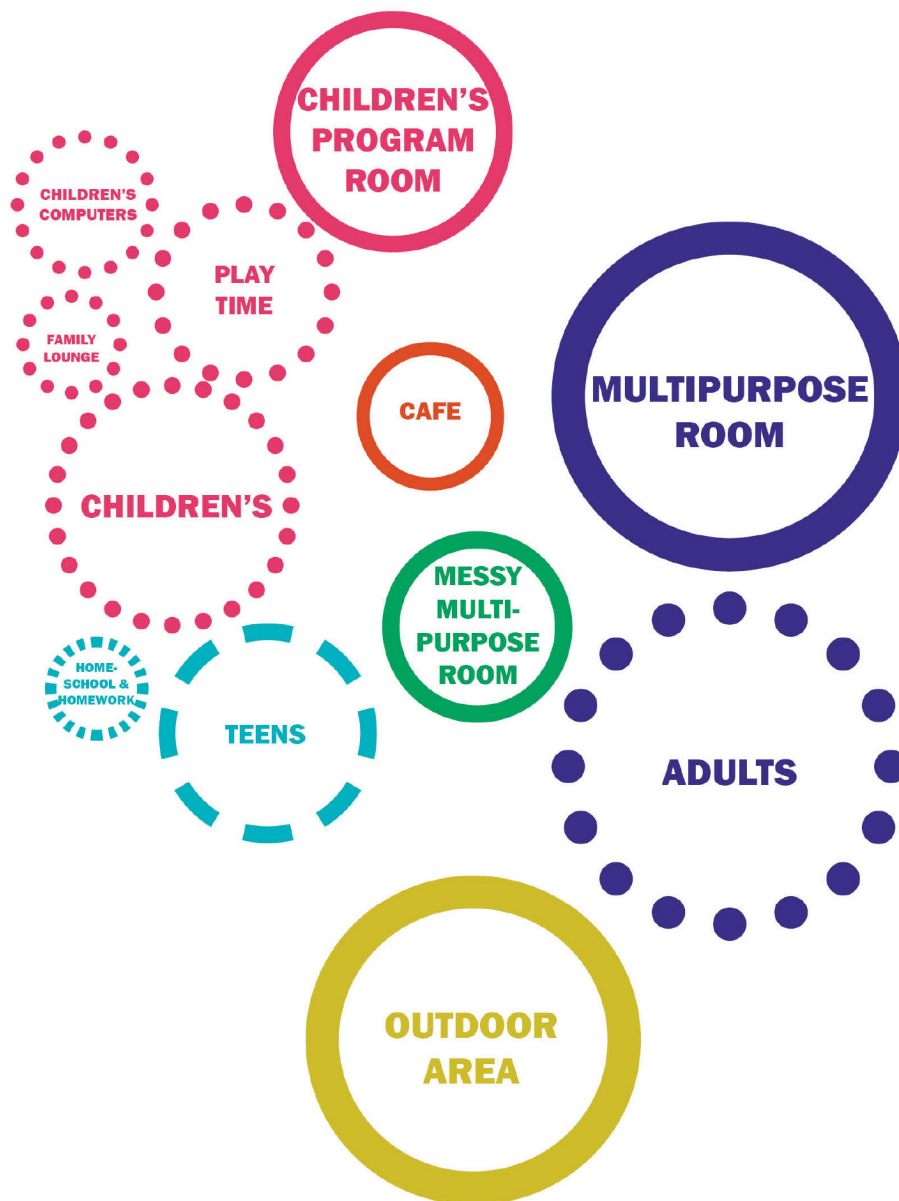
The library can be a place where multiple programs can occur at any one time. Individuals could read in the café, a master gardeners group is meeting in the messy multi-purpose room preparing landscaping ideas for the outdoor area, parents reading magazines while their children play and browse books, a teen group meeting in the outdoor pavilion for a game...

**With the different library users, interest based learning will be fostered, ideas sparked. Various hobbies include:**

- Gardening
- Cooking
- Genealogy
- Book Clubs
- Travel
- Scrapbooking
- Crocheting
- Running
- Chess Clubs

**The library, including its outdoor area, will minimize environmental impacts through the preservation of open spaces, trees, and other valuable natural resources in addition to providing more active and passive recreational opportunities.**

# Program Diagram



# Children's Learning Styles

The Five Forks branch library can be a place for learning in various styles that suits each user's needs through social, creative, and recreational activities—learning in equal components of traditional, imaginative, and play. The following are learning styles that the Greenville County Library would like implemented in the Children's areas.

## REGGIO EMILIA APPROACH

An educational philosophy focused on preschool and primary education, developed after World War II by Loris Malaguzzi, a teacher, and the parents of the villages around Reggio Emilia, Italy. Following the war, people believed that children were in need of a new way of learning: the assumption was that people form their own personalities during early years of development and that children are endowed with "a hundred languages". The aim of this approach is teaching how to make them useful in everyday life. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum.



## The Public Library Association's EVERY CHILD READY TO READ

is a parent education initiative, stressing that early literacy begins with the primary adults in a child's life. This initiative is an essential role in supporting early literacy within a community. Emphasizing the following five practices:

- **TALKING**
- **SINGING**
- **READING**
- **WRITING**
- **PLAYING**

Along with parental involvement, utilizing these simple and effective practices can help children develop early literacy skills that will get them ready to read.

**TALKING** with children helps them learn oral language, one of the most critical early literacy skills. Children learn about language by listening to parents talk and joining in the conversation.

**SINGING** develops language skills, it slows down language so children can hear the different sounds in words and helps children learn new words and information.

**READING** together develops vocabulary and comprehension, nurtures a love for reading, and motivates children to want to learn to read.

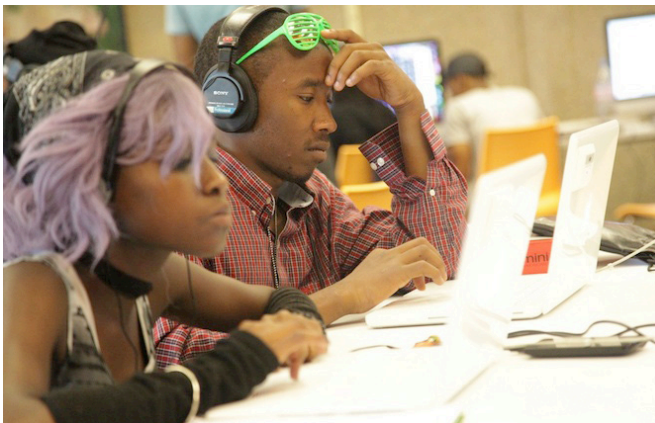
**WRITING** allows children awareness that printed letters stand for spoken words as they see print used in their daily lives.

**PLAYING** is one of the best ways for children to learn language and literacy skills. They learn about language through playing as the activities help them put thoughts into words and talk about what they are doing.



# Teen's Learning Styles

With various learning styles considered, the approach is unique to Teens. The project goals for the Teen area include promoting an inviting place for group collaboration, encourage Teen volunteerism and various creative endeavors. Building upon the Search Institute's 40 developmental Assets for Adolescents and the YOUmedia Learning Lab, the Five Forks Branch Library can support and inspire Teens through Connected Learning. In addition, we have researched the following learning styles that could be applied through the Teen areas.



## LEARNING THROUGH COMMUNITY

Tweens and Teens share their knowledge with peers and get valuable feedback on their own learning.

## VISUAL

Seeing and doing are important aspects of adolescent learning styles. Teens learn well when presented with graphics and manipulatives.

## SOUND

A study conducted at Mid Sweden University, Sweden, and published in the Institute for Learning Styles Journal found that while adults sometimes prefer to work in quiet rooms, all the teens in the study preferred some degree of sound in the room while they were working.

## TIME OF DAY

Another finding in the study found that while teachers and adults generally work better in the morning, teens pay more attention and are motivated to do their work in the early afternoon.

## EMOTION

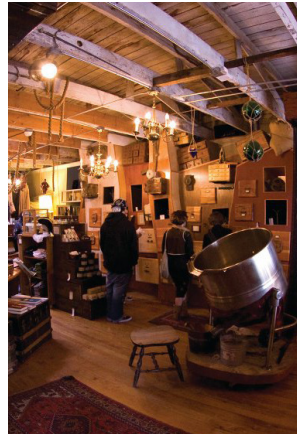
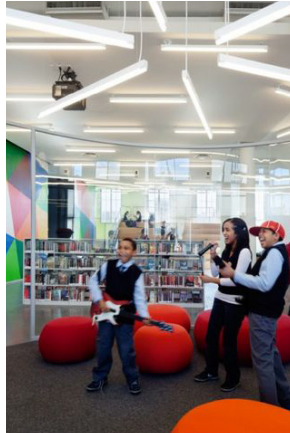
Emotion drives motivation and learning in adolescents. The addition of emotion in a presentation or lesson plan sometimes helps teen students remember. For example, humor is a positive emotion that can heighten the learning experience.

### References:

Sun Protection Outreach Teaching by Students:  
The Adolescent Brain- Learning Strategies and Teaching Tips

Mid Sweden University, Sweden:  
Student' Learning Styles Compared with Their Teachers' Learning Styles in Secondary Schools

# Character Imagery



# Appendix

The following questionnaires were provided to the Children and Teen programming staff to begin to illustrate Five Forks unique community as we develop the design for the Five Forks Branch Library.

# Early Childhood Questionnaire

## Describe characteristics of the neighborhood/ community you serve.

- 35% of the area's population is under age 18
- The majority of adults have at least some college education
- Many families with children

## What makes it unique and distinctive? What are some of the children's needs you see in the community?

- It is a long congested drive from Greenville, so families look for things to do in the area
- Need for indoor and outdoor programs/ activities for caregivers/families to participate in

## Will these needs be met in this branch or through the entire county?

- We can offer a unique destination with something for each member of the family.
- We can offer unique programs and activities for families.
- Between the collection and the activities, we should be able to meet all library needs for the area at this branch.

## What types of learning experiences will children experience? What is the approach to pedagogy and the children's curriculum?

- Early literacy experiences
- Experiential learning
- Creative learning (ex: craft programs)
- Self-directed activities
- Interests/hobbies – through the materials collection

- Pedagogy – Reggio Emilia, Every Child Ready to Read, STEAM

## What community partnerships can share their expertise?

- We partner with many agencies/organizations but I don't know of any specifically in that area except the School District and Greenville Rec.

## How do you envision the Early Childhood area? What is the look and feel desired?

- Visual landmarks to identify it as the children's area (ex: giraffe & ceiling ribbons at Main)
- Contained – for noise, safety and so young children don't wander away from caregivers or "escape" through self-opening front doors.
- Colorful, inviting, "fun" looking spaces
- Cozy seating
- Some child size furniture (tables/chairs)
- Reading areas for children individually and for children/caregivers to read together
- Self-directed activities for a variety of ages dispersed throughout the area
- Windows for natural light
- Lots of outlets so caregivers waiting for children attending programs or selecting materials can work on laptops/tablets.
- Strong Wi-Fi signal in the area.
- Picture book area in a circle or U shape (not rows)
- Few long narrow rows of materials
- Help Desk (moveable) with phone and computer/internet
- Family restroom
- Nursing room

# Early Childhood Questionnaire

## What kind of activities/programs happen here.

- Infant/toddler programs
- Preschool programs
- Elementary age programs
- Craft/science programs – require non-carpet flooring, tables and a sink
- Special programs for the entire family

## What are the self-directed activities? What are the assisted activities?

- Self-checkout device
- The following self-directed activities are very popular at Main:
  - Checkers
  - Puzzles
  - LEGO table
  - LEGO bins on the walls
  - Doll house that changes according to the season
  - Writing station and mailbox
  - Light table
  - Magnetic wall
  - Castles and toy figures
  - Mini book drop
  - AWE game computers
  - Exposed flooring section (covered in Plexiglas) so children can see the pipes, wires etc.
  - End panel activities (I.e. Pete the Cat and Tree matching)
- Assisted activities:
  - Reader's Advisory
  - Assistance finding homework materials

Assistance finding early literacy/phonics materials  
 Telephone reference  
 Registering patrons for programs (a phone near a desk is essential)  
 Computers  
 Answering general questions

## How would a child spend an hour in the library? How would they spend the day?

- Using self-directed activities (see above)
- Browsing materials
- Reading
- Using a computer
- Walking outside (Born Learning Trail, Fitness Trail, Multi-Sensory Trail)
- Attending a program
- Picnicking

## What are the children's technology needs, what will be expected?

- AWE game computers  
Early Literacy Station  
AfterSchool Edge
- Internet connected computers with printing capability (?)
- Digital collection (books, music, magazines)
- Charging stations for personal devices
- OPACs of child height (2-3)
- Large plasma screens to promote programs/activities
- Wi-Fi
- Outlets for phones/tablets/laptops

# Early Childhood Questionnaire

## What kind of activities occur that encourage adult-child participation?

- Programs
- Indoor self-directed activities
- Outdoor self-directed activities
- Reading together
- Browsing collection together
- Computers

## What kind of themed learning areas should there be? What should the activities and materials promote?

- Program room:
  - Dedicated space for youth programs
  - 1200 square feet (not long and skinny b/c children in the back don't pay attention)
  - Built in lockable cabinets
  - Lockable storage closet
  - Sink and countertop
  - Tack strip on wall for hanging posters – 12'x1"
  - Bench seat built along 2 of the walls for caregivers to sit on during programs (eliminating the need to set up chairs)
  - Flooring: durable, cleanable but comfortable to sit on (not carpet)
  - Area rug or flooring design that indicates story area
  - Bright colors
  - Built in trash can (to keep babies out)
  - Adjustable height tables, preferably on wheels, smooth surface tops--not pebbled
  - Built in speaker system (Bluetooth?)
  - Ability to dim lights
  - Natural light
  - Not too close to parking lot/street in order to minimize noise

Cleanable, stackable chairs

- Large meeting room that will be shared by Youth Services for special events
- Cozy reading areas
- Self-directed learning areas (puzzles, writing, etc)
- Quiet study areas
- Small group study areas
- Computer area
- Table area large enough to accommodate a school group
- Covered outdoor program space ("picnic" shelter type area) (see attached)
  - Tables to accommodate 40-60 people
  - One long table facing the other tables for teaching/demo (maybe elevated?)
  - Lighted (light switch control inside the library)
  - Outlets (can be shut off from inside library)
  - Ceiling fans
  - Wired for sound
  - Water (lockable bib)
  - Near library entrance with a restroom
  - Paved path from library to shelter (in order to push carts of supplies out)
- Outdoor trails (Born Learning, Fitness, Multi-Sensory) – low maintenance and away from road (see attached)
- Promote
  - o Programs for children
  - o Family events
  - o Outdoor activities
  - o Collection
  - o Computers
  - o Self-directed activities
  - o Beautiful, relaxing environment for families and friends to get together

# Early Childhood Questionnaire

## What are popular family activities?

- According to the East Woodruff Road Area Plan residents named the following goal as desired:  
"Provide more active and passive recreational opportunities."
- Offering indoor and outdoor programs and active and passive programming should meet these goals.

## How will children play? What kind of materials will be circulated for children?

Play – see above

### Materials circulated will include:

- Books
  - Picture books (area should be U shaped or a circle with activities and chairs in the center)
  - EZ Readers
  - Chapter books (fiction)
  - Holiday (books, audio and DVDs)
  - Nonfiction
  - Paperbacks (7" shelves with half backs)
  - PEC collection (Parent Early Childhood collection is for caregivers)
  - Bilingual (Spa/Eng)
- Music CDs (4 shelves)
- DVDs (7" shelves with half backs)
- Audiobooks including Playaways
- Hanging audio (need 4 rods)
- Magazines (child and some browsing for caregivers)
- Quik Kits (maybe)

# Teen Questionnaire

**Describe characteristics of the neighborhood/ community you serve. What makes it unique and distinctive? What are some of the needs you see in the community?**

- 35% of the area's population is under age 18
- The majority of adults have at least some college education
- Many families with children/teens
- Suburban area with traffic congestion
- Few teen activities
- Needs
  - YA collection
  - Digital collection
  - Creative programming

**Will these needs be met in this branch or through the entire county?**

- If desired materials/programs are available at this branch, most probably won't drive to another location in the county.

**What types of learning experiences will teens experience? What is the approach to pedagogy and the teen's curriculum?**

- In our experience, teens generally visit the library to browse the collection, find materials for homework and to use the computers.
- Teens attend library programs in the summer.

**What community partnerships can share their expertise?**

- Greenville County School District
- Greenville Rec

**How do you envision the Teen area? What is the look and feel desired?**

- Visual landmarks to indicate Teen Area (ex: paper lanterns at Main)
- Near the Children's Area but not near the chapter books. Need a distinct separation between the YA fiction and the juvenile fiction. (At Main YA area is near the picture books.)
- Casual
- Contemporary
- "Cool"
- Comfortable, cleanable seating
- Inviting
- Lots of outlets
- Countertop with outlets to facilitate laptops, phones, tablets
- Plasma screen to promote activities/events

**What kind of activities/programs happen here.**

- Activities that will occur:
  - Browsing
  - Studying
  - Reading
  - Group collaborations
  - Games
  - Self-checkout
- Programs will occur in a meeting space.
  - Craft/creative programs.
  - Educational programs (how to find college scholarships, etc)
  - Games
  - Service Day activities (volunteering)



# Teen Questionnaire

**What are the self-directed activities? What are the assisted activities? How would a teen spend an hour in the library? How would they spend the day?**

- Self-directed activities
  - Browsing
  - Studying
  - Reading
  - Group collaborations
  - Games: checkers/chess
  - Self-checkout
- Assisted activities
  - Reader's Advisory
  - General questions
  - Program registration will occur at front desk
  - Computer use/printing will occur in general computer area

**What are the teen's technology needs, what will be expected?**

- Wi-Fi
- Outlets for laptops/phones/tablets
- Computers (available in the general computer area)
- Plasma screen to promote activities/events

**What kind of activities occur that encourage teen participation?**

- Programs
- Teen Service Days

**What kind of themed learning areas should there be? What should the activities and materials promote?**

Individual study areas  
Group study areas  
Study tables  
Comfortable  
Café

**What are popular teen activities?**

In general:

- Hanging out with friends
- Eating
- Sports
- Movies
- TV
- Music

In library:

- Studying with friends
- Browsing the collection
- Teen Service Day
- Some programs

**How will teens play/ learn- create-share?**

- Craft/Creation Space for use by adults and teens
  - Cleanable flooring
  - Lockable cabinets
  - Storage closet
  - Sink and countertop
  - Moveable whiteboard
  - Moveable tables
  - Built in projector
  - Lots of outlets (some waist height)
  - Data lines
  - Ventilation system (for spray painting, etc)
  - Plasma screen