Literacies in Action

Basic Literacy
Information Literacy
Civic and Social Literacy
Health Literacy
Financial Literacy
Committee Members

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  Cursive Club (Children)
  Pancakes and Poetry (Teens)
  Teen Writing Club (Teens)
  Toddler Shake and Boogie (Children)

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  Geocaching 101 (Adults and Families)
  POWER Library Scavenger Hunt (Middle School)
  Social Media for Seniors (Adults)
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PA Forward

http://www.paforward.org/

As librarians we know that libraries aren’t just for books. Did you know that your library programs probably already incorporate at least one of the literacies? That means no extra work! Use PA Forward to share all the benefits libraries provide to your community.

“Literacies in Action” is a guide to help you get started with PA Forward at your library.

Make Change: A Penny for Your Thoughts

Need more program ideas? Check out the PA Forward Commons. Discover how others are implementing the PA Forward literacies (“Take a Penny”), and share what has worked in your library (“Leave a Penny”).

http://www.palibraries.org/page/PaFwdCommons

PA Forward Toolkit

https://www.palibraries.org/members/group.aspx?id=117296
Information to get you started in using PA Forward

• Overview
  Find an introductory webinar, Best Practices Database, a sell sheet, and more.

• Fact Sheet
  Why focus on these 5 Literacies? Find the rationale sheet with High Tech and High Touch examples.

• Program Ideas (PA Forward Commons)
  Why reinvent the wheel? Look for ideas and submit your programs. It is important for everyone to help build this sharing resource.

• Materials to Present
  Find logos and promotional materials and tips.

• Press Releases
  Find sample press releases.

• Just Do It!
  Find logos and shelf talkers to highlight the literacies in your collection, on flyers, on your website, and more.

A big part of PA Forward is partnering with the community and organizations around the state. Please be certain to check with your library policy in regard to facilitator solicitation while conducting an educational, informational program.
PA Forward

Literacies in Action
Program Recipes

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DESCRIPTION:
This summer reading club for adults has both intrinsic and extrinsic rewards. Challenge your patrons to complete a bucket-list style reading challenge during summer or anytime of the year.

At the Chester County Library in Exton, we challenged patrons to read 16 different types of books in 2016 and called it “16 in ’16.” Patrons were encouraged to read in different categories, including ‘a book recommended by a librarian’ and ‘a book written in the year of your birth.’ For each book completed, they received raffle tickets for our prizes. If patrons completed the challenge and read all 16 categories, they were eligible for the grand prize – an iPad mini!

We reached out to area businesses, like a nearby Movie Tavern, and government departments, like county parks, for prizes and programming. Associated programming included a ‘book-to-movie’ discussion following the screening of the film *Me Before You*. Patrons also received raffle tickets when they attended programs. During the first week in September, they submit their raffle tickets for gift cards or gift baskets, many donated by area businesses.

TOPIC(S): Basic Literacy, Summer Reading Program

TARGET AUDIENCE: Adults, Young Adults (18+), 50+

EXPECTED EXPENDITURE: $50 - $200

PARTNERS:
Area Businesses: book stores, movie theaters, restaurants, gyms, dance studios, and other recreational groups

County or municipal departments: Parks & Recreation, Health Department

MATERIALS:
ASR Brochures
Reading Challenge Checklists
Registration forms (print or online)
Flyers/posters to promote program
Various prizes
PLANNING TIMELINE: Plan 6 months in advance

Month 6
- Create reading challenge.
- Identify area businesses, county or township departments, and organizations with whom to partner.
- Begin contacting possible partners to gauge interest.
- Identify topics for any ASR programs (optional).
- Reserve possible dates for programs (optional).

Month 4 - 5
- If using an online registration process, create the registration form (Google Forms is free) and decide where to link on library website.
- Design reading checklists, ASR brochures, and promotional materials to distribute.
- Draft press releases, email blasts, social media announcements, website content, etc., but do not publish yet.
- Establish partnerships for prizes and programming (optional).

Month 2 - 3
- Touch base with partners about prizes and any ASR programs to be held.
- Print checklists, ASR brochures, and promotional materials.
- Publish press releases, email blasts, social media announcements, and website content; stagger release of announcements to create ongoing interest.

Month Of
- Gather remaining materials & prizes.
- Display internal posters or flyers.
- Train staff on how to promote and discuss the ASR challenge.
- Be sure to always have ASR checklists, brochures, etc. available at service desks; use outreach events as opportunities to grow participation.
- Host an ASR information table at entrance of library.

RESOURCES: Chester County Library & District Center and Henrietta Hankin Branch Adult Summer Reading Challenge
http://chescolibraries.org/books-movies-music/adult-summer-reading-program
Google Forms: https://www.google.com/forms/about/

GOALS: To increase basic literacy in adult patrons.
To instill love of reading and promote library usage among adult patrons.

OUTCOMES: More PA library users will turn to their public library for pleasure reading.
Library patrons will be exposed to different genres and feel more connected with their local public library.
**ASR Checklist Bookmark**

Developed by Tom Berman & Stephanie Sharon of the Chester County Library (Exton, PA) in collaboration with the Adult Summer Reading Committee (April 2016)

- A book you can finish in a day
- A book recommended by a librarian
- A book set somewhere you’ve always wanted to visit
- A book written in the year you were born
- A book that was banned at some point
- A book being made into a movie this year
- A book translated to English
- A book with a blue cover
- A book chosen for you by your spouse, partner, sibling, child, or BFF
- A book in a genre you typically don’t read
- A book to help you learn something new
- A book “everyone” has read but you
- A book with bad reviews
- A book written by someone under 30 or over 70
- A book with non-human characters
- The second book in a series

Chester County Library & Henrietta Hankin Branch Library invite you to participate in our 2016 Adult Summer Reading Club that will run from June through August.

Earn raffle tickets for great prizes by completing one or more items in the 16 in ’16 Reading Challenge, reading, or listening to, up to 10 books of your own choosing, and by attending programs. Record your name and the titles of the books on your logs. All books must be adult or young adult reading level. Turn in your log(s) at the end of the summer to receive your raffle tickets. For events, tickets will be handed out at the end of the event.


Register by July 6th and you might win 6 tickets for Reading Fightin Phils regular season home games.

Happy Reading!
### 2016 Adult Summer Reading Club Log

Record 10 Books of Your Choosing

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Title</th>
<th>Author</th>
<th>Format (print, ebook, audio)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Gearing up for an exciting summer!

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**ASR Reading Log**

Developed by Tom Berman & Stephanie Sharon of the Chester County Library (Exton, PA) in collaboration with the Adult Summer Reading Committee (April 2016)
# Adult Summer Reading Challenge

## Program Survey

Please tell us how much you agree or disagree with these statements

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
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<tr>
<td>2. I learned something as a result of participating in this program.</td>
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<td>3. I am more aware of the resources and services provided by the library after participating in this program.</td>
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<tr>
<td>4. I will participate in more reading programs at the library in the future.</td>
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<tr>
<td>5. I intend on applying what I learned from this program in the future.</td>
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<tr>
<td>6. This program encouraged me to read outside of my comfort zone.</td>
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<tr>
<td>7. This program has made me a more avid reader.</td>
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<tr>
<td>8. I plan on recommending the books that I read this summer to friends and family.</td>
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<tr>
<td>9. What did you like most about this program?</td>
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<tr>
<td>10. What could the library do to better assist you in learning more?</td>
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</table>

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Cursive Club  
PA Forward | Basic Literacy

DEVELOPMENT LEVEL: Moderate

DESCRIPTION: Introduction, review, and practice of cursive writing using the foundation of print letter recognition.

TOPIC(S): Handwriting (Cursive)

TARGET AUDIENCE: Grades 1-3 (and other grades with specific interest) and ESL students of all ages.

EXPECTED EXPENDITURE: 0 ($25 or less for refreshments)

PARTNERS: Local teachers, in-service or retired  
Local high school students  
Local professors and undergraduate students  
Library teen volunteers

MATERIALS: Paper, sharpened pencils, name tags (if needed)  
Folders for children to keep their work in from week to week  
Environmental music, CD player with CDs or iPod and docking station (to listen during practice sessions)  
Lesson Plan (SAMPLE INCLUDED)  
Projector, tablet, or other device (to watch the YouTube video)  
https://www.youtube.com/watch?v=3C26YWtFwYQ  
White board and dry erase markers (to demonstrate letters)

Items for selected practice stations (explained below)
- Magnetic write/wipe lap boards, dry erase markers, erasers
- iPad or other mobile device with app (teachersparadise.com studios / Finger Tracing Flashcards™ Zaner-Bloser©Cursive Style variation)
- Flash cards (multiple sets), printed onto cardstock, cut. Can be laminated  
- Ziploc quart-sized bags, colorful non-toxic paint, tape, 6" Wooden Stick Cotton Swabs  
  http://tinyurl.com/grqf6m3
- Colored highlighters, paper  
  http://tinyurl.com/h7dqfig
- Wooden dowels, colorful ribbon to make ribbon wands or just use colorful story time scarves (no need to attach scarves to dowels)  
  http://www.somewhatsimple.com/ribbon-wands/

Basic - 10
• Plastic, reusable, closable boxes for colored sand or sugar, unsharpened pencils
  o http://kindergarteniscrazy.blogspot.com/2013/03/sight-word-literacy-center-activities.html
• Copies of practice paper for home (INCLUDED)

PLANNING TIMELINE:

Month 4
• Secure facilitator, if necessary.

Month 3
• Lesson plan review (either outside facilitator or library staff) and modify, if needed.

Month 2
• Create and display promotional flyer.
• Create and display registration.

Month 1
• Gather materials.
• Gather books for display.

Day Of
• Room setup/breakdown.

RELATED BOOKS:


RESOURCES:
ABC Flashcards

Cursive Handwriting Pack - http://tinyurl.com/zfehrea

A-Z Cursive Handwriting Worksheets
http://www.confessionsofahomeschooler.com/blog/2012/10/a-z-cursive-handwriting-worksheets.html

Cursive Writing Guide
GOALS: To introduce cursive alphabet.
To practice cursive alphabet.
To review cursive alphabet.

OUTCOMES: Increased level of familiarity of cursive alphabet.
Increased development or development of skill set for writing the cursive alphabet.
Increased opportunities to practice cursive writing.
Cursive Club Lesson Plan (SAMPLE) – 45 to 60 Minutes
Part 1 (Trace and Write Letters – **Upper and Lower Case a, c, d, g**) Session 1

**Introduction**
Share our names and favorite class in school
Have children print their first names on their folders

**Activity 1 (kinetic):** Watch video and write in the air when following along.
https://www.youtube.com/watch?v=3C26YWtFwYQ

**Lesson 1:** *Introduce and review upper and lower case letters (a, c, d, g) written on whiteboard.*

**Exercise 1 (static):** Practice upper and lower case a, c, d, g.
Play music.

**Activity 1 (movement):** Practice Stations.
Make letters in sugar/sand, magnetic write/wipe lapboards, flash cards, tablet.
Play music.

**Exercise 2 (static):** Continue to practice upper and lower case a, c, d, g.
Play music.

**Activity 2 (movement):** Practice Stations.
Make letters in sugar/sand, magnetic write/wipe lapboards, flash cards, tablet.
Play music.

**Exercise 3 (static):** Continue to practice upper and lower case a, c, d, g.
Play music.

**Activity 3 (movement):** Practice Stations.
Make letters in sugar/sand, magnetic write/wipe lapboards, flash cards, tablet.
Play music.

**Homework paper** Talk about the importance of practicing at home.

**NOTE:** [http://tinyurl.com/zfehrea](http://tinyurl.com/zfehrea) The creator of the printables from [www.thisreadingmama.com](http://www.thisreadingmama.com) researched the order in which to introduce the letters. We followed her plan with a focus on letters ONLY not words, at this point, with the intention of developing Cursive Club “Lesson 2.”

Lesson 1 (TRACE and WRITE) Session 1 a, c, d, g
Lesson 1 Session 2 h, p, t
Lesson 1 Session 3 e, f, l
Lesson 1 Session 4 i, j, u, y
Lesson 1 Session 5 k, r, s
Lesson 1 Session 6 m, n
Lesson 1 Session 7 v, w, x
Lesson 1 Session 8 b, o, q, z
<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Paint Baggies</th>
<th>Fill resealable baggies with paint and tape the top closed. Provide one 6&quot; Wooden Stick Cotton Swab or unsharpened pencil as a writing implement for each child.</th>
<th><a href="http://tinyurl.com/grqf6m3">http://tinyurl.com/grqf6m3</a></th>
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</thead>
<tbody>
<tr>
<td>Activity 2</td>
<td>Highlighted Tracing Sheets</td>
<td>Use a colored highlighter to create the tracing letters.</td>
<td><a href="http://tinyurl.com/h7dqflg">http://tinyurl.com/h7dqflg</a></td>
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<tr>
<td>Activity 3</td>
<td>Kinetic Letters</td>
<td>There is value in feeling the letters to learn them. Add some fine colored sand or colored sugar into a pencil box and provide an unsharpened pencil as the writing implement. Children can trace letters in the sand! The pencil box keeps the sand or sugar neat and tidy!</td>
<td><a href="http://tinyurl.com/hegx75o">http://tinyurl.com/hegx75o</a></td>
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<tr>
<td>Activity 4</td>
<td>Ribbon Wands</td>
<td>Kinetic activity with a similar concept of practicing cursive letter formation to increase familiarity and muscle memory. Alternately, story time scarves work well.</td>
<td><a href="http://tinyurl.com/jyq7dhx">http://tinyurl.com/jyq7dhx</a></td>
</tr>
</tbody>
</table>
| Activity 5 | App for iPad or Android | Finger Tracing Flashcards™ Zaner-Bloser©Cursive Style variation | **Android URL**
http://www.teachersparadise.com/apps/abc-kids-write-cursive-zbc-pro  
**Apple URL**
<table>
<thead>
<tr>
<th>Activity 6</th>
<th>Facilitates familiarity through repetition. Can be used individually or in a group.</th>
<th><a href="http://tinyurl.com/hwrqfuw">http://tinyurl.com/hwrqfuw</a></th>
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<tbody>
<tr>
<td>Flash Cards</td>
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![Image of handwriting]
<table>
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<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
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<th>Agree</th>
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<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
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<tbody>
<tr>
<td>1. Overall, this program met my child’s(ren’s) expectations.</td>
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<td>2. My child(ren) learned or did something at the library today that was helpful.</td>
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<tr>
<td>3. I am more aware of the resources and services provided by the library.</td>
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<td>4. My child(ren) will attend more programs at the library on basic literacy.</td>
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<td>5. I intend on discussing the importance of writing in cursive with my child(ren).</td>
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<tr>
<td>6. I intend to explore other cursive writing concepts with my child(ren) through books at the library.</td>
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<tr>
<td>7. I intend to introduce other basic literacy concepts to my child(ren) through books and programs at the library.</td>
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<tr>
<td>8. I intend to discuss other basic literacy concepts with my child(ren).</td>
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</table>

9. What did my child(ren) like most about this program?

10. What could the library do better to assist my child(ren) in learning more?

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**PROGRAM NAME:** Pancakes & Poetry  
**DEVELOPMENT LEVEL:** Low/Moderate  
**DESCRIPTION:** A casual program that mixes food and conversation with poetry. Teens will be invited to share their own poetry or read a favorite poem while enjoying pancakes. Facilitating this program may be as informal as simply encouraging everyone to eat pancakes together while letting it be known that the floor is open for anyone to share their poetry whenever they feel comfortable. Set up a display of poetry books for teens to look through, use to read aloud, or check out if they wish. This program may be tied to a certain time of year like Poem in Your Pocket Day or National Poetry Month in April.  
**TOPIC(S):** Poetry, public speaking, creative writing  
**TARGET AUDIENCE:** Teens  
**EXPECTED EXPENDITURE:** $10-$20 for pancake mix and toppings (Save money by borrowing a griddle)  
**PARTNERS:** Local high school teachers  
**MATERIALS:** Poetry books from the library collection  
Paper & pencils  
Pancake mix, water  
Plates and forks  
Pancake toppings (fruit, syrup, whipped cream, chocolate chips, etc.)  
Griddle, pancake turner, cooking spray  
**PLANNING TIMELINE:**  
*Month 2*  
• Promote event through calendar, media, and flyers.  
*Month 1*  
• Gather materials, books, etc.  
*Day Of*  
• Set up room.  
**RELATED BOOKS:**  
*Aimless Love* by Billy Collins (Random House, 2014).  
*The Selected Poems of Emily Dickinson* by Emily Dickinson (Modern Library, 2000).  
*Dizzy in Your Eyes: Poems About Love* by Pat Mora (Ember, Reprint 2012).  


RESOURCES:

National Poetry Day: Enjoy, Discover, Share
http://www.forwardartsfoundation.org/national-poetry-day/

Poets.org https://www.poets.org/national-poetry-month/poem-your-pocket-day

GOALS:

To develop public speaking skills.

To cultivate an atmosphere of open conversation.

To encourage teens to express themselves through poetry.

OUTCOMES:

Increased discussion on poems and their significance to individuals.

Confidence sharing a poem in front of others.
### Pancakes & Poetry

**Program Survey**

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
<td></td>
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<td>2. I learned or did something at the library today that was helpful.</td>
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<td>3. I am more aware of the resources and services provided by the library.</td>
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<td>4. I will attend more programs at the library.</td>
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<tr>
<td>5. I intend to apply what I learned.</td>
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<tr>
<td>6. I felt comfortable sharing a poem or discussing poetry with others.</td>
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<td>7. I heard a poem I have never heard before.</td>
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<tr>
<td>8. I plan on sharing more poetry with others in the future.</td>
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</tbody>
</table>

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

---

*This program is sponsored by ____________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
PROGRAM NAME:  Teen Writing Club
PA Forward | Basic Literacy

DEVELOPMENT LEVEL:   Low/Moderate

DESCRIPTION:  Teen Writing Club is a chance for teens to meet with others who enjoy writing, and gives them a chance to practice their skills and work with new themes.

TOPIC(S):   Writing

TARGET AUDIENCE:  Teens (can also be used with grades 4-6)

EXPECTED EXPENDITURE: $0-$25 (Depends on the activities you choose)

PARTNERS:   Local teacher and/or college student
Local author (books, magazine, newspaper)

MATERIALS:   Will depend on activities chosen. Activity suggestions are attached.

PLANNING TIMELINE:

Month 3 +
- Talk to teens to find out if they are interested, and what they would want to get out of a writing club. When can they meet? How often? Once a month?
- Contact possible partner.

Month 2
- Narrow down the activities based on your goal as well as the teens’ goals. Decorating journals is a good way to start and break the ice among teens in a relaxed atmosphere.
- Purchase supplies as needed.
- Touch base with partner.
- Publicity: flyers and newspapers.
- Begin registration.

Month 1
- Prepare chosen activities.
- Continue to promote the program.

Day Of
- Set up room.

RELATED BOOKS:
Leap Write In!: Adventures in Creative Writing to Stretch and Surprise Your One-of-a-Kind Mind by Karen Benke (Roost Books, 2013).
Rip the Page!: Adventures in Creative Writing by Karen Benke (Roost Books, 2010).

Image & Imagination: Ideas and Inspiration for Teen Writers by Nick Healy (Switch Press, 2016).


Spilling Ink: A Young Writer’s Handbook by Ellen Potter, Anne Mazer and Matt Phelan (Square Fish, 2010).

RESOURCES: Dissertation Writing Group: http://gradlogic.org/dwg/

Although geared toward dissertation writing many of the tips can be used for any kind of writing group.

40 of the Best Websites for Young Writers
http://study.com/articles/40_of_the_Best_Websites_for_Young_Writers.html

Pongo Teen Writing - http://www.pongoteenwriting.org/index.php

More resources can be found throughout Writing Club ideas (p. 23).

GOAL: To provide out of school time for creative writing.

To help teens become better writers.

To build a support group for teens passionate about writing.

OUTCOMES: An increased level of comfort with creative writing in a recreational environment.

Improved writing skills.

Teens will receive feedback about their writing.
Teen Writing Club Ideas

Feel free to change the format to what works for you and your teens. Each group of teens is different, and what works for one group may not work for another.

Sample Session Outline

- Have everyone introduce themselves; this could be combined with sharing time.
- Sharing Time: Everyone can share what they are writing. You can make this optional.
- Discuss a Writing Tip (See next page for a handout)
  Give teens tips on writing. You could do one tip per session, or have a handout ready for each new member.
- Activity (Optional)
  This can be done at all sessions or just some sessions to mix things up a bit. Some activities can double as a writing prompt such as Roll a Story.
- Writing Prompt
  Use one of the writing prompt ideas below to get everyone started on a story for the next session. It’s okay if teens write about what they want, but some may need an idea to get started.

Activities

- Homemade Journals: Supply notebooks and craft materials for the teens to decorate their own journal.
- My Little Book (This idea is for kids, but can be used for teens too. Scroll down on the website for how to create this book.)
  http://www.sturdyforcommonthings.com/2013/03/storytime-mixer/
- Accordion Envelope Books
  http://lifeyourway.net/bookmaking-for-kids-accordion-envelope-books-2/
- 3D Book with 3D Glasses: Have teens write short stories that they feel they will be able to use simple illustrations for. First use a blue marker (Sharpies are best) to draw the image, and then highlight it using a red marker. To make 3D glasses use the template found on About Home Family Crafts. See below for the link. Use blue and red Mylar or acetate sheets or color clear plastic baggies, cellophane or transparency sheets using blue and red permanent markers. Wait for the markers to dry before cutting the pieces out a little bigger than the eye holes. Tape the pieces to the cut out glasses.
  - http://de-tout-et-de-rien-caroline.blogspot.com/2012/01/comment-fonctionne-le-tridimensionnel.html
  - http://familycrafts.about.com/od/creativepaper/ss/3D_Glasses.htm#showall
- Write fan letters.
- Read aloud sections of books that you and the teens love, and talk about the choices the author made that made the writing great.
- Mad Libs: Can be used as a warm up. Choose one that goes with the theme or genre, or have the teens turn their stories into Mad Libs for everyone to try.
- Cut out words from newspapers and magazines, and have the teens make poems.
- Supply comic strips, and write and illustrate comics.
Teen Writing Club Ideas: Continued

Activity & Writing Prompts
These activities also lead to writing prompts.

- Deal a Story
  - What you need: Index cards, old magazines, scissors, glue sticks
  - To make the cards cut out interesting pictures from the magazines, and glue them to one side of the index card (one picture per card). You can do this or have the teens help. Wait until the glue dries before playing.
  - To Play: Deal out the same number of cards to each player (more cards=longer game). Players should not look at their cards. Each player takes their turn by discarding a card so everyone can see it, and using the image as a prompt for part of the story. For example, if you turned over a card with a bear on it, you might say, “Once upon a time, there was a lonely bear named Allison who lived in a deep, dark forest.” It’s up to you how long each player gets to spin their part of the story. The game continues around the circle until all the cards are played and the story is wrapped up.
  - 2 Variations: Use the cards as prompts for each teen to write their own story (deal 3-4 cards each, which they’d have to incorporate somehow) or use them to kick-start a stalled story (pull out a card and put whatever it is into the story).

- Roll a Story
  - Each participant rolls a die 3-4 times to get their character, setting (or setting time & setting place), and plot.
  - One sample geared towards Halloween time, and a blank template can be found after Writing Prompts and Writing Tips.

- Story In a Bag
  - Put random items in a bag before the club begins. When ready pull out items one at a time. [http://www.apartmenttherapy.com/rainy-day-boredom-buster-diy-s-160311](http://www.apartmenttherapy.com/rainy-day-boredom-buster-diy-s-160311)
    - Option 1: Everyone has to write a story using the items in the bag.
    - Option 2: Everyone takes turns building the story one sentence at a time. Don’t forget to write it down, so it can be reread in full later. Make a copy for all participants.
Teen Writing Club Ideas: Writing Prompts
You can be silly or serious, or you can alternate.

- **Fiction Writing Prompts for Writers of YA Fiction**

- **Visual Prompts** (many also incorporate questions to be answered about the picture)
  - [http://www.iteenwrite.com/four/](http://www.iteenwrite.com/four/)
  - [https://teengirlsthatchatwrite.wordpress.com/category/teen-writing-prompts/](https://teengirlsthatchatwrite.wordpress.com/category/teen-writing-prompts/)

- **First Line(s)**
  - Our lives were changed when . . .
  - I couldn’t believe it. Right in front of me was a dragon.
  - It is always winter.

- **What If? Scenarios**
  - What if your teacher was an alien?
  - What if all the electricity stopped working?
  - What if it started raining candy?
  - What if all the trees disappeared?

- **Brainstorm**
  - Choose a theme, and as a group brainstorm a word bank based on that theme. Encourage teens to use some of these words in their next story. [http://www.iteenwrite.com/ghoststorywordbank/](http://www.iteenwrite.com/ghoststorywordbank/)

- **Other Ideas**
  - A Mysterious Phone Call
  - A Mysterious Letter
  - A Mysterious Object
  - What is courage?
  - Write about a world problem and how you would solve it.
  - Give teens an index card with 5-10 words that need to be incorporated into the story. Example: brick, alley, broom, kittens, nervous, window and slam.

- **More Resources**
    Includes lesson plans for various grade levels. This could be useful for helping serious writers with elements of a good novel.
  - Read Write Think – [www.readwritethink.org](http://www.readwritethink.org)
  - Robyns World: Teen Writing Prompts - [http://robyns.world/2012/01/22/teen-writing-prompts/](http://robyns.world/2012/01/22/teen-writing-prompts/)
    (nice mix of fun and thoughtful)
Writing Tips for Teens

- **Writing Goals** – What do you want to get out of writing? Is it for fun? Do you want it to be a career? Writing career goals will help you decide where you are going and what you need to get there.
- **Get a Good Dictionary**
- **Read A Lot**
  - Read a variety of books, even those that don’t interest you. Figure out what that writer did right in order to sell their book. (3)
  - Learn what good writing looks like. (1)
  - Imitating the writers you love will help you develop your own style later. (1)
- **Write Every Day** (3) – Practice Practice Practice
  - The more you write the better you will get.
  - Writing every day will help you get used to putting your thoughts into words.
- **Know Your Subject** (2) – Write about what you know, what you care about, and/or do your research.
- **Edit Edit Edit** – Reread and Rewrite (1, 2)
  - Make sure grammar and punctuation are correct. Find those little mistakes.
  - Rewrite what doesn’t sound right.
  - Keep rewriting to make it the best it can be.
- **Pay Attention** (3) – Paying attention in school helps you with two important skills for writing – observe and comment. Observing people is a good way to learn about why people do what they do, which will help in character development. Also, your English Grammar class is important for good writing.
- **Career Tips** (3)
  - Have another job. Writers don’t make much, especially in the beginning. Also, other experiences can help in your writing.
  - Learn about the publishing industry. This will help you learn about why some works sell and others don’t.
- **Publishing Tips**
  - Research publishers to find what best suits your work. (2)
  - Be Ready for Rejection (3)
    - Your work may need more editing.
    - Editors can only accept so many, and do reject works they like because they don’t have enough space.
    - Might not be the right fit. Try someplace else.
- **Work for your school newspaper.** Get experience, work with editors, and have something to add to your portfolio. (3)

**Resources Used for Tips**

- **BookTrust: Three Simple Rules to Become a Better Writer** (1)
- **Education World: Ten Tips for Younger Writers** (2)
- **Whatever: 10 Things Teenage Writers Should Know About Writing** (3)
## Roll-a-Story

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting Time</th>
<th>Setting Place</th>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghost</td>
<td>Midnight</td>
<td>Abandoned School</td>
<td>Someone is Lost</td>
</tr>
<tr>
<td>Monster</td>
<td>At Sunset</td>
<td>Dark Woods</td>
<td>Someone is Looking for Something</td>
</tr>
<tr>
<td>Zombie</td>
<td>Dinner Time</td>
<td>Haunted House</td>
<td>A Dangerous Journey</td>
</tr>
<tr>
<td>Vampire</td>
<td>Night of a Full Moon</td>
<td>Laboratory</td>
<td>A Crash Landing</td>
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<tr>
<td>A Crazy Clown</td>
<td>Before Sunrise</td>
<td>Graveyard</td>
<td>No Electricity</td>
</tr>
<tr>
<td>Mummy</td>
<td>Noon</td>
<td>A Rocky Seashore</td>
<td>A Chase Takes Place</td>
</tr>
</tbody>
</table>

# Roll-a-Story

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting</th>
<th>Plot</th>
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</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Dice 1" /></td>
<td><img src="image.png" alt="Dice 2" /></td>
<td><img src="image.png" alt="Dice 3" /></td>
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<tr>
<td><img src="image.png" alt="Dice 4" /></td>
<td><img src="image.png" alt="Dice 5" /></td>
<td><img src="image.png" alt="Dice 6" /></td>
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</tbody>
</table>
**Teen Writing Club**  
**Program Survey**

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
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<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
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<td>2. I learned or did something at the library today that was helpful.</td>
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<td>4. I will attend more programs at the library.</td>
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<tr>
<td>5. I intend to apply what I learned.</td>
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<td>6. I enjoy the opportunity to write without worrying about grades.</td>
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<td>7. My writing skills are improving.</td>
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<td>8. I like receiving feedback about my writing.</td>
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</table>

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

*This program is sponsored by _________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
PROGRAM NAME: Toddler Shake and Boogie  
PA Forward | Basic Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: Toddlers are innately musical and studies have shown that babies absorb music even in the womb. Before they learn to speak, children learn about language, rhythm, and sound. Pre-schoolers love singing songs and moving to music, and it helps their language development and physical skills. This energetic and fun-packed activity session offers rhymes, songs, and movement for pre-schoolers. Musical instruments, scarves, and parachutes are often included.

TOPIC(S): Movement & Music

AUDIENCE: Toddlers (ages 1-3 years old) and caregivers

EXPECTED EXPENDITURE: Moderate (cost of instruments, parachute, etc.)

PARTNERS: Friends of the Library  
Local musicians

MATERIALS: Musical instruments  
Scarves  
Parachutes  
MP3 with downloaded children’s songs or CD player with songs

RELATED BOOKS: Books on movement and music for children & parents.

PLANNING TIMELINE: About 1 Month
• Advertise at the library and on the library’s webpage, moms groups, preschools.

GOALS: To provide a place for toddlers and their caregivers to enjoy a program of music and movement with their peers.

OUTCOMES: To promote lifelong learning and libraries as an integral part of this process.
TODDLERS SHAKE AND BOOGIE

Toddlers are innately musical. Before they learn to speak, children learn about language, rhythm and sound. Preschoolers love singing songs and moving to music, and it helps their language development and physical skills.

This energetic and fun-packed activity session offers rhymes, songs and movement for preschoolers. Musical instruments and parachutes will be included.

Join us on Tuesday mornings @ 10:30 for a ½ hour of fun.

No registration required.
SAMPLE PROGRAM

March to “The Ants Go Marching One By One.”

“The Wheels On the Bus”

“The Itsy Bitsy Spider”

“If You’re Happy and You Know It”

Everyone up for “The Hokey Pokey.”

Pass out instruments to all the children.

March to “Yankee Doodle” and “John Jacob Jingleheimer Schmidt.”

Use seasonal songs or other songs of your choice.

Sit down for “Row, Row, Row Your Boat.”

Time for the parachute, please return instruments to the bags.

Some children hold parachute while others prefer to be underneath.

End with the Tickle Bees... make a fist, count to five and the bees come out and tickle.
Toddler Shake and Boogie
Program Survey

Please tell us how much you agree or disagree with these statements

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
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<tr>
<td>1. Overall, this program met my expectations.</td>
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<tr>
<td>2. My child experienced or did something they have not before.</td>
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<tr>
<td>3. I learned about other library programs that might benefit my child.</td>
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<tr>
<td>4. I will attend more programs at the library.</td>
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<tr>
<td>5. The library is a welcoming place and an integral part of our community.</td>
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</table>

6. What did you like most about this program?

7. What could the library do to better assist you with your involvement in the community?

This program is sponsored by _________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Literacies in Action
Program Recipes

- Basic Literacy
- Information Literacy
- Civic and Social Literacy
- Health Literacy
- Financial Literacy
Committee Members

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kcassidy@ccls.org

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Abington Community Library
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asuveg@ccls.org
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  - Example Training Outline for Students
  - Example Training Assignment
  - Press Release
  - Program Survey

**Geocaching 101** (Leigh-Ann Puchalski, lgiuliani@albright.org) .............................................p. 13-21
  - Program Recipe
  - Tips for Librarians
  - Getting Started Handout
  - Getting Started with the c:geo App
  - How to Set up a Cache
  - Frequently Asked Questions
  - Dewey Decimal Puzzle Cache (Program Activity)
  - Program Survey

**POWER Library Scavenger Hunt** (Sandy Longo, slongo@albright.org) ......................... p. 22-26
  - Program Recipe
  - POWER Library Scavenger Hunt
  - Program Survey

**Social Media for Seniors** (Catherine Stewart, nazlib1@nazarethlibrary.org).......... p. 27-31
  - Program Recipe
  - How to Create an Email Account Handout
  - Sign-Up for Facebook Handout
  - Sign-Up for Email Handout
  - Program Survey

**Staying Safe Online** (Laura Gardoski, lgardoski@albright.org) ........................................... p. 32-35
  - Program Recipe
  - Staying Safe Online Lesson Plan
  - Program Survey
As librarians we know that libraries aren’t just for books. Did you know that your library programs probably already incorporate at least one of the literacies? That means no extra work! Use PA Forward to share all the benefits libraries provide to your community.

“Literacies in Action” is a guide to help you get started with PA Forward at your library.

Make Change: A Penny for Your Thoughts
Need more program ideas? Check out the PA Forward Commons. Discover how others are implementing the PA Forward literacies (“Take a Penny”), and share what has worked in your library (“Leave a Penny”).

PA Forward Toolkit

Information to get you started in using PA Forward

- **Overview**
  Find an introductory webinar, Best Practices Database, a sell sheet and more.

- **Fact Sheet**
  Why focus on Information Literacy? Find the rationale sheet with High Tech and High Touch examples.

- **Program Ideas (PA Forward Commons)**
  Why reinvent the wheel? Look for ideas and submit your programs. It is important for everyone to help build this sharing resource.

- **Materials to Present**
  Find logos and promotional materials and tips.

- **Press Releases**
  Find sample press releases.

- **Just Do It!**
  Find logos and shelf talkers to highlight the literacies in your collection, on flyers, on your website, and more.

A big part of PA Forward is partnering with the community and organizations around the state. Please be certain to check with your library policy in regard to facilitator solicitation while conducting an educational, informational program.
PROGRAM NAME: Digital Device Clinics
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Moderate

DESCRIPTION: Digital Device Clinics are opportunities for library customers to learn more about their electronic devices, increasing their digital literacy, and consequently their access to information. The clinics are also opportunities to engage younger community members, as the program is intended to be a collaboration between the library and local high school. The clinics provide students with volunteer experience, allowing them to give back to their community while simultaneously witnessing first-hand the value of their local public library. For the library professional, it’s an opportunity to learn more about different devices and feel more confident addressing technology questions at the Reference Desk.

The format of the clinics is a 30-minute appointment, in which patrons pre-register to meet one-on-one with a student at the library in a group setting. Generally, the clinics run two hours with students assisting up to 4 patrons in that time period. Patrons bring their own electronic devices with them (i.e. tablets, smart phones), and any questions they may have should be noted in advance on their registration forms. Questions are sent to the student group ahead of time to better prepare them in assisting the customers.

TOPIC(S): Information Literacy
Digital Literacy
Technology

TARGET AUDIENCE: Adults, Young Adults (18+), 50+

EXPECTED EXPENDITURE: $0 to $25

PARTNERS: Local high school
Student technology club
Technology class

MATERIALS: Tables
Chairs
Poster or signage directing patrons to clinic
Pens (for patrons)
FAQ handouts (created by students)
Upcoming events flyers or brochure
Scrap paper (for patrons)
PLANNING TIMELINE: Plan 3 months in advance

Month 3
• Contact local high school & meet to discuss program partnership.
• Identify appropriate teacher(s) and student group(s) with whom to work.
• Identify date(s) to hold clinic.

Month 2
• Publish event to library calendar: if possible, create separate registrations for 30 minute increments to allow patrons to register for an individual appointment time.
• Allow for online registration or coordinate registration via library reference staff.
• Create & print promotional flyers for distribution at Reference Desk and other library service desks.
• Advertise event via newsletter, newspaper, website, social media, etc.
• Confirm student availability.
• Provide training materials to students.

Month 1
• Touch base with contact from high school.
• Gather remaining materials and supplies.
• Communicate event details with library staff.
• Create social media buzz.
• Have students complete training assignment (attached).

Day of
• Set up tables, chairs, & signage.
• Set up snack table (optional).
• Greet patrons as they enter the room and ensure patrons are on registration sheet.
• Take photos to post later (optional).

RELATED BOOKS:
iPad for Dummies, 8th edition (For Dummies, 2016)


Samsung Galaxy S6 For Dummies by Bill Hughes (For Dummies, 2015)

iPhone Portable Genius by Paul McFedries (Wiley, 2015)

*Update list on regular basis as devices evolve.

RESOURCES:
Microsoft Support Site - http://support.microsoft.com/
OverDrive Help Site - http://help.overdrive.com/
Kindle Support -
http://www.amazon.com/gp/help/customer/display.html/?nodeId=200127470

For Dummies – www.dummies.com

Device Manuals & other Device Support Sites

GOALS:
To increase digital literacy in adult patrons.
To increase awareness and use of ebooks and e-audio materials.

OUTCOMES:
More PA library users will feel confident using ebooks, e-audio materials, and their electronic devices.
Enhanced ability to access information in digital format among PA library users.
Example Training Outline for Students

Digital Device Clinics are workshops during which library customers can receive one-on-one assistance with their e-reader, tablet, or other device. These are opportunities for customers to get help in a format that feels comfortable and familiar to them. The clinics are often learning opportunities for the students who participate in them as well. They are not a ‘cure-all’ for devices. We can provide assistance, but are unable to answer every technical question and fix every problem. When we cannot provide needed technical assistance or troubleshooting, it’s appropriate to refer out.

What to Expect

Appointments will last between 30 to 40 minutes, sometimes longer depending on student availability. Expect to get the type of questions a parent or grandparent would ask you (see FAQs). Expect to get a few questions you are not sure how to answer (in this case, it’s okay to look them up). Expect to repeat steps for customers; you may have to answer the same questions multiple times. Workshops are generally between 2 to 4 hours.

Do

- Greet the customer & introduce yourself.
- Ask open ended questions to discover the problem.
- Ask close ended questions to hone in on specific problem.
- Always ask for permission to handle customer devices & handle with care.
- Take a minute to familiarize yourself with the device & understand the problem.
- Use resources to find a solution if you are unsure how to solve the problem.
- Ask a friend for support if you need to.
- Go at the customer’s pace.
- Repeat steps if necessary.
- Refer customer out when unable to provide assistance.
- Ask whether or not you may assist with anything else.
- Ask customer to complete a survey before leaving.

Don’t

- Panic – most questions you receive will be within your capabilities. Occasionally the customer will have major problems that we are not able to fix (and that’s okay). Your job is not to find a solution to every single problem, but to provide assistance in helping customers learn how to use and navigate their devices.
- Install unfamiliar software or apps onto the customers’ devices.
- Get upset or frustrated (with the device, and especially not the customer).
- Hurry the interaction.
- Provide purchasing recommendations (refer to Consumer Reports Magazine).
- Accept monetary compensation.
FAQs
- How do I use the App store?
- How do I connect to a WiFi Network?
- How do I add an email account on an iPad, tablet, or smart phone?
- How do I send and delete an email from iPad, tablet, or smart phone?
- I need help with new tablet or ereader
- How do I checkout and read library ebooks using OverDrive?
- How do I download the Overdrive App?
- Problems with downloading ebooks using OverDrive
- Setting up & using social media sites (Facebook, Twitter, Skype)
- What is the ‘cloud’ & how do I use it?

Resources to Consult
Microsoft Support Site - http://support.microsoft.com/
OverDrive Help Site - http://help.overdrive.com/
CCL Help Site - https://catalog.ccls.org/screens/help_index.html
Kindle Support - http://www.amazon.com/gp/help/customer/display.html/?nodeId=200127470
For Dummies – www.dummies.com
Device manuals & other device support sites
Library device handouts

Popular Devices
*This list will change as new generations of devices appear on the market.*

Smart Phones
- Apple (iOS)
- Android
- Google

Readers
- B&W Kindle (original, Paperwhite, Voyage)
- Kindle Fire (HDX, HD 7, HD 6)
- Nook GlowLight (B&W)
- Nook Color
- Nook HD
- Samsung Galaxy Tab S
- Samsung Galaxy Tab 4 NOOKS
- Samsung Galaxy Tab 4
- Samsung Galaxy Tab 3
- Apple iPad

Tablets
**Example Training Assignment***

1. A man just received a new iPad for Christmas and would like to begin using OverDrive to checkout and read ebooks. How would you handle this situation?

2. A lady would like to add an email account to her iPhone. How would you advise her?

3. A couple just purchased a new Samsung Galaxy Tab 4 and would like to use Skype to call their grandchildren. Which resource (on your list of Resources) could you use to find more information about this? Provide a link.

4. A customer would like to connect their Kindle Fire to a public WiFi network. How would you advise him?

5. A lady is looking to purchase an ereader or tablet for her husband and would like your informed recommendation before making her final decision. What would you tell her?

6. A customer would like to add the OverDrive app to their Kindle Paperwhite. How would you advise them?

7 & 8 – Come up with two additional questions you would expect to receive and provide answers to those below.

*This is just an example. Develop your own training assignment based on the needs of your library customers.*
FOR IMMEDIATE RELEASE:

ANYTOWN, PA - The Anytown Public Library will host tech-savvy students from Anytown High School on Saturday, April 4th from 9:30 a.m. to 11:30 a.m. to provide local residents and community members with one-on-one support in using their ereaders, tablets, smartphones, or other electronic devices. Appointments are free and open to members of the public, but advanced registration is required. The next clinic will be held at the library on Saturday, May 23rd. Thirty minute appointments are available between the hours of 9:30 a.m. and 11:30 a.m., and residents may register online at www.anytownlibrary.org or contact the library at xxx-xxx-xxxx.
Digital Devices Clinic  
Program Survey

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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Geocaching 101  
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Moderate

DESCRIPTION: Geocaching is a high-tech, outdoor, recreational “scavenger hunt” played all over the world. Patrons will learn what geocaching is all about, how to use the geocaching.com website, how to set up an account, and search for temporary sample caches to find their own treasures. Participants are asked to bring a smartphone or GPS device.

TOPIC(S): Geocaching
Global Positioning System (GPS)

TARGET AUDIENCE: Adults and Families

EXPECTED EXPENDITURE: $0 - $30
(Optional: $20 – Geocache Prizes; $10 – Food and Beverages)

PARTNERS: Geocaching Club
geocaching.com

MATERIALS: Computer and projector for Power Point or video (see Resources for possible videos and presentations)
Sample geocache containers
(pill bottles, Tupperware container, plastic jar)
Optional Geocaching Kit: Dollar Store flashlights, pens, tweezers, etc.
GPS Device/Smartphone with GPS capabilities
Optional: List of local geocaching hot spots.
Dewey Decimal Puzzle Cache (with updated coordinates)

PLANNING TIMELINE: At Least 2 Months
• If you are working with a geocaching club, contact them at least 2 months in advance.

Month 1-2
• Promotion: flyer, calendar, website, newspaper.
• Registration.

Month 1
• Confirm with partner(s).
• Gather materials.
• Work on outline and Power Point if using.
• If you are creating sample caches, begin to scout locations.
Weeks 2-3
- Have sample geocaches ready to go.
- Ask permission to place sample geocaches if you are placing them on property other than your own.
- Complete outline, Power Point, and gathering supplies.

Days 1-2
- Place sample geocaches.

RELATED BOOKS:
- *Geocaching for Dummies* by Joel McNamara (For Dummies, 2004).

RESOURCES:
- Geocaching - [https://www.geocaching.com/guide/](https://www.geocaching.com/guide/)
- Geocaching Basics on You Tube
  [https://www.youtube.com/playlist?list=PL939C3CBDC2F2F385](https://www.youtube.com/playlist?list=PL939C3CBDC2F2F385)
- An Introduction to Geocaching Presentation
- Slide Share Presentations
  - [www.slideshare.net/andreamercado/what-is-geocaching](www.slideshare.net/andreamercado/what-is-geocaching)
  - [www.slideshare.net/mbhengelbrok/geocaching-lets-go-on-a-treasure-hunt-1798420](www.slideshare.net/mbhengelbrok/geocaching-lets-go-on-a-treasure-hunt-1798420)
- WikiHow to Go Geocaching - [http://www.wikihow.com/Go-Geocaching](http://www.wikihow.com/Go-Geocaching)

GOALS:
- To introduce a “how to” of Geocaching to patrons.
- To introduce the basics of GPS devices to patrons.
- To increase confidence in using technology to find something.

OUTCOMES:
- Attendees will look for geocaches on their own.
- Attendees will increase their navigational skills.
- Attendees will feel more confident in using technology to find something.
Program Information and Tips for Library Staff

It helps to already have knowledge of geocaching and to be a member of geocaching.com though it is not necessary. Reach out to community members who may be involved in geocaching for help.

This program caters to beginners but you can include experienced geocachers by asking them questions about their experiences such as “why they chose their geocaching name?” and “what are their favorite geocaches?” Interactions with other geocachers can make for interesting stories during the presentation.

No need to create your own power point, although you can if you want. Use one of the links above or find more videos on YouTube.

Instructions for hiding a cache are included in one of the handout pages. For more detailed instructions see https://www.geocaching.com/about/hiding.aspx.
Geocaching 101
Using www.geocaching.com

How to Get Started
1. CREATE an account.
2. FIND a Geocache
   a. Look up caches.
      i. By zip code
      ii. By state
      iii. By country
   b. Pick a cache from the list, and click on the name.
   c. Enter the coordinates of the geocache into your GPS device.
   d. Use the coordinate in your GPS to help find the cache.
   e. Sign the logbook and trade goodies.
   f. Return the container exactly how you found it.
3. SHARE Your Experience
   a. Record your find in the online log.
   b. Share your geocaching stories and photos.

Tips
• Clues could be a suspiciously placed pile of rocks or a hint of metal hanging from a tree. Some caches are really easy to spot, especially with the hints while others are really difficult and well hidden.
• When searching for a geocache, it is important to be stealthy. A lot of people don’t know about geocaching (we call them Muggles) and they may be suspicious of an adult digging through the bushes near their home and fiddling with strange containers. Always be mindful of your surroundings.
• Signing the log books is very important as it is the physical proof that you did in fact find the cache.
• If you do open a cache and find a bunch of goodies inside and want to take one, it is important and proper geocaching etiquette to always trade for an item of equal or greater value of the item you are taking. Sadly that doesn’t always happen and you do tend to find a lot of junk or McToys in these caches but remember, it’s the journey, not the destination that counts.
• When you find the cache, be sure to take note of where and how you found it. If you are in an area with lots of people, you may have to move away to sign the log. You don’t want to forget where you found it!
• Make sure the container is sealed tight and return it exactly how you found it. Sometimes a geocache can get dislodged from its hiding spot. Unless it is out in the open and in plain view of passersby or its hiding spot is very obvious, try not to guess where it is supposed to go. When you return home, inform the CO and they can go out and hide it where it is supposed to be.
• When writing your log, try and include good stories about your experience finding the cache. Did you have trouble getting there? Was the cache in good condition when you found it? Just try not to give anything away when writing your log! Also, if you really have nothing to say, a simple TFTC will do (Thanks for the cache.)
Getting Started with the c:geo App

1. Install Google Maps if you don’t have it.
2. Install c:geo app.
3. Sign in using your geocaching.com log in.
4. Choose a Geocache
   Several ways are possible, but two are below. Make sure the GPS on your phone is enabled.
   a. Live Map: Wait for geocaches to load, and zoom in and out as you desire.
      Tap a marker to learn more about that geocache.
   b. Nearby: Wait for geocaches to load, and tap the cache you may want to try.
5. Go find the cache.
   a. Tap the compass action symbol (at the top of c:geo’s screen) or a compass button, whichever is available.
   b. The nose marker on the outer ring of the compass points towards the geocache location. The inner ring indicates magnetic north orientation. On top of the screen is your current direction to the geocache in degrees, and current distance.
6. Don’t forget to log your cache!
How to Set up a Cache
1. RESEARCH the area you wish to hide a cache.
2. PREPARE your cache. Don’t forget to include the log book.
3. PLACE a container (log and pencil, optional small trinkets for trade).
   a. Find the GPS coordinates of the location where you want to place the container, usually using a GPS device.
4. SUBMIT your cache. Provide the information about the prospective cache at geocaching.com.
   a. Information Needed
      • Provide a name for the cache.
      • Rate how difficult the cache is to find and get to (called the difficulty/terrain rating which ranges from 1 star to 5 stars.
      • Hints may be provided.
      • Provide attributes such as it being winter friendly or reachable by car.
   b. A reviewer looks over the information to make sure the prospective cache follows all the geocaching rules, and cache is published.
   c. The prospective geocache finder (You) finds the new cache listed in the database online and decides to find it.
5. MAINTAIN your cache.
   a. Don’t forget to check on your cache to make sure the container and contents are in good shape.
   b. Also, check the area for disruptions in the landscape. If you’re concerned about the location remove the container, and make the online changes to the cache information.

Things to Consider When Placing a Geocache
- Don’t rush out to place a cache right away.
- Ask yourself why you are placing a cache and why you want to place it here.
- Read all the rules for placing a cache and don’t lie to the cache reviewer.
- Ask permission before placing a geocache.
- Don’t place caches if you are not willing to maintain them.
Frequently Asked Questions

• Where are caches found?
  There are so many different types of locations a cache can be hidden. Below are some examples.
  o In the woods.
  o In cities
  o Above ground, below ground.
  o Inside or outside buildings.

• What should I take with me?
  Here are some basics items to take with you.
  o Cache printout page
  o GPS (with coordinates already added)
  o Trinkets for the cache
  o Pen/pencil (to sign log)
  o Water
  o Snack
  Some other items may include
  o First Aid Kit
  o Sunblock
  o Bug spray
  o Compass

• What should not be placed in a geocache?
  Always respect local laws when putting a trinket in a cache.
  o Food
  o Sharp objects
  o Ammunition
  o Illicit or illegal items
  o Alcohol

• What is usually found in a cache?
  o Logbook
  o Pen/pencil (maybe)
  o Sometimes trinkets

• What kinds of trinkets will I find?
  This varies greatly; some examples are below. Also it is recommended to put items in a clear plastic bag for protection.
  o Books
  o Pictures
  o Jewelry
  o Tools
  o Games
  o Maps
**Dewey Decimal Puzzle Cache**

Hidden in the library is a geocache containing some useful geocaching goodies. To find it, you must search for five sample caches hidden around the block. Each sample cache contains a number corresponding to the letters below. Match them up to find the Dewey Decimal Number where the cache is hidden on the library selves. Note: Non-fiction books are on the second floor of the library. Each sample cache is designed to look like common geocaches you will often find while out hunting. Use the coordinates listed and hints to find each cache.

1) **Guardian Cache**  N 41° 34.371 W 075° 30.201
   This cache is located in an area where you will often find caches by the roadside

2) **Nature Reclaims**  N 41° 34.313 W 075° 30.216
   You will often find caches hidden at the base of these in the woods

3) **My Bark is Worse than My Bite**  N 41° 34.349 W 075° 30.221
   Find something a little out of place.

4) **Destination Cache**  N 41° 34.427 W 075° 30.174
   Sometimes caches lead you to interesting places. Unfortunately, when I approached the owner of this place, he would not give me permission to place a sample cache here. *Always ask permission if you can!* To get the number for this one, look at the menu posted outside. How much does a large ice cream cost? That number equals “C”.

5) **Natural Camouflage**  N 41° 34.359 W 075° 30.158
   Sometimes you know where it is but it is hidden quite well.

**Dewey Decimal:**

ABC.DE

_ _ _ _ _
Geocaching 101
Program Survey

Please tell us how much you agree or disagree with these statements

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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: POWER Library Scavenger Hunt
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Low/Moderate
This program can be used for middle school children. It can be adapted for teens and adults.

DESCRIPTION: Utilize Scavenger Hunt (attached) to not only introduce and increase familiarity of POWER Library eResources but also increase participation in library’s social media.

TOPIC(S): Exploration of eResources

TARGET AUDIENCE: Middle School Children

EXPECTED EXPENDITURE: 0 ($25 or less for refreshments)

PARTNERS: Local teachers
Local high school students
Local professors and undergraduate students
Library teen volunteers

MATERIALS: Computers or tablets
Copy of scavenger hunt (attached) for each participant
This can be front and back or two pages.
Pencils

PLANNING TIMELINE:

Month 4
• Secure facilitator, if necessary.

Month 3
• Plan agenda (either outside facilitator or library staff).

Month 2
• Promotional flyer.
• Registration.

Month 1
• Gather materials.
• Gather books for display.

Day Of
• Room setup/breakdown.

RELATED BOOKS: N/A

RESOURCES: http://www.powerlibrary.net/

GOALS: To increase awareness of specific POWER Library eResources.
To develop familiarity of specific POWER Library eResources.
To increase participation in library’s social media.
To expand social media audience that receives timely and up-to-date information of library services, resources, events, programs, classes, etc.

OUTCOMES:

Increased knowledge of specific POWER Library eResources.

Increased skill set to effectively and efficiently navigate specific POWER Library eResources.

Increased number of followers on library’s social media to expand social media audience.
Scavenger Hunt

While Google is a favored research tool, challenge yourself to use the eResources @ your library!

Complete all 9 tasks! (YOU ARE ON THE HONOR SYSTEM.)

To begin, go to your library website and click on the POWER Library Network icon > Children’s Resources or POWER KIDS

1. ‘Like’ <INSERT YOUR LIBRARY NAME> on FB.

2. Go to AP Images > Click AP Image Collection > Find an image that interests you and write down the ID and date created. ID: ____________________ Created: ____________________

3. Go to CyberSmarts > Open the eBook Stopping Cyberbullying > Click START > Scroll down and click TABLE OF CONTENTS > On what page number does the chapter TAKE A STAND begin? Page No. ______________

4. Go to EBSCO eBooks > Choose a category and Click > Select an article and write down the title, author, and publication information. ___________________________________________________________________________

5. Go to Middle School Student Research > Enter “Anne Frank” in the search bar > What is the total number of search results for Anne Frank? Number ________________

6. Go to Middle Search: Main Edition > Enter “Anne Frank” in the search bar and limit your results to full text > What is the total number of full text search results for Anne Frank? Number ________________

7. Go to SIRS Discoverer > Find the scientific name of one animal. ______________________________________

8. ‘Follow us’ on Instagram.

9. Go to SIRS Discoverer > Click on Country Facts & Maps > What is the population of the US? ____________________

This program is sponsored by ______________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Answers:

1. ---

2. Example:

   ID: 16173607951826

   Created: 6/21/2016

3. Page 10

4. ---

5. 3,558

6. 125

7. ---

8. ---

### Program Survey (FOR MIDDLE SCHOOL CHILDREN)

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9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

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*This program is sponsored by __________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
PROGRAM NAME: Social Media for Seniors
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Moderate

DESCRIPTION: Helping seniors set up email accounts and other social media accounts so they can keep in touch with family and friends near and far.

TOPIC(S): Social Media

AUDIENCE: Seniors (can be adapted for any age group)

EXPECTED EXPENDITURE: Minimal, staff hours would be the most of expenses.

PARTNERS: Senior Centers
Outside computer experts

MATERIALS: Handouts outlining basic set-ups for different types of accounts.

PLANNING TIMELINE: Month 1-2
- Promotion: flyer, calendar, website.
- Create and display registration.
- Visit senior centers to talk about program and encourage seniors to sign-up for the classes. Make sure to leave flyers.
- Meet with staff and any outside computer experts to assign duties.

Week 2
- Send out publicity to local newspapers, and reminders to senior centers.

Week 1
- Make copies of all handouts. Encourage participants to bring their own laptops.

RELATED BOOKS: Display of books on different types of social media.

GOALS: To increase awareness to seniors of various social media platforms.
To show seniors the benefits of social media.

OUTCOMES: Seniors will feel empowered to explore social media options.
Seniors are aware of the benefits of social media.
HOW TO CREATE AN EMAIL ACCOUNT

GMAIL:

To create an account

Go to www.gmail.com.

Click on create an account.

Fill out the sign-up form, making sure you write down your username and password.

Review Google’s terms of service and privacy policy, click the check box, and then click next step.

“Create your profile page” will appear.

Your account will be created, and the Google welcome page will appear.

HOTMAIL:

To create an account

Go to www.hotmail.com.

Fill out the sign-up page; this is where you decide what your email address and enter your personal and security info.

Create your account name, enter in a unique name and make sure @hotmail.com is selected.

Create a password. Use at least 8 characters, case sensitive.

Numbers are recommended for greatest security. To create the strongest password, use up to 16 characters and include at least one capitalized letter as well as one number.

Fill in contact info; in case you lose your password you must enter at least 2 methods of contact, including phone and alternate email.

Also, select a security question from the choices given; the answer must be at least 5 characters.

Agree to the terms of the service and privacy policy.

Visit the Hotmail website to log in to the email account you just created.
SIGN UP FOR FACEBOOK

If you don't have a Facebook account, you can sign up for one in a few steps:

Go to www.facebook.com.

If you see the sign-up form, fill out your name, email address or phone number, password, birthday and gender. If you don't see the form, click “Sign Up,” and then fill out the form.

Once you sign up, you'll need to confirm your email address or phone number. Facebook will send you either an email or a text message to help you confirm your account.

To complete the signup process, Facebook needs to confirm that you own the email address or phone number you used to set up the account.

There are several ways that you can confirm your email address or phone number:
- Confirm your phone number by entering the code you receive via text message (SMS) in the Confirm box that appears when you log in.
- Confirm your email address by opening the link in the email.

How do I add a friend?

To add a friend: Enter your friend's name, email or phone number in the search bar at the top of any Facebook page.

Click their name to go to their profile.

Click Add Friend. You might not see this button on some people's profiles, depending on their privacy settings.

Once this person accepts your request, they'll show up in your Facebook friends list.
SIGN UP FOR TWITTER

To create an account on the web:

Go to http://twitter.com and find the sign up box, or go directly to https://twitter.com/signup.

Enter your full name, phone number, and a password. Click Sign up for Twitter.

In order to verify your phone number, Twitter will send you an SMS text message with a code. Enter the verification code in the box provided. Learn more about having a phone number associated with your account here.

Once you've clicked Sign up for Twitter, you can select a username (usernames are unique identifiers on Twitter) — type your own or choose one Twitter suggests. Twitter will tell you if the username you want is available.

Double-check your name, phone number, password, and username.

Click Create my account. You may be asked to complete a Captcha.

Note: if you'd like to sign up with Twitter using an email address, you can do so via the "Use email instead" link at the bottom of the sign up page.

Tips for picking a username:

Your username is the name your followers use when sending @replies, mentions, and direct messages.

It will also form the URL of your Twitter profile page. Twitter will provide a few available suggestions when you sign up, but feel free to choose your own.

Please note: You can change your username in your account settings at any time, as long as the new username is not already in use.

Usernames must be fewer than 15 characters in length and cannot contain "admin" or "Twitter", in order to avoid brand confusion.

Important information about signing up with email address:

An email address can only be associated with one Twitter account at a time.

The email address you use on your Twitter account is not publicly visible to others on Twitter.
Social Media for Seniors
Program Survey

Please tell us how much you agree or disagree with these statements

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<td>4. I will attend more programs at the library.</td>
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<td>5. I intend to apply what I learned.</td>
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<tr>
<td>6. I am more confident in using social media.</td>
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<tr>
<td>7. I understand the benefits of using social media.</td>
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</tbody>
</table>

8. What did you like most about this program?

9. What could the library do to better assist you in learning more?
PROGRAM NAME: Staying Safe Online
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Low/Medium

DESCRIPTION: Facilitate a workshop for children on staying safe online, including concepts like cyberbullying, protecting your privacy, and strangers. This workshop may be modified depending on the age of the children reached. This workshop is designed to be a simple way to not only get information and resources into the hands of children and parents but also to discuss digital literacy concepts to improve understanding.

TOPIC(S): Online safety, internet, digital literacy, cyberbullying

AUDIENCE: Children

EXPECTED EXPENDITURE: 0-$10. Food may be served, if desired.

PARTNERS: Computer instructor from local school
Police department

MATERIALS: Computer & projector
Whiteboard and markers
Paper for handouts

PLANNING TIMELINE:

Month 2
- Promote event through calendar, media, and flyers.

Month 1
- Gather materials, books, etc.

Day-Of
- Set up room.

RELATED BOOKS:

The Berenstain Bears’ Computer Trouble by Mike and Jan Berenstain (HarperFestival, 2010).

Using the Internet by Valerie Bodden (Creative Education, 2012).

Arthur’s Computer Disaster by Marc Brown (Little Brown, 1997).


Online Safety by Jeri Freedman (Rosen Central, 2011).


Staying Safe Online by Sally Lee (Capstone Press, 2012).

Chicken Clicking by Jeanne Willis and Tony Ross (Andersen Press, 2015).

Cyberbullying by Heather E. Schwartz (Capstone Press, 2013).

RESOURCES:  
Federal Trade Commission: Consumer Information: On Guard Online  
www.onguardonline.gov

Internet Safety @ Brain Pop Jr.  
https://jr.brainpop.com/artsandtechnology/technology/internetsafety/

National Center for Missing and Exploited Children: Net Smartz Workshop  
www.netsmartz.org/

PBS Kids: Webonauts Internet Academy  
http://pbskids.org/webonauts/

SafeKids.com: Digital Citizenship, Online Safety & Civility  
www.SafeKids.com

GOALS:  
To develop digital literacy skills.

To cultivate an understanding of smart internet safety rules.

To grow digital citizenship.

OUTCOMES:  
Increased understanding of digital literacy skills and internet safety.

Confidence with using the internet safely.
Staying Safe Online
Lesson Plan

Choose what will work for your group.

Stories to Share
1. Arthur’s Computer Disaster by Marc Brown
2. The Berenstein Bears’ Computer Trouble by Mike and Jan Berenstein
3. Chicken Clicking by Jeanne Willis and Tony Ross
4. Cyberbullying by Heather E. Schwartz
5. Online Safety by Jeri Freedman
6. Protecting Your Privacy Online by Bonnie Spivet
7. A Smart Kid’s Guide series by David J. Jakubiak
8. Staying Safe Online by Sally Lee
9. Using the Internet by Valerie Bodden
10. What Does it Mean to Be Safe? by Rana DiOrio and Sandra Salsbury

Videos to View Together
1. Brain Pop Jr.
   https://jr.brainpop.com/artsandtechnology/technology/internetsafety/
2. NetSmartz Generation, It’s OK to Tell, Bad Netiquette Stinks, etc.
   http://www.netsmartzkids.org/LearnWithClicky
3. Stand Up to Cyberbullying, Share with Care, etc.
   https://www.onguardonline.gov/media/video-0005-stand-cyberbullying

Activities to Complete
1. Group Discussion
   Using a whiteboard to record ideas, ask the group questions like “What is a stranger?” and “What is it okay/not okay to tell strangers?” before discussing strangers online.
2. Internet Safety Rules
   Using the videos, books, and discussion as guides, discuss your own ideas for a list of internet safety rules. For example, get someone’s permission before you share a photo or video they are in.
# Staying Safe Online
## Program Survey

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
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<td>7. I have a better understanding of cyberbullying.</td>
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<tr>
<td>8. I am planning on using the tips I learned, such as choosing a good password.</td>
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<tr>
<td>9. What did you like most about this program?</td>
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*This program is sponsored by __________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
Literacies in Action
Program Recipes
Compiled by
PA Forward Collaborative Program Committee

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  - Case Fact Sheet: Introductory Discussion Guidelines
  - Mock Trial Set UP and Mock Trial Discussion Guideline
  - Mock Trial Script
  - Program Survey

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  - Program Survey

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  - Program Survey

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  - Program Survey
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Program Recipe
Debate Scoring Sheet
Time Paddle Numbers
Program Survey for Teens
Program Survey for Adults
As librarians we know that libraries aren’t just for books. Did you know that your library programs probably already incorporate at least one of the literacies? That means no extra work! Use PA Forward to share all the benefits libraries provide to your community.

“Literacies in Action” is a guide to help you get started with PA Forward at your library.

Make Change: A Penny for Your Thoughts
Need more program ideas? Check out the PA Forward Commons. Discover how others are implementing the PA Forward literacies (“Take a Penny”), and share what has worked in your library (“Leave a Penny”).

Make Change: A Penny for Your Thoughts

PA Forward Toolkit
https://www.palibraries.org/members/group.aspx?id=117296

Information to get you started in using PA Forward

- **Overview**
  Find an introductory webinar, Best Practices Database, a sell sheet and more.

- **Fact Sheet**
  Why focus on Civil & Social Literacy? Find the rationale sheet with High Tech and High Touch examples.

- **Program Ideas (PA Forward Commons)**
  Why reinvent the wheel? Look for ideas and submit your programs. It is important for everyone to help build this sharing resource.

- **Materials to Present**
  Find logos and promotional materials and tips.

- **Press Releases**
  Find sample press releases.

- **Just Do It!**
  Find logos and shelf talkers to highlight the literacies in your collection, on flyers, on your website, and more.

A big part of PA Forward is partnering with the community and organizations around the state. Please be certain to check with your library policy in regard to facilitator solicitation while conducting an educational, informational program.
PROGRAM NAME: The Case of the Missing Puppy (Mock Trial)
PA Forward | Civic and Social Literacy

DEVELOPMENT LEVEL: Low/Moderate

DESCRIPTION: This program helps familiarize students with the civil justice legal process. The facts of the case begin with Mr. and Mrs. Green hiring Amanda Barber, age 13, to baby-sit their son Mikey and their puppy, Spot, for the day. They told Amanda to play with their son, to make him lunch, and to be sure their dog was tied up outside for fresh air and exercise. While Amanda was preparing a sandwich for the child, the frisky dog tore his rope, broke free, and ran away. The Greens blame Amanda for carelessness and want her to give them the cost of Spot the Dalmatian. They have brought suit in civil court over this matter.

Introduce event using Introductory Discussion Guidelines.
Review Mock Trial procedure using Mock Trial Discussion Guidelines.
Assign Roles to participants.
Conduct trial using the Trial Script.
Allow the jury to deliberate and determine their verdict.
Discuss the process and the outcome.

TOPIC(S): Civil justice legal process

TARGET AUDIENCE: Children, Teens (Volunteers)

EXPECTED EXPENDITURE: Minimal

POSSIBLE PARTNERS: Magisterial District Justice
County Judge of Common Pleas Court
Attorney
Sheriff
County Bar Association

MATERIALS: Introductory Discussion Guidelines (attached)
Mock Trial Setup and Mock Trial Discussion Guidelines (attached)
Copies of Mock Trial role cards and scripts (attached)
PROPS (optional): Sheriff’s badge, robe for judge, gavel

PLANNING TIMELINE: Plan 3 months in advance
Month 3
• Identify group who will participate in activity.
• Contact and meet with potential partners.

Month 2
• Confirm partner participation.
• Publish event to calendar.
• Create and print promotional materials.
• Advertise event via newsletter and website.
• Open registration (optional).

Month 1
• Touch base with partner and/or event volunteers.
• Print Role Cards and Scripts.
• Create and print a sign-in sheet.
• Communicate event details to library staff.

Day Of
• Set up program room/area.

RELATED BOOKS:


The Supreme Court by Geoffrey M. Horn (World Almanac Library, 2003).


RESOURCES:


2015 Law Day Ideas
http://www.pabar.org/public/education/lawday/15ldinformation.asp

Classroom Law Project - http://www.classroomlaw.org/programs/mock-trial/

United States District Court
http://www.ncwd.uscourts.gov/KidsCourt/MockTrialsK-5.aspx

Make Your Case: Teaching Guide
http://www.scholastic.com/browse/article.jsp?id=3749996

GOALS:
To familiarize children with the legal system.
To familiarize children with how judges and attorneys do their jobs.
To demonstrate understanding and use of vocabulary associated with the legal process.
To learn about simple legal concepts.

OUTCOMES:
More informed citizens.
NOTE: The Case of the Missing Puppy Mock Trial program is adapted and printed here by permission from the New Jersey State Bar Foundation’s publication *Mini Court: Mock Trial Activities for Grades K – 2*, Copyright 2004 New Jersey State Bar Foundation. “The Case of the Missing Puppy” was prepared by teachers Diane Tassey and Arleen Hill and their third-grade class at Rolling Hills Primary School in Vernon, NJ, and won Honorable Mention in the New Jersey Law Fair Competition in 1996. (You can find details about the Law Fair and Law Adventure Competitions at [www.njsbf.org](http://www.njsbf.org).) It was edited for use in our *Mini-Court Teacher’s Guide*. This downloadable booklet features lesson plans for grades K-2 that teach young children about the legal system. The booklet was sponsored by the New Jersey State Bar Foundation and was made possible by funding from the IOLTA Fund of the Bar of New Jersey. The booklet is available at: [http://www.njsbf.org/educators-and-students/programs/k-2-minicourt.html](http://www.njsbf.org/educators-and-students/programs/k-2-minicourt.html)
A. Case Fact Sheet – Introductory Discussion Guidelines

Introduction

The teacher, lawyer or visiting judge will read the fact sheet of the case to introduce the lesson and set-up the mock trial scenario.

FACTS

Mr. and Mrs. Green hired Amanda Barber, age 13, to baby-sit their son Mikey and their puppy Spot for the day. They told Amanda to play with their son, to make him lunch, and to be sure their dog was tied up outside for fresh air and exercise. While Amanda was preparing a sandwich for the child, the frisky dog tore his rope, broke free, and ran away. The Greens blame Amanda for carelessness and want her to give them the cost of Spot the Dalmatian.

Talk about:

1. Who is accused of being at fault?
2. What is she accused of doing?
3. Who has accused Amanda and what do they want her to do to make up for it?

The Legal Process

The Greens are bringing Amanda to court where a trial will settle their disagreement.

The plaintiff, Mrs. Green, must show, by a preponderance of evidence, that Amanda Barber is at fault for the loss of their Dalmatian puppy, Spot, and is responsible for the cost of replacing him.

Talk about:

What is a trial? Who takes part in a trial? What kinds of rules must be followed in a trial?

Define and explain these words:

- Complaint
- Lawsuit
- Evidence
- Verdict
- Preponderance of evidence (more than half sure)
- Court
- Jury
- Negligence (was Amanda not acting responsibly?).
- Credibility of the witnesses (is everyone believable?).
Describe the people who take part in a trial of this kind. Explain their jobs (refer to glossary in this packet). Identify the following participants who play these roles in our case:

- plaintiff
- plaintiff’s lawyer
- defendant
- defense lawyer
- witnesses
- judge
- jury
- court clerk
- sheriff’s officer
- jury foreperson
- jurors

Show students the courtroom diagram (included) and explain the courtroom setup and where each person stands or sits.
B. The Mock Trial Setup and Mock Trial Discussion Guidelines

1. Choose the participants.
2. Distribute participants’ role cards and script. The jurors do not get a script. Their job is to listen to the testimony being provided.
3. Arrange the courtroom if it has not been done already.
4. Present trial.
5. Reach verdict.

Debrief children on the legal process and verdict.

Law

☐ It is the parent’s/owner’s responsibility to provide the sitter with clear instructions and everything he or she needs to care properly for children or pets.
☐ It is the sitter’s responsibility to be sure that those they are in charge of are safe from harm or loss at all times.

Discuss the children’s roles as jurors, i.e., deciders of the facts, when there is more than one version of what happened.

☐ Do you believe that everyone has told the truth? (Credibility of witnesses.)
☐ Was Amanda not acting responsibly? (Negligence.)
☐ Who is most at fault? Students may list on a chart what Amanda did right or wrong. Then list what the Greens did right or wrong.
☐ Are the Greens partly to blame for giving the baby-sitter a rope that wasn’t sturdy enough?
☐ Should Amanda have noticed that the rope wasn’t in good condition and kept the dog indoors?
☐ Did Amanda leave the fence gate open and does this make any difference?
☐ Was Amanda’s most important responsibility with the child or the pet?

Are you more than half sure that your decision is right? (Preponderance of evidence.) Compare to criminal trial – beyond a reasonable doubt.

Talk about basic concepts such as:

☐ doing the right thing;
☐ being responsible for your actions;
☐ asking forgiveness for doing the wrong thing;
☐ making amends; and
☐ accepting consequences for your actions.
Glossary of Legal Terms

Judge- The person who is in charge of the court and who decides questions of law.

Court- The place where a trial is held or another way of referring to the judge.

Civil Trial- A way to decide who is right when people disagree.

Criminal Trial- A way to decide who is guilty of breaking the law.

Law- Rules which we live by to keep us safe and free and which help us to be fair and just.

Jury- A group of people who listen to the evidence at a trial and decide if the law has been broken.

Evidence- Something which shows or proves a fact.

Verdict- The decision made by the jury in a trial.

Witness- A person who goes to court to tell the truth about what he or she has seen or knows about a crime or other situation.

Crime- The act of breaking the law.

Lawyer or Attorney- A person who represents a plaintiff or defendant in court or outside of court in a legal matter.

Lawsuit- A case before a court.

Complaint- A formal charge against someone made in court, i.e., a claim that someone has done wrong.

Plaintiff- A person who starts a lawsuit.

Defendant- A person who is being sued or accused of breaking the law.

Prosecutor- The lawyer who represents the state in a criminal trial. This lawyer must show that the defendant committed a crime.

Court Clerk- The person who calls the court to order and swears in witnesses.

Sheriff’s Officer- The person who protects the courtroom.
Case of the Missing Puppy

FACTS

Mr. and Mrs. Green hired Amanda Barber, age 13, to baby-sit their son Mikey and their puppy Spot for the day. They told Amanda to play with their son, to make him lunch, and to be sure their dog was tied up outside for fresh air and exercise. While Amanda was preparing a sandwich for the child, the frisky dog tore his rope, broke free, and ran away. The Greens blame Amanda for carelessness and want her to give them the cost of Spot the Dalmatian.

ISSUE

Is it Amanda’s fault that the dog got loose or is it the owner’s fault for giving her a rope that wasn’t strong enough to hold their dog?

WITNESSES FOR THE PLAINTIFF

1. Mrs. Green
2. Mr. Brown, her neighbor

WITNESSES FOR THE DEFENSE

1. Amanda Barber, baby-sitter and dog-sitter
2. Mrs. Castle, her former Girl Scout leader

ROLES

1. Amanda Barber, Defendant
2. Mrs. Green, Plaintiff
3. Mr. Brown, Witness
4. Mrs. Castle, Witness
5. Plaintiff’s Lawyer, Ms./Mr. __________
6. Defense Lawyer, Ms./Mr. __________
7. Court Clerk
8. Sheriff’s Officer
9. Judge, __________
10. Jury Foreperson
11. Jurors

PROPS

1. Sherriff’s badge
2. Robe for Judge
3. Gavel
Role Cards – Print, cut-out and distribute to children assigned to play the various roles.

**Amanda Barber**

**Defendant**
You are the defendant. You will also be a witness at your trial. You will explain what happened that day and will try to help your lawyer prove that this is not your fault.

**Mrs. Green**

**Plaintiff**
You are the plaintiff. You will also be a witness at the trial. You will tell how you feel about what happened. You will try to help your lawyer show that this is Amanda’s fault.

**Ms. (or Mr.) ___________**

**DEFENSE LAWYER**
You are the defense lawyer. You represent Amanda. You will try to prove that this is not her fault. You will need help from Amanda and Mrs. Castle.

**Ms. (or Mr.) ___________**

**PLAINTIFF’S LAWYER**
You are the plaintiff’s lawyer. You represent Mr. and Mrs. Green. You will try to prove that this is Amanda’s fault. You will need help from Mrs. Green and Mr. Brown.

**Mrs. Castle**

**Witness for the Defense**
You are Amanda’s Girl Scout leader. Your job is to testify at the trial. You will tell about how responsible Amanda was in caring for your dog. What you say will help the defense lawyer.

**Mr. Brown**

**Witness for the Plaintiff**
You are Mr. and Mrs. Green’s neighbor. Your job is to testify at the trial. You will tell what you saw on the day Spot disappeared. What you say will help the plaintiff’s lawyer.
Role Cards – Print, cut-out and distribute to children assigned to play the various roles.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUDGE</td>
<td>You are the judge. Your job is to be in charge of the court. You will make sure that everyone follows the laws of the court. You will charge the jury members with their responsibilities.</td>
</tr>
<tr>
<td>JURY FOREPERSON</td>
<td>You are a member of the jury. You will announce the verdict. You will also listen carefully to the case and decide if Amanda is at fault.</td>
</tr>
<tr>
<td>COURT CLERK</td>
<td>You are the court clerk. Your job is to call the court to order. You will also swear in all of the witnesses.</td>
</tr>
<tr>
<td>SHERIFF’S OFFICER</td>
<td>You are the sheriff’s officer. Your job is to protect the courtroom. You will also escort the witnesses to the court clerk when it is time to swear them in.</td>
</tr>
</tbody>
</table>
**Role Cards** - Print, cut-out and distribute to students. Duplicate as many as needed for the number of jurors you will have. All children who are not one of the other assigned roles, serve as jurors. Everyone is engaged and has a role.

---

**JUROR**

You are a member of the jury. Your job is to listen carefully to the case and decide if Amanda is at fault.

Here are the questions you must ask yourself:

1. Was Amanda not acting responsibly? (Negligence.)
2. Do you believe that everyone has told the truth? (Credibility of witnesses.)
3. Are you more than half sure that your decision is right? (Preponderance of evidence.)

---

**JUROR**

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1. Was Amanda not acting responsibly? (Negligence.)
2. Do you believe that everyone has told the truth? (Credibility of witnesses.)
3. Are you more than half sure that your decision is right? (Preponderance of evidence.)
C. Mock Trial Script
The moderator tells the audience that they will be serving as today’s jury. The clerk of courts will then swear in the jury.

Court Clerk: (to the attendees) Please stand and raise your right hand. In the case you are about to hear, do each of you swear or affirm a truthful verdict to the best of your ability considering only the facts of this case?

(All participants except the judge take their places.)

Court Clerk: All rise. Hear ye, hear ye, hear ye! The Court of Common Pleas is now in session. God save the Commonwealth and this honorable court. The Honorable Judge - ________________ is presiding. We will now hear “The Case of the Missing Puppy.”

(The judge enters and sits.)

Judge: Will the plaintiff’s lawyer please make his/her opening statement to the jury.

Plaintiff’s Lawyer: Good morning, ladies and gentlemen of the jury. My name is Ms. (or Mr.) _____________ and I am the lawyer for Mr. and Mrs. Green. In this case, we will prove that Amanda Barber was not careful and did not do the things she promised the Greens she would do. She lost their dog Spot and she is to blame.

Judge: Will the defendant’s lawyer please make his/her opening statement to the jury.

Defense Lawyer: Ladies and gentlemen of the jury, my name is Ms. (or Mr.) _____________ and I represent 13-year-old Amanda Barber. We will prove that Amanda is a very careful baby-sitter. We will also show that the rope the Greens gave her was worn-out and was not strong enough to hold Spot.

Judge: The plaintiff’s lawyer may now call his/her first witness.
Plaintiff’s Lawyer: Your honor, I will first call the plaintiff, Mrs. Green.

(The Sheriff’s Officer brings the witness to the Court Clerk.)

Court Clerk: Raise your right hand. Do you swear or affirm to tell the truth, the whole truth, and nothing but the truth?

Mrs. Green: I do.

Plaintiff’s Lawyer: Mrs. Green, please tell us what happened.

Mrs. Green: My husband and I needed a baby-sitter. We called Amanda Barber. She told us that she knew how to take care of children and pets. We told her to tie our new puppy Spot outside for a while so he could get some exercise. Later she told us that the rope was worn-out, and Spot got loose and ran away. Our Dalmatian was very expensive, and our son is very upset. This is all Amanda’s fault! She should pay for a new dog.

Plaintiff’s Lawyer: Thank you, Mrs. Green. Your honor, next I will call a neighbor, Mr. Brown.

(The Sheriff’s Officer brings the witness to the Court Clerk.)

Court Clerk: Raise your right hand. Do you swear or affirm to tell the truth, the whole truth, and nothing but the truth?

Mr. Brown: I do.

Plaintiff’s Lawyer: Mr. Brown, please tell us what you saw.
Mr. Brown: On the day that the Greens’ puppy was lost, I was looking out my window. I saw the little Green boy and his puppy playing outside in the yard. Soon, four children rode into the Greens’ driveway on bikes. The baby-sitter let them come in. I saw that they forgot to close the gate. That’s probably how the dog got out, but I didn’t see it happen. Later I heard the baby-sitter call Spot, but she couldn’t find him.

Plaintiff’s Lawyer: Thank you, Mr. Brown. The plaintiff rests, your honor.

Judge: The defense lawyer may now call his/her first witness.

Defense Lawyer: First I call the defendant, Amanda Barber.

(The Sheriff’s Officer brings the witness to the Court Clerk.)

Court Clerk: Raise your right hand. Do you swear or affirm to tell the truth, the whole truth, and nothing but the truth?

Amanda: I do.

Defense Lawyer: Amanda, please tell us what happened.

Amanda: I am 13 years old and a very good sitter for kids and pets. When I was at the Greens’ house, I followed all their directions. I tied up their Dalmatian with the rope they left me. Then I went inside to make lunch for Mikey. While he was taking a nap, I went outside to get Spot, but he wasn’t there. The worn-out rope had torn and he ran away. I looked all around for him, but I couldn’t go far because Mikey was in the house asleep. I am very sorry this happened, but it is not my fault! The Greens should have given me a stronger rope.

(The Sheriff’s Officer brings the witness to the Court Clerk.)

Court Clerk: Raise your right hand. Do you swear or affirm to tell the truth, the whole truth, and nothing but the truth?

Mrs. Castle: I do.

Defense Lawyer: Mrs. Castle, please tell us about Amanda.

Mrs. Castle: I am a Girl Scout leader. Last year Amanda Barber earned a Pet Care Badge by taking care of my dog for two weeks. She gave him food and water, she played with him and she gave him treats. It was easy for me to see that she cares for animals very much and would never harm them. I don’t think she would do anything to cause someone’s pet to be lost.

Defense Lawyer: Thank you, Mrs. Castle. That is all, your honor. The defense rests.

Judge: We have heard the lawyers and all of the witnesses. The lawyers will now give the jury their closing arguments.

Defense Lawyer: Ladies and gentlemen of the jury, the plaintiff did not prove that Amanda was careless. Mrs. Castle testified that Amanda was careful with her dog. She put Spot outside like she was supposed to, but the Greens gave her a worn-out rope. She is not responsible for losing Spot.
**Plaintiff's Lawyer:** Ladies and gentlemen of the jury, by listening to the evidence today, you should decide that Amanda Barber was not paying attention to Spot, and never checked on the dog while he was tied outside. She should pay for a new puppy for the Greens.

**Judge:** Ladies and gentlemen of the jury, you have heard all the evidence and now it is time for you to decide whether or not Amanda Barber is at fault for the loss of Mrs. Green’s dog, and whether or not she should pay to replace him. Before you decide, you must ask yourself three questions:

1. Was Amanda not acting responsibly?
2. Do you believe that everyone has told the truth?
3. Are you more than half sure that your decision is right?

**Court Clerk:** All rise. The Court is now in recess.

(*Jury deliberates.*)

**Court Clerk:** All rise. The Court is now back in session.

**Judge:** Ladies and gentlemen, have you reached a decision?

**Jury Foreperson:** Yes, your honor.

(*The Jury Foreperson announces the verdict and reasons may be given.*)

**Court Clerk:** All rise. This session of the court is now concluded. God bless this honorable court and the United States of America.
### Case of the Missing Puppy
#### Program Survey

**Please tell us how much you agree or disagree with these statements**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
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<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
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<td>2. I learned or did something at the library today that was helpful.</td>
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<td>4. I will attend more programs at the library.</td>
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<td>5. I understand more about how trials work.</td>
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<td>6. I understand more about what judges, jury and lawyers do.</td>
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<td>7. I understand some of the words used in court. (examples: complaint and verdict).</td>
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8. What did you like most about this program?

9. What could the library do to better assist you with your involvement in the community?

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*This program is sponsored by _________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
Program Name: Celebrate National Voter Registration Day!
PA Forward | Civic and Social Literacy

Development Level: Low

Description: Library staff members and local voter organizations collaborate to celebrate
National Voter Registration Day. The event includes registering patrons to vote
onsite at the library, increasing awareness of voter services and election dates,
and sharing other pertinent information about the election cycle.

Topic(s): Voter Services & Registration

Target Audience: Adults, Young Adults (18+), New Residents

Expected Expenditure: $0 to $25

Partners: League of Women Voters
National Voter Registration Day
Americans for Tax Reform
Rock the Vote
Other local or regional voter and election groups

Materials: Table/s (for voter registration)
Chairs (2 to 4)
Poster or signage directing patrons to registration table
Table tent or signage
Pens
Voter Registration Forms & Online Registration Instructions
Voter Materials: map of voting locations, list of candidates, etc.
Freebies (voter buttons or stickers)

Planning Timeline: Plan 3 months in advance

Month 3
• Register to participate in ‘National Voter Registration Day’.
• Contact & invite local voter services group to participate.

Month 2
• Confirm partner participation.
• Gather voter supplies (if needed).
• Publish event to calendar.
• Create & print promotional materials.
• Advertise event via newsletter, newspaper, and website.
Month 1
- Touch base with partner and/or event volunteers.
- Gather remaining materials.
- Communicate event details with library staff.
- Create social media buzz.

Day Of
- Set up voter registration table/s & signage.
- Greet volunteers & guests.
- Invite patrons to stop by & register.
- Take photos to post later.

RELATED BOOKS:

RESOURCES:
- National Voter Registration Day http://nationalvoterregistrationday.org/
- PA Secretary of State & Voter Services https://www.pavoterservices.state.pa.us
- PA Online Voter Registration Page https://www.pavoterservices.state.pa.us/Pages/VoterRegistrationApplication.aspx
GOALS:  
To increase voter registration among PA residents.
To increase awareness of voting process, candidates, deadlines, and current election cycle

OUTCOMES:  
More PA residents will be registered to vote.
Greater awareness of where and how to vote among PA residents.
Increased knowledge of candidates and election process.
Increase in voter confidence among PA residents.
Strengthened relationships between library and local voter groups
Celebrate National Voter Registration Day!
Program Survey

<table>
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<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
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<td>6. I intend to vote in the next election.</td>
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</table>

7. What did you like most about this service?

8. What could the library do to better assist you with your involvement in the community?

This program is sponsored by ___________________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Elect to Read (Mock Election)
PA Forward | Civic and Social Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: Children will have the opportunity to cast their own ballots and vote for their favorite book characters. A voting station will be set up in the children’s area for kids to learn about candidates, pick up resources on voting and elections, and vote for their candidate. The winning book character will have a library party thrown in his/her honor, with themed crafts and games.


TARGET AUDIENCE: Children PreK-6th grade; or easily adapted for teens/adults

EXPECTED EXPENDITURE: 0-$25. Costs may be as low as paper/ink/staff time depending on how far you would like to go with decoration, handouts, and stickers. Some money may be spent on a party for the winning candidate including snacks and craft materials.

POSSIBLE PARTNERS: League of Women Voters
Local schools
Rock the Vote

MATERIALS: Posterboard, paper for display
Voting booth (table, cardboard, pens, paper ballots)
Election box (recycled cardboard box)
Red, white, and blue decorations like balloons, streamers
I VOTED stickers
Handouts/posters with info on each candidate

PLANNING TIMELINE:

Month 3
• Line up community partners to donate materials or speak at programs.

Month 2
• Promote event through calendar, media, and flyers.
• Optional: Hold a primary election to choose candidates.

Month 1
• Prepare materials and display.

Day Of
• Set up materials.

RELATED BOOKS:
Amelia Bedelia’s First Vote by Herman Parish (Greenwillow Books, 2012).
Bad Kitty for President by Nick Bruel (Roaring Brooks Press, 2012).
Duck for President by Doreen Cronin (Scholastic, 2004).
Election! A Kid’s Guide to Picking Our President by Dan Gutman (Open Road Media Younger Readers, Update edition 2014).

Grace for President by Kelly S. DiPucchio and LeUyen Pham (Hyperion Books for Children, 2008).

If I Were President by Catherine Stier (Albert Whitman & Company, 1999).

The People Pick a President by Scholastic (Scholastic, 2012).

Presidential Elections and Other Cool Facts by Sylvan A. Sobel (Barrons Educational Series, 2001).


DVD: Schoolhouse Rock: Election Collection (Disney, 2008).

RESOURCES:

Rock the Vote (Includes video of the history of voting.)
http://www.rockthevote.com/

USA.gov Voting and Elections (Includes basic info on voting and the electoral college) - https://www.usa.gov/voting

Schoolhouse Rock election videos available on YouTube

The Democracy Project: Info and Print Your Own Campaign Poster
http://pbskids.org/democracy/vote

PBS Kids Zoom: Why Voting Matters
http://pbskids.org/zoom/fromyou/elections/elections101.html#matters


GOALS:

To increase awareness and knowledge of voting in the United States.

To generate enthusiasm and interest in the right to vote.

To develop decision-making and critical-thinking skills.

OUTCOMES:

Children who vote will grow up to be adults who vote.

Increased understanding of how citizens’ voices can influence change.
Elect to Read: Mock Election Sample Candidates & Ballot

Pete the Cat
“It’s All Good”
This cool cat never loses his positive attitude. When hard times come, will Pete cry? Goodness no! Go with the flow and vote Pete the Cat for a party full of jazzy songs, groovy buttons, and hip treats.

The Lorax
“I Speak for the Trees!”
The Lorax is a candidate who will always speak his mind. He sticks up for the environment, for “the trees have no tongues.” A vote for the Lorax is a vote for our planet. Go green and vote the Lorax for an earth-friendly party that will make everyone feel great.

Olivia
“Stand Out”
Olivia marches to the beat of her own drum. She will do more than fit in, she will speak out. With her mother as her close advisor, Olivia can take on anything with the right outfit. Vote for Olivia and get a party full of pizzazz, adventure, and costumes.

--------------------------------------------------------------------------------------------------------------------------
2016 ELECTION BALLOT
Please mark the oval next to the name of the candidate of your choice.

☐ Pete the Cat
☐ The Lorax
☐ Olivia
☐ Write-In _____________________
### Elect to Read Program Survey

Please tell us how much you agree or disagree with these statements:

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<tr>
<th>Statement</th>
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<td>6. I am more aware of the importance of voting.</td>
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<td>7. I can’t wait until I can vote.</td>
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<td>8. I feel like my voice counts.</td>
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<td>9. What did you like most about this program?</td>
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<td>10. What could the library do to better assist you with your involvement in the community?</td>
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This program is sponsored by ________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Local Government Scavenger Hunt
PA Forward | Civic and Social Literacy

DEVELOPMENT LEVEL: Low/Moderate

DESCRIPTION: Learn about your local government by finding out about the people, places, and facts of the city where you live. During the designated pick-up day/time (this could be one day or a whole week) patrons sign in, and are given appropriate level scavenger hunt to complete by a designated date/time. When patrons complete the scavenger hunt they return it to the library for a prize (optional). Log in as complete. Optional: Have an ending event. Patrons are invited to a gathering with a question and answer session with local officials and/or a government teacher to learn more about local government. If you have someone from the local government patrons may need to be reminded that this is not a policy meeting. Provide small snacks and water if you want to. Alternative: This can be done as a contest. Everyone receives their scavenger hunt at the same time, and the first to complete the scavenger hunt wins either the only prize or a “bigger” prize.

TOPIC(S): Local Government

TARGET AUDIENCE: Children, Teens, Adults

EXPECTED EXPENDITURE: Minimal (printing, optional prizes and snacks)

MATERIALS: Copies of the Scavenger Hunt (3 sample levels attached)
Sign-In sheets (attached)
Computers for patrons to use
Prizes (optional)

PARTNERS: City Hall
Local Government Teacher

PLANNING TIMELINE: Plan 3 months in advance
Note Pennsylvania holds an Annual Local Government Day Ceremony in April.

Month 3
- Contact and meet with City Hall and/or Local Government Teacher.

Month 2
- Confirm partner participation.
- Gather the answers for the scavenger hunt, and compile local resources (example resources are listed below).
- Purchase Prizes (optional).
- Publish event to calendar.
• Create & print promotional materials.
• Advertise event via newsletter, newspaper, and website.
• Put registration out (optional).

Month 1
• Touch base with partner and/or event volunteers.
• Print Scavenger Hunt Sheets.
• Create and print a sign-in sheet, a sample is attached. The Level is to designate whether or not patron is completing the Children’s, Teen’s or Adult version.
• Communicate event details with library staff.

Day Of (1)
• Set up pick-up location for the Scavenger Hunt and sign in sheet.

Day Of (2) Optional Ending Event
• Set up program room/area. Have a place for the “guest” (local official or government teacher) to sit/stand, possibly with table or podium. Set up chairs for patrons. If offering snacks and water set up place for them.

RELATED BOOKS:

Out and About at City Hall by Nancy G. Attebury (Picture Window Books, 2006).
The City Council by Terri DeGezelle (Capstone Press, 2005).
The City Mayor by Terri DeGezelle (Capstone Press, 2005).
Local Government by Ernestine Giesecke (Heinemann-Raintree, 2010).
What Does a Mayor Do? By David J. Jakubiak (Rosen, 2010).
What Are State and Local Governments? By Sarah Machajewski (Rosen, 2016).

RESOURCES:

Links for Your Scavenger Hunt
• Your Local City and/or Township Website or Information Page
• Example: Lackawanna County Municipality Map
  http://www.lackawannacounty.org/index.php/municipality-map
• Example: South Abington Township - http://southabingtonpa.gov/

Local Newspaper (Print or Electronic)

American Government: State and Local Government
http://www.ushistory.org/gov/12.asp

Civics and You: Your Key to Pennsylvania Local Government
http://www.civicsandyoupa.com/

Pennsylvania Department of Community and Economic Development
http://community.newpa.com/local-government
Activity Kit
United States Government Resource Box from Lakeshore Learning (Item# HH175) - $79.99
(Kit Includes: 1 Storage Box -- 2 (14" x 18") Wet-Erase Charts -- 6 Writing Prompt Cards -- 1 Wooden Prompt Card Stand -- 10 Photo Cards -- 10 Reading Comprehension Cards -- 3 Government Building Diagrams -- 2 Wooden Handled Stamps -- 5 Topic Cards -- 1 Tent-based Flip Book -- 1 Red Ink Pad -- 1 Activity Guide.)

GOALS:  
To increase knowledge of local government roles.
To increase knowledge of local government officials.
To increase knowledge of local government responsibilities.

OUTCOMES:  
More informed citizens.
Local Government Scavenger Hunt

Sign-In

C=Children   T=Grades 7-12   A=Adult 18+

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<tr>
<th>Name</th>
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Local Government Scavenger Hunt
Children

**Directions:** Explore your local government using the websites below, as well as the local newspaper.

**Websites:**

1. Name one responsibility of your city government.
   _________________________________________________________________

2. Name of Mayor
   _________________________________________________________________

3. Name two responsibilities of the Mayor
   _________________________________________________________________

4. Name of Police Chief
   _________________________________________________________________

5. Name of Fire Chief
   _________________________________________________________________
6. How many members belong to the City Council?

_______________________________________________________________

7. Name 2 City Council Members

_______________________________________________________________

_______________________________________________________________

8. When and where does City Council Meet?

_______________________________________________________________

9. What is the address of City Hall?

_______________________________________________________________

10. Find an article in the local paper that involves the local government.

_______________________________________________________________

_______________________________________________________________

This program is sponsored by the ____________________________
Library as part of the PA Forward initiative promoting the value of libraries
in the 21st Century.
Local Government Scavenger Hunt

Teen

Directions: Explore your local government using the website below, as well as the local newspaper.

Websites:

1. Name two responsibilities of local government.

2. Name of Mayor

3. Name two responsibilities of the Mayor.

4. Name 3 departments in your city’s government.

5. How many members belong to the City Council?
6. What are the names of the City Council Members?
_______________________________________________________________

7. When and where does City Council meet?
_______________________________________________________________

8. Name one current news story that involves the local government.
_______________________________________________________________

9. Name a service or role that is important to you today. Why?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

10. Visit City Hall, and take a picture of the building. Bring printout or device when you return the scavenger hunt.

This program is sponsored by the ____________________________
Library as part of the PA Forward initiative promoting the value of libraries in the 21st Century.
Local Government Scavenger Hunt
Adult

Directions: Explore your local government using the website below, as well as the local newspaper.

Websites:

1. Name three responsibilities of local government.
   _______________________________________________________________________
   _______________________________________________________________________

2. Name of Mayor
   _______________________________________________________________________

3. Name three responsibilities of the Mayor.
   _______________________________________________________________________
   _______________________________________________________________________

4. How many members belong to the City Council?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

5. What are the names of the City Council Members?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
6. When and where does City Council Meet?

________________________________________________________________________

7. Name 3 departments in your city government.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Name two differences between the county and city government.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. How does government affect your daily life?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Visit City Hall, and take a picture of the building. Bring printout or device when you return the scavenger hunt.

This program is sponsored by the ____________________________
Library as part of the PA Forward initiative promoting the value of libraries in the 21st Century.
Local Government Scavenger Hunt
Program Survey

Please tell us how much you agree or disagree with these statements

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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<td>6. I learned about local government roles.</td>
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<td>7. I learned about my local government officials.</td>
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<td>8. I learned about local government responsibilities.</td>
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<td>9. What did you like most about this program?</td>
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<td>10. What could the library do to better assist you with your involvement in the community?</td>
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</table>
PROGRAM NAME: Local History Presentation  
PA Forward | Civic and Social Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: This program features local history presenters in your service area. It could be a one-time program or a series of programs.

TOPIC(S): Old Photographs  
Slide Presentation  
Local History  
Examples:  
Architecture  
Companies with roots in area  
Local heroes  
Mining  
Trains

AUDIENCE: Presentation can be adapted for children, families or adults.

EXPECTED EXPENDITURES: Minimal

POSSIBLE PARTNERS: Local History organizations  
Church groups  
Local companies  
Re-enactor group

MATERIALS: Presenter would bring own materials (library could provide projector, TV, computer, etc.).

RELATED BOOKS: Book display relevant to topic.

TIMELINE:  
Month 3  
- Invite local groups to library for a brainstorming session and identify a program that will be explored.

At Least 6 Weeks  
- Plan program at least 6 weeks in advance so publicity can go out to all appropriate avenues.

GOALS: To make the community aware of the local area and the history surrounding it.

OUTCOMES: To solidify the library as a true community resource.
**Local History Presentation**  
**Program Survey**

<table>
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<tr>
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<td>6. The presenter knew the topic well.</td>
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<td>7. I am more aware of the local history of my area.</td>
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</table>

8. What did you like most about this program?

9. What could the library do to better assist you with your involvement in the community?

*This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
PROGRAM NAME: Spontaneous Debate
PA Forward | Civic and Social Literacy

DEVELOPMENT LEVEL: Moderate (first time), Low (all sessions following)

DESCRIPTION: A structured one-on-one debate without prior knowledge of debate topic. Coordinate community volunteers to serve as judges (ideally 3). Set up two tables, one for Pro and the other for Con. Set up one table for judges and seats for the audience.

TOPIC(S): Debate

TARGET AUDIENCE: Grades 4 – 6; Grades 7 – 9; Grades 10 – 12; Adults (easily adapted for any age and ability)

EXPECTED EXPENDITURE: 0 ($25 or less for refreshments)

PARTNERS: Local high school debate coach
Local lawyers
Local professors

MATERIALS: Paper (scoring sheets and notetaking)
Pens/pencils
Cardstock (for time paddles, one time only)
Wide craft sticks (to tape onto the time paddles made of cardstock, one time only)
Watch, stopwatch, clock
Name tags (optional)
Debate scoring sheet (attached)

PLANNING TIMELINE:

Month 3
• Secure 3 Judges.

Month 2
• Create and display promotional Flyer.
• Create and display registration.

Month 1
• Print Score Sheets.
• Prepare Visuals Time.
• Gather Supplies.

Day Of
• Room Setup/Breakdown.

Note: 18th Edition by George McKenna and Stanley Feingold (2012).
RESOURCES: 
Debate.org - http://www.debate.org/debates/
Middle School Public Debate Program
http://www.middleschooldebate.com/topics/topiclists.htm
International Debate Education Association: Top 100 Debates
http://idebate.org/view/top_100_debates
Education World: It’s Up for Debate Lesson Plan
http://www.educationworld.com/a_lesson/lesson/lesson304.shtml

GOALS: 
To increase level of comfort in public speaking.
To develop skills to formulate and construct an “opinion” under time constraints.
To provide constructive feedback from Judges to participants in order to refine and further develop their skill sets.

OUTCOMES: 
Increased level of comfort with public speaking and “opinion” formulation and construction.
Refined ability for public speaking and “opinion” formulation/construction.
Debate Scoring Sheet

DATE: ____________________________

JUDGE: ________________________________________

TEAM A:      TEAM B:
________________________________________  _______________________________________
________________________________________  _______________________________________ 

DEBATE TOPIC: __________________________________

Affirmative or Negative (circle one)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RATE: 1 - 10</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative Constructive (2 Minutes)</td>
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<tr>
<td>Cross-Examination (1 Minute)</td>
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<tr>
<td>Negative Constructive (2 Minutes)</td>
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<tr>
<td>Cross-Examination (1 Minute)</td>
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<tr>
<td>Affirmative Rebuttal (2 Minutes)</td>
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<tr>
<td>Negative Rebuttal (2 Minutes)</td>
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<td>Teamwork</td>
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<td>Organization</td>
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<td>Mannerisms</td>
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TOTAL POINTS: __________
Other Comments:

<LIBRARY NAME>
Spontaneous Debate: Conversations Among Teens
For Grades 7 - 12

Civil & Social - 47
## Spontaneous Debate
### Program Survey (FOR TEENS)

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
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<td>5. I intend to explore other public speaking and debate concepts through books at the library.</td>
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<td>6. I intend to incorporate other civic and social literacy concepts into my life through books and programs at the library.</td>
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<td>7. I intend to discuss other civic and social literacy concepts with my parent(s), caregiver(s), peers, and teachers.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

---

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Spontaneous Debate
Program Survey (FOR ADULTS)

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<td>5. I intend on discussing the importance of public speaking and debate with my family and friends.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ___________________________ Library
as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Literacies in Action
Program Recipes

Basic Literacy
Information Literacy
Civic and Social Literacy
Health Literacy
Financial Literacy
Committee Members

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Cumberland County Library
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Laura Gardoski
Abington Community Library
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Amy Krize Suveg
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asuveg@ccls.org
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  Backyard Shenanigans Outline
  Program Survey

Community Blood Drive (Laura Gardoski, lgardoski@albright.org) ......................... p. 11-13
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  Program Survey

Health Fair (Catherine Stewart, nazlib1@nazarethlibrary.org) ............................... p. 14-16
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  Program Survey

Healthy Food Choices Storytime (Leigh-Ann Puchalski, lgiuliani@albright.org) .. p. 17-25
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  Healthy Food Choices Storytime Outline
  Shopping Card Printout
  Food Pictures Printouts
  Serving Sizes Guide Handout
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Zentangle Inspired Drawing (Sandy Longo, slongo@albright.org) ............................ p. 26-33
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  Practice Worksheets
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  Program Survey for Teens
  Program Survey for Adults

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  • Passport to Nutrition (Giant Food) .............................................................................. p. 37-39
  • Oral Health Storytime Kit (PA Chapter American Academy of Pediatrics) .......... p. 40-42
As librarians we know that libraries aren’t just for books. Did you know that your library programs probably already incorporate at least one of the literacies? That means no extra work! Use PA Forward to share all the benefits libraries provide to your community.

“Literacies in Action” is a guide to help you get started with PA Forward at your library.

Make Change: A Penny for Your Thoughts
Need more program ideas? Check out the PA Forward Commons. Discover how others are implementing the PA Forward literacies (“Take a Penny”), and share what has worked in your library (“Leave a Penny”).

PA Forward Toolkit
https://www.palibraries.org/members/group.aspx?id=117296
Information to get you started in using PA Forward
• Overview
  Find an introductory webinar, Best Practices Database, a sell sheet and more.
• Fact Sheet
  Why focus on Financial Literacy? Find the rationale sheet with High Tech and High Touch examples.
• Program Ideas (PA Forward Commons)
  Why reinvent the wheel? Look for ideas and submit your programs. It is important for everyone to help build this sharing resource.
• Materials to Present
  Find logos and promotional materials and tips.
• Press Releases
  Find sample press releases.
• Just Do It!
  Find logos and shelf talkers to highlight the literacies in your collection, on flyers, on your website, and more.

A big part of PA Forward is partnering with the community and organizations around the state. Please be certain to check with your library policy in regard to facilitator solicitation while conducting an educational, informational program.
**PROGRAM NAME:** Backyard Shenanigans  
PA Forward | Health Literacy

**DEVELOPMENT LEVEL:** Moderate

**DESCRIPTION:** Kids are physically active with outdoor fun and games with 3 sessions.

**TOPIC(S):** Physical Activity

**TARGET AUDIENCE:** Grades 3-6

**EXPECTED EXPENDITURE:** $0-$50

**PARTNERS:** Local YMCA  
Local Gym

**MATERIALS:** Balloon Bonanza: balloons, chair, newspaper, thread or yarn  
Field Day: 3-legged bands or yarn, plastic eggs or small balls, spoons, beanbags, Frisbees (dozen or so)  
Materials for obstacle course (see plan details for suggestions)  
Water Works: water balloons, water, blindfolds, buckets, cups or sponges  
Terrific Bean Bag Toss Rug at Oriental Trading (optional for Field Day session)  

**PLANNING TIMELINE:**

**Month 3**
Secure location if you do not have property for the activities.

**Month 2**
- Display promotional flyer.
- Put out registration.
- Order materials if needed.

**Month 1**
- Gather materials.

**Day Of**
- Set up/breakdown.

**RELATED BOOKS:**

*Exercise (Being Healthy, Feeling Great)* by Robyn Hardyman (PowerKids Press, 2010).

*Healthy Habits* series by Mary Elizabeth Salzmann (Sandcastle, 2004).

*Keeping Fit (Blastoff! Readers: Eating Right with My Plate)* by Megan Borgert-Spaniol (Bellwether Media, 2012).
303 Tween-Approved Exercises and Active Games (SmartFun Activity Books) by Kimberly Wechsler (Hunter House, 2013).


RESOURCES:

Courtney DeFoe: Best Events Family Olympics (Water on the Go)
http://courtneydefeo.com/best-events-family-olympics

Educational World: Field Day Activities Any Kid Can DoWell
http://www.educationworld.com/a_lesson/03/lp315-01.shtml

Insight: Balloon Bonanza (Balloon Volley)

Ministry to Children: Water Games for Kids (Wet Sponge Over and Under Relay)

Ultimate Camp Resource: Water Balloon Toss Relay

Ultimate Camp Resource: Tank
http://www.ultimatecampresource.com/site/camp-activity/tank.html

GOALS: To promote physical activity as fun.
To encourage movement as a daily staple.
To develop cooperative game play toward a common goal.

OUTCOMES: Children will engage in movement every day.
Children will be able to work together to complete a common goal.
Backyard Shenanigans Outline

Based on a program created by Amanda Mitteer, Carbondale Public Library.

You can use all activities for each session or pick the ones that would work best for you.

Session 1: Balloon Bonanza

- Stretch - Sit with Legs In Front and Touch Toes, Stand and Bend to Touch Toes, Arm Circles, Jog in Place.
- Balloon Relay Race 1
  - Materials: Balloons, Chair
  - The first player on each team runs through an obstacle course, grabs a balloon, blows it up, ties a knot in it, then runs back through the course to the goal, sits down on the balloon and makes it pop. Only then may the next player start, and so on.
  - If you do not want kids blowing up balloons or it's a group that may have trouble tying balloons you could have balloons already blown up and tied.
- Balloon Relay Race 2
  - Materials: Balloons, Newspapers
  - Place a marker where you want the teams to line up, and on the opposite side place a bucket for each group. Each team member gets a balloon, and the first person in line gets a rolled up newspaper. The first person in each team hits the balloon with the paper towards the bucket. When they reach the bucket they must tap the balloon into the bucket, run back to their team, and pass the newspaper to the next team member. The first team to get all their balloons in the bucket wins.
- Balloon Volley
  - Materials: Balloons (for variation fly swatters or homemade paddles)
  - Divide participants into pairs. Each pair will see how long they can volley the balloon between each player.
  - Variations: Play team volley ball using a net. Play balloon tennis by using a fly swatter or homemade paddles with paper plates and tongue depressors or paint stir sticks.
- Balloon Stomp
  - Materials: Balloons, Thread or Yarn
  - Tie a thread about a foot long around a balloon and then tie it around the players’ ankle. All players must try to stomp on and break the other players’ balloons. A player whose balloon breaks is out. Teams can also be made using the same color balloon for each team.
Session 2: Field Day

- Stretch - Sit with Legs In Front and Touch Toes, Stand and Bend to Touch Toes, Arm Circles, Jog in Place.
- Obstacle Course: Use what you have. Below are some suggestions. You could also use materials from your District’s 2016 Summer Reading Traveling Kit.
  - Possible Materials: District 2016 Summer Reading Traveling Kit, Ladder, Table, Chairs, Yardstick, Balance Beam or 4”x4” Board, Balls, Wastebasket, Jump Rope, Basketball or Other Bouncy Ball
  - Use a ladder flat on the ground to run through.
  - Crawl under a table or broom hung between 2 chairs.
  - Hop through hula hoops set on the ground.
  - Step over an obstacle such as yardstick between 2 chairs at knee height.
  - Walk across balance beam (4"x4" board).
  - Squeeze through 2 objects placed close so child walks sideways.
  - Throw ball into wastebasket.
  - Jump or skip 5 times with jump rope.
  - Bounce or dribble ball to next station (at least 5 times).
- Three Legged Race
  - Materials: 3-Legged Bands or Yarn
  - Mark your starting and ending points. Have pairs tie the left leg of one and the right leg of the other together. If you want you can let pairs practice before the race.
- Egg Relay
  - Materials: Plastic Eggs or Small Balls, Spoons
  - Mark your starting and ending points. Children race to the finish line, but if the egg or ball falls off the spoon they must return to the beginning.
- Hula Hoop Contest
  - Materials: Hula Hoops
  - Who can keep their hula hoop going the longest?
- Bean Bag Toss
  - Materials: Bean Bags, 2 Bean Bag Toss Boards or Buckets
  - Divide the group into two teams. Make sure each bucket and the throw line are the same for each team. Each team member has 3 turns. Whichever team gets the most bean bags in wins.
  - Alternative: Incorporate Adding! Using a target bean bag toss mat (example: http://www.orientaltrading.com/terrific-target-bean-bag-toss-rug-a2-60_9007.fltr?prodCatId=551488 or make a homemade one with poster board) each team has the same amount of bean bags. Add the points, and the team with the most wins.
- Froggy Finds a Pad
  - Materials: Beanbags, Frisbees (a dozen)
  - Spread about a dozen Frisbees (“lily pads”) over the game area. Each child gets five beanbags; each beanbag represents a frog. Two points are awarded when the frog is entirely in the lily pad, and one point for each frog not completely in the lily pad. The most points win.
  - http://www.educationworld.com/a_lesson/03/lp315-01.shtml
Session 3: Water Works

- **Stretch** - Sit with Legs In Front and Touch Toes, Stand and Bend to Touch Toes, Arm Circles, Jog in Place.
- **Water on the Go**
  - Materials: Buckets, Cups or Sponges, Water
  - Place water-filled buckets on one end of the field and empty buckets at the other end. Competitors use cups to transfer all the water from one bucket to the other. First team with an empty bucket wins.
- **Water Balloon Toss Relay**
  - Materials: Water Balloons, Buckets
  - Divide into 2 teams. Have the teams form a line spreading out each team member about 3-5 feet apart. Make sure each team is lined up the same distance from each other. Each member must toss the water balloon to the next team member. If the water balloon breaks or falls they have to start from the very beginning. The first team to get 3 water balloons down the line into their team bucket wins.
- **Tank**
  - Materials: Blindfolds, Water Balloons, Water
  - Divide participants into pairs. One of the partners gets blindfolded, and is the “tank.” He gets one water balloon. The other partner is the “tank” driver, and holds a bucket with more ammunition. The driver tells the “tank” where to go, where to aim, and when to fire. The goal is to get the other teams out. The driver can get hit, but when the tank gets hit the tank and driver are out.
  - Variation: Put targets around instead of knocking each other out.
- **Wet Sponge Over and Under Relay**
  - Materials: Water, Bucket, Sponge
  - Divide into 2 teams. Each team makes a line. Place a bucket in front of the first player, and a jar behind the last. The first player fills the sponge, and using two hands passes it to the next person by lifting it over her head. The next player passes the sponge under her legs. Continue over and under until the sponge reaches the end of the line. The last player squeezes the water into the jar, and then runs to the front of the line to fill the sponge again and pass it. The first team to fill the jar wins.
Backyard Shenanigans  
Program Survey

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
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<tr>
<td>6. I had fun!</td>
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<td>7. I will be more active every day.</td>
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<td>8. I can work with others for a common goal.</td>
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</table>

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?
PROGRAM NAME: Community Blood Drive

DEVELOPMENT LEVEL: Low

DESCRIPTION: Partner with a local organization such as the Red Cross or Geisinger Blood Center to offer a blood drive to your community. Most often, all the library does is to provide a location and publicity. February is American Heart Month and March is Red Cross Month. Either would be ideal times for a community blood drive event. A possible tie-in would be a class on heart health around the same time which would both inform patrons and showcase library health resources.

TOPIC(S): Community, Heart Health, Giving

TARGET AUDIENCE: Older Teens, Adults (donors must be at least 17 years old)

EXPECTED EXPENDITURE: 0-$25. The organization will provide all materials. The library may wish to provide extra snacks for donors.

PARTNERS: The Red Cross or a more local blood drive organization
Representatives from a local health organization to facilitate a class

MATERIALS: Chairs, tables, snacks if desired

PLANNING TIMELINE:

Month 3 Activities
- Work with community partner to schedule a blood drive at the library.

Month 2 Activities
- If desired, plan an extra workshop or class on the subject of heart health.

Month 1 Activities
- Promote event through calendar, media, and flyers.

Day-Of Activities
- Assist partner set up room and promote through social media.

RELATED BOOKS: American Heart Association Cookbooks

RESOURCES: American Heart Association www.heart.org
Red Cross www.redcross.org
Any health-related websites accessible through the library
GOALS:
To showcase the library as a community center.
To empower library patrons to see themselves as community helpers.
To spread knowledge and resources about heart and blood health.

OUTCOMES:
Increased understanding of how a blood donation makes a difference.
A community more knowledgeable about heart and blood health.
# Community Blood Drive Program Survey

Please tell us how much you agree or disagree with these statements

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<thead>
<tr>
<th>Strongly Agree</th>
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<td>6. I learned how I can make a difference in my community.</td>
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<td>7. I have a better understanding of how my donation of blood can help.</td>
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<td>8. I am planning on donating blood again.</td>
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9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

*This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.*
PROGRAM NAME: Health Fair for Seniors
PA Forward | Health Literacy

DEVELOPMENT LEVEL: Moderate

DESCRIPTION: A health fair with all kinds of medical and exercise professionals offering their services to the senior population.

TOPIC(S): Health and Wellness

AUDIENCE: Senior Citizens

EXPECTED EXPENDITURE: Minimal

PARTNERS: Health care professionals
Senior living centers
Local YMCA
Yoga studios

MATERIALS: Presenters would bring own materials.

PLANNING TIMELINE:

Month 4-6
• Contact local professionals, etc. for a meeting at the library to set a date and time for the health fair. Ask if each organization will publicize the event.

Month 2
• Place event date and time on the library’s webpage.

Month 1
• Make sure all publicity has been sent to all relevant places, i.e. senior housing facilities, doctors’ offices, exercise and therapy facilities.

RELATED BOOKS: Book display with related books to professionals attending.

RESOURCES: Tips to Planning a Health Fair
https://www.hap.org/employers/worksite/pdfs/wh_health_fair_promo.pdf
GOALS:  
To offer a central location for seniors to attend and learn about all the services available to them.

To motivate seniors to make positive health behavior changes.

OUTCOMES:  
Seniors will use more of the services that are available to them.

Seniors will make lifestyle changes to enhance their health.
Health Fair
Program Survey

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<td>6. I learned about community resources available to me.</td>
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<td>7. I will make lifestyle changes to enhance my health.</td>
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PROGRAM NAME:  Healthy Food Choices Storytime
PA Forward | Health Literacy

DEVELOPMENT LEVEL:   Low

DESCRIPTION: Help children learn to make healthy food choices by selecting healthy food over junk and introducing them to My Plate.

TOPIC(S): Healthy Food

TARGET AUDIENCE: Preschool

EXPECTED EXPENDITURE: $0-$30

PARTNERS: Nutritionist (check with your local grocery stores, GIANT is a PA Forward partner, hospitals, doctor offices, colleges)

MATERIALS: Gregory the Terrible Eater by Mitchell Sharmat
Shopping Cart Printout (attached)
Grocery ads
Glue sticks
Hula hoop or yarn
Masking tape
Play food or food pictures/clipart (attached)
Paper plates
Crayons
Construction Paper Circle Cutout
Food Printouts (attached)
Serving Sizes Handout, for parents (attached)

PLANNING TIMELINE:

Month 3
- Contact Possible Partner(s) – optional. Partners may help sponsor the program, and/or send a representative to discuss nutrition.
- Display Flyer.
- Put out registration.

Month 1-2
- Touch base with partners.
- Prepare Materials: Collect grocery ads, cutout Food Pictures/Clipart if using, print shopping carts sheets and food printouts, put book(s) aside.
Day Of

• Set up room with activities.

RELATED BOOKS:

What’s on My Plate?: Choosing from the Five Food Groups by Jennifer Boothroyd (Lerner Classroom, 2016).

Mmm -- Let’s Eat by Libby Koponen (Blue Apple Books, 2013).

Jack and the Hungry Giant Eat Right with My Plate by Loreen Leedy (Holiday House, 2013).

Our Food: A Healthy Serving of Science and Poems by Grace Lin and Ranida McKneally (Charlesbridge, 2016).

My Plate and You by Gillia M. Olson (Capstone Press, 2011).


RESOURCES:

Choose My Plate - http://www.choosemyplate.gov/


GOALS:

Children will learn about making healthy food choices.

Children will learn about making a choice between healthy food and junk food.

Parent and children will learn about portion sizes appropriate for different age groups based on My Plate.

OUTCOMES:

Children will make healthier food choices.

Children will choose healthy foods over junk food.

Parents and children will eat portion sizes appropriate for their age.
Healthy Food Choices Storytime

- **Stories**
  - *Eating the Alphabet* by Lois Ehlert
  - *Good For You, Good for Me* by Mercer Mayer
  - *The Berenstain Bears and Too Much Junk Food* by Stan and Jan Berenstain
  - *Good Enough to Eat: A Kids Guide to Food and Nutrition* by Lizzie Rockwell
    - *(This book does have the Food Guide Pyramid, but the information in the book is still useful; I’m not sure about the 2009 reprint)*
  - *Gregory the Terrible Eater* by Mitchell Sharmat
    - Discuss healthy food choices.
    - Remind children that being active also plays a role in being healthy.

- **Making Food Choices**
  - Shopping for Healthy Food: Children will cut out healthy foods from grocery ads, and glue to a printout of a shopping cart.

- **Food Groups and My Plate**
  - Explain/discuss food groups.
  - Group activity: Use hula hoop (or yarn) to make a “plate” on the floor. Use masking tape to divide into sections and make a small circle with yarn on the side. Using play food (or print outs) children sort into food groups.
  - Have children use crayons to divide paper plate to match “My Plate,” and have a construction paper circle cut out for dairy. Children glue representative pictures to each food group.

- As children finish their projects ask them about the food choices they made.

**More Ideas:**
- Choose My Plate: Teacher Guides @ http://www.choosemyplate.gov/teachers
- Gardening without Skills: Healthy Eating Games for Kids (Fishing for Healthy Foods) @ http://gardeningwithoutskills.blogspot.com/2008/10/healthy-eating-game-for-kids-with.html
- A Little Pinch of Perfect: Learning About the 5 Food Groups @ http://alittlepinchofperfect.com/learning-about-5-food-groups/
- PBS: Build a Rainbow @ http://www-tc.pbs.org/parents/downloads/pdfs/pfk_rainbow.pdf
Shopping Cart

Fill the shopping cart with healthy food choices.
Food Pictures 2
(Healthy Food vs. Junk Food Sorting)
Food Pictures 3
("My Plate" Activity)
Serving Sizes
Based on [http://www.choosemyplate.gov/MyPlate-Daily-Checklist](http://www.choosemyplate.gov/MyPlate-Daily-Checklist)

This is a guideline. Serving sizes are based on your age, sex, height, weight, and physical activity level.

<table>
<thead>
<tr>
<th></th>
<th>Ages 2-3</th>
<th>Ages 4-8</th>
<th>Ages 9-13</th>
<th>Ages 14+</th>
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</thead>
<tbody>
<tr>
<td>Calories</td>
<td>1000-1400</td>
<td>1200-2000</td>
<td>1600-3200</td>
<td>1600-3200</td>
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<tr>
<td>Fruits</td>
<td>1 cup – 1 ½ cups</td>
<td>1 cup – 2 cups</td>
<td>1½ cup – 2½ cups</td>
<td>1½ cup – 2½ cups</td>
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<tr>
<td>Vegetables</td>
<td>1 cup – 1½ cups</td>
<td>1 cup – 2 ½ cups</td>
<td>2 cups – 4 cups</td>
<td>2 cups – 4 cups</td>
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<tr>
<td>Grains</td>
<td>3 ounces – 5 oz.</td>
<td>4 ounces – 6 oz.</td>
<td>5 ounces – 10 oz.</td>
<td>5 ounces – 10 oz.</td>
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<tr>
<td>Protein</td>
<td>2 ounces – 4 oz.</td>
<td>3 ounces – 5½ oz.</td>
<td>5 ounces – 7 oz.</td>
<td>5 ounces – 7 oz.</td>
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<tr>
<td>Dairy</td>
<td>2 cups – 2½ cups</td>
<td>2½ cups – 2½ cups</td>
<td>3 cups – 3 cups</td>
<td>3 cups – 3 cups</td>
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This handout is part of a program is sponsored by __________________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Healthy Food Choices Storytime
Program Survey

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<td>5. I will make more healthy food choices.</td>
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<td>6. I will choose to eat healthy food instead of junk food.</td>
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<td>7. I will eat recommended portion sizes appropriate for my age.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ___________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Zentangle Inspired Drawing
PA Forward | Health Literacy

DEVELOPMENT LEVEL: Low
This program can be adapted for middle school children, teens, and/or adults

DESCRIPTION: Utilizing structured patterns and free form doodling to create drawings while mindfully developing skills in stress management, patience, and relaxation.

TOPIC(S): Basic Mindful Doodling Techniques

TARGET AUDIENCE: Grades 4 – 6, Teens and Adults

EXPECTED EXPENDITURE: 0 ($25 or less for refreshments)
Note: Although there are art materials specifically used for Zentangle® drawing which can be purchased at a fraction of their cost with coupons, for beginners in a Zentangle® basics class the following can be used successfully: pencils, crayons, markers, and coloring pencils.

PARTNERS: Local art teachers
Local high school art students
Local professors and undergraduate art students
Library teen volunteers

MATERIALS: Cardstock for copying outline images (included)
Pencils, crayons, markers, coloring pencils
Environmental music and necessary accessories
Book display

PLANNING TIMELINE:
Month 4
• Secure facilitator, if necessary.

Month 3
• Plan agenda (either outside facilitator or library staff).

Month 2
• Create and display promotional flyer.
• Create and display registration.

Month 1
• Gather materials.
• Gather books for display.

Day Of
• Room Setup/Breakdown.

RELATED BOOKS:


**RESOURCES:**

General Information
Zentangle - [https://www.zentangle.com/](https://www.zentangle.com/)

Psychology Today: Calm Down and Get Your Zentangle On

Pinterest: Zentangle Art
[https://www.pinterest.com/karencoombs/zentangle-art/](https://www.pinterest.com/karencoombs/zentangle-art/)

For Children
Zentangle Stamp - [https://www.youtube.com/watch?v=UJD6G_hBUrl](https://www.youtube.com/watch?v=UJD6G_hBUrl)

For Teens
Simple Zentangle flower - [https://www.youtube.com/watch?v=7fK2Xv6copE](https://www.youtube.com/watch?v=7fK2Xv6copE)

For Adults
20 Easy ZEN-TANGLE Patterns
[https://www.youtube.com/watch?v=58CHvTE6w54](https://www.youtube.com/watch?v=58CHvTE6w54)

**GOALS:**

To increase level of focus.

To develop stress management skills.

To understand the importance of creativity and relaxation techniques.

**OUTCOMES:**

Increased level of focus.

Increased skill set effective for stress management.

Increased opportunities to implement creativity and relaxation techniques.
Zentangle Inspired Drawing  
Program Survey (FOR PARENTS)  

<table>
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<td>4. My child(ren) will attend more programs at the library on health literacy.</td>
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<td>5. I intend to discuss the importance of stress management and creativity with my child(ren).</td>
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<td>6. I intend to explore other stress management concepts through books at the library.</td>
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<td>7. I intend to introduce other health literacy concepts to my child(ren) through book and programs at the library.</td>
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9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Zentangle Inspired Drawing
Program Survey (FOR TEENS)

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<td>6. I intend to include other health literacy concepts into my life through book and programs at the library.</td>
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<tr>
<td>7. I intend to discuss other health literacy concepts with my parent(s), caregiver(s), healthcare professional(s).</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

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Zentangle Inspired Drawing  
Program Survey (FOR ADULTS)

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<td>5. I intend to discuss the importance of stress management and creativity with my family and friends.</td>
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<td>6. I intend to explore other stress management and relaxation concepts through books at the library.</td>
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<td>7. I intend to discuss other health literacy concepts with my healthcare professional.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ___________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
**PROGRAM NAME:** Engage for Health: Questions Are the Answer  
**PA Forward | Health Literacy**

**DEVELOPMENT LEVEL:** Low to Moderate

**DESCRIPTION:** This program assists consumers to communicate effectively with health professionals in order to better understand diagnoses and treatment options.

**TOPIC(S):** Consumer Health

**TARGET AUDIENCE:** Adult, Aging population or families with special needs

**EXPECTED EXPENDITURE:** 0 to minimal for promotion. All program materials are free

**PARTNERS:** This program is best executed with a Community Health Partner from a local hospital or health facility

**MATERIALS:** Available through the National Network of Libraries of Medicine:  
Mid-Atlantic Region (Includes Power Point Slideshow, Power Point Slideshow Presenter Notes, Role Play Activity, Waiting Room Video, a Community Partner Invitation, and downloadable handouts)  
http://guides.nnlm.gov/content.php?pid=679569&sid=5633561

**PLANNING TIMELINE:**  
*Month 2-3*  
- Confirm community partner.  
- Gather free materials.  
- Effective Publicity.  
- A letter to prospective partners can be found in the Program Materials in the link above.  

*Month 1*  
- Start Registration.

**RESOURCES:**  
Talking With Your Doctor (MedlinePlus)  
Talking With Your Doctor (NIHSeniorHealth)  
http://nihseniorhealth.gov/talkingwithyourdoctor/planningyourdoctorvisit/01.htm  
Talking To Your Doctor (National Institutes of Health)  
Talking With Your Doctor: A Guide for Older People (National Institute on Aging)  

Questions to Ask Your Doctor (Agency for Healthcare Research and Quality)  

My Questions for This Visit (Agency for Healthcare Research and Quality)  

Be More Involved in Your Health Care (Agency for Healthcare Research and Quality) -  

Questions Are the Answer Waiting Room Video (Agency for Healthcare Research and Quality) -  

GOALS:  
Improve communication and patients'/consumers’ ability to effectively choose and follow treatment plans from health professionals.

Increase information shared by health professionals to consumers.

To reduce re-admissions and further avoid health complications.

OUTCOMES:  
Consumers will have tools to research medicines, symptoms, and diagnoses through reputable online health resources.

Consumers will have tools and strategies to communicate effectively with health care providers.

Participants will be less likely to be readmitted to the hospital or other health care facilities.
Engage for Health  
Program Survey

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<td>5. I intend on to apply what I learned.</td>
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<td>6. I am more confident in communicating with health professionals.</td>
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<td>7. I will follow treatment plans from health professionals.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Passport to Nutrition
PA Forward | Health Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: Learn about eating right and maintaining a healthy lifestyle.

TOPIC(S): Nutrition

TARGET AUDIENCE: Children Ages 8-12

EXPECTED EXPENDITURE: 0-$25

PARTNERS: GIANT Food, Nutritionist

MATERIALS: FREE Passport to Nutrition Kit: Includes 30 student workbooks, 1 teacher’s guide, 1 sticker sheet, 2 classroom posters and a DVD with additional challenges. (Student workbooks, teacher guide, MyPlate poster, and Nutritional Label poster can also be downloaded)

http://kids.giantfood.com/passport/order.html

Other materials will be based on the activities from the kit you choose to do with the kids.

PLANNING TIMELINE: Month 2-3
- Confirm community partner.
- Gather free materials.
- Effective publicity.
- A letter to prospective partners can be found in the Program Materials in the link above.

Month 2
- Review the teacher’s guide.
- Purchase any materials you don’t have.

Month 1
- Start Registration.
- Gather Materials.


Nutrition Basics (Food Matters) by Beth Bence Reinke (Core Library, 2015).
RESOURCES:

Child Nutrition (MedlinePlus)

Choose My Plate (United States Department of Agriculture)
http://www.choosemyplate.gov/

Choose My Plate Kids (United States Department of Agriculture)
http://www.choosemyplate.gov/kids

GOAL:

Children will learn about making healthy food and drink choices.

Children will learn about living a healthier lifestyle.

OUTCOMES:

Children will improve their eating habits.

Children will maintain a healthy lifestyle.
## Passport to Nutrition
### Program Survey

Please tell us how much you agree or disagree with these statements

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<td>6. I will make healthier food and drink choices.</td>
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<td>8. What did you like most about this program?</td>
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This program is sponsored by ________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Oral Health Storytime Kit
Healthy Teeth Healthy Children, PA Chapter American Academy of Pediatrics
PA Forward | Health Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: Story time resources around the theme of good oral health for children, including high-quality oral health books, coordinated craft and activity suggestions, parent information, and supporting engagement materials.

TOPIC(S): Oral Health

TARGET AUDIENCE: Children age 0-5 years old and their families

EXPECTED EXPENDITURE: 0 to minimal for family resource copies and children’s craft supplies. All program materials are free.

PARTNERS: This program is provided by the PA Chapter American Academy of Pediatrics Healthy Teeth Healthy Children program but requires no outside personnel for implementation. Supplemental support or instruction from a local dentist or dental hygienist can be added for more robust programming.

MATERIALS: Oral Health Storytime Kit: Kits are being distributed by districts across the state as program funding allows. To request a kit in your district, please contact HTHC at hthc@paaap.org or visit www.healthyteethhealthychildren.org.

Each kit includes 3 high-quality oral health books for children age 0-5 years old for reading aloud, a list of coordinated craft and activity suggestions related to the books, and supporting oral health resources, including 2 large puppet toothbrushes and 1 Tooth Brushing Buddy stuffed animal for play-acting. Additionally, oral health information and resources for families are provided to distribute to parents.

Note that as part of this program, 1 large dental puppet will be provided to your District Library Center and can be borrowed for use with this kit.

PLANNING TIMELINE: Month 2-3
• Request materials. Promote program.

Month 1
• Review kit. Gather materials for craft and activity.
RELATED BOOKS: Included in the kit:
- *Brush, Brush, Brush* (board book) by Alicia Padron (Scholastic, 2010).

A list of 22 recommended children’s books on oral health can also be found here: 
http://guides.hshsl.umaryland.edu/dentistry/DentalBooksForChildren

RESOURCES: 
- Healthy Teeth, Healthy Me (Sesame Street)
  http://www.sesamestreet.org/parents/topicsandactivities/toolkits/teeth
- Key Oral Health Messages (Children’s Dental Health Project)
  https://www.cdhp.org/resources/192-key-oral-health-messages
- Oral Hygiene for Kids (From the First Tooth)
  http://www.fromthefirsttooth.org/parents-caregivers/oral-hygiene-kids/

GOAL: To educate children and families about the importance of oral health to overall health in order to improve oral health habits.

OUTCOMES: Children will improve their oral health habits.
### HTHC Oral Health Story Kit
#### Program Survey

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7. What did you like most about this program?

8. What could the library do to better assist you in learning more?

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This program is sponsored by __________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
Literacies in Action
Program Recipes
Committee Members

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Abington Community Library  
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  - Program Survey

**Identity Theft** (Leigh-Ann Puchalski, [lgiuliani@albright.org](mailto:lgiuliani@albright.org)) ........................................ p. 7-13
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  - Protecting Identity Handout
  - I Think My Information Has Been Breached, Now What? Handout
  - Program Survey

**Money Smart Millennials** (Kristen Cassidy, [kcassidy@ccls.org](mailto:kcassidy@ccls.org)) ........................................ p. 14-18
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  - Program Survey

**Right on the Money** (Sandy Longo, [slongo@albright.org](mailto:slongo@albright.org)) .............................................. p. 19-21
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  - Program Survey

**Save, Spend, Share** (Leigh-Ann Puchalski, [lgiuliani@albright.org](mailto:lgiuliani@albright.org)) .................................... p. 22-37
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  - Play Money
  - Spending/Saving/Sharing Game Scenarios
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**Thrifted Fashion Show** (Laura Gardoski, [lgardoski@albright.org](mailto:lgardoski@albright.org)) ............................... p. 38-41
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PA Forward

http://www.paforward.org/

As librarians we know that libraries aren’t just for books. Did you know that your library programs probably already incorporate at least one of the literacies? That means no extra work! Use PA Forward to share all the benefits libraries provide to your community.

“Literacies in Action” is a guide to help you get started with PA Forward at your library.

Make Change: A Penny for Your Thoughts

Need more program ideas? Check out the PA Forward Commons.

Discover how others are implementing the PA Forward literacies (“Take a Penny”), and share what has worked in your library (“Leave a Penny”).

http://www.palibraries.org/page/PaFwdCommons

PA Forward Toolkit

https://www.palibraries.org/members/group.aspx?id=117296

Information to get you started in using PA Forward

• Overview
  Find an introductory webinar, Best Practices Database, a sell sheet and more.

• Fact Sheet
  Why focus on Financial Literacy? Find the rationale sheet with High Tech and High Touch examples.

• Program Ideas (PA Forward Commons)
  Why reinvent the wheel? Look for ideas and submit your programs. It is important for everyone to help build this sharing resource.

• Materials to Present
  Find logos and promotional materials and tips.

• Press Releases
  Find sample press releases.

• Just Do It!
  Find logos and shelf talkers to highlight the literacies in your collection, on flyers, on your website, and more.

A big part of PA Forward is partnering with the community and organizations around the state. Please be certain to check with your library policy in regard to facilitator solicitation while conducting an educational, informational program.
PROGRAM NAME: Children & Money
PA Forward | Financial Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: Invite a local banker to talk to elementary age children and their parents about money and ways to save.

TOPIC(S): Saving Money

AUDIENCE: Children 5-9 and their parents or caregivers.

EXPECTED EXPENDITURE: Advertising in local papers.

PARTNERS: Bankers in your community

MATERIALS: Presenter would bring own equipment or use the Library’s and produce their own handouts.

PLANNING TIMELINE:

Month 3
- Contact bankers to see if they are interested in presenting program. Plan to have a meeting to discuss your goals for the program.

Month 1 (At Least)
- Advertise on website, through social media and in the library at least a month before program.
- Start sign ups.

2 Weeks Before
- Advertise in local papers.

Day Of Activities
- Room setup/breakdown.

RELATED BOOKS:
Bennies Pennies by Pat Brisson (Dragonfly Books, 1995).
Start Saving, Henry by Nancy Carlson (Viking Books for Younger Readers, 2009).
Jenny Found a Penny by Trudy Harris (Millbrook Press, 2007).

GOALS: To educate children and their parents about the benefits of saving money.
To offer topics of interest to varied age groups.

OUTCOMES: Encourage financial literacy among children.
### Children and Money Program Survey

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<td>6. I (or my child) will begin to save money.</td>
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<td>7. I learned about different ways to save money.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

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This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Identity Theft

PA Forward | Financial Literacy

DEVELOPMENT LEVEL: Low

DESCRIPTION: Presentation on protecting your identity, as well as what to do when your information has been breached.

TOPIC(S): Identity Theft

TARGET AUDIENCE: Adults

EXPECTED EXPENDITURE: $0-$25

PARTNERS: Financial/Banking Entities
Bar Associations
Consumer Groups/Coalitions
Identity Theft Victim Representative
Law Enforcement Agencies
Law Firms Providing Pro Bono Assistance to Identity Theft Victims

MATERIALS: Protecting Identity Handout
I Think My Information Has Been Breached, Now What? Handout

PLANNING TIMELINE:

Month 3
• Contact possible partners.
  • Tip: A daytime program would be best since most attendees will be senior citizens, who in general prefer not to go out at night.

Month 2
• Touch base with partners, and meet if necessary.
• Promotional flyer.
• Registration.

Month 1
• Copy Handouts.

Day Of Event Activities
• Room Setup/Breakdown.
RELATED BOOKS:  
*Swiped: How to Protect Yourself in a World Full of Scammers, Phishers, and Identity Thieves* by Adam Levin (Public Affairs, 2015).


*Identity Theft Alert: 10 Rules You Must Follow to Protect Yourself from America’s #1 Crime* by Steve Weisman (FT Press, 2014).

RESOURCES:  
Federal Trade Commission Consumer Information: Identity Theft Event Toolkit
*Includes power point presentation you can use.*

Federal Trade Commission Consumer Information: Identity Theft Videos

IRS: Tax Payers Guide to Identity Theft

National Identity Theft Victims Assistance Network
[http://identitytheftnetwork.org/](http://identitytheftnetwork.org/)

PA.gov: Identity Theft Prevention and Victim Assistance
[http://www.revenue.pa.gov/GETASSISTANCE/Pages/Protect%20Your%20Identity%20Thie](http://www.revenue.pa.gov/GETASSISTANCE/Pages/Protect%20Your%20Identity%20Thie)

GOAL:
To inform patrons on what they can do to prevent identity theft.

To inform patrons what they can do if they think someone is using their personal information.

OUTCOMES:
Patrons will better protect themselves against identity theft.

Patrons will know the steps to take in the case of identity theft.
Prevent Identity Theft Handout
Take steps to protect yourself from identity theft:

Keeping Your Social Security Number Secure
- DO NOT carry your social security card with you or write it down on anything.
- Only give out your social security number out when necessary. Examples include: taxes, credit and employment.

Keeping Your Personal Information Secure Offline
- Shred any document with your personal information on it when you no longer need it. Examples include receipts, credit offers and account summaries.
- Keep important documents in a safe.
- Review your bank account monthly.
- Monitor your credit, at least yearly.
  - About Free Credit Reports
    - http://www.consumer.ftc.gov/articles/0155-free-credit-reports
  - Request Free Credit Report
    - annualcreditreport.com
    - 1-877-322-8228
    - By Mail: Annual Credit Report Request Service
- Remove yourself from pre-approved credit lists @ 888-5OPT-OUT.
- Collect mail promptly, and ask the post office to put your mail on hold when you go on vacation.
- Destroy labels on your prescription bottles before throwing them out.

Keeping Your Personal Information Secure Online
- Create strong passwords.
  - Include more than 8 characters.
  - Use capital and lower case letters, and at least one number or non-alphabetical character.
- DO NOT share passwords with anyone.
- DO NOT overshare personal information on social networking sites.
- DO NOT use public Wi-Fi to send personal information.
- DO NOT use automatic logins.
- DO NOT open files, click on links or download programs from someone you do not know.
- ALWAYS log off your accounts.
• ALWAYS shield your keypad/keyboard when typing in passwords in public (example ATM, pin pad at store, or public computer) to prevent someone looking over your shoulder.

Keeping Your Devices Secure
• Use a password to enter your device.
• Install security, anti-spyware, and anti-virus software. Keep programs updated.
• Use encryption software to protect online transactions.
• Read access and privacy information when installing apps.
• Delete all personal information from your computer or mobile device before getting rid of it.

AND
Don’t respond to unsolicited requests for personal information (your name, birthdate, social security number, or bank account number) by phone, mail, or online.

Resources:
• How to Keep Your Personal Information Secure – Consumer Information
  http://www.consumer.ftc.gov/articles/0272-how-keep-your-personal-information-secure
• Identity Theft – USA.gov
  https://www.usa.gov/identity-theft#item-206114
• Identity Theft Resource Center
  http://www.idtheftcenter.org/Protect-yourself/id-theft-prevention-tips.html
• Taxpayer Guide to Identity Theft – IRS
I Think My Information Has Been Breached, Now What?

1. Place an Initial Fraud Alert
   - Call one of the following credit reporting companies.
     o Equifax 1-800-525-6285
     o Experian 1-888-397-3742
     o TransUnion 1-800-680-7289
   - Report that you are an identity theft victim and ask the company to put a fraud alert on your credit file.
   - You must provide proof of your identity. The company you call must tell the other companies about your alert.
   - Confirm your contact information.
   - Record the date you called or sent a letter.
   - Keep copies of any paperwork.
   - This initial fraud alert is good for 90 days, but can be renewed.

2. Order Your Credit Report
   Placing an initial fraud alert entitles you to a free credit report from each of the 3 credit reporting companies.
   - Contact each credit reporting company for your free copy of your credit report.
   - When you receive your reports review the information on each carefully. Report any mistakes or signs of fraud to the credit reporting company.

3. Create an Identity Theft Report
   An Identity Theft Report helps you deal with credit reporting companies, debt collectors, and businesses that opened accounts in your name. The report can be used to get fraudulent information removed from your credit report, stop a company from collecting debts that resulted from the identity theft, place an extended fraud alert on your credit report, and get information from companies about accounts used by the identity thief.
   - File a complaint with the FTC at [https://www.identitytheft.gov](https://www.identitytheft.gov) or 1-877-438-4338
     o If reporting online, make sure to print your report, this is your FTC Affidavit.
     o Creating an account the FTC will also help you create a recovery plan. You will be able to track it, update it, and access pre-filled forms and letters.
• File a police report.
  o You will need:
    ▪ A copy of your FTC Identity Theft Affidavit
    ▪ Any other proof of the theft you may have.
    ▪ Photo ID (License or ID Card)
    ▪ Proof of Address
    ▪ Ask for a copy of the report.

Your FTC Affidavit and Police Report are your Identity Theft Report documents. File all documents relating to your Identity Theft Report in a safe place.

Other Tips
• “If you know which of your accounts have been tampered with, contact the related businesses. Talk to someone in the fraud department, and follow up in writing. Send your letters by certified mail; ask for a return receipt. That creates a record of your communications.”

Resources:
• Federal Trade Commission: Taking Charge Document
• PA State Police Identity Theft Prevention Guidelines Brochure

This program is sponsored by ________________________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
# Identity Theft Program Survey

Please tell us how much you agree or disagree with these statements:

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
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<td>5.</td>
<td>I intend to apply what I learned.</td>
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<td>6.</td>
<td>I will use the tips given to protect my personal information.</td>
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<td>7.</td>
<td>I am more confident I know what to do if I suspect my identity was stolen.</td>
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8. What did you like most about this program?

9. What could the library do to better assist you in learning more?

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Money-Smart Millennials Program Series
PA Forward | Financial Literacy

DEVELOPMENT LEVEL: High

DESCRIPTION: This series is designed to correspond with Money-Smart Week in. The series should include a mix of webinars, speaker programs, panels, debates, passive programming, etc. The programs should either take place during Money-Smart Week or span the entire month of April, leading up to Money-Smart Week. Program participants will receive a Money-Smart ‘passport’ at the beginning of the series, which will be stamped for each program, class, webinar, etc. attended during the month or week. At the end of the program, participants will receive raffle tickets according to the number of stamps that they have for various small prizes. Prizes could include gift cards and free services donated by program partners.

Suggested Programs
- Don’t Mortgage Your Education! The Cost of Higher Education & How to Manage It (speaker program)
- Personal Finance 101 (webinar @ http://www.ala.org/offices/money-smart-week)
- Give Yourself a Raise: Smart Budgeting & Savvy Spending for New Adults (workshop with partner)
- How Safe is Your Data? Cyber Security in an Online Banking World (panel discussion or debate with partners)
- How to Save & Invest for Retirement (workshop with partner)
- Buying Your First Home (workshop with partner)
- Community Shredding Event

TOPIC(S): Money-Smart Week
Financial Literacy
Personal Finance

TARGET AUDIENCE: Adults, ages 18 to 35

EXPECTED EXPENDITURE: $0 to $250

PARTNERS: Community banks (PNC, TDBank, Wells Fargo and others)
College advisors
Credit unions
Certified financial advisors
SCORE
Real estate agents
Mortgage loan officers
Local housing authority, housing partnership, or other nonprofit housing organization
Local State Representative’s Office
County or municipal office

MATERIALS: Meeting space with table & chairs
Handouts for classes or webinars
Money-Smart Week brochures or other printouts
Passports or booklets
Stamps for passports
Water for speakers
Refreshments for face-to-face programs (optional)

PLANNING TIMELINE: Plan 6 months in advance

Month 6
- Select program topics.
- Begin to contact potential speakers and curate webinars.
- Seek partner sponsorship (if needed).
- Establish dates & times for face-to-face programs.
- Secure meeting room space.

Month 4-5
- Confirm partners & program speakers.
- Design passports or booklets (sample provided).
- Begin advertising program series.
  - Facebook/Twitter.
  - Press Release.
  - Newsletter or Internal Flyers.
  - Flyers at Partner Locations.
  - Coasters at local restaurants, bars, coffee shops.
- Create page on library website about series (with a place to post links).
- Open program registration.

Month 2-3
- Touch base with speakers or partners.
- Order passports or booklets, handouts for programs.
- Communicate program details with library staff.
- Create social media buzz.
Month 1

- Room set-ups.
- Post links to webinars (if hosting on website).
- Book display to promote series.
- Take photos.

RELATED BOOKS:

100 Questions Every First-Time Home Buyer Should Ask: With Answers from Top Brokers from Around the Country by Ilyce R. Glink (Three Rivers Press, 2005).


Saving for Retirement Without Living Like a Pauper or Winning the Lottery by Gail Marks Jarvis (FT Press, 2007).

RESOURCES:

ALA Money-Smart Week Page - http://www.ala.org/offices/money-smart-week

FDIC Personal Finance Courses & Materials
https://www.fdic.gov/consumers/consumer/moneysmart/

360 Financial Literacy - http://www.360financialliteracy.org/

My Money - http://www.mymoney.gov/Pages/default.aspx

GOALS:

To empower new and younger adults to take charge of their personal finances.

To educate the larger community about financial literacy topics.

To engage new and younger adults with relevant program topics.

OUTCOMES:

Enhanced literacy on personal finance topics among new adult population.
[Cut along dotted line and fold in half; program schedule may be included inside of booklet or paste the sides together for enhanced support]
Money Smart Week
Program Survey

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<td>6. I feel more confident in my personal finance skills.</td>
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7. What did you like most about this program?

8. What could the library do to better assist you in learning more?

This program is sponsored by ____________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Right on the Money: Saving Money
PA Forward | Financial Literacy

DEVELOPMENT LEVEL: Moderate
This program can be used for children and parents or adapted for just one or the other.

DESCRIPTION: Utilizing a free resource to engage, inform, and develop an understanding of financial literacy basics in young children. Developed by the Penn State Cooperative Extension and Pennsylvania Office of Financial Education.

TOPIC(S): Basic Financial Literacy Topics

TARGET AUDIENCE: Grades K – 3 and preschool

EXPECTED EXPENDITURE: 0 ($25 or less for refreshments)

PARTNERS: Local high school teachers
Local high school business students
Local professors and undergraduate students
Library teen volunteers

MATERIALS: Copy of Saving Money Visuals
Crayons, markers, cardstock, construction paper
Scissors, tape, glue, decorations
Sample passbook, bank statement with vital information blocked out (optional)
Pigs will be pigs by Amy Axelrod
Piggy bank (for facilitator)
Pennies (one for each child)
Empty containers (one for each child)

PLANNING TIMELINE:

Month 4
• Secure Facilitator, if necessary.

Month 3
• Review lesson (either outside facilitator or library staff).
• Plan for an independent session or series (4 sessions); additional information and resources can be found at http://www.moneysbestfriend.com/default.aspx?id=254

Month 2
• Create and display promotional flyer.
• Create and display registration.

Month 1
• Gather supplies.
• Place hold on books for storytime, display, and take home.

Day Of
• Room setup/breakdown.

Financial – 19
RELATED BOOKS:

- *Money, Money, Honey Bunny!* by Marilyn Sadler (Random House, 2006).
- *Save, Spend, or Donate?* by Nancy Loewen (Picture Window Books, 2005).
- *Saving Money* by Mary Firestone (Capstone Press, 2009).

RESOURCES:

Pennsylvania Housing Finance Agency: Right on the Money

GOALS:

- To increase level of understanding in the importance of saving money.
- To identify safe places to save money.
- To develop skills to make good money saving decisions.

OUTCOMES:

- Increased level of understanding of the importance of saving money.
- Increased awareness of safe places to save money.
- Increased opportunities for parent/child discussion on the importance of saving money.
**Right on the Money**  
Program Survey (FOR PARENT/CAREGIVER)

Please tell us how much you agree or disagree with these statements  
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<td>1. Overall, this program met my child’s(ren’s) expectations.</td>
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<td>2. My child(ren) learned or did something at the library today that was helpful.</td>
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<td>4. My child(ren) will attend more programs at the library on financial literacy.</td>
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<td>5. I intend to discuss the importance of saving money as well as safe places to save money with my child(ren).</td>
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<tr>
<td>9. What did your child(ren) like most about this program?</td>
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<tr>
<td>10. What could the library do to better assist your child(ren) in learning more?</td>
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This program is sponsored by _______________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME:  Save, Spend, Share  
PA Forward | Financial Literacy

DEVELOPMENT LEVEL:  Moderate

DESCRIPTION:  Children learn about saving and spending money, and giving through interactive activities.

TOPIC(S):  Saving Money  
Spending Money  
Giving, Donating

TARGET AUDIENCE:  Children in Grades K-3

EXPECTED EXPENDITURE:  $0-$25  
Depends on what you already have and donations.  
(envelopes, poster board, construction paper, printing play money and game scenarios)

PARTNERS:  Pennsylvania Credit Union Association (PA Forward Partner)  
Local bank (examples are below, but are not limited to)  
  Citizens Bank (PA Forward Partner)  
  PNC Bank (Grow Up Great Program)  
Pennsylvania Housing Finance Agency (Right on the Money Program)

MATERIALS:  
  * Alexander Who Used to Be Rich Last Sunday by Judith Viorst  
  * The Berenstain Bears Think of Those in Need by Stan and Jan Berenstain  
  * Poster board or whiteboard  
  * Sharpies or dry erase markers  
  * Light colored construction paper  
  * Spending/Saving Game Scenario’s (8 ½ X 11) (attached)  
  * Play Money (attached)  
    * Game: $50 per participant  
    * Needs/Want Poster: $5 in quarters  
  * Envelopes (2 for each participant): 1 labeled “Save,” and 1 labeled “Spend”  
  * Poster board - cut in half (1 half per participant)  
  * Glue sticks  
  * Markers  
  * Miscellaneous craft materials  
  * Magazines

Financial – 22
PLANNING TIMELINE:  

Month 3
- Contact possible partner(s) – optional. Partners may help sponsor the program, and/or send a representative to discuss savings.
- Create and display flyer.
- Create and display registration.

Months 1-2
- Touch base with partners.
- Prepare materials: Draw chart on poster board if not using a whiteboard, print and cut out play money, label envelopes, cut poster boards in half (except 1 if not using a whiteboard), gather craft supplies and old magazines, print discussion questions.

Day Of
- If using a whiteboard for the graph, draw the graph on the whiteboard.
- If you have enough space set up “Spending/Saving Game.” It is a quick set up if you can’t set it up before the story.
- Set up craft table.

RELATED BOOKS:  

* Money Math (Math Everywhere) by Katie Marsico (Lerner Classroom, 2015).
* Saving Money (Blastoff Readers, Level 2) by Mari C. Schuh (Bellweather Media, 2016).
* The Berenstain Bears Get the Get the Gimmies by Stan and Jan Berenstain (Random House, 1988).
* The Berenstain Bears’ Trouble with Money by Stan and Jan Berenstain (Random House, 1983).
* All For a Dime: A Bear and Mole Story by Will Hillenbrand (Holiday House, 2015).
* Bunny Money by Rosemary Wells (Dial Books for Younger Readers, 1997).

RESOURCES:  

*Resources used for this program.

Credit Union National Associate: Thrive By Five (Pre-K)  
http://www.cuna.org/thrivebyfive/  

Finance in the Classroom* (More Alexander Discussion Questions)  
Practical Money Skills*
https://www.practicalmoneyskills.com/foreeducators/lesson_plans/young.php

Pennsylvania Housing Finance Agency: Right on the Money*

Financial Literacy Books for Parents:
http://financeintheclassroom.org/parent/books.shtml


Salvation Army Jr. Bread and Bread Club Resource Guide*
http://www.jrbedandbreadclub.com/PdfFiles/5046-jrbbc_resource_guide_v2.pdf

Scholastic Lesson Plans http://teacher.scholastic.com/upromise/3_6lessonplan/

GOAL:
Children will learn about spending money wisely.
Children will learn about ways to save money.
Children will learn about ways they can help others.

OUTCOMES:
Children will spend money wisely.
Children will save money.
Children will help others.
Save, Spend, Share Program Outline

Introduction Discussion (Based on Right On the Money Lesson 2)

- Have you had your own money to spend?
- How did you get that money, earn it with chores or was it a gift?
- What did you spend money on? Do you think it was it a wise choice?
- When you are listening to the story think about whether or not Alexander is using money wisely.

Spending (Using Money Wisely)

- Read Alexander Who Used to Be Rich Last Sunday by Judith Viorst, and discuss.
  - After Reading (Based on Right On the Money Lesson 2 and Scholastic, see recipe resources for websites)
    - How much money did Alexander have on Sunday? ($1)
    - How much money did Alexander have at the end of the book? (0)
    - What did Alexander want to buy with his money? (A Walkie-Talkie)
    - Was Alexander able to save money for the walkie-talkies? Why?
      (No, he spent it on other stuff)
    - What did Alexander spend his money on instead?
      (gum, bets, rented a snake, fined for bad words, flushed down toilet, fell in floor crack, candy bar, magic trick, fined for kicking, ½ melted candle, 1 eyed teddy and deck of cards at garage sale)
  - How Did Alexander Spend His Money? Activity - Graph how much Alexander spent on each item. Paper version for participants, and master on whiteboard or large paper.
    (From Right On the Money Lesson 2)
    - What did Alexander spend the most on? The least?
    - What are some of the ways Alexander tried to earn back his lost money?
      (selling his chewed gum, renting toys, trying to make a tooth fall out, looking for loose change, returning bottles)
    - What are some other, more successful ways Alexander could earn money? (example answers: doing chores, having a bake sale or lemonade stand)
    - Did Alexander spend his money wisely? OR Did Alexander plan what he was going to buy or did he just buy whatever got his attention?
      (No, Alexander bought whatever got his attention)
    - What advice would you give Alexander about what he should have done with his money if he wanted the walkie-talkies?

Saving

- Discussion
  - What are some ways to Alexander could have saved his money?
  - Are you good at saving money or do you spend it too quickly?
  - Do you have a special place at home to save money?
  - What do you know about banks and keeping money there?
  - Do any of you have a savings account at the bank?
Giving

- Is there anything else Alexander could have done with his money besides spend it or save it?
  - If children need help coming up with an answer try asking them ways Alexander could have used his money to help people.
- Read: *The Berenstain Bears Think of Those In Need* by Stan and Jan Berenstain (or *The Berenstain Bears Lend a Helping Hand*)
- Discussion
  - How did the Berenstain Bear family help those in need?
  - What can you do to help those in need?
    - What are some ways you can help your family?
    - What are some ways you can help someone at school?
    - What are some ways you can help someone in your neighborhood?
    - What are some ways you can help someone you have never met before?
    - How does it feel when someone helps you?
    - What is something you can do today to help someone?
  
- Activity
  - Have children trace one of their hands on light colored construction paper, and cut the hand shape out.
  - Next, have children write one way they can help others on each finger.
  - [http://www.jrbedandbreadclub.com/PdfFiles/5046-jrbbc_resource_guide_v2.pdf](http://www.jrbedandbreadclub.com/PdfFiles/5046-jrbbc_resource_guide_v2.pdf)

Spending/Saving Game

- Arrange scenarios in a square or circle on the floor, like an oversized board game. Participants receive 2 envelopes, one “spend” and one “save.” “Spend” has $50 of play money. “Save” is empty. Participants roll die and move around “board.” When participant lands on a “spend” or a “donate” scenario he/she give money to banker, and when he/she lands on earning scenario he/she puts money in “save” envelope. Not all “giving” scenarios involve handing money over. An option for the banker is to keep the money from the “giving” and “spending” scenarios separate, and add them up at the end. This game doesn’t have a winner. It is meant to be an interactive activity to help children learn about spending, saving, and giving.

Spending Activity

- Create a Needs vs. Wants Poster: Brainstorm items that would be “needs,” and “wants.” Glue sticks, markers, and ads are free, but materials to personalize the poster have to be purchased. Give each child the same amount of play money. Have children write “Needs” on one half of their poster, and the other half “Wants.” Children will glue on pictures representing each half, and then purchase materials to personalize their posters. If you want to include “Giving” have children divide the posters into thirds, and mark one as “Giving” for items that could be donated.

*Depending on the size of the group you can run “Spending/Saving Game” at the same time as the “Spending Activity,” and have participants take turns with the game.*
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New Gum Flavor

Buy gum for $1.

Happy Birthday!

Receive $20.
You found $5 bill on the ground.

Donate it to your favorite charity!

Your favorite band has a new CD.

Buy iTunes album $10.

OR

Buy single song $2.
You did a good job mowing your neighbors lawn.

Your neighbor pays you $15.

Donate your time to the local soup kitchen.
Found a cool new app.

Buy app for $2.

Good job babysitting.

$20
Make cards for soldiers.

The sequel is out to your favorite series.

Buy paperback book for $5.

OR

Buy the hardcover for $10.
It’s so hot your lemonade stand does great!

$15

Donate clothes that no longer fit to the Salvation Army or other charity.
The movie you have been looking forward to seeing is finally out.

Go the first night for $9.
OR
Wait for matinee, $7.

Your family holds a garage sale.

Sell old toy for $4.
Donate canned goods to your local food pantry.

New video game you can’t wait to play.

Buy now for $30.
OR
Wait for used copies, pay $15.
Save, Spend, Share  
Program Survey (Parents/Caregivers and Child)

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<td>8. I plan to help others.</td>
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<tr>
<td>10. What could the library do to better assist you in learning more?</td>
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</table>

This program is sponsored by ___________________________ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.
PROGRAM NAME: Fashion on a Budget: Thrifted Fashion Show
PA Forward | Financial Literacy

DEVELOPMENT LEVEL: Low/Medium

DESCRIPTION: After participating in a financial workshop, teens will be challenged to put together a fashionable outfit using a suggested budget. Pieces of the outfit may be assembled from wherever the teens choose, including clearance racks, thrift stores, and dollar stores.

TOPIC(S): Budgets, fashion, consumerism

TARGET AUDIENCE: Teens

EXPECTED EXPENDITURE: 0-$25. Attendees will be responsible for purchasing their own outfits using the proposed budget (ex: $10). Refreshments are always a nice touch. A plastic runway could be an extra detail. Judges or the audience will vote on the best outfits, taking into account creativity and best use of funds.

PARTNERS: Local consignment stores may provide judges
Local grocery stores may donate snacks
Local banks may facilitate a workshop for teens on budgeting

MATERIALS: Paper ballots
Plastic runway
Microphone for announcing if available
Refreshments

PLANNING TIMELINE:

Month 3
- Line up community partners to donate refreshments or speak at workshops.

Month 2
- Promote event through calendar, media, and flyers.

Month 1
- Run budgeting workshop(s) for participating teens with tips.

Day Of
- Set up room and runway.

RELATED BOOKS:
The Complete Guide to Personal Finance for Teenagers by Tamsen Butler (Atlantic Publishing Group, 2010).

RESOURCES:  
Balance Track: Personal Finance Education Center - http://balancetrack.org/  
Better Money Habits - https://www.bettermoneyhabits.com/  
The Mint - http://www.themint.org/

GOALS:  
To develop financial literacy skills, especially decision-making and critical-thinking.  
To create and work with a budget.  
To be creative while spending money wisely.

OUTCOMES:  
Increased understanding of working with a budget.  
Confidence with spending money wisely.
## Thrifted Fashion Show: Sample Scoring Sheet for Judges

<table>
<thead>
<tr>
<th>Name:</th>
<th>Circle score; 4 is highest possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Budget</strong></td>
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<tr>
<td></td>
<td><em>Was the participant within the budget?</em></td>
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<tr>
<td></td>
<td><em>Did the participant save any money?</em></td>
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<td></td>
<td><strong>Creativity</strong></td>
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<td></td>
<td><em>Was the participant inventive in his/her spending of money and putting the outfit together?</em></td>
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<tr>
<td></td>
<td><strong>Use of Materials</strong></td>
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<td></td>
<td><em>How did the participant put the materials together to complete the outfit?</em></td>
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<td></td>
<td><strong>Cohesive Outfit</strong></td>
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<tr>
<td></td>
<td><em>Does the outfit “work?” Do all the elements complement each other?</em></td>
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<tr>
<td></td>
<td><strong>Overall Presentation</strong></td>
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<td></td>
<td><em>Did the participant present with confidence, able to answer any questions about the budget and outfit?</em></td>
</tr>
<tr>
<td></td>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>

*PA Forward | Pennsylvania Libraries*
Thrifted Fashion Show
Program Survey

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
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<td>2. I learned or did something at the library today that was helpful.</td>
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<td>3. I am more aware of the resources and services provided by the library.</td>
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<td>4. I will attend more programs at the library.</td>
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<td>5. I intend to apply what I learned.</td>
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<td>6. I learned how to work with a budget.</td>
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<td>7. I have a better understanding of how to spend money wisely.</td>
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<td>8. I am planning on creating my own budget.</td>
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</tbody>
</table>

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

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