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# Table of Contents

**PA Forward Introduction** ............................................................................................................. p. 5

**Case of the Missing Puppy (Mock Trial) (Jonelle Darr, jdarr@ccpa.net)** ........... p. 6-23
- Program Recipe
- Case Fact Sheet: Introductory Discussion Guidelines
- Mock Trial Set UP and Mock Trial Discussion Guideline
- Mock Trial Script
- Program Survey

**Celebrate National Voter Registration Day (Kristen Cassidy, kcassidy@ccls.org)** ... p.24-27
- Program Recipe
- Program Survey

**Elect to Read (Mock Election) (Laura Gardoski, lgardoski@albright.org)** .......... p. 28-31
- Program Recipe
- Sample Candidates and Ballot
- Program Survey

**Local Government Scavenger Hunt** ......................................................................................... p. 32-42
(Leigh-Ann Puchalski, lgiuliani@albright.org)
- Program Recipe
- Program Sign-In Sheet
- Scavenger Hunt for Children
- Scavenger Hunt for Teens
- Scavenger Hunt for Adults
- Program Survey

**Local History Presentation** ...................................................................................................... p. 43-44
(Catherine Stewart, nazlib1@nazarethlibrary.org)
- Program Recipe
- Program Survey
Spontaneous Debate (Sandy Longo, slongo@albright.org) ........................................ p. 45-52

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”).

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 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

Civic & Social 6
- 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:

RESOURCES:
- United States District Court [http://www.ncwd.uscourts.gov/KidsCourt/MockTrialsK-5.aspx](http://www.ncwd.uscourts.gov/KidsCourt/MockTrialsK-5.aspx)

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.

**JUDGE**

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.

**JURY FOREPERSON**

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.

**COURT CLERK**

You are the court clerk. Your job is to call the court to order. You will also swear in all of the witnesses.

**SHERIFF’S OFFICER**

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.
**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**

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

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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.)
Courtroom Setup

Judge
Witness
Court Clerk
Defendant
Plaintiff

Audience

___________________________
___________________________
___________________________
___________________________
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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
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<tr>
<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 understand more about how trials work.</td>
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<tr>
<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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</table>

**Questions**

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/](http://nationalvoterregistrationday.org/)

PA Secretary of State & Voter Services  [https://www.pavoterservices.state.pa.us](https://www.pavoterservices.state.pa.us)

PA Online Voter Registration Page  [https://www.pavoterservices.state.pa.us/Pages/VoterRegistrationApplication.aspx](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>
<th>Neutral</th>
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<td>5. I feel more confident about becoming involved in our community.</td>
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<td>6. I intend to vote in the next election.</td>
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</tr>
</tbody>
</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).

Civic & Social 28
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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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1. Overall, this program met my expectations.
2. I learned or did something at the library today that was helpful.
3. I am more aware of the resources and services provided by the library.
4. I will attend more programs at the library.
5. I feel more confident about becoming involved in our community.
6. I am more aware of the importance of voting.
7. I can’t wait until I can vote.
8. I feel like my voice counts.

9. What did you like most about this program?

10. 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: 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:**
- *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
• Example: South Abington Township - [http://southabingtonpa.gov/](http://southabingtonpa.gov/)

Local Newspaper (Print or Electronic)

American Government: State and Local Government

Civics and You: Your Key to Pennsylvania Local Government

Pennsylvania Department of Community and Economic Development
[http://community.newpa.com/local-government](http://community.newpa.com/local-government)
The White House: State & Local Government
https://www.whitehouse.gov/1600/state-and-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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<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**

<table>
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<td>4. I will attend more programs at the library.</td>
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<td>5. I feel more confident about becoming involved in our community.</td>
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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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</table>

9. What did you like most about this program?

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

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*This program is sponsored by the ____________________________ Library as part of the PA Forward initiative promoting the value of libraries in the 21st Century.*
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>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
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<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 feel more confident about becoming involved in our community.</td>
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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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<td>8. What did you like most about this program?</td>
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<tr>
<td>9. What could the library do to better assist you with your involvement in the community?</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:** 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.

**RELATED BOOKS:**


Note: 18th Edition by George McKenna and Stanley Feingold (2012).
RESOURCES: Debate.org - [http://www.debate.org/debates/](http://www.debate.org/debates/)

Middle School Public Debate Program
[http://www.middleschooldebate.com/topics/topiclists.htm](http://www.middleschooldebate.com/topics/topiclists.htm)

International Debate Education Association: Top 100 Debates
[http://idebate.org/view/top_100_debates](http://idebate.org/view/top_100_debates)

Education World: It’s Up for Debate Lesson Plan

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.
<LIBRARY NAME>

Spontaneous Debate: Conversations Among Teens
For Grades 7 - 12

Debate Scoring Sheet

DATE: ____________________________

JUDGE: ________________________________

TEAM A: __________________________________________
TEAM B: __________________________________________

DEBATE TOPIC: ____________________________________

Affirmative or Negative (circle one)

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<tr>
<th>CRITERIA</th>
<th>RATE: 1 - 10</th>
<th>COMMENTS</th>
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<td>Affirmative Constructive (2 Minutes)</td>
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<td>Cross-Examination (1 Minute)</td>
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<td>Negative Constructive (2 Minutes)</td>
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<td>Cross-Examination (1 Minute)</td>
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<td>Affirmative Rebuttal (2 Minutes)</td>
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<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:

PA Forward

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

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

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<td>4. I will attend more programs at the library on civic and social literacy.</td>
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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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<td>8. What did you like most about this program?</td>
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<td>9. What could the library do to better assist you 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.

Civic & Social 51
Spontaneous Debate
Program Survey (FOR ADULTS)

<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 on civic and social literacy.</td>
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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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<td>6. I intend on exploring other public speaking and debate concepts through books at the library.</td>
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<td>7. I intend on discussing other civic and social literacy concepts with my family and friends.</td>
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<td>8. What did you like most about this program?</td>
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<td>9. What could the library do to better assist you in learning more?</td>
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</table>

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