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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: 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)
http://www.orientaltrading.com/terrific-target-bean-bag-toss-rug-a2-0_9007.fltr?prodCatId=551488

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](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](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

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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</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
<td></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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<tr>
<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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<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?

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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: Community Blood Drive
PA Forward | Health Literacy

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
<table>
<thead>
<tr>
<th>GOALS:</th>
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<tbody>
<tr>
<td>To showcase the library as a community center.</td>
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<tr>
<td>To empower library patrons to see themselves as community helpers.</td>
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<tr>
<td>To spread knowledge and resources about heart and blood health.</td>
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<table>
<thead>
<tr>
<th>OUTCOMES:</th>
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<tbody>
<tr>
<td>Increased understanding of how a blood donation makes a difference.</td>
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<tr>
<td>A community more knowledgeable about heart and blood health.</td>
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</table>
# Community Blood Drive Program Survey

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

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<tr>
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<td>5. I intend to apply what I learned.</td>
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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](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

<table>
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<tr>
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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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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: 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 diary. 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](http://www.choosemyplate.gov/teachers)
- A Little Pinch of Perfect: Learning About the 5 Food Groups @ [http://alittlepinchofperfect.com/learning-about-5-food-groups/](http://alittlepinchofperfect.com/learning-about-5-food-groups/)
Shopping Cart
Fill the shopping cart with healthy food choices.
Food Pictures 1
(Healthy Food vs. Junk Food Sorting)
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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<tbody>
<tr>
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<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

*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

<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>4. I will attend more programs at the library.</td>
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<tr>
<td>5. I will make more healthy food choices.</td>
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<tr>
<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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<tr>
<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: 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.

RESOURCES:

General Information
Zentangle - https://www.zentangle.com/

Psychology Today: Calm Down and Get Your Zentangle On

Pinterest: Zentangle Art
https://www.pinterest.com/karencoombs/zentangle-art/

For Children
Zentangle Stamp - https://www.youtube.com/watch?v=UJD6G_hBUrI

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

For Adults
20 Easy ZEN-TANGLE Patterns
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>
<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>
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<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
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<tr>
<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.</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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<tr>
<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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<td>8. I intend to discuss other health literacy concepts with my child(ren).</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.
Zentangle Inspired Drawing
Program Survey (FOR TEENS)

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<thead>
<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>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 on health literacy.</td>
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<td>5. I intend to explore other stress management concepts through books at the library.</td>
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<tr>
<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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</tbody>
</table>

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.
Zentangle Inspired Drawing
Program Survey (FOR ADULTS)

<table>
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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 on health literacy.</td>
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<tr>
<td>5. I intend to discuss the importance of stress management and creativity with my family and friends.</td>
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<tr>
<td>6. I intend to explore other stress management and relaxation concepts through books at the library.</td>
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<tr>
<td>7. I intend to discuss other health literacy concepts with my healthcare professional.</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: 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

<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>4. I will attend more programs at the library.</td>
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<tr>
<td>5. I intend on to apply what I learned.</td>
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<tr>
<td>6. I am more confident in communicating with health professionals.</td>
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<tr>
<td>7. I will follow treatment plans from health professionals.</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 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.

RELATED BOOKS:

What’s on My Plate?: Choosing from Five Food Groups (Healthy Eating) by Jenifer Boothroyd (Lerner Lightning Bolt Books, 2016).


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

<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>6. I will make healthier food and drink choices.</td>
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<tr>
<td>7. I will maintain a healthy lifestyle.</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?

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.umd.edu/dentistry/DentalBooksForChildren](http://guides.hshsl.umd.edu/dentistry/DentalBooksForChildren)

RESOURCES: 
- Healthy Teeth, Healthy Me (Sesame Street) [http://www.sesamestreet.org/parents/topicsandactivities/toolkits/teeth](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](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/](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.
### Program Survey

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

<table>
<thead>
<tr>
<th>Statement</th>
<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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<td>2. I learned or did something at the library today that was helpful.</td>
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<tr>
<td>6. I will improve my/my child’s oral health habits.</td>
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</tbody>
</table>

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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