Preview
No Need To Print
Committee Members

Kristen Cassidy  Chester County Library  kcassidy@ccls.org
Jonelle Darr  Cumberland County Library  jdarr@ccpa.net
Laura Gardoski  Abington Community Library  lgardoski@albright.org
Sandy Longo  Abington Community Library  slongo@albright.org
Leigh-Ann Puchalski, Chair  Carbondale Public Library  lgiuliani@albright.org
Catherine Stewart  Memorial Library of Nazareth & Vicinity  nazlib1@nazarethlibrary.org
Amy Krize Suveg  Chester County Library & District Center  asuveg@ccls.org
# Table of Contents

**PA Forward Introduction** ........................................................................................................................................ p. 4

**Digital Device Clinic** *(Kristen Cassidy, kcassidy@ccls.org)* .............................................................................p. 5-12  
   - Program Recipe  
   - Example Training Outline for Students  
   - Example Training Assignment  
   - Press Release  
   - Program Survey

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

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

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

**Staying Safe Online** *(Laura Gardoski, lgardoski@albright.org)* .................. p. 32-35  
   - Program Recipe  
   - Staying Safe Online Lesson Plan  
   - Program Survey
PA Forward
http://www.paforward.org/

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

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

Make Change: A Penny for Your Thoughts

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

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

Information to get you started in using PA Forward

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

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

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

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

• Press Releases
  Find sample press releases.

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

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

DEVELOPMENT LEVEL: Moderate

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

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

TOPIC(S): Information Literacy
Digital Literacy
Technology

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

EXPECTED EXPENDITURE: $0 to $25

PARTNERS: Local high school
Student technology club
Technology class

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

*Plan 3 months in advance*

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

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

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

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

**RELATED BOOKS:**

*iPad for Dummies, 8th edition* (For Dummies, 2016)


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

*iPhone Portable Genius* by Paul McFedries (Wiley, 2015)

*Update list on regular basis as devices evolve.*

**RESOURCES:**


Microsoft Support Site - [http://support.microsoft.com/](http://support.microsoft.com/)

Kindle Support - 
http://www.amazon.com/gp/help/customer/display.html/?nodeId=200127470

For Dummies – www.dummies.com

Device Manuals & other Device Support Sites

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

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

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

What to Expect

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

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

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

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

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

Smart Phones
- Apple (iOS)
- Android
- Google

Readers
- B&W Kindle (original, Paperwhite, Voyage)
- Kindle Fire (HDX, HD 7, HD 6)

Tablets
- Apple iPad
- Samsung Galaxy Tab 4
- Samsung Galaxy Tab 4 NOOKS
- Nook HD
- Samsung Galaxy Tab S

Nook GlowLight (B&W)
Nook Color
Example Training Assignment*

1. A man just received a new iPad for Christmas and would like to begin using OverDrive to checkout and read ebooks. How would you handle this situation?
2. A lady would like to add an email account to her iPhone. How would you advise her?
3. A couple just purchased a new Samsung Galaxy Tab 4 and would like to use Skype to call their grandchildren. Which resource (on your list of Resources) could you use to find more information about this? Provide a link.
4. A customer would like to connect their Kindle Fire to a public WiFi network. How would you advise him?
5. A lady is looking to purchase an ereader or tablet for her husband and would like your informed recommendation before making her final decision. What would you tell her?
6. A customer would like to add the OverDrive app to their Kindle Paperwhite. How would you advise them?
7 & 8 – Come up with two additional questions you would expect to receive and provide answers to those below.

*This is just an example. Develop your own training assignment based on the needs of your library customers.
Digital Device Clinics

FOR IMMEDIATE RELEASE:

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

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I learned or did something at the library today that was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am more aware of the resources and services provided by the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I will attend more programs at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I intend to apply what I learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am likely to borrow eBooks and e-Audio materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I feel more confident in using my digital device.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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: Geocaching 101
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Moderate

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

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

TARGET AUDIENCE: Adults and Families

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

PARTNERS: Geocaching Club
geocaching.com

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

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

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

Month 1
• Confirm with partner(s).
• Gather materials.
• Work on outline and Power Point if using.
• If you are creating sample caches, begin to scout locations.

Weeks 2-3
• Have sample geocaches ready to go.
• Ask permission to place sample geocaches if you are placing them on property other than your own.
• Complete outline, Power Point, and gathering supplies.

Days 1-2
• Place sample geocaches.

RELATED BOOKS:

Geocaching for Dummies by Joel McNamara (For Dummies, 2004).


RESOURCES:
Geocaching - https://www.geocaching.com/guide/

Geocaching Basics on You Tube
https://www.youtube.com/playlist?list=PL939C3CBDC2F2F385

An Introduction to Geocaching Presentation

Slide Share Presentations
www.slideshare.net/andreamercado/what-is-geocaching
www.slideshare.net/mbhengelbrok/geocaching-lets-go-on-a-treasure-hunt-1798420
www.slideshare.net/hoagies/go-out-play-geocaching-and-other-great-outdoor-ideas-for-kids

WikiHow to Go Geocaching - http://www.wikihow.com/Go-Geocaching

GOALS: To introduce a “how to” of Geocaching to patrons.

To introduce the basics of GPS devices to patrons.

To increase confidence in using technology to find something.

OUTCOMES: Attendees will look for geocaches on their own.

Attendees will increase their navigational skills.

Attendees will feel more confident in using technology to find something.
Program Information and Tips for Library Staff

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Dewey Decimal:**

ABC.DE

---
Geocaching 101  
Program Survey

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I learned or did something at the library today that was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am more aware of the resources and services provided by the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I will attend more programs at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I intend to apply what I learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am more confident in geocaching on my own.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I feel more confident using a GPS device.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What did you like most about this program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What could the library do to better assist you in learning more?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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: POWER Library Scavenger Hunt
PA Forward | Information Literacy

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

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

TOPIC(S): Exploration of eResources

TARGET AUDIENCE: Middle School Children

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

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

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

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

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

*Month 2*
  • Promotional flyer.
  • Registration.

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

*Day Of*
  • Room setup/breakdown.

RELATED BOOKS: N/A

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

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

OUTCOMES:

Increased knowledge of specific POWER Library eResources.

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

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

1. 'Like' <INSERT YOUR LIBRARY NAME> on FB.
2. Go to AP Images > Click AP Image Collection > Find an image that interests you and write down the ID and date created. ID: __________________ Created: __________________
3. Go to CyberSmarts > Open the eBook Stopping Cyberbullying > Click START > Scroll down and click TABLE OF CONTENTS > On what page number does the chapter TAKE A STAND begin? Page No. _______________
4. Go to EBSCO eBooks > Choose a category and Click > Select an article and write down the title, author, and publication information. ___________________________________________________________________________
5. Go to Middle School Student Research > Enter “Anne Frank” in the search bar > What is the total number of search results for Anne Frank? Number _______________
6. Go to Middle Search: Main Edition > Enter “Anne Frank” in the search bar and limit your results to full text > What is the total number of full text search results for Anne Frank? Number _______________
7. Go to SIRS Discoverer > Find the scientific name of one animal. ____________________________________________
8. ‘Follow us’ on Instagram.
9. Go to SIRS Discoverer > Click on Country Facts & Maps > What is the population of the US? __________________

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

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

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

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

Information - 24
Answers:

1. ---

2. Example:

   ID: 16173607951826

   Created: 6/21/2016

3. Page 10

4. ---

5. 3,558

6. 125

7. ---

8. ---

Program Survey (FOR MIDDLE SCHOOL CHILDREN)

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I learned or did something at the library today that was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am more aware of the resources and services provided by POWER Library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I will attend more programs at the library on information literacy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I intend to discuss the importance of reliable and credible eResources with my parents, caregivers, and teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I intend to explore other eResources at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I intend to learn other information literacy concepts through books and programs at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I intend to discuss other information literacy concepts with my parents, caregivers, and teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What did you like most about this program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What could the library do to better assist you in learning more?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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:** Social Media for Seniors  
**PA Forward | Information Literacy**

**DEVELOPMENT LEVEL:** Moderate

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

**TOPIC(S):** Social Media

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

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

**PARTNERS:** Senior Centers  
Outside computer experts

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

**PLANNING TIMELINE:**

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

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

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

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

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

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

GMAIL:

To create an account

Go to www.gmail.com.

Click on create an account.

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

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

“Create your profile page” will appear.

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

HOTMAIL:

To create an account

Go to www.hotmail.com.

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

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

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

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

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

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

Agree to the terms of the service and privacy policy.

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

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

Go to www.facebook.com.

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

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

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

There are several ways that you can confirm your email address or phone number:

Confirm your phone number by entering the code you receive via text message (SMS) in the Confirm box that appears when you log in.

Confirm your email address by opening the link in the email.

How do I add a friend?

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

Click their name to go to their profile.

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

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

To create an account on the web:

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

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

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

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

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

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

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

Tips for picking a username:

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

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

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

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

Important information about signing up with email address:

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

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

<table>
<thead>
<tr>
<th>Please tell us how much you agree or disagree with these statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, this program met my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I learned or did something at the library today that was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I am more aware of the resources and services provided by the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I will attend more programs at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I intend to apply what I learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am more confident in using social media.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I understand the benefits of using social media.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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: Staying Safe Online
PA Forward | Information Literacy

DEVELOPMENT LEVEL: Low/Medium

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

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

AUDIENCE: Children

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

PARTNERS: Computer instructor from local school
Police department

MATERIALS: Computer & projector
Whiteboard and markers
Paper for handouts

PLANNING TIMELINE:

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

Month 1
- Gather materials, books, etc.

Day-Of
- Set up room.

RELATED BOOKS:

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

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

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


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


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

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

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

RESOURCES:

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

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

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

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

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

GOALS:

To develop digital literacy skills.

To cultivate an understanding of smart internet safety rules.

To grow digital citizenship.

OUTCOMES:

Increased understanding of digital literacy skills and internet safety.

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

Choose what will work for your group.

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

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

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

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>Overall, this program met my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned or did something at the library today that was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am more aware of the resources and services provided by the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will attend more programs at the library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I intend to apply what I learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned how to stay safe online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a better understanding of cyberbullying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am planning on using the tips I learned, such as choosing a good password.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What did you like most about this program?

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

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