



## Programming Template for Performers/Presenters

Welcome to the Library!

As a presenter in the library, you represent the library and its goals. The library strives to provide quality programs that improve community outcomes. Please describe your program, then review the following five ideas and elements to assist you in preparing for your time serving library customers. Think about how you can make small changes in your program that create positive outcomes for your learners, then use these ideas as a guide for developing your presentation. You may want to adjust your description after you review program possibilities described below. After you complete this sheet, please email it to your library contact.

**1. Name:**

**2. Program Title: (Public and/or Working Title)**

**3. Description: Please provide a suggested public description of your program (max 50 words):**

**4. Strategic Goals Met: Think about how you can help the library achieve the following goals!**

**a. Library Goals**

- i. Entice New Users/Promote Visibility (creates excitement for library customers)
- ii. Promote Library Services & Resources (how learner can explore topic at library-print/digital)
- iii. Promote Curiosity & Creativity (promotes exploration, interaction and creative play)
- iv. Promote Literacy & Education (interest in learning and academic goals)
- v. Promote Diversity (serves diverse customers, for ex., vegetarian or kosher meals in food demo, LGBT characters in romance novels discussion, or diverse ethnicities in historical celebrations)
- vi. Promote Interest in STEM (Science, Technology, Engineering, Math)
- vii. Promote Career Development (how learner can pursue career in field—academics or job info)
- viii. Promote the Use of Technology (how learner can use technology/digital downloads to explore subject)
- ix. Promote Economic Opportunity (program will help people gain skills or tools for economic success)
- x. Promote 21<sup>st</sup> Century Skills (use inquiry, communication, collaboration, or problem-solving skills)

**b. Three strategic goals for my program:**

**5. Type of customer: Libraries attract many types of customers. What type of customers will you attract?**

**How might you expand your audience? How can you adapt activities for various ages and interests?**

**b. Customer Types:**

- |                     |           |                          |
|---------------------|-----------|--------------------------|
| i. Families         | iv. Youth | vii. Young adult         |
| ii. Infants         | v. Tween  | viii. Parents/Caregivers |
| iii. Early Learners | vi. Teen  | ix. Child Care Workers   |

- |                            |                                  |                            |
|----------------------------|----------------------------------|----------------------------|
| x. Mid-life                | xvii. Low-income                 | xxiii. Learning-enthusiast |
| xi. Active Senior          | xviii. Low-literacy              | xxiv. Arts-enthusiast      |
| xii. Senior                | xix. New Arrival/Citizen         | xxv. Travel-enthusiast     |
| xiii. Male/female specific | xx. Business-person              | xxvi. Sports-enthusiast    |
| xiv. Culture-specific      | xxi. Trendsetter                 | xxvii. Media-enthusiast    |
| xv. Non-user               | xxii. Digital/Tech<br>enthusiast | xxviii. Hobbyist/Crafter   |
| xvi. Single                |                                  |                            |

**c. Possible customers for my audience:**

**6. What is the theme of your program? How might you expand your theme to attract more participants, or to make your program a stronger learning experience?**

**a. Theme:**

- |                       |                                |                                   |
|-----------------------|--------------------------------|-----------------------------------|
| i. Music and Movement | xii. Arts/Culture              | xxii. Finance                     |
| ii. Dramatic Play     | xiii. Travel                   | xxiii. Fun/Gaming                 |
| iii. Gross Motor      | xiv. Sports                    | xxiv. Health                      |
| iv. Literacy          | xv. Media                      | xxv. Home/Cooking                 |
| v. Curriculum-Based   | xvi. Social Media              | xxvi. Politics/Civics/History     |
| vi. STEM/STEAM        | xvii. Digital/Tech/Maker       | xxvii. Social Issues              |
| vii. College/Career   | xviii. Business                | xxviii. Special<br>Needs/Disabled |
| viii. Parent/Family   | xix. Hobby/Crafting            | xxix. Sports/Fitness              |
| ix. Relationships     | xx. Diversity/World<br>Culture | xxx. Summer Learning              |
| x. Literacy           |                                |                                   |
| xi. Citizenship       | xxi. Events/Celebration        |                                   |

**b. Themes for my program:**

**7. How does your program address diversity? You can make any program suitable for a diverse audience.**

**a. Diverse elements—just a sampling!**

- |  |  |
|--|--|
| i. Print/digital resources                           | vi. High and low cost materials                  |
| ii. Customs/traditions                               | vii. Low and high literacy<br>reading/discussion |
| iii. Food—vegetarian, low-fat, gluten-<br>free, etc. | viii. Language fluency level/Interpreters        |
| iv. Characters diverse in ethnicity                  | ix. Multiage/single age programs                 |
| v. Characters diverse in sexual<br>orientation       | x. Diverse ability/special needs                 |

**b. Diverse elements in my program**

8. **21<sup>st</sup> Century Learning Activities: We know that people learn by doing, not by watching. Think about how you will use these elements to involve your audience.**

**a. Learning Activities**

**i. Inquiry-Based Learning: prompt questions and solutions about how learners think about themselves/the world**

1. How can I learn about this subject? What are the facts?
2. How, when, and where does it happen?
3. Why should I learn about it?
4. How can I create change, or get involved?
5. How do I solve the problem?
6. What kind of resources support this?
7. Who does this work? How can I learn to do it?
8. What have I learned from this session, and what are my next steps?

**ii. Interaction: give your learners time to interact**

1. What opportunities do learners have to interact with your subject or materials?
2. What opportunities do learners have to interact with each other?

**iii. Curiosity, Creativity, Innovation: allow your learners to expand their thinking**

1. What opportunities to learners have to explore or get creative with your subject?
2. How can your learners innovate, and take the project to the next level?

**b. 21<sup>st</sup> Century Learning Activities at My Program**

9. **At Broward County Library, we want to not only to provide information and entertainment, but to increase community outcomes. How would you improve the following:**

**a. Possible Outcomes:**

- i. Knowledge:** What knowledge will your audience take away?
- ii. Skills:** What skill will they be able to perform after your instruction?
- iii. Attitudes:** How will change their attitudes about your subject, libraries, and learning?
- iv. Behaviors:** What will they do differently after seeing your presentation?

**Examples:**

1. Parents understand how reading aloud to children improves school readiness
2. Children understand the importance of upcycling discarded materials
3. Teens learn how to research scholarships for arts careers
4. Children learn how to operate a digital camera
5. Youth change attitudes about math as boring
6. Teens change their attitudes about skilled trades as a good career choice
7. Seniors will try to exercise at least once per week
8. Parents agree to read aloud to their children at least twice per week

**b. Three or More Outcomes for My Program**

**10. My Program Timeline: Time spent introduction, activities, discussion, hands-on, computer time, etc.**

**Example**

- a. Introduction: x minutes (staff assignment--*continued throughout*)
- b. Activity 1: x minutes (craft, song, music and movement, gross motor, read-aloud, narrative play, etc.)
  - i. Items provided/needed (ex: puppets/scissors, printer)
  - ii. Handout to be distributed (attach for printing)
- c. Discussion: x minutes
  - i. Discussion questions
- d. Library Resources: x minutes
- e. Activity 2: x minutes (craft, song, music and movement, gross motor, read-aloud, narrative play, etc.)
  - i. Items needed (see above examples)
- f. Manipulative Time: (puzzles, play-doh, origami, wine-tasting, computer entry)
- g. Wrap Up/Program Plugs: x minutes