Libraries of the Future Workshop Curriculum

Urban Design Forum Forefront Fellowship: Free to Grow
Capstone Iterative Edition : June 13 2024

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Libraries of the Future Curriculum

Iterative Edition 6.12.2024

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Lesson Title:	**1. Introduction: Libraries of the Past and Present**
Audience:	Youth participants 13-24

Essential Question:

- What role do Libraries play in our lives?
- How did our Libraries (both independent & public) come to be?
- What do our local libraries have to offer?
- How can we utilize libraries to support us in our aspirations?

Learning Outcomes:

1. Participants will explore the history of libraries considering their uses and audiences both past and present.
2. Participants will look at their closest library and explore the services and resources available there, making a creative map that shows what exists and what is possible.

Class Content and Activity:

Welcome and Introductions 7 mins

- Facilitators Welcome participants
  - Please be seated
  - Decorate a name tag!
  - Sign-in sheet/ attendance: name, email you check most
- Facilitator Introductions
  - names and pronouns
  - fav section of the library
- Housekeeping
  - Comfort- Bathroom, snacks, water, etc

- Fidgets and play- feel free to experience the fidgets, color, and draw during our time together
- Stipend- check in about the stipend plan and answer any questions
- Photography- we plan to take group photos. *If you would not like your face to be in any documenting photos put a dot sticker on your shirt.*

Agenda 2 mins

- Facilitators will share a written agenda on the chart paper/board/ screen etc detailing plan for the day.

Icebreaker - Intros and a Question 15 mins

- Have all participants share the following…
  - Name
  - Pronouns
  - Grade or age?
  - If you could live in the world of any book or story for a month what world would you like to try to live in? (Examples: The Hunger Games, Trollberg from Hilda, Children of Blood and Bone)

Overview of Workshops Arc & Goals 5 mins

- **Goals:**
  - **Today:**
    - *To examine the past and present functions of libraries and consider what is consistent and what has changed.*
    - *To explore and record how we use or don't use libraries now.*
    - *To wonder about the potential of library spaces and record what elements would excite teens to partake in libraries as a public resource.*
    - *To make our own creative thought maps showing our perspectives on our closest library.*

Community Agreements 10 mins

- Check in- Has anyone used community agreements before? What are they and what are they for?
  - *Community agreements are our agreed-upon structure for how we all want to work together and support everyone in our shared space.*
- Using chart paper, invite participants to call out suggestions for community agreements and facilitator records list. The facilitator can seed some familiar ones like "One Mic", " Don't yuck my yum", and "Have fun". Choose Agreements that are a fit for your audience.
- All participants, facilitators, and anyone involved or present sign the agreements chart.

<u>Libraries of the Past and Present</u>

Libraries as public resources

Inquiry Exploration: Libraries of the Past

- What were libraries originally for? How are they used now?
- What was the first library?
  - Archives of clay tablets in ancient Sumer date back to 2600 BC (Called the Fertile Crescent, Modern-day Iraq)
  - Progression: Clay tablets➡ Papyrus /scrolls/ leather/ vellum ➡Bound books
  - Appear in tandem with the emergence of writing/ literacy
  - ***Wonder: What information do you think early libraries contained?***
    - Some examples: information about astronomy, moon phases, and weather. Epic tales like the Epic of Gilgamesh.

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- How Libraries Began in NYC
    - Public libraries in America have their foundations in **private membership libraries**, such as Benjamin Franklin's Library Company, which began in the 1730s (these libraries excluded all but wealthy white male members).
    - **Free Black literary societies :** cultivate scholarship, spread literacy, and fight back against racist exclusion from public institutions that were only for White people
    - **Ladies' literary societies** in New York and Philadelphia, lyceums to promote public speaking, science
    - 1818 NY State Library founded
    - ***Wonder: Who was literate in the early America? How many people could read? Do you think libraries play a role?***

Three Public Library Systems in NYC

- **New York Public Library (NYPL)**
    - 2nd largest library system in USA, 4th largest in the world
    - Manhattan, Bronx, and Staten Island
- **Queens Public Library (QPL)**
    - Queens Memory Project
- **Brooklyn Public Library (BPL)**
    - Case Study: Public Library in this neighborhood
        - Library circulation in BedStuy
    - How are libraries funded and operated in NYC?
        - Library budget for BedStuy

Independent Libraries and Archives in Brooklyn

- Not part of a municipal library system.
- May still operate as a public library space but not funded by the local government.
    - Interference Archive in Gowanus
        - Protest ephemera, artifacts from social movements, museum exhibitions about the ecology of the Gowanus Canal
    - Free Black Women's Library in Bedstuy
        - Literary hub, social site, Black Feminist archive, and community care space.
    - Brooklyn Art Library and Sketchbook Project
        - now defunct, exists in select museum collections nationally

Break 7 min break

Libraries as community spaces

A. What services are available in NYC libraries now?
    a. Free educational classes, art classes, storytelling, and lectures
    b. Support services like tax support, resume prep, immigration legal advice, language-learning classes
    c. Yoga, Meditation, stretching, and physical and mental wellness
    d. Support groups for life challenges like addiction, grief, trauma etc
    e. All of the above

Activity: Libraries Now! : Creative Thought Map

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- **Research-** use a smartphone OR maps provided to locate a library closest to either where you live, where you stay, or your school.
- **Find 3 interesting facts about this library**
    - What is the name of your closest library and what is the address?
    - What classes do they have? Would you take any of them?
    - What collections do they have? Photography? Comics? Sci-fi? Children's books? YA?
    - Have you been to this library before? Why or why not?
    - If you went to this library what might you discover there?
- **Sketch a Creative Thought Map of the library** and the path to where you live or go to school. Record your findings, thoughts, and your questions.
    - Have you been to this library before? Why or why not?
    - If you went to this library what might you discover there?
    - How do you think it would feel to go there? If you've been there before what does it feel like?
- **If you had 4 million dollars to improve or support this library in some way to make it a better space for teens, what would you do?** Use art supplies available to show your ideas. Include your first and last name on your map.
- **What if you only had $2000? What would you do then?**
- **What if you had zero dollars? What would you do then?**

Reflection

- **Gallery walk:** clear the tables of art supplies and layout participant Creative Maps. Invite participants to walk around the maps to view them like in a gallery.
- **Recognition:** Invite participants to *recognize* another participant's work, sharing what they like about it or think is interesting. document.
- **Patterns:** Invite participants to look for patterns or common themes in all the projects. Document their thoughts.
- **Congratulate:** Congratulate everyone on completing session 1

Clean Up and Teaser for Next Week

NEXT WEEK: Creative Contraband: Books, learning, and book banning

- Join us next week to examine the power of ideas! There are movements worldwide to ban some books. We will read a sample from a book that some people want to ban and you can decide if you think people would have access to this information, exploring why or why not.

Materials and Resources

Library History Resources:

NYPL History
https://www.nypl.org/help/about-nypl/history

History of Libraries in NY
https://www.imls.gov/blog/2018/06/200-years-american-public-library-how-new-york-state-looking-future

Suggested Books about Libraries to explore

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Schomburg: The Man Who Built The Library by Carole Boston Weatherford *The Oldest Student: How Mary Walker Learned to Read* by Rita L. Hubbard

Class Reflection Questions
• What aspects of this workshop were fun or interesting for you and why? • What aspects of this workshop made you think? • What aspects of this workshop were not fun, interesting, or stimulating? What could make them better?

Educator Reflection Notes:
Responsive Planning: *How will you adjust your next class based on your reflections?*

SEL Alignment
1B.5b. Participate meaningfully and assess ways involvement in their community can support identity development and encourage aspirations.

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Lesson Title:	**2. Creative Contraband: Why are our books being banned?**
Audience:	Youth participants 13-24

Essential Question:

- How do libraries promote access to free and open-source learning?
- In what ways is our access to information being restricted and why?
- Are censored materials harmful to teens?

Learning Outcomes:

1. Participants will debate the practice of banning and censorship.
2. Participants will read excerpts from a banned book and discuss.
3. Participants will respond creatively to a banned book by making an accordion mini-book.

Class Content and Activity: Part 1

Welcome and Introductions 7 mins

- Facilitators Welcome participants
  - Please be seated
  - Decorate a name tag!
  - Sign-in sheet/ attendance: name, email you check most
  - Catch up for anyone new
- Facilitator Introductions
  - names and pronouns
- Housekeeping
  - Comfort- Bathroom, snacks, water, etc
  - Fidgets and play- feel free to experience the fidgets, color, and draw during our time together
  - Stipend- check in about the stipend plan and answer any questions
  - Photography- we plan to take group photos. *If you would not like your face to be in any documenting photos put a dot sticker on your shirt.*

Agenda 2 mins

- Facilitators will share a written agenda on the chart paper/board/ screen etc detailing plan for the day.

Icebreaker - Intros and a Question 15 mins

- Have all participants share the following…
  - Name
  - Pronouns
  - Grade or age?

- Hybrid animals: If you were 2 animals combined together what two animals would you be and why?

Overview of Workshops Arc & Goals 5 mins

- **Goals: Show on screen or hand out a printout**
  - **Today:**
    - *To examine the power of ideas, how learning is both spread and controlled*
    - *To explore and record what teens think about powerful information and how it can or should be accessed.*
    - *To wonder about powerful and volatile information and consider why some content is banned and why some content is shared.*

Group Debate: 40 min

Set up a mock debate!

Debate statement: "Banning books is necessary because there is some harmful content that young people shouldn't be able to access. Agree or disagree?"

- You can divide the group into **Favor and Against** sides or work together as a whole team to unpack arguments for and against. Nominate a scribe to take notes in favor and against the statement. After a first round of weighing in, ask participants to imagine the impacts of banning some specific books they have read. What would be different if you did not read that book? What did that book give you?

Class Content and Activity: Part 2

Creative Contraband: The Magic Fish

Activity: Reading and Creative Response

Have students explore select vignettes from *The Magic Fish* a graphic novel by Trung Le Nguyen (2020) and respond by crafting a mini accordion book.

- **Description: "The Magic Fish," a semi-autobiographical novel by Trung Le Nguyen published in 2020, is set in 1998 and follows the Phong family, focusing on Hiền and her son Tiền. The novel explores their challenges as refugees adapting to life in the United States, grappling with leaving their homeland, and adjusting to a new culture. Nguyen, born in a refugee camp after his parents fled Vietnam, notes in the author's note that immigration stories often overlook the ongoing struggles after the initial exodus. The story also highlights Tiền's journey in understanding his sexuality and finding a way to share it with his parents. It features three interwoven stories, the past, the present, and a fairy tale.**

- **About its ban: In 2021, *The Magic Fish* was on two lists of books to be removed from school libraries. One list was crafted by a Moms of Liberty chapter in Indian River, Florida and one was submitted by Texas representative Matt Krause as part of an effort to ban over 850 titles from school libraries.**

Have a scattered selection of color photocopied vignettes from *The Magic Fish*. Also, have a physical copy of the book available for participants to take turns exploring.

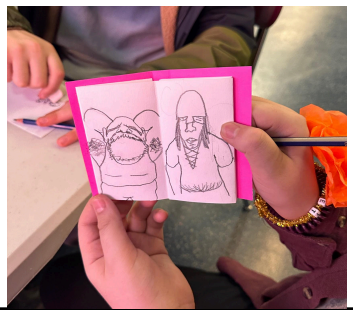
Recommended Reading Pages:

- **“Hey! We still on for ice cream after this scrimmage?” pg 44- 45**
- **“Yeah, yeah, I gotcha” pg 46 -47**
- **“Have you discussed with your parents yet?” pgs 172-173**
- **“No. I don’t.” pg 176-177**
- **“What can I do?” pg 200 - 202**
- **“You will die.” pg 202-203**
- **Or choose your own selections**

Sample pages from *The Magic Fish* by Trung Le Nguyen

Questions to Explore while creating: (share questions and give participants time to respond using available art supplies)

- Based on what you have read and explored here, why do you think someone might want to ban this book?
- Who wants this book to be banned and what is their motivation for banning it?
- Is there anything harmful in this book?
- How did it feel to read content that has been marked as “contraband” or “unsafe” by some?
- What impact do you think this book could have on you?
- In your opinion can information be harmful to teens?



How to Mini Accordion Book:

Fold the long strip of paper in half to make a crease. Then fold again making quarters. Finally, fold into eights creating a zig-zag pattern with the pages. Glue pieces of colorful paper on both ends to make a front and back cover (optional).

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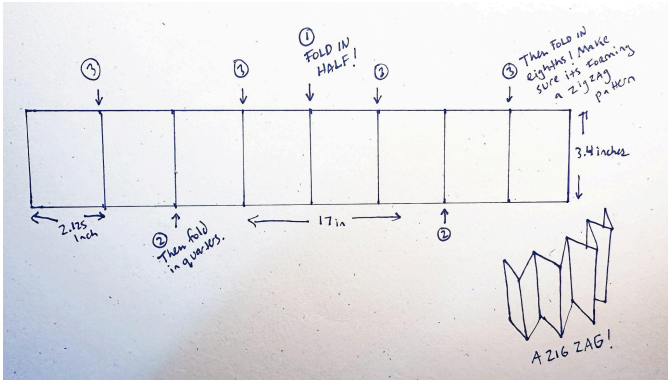

Materials:
-Long strips of Mixed Media Paper (preferably 3.5 in by 17 in, Can be cut from a 14 x 17 pad)
- 4 in x 3 in pieces of colorful paper for covers (optional)
-Gluestick (optional)
-Colorful Drawing Materials: Markers, Colored Pencils, colorful pens, highlighters etc

Dive Deeper: Follow up Reflections and Threads to explore:

- How do libraries promote access to free and open-source learning?
- In what ways are libraries being restricted, limited, or underutilized?
- How do we learn outside of school? Where do we practice autonomous and self-directed learning and growth?
- Why are books being banned? Who is banning them?
- What do you think?
- What does free and open learning look like?
- What does our community need?
- How can teens get involved? How can they get support?

Materials and Resources

- BPL - Unbanned Books initiative
- Gothamist - A 'teen council' at the Brooklyn Public Library combats book bans nationwide
- Blog: I'm With The Banned: The Magic Fish
- Article: In Texas, a battle over what can be taught, and what books can be read

Suggested Young Adult Novels that have been banned in the USA:

Felix Ever After by Kacen Callender
Pet by Akwaeke Emezi
The Hate U Give by Angie Thomas
Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Sáenz

SEL Alignment

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1C.5a. Identify personal and systemic resources to mitigate barriers to achieving goals, including those related to oppression, power, and privilege. 2A.5a. Demonstrate empathy for the unique lived experiences of others and their differing perspectives. Practice self-reflection to better understand self and others. 2A.5b. Demonstrate empathy and communication skills to work collaboratively across lines of difference in groups. 3A.4b. Evaluate how the expectations of different groups, including the expectations of those with social influence, power, and privilege, influence personal decisions and actions

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Lesson Title:	**3. Libraries of the Future: Zines and Zine Making**
Audience:	Youth participants 13-24

Essential Question:

- What is your creative vision for improving or supporting libraries in your community? What is missing? What can we bring to the table?
- How do zines share information, thoughts, and ideas?
- How do people use zines to share information? What role do zines play in social movements?

Learning Outcomes:

1. Participants will learn what a "zine" is and what role it plays in the exchange of information.
2. Participants will create their own zine to illustrate their ideas for what a library of the future could be.

Class Content and Activity:

Welcome and Introductions 7 mins

- Facilitators Welcome participants
  - Please be seated
  - Decorate a name tag!
  - Sign-in sheet/ attendance: name, email you check most
  - Catch up for anyone new
- Facilitator Introductions
  - names and pronouns

- Housekeeping
  - Comfort- Bathroom, snacks, water, etc
  - Fidgets and play- feel free to experience the fidgets, color, and draw during our time together
  - Stipend- check in about the stipend plan and answer any questions
  - Photography- we plan to take group photos. *If you would not like your face to be in any documenting photos put a dot sticker on your shirt.*

Agenda 2 mins

- Facilitators will share a written agenda on the chart paper/board/ screen etc detailing plan for the day.

Icebreaker - Intros and a Game 20-25 mins

- Have all participants share the following…
  - Name
  - Pronouns
  - Grade or age?
  - The Quarter Game (see instructions in Appendix)

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Overview of Workshops Arc & Goals 5 mins

- **Goals: Show on screen or hand out a printout or demonstrate in person**
  - **Today:**
    - *To examine the unique characteristics of zines, where they come from, and who creates them.*
    - *To explore zines and non-traditional and de-centralized forms of learning and sharing information.*
    - *To wonder about our own learning processes. What have we learned traditionally? What have we learned in nontraditional ways? What more can we learn?*
    - *To create our own zines showing our perspective on libraries*

Exploring Zines and Social Movements

Discuss the unique characteristics of zines compared to traditional magazines, such as their DIY ethos, grassroots distribution, and diverse content. Examine the role of zines in past and present social movements, highlighting examples of zines as tools for activism and advocacy. What is your creative vision for improving or supporting libraries in your community? What is missing? What can we bring to the table? How do people use zines to share information? What role do zines play in social movements?

Consider

- Zines vs Magazines
- Zines and Social Movements
- Zines and Self-publishing

What are zines?

How have zines been used in the past as tools for social advocacy?
Outline typical elements found in a zine
Explain how zine-making aligns with the project's overall goal and where it will "live" following the session.
How do indie libraries and archives play a role in zine-making?
Share examples of impactful zines that address critical social issues.

Art-making

Participants will have access to a range of materials to decorate and illustrate their visions for future libraries. Encourage participants to refer to the prompts as they build their zine.

Use AEIOU framework to structure zine brainstorming:

Activities: What people do, pathways to accomplish something
Environments: Dimensions, proportions, materials, light atmosphere
Interactions: People with people, people with objects, people with environments
Objects: Artifacts/touchpoints, physical and digital, static and mobile
Users: People's behaviors, emotions, motivations, values, relationships, needs
Share: Teams share what they created and explain their thinking.

Activity: Make a zine page that showcases ideas for the "Teen's Library of the Future". The zine can be made collaboratively or individually. At the end of the project unite all of the participants' zine pages together into a larger zine.

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Zine Instructions

1. Brainstorm your ideas
2. Select a paper for your page & fold in half
3. Use the materials available to illustrate your ideas for libraries in the future
4. We will share what we make and combine our pages into 1 large book!
5. Explain your thinking on the project sheet

Zine-making Prompts for Libraries of the Future:

Think about:

- How would your library of the future look, feel, smell, or sound?
- What services would it have for teens and families?
- What events would it have for teens and families?
- What type of collections would your library have?
- (for example: comic books, video games, vegetable seeds)
- What do you like about your current library? What do you wish it had?

Additional questions:

- How do young people use libraries now?
- What would make libraries better for them?
- Why and when might they not use libraries?
- What might be missing from public libraries?
- Who is missing from public libraries?

Core Materials:

-colorful cardstock
-gluesticks
-scissors
-magazines, decommissioned books, or printouts
-markers

****Optional Stacks Activity While Zine Making:**

An activity that connects to the stacks + space of libraries. What if we took a walk to the "youth room" in the Brooklyn Public Library Central Branch and treated it like a field research activity by going through some of the books and games/seeing how they curate a space for 0- 19? This space serves newborns to teens so it's a great jumping-off point to observe and then imagine how it could grow. Adapt to suit your own local library or school library.
https://www.bklynlibrary.org/locations/central/dept/youth-wing

Create: Use the Stapler, paper, and markers to share ideas for the concept “Teen’s Library of the Future” Indicate what books or items they carry, what programs are offered, who the library serves, what space is like, what amenities are available, and who works there.

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Reflection
As participants complete their zines, provide them with the Description Template to fill out, and ensure their zine is documented prior to their leaving.

Ask participants what their favorite part of today was and what they would do differently.

Wrap Up
If there are any participants around, thank them for their input and participation in this session!
Team reflection + clean up space

Materials and Resources

https://www.brooklynmuseum.org/exhibitions/copy_machine_manifestos_artists_who_make_zines
https://www.brooklynmuseum.org/zines-read-at-your-own-risk

Class Reflection Questions

- What aspects of this workshop were fun or interesting for you and why?
- What aspects of this workshop made you think?
- What aspects of this workshop were not fun, interesting, or stimulating? What could make them better?

SEL Alignment

3B.5b. Evaluate how decision-making regarding equity, diversity, and fairness affects interpersonal and intergroup relationships and ways decision-making can support civic engagement

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Lesson Title:	**4. Dreaming in place: Libraries as catalysts for social change**
Audience:	Youth participants 13-24

Essential Question:
● How can one person use their words, thoughts, and creativity to create social change?

Learning Outcomes:
3. Participants will explore the work and life of a local author and examine their work for relevance today. 4. Participants will engage in an open-ended creative activity responding to the author's work and consider how their thoughts influenced their making.

Class Content and Activity:
Welcome and Introductions 7 mins ● Facilitators Welcome participants ○ Please be seated ○ Decorate a name tag! ○ Sign in sheet/ attendance: name, email you check most ○ Catch up for anyone new ● Facilitator Introductions ○ names and pronouns ● Housekeeping ○ Comfort- Bathroom, snacks, water, etc ○ Fidgets and play- feel free to experience the fidgets, color, and draw during our time together ○ Stipend- check in about the stipend plan and answer any questions ○ Photography- we plan to take group photos. *If you would not like your face to be in any documenting photos put a dot sticker on your shirt.* **Agenda 2 mins** ● Facilitators will share a written agenda on the chart paper/board/ screen etc. detailing the plan for the day. **Icebreaker - Intros and a Game 20-25 mins** ● Have all participants share the following… ○ Name ○ Pronouns ○ Grade or age? ○ Play the Quarter Game

- Optional: What is something you are excited to read one day? Share one book you are excited to read and tell us why it caught your interest.

Overview of Workshops Arc & Goals 5 mins

- **Goals: Show on screen or hand out a printout**
  - **Today:**
    - *To examine the work and life of a local author/ thinker/or cultural worker who came before us.*
    - *To consider how their work is relevant today. What do we have in common? What has changed?*
    - *To consider what more there is for us to learn and discover about the space we are in.*

Facilitator Note: Research a writer, thinker, designer, cultural worker, or public figure that is relevant to your community. See if you can go on a path of discovery to locate someone that is new to you as a practitioner and will be new to your participants if possible. With our workshops being located in the Free Black Women's Library in Bed-Stuy Brooklyn, NYC we centered our workshop on the work and influence of June Jordan, a Black, Queer, Femme author who was born in Bed-Stuy. Explore Jordan's life and legacy in your workshops or incorporate a local author that speaks to you!

Exploring the Life and Work of June Jordan

June Jordan Slide Talk
Give a brief slide talk and introduction about the work and life of June Jordan. Incorporate photographs of her life, images of her project, and mock-ups for her utopic architectural proposal "Skyrise for Harlem".

Listening and Reflection Station
Set up a listening and reflection station where participants can read June Jordan's poetry, listen to her readings, and respond to creative prompts that reflect back on the way June Jordan used libraries as a way to self-educate and transform her community for Harlem's residents. Have print outs of her projects, poems, and architectural plans scattered on the tables.

Poem to Explore:
" I Must Become A Menace To My Enemies", June Jordan, *Dedicated to the Poet Agostinho Neto, President of The People's Republic of Angola: 1976*

Creative Prompts:
***Respond to the prompts below by issuing air-dry clay to participants. Do not give a specific prompt to create. Instead, invite participants to play with the clay while discussing and thinking together.**

- *June Jordan had her professional writing career diminished due to censorship for her political stances. After she publically decried the Israeli invasion of Lebanon in 1982, Jordan was rejected by presses and newspapers that had previously published her work. When an author is censored or banned it becomes harder for people to experience their work and harder for them to sustain their career as a writer. Based on the poems and writings you see here from June Jordan, what is the world missing out on when they can't access June's writing?*

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- *June Jordan is famous for writing **"I must become a menace to my enemies"** in a poem that protests apartheid in South Africa. What do you think she meant? Is it possible to be a menace when advocating for positive social change? How can a poet be a menace?*

- ***June Jordan used libraries as a way to self-educate on the topic of architecture**, which resulted in her vision for **Skyrise Harlem**, a collaborative public housing proposal for NYC in collaboration with architect Buckminster Fuller. What topic would you most like to self-educate on in a library that you have not had the chance to study in school? Why do you think you haven't studied this topic in school before?*

- *June Jordan's "Skyrise for Harlem" plan sought to transform the built environment in service of Harlem's residents. The cone-shaped towers would contain new dwelling space—light-filled apartments of twelve hundred square feet, each equipped with a balcony and parking spot—as well as studios, concert halls, theatres, athletic fields, and recreational space. Think of an empty or abandoned storefront in your neighborhood and envision converting it into a free community library space. What would it look like? What services would it offer? What kind of book collection would it have?*

Open Clay Play Reflection:

- ***What did you do with the clay while we were learning and thinking together? How did you manipulate it while you were thinking? Did you create something? If so what did you make? Do you think the clay connected with some of the thoughts you had?***
- ***How did your thoughts influence your actions?***

Materials and Resources

https://www.brooklynmuseum.org/exhibitions/copy_machine_manifestos_artists_who_make_zines

https://www.brooklynmuseum.org/zines-read-at-your-own-risk

Class Reflection Questions

- What aspects of this workshop were fun or interesting for you and why?
- What aspects of this workshop made you think?
- What aspects of this workshop were not fun, interesting, or stimulating? What could make them better?

Educator Reflection Notes:

Responsive Planning:
How will you adjust your next class based on your reflections?

Free Black Women's Library Themes for May 2024 -
Pleasure, Motherhood Transition. June - Liberation, Carribean Culture, Queer Pride.

SEL Alignment
3A.5a. Apply critical thinking skills to evaluate social context and systems to inform decisions that support the well-being of self and others. 3A.5b. Examine how societal expectations shape decisions and actions and vary across groups and cultures.

5. Appendix

Ice Breaker Instructions:

The Quarter Game

Materials: 1 big piece of paper per table, markers, a quarter

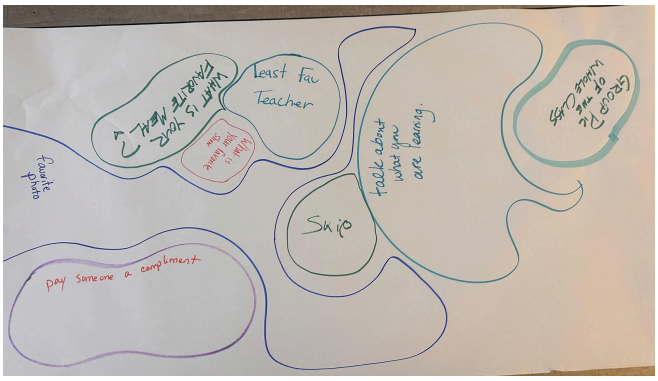
Set up the game board: Draw a few unusual enclosed shapes on the game board and write a rule, dare, prize, or challenge in each shape. Shapes must be larger than a quarter. Examples of challenges can be " Name your favorite teacher at school", "Do a dance for 1 minute", " Pay someone a compliment", "Pick a shape and pick someone else to do it", and " Pick a prize from the candy bucket", "Share your favorite character from a book", "roll again", "Do jumping jacks"

Instructions:

- A group of participants (can be a whole group OR you can have multiple game boards going at once) will each take turns on the game board. At the beginning of your turn, each participant will take a marker and draw a shape on the board, adding a rule to the game board. Then the participant will spin the quarter on the board. Wherever the quarter lands the participant must do the challenge.
- Note: It is the facilitator's job to make sure the challenges students add are fair and safe for all participants. The facilitator can intervene as necessary.

Modifiers: You can introduce whatever you want to make the game more complex. Like issues 1-3 "skip potions" where someone can use a skip potion on themself or someone else to spare someone from doing a challenge they are nervous about. You can also add points to each challenge making some intense challenges worth more points than others.

Example of a game board:



Libraries of The Future ✨📖

Station Set up: Libraries Now! Mapping and Budget Visioning Print out questions

Research
Use a smartphone to locate the library closest to where you live, stay, or go to school.
Share our learnings and revisit on Day 2 to lead into zine-making

Library Mapping -- Questions to Explore
What is the name and neighborhood of your local library?
What amenities and events are available? How helpful are they to you?
What events are offered? How interesting are they to you?
Have you visited this library before? Why or why not?
What do you like about this library? Why?
What do you dislike about this library? Why?

Budget Visioning -- Questions to Explore
If you had $4 million dollars, what would you do to improve the library for teens?
If you only had $2000, what would you do then?
If you had $0, what would you do then? Why?
Station 3: Zine-Making

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Zine-Making Activity

Theme: “Teens’ Library of the Future”

Instructions

1. Brainstorm your ideas
2. Select a paper for your page & fold in half
3. Use the materials available to illustrate your ideas for libraries in the future
4. We will share what we make and combine our pages into 1 large book!
5. Explain your thinking on the project sheet

Think about:

1. How would your library of the future **look, feel, smell, or sound**?
2. What **services** would it have for teens and families?
3. What **events** would it have for teens and families?
4. What type of **collections** would your library have?
   (for example: comic books, video games, vegetable seeds)
5. What do you **like** about your current library? What do you **wish it had**?