

# WORKSHOP 3

Skills for Community-Centered Libraries

## PROGRAM DEVELOPMENT



LESSON PLAN

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## ABOUT THE *SKILLS FOR COMMUNITY-CENTERED LIBRARIES* CURRICULUM

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The *Skills for Community-Centered Libraries* curriculum was made possible by the Institute of Museum and Library Services's "Laura Bush 21<sup>st</sup> Century Librarian Program" grant awarded to the Free Library of Philadelphia. Like many libraries across the nation, the Free Library of Philadelphia is undergoing a paradigm shift. Their extensive collections offer boundless discoveries, but increasingly their focus is not only on what is housed within their walls and on their servers, but also how they are engaging with their communities. The Free Library of Philadelphia consistently delivers millions of *transactions* each year—circulation counts, door counts, website use, and program attendance. However, increasingly, they seek to deliver *transformations* and to deepen the public impact of their mission. This requires staff to be more skilled in assessing community needs, developing strategic collaborations, and piloting and managing new kinds of programs. The Free Library of Philadelphia used the *Skills for Community-Centered Libraries* curriculum to train over 300 full-time library staff including regional coordinators, administrative librarians, library supervisors, librarians, library assistants, and municipal guards in community engagement skills. Seven other library networks throughout the United States and Canada also used this curriculum in rural and urban communities.

## DIVERSITY PLAN

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A core value of community engagement is a commitment to lifting up all people, including the underserved and marginalized. First, this curriculum is designed to engage both librarians with their Master of Library and Information Sciences (MLIS) degrees as well as library staff without advanced degrees, which helps to build a pipeline for community engagement work among the broadest possible range of staff. Second, curriculum design, testing and dissemination incorporated the experiences of multiple library systems which are urban and rural, from various parts of the United States and Canada. Third, the curriculum incorporates voices from outside the library field, specifically in community development and social work. Finally, this curriculum emphasizes the core library values of equity and inclusion.

## NOTE TO FACILITATORS

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Please read through all materials in the Facilitator Guide, Lesson Plan, Participant Guide, and slide deck before delivering the workshop. The Facilitator Guide includes a condensed lesson plan and a detailed script. The condensed lesson plan gives facilitators an accessible guide for time references and how the materials connect. The detailed script provides facilitators a sense of the flow, the intended connections between activities, and the opportunities to reinforce important learning objectives. However, facilitators should not memorize the script. As you proceed through the materials, adjust directions and scenarios to fit your style and the needs of your unique group of workshop participants. For example, depending on the group size, you can decide when to use pair discussions, small groups, or whole group conversations.

This curriculum was developed for all staff members in a library network, from library supervisors and library assistants to municipal guards and regional coordinators. The challenge of designing for different staff members is the varying levels of knowledge and background with specific topics. However, through piloting these workshops with participants from all different library positions, we found discussions to be better and more inclusive. Library staff members shared a variety of experiences. ALL library staff bring unique and essential viewpoints to discussions around community engagement.

The following guide incorporates Malcolm Knowles's "Six Principles of Adult Learning"<sup>1</sup>:

- Adults are self-directed in their learning experiences.
- Adults bring life experiences and knowledge to the learning environment/experience.
- Adults are goal oriented.
- Adults need to know that what they're learning is relevant.
- Adults learn by doing.
- Adults prefer variety in learning.

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<sup>1</sup> Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.

As you engage your group with these materials, you'll see the activities incorporate these principles in different ways. They are designed to create substantive discussion and learning opportunities.

Because of the nature of the topics, there will not be "right" or "wrong" answers throughout much of the workshop. Rather, participants are asked to reflect on various ideas, techniques, topics, etc., and use those that are relevant for their unique work and unique communities. An open mind is key for everyone during this process; therefore, facilitators should avoid any tendencies to tell people "the right answer." Rather, facilitators should ask questions to help participants uncover how to use the information in a way that is relevant to their communities; these types of questions are included in this guide but are by no means exhaustive. Additionally, when leading group discussions, facilitators should encourage participants to draw from their ideas, expertise, and experience.

During this workshop, participants are encouraged to talk about what they currently know and do in their work, and to find connections and even differences throughout the workshop. Ultimately, this workshop is meant to be a space for library staff to reflect on the work they do and shift their professional practices and mindset toward a common goal of community engagement for their communities as defined by their communities.

While adjustments to the guide and extended discussions are encouraged, it will be important to keep track of time in order to move through all the activities. There are directions included in each section for how to manage time, including a website (<https://www.online-stopwatch.com/>) that you can display on a projected screen to keep groups on time.

## OVERVIEW WORKSHOP 3: PROGRAM DEVELOPMENT

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This four-hour workshop will help participants develop expanded definitions and understandings of programming opportunities for and with their community. It has a particular focus on strategic planning and thinking as a way to drive sustainable, impactful programs. Participants will reflect on the benefits of involving community assets when creating community programs and determine how those approaches impact engagement outcomes. Small groups will discuss three key considerations when developing programs: (1) capacity, (2) sustainability, and (3) communication. Program evaluation will be explored using sample survey questions from the Public Library Association. Then, participants will explore communication platforms to share programming and community successes to different audiences. Finally, participants will look at how the perceived failures of certain programs can offer valuable information that leads to stronger programming and new partnerships.



## WORKSHOP 3 LEARNING OUTCOMES

At the end of this workshop, participants will be able to:

<b>Strategic Plan</b>	... explain their personal connection to a sample strategic plan from the Free Library of Philadelphia or the strategic plan from their library network
<b>Programming</b>	... analyze approaches for using community assets when developing programs ... consider adopting a new way to approach and work with community assets ... build effective long-term programming by evaluating their library network's capacity, sustainability and communication practices
<b>Surveys</b>	... consider the different sources of data available to them to measure the impact of their library network's programming and use of community assets ... create participant satisfaction surveys that go beyond numbers ... capture community member stories with satisfaction surveys ... explore communication pathways to share programming and community successes with different audiences
<b>Failing Forward</b>	... rephrase failure statements to be opportunity and growth statements

## IMLS COMPETENCY<sup>2</sup>

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This workshop's learning objectives were derived from the following competencies from the Institute of Museum and Library Services:

- Designs and implements library services to engage and meet the needs of the community
- Defines and implements outreach services for the library community to increase use of library services and to reach underserved population
- Demonstrates the impact and value of the library to the community through ongoing evaluation and assessment of library services
- Maintains positive public relations through communication and promotion of the library's values, services, accomplishments and needs to all stakeholders
- Embraces change and fosters understanding and acceptance by all stakeholders

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<sup>2</sup> From IMLS/WebJunction Competency Index for the Library Field, 2014.

## VOCABULARY AND TERMS

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**Community Asset:** The individuals (their knowledge, skills, attitudes, talents, awareness, social connections—everything they embody), community organizations, and larger institutions that provide resources and services to your local community.

**Community Engagement:** Building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. Engagement is an active partnership that serves the interest of local communities and the public good. Examples: getting community members involved in the planning and execution of programming; facilitating conversations in which people can envision what they want out of their library.

**Community Outreach:** The act of building awareness and sharing information about programs, resources, and services with people in a community. Examples: door-knocking, tabling, flyering, phone-banking.

**Iceberg:** A metaphor for an individual's lived experiences. That is, if any individual were an iceberg, we would only see what's above the water. Below the water are many more, rich lived experiences that we can't see.

**Program:** The workshops, classes, services, and gatherings organized and facilitated by library staff to explore relevant subjects, topics, and themes.

## ROOM SET-UP

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- Desk or table at front
- Projection equipment (screen, computer, hookups, etc.)
- Room for small group work (round/small tables and chairs arranged in a room large enough for people to circulate and move from table to table)

## LIST OF MATERIALS

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- Participant Guide (one copy per person)
- PowerPoint slides
- Index cards, 5x8 inches
- Colored pencils/fine-point markers (one set for each table)
- Flipchart (paint-safe adhesive to hang up flipchart papers as needed)
- Easel
- Markers for writing on flipchart
- Triangle or other instrument or noisemaker to signal transitions
- Stopwatch/timer (<https://www.online-stopwatch.com/>)

## WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	20 minutes
Trading Card/Warm-Up	10 minutes
Programming Scenarios	50 minutes
<b>Break</b>	<b>15 minutes</b>
Building Programs for the Long Term	30 minutes
Measuring Program Success	15 minutes
Evaluating Beyond Numbers	40 minutes
Celebrating Success	20 minutes
Small Steps Forward	20 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
Take and Turn	5 minutes
<b>TOTAL</b>	<b>240 minutes</b>

# LESSON PLAN: WORKSHOP 3

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## WELCOME

### Facilitator Notes

#### Program Development

Community engagement is essential for creating community-centered libraries. Community input will lead to more effective programming, which then advances community engagement. This workshop has a particular focus on strategic planning and thinking as a way to drive sustainable, impactful programs.

#### Ground Rules

The purpose is to establish a list of rules of conduct for sharing that will guide the participants throughout the workshops. This is to create a space for discussions that respects a diversity of experiences and opinions and to foster authentic discussions. Use of the Ground Rules is essential. Participants will need a safe space in order to feel respected and heard during these workshops. Facilitators should be prepared to delve into topics regarding race, gender identity, types of marginalization, and power dynamics.

*\*If Workshop 1 was omitted use the Ground Rules pages that are included as an appendix to this document. Distribute these pages to participants and establish Ground Rules.*

*\*If this workshop is not presented in sequence skip the slides that review the previous workshop (slides 2-3).*

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	<p><b>Materials Prep:</b> Facilitator will write the six main Ground Rules (pg. 9) on chart paper to prepare for group discussions</p> <p><b>1</b> Welcome participants to the Program Development Workshop</p> <p><b>2</b> Review what happened in the Effective Communication Workshop as a whole group</p> <p><b>3</b> Participants will share about completing their “Take and Turn” assignment, which includes their personal iceberg and a conversation they had with a library patron</p> <p><b>4</b> Clarify that this workshop is meant to discuss programs in a very broad sense, beyond traditional library programs</p> <p><b>5</b> Review the workshop agenda</p> <p><b>6</b> Highlight the goals for the workshop, including sharing expertise, learning new skills, and involving community input in programming</p> <p><b>7</b> Introduce Participant Guide</p> <p><b>8</b> Review Ground Rules that were established during Workshop 1 or establish Ground Rules for the group when using this Workshop on its own (Appendix)</p>	Pg. 4–9 (Ground Rules reflection questions in Appendix. Use this page as an introduction to Ground Rules if Workshops are not run in sequence)	Slides 1–10	<p>Workshop 2 Review: <i>Whole Group</i></p> <p>“Take and Turn” Review: <i>Whole-Group Discussion</i></p> <p>Agenda Review: <i>Whole Group</i></p> <p>“Ground Rules”: (Pg. 9) <i>Whole Group</i></p>	If you are not using the four Workshops in sequence, omit slides 2–3 and all review activities.



# TRADING CARD/WARM-UP

## Facilitator Notes

### Trading Card

Participants will add an idea to their Trading Card by writing about their connection to the strategic plan.

*\*Use trading cards to select discussion leaders for each small group activity. Have participants put the cards facedown on the table and randomly select one card to be the discussion leader each time.*

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	<p><b>Material Prep 1:</b> Obtain a copy of your library system’s strategic plan or mission statement. Make copies for each participant and consider creating a slide with this information (Slide 12). If your library does not have a strategic plan, use the sample strategic plan from the Free Library of Philadelphia.</p> <p><b>Materials Prep 1:</b> Facilitator will list participants’ ideas about their connection to the strategic plan on chart paper</p> <p><b>Facilitator Note:</b> If this Workshop is run in sequence, use the Trading Card activity (Slide 13). If this Workshop is presented as a standalone, use the Warm-Up activity (Slide 14).</p> <p><b>Trading Card Activity</b></p> <ol style="list-style-type: none"> <li>1 Volunteer will read text at the top of pg. 10</li> <li>2 Facilitator will highlight that connecting with a strategic plan creates a unified vision and that each staff member contributes to these goals in their own way</li> <li>3 Read the Strategic Plan goals of the Free Library of Philadelphia on pg. 10 or insert a slide/hand out with the strategic plan goals from participants’ library network</li> <li>4 Have participants describe their personal connection with the strategic plan and how their work furthers that vision and goals</li> </ol>	Pg. 10–11	Slides 11–17	<p>Trading Card response: <i>Individual</i></p> <p>Warm-up Activity Response: (Pg. 10) <i>Individual</i></p> <p>Share thoughts about connection to the Strategic Plan: (Pg. 11) <i>Small Group, then Whole Group</i></p>	Do not cut

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	<p><b>5</b> Ask participants which goal resonates with them personally and why</p> <p><b>6</b> Participants will write these goals on their Trading Card</p> <p><b>7</b> Participants will share their responses with their small group and then whole group (pg. 11)</p> <p><b>8</b> Facilitator will capture these responses on chart paper</p> <p><b>9</b> Transition to next activity (slide 17)</p> <p><b>Warm Up Activity</b></p> <p><b>1</b> Volunteer will read text at the top of pg. 10</p> <p><b>2</b> Facilitator will highlight that connecting with a strategic plan creates a unified vision and that each staff member contributes to these goals in their own way</p> <p><b>3</b> Read the Strategic Plan goals of the Free Library of Philadelphia on pg. 10 or insert a slide/hand out with the strategic plan goals from participants' library network</p> <p><b>4</b> Have participants describe their personal connection with the strategic plan and how their work furthers that vision and goals.</p> <p><b>5</b> Ask participants which goal resonates with them personally and why</p> <p><b>6</b> Participants will share their responses with their small group and then their whole group (pg. 11)</p> <p><b>7</b> Facilitator will capture these responses on chart paper</p> <p><b>8</b> Transition to next activity (slide 17)</p>				

# PROGRAMMING SCENARIOS

## Facilitator Notes

### Programming Scenarios

Participants will analyze hypothetical library programming scenarios and become aware of the different ways to plan and execute new programs. They'll look at the impact of involving community assets in planning programs.

### Community Engagement at My Library

**Note to Facilitators:** Try to pair participants so that each pair has one open-minded participant. Avoid pairing two participants who are struggling to participate and have not been open to new ideas.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
50 min	1 Clarify that participants will analyze hypothetical scenarios about library staff members' approaches to designing programming	Pgs. 12–17	Slides 18–23	Scenario A and Analysis Chart: (Pgs. 12–13) <i>Small Group</i>	If you are running behind on time, discuss the Comparison Chart on pg. 16 as a whole group activity.
	2 Each small group will select a team captain that will lead the discussions.				
	3 Directions for the activity are shown on slide 18.				
	4 Give participants 10 minutes to read Scenario A on pg. 12 and complete the Analysis Chart on pg. 13 as a group				
	5 Give participants 10 minutes to read Scenario B on pg. 14 and complete the Analysis Chart on pg. 15 as a group				
	6 Give participants 10 minutes to compare the two scenarios on pg. 16				
	7 As a whole group, participants will share their impressions from the comparison chart about the strengths and weaknesses of each approach				

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	<p><b>8</b> Facilitator will pair participants to discuss the questions on pg. 17. Participants will then find a place in the room to share their thoughts</p> <p><b>9</b> Transition to break (slide 24)</p>			<p>"Community Engagement at My Library": (Pg. 17) <i>Partner Discussion</i></p>	

## BREAK

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
<b>15 min</b>	<b>1</b> Allow 15-minute break	N/A	Slide 24	N/A	Do not cut

# BUILDING PROGRAMS FOR THE LONG TERM

## Facilitator Notes

### Building Programs for the Long Term

Participants will increase their awareness of three key factors that lead to long-term success for programs: capacity sustainability, and communication. They'll review questions that will help them to plan for the sustainability of successful programs.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
30 min	1 Read the definition of a program (Slide 25)				
	2 Review each of the factors that can lead to long term success for programs: capacity, sustainability, and communication (Slides 27–29)			"Building Programs for the Long-term"	
	3 Read directions for partner discussion on pgs. 18–19	Pgs. 8, 18–19	Slides 25–31	Activity:	Do not cut
	4 Give participants 10 minutes for this partner discussion			(Pgs. 18–19)	
	5 As a whole group, debrief about one of the questions participants answered with their partner(s)			<i>Partner Discussion and Whole Group Debrief</i>	
	6 Transition to next activity (Slide 31)				

# MEASURING PROGRAM SUCCESS

## Facilitator Notes

### Measuring Program Success

Participants will think about program evaluation and discuss who decides measures for success when programming for their community.

### Sources of Data

**Quantitative data**, such as the number of participants attending a program, how the program was rated on an evaluation, and real-world outcomes gives library staff a concrete means to measure their impact.

**Qualitative data**, including personal narratives, provide library staff with insight into how library programming and events impact the lives, work, and skills of community members.

**Data tracking partnerships** will clarify how effectively library staff is engaging with their partners and provide insight into opportunities for strengthening and expanding these relationships and sources of assistance, as shown in the chart on pg 20.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	<ol style="list-style-type: none"> <li>1 Facilitator will read quote from Andy Hargreaves at the top of pg. 20</li> <li>2 Participants will discuss quote as a whole group</li> <li>3 Volunteer will read paragraph in the middle of pg. 20</li> <li>4 Facilitator will use chart at the bottom of pg. 20 to describe quantitative data, qualitative data, and data tracking related to partnerships</li> <li>5 Facilitator will read questions on pg. 21 related to data and measuring success. Participants will take a few moments to write their responses.</li> <li>6 Transition to next activity (slide 37)</li> </ol>	Pgs. 20–21	Slides 32–37	<p>“Measuring Program Success”: (Pg. 20) <i>Whole Group</i></p> <p>Reflection Questions: (Pg. 21) <i>Individual</i></p>	If you are running behind on time, don't read the questions on pg. 21 out loud and instead give participants a few moments to read and reflect.

# EVALUATING BEYOND NUMBERS

## Facilitator Notes

### Evaluating Beyond Numbers

Participants will be introduced to the Public Library Association’s program survey questions and engage in a discussion about what constitutes success and who should define it. They’ll also practice revising some of the PLA’s survey questions to fit a given context.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
40 min	<ol style="list-style-type: none"> <li>1 Display and scroll through the Public Library Association (PLA) Pilot Survey website to introduce performance measurement surveys <a href="http://www.ala.org/pla/initiatives/performancemeasurement/pilotsurvey">http://www.ala.org/pla/initiatives/performancemeasurement/pilotsurvey</a></li> <li>2 Highlight that the website offers simple surveys for a variety of library programs</li> <li>3 On pgs. 22–23, read the scenario and sample survey questions in order to describe the Public Library Association’s survey questions</li> <li>4 Review the different types of questions participants can include in their surveys.</li> <li>5 Review the additional ideas for open-ended questions with participants on pg. 23</li> <li>6 Read the survey directions and the tips related to the reading level of Carlos’s participants (Slide 40)</li> <li>7 Read the tips related to Linda’s participants (Slide 40)</li> <li>8 Give participants 20 minutes to create their surveys</li> <li>9 Participants will hang their surveys on the wall or display them on their tables</li> </ol>	Pgs. 22–23	Slides 38–43	<p>“Evaluating Beyond Numbers”: (Pgs. 22–23) <i>Whole Group</i></p> <p>Survey Design: (Pg. 23) <i>Small Group</i></p> <p>Survey Debrief: <i>Whole Group</i></p> <p>Survey Brainstorm: (Slide 42) <i>Partner Discussion</i></p>	If you are running behind on time, give participants 10–15 minutes to complete surveys in small groups.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	<p><b>10</b> Give participants 5 minutes to briefly browse one another's work</p> <p><b>11</b> As a group, ask participants what they found helpful and interesting about the way other groups designed their surveys</p> <p><b>12</b> Have participants think of a program at their library that would benefit from a participant survey and discuss with a partner for 5 minutes</p> <p><b>13</b> Transition to next activity (Slide 43)</p>				



# CELEBRATING SUCCESS

## Facilitator Notes

### Celebrating Success

Participants will consider the most effective platforms to share the voices and stories from their impactful programming.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	<ol style="list-style-type: none"><li>1 Facilitator will review the text on pg. 24</li><li>2 As a group, discuss the questions on pg. 24 and encourage participants to think of the platforms that would be most useful to share the success stories from their library</li><li>3 Thank participants for sharing their ideas and suggestions</li><li>4 Transition to next activity (Slide 46)</li></ol>	Pg. 24	Slides 44–46	“Celebrating Success”: (Pg. 24) <i>Whole Group</i>	This activity may only take 10 minutes. Participant responses will dictate time.

## SMALL STEPS FORWARD

### Facilitator Notes

#### Small Steps Forward

Participants will consider aspects of their daily responsibilities or programs that feel like failures. Then they will reframe these failures as information about their community and think of opportunities for programming or partnerships in order to meet those needs.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	<ol style="list-style-type: none"> <li>1 Facilitator will review the text at the top of pg. 25</li> <li>2 Review two examples in the box at the bottom of the table</li> <li>3 Highlight that perceived failures provide helpful information that can lead to important programming and partnership ideas</li> <li>4 Read the directions for the activity on pg. 26</li> <li>5 Give participants 5 minutes to complete the activity</li> <li>6 Have participants share their responses</li> <li>7 Examples from participants' own libraries are valuable so provide time for multiple participants to respond and share the lessons they learned</li> <li>8 As a group, discuss the questions on pg. 27</li> <li>9 Thank participants for their thoughtful responses throughout the workshop</li> </ol>	Pgs. 25–27	Slides 47–50	<p>"Small Steps Forward": (Pg. 25) <i>Whole Group</i></p> <p>Small Steps Forward Activity: (Pg. 26) <i>Individual, Whole Group Discussion</i></p> <p>Discussion Questions: (Pg. 27) <i>Whole Group</i></p>	Do not cut

## STRENGTHS AND STRETCHES

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	<ol style="list-style-type: none"> <li>Participants will reflect on the skills discussed during the workshop and identify their areas of strength and ways they can stretch to develop community engagement skills</li> </ol>	Pg. 28	Slide 51	"Strengths and Stretches": (Pg. 28) <i>Individual Activity</i>	Do not cut; participants need to reflect on the unique strengths they bring to community engagement and ways they can stretch to further these practices.

## WORKSHOP REVIEW

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	<ol style="list-style-type: none"> <li>Participants will share key takeaways that will support and improve their community engagement practices</li> <li>Participants will brainstorm how to TAKE the skills that were discussed and TURN them into action</li> </ol>	Pg. 29	Slide 52	"Workshop Review": (Pg. 29) <i>Small Group Activity</i>	This activity can be cut for time.

# TAKE AND TURN

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	1 Facilitator will review the "Take and Turn" assignment	Pgs. 31-32	Slides 53-54	"Take and Turn": (Pgs. 31-32) <i>Individual</i>	Do not cut; it's important for participants to reflect how to take their skills into their daily work routine.

# APPENDIX

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## Ground Rules

Creating a space to share ideas and thoughts

**Directions:** Read questions 1–3. Answer them by writing down your ideas or simply think about them. You'll be sharing your thoughts in a small-group discussion.

- 1 As an individual, what do you need to ensure a safe environment to have honest discussions about public libraries and community engagement?

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- 2 What are some concerns you may have about sharing your professional experiences today? How might the group be able to manage such concerns?

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- 3 What are some ground rules that will help you share your ideas?

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