



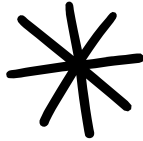
The Creative Whatever is an ongoing program that invites teens to explore different formats of “creative writing” and participate in the creation of an anthology of their work. The library will provide “creative writing” booklets as a passive program for teens to engage with while also facilitating weekly teen writing retreats. Each week, a guest will be invited to discuss and workshop a specific format of creative writing (i.e., personal essay, poetry, song writing, short story, illustrated stories, etc.) that is synonymous with a page in the provided workbook. Teens are welcome to have something prepared before the retreat, but it is not expected. Teens will also have an opportunity to get help with editing and ask for feedback if desired. Teens will then have an opportunity to submit their creative writing pieces to be considered for an anthology that the group will develop together.

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Objectives

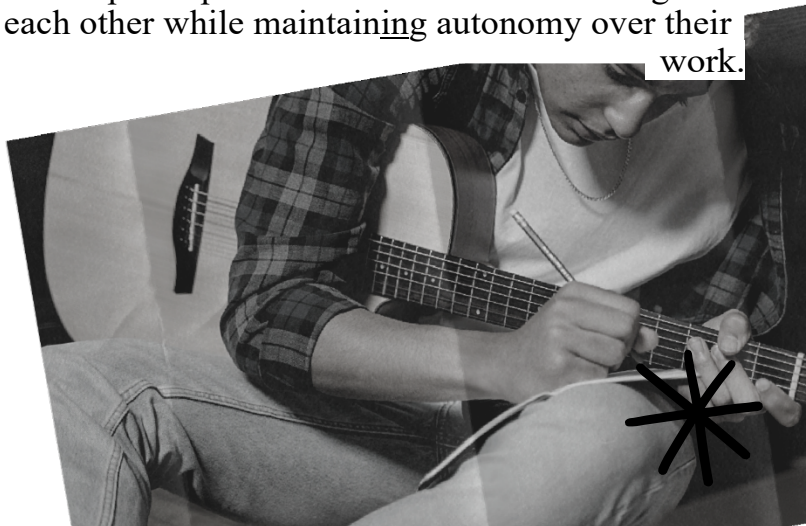


- Provide teens an opportunity to express themselves using a creative writing format.
- Invite teens to explore a variety of formats that are included in creative writing.
- Explore expressing and investigating emotion through creative writing.
- Learn to evaluate and manage feedback through a peer-editing process.
- Connect and engage with invited guests about creative writing.
- Collaborate with a group and learn about creating a complete anthology.



Target Audience

The target audience for this program is ages fourteen to eighteen. Highschool aged youth are the selected audience because the program has the potential to supplement their learning and help teens to develop transferable skills while also providing an extracurricular outlet. The program is multifaceted, and teens have an opportunity to be a driving force behind what is accomplished. Therefore, the age range is small as it is important for teen participants to be comfortable creating and working with each other while maintaining autonomy over their work.





STAFF NEEDS

There are two major components to the program: the creative writing booklet and the writing retreat. It is likely that one staff member will oversee the entire program while the separate components may be completed by the same staff member, supporting staff, or perhaps a co-op student or teen volunteer.



preparing the program

Creating the booklet is the first task that needs to be completed to prepare for the Creative Whatever program. It is likely that one staff member will work on the booklet while liaising with potential guests that will come to the writer retreats. Staff support will also be needed to develop promotional material for the program and to ensure that these materials get posted in effective and relevant spaces. Some potential promotional materials have also been included in a later section of this proposal. Finally, a staff member will need to create an online space (i.e., google form) for teens to submit their work to be considered for the anthology.



running the program

The staff needed to support this program will depend on the number of teen participants. It is anticipated that under twenty teens will show up for each session. Therefore, working with one staff member to ten participant ratio there will need to be a minimum of two staff members at the start of the program with the flexibility to modify. The main roles of staff will be to facilitate the program and help with keeping participants on time and on task. The facilitator role will be especially important when helping teens navigate editing and selecting materials to feature, and printing or finding an online space for the anthology.

SCHEDULING

The following section will outline the proposed schedule for the Creative Whatever program. An overview of the program schedule will be provided while also outlining the timeline for the day-of writing retreat.

program schedule

It is proposed that the Creative Whatever program will be held weekly over a span of five weeks. Participants are welcome to work on and submit their work whenever, but the teen writing retreats will be held for a two-hour session on Mondays after school. It's important to note that teens do not have to attend the writing retreats for their work to be considered, they just have to submit it through the online form. A tentative outline for the program schedule is outlined below.

writing retreat schedule

Each weekly teen writing retreat will have the same structure to ensure new participants don't feel like they have missed out on anything by not participating in previous retreats. Ensuring the schedule is the same each week also provides teens with some consistency of what to expect and ensures involvement in each step of the creative writing process. Therefore, there will be time for learning, writing, editing, and reviewing during each session. Details of each of these components and the proposed schedule for the teen writing retreat are outlined in the schedule below.


Week 1	Fiction (Short Story, Book Chapter, etc.)
Week 2	Poetry / Song Lyrics
Week 3	Graphic Narratives (Comics, Graphic Novels, Manga)
Week 4	Script Writing / Speeches
Week 5	Personal Essays / Memoir

Time	
15 mins	Ice breaker and introductions to each other and the weekly topic.
20 mins	Guest lesson and overview of weekly topic.
30 mins	Free writing session
10 mins	Break
15 mins	Peer editing opportunity (if participants would like, otherwise free writing continues)
30 mins	Reviewing submitted materials and designing the anthology



EQUIPMENT

There is a small amount of equipment needed to run the Creative Writing Whatever program. Participants will be welcomed to bring their own supplies; however, materials will also be available to help support inclusivity. The following are some materials that will be provided.

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- Printed booklets
 - Writing utensil (i.e., pencils, pens, markers)
 - Paper/Writing Notepads

LIBRARY RESOURCES


There are several library resources that have been referred to in this proposal that would help to support a successful Creative Whatever program. The following is a list of library resources that would be used for the implementation of the program.

- Library space (i.e., space for facilitated session, teen space for writing session)
- Printing
- Technology (i.e., computers, access to online software)
- Screen and projector (guests may want to show a PowerPoint to the group)

COMMUNITY PARTNERSHIPS

There are several avenues that can be taken when deciding on potential community partners. There may be community members who are passionate about creative writing as a hobby, official organizations, trained writers, educational non-profits, or arts centers. As an example, the following list is a few potential partnerships that could be contacted to support a Creative Whatever program in Halifax.

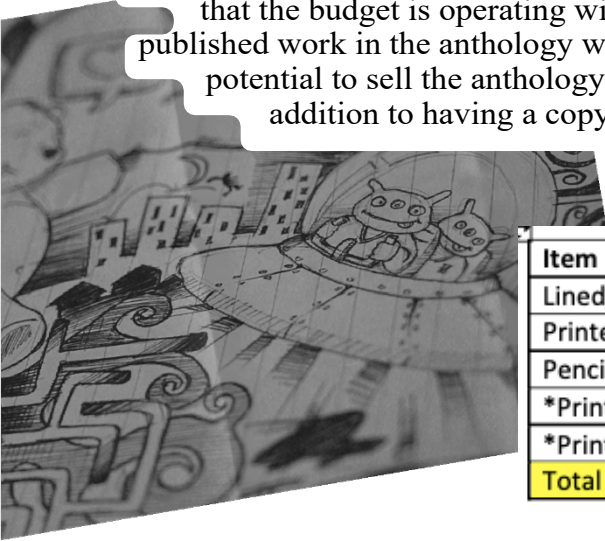
Creative Writing students and or faculty at Dalhousie University, Kings University College, and Saint Mary's University
Writers Federation Nova Scotia
Specifically referring to their WITS program
McPhee Centre for Creative Learning



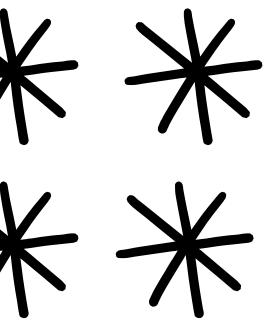


proposed budget \$\$\$

The proposed budget outlines the maximum amount that could be spent on the program. It is important to note that the budget does not assume that the library already has some of the materials which are proposed for purchase. Therefore, costs for the program are likely projected higher than the end total. It is also important to note that the budget is operating with the idea that each teen who has published work in the anthology will get one for free. There is also a potential to sell the anthology to fundraise for teen initiatives in addition to having a copy available to borrow at the library



Item	Cost
Lined Paper	\$20.00
Printer Paper	\$10.00
Pencils	\$5.00
*Printing (Booklets)	\$100.00
*Printing (Anthology)	\$250.00
Total	\$385.00



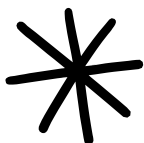
*The primary cost for the program will be printing. There is potential for this to be done by the library and therefore reduce cost significantly.

*Depending on budget constraints, an online anthology can be created using software such as Canva and then be posted on the library website/blog.



PUBLICITY METHODS

There are two approaches that are proposed for the promotion of the Creative Whatever program. Online materials and posters will be created to advertise and will be elaborated on in the following subsections.




online

Promotional materials for the program will be posted on social media (i.e., TikTok, Instagram, Facebook) in addition to uploading it to the events page on the library website. Promotional materials will also be provided to the teen writing retreat guests for them to post in an online or physical space if they choose. Finally, a section in the library newsletter will also be created in efforts to connect with caregivers who may suggest the program to teens.

physical space

Promoting the program in a space where teens hangout is important for the program. Physical posters will be put up in advertising spaces in the library (i.e., electronic signage, bulletin boards) and especially in the teen space of the library. As well, posters will be provided to local high schools to be placed in an area which they believe are suitable to connect with their students (i.e., in a creative writing classroom, announcements bulletin board, hallway).





EVALUATION METHODS

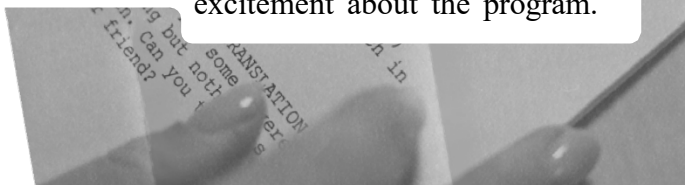
The Creative Whatever program can be evaluated using qualitative and quantitative methods. The following sub-sections will outline some examples of each.

quantitative

Tracking the number of participants that attend the program would be useful to quantify the popularity of the program. Consistency or increase in numbers can also indicate participant retention in the program and allow library staff to assess impact using this method. As well, the number of submissions can also be indicative of the popularity of the program and opportunity to have teen work published in an anthology. Tracking the number of participants that attend in-person versus only submit their work online can also be indicative of the components of the program that may be most interesting for teens (i.e., in-person workshop or independent submission).

qualitative

Gaining feedback by discussing with teens and observing their behaviour during the program can also be indicative of success or areas of improvement. Noting verbal feedback provides an opportunity for staff to track testimonials from teen participants. As well, staff members and guests can comment on overall observations of the program to evaluate if program goals and objectives have been met. Observations may include identifying returning teens, witnessing a focus or lack-of during free writing sessions, quality of interaction with guests, concentration and commitment to creative writing, participating and collaborating with peer-editing and overall excitement about the program.





Bibliography

The following is a short bibliography of examples of teen written anthologies as well as some supporting materials for the importance of creative writing for teens.

teen writing anthology examples

- Wild Words – Adirondack Teen Writing Anthology
- New Shoots – writing and artwork by Vancouver teens
- Salt Lake Teens Write (SLTW) Anthology
- Fristco Public Library – Teen Writers Anthology
- Scholastic Arts & Writing Awards – Best teen writing & writing guide
- ETCH anthology - Vocamus Writers Community and Guelph Public Library

articles

- DiMarzio, E., & Dippre, R. (2011). Creative and critical engagement: Constructing a teen vision of the world. *English Journal*, 101(2), 25-29.
- Schreuder, M. C. (2022). “Her Voice is Proud”: Exploring the Intersections of Writing, Gender, and Mental Health. *Journal of Adolescent & Adult Literacy*, 65(6), 519-527.
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- Fair, C. D., Connor, L., Albright, J., Wise, E., & Jones, K. (2012). “I’m positive, I have something to say”: Assessing the impact of a creative writing group for adolescents living with HIV. *The Arts in Psychotherapy*, 39(5), 383-389.
- Peckham, J. L., Block, R., Buchanan, M., & Pommier, S. (2017). Unspoken ink: a structured, creative writing workshop for adolescents and young adult cancer patients as a psychosocial intervention. *Journal of Adolescent and Young Adult Oncology*, 6(1), 50-52.
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