

Halloween Hijinks: Proposed Program Plan

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Introduction

This program is designed to be held before Halloween for 2 hours on a weekday evening, in a programming room or event space.

Rationale and objectives

We chose to do a Halloween themed program because it is a very popular holiday among youth, and will likely have a high interest rate. By having both a storytelling and makeup component to the program, we hope to encourage different aspects of creativity among our program participants.

On her 4YA blog, Andrea Graham shared that the zombie horror makeup program at her library was very successful (Graham, 2009). Participants were very interested in the makeup and enjoyed the opportunity to try applying it themselves. In our own program, we provide a similar opportunity for learning and applying creative skills.

A survey of teens in two public libraries found that “organized entertainment” was cited as one of the main reasons

teens use libraries and that use of one service provided by the library encourages a wider use of library resources (Agosto, 2007). In addition, libraries are often viewed by teens as a safe place to further develop social interaction (Walter, 2009). Our program is designed to allow interaction not only among the teens during the makeup and snack portions, but also with our visiting author and makeup artist.

Program Description

This program will be Halloween-themed. The programming room will be decorated for Halloween, and a CD of scary sound effects will be playing as teens enter the room. During the entrance time and extending through a ghost storytelling element that follows, the room will be dimly lit to set the mood.

In the first part of the program, we will invite a local author to kick the evening off with some ghost stories. We will also have a display of horror books, which teen participants can peruse and borrow.

The second part of the program will allow teens the opportunity to learn how to apply stage and costume makeup.

Instruction will be provided by a volunteer versed in stage makeup).

Youth participants will watch a demonstration of some techniques (eg. Zombie makeup, wound application, etc.) and then have the opportunity to apply the makeup on themselves or their friends with guidance from the volunteer. Since the program will be held before Halloween, participants will be able to use what they have learned for their own Halloween costumes. For teens who are not interested in makeup application, we have a couple of contingency plans. First, the guest author will hang around to talk to teens about his/her career as a writer. Second, we will have board games on hand with a couple of tables set up on one side of the room and one group game prepared (which will be discussed in more detail later) in case none of the participants are interested in makeup.

Finally, the night will wrap up with a snack. Youth will be able to decorate and eat Halloween-themed cupcakes. Un-iced cupcakes, orange icing, and Halloween-themed candy/sprinkles for

decorating will be provided. Cupcakes will be baked at home ahead of time (by librarian).

Length

The program will be planned to run for two hours. We will invite the author and our theatre volunteer to stay for the entire two hours, so that the youth can talk with them throughout the program.

Target audience

The target audience will be 12 to 15 years old, but the program will be open to older teens who are interested. This age group is more likely to be going out for Halloween, so the monster makeup tutorial will possibly be more relevant to them than to older teens. Due to the content of this program (i.e. the ghost stories), children under 12 will not be encouraged to attend. Registration will be offered ahead of the programming, but if the limit of attendees is not reached, teens that show up that evening will be welcome to participate.

Proposed budget

Speaker fee for	\$150 ¹
Cupcake supplies: -Cake mix x 3 -Icing sugar x 2 -Food colouring for icing (orange) -Sprinkles, loose candy -Juice for Halloween punch	\$40
Halloween Makeup (including supplies for apply and removing)	\$30 (can be purchased from dollar store, if appropriate)
Mirrors (for makeup application)	N/A (will be borrowed from library staff)
Total	\$220 (to come out of regular programming budget)

¹ This figure is based on information provided via personal communication with Danielle Dungey, Youth Librarian at Keshen Goodman branch of Halifax Public Libraries and Lecturer for the School of Information Management at Dalhousie University (Services and Resources for Young Adults course); and Vivian Howard, School of Information Management Professor at Dalhousie University (February 18, 2013 and February 17, 2013 respectively).

Staffing requirements

Since the theatre student and the author will be present, the program should only require one staff member— possibly the youth librarian at the branch— and a couple of volunteers. Two or three older teen volunteers will be asked to help with set up/clean up, and the coordination of activities during the program itself.

Youth inclusion opportunities

This program will give older teen volunteers the opportunity to help set up and run a youth program. Additionally, if there are older teens who are interested in participating in the program, they may be asked to assist some of the younger participants with some of the activities, particularly in the makeup application component of the program. For all participants, this program offers a chance to interact socially, which, as mentioned previously, is an important factor for teens. Finally, this program will enable all participants and youth volunteers to interact with a professional author and a theatre/art student, allowing them to learn more about avenues they might wish to explore for a future career.

Community partnerships

We plan to invite a local young adult author who specializes in ghost stories. This author will be asked to engage with youth by telling them ghost stories, and will also be invited to stay after the storytelling portion of the evening.

For the makeup portion of the evening, we will be asking a theatre student from to volunteer his or her time to help teach some techniques for applying stage/costume makeup. The student will be asked to focus on Halloween-themed techniques such as wound application, zombie makeup, and so forth. After the formal demonstration, teens will be invited to ask the theatre student for specific advice on other types of makeup application. In addition to approaching a theatre student, it could be beneficial to approach costume shops or second hand stores to ask if they are willing to donate or loan any costumes or makeup.

Proposed publicity methods

We will be including the program in the October issue of library's program publication, as well as telling teens in the branch about it ahead of time. We will

also print posters for the event, which will be posted in neighbouring branches of the library system as well as in junior high and high schools in the area. In addition to distributing the posters, we will be asking schools to advertise the program via morning PA announcements during the week leading up to the event. Finally, the program will be advertised on the library's website.

Materials needed

- Makeup and makeup tools
- mirrors
- cupcakes and decorations; juice for punch; knives and cups
- bowls, plates, cups (disposable for easy clean up), and punch bowl
- Halloween sound effects CD from the library collection
- Hallowe'en themed books pulled from the library collection (for display)
- board games
- paper, markers, and tape for group monster game

Equipment needed

- tables and chairs (already in programming room)
- CD player (already in programming room)

Outline of Activities

Our proposed schedule for the program is as follows:

7:00pm-7:30pm: Ghost stories

7:30pm-8:15pm:
Monster/Halloween-themed makeup

8:15pm-9:00pm: Cupcake
decorating and eating

Note: this schedule is not rigid. We will allow for some flexibility as the night proceeds. Cupcake decorating and eating is a good way to end the night because it can be done in a short amount of time if necessary.

Backup Activities

If there are problems with any of these activities, or if some of the participants are not interested in the makeup portion of the program, we have a back-up plan. We will have a “Monster Game”

prepared, where one player at a time has the name of a famous monster or Halloween character pinned on his or her back. The player with the character pinned must then guess which monster he or she is by asking yes/no questions of the other players. The only materials needed for this activity are paper, markers, and tape to affix the paper. In addition to the Monster game, we will have some board games from the library’s collection on hand. If the programming room is large enough, we will split the participants into two areas for those who are interested in the makeup session, and those who may want to play games instead.

Evaluation methods and success measures

As a more formal evaluation method, we will ask participants to fill out the following short survey:

Which program activity was your favourite?		
Ghost stories <input type="checkbox"/>	Makeup <input type="checkbox"/>	Cupcake decorating <input type="checkbox"/>
How did you hear about this program?		
Library Guide <input type="checkbox"/>	Poster <input type="checkbox"/>	School announcement <input type="checkbox"/>
Library website <input type="checkbox"/>	Other <input type="checkbox"/>	
Would you come to this program again? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Do you have any suggestions for how this program could be improved?		

The first question in this survey will allow us to see which activity was the most popular, and most likely to be well received in the future. The second question will allow us to evaluate our advertising methods, and determine which ones will be most useful for our future programs. The third question will help us decide whether a program of this type should be planned for the next year; and the final question will allow the participants to provide us with any extra feedback they think is valuable. We will also try to get some informal feedback from the participants by talking with them during the program, and we will debrief with our volunteers and guests to see how they thought the program was received. Finally, we will take note of how many teens came to the program and compare that figure with our participation numbers for other programs. If the program participants seem to have enjoyed the author reading and the opportunity to meet an author in person, as well as the hands on experience of the makeup tutorial, we will consider this program successful, and try to develop similar programs in the future.

References

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