

**TSI:
REALM
OF THE
UNKNOWN**

TEXAS TEENS READ! 2012

Texas Teens Read! 2012
TSI (Teen Scene Investigation): Realm of the Unknown
Programming Manual

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Preface

It is a great pleasure to present this Texas Teens Read! 2012 manual, based on the theme, TSI (Teen Scene Investigation): Realm of the Unknown! The manual features eight programs written by Texas librarians and library workers designed to bring teens to the library for summer fun and to provide experiences that build positive developmental assets.

The manual features artwork, including posters, certificates, bookmarks, and clip art, created by illustrator, Kim Doner. You may read about Ms. Doner in the About the Artist section of this manual.

The Young Adult Round Table (YART) Texas Teens Read! Advisory Committee (TTRAC) advises TSLAC in the development of the Texas Teens Read! program by proposing annual themes, nominating artists to create artwork, and co-sponsoring programs about the manual and artwork at annual Texas Library Association conferences. My greatest thanks go to YART and TTRAC Chairs past and present, and to the Texas Teens Read! Advisory Committee members who contributed so much to develop this program. Several members of the TTRAC wrote the eight outstanding programs for the manual, for which I am very grateful. You may read about the authors in the About the Authors section of this manual.

I would like to sincerely thank Dawn Krause and Christine McNew for their wonderful support and advice in the creation of this manual, as well as the staff at the Texas State Library who produce the online manual and coordinate the reproduction and distribution of the artwork.

Finally, my enormous gratitude goes to the librarians in public and school libraries who are partners with the Texas State Library in providing Texas Teens Read! to teens throughout Texas.

Kyla Hunt
2012 Texas Teens Read! Program Manager

Kim Doner, About the Artist

Kim Doner received her Bachelor of Science in Art from the University of Tulsa; as a medical illustrator, she drew arrowheads, fangs, tumors and embryos (to name a few subjects). The demand for precision and realism shaped her style, but did nothing to limit her imagination. She moved into painting for gallery shows and commissioned portrait lists, then landed her first contract for a children's book - and life took off.

Since then, she has won national recognition for her work. Of the nine books for children she has illustrated or illustrated and written, two received national awards. Her tenth release was a step from the norm for her: she teamed up with bestselling author PC Cast to illustrate a guide for young "vampyres" as a companion to Cast's famous series, "The House of Night". The Fledgling Handbook 101 premiered #1 on the New York Times bestseller list. As of this writing, three more illustrated texts are planned as novellas for the series.

Kim is also busy working on her own series, as well as juggling wildlife rehabilitation, playing the djembe, visiting schools and conducting workshops, firing dichroic jewelry, designing stage backdrops, painting for galleries, and creating murals for public buildings.

Acceptable Use of Artwork 2012 by Kim Doner

The Texas Teens Read! artist is Kim Doner and she possesses the copyright to the artwork she created for *TSI (Teen Scene Investigation): Realm of the Unknown*. In accordance with the artist's contract with the Texas State Library and Archives Commission, Kim Doner's artwork is included in the Texas Teens Read! 2012 manual on the Texas State Library's web site.

Color Artwork: Poster, Certificate, and Bookmark

In accordance with the artist's contract, the Texas State Library and Archives Commission grants Texas libraries a non-exclusive, non-transferable, limited right to reproduce the color artwork (poster, certificate, and bookmark) for the sole purposes of promoting Texas Teens Read!, their libraries, and reading. The color artwork must carry the copyright symbol designating Kim Doner as copyright holder.

Texas libraries are granted permission to upload the color artwork onto their library web sites for the sole purposes of promoting Texas Teens Read! 2012, libraries, and reading. The library must provide a link to this Acceptable Use of Artwork by Kim Doner on the Texas State Library and Archives Commission web site, or on the library's web site. The color artwork must carry the copyright symbol designating Kim Doner as copyright holder.

Texas Libraries may use the color artwork to create items such as crafts, t-shirts, programs, library decorations, and promotional items. The color artwork must carry the copyright symbol designating Kim Doner as copyright holder.

The color artwork on the certificate, poster, and bookmark may not be altered or modified in any way. Images may not be manipulated and colors may not be changed. It is, however, acceptable to use a part of the artwork for promotion. For example, an image of a specific character or a portion of the artwork may be pulled from the whole art piece and placed on a button, flyer, or other promotional item. The artwork must include the copyright symbol with Kim Doner listed as copyright holder.

All reproductions of the color artwork (poster, certificate, bookmark) must credit the Texas Teens Read! and the Texas State Library and Archives Commission. They must include the words, "Texas Teens Read!" and "Texas Teens Read! 2012 is sponsored by your local library and the Texas State Library and Archives Commission." This text appears and must remain on the poster, bookmark, and certificate.

Clip Art: Color and Black and White

In accordance with the artist's contract with the Texas State Library and Archives Commission, Texas libraries are granted a non-exclusive, non-transferable, limited right to reproduce all black and white and color clip art by Kim Doner for the sole purposes of promoting Texas Teens Read! programs, their libraries, and reading. Texas libraries may use the clip art to create items such as crafts, t-shirts, programs, and library decorations. The clip art may be uploaded onto web sites of Texas libraries. The clip art does not need to be accompanied by a copyright symbol designating Kim Doner as copyright holder.

The color and black and white clip art may not be altered or modified in any way. Images may not be manipulated and colors may not be changed. It is, however, acceptable to use a part of the artwork for promotion. For example, an image of a specific character or a portion of the artwork may be pulled from the whole art piece and placed on a button, flyer, or other promotional item.

Bookmarks, Borders, Buttons, Certificates, Reading Logs, and More!

Public libraries in Texas may use the artwork to create items for use as incentives, awards, and prizes that are given to teens. The artwork is the property of the artist. Please respect her work! All images of the color artwork (poster, certificate, and bookmark) must include the copyright symbol with Kim Doner listed as copyright holder. Libraries may resize and reverse the clip art, but may not alter it. The name of the library may be added, but the art is owned by the illustrator and may not be touched up, edited, or modified without permission.

The artwork may only be used on items that will be sold if the proceeds are returned to the library directly or through a Friends of the Library organization, and sales are limited to Texas. Please direct questions to the Texas State Library and Archives Commission, 512-463-6623. For more information, please contact Library Development at ld@tsl.state.tx.us.

To Use Clip Art

1. Start with your text idea
2. Choose the clip art combination that best matches your text
3. Scan, copy, or download the clip art and reduce or enlarge it as needed
4. Place the scanned clip art in your computer document, or cut it out and paste the clip art to your hardcopy original
5. Add finishing touches, and print or copy your masterpiece

About the Authors

Natasha Benway

Natasha Benway is the Young Adult Librarian at South Regional Library, in the Montgomery County Memorial Library System. Ms. Benway's passion is working to have libraries be a place where teens can explore the fine arts. Ms. Benway received her MLS and completed 32 Graduate Hours in Dance from Texas Woman's University. She wrote the "Create a World: Cooperative Learning" chapter in the *Texas Teens Read!* 2011 manual.

Rebecca Denham

Rebecca Denham received her M.I.S from UT Austin in May 2007 after which she immediately jumped into an active SRP program as the Young Adult Librarian for the Barbara Bush Branch Library, part of Harris County Public Library system. While pursuing her masters, Rebecca was a Wired for Youth Intern for Austin Public Library where she got loads of hands-on experience working with teens and planning teen programs. The staff at her library and learned to expect the unusual with regards to Rebecca's teen programming which covers a range of events from writing contests, lock-ins and weekly teen yoga sessions. Rebecca is in her second year on TTRAC.

Jennifer Dudley

Jennifer Dudley received her bachelor of arts in English from the University of Texas at Pan American and is looking forward to starting coursework towards her MLS. Surrounded by books growing up, she seemed destined to continue the path and has worked at the Lark Branch of McAllen Public Library for nearly ten years. She enjoys creating teen programming with one of her favorites being "This Ain't Yo Mama's Bookclub." She lives in South Texas with her husband, three cats and a dog.

Jeanine Madden

Jeanine Madden is the Children's Librarian at the Harker Heights Public Library. She has been working in the library field for 8 years, 5 of those with specifically with children. Jeanine graduated in 2003 with her B.S. in English Education.

Stephanie Murphy

Stephanie Murphy began studying the performing arts as a child. She graduated from Texas A&M University with a Bachelors of Arts in Theater and minors in both English and Dance. She works with sixth grade students as a Theatre Arts teacher in the New Caney Independent School District. Stephanie enjoys directing and choreographing productions for young students.

Kendra Perkins

Kendra Perkins is a Reference Librarian at Larry J. Ringer Library, the College Station branch of the Bryan+College Station Public Library System. Ms. Perkins plans and hosts the library's summer events for tweens and teens, and she is the sponsor of the LJRL Anime Club which meets once a month year-round. Ms. Perkins was the first Chair of the Texas Teens Read! Advisory Committee, and she was the author of two programs in the 2008 Texas Teens Read! manual. Ms. Perkins received her MLS degree from Texas Woman's University.

Rose Ramon

Rose Ramon has been involved with the Harker Heights Public Library since she started as a teen volunteer in 2000. She was hired as a Library Clerk in 2005 and is in charge of the library's youth services, including managing the teen volunteers. As the youngest full-time employee in the library, her age gives her an advantage when it comes to navigating the jungles of young adult programming. She is always looking for new and innovative ways to get the teens involved and excited about the library.

Julia K Riley

Julia Riley received her MLS with a specialization in Youth Librarianship from the University of North Texas. She began her library career as a library technician at the Pflugerville Community Library. In addition to her work on the Texas Teens Read! Advisory Committee, she also served on the Young Adult Library Services Association's Amazing Audiobooks for Young Adults committee from 2009-2011. She lives in Austin, Texas. Find her online at www.juliakriley.com.

Jennifer Shelly

Jennifer Shelly is the Library Director of Haslet Public Library. She worked as a Senior Librarian at Irving Public Library specializing in young adult and adult services and Frisco Public Library as the Adult Services Manager. She is a current member of the Texas Teen Reads! Advisory Committee. Jennifer earned her MLS from Texas Woman's University, MPA from the University of North Texas and is currently pursuing her Ph.D. in Library Science at Texas Woman's University.

Priscilla Suarez

Priscilla Celina Suárez forms part of the McAllen Public Library team, working at the Palm View Branch Library, where she enjoys hosting teen and tween programs for the local community. Currently, you can hear her podcast interview with Corazon Bilingue online at http://corazonbilingue.com/images/10_0919_Lina_Suarez.mp3. Author of *Hija of the Valley and Mestiza Grill*, she is currently a committee member on the Texas Teens Read! Advisory Committee.

Lisa Youngblood

Lisa Youngblood received her MLS with an emphasis on Young Adult services from Texas Woman's University. Ms. Youngblood has been an active member in various YALSA committees and currently serves on the TLA YART TAYSHAS selection committee. She authored the original

Teen Reading Club Manual for the Texas State Library and Archives Commission. She wrote the Young Adult chapter for the 2001 Summer Reading Club Manual and “Teen Participation Programs On a Small Budget” for the September 2003 issue of Texas Town & City. Ms. Youngblood is currently the Library Director at the Harker Heights Public Library. She enjoys reading (of course), NFL football, and hanging out with her children.

Creative Commons

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Proper attribution should include Texas Teens Read!, the url of the manual chapter, and the name(s) of the chapter author(s).

Introduction

Theme

TSI (Teen Scene Investigation): Realm of the Unknown is the theme for the *Texas Teens Read!* 2012 program. To help teens explore the theme, Texas librarians wrote varied manual programs on the future, mystery investigations, geocaching, and more. The authors of this manual invite librarians to try some of them with their teens. The authors' hope is that, through participating in these programs, teens will discover their passions, realize that the entire world is within their grasp, and learn more about their connections to a vast worldwide network of great resources.

Goals and Purpose

Texas Teens Read! is sponsored by the Texas State Library and Archives Commission in collaboration with local libraries to encourage teens to read during their summer vacations and become lifelong readers and library users, to establish the library as a safe and engaging space for teens, and to provide programming that will help teens become caring, responsible, and successful adults.

Target Age Group

Texas Teens Read! is designed for youth from 12 to 18 years of age, or from 7th through 12th grades. Individual libraries may adjust the age range based on the grade designations of the local school district, but it is important for the program to be specifically and uniquely for teens.

Positive Youth Development

Each of the eight programs in the manual supports positive youth development as outlined in the Search Institute's "40 Developmental Assets for Adolescents." The assets are positive experiences, relationships, opportunities, and personal qualities that young people need in order to grow into healthy, caring, responsible, and successful adults. These developmental assets are at the heart of many school and community programs for young adults nationwide. Young adults who are exposed to more of these assets have higher levels of academic success, are less likely to participate in risky behavior, and have fewer problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving under the influence of alcohol, and gambling. They are also more successful in their adult lives. Teens develop assets by participating in library programs such as the young adult reading clubs, teen volunteer programs, teen advisory boards, and other programs outlined in this manual.

To learn more about the assets, see the Search Institute web site at www.search-institute.org/assets. Research findings and additional information about the value of the 40 assets and the impact of the assets on youth may be found at www.search-institute.org/research/.

Artwork

Artist and illustrator Kim Doner designed the posters, certificates, bookmarks, and clip art for *TSI(Teen Scene Investigation): Realm of the Unknown*.

Planning for *Texas Teens Read!*

Begin by developing a list of goals for your *Texas Teens Read!* program and discussing them with your library administration. Goals may be based on the Search Institute's 40 Developmental Assets or on other research. *Texas Teens Read!* goals must align with the mission of the library and may include:

- Fulfilling your community's need for a safe and engaging space for teens
- Enticing teens to use the library
- Promoting the library's teen services and resources
- Building a relationship with local teens
- Encouraging recreational reading
- Encouraging teens to become lifelong readers and library users
- Providing opportunities for teens to be recognized and awarded for their reading

Ask for input about how to structure your reading club from various groups, including library staff, community partners, and most importantly, teens. Ask the Teen Advisory Board or teen volunteers to participate in the planning process and take their invaluable input into consideration. Talk to teens at every opportunity to discover what will appeal to them. Involving teens in this process will not only give them a sense of ownership and pride in the program, but it will also encourage teens to participate and promote the library's programs. Teens will also be happy to help prepare for the club and the programs. They can help decorate the programming room, help with the preparation, play music, and help other teens play games during the programs.

You may wish to supplement the poster, certificate, bookmarks, and reading logs provided by the Texas State Library with incentives suggested by your local teens. Ask teens what incentives will motivate them to read, what programs they would like to attend, how they would like the program to be structured, and how they would like incentives to be awarded, so that these will meet their interests and needs. Ask them if they would enjoy the programs outlined in the manual or if they would like to suggest others. You may wish to create and post an online survey on your library's teen services web page and/or post a print survey in your library asking for teen input.

Begin planning for your *Texas Teens Read!* programs long before the summer begins, ideally in December or January. The sooner you consider programming ideas and finalize your plans, the sooner you can begin preparation and promotion, which will help create a more successful program.

Consider the time, staff, and space constraints a program of this type will create on the library or library system. Listen to the concerns of staff and patrons, especially if this is your first teen summer reading program. Your colleagues' support will be important to the success of your *Texas Teens Read!* program. Also, brainstorm program ideas with other librarians who serve young adults or older children. One of the best resources available is the library staff's collective creativity.

The introduction to *No Limits: READ! Young Adult Reading Club and Programming Manual* by Lisa Youngblood (Texas State Library and Archives Commission, 2002) contains excellent information on planning and structuring a teen reading club. Access it online at <http://www.tsl.state.tx.us/ld/pubs/yareadingclub/index.html>.

Marketing, Cooperation, and PR

Preparation: Planning and Sponsorship

Preparation for *Texas Teens Read!* may include contacting various businesses for sponsorship and donations, finding and purchasing incentives, collecting and planning for decorations for programs and the club, securing games and accessories, and preparing for each individual program the library will offer.

One of the biggest barriers for most libraries is limited funding. One way to secure funding is to find sponsors or ask for donations from members of the community. Determine your available budget and then invite community partners to contribute towards games, equipment, accessories, decorations, refreshments, and incentives. Local businesses are often very willing to donate funds or supplies to support library programs, especially for teens, the age group with the largest amount of disposable income. All you have to do is ask! Depending on the particular business, you may talk with the owner in person, write a letter on your library's letterhead, or fill out a Donation Request Form provided to you by the particular business. Most companies and chain stores have policies on donations and may make donations only at certain times of the month and year, so call and check on the donation policy.

Partnerships or donations can be big or small, formal or informal, for the whole summer or for one event, but whatever the size of the contribution, it is important that the sponsorship be mutually beneficial. Acknowledge sponsors in promotional material, news releases, or press coverage. Also, acknowledge them and their contributions by sending a thank you letter and summary of program results, including the goals and results of the evaluation of the program.

There may be individuals or groups in your community who are willing to present programs in the library without charge. Representatives of local businesses that sell games or gaming supplies may be happy to present or participate in programs. Many people in your community may have knowledge or skills related to your programs that they enjoy sharing. Contact local hobbyists, bookstores, game stores, cultural and educational groups, performers, clubs, recreational facilities, and local schools to see what talent your community holds.

Draft letters to send out to local businesses that have teens as clientele, including fast food restaurants (especially pizza parlors), grocery stores, recreational facilities, bookstores, music

stores, movie theaters, and video game stores. Keep the letter simple. Explain the program, your contribution needs, the dates when the contribution is needed, and the benefits for the contributor. A "Sample Letter to Potential Sponsors" is included below. Once the letter is mailed or delivered, follow up with a phone call or a visit. Try to make this as easy and convenient for the potential sponsor as possible. Once funds for the program have been secured, you can begin implementing the ideas the library and the teens have suggested.

Sample Letter to Potential Sponsors

Library Return Address

Date

Name and Address of Potential Sponsor

Dear _____,

The _____ Public Library is dedicated to encouraging reading and literacy for community members of all ages. This year, the _____ Library is reaching out to teens by providing *Texas Teens Read!*, a statewide summer reading program. Our goal is to encourage teens between the ages of 12 and 18 to continue reading throughout the summer and to attend programs in the safe and engaging space of the library.

This year's theme is *TSI(Teen Scene Investigation): Realm of the Unknown*. At library programs, teens will participate in programs focusing on the future, mystery investigations, geocaching, and more. The program begins on (start date) and ends on (finish date).

We hope that you will consider becoming a *TSI(Teen Scene Investigation): Realm of the Unknown*, sponsor by donating (materials or money). We will be very happy to acknowledge you on flyers promoting the program and on our web site, if you would like to provide us with a link.

I will contact you soon to discuss how we may work together to provide this exciting program to teens. If you have any questions, or if you would like to contact me, please feel free to call me at _____. Thank you so much for your continued support.

Sincerely,

Your Name and Title

Marketing and Promotion

Your *Texas Teens Read!* program will require heavy marketing and a lot of publicity for the greatest success. Since the program is tailored towards teens, the promotional materials and publicity efforts should be directed towards them. Promote the program wherever teens are: through the local schools, at places teens frequent, and through mediums that they use and are familiar to them, including virtual communities. Virtual promotion may reach teens who do not have a positive view of the library or are unaware of what the library offers for teens. Begin

promoting *TSI(Teen Scene Investigation): Realm of the Unknown* early and then promote each of your individual programs approximately 2 to 4 weeks in advance.

Flyers and Posters

Make flyers and posters colorful and eye-catching, but not too busy. They should stimulate teens' interest without giving too much away. Include all necessary information, but avoid information overload. Invite teens to contact you to assist with programs and to volunteer at the library during the summer on your flyers.

Consider the target age range for the program. If a program is tailored towards younger teens and 'tweens, then let the design and content of the posters and flyers reflect that. If you are presenting a program specifically for older teens, then make the promotional materials edgier and more appealing to their interests.

Try a unique approach by producing teen flyers that are palm size or business card size for teens to put in their purse or wallet. Create small flyers that are more informal than full-page or even half-page flyers. Distribute or display these at schools, community centers, and any place teens typically hang out, such as:

- Near snack machines (in the library and community)
- Malls or shopping areas (including bookstores, music stores, game stores, comic shops, video rental stores, and clothing stores)
- Groups or meetings (Girl Scouts, Boy Scouts, church groups, etc.)
- Activity centers (Parks and recreation facilities, YMCA, YWCA, Boys and Girls Clubs, etc.)
- Recreational facilities (roller skating rinks, bowling allies, batting cages, community pools, parks, game centers, movie theaters)
- Fast food restaurants
- Convenience stores

Also, if you have any sponsors for your program or received donations from any organizations, send them flyers and posters to promote the program. If they were willing to give time or money to your program, then they have a stake in seeing the program succeed. In most cases, they will enjoy helping get the word out. Remember also to list sponsors and contributors on flyers and include links to their web sites on your library's web page.

Word-of-Mouth

The best way to reach teens is to talk to them and encourage them to spread the word. Word-of-mouth promotion is very, very important with teens. Try to get the word out by visiting schools and community organizations to mingle with teens. Tell them about the program, listen to their ideas for improving the program, and act on their suggestions. Give the teens you meet a handful of flyers or a couple of posters and encourage them to pass them out to their friends or

post in places they hang out. Do your best to get them excited about the program! If they are excited about the program, then they will tell their friends about it. Also, try to get teens involved in promoting programs to their peers. Not only can the teens help distribute flyers and posters, but they can also share their enthusiasm about the program and ultimately, excite others about your library's teen summer reading program. If you have a regular teen group or a Teen Advisory Board, include them in your plan for actively promoting the program.

PSAs/Press Releases/Community Calendars

Local media can get the word out about upcoming library programs. You may use Public Service Announcements (PSAs), press releases, community calendars, or a combination of these.

It is important to remember that print space and air time are limited, so the item submitted must be newsworthy, of interest to the media's target audience, and delivered according to the media outlet's schedule. Contact media outlets well in advance and request their deadlines, submission requirements and guidelines, as well as their preferences for length and method of submission. Many stations require at least a few weeks' notice, so prepare your PSA as far in advance as possible. Some stations prefer faxed submissions, some prefer email, and still others want PSAs to be delivered in person or by postal mail. Printed calendars may have deadlines as much as a year in advance and you may need to send a general description long before you finalize your programs.

Send a press release to your local newspapers, radio, and TV stations publicizing the "kick off" for *TSI(Teen Scene Investigation): Realm of the Unknown* and then send press releases for the individual programs approximately two weeks before each event. Don't overlook high school newspapers and alternative publications, such as *The Greensheet*, that may reach additional audiences. When you send your press releases, invite local media to attend the events or offer to send the editor pictures of the programs for a follow-up piece. If you plan to include pictures of teens, you must prepare a form for teens and their parents to sign giving permission to publish the photographs. Ask your city and/or library system about policies and procedures to protect teens' privacy.

When writing a press release, make it short while still including all the pertinent information. The first paragraph should include who, what, when, where, why, and how. The paragraphs that follow can include more general information.

Public Service Announcements are designed to air on radio or TV stations. Generally, an announcer or an on-air personality reads a PSA, but some outlets require an audio or video recording of a PSA. You may submit the text for a PSA that gives an overview of the library's *Texas Teens Read!* program as a whole, or you may submit a PSA about a particular event, such as a kick-off or grand finale. Try to get spots on several radio and TV stations, particularly on stations that teens listen to. A single broadcasting company often owns multiple radio stations and will distribute a PSA to all its stations. A PSA is often shorter and less formal than a press release. Typically they are about 20 to 30 seconds. The sample PSA below may be read in 20 seconds.

Sample Public Service Announcement (PSA)

To: _____ Broadcasting (or radio station name)

From: Your Name at _____ Public Library

Please announce on all stations.

Attention: PSA

_____ Public Library's teen summer reading program begins on _____. This year's *Texas Teens Read!* theme is *TSI (Teen Scene Investigation): Realm of the Unknown*. If you are age 12-18 or will be going into grades 7-12, join _____ Public Library at [time] for our opening event. Call [phone number] or visit [web site address] for more information. Free events will be held weekly on [day of the week] at [time].

Local television stations often have programs that feature items of community interest. If you are aware of such a program, contact the television station to ask if you can talk about the library's summer programs. You will typically have a short interview with the host, in which they will ask you a little about the program. Find out ahead of time how long the interview will be and plan the information you will provide. Bring a handout so you can glance at it if you need to double-check a date. Be calm, and try to speak clearly. Typically these programs will also provide the library's contact information, so you do not have to fit every last detail into a couple of minutes. If you are not aware of any such program in your community, search your local television stations' web sites and/or call and ask the television station if they have one.

Many media venues and cities will also include library program information on their community calendars. Provide them with the dates, times, and locations of your programs. Check submission requirements for community calendars, especially printed calendars, since they may need information far in advance.

Presentations at Schools

Visiting local schools is a fundamental way to promote the library and your programs. School librarians and principals can be especially valuable in getting the word out to students and parents about your summer programs and about other library programs throughout the year. Develop ongoing working relationships with school librarians, principals, and teachers, beginning in the fall of each school year. Ask them how the public library can serve schools, and establish a true collaboration. This may lead to class visits to the library, homework assignment alerts, a library card campaign for students, or collaborative collection development, etc., as well as permission for you to visit schools to promote your *Texas Teens Read!* program.

Even if time does not permit ongoing communication and collaboration with the schools, it is possible to market the *Texas Teens Read!* program in junior high and high schools. Send a letter to the district superintendent or school principals in January or February asking for permission to visit schools. Check the calendar on the school or district web site and find out when standardized testing of students will occur. Suggest dates for your visits that are after

standardized testing is completed. Follow your letter with a phone call to talk in more detail about the visits and scheduling, and ask whom to contact to schedule visits at each individual school. In many cases, you will be asked to schedule your visit with the school librarian who may be eager to collaborate with you to promote the program.

Allow each school to schedule and organize your visit conveniently. Your visit might include going to individual classrooms to talk about the programs at one school, doing a presentation at one or two classes during "library time" at another, or making a brief announcement at an assembly or an after-school function attended by the entire student body at yet another. Be prepared to talk to groups of various sizes and for various lengths of time. Make your presentation engaging. Tell the students about the who, what, when, and where of your summer programs, give them bookmarks or other printed materials, show the poster and tell them about the artist, tell a story or anecdote, or present a book talk. Tell them about your teen collection and your media collection. Make it fun! Invite teens to come to the library, read, attend programs, and volunteer.

Consider asking school personnel to read a PSA or play a recorded PSA during daily announcements in the weeks before your summer programs. If time and staff permit, visit local schools to make presentations about your summer programs or mingle with the teens, talk about the summer programs with the students, and book talk teen books. This promotes the library as a whole, lets teens know about *Texas Teens Read!* and gives teens a friendly face to look for when they come to the library.

At a minimum, take or send posters and flyers to the school, and ask the librarians or principals to display them in the library or in the school office or entry hall. Individual schools and school districts have different guidelines for distributing items to students, so ask about them before printing up a bunch of flyers. Some school districts have a central administrative office that must approve anything that will be distributed on campus. Letting them approve handouts in advance will allow you to make any revisions before reproducing numerous copies. The school district's administrative office can also tell you how many copies you need and how they prefer to have materials delivered and distributed. Some schools require materials to be bundled in stacks of 20 or 30 for easy distribution to teachers. Some want everything sent to the administrative office, and others want materials sent directly to the individual schools. Policies on flyers and school visits may also vary. For instance, in some school districts, flyers for each student and school visits are allowed at the middle school level, but there is a different policy at the high school.

If the school or district's policy prevents you from visiting schools or distributing flyers to students, or if your library staffing level is too low for school visits, send materials for the school librarian to distribute and display. Also, keep plenty of handouts, posters, and flyers in your library.

Promotional Videos

In many cases, schools and even libraries show video announcements, either at the actual facility or online through their web site. If available, use this marketing opportunity to involve teens in promoting the *Texas Teens Read!* program by asking a group of teens or a high school

video club to produce a promotional video. The video can be distributed to the local middle and high schools, in the libraries, through the library's web site, on local public television channels, and on web sites such as YouTube. Allow the teens to plan the video, gather props and costumes, direct it, and star in it. Give them the basic information and let them know what needs to be included, and leave the rest up to them! A creative group of teens can come up with very original and visually appealing video announcements! Be sure to collect signed consent forms from anyone who appears in the video.

Online Promotion: Web sites/Blogs/e-Newsletters/Email/Instant Messages/Social Networking/Podcasts

Librarians will reach teens by marketing through media they use. Nearly 90% of all teens between the ages of 12 and 17 are online, so if your library has a teen web site, include information about *Texas Teens Read!* and your summer programs. Include the web address on all promotional materials. If you do not currently have a teen web site but might begin one in the future, list the library's general web site address on any materials you hand out. That way, if you do add a teen page, teens can easily find it.

If possible, host an online reading club so teens can record and keep track of their reading online. Many libraries host online summer reading clubs using a software management system produced by *Evanced Solutions* at <http://evancedsolutions.com/>.

Web logs (or blogs) are effective ways to market teen programs, and to enlist teens to participate in the planning process, offer suggestions, and give feedback on individual programs or *Texas Teens Read!* as a whole. If the library hosts blogs, use the teen blog to promote the *TSI (Teen Scene Investigation): Realm of the Unknown* programs. If the library does not have a blog for teen services, get one! They are free, or generally very low cost, easy to use, and they are a must-have for connecting with teens. Consider linking to some relevant blogs if your library is unable to host blogs due to security concerns. Perhaps a local group with a blog will include what is going on at your library in its list of upcoming events and activities.

Online eNewsletters are also a great way to promote teen programs in the library. Teens can sign up to receive the newsletters through their email and even forward them on to friends. Let the teen advisory board or volunteers create weekly or monthly eNewsletters to market teen events directly to teens.

You may also reach teens that do not come into the library regularly through email, Instant Messenger, social networking sites if your library allows them, and podcasts on your library's teen web page. Many libraries are creating Facebook and MySpace pages that provide social networking opportunities and offer an easy way to get the word out about programs.

Legalities

Several legal issues may affect your *Texas Teens Read!* programs. If you have questions about a specific situation, please seek legal counsel. The Texas State Library and Archives Commission shares this information, but is unable to offer legal advice.

Gaming and the Law

In recent years several states have passed laws restricting minors' access to violent video games. Courts have invalidated all of these laws as unconstitutional under the First Amendment. Some states have passed laws restricting minors from purchasing games rated "M" (Mature) or "AO" (Adults Only) by the Entertainment Software Rating Board (ESRB). The *ESRB* was created in the late 1990's in response to congressional interest in video games. There are groups advocating laws to regulate access to games based on their content, or laws banning violent games.

An MP3 audio file of *What IF: Gaming, Intellectual Freedom and the Law* by Katherine Fallow, a presentation at the 2007 ALA *TechSource Gaming, Learning, and Libraries Symposium*, is available at <http://www.alatechsource.org/blog/2007/08/audio-from-glls2007-what-if-gaming-intellectual-freedom-and-the-law.html>. This presentation discusses intellectual freedom principles and the First Amendment in relation to games and gaming activities, along with recent court decisions addressing minors' access to video games, the legal status of game ratings, and policy developments.

Some communities have experienced controversy regarding video gaming programs and video games in circulating collections. For example, controversy arose in response to library gaming programs featuring games rated "M" by the *ESRB*, such as *Halo*. It is recommended that libraries establish board-approved policies that include selection criteria for video games placed in the circulating collection, installed on library computers, or played at library programs. The policy may include statements about acceptable *ESRB* ratings for video games for children, teens, and adults. For example, the policy may state that games rated "EC", "E", and "10+" will be in the children's collection, games rated "E", "10+", and "T" will be in the teen collection, and that the adult collection may include games rated "M". The policy may also state that games rated "EC", "E", and "10+" may be played at children's gaming programs or installed on computers in the children's department, and that games rated "E", "10+", and "T" may be played at teen gaming programs and installed on computers in the teen department. This policy should be provided to patrons, particularly parents of children and teens attending gaming programs and playing games on library computers.

The Bingo Enabling Act

Bingo games fit so many areas of our programs; it is an easy game to play, and can be tailored for almost any topic. While you may be tempted to play "Sports Bingo," "Video Game Bingo," or even "lotería leer," as you plan your summer programs, please be aware that it is a third degree felony, subject to a \$10,000 fine and three years of jail time, to sponsor any bingo without a license. The Bingo Enabling Act does not permit libraries, schools, or non-profit organizations to sponsor any type of Bingo game without a license from the Texas Lottery Commission. Licenses are required for all types of bingo, including Mexican Bingo or *lotería*. Licenses are only available to organizations that hold a 501c exemption from the IRS and have been in existence for at least 3 years. Applying for a license may take 30 to 60 days. Application forms are available online at <http://www.txbingo.org/export/sites/bingo/index.html>. According to the Lottery Commission, a license may cost from \$100 to \$2500 per year. Libraries with bingo licenses must charge participants who play bingo and must collect taxes. They must maintain records and file quarterly reports with the Texas Lottery Commission.

Additionally, "An individual younger than 18 years of age may not play bingo conducted under a license issued under this chapter unless the individual is accompanied by the individual's parent or guardian." For more information on the Bingo Enabling Act, please visit the *Texas Lottery Commission's* web site at

http://www.txbingo.org/export/sites/bingo/Regulations_x_Statutes/Bingo_Enabling_Act/.

Specifically, see Subchapter L. Enforcement, Sec. 2001.551. Unlawful Bingo; Offense.

According to the State of Texas Lottery Commission, bingo "means a specific game of chance, commonly known as Bingo or lotto, in which prizes are awarded on the basis of designated numbers or symbols conforming to numbers or symbols selected at random." It is tempting to think that because we don't charge fees to play, or we are basing a game on books, library resources, or educational topics, or that we are not offering any prizes, that the game is not really bingo. If it looks anything like bingo and the winner is determined by chance, then don't take the chance that you'll get in trouble! Play *Wheel of Fortune*, *Jeopardy*, or another game instead.

Copyright Issues

This section will discuss copyright primarily as it relates to public performance of music and videos in library programs and will provide some basic information about copyright as it relates to public libraries. The information is intended to help library staff and volunteers understand issues related to the use of materials protected by copyright in library programs. Please consult an attorney if you have questions about copyright and fair use. The information provided in this section is not intended to provide legal advice.

Written works such as books, poetry, magazine articles, or jokes, music, and film are considered creative property and are covered by copyright law unless they are in the public domain. All items are covered by copyright upon their creation by default, regardless of whether the creator registers the copyright or includes a notice of copyright on the work. A creative work that is not protected by copyright is said to be in the public domain. Everyone may freely use works that are in the public domain. A work may be in the public domain if:

1. The term of copyright for the work has expired;
2. The author failed to satisfy statutory formalities to perfect the copyright, or
3. The work was created by the U.S. Government.

In general, works created before 1923 are now in the public domain. Works created after 1923 are subject to a variety of laws that regulate copyright and renewal of copyright. The Cornell Copyright Information Center at

http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm provides an excellent chart outlining copyright terms for various types of materials.

Some writers want their material to be widely available and choose not to enforce copyright. Copyright owners may specifically "license" certain kinds of free use, such as non-commercial or educational purposes. It is important to understand, however, that even though something is "freely available" or can be found in many locations on the Internet, the item is probably still

covered by copyright. Assume that someone owns the copyright to material unless you find documentation to the contrary!

Just to add to the complexities, some art becomes so intricately connected to a specific company that even though the copyright may have expired, the material does not become part of the public domain because it is part of the company's trademark. Mickey Mouse, for example, was created in 1920 and therefore should no longer be covered by copyright. However, as a symbol of the Walt Disney Company, representations of Mickey are covered by other rules, and you may not make copies of Mickey Mouse.

For more information about copyright, including fact sheets about fair use and searchable databases to determine copyright ownership, go to the *Library of Congress*, www.copyright.gov.

Music

Questions have been raised about the use of recorded music in public library programs. A public performance is defined as, "one in a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances might gather." Damages of a minimum of \$750 for each infraction might be levied for unlawful public performance. If you use music in your *Texas Teens Read!* programs, you may wish to get legal advice as to whether or not a license is required for those public performances or whether the use is considered "fair use" under copyright laws.

It might be possible to argue that teen programs are educational, in which case exceptions to the exclusive rights of a copyright owner for educational uses might apply. If you intend to rely on this exception, you should seek legal advice to gain a more complete understanding of the teaching exception than can be provided by the Texas State Library.

Music that is played while teens enter the programming room, during a program, at the start or end of the program, and background music would probably not be considered either an educational exception or a fair use. For those uses, the library needs a public performance license or licenses. Even if the teens sing a song, it is technically considered a public performance and a license is required unless the song is in the public domain. Recently a judge found that even karaoke played in a public place violated copyright. When a karaoke machine was set up by a disc jockey in a public place, an investigator for Broadcast Music, Inc. was in the audience. The business and the disc jockey were sued for violation of copyright because the business did not have the appropriate licenses.

It is not always easy to determine if a specific song is in the public domain. For example, "Happy Birthday to You" is a popular song that is not in the public domain, while "Old MacDonald Had a Farm" is a traditional song that is in the public domain. Check out Public Domain Music, <http://www.pdinfo.com/> a reference site for songs that may be in the public domain. Keep in mind that just because a song is in the public domain does not mean that the specific recording of the song is. The artist may have rearranged the public domain song and copyrighted that version; in that case, you can only use the original lyrics and arrangement, not the copyrighted performance of the music.

Before you start rolling your eyes and thinking to yourself, "The copyright police won't catch us, and anyway, we've been doing this forever," stop and think. First, libraries should be in the forefront of protecting copyright and setting a good example for patrons. We tell kids they should not illegally download MP3 files, but if we publicly perform music without appropriate permission, our actions are comparably illegal. Second, it is easy to get a public performance license and in fact, your city or county may already have one that covers the library. Lastly, in the current age of digital access, it is often very easy to communicate with the copyright owner, who is often quite pleased to provide permission for use of material by teens.

The public performance of music is licensed by three organizations. When a songwriter or composer signs a deal for the music to be recorded, that person joins only one of them. As a member of one of these organizations, the musician authorizes that organization to license the public performance of his or her music and collect fees for that use. Libraries may need a license from more than one of these organizations.

Most U.S. songwriters and composers either join the American Society of Composers, Authors, and Performers (ASCAP) at <http://www.ascap.com/index.aspx> or Broadcast Music, Inc. (BMI) at <http://www.bmi.com/>. They are the two major licensing organizations in the United States. Both provide low-cost licenses for governmental organizations. A third organization, SESAC, Inc. at <http://www.sesac.com/> is relatively new in the United States. It licenses music that the other two organizations do not. All three organizations provide online databases of performers and titles covered so that you can ensure that what you want to use is covered by the license you have purchased. If you use varied sources of music, you may need licenses from all three organizations, or you will need to be very selective in your music use!

Chances are good that your city or county already has a license if it offers dance classes at the recreation center, provides musical sing-alongs at the senior activity building, or holds regular outdoor parades or concerts. Check with your public information office, parks and recreation department, purchasing department, or the city or county legal department to see if a license for one of these organizations exists. If none of these offices are aware of a license, then you can educate them about the need for one. If your city or county does not already have a license, fees are based on population. For a local government with a population of up to 50,000 people, a license would cost \$305 a year based on a 2010 fee schedule for BMI.

There are several different types of "rights." If you plan to include music on a video, web site, or in some other manner, please read about relevant licensing requirements or consult legal counsel.

Note that the public performance of music via digital transmission (such as over the Web) implicates additional rights that these organizations cannot license. Although these three organizations license performance over the Web of the underlying musical score, it is also necessary to obtain permission to perform via digital transmission of the sound recording itself. This is a very complex area of copyright law, so if you are considering making digital transmissions of music, check out How Stuff Works at <http://entertainment.howstuffworks.com/music-licensing3.htm> for some background, but you will probably need to obtain legal advice.

Films

Many libraries show movies during their summer programs. Some of the programs suggested in this manual include recommended videos or DVDs. Unless your library has public performance rights to show a film, display the video or DVD for families to borrow.

Follow copyright law by using films, videos, or DVDs that are in the public domain or which you have purchased with public performance rights, or purchase a site license that allows the library to show "home use" videos. Some of the Texas Library Systems have negotiated pricing for system members, so check with your system office.

The cost of an annual movie license is based on the number of registered patrons and is often less expensive than purchasing public performance rights to show just a few movies. For example, an annual license for a library with 5,000 registered patrons costs about \$300 and covers most movie studios, including Buena Vista Films and Dreamworks. The average cost per patron for a license to show movies for a year is about five cents. Contact Movie Licensing USA at <http://www.movlic.com/> or call 1-888-267-2658 for details. Be sure to ask your Movie Licensing USA representative about discounts that may be available.

Many early comedies, horror films, and cartoons, such as those featuring characters like The Three Stooges, Laurel and Hardy, and Betty Boop, may be in the public domain. Several businesses that sell public domain films provide lists of films that, to the best of their knowledge, are in the public domain. For example, although Desert Island Films at <http://www.desertislandfilms.com/> does not sell VHS copies to individuals, you can use the list on their web site to check whether your library owns films that are free of copyright restrictions.

For additional information, please see the American Library Association Fact Sheet on Video and Copyright at www.ala.org/ala/aboutala/offices/library/libraryfactsheet/alalibraryfactsheet7.cfm.

Serving Teens with Disabilities

The Americans with Disabilities Act (ADA) requires public libraries to make reasonable accommodations for people with disabilities so that they have access to the library building, programs, and materials. As you plan for the *Texas Teens Read! 2012*, remember that programs that work for teens with disabilities will also work for all teens. With a little planning, inexpensive adaptations, and the desire to be inclusive of all teens, the *Texas Teens Read!* will be accessible for teens with disabilities. In addition to being the law, inclusiveness is good policy and encourages more participation in library programs.

Check with local schools for sign language interpreters. Check with sign language classes and invite several students to practice what they have learned. Find out where in your community you can locate sign language interpreters in case you need to hire someone to interpret a program. Often, interpreters will volunteer their time in order to make library programs inclusive. Send special invitations to families with deaf teens; the deaf community is very appreciative of efforts to include all teens in programs and is very supportive of staff and

volunteers who are willing to try signing. Create a display of captioned videos and books that include sign language.

The Talking Book Program (TBP), a division of the Texas State Library and Archives Commission (TSLAC), has a Disability Information and Referral Center (DIRC) that provides information about adaptive equipment, games and toys, support groups, the ADA, and serving people with disabilities. Questions are answered by DIRC staff or are referred to other appropriate sources. The DIRC can be reached toll-free at 1-800-252-9605 or 512-463-5458, or by e-mail at tbp.services@tsl.state.tx.us.

The Talking Book Program is a joint state and federal program that provides unabridged books in alternate formats for Texans of all ages who are unable to read standard print materials due to visual, physical, or reading disabilities. The service is free to the user and available to all who qualify because they are unable to read standard print materials due to temporary or permanent visual or physical limitations.

A properly certified application must be submitted for each prospective patron verifying that the applicant meets one or more of the federal eligibility criteria.

The criteria are:

- Blindness
- A visual disability of sufficient severity to prevent the reading of standard print without the use of an aid other than prescription glasses
- A physical disability that prevents the individual from holding a book or turning a page
- A reading disability that is physically based and of sufficient severity to prevent the reading of standard print material in a normal manner

Applications submitted for individuals with reading disabilities must be certified by a medical doctor or doctor of osteopathy. Applications submitted for individuals with other disabilities can be certified by a number of professionals in various fields related to health care, education, or rehabilitation, or by a professional librarian or library director.

TBP provides books on cassette tape, in Braille, in large print, on digital cartridge, and via digital download. Special playback equipment is loaned free of charge for use with audio books on cassette and cartridge. All materials are circulated to TBP patrons free of charge through the U.S. Postal Service.

Because TBP patrons are located throughout the state and interaction is limited to telephone and mail communications, TBP encourages teens to participate in *Texas Teens Read!* activities sponsored by their local public library. TBP will provide the books in alternate formats so that young patrons with disabilities can participate in local programs. A bibliography of suggested titles for the *Texas Teens Read!* is available from the TBP collection and may be obtained by contacting the Talking Book Program or visiting the TBP web site. In addition, titles in the *Texas*

Teens Read! 2012 manual bibliography that are available in one or more formats through the Talking Book Program are indicated in the bibliography with the annotation "(TBP)" after the title.

Because library staff understands the importance of books in the lives of their patrons, they play a critical role in referring qualified individuals to the TBP services. Applications and brochures are available to keep in your library. By making this information available in your community and alerting eligible individuals about TBP, you are helping teens with disabilities make the most of the *Texas Teens Read!*

Call or write TBP with your questions or requests for applications:

Talking Book Program
Texas State Library and Archives Commission
P.O. Box 12927
Austin, TX 78711-2927
1-800-252-9605 (toll-free in Texas)
512-463-5458 (Austin area)
512-463-5436 (fax)
tbp.services@tsl.state.tx.us (e-mail)
Web site: www.tsl.state.tx.us/tbp or www.texastalkingbooks.org

A Note About Web Sites

Web sites with background information or instructions on program topics, with additional resources on the program topics, or with on-line activities for teens are recommended for many of the programs. These are suitable for teens or for use by the library staff and volunteers to provide additional activities. Librarians might bookmark those sites intended for teens on the library's computers or display a list near the computers. Some web sites are also included in the professional resources sections. These are resources for the library staff and are not likely to be of interest to teens. A brief annotation has been provided to help you determine how the site might fit your program.

Sites often change, move, or are removed. It is highly advisable for librarians to view the web sites before directing teens to them. If an error message appears, it may be necessary to search for the web page title using a search engine to find the new location of the site. Additionally, librarians might use a search engine to locate another web site that includes the referenced information. Occasionally, web sites lapse and are taken over by inappropriate content. While the Texas State Library and Archives Commission does everything possible to find more stable sites, and to remove inappropriate sites from the on-line copy of the *Texas Teens Read!* Manual, it is imperative that library staff view the sites before allowing teens to use them to ensure that the content remains suitable.

Web pages included in this manual may contain links to additional web sites which are managed by organizations, companies, or individuals. These sites are not under the control of the Texas State Library and Archives Commission, and the Texas State Library is not responsible for the information or links they include. This manual provides links as a convenience, and the presence

of the links is not an endorsement of the sites by the Texas State Library and Archives Commission.

Adult Summer Reading Programs by Kendra Perkins

Reasons for having summer programs for adults

Every summer, libraries across Texas (and throughout the country) offer summer reading clubs and activities for children and teens. Adults notice all of the publicity, posters, and excitement and wonder why there isn't anything for them. From time to time, adults will ask a librarian where their reward is, or what activities might be offered for them. Some parents wonder how to interest their children (including teens) in reading when they themselves never read. Other adult readers wish for a way to connect with fellow readers or to keep track of their own reading accomplishments.

One way to meet the needs of the adult readers is to adapt teen programs for adult use. The investment in time and money to add something for adults is minimal compared to the possible enjoyment and increase in participation by library patrons. It is possible to start a summer program for adults inexpensively and draw more people into the library.

Types of teen programs best suited for adapting to adults

The types of teen programs that are easiest to adapt for adults are ones that do not specifically require audience members or participants to be a particular age. It is also easy to use existing materials for more than one event. If the library already owns games (board games, video games, cards, etc.), it is likely that at least some of the games will potentially interest adults as well and will require little to make an adult program. Some guest speakers will be willing to do more than one library event aimed at different age levels and will appreciate the chance to get more members for a local guild or other organization.

Example of a program for adults - "Murder Mystery"

Types of murder mystery kits and sources for purchasing them

Murder mystery kits are sometimes sold in malls and toy stores, but these¹ are geared towards adults, meaning they would be okay for this audience but would be considered inappropriate in some way for teens. There are also murder mystery kits¹ that require the purchaser to make props; these can be good if you have time and if someone on your staff feels creative. If possible, you should read the mystery kit ahead, and make sure it is not too juvenile for adults. If you have someone creative on staff, you can also write a murder mystery completely from scratch.

¹ Murder Mystery Party kits by BePuzzled, part of University Games. BePuzzled makes both mystery jigsaws and murder mystery dinner games. On their website, the Murder Mystery Party series is listed under the University Games link, and the mystery jigsaws are listed under BePuzzled. For a list of BePuzzled / University Games' Murder Mystery Party games, visit http://www.universitygames.com/university_games/products.asp. Murder Mystery Party is the last heading; these games are designed for ages 16 and up. Murder Mystery Party games can be purchased from www.areyougame.com. For a complete list of murder mystery products, search "murder mystery"; this returns both the parties and the jigsaw puzzles from BePuzzled /

Another option that works well is to purchase a murder mystery online², requiring you only to print out the materials and do some minor preparations (cut out the list of characters and list of clues and set them out for participants to take). One drawback to downloading a murder mystery online is that they are intended for use on only one occasion; you may be able to contact the company to extend the license if you plan to host the same mystery again. The primary advantage to downloading a murder mystery is if you can not find materials locally and do not have time to mail-order them. You can find a wide variety of types of mysteries and can even tailor the mystery to your group if you decide to have people preregister so that you know how many participants you will have (or you may opt to have actors

University Games and a few by other publishers. BePuzzled's Murder Mystery series can be ordered online from <http://www.areyougame.com>, <http://www.amazon.com/>, <http://www.toysrus.com>, etc. Toys 'R Us carries the University Games Murder Mystery Party series online but not in stores; to find them at the Toys R Us site, search "murder mystery". These kits were previously sold in stores, but most, if not all, stores have gone to just offering these by online purchase or mail order.

² purchasing murder mysteries online:

<http://www.mymysteryparty.com/>

(You can download the materials as soon as you purchase them, print out materials, cut out a few things, and you are ready to go. The license is for one-time use. You can select teen or adult, all male, all female, mixed audience, etc. Ordering from this website is a good choice if you don't have time for mail order and don't want to create a lot of props. I have used this with a teen group, and they liked it; it would have worked well for adults too. These mysteries are designed for audience participation).

Other online sources of murder mysteries:

<http://www.dinnerandmurder.com/> (You can select children's or adult, mature or tame.)

<http://www.host-party.com/Home/Default> (They offer mysteries to download and host. This site sounds similar to mymysteryparty.com)

<http://www.host-a-murder.com/> (There is a performance option.)

<http://www.murdermystery.com/> (This site is performance only, and it costs about \$2000 for 100 people.)

<http://www.nightofmystery.com/> (They offer mysteries to download at a reasonable price.)

<http://www.mysterygamecentral.com/> (This site has links to lots of murder mysteries, examples of different types, suggestions of where to purchase, etc.)

<http://www.amazon.com/> (Searching for "How to Host a Murder" or "Murder Mystery" in the Toys and Games section will bring up results for some murder mystery kits, such as those made by BePuzzled and by Decipher. Decipher's murder mystery games are called the *How to Host a Murder* series, and examples include "The Chicago Caper" (http://www.amazon.com/How-Host-Murder-Chicago-Caper/dp/1878875000/ref=sr_1_1?ie=UTF8&qid=1305579358&sr=8-1-spell)

and "An Affair to Dismember" (http://www.amazon.com/How-Host-Murder-Affair-Dismember/dp/1582362785/ref=sr_1_2?ie=UTF8&qid=1305579358&sr=8-2-spell)

(You can purchase "How to Host a Murder" kits at Amazon, but Decipher's own website does not currently mention their murder mystery kits. People in larger cities may be able to find these kits in game stores or mall kiosks, but they can definitely be found online.)

play the roles and have all the attendees play the part of "detective").

How to host a “murder mystery” for adults versus one for teens

Adults *may* have longer attention spans (depending on your audience), so you could possibly have something more involved. There may also be less controversy about it being a *murder* mystery. Some people think that if you do a mystery for teens, it should not involve murder; others are okay with a murder being involved but limit it to starting after the person has died. With adults, you can have the victim involved beforehand; either a person can randomly draw a card that says “victim” or you could have an actor planted amidst the rest of the participants. Adults are also less likely to think it is silly if you ask them to dress up for the parts in a murder mystery; many will be interested in getting into a role (or watching others do so) and will not care if the outfit is outdated.

If you are serving refreshments, you will be less limited by the nature of your audience. With teen boys, refreshments can either be consumed in less than five minutes or turned into missiles in a food fight, causing the event host to think carefully about food choices and timing of presenting food. Adults would tend not to instantly devour all the food or initiate a food fight.

Possible guest speakers

Many guest speakers initially contacted for teen programs would also be of interest to adults and would be interested in holding a second program for a different audience. Sources of guest speakers include local business owners, members of local organizations, musicians, authors, someone from the city if there is a new project being proposed, cultural groups, gardening clubs, staff from the county extension office, and more. Use your imagination, and ask patrons and other staff members for their suggestions.

Programs that can combine teens and adults:

Some programs of interest to both teens and adults can actually be turned into combined events that allow teens and adults to attend at the same time. This works well with some craft activities (such as embroidery, knitting, quilting, sewing, and some jewelry-making). In particular, combined programs are well-suited for activities where the person’s experience or skill level is more relevant than their age. Some types of writing activities are also good for both teens and adults and could be done together, for instance “write-ins” where prospective writers all sit in a room together writing on their laptops and only have minimal interaction with each other. Some types of demonstrations and guest speakers are well-suited to a combined audience. Some authors are of interest to multiple ages; for instance, some fantasy authors and some authors/illustrators of graphic novels have both adult and teen fans. Demonstrations by the SCA (Society for Creative Anachronism)³ are also well-suited to teens and adults

³ Society for Creative Anachronism (SCA), <http://www.sca.org/> is the main website. For a regional list, see <http://www.sca.org/geography/> Kingdom of Ansteorra, <http://www.ansteorra.org/> covers most of Texas. El Paso and Hudspeth counties are in Outlands, <http://www.outlands.org/>.

together. The SCA actually prefers that parents are around, and teens are so interested in seeing examples of jousting that they tend to not mind having adults around.

For background information, see the main SCA website.

To find your local group, for Ansteorra, click “Groups in your area” or go to

Ansteorra’s Baronies and Branches website, <http://www.ansteorra.org/groups/>

To find your local group, for Outlands, click “Officers & Groups: Local Groups” or go to

Outlands’ local groups page, <http://www.outlands.org/Default.aspx?tabid=413> or

to Citadel of the Southern Pass (local group for El Paso and Hudspeth counties and part of New Mexico) at <http://www.scaelpaso.org>

Realm of the Paranormal by Julia Riley

Introduction

Teens willing to walk on the dark side will get a taste for the paranormal with a blood cafe and sparkle like a true vampire, while those more inclined to howl at the moon than sip blood can prepare for the next full moon with a werewolf mask. Teens can also craft an alien or UFO patch and learn the tips and tricks for paranormal investigation.

Books to Share

Encyclopedia Horrifica by Joshua Gee

How to Be a Zombie: The Essential Guide for Anyone Who Craves Brains by Serena Valentino

Love Bites: The Unofficial Saga of Twilight by Liv Spencer

Searching for Aliens, UFOs, and Men in Black by Michael Burgan

UFOs: What Scientists Say May Shock You! by N. B. Grace

The Vampire is Just Not that Into You by Vlad Mezrich

Books to Show or Booktalk

The Forest of Hands and Teeth by Carrie Ryan

I Kissed a Zombie and I Liked it by Adam Selzer

Liar by Justine Larabalestier

Paranormalcy by Kiersten White

Shiver by Maggie Stiefvater

Zombies vs. Unicorns by Holly Black and Justine Larabalestier

Display

Fangs vs. Fur

Display books featuring vampires and books featuring werewolves for a fresh take of the Edward vs. Jacob debate. Other debatable topics, such as aliens vs. ghosts or zombies vs. unicorns, would also make excellent displays.

Refreshments

Delicious Brains

Make gelatin zombie brains ahead of time (using a brain mold, available on amazon.com), then let teens up the ick factor by inserting gummy worms into the brain before chowing down.

Alien Juice

Teens can make their own alien juice by adding a few drops of blue or green food coloring to any clear, citrus soda.

Incentives

Vampire Fangs

Flashlights

Crafts

Alien or UFO felt patch

Materials

- Hot glue gun
- Felt (various colors)
- Scissors
- Pencils
- UFO and Alien templates*
- Pin backs

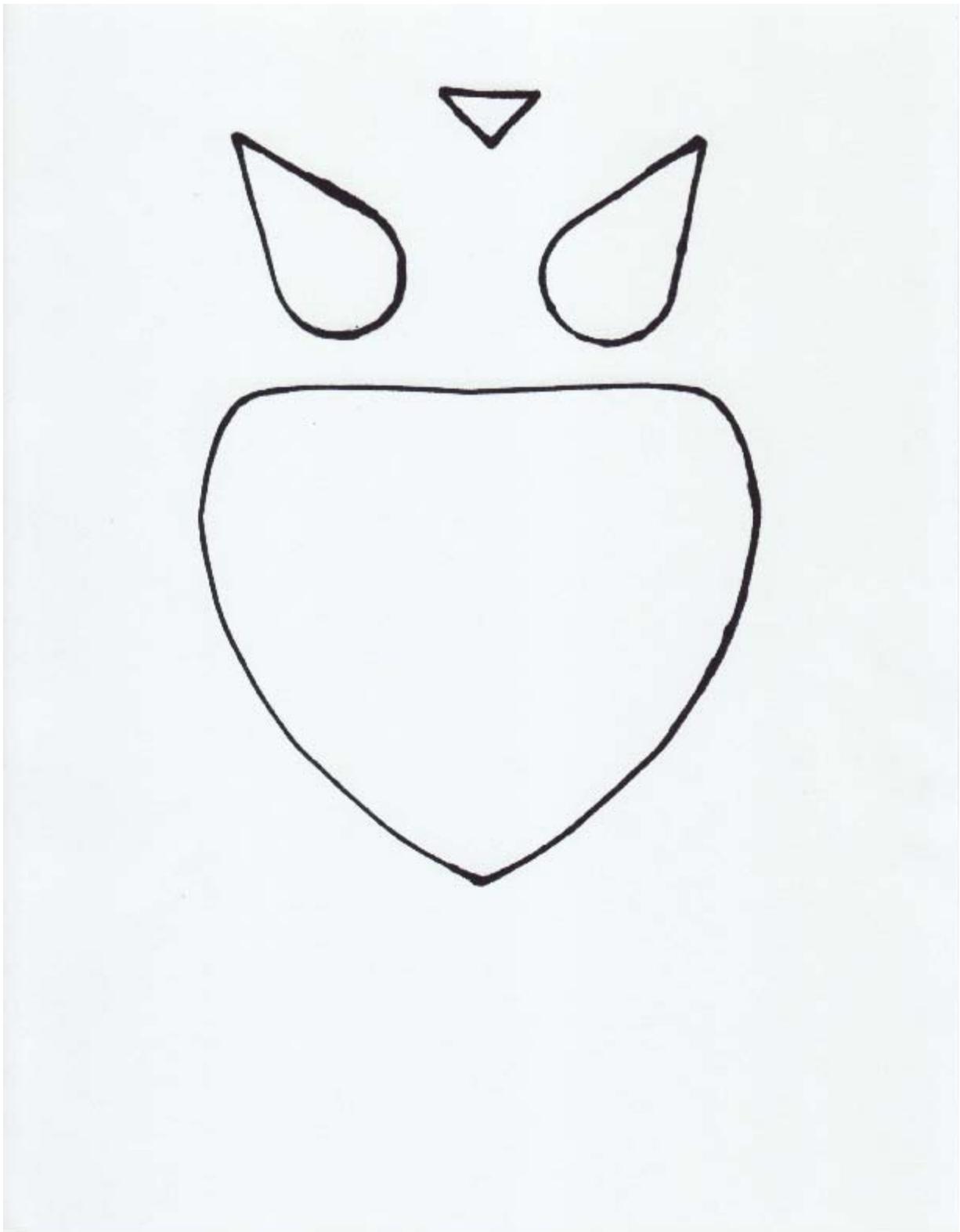
Directions



Print templates onto cardstock for added durability. Have teens trace the template pieces onto the felt colors of their choosing (this can be done in advance if time is short) and cut out. Use hot glue to assemble. Teens can add a pin back to the back of their alien or UFO if desired.

UFO and Alien Templates :





Vampire Body Glitter

Materials

- Small container (clean, donated baby food jars will work well)
- Aloe vera gel
- Ultra fine glitter in assorted colors
- Popsicle sticks

Directions

Have teens mix aloe vera gel with ultra fine glitter. The ratio of glitter to aloe vera gel can be varied depending on the desired effect. Use a popsicle stick to combine and get ready to sparkle.

Instant Werewolf Mask

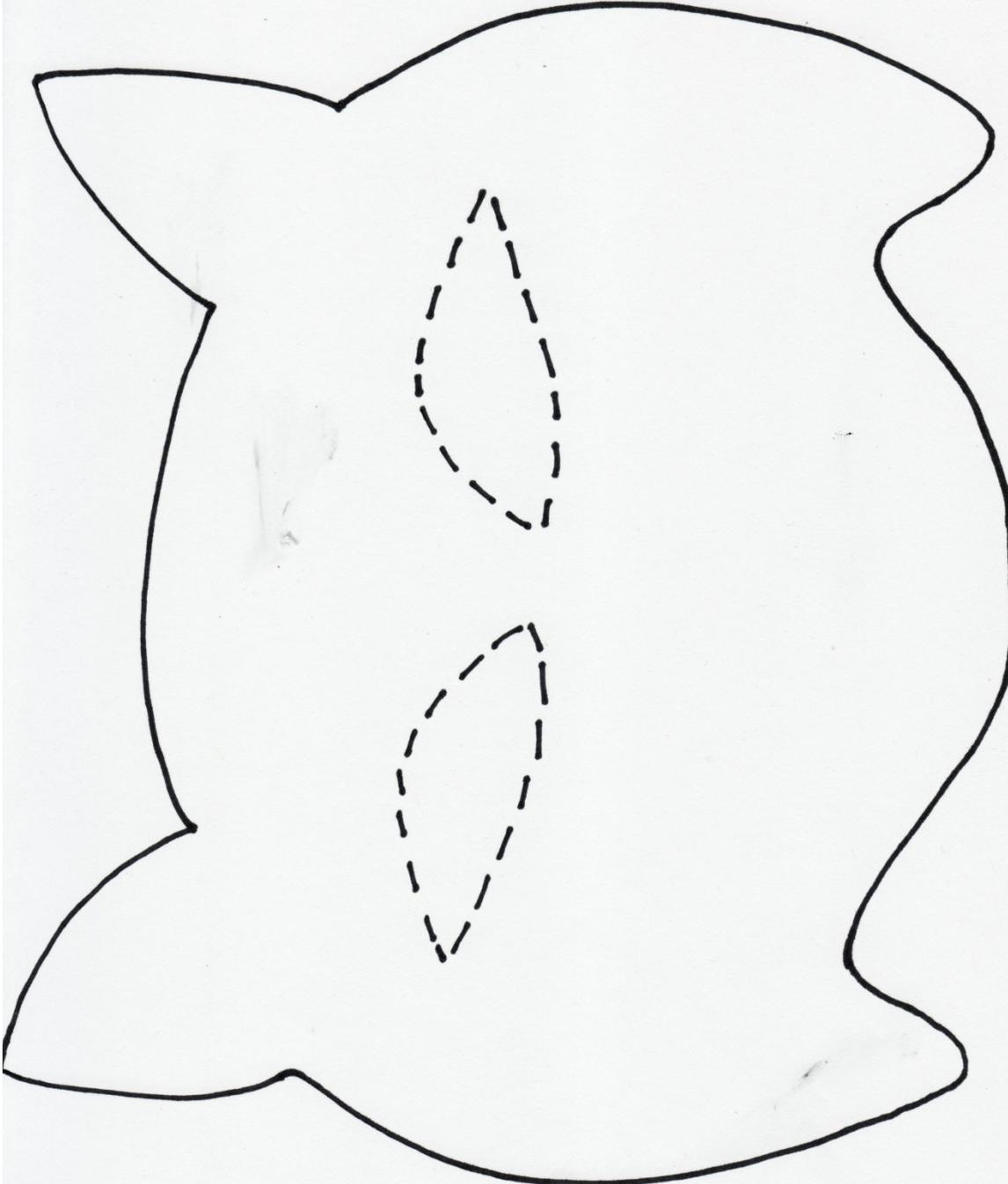
Materials

- Faux fur
- Felt
- Elastic
- Mask Template

Directions

Transfer the mask template to cardstock for added durability. Teens should trace the template onto the backside of a piece of faux fur and a piece of felt. Measure a comfortable length of elastic to help keep the mask secure when being worn. Sandwich the elastic between the non-fur side of the mask and the felt. Use hot glue to adhere. When dry, slip on and howl at the moon.

Mask Template:



Games and Activities

Paranormal Trivia

Combine trivia questions from popular paranormal novels with questions from vampire, werewolf, zombie and alien folklore. Have teens compete against each other individually or in teams. The Pocket Book of Paranormal Trivia: Contains 200+ Q & A's by Emily A. Georges is a good resource for trivia question covering vampires, witches, shape-shifters and UFOs.

Web-Based Activities

Vampire Name Generator

<http://www.emmadavies.net/vampire/>

Teens will discover their vampire identity as well as their vampiric claim to fame.

Web 2.0

MyQuizCreator

<http://myquizcreator.com/>

Teens can use this website to create their own paranormal quiz to share with friends.

Guest Speakers

Paranormal investigators

Invite a local paranormal investigation group to present about their equipment, methods and experiences investigating paranormal activity. Texas Paranormal Research Team is a good resource for finding paranormal investigators in your area (<http://www.tprt.org/index.html>).

DVDs/Films (Optional)

Eclipse (124 minutes)

New Moon (130 minutes)

Teen Wolf (186 minutes)

Twilight (122 minutes)

Vampire's Assistant (109 minutes)

Zombie Girl: The Movie (89 minutes)

16teen: Dude of the Living Dead (60 minutes)

Web Sites

Aliens Central

<http://aliens.monstrous.com/>

Information and theories surrounding aliens.

Book of THoTH

<http://www.book-of-thoth.com/index.html>

Provides information and discussion forums on paranormal topics.

Mythical Realm: Werewolf

<http://www.mythicalrealm.com/legends/werewolf.html>

Information on the legend of the werewolf.

NUFORC

<http://www.nuforc.org/>

Website of the National UFO Reporting Center

Professional Resources

Fang-tastic Fiction: Twenty-First Century Paranormal Reads by Patricia O'Brien Matthews

Read On...Science Fiction: Reading Lists for Every Taste by Steven A. Torres-Roman

Haunted Texas: A Travel Guide by Scott Williams

Lone Star Spirits

<http://www.lonestarspirits.org/>

Check out the Haunted Texas Towns page for chilling reports of paranormal activity in your area.

Realm of the Future by Julia Riley

Introduction

For teens, “the future” can mean different things, such as moving away from home to pursue college or a career after high school graduation, or the technological advances that will change the way we approach our daily lives five years from now. And for fans of dystopian literature, a time in which teens must literally fight to survive might not seem too far off. Teens will get a glimpse of the future by testing out food pills, creating a time capsule and ensuring they have all the proper skills for a dystopian society.

Books to Share

The Mystery of 2012: : Predictions, Prophecies, and Possibilities by Gregg Braden
Maria Shaw’s Tarot Kit for Teens by Maria Shaw
Future by Michael Tambini

Books to Show or Booktalk

The Hunger Games by Suzanne Collins
Brain Jack by Brian Falkner
Gimme a Call by Sarah Mylnowski
The Adoration of Jenna Fox by Mary Pearson

Bulletin Board

What Will the Future Hold?

Create an interactive bulletin board where teens can contribute their predictions for the things they think will happen in their lifetime, such as flying cars, world peace or the first female president of the United States. Pose the question “What do you think the future will hold?” at the top of the bulletin board. Provide an invitation and supplies (slips of paper, pens and pencils, and thumbtack) for teens to write or draw out their predictions and add them to the board. This could be offered as a passive activity or integrated with another program.

Refreshments

Food Pill Snack Bar

In the future, we may not have time to eat meals the way we do now, but food pills may provide us with all the nutrition we need. Teens can concoct a complete ‘meal’ using Jelly Belly jellybeans. Provide sample menus (see the official Jelly Belly website for ideas http://www.jellybelly.com/fun_stuff/jelly_belly_bean_recipes.aspx) or encourage teens to write down their favorite combinations. As an alternative to Jelly Belly jellybeans, purchase another brand of jellybeans and assign a flavor based on color. Red jellybeans could represent apples,

while orange jellybeans could be oranges, tangerines, or other citrus fruit. Serve in cupcake liners.

Crafts

'Bright Future' Sunglasses

Materials

- Sunglasses
- Hot glue
- Sequins
- Glitter
- Puff paint

Directions

Teens will need a pair of shades for their bright futures. Set out a variety of embellishments and hot glue guns for personalizing the sunglasses. After the teens have had a chance to decorate, have an informal sunglasses fashion show and admire their creations.



Games and Activities

Skills of the (Dystopian) Future

Teens will need to master a variety of skills to survive in the dystopian future. Set up different stations for teens to practice knot tying, plant identification and birdcalls.

Knot Tying

Purchase ¼- to ½-inch thick nylon rope (available at hardware stores) and cut into lengths of 12 inches. Each teen should have 3 or 4 pieces of rope for ample practice opportunities. Provide diagrams and instructions of different types of knots from knot-tying books in your library's collection. Alternatively, show video tutorials that teens can follow along with. I Will Knot! (<http://www.iwillknot.com/>) has very clear, step-by-step tutorials. Challenge teens to master at least 3 different types of knots.

Plant Identification

If possible, invite a horticulturist to speak briefly about the types of vegetation native to your area. Identify 5 or so plants that grow around your library and collect samples. Create a plant identification game by making cards with identifying characteristics on one side (such as "stemless" and "3 inches wide") and the name of the plant ("agave") on the other. Challenge

teens to correctly match the identifying characteristics with the correct plant. See a list and photographs of plants in Texas at the United States Department of Agriculture Natural Resources Conservation Service website (<http://plants.usda.gov>).

Bird Calls

Set-up a birdcall listening station with a CD player and a book with an audio CD of birdcalls, such as *Common Birds and their Songs* by Lang Elliott. Select 4 or 5 birds common to your area and have teens quiz each other to see if they can correctly identify the bird by song. An online resource for birdcalls is eNature.com (<http://www.enature.com/birding/audio.asp>).

Time Capsule

To assemble a time capsule, each teen will need a container. Large jars or coffee cans work well. Teens should choose a year in the future to open their time capsule (such as 2022, 10 years in the future). Ask teens to write out their predictions for what the world will be like in whatever year they have chosen. What will our houses look like? What will people wear? What will the latest trend be? Provide magazines for teens to create collages of what life is like today, so they'll be able to see how much has changed.

Web-Based Activities

FutureMe

<http://www.futureme.org/>

Teens can write and send an e-mail to their future self.

MASH

<http://www.espin.com/mash-game.php>

Teens can fill in potential career choices, cars and places to live and have their futures predicted.

DVDs/Films

13 Going on 30 (97 minutes)

Back to the Future (116 minutes)

Professional Resources

Common Birds and their Songs by Lang Elliott

Edible and Useful Plants of Texas and the Southwest by Delena Tull

Knots: More than 50 of the Most Useful Knots for Camping, Sailing, Fishing, and Climbing by Peter Owen

eNature

<http://www.enature.com/birding/audio.asp>

This website features the songs of more than 550 North American birds.

I Will Knot!

<http://www.iwillknot.com/>

Provides step-by-step visual instruction for successfully tying a variety of knots.

United States Department of Agriculture Natural Resources Conservation Service

<http://plants.usda.gov>

Search by state for names (common and scientific), characteristics and photographs of plants native to Texas.

Vampire Ball by Jennifer Shelly and Megan Nieves

Length of Program

60-90 minutes

Introduction

Vampires are hot! Capitalize on the current craze by hosting a vampire ball. Dress as your favorite vampire or be daring and dress as your favorite slayer! Food, fun, crafts, music and more abound at the vampire ball!

Books to Share

Blue Bloods by Melissa De La Cruz
Boys that Bite by Marianne Mancusi
Eighth Grade Bites by Heather Brewer
Evernight by Claudia Gray
Glass Houses by Rachel Caine
Marked by P. C. and Kristin Cast
Twilight by Stephenie Meyer
Vampire Academy by Richelle Mead
Vampire Diaries, Vol. 1. by L.J. Smith, L. J.
Vampire Kisses by Ellen Schreiber

Books to Show or Booktalk

Jessica's Guide to Dating on the Dark Side by Beth Fantaskey
My Swordhand Is Singing by Marcus Sedgwick
Night Road by A. M. Jenkins
Pretty Dead by Francesca Lia Block
The Reformed Vampire Support Group by Catherine Jinks
Tantalize by Cynthia Leitich Smith

Preparation and Promotion

At least two hours prior to the event, set your programming space up in gothic prom style. This is a good opportunity for teen volunteers to help decorate. Hang a mirror ball from the ceiling. Using a helium tank, blow up black balloons and tie off with a red ribbon. Allow the balloons to rise to the ceiling after making sure the ribbon length is suitably long for easy retrieval later. If the ceiling is low enough twist black and red streamers across the ceiling allowing the ends to drape down.

Refreshments

Vampire Cupcakes

Make a cupcake that not only looks like it had been bitten into by a vampire, but that will bleed when you bit into it! Bake cupcakes, fill the cakes up with pureed cherry pie filling (canned or homemade) and top them off with white icing to best accentuate the red bite marks. Make the marks using a skewer dipped in leftover cherry filling, making sure to leave a clear impression of a fang bite, rather than just a red streak on top of the cake.



Photo used with permission by Stacy Spensley.

<http://littlebluehen.com/>

Ingredients

- 2 cups cake flour
- 1 1/3 cups sugar
- 1 tsp baking powder
- 1/2 tsp baking soda
- 1/2 tsp salt
- 1/2 cup butter, room temperature
- 2 large egg whites
- 1 cup buttermilk
- 1 tsp vanilla extract
- 1/4 tsp almond extract

Directions

Preheat oven to 350F. Line muffin tins (you will need 18 cups total) with paper liners and set aside.

Sift together cake flour, baking powder, baking soda and salt into the bowl of an electric mixer.

Add sugar and blend, using the paddle attachment (You can use a hand mixer, too).

Cut butter into 4 or 5 chunks and drop into the bowl with the flour mixture. Blend on low speed until mixture looks sandy and no large chunks of butter remain, 1-2 minutes.

In a large measuring cup, combine eggs, buttermilk, vanilla and almond extracts. Beat lightly with a fork until combined. With the mixer on low, pour 1 cup of the buttermilk mixture into the bowl. Turn speed up to medium and beat for 1 1/2 minutes. Reduce speed back to low and pour in the rest of the buttermilk mixture. Continue to beat at low speed for an additional 30 seconds, until liquid is fully incorporated. Scrape down the sides of the bowl and beat for a few more seconds, if necessary.

Divide evenly into prepared muffin tins, filling 18 cups as equally as possible. Bake for 16-20 minutes, until cupcakes are light golden and a toothpick inserted into their centers comes out clean. The cake should spring back when lightly pressed.

Turn cupcakes out onto a wire rack to cool completely.

Filling

Ingredients

- 1 can cherry pie filling
- Puree cherry pie filling – a syrupy mix of sugar and cherries, usually – in a food processor until fairly smooth. Very small pieces of cherries are ok.

Directions

Take a cooled cupcake and, using a small paring knife, cut a cone of cake (1-inch across by 1-inch deep) out of the top. Trim off the pointy end of the cone, leaving a flat circle of cake. Set aside and repeat this process for all the cupcakes.

Take the cherry filling and spoon about tablespoon or so into each cupcake cavity, filling it almost to the top with filling. Top off with the flat circle of cake you just removed to seal the hole and hold the “blood” filling in place.

Marshmallow Frosting

Ingredients

- 1 1/2 cups sugar
- 2 large egg whites, room temperature
- 1/3 cup water
- 2 tsp light corn syrup
- 1/4 tsp cream of tartar
- 1 tsp vanilla extract

Directions

Whisk sugar, egg whites, 1/3 cup water, light corn syrup, and cream of tartar in large metal bowl to blend. Set bowl over saucepan of barely simmering water (do not allow bottom of bowl to

touch simmering water). Using handheld electric mixer, beat on medium speed until mixture resembles soft marshmallow fluff, about 5-7 minutes.

Increase mixer speed to high and beat until mixture is very smooth and thick, about 3 minutes longer. Remove bowl from over simmering water. Add vanilla extract and continue beating until marshmallow frosting is completely cool, about 5-7 minutes longer.

Assembly

Using a butter knife or a small offset spatula, frost each cupcake with a layer of the cooled marshmallow frosting by placing a dollop of icing in the center of the cupcake (on top of the cut out circle of cake) and spreading from the center to the sides of the cupcake.

Dip a wooden toothpick or skewer into some leftover cherry pie filling and poke two fang-holes, about 3/4 inch apart, in the frosting on one side of the cupcake. Dribble a little extra filling from the holes for effect.

Repeat until all cupcakes are frosted and decorated. You will probably have frosting leftover for another batch if you are baking more.

Makes 18 cupcakes.

Recipe used with permission by Nicole Weston.

www.BakingBites.com

Vampire Blood Punch



Photo used with permission by Stephanie Gallagher.
Cooking for Kids Columnist
About.com - <http://kidscooking.about.com>

Ingredients

- 4 cups cranberry raspberry juice (or cranberry juice cocktail)
- 2 cups natural pineapple juice (100% juice)
- 2 cups raspberry-flavored seltzer water
- Ice cubes

Directions

Mix all of the ingredients together, and pour into a large, decorative punch bowl. Serve the punch with ice cubes.

Per serving (based on 6): 120 calories, 0 g fat (0 g saturated fat), 0 mg cholesterol, 36 g carbohydrate, 1 g protein, 0% vitamin A, 133% vitamin C, 7% calcium, 6% iron

Makes 6-8 servings.

Recipe used with permission by Stephanie Gallagher.
Cooking for Kids Columnist
About.com - <http://kidscooking.about.com>

Songs and Audio Recordings

Bram Stoker's Dracula: Original Motion Picture Soundtrack - Columbia Records

Contra - Vampire Weekend

Fallen - Evanescence

Gothic Wedding Collection - Vitamin String Quartet

Interview with the Vampire Original Motion Picture Soundtrack - Geffen

Rubberneck - Toadies

Twilight Original Motion Picture Soundtrack - Summit Entertainment/Chop Shop/Atlantic

Crafts

Bloody-Fabulous Boutonniere and Corsage

Materials



- 1 sheet of green tissue paper (for leaves)
- 1 sheet of colored tissue paper (for petals—we used black for a spooky look)
- Pipe cleaners (1 for a boutonniere or three for a corsage)
- Red glitter
- Spray fixative (to be used outside and with adult supervision!)
- Scissors
- A pencil

- Corsage pins
- Old newsprint

Directions

Step 1:

Fold the tissue paper you've chosen for the petals in half 5 times so that it is several layers thick and measures about 3"X 5".

Step 2:

Use the scissors to cut a curve at one of the short ends of the rectangle. It doesn't have to be perfect—rose petals aren't all the same shape. Be sure to cut through all layers of tissue paper and to trim off any folds so that all layers are free.

Step 3:



Cut the opposite end of the tissue paper to a point. Once again, it doesn't have to be perfect but be sure to cut through all layers and trim all folded edges.

Step 4:

Fold the green tissue paper in half 5 times, just like you did with the petal tissue paper.

Step 5:

Use the scissors to trim both short ends of the rectangle to a point, in the shape of a leaf. As always, it doesn't have to be perfect but be sure to cut through all layers and trim all folded edges.

Step 6:

Separate the number of petals you would like to use on your flower. Boutonnieres need eight petals. Corsages need 16 or more. During this step, you might find that some petals were not entirely separated when you cut them out. Trim any petals that are connected.

Step 7:

Stack the petals, no more than four at a time, so that they are not perfectly lined up. Flip some over so that the sides do not match. Make it a messy stack—this will make the petals look different and the flower look more realistic.

Step 8:



Taking one stack at a time, roll one side of the curved edge of the petal over the pencil until you've rolled up about half of the petal. Repeat these steps on all stacks of petals. As always, it doesn't have to be perfect. In fact, at this point, the messier the better.

Step 9:



Push the edges of the petal towards the center so that the paper is scrunched. Unroll and repeat steps 8 and 9 on the other side of the curved edge.

Step 10:



Repeat steps 6-10 with the leaves. You will need 3 leaves for a boutonniere and 4 or 5 for a corsage.

Step 11:

Take one pipe cleaner and wrap one petal around it snugly. Make sure that the petal covers up the end of the pipe cleaner and that the curved edge of the rose faces away. This is the center of the flower.

Step 12:



Continue wrapping petals around the pipe cleaner in this fashion. Make sure to keep the petals even, so that the flower will look like it is blooming and not like a cone. Stagger the petals so that the openings occur at different places with each layer. For a boutonniere you only need 8 layers and you should wrap it tightly, like a rose bud. For a corsage you need at least 16 layers and after eight layers you should wrap more loosely like a rose in full bloom. Be sure to pinch the bottom of each layer tightly around the pipe cleaner so that the petals don't unfurl.

Step 13:

As you did with the petals, begin adding leaves. Make sure that your leaf is low enough to cover all of the bottoms of the petals. Wrap 3 leaves on, staggering their spacing, for a boutonniere. Wrap 4 or 5 on for a corsage.

Step 14:

For a Boutonniere:

Take the bottom of the pipe cleaner and wrap it around the base of the leaves, twisting it tightly to keep them in place. Twist the loop you have formed with the pipe cleaner until it looks like a stem. Fold the bottom of the stem back up to the base of the leaves and wrap it around again, forming a smaller but thicker loop. Twist this loop again; you should have a 2"-3" stem to pin on your boutonniere with.

For a Corsage:

Wrap the base of the corsage with the two extra pipe cleaners so that they are the same length as the stem pipe cleaner. Braid these from base to end. This braid will serve as the wristband for your corsage.

Step 15:



In a well-ventilated area (preferably outside) with the help of an adult, lightly spray the flower and leaves with spray adhesive. Do this over the newspaper, to protect any surfaces from the adhesive. Be careful not to get any on your clothes or hands. One quick spray is plenty.



Quickly shake red glitter lightly over the flower, then turn it upside down and shake the excess glitter off of the flower and on to the newsprint. Let the spray adhesive dry for 5-10 minutes.

Step 16:

Wear your boutonniere or corsage to the Vampire Ball! To attach the boutonniere, ask an adult to help you pin it to your shirt. If you made a corsage, just wrap the braid around your wrist to form a cuff.

Photos used with permission by Megan Nieves.

Games and Activities

Trivia Contest

Host a vampire trivia contest testing the skills of even the most devoted fans! Questions may include the following:

Vampire Lore

What is one way to distract a vampire? Throw rice or seeds between the vampire and yourself because they have to count every grain

How can vampires be killed? Stake through the heart, holy water, sunlight, fire, decapitation

What can repel a vampire? Crosses, mirrors, hawthorn, garlic, threshold of a home where they are not invited, Eucharistic wafer, running water, consecrated ground, silver

What is the name of a vampire/human offspring? Dhampir

What other forms can a vampire appear in? Mist and bats

What other terms are used to identify vampires? Nosferatu, vampyr

What are some of the powers of vampires? Hypnotism, superior strength, rapid healing, weather control

House of Night series by P. C. and Kristin Cast

Who are the authors of the House of Night series? P. C. and Kristin Cast

What symbol appears on a person's forehead when they are marked to become a vampire? A crescent moon

Who is Zoey's guardian? James Stark

Who is Zoey's best friend? Stevie Rae

What two characters call each other twins? Shaunee and Erin

Who is Zoey's human boyfriend? Heath

Twilight series by Stephenie Meyer

What year was Edward Cullen born? 1901

What is the name of Edward and Bella's daughter? Renesmee

Where did Edward go when he first met Bella? To visit the Denalis in Alaska

Vampire Diaries by L. J. Smith

Who is the author of the Vampire Diaries? L. J. Smith

Which came first, Vampire Diaries or Twilight? Vampire Diaries was first published in 1991, fourteen years before Twilight was published

What are the names of the brothers competing for Elena? Damon and Stefan Salvatore

What is the name of the vampire that changed Damon and Stefan? Katherine

Dracula by Bram Stoker

Who is the author of Dracula? Bram Stoker

What year was Dracula published? 1897

Where is Bram Stoker from? Ireland

Whose journal entry starts the books? Jonathan Harker

What actors have played the role of Dracula? Bela Lugosi in *Dracula*, Lon Chaney in *Son of Dracula*, John Carradine in *Horror of Dracula*, Christopher Lee in *El Conde Dracula*, Jack Palance in Dan Curtis Productions' version of *Dracula*, Frank Leangella in *Dracula*, Louis Jordan in a BBC production of *Count Dracula*, and Gary Oldman in Francis Ford Coppola's adaptation.

Scavenger Hunt

While decorating the room for the prom, hide plastic stakes, cloves of garlic, mirrors and crosses throughout the room. At the beginning of the event announce that several vampire repellents have been hidden in the room. Challenge participants to find the objects. The person that finds the most "vampire repellents" thereby making the room safe for the all would-be vampires, wins. Present an award to the person that finds the most objects throughout the night.

Costume Contest

Have a registration table when participants enter the program room. Give each participant a number to display somewhere prominently on their costume. Inform participants that there will be a costume contest and those wishing to participate in the contest must wear their number during the first part of the event. At the refreshment table have a drop box where participants can submit their vote for best male and female costume. End the prom with the crowning of the vampire queen and king who garnered the most votes for best costume.

Web-Based Activities

Promotional Video

One month prior to the event hold a contest for a promotional video advertising the vampire ball. Using a program such as animoto give teens the basic information such as date, time, and

theme and allow them to create a promotional video. The contest will be judged based on creativity and information. Two weeks before the ball post the video on the library's web site. Release the video to the local television stations if allowed.

Step 1: Sign up for a free Animoto account at www.animoto.com.

Step 2: At the upper right corner click Create Video. At the next page select a theme from the presentations available. Be sure not to select a theme marked "Pro" as those require a paid account to use. Once you have selected a theme you will be given a choice to purchase the video or create a 30 second video for free. Click on make a 30-second video for free.

Step 3: Sign in or create an account (by clicking on Sign Up Today).

Step 4: Choose an image or video from your computer, Facebook, another website, or from Animoto's catalog by clicking Upload, Retrieve from Facebook, Retrieve from another website, or Select from our collection. (If you are choosing an image from another website, be sure that it is copyright free).

Step 5: Once you have uploaded or selected the video or image you will be shown on your workspace. Using the tools below the workspace add text, additional images, rearrange, and shuffle your slides until you are happy with the order of the presentation.

Step 6: On the left side of the workspace click on Music to add music to your presentation. You can choose music from your computer or from the Animoto catalog. If you choose music from the Animoto catalog you can preview the music before selecting. (If you are choosing music from your computer, be sure that it is copyright free).

Step 7: Finish your presentation by clicking Finalize on the left of your workspace. You can choose the speed of your presentation at this stage. (You can leave the speed at the default speed if you like.) Once your presentation is finalized, Animoto will email it to you. After clicking on the link to your video, you will be given the ability to post it on Facebook through your Facebook account, post it on Twitter through your Twitter account, or embed it on your website by copying and pasting the html code given to you from Animoto.

Web 2.0

If you have a Twitter account set up for your teen programs, during the vampire ball tweet the winners of the YouTube contest, vampire queen and king, and happenings during the event. Link your tweets to your library's Facebook page for continuous updates.

If you would like automatic updates on your social network or library's webpage first install the widget provided by Twitter.

Step1. Go to <http://Twitter.com/about/resources/widgets>. Select your own website or Facebook to install your widget.

Step 2. Install the widget by selecting either your own website or Facebook widget.

Website Widget Instructions

Some knowledge of html code is necessary if you wish to install the widget on the library's webpage. This step is recommended only if you intend to use Twitter frequently on your library's webpage. Otherwise follow the instructions for updating your Facebook page listed below.

- a. To install the widget for your website select My Website.
- b. On the next page select the type of widget you would like to install. I recommend the Profile Widget which allows you to display your most recent Twitter updates on any webpage. (You will need access to your library's webpage to copy and paste the Twitter code once you are finished. If you do not have access to modify your library's webpage then try the Facebook widget.)
- c. On the left side of the page choose settings to customize your Twitter account. Under settings, enter your Twitter username
- d. Under preferences select how you want your Twitter feeds to display. I recommend checking Include scrollbar? Yes, Load all tweet, show timestamps, and show hash tags by clicking the button next to the option.
- e. Under appearance I recommend leaving the current settings as is.
- f. Under dimensions I recommend leaving the current settings as is.
- g. Click test settings to make sure that everything appears as you would like it.
- h. Click Finish & Grab Code to complete the set up.
- i. Copy the code provided by Twitter and paste the code into your library's webpage. As a reminder you will need access to edit your library's webpage to complete this step.

Facebook Instructions

- a. To install the widget to automatically update the library's Facebook page select Facebook.
- b. Click Facebook Application.
- c. Click Install Twitter in Facebook.
- d. You will be taken to the Facebook log in screen. Enter your log-in information.
- e. Facebook will prompt you to give permission to Twitter to install the application. Click allow to install Twitter.
- f. Connect your Twitter account to Facebook by clicking Sign in with Twitter when prompted at the next screen.
- g. Enter your Twitter username and password and click Allow.
- h. Your accounts are now linked. When you sign into Twitter and post updates your Facebook account will automatically display your tweets.

Websites

Baking Bites

www.BakingBites.com

Created by Nicole Weston, this website features recipes for vampire cupcakes and cookies.

Books with Bite

www.bookswithbite.net

Written by Savannah Valdez, this website contains hundreds of reviews of young adult urban fantasy novels.

Kids Cooking

<http://kidscooking.about.com>

Stephanie Gallagher contributes to this website featuring kid-friendly recipes. As a bonus, nutritional information for each recipe is included.

Little Blue Hen

<http://littlebluehen.com/>

Written by Stacy Spensley this website contains nutritional and healthy recipes. There are snack recipes that are perfect for the vampire ball.

Love Vampires

www.lovevampires.com

Contains book reviews of vampire literature organized by classic literature, historical settings, urban fantasy, paranormal romance, young adult, contemporary, and popular series from Laurell K. Hamilton, Charlaine Harris, Sherrilyn Kenyon and J. R. Ward.

Vampire Library

www.vampirelibrary.com

The Vampire Library features over 1,500 adult and young books on vampires. It's organized by novels, series, anthologies, fiction and non-fiction.

Tips for Live Tweeting from an Event

www.webbedmarketing.com/tips-for-live-tweeting-from-an-event

Information on how to conduct a live tweeting event.

Professional Resources

The Element Encyclopedia of Vampires by Theresa Francis-Cheung

Encyclopedia of the Undead: A Field Guide to Creatures That Cannot Rest in Peace by Bob Curran

Encyclopedia of the Vampire: The Living Dead in Myth, Legend and Popular Culture by S. T. Joshi

Encyclopedia of Vampire Mythology by Theresa Bane

The Encyclopedia of Vampires and Werewolves. 2nd ed. by Rosemary Guiley

The Vampire Book: The Encyclopedia of the Undead, 3rd ed. by J. Gordon Melton

The Vampire Encyclopedia by Matthew Bunson

Friends of Fangs: A Murder Mystery Luncheon by Natasha D. Benway and Stephanie Murphy

Introduction

Murder, mystery and food! What an awesome way to draw teens into your library! This program will describe how to set up your own Murder Mystery Luncheon. There are no sets to build and no lines to remember because this murder mystery is done with improv actors. Participating teens get right in on the action because they are there as the murder unfolds. Teens will work together to solve the mystery and name the killer and the motive.

Books to Share

The Dark Divine by Bree Despain
Dead on Target by Franklin W. Dixon
The Falconer's Knot by Mary Hoffman
Nightmare by Joan Lowery Nixon
Secrets Can Kill by Carolyn Keene
A Study in Scarlet by Sir Arthur Conan Doyle

Books to Show or Booktalk

The Agency: A Spy in the House by Y.S. Lee
Case of the Missing Marquess by Nancy Springer
Gilda Joyce, Psychic Investigator by Jennifer Allison
Last Shot by John Feinstein
The Season by Sarah MacLean
Secret Histories by F. Paul Wilson

Refreshments

During this luncheon, teens could be served a three course meal of your choice. Some examples of food choices could be salad, pizza, and dessert. However, food is not a requirement for this program. This program could also easily be done in the evening by making it a Murder Mystery Dinner.

Incentives

A good place to look for incentives for this program, and especially the necessary fake vampire teeth, is the Oriental Trading Company, www.orientaltrading.com. They have an assortment of basic fake vampire teeth and more elaborate teeth which could be used as prizes for teens who win the murder mystery luncheon.

Crafts

Character Collage

Actors need to visualize the character they will be playing. A character collage is a good tool for working on visualization.

Have your actors create a collage to represent their character. The collage works best if done after the character analysis so they have a better overall understanding of their character. The collage may include: words, drawings, pictures, colors, or any other materials the actor feels represents their character. This is a visual representation of the character analysis and therefore should include as much of the information from the analysis as possible.

Give your actors time to develop their character using the character analysis and character collage. When these activities have been completed, get all of your actors together to share the information they have learned about their character. Have each actor introduce their character to the group so that all members of the ensemble know what to expect from each character.

Games and Activities

Murder Mystery Luncheon

Premise of Murder Mystery Luncheon

Your library is hosting a luncheon with famous teen author Sonia Murdock. Ms. Murdock has authored the wildly popular teen vampire fiction series *Three Hearts Collide*. Teens have come from miles around and waited in line for hours to be one of the lucky thirty teens to attend this luncheon with Ms. Murdock. At this luncheon, teens will be able to talk face to face with Ms. Murdock about the highly anticipated upcoming final book in her *Three Hearts Collide* series. Unfortunately, Ms. Murdock's days are numbered as she will be the murder victim.

The teens attending your program will be seated in small groups. During this luncheon, your volunteer improv actors will interact with the teens attending the program and act out a murder sequence in front of them. Then it will be up to each group of teens to use the clues, bribe money, and the information they can glean from the volunteer actors to try to determine who killed Ms. Murdock.

Getting Volunteers

The volunteers you choose to help with the Murder Mystery Luncheon are very important. The more relaxed and outgoing they are, the easier time they will have in getting into their character. Some places you can look for volunteer improv actors are teen advisory boards, local theater groups, local college theater departments, friends of the library groups, and the National Charity League organization.

Setting of Murder Mystery Luncheon

The setting for your murder mystery luncheon could be very simple. A room or space within the library with room for a number of tables and chairs would be best. Some seclusion from the general public might also be good because the volunteer improv actors and participating teens

may get noisy. In your space, you want several tables where participating teens could sit together and form competing groups. A head table where the author would be seated separately would be best. It would also be nice to have some table cloths, small plants, fake candles, or anything to set the atmosphere of eating at a high class restaurant or conference hotel.

Description of Characters

Author-Ms. Sonia Murdock-

Ms. Murdock is a small, petite woman who can at best be described as extremely picky and completely full of herself. It seems that her goal in life is to tease hordes of fans with tidbits about her upcoming books without really giving anything away about their plots. Her answers to fans' questions about her upcoming books often contain such cryptic answers as "That sounds very possible," or "Perhaps that could happen." She is known for answering a fan's question with another question. She is not the world's best dresser, as she is often dressed in jeans and a sweatshirt or old sweater. She is a bit of snob and does not appreciate or treat her publicist and agent, Kim McPhee, very well.

Goth Boy and Werewolf Fan-Jim Haddin

Jim Haddin is a goth boy to the max. Dark baggy clothes, black nail polish, skulls and cross bones are a main part of his signature clothing style. Haddin is aloof and hard to engage in conversation. For most of the play, he will be brooding and stare intensely at other characters, especially those who profess a love of vampires. The few times he does speak will be to proclaim the superiority of werewolves. Jim Haddin is obviously lusting after Melissa LeBlanc.

Security Guard-Bill Jones

Mr. Jones is a portly gentleman who has no true understanding about the series *Three Hearts Collide*. In general, Mr. Jones finds teens to be disrespectful and a rowdy lot. This new fascination with the supernatural, particularly with vampires and werewolves, baffles him. He is often heard saying things like, "In my day vampires and werewolves were the bad guys not the heroes." He will be emphasizing the need to protect citizens from the dangers and menaces of society. He will not like Ms. Murdock and state freely that she is not a real or good author. The security guard will be the killer in this Murder Mystery Luncheon. Finding some type of outfit that looks like something a security guard would wear would be a nice touch.

Ultimate Vampire Fan-Melissa LeBlanc

Melissa LeBlanc is a die-hard fan of the *Three Hearts Collide* series. She is dressed in the very latest fashion, and she absolutely loves the lead vampire character in the *Three Hearts Collide* series. She talks loudly to anyone even if they don't care about her love for all things vampire. She will do anything to find out if the vampire wins both the fight and the girl in Murdock's final book. She is often heard saying, "I will kill anyone who gets in my vampire's way."

Publicist/Agent-Kim McPhee

Mrs. McPhee is the overlooked and overworked publicist/agent of Murdock. She is not treated well by Ms. Murdock; however, Mrs. McPhee is very protective and almost worships Ms. Murdock. She will dress very professionally with her hair pulled back and in a business suit of some kind.

Extra Boy

The main purpose of the extra boy is to be an added character of distraction for the participating teens who are trying to figure out who killed the author. The extra boy can choose to be either pro vampire or pro werewolf, but his acting must be over the top, whichever one he chooses. The extra boy will want to dress in a fashion popular with today's teens.

Zombie Girl-Jennifer Ulrich

Jennifer Ulrich is a shy, quiet girl. Her love is for zombies and the classics. Unlike Melissa LeBlanc, she is not outspoken in her love for zombies, but it is a passionate love just the same. In fact, Melissa LeBlanc can be a bit of a snob to Jennifer and cannot seem to understand Jennifer's love for zombies. *Pride and Prejudice and Zombies* is Jennifer's all-time favorite book.

Outline of Events

Part 1: Setting the Stage

Have teens gather and wait for the program to begin outside the room or area chosen for the Mystery Luncheon. Below is a listing of characters and what actions they should be improvising.

Author-Ms. Sonia Murdock-

The author will not appear just yet.

Goth Boy and Werewolf Fan-Jim Haddin

Haddin is to remain aloof and moody and alternate between glaring at Melissa LeBlanc and gazing after her with longing. Haddin can speak with Melissa LeBlanc, but he should make sure to snort and roll his eyes at her obvious love of vampires.

Security Guard-Bill Jones

Jones is to ridicule the teens for their adoration of the author's work Three Hearts Collide. Jones should keep a close eye on Jim Haddin and generally harass him because Jones doesn't like "the look of that Haddin punk." Act like a security guard and tell the teens to quiet down and get into line. When the teens go into the room or area designated for the Mystery Luncheon, the security guard needs to make a big deal about going into the room first and sweeping it for security measures. Jones then has to leave the room or area and allow the teens to enter. Jones then has to **quietly** slip into the room last. **It is very important that he is the last character to enter the room.**

Ultimate Vampire Fan-Melissa LeBlanc

Ms. Le Blanc is to be ecstatic. After all, she is about to meet her favorite author of all time. She should talk to anyone who will listen and those who won't. In addition, she should often repeat annoying facts or quotes from the books. She should be bubbly and generally a little ridiculous. When Le Blanc is approached by Jenifer Ulrich about what she thinks of zombies, Ms. Le Blanc should be scornful and snotty to Jennifer Ulrich, since obviously vampires are far superior to zombies! She should not be aware that Haddin has a crush on her.

Publicist/Agent-Kim McPhee

McPhee will remain off scene until the teens are allowed in the room or designated area for the Mystery Luncheon. McPhee will assign and escort the teens to their tables. McPhee will also hand out the fake vampire teeth to teens as they sit at their assigned tables. Overall McPhee needs to appear exhausted and overworked. McPhee should emphasize things like not asking the author personal questions, or anything else that would make her character seem protective of the author.

Extra Boy

The purpose of the extra boy is to distract attention from the other characters. Some suggestion for improv acting during this scene would be picking a fight with Haddin, mocking Jennifer Ulrich, flirting with Melissa Le Blanc, or annoying the Security Guard by acting like the class clown.

Zombie Girl-Jennifer Ulrich

Jennifer Ulrich is to be quiet and shy and basically the complete polar opposite of Melissa Le Blanc. Ulrich can even seem like she is a bit jealous of Melissa since Ulrich is aware of the fact that Haddin has a crush on Melissa. Ulrich will quietly approach teens in line and get them to talk zombies and how awesome they are in general. At one point, Ulrich will approach Melissa and begin to talk about how great *Pride and Prejudice and Zombies* is; however, Melissa will not agree and instead she will mock and scorn Ulrich's love of zombies.

Teens Enter the Room and Are Seated

Salad is Served

First Clue Card is Handed Out {see Clue Card at the end of chapter}

First Clue-Ms. Murdock's love for the undead is obviously upsetting for this killer.-

Part 2: Question and Answer Session with the Author

All characters are allowed to goof off with the fake vampire teeth during the question and answer session. During the question and answer session, each character should ask questions

about the author and her book series. Characters can also go into soliloquy during the question and answer session. They should use this time to solidify their positions and let the audience get to know them a little better. All other characters would freeze in place when a soliloquy is being given. Soliloquies may require some more practice time for the improv actors.

Author-Ms. Sonia Murdock-

During this entire section of the Murder Mystery Luncheon, remember that Ms. Murdock should keep her answers about the upcoming final book vague. Murdock needs to be scornful and disparaging toward her publicist; some examples would be stating that her glass of water is not cold enough, her pencil is not sharp enough, and making general statements such as, “That stupid girl!” or “That lazy girl!”. The idea is to make Ms. McPhee’s life seem horrible. Listed below are the questions Ms. Murdock will have to be asked during the Question and Answer Session and her necessary responses. Ms. Murdock can get other questions as well, but the ones listed below have to be covered in order for the plot of the Murder Mystery Luncheon to work.

- When questioned about werewolves, Ms. Murdock needs to hint that she feels vampires are superior.
- When Ms. Murdock is questioned by the security guard Bill Jones about whether or not her books are dangerous and badly written, she is to be outraged.
- When questioned about zombies, Ms. Murdock is to be scornful of zombies and act like she thinks they are ridiculous.
- When Ms. Murdock is questioned about how her vampire character’s life will turn out in the final book, she needs to be vague and make sure the audience understands that anything can happen in the last book, even the death of a vampire.

Goth Boy and Werewolf Fan-Jim Haddin

Haddin is to remain aloof. He questions Ms. Murdock about the werewolf character in her books and makes clear that Haddin feels the werewolf character is superior to the vampire character in her books. In general, Haddin needs to act disgruntled with Ms. Murdock because it seems like she prefers her vampire character to her werewolf character.

Security Guard-Bill Jones

Bill Jones is to putter about the room and generally seem uninterested during the first half of the question and answer session. However, about midway through the question and answer session, Jones should become agitated and direct some questions to the author about her series. Some examples of questions he could ask would be: “Do you think that having teens idolize books about vampires and werewolves is dangerous? Isn’t it easier to write books for teens? After all, teen books aren’t really considered good literature. Why are the bad guys in your books the heroes?”

Ultimate Vampire Fan-Melissa LeBlanc

Ms. LeBlanc will continue acting as described in Part 1. She will ask general questions about the books and will appear to be pleased with Ms. Murdock. However, when LeBlanc asks about her favorite vampire character, and Ms. Murdock hints that even a vampire can die, LeBlanc is to act devastated and upset.

Publicist/Agent-Kim McPhee

McPhee begins the question and answer session by elaborately introducing Ms. Murdock. Throughout the session, McPhee will act like a humble servant always trying to please Ms. Murdock. The more over the top and frazzled that Ms. McPhee appears, the more likely it will seem that she has a motive to kill Ms. Murdock. Ms. McPhee will conclude the question and answer session by announcing that there will be a break for lunch. This is when pizza will be served.

Extra Boy

During the question and answer session, the extra boy should continue acting as the character that was established in Part 1.

Zombie Girl-Jennifer Ulrich

Jennifer Ulrich is to be quietly attentive during the question and answer session. She needs to look like she is working up the nerve to ask Ms. Murdock a question. When Ulrich finally works up the nerve to question Ms. Murdock about her opinion on zombies, Ulrich needs to look crushed when Ms. Murdock publicly scorns and ridicules Ulrich's love of zombies.

Teens are Served Pizza

Second Clue Card is Given Out {see Clue Card at the end of chapter}

Second Clue-The killer is often the last one in a room.-

Part 3: Murder Scene

When teens are almost finished eating their pizza, the lights in the room (or designated area for the Murder Mystery Luncheon) need to flash off for a minute or two. All characters are to gasp and act surprised that the power went out. Bill Jones in particular needs to act like he is quieting everyone down and keeping everyone calm. After a minute or two, the lights can come back on. At this point the author Ms. Murdock will appear dead at her table. Her neck will be exposed and have two small red dots on it so that it will look like she has been bitten by a vampire.

At this point, Bill Jones will round up all the characters and begin an investigation. Bill Jones can also include a few audience members as suspects to make it even more fun. Characters will accuse each other of trying to kill the author, Ms. Murdock. Listed below are reasons why each character would want to kill Ms. Murdock.

Goth Boy and Werewolf Fan-Jim Haddin

It was obvious that Ms. Murdock preferred her vampire character, and Haddin was tired of all the girls his age lusting after the vampire character.

Security Guard-Bill Jones

Bill Jones believes that vampires and werewolves are bad guys and therefore should be shunned by society, not idolized. He has to deal with bad guys every day and feels strongly that young people are easily influenced by popular culture. Making evil or bad characters act like heroes is dangerous for society.

Ultimate Vampire Fan-Melissa LeBlanc

Ms. LeBlanc is fanatical in her love for Ms. Murdock's vampire character. Having Ms. Murdock hint that Ms. LeBlanc's favorite character could be killed in the final book may have pushed Ms. LeBlanc over the edge.

Publicist/Agent-Kim McPhee

McPhee is completely unappreciated by Ms. Murdock. Being mocked and overworked may have finally taken its toll on Ms. McPhee

Extra Boy

The reason for the extra boy wanting Ms. Murdock dead will all depend on the character and how it was developed.

Zombie Girl-Jennifer Ulrich

Jennifer Ulrich is obviously very upset that Ms. Murdock would publicly scorn her. Having Melissa also scorn her love of zombies could prove to be too much for Jennifer Ulrich.

Handout Solution Sheets to the Participating Teens {see Solution Sheet at the end of chapter}

Bribe Money is Handed Out

Part 4: Solving the Murder

Bringing it All Together

Solution sheets and bribe money will be handed out to each table. Participating teens will be told that they can attempt to use the money to bribe a character for the right answer. However, teens should be warned that characters can lie. Teens will have to work together as a group to come up with who they believe killed Ms. Murdock and why. The improv actors will stay in character and go around to each table "assisting" the participating teens with finding the solution to the murder.

Solution to the Murder Mystery Luncheon

Bill Jones killed author Sonia Murdock for the reasons listed above under *Part 3 Murder Scene, Security Guard- Bill Jones*.

Training Your Actors

Once you have selected your actors you will need to begin preparing them for their part. If you do not have a lot of time to get ready for the mystery dinner then you will want to prepare your actors sufficiently. An intensive week or two where the actors meet for several hours at a time several days a week would work best. If you have plenty of time to prepare for your dinner, then you may want a more relaxed schedule. In this case, you probably want to meet approximately several times over the course of about a month. Your actors will need to work on the following areas: character development, improvisation, and rehearsals.

Character Development

The actors need to fully understand the character they are portraying in order to give a believable performance. The following activities will help the actor develop their character.

Character Analysis

The actor needs to answer the following questions about their character. You may need to add questions, depending on your storyline. Any information that is not provided about the character needs to be supplied by the actor within the context of the overall story.

- What is your character's name?
- What is your character's age?
- Where was your character born?
- Where does your character currently live?
- Write a physical description of your character.
- Describe your character's relationship with family and friends.
- What are some of your character's favorite things? Why?
- What are your character's dislikes or pet peeves? Why?
- Describe your character's personality traits.
- What is your character's purpose in the story?
- How does your character feel about or relate to each of the other characters in the story?
- What do people most notice about your character when he or she enters a room?
- What mannerisms or gestures does your character have?
- What are your character's goals or desires? Why?
- What is your character afraid of? Why?

Improvisation

Improvisation is creating scenes on the spot with little or no prep time or information. Since the mystery dinner is based on an improvisation performance it will be important for your actors to work on their characters and ensemble work through various improvisation exercises. Below are

some improvisation exercises you may find useful.

Concentration

To create a believable character you must stay in character. Improvisation can make for some unexpected moments. Actors need to be prepared to stay in character no matter what is going on around them.

Concentration Activity

Divide your actors into two groups. One actor from each group will enter the acting area. The objective of one group's actor will be to remain focused, not laughing or reacting to the other group. The objective of the other group's actor will be to distract the other actor. They may do all sorts of funny things, but they may not touch the other actor or use words or sounds. Repeat this exercise with each actor having a turn at being the one who is focused and the one who is distracting. It may be helpful to have a stopwatch and set a time limit. If your actors are competitive, keep score. Each actor that does not "break character" will earn a point for their group.

Movement

Actors will need to work on their movement. They need to make sure they are playing to the audience and that their movements reflect their character.

Emotional Walk Activity

Begin with your actors spread out around the acting area. This is a completely silent activity; the purpose is to focus on movement. Have them begin moving around the room with a neutral walk. Next have them move around the room as their character.

Begin calling out different emotions for them to portray as they move about the space. It is important that the actors do not worry about what everyone around them is doing. They need to come with their own movement interpretation of the emotion. You may want to start with some silly exercises first if your actors are having trouble loosening up. The actors could begin moving around the room as various animals or things to get them comfortable with the activity.

Character Situations

Improvisation performances allow for many different types of situations to occur. Your actors need to practice reacting to and creating situations in order to move the story along.

Situations

You can either tell the actor the situation before they begin the improv, or you can create situation cards and they can draw a card to see the situation they are to act out. You may want to direct the actor's motivation and emotion during the improvisation scene. The alternative would be to let the situation be played out however the actors interpret it.

A book you may want to try is *Improvisation Starters* by Philip Bernardi. This book includes 900 improvisation situations.

Short Scenes

During the mystery dinner, actors will have to interact with one another and with patrons. The actors need to work on short improvisational scenes that will be presented to the audience throughout the event.

Scenes

Your event will have some type of storyline. Although the evening will be created using improvisation, it is important that the audience receives the important information so they have clues and context from which to solve the mystery. These scenes will be slightly more “scripted” than the other improvisation activities. You need to decide what information the audience needs and what needs to happen each time the actors come out to do an improvisation scene. Practice the content of the scenes with your actors once they have developed their characters and have a grasp on improvisation. The scene will change each time they perform, but it should have some continuity so the actors understand the order of events.

Rehearsals

Most of the time you will spend with your actors will be used for character development and improvisation activities. However, you will need to have a few rehearsals to work on the storyline and technical elements of the performance. There are three types of rehearsals you will need to conduct to prepare your actors for the final performance.

Blocking Basics

Blocking is the movement of the actor in the performance space. You will want to work with your actors to make sure they understand both basic blocking principles as well as the blocking needed for your performance. Within your storyline you will probably want to place a few cues where certain events occur (entrances, exits, use of props, or other specific actions). Basic blocking your actors need to know:

- Always face the audience.
- Get into character before you enter the performance space.
- Stay in character until you are completely out of the performance space.
- Do not cover your face when doing a gesture or using a prop

Working Improvisation Rehearsals

Once you have established any blocking you need for your performance, you will want to practice. During these rehearsals you need to look for and practice the following things:

- Actors are following all basic blocking.
- Actors are applying all of the ideas you covered during your short scene improvisations.
- Actors are including any blocking you have directed them to do.
- Actors are staying in character at all times.

- Actors are following the storyline during their improvisation.
- Actors are including all important information and clues during their improvisation.
- Actors know which props to use and when to use them.

Technical/Dress Rehearsal

These are the final rehearsals before the performance. Depending on the complexity of your technical elements, you can either combine these rehearsals or conduct them separately. A technical rehearsal is used to work out any technical elements of your event such as lights and sound. A dress rehearsal is used to practice as if it were the real performance using all costumes, props, lights, and sounds. You should not assist the actors during the dress rehearsal. Since you will not be able to help them during the performance it is important for the actors to practice completely on their own. It is helpful to give them corrections at the end of the rehearsal.

Professional Resources

Improvisation Starters by Philip Bernardi

ImprovActing.com

<http://www.improvacting.com/>

This site focuses on performing murder mystery dinner shows and how to write your own murder mystery play.

Improv Encyclopedia

<http://improvenyclopedia.org/>

This is a wonderful Web site that is very user friendly. It has improv games, an improv reference sections that includes Web sites, books and articles, and an improv glossary too.

Learn Improv.com

<http://learnimprov.com/>

This site is devoted to educating other about improve acting. This site includes improv warm-ups, exercises and potential problems.

Oriental Trading Company

<http://www.orientaltrading.com>

This is a great Web site for incentives including vampire teeth!

Improvisation for the Theatre

This DVD focus on how to teach middle or high school students the art of improvisation. (33 minutes)

Looking for a good book?

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Thursday of each month
September thru May.

Sign up by visiting or calling the Children's Reference
Desk at 936-442-7727 x363.



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www.countylibrary.org



Written and Staged by
Natasha D. Benway

Brochure – Side 2

Good Evening Lucky Winners!

Congratulations on winning an evening's question and answer session with Ms. Sonia Murdock author of the wildly popular teen vampire fiction series Three Hearts Collide. Ms. Murdock is excited to meet you and realizes you have all come from miles around and waited in line for hours to be one of the lucky thirty winners to attend this special dinner. At this dinner, winners will be able to talk face to face with Ms. Murdock about the highly anticipated upcoming final book in her Three Hearts Collide series. So please sit back and enjoy the evening!

-Ms. Kim Phee
Publicist for Ms. Sonia Murdock

How to Participate in Tonight's

Mystery Murder Dinner

You will all be a part of mystery murder play that will be acted out around you as the evening progresses. Therefore, please be aware of all that is going on around you as you never know what might be a pertinent clue needed to solve the mystery. As you enter the room you will be seated in groups at each table. Each group will work together and try to solve tonight's mystery. Your table will be given two clue cards at different points during the mystery murder dinner along with bribe money. Your table will be given a chance to mix with the suspects at the end of the evening and ask them questions. You may even decide to pool your table's bribe money with another table in order to get the truth out of one of the suspects. But be careful you never know who may be lying!

Mystery Murder Dinner

South Regional Library's Interactive
Mystery Murder Dinner Theater
Proudly Presents

Three Hearts Collides

Cast of Characters

Ms. Sonia Murdock.....Claire Landsbaum
Jennifer Ulrich.....Emily Deptula
Ms. Kim Phee.....Sana Saboowala
Annoying Boy.....Jacob Grunswald
Security Guard.....Eleanor Landsbaum
Jim Haddin.....Marc Fortier
Servers.....Jodie Denson
.....Spencer Raney
.....Rebekah Miller

First Clue Card

<u>First Clue</u>	Ms. Murdock's love for the dead is obviously upsetting for the killer.
<u>First Clue</u>	Ms. Murdock's love for the dead is obviously upsetting for the killer.
<u>First Clue</u>	Ms. Murdock's love for the dead is obviously upsetting for the killer.
<u>First Clue</u>	Ms. Murdock's love for the dead is obviously upsetting for the killer.
<u>First Clue</u>	Ms. Murdock's love for the dead is obviously upsetting for the killer.

Second Clue Card

<u>Second Clue</u>	The killer is often the last one in a room.
<u>Second Clue</u>	The killer is often the last one in a room.
<u>Second Clue</u>	The killer is often the last one in a room.
<u>Second Clue</u>	The killer is often the last one in a room.
<u>Second Clue</u>	The killer is often the last one in a room.

Solution Sheet

Solution Sheet

Killer

Reason for Murder

Solution Sheet

Killer

Reason for Murder

Scream-In by Rebecca Denham

Length of Program

1-10 hours

Introduction

Everyone loves to be a little scared and this is the perfect program for teens to revel in their inner 'fraidy-cat. A "Scream-In" can be as simple or extravagant as you wish and could be scheduled as a series of 1-2 hour programs during a week, for a few hours after the library closes, or even as an overnight event at your library. (Note: After hours or overnight programs should require a permission form. See sample permission forms at end of chapter.)

This program allows teens to use their creativity and imagination while experiencing the fun side of fear. Activities in this program can be tailored to the age of attendees so everyone can have a spook-tacular time!

Books to Share

The Alien Invasion Survival Handbook by W. H. Mumfrey

Carrie by Stephen King

Cirque du Freak: A Living Nightmare by Darren Shan

Dracula by Bram Stoker

Encyclopedia of Urban Legends by Jan Harold Brunvand

Forest of Hands & Teeth by Carrie Ryan

Ghosts & Haunted Places by Rosemary Guiley

Ghosts Along the Texas Coast by Docia Williams

Ghosts Caught on Film: Photographs of the Paranormal by Melvyn Willin

Ghosts in the Graveyard: Texas Cemetery Tales by Olyve Abbott

Haunted Hikes: Spine Tingling Tales and Trails from North America's National Parks by Andrea Lankford

House of Dark Shadows by Robert Liparulo

How to Build a Robot Army by Daniel H. Wilson

How to Survive a Robot Uprising by Daniel H. Wilson

How to be a Villain by Neil Zawacki

The Paranormal Caught on Film by Melvyn Willin

Pit and the Pendulum by Edgar Allen Poe

Tell-Tale Heart by Edgar Allen Poe

The Zombie Survival Guide by Max Brooks

Books to Show or Booktalk

How to Survive a Garden Gnome Attack: Defend Yourself When the Lawn Warriors Strike (And They Will) by Chuck Sambuchino

How to Survive a Horror Movie: All the Skills to Dodge the Kills by Seth Grahame-Smith

Mythbusters: the Explosive Truth Behind 30 of the Most Perplexing Urban Legends of All Time by Keith and Kent Zimmerman; with Jamie Hyneman, Adam Savage and Peter Rees

Bulletin Boards

Set the mood with spooky board art! Create a creepy forest or deserted bone yard; you could even put up a big witch's head and play "pin-the-wart-on-the-witch".

Contests

For each of these contests I would suggest a panel of 3-5 judges, who can score participants with flashcards. If there is a tie, have a scream-off, laugh-off or walk-off.

Fun and funky prizes can be bought at a dollar store, or you can give away copies of the aforementioned books. If you choose to have contests, they should be held during the last part of the program after the teens have had a chance to get to know one another.

Scream Queen

This one is just for the ladies! Have each girl give their most blood-curdling scream to determine the winner.

Mad Scientist Laugh

And the gentlemen get a turn too! Boys must give their best maniacal laughter to win.

Witch's Cackle

Girls cackle their hearts out to be the truly "wicked witch".

Villain's Muahaha

Boys can awe the crowd with their most villainous "muahaha".

Costume

Multiple categories can be determined ahead of time (scary, funny, original, or most well-made) whatever you choose. Teens should be encouraged, but not required, to come in costume.

Songs and Audio Recordings

The War of the Worlds by H.G. Wells, Howard Koch, and Orson Welles

Crafts

Cookie Monsters

Ingredients

- Plain round cookies
- Colored icing
- Candy Corn
- Toppings (i.e. sprinkles, candies etc)

Directions

Each teen will need 2 cookies to complete this craft. First place a cookie top-side down on your preparation space. Use icing to add a thick layer of icing onto the cookie leaving a small empty space towards the front of the cookie. Place desired number of Candy Corns in the icing facing out from the front of the cookie. Next, place the second cookie top-side facing up on the icing. You should now have something that looks like a disk with candy teeth. Have teens use the remaining icing and toppings to decorate the top cookie and create their own Cookie Monster!

Spider Craft

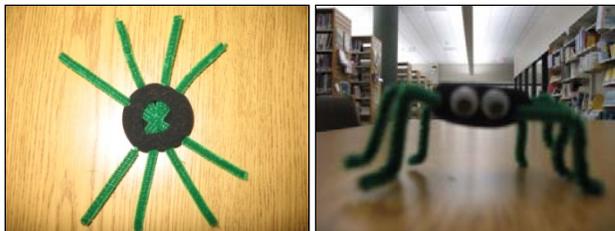
Materials

- Headphone covers
- Black pipe cleaners
- Googly eyes (medium size)
- Glue

Directions

If your library provides headphones for customers, chances are you have hundreds of headphone covers that are never used. You will need 1 headphone cover, 2 black pipe cleaners, and 2 googly eyes for each spider. First, cut 2 pipe cleaners in half so that you have 4 halves. Next, stick the pipe cleaners through the headphone cover (spider's body) to make 8 legs. Threading the "legs" though at an angle works best so that the spider can stand on its own. Choose a side to be the front and use glue to stick 2 eyes on the front. Bend the legs so the spider can stand on its own.





Finger Pens

(Adapted from Family Fun’s Ghostwriter Craft - <http://familyfun.go.com/halloween/halloween-crafts/scary-crafts/ghostwriter-667921/>)

Materials

- Pens (plain ball point)
- Crayola model magic (any color)
- Fake nails
- Glue
- Toothpicks
- Nail polish
- Scissors

Directions

Take a medium amount of model magic and wrap it around the pen until pen is completely covered leaving tip of pen free. Select a fake nail and use scissors to trim nail so that tip of pen can reach paper to write (making the nail jagged will look creepier). Glue fake nail to model magic positioned to cover the exposed section of pen but with the tip of the nail and tip of the pen aligned so that pen can still be used. If needed you can push nail into model magic a bit to align the tips of the nail and pen. Use the point of the toothpick to create realistic “joints” on the finger. Use a small amount of nail polish to color nail and leave to dry.

Demented Dolls

Materials

- Felt
- Buttons
- Thread
- Needles
- Glue (fabric-tac works best)
- Scraps of ribbon or lace

- Poly-fill
- Embroidery floss
- Markers/Pens/Pencils

Directions

Let the imagination run wild on these creepy-cute constructs. Cut two pieces of felt into the shape of your doll and stitch it together leaving an opening for poly-fill. Stuff doll and stitch completely closed. Using glue or stitches add buttons, sequins, ribbons etc to add personality to the doll. There is no right or wrong way to make a Demented Doll, so they are impossible to mess up!

For inspiration: See *Zombie Felties: How to Raise 16 Gruesome Felt Creatures from the Undead* by Nicola Tedman and Sarah Skeate. You can also turn on the movie *Coraline* inspired by Neil Gaimon’s book for the true meaning of demented doll! For more crafting ideas check out *Witch Craft* compiled by Margaret McGuire and Alicia Kachmar.

GAMES & ACTIVITIES

Classic Monster Trivia

Materials

- Poster board/foam board
- Markers
- XL post-its
- Scissors

Directions

Create a “Jeopardy” style game with questions about classic monsters/villains in film, books and folklore/legend

Sample “Monster Jeopardy” Questions

Q: Who is the main character of the *Cirque du Freak* series? A: Darren Shan

Q: Which actor played many of the classic movie monsters? A: Bello Lugosi

Q: How long has Casper been haunting the screen? A: Casper first appeared on screen in 1945 in *The Friendly Ghost*

Q: On which historical figure was the character of Dracula based? A: Vlad II of Wallachia a.k.a Vlad the Impaler

Q: Where is Percy Shelley's heart buried? A: Both Percy and Mary Shelley's hearts share a grave. When Mary Shelley died in 1851 her husband's heart was found in the drawer of her desk wrapped in a poem. It was subsequently buried with her

Food Fear Factor

Materials

- A trash can for each contestant
- Large garbage bags to use as smocks
- Food
- Spoons
- Water
- Gum (for after the contest)

In this gastronomic challenge teens will subject their taste buds to truly horrific flavor combinations. Food Suggestions: baby food, feta cheese, anchovies, liver (cooked), chicken feet (cooked), casu marzu a.k.a. maggot cheese, spam, vegamite. Think of food you really dislike and add it to the list. *You will need signed permission forms for these participants*

Great Library Zombie Walk

Everyone gets their zombie groove on for the GLZW! Have teens line up at one end of the lobby, or any large open space in your library. Then have them moan and lurch across the space in all their "undead" glory. Film or photo this event to encourage optimum teen *zombification*! *If you take pictures or film you will need a signed photography release form for participants.*

Hangman

Materials

- Whiteboard and markers
or
- Chalkboard and chalk

Play this classic game using spooky or macabre words and characters. This is a good starting game while teens are getting checked-in.

Sample Hang-Man Word List

Macabre, Haunted, Scream, Wolfman, Dracula, Thing, Bats, Ghost, Zombie, Voodoo, Creepy, Spiders, Arachnid, Chilling, Undead, Frankenstein, Monster, Alien, Creature, Scary

Haunted Library

Convert part of your library to a place fit for ghouls! Get some of your older teen volunteers to help you make a “haunted” pathway through your shelving. Take a tip from *Ghostbusters* and stack books throughout the library, move furniture around. If you have reading rooms, or a computer lab, hide a person in the room to bang on the windows/wall/door as the teens file past.

If you have a two-story branch use one floor for running programs and the other for Haunting. If you have only one floor, partition off an area/room where the lights can be turned off. Use black lights, glow sticks or strobe lights for minor illumination in the Haunted Library. *If using a strobe light make sure that parents/participants know about it before hand.* Have some older teen volunteers help run the Haunted Library. Adults can also volunteer (we had a great mother-dressed-as-a-witch help out who was truly creepy in the Haunted area). Delineate a clear path through the Haunted Library and caution teens to follow directly behind you. (It helps to have one adult lead the group and another bring up the rear.) In setting up, make sure to move chairs, stepping stools, projecting displays out of the way so teens don’t damage themselves or library furnishings. Dark libraries can be pretty creepy without much help, so if you don’t have much to work with don’t worry, you can still have a spook-takular Haunted Library. Have volunteers toss books, rattle blinds or knock over chairs while the teens are walking through. Make up a story about a death during construction of the building or tell the teens that the grounds used to be an “Indian grave yard”. Have a couple good screamers placed around the area to let rip with periodic bloodcurdling screams. *Make sure volunteers are either in costume or in dark clothing and wearing shoes in which they can run around.

Horror Movie Survival 101

How do you determine if you have fallen into the “horror-verse”? What can you do to even your chances of survival? Use Seth Grahame-Smith’s *How to Survive a Horror Movie* to outfit this panel on the tricks of surviving a horror movie.

Scare-ades

Give traditional Charades a spooky twist. Have teens act out scenes from famous scary movies, books and urban legends. This is a great ice-breaker game.

Scary Stories Area

This can be the “chilling” area for teens to take a break in. Have them take turns telling scary stories and be willing to jump in with a few of your own. Remember, some of the scariest stories are true, so don’t be afraid to bust out your knowledge of serial killers and strange occurrences.

Relay Races

Depending on the number of teens, divide them into 3-5 groups. Each member of the team must participate. If one team is short a person, one member must go twice. Use masking tape to mark out racing lanes so everyone races the same distance.

Bigfoot Walk

Materials

- Poster/foam board
- Marker
- String/yarn
- Tape
- Exacto knife or box cutter

Preparation

Cut foam board in half once, then cut that ½ in half once more. Draw a monster foot sizing it to use most of the 1/4 of foam board. Color in your Monster Feet; different colors for each relay team. Use a pen to punch two holes through each foot about midway between the toes and heel of each foot. Then use twine or braided yarn to make two ties for each foot. Thread one end of the yarn through one of the holes in the foot and tie a knot around a large paperclip. Pull yarn until the paperclip is flat against the bottom of the foot and tape in place using packing tape or duct tape. Repeat with each foot until each foot has two ties. Caution: Bottom of foam board can be slick on carpet, make sure the teens know to expect some slippage before the race starts.



Running the Relay

Each participant ties “bigfoot feet” onto their own shoes using a bow that is easily undone. Teens must then race up the taped out track and back as best they can with large “feet” attached and then switch feet to the next contestant.



Dracula Bat Flap

Materials

- Cheap vampire capes – can be made out of black plastic table clothes
- Plastic vampire fangs (optional)

Running the Relay

Have teens loosely tie on cape with a bow for easy release. Then, as they run down the taped out track and back, teens must flap cape with their arms and shout: “I am the terror that flaps in the night” or “I want to suck vur blood!”, while running the race.

The Great Pumpkin Sweep

Materials

- One Medium Pumpkin for each team
- Broom for each team

Running the Relay

Each team gets a broom and a pumpkin and must sweep the pumpkin down the taped out track and back then hand off broom and pumpkin to the next teen. This race is hysterical to watch because the pumpkins do not roll in straight lines and end up all over the place.

Igor

Running the Relay

Teens must say, “Yesss, Massterrr,” while hunching their backs and dragging a foot. Add some hand-wringing for good measure. *To ensure teens don’t do a “basketball drill” type movement have them keep the knee on their back legs straight and drag their back foot along the floor.

Monster Mash-up

Materials

- 20 assorted costume pieces

Running the Relay

Divide teens into four teams. Each team gets five pieces from different monster costumes. Teens must put all items on, run down taped out track and back take costume bits off and hand over to the next competitor. Repeat until everyone is finished.

Mummy Wrap

Materials

- 6-8 rolls of cheap toilet paper per team

Running the Relay

Each team gets the same number of rolls of toilet paper that they must use to wrap one member of the team. All toilet paper must be used to wrap the “mummy”. Once wrapping is completed the “Mummies” must then shuffle down the taped out track and back.



WEB 2.0

Aliens Attack!

Have teens write a script then create a podcast as though they were newscasters witnessing an alien attack. Free software such as Audacity can be used for this program. For basic steps to creating a podcast please see <http://www.how-to-podcast-tutorial.com/13-basic-podcasting-software.htm>.

Blair Witch-A-Like

Set up a camera and break teens into groups of 2-3. Have the groups take turns filming a documentary style horror mini-clip. Then use a free film editing software such as Microsoft Movie Maker, Apple iMovie, or Avid FreeDV to have teens edit their short films. *This can be done in a program leading up to the Scream-In and then run in the background for the actual event.

Phantom Photos

Using a digital camera, have teens take a three photos each. Then load photos onto a computer with photo editing software such as Adobe Photoshop or GIMP. Let teens try different features in order to make the ultimate freaky photo.

DVDs/Films

Phantom of the Opera (93 minutes)

Use the 1925 film version of “Phantom of the Opera” (the one with Lon Chaney) and let the teens add their own dialogue. This is a “silent film” so you can probably leave the music running.

Ghost Hunters: The Complete First Season (660 minutes)

If you have permission, air a few episodes of *Ghost Hunters* to set a spooky mood.

Films To Set The Mood

Beware! The Blob (87 minutes)

The Birds (120 minutes)

Casper (99 minutes)

Coraline (101 minutes)

Creature from the Black Lagoon: The Legacy Collection (241 minutes)

Dracula (75 minutes)

Frankenstein meets the Wolfman (73 minutes)

Ghostbusters (107 minutes)

Ghostbusters 2 (124 minutes)

Gremlins (106 minutes)

Hocus Pocus (96 minutes)

The War of the Worlds: Based on the Novel by H. G. Wells (82 minutes)

The Wolf Man: The Legacy Collection (280 minutes)

Professional Resources

Fear Itself: The Origin and Nature of the Powerful Emotion That Shapes Our Lives and Our World

by Rush W. Dozier, Jr.

Hitchcock on Hitchcock: Selected Writings and Interviews by Alfred Hitchcock and Sidney Gottlieb

Horror Film and Psychoanalysis: Freud's Worst Nightmare by Steven Jay Schneider

Witch Craft: Wicked Accessories, Creepy-Cute Toys, Magical Treats, and More! by Margaret McGuire and Alicia Kachmar

Zombie Felties: How to Raise 16 Gruesome Felt Creatures from the Undead by Nicola Tedman and Sarah Skeate

American Folklore

<http://americanfolklore.net/folklore/urban-legends/>

This Web site collects folklore and urban legend from around the country.

Goosebumps! The Science of Fear

<http://www.fearexhibit.org/>

This Web site developed by the California Science Center has teen-friendly information on both the physical and emotional reaction cause by experiencing fear.

Teens Health

<http://kidshealth.org/teen>

Gives a basic layout of how teens experience fear and how pleasure and fear can be experienced at the same time.

**BARBARA BUSH BRANCH LIBRARY
& LSC-TOMBALL COMMUNITY LIBRARY**

SCREAM-IN

October 22, 2010

Space is limited to 50 teens

Must have 3 Signed Forms to be Registered

PARENTS: KEEP THIS PAGE

Barbara Bush Branch Library Address:

6817 Cypresswood Drive

Spring, TX 77379

Night of Scream-In Library Contact Information:

Library Phone: 281-376-4610

YA Librarian Rebecca Phone: 281-460-0698

Parents:

If you are interested in being a parent volunteer for this event please contact YA Librarian: 281-376-4610 or ccteen@hcpl.net.

All Teens are encouraged to wear a costume!

Prizes will be awarded for best costume in each of Three Categories:

Most Original Costume, Scariest Costume, Funniest Costume.

REMINDER: Teens must be picked up from Barbara Bush Branch Library no later than 9:45pm, Friday, October 22, 2010.



BARBARA BUSH BRANCH LIBRARY

& LSC-Tomball Community Library

TEEN SCREAM-IN PERMISSION FORM

October 22, 2010

Teen's Name: _____

Age: _____ (must be between 12 & 17 years old) Grade: _____ (6th-12th) Gender: M / F

Allergies: _____

Medications: _____

Dietary Needs/Restrictions: _____

I give permission for my teen to attend the *Barbara Bush Branch Library & LSC-Tomball Community Library Teen Scream-In* on Friday, October 22, 2010. **Event takes place at Barbara Bush Branch Library.**

All participants must be at the library between 6:15pm and 6:30pm on Friday, October 22 and must stay in the library until 9:30pm on October 22, 2010. I understand that my teen must adhere to the library's behavior policy which includes no fighting, yelling, use of obscenities, rowdy behavior, verbal abuse, and other disorderly behaviors that interfere with others. If my teen behaves in an inappropriate manner I understand that I may be contacted prior to the end time of 9:30pm on October 22, 2010. I agree that if contacted to pick-up my teen that I will come to the Barbara Bush Branch Library and take my teen home immediately.

I agree not to hold the Barbara Bush Branch Library and/or Harris County responsible for any accidents or mishaps which may involve my teen. I and my teen have total responsibility for any personal injuries, property damage, or any other loss, damages, or expenses resulting from my teen's negligent, wrongful, or malicious conduct while participating in this program. **I AM FULLY RESPONSIBLE FOR MY TEEN AND WILL HOLD HARMLESS HARRIS COUNTY AND ITS OFFICERS, AGENTS, AND EMPLOYEES FROM ALL CLAIMS ARISING OUT OF THE NEGLIGENT, WRONGFUL, OR MALICIOUS CONDUCT OF MY TEEN OR ARISING OUT OF OR IN RELATION TO MY TEEN'S PARTICIPATION IN THIS PROGRAM.**

If my teen should become seriously ill or injured, I authorize you to arrange for any emergency medical care needed. It is understood that I (the undersigned parent or guardian) will be responsible for expenses incurred in the event of such treatment.

I agree to pick up my teen between 9:30pm and 9:45pm on Friday, October 22, 2010.

ALL TEENS MUST BE SIGNED IN AND OUT BY AN ADULT!

If someone other than a parent or guardian will be picking up your teen, please fill out the following. I agree to allow _____ (please print name) to pick up my teen from the Barbara Bush Branch Library Teen Lock-In. Phone number(s) for person other than parent/guardian picking up teen _____.

Name of Parent or Guardian: _____

Home Phone: _____ Cell Phone: _____

Signature of Parent or Guardian

Date



BARBARA BUSH BRANCH LIBRARY

&

LSC-TOMBALL COMMUNITY LIBRARY

SCREAM-IN

October 22, 2010

TEEN AGREEMENT

LIBRARY RULES:

1. Alcohol is not allowed on county property
2. Weapons are not allowed on county property
3. Verbal abuse is not allowed
4. Disruptive behavior is not allowed
5. No person under the age of 18 is allowed to possess or consume tobacco products
6. Illegal behavior, such as the selling or consumption of drugs, sexual misconduct or theft, is not allowed in the Library

I agree to abide by the above listed Library Rules. I also agree to listen to the adult staff and volunteers and stay in the designated library areas for the duration of the Scream-In. I understand that inappropriate behavior will result in expulsion from the Barbara Bush Library Teen Scream-In.

Signature of Teen Participant

Date

Release of Photograph and/or Name



*Consent for publication of my name, likeness,
image, photograph, videotape, film, and statement.*

I give consent to Harris County, the Harris County Public Library Director (“the Library Director”), and their agents to photograph, film, or videotape me or my child, and to use photos, digital reproductions, films, or videotapes with or without my or my child’s name, and to quote or record statements from me or my child for promotions, advertisements, publicity, and other purpose including flyers, newspapers, and Web sites.

I grant Harris County, the Library Director, and their agents all rights to reproduce, edit, mix, distribute, and display publicly, including on the Internet, photographs, film, videotape, and statements, and to prepare derivative works. Harris County is not responsible for unauthorized duplication or use by third parties including on the Internet. Harris County has no financial commitment to me as a result of this consent and release. I expressly waive, release, and discharge Harris County, the Harris County Public Library, and their directors, officers, employees, agents, and volunteers from all claims, causes of actions, and demands that I or my child may have against them arising from publication of my or my child’s name, likeness, or statement. This release is valid until revoked and applies to multiple times and uses. Harris County has no liability for any use made before the Library Director receives my written revocation.

Full Name: _____

Signature: _____

Date _____ **Phone Number:** _____

If you are under age 18, a parent or legal guardian must sign below.

I hereby certify that I am the parent or legal guardian of the person named above and I give my consent on behalf of him or her.

Signature of Parent or Guardian: _____

Print Name: _____

Date: _____ **Phone Number:** _____

Thank you for visiting this branch of the Harris County Public Library.

We look forward to seeing you again soon.

The Body in the Billiard Room by Lisa Youngblood and Gillian Wiseman

(Reprinted with edits from the No Limits: READ! Young Adult Reading club and Programming Manual at <http://www.tsl.state.tx.us/ld/pubs/yareadingclub/body.html>)

Length of Program

1 hour.

Books to Share

Blood On My Hands by Todd Strasser

Draw the Dark by Ilsa J. Bick

Kisses and Lies by Lauren Henderson

Black Rabbit Summer by Kevin Brooks

Tales of Mystery and Imagination by Edgar Allan Poe

Books to Show or Booktalk

The Boxer and the Spy by Robert B. Parker

Crimebusting and Detection by Helene Boudreau

The Pale Assassin by Patricia Elliot

The Forensic Casebook: The Science of Crime Scene Investigation by Ngaire E. Genge

An Unspeakable Crime: The Prosecution and Persecution of Leo Frank by Elaine Marie Alphin

Preparation

Make copies of Investigation Sheets 1 and 2 or all attendees.

Make posters representing each of the four pieces of forensic evidence. Ask co-workers to supply some of the evidence as described below. Examples of these posters are included at the end of this program.

Draw a diagram of a billiard room with a door that leads into a hall and a door that leads to the back garden. In the room should be a billiard table, a few chairs and a rack for pool cues. Draw an outline of a body near the pool table. Use colored Xs to denote where forensic evidence was found. The fingerprint is on a pool cue in the rack. The lip print is on a glass that was dropped on the other side of the pool table. The handwriting is on a note in the victim's pocket. An outline of victim's body is of course, on the diagram. Use the example diagram included in this section as a model.

Have four employees or four program attendees play the parts of the suspects. Give each an information sheet for his or her character. Include the specific suspect information found on the Investigation sheet side 1 and on the "Truth Sheet."

Program Description

This role-playing program allows attendees to pretend to be investigators in a murder case. Investigators interrogate witnesses, analyze forensic evidence and solve the crime. Sides 1 and 2 of the Investigation Sheet and the Truth Sheet provide background to the mystery. Here is a summary of the events in the script: A billiards player was murdered on the night of a ball. His body was found the next morning in the mansion's Billiard Room. Investigators found four clues: a fingerprint on a pool cue, a lip-print on a glass, a note in Nathan's (the victim) pocket, and the condition of his body when discovered.

Let the mystery begin!

Begin the program by inviting attendees to solve a murder! Hand out the investigation sheets. Explain quickly what happened the night of the murder. This information is on the investigation sheet under "the crime" and "the victim."

Show the diagram of the scene of the crime.

Explain then that forensic science is based on the assumption that a culprit always leaves something behind. Explain the four pieces of evidence and let the attendees know that they will have a chance to look at them later.

Explain what a suspect is. Introduce the four individuals who are role-playing the suspects. Describe their opportunities and motives as explained in the Investigation Sheet. The participants will have a chance to ask questions of the suspects. The actors will answer with information from their individual information sheets.

Invite the attendees to look at ALL the evidence. Attendees can use the graphic organizer on Investigation Sheet side 2 to mark off who could have left each clue. When all attendees have seen all the evidence, let them help solve the crime by talking out the clues. Note: Ellen Smart is the culprit.

The Body in the Billiard Room Investigation Sheet – Side 1

The Crime

Round 1 of the prestigious Skylark Billiard Tournament has come to an end. To honor the final eight contestants, Sir Richard Skylark has hosted his annual ball at his home, the Skylark Mansion. Over 200 guests enjoyed dinner, dancing, chatting, and the annual midnight toast. Nothing seemed amiss. Around 4:00 a.m. the next morning the cleaning staff discovered a body in the Billiards Room. Mr. Nathan Masters, one of the finalists, was dead.

The Victim - Mr. Nathan Masters

Nathan Masters was a champion billiards player. Some people believe that he was the best in the world. He won seven of the previous ten tournaments that he entered. He was also very wealthy. Although he won most of his money from tournaments, he also earned a lot from his billiards book contracts and from magazine articles in which he made cruel remarks about other players. His newest book, *Trick Shots*, is scheduled to be released in two months and will make someone very rich.

The Suspects

Gregory Backwell, a fellow billiards player and Nathan's best and oldest friend.

Opportunity: He and his wife ate supper and conversed with three other couples. After the toast, Gregory disappeared for over half an hour.

Motive: Though a long-time billiards player, Gregory almost never won a tournament. He announced a week before that he would retire. During Round 1, Gregory publicly accused Nathan of sabotaging his chance to win this, his last tournament. Gregory claims that he apologized to Nathan before the supper on the night of the ball. No one heard his apology.

Delia Jones, Nathan Masters' fiancée and fashion model

Opportunity: She stayed by Master's side during the recognition ceremony and was very visible throughout most of the night. After the midnight toast, a friend noticed that Delia was very upset as she left the room. Around 1:00 a.m. Delia told several friends that she had a headache and was going to go to bed. Although her hotel was only 30 minutes away from the mansion, the doorman saw her walk into the hotel at 2:30 a.m. She says that she went to a convenience store to buy medicine, but the clerk does not remember seeing her that night.

Motive: The rumor throughout the tournament had been that Nathan was going to break up with Delia. Nathan told Gregory that Delia only loved his money. Delia's friends also heard Delia say to herself around 12:45 that night that she could not "believe this was happening." Many people expected "fireworks" from the overly emotional Delia when Nathan broke off the engagement.

Kayla Masters, Nathan Masters' ex-wife and tournament manager

Opportunity: Although she was very visible throughout the night, guests commented that they noticed her looking around as if searching for someone and then leaving the ballroom and returning about ten to fifteen minutes later. This happened at least twice, once around 8:45 and again around 9:30. Kayla explained that she was “powdering her nose” or “brushing her hair.”

Motive: Kayla was very angry with Nathan. She had enjoyed her wealthy lifestyle and her circle of friends when she was married to Nathan. Kayla is still the beneficiary of Nathan’s life insurance policies and will be until he remarries. Kayla will get over \$3,000,000 in book rights and insurance since Nathan is now dead. Many billiards players believe that Kayla actually wrote Trick Shots and other books for which Nathan took credit.

Ellen Smart, a competitive young billiards player and avid gardener

Opportunity: Although she spoke to several people across the course of the evening, no one can remember seeing her between 8:30 and 9:30. She says that she took a walk to admire Lady Skylark’s prize-winning roses.

Motive: Ellen has competed for the past three years. She is younger than most billiards players in this circle and feels no one takes her seriously. Nathan had written in one of his articles that she was “too young to be good yet, and too stubborn to learn from true experts.” She was furious about this comment. The only person who seemed able to beat Ellen, though, was Nathan Masters. During the ball, Ellen complained that Nathan was the only thing that stood in her way.

The Body in the Billiard Room Investigation Sheet – Side 2

Timeline of Events at the Skylark Billiards Ball

- 7:00 Guests began to arrive for the Skylark Billiards Ball
- 7:30 The Recognition Ceremony for the eight players who had passed the first round of competition. Nathan Masters was among those eight.
- 7:45 The Ball officially opened with Sir Richard and Lady Skylark dancing the waltz. Gregory claims this is when he apologized to Nathan.
- 8:00 Supper was served in the dining room beyond the ballroom. Guests were free to serve themselves from the buffet tables.
- 8:15 Nathan Masters excused himself to friends, saying he had an appointment to meet someone. He was not seen again that evening.
- 8:30 Ellen Smart left the ballroom to walk in the garden and look at Lady Skylark's prize-winning roses.
- 8:45 Kayla Masters was seen leaving the ballroom after looking for someone.
- 8:55 Kayla Masters returned to the ballroom.
- 9:25 Ellen says that she returned to the ballroom about 9:25, but no one remembers seeing her for at least another ten minutes.
- 9:30 Kayla Masters left the ballroom a second time.
- 9:35 Ellen was seen once again in the ballroom.
- 9:45 Kayla was seen in the ballroom again.
- 12:00 The champagne toast was given.
- 12:05 A friend noticed that Delia was upset as she left the room.
- 12:10 Gregory Backwell disappeared for half an hour. He says he was simply trying to get a spot off his tuxedo in the men's room.
- 12:15 Ellen is heard saying, "Nathan Masters is the one thing that stands between me and victory."
- 12:45 Delia was heard saying, "I can't believe this is happening."
- 1:00 Delia left the ball with a headache. She claims she went back to her hotel.
- 2:30 The doorman at Delia's hotel lets her in. She says she was at a drug store during the missing hour and a half.
- 4:00 The cleaning staff finds Nathan Masters' body in the Billiard Room. This is a private room and guest should not have entered it during the evening.

The Truth Sheet

Gregory Backwell, a fellow billiards player and old friend of Nathan Masters

Personality: Gregory has always been an easy-going guy. He does not anger easily. When he blew up in public, he must have been very upset.

The TRUTH: The two had been buddies for over 15 years. Gregory did NOT kill Nathan Masters. He cannot believe that anyone would think that he might have done it. He was very angry with Nathan during Round 1. He was more upset with himself for not playing well. He argued with Nathan because Nathan actually coached Gregory's opponent. Gregory knows and likes Kayla Masters. He is pretty sure that Kayla actually wrote those books that Nathan is supposed to have written. Kayla is a brilliant writer and an excellent manager, but because she was not a player, no one would have taken her books seriously. Gregory did indeed apologize to Nathan before supper the night of the murder. Nathan accepted that apology. When Gregory left just after the midnight toast, he actually went to look for Nathan. He was checking the men's room and the parlor. He looked out front, but he did not check the billiards room. Nathan told Gregory that Delia loved his money more than she loved him. He thinks Delia is shallow and is out for Nathan's money. He also witnessed several of Delia's tantrums. Gregory thinks that Ellen is a good player, maybe even the best ever. He sees no problem with her skills, even if she is young. He never said a thing against her and discouraged Nathan from writing the uncomplimentary things about her in his novel.

Delia Jones, Nathan Masters' fiancée and fashion model

Personality: Delia is uppity and conceited. She doesn't say much around the billiards group because no one is very impressed with her. She is moody, hot-tempered, and used to getting her way.

The TRUTH: Delia did NOT kill Nathan. She truly loves Nathan, but she also loves his money. Because they both love money, fame, and power, she thinks that she and Nathan would have been a wonderful match. She is truly distraught over Nathan's death. Delia had heard little things that made her believe that something was wrong. She heard that Nathan was going to break up with her. After several snide comments from people, she decided she would confront Nathan. On the night of the party, Nathan disappeared. When Nathan did not show up for the Midnight toast, she slipped away to find him. She found him already dead in the billiards room. She was so upset that she dropped her champagne glass. She knew that everyone would assume that she committed the murder, so she decided to go back into the Ball and act as if nothing happened. She couldn't get Nathan's picture out of her mind, so she left at 1:00 a.m. From there she went to get a drink and think things through. She lied about going to the store because she didn't want to tell anyone what she was so upset about. Delia never received a note from Nathan and will not admit that she saw Nathan dead until someone confronts her about the lip print. Delia despises Kayla and Gregory. She hardly even knows Ellen.

Kayla Masters, Nathan Masters' ex-wife and tournament manager

Personality: Kayla doesn't get a lot of attention. She is rather quiet and businesslike. She is organized and gets things done by herself. She does not make friends easily and so she kept the friends that she had before the divorce.

The TRUTH: Kayla did NOT kill Nathan. She loved him, and hoped that they would get back together. She and Nathan had a pretty good marriage. She stuck with him for 25 years and does not know why her divorced her. Kayla learned a lot while going to tournaments with Nathan. From study and observation, she learned all of the techniques involved with playing pool. Kayla did indeed write all of the books that supposedly were written by Nathan. The two decided to put his name as author because no one would want to read a billiards book written by someone who did not actually play the game. Kayla still does not want anyone to know that she really did write the books. She is afraid that the books would stop selling. Now she gets royalties from the sales. Kayla also learned how to organize tournaments and is a great tournament manager. The night of the ball, Kayla heard more rumors that Nathan was going to break up with Delia. Excited, she tried on numerous occasions to find Nathan. She lied because she didn't want people to think that she was "chasing" him. Kayla considers Gregory and his wife to be very good friends. Kayla knows that though Ellen is indeed an excellent player, her main problem is that she does not play well when she is upset. Kayla noticed that Nathan would purposely say things to upset Ellen and make her lose games.

Ellen Smart, a Competitive Billiards Player and an Avid Gardener

Personality: Ellen is smart and sophisticated, but she is easily angered.

The TRUTH: Ellen killed Nathan. Ellen was furious with Nathan and wanted him gone. On the night of the murder, she saw that Nathan was in the billiards room, so she walked in from the garden area. She challenged him to a game. While he wasn't looking, she slipped poison into his drink. After he died, she put her pool cue back in the rack and returned to the party. She mentioned that Nathan IS the only thing standing in her way so that everyone would think that though she was talking about him as if he were alive. Ellen got the poison from her gardening supplies.

Forensic Evidence

Forensic science is the study of anything that relates to a crime. The basic principle behind forensic science is the belief that a criminal always leaves something behind.⁴ Forensic pathology, or medical jurisprudence, is the study of medicine as it applies to the law.⁵ Using forensic science, criminologists discover many important facts that lead to solutions to crimes. For the purposes of this interactive mystery program, evidence that would require advanced technology will be represented on paper or in a simplified form. “Detectives” will compare evidence from the crime scene and believed to be left by the culprit with samples of like items gathered from the suspects.

Clue and Suspect Table

Suspects	Clue#1-the Handwriting on the Note	Clue #2-the Lip Print on the Glass	Clue #3- the Poison in the Cup	Clue #4-the Fingerprint on the Cue Stick
Gregory Backwell				
Delia Jones				
Kayla Masters				
Ellen Smart				

Clue #1: The Fingerprint on the Pool Cue

History. In 1891 Juan Vetuchich introduced the first fingerprint registry. This system classified prints into four types: internal loops, external loops, whorls and arches. A detective compared prints found at the scene of the crime with every set of print on filed.⁹

Science of Fingerprinting. Each fingerprint is unique. The raised lines that make up the fingerprint are called friction ridges. When someone touches something, body fluids are left behind in the pattern of the ridges. While some fingerprints are visible, others are latent and may need chemical treatment or dust to be seen.⁶ There are four basic types of fingerprints: arch, loop, whorl, and combination.

⁴ Gardner, Robert
Crime Lab 101:Experimenting With Crime Detection. Walker, 1992.

⁵ Petersen, Sandy, and Lynn Willis.
Call of Cthulhu; Horror Roleplaying in the Worlds of H.P Lovecraft. 5.1 ed. Chaosium Inc. 1992.

⁶ Wiese, Jim.
Detective Science: 40 Crime-Solving, Case-breaking, Crook-catching Activities for Kids. Wiley, 1996.

Making Fingerprints. To make fingerprints for the suspects and the culprit, rub the sharpened end of a soft pencil on a piece of paper. Place a piece of tape (sticky side up) on a table. Rub the finger across the pencil lead on the paper. Place the finger with the graphite from the pencil lead on the tape. Carefully lift the finger to see the fingerprint. Tape the fingerprint onto a white piece of paper or a note card.

Fingerprint several the four individuals who are role-playing the suspects. Put those fingerprints on a poster. Under each print write the name of a suspect. The actor who is playing Ellen Smart should make two fingerprints, since she is the suspect who left a fingerprint on the pool cue. Tape one of her fingerprints to a separate piece of paper and write “suspect” under it to represent the fingerprint that was found on the pool cue.” Teens will compare the suspects’ and culprit’s prints

Clue #2 – The Lip Print on the Glass Found in the Billiard Room

Science of Lip Prints. Cheiloscropy is the study of lip prints. Lip prints are unique and mostly unchanging during a person’s life.⁷ Women who wear lipstick may leave lip prints on a rim of a glass. The fluid on anyone’s lips may also leave prints, although these are more difficult to find.

Making Lip Prints. The easiest way for the suspects to make lip prints is to press their lips on white or light-colored paper while wearing lipstick or gloss. Although making a print on a plastic glass will look more realistic, the print will probably show up better on a flat, white surface. Make lip prints of each of the actors playing the suspects. Put those lip prints on a poster and write the names of each suspect underneath them. Since Delia Jones left the lip print on the champagne glass, that actor will make two lip print samples. One will appear with the lip prints of the rest of the suspects. The other will be taped to a separate paper under which “suspect” and “lip print found on the glass” is written. Investigators will compare the fingerprints of the four with the print on the glass. This is a red herring since Delia did leave the print but did not kill Nathan.

Clue #3 - The Handwriting Found on the Note in Nathan’s Pocket

Science of Handwriting. Handwriting is one of the ways to analyze a document through forensic science. Often incriminating handwriting is found on kidnapers’ letters, on the backs of business cards, as an imprint on the page beneath which something was actually written, etc. Each person’s handwriting is very unique. Professionals can compare handwriting samples. Even if a person attempts to disguise his or her handwriting, specialists may be able to match handwriting samples of that person with the evidence. Different methods are used to analyze cursive writing and printing.

⁷ Wiese, Jim.

Detective Science: 40 Crime-Solving, Case-breaking, Crook-catching Activities for Kids. Wiley, 1996.

Alphabet Comparison Handwriting Analysis. Alphabet handwriting analysis involves carefully comparing the letters and connections of letters in handwriting samples. Often suspects will be asked to write the following sentence: “The quick brown fox jumps over the lazy dog.”

This seemingly silly sentence contains every letter in the alphabet. Detectives determine which suspect’s handwriting is most like the culprit’s handwriting by comparing suspects’ handwritings samples with the culprit’s handwriting. The detectives look for similarly open or closed loops in letters such as “e”, “a”, and “o”. They would also compare letters such as “b”, “l”, and “f” which have either closed or open extensions above the line, and other letters and letters such as “p”, “f”, and “q” which have either closed or open extensions below the line. Another comparison point is in the rounded or pointed nature of letters such as “s”, “n”, and “m”. The slant of the writing is another clue.

Each suspect will write “The quick brown fox jumps over the lazy dog” and the handwriting samples will be attached to a poster. Print the name of suspect underneath the appropriate handwriting. Another staff member will pretend to be Nathan Masters and write on sheet of stationery “We have to talk – soon.” Attach the stationery to the poster with the rest of the handwriting samples. Write “handwriting on the note found in Nathan Master’s pocket” underneath the stationery. This clue is another red herring. Although the note was found in Nathan’s pocket, he wrote it with the intention of delivering it to Delia. None of the suspects’ handwriting will match.

Clue #4 – The Time of Death

The time at which a victim actually died can often be an important factor in determining who had opportunity to commit a murder. Determining time of death is not an exact science, but there are a series of body changes that can give an approximation of the time of death. Unusual conditions can cause these changes to be delayed or expedited.⁸ Below is a summary of the appearance of a corpse at various times after death.

⁸ Wilson, Keith D., MD.

Cause Of Death: A Writer’s Guide to Death, Murder, and Forensic Medicine. Writer’s Digest Books, 1992.

Summary of the Appearance of a Corpse after Death

30 minutes: The skin has a waxy, blue-gray color. Lips and nails become pale.

Up to 3 hours: The skin turns white when pressure is applied and the color changes when the body is moved (the body is livid.) The body is still warm to the touch. There is no rigor mortis.

4-6 hours: The body becomes cool to touch. Early rigor mortis, the progressive stiffening of the muscles that occurs several hours after death as a result of the coagulation of the muscle protein, begins in the jaw and neck.

6-8 hours: Skin is purplish on the underside of body, whitish on the top, and does not change when the body is moved (fixed lividity.) The blood is coagulating. More advanced rigor mortis appears in the arms and upper body. Corneas become cloudy and opaque.

By 12 hours: Full body rigor mortis sets in. The body is totally “frozen”.

By 18-24 hours: The body is cold and clammy to touch. The skin is greenish-red. Rigor mortis begins to resolve and the neck and jaw relax.

30 hours: Rigor mortis is fully resolved and the body is limp.

Poisons - Symptoms and Availability⁹

Arsenic – Symptoms of arsenic poisoning are severe stomach upset, dizziness, vomiting, convulsions and coma. Skin may look yellow or become cold and clammy. Arsenic is one of the most common poisons and is used in manufacturing glass and wallpaper, is an ingredient of weed-killers, and used in taxidermy.

Cyanide – Symptoms of cyanide poisoning are immediate unconsciousness, convulsions, and death. The skin may become flushed pink. Blood may be cherry red. A bitter almond smell is often found on the victim’s breath or body. Death occurs within 1 to 15 minutes or longer. Cyanide is used in making insecticides and in some medical drugs and is found in many plants, including apple seeds and peach pits.

Nicotine – Symptoms of nicotine poisoning are a burning of the mouth and throat followed by nausea, difficulty in breathing, convulsions, coma, and death. Death occurs within 5 minutes to four hours. Nicotine is used as an insecticide and is commonly employed to kill rose-aphids. It can be extracted from cigarettes by soaking them in water.

Strychnine – Symptoms of strychnine poisoning are stiffness and then severe convulsions, causing the body to “jack knife.” Rigor mortis sets in almost immediately. Death occurs 15 minutes to several hours after ingestion. Strychnine occurs naturally in some plants. This colorless, odorless powder is very difficult to get.

Nathan Masters’ Body When Found

- Masters appeared to have undergone convulsions or a struggle.
- His body temperature felt cool but not cold.
- Rigor mortis had spread from the neck and jaw into shoulders and arms.
- His skin was livid (purplish) and did not change when his body was touched.
- His corneas had begun to cloud over, turning white.
- His skin had an almond smell.

Show a poster describing Nathan’s appearance when found, the “Summary of the Appearance of a Corpse after Death,” and the “Poisons - Symptoms and Availability.” After comparing the victim’s appearance to the chart and the information on poisons, detectives should be able to determine that the death occurred between 8:00 and 10:00. This means that Delia could not have committed the crime since she was seen until around 12:00 midnight. Also, detectives should determine that he was poisoned with cyanide that is found in many pesticides. Pesticides were readily available to Ellen, an avid gardener.

⁹ Stevens, Serita Deborah, with Anne Klarner.

Deadly Doses: A Writer’s Guide to Poisons. The Howdunit Series. Digest Books, 1990.

Conclusion - Ellen Smart Did IT! She is the only suspect who left a fingerprint, who could easily have gotten some cyanide, and who has no alibi for some times in between 8:00 and 10:00.

Web Sites

Forensic Science: Let Evidence Reveal the Truth

<http://library.thinkquest.org/04oct/00206/index1.htm>

This site contains detailed information about the field, forensic evidence, careers in forensics, and a role-playing game in which players take on the role of a detective to solve a crime.

Professional Resources

Crime Scene: How Forensic Science Works by W. Mark Dale and Wendy S. Becker

Forensic Science: Evidence, Clues, and Investigation by Andrea Campbell

Forensics For Dummies by Douglas P. Lyle

Fundamentals of Criminal Investigation, 5th edition by Charles O'Hara

Hidden Evidence: Forty True Crimes and How Forensic Science Helped Solve Them by David Owens

Howdunit Forensics: A Guide for Writers by D. P. Lyle

I Know What You Did Last Summer by Lois Duncan

Threads of Evidence: Using Forensic Science to Solve Crimes by Herman Silverstein

The Weekend was Murder! By Joan Lowery Nixon

Writing the Modern Mystery by Barbara Norville

The Young Detective's Handbook by William Vivian Butler

Catch Me If You Can! Come and Go Programming for Teens by Lisa Youngblood, Rose Ramon, and Jeanine Madden

Introduction

Come and Go Programming is ongoing programming designed to engage teenagers unable or unwilling to attend specific programs at the library at specific times. Many teenagers -- homeschoolers, teens with transportation issues, employed teens, teen volunteers, teens who want to be a part of something but are unable or unwilling to participate in group activities, shy teens, teens new to the area -- enjoy opportunities to participate in library programming when it is appealing and convenient to them. The programs and interactive display options listed below can be offered for an entire day, a whole week, every morning for a month, or whatever best fits your library!

Come and Go Programming serves many purposes:

1. Takes advantage of times when teens are already at the library
2. Provides programming for teens in a non-structured environment
3. Allows teens to become involved in the library even if they are unable to attend specific programs
4. Provides teen volunteers with additional opportunities to work AND be a part of programs
5. Provides alternatives to static programs presented only at specific places at specific times
6. Provides alternatives to highly social programming for teens uncomfortable in crowds
7. Offers less threatening alternatives for teens who want to ease into teen programming

Designed to meet needs of teens through non-traditional programming, these programs and display options offer teens opportunities to gain ownership in the library, its collections, and its services. While many are “laid-back” in nature, all require staff supervision even if some of that supervision appears to be “hands-off” or minimal.

Flexibility is key! Any idea listed can be changed, morphed, taken in part, expanded, condensed, etc. Your library is special. Make any of these activities your own. If you can modify an online activity to be done in the library or vice versa, then have at it! If you cannot have a program going all summer long, then feel free to provide it for one day or one week.

Books to Share

The Dark Days of Hamburger Halpin by Josh Berk

Hush, Hush by Becca Fitzpatrick

Jonas by Eden Maguire

The Lying Game by Sara Shepard

Books to Show or Booktalk

Aurelia by Anne Osterlund

I'd Tell You I Love You But Then I'd Have To Kill You by Ally Carter

Silverfin: A Young James Bond Adventure by Charles Higson

Skeleton Key by Anthony Horowitz

Spy High: Mission One by A. J. Butcher

Books with Blue Covers (Use To Start Off a Visual Rather than Thematic Display)

The Anatomy of Wings by Karen Foxlee

Demon's Covenant by Sarah Rees Brennan

Gone by Michael Grant

How to Ditch Your Fairy by Justine Larbalestier

Raised By Wolves by Jennifer Barnes

Totally Joe by James Howe

Wintergirls by Laurie Halse Anderson

Worlds Apart by Lindsay Lee Johnson

Zenith by Julie Bertagna

Bulletin Board

Ransom Note Booklist

Design a bulletin board or other flat display area to look like a large ransom note. Use words cut out from newspapers, magazines, old book title pages, etc., and paste on a heading such as "List of Books On Demand" or "We Demand That You Read These Books!" Allow teens to demand that other teens read their favorite books by cutting out words from the available materials to make the titles of the books on the booklist.

Read Wherever – However

Make a bulletin board collage display that will promote the reading in strange places or in unusual positions. Take pictures or use other pictures of individuals reading in a variety of different places, positions, etc. If you like, you can use this bulletin board idea along with the *Read Wherever – However* activity listed below. Place those pictures on a board along with information about the come and go activity. If you are unable to obtain permission to display pictures of the teenagers, then take pictures of your staff members and/or teen advisory board reading underneath tables, while eating ice cream, at a nearby park, etc.

Mystery Authors

Use your bulletin board to highlight popular authors of teen literature. Fold colored letter sized paper once. The paper will end up looking like a greeting card. On the outside of the folded paper on what would be the front of a greeting card, list a few clues about an author's life. On the inside of the paper, write the name of the author and several of the titles written by that author that you own in your library. Place the folded paper on the bulleting board so that only the clues show. Allow teens to lift the flaps to reveal the mystery authors.

Display

Interactive Displays

Interactive displays are designed to engage your teens in the library even if they cannot attend specific programs. They give teens opportunities to gain ownership of the teen area and the library. In many cases, teens are more open to marketing and publicity provided by other teens.

Teen Choice Book Displays

Teens are very interested in letting everyone know which books they do and do not like. If you have a slat board wall, endcap displays, display tables, or room in your shelves for front facing displays of books, allow the teens to choose those books. Make small signs explaining that books on display are chosen by teen patrons. If teens see books they do not like, they replace those books with other “good” books. If they see an open space, they are free to fill it with any book or books that they want to recommend to other patrons.

Kick it up a notch: Rotate the themes of the books to be added in certain display areas. For example, label one area of a wall or table as “good mysteries” or “spy a good book.” Ask teens to recommend books only on specific topics or even with covers of a specific color. Effective displays are often visual in nature. Label one area of a wall or table as “blue books,” “red books,” and/or other colors. Have teens find books with beautiful covers and group them by main color. For examples of a colored theme book list, take a look at the Books with Blue Colors list under Books to Show or Booktalk.

Teen Choice Book Reviews

Teens want to know what other teens like and dislike. Use a simple binder to collect the short reviews from teens. Attached is a simple form that can be filled out and added to the binder. Make sure that the forms are reviewed by a librarian before they are added. Just about any binder will work. You may even have teen advisory board members decorate the binder. Place the binder in a visible, well-trafficked area. You could even place it on a table decorated with a tablecloth, streamers, confetti, etc. Let teens know that they are welcome to add to the binder by asking them to do so. Teenagers liked to feel like their input is wanted. You could also produce press releases, fliers, and more to increase interest in the project.

Kick it up a notch: Raise the tech value by making a quick online review available on your website. The reviews could be immediately sent to your staff member in charge of the review notebook. The reviews could then either be made visible in the binder, on your website, or both. Provide links to your online book discussion or review blogs and websites on computers in your teen area. Add national review sites such as www.flamingnet.com.

Poetry “Slam”

Set up this interactive display in a highly visible place, and teens will flock to it. Use school locker, an old refrigerator door, or a magnetic board. Create a sign that says Poetry Slam and under it write the directions for whatever theme you would like the craft to follow. For example, if you were doing haikus you could have the definition and an example of a haiku posted for teens to use as a guideline. Have teens “slam” the words onto the magnetic surface and see how many different writings they can make.

Kick it up a notch: Try using word formats where the first letters create a word or even an entire sentence. Here are some examples:

R evolutionary
E vocative
A mbitious
D electable

L ive each day
I n wonder.
B e each moment
R esolved to investigate an
A rray of possibilities.
R ead to be the best
Y ou.

Spine Label Poetry

Provide a cart of books with clearly readable spines, or let the teens find their own. Let the teens stack the books to create poetry. Take pictures, and put the best entries on display. Thank you to Karen Ellis from the Taylor Public Library for suggesting book spine poetry-or “spinies.”

The Taylor Public Library has examples on their library’s Flickr page at <http://www.flickr.com/photos/49730818@N04/sets/72157625212865940>

Kick it up a notch: Instead of poems, have the teens work up their own riddles. When you display them, have the answers either available at the front desk or on the display inside a closed card.

Contests

Almost any of the crafts, activities, and even displays above can be turned into contests. The winners could receive gift certificates for bookstores, books, reading related items, display in particularly visible areas, mentions in the local newspapers, etc. Prizes can be attached to the completion of any of the activities, crafts, etc. Sometimes, though, tongue and cheek “glory” is enough.

Songs and Audio Recordings

Adoration of Jenna Fox by Mary Pearson
The Boxer and the Spy by Robert B. Parker
Edgar Allan Poe Audio Collection by Edgar Allan Poe
The Graveyard Book by Neil Gaiman
Paper Towns by John Green
Sabriel by Garth Nix

Crafts

“Lost and Found” Items Art Projects

Materials

- Found items like rocks, beads, buttons, pompoms, sequins, googly eyes, feathers, sea shells, whatever you have left over from other crafts, etc
- Glue
- String or necklace cord
- Acrylic paints

Directions

Here’s a chance to use whatever you have left over from other craft projects to make works of art. You can even publicize that teens can bring their own left over supplies to use and leave for others to use.

For a rock necklace, cut a 1 yard piece of cord. Attach to the back of the rock with the glue. Wrap cord several times around rock, securing as necessary with glue. Tie ends together to form a necklace. When using buttons or beads, just string them along in any order or pattern you choose.

Make rock or pompom buddies. Use one rock or sea shell as the base for a small masterpiece. Use feathers, pompoms, googly eyes, sequins – whatever – to decorate the new creation.

Kick it up a notch: Painted rocks are a lot of fun to decorate. Have teens find large rocks from outside and wash them. Then, using acrylic paint, have them paint designs on the rocks. These designs can be animals, book covers, or anything that ties in with your craft theme. You can use them as paper weights or to decorate displays. You can even write hidden messages or overt messages on the rocks. For example, take four rocks. On one have the teens decorate an “R,” on the next an “E,” and then continue until you have four rocks that spell READ.

Trace Your Friend Craft (and Display)

Materials

- Butcher Paper
- Markers/Color Pencils/Crayons
- Scissors

Directions

Set aside an area that allows teens the ability to lie down on the butcher paper. Teens will then trace each other’s body outlines onto the paper and then decorate it to match that specific person. Ask them to be as exact as possible when decorating the outlined person. Then have them carefully cut out the drawn person. You can either let them keep it or you can use it in a large teen wall display that interconnects the teen patrons to the library, to a certain book theme, or to a community theme. To

increase visibility, put it up in an entry or area located outside the teen section. The choices are only as limited as your imagination.

Kick it up a notch: Have teens lay in different positions so that when you tape them up it looks like they could be reaching for a book, running, walking, sitting, etc.

Scrapbooking

Materials

- Scrapbook album(s)
- Scrapbook paper
- Stickers
- Markers
- Glue
- Scissors
- Recycled books
- Decorative items such as sequins, ribbon, etc., pictures of library programs marked on the back with information such as program title, people in the picture, date, etc.

Directions

Have your teens make an ongoing library summer scrapbook. Make scrapbooking materials available at a table that is visible to staff members. As teens come into the library, they could make pages to be put into a library scrapbook album. The key is to have the correct size background already prepared.

Pictures, newspaper articles, and publicity sheets should be grouped by program so that the teens can pick up a packet and begin working immediately. Of course teens could also make separate pages to put in their own album at home each time they come to the library. Each teen should be able to create a scrapbook page to put in an album within about 30 minutes.

Modifications

1. Create packets with 1 scrapbook page, stickers, and additional decorative items for teens to take home. If you are doing a collective scrapbook for the library, have the teens return the pages the next time they come to the library.
2. Have a book signing party at the end of summer and have students sign their pages in the collective scrapbook.
3. Kick off the summer long program with a scrapbook “class,” and have teens add to scrapbook all summer long. The class could be a one time program, or you could coordinate with a local scrapbooking club to provide ongoing instructions for several days at the library.

Kick it up a notch: Have the teens do a booklist scrapbook in which each scrapbook page represents a favorite teen book.

Games and Activities

Ongoing Gaming

This is the epitome of come & go gaming! Either set up a regular table and use different board games on top of it or buy a designed game table that comes with all the pieces. Pieces will mysteriously disappear, so have a backup set to use as spare parts. For this program you can set up strategy games such as chess, checkers, and monopoly or challenging puzzles that are 1,000+ pieces. To go with the mystery theme, you could set up games such as Clue and games specifically taken from books like *Twilight* or *Lord of the Rings*. Another possibility is to purchase one of the many mystery puzzles. You have to put together the jigsaw puzzle to solve a mystery at the end. Display gaming related titles prominently in and around your gaming area.

Provide computer games and PS3, XBOX, and Wii gaming for an entire day throughout the teen area. Teenagers can interact with each other and library staff as they play video games. If your library has a circulating game collection, display those games prominently in the gaming area.

Kick it up a notch: Spread out a 10,000 piece puzzle and challenge the teens to see how long it takes for them to complete it.

Read Wherever -- However Activity

Provide Read Wherever – However Reading Log for teenagers. (The log is provided at the end of this chapter). As they read in a variety of places, in several different positions, with different people, etc., they will place a check mark in the appropriate area. As they finish the entire log, let them choose prizes or let them place their favorite books on display.

Kick it up a notch: Make a wall display that will promote the Read Wherever – However program. Take pictures or use other pictures of individuals reading in a variety of different places, positions, etc. Place those pictures on a display with information about the come and go activity. One teen or staff member could be reading while eating. Another could be reading underneath a table. Still another could be listening to an audiobook while he or she is running.

Scavenger Hunt

Make available the below scavenger hunt handout. Provide prizes for the teenagers who complete the scavenger hunt. For fun, have your staff search to see who can come up with the answers the quickest. Feel free to make changes in the questions to suit your library and its needs.

Teen Come and Go Scavenger Hunt

Hunt through the library for the answers to these questions. Some are harder than others. If you need any help, ask a Librarian or consult the computers. Feel free to work in groups.

Some sample questions could be:

1. What are the hours of the library?
2. What is the name of the Library Director?
3. What is the title of a young adult program offered at the library?
4. Where is the City of Angels? What is the name of at least one television show that takes place in that city?
5. When and where was the Magna Carta signed?
6. Who wrote "The Black Cat"?
7. Who wrote the words to the song "Who Let the Dogs Out"?
8. Who said, "Life was meant to be lived, and curiosity must be kept alive. One must never, for whatever reason, turn his back on life?"
9. How many stories were SUPPOSED to be in *The Canterbury Tales*?
10. How can you drop an egg without breaking it?
11. Who is Ender (a character in a book)? In what book does he appear?
12. What author coined the term "cyberspace?" What famous book used this term?

Web-Based Activities

Make available computers with Internet access to the following websites.

5 Minute Mystery

<http://www.5minutemystery.com/>

Solve short mysteries online in about five minutes.

MysteryNet.Com

<http://www.mysterynet.com/>

Teens and adults solve mysteries online.

Second Life

<http://secondlife.com/>

Libraries can design their own online worlds in which teen participants can interact.

Sleuth Mystery Games

www.playsleuth.com/

Play mystery games online.

Web 2.0

Online Book Clubs and Blogs

Online book clubs, blogs, and other sources like www.goodreads.com are wonderful come & go programs. It is up to the teens to comment and keep track of the discussions and they have the freedom to do it wherever and whenever they want. They can use these “book talks” to also integrate community happenings and current events. The best way to start off this type of come & go program is to pose an insightful question or a teaser chapter of a book if the copyright allows. These will get the teens started and then they can take it from there. Just make sure to have your rules posted and let the teens know that in order to post/comment they must agree to those rules. An online book club will help.

The Harker Heights Public Library Teen Book Discussion Go to www.goodreads.com and search for Harker Heights Public Library Teens or go directly to http://www.goodreads.com/group/show/34642.Harker_Heights_Public_Library_Teens. If you prefer a blog discussion version, take a look at the Harker Heights Public Library Book Discussion blog at www.hhplbookdiscussion.blogspot.com.

Kick it up a notch: Have your teen volunteers start a blog! A blog is a wonderful way for teens to keep in touch with each other, the librarians, and whoever else comments on the blog. Please be advised, though, that some issues may come up and the best thing to do is speak with your IT personnel and directors to see if having a blog is allowed in your library and fits within your policies.

Online Mystery Search

Allow teens to search online for the answers to the questions listed in the “Where In The World” mystery search below. If you like, you can give prizes for each teen who finished the entire search.

Where in the World- World Wide Web Scavenger Hunt

Find out where in the world each animal is from using the websites provided or use your own ingenuity. Write the country, continent, or area in the box provided.

Good searching!

<u>Name</u>	<u>Website</u>	<u>Where?</u>
Muntjac	http://www.britannica.com	
Brimstone Butterfly	http://www.irishbutterflies.com/index.html	
Two-toed Sloth	http://animals.nationalgeographic.com	
Woolly Tapir	http://www.ftexploring.com/animals/ftzoo.html	
Knight Anole	http://nationalzoo.si.edu/	
Boomslang	http://thinkquest.org/pls/html/think.library	
Rock Pipit	http://www.questia.com/	
Aye-Aye	http://www.encyclopedia.com/	

DVDs/Films

Provide an all day showing of a particular movie or provide a film festival in which several movies will be shown throughout a day or a two to three day period. Films would be shown several times in the hopes that teenagers may just happen upon them. Be sure that you have obtained the appropriate license to show these movies in a public setting.

Alex Rider: Operation Stormbreaker (93 minutes)

Catch Me If You Can (141 minutes)

League Of Extraordinary Gentlemen (110 minutes)

The Mummy (1999 version --125 minutes; 1932 version – 73 minutes)

National Treasure (131 minutes)

The Westing Game (95 minutes)

Web Sites for Teens

5 Minute Mystery

<http://www.5minutemystery.com/>

Solve short mysteries online in about five minutes.

Figment: Write Yourself In

<http://figment.com/>

Patrons share your writing, connect with other writers.

Flamingnet

<http://www.flamingnet.com>

Teens read and review literature for each other.

MysteryNet.Com

<http://www.mysterynet.com/>

Teens and adults solve mysteries online.

Second Life

<http://secondlife.com/>

Libraries can design their own online worlds in which teen participants can interact.

Sleuth Mystery Games

www.playsleuth.com/

Play mystery games online.

Professional Resources

Crash Course in Teen Services by Donna R. Miller

This book provides practice introductory information about teen services.

Library Teen Advisory Groups by Diane P. Tuccillo

Teen Spaces: The Step-by-Step Library Makeover by Kimberly Bolan Taney

Web 2.0 & Libraries YALSA WIKI

http://wikis.ala.org/yalsa/index.php/Web_2.0_%26_Libraries

This wiki provides a plethora of information about social networking and the use of technology for teen programming.

Gaming Lists and Activities YALSA WIKI

http://wikis.ala.org/yalsa/index.php/Gaming_Lists_%26_Activities

This wiki provides an extensive list of possible gaming products and programming ideas.

Read Wherever-However

Read at the park _____

Read on your bed _____

Read on your couch _____

Read on the floor _____

Read under the table _____

Read upside down _____

Read jumping up and down _____

Read at the library _____

Read in the car _____

Read under a desk _____

Read at school _____

Read in the bathroom _____

Read a newspaper _____

Read a magazine _____

Read the comics _____

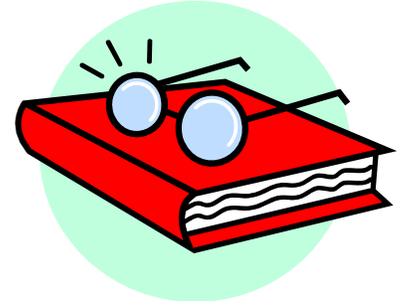
Read standing up _____

Read with your legs crossed _____

Read with a friend _____

Read with a flashlight _____

Read while touching your nose _____



Geocaching: Discover the World Around You by Jennifer Dudley and Priscilla Suarez

Introduction

The intentions of this program are to help you provide teens with a background on the popular sport of Geocaching, which is a modern hide-and-seek game savvy teens are sure to love.

Geocaching is sporting activity that takes place outdoors and uses a Global Positioning System (GPS) receiver to hide and seek containers (called "geocaches") anywhere in the world. A common geocache is a small waterproof container containing a logbook. Larger containers can also contain items for swapping, normally toys or trinkets of nominal value. Geocaching is sometimes described as a "game of high-tech hide and seek." Activities similar to geocaching are benchmarking, trigpointing, orienteering, treasure-hunting, letterboxing, and waymarking.

Geocaching is similar to the 150-year-old game letterboxing, which is an outdoor hobby combining art, orienteering, and puzzle solving. The activity was originally called gps stashing but in early 2000, the name was changed to geocaching.

Books to Share

The Complete Idiot's Guide to Geocaching by Jack W. Peters

Diners, Drive-Ins and Dives: An All-American Road Trip...with recipes by Guy Fieri and Ann Volkweia

Local Treasures: Geocaching Across America by Margot Anne Kelley

Paper Towns by John Green

Books to Show or Booktalk

4-H Guide to Digital Photography by Daniel Johnson

Geocaching for Dummies by Joel McNamera and K. Feltman

GPS: Global Positioning System by Jeanne Sturm

Roadfood: The Coast-to-Coast Guide to 500 of the Best Barbecue Joints, Lobster Shacks, Ice Cream

Parlors, Highway Diners, and Much More by Michael Stern

Sisterhood of the Traveling Pants by Ann Brashares

Student Atlas of the World by National Geographic

Bulletin Board

Summer Journeys

Using an overhead projector, project an image of your neighborhood or city map onto white butcher paper and trace outline with a pencil. Trace over outline with a black sharpie and place butcher paper onto bulletin board. Staff can then place their vacation pictures and images of local roadside monuments, and local or national tourist attractions up on the bulletin board. If an overhead projector

isn't available, staff can freehand draw a map onto butcher paper.

Display

Travel Photo Albums

Visit a local museum and ask a historian to lend old travel photo albums; ask a local genealogy group to display their collections of old travel photo albums; or, you can also ask staff and patrons for their travel photo albums to put on display.

Set up a table and cover with a decorative table cloth. Place photo albums and travel guides on the table. You can also ask your local Chamber of Commerce for local maps you can set on the table for patrons to take for their geocaching adventures.

Decorations

Summertime is full of traveling adventures. Ask your coworkers and patrons for copies of their vacation pictures, as well as for any old maps you may use. Use the old maps to create photo frames and photo albums you can lay out throughout the library next to flyers promoting your event.

Refreshments

Road Trip Snacks

The best thing about Geocaching is the road trip experience, and what is a road trip without munchies? The thing about road trip snacks is there are no rules as to what you can bring along to snack on. Some of the most popular refreshments include: candy bars, chips, peanuts, trail mix, juice boxes, soft drinks, and water.

Display the snacks by placing them in an ice chest, just as you would for travel. Be prepared with napkins, paper plates, and ice (to cool the beverages).

Contests

Guess the Number of Map Pins

Display a map, either on the wall or a table, with thumb tacks displaying popular vacation destinations. Explain to teens how these thumb tacks can serve as map pins, to display where they have been or plan to travel to. Fill up a small fish bowl with thumb tacks and have teens estimate how many tacks are in the fish bowl. Closest answer gets a prize.

Personalized Geocaching Containers



Provide teens with old containers (Pringles pop cans, peanut butter jars, etc) and have them decorate with tempera paint. The most creative container wins a prize.

Incentives

Snack Pack

As a raffle or prize, prepare a goodie basket (or a goodie bag) with random goodies such as soft drinks, peanuts, chips and candy.

Songs and Audio Recordings

"Born to be Wild" on *Easy Rider* by Steppenwolf

"Drive My Car" on *Rubber Soul* by The Beatles

"Interstate Love Song" on *Purple* by Stone Temple Pilots

"I've Been Everywhere" on *Unchained* by Johnny Cash

"Slow Ride" on *Fool for the City* by Foghat

Crafts

Log Books



Materials

- Composition books (available year round in dollar stores)
- Decorative craft items

Directions

Have participants decorate inexpensive composition books using old magazines, construction paper, glue, glitter, paint, etc. These books will serve as their personal log book / journal for keeping track of their Geocaching experiences.

Games and Activities

Dewey Decimal Scavenger Hunt

Explain to teens how the Dewey Decimal System works, giving them a brief outlook about the library system. Separate teens into groups for a brief scavenger hunt, where they will be given coordinates (in this case, a Dewey Decimal number) which they will have to locate. Before the scavenger hunt, the librarian or program coordinator should set out six coordinates around the library. Each coordinate they find will provide them with coordinates for another location, in a sequential order, until the sixth and final coordinate is found. The final coordinate will lead them to an envelope informing them that they are the winners. Whoever finds the final coordinates first wins a prize.

Geocaching in the Library

Before the program:

Be sure to orient yourselves and your participants to the world of Geocaching. A good guide is the Geocaching brochure here:

http://www.geocaching.com/articles/Brochures/EN/EN_Geocaching_BROCHURE.pdf.

Ask participants to bring with them their smart phones (and download a free GPS or geocaching tool from their phone's market place) and/or GPS tools.

Create an account with the Geocaching website at www.geocaching.com. Creating an account is free of charge, unless if you opt to become a premium member. Once logged into your account, you can browse the site as you wish to become better acquainted with it.

Learn more about how to go about hiding your first geocache at the following link:

<http://www.geocaching.com/about/hiding.aspx>. Once you are ready to create and log a geocache in or around your library using GPS coordinates, follow the instructions provided at www.geocaching.com by clicking on the "Play" link, and then on the "Hide & Seek a Cache" link.

During the program:

Have the teens search for the cache as a team. Tell them to log onto www.geocaching.com to create their own accounts and find the specific cache you have hidden to get the coordinates and clues. When they have found the cache, they could go back to their accounts to log in their finds.

Web-Based Activities

BookCrossing.com

<http://www.bookcrossing.com>

Catch and release books from all over the world at this online community.

Google Sight Seeing

<http://www.googlesightseeing.com/>

Since most of us can't afford to travel all over the world, this site provides us with visual images recommended by other Google earth users.

Where's George

<http://www.wheresgeorge.com/>

This is a fun website where anyone can log on to track where their money has come and gone.

Guest Speakers

Local Geocachers to talk about their fun experiences or a member from the Chamber of Commerce to speak about free resources they can provide to travelers.

Web 2.0

Flash Earth

<http://www.flashearth.com>

Use this site to find coordinates around the world.

Google Earth

<http://www.google.com/earth/index.html>

Zoom in and out of locations worldwide. This website requires a download of Google Earth application.

The Official Global GPS Cache Hunt Site

<http://www.geocaching.com>

Get started with your first treasure hunt by joining this online community through a free basic membership, and track where you can find your first cache.

Professional Resources

The Official Geocaching Brochure

http://www.geocaching.com/articles/Brochures/EN/EN_Geocaching_BROCHURE.pdf

Learn about the basic ins and outs of Geocaching with this easy to understand brochure.

Bibliography

Key to abbreviations for age recommendations

I = Elementary

Y=Young Adult

L=For the Librarian

+= "and up" All ages above the one listed will find the book of interest.

For a list of all titles available through the Talking Book Program (www.tsl.state.tx.us/tbp or <http://www.texasTalkingBooks.org/>; 1-800-252-9605 or 512-463-5458; tbp.services@tsl.state.tx.us), please visit <http://www.tsl.state.tx.us/tbp/bibliographies/bibindex.html#src>.

Books (Add Links to each section)

Audiorecordings

Films/DVDs

Books

Abbott, Olyve.

Ghosts in the Graveyard: Texas Cemetery Tales. Plano: Republic of Texas Press, 2001. (Y+)

Abbott has gathered an alternately chilling and humorous collection of ghost stories from around Texas. This book also includes information about early Texas burial traditions.

<http://www.worldcat.org/oclc/47081252>

Allison, Jennifer.

Gilda Joyce, Psychic Investigator. New York: Dutton, 2005. (Y)

After inviting herself to the mansion of her cousin Lester Splinter, Gilda Joyce proceeds to use her supposed psychic powers to figure out why the tower has been boarded up. Mixed in with this is the grief of losing her father which is real reason behind Gilda Joyce's psychic powers.

<http://www.worldcat.org/oclc/243697470>

Alphin, Elaine Marie

An Unspeakable Crime: The Prosecution and Persecution of Leo Frank. Minneapolis: Carolrhoda Books, 2010. (L)

The true story of the flawed investigation and of a heinous crime that was incorrectly believed to be perpetrated by a Jewish businessman.

<http://www.worldcat.org/oclc/261342754>

Anderson, Laurie Halse.

Wintergirls. New York: Viking, 2009. (Y+)

Lia struggles to overcome the death of her best friend from anorexia – the same disorder that Lia, herself, has.

<http://www.worldcat.org/oclc/255902817>

Bane, Theresa

Encyclopedia of Vampire Mythology. Jefferson: McFarland, 2010. (L)
Including over 600 entries, the encyclopedia provides an alphabetical listing of vampire myths from around the world.

<http://www.worldcat.org/oclc/475664328>

Barnes, Jennifer.

Raised By Wolves. New York: Egmont USA, 2010. (Y+)

Pack means loyalty, family, safety... and secrets. A human girl, taken in by werewolves, must uncover the dark secrets of her past that are threatening her future.

<http://www.worldcat.org/oclc/437298725>

Berk, Josh.

The Dark Days of Hamburger Halpin. New York: Alfred. A. Knopf, 2010. (Y+)

Will Halpin, a deaf transfer student, must overcome many obstacles while trying to solve the murder of a popular football player at his new school.

<http://www.worldcat.org/oclc/304384485>

Philip Bernardi.

Improvisation Starters. Cincinnati: Betterway Books, 1992. (Y+) (OP)

This book encourages all actors to learn the art of improvisation and it includes up to 900 improvisational situations in which to do so. The improv situations can include obstacles and props.

<http://www.worldcat.org/oclc/24912036>

Bertagna, Julie.

Zenith. New York: Walker, 2009. (Y+)

Fierce storms, rising water, and a ship full of refugees mean Mara has a lot on her plate.

<http://www.worldcat.org/oclc/317798947>

Bick, Ilsa J.

Draw the Dark. Minneapolis: Carolrhoda Lab, 2010. (Y+)

It's cold in Winter, Wisconsin where Christian Cage lives with his uncle, his nightmares, bizarre paintings, and a mystery surrounding a dead body and German POWs.

<http://www.worldcat.org/oclc/505006489>

Black, Holly and Justine Larbalestier (ed.)

Zombies vs. Unicorns. New York: Margaret K. McElderry Books, 2010. (Y+)

Twelve short stories by popular authors seek to end the zombies vs. unicorns debate.

<http://www.worldcat.org/oclc/464593278>

Block, Francesca Lia.

Pretty Dead. New York: HarperTeen, 2009. (Y+)

Charlotte became a vampire after losing her beloved twin over 100 years ago. Now after losing her best friend Emily, Charlotte is feeling a little...human.

<http://www.worldcat.org/oclc/265085540>

Boudreau, Helene.

Crimebusting and Detection. New York: Crabtree Pub. Co., 2009. (Y)

Crime scene investigators, medical examiners, technology, evidence and solving crimes - need I say

more?

<http://www.worldcat.org/oclc/228676718>

Braden, Gregg

The Mystery of 2012: predictions, prophecies & possibilities. Boulder: Sounds True, 2009. (Y+)

The question of what the future holds is explored in this collection of essays.

<http://www.worldcat.org/oclc/298129651>

Brashares, Ann.

Sisterhood of the Traveling Pants. New York: Delacorte Press, 2001. (Y+)

A sisterhood of four friends share a summer full of surprises, even though a distance keeps them apart.

<http://www.worldcat.org/oclc/47923895>

Brennan, Sarah Rees

Demon's Covenant. New York: Margaret K. McElderry Books, 2010. (Y+)

Protecting her brother Jamie's life... may cost Mae her own. Demons and duels abound in this second book of the Demon's Lexicon trilogy.

<http://www.worldcat.org/oclc/432993907>

Brewer, Heather

Eighth Grade Bites. New York: Dutton Children's Books, 2007. (Y+)

Vladimir Tod has managed to live a normal life despite being half-human/half-vampire until now. A new teacher arrives at school that knows more about Vladimir's life and the death of his parents. Vladimir's life is about to become very complicated in the first of Heather Brewer's Chronicles of Vladimir Tod series.

<http://www.worldcat.org/oclc/74940719>

Brooks, Kevin.

Black Rabbit Summer. New York: Chicken House/Scholastic, 2009. (Y+)

Friendship can be deadly. Pete is a suspect in the disappearance of two of his childhood classmates, so he investigates to clear his name and find them. Except the only thing he finds are clues that lead not only to a dangerous enemy... but to Pete's other friends as well.

<http://www.worldcat.org/oclc/213480574>

Brooks, Max.

The Zombie Survival Guide: Complete Protection from the Living Dead. New York: Three Rivers Press, 2003. (Y+)

All the tips and tricks needed to survive the coming zombie apocalypse.

<http://www.worldcat.org/oclc/51251720>

Brunvand, Jan H.

Encyclopedia of Urban Legends. Santa Barbara: ABC-CLIO, 2001. (Y+)

The ultimate collection of Urban Legends from around the United States compiled in one compelling volume.

<http://www.worldcat.org/oclc/45917005>

Bunson, Matthew

The Vampire Encyclopedia. New York: Random House, 2001. (L)

With over 2,000 entries of vampire facts, fiction, and myths, this encyclopedia covers a comprehensive array of vampire culture from literature, television shows, movies, history, myths and more.

<http://www.worldcat.org/oclc/45990727>

Burgan, Michael

Searching for Aliens, UFOs and Men in Black. Mankato: Capstone Press, 2011. (Y)

The possibility of life on other planets is explored.

<http://www.worldcat.org/oclc/666401878>

Butcher, A. J.

Spy High: Mission One. New York: Little, Brown, 2004. (Y)

Spy High. Here you do not worry about surviving final exams... you worry about simply surviving.

<http://www.worldcat.org/oclc/52493429>

Butler, William Vivian, and Lucinda Landon.

The Young Detective's Handbook. Boston: Little Brown, 1981.

A children's book describing detection skills and forensic evidence.

<http://www.worldcat.org/oclc/7596811>

Caine, Rachel

Glass Houses. New York: NAL Jam Books, 2006. (Y+)

Claire Danvers could have gone to any college in the country but at sixteen years old her parents wanted to keep her close to home so Claire heads off to Morganville, a small quiet town in west Texas. The town has a sinister secret though and her roommates are not quite what they seem. This is the first book in the Morganville Vampires series.

<http://www.worldcat.org/oclc/71674547>

Campbell, Andrea.

Forensic Science: Evidence, Clues, and Investigation. Philadelphia: Chelsea House, 2000. (L)

Discusses the science of solving mysteries.

<http://www.worldcat.org/oclc/40857013>

Carter, Ally.

I'd Tell You I Love You But Then I'd Have To Kill You. New York: Hyperion Books for Children, 2006. (Y+)

Cammie's life is far from ordinary – she is the daughter of a former CIA operative and she attends a secret spy school. When out on a “mission” she encounters the deadliest enemy of all – love.

<http://www.worldcat.org/oclc/62536023>

Cast, P. C. and Kristin

Marked. New York: St. Martin's Griffin, 2007. (Y+)

Zoey Redbird is having a bad day. She just broke up with her boyfriend and is coming down with a cold when she sees the Tracker at her locker. Trackers are adult vampires come to notify teens that they are about to become one and Zoey is next. Now she must move to the House of Night, a boarding school for those that will become vampires if they make the change, make new friends, and get a handle on her newfound powers. This is the first book in the House of Night series.

<http://www.worldcat.org/oclc/84838635>

Collins, Suzanne

The Hunger Games. New York : Scholastic, 2008. (Y)
In the North America of the future, teenagers must fight each other to death.
<http://www.worldcat.org/oclc/181516677>

Curran, Bob
Encyclopedia of the Undead: A Field Guide to Creatures That Cannot Rest in Peace. Franklin Lakes: New Page Books, 2006. (L)
Vampires, zombies, werewolves, and other mythological creatures are examined in this encyclopedia.
<http://www.worldcat.org/oclc/62282505>

Dale, W. Mark and Wendy S. Becker
The Crime Scene: How Forensic Science Works. New York: Kaplan Publishing, 2007. (L)
A guide to forensic science and crime scene observations.
<http://www.worldcat.org/oclc/154760687>

De La Cruz, Melissa
Blue Bloods. New York: Hyperion, 2006. (Y+)
New York is home to some of the richest teens in America but these teens have a secret, their bloodline is far older than anyone suspects. This is the first book in the Blue Bloods series.
<http://www.worldcat.org/oclc/63294741>

Despain, Bree.
The Dark Divine. New York: Egmont USA, 2010. (Y)
Grace Divine is surprised when she discovers her brother Jude covered in blood on their front porch. Even more intriguing is the fact that classmate Daniel Kalbi has disappeared as well. Years later Daniel returns and memories of that dark evening begin to resurface. What happened that night? Who is Daniel? And why does her brother Jude want her to avoid Daniel?
<http://www.worldcat.org/oclc/317926345>

Dixon, Franklin.
Dead on Target. New York: Pocket Book, 1987. (Y)
This is the first book in the Hardy Boy Case Files and a wonderful starting point for boys who are a fan of mysteries. In this book the Hardy boys get caught up with an international terrorist and discover a secret agency known as the Network. (OP)
<http://www.worldcat.org/oclc/15529282>

Doyle, Sir Arthur Conan.
A Study in Scarlet. New York: Reader's Digest, 1992. (Y+)
This is the classic novel that started it all. Just as impressive as it was when it was first published in 1887. Budding mystery fans will enjoy a trip back in time to Victoria London, where readers are introduced to Sherlock Home and his companion Watson.
<http://www.worldcat.org/oclc/191809185>

Dozier, Rush W. Jr.
Fear Itself: The Origin and Nature of the Powerful Emotion That Shapes Our Lives and Our World. New York : St. Martin's Press, 1998. (L)
Discusses the emotional side of fear, dealing with fear and how feelings of fear and pleasure can be intertwined.

<http://www.worldcat.org/oclc/38993021>

Duncan, Lois.

I Know What You Did Last Summer. Boston: Little Brown, 1973. (L)

Four teenagers struggle to hide what occurred one dark night. One year later, someone who knows their deadly secret is stalking them.

<http://www.worldcat.org/oclc/640901>

Elliot, Lang

Common Birds and their Songs. Boston: Houghton Mifflin, 1998. (Y+)

Provides an introduction to 50 of the most common birds in North America and their songs.

<http://www.worldcat.org/oclc/174441802>

Elliot, Patricia.

The Pale Assassin. New York: Holiday House, 2009. (Y+)

Eugenie de Boncoeur is living during the French Revolution and she has become the center of attention of "le Fantome", a sinister spymaster holding a grudge against her and her family.

<http://www.worldcat.org/oclc/312728374>

Falkner, Brian

Brain Jack. New York : Random House, 2009. (Y)

In the near future, genius computer hacker Sam is forced to work for the Homeland Security Cyber Defense Division.

<http://www.worldcat.org/oclc/263408729>

Fantaskey, Beth

Jessica's Guide to Dating on the Dark Side. New York: Graphia Houghton Mifflin Harcourt, 2009. (Y+)

Jessica is turning 18 and a birthday surprise changes her life forever. Lucius Vladescu shows up at her front door claiming that he is her betrothed, a vampire, and worse informs her that so is she. Suddenly Jessica's world is turned upside down.

<http://www.worldcat.org/oclc/191316517>

Feinstein, John.

Last Shot. New York: Random House, 2005. (Y)

Intrigue and blackmail abound in this great sports mystery. After eighth graders Stevie and Susan win a cost they are sent to the Final Four Tournament. There they discover that a player is being blackmailed into skewing the final score.

<http://www.worldcat.org/oclc/57004083>

Feltman, K. and McNamera, Joel.

Geocaching for Dummies. Hoboken: Wiley Pub., 2004. (Y+)

Ever wonder what it takes to become a Geocacher? Browse through this book for an idea on how to go about becoming one.

<http://www.worldcat.org/oclc/56729438>

Fieri, Guy and Volkweia, Ann.

Diners, Drive-Ins and Dives: An All-American Road Trip...with recipes. New York: William Morrow/Harper Collins, 2008. (Y+)

Just like the popular TV show by the same name, this book is filled with yummy treats and favorite American hot spots.

<http://www.worldcat.org/oclc/232130486>

Fitzpatrick, Becca.

Hush, Hush. New York: Simon & Schuster Books for Young Readers, 2009. (Y+)

Nora is cautious by nature. Patch has a dark appeal she cannot deny. Will they be lovers... or enemies.

<http://www.worldcat.org/oclc/313658902>

Foxlee, Karen.

The Anatomy of Wings. New York: Alfred A. Knopf Books, 2009. (Y+)

Jenny's teenage sister committed suicide... and Jenny is left trying to deal with what happened.

<http://www.worldcat.org/oclc/229027405>

Francis-Cheung, Theresa

The Element Encyclopedia of Vampires. London: HarperElement, 2009 (L)

This encyclopedia includes reports of real-life people reported to be vampires throughout history.

<http://www.worldcat.org/oclc/421779342>

Gaiman, Neil, and Dave McKean.

Coraline. New York: HarperCollins, 2002. (Y+)

This deliciously spooky tale follows the precocious Coraline who wishes for more of her parents' attention and stumbles upon a strange world where her "Other Mother" and "Other Father" live. Seemingly a wish-come-true, Coraline soon learns to be careful what you wish for.

<http://www.worldcat.org/oclc/49261060>

Gardner, Robert.

Crime Lab 101: Experimenting With Crime Detection. New York: Walker, 1992. (L)

Explains forensic science and features activities for readers.

<http://www.worldcat.org/oclc/25203545>

Gee, Joshua

Encyclopedia Horrifica: the terrifying truth! about vampires, ghosts, monsters, and more. New York : Scholastic, 2007. (Y)

Presents true stories about vampires, aliens, werewolves and ghosts.

<http://www.worldcat.org/oclc/86117864>

Genge, Ngaire E.

The Forensic Casebook: The Science of Crime Scene Investigation. New York: Ballantine, 2002. (L)

A fascinating look at the strange and intriguing science of forensics.

<http://www.worldcat.org/oclc/49903188>

Georges, Emily A.

The Pocket Book of Paranormal Trivia: Contains 200+ Q & A's. CreateSpace, 2009. (Y+)

A good resource for trivia question covering vampires, witches, shape-shifters and UFOs.

http://www.amazon.com/Pocket-Book-Paranormal-Trivia-Contains/dp/1442129719/ref=sr_1_1?ie=UTF8&s=books&qid=1305831105&sr=8-1#

Grahame-Smith, Seth.

How to Survive a Horror Movie: All the Skills to Dodge the Kills. Philadelphia: Quirk Books, 2007. (Y+) (L)
Grahame-Smith has created a detailed and darkly humorous volume with all the rules you'll need to survive whatever horror movie you happen to stumble into. The addition of somewhat gory illustrations just adds to the fun. Teens who are old enough to have seen a decent number of horror movies are more likely to enjoy this one.

<http://www.worldcat.org/oclc/144685993>

Grace, N. B.

UFOs: What Scientists Say May Shock You! New York: Franklin Watts, 2008. (Y)
A scientific discussion of Unidentified Flying Objects.

<http://www.worldcat.org/oclc/176648987>

Grant, Michael.

Gone. New York: HarperTeen, 2008. (Y+)

People over the age of fourteen have disappeared from a small town on the coast of California – which has caused the remaining townspeople to fight against students from the near-by private school. And also caused those who have “The Power” to fight against those who do not.

<http://www.worldcat.org/oclc/175217385>

Gray, Claudia

Evernight. New York: HarperTeen, 2008. (Y+)

Bianca's parents become professors at an elite boarding school, bringing Bianca with them. But Bianca doesn't fit in with her rich and good looking classmates until she falls for another outcast, Lucas. However, Lucas is carrying a secret of his own. This is the first book in the Evernight series.

<http://www.worldcat.org/oclc/175289869>

Green, John.

Paper Towns. New York: Dutton Books, 2008. (T+)

Q's life as a senior in high school is full of boringness and monotony, until Margo, his neighbor, comes into the picture.

<http://www.worldcat.org/oclc/202483793>

Guiley, Rosemary

The Encyclopedia of Vampires and Werewolves. 2nd ed. New York: Facts on File, 2011. (L)

In this updated version of The Encyclopedia of Vampires, Werewolves and Other Monsters, Guiley covers both the familiar and obscure vampire history, movies, literature, myths and more.

<http://www.worldcat.org/oclc/606772227>

Henderson, Lauren.

Kisses and Lies. New York: Delacorte Press, 2009. (Y+)

Scarlet Wakefield has a lot on her mind – romance with the son of her school's groundskeeper, traveling around Scotland with her friend Taylor, and solving the murder of a boy who literally died from her kiss.

<http://www.worldcat.org/oclc/227929880>

Higson, Charles.

Silverfin: A Young James Bond Adventure. New York: Hyperion Books For Children, 2005. (Y)

Bond. James Bond. Or more aptly, a young James Bond who is beginning a new chapter in life – boarding

school and his very first adventure.
<http://www.worldcat.org/oclc/690026930>

Hitchcock, Alfred, and Sidney Gottlieb.
Hitchcock on Hitchcock: Selected Writings and Interviews. Berkeley: University of California Press, 1995.
The essay "The Enjoyment of Fear" has some fascinating insights into why people enjoy fear in a controlled environment.
<http://www.worldcat.org/oclc/30895042>

Hoffman, Mary.
The Falconer's Knot. New York: Bloomsbury USA Children's Books, 2007. (Y)
Silvano and Chiara are sent, during Renaissance Italy, to live in a friary and nunnery. There they met and fall in love, but before they can allow their love to blossom they must first solve a mystery. Multiple mystery and love affairs abound in this book.
<http://www.worldcat.org/oclc/244224046>

Horowitz, Anthony.
Skeleton Key. New York: Philomel Books, 2003. (Y)
A routine mission goes bad when spy Alex Rider gets caught up in a mission involving Chinese gangs, Russian generals, and nuclear weapons.
<http://www.worldcat.org/oclc/50630467>

Howe, James.
Totally Joe. New York: Atheneum Books for Young Readers, 2005. (Y+)
An alphabiography is a set of 26 short stories or chapters about the writer's life, one for each letter of the alphabet. Joe has just been assigned to write one and these are his stories.
<http://www.worldcat.org/oclc/56621916>

Jenkins, A. M.
Night Road. New York: HarperTeen, 2008. (Y+)
Cole has been called back home to help with a newly turned hemovore, Gordon. Cole takes Gordon on a road trip teaching him how to survive the hemovore life.
<http://www.worldcat.org/oclc/172521622>

Jinks, Catherine.
The Reformed Vampire Support Group. Boston: Houghton Mifflin Harcourt, 2009. (Y+)
Twelve step programs aren't just for the living. Nina and a group of her friends have joined the Reformed Vampire Support Group for vampires that have given up drinking human blood or turning another. The group quietly existed until one of their members is killed with a silver bullet. Now they must find the killer before it's too late.
<http://www.worldcat.org/oclc/237047571>

Johnson, Daniel.
4-H Guide to Digital Photography. Minneapolis: Voyageur Press, 2009. (Y+)
Learn more about capturing awesome picture flashes when taking a road trip, or a simple stroll around the block.
<http://www.worldcat.org/oclc/318641460>

Johnson, Lindsay Lee.

Worlds Apart. Asheville: Front Street, 2005. (Y)

Working the snack cart at a mental hospital, making new friends, and adopting a pet goat are just a few of the situations thirteen-year-old Winnie gets into.

<http://www.worldcat.org/oclc/60414256>

Joshi, S. T.

Encyclopedia of the Vampire: The Living Dead in Myth, Legend and Popular Culture. Santa Barbara: Greenwood, 2011. (L)

This encyclopedia focuses predominantly on vampires in popular culture and less on the history of vampires.

<http://www.worldcat.org/oclc/548555690>

Keene, Carolyn.

Secrets Can Kill. New York: Simon Pulse, 1991. (Y)

This novel is the first in the Nancy Drew series. This book is a great classic for any teen who love mysteries. In this book Nancy goes undercover at Bedford High to discover how is behind a number of thefts. (OP)

<http://www.worldcat.org/oclc/17574048>

Kelley, Margot Anne.

Local Treasures: Geocaching Across America. Placitas: Center for American Places, 2006. (Y+)

Ever wonder about why Americans are so engrossed with the sport of Geocaching? Read this book to learn more about what the author of this books has discovered.

<http://www.worldcat.org/oclc/61302925>

King, Stephen.

Carrie: a Novel of a Girl with a Frightening Power. Garden City: Doubleday, 1974. (Y+)

One of King's earliest hits, this novel follows Carrie White, bullied at school by the popular kids and tormented at home by an overly-religious mother. But Carrie has a surprising talent that will lead to the destruction of everyone around her.

<http://www.worldcat.org/oclc/834822>

Lankford, Andrea.

Haunted Hikes: Spine Tingling Tales and Trails from North America's National Parks. Santa Monica: Santa Monica Press, 2006. (Y+)

Take a walk through some of the creepiest areas of North America! This guide provides hikers or armchair adventurers with spine-tingly thrills to spruce up their hikes.

<http://www.worldcat.org/oclc/62421087>

Larbalestier, Justine

How to Ditch Your Fairy. New York: Bloomsbury, 2008. (Y)

Charlie gets the perfect parking spot everytime - because she has a parking fairy. But Charlie wants something different so she and her friends look for a way to ditch her fairy.

<http://www.worldcat.org/oclc/213358000>

Larbalestier, Justine

Liar. New York: Bloomsbury U. S. A. Children's Books, 2009. (Y)
Micah is a compulsive liar who may or may not be a werewolf who killed her boyfriend.
<http://www.worldcat.org/oclc/317928869>

Lee, Y.S..

The Agency: A Spy in the House. Somerville: Candlewick, 2010. (Y)
Mary Quinn is rescued from the gallows in 1850s London, England. She is taken to Miss Scrimshaw's Academy for Girls. At her graduation she is approached to become a spy for The Agency. The book goes on to describe her first mission. A potential love interest rounds out this book nicely.
<http://www.worldcat.org/oclc/671911961>

Liparulo, Robert.

House of Dark Shadows. Nashville: Thomas Nelson, 2008. (Y+)
When the King family moves from L.A. to an isolated small town, fifteen-year-old Xander is sure that his life is over. But he and his siblings are intrigued by the old Victorian house the family buys. Sound travels strangely in the house - noises come from the wrong direction, strange foot prints appear, and when Xander's brother tries to hide in a closet he ends up in locker 119 at the local school. Then really strange things begin to happen.
<http://www.worldcat.org/oclc/185033320>

Lyle, D.P.

Howdunit Forensics: A Guide for Writers. Cincinnati: Writers Digest Books, 2008. (L)
A guide to forensic evidence as used by writers of mysteries.
<http://www.worldcat.org/oclc/156785033>

Lyle, Douglas P.

Forensics for Dummies. Hoboken: Wiley, 2004 (L)
A look at forensic science for the layman.
<http://www.worldcat.org/oclc/55064423>

MacLean, Sarah.

The Season. New York: Orchard Books, 2009. (Y)
Instead of showing interest in the usual fair of early nineteenth century London, Lady Alexandra Stafford wants to pursue adventures and does so by investigating murder of the Earl of Blackmoor. Romance and mystery meet in the novel with a few balls, and lavish parties thrown in for good measure.
<http://www.worldcat.org/oclc/232390529>

McGuire, Margaret and Alicia Kachmar

Witch Craft: Wicked Accessories, Creepy-Cute Toys, Magical Treats, and More!. Philadelphia: Quirk Books, 2010. (L)
This is a wonderful guide to spooky foods and crafts! Detailed patterns and step-by-step instructions make the projects easy and fun.
<http://www.worldcat.org/oclc/606789634>

Maguire, Eden.

Jonas. Naperville: Sourcebooks Fire, 2010. (Y+)
Darina's boyfriend is the fourth boy in her school this year... to die. And now she is seeing the ghosts of those dead students who have come back to deal with their unsolved issues and they need her help.

<http://www.worldcat.org/oclc/454358416>

Mancusi, Marianne

Boys that Bite. New York: Berkeley Jam Books, 2006. (Y+)

Twins Sunny and Rayne couldn't be more different. Sunny is into sports and loves school. Rayne is a night-loving Goth. When a case of mistaken identity turns deadly it's a race against time to save Sunny from eternal darkness. This is the first book in the Blood Coven series.

<http://www.worldcat.org/oclc/62322537>

Matthews, Patricia O'Brien

Fang-tastic Fiction: Twenty-First Century Paranormal Reads. Chicago: American Library Association, 2011. (L)

Presents literature set in a world inhabited by humans and the paranormal.

<http://www.worldcat.org/oclc/664114841>

Mead, Richelle

Vampire Academy. New York: Razorbill, 2007. (Y+)

Rose Hathaway has been on the run with her best friend Lisa for two years. Finally the guardians have caught up with them and are taking them back to boarding school where Rose will train to become a guardian, protectors of Moroi, and Lisa will once again take her place among the Moroi royalty. But the threat that caused them to run two years ago remains. Can Rose protect Lisa and fight her attraction to the new guardian instructor? This is the first book in the Vampire Academy series.

<http://www.worldcat.org/oclc/85862039>

Melton, J. Gordon

The Vampire Book: The Encyclopedia of the Undead, 3rd ed. Canton: Visible Ink Press, 2010. (L)

Written by J. Gordon Melton, a religious historian and president of the American chapter of the Transylvania Society of Dracula, this encyclopedia includes information about vampire societies from around the world, a historical timeline of vampires, movies, literature, and television shows featuring vampires, and more.

<http://www.worldcat.org/oclc/642001521>

Meyer, Stephenie

Twilight. New York: Little, Brown & Co., 2005. (Y+)

Bella Swan has moved to Forks, Washington to live with her father where she meets the enigmatic Cullen family and develops feelings for Edward Cullen. But the Cullen family is not what it seems. This is the first book in the Twilight series.

<http://www.worldcat.org/oclc/57193246>

Mezrich, Vlad

The Vampire is Just Not that Into You. New York : Scholastic, 2009. (Y)

Humorously provides tips and tricks for finding the perfect undead boyfriend and making him stay.

<http://www.worldcat.org/oclc/318432391>

Miller, Donna R.

Crash Course in Teen Services. Westport: Libraries Unlimited, 2008. (L)

This book provides practice introductory information about teen services.

<http://www.worldcat.org/oclc/192138262>

Mlynowski, Sarah

Gimme a Call. New York: Delacorte, 2010. (Y)

After her cell phone suffers water damage, 17-year-old Devi discovers she can only call one person- her 14-year-old self.

<http://www.worldcat.org/oclc/417434610>

Mumfrey, W H.

The Alien Invasion Survival Handbook: A Defense Manual for the Coming Extraterrestrial Apocalypse.

Cincinnati: HOW Books, 2009. (Y+)

Everything you need to know about surviving an extraterrestrial invasion.

<http://www.worldcat.org/oclc/233931239>

National Geographic

Student Atlas of the World. Washington, D.C.: National Geographic Society, 2001. (Y+)

High school students will find this book resourceful for their traveling destinations.

<http://www.worldcat.org/oclc/45123517>

Nixon, Joan Lowery.

Nightmare. New York: Delacorte Press, 2003. (Y)

Emily has a horrifying reoccurring nightmare that features a dead body. Terrified Emily is unable to confide in anyone and this only furthers the frustration that her parents are feeling with her. So Emily's parents send her off to Camp Excel. But Emily knows there is something wrong with Camp Excel and it seems like her nightmare may just be beginning.

<http://www.worldcat.org/oclc/51582490>

Nixon, Joan Lowery.

The Weekend was Murder! New York: Delacorte, 1992.

A murder mystery weekend at a hotel turns deadly when someone really dies.

<http://www.worldcat.org/oclc/23731724>

Norville, Barbara.

Writing the Modern Mystery. Cincinnati: Writer's Digest, 1986. (L)

Discusses techniques and elements of mystery writing.

<http://www.worldcat.org/oclc/13822887>

O'Hara, Charles E., and Gregory O'Hara.

Fundamentals of Criminal Investigation, 5th ed. Springfield: Thomas, 1980. (L)

Discusses forensic science and additional elements of investigating crimes.

<http://www.worldcat.org/oclc/5447733>

Osterlund, Anne.

Aurelia. New York: Speak, 2008. (Y+)

Aurelia, the crown princess of Tyralt, is given into the care of Robert, the son of a trusted spy, because she has had attempts made on her life. Now she's having attempts made on her heart too.

<http://www.worldcat.org/oclc/172979772>

Owen, Peter

Knots: More than 50 of the Most Useful Knots for Camping, Sailing, Fishing and Climbing. London: Apple, 1993. (Y+)

Provides instructions for completing a variety of knots.

<http://www.worldcat.org/oclc/44271097>

Owens, David.

Hidden Evidence: Forty True Crimes and How Forensic Science Helped Solve Them. Willowdale: Firefly, 2000. (L)

Gripping accounts of several crimes and the forensic clues that were left behind.

<http://www.worldcat.org/oclc/670438094>

Parker, Robert B.

The Boxer and the Spy. New York: Philomel Books, 2008. (Y+)

Follow in Terry's tracks as he steps into the boxing ring as well as into a murder mystery.

<http://www.worldcat.org/oclc/155715155>

Pearson, Mary

The Adoration of Jenna Fox. New York: Henry Holt, 2008. (Y)

Jenna Fox awakens from a coma to find herself in a body- and life- she doesn't remember.

<http://www.worldcat.org/oclc/162145841>

Peters, Jack W.

The Complete Idiot's Guide to Geocaching. Indianapolis: Alpha Books, 2009. (Y+)

This is a great guide for Geocaching beginners, with resources and details on how to begin your adventures.

<http://www.worldcat.org/oclc/268794893>

Petersen, Sandy, and Lynn Willis.

Call of Cthulhu; Horror Roleplaying in the Worlds of H.P Lovecraft. Oakland: Chaosium. 2000. (L)

The sections on investigation and forensics give excellent background information for mysteries.

<http://www.worldcat.org/oclc/473737428>

Poe, Edgar A, and James Prunier.

The Pit and the Pendulum and Other Stories. New York: Viking, 1999. (Y+)

This classic horror tale a prisoner of the Spanish Inquisition endures his torments in complete darkness.

The beauty and horror of this story is the writer's dependence on sense other than sight to convey the prisoner's feelings of despair and anguish.

<http://www.worldcat.org/oclc/42521101>

Poe, Edgar Allan.

Tales of Mystery and Imagination. Harlow: Pearson Education, 2001. (Y+)

In these writings of Edgar Allan Poe there are people struggling... with mysteries, with death, and with themselves.

<http://www.worldcat.org/oclc/47118238>

Poe, Edgar A.

The Tell-Tale Heart and Other Writings. New York: Bantam, 1982. (Y+)

Poe is a sure bet for any horror-themed program. This collection of his works includes *Tell-Tale Heart* which depicts the consuming madness of a murderer who is haunted by his crime.

<http://www.worldcat.org/oclc/28590199>

Ryan, Carrie

The Forest of Hands and Teeth. New York: Delacorte Press, 2009. (Y)

Mary is determined to find out what lies beyond her village, which is surrounded by the Unconsecrated.

<http://www.worldcat.org/oclc/226291601>

Sambuchino, Chuck.

How to Survive a Garden Gnome Attack: Defend Yourself When the Lawn Warriors Strike (and They Will).

Berkeley: Ten Speed Press, 2010. (Y+)

Liberally sprinkled with colored illustrations, this is the book you need to protect yourself from the dreaded Garden Gnome Attack.

<http://www.worldcat.org/oclc/495781524>

Schneider, Steven Jay.

Horror Film and Psychoanalysis: Freud's Worst Nightmare. New York : Cambridge University Press, 2004.

A collection of essays that use psychoanalysis to interpret the fascination many people have with horror movies and their reactions to those films.

<http://www.worldcat.org/oclc/52948915>

Schreiber, Ellen

Vampire Kisses. New York: Katherine Tegen Books/HarperCollins Publishers, 2003. (Y+)

Raven doesn't fit into her country club suburbia town with her Goth look, combat boots, and vampire fixation until a new boy moves into the old rundown mansion on the edge of town. Finally she finds a kindred soul in Alexander, a Goth like her. But Alexander is more than he seems? This is the first book in the Vampire Kisses series.

<http://www.worldcat.org/oclc/51306186>

Sedgwick, Marcus

My Swordhand Is Singing. New York: Wendy Lamb Books, 2006. (Y+)

Set in the early 17th Century, a father and son carve out a living deep in the forest of Eastern Europe.

When livestock go missing and dead loved ones start visiting, only Tomas knows what's happening and he must protect his son and the village in this traditional vampire tale.

<http://www.worldcat.org/oclc/122291131>

Selzer, Adam

I Kissed a Zombie and I Liked It. New York : Delacorte Press, 2010. (Y)

In a day where the undead are part of everyday life, Alley finds herself caught between a vampire and a zombie.

<http://www.worldcat.org/oclc/326529748>

Shan, Darren.

Cirque du Freak: A Living Nightmare. Boston: Little, Brown, 2001. (Y)

Darren and his friend, Steve, are fascinated by the bizarre so when Cirque du Freak comes to town they jump at the chance to attend a show featuring a spider and its handler, Mr. Crepsley. Steve recognizes

the spider handler as a centuries old vampire and begs Mr. Crepsley to turn him into a vampire, but is refused. It is Darren who is changed and then the adventure really begins. This lightening fast read is the first in the Cirque du Freak series and whets the readers' appetite for all things Shan.

<http://www.worldcat.org/oclc/228433379>

Shaw, Maria

Maria Shaw's Tarot Kit for Teens. St. Paul: Llewellyn, 2004. (Y)

Covers the basic of tarot card reading in a teen-accessible format.

<http://www.worldcat.org/oclc/54774879>

Shepard, Sara.

The Lying Game. New York: HarperTeen, 2010. (Y+)

Emma Paxton's long lost twin, Sutton, is watching over her... from the afterlife. Sutton has just been murdered and Emma takes her place as she tries to find the killer and put her sister's soul to rest.

<http://www.worldcat.org/oclc/688616863>

Silverstein, Herma.

Threads of Evidence: Using Forensic Science to Solve Crimes. New York: Twenty-First Century Books, 1996. (L)

Discusses the use of forensic evidence in modern crime solving.

<http://www.worldcat.org/oclc/35096064>

Smith, Cynthia Leitich

Tantalize. Cambridge: Candlewick Press, 2007. (Y+)

Quincie Morris has "revamped" her family's restaurant with an all new theme. Sanguini's Italian Restaurant caters to a different type of clientele.

<http://www.worldcat.org/oclc/62738692>

Smith, L. J.

Vampire Diaries, Vol. 1. New York: HarperTeen, 2007. (Y+)

Elena Gilbert is popular and beautiful and soon attracts the attention of two brothers, Damon and Stefan Salvatore. The Salvatore brothers compete for her attention but there's more at stake than Elena knows. Originally published in 1991, the reissued *Vampire Diaries, Vol. 1* includes the first two books *The Awakening* and *The Struggle* in the Vampire Diaries series.

<http://www.worldcat.org/oclc/148888435>

Spencer, Liv

Love Bites: The Unofficial Saga of Twilight. Toronto: ECW Press, 2010. (Y)

A tribute to the beginning of the most popular vampire franchise.

<http://www.worldcat.org/oclc/458726568>

Springer, Nancy.

Case of the Missing Marquess. New York: Philomel Books, 2006. (Y)

This book follows the adventures of Enola Holmes, the younger sister of Sherlock Holmes. Enola's adventures begin when her mother disappears. Luckily, Enola's mother has left her clues about her whereabouts. However, Sherlock Holmes feels it would be best if his younger sister was placed in a boarding school while he did all the investigating. Enola disagrees and heads out to London in disguise. The book goes on to explain her further adventures in London.

<http://www.worldcat.org/oclc/60557714>

Stern, Jane, and Michael Stern.

Roadfood: The Coast-to-Coast Guide to 500 of the Best Barbecue Joints, Lobster Shacks, Ice Cream Parlors, Highway Diners, and Much More. New York: Broadway Books, 2002. (Y+)

Yummy, yummy, yummy! For you roadies out there, this book has a great collection of must-see restaurants across the nation.

<http://www.worldcat.org/oclc/47696605>

Stevens, Serita Deborah, and Anne Klarner.

Deadly Doses: A Writer's Guide to Poisons. Cincinnati: Digest Books, 1990. (L)

This title in The Howdunit Series is designed for the writer of mystery novels and explains poisons, their availability, their uses, and their effect.

<http://www.worldcat.org/oclc/21338640>

Stiefvater, Maggie

Shiver. New York : Scholastic Press, 2009. (Y)

Grace discovers something unique about the wolves that live in the woods behind her house.

<http://www.worldcat.org/oclc/314377519>

Stoker, Bram, and Maurice Hindle.

Dracula. London: Penguin Books, 2003. (Y+)

When Jonathan Harker visits his client, Count Dracula, in his Transylvanian castle he makes a horrifying discovery that will change his life forever. One of the classics of gothic horror, this is the novel that introduced the world to the most famous vampire of literature – Dracula.

<http://www.worldcat.org/oclc/51870466>

Strasser, Todd.

Blood On My Hands. New York: Egmont USA, 2010. (Y+)

A high school party goes horribly wrong. A girl is accused of murdering her best friend because she was standing over the dead body... and holding the murder weapon.

<http://www.worldcat.org/oclc/496956628>

Sturm, Jeanne.

GPS: Global Positioning System. Vero Beach: Rourke Pub., 2009. (Y+)

Read this book to learn all the basic uses of a GPS system.

<http://www.worldcat.org/oclc/214285872>

Tambini, Michael

Future. New York: Knopf, 1998. (Y+)

Explores the technological, environmental, and biological advances possible in the 21st century.

<http://www.worldcat.org/oclc/38765089>

Taney, Kimberly Bolan.

Teen Spaces: The Step-by-Step Library Makeover. Chicago: American Library Association, 2003. (L)

This book provides ideas for renovating and re-making exciting spaces for teens.

<http://www.worldcat.org/oclc/50064897>

Tedman, Nicola, and Sarah Skeate.

Zombie Felties: How to Raise 16 Gruesome Felt Creatures from the Undead. Kansas City: Andrews McMeel Pub, 2010. (L)

Create cute and creepy felt creatures from the refuse of your craft closet! Detailed instructions allow for easy construction of the featured creatures or use the book as inspiration for your own creation.

<http://www.worldcat.org/oclc/609534434>

Torres-Roman, Steven A.

Read On... Science Fiction: Reading Lists for Every Taste. Santa Barbara: Libraries Unlimited, 2010. (L)
Provides an overview of the science fiction genre.

<http://www.worldcat.org/oclc/505422441>

Tuccillo, Diane P.

Library Teen Advisory Groups. Lanham: VOYA Books, 2005. (L)

This book provides practical ideas for participation from teen stakeholders in libraries.

<http://www.worldcat.org/oclc/55765638>

Tull, Delena

Edible and Useful Plants of Texas and the Southwest: A Practical Guide. Austin: University of Texas Press, 1999. (Y+)

Includes detailed information and recipes for edible plants that grow in Texas.

<http://www.worldcat.org/oclc/39739735>

Valentino, Serena

How to be a Zombie: The Essential Guide for Anyone Who Craves Brains. Somerville: Candlewick Press, 2010. (Y)

Provides an overview of zombie lore.

<http://www.worldcat.org/oclc/462880277>

White, Kiersten

Paranormalcy. New York: HarperTeen, 2010. (Y)

Evie must prevent a dark prophecy from coming true.

<http://www.worldcat.org/oclc/526057857>

Wiese, Jim, and Ed Shems.

Detective Science: 40 Crime-Solving, Case-breaking, Crook-catching Activities for Kids. New York: John Wiley, 1996. (L)

Science experiments for children about forensic evidence and its use in solving crimes.

<http://www.worldcat.org/oclc/32854776>

Williams, Docia S.

Ghosts Along the Texas Coast. Plano: Republic of Texas Press, 1995. (Y+)

A collection of Texas themed ghost stories sure to tingle any spine.

<http://www.worldcat.org/oclc/30156074>

Williams, Scott

Haunted Texas: A Travel Guide. Guilford: Globe Pequot Press, 2007. (Y+)

Discusses spooky sites and paranormal happenings around Texas.

<http://www.worldcat.org/oclc/80019892>

Willin, Melvyn J.

Ghosts Caught on Film: Photographs of the Paranormal. Newton Abbot: David & Charles, 2009. (Y+)

Willin has compiled a fascinating book on the history and occurrences of “paranormal photography”.

This title will enthrall readers.

<http://www.worldcat.org/oclc/406416049>

Willin, Melvyn J.

The Paranormal Caught on Film: Amazing Photographs of Ghosts, Poltergeists and Other Strange Phenomena. Newton Abbot: David & Charles, 2008. (Y+)

A companion to Willin’s other volume, this book offers more photos for readers to ponder.

<http://www.worldcat.org/oclc/192079504>

Wilson, Daniel H.

How to Build a Robot Army: Tips on Defending the Planet Earth against Alien Invaders, Ninjas, and Zombies. New York: Bloomsbury USA, 2008. (Y+)

Worried about multiple possibilities for the coming apocalypse? Never fear – this text describes how to create your robot army guaranteed to defend against any threat.

<http://www.worldcat.org/oclc/85162338>

Wilson, Daniel H.

How to Survive a Robot Uprising: Tips on Defending Yourself against the Coming Rebellion. New York: Bloomsbury Pub, 2005. (Y+)

Of course, after your robot army has become sentient and rebelled against human authority, you will need this text to survive.

<http://www.worldcat.org/oclc/60421205>

Wilson, Keith D., MD.

Cause Of Death: A Writer’s Guide to Death, Murder, and Forensic Medicine. Cincinnati: Writer’s Digest, 1992. (L)

Designed for writers of mystery novels, this book describes ways in which people die.

<http://www.worldcat.org/oclc/25833150>

Yancey, Richard.

The Monstrumologist. New York: Simon & Schuster BFYR, 2009. (Y+)

This is a very dark fantasy set in 1888 America and follows the adventures of Will Henry. Will is apprenticed to Dr. Warthrop who hunts and studies real-life monsters. When they discover that a pod of Anthropophagi have invaded America all their skills will be needed to destroy these ancient monsters – that is, if they survive. Gruesome, lush and gritty, this is the perfect novel for the horror connoisseur.

<http://www.worldcat.org/oclc/306798148>

Zawacki, Neil.

How to Be a Villain. San Francisco: Chronicle, 2003. (Y+)

If you plan to be the person orchestrating the coming apocalypse, then this is the book for you. All you need to know on how to be a villain.

<http://www.worldcat.org/oclc/51438260>

Zimmerman, Keith, and Kent Zimmerman.

Mythbusters: The Explosive Truth Behind 30 of the Most Perplexing Urban Legends of All Time. New York: Simon Spotlight Entertainment, 2005. (Y+)

For readers who want to know the TRUTH about the most popular urban legends. Written by the stars of the television show, Mythbusters.

<http://www.worldcat.org/oclc/62156278>

Audio Recordings

The Beatles.

Rubber Soul. London: Parlophone, 1987. (Y+)

The Beatles are a timeless rock band with many songs all generations will be able to recognize and sing along to, including "Drive My Car".

<http://www.worldcat.org/oclc/15705298>

Cash, Johnny.

Unchained. S.l.: Columbia Legacy, 2007. (Y+)

"I've Been Everywhere", a single from the album *Unchained*, is a mega-hit by world renowned guitarist Johnny Cash, with this melody being included in movies, television shows, and even commercials.

<http://www.worldcat.org/oclc/174593699>

Evanescence

Fallen. New York: BMG Distribution, 2003. (Y+)

This goth-rock album is full of music that inspires thoughts of vampires, especially the popular single "Bring me to Life." This album will add an edgy flair to your program.

<http://www.worldcat.org/oclc/53307223>

Foghat.

Fool for the City. Bearsville: Bearsville Records : 1975. (Y+)

"Slow Ride", a single on the album *Fool for the City*, has recently become mega-popular with teens after being featured as a song on Guitar Hero.

<http://www.worldcat.org/oclc/71198511>

Gaiman, Neil.

The Graveyard Book. New York: HarperCollins, 2008. (Y)

Nobody Owens' entire family has been murdered... and he is being raised by ghosts. After the murder of his family, Nobody escaped from his crib and wandered into the nearest graveyard where the inhabitants decided to adopt and raise him as their own.

<http://www.worldcat.org/oclc/608083445>

Nix, Garth.

Sabriel. New York : HarperTrophy, 1995. (Y+)

Sabriel must use her all of her wits to rescue her father from the Land of the Dead.

<http://www.worldcat.org/oclc/671274959>

Green, John.

Paper Towns. Grand Haven: Brilliance Audio, 2008. (Y+)

Boring and ordinary are just fine for Quentin “Q” Jacobson until his secret love and childhood best friend, Margo, makes a night visit to his window and invites him out to play pranks. She suddenly disappears the next day and Q goes on a quest to find her.

<http://www.worldcat.org/oclc/609875121>

Parker, Robert B.

The Boxer and the Spy. New York: Listening Library, 2009. (Y+)

Follow in Terry’s tracks as he steps into the boxing ring as well as into a murder mystery.

<http://www.worldcat.org/oclc/645778139>

Pearson, Mary.

The Adoration of Jenna Fox. Audio Renaissance, 2008. (Y+)

Jenna Fox has been in a coma for over a year. Her memories are almost non-existent so as she tries to rediscover who she is... she learns a devastating secret.

<http://www.worldcat.org/oclc/227177541>

Stone Temple Pilots.

Purple. New York: Atlantic, 1994. (Y+)

“Interstate Love Song” is a song featured in this album by the Stone Temple Pilots, a popular alternative/grunge band teens can enjoy listening to.

<http://www.worldcat.org/oclc/30634875>

Toadies.

Rubberneck. New York: Interscope Records, 1994. (Y+)

The well-known track “Possum Kingdom,” is named after the lake in Texas and is said to be the musical telling of a ghost story, but some claim that it is a song about vampires. Eerie and haunting, this grunge-era album is a great way to include some home-grown rock at the Ball.

<http://www.worldcat.org/oclc/33219653>

Vampire Weekend

Contra. New York: XL Recordings, 2010. (Y+)

Included more for name than for sound, this “hipster” album features great music for dancing. Songs like “Cousins” and “Horchata” will be familiar to teens, and the upbeat tracks featuring synthesizers will keep things lively.

<http://www.worldcat.org/oclc/429049030>

Various.

Bram Stoker’s Dracula: Original Motion Picture Soundtrack. New York: Columbia Records, 1992. (Y+)

Soundtracks are a great way to include music at a program without worrying about people being able to hear over the lyrics. This soundtrack features a single from Annie Lennox as well as a creepy score that will make your skin crawl!

<http://www.worldcat.org/oclc/27096642>

Various.

Easy Rider. CA: Universal Music Special Markets, 2004. (Y+)

The musical soundtrack from the popular classic, *Easy Rider*, includes the ever-fun single “Born to be

Wild” by Steppenwolf.

<http://www.worldcat.org/oclc/57390740>

Various

Edgar Allan Poe Audio Collection. New York: Caedmon, 2000. (Y+)

A variety of Edgar Allan Poe’s chilling tales.

<http://www.worldcat.org/oclc/45289875>

Various.

Interview with the Vampire Original Motion Picture Soundtrack. Los Angeles: Geffen, 1994. (Y+)

This soundtrack includes the Guns ‘N Roses song “Sympathy for the Devil” as well as a mix of eerie and ethereal instrumental pieces that will really set the mood for an evening with the undead.

<http://www.worldcat.org/oclc/31924501>

Various.

Twilight Original Motion Picture Soundtrack. New York: Summit Entertainment/Chop Shop/Atlantic, 2008. (Y+)

This soundtrack features music by some of the artists that kept Stephenie Meyer inspired while she penned the Twilight Saga. Featuring Alt-rock, score music and an Edward-inspired piano solo, this is sure to be a hit with the teen set. Also see other volumes in the Twilight Saga soundtrack series.

<http://www.worldcat.org/oclc/263095234>

Vitamin String Quartet

Gothic Wedding Collection. Los Angeles: Vitamin Records, 2008. (Y+)

The Vitamin String Quartet is known for their tribute albums dedicated to great artists. This album features romantic “gothic” songs from artists including The Cure, Joy Division and The Smiths. These instrumental pieces are great for dancing or for background music during crafts or trivia.

<http://www.worldcat.org/oclc/652546457>

Wells, H G, Howard Koch, and Orson Welles.

The War of the Worlds. Schiller Park: Radio Spirits, 2001. (Y+)

This audio recording adapted from H.G. Well’s novella and aired on public radio in October of 1938.

<http://www.worldcat.org/oclc/48167851>

Films/DVDs

6teen: Dude of the Living Dead

[United States]: KaBOOM! Entertainment; Fort Mill, SC: Distributed by Phase 4 Films, ©2009. (60 minutes) (Y)

After watching a monster movie marathon, Jude discovers the mall has been taken over by zombies.

<http://www.worldcat.org/oclc/495206063>

13 Going on 30

[United States]: Columbia TriStar Home Entertainment; Culver City, CA : ©2004. (97 minutes) (Y+)

On her 13th birthday, Jenna wishes to be 30 and grown up; she wakes up the next morning to discover

her wish has come true.

<http://www.worldcat.org/oclc/55507384>

Alex Rider: Operation Stormbreaker.

[United States]: Genius Products; Santa Monica, CA: ©2006. (93 minutes) (Y+)

Alex Rider has been trained to be a spy – but it is not until his uncle Ian Rider dies that he learns about it. Now Britain calls upon Alex to serve his country... which may just end up killing him.

<http://www.worldcat.org/oclc/76818536>

Back to the Future

[United States]: Universal Studios Home Entertainment; Universal City, CA : ©2009. (116 minutes) (Y+)

Marty McFly is sent back in time to 1955, where he must bring his parents together to ensure his existence when he gets back to present day.

<http://www.worldcat.org/oclc/297618476>

Beware! the Blob.

[United States]: Image Entertainment; Chatsworth, CA: ©2000. (87 minutes) (Y+)

A frozen specimen of the original Blob is inadvertently defrosted and terrorizes the local populous.

<http://www.worldcat.org/oclc/48852730>

The Birds.

[United States]: Universal; Universal City, CA: ©2000. (120 minutes) (Y+)

In this Hitchcock classic a socialite and the small town she is visiting experience new heights of fear when birds of all kinds begin attacking without provocation.

<http://www.worldcat.org/oclc/43793579>

Casper.

[United States]: Universal; Universal City, CA: ©2003. (99 minutes) (Y)

Cat and her father, the Ghost Therapist, move to a spooky Maine mansion inhabited by four very different spirits.

<http://www.worldcat.org/oclc/52890382>

Catch Me If You Can.

[United States]: DreamWorks Home Entertainment; Universal City, CA: ©2002. (141 minutes) (Y+)

Imagine being a pilot, a doctor, and a lawyer all before your 21st birthday. Frank W. Abagnale, Jr. has done exactly that – imagined he was all those things and led other to believe it as well.

<http://www.worldcat.org/oclc/51854582>

Coraline.

[United States]: Universal Studios Home Entertainment; Universal City, CA: ©2009. (101 minutes) (Y+)

Based on Neil Gaiman's novella Coraline soon learns to be careful what you wish for.

<http://www.worldcat.org/oclc/319639586>

Creature from the Black Lagoon: The Legacy Collection.

[United States]: Universal Studios; Universal City: ©2004. (241 minutes) (Y+)

A scientific exploration of the Amazon River yields terrifying results when the group encounters an amphibious fish-man.

<http://www.worldcat.org/oclc/56676110>

Dracula.

[United States]: Universal Pictures; Universal City: ©2006. (75 minutes) (Y+)

An ancient evil arrives in England and begins to prey on the virtuous young Mina.

<http://www.worldcat.org/oclc/71317173>

Eclipse

[United States]: Summit Entertainment; Universal City, CA: ©2010. (124 minutes) (Y+)

Bella is forced to choose between Edward, a vampire, and Jacob, a werewolf.

<http://www.worldcat.org/oclc/664274770>

Frankenstein Meets the WolfMan.

[United States]: MCA Universal Home Video; Universal City, CA: ©1992. (73 minutes) (Y+) (OP)

In the grand tradition of monster vs. monster, Larry Talbot (a.k.a. The Wolf Man) releases Frankenstein's monster for the ultimate showdown.

<http://www.worldcat.org/oclc/26897877>

Ghostbusters.

[United States]: Columbia TriStar Home Video; Culver City, CA: ©1999. (107 minutes) (Y+)

When things start going bump-in-the-night in New York City, who're you gonna call?

<http://www.worldcat.org/oclc/41636389>

Ghostbusters 2.

[United States]: Sony Pictures Home Entertainment; Culver City, CA: ©2005. (124 minutes) (Y+)

A few years after saving NYC from a giant marshmallow monster the boys are back in their jumpsuits to rescue Dana and her child from a possessed painting.

<http://www.worldcat.org/oclc/63161930>

Ghost Hunters: The Complete First Season.

[United States]: Ventura: ©2005. (660 minutes) (Y+)

Join Jason and Grant, plumbers by trade, who hunt for ghosts using modern technology.

<http://www.worldcat.org/oclc/61687396>

Gremlins.

[United States]: Warner Home Video; Burbank, CA: ©2007. (106 minutes) (Y+)

A boy breaks the three rules regarding his fuzzy new pet and inadvertently unleashes a horde of mischievous creatures on his hometown.

<http://www.worldcat.org/oclc/153294501>

Gremlins 2: The New Batch.

[United States]: Warner Bros.,; Burbank, CA: ©2002. (107 minutes) (Y+)

Gremlins are back and this time in New York City!

<http://www.worldcat.org/oclc/50411105>

Hocus Pocus.

[United States]: Disney DVD; Burbank, CA: Distributed by Buena Vista Home Entertainment, ©2002. (96 minutes) (Y)

Winifred and her two sisters were hung by the Salem townsfolk, but vowed to return seeking revenge. Now, three-hundred years later, they have been resurrected and are determined to stay that way.

<http://www.worldcat.org/oclc/50121167>

Improvisation for the Theatre.

[United States]: Educational Video Network; Huntsville, TX: ©2004. (33 minutes) (Y)

This DVD has information on teaching middle school and high school teens how to use improv. The DVD includes a history of improvisation, terms and definitions, techniques, exercises, warm-ups, and routines.

<http://www.worldcat.org/oclc/59169524>

League Of Extraordinary Gentlemen.

[United States]: 20th Century Fox Home Entertainment; Beverly Hills, CA: ©2003. (110 minutes) (Y+)

A legion of heroes has been brought together to fight "The Fantom" and save the world from a gruesome fate.

<http://www.worldcat.org/oclc/53041880>

The Mummy.

[United States]: Universal; Universal City, CA: ©1999. (125 minutes). (Y+)

Rick leads researcher Evelyn and her brother to Hamunaptra to search for the Book of the Living. But what they find is more dead than alive... and now it is after them.

<http://www.worldcat.org/oclc/42448592>

National Treasure.

[United States]: Walt Disney Home Entertainment; Burbank, CA; Distributed by Buena Vista Home Entertainment, ©2005. (131 minutes) (Y+)

Benjamin Franklin Gates is descended from a long line of people who have closely guarded a treasure hidden by the founding fathers of the United States of America. And when he learns of a plan to locate the treasure, he himself must find it first to keep it safe.

<http://www.worldcat.org/oclc/57246047>

New Moon

[United States]: Summit Entertainment; Universal City, CA: ©2010. (130 minutes) (Y+)

Bella goes on a journey in an attempt to save Edward.

<http://www.worldcat.org/oclc/500688623>

Phantom of the Opera.

[United States]: Image Entertainment: Distributed by Image Entertainment, ©1997. (93 minutes) (Y+)

The original silent film was released in 1925 starring Lon Chaney as the mysterious and murderous phantom.

<http://www.worldcat.org/oclc/41071044>

Teen Wolf

[United States] : MGM Home Entertainment; Santa Monica, CA: ©2002. (186 minutes) (Y+)

Scott wants to be more than just an average teenager, and his wish comes true.

<http://www.worldcat.org/oclc/50588470>

Twilight

[United States]: Summit Entertainment; Universal City, CA: ©2009. (122 minutes) (Y+)
Isabella Swan moves to Forks, Washington and falls for Edward Cullen, who happens to be a vampire.
<http://www.worldcat.org/oclc/298354432>

The Vampire's Assistant

[United States]: Universal Studios Home Entertainment; Universal City, CA: ©2010. (109 minutes) (Y)
Darren is an average teenager until he crosses paths with a vampire named Larten Crepsley.
<http://www.worldcat.org/oclc/476335840>

The War of the Worlds: Based on the Novel by H. G. Wells.

[United States]: Paramount Pictures; Hollywood, CA: ©2005. (82 minutes) (Y+)
Earth is attacked by aliens.
<http://www.worldcat.org/oclc/61267478>

The Westing Game.

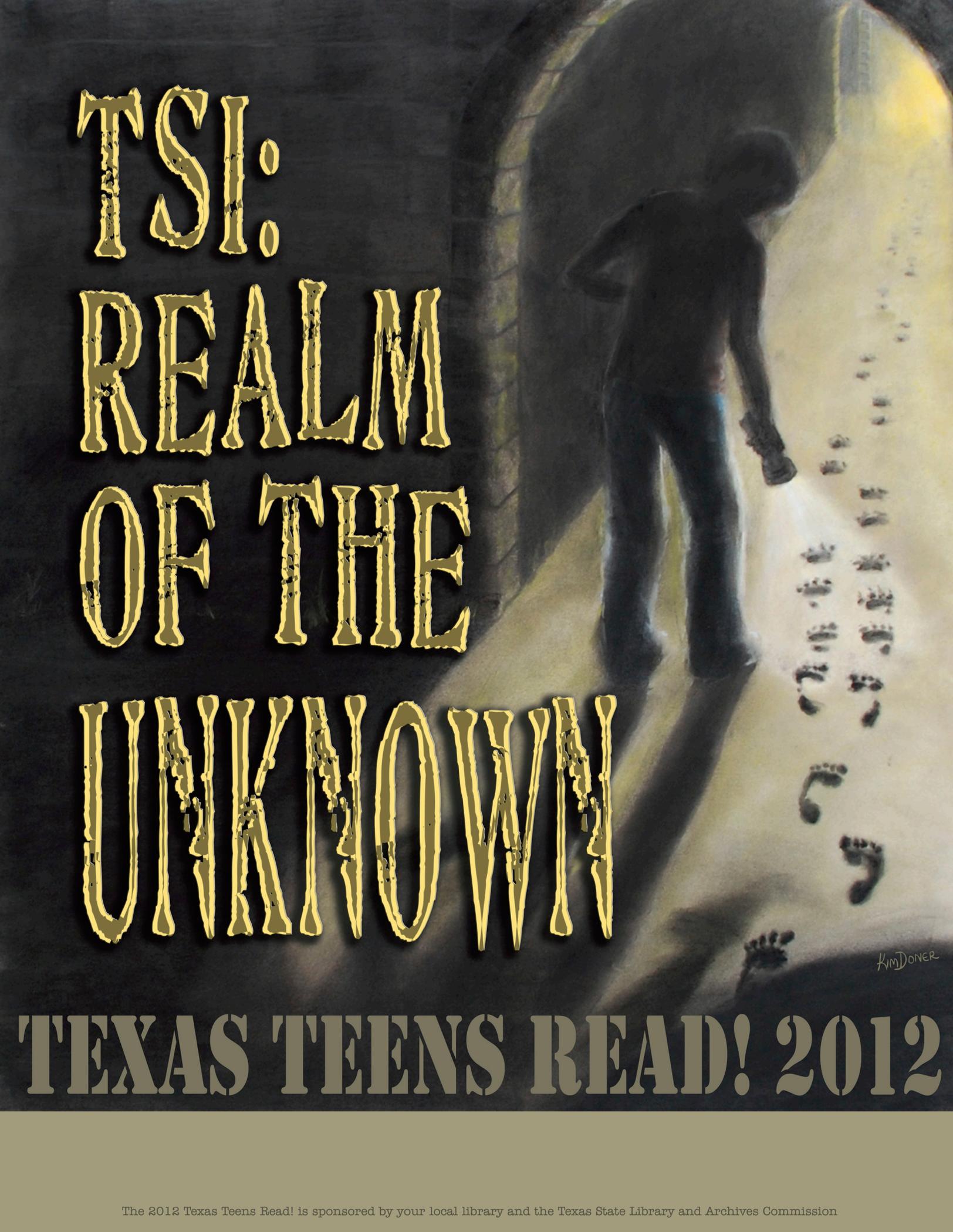
[United States]: Showtime Pictures; Murray, UT: Distributed by Feature Films for Families, ©1997. (95 minutes) (Y+)
How far would you go to become an instant millionaire? Sixteen heirs must uncover the secrets of Samuel W. Westings will so they can claim their fortunes.
<http://www.worldcat.org/oclc/60828830>

The Wolf Man: The Legacy Collection.

[United States]: Universal; Universal City, CA: ©2004. (280 minutes/ 4 full-length films) (Y+)
A man must deal with horrible consequences of being attacked by a legendary creature.
<http://www.worldcat.org/oclc/54085909>

Zombie Girl: The Movie

[United States]: R-Squared Films, ©2009. (89 minutes) (Y)
A documentary about a 12-year-old filmmaker making a zombie movie.
<http://www.worldcat.org/oclc/692124559>



**TSI:
REALM
OF THE
UNKNOWN**

TEXAS TEENS READ! 2012

TOP SECRET

RECURRING

UNEXPLAINED

TEXAS TEENS READ! 2012

TSI
Teen Scene Investigation:
Realm of the Unknown

TEEN'S NAME

Peggy D. Rudd

LIBRARIAN

STATE LIBRARIAN

Rick Perry

LIBRARY

GOVERNOR OF TEXAS

DATE



TSI:

Realm of the Unknown

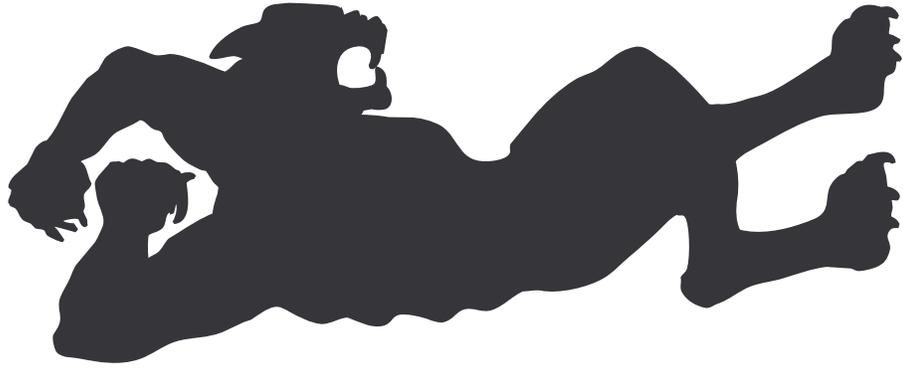
TEXAS TEENS READ! 2012

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CERTIFICATE OF APPRECIATION

for outstanding contributions to
Texas Teens Read! 2012



Teen's Name

Library

Librarian

Date

TSI: REALM OF THE UNKNOWN



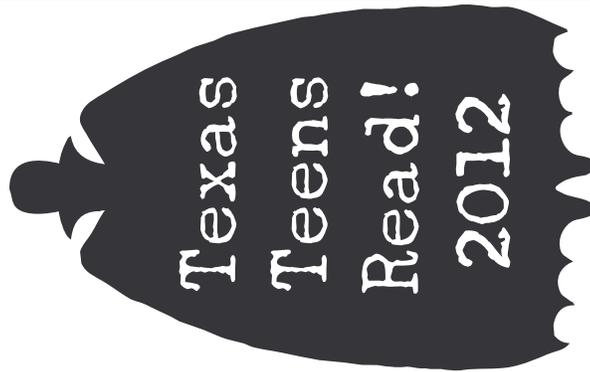
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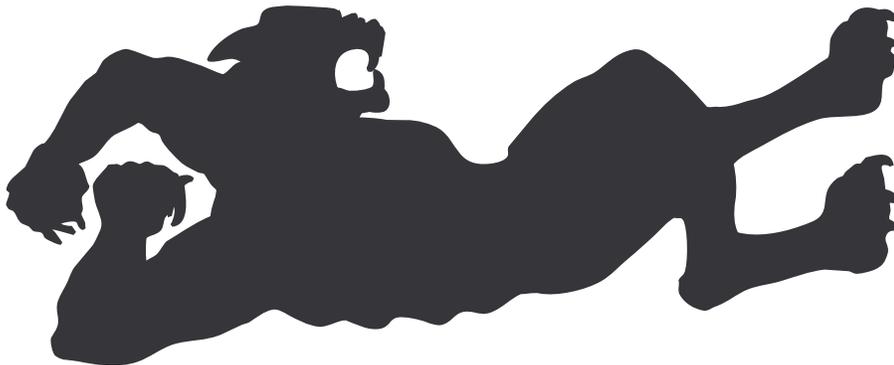


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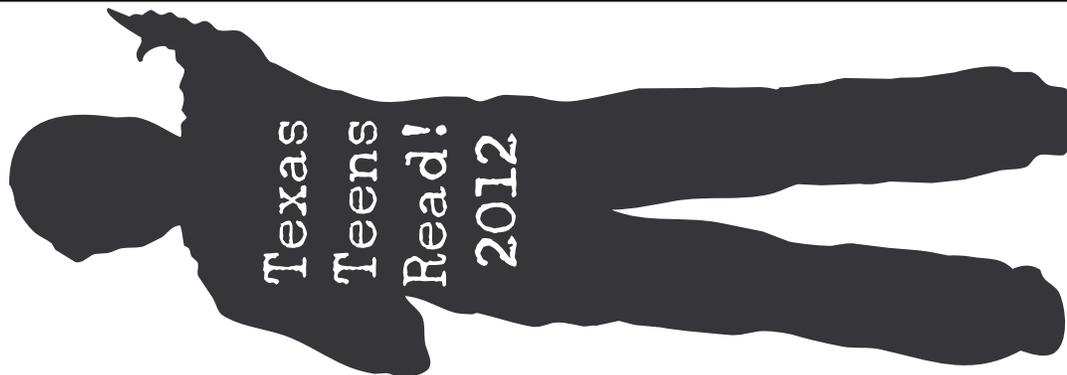
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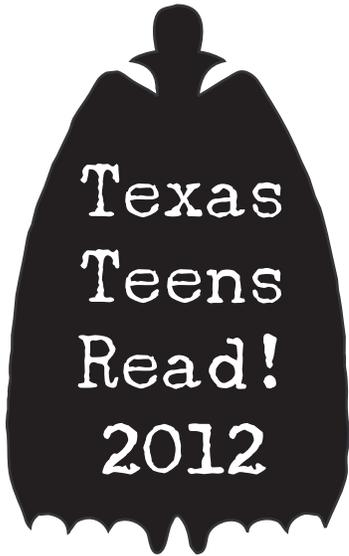
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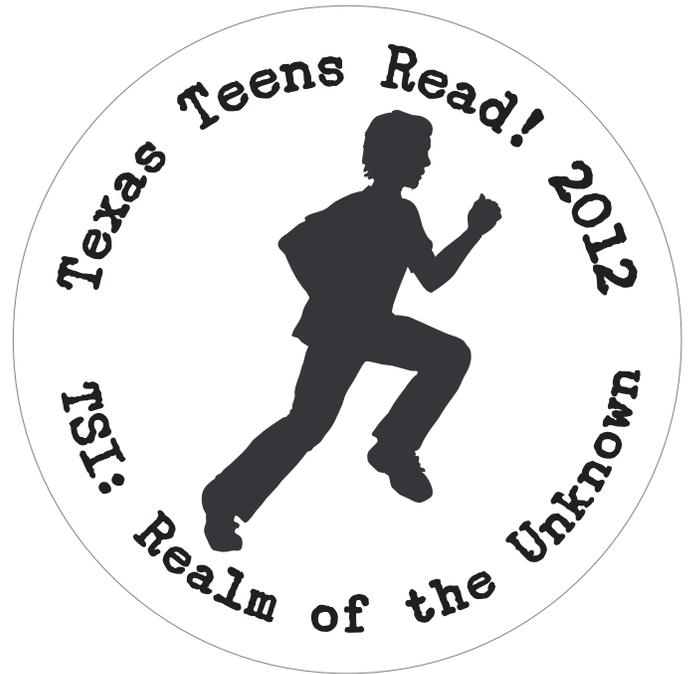
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TEXAS TEENS READ! 2012

TSI: Realm of the Unknown

Name: _____

Age: _____

Library: _____

Last day to turn in log: _____



Write the titles of the books you read below:

1. _____

2. _____

3. _____

4. _____

5. _____

Texas Teens Read! is sponsored cooperatively by your local library and the Texas State Library and Archives Commission

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Title Log

TSI: Realm of the Unknown

6. _____

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TEXAS TEENS READ! 2012

TSI: Realm of the Unknown

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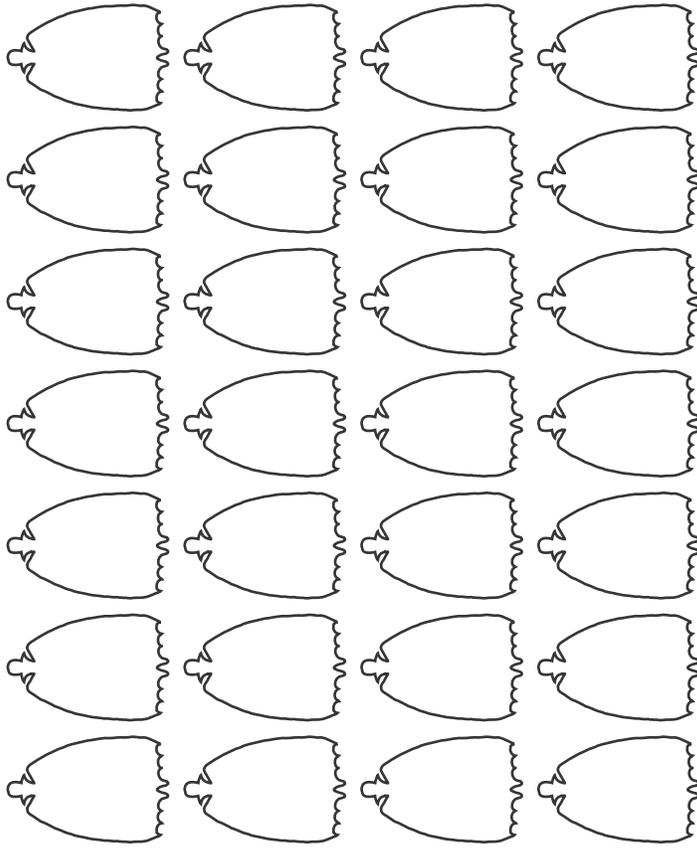
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Total time spent reading: _____

TIME LOG

Record your daily reading time on a vampire below:

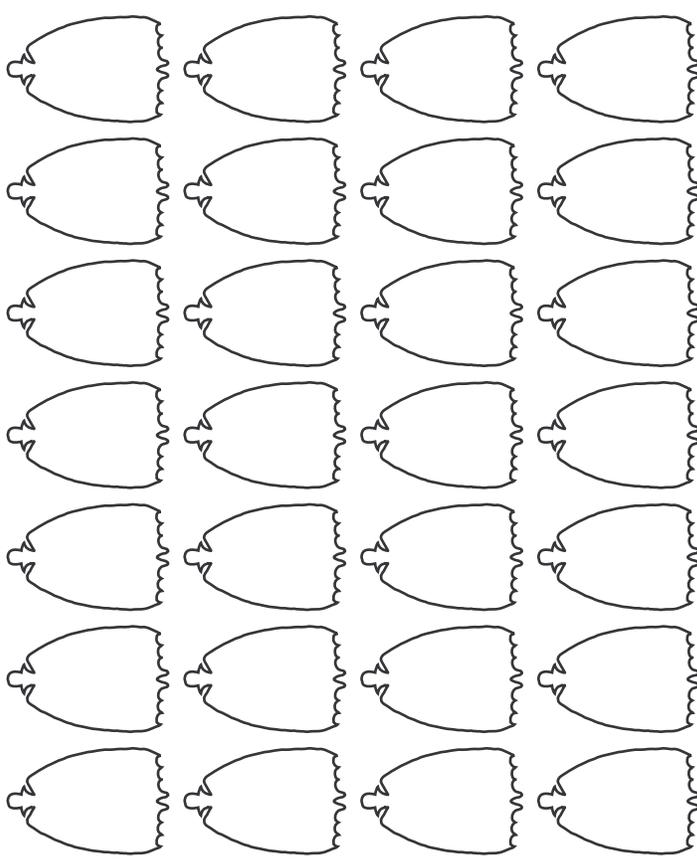


TEXAS TEENS READ! 2012

TSI: Realm of the Unknown



Record your daily reading time on a vampire below:





Texas Teens
Read! 2012

Teen Scene Investigation:
**REALM OF THE
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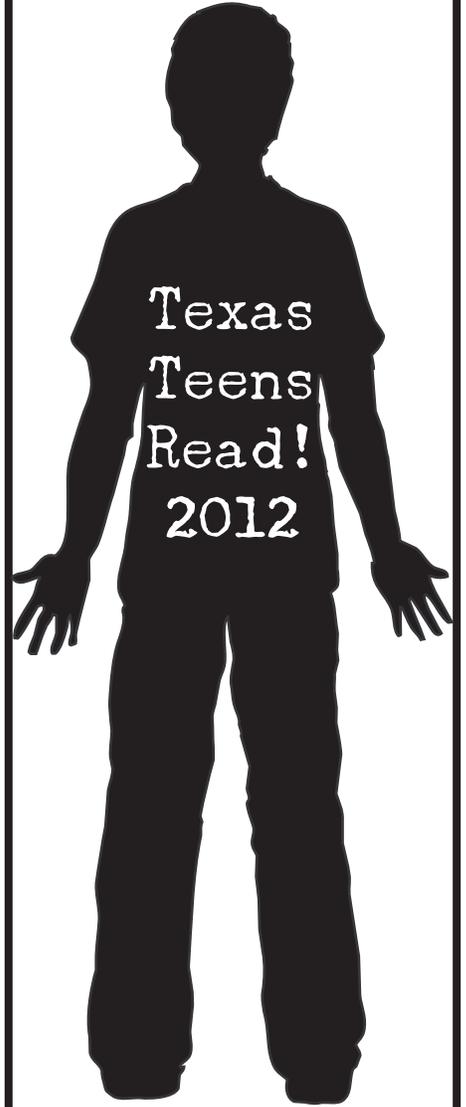
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by
Kim
Doner



Teen Scene Investigation:
**REALM OF THE
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**Kim
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Teen Scene
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Teen Scene Investigation:
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SUMMER READING CLUB

Texas Teens Read!
2012

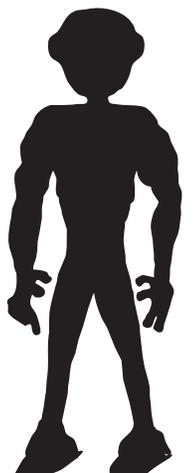
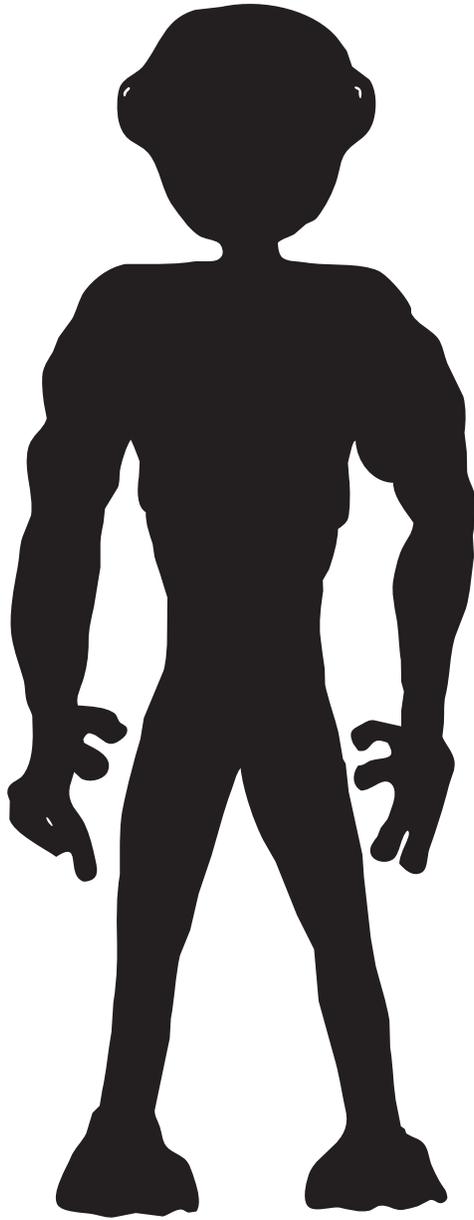
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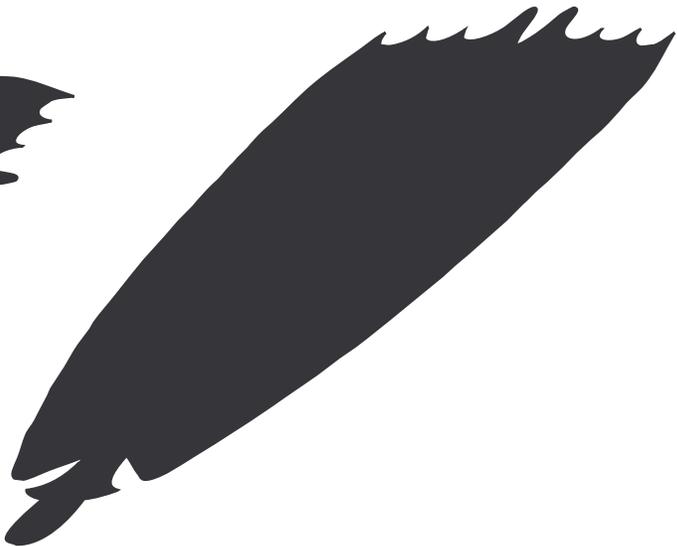
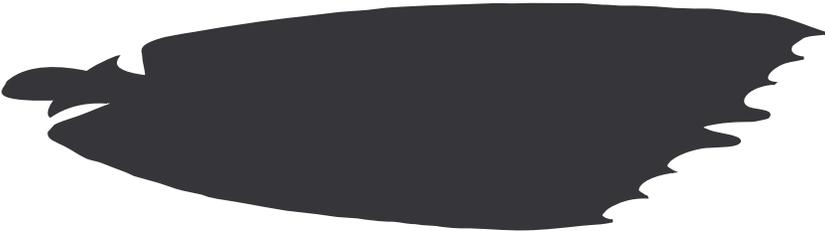
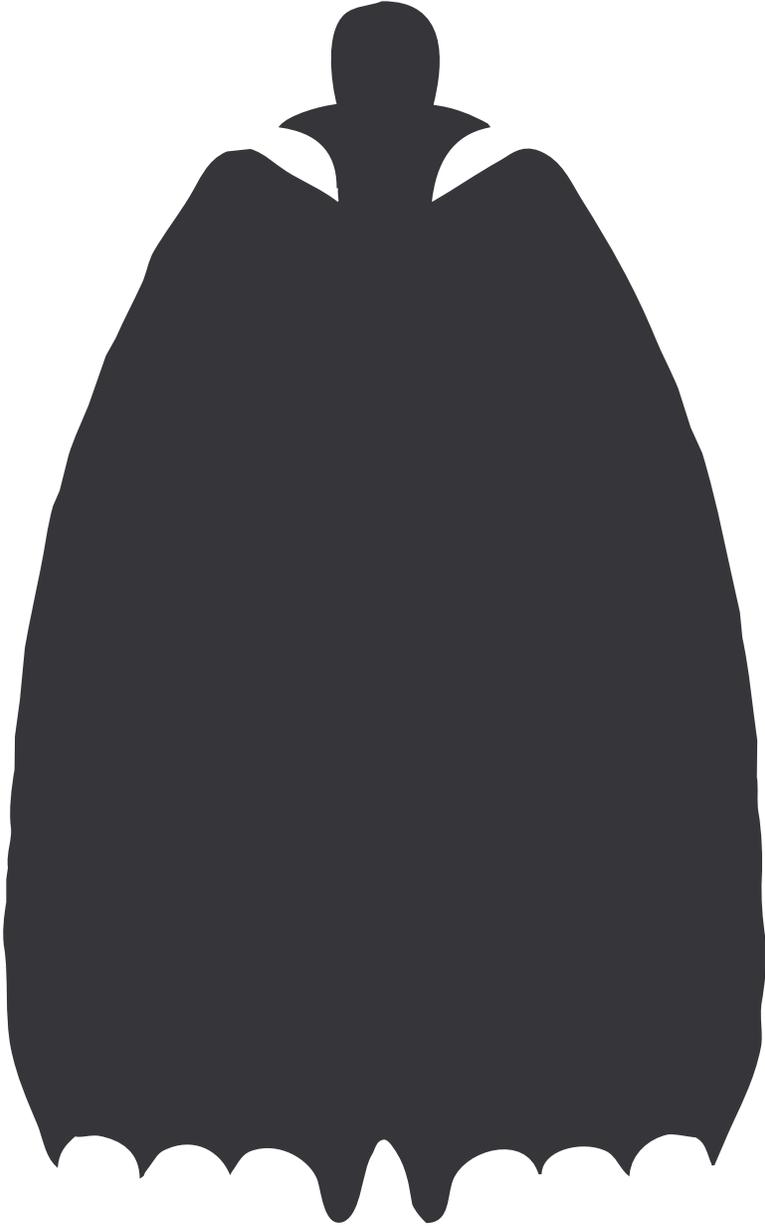
Alien



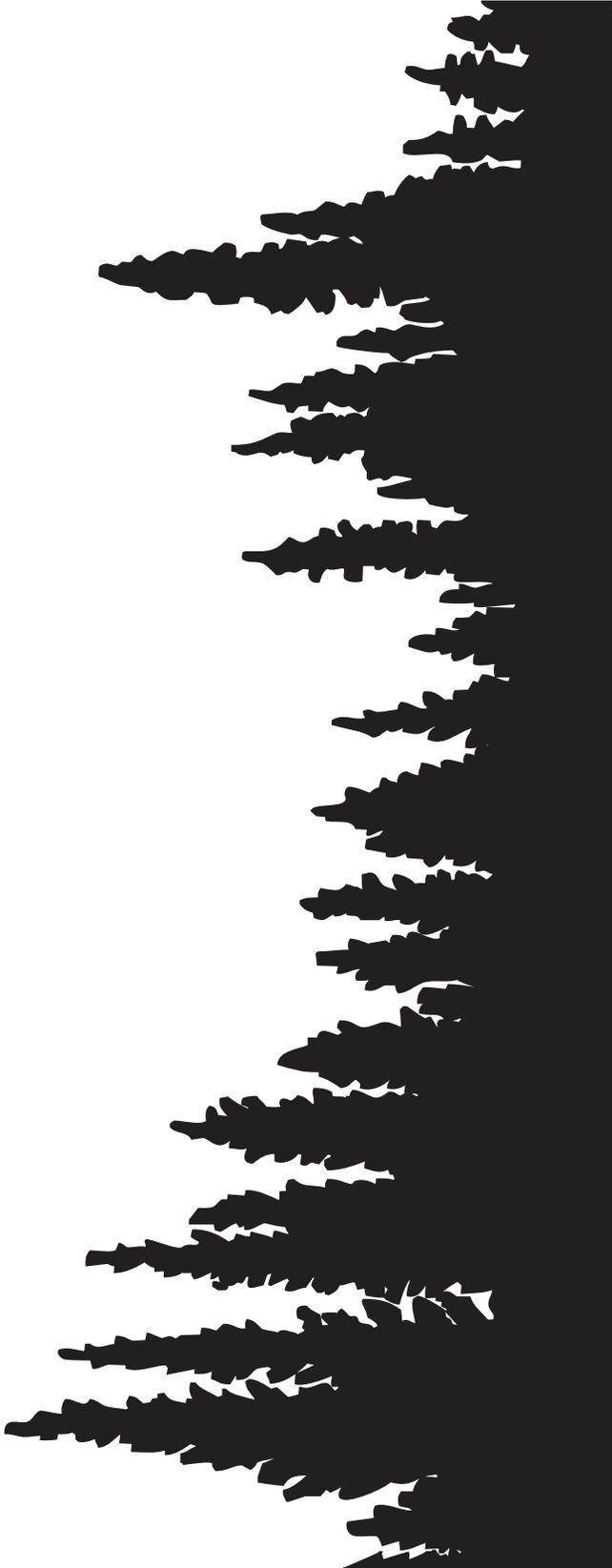
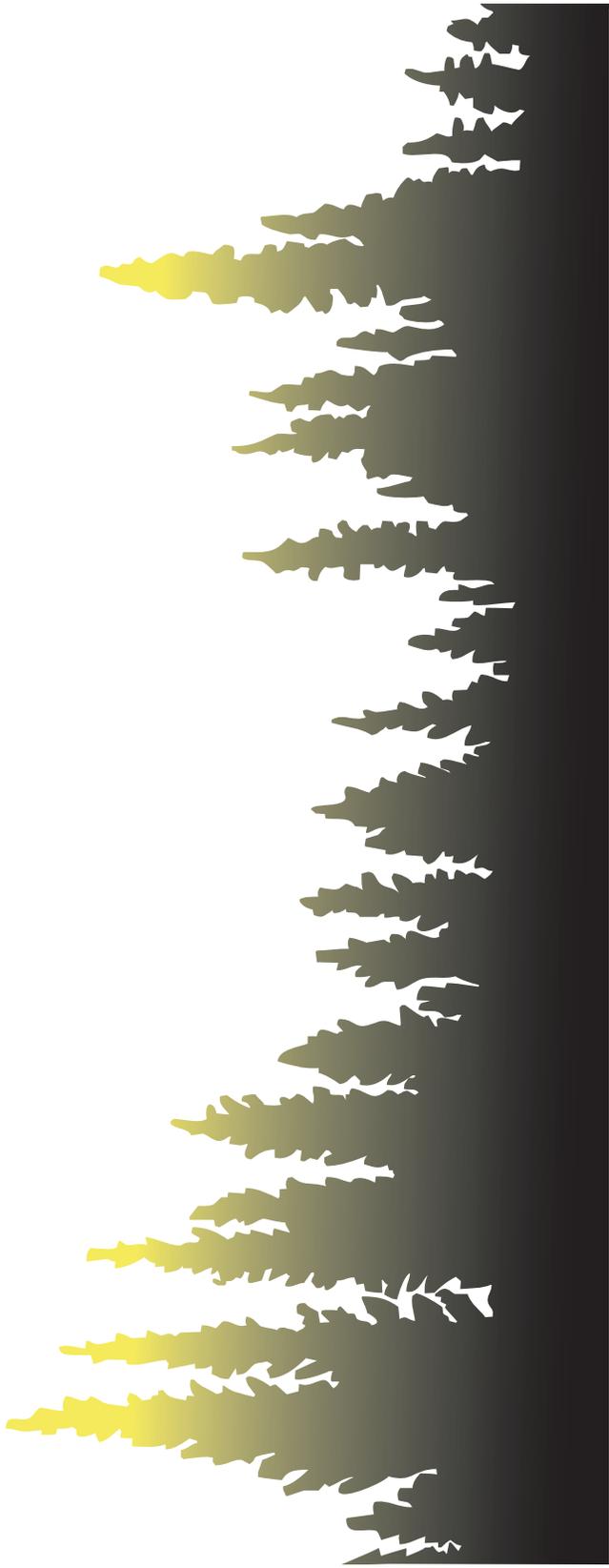
Alien in Austin



Vampire shadow



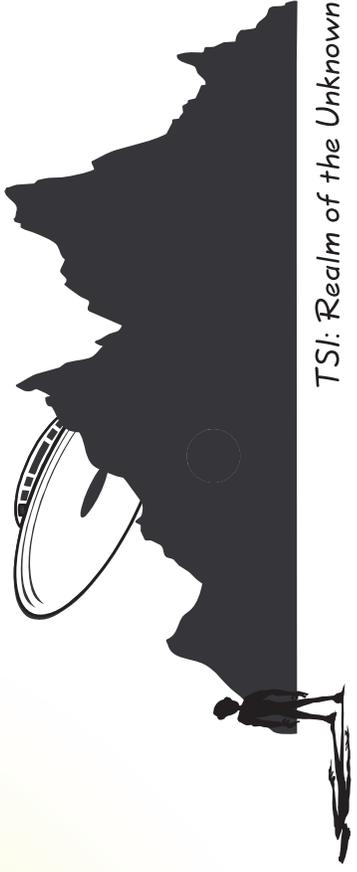
Treeline



Spaceship landing



TSl: Realm of the Unknown



TSl: Realm of the Unknown

Spaceship



Running girl

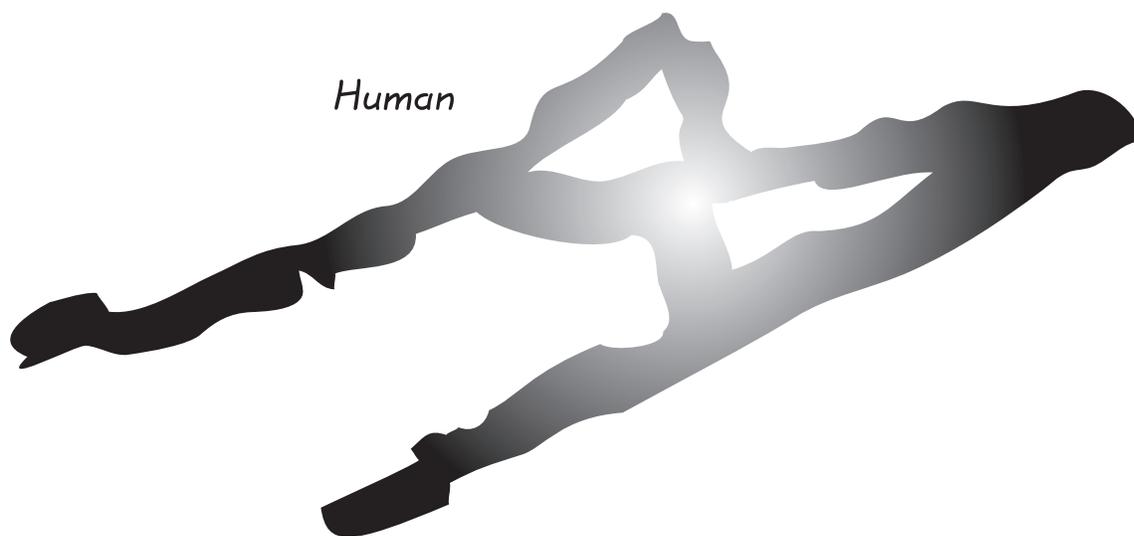


Running boy



Runes

Human



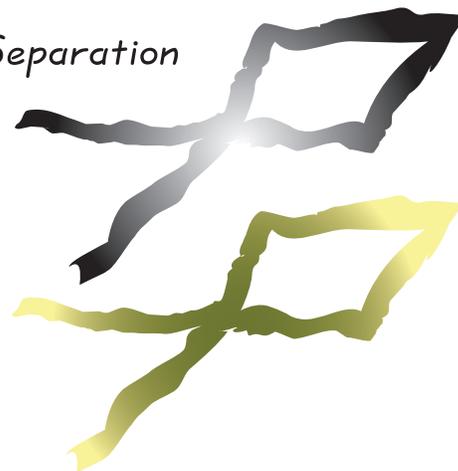
Gateway



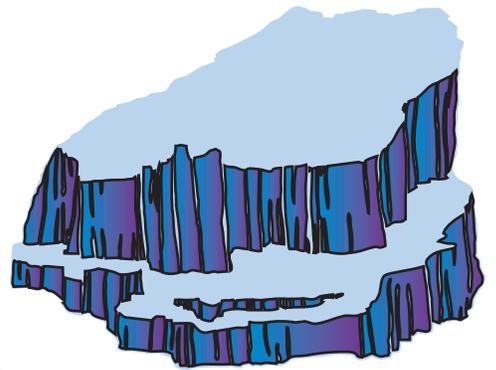
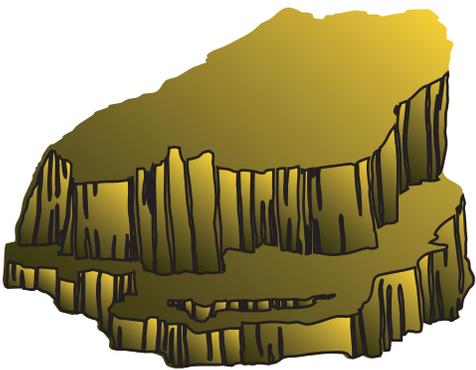
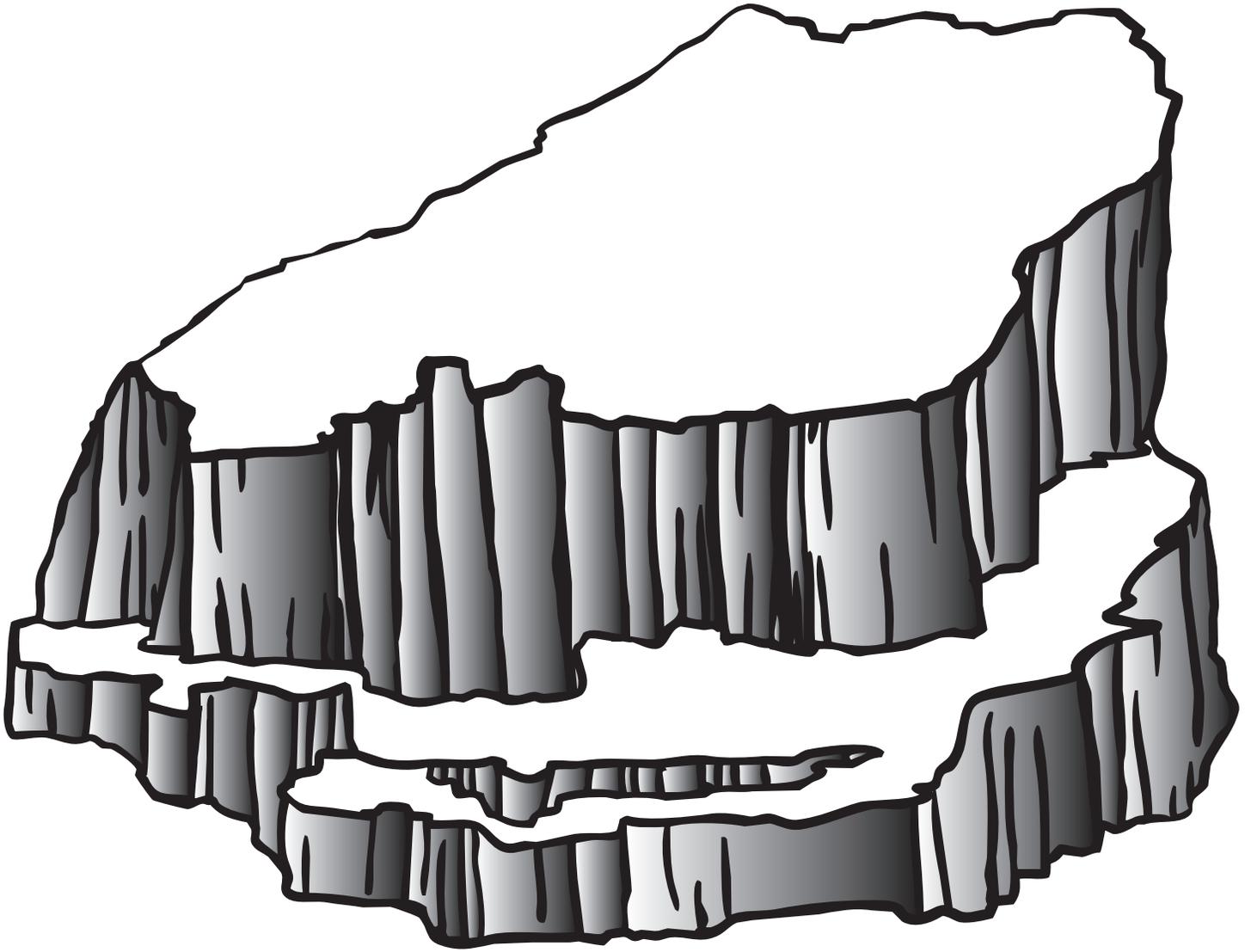
Protection



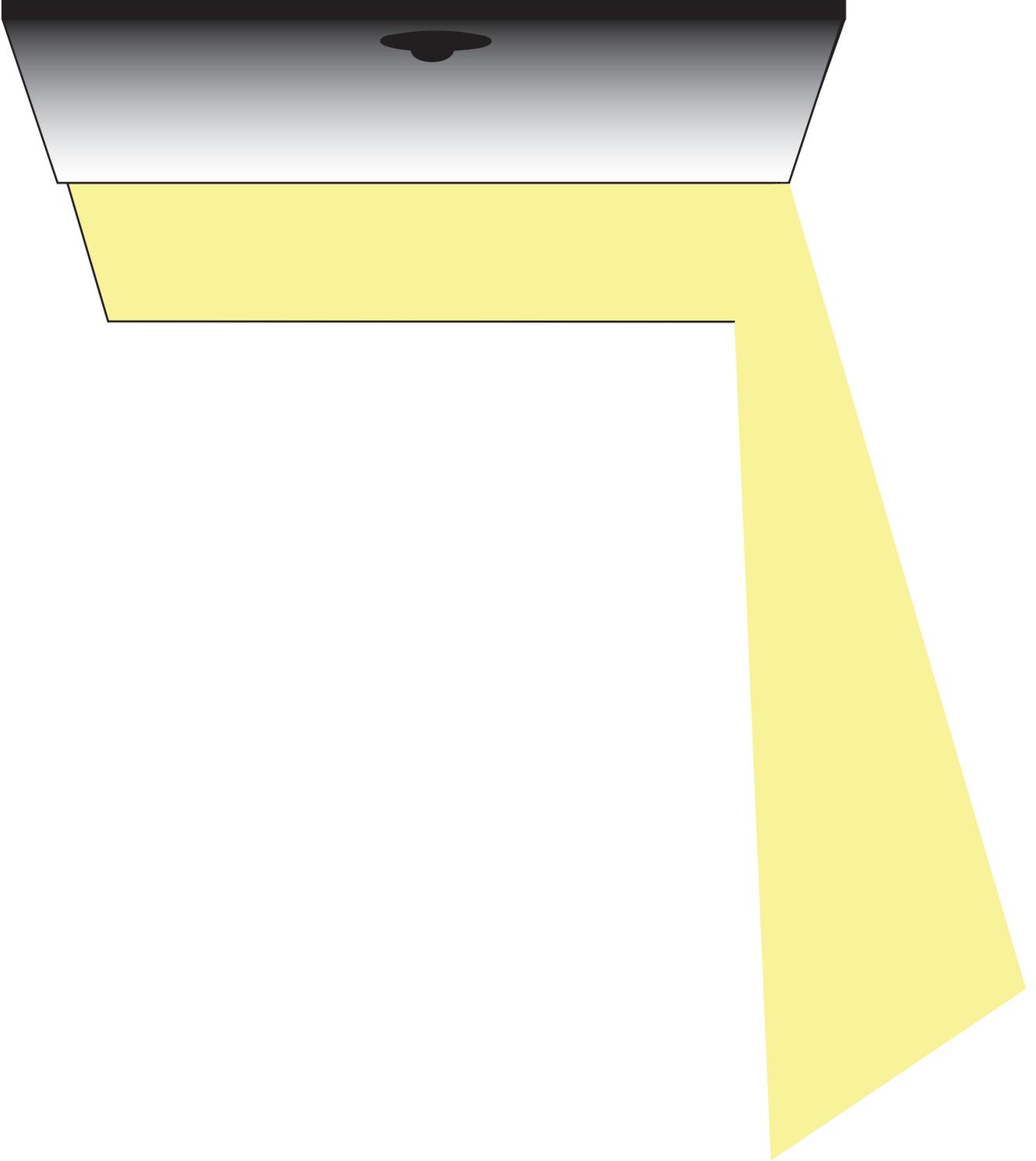
Separation



Rock mesa



Open door



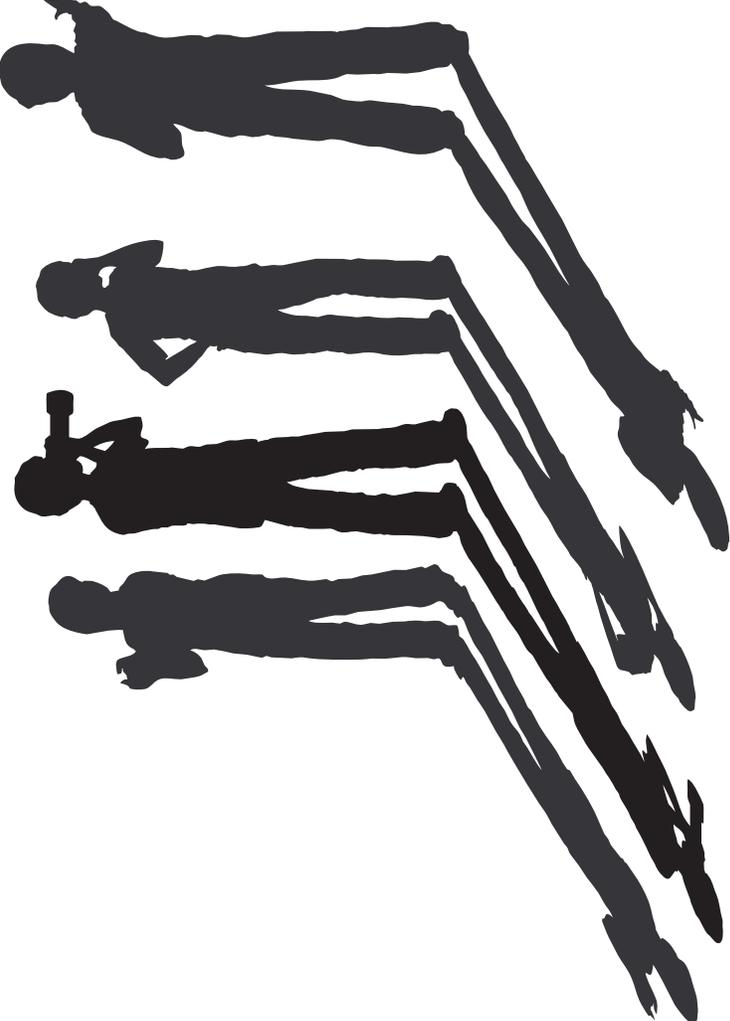
Mountain rune

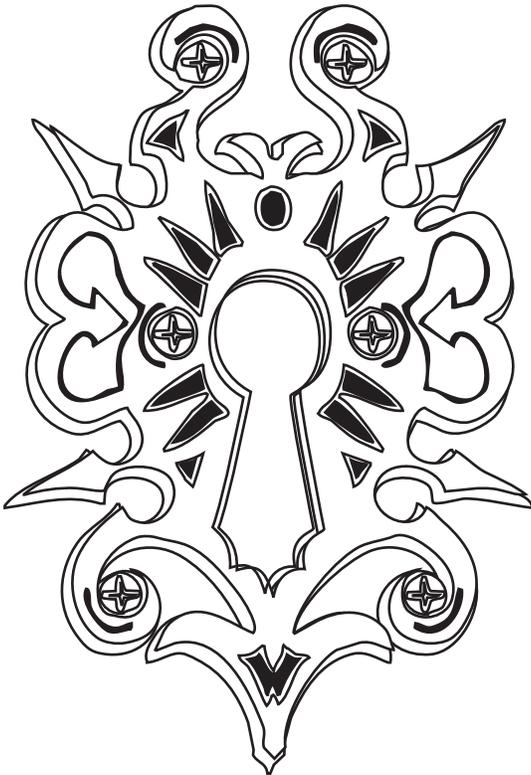


Mountain

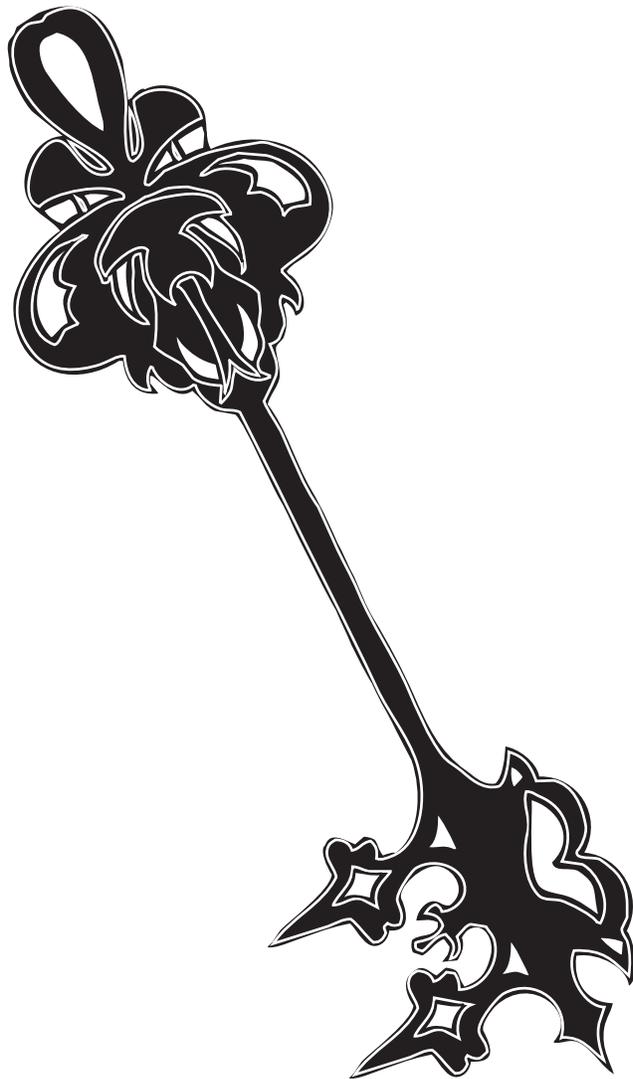


Missing shadow

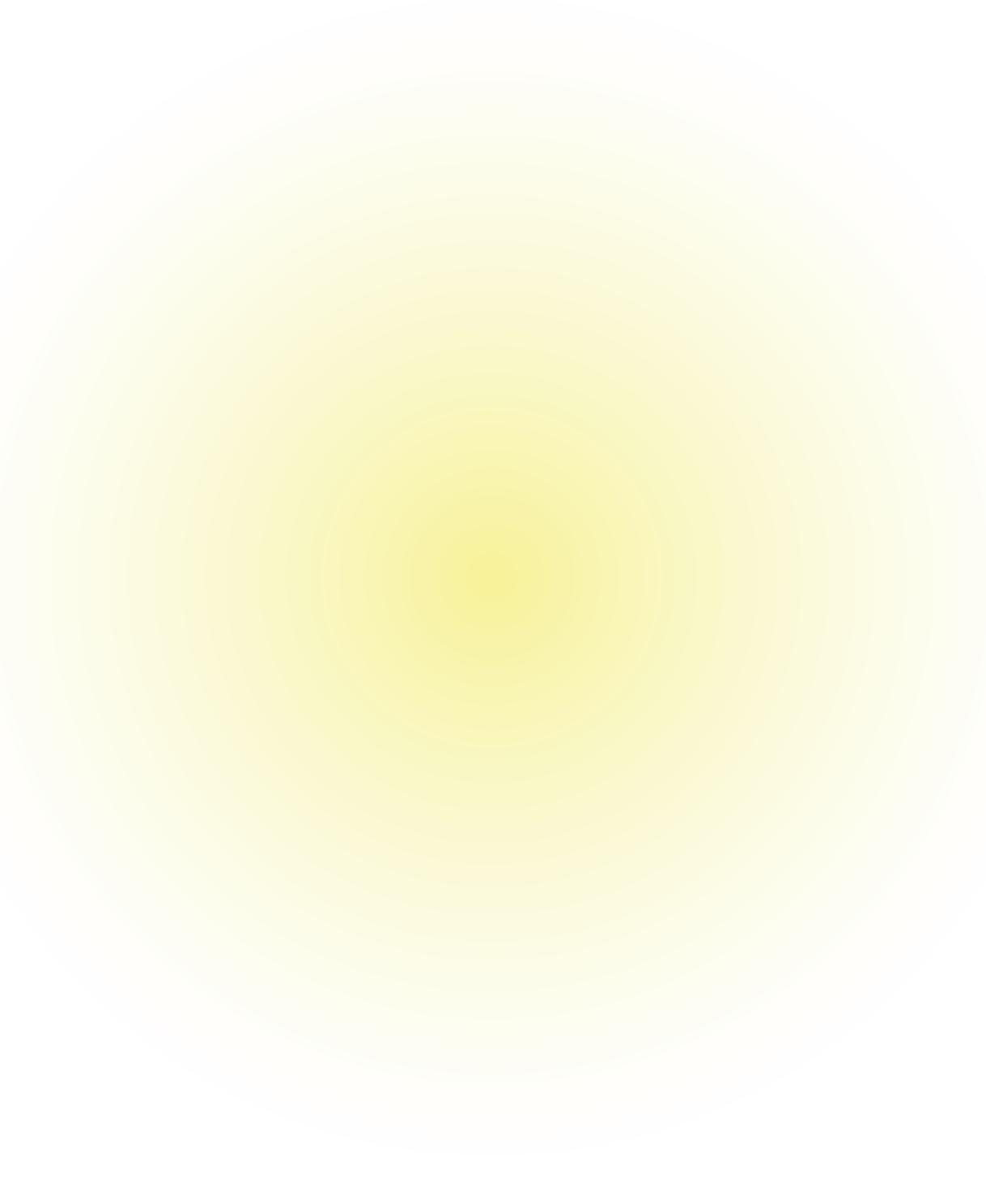




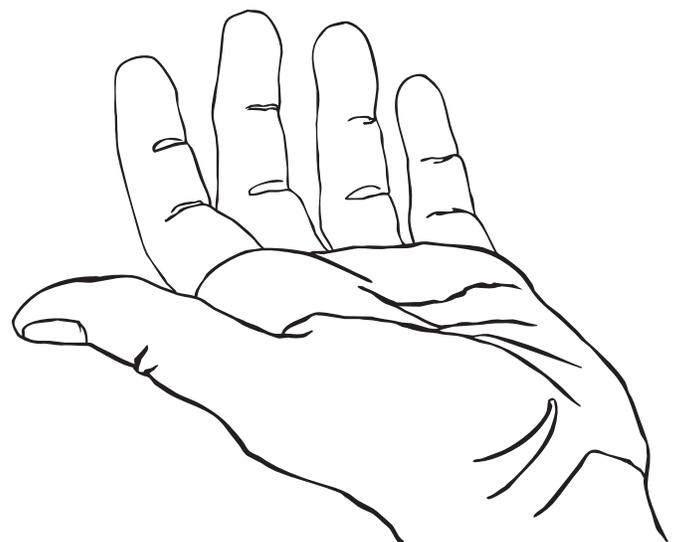
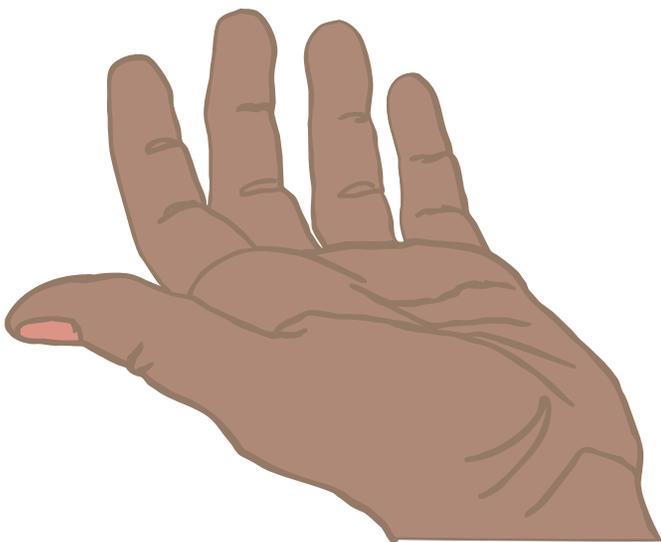
Keys



Glowing light



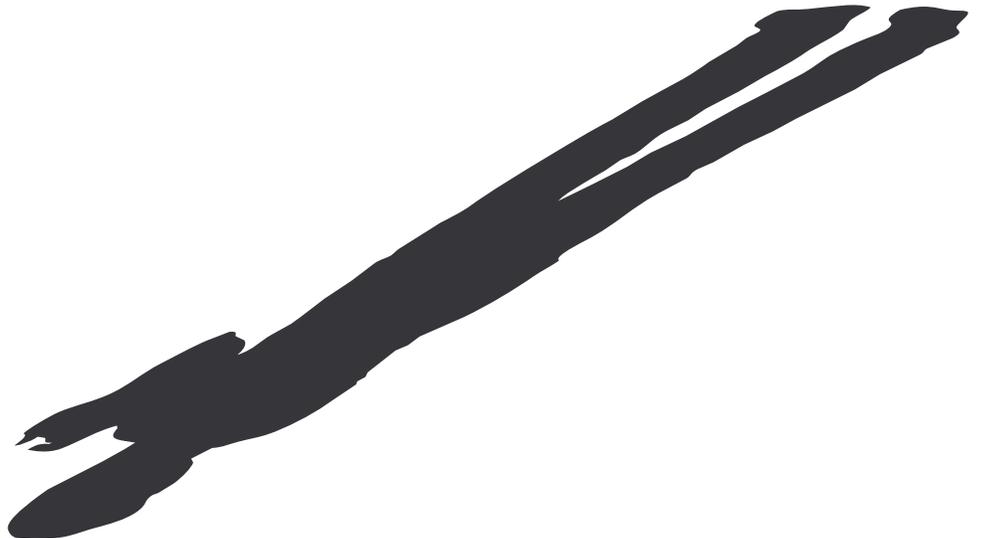
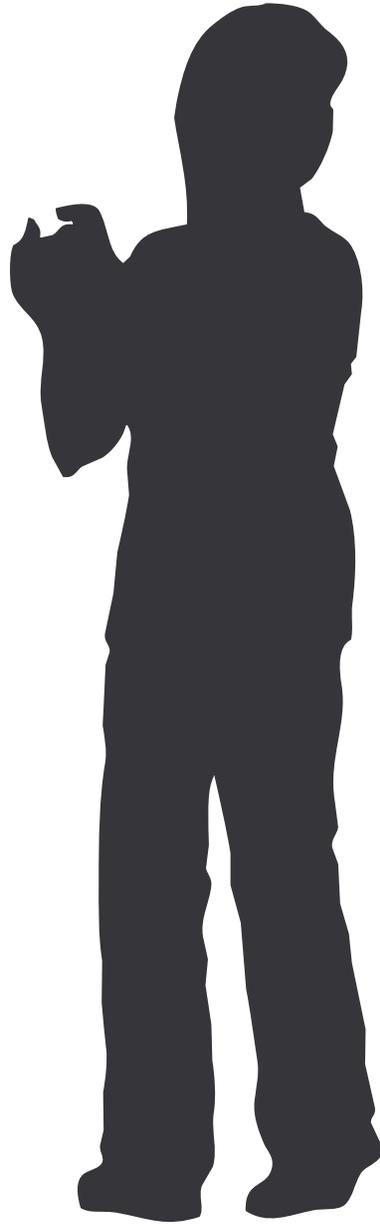
Cursed ring in hand



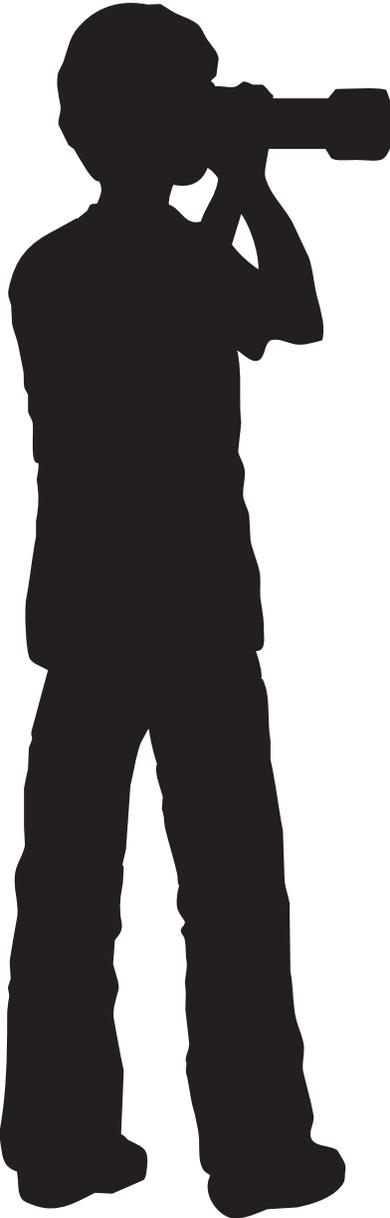
Cursed ring



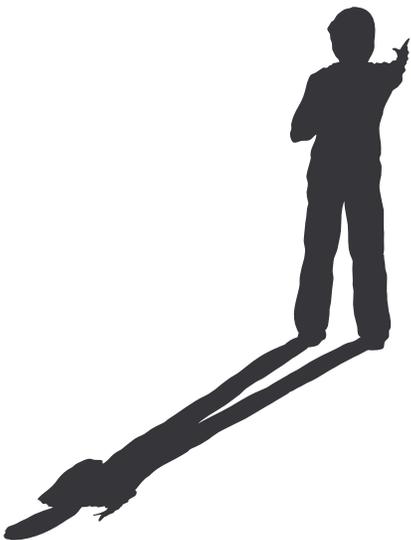
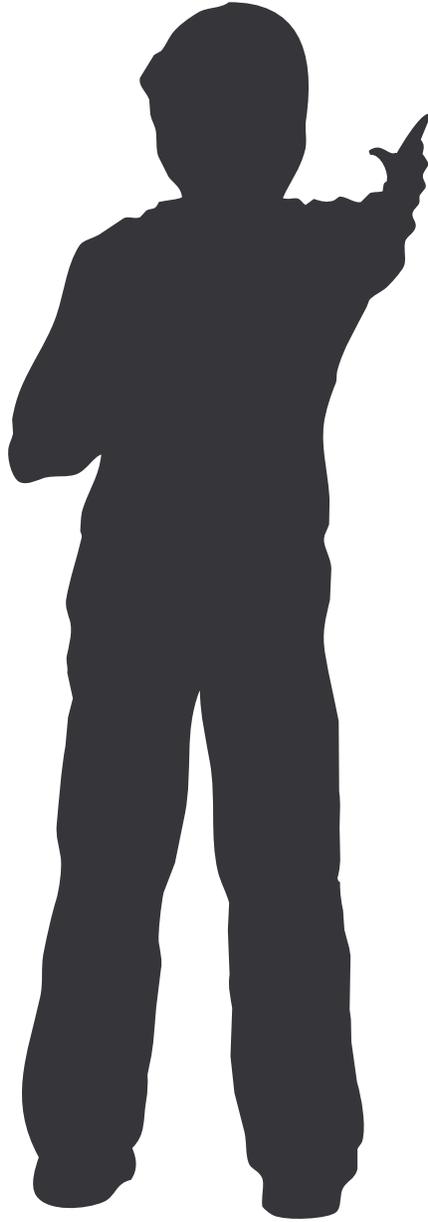
Boy texting



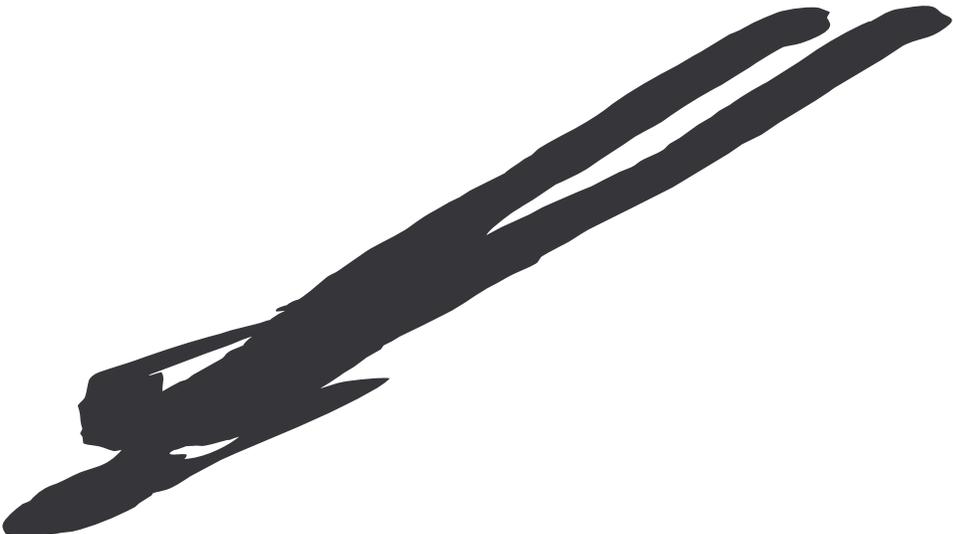
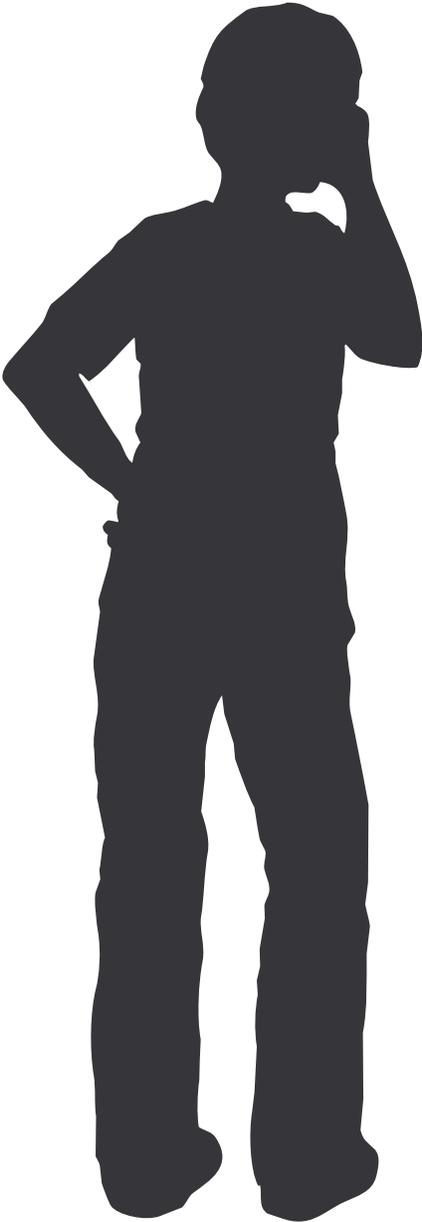
Boy with telephoto



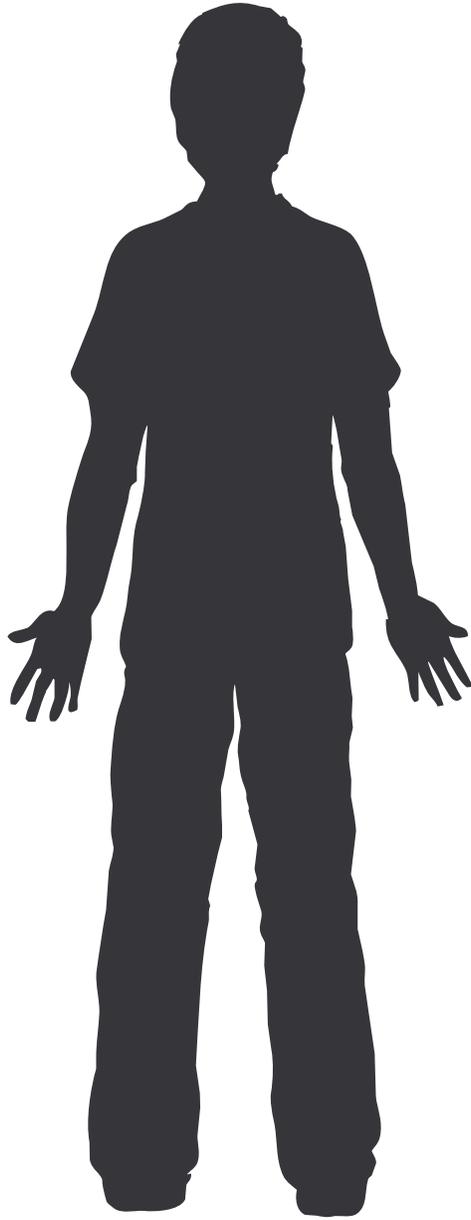
Boy pointing



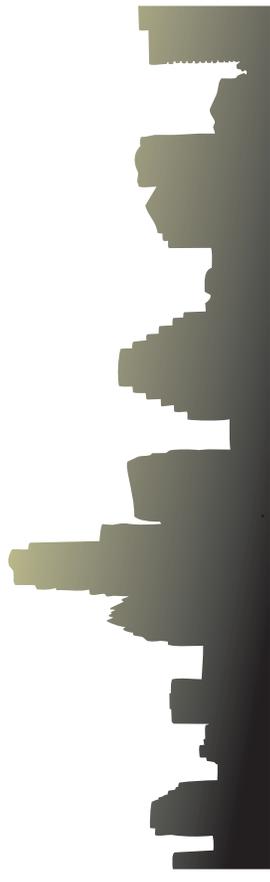
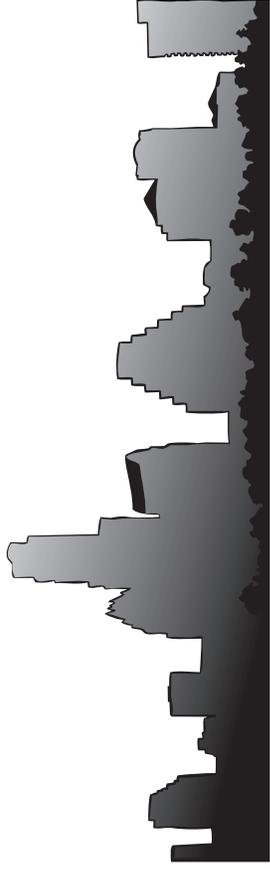
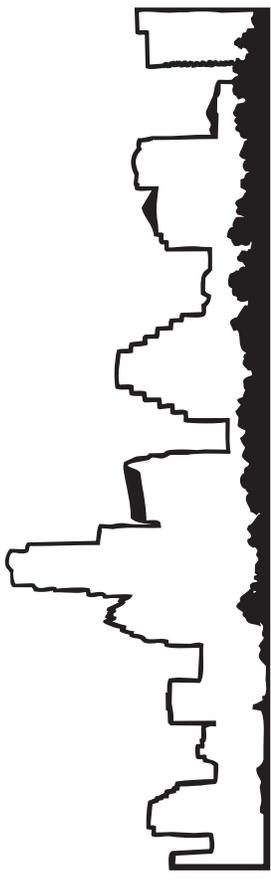
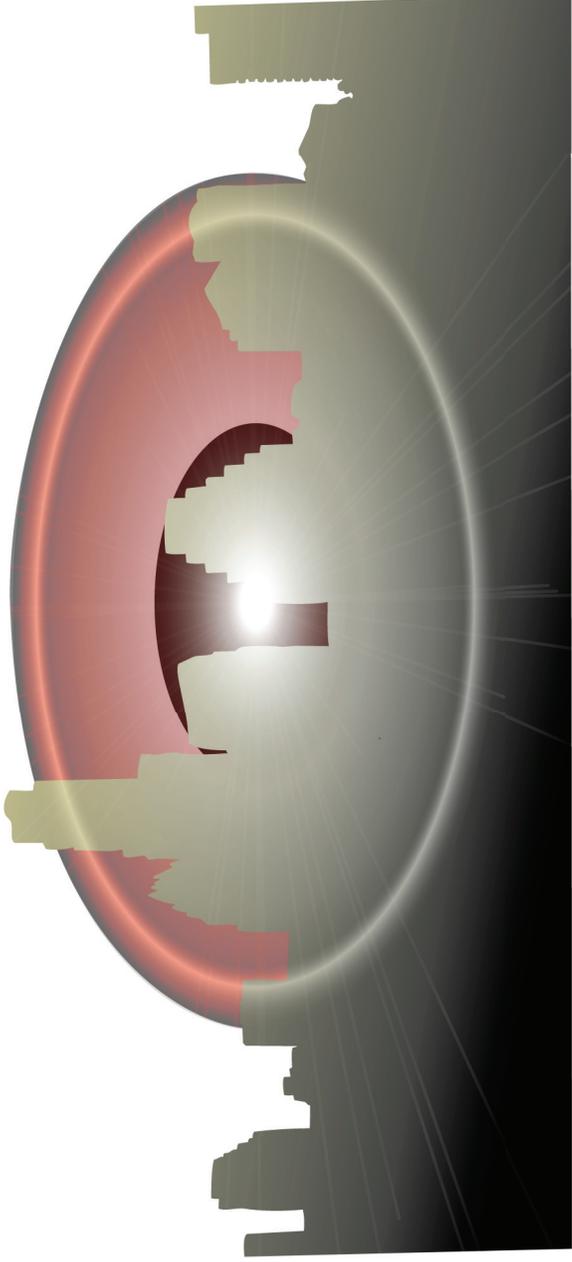
Boy with cellphone



Astonished boy



Austin under alien attack



Werewolf

