



Time Twistin' TTR.09 Texas Teens Read!

*2009 Texas Teens Read! Programming Manual
Time Twistin' TTR.09*

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Preface

It is with great pleasure that the Texas State Library and Archives Commission presents the second annual *Texas Teens Read!* This program fulfills a need that has been long recognized: To support Texas libraries in encouraging teens to visit the library, read, and attend enjoyable programs during the summer months. The report, *Long Overdue: A Fresh Look at Public and Leadership Attitudes About Libraries in the 21st Century*, identified providing a safe and engaging space for teens as a vital community need that libraries can address while simultaneously positioning themselves as funding priorities for elected officials.¹ *Texas Teens Read!* is designed to help Texas libraries meet that challenge.

A unique theme that appeals to teens is selected annually for *Texas Teens Read!* The Texas State Library and Archives Commission (TSLAC) will provide a programming manual and artwork to support each theme, free of charge to participating Texas libraries. The artwork will include posters, certificates, bookmarks, and clip art created by award-winning illustrators of young adult literature. The programming manual will feature eight programs that will bring teens into the library for summer fun while providing experiences that help build positive developmental assets.

The Young Adult Round Table (YART) *Texas Teens Read!* Advisory Committee (TTRAC) advises TSLAC in the development of the *Texas Teens Read!* by proposing annual themes, nominating artists to create artwork, and co-sponsoring programs about the manual and artwork at annual Texas Library Association conferences. The *Texas Teens Read!* Advisory Committee selected the theme *Time Twistin' TTR.09* for the 2009 *Texas Teens Read!* Several members of the TTRAC wrote exciting programs for the manual which include a fantasy festival, role-playing games, altered books, art and writing contests, zine-making, manga, and more.

I am delighted that Emily Fiegenschuh, illustrator for many titles from Wizards of the Coast created the stunning artwork for *Time Twistin' TTR.09*. You may read about Ms. Fiegenschuh and the authors in the *About the Artist* section of this manual.

I would like to express my gratitude to Peggy Rudd, Texas State Librarian, and to Deborah Littrell, Library Development Division Director, for supporting *Texas Teens Read!* as an ongoing program of the Texas State Library and Archives Commission. My thanks also go to YART Chairs Susi Grissom, Jeana Actkinson, and Joanna Nigrelli, and the *Texas Teens Read!* Advisory Committee who contributed so much to developing this program, especially Deban Becker, Monique Franklin, and Natasha Benway who wrote the programs for the manual. I am very grateful to Emily Fiegenschuh for preparing artwork that so perfectly captures the theme. I would also like to thank the staff at the Texas State Library and Archives Commission, especially Michael Shea and Suzanne Holmann, for bringing their talent and skills to program. And finally, my enormous gratitude

¹ Americans for Libraries Council. *Long Overdue: A Fresh Look at Public and Leadership Attitudes About Libraries in the 21st Century* prepared by Public Agenda. Conducted and funded support from the and the Bill and Melinda Gates Foundation.

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.

Christine McNew, editor

2008

Christine McNew is the Youth Services Consultant for the Texas State Library and Archives Commission and the Manager of *Texas Teens Read!*

About the Artist, Emily Fiegenschuh



Like most professional artists, Emily Fiegenschuh has been drawing ever since she can remember. Her art career began at a very young age when she set up a card table in the hallway of her home and sold her drawings of monsters and animals to family members for \$.05 and \$.10. Later, (much later), with support from said family members, she attended art school at the Ringling College of Art and Design in Sarasota, FL, and graduated with honors and a BFA from the Illustration program in 2001. After working for one year as a product designer at The Franklin Mint, Emily returned to her childhood dream of creating creatures and characters when she began freelancing for Wizards of the Coast. Since then, she has been creating fantasy illustrations

for a number of clients. Emily has illustrated numerous *Dungeons and Dragons* rulebooks for Wizards of the Coast, and has contributed cover and interior illustrations to the Mirrorstone Young Adult novel series *Knights of the Silver Dragon*. Her art has also appeared in the New York Times Bestsellers *A Practical Guide to Dragons* and *A Practical Guide to Monsters*, both published by Mirrorstone. Recently, Emily has been working on paintings for the Inuit Mythology Initiative, a non-profit organization dedicated to preserving Inuit myths and legends. She is also illustrating the fantasy series "The Star Shard", for *Cricket Magazine*.

Even in this digital age, Emily still draws and paints traditionally. Her illustrations are painted with gouache on watercolor paper. In addition to drawing and painting, in her spare time, Emily enjoys sculpting, and one of her pieces was featured in *Spectrum 9: The Best in Contemporary Fantastic Art*.

Emily lives with her husband, Vinod, in Wisconsin, where she can sometimes be found baking cookies at 1:00 a.m. One of her favorite things to do is sit in the studio with Vinod, who is also an artist, and talk, joke, and draw until the wee hours of the morning. Much of the rest of her time is devoted to caring for guinea pigs, both her own and those she fosters for a local rescue until they are adopted.

Selected Titles Illustrated by Emily Fiegenschuh

A Practical Guide to Dragons

A Practical Guide to Monsters

A Practical Guide to Dragon Riding

A Practical Guide to Wizardry

Knights of the Silver Dragon young adult novel series

"*The Star Shard*" serialized in *Cricket Magazine*

Dungeons and Dragons books including:

Draconomicon

Ghostwalk

Monster Manual II and III

Player's Handbook II

Races of the Dragon

Spectrum 9: The Best in Contemporary Fantastic Art

Acceptable Use of Artwork by Emily Fiegenschuh

The 2009 *Texas Teens Read!* artist is Emily Fiegenschuh and she possesses the copyright to the artwork she created for *Time Twistin' TTR.09*. In accordance with the artist's contract, Emily Fiegenschuh's artwork will be included with the 2009 *Texas Teens Read!* manual on CD-ROM and will be uploaded onto the Texas State Library's web site. All images include a copyright symbol designating Emily Fiegenschuh as copyright holder.

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 all color artwork and clip art in the *Texas Teens Read!* manual to promote *Texas Teens Read!*, their libraries, and reading. It may be used to create items such as crafts, t-shirts, programs, and library decorations. If a library utilizes artwork in print or on promotional items, the artwork must include the copyright symbol designating Emily Fiegenschuh as copyright holder.

In addition, Texas libraries are granted permission to upload the color artwork and clip art onto their library web sites for the sole purpose of promoting the 2009 *Texas Teens Read!*, libraries, and reading. If a library uploads artwork onto their web sites, the artwork must carry the copyright symbol designating Emily Fiegenschuh as copyright holder. The library must also provide a link to this Acceptable Use of Artwork by Emily Fiegenschuh on the Texas State Library and Archives Commission web site or on the library's web site.

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 Emily Fiegenschuh listed as copyright holder.

All reproductions of the color poster, bookmark, and certificate must credit the *Texas Teens Read!* and the Texas State Library and Archives Commission. They must include the words, "*Texas Teens Read!*" and "The 2009 *Texas Teens Read!* is Sponsored by Your Local Library and the Texas State Library and Archives Commission." This text appears on the color artwork and must remain on the poster, bookmark, and certificate.

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 must include the copyright symbol with Emily Fiegenschuh 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. Color may be added to the clip art only if the same color hues as represented in the poster, bookmark, and certificate are utilized.

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 Christine McNew, Youth Services Consultant, at christine.mcnew@tsl.state.tx.us.

To Use Clip Art

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

About the Authors

Deban Becker

Deban Becker is a youth services librarian at the W. O. Haggard, Jr. Library in the Plano Public Library System. Ms. Becker previously worked as a Teen Librarian in a Michael and Susan Dell Foundation "Wired for Youth Center" at the Austin Public Library. Ms. Becker received her MLS from the University of North Texas. She was a co-author of a chapter of *Game On! TTR.08*, the 2008 *Texas Teens Read!* manual.

Natasha Benway

Natasha Benway is the Young Adult Librarian at South Regional Library, in the Montgomery County Memorial Library System, where she has worked for the past three years. 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.

Monique Franklin

Monique Franklin is the Children's Materials Selection Librarian for Harris County Public Library. She previously worked at the Houston Public Library, the Free Library of Philadelphia and St. Charles Parish Library in Louisiana. She received her MLS from Louisiana State University.

Kit Ward-Crixell

Kit Ward-Crixell is a public services librarian at the New Braunfels Public Library. She has also been an English instructor at Texas Lutheran University. Her MLS is from Texas Woman's University.

Introduction

GOALS AND PURPOSE

Texas Teens Read! is sponsored by the Texas State Library and Archives Commission in collaboration with local libraries. The purpose of *Texas Teens Read!* is 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 FOR TEXAS TEENS READ!

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.

THEME

The 2009 *Texas Teens Read!* theme is *Time Twistin' TTR.09*, and the programs in this manual support this theme. Program activities include a fantasy festival, role-playing games, altered books, art and writing contests, zine-making, manga, and more.

ARTWORK

Graphic novelist Emily Fiegenschuh designed the posters, certificates, bookmarks, and clip art for *Time Twistin' TTR.09*.

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 participation in library programs such as the young adult reading clubs, teen volunteer programs, teen advisory boards, and other programs outlined in this manual.

The "40 Developmental Assets for Adolescents" are reprinted below with permission from the *Search Institute*, (Minneapolis, MN: Search Institute). © Search Institute, 1997. www.search-institute.org. To learn more about the assets, see the Search Institute web site at www.search-institute.org/assets. Additional information about the value of the 40 assets and the research

conducted by the Search Institute may be found at www.search-institute.org/research/.

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 January or February. 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 the 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 www.tsl.state.tx.us/ld/pubs/yareadingclub/index.html.

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.

All of the web sites were active as of January 2009. 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 that 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.

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 largest 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 the 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, role-playing groups, the Society for Creative Anacronism, game stores, cultural groups, performers, clubs, recreational facilities, and local schools to see what talent the 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 sent out 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, then 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 participating in *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 *Time Twistin' TTR.09*. At library programs, teens will participate in a fantasy festival, play role-playing games, create altered books, enter art and writing contests, create zines, explore manga, and more. The program begins on (start date) and ends on (finish date).

We hope that you will consider becoming a *Time Twistin' TTR.09* 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 lots 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 and/or are unaware of what the library offers for teens. Begin promoting *Time Twistin' TTR.09* 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 the following.

- 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 alleys, 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 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 *Time Twistin’ TTR.09* and then send press releases for the individual programs approximately two weeks before each event. 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 *Time Twistin’ TTR.09*. 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 small 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 the school librarians, principals, and teachers, beginning in the fall of each school year. Ask them how the public library can serve them, 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 who 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 booktalk. 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 booktalk 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 to your handout 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: Websites/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 www.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 *Time Twistin' TTR.09* 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's 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 who 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.

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 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 www.techsource.ala.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 in the circulating collection, installed on library computers, and 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+" will be played at children's gaming programs or installed on computers in the children's department, and that games rated "E", "10+", and "T" will 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, and 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 www.txbingo.org. 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 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 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, 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's easy to get a public performance license and in fact, your city or county may already have one that covers the library.

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 join either the American Society of Composers, Authors, and Performers (ASCAP) at www.ascap.com, or Broadcast Music, Inc. (BMI) at 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 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 exists and

for which licensing organization. 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 less than \$275 a year based on a 2005 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 \$250 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 LicensingUSA at 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 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.

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 2009 *Texas*

Teens Read!, 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 application 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; or
- 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, and via digital download. Special playback equipment is loaned free of charge for use with books

on cassette. 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.

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 or www.texastalkingbooks.org

Altered Books

(By Deban Becker. Used and Adapted with permission from Joanna Nigrelli.)

Length of Program

One hour or more.

Program Description

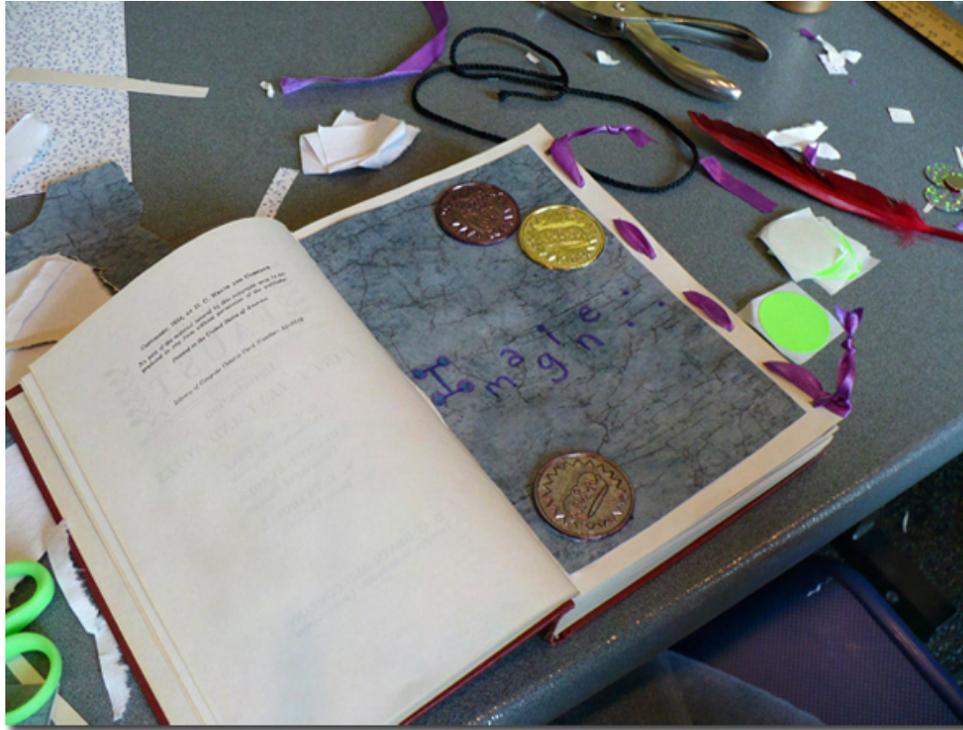
This program is a rare opportunity for teens to come to the library and be encouraged to ravage a volume in the interest of self-expression. Teens will break all the rules as they rip, puncture, paint, and glue old, discarded books to create masterpieces of art! The goal is to alter the book's appearance, turning it into a new kind of artistic expression. It is one part recycling, one part creativity, and fun all over! Display the books in the library for others to see.

Question: Just what is an altered book, you ask?

Answer: You take an old book and:

- Color in, on, and over it
- Paint over the pages
- Paste in photos, magazine clippings, threads, sequins, etc.
- Make pockets of its pages





View inspirational examples of altered books created by students at the Lakeview High School in Battle Creek, Michigan in 2004 in a PowerPoint presentation by Margaret Lincoln, which is adapted and included with permission. See these [slides](#) at the end of this program.

Preparation

Gather these materials before the program.

- Discarded hardback books, no more than 250 pages
- Pencils
- Drop cloths *(to place under tables where teens paint)*
- Markers - water based *(teens may use water and paintbrushes to run the colors)*
- Sharpies - include an array of colors and several black sharpies, including fine tip
- Scissors - all kinds, including pinking shears and some with funky edges
- Paint brushes - all kinds
- Paint trays (3) *(limit the amount of paint on the trays to avoid waste)*
- Paint
- Rulers *(to rip pages and to smooth down pages that are being glued together)*
- White glue, glue sticks, glue guns
- Wax paper *(to protect pages and covers when painting, etc.)*
- Stamps and stamp pads

- Plain white and colored paper
- Wallpaper or other decorative papers
- Tissue paper (*for decoupage*)
- Modge Podge
- Old magazines
- Staplers
- Fabric scraps
- Hole punch - single
- Hair dryers (*for drying paint, glue, etc.*)
- Ribbon
- Box cutter / craft knife
- Beads and sequins
- Glitter glue
- Shaped sponges
- Embroidery thread
- Old maps
- Find interesting quotes and cut them out
- Binder clips - large (*to clip sections which are being glued together*)

Allow for an hour of set-up time. Set up work tables together to make it easier to share supplies. Cover them with tablecloths. On the work tables, place glue sticks, rulers, scissors, markers and books. Place the remaining supplies on one or two additional tables. Leave enough space between the tables to allow the librarian to move easily to help and instruct the teens throughout the process. Organize the supplies so that similar items are grouped together. Set up glue guns, with paper underneath them, on the tables. Plug in hair dryers. Note: Clean up may also take up to an hour, or less if teens help.

Altered Book Creation

When teens arrive at the program, invite them to look at the examples of altered books on display and to look through the selection of discarded books.



When the program begins, tell the teens that the purpose of altered books is to take discarded materials and recycle them into art, and that the popularity of *Altered Books* is growing fast. Let teens know that during the program, they'll learn techniques for enhancing their books and will begin creating them. Emphasize that this is just part of the process, since the altered book is an organic, evolving project and works best when it is added to over time, much like a scrapbook, they will probably not have time to completely finish their books. Let them know if the library will offer another workshop during the summer to allow teens the opportunity and supplies to continue working on their books. Or, suggest that teens continue to work on their projects at home, if they do not finish during the program. When teens complete their creations, display them in the library.

Invite teens to select a discarded book to alter and consider what they want to do with it. Ask them to think about the following design elements that will help them begin visualizing their creations.

- Pick a theme. What do you want the focus of your book to be - friendship, family, school, pets, travel, quotes, music, journal... or maybe a favorite color?
- Additions. Do you want to make pockets, journal pages, photo tabs, and/or picture frames in your book?
- Subtractions. Do you want to rip out pages, punch holes, cut out windows and/or boxes in your book?
- Mediums. Do you want to collage, decoupage, stamp, sew, or make rubbings in your book?



Libraries web site at

<http://www.co.dakota.mn.us/LeisureRecreation/CountyLibraries/Teens/AlteredBooks.htm>

Guest Speakers

Invite a scrap booking professional from your local craft store to discuss journaling and scrap booking techniques with the teens.

Developmental Needs and Assets

By participating in creative activities, teens are building self-esteem and positive self worth. They learn to be resourceful with the materials they are given. Teens labor diligently on a project and as a result, they find purpose in their work.

Books to Display

Altered Art: Techniques for Creating Altered Books, Boxes, Cards & More by Terry Taylor.

Altered Book Collage by Barbara Matthiessen.

Altered Books Workshop: 18 Creative Techniques for Self-Expression by Bev Brazelton.

Alter This!: Radical Ideas for Transforming Books into Art by Alena Hennessy.

The Altered Book Scrapbook by Susan Ure.

Books to Share or Booktalk

13 Little Blue Envelopes by Maureen Johnson.

Born Confused by Tanuja Desai Hidier.

Life As We Knew It by Susan Beth Pfeffer.

Speak by Laurie Halse Anderson.

The Truth about Forever by Sarah Dessen.

Bulletin Board/Display

Tear out pages from a discarded book and alter the pages with paint and glitter. Using a paint pen, write the words "RIP", "TEAR", "GLUE" in large lettering across the altered pages. Display the pages, or affix them to your bulletin board.

Refreshments

Serve "altered" snacks such as chocolate or yogurt covered pretzels or raisins.

Incentives

Purchase bookmarks, scrap booking materials, stickers, and/or stamps at a local craft store to give as prizes.

Videos/DVDs/Films

Show these videos and DVDs or segments of them if you have public performance rights. Otherwise, display them for home use.

Freaky Friday. (97 minutes)

The Sisterhood of the Traveling Pants. (119 minutes)

Transformers. (144 minutes)

Professional Resources

Carrie on Copyright: Altered States: Is Transforming Books a Reckless Experiment or a Legal Act? by Carrie Russell.

Library Media Connection, Nov/Dec2004, Vol. 23 Issue 3, p20-20, 1p.

This article provides legal justification for the book altering process.

Weeded Books Inspire Student Art Projects by Margaret Lincoln.

School Library Journal, 8/1/2007

schoollibraryjournal.com/article/CA6463495.html?q=altered+states+Is+transforming+books+a+reckless+experiment+or+a+legal+act

This article details one high school's efforts in making altered books.

Altered Art Books from HGTV's Home & Garden Television

www.hgtv.com/hgtv/cr_paper_crafts_books/article/0,1789,HGTV_3288_4173837_00.html

HGTV offers instructions for creating an altered book.

Altered Books - The International Society of Altered Book Artists (ISABA)

www.alteredbookartists.com

This web site features a great gallery of altered book images.

Dakota County Libraries - Teen Altered Book Contest

www.co.dakota.mn.us/LeisureRecreation/CountyLibraries/Teens/AlteredBooks.htm

View entries in a "Teen Altered Book Contest" hosted by the Dakota County Libraries in Minnesota.

How to Alter a Board Book – Part I: Preparing a Book to Alter

www.creativity-portal.com/howto/a/altered.books/board.book.html

Tutorials for making altered books.

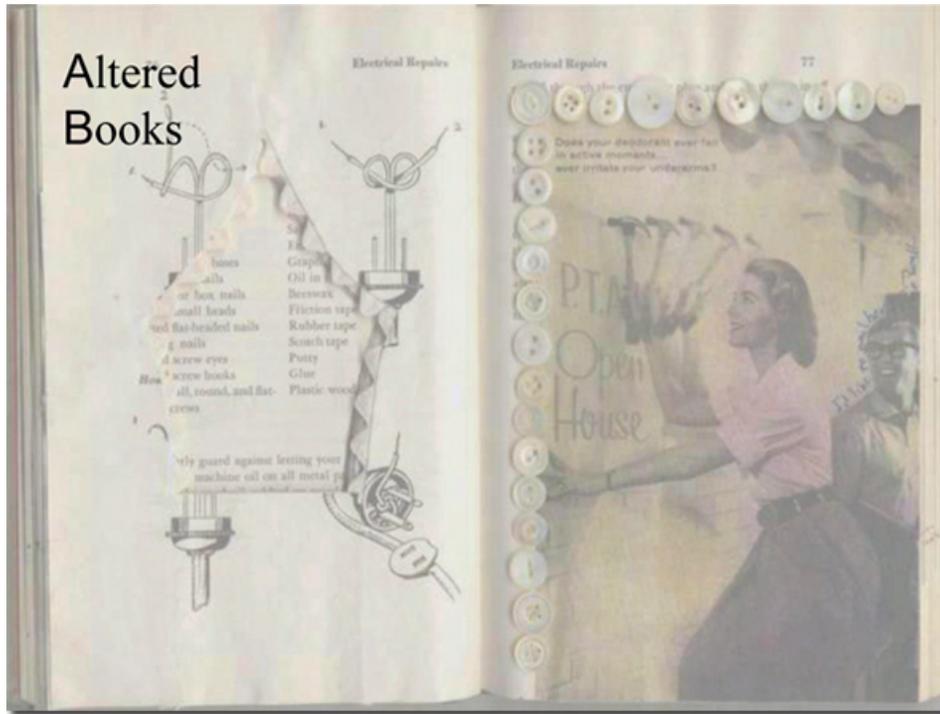
YALSA's 2007 Popular Paperbacks for Young Adults - Get Creative

www.ala.org/ala/yalsa/booklistsawards/popularpaperback/07ppya.cfm#creative

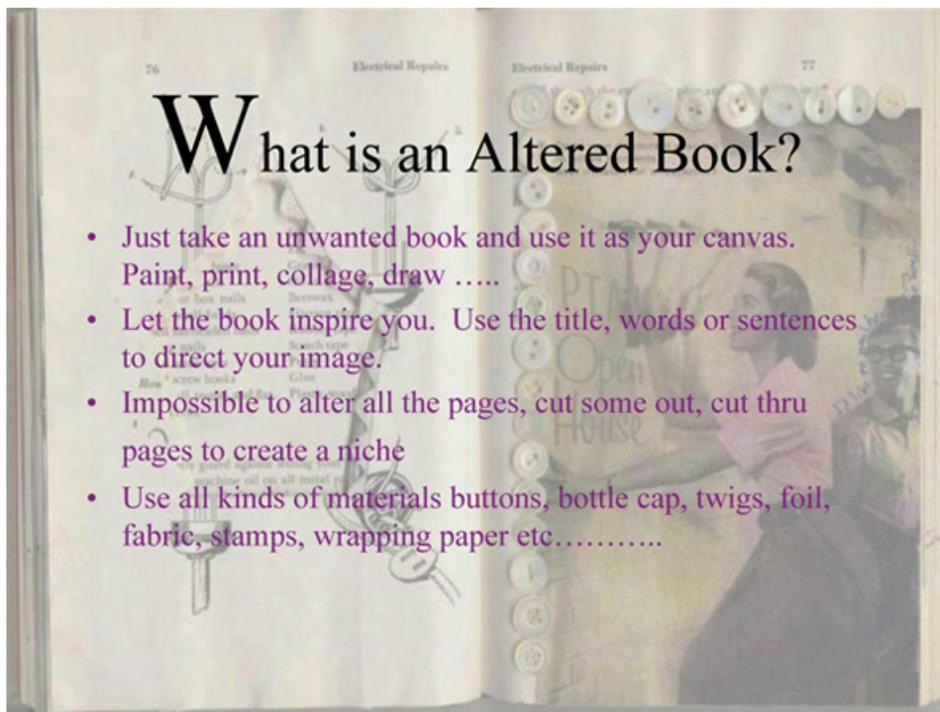
"Get Creative" is a themed booklist of fiction and nonfiction title recommendations in ALA's 2007 Popular Paperback for Young Adults list.

Program Materials

Altered Books PowerPoint Presentation Slides (14 Slides)



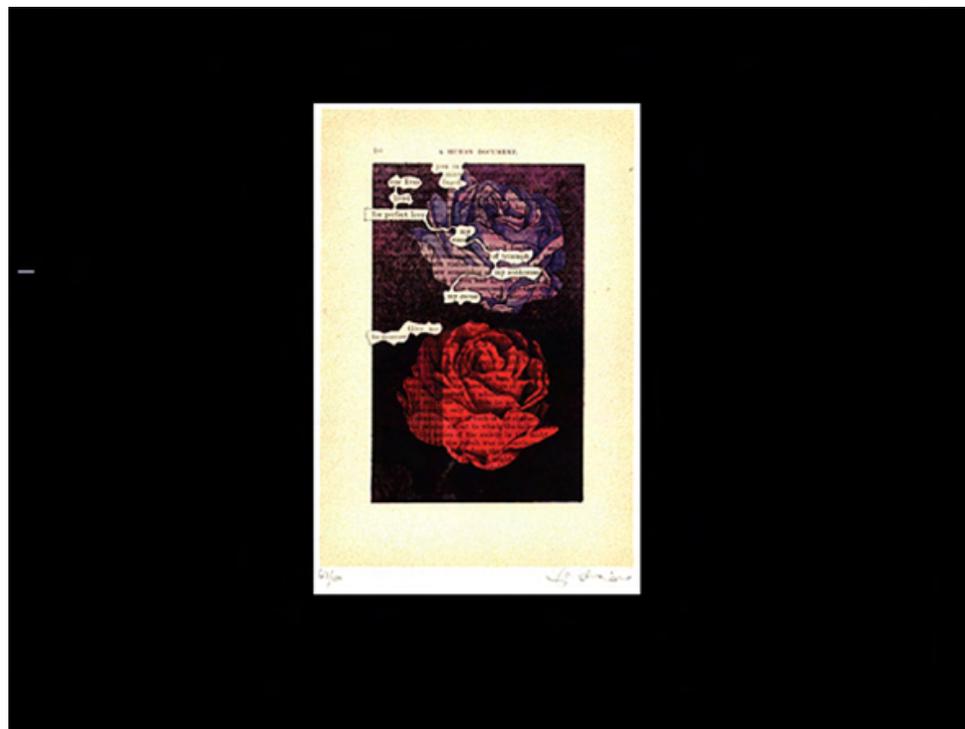
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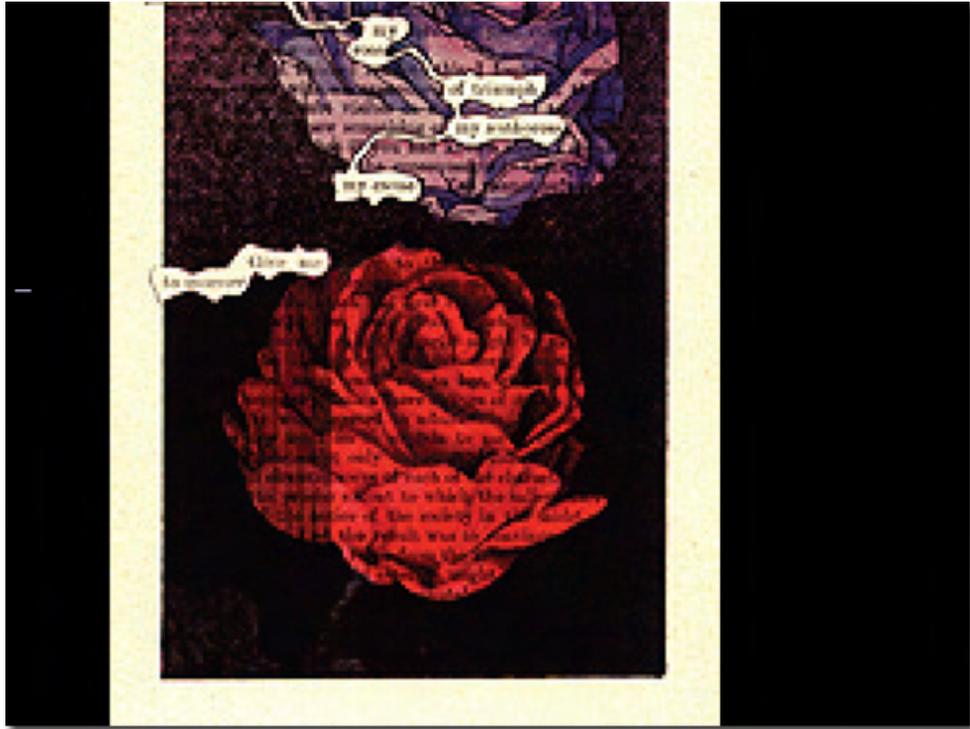
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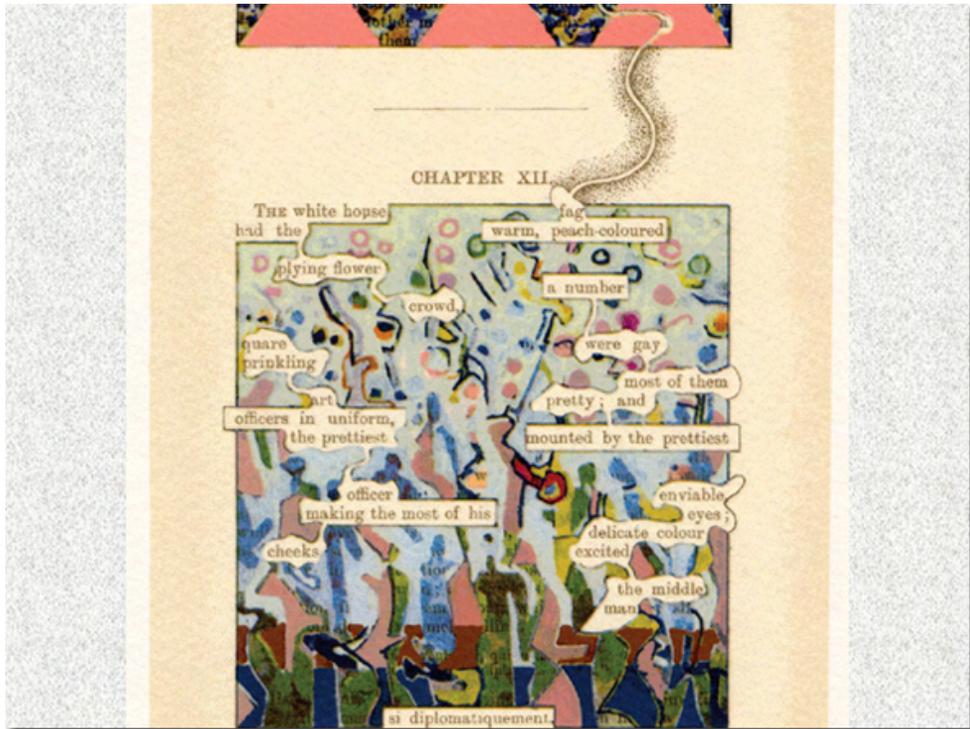
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Slide 8 of 14



Slide 9 of 14



Slide 10 of 14



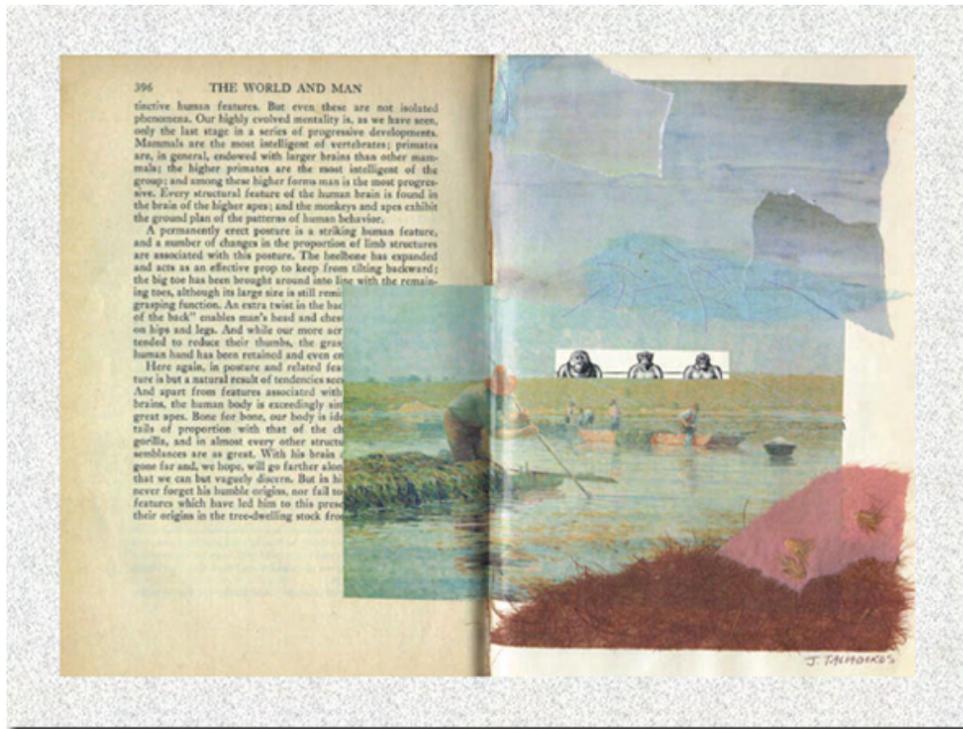
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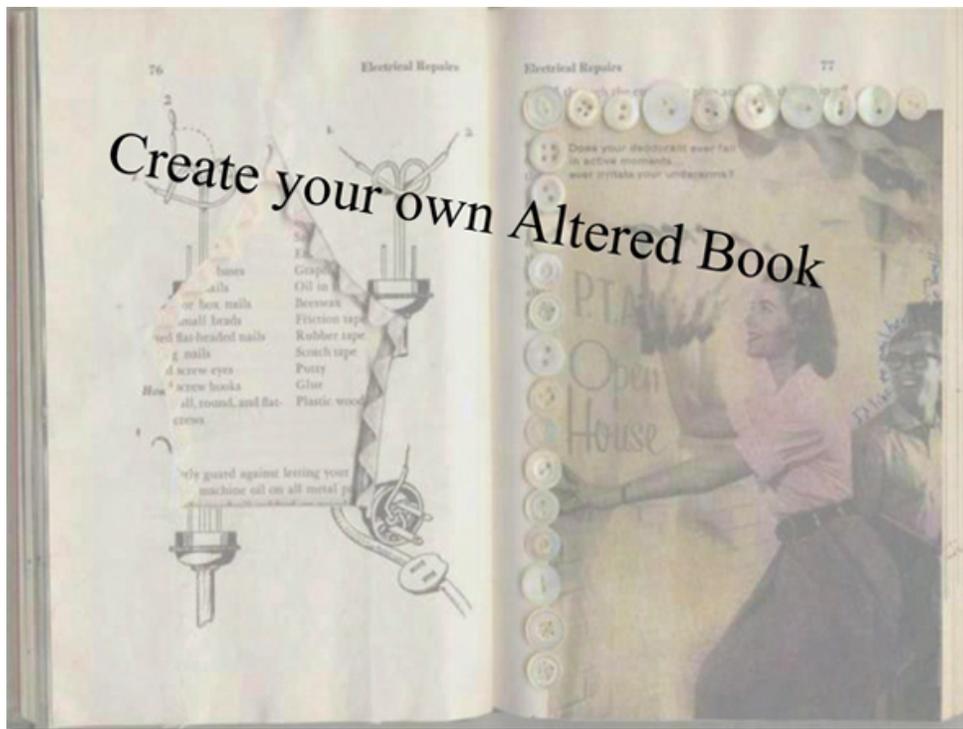
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Bringing the Fine Arts to Young Adults Readers: Writing and Art Contests

By Natasha Benway

Program Description

Writing and art contests provide teens with opportunities to share and develop their creativity and a chance to try or see something new. This program describes how to successfully sponsor the contests and provides examples of entry forms, flyers, posters, rules, and more that were developed by Natasha Benway for an Art Show and Writing Contests sponsored at the Montgomery County Library in 2007. The examples provided may be freely adapted. Libraries providing in *Time Twistin' TTR.09* programs may adapt the examples to a Writing Contest and Art Show in which teens created artwork and write about fantasy, science fiction, manga, anime, etc.

Preparation

Select age categories for the contest entries. For example, divide the entries into two categories by grade levels 7 through 9 and 10 through 12. This will allow younger teens to shine without being overshadowed by the older more experienced teens.

Select genre categories for the awards. For the writing contest, categories might include poetry, short story, or personal narrative. Judges will award first, second, and third prizes, and honorable mention in each category.

Tell library staff members about the events and ask for their help and support. Speak to staff at meetings and individually to make sure they understand the programs and know about the important dates for each program. Prepare and distribute written instructions for the library staff. An [example of instructions for staff members](#) for the Art Show is included in this program. Prepare procedures for staff on how to accept submissions from teens. An [example of procedures for accepting submissions](#) for the Writing Contest is included in this program. The instructions ask staff to assign an identifying number to each entry and write the identifying number on the back of each piece of artwork. An [example of a form to assist in assigning identifying numbers](#) is also provided. The form may be adapted for both the Writing Contest and the Art Show.

Invite local artists, high school or college teachers, art studio teachers, or members of art guilds to judge the art contest. Contact local artists and authors individually, and send email requests to teachers and instructors. A [sample letter to a local middle and high school English teacher](#) is provided. Briefly explain the contest and expectations for judges and ask for volunteers. Select at least two or three judges for each contest, and call them personally to tell them more about the contests and answer questions. Mail letters to the judges detailing what is expected of them, when and where and how the judging will take place, and include an estimate how long it will take to judge the contest entries. A [sample of a letter to a judge](#) is provided.

More time is required to judge the writing contest than the art contest, and the judges will need a quiet place to talk about the entries. For the writing contest, mail copies of all of the teens' entries to each judge in advance so they can read them before meeting to decide the winners. Before the judging takes place, host a lunch or dinner for the judges, or simply serve snacks or refreshments. This is a wonderful way to thank them for contributing their time and expertise. Good locations for a meal might be the library meeting room or a private home with space to spread out the entries. Serve simple foods such as lasagna, salad, bread, and dessert. Dinner conversation may not necessarily revolve around the writing contest.

The judging of the art contest requires less advance preparation since the judges see the artwork for the first time at the judging meeting. Provide light snacks or refreshments while the judges decide the winning entries to show your appreciation for their time and assistance.

In addition to the professional judging of the art contest, host a "People Choice's Award" and let staff and members of the local community cast ballots for favorite artwork.

Prepare guidelines and entry forms for submissions. An example of a [submission ticket for the Writing Contest](#) and a [submission ticket for the Art Show](#) are provided.

Prepare flyers with guidelines for submitting entries. Examples of a [flyer with guidelines for submitting entries to the Writing Contest](#) and a [flyer with guidelines for submitting entries to the Art Show](#) are provided.

Partner with the local businesses, newspapers, and schools to sponsor and advertise the contests, to donate prizes, and to loan materials to display the art. Ask a local art gallery to display the winning pieces. An [example of a letter to a local business](#) requesting sponsorship for the art show is provided.

Judging the Contest

Judges for the writing contest will read all entries in all categories, such as poetry, short story, or personal narrative. Assign each judge a category from which they will select four entries to be considered for first, second, third prizes, and honorable mention. When the judges meet, each will share his or her top four entries with the other judges. Then all judges will discuss the merits of those four entries and any of the other entries judges believe are worthy of awards. Specific guidelines need to be followed for the writing contest that, along with the judges' discussion, determine the winners in each category. The judging for the writing contest is not formulaic, nor is it in anyway an exact science. A general discussion about the entries helps the judges determine the winners.

The final judging for the art contest is somewhat easier than the writing contest. The judges meet and discuss the entries and decide as a group how to judge the artwork. Once that decision is made, they sort the artwork into categories of possible winners and eliminate entries until a few final pieces remain. They then decide which will win first, second, and third place.

Books about Art and Photography to Show or Booktalk

The Complete Guide to Anime Techniques by Chi Hang Li.

Landscape Drawing in Pencil by Frank M. Rines.

Manga: Draw Your Own Fighters, Cuties & Card Creatures by Jay Stephen.

A Short Course in Photography: An Introduction to the Photographic Technique by Barbara London and Jim Stone.

The Undressed Art: Why We Draw by Peter Steinhart.

The Ultimate Airbrush Book by Pamela Shanteau.

Books about Writing to Show or Booktalk

Careers in Focus: Writing by Anna Paterson and Nora Walsh.

Letter to a Young Novelist by Natasha Wimmer.

The Making of a Bestseller by Brian E. Hill.

No More Rejections: 50 Secrets to Writing a Manuscript that Sells by Alice Orr.

The Writing Life by Marie Arana.

Displays

To advertise for the writing and art contests, prepare posters and/or flyers and display them in the library. Examples of a [flyer for the writing contest](#) and a [flyer for the art contest](#) are provided. Prepare a display in the library's display cases that include books about writing, self-publishing, art, graphic design, and illustration. Add pictures of famous paintings, artists, and clips of famous writings or poetry. Display the guidelines for each contest prominently.

Promotion

Prepare press releases and send them to local media outlets. Examples of a [press release for the Writing Contest](#) and a [press release for the Art Show](#) are provided.

Prepare posters or flyers inviting community members to attend the reception for the Art Show. An example of a [poster advertising the reception for the Art Show](#) and an example of a [poster advertising the reception for the Writing Contest](#) are provided.

Guest Speakers

Invite guest speakers such as local community college professors, high school English or art teachers, local artists or authors, members of a local art or writers guild/league, or possibly a local gallery owner or art supply store owner to speak to the teens about writing or art as a career.

Web Sites

International Library of Poetry

www.poetry.com

Teens can view poetry, enter free writing contests, and network with other poets on this web site.

The Scholastic Art & Writing Awards

www.scholastic.com/artandwritingawards/index.htm

A nationally recognized Art and Writing Contest held by the Alliance for Young Artists and Writers. This is a good site for ideas on setting up rules for library contests.

Teen Writers Workshop

<http://dbldog.com/teenwriters.html>

This site is a description of how a librarian in Mayfield Regional Library, a branch of Cuyahoga County Public Library in suburban Cleveland, held a teen writing workshop at her library.

TeenInk

www.teenink.com

This magazine is a good resource for teens who want to publish their writing or display their artwork.

TeenLit

www.teenlit.com

This great site allows teens to publish their writing. It also provides book reviews, a site for educators, and free writing workshops.

Teenspoint.org: The Atrium Gallery Teen Art

www.teenspoint.org/teenart/index.asp

This Central Rappahannock Regional Library web site allows teens to view artwork from past art contests, visit the teen writer's corner, and post their work.

TeenVoices.com

www.teenvoices.com

This is an online magazine in which teens can publish their work.

Films, Video recordings, and DVDs

Art in the Classroom: Color Concepts. (29 minutes)

Art in the Classroom: Composition. (23 minutes)

Art in the Classroom: Perspective Drawing. (28 minutes)

The Path to Publication: Writing for Different Genres. (82 minutes)

Writing for Students: Using the Writing Process. (23 minutes)

Writers Workshop: Fiction and Nonfiction. (162 minutes)

2009 Texas Teens Read! Manual

Time Twistin' TTR.09

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2009

Professional Resources

Library Contest: A How-to-Do-It Manual by Kathleen R.T. Imhoff and Ruthie Maslin.

Texas Library Association Texas Media Awards

www.txla.org/groups/tma/tma.html

The Texas Media Awards are held annually and rules and entry information is provided on this web site.

Program Materials

Art Show – Example of Instructions for Library Staff

Teen Art Show

Teen Art Show submissions should be coming in any day now. All art work will be submitted at the second floor reference desk. The following is the procedure to follow when accepting all art work.

A reception where awards will be handed out will be April 19, 2007 @ 7pm in the large meeting room. Students will be able to take their art work home after the award reception.

First take a moment to familiarize yourself with the rules of the Teen Art Show.

Rules:

1. All artwork must be no larger than 11x17. Sculptures or 3-D art media will not be accepted.
2. All paper, poster, photographs, etc. should be matted. A frame is *not* required for mounted canvas.
3. Art work will be judged based on its originality and all decisions are final.
4. All participants must be between the ages of 12-18.
5. One entry per teen.
6. Artwork must be suitable for all audiences.
7. Artwork without a submission ticket will not be accepted.
8. South Regional Branch Library is not responsible for lost or damaged artwork.

Submitting Art Work

1. Make sure each student fills out a submission ticket for their work of art. Remember only one entry per teen and the **submission ticket must be signed by teen.**
2. *a.* Date, initial, and give each submission ticket an identifying number. A list of identifying numbers will be at the reference desk. Please write in the name of each teen next to their identifying number.
b. Write **in pencil** the identifying number on the back of each piece of artwork.
3. Next, file that ticket alphabetically by last name in the box located at the reference desk.
4. Finally, place the art work on the shelves which have been labeled for such in the back room.
5. All art work must be submitted by March 30, 2007 by 5pm. **No late art work will be accepted.**

Things to Watch Out For

1. If you notice a piece of art work which has something which is not allowed, (i.e. it is not matted, it is larger than 11x17, it is obviously not suitable for all audiences) please set that piece of art work with its submission ticket on my desk. I will make every effort to have a spot cleared on my desk for such artwork.

Teen Writing Contest 2007

Teen Writing Contest submissions can begin to be accepted on October 1, 2007. All work will be submitted at the second floor reference desk. All blank submission forms and a list to write down and assign the identifying # to each manuscript will be kept in a folder labeled “Teen Writing Contest 2007” on the right side of the reference desk. The box to store the submission tickets will also be behind the right side of the reference desk. The following is the procedure to follow when accepting all work.

Step One: Check over the author’s manuscript(s) and make sure it meets these requirements.

1. All manuscripts are typed.
2. Only one entry per category per teen is allowed. For example: A teen is allowed to submit one manuscript in all three of the categories; Short Story, the Personal Narrative, and the Poetry Category.
3. There are three copies of the author’s manuscript(s).
4. The author’s name is not printed anywhere on the manuscript(s).
5. Short Stories and Personal Narratives are doubled spaced.

Step Two: Have teen fill out submission ticket, sign and file submission ticket, place manuscripts on shelf in reference work room.

1. Make sure each student fills out a submission ticket for their manuscript(s). Remember only one entry per category per teen and **submission ticket must be signed by teen**. Only one submission ticket will be accepted for each teen regardless of how many categories they enter.
2. *a.* Date, initial, and give each submission ticket an identifying number. A list of identifying numbers will be in a folder on the right side of the reference desk. Please write in the name of each teen next to their identifying number.
b. Write **in pen** the identifying number on the front of all three manuscripts. *c.* If a teen is submitting manuscripts for more than one category make sure to give each manuscript the same identifying number.
3. Next file that ticket alphabetically by last name in the box located at the reference desk.
4. Finally, place the art work on the shelves which have been labeled for such in the back room.
5. All manuscripts must be submitted by October 27, 2007 by 5pm. **No late manuscripts will be accepted.**

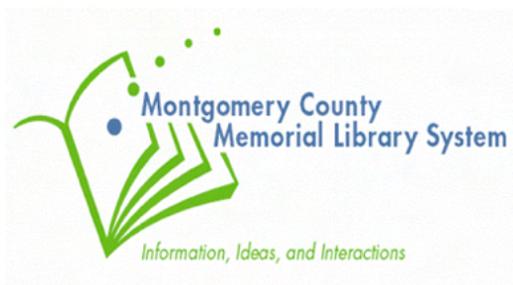
If anyone has any questions about any of the above material please do not hesitate to talk to me.

Writing Contest – Example of Form to Assist in Assigning Identifying Numbers

Teen Writing Contest 2007- Identifying #

Identifying #	Last Name, First Name
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Writing Contest – Sample Letter to Teachers



September 26th, 2007

To Whom It May Concern:

This fall South Regional Branch Library will be hosting its first Teen Writing Contest. The contest will begin October 1st, 2007 and end October 27th, 2007 at 5pm. A reception to announce the winners will be held November 13th, 2007 at 6pm in the 1st floor meeting room. Family, friends, and the local community are encouraged to attend this reception.

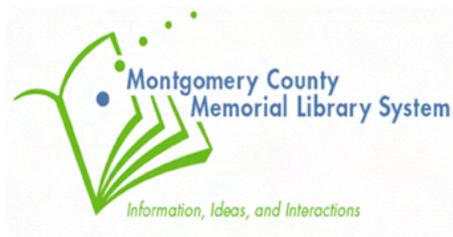
This event is open to all teens in grades 7-12. The contest has three categories: Short Story, Poetry, and Personal Narrative. Teens need to submit three copies of their manuscript and can enter each category only once.

This event is free to the public and in order to get the word out to local teens I am providing you with a poster and 10 flyers to help advertise this event at your school. Please post the flyers and poster in an area where you feel it will get the most exposure. Thank you for your continued support and please do not hesitate to call me if you have any further questions.

Sincerely,

Natasha D. Benway
Young Adult Librarian
South Regional Branch Library
The Woodlands, TX
nbenway@countylibrary.org
936-442-7727 x370

Writing Contest – Sample Letter to Judges



October 29th, 2007

Dear Ms. _____,

Thank you for volunteering to judge the South Regional Branch Library's Teen Writing Contest. We had a wonderful response from all the teens in the local community and have received a total of forty-six entries.

Enclosed in this packet will be a copy of every entry submitted. The entries have been divided into their respective categories. The categories are as follows:

- Personal Narrative Level I Grades 7-9
- Personal Narrative Level II Grades 10-12
- Poetry Level I Grades 7-9
- Poetry Level II Grades 10-12
- Short Story Level I Grades 7-9
- Short Story Level II Grades 10-12

Remember that entries will be judged on the following basis:

1. Quality of idea (originality, development, and organization)
2. Quality of Language
3. Technical Skill
4. Overall Effectiveness

Please read over each entry and have your top three choices in each category selected for our dinner meeting, which will be held November 12th at 6:30 pm at my house.

Again my address is _____. My house is located in the _____ subdivision. Please feel free to contact me on my cell phone if you can't reach me at work or get lost driving there the night of the meeting, xxx-xxx-xxxx. I will be cooking Italian that night so if anyone has any dietary concerns please let me know.

Thank you once again for all your support and help during this event.

Sincerely,

Natasha D. Benway
Young Adult Librarian
South Regional Branch Library
The Woodlands, TX
nbenway@countylibrary.org
936-442-7727 x370

Writing Contest – Sample Submission Ticket

Submission Ticket				
<i>Please Print Legibly</i>				
<hr/>	<hr/>	<hr/>		
Last Name, First Name	Grade	Title of Work(s)		
<hr/>		<hr/>	<hr/>	<hr/>
Street Address		City	State	Zip Code
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Home Phone Number	Cell Phone Number	Email Address		
<hr/>	<hr/>	<hr/>		
I hereby certify that I have read the rules and agree to abide by them and that in creating my work I have not engaged in plagiarism.				
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Author's Signature				
<hr/>				
Library Personnel Only				
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Identifying Ticket #	Date Submitted On	Reference Librarian Initials		
<hr/>	<hr/>	<hr/>		

Submission Ticket				
<i>Please Print Legibly</i>				
<hr/>	<hr/>	<hr/>		
Last Name, First Name	Grade	Title of Work(s)		
<hr/>		<hr/>	<hr/>	<hr/>
Street Address		City	State	Zip Code
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Home Phone Number	Cell Phone Number	Email Address		
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I hereby certify that I have read the rules and agree to abide by them and that in creating my work I have not engaged in plagiarism.				
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Author's Signature				
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Library Personnel Only				
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Identifying Ticket #	Date Submitted On	Reference Librarian Initials		
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Submission Ticket				
<i>Please Print Legibly</i>				
<hr/>	<hr/>	<hr/>		
Last Name, First Name	Grade	Title of Work(s)		
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Street Address		City	State	Zip Code
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Home Phone Number	Cell Phone Number	Email Address		
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I hereby certify that I have read the rules and agree to abide by them and that in creating my work I have not engaged in plagiarism.				
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Author's Signature				
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Library Personnel Only				
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Identifying Ticket #	Date Submitted On	Reference Librarian Initials		
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Teen Art Show

Are you interested in showing off some of your art work? Then enter South Regional Branch Library's first annual Teen Art Show!

Artwork will be on display from April 2nd to April 18th and will be judged by a panel of judges. A reception for teen artists, their families, and the local community will be held April 19th at 7pm at South Regional Branch Library where the winner will receive a \$100.00 in gift certificates to Hobby Lobby and Woodlands Art & Frame.

To enter artwork read rules below, fill out submission ticket and turn it in along with your artwork to the 2nd floor reference desk by March 30th 2007.

Rules:

1. All artwork must be no larger than an 11x17. Sculptures or 3-D art media will not be accepted.
2. All paper, poster material etc. should be matted. A frame is *not* required for mounted canvas.
3. Art work will be judged based on its originality.
4. All participants must be between the ages of 12-18.
5. One entry per teen.
6. Artwork must be suitable for all audiences.
7. Artwork without a submission ticket will not be accepted
8. South Regional Branch Library is not responsible for lost or damaged artwork.

Deadline for Submission: March 30th 2007

Thanks to the Hobby Lobby, South Montgomery County Friends of the Library, Woodlands Art & Frame, and the Woodlands Art League for sponsoring this event.

South Regional Branch Library
2101 Lake Robbins Drive
The Woodlands, TX 77380
936-442-7727 x365

Submission Ticket

Please Print Legibly

Last Name, First Name Age Title of Artwork

Street Address City State Zip Code

Home Phone Number Cell Phone Number Email Address

I hereby certify that I have read the above rules and agree to abide by them.

Artist's Signature Library Personnel Only _____

Identifying Ticket # Date Submitted On Reference Librarian Initials

South Regional Branch Library's Teen Writing Contest 2007



Level I Grades 7-9 and Level II Grades 10-12
Prizes are the same for each level.
Prizes are Barnes and Nobles Gift Cards.

First Prize: \$50.00
Second Prize: \$20.00
Third Prize: \$10.00

Timeline: The contest begins Monday, October 1, 2007. Manuscripts entries must be submitted to the South Regional Branch Library's 2nd Floor Reference Desk no later than 5:00pm Saturday, October 27, 2007. A reception to announce the winners and hear their work will be held Tuesday, November 13th at 6:00pm in the first floor meeting room. Family, friends, and the local community are encouraged to attend this reception.

Format: Participants in each category should submit three copies of their manuscripts. Students may enter each category only once. Manuscripts must be typed in 12 point. Short stories and personal narratives must be double-spaced. The title of the manuscript and page number must appear on the top of each page. The author's name may not appear on any copy.

Categories:
Short Story

Length: Stories should consist of approximately 2-20 typed double-spaced pages and may target adults, young adults, or children as their intended audience.

Poetry

Length: A submission consists of a maximum of four different poems of any length.

Personal Narrative

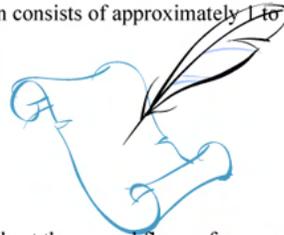
Length: A personal narrative (informal essay) submission consists of approximately 1 to 3 typed, double-spaced pages.

Evaluation Criteria:

Quality of idea (originality, development, and organization)
Quality of language
Technical skill
Overall effectiveness

Additional Notes:

All contest participants are asked to complete a submission form available at the second floor reference desk, and sign a contract indicating their work is original and in no way plagiarized. Literary thieves will be disqualified. Submissions must be in good taste.



Sponsored by the South Montgomery County Friends of the Library

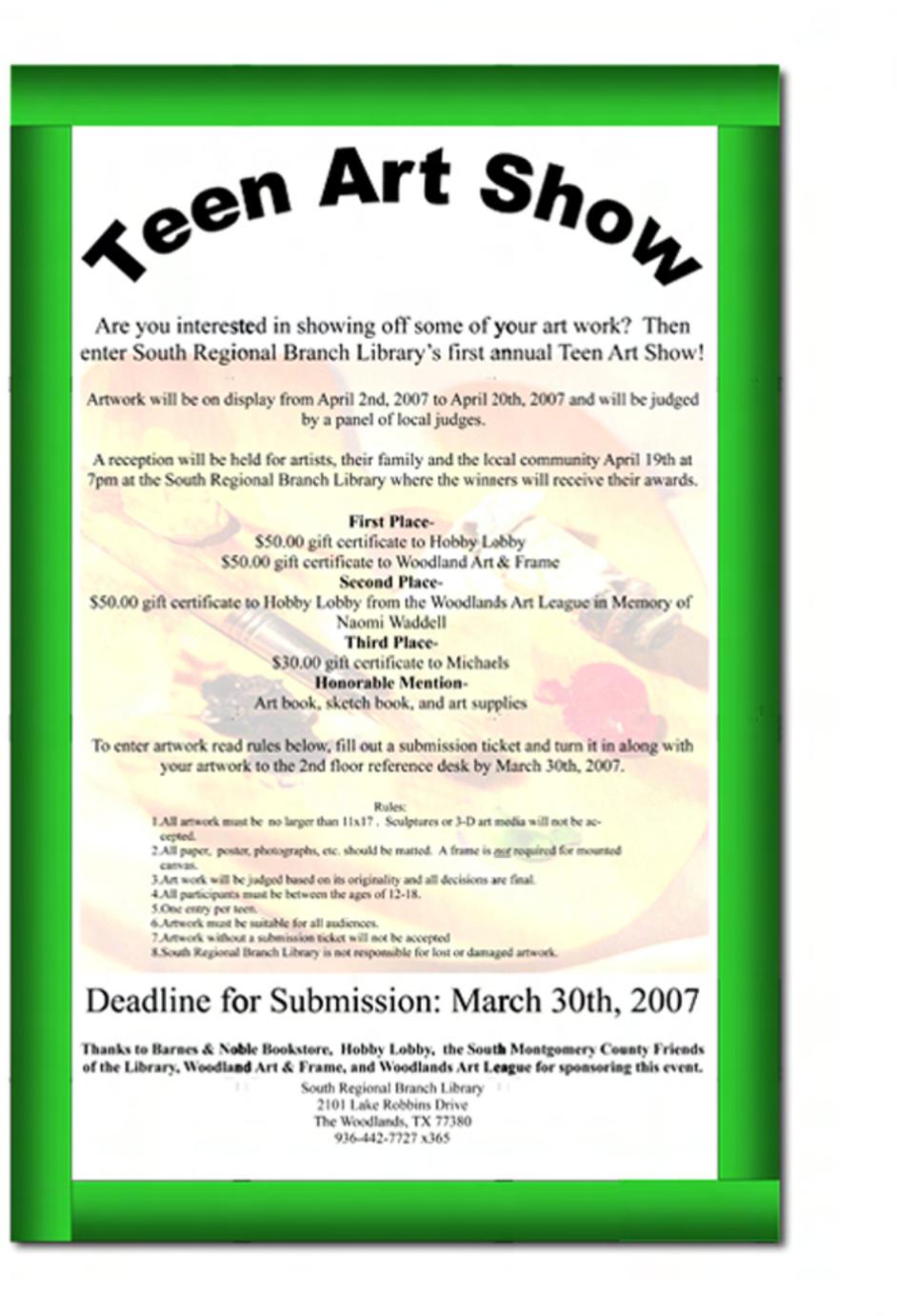


South Regional Branch Library
2101 Lake Robbins Drive
The Woodlands, TX
936-44-7727

M-Th: 9am-9pm
F-Sat: 9am-5pm
Sunday: Closed

Montgomery County Memorial Library System complies with *The American with Disabilities Act* in its facilities, activities, programs and services. If you are disabled, you may ask for reasonable accommodation or assistance.

Art Show – Sample Flyer with Rules



Teen Art Show

Are you interested in showing off some of your art work? Then enter South Regional Branch Library's first annual Teen Art Show!

Artwork will be on display from April 2nd, 2007 to April 20th, 2007 and will be judged by a panel of local judges.

A reception will be held for artists, their family and the local community April 19th at 7pm at the South Regional Branch Library where the winners will receive their awards.

First Place-
\$50.00 gift certificate to Hobby Lobby
\$50.00 gift certificate to Woodland Art & Frame

Second Place-
\$50.00 gift certificate to Hobby Lobby from the Woodlands Art League in Memory of Naomi Waddell

Third Place-
\$30.00 gift certificate to Michaels

Honorable Mention-
Art book, sketch book, and art supplies

To enter artwork read rules below, fill out a submission ticket and turn it in along with your artwork to the 2nd floor reference desk by March 30th, 2007.

Rules:

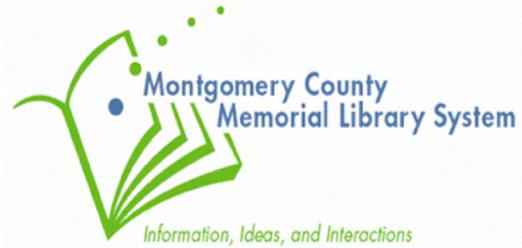
1. All artwork must be no larger than 11x17. Sculptures or 3-D art media will not be accepted.
2. All paper, poster, photographs, etc. should be matted. A frame is not required for mounted canvas.
3. Art work will be judged based on its originality and all decisions are final.
4. All participants must be between the ages of 12-18.
5. One entry per teen.
6. Artwork must be suitable for all audiences.
7. Artwork without a submission ticket will not be accepted.
8. South Regional Branch Library is not responsible for lost or damaged artwork.

Deadline for Submission: March 30th, 2007

Thanks to Barnes & Noble Bookstore, Hobby Lobby, the South Montgomery County Friends of the Library, Woodland Art & Frame, and Woodlands Art League for sponsoring this event.

South Regional Branch Library
2101 Lake Robbins Drive
The Woodlands, TX 77380
936-442-7727 x365

Art Show – Example of Letter to Business Sponsors



July 18, 2006

Hello,

My name is Natasha Benway. I am the Young Adult Librarian at South Regional Branch Library located here in The Woodlands. This coming April, the South Regional Branch Library will be hosting its first Teen Art Show. As a part of the Teen Art Show each teen will be able to submit a piece of artwork of their choice. Teens can use whatever medium they would like; however, they will be asked that all artwork not exceed 11x17in and that it be in good taste. During this program the local community members will be asked to participate by voting for whichever piece of artwork they like the best. I am hoping to have the art show run from April 2, 2007 to April 19, 2007.

To make the Teen Art Show possible, I need the support of local businesses. At this time, I am approaching *ABC Company* for a donation prize, which will be given out at the reception to be held April 19, 2007. I would like a gift certificate to your store as I feel this will best inspire artistic teens to further their creative spirit. Any donations made will be recognized in all advertisements for this program. I am also eager to have a representative from *ABC Company* present the award at the reception. If you have any further questions please feel free to call me. Thank you for your time and support!

Natasha D. Benway
Young Adult Librarian
South Regional Library
2101 Lake Robbins Drive
The Woodlands, TX 77380
(936) 442-7727 x370

Writing Contest – Sample Press Release (2 pages)

SOUTH REGIONAL BRANCH LIBRARY

2101 Lake Robbins Drive
The Woodlands, TX 77380
Phone (936) 442-7727
Fax (936) 788-8372

Press Release

Contact: Natasha D. Benway
Phone: (936) 442-7727 x370

FOR IMMEDIATE RELEASE
9 A.M. CST, September 26, 2007

SOUTH REGIONAL BRANCH LIBRARY'S

TEEN WRITING CONTEST

Level I Grades 7-9 and Level II Grades 10-12

Prizes are the same for each level.

Prizes are Barnes and Nobles Gift Cards.

First Prize: \$50.00

Second Prize: \$20.00

Third Prize: \$10.00

Timeline: The contest begins Monday, October 1, 2007. Manuscripts entries must be submitted to the South Regional Branch Library's 2nd Floor Reference Desk no later than 5:00pm Saturday, October 27, 2007. A reception to announce the winners and hear their work will be held Tuesday, November 13th at 6:00pm in the first floor meeting room. Family, friends, and the local community are encouraged to attend this reception.

Format: Participants in each category should submit three copies of their manuscripts. Students may enter each category only once. Manuscripts must be typed in 12 point. Short stories and personal narratives must be double-spaced. The title of the manuscript and page number must appear on the top

~ MORE ~

of each page. The author's name may not appear on any copy.

Categories:

Short Story

Length: Stories should consist of approximately 2-20 typed double-spaced pages and may target adults, young adults, or children as their intended audience.

Poetry

Length: A submission consists of a maximum of four different poems of any length.

Personal Narrative

Length: A personal narrative (informal essay) submission consists of approximately 1 to 8 typed, double-spaced pages.

Evaluation Criteria:

Quality of idea (originality, development, and organization)

Quality of language

Technical skill

Overall effectiveness

Additional Notes:

All contest participants are asked to complete a submission form available at the second floor reference desk, and sign a contract indicating their work is original and in no way plagiarized. Literary thieves will be disqualified. Submissions must be in good taste.

Sponsored by the South Montgomery County Friends of the Library



South Regional Branch Library
2101 Lake Robbins Drive
The Woodlands, TX
936-44-7727

M-Th: 9am-9pm
F-Sat: 9am-5pm
Sunday: Closed

Art Show – Sample Press Release

SOUTH REGIONAL BRANCH LIBRARY

2101 Lake Robbins Drive
The Woodlands, TX 77380
Phone (936) 442-7727
Fax (936) 788-8372

Press Release

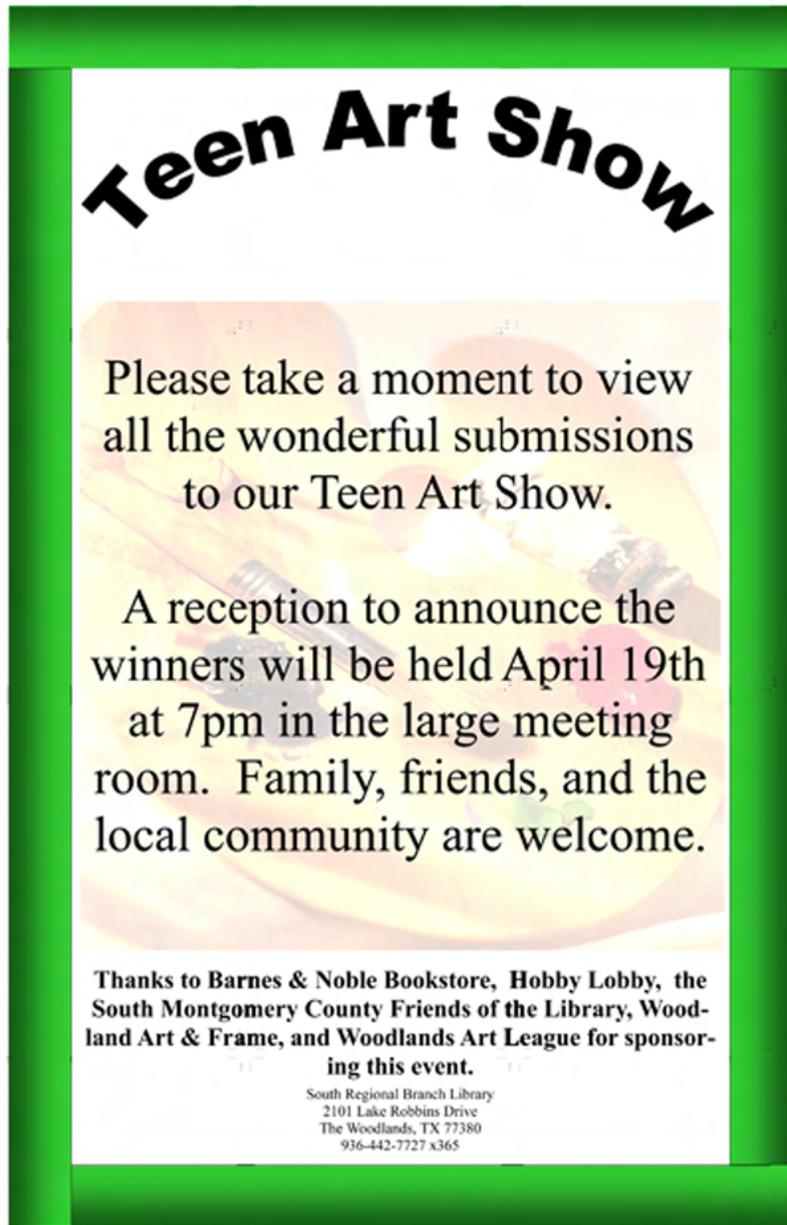
Contact: Natasha D. Benway
Phone: (936) 442-7727 x370

FOR IMMEDIATE RELEASE
9 A.M. CST, April 2, 2007

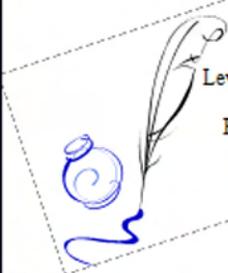
TEEN ART SHOW RECEPTION

THE WOODLANDS, TX, APRIL 2, 2007: Take a moment to come by and look at all the wonderful entries in the South Regional Branch Library's Teen Art Show. We have over 80 spectacular pieces of artwork on display. A reception to announce the winners of the art show will be held April 19th at 7pm in the 1st floor meeting room. Family, friends, and the local community are welcome.

Thanks to Barnes & Noble Bookstore, Hobby Lobby, the South Montgomery County Friends of the Library, Woodland Art & Frame, and Woodlands Art League for sponsoring this event.



**South Regional Branch's
Teen Writing Contest
2007**



Level I Grades 7-9 and Level II Grades 10-12
Prizes are the same for each level.
Prizes are Barnes and Nobles Gift Cards.

First Prize: \$50.00
Second Prize: \$20.00
Third Prize: \$10.00

Timeline: The contest begins Monday, October 1, 2007. Manuscripts entries must be submitted to the South Regional Branch Library's 2nd Floor Reference Desk no later than 5:00pm Saturday, October 27, 2007. A reception to announce the winners and hear their work will be held Tuesday, November 13th at 6:00pm in the first floor meeting room. Family, friends, and the local community are encouraged to attend this reception.

Format: Participants in each category should submit three copies of their manuscripts. Students may enter each category only once. Manuscripts must be typed in 12 point. Short stories and personal narratives must be double-spaced. The title of the manuscript and page number must appear on the top of each page. The author's name may not appear on any copy.

Categories:

Short Story
Length: Stories should consist of approximately 2-20 typed double-spaced pages and may target adults, young adults, or children as their intended audience.

Poetry
Length: A submission consists of a maximum of four different poems of any length.

Personal Narrative
Length: A personal narrative (informal essay) submission consists of approximately 1 to 8 typed, double-spaced pages.

Evaluation Criteria:

1. Quality of idea (originality, development, and organization)
2. Quality of language
3. Technical skill
4. Overall effectiveness

Additional Notes:
All contest participants are asked to complete a submission form available at the second floor reference desk, and sign a contract indicating their work is original and in no way plagiarized. Literary thieves will be disqualified. Submissions must be in good taste.

Sponsored by the South Montgomery County Friends of the Library



South Regional Branch Library
2101 Lake Robbins Drive
The Woodlands, TX
www.countylibrary.org/sou.htm

Montgomery County Memorial Library System complies with *The Americans with Disabilities Act* in its facilities, activities, programs and services. If you are a disabled person, you may ask for reasonable accommodations or assistance.

Fantasy Festival

(Used and adapted with permission by Deban Becker and Kate DiPronio)

Length of Program

1 to 1.5 hour

Program Description

Knights, dragons, feasts, food fights, and more, what could be more exciting than a fantasy festival! A Fantasy Festival may be a series of events hosted throughout the summer, or a single program with multiple activities. Choose from any of the Games and Activities and Crafts listed below, and let the fantasy begin!

Note: This program was successfully planned by Deban Becker and implemented by Librarian Kate DiPronio at the Georgetown Public Library during the summer of 2006.

Games and Activities

Trebuchet/Catapult Building Contest

Display books and web sites for teens to peruse, such as *The Art of the Catapult: Build Greek Ballistae, Roman Onagers, English Trebuchets, and More Ancient Artillery* by William Gurstelle and *Knights for Hire - Catapults* web page at www.knightforhire.com/catapult.htm. Divide the teens into teams. Provide materials such as straws, spoons, Popsicle sticks, tape, rubber bands, etc., and let them design and build catapults. Or, purchase small kits from Trebuchet at www.trebuchet.com and let the teams build the models. Outside the library, teens will test their catapults by flinging water balloons or objects such as clay, beans, marshmallows, etc, across an open area or parking lot. Make sure they don't hit any cars!

Dragons by Design

Share stories from around the world about dragons. Bring photos and books for the teens to look at, such as *Practical Guide to Dragons* by Lisa Trumbauer. Give art supplies to the teens and let them design dragons.

Fan-Fic Short Story Contest

Host a fan-fiction short story contest. Limit the stories to 1,000 words. Display the short stories at the library for other teens to read. Have a few library staff or volunteers judge the entries. Announce the results at the library's teen summer reading finale party.

Banana Jousting

This is an outdoor activity inspired by medieval jousting. Directions are in the "Food Fights" program by Deban Becker and WyLaina Hildreth in *Game On!*

TTR.08, the 2008 *Texas Teens Read!* manual at www.tsl.state.tx.us/ld/projects/ttr/2008/manual/food_fights.html#banana.

Fantastic Beasties Art Contest

Step beyond the mundane into a world of myth and fantasy. Ask teens to submit a rendering of their favorite fantasy creatures, or creatures of their own design. Display the artwork at the library. Have a few library staff or volunteers judge the entries. Announce the results at the library's teen summer reading finale party.

Fantasy Flicks/Medieval Movie Marathon

Host a double feature of fantasy flicks or a daylong medieval movie marathon. If funds allow, provide popcorn and sodas. Invite teens to bring a sack lunch if it will be an all-day event. Suggestions for movies are: *A Knight's Tale*, *Eragon*, *Legend*, *Pirates of the Caribbean: At World's End*, *The Brothers Grimm*, *The Mummy*, *The Musketeer*, *The Princess Bride*, and *Timeline*. Show the movies only if you have public performance rights. To purchase public performance rights for in-house viewing of feature films, see *Movie Licensing USA* at www.movlic.com or *Motion Picture Licensing Corporation* at www.mplc.org.

Fencing (Garde!) Demonstration

Host a fencing demonstration by a skilled professional. Contact your local Texas fencing club through the *U.S. Fencing Association* web site at www.usfencing.org/usfa/content/view/1723/80/.

The Herbalist's Apprentice/Apothecary Shop

Invite the teens to learn about the history of alchemy and herbal and organic remedies and recipes. Bring books from your collection for them to peruse. Let them concoct homemade toiletries using recipes from the *Make Stuff - Formulas and Remedies* web site at www.make-stuff.com/formulas/. A novel they may enjoy is *The Alchemyst: The Secrets of the Immortal Nicholas Flamel* by Michael Scott. Nicolas Flamel was a 14th century scrivener and bookseller who was reputedly an alchemist who attempted to discover the philosopher's stone. He is a character in J.K. Rowling's *Harry Potter and the Philosopher's Stone*.

Manuscript Musings

Host a teen book discussion group based on fantasy literature. Let teens choose a fantasy book or series and meet to discuss it throughout the summer months.

Medieval Feast

Host a medieval feast as a kick-off party to your summer of fantasy and *Time Twistin'* events. If possible, have kids sit at a long table decorated to resemble a medieval banquet. Serve all food "family style" with minimal utensils. Forks were not brought to Europe until the early 1600's. Possible ideas for food include, saffron tarts, pork pasties, salad, mustard soup, onion sops, drumsticks, cheese and bread. Bread rolls can be hollowed out and used as trenchers. Have the teens raise their cups for a toast while you announce upcoming events. For

medieval recipes, see *Medieval Feasts* at www.bitwise.net/~ken-bill/med-p1.htm and for help planning a modern medieval feast, see the *Stoneclave Tavern - Medieval Feast* web site at www.stoneclave.com/tavern/food/med_feast.asp.

Renaissance Fair

Invite Renaissance performers to re-create the arts and skills of the Medieval Europe, such as knights in armor, demonstrating sword fighting and dancers in medieval dress. Activities could include calligraphy, weaving, and other medieval arts. Find local renaissance performers by contacting The Society for Creative Anachronism (SCA). The SCA is an international organization dedicated to researching and re-creating the arts and skills of pre-17th-century Europe. The SCA "Known World" consists of 19 kingdoms, with over 30,000 members residing in countries throughout the world. Members, dressed in clothing of the European Middle Ages and Renaissance, attend events that may feature tournaments, arts exhibits, classes, workshops, dancing, feasts, and more. Royalty hold courts at which they recognize and honor members for their contributions to the group. Most of Texas is in *The Stellar Kingdom of Ansteorra*, which you can read about at www.ansteorra.org. Part of Texas, including El Paso and Hudspeth counties, is in the *The Kingdom of the Outlands* at www.outlands.org. To find out the kingdom to which your city belongs, visit the *SCA Search for a Kingdom* web page at www.sca.org/geography/kingdom_lookup.html.

Wizard's Secrets Revealed

Invite a local magician or illusionist to perform magic and share some of his/her magical secrets with the teens.

Crafts

Dragon Scales

Let teens fashion metal chain creations in the mode of knights of yore, such as a necklaces, bracelets, bookmarks, etc. For example, let teens make a simple paperclip bracelet featured on *About.com Family Crafts* at <http://familycrafts.about.com/library/projects/blpcbracllet.htm>.

Shaving Cream Marbling

Teens will learn about marbling, the 12th century Japanese method of decorating paper and silk, by creating the easy and inexpensive shaving cream and tempera paint project featured on the *Princeton Online Incredible @rt Department* web site at www.princetonol.com/groups/iad/lessons/middle/marbling.htm.

Origami Dragon

Teens can make an Origami Dragon craft using the step-by-step instructions on the *Zing Man Productions* web site at www.zingman.com/origami/zingoridragon.html.

Stained Glass Art (Medieval Transformations)

Gather medieval or fantasy images, such as pictures of dragons, unicorns, knights, castles, coats of arms, shields, etc. Teens will place a picture underneath a piece of glass or an acetate sheet, trace the outline of the picture using a black sharpie or black puff paint, and paint it with watercolors. Let the artwork dry completely. Purchase puff paint at a local craft store or make it using recipe on the *Treehouse* web site at www.seedsofknowledge.com/paint.html. Display the teen's art glass projects in the library.

Take a Medieval Spin

Invite a local artisan to teach teens the basics of hand spinning/weaving. Provide yarn, beads, and lanyard materials (flexible plastic lace) for teens to make lanyard bookmarks/bracelets and/or a yarn bookmark/friendship bracelet. Instructions for tying various types of knots are available on the *ScoubiGuide* web site at www.scoubiguide.co.uk/instructions.html.

What's Your Sign?

Tell teens about the importance of Heraldry in the middle ages and let them create their own coat-of-arms using the instructions on the *Kentucky Department of Libraries and Archives* web site at www.kdla.ky.gov/libsupport/children/srp05heraldry.htm.

Developmental Needs and Assets

Teens involved in creative activities outside of their home are more likely to have a sense of purpose and a more positive outlook on life. By participating in youth programs within their community, and actively working with other teens and librarians, teens increase their sense of self worth and value. For more information, read about "Constructive use of time" and "Positive Identity" on the *Search Institute* web site at www.search-institute.org/assets/.

Books to Display

The Alchemyst: The Secrets of the Immortal Nicholas Flamel by Michael Scott.

The Art of the Catapult: Build Greek Ballistae, Roman Onagers, English Trebuchets, and Beastly by Alex Flinn.

The Faery Reel: Tales From the Twilight Realm by Ellen Datlow and Terri Windling.

More Ancient Artillery by William Gurstelle.

Practical Guide to Dragons by Lisa Trumbauer.

Song of the Sparrow by Lisa Ann Sandell.

Books to Booktalk

Avalon High by Meg Cabot.

Dragon's Keep by Janet Lee Carey.

The Extraordinary Adventures of Alfred Kropp by Rick Yancey.

The Inheritance Series by Christopher Paolini.

The Warrior Heir by Cinda Williams Chima.

Bulletin Board

Decorate your bulletin board with a fantasy theme featuring castles, dragons, knights, princesses, and other fantastical creatures.

Display

Joust Read: Fights, Knights, Fantasy, and More

Make a book display of medieval stories, Arthurian tales and legends, and other fantasy-related titles. Construct a sign on silver poster board in the shape of a shield with the title, "Joust Read: Fights, Knights, Fantasy, and More."



Refreshments

Offer teens a sampling of delicacies listed in the *Medieval Feast* in the Games and Activities section.

Incentives

Give away a “knight’s chalice” filled with an assortment of wrapped candy as a prize. Purchase a plastic goblet from a local party store. Wrap candy in white tissue paper and then place the tissue paper in the cup.

Videos/DVDs/Films

Show these videos and DVDs or segments of them if you have public performance rights. Otherwise, display them for home use.

A Knight’s Tale. (132 minutes)

Eragon. (104 minutes)

Legend. (94 minutes)

Pirates of the Caribbean: At World’s End. (168 minutes)

The Brothers Grimm. (118 minutes)

The Mummy. (124 minutes)

The Musketeer. (104 minutes)

The Princess Bride. (98 minutes)

Timeline. (116 minutes)

Professional Resources

About.com Family Crafts

<http://familycrafts.about.com/library/projects/blpcbracelet.htm>

This site includes directions for making a simple paperclip bracelet.

Camelot Night: Mid-Hudson Library System E Z Library Program Directory

http://support.midhudson.org/ezprogram/display_details.php?id=511

This site details inexpensive library programming ideas for a “Camelot Night,” including Arthurian legend based games, movie clips, contests, and more.

A Heraldic Primer: Introduction and Table of Contents

www.sca.org/heraldry/primer/

This site provides a basic introduction to heraldry.

Heraldica

www.heraldica.org

This is a good site featuring many explanations of heraldic history, practice, and terminology.

Kentucky Department of Libraries and Archives - Design Your Own Coat of Arms

www.kdla.ky.gov/libsupport/children/srp05heraldry.htm

This site discusses the importance of Heraldry in the middle ages and includes a coat-of-arms craft.

Kingdom of Outlands

www.outlands.org

This site provides information about the SCA's "Kingdom of the Outlands" group.

Knights for Hire - Catapults

www.knightforhire.com/catapult.htm

This site provides instructions for building a medieval catapult with commonplace materials.

Make Stuff - Formulas and Remedies

www.make-stuff.com/formulas/

This site includes recipes for the Herbalist's Apprentice/Apothecary activity, such as making soap.

Medieval Feasts

www.bitwise.net/~ken-bill/med-p1.htm

This site provides recipes for hosting a medieval feast, adapted for the modern day cook.

Motion Picture Licensing Corporation (MPLC)

www.mplc.org

Libraries may purchase public performance rights for in-house viewing of feature films through the *Motion Picture Licensing Corporation*.

Movie Licensing USA

www.movlic.com

Libraries may purchase public performance rights for in-house viewing of feature films through *Movie Licensing USA*.

ScoubiGuide

www.scoubiguide.co.uk/instructions.html

This site features instructions for tying a variety of knots that may be used to make lanyards.

Shaving Cream Marbling

www.princetonol.com/groups/iad/lessons/middle/marbling.htm

This site provides instructions for a marbling craft.

Stoneclave Tavern - Medieval Feast

www.stoneclave.com/tavern/food/med_feast.asp

This site provides ideas for hosting a medieval feast.

Society for Creative Anachronism – Search for a Kingdom

www.sca.org/geography/kingdom_lookup.html

This is a searchable website for looking up local SCA kingdoms.

The Stellar Kingdom of Ansteorra

www.ansteorra.org

This web site features information about the SCA's "Ansteorra" kingdom.

Trebuchet.com

www.trebuchet.com

This is a source for purchasing small trebuchet kits.

Treehouse

www.seedsofknowledge.com/paint.html

This site has a recipe for homemade puff paint that may be used with the Stained Glass Art (Medieval Transformations) craft.

U.S. Fencing – The Official Website of the U.S. Fencing Association – Texas Clubs

www.usfencing.org/usfa/content/view/1723/80/

Librarians may locate Texas fencing clubs and contact information on this web site.

Zingman Productions - Origami Dragon

www.zingman.com/origami/zingoridragon.html

This web page provides step-by-step instructions and diagrams for making an origami dragon.

Manga Mania

By Deban Becker

Length of Program

1+ hour.

Librarians may host a single program or multiple programs throughout the summer.

Program Description

What is Manga (Mahn-ga)? Manga is the Japanese word for comics. It literally means “whimsical sketches” and it reaches far beyond the borders of Japan. Manga tells tales of romance, fashion, fantasy, and high school life through illustrations that exude emotions and captivate American teens.

What makes teens “Manga Maniacs”? Their intense enthusiasm for Manga! Today’s teens are accustomed to being stimulated visually, whether through text messaging, blogging, or playing video games. Many welcome the opportunity to read “graphic” novels with expressive pictures. Teens are often so engaged in their Manga novels that they are reluctant to put them down; many librarians are excited to find reading material that holds their interest.

Upon discovering “Manga Mania,” librarian Kate DiPronio successfully applied for a Texas Reads grant and with the help of librarian Deban Becker, implemented an eight-week teen summer reading program at the Georgetown Public Library in the summer of 2005. The goal was to promote library usage, reading for pleasure, and to increase literacy skills among teens. The program combined several artistic elements of Japanese culture with manga and other types of graphic novels.

This chapter includes so many ideas and activities that librarians may offer Manga Mania as a single program or multiple programs throughout the summer.

Preparation

Begin planning for Manga Mania by researching the Japanese culture, including its language, fashions, food, customs, and arts. Make a list of the aspects of the culture that might appeal to teens in the community. Gather books from your collection to display and circulate.

Select from the Games and Activities listed below according to the time and space available at the library. The activities described may be presented as an individual program, or they may be presented over a period of weeks or months. They may be adapted to the needs of teens in any community.

Ever heard of *Fruit Basket*, *Bleach* or *Naruto*? These are just a small sampling of popular Manga series that have fostered *Manga Mania*! To discover which manga is popular with teens in the community, peruse the manga on the library shelves, then informally poll teens near the graphic novel section and ask which manga they enjoy. Browse your library’s catalog to find out which manga circulate most

and which titles have the most holds on them. Consult a local comic book store manager about popular Manga series. Then brainstorm ways to tie in reading manga with library programming.

For more details, see [Manga Mania - Molding Multicultural Awareness Resource Sheet](#) and/or [Manga Mania – Molding Multicultural Awareness PowerPoint Presentation](#).

Games and Activities

Introduce your audience to a variety of memorable activities that genuinely represent the Japanese culture and tie in to Manga Mania. Choose from any of the following activities.

Anime Film Fest

Secure the rights to show a few anime (Japanese animation) short films. Invite teens to come dressed in cosplay (costume play). Provide popcorn and sodas. To purchase public performance rights for in-house viewing of feature films, see *Movie Licensing USA* at www.movlic.com and/or *Motion Picture Licensing Corporation (MPLC)* at www.mplc.org.

Author/Illustrator Visit

Invite a graphic novelist, artist, and/or illustrator to visit and present their work to the teens at your library. Provide teens with paper and pencils and allow them to draw along during the presentation. Allow time for questions and answers at the end of the presentation.

Calligraphy

Invite an expert to instruct teens in the art of paintbrush calligraphy. Set up tables with cups of water, brushes, black paint, napkins, and large sheets of paper for the activity.

Candy Sushi

Candy sushi is a yummy treat that teens can make or that the librarian may prepare in advance as refreshments at any of the activities listed in this chapter. To the eye, it looks like sushi, but it is made out of candy. Candy sushi is a great way for teens who may be squeamish about eating raw fish to experience sushi in a fun way. Visit the web sites listed in the Professional Resources section below for simple recipes for candy sushi.



Game Night

Host a game night featuring anime and manga-related role-playing games. Ask the manager of a local game store or comic book store for the name and/or email address of someone who may be willing to act as Game Master. Here are a couple of suggestions for games.

Big Eyes, Small Mouth or BESM is a Role Playing Game (RPG) that was designed to simulate the action of anime and manga. The title of the game refers to the common manga drawing style of characters with huge, expressive eyes. To learn more, read the *Big Eyes, Small Mouth White Wolf Wiki* at http://en.wikipedia.org/wiki/Big_Eyes,_Small_Mouth

Ninja Burger is a popular RPG card game. It requires ninja trainee employees from the fast food restaurant "Ninja Burger" to secretly deliver fast food meals, anywhere, anytime, within 30 minutes or less. The game is based on the *You WILL Experience the Ninja Burger Difference!* parody web site at <http://ninjaburger.com> and is published by Steve Jackson Games. There is also a sequel to the card game entitled *Ninja Burger 2: Sumo-Size Me*. Find out more about Steve Jackson Game's *Ninja Burger* and *Ninja Burger 2: Sumo-Size Me* on the *Steve Jackson: Ninja Burger* web site at www.sjgames.com/ninjaburger/. Invite a guest to facilitate a game of *Ninja Burger* at your library by contacting a member of the "Men In Black" from *Steve Jackson Games: Men in Black* web site at www.sjgames.com/mib/.

Graphic Novel Artist and Illustrator Writer's Group

Establish a group of teen writers, artists, and illustrators. Encourage and help this group create and complete their own Manga-style graphic novel using Will Eisner's *Graphic Storytelling: The Definitive Guide to Composing a Visual Narrative* as a guide. At the completion of the project, give each teen a copy of the novel. Add a copy to the library's collection.

Japanese Language Lessons

Teens are interested in the Japanese language that appears in the manga graphic novels. Contact a local university and invite a professor of Japanese to teach the teens how to speak, read, and write the language. If you have funds available, purchase a Japanese language course on CD for checkout.

Japanese Flower Arrangement

Japanese flower arrangement, formally known as *Ikebana*, is the aesthetic art of arranging flowers and their parts in vases. It originated in Japan over seven centuries ago. Contact a local Japan-America Society and invite an *Ikebana* expert in to teach a class to teens. To learn more about Ikebana, visit the *Kid's Web Japan Virtual Culture: What is Ikebana?* web site at <http://web-japan.org/kidsweb/virtual/ikebana/ikebana01.html>. For a variation, allow teens to try their hand on the *Kid's Web Japan: Virtual Ikibana* web site at <http://web-japan.org/kidsweb/virtual/ikebana/ikebana04.html>.

Japanese Tea Ceremony

Host an authentic Japanese tea ceremony. Bring Japanese apparel, such as kimonos, and allow the teens to view them or try them on. Invite an expert to assist in performing the ceremony. Or, offer an abbreviated version of the tea ceremony that allows each participant to receive a sample. An abbreviated ceremony begins with the exchange of bows between the host and the guests of honor. The guest then bows to the second guest, and raises the bowl in a gesture of respect to the host. The guest rotates the bowl to avoid drinking from its front, takes a sip, wipes the rim, rotating the bowl to its original position, and passing it to the next guest with a bow. The procedure is repeated until all guests have taken tea from the same bowl, and the bowl is returned to the host. Audible slurping is a sign of appreciation. For more details, see the *Eastern Tea: How to Drink Tea* web site at www.easterntea.com/ceremony/howto.htm.

Karaoke Party

Host a Karaoke party as an individual event or add it as an activity for the teen summer reading program finale party. Use a karaoke machine or PlayStation 2 or Xbox console and choose from any of the following video games: *Karaoke Revolution Vol. 2*, *Karaoke Revolution Vol. 3*, *Karaoke Revolution Party Edition*, and *CMT Presents Karaoke Revolution: Country*. One or more players may sing along and players are scored based on pitch, timing, and rhythm.

Karaoke originated as a form of Japanese entertainment in which amateurs sang along with recorded music using a microphone and PA system. Karaoke provides musical accompaniment to well-known songs while lyrics scroll across a video

screen to guide the singer. The voice of the original singer is omitted or reduced in volume. Karaoke has become popular with teens as a result of video games.

Library Sudoku

This game of intellect and strategy is based on the game originally popularized in Japan. It is in the "Mind Games" program by Deban Becker in 2008 *Texas Teens Read!* manual at www.tsl.state.tx.us/ld/projects/ttr/2008/manual/mind_games.html#sudoku01.

Manga-Style Art Contest

Host a manga-style art contest for teens. Establish the size requirements for the art. For example, artwork may be no smaller than 5" x 7" and no larger than 14" x 22". State that only one entry per teen is allowed. Use black construction paper to make a temporary and uniform frame for all the entries received. Hang the entries on the wall in a prominent place. Get the entire library involved! Allow patrons and staff members to cast votes for their favorite artwork. Announce the winners of the contest at the teen summer reading finale party.

Origami

Provide origami paper and/or construction paper and let the teens make origami. In advance, make copies of a few origami designs of varying degrees of difficulty. Gather origami books from your collection and display them during the activity. Hang the completed origami from the ceiling throughout the library, or place it in a display case. To learn more about origami, visit the *Kids World Japan: Exploring Origami* web site at <http://web-japan.org/kidsweb/virtual/origami2/index.html>.

Painted Rocks with Asian Symbols

Gather stones or rocks and wash and remove any dirt. Dry the rocks, display them, and let teens choose one to paint. On a table, place paintbrushes, napkins, cups of water, paper plates, toothpicks, and black, red, and white paint. Instruct the teens to paint the rock a solid color using the black, red, or white paint. Provide a portable hair dryer to dry the paint more quickly. Provide a list of Asian symbols and their English translations. Invite a Japanese language expert to demonstrate how to draw the symbols, or provide printed instructions. Once the first coat of paint is dry, teens delicately paint a selected Asian symbol on the rock, using calligraphy techniques and a thin paintbrush or the end of a toothpick. When finished, teens place the rocks on paper plates to dry, and write their names on the plates.

Samurai Swordplay

"Samurai" is the word for a Japanese warrior class. Samurai warriors have been glorified in numerous films, books, comic series, and TV shows, most recently NBC's *Heroes*. Samurai history can be a source of fascination for teens. Invite a local martial arts master to demonstrate and instruct teens in the basics of Samurai sword fighting, and/or other forms of Japanese Martial Arts, such as Jujitsu or Judo. To insure safety and allow ease of movement, host the program outside or in a large indoor programming room.

Sumo Wrestling

Rent or purchase two sumo wrestler outfits from your local costume/party store and hold a sumo wrestling tournament for teens. Sumo is a competitive Japanese style of wrestling and Japan's national sport. Two oversize wrestlers battle to force one another outside of a circular ring or to touch the ground with anything other than the soles of their feet. Mark a circle in your programming area with white masking tape. Have two library staff members face-off to demonstrate the rules. Allow pairs of teens to compete in one round each. The winners of each round will compete against each other to determine the ultimate winner. Monitor teens carefully to make sure they do not get hurt or harm one another. As an alternative, let teens try virtual sumo wrestling on the *Kids Web Japan: Sumo* web site at <http://web-japan.org/kidsweb/virtual/sumo/index.html>.

Teen Publishing

Offer computer classes and show teens how to use MS Publisher to format a graphic novel, scanning and pasting images to add dialogue balloons.

Books to Display

Anime Explosion: The What, Why and Wow of Japanese Animation by Patrick Drazen.

The Big Book of Pop Culture: A How-To-Guide for Young Artists by Hal Niedzviecki.

Japanese the Manga Way: An Illustrated Guide to Grammar and Structure by Wayne P. Lammers.

Manga: Sixty Years of Japanese Comics by Paul Gravett.

Books to Booktalk

American Born Chinese by Gene Luen Yang.

Re-gifters by Mike Carey.

Revolution is Not a Dinner Party by Ying Chang Compestine.

Zen and the Art of Faking it by Jordan Sonnenblick.

Promotion

Partner with businesses such as restaurants, art galleries, antique shops, and bookstores. For example, contact the proprietor of a local Japanese restaurant and find out if they would be willing to collaborate in catering food at a library event, or ask for donations of chopsticks and/or food. Ask a local art gallery and/or antique shop to loan Asian artifacts for a library display to promote the program. Invite a local comic bookstore owner to discuss and teach how to draw manga. Contact popular manga publishing companies for free give-a-ways, such as advance reading copies of manga, bookmarks, posters, etc. Contact a local university or school for "experts" on the Japanese culture and invite them to be

guest speakers or program facilitators. Follow up on any lead that arises. Do not be afraid to ask for too much, the worst they can say is “no.”

Stay connected with teens. Establish an email list or MySpace sheet so that teens may sign-up to become the library’s friend. Disseminate programming updates to teens through email, text messages, and/or MySpace alerts. Inform teens of programs and invite them to help with planning and decorations. For example, let teens design posters reflecting the Manga/Asian theme.

Developmental Needs and Assets

Public library programs empower teens by providing a safe and comfortable haven in the summer when this age group is often left unsupervised. The programs encourage social interaction among teens. Involving local “experts” in programming as guest speakers or facilitator, allows teens to receive support from adults other than family and friends, helping them to feel valued in their community. Creative activities, such as entering an entry in the manga-style art contest, enable teens to use their time constructively. Acting as a member of the teen graphic novel writing group allows the teen to gain a sense of purpose and usefulness to others. (See “Constructive Use of Time” and “Empowerment” on the *Search Institute* web site at www.search-institute.org/assets/forty.html.)

Bulletin Board

Invite teens to help decorate the programming space. If the library has clear, glass windows that are visible to the public, have teen manga artists draw manga characters and pictures on the windows using dry erase markers. Advertise the upcoming teen summer reading events as the text in the dialogue balloons protruding from the manga art characters’ mouths.

Display

Create an atmosphere that molds the Japanese culture with manga. “Set the Scene” by decorating your library with art and/or objects representative of the culture. Buy brightly colored Japanese lanterns and hang them from the ceiling in your library. Buy fabric with an Asian design, attach them to dowel rods and hang them from the ceiling in the teen area. Display library books and audiovisual materials about the Japanese culture, including Japanese language CDs.

Refreshments

Whether you feature Manga Mania as a single program or a series of programs, be sure to visit an ethnic food store and purchase Asian snacks for teens to enjoy. For a large event, set up a “tasting buffet” of Japanese snacks including sushi and/or candy sushi, Ramune (a popular Japanese carbonated soft drink), pocky (a Japanese biscuit stick coated with chocolate), instant rice, green tea, ramen soup, and fortune cookies.

Incentives

Purchase an inexpensive tote bag and fill it with a sketchpad and drawing pencils. Hold a raffle at the end of your program and give the tote bag to the winner.

Videos/DVDs/Films

Show these videos and DVDs or segments of them if you have public performance rights. Otherwise, display them for home use.

Castle in the Sky. (125 minutes)

Howl's Moving Castle. (119 minutes)

Princess Mononoke. (134 minutes)

Spirited Away. (124 minutes)

Professional Resources

Books

A Kid's Guide to Asian American History: More than 70 Activities by Valerie Petrillo.

Getting Graphic! Using Graphic Novels to Promote Literacy with Preteens and Teens by Michele Gorman.

Graphic Storytelling: The Definitive Guide to Composing a Visual Narrative by Will Eisner.

Articles

"The Anime-ted Library" by Fletcher-Spear, Kristin and Kat Kan. *VOYA Online*. April, 2005.

<http://pdfs.voya.com/VO/YA2/VOYA200504AnimetedLibrary.pdf>

This article provides information on library programming involving anime.

"A History of Manga in the Context of Japanese Culture and Society" by Kindo Ito. *Journal of Popular Culture*. May 2005. (Vol. 38, Issue 4.)

This article details the history of Japanese manga and how it evolved over the centuries.

"A Layman's Lexicon of Manga and Anime" by Steve Bunche. *School Library Journal*. August 1, 2004. (Vol. 50, Issue 8.)

www.schoollibraryjournal.com/article/CA439996.html

This article provides a brief overview of the cultural lingo of manga and a glossary to popular manga terms and genres.

"Manga - Visual Chick Lit?" by Calvin Reid. *Publishers Weekly*. March 7, 2005. (Vol. 252, Issue 10.)

This article focuses on the overwhelming success that manga has had with its young adult female audience and shows that manga is not just for teen boys, but for girls also.

"Young Adult Library Services: Graphic Novel Issue." *YALSA (Young Adult Library Services: The Official Journal of the Young Adult Library Services Association)*. Summer 2005. (Volume 3, Number 4.)

This issue is devoted to the graphic novel and includes articles on manga and anime programming ideas.

Magazines

Anime Insider. Wizard Entertainment Group. (Y-L)

This monthly magazine explores the world of anime and manga, featuring reviews of DVDs, TV shows, etc. See the *Wizard Universe* at www.wizarduniverse.com/animagsub.html for subscription information.

Shojo Beat. Viz Media. (Y)

This monthly Manga and anime magazine is aimed at teen female fans. See the *Viz Media* web site at www.viz.com/products/products.php?format_id=1&brand_id=19 for more information.

Shonen Jump. Viz Media. (Y)

This monthly manga and anime magazine is geared toward teen male readers. See the *Viz Media* web site at www.shonenjump.com/ for more information.

Web Sites

Antarctic Press

www.antarctic-press.com

This is the web site of the native Texas comic book company located in San Antonio, specializing in manga and anime comics.

Bleach World

www.bleachworld.com

This site is about all things related to the popular manga series, *Bleach*.

Candy Sushi: The World's Biggest Show and Tell – Dood, DIY

www.instructables.com/id/EWGOZMWULRETVPK51O/

This site provides instructions for making candy sushi.

Dallas Ikebana International

www.ikebana-dfw.org/dallas

This is the web site for the Dallas/Fort Worth chapter of Ikebana International

Dark Horse Comics

www.darkhorse.com

This is the main web page for Dark Horse Comics.

DC Comics

www.dccomics.com

This is the main web page for DC Comics.

Diamond Comics Bookshelf – What is Manga?

<http://bookshelf.diamondcomics.com/public/default.asp?t=1&m=1&c=20&s=432&ai=0>

This web site defines and explains the genre of manga.

Eastern Tea: How to Drink Tea

www.easterntea.com/ceremony/howto.htm

This web site provides instructions for Japanese tea ceremonies.

Family Fun: Candy and Rice Crispy Snacks that Look Like Sushi

<http://familyfun.go.com/recipes/kids/feature/famf0400mocksushi/>

This web site provides a recipe for making Crispy Candy Sushi Snacks.

FanFic.net Anime FanFiction Archive

www.fanfic.net

This is an on-line source for anime fan-fic.

Free Comic Book Day

www.freecomicbookday.com

Take advantage of free comic day and obtain free comics to give to teens as prizes at your programs.

Graphic Novels in the Library (GNLIB)

www.angelfire.com/comics/gnlib

The GNLIB listserv on Angelfire features excellent information for librarians on many topics related to graphic novels.

How to Make Candy Sushi - WikiHow

www.wikihow.com/Make-Candy-Sushi

This web site provides step-by-step instructions for making candy sushi.

Japan America Society of Dallas/Fort Worth

www.jasdfw.org

Contact members of the society to assist in Japanese multicultural programming.

Kids World Japan: Exploring Origami

<http://web-japan.org/kidswweb/virtual/origami2/index.html>

This site provides information on origami.

Kids Web Japan: Sumo

<http://web-japan.org/kidswweb/virtual/sumo/index.html>

This site provides information on Sumo wrestling.

Kid's Web Japan: Virtual Ikebana

<http://web-japan.org/kidswweb/virtual/ikebana/ikebana04.html>

Instructions for virtually arranging flowers according to the Japanese art of Ikebana.

Kid's Web Japan Virtual Culture: What is Ikebana?

<http://web-japan.org/kidswweb/virtual/ikebana/ikebana01.html>

This web site provides detailed information on Ikebana.

Movie Licensing USA

www.movlic.com

Libraries may purchase public performance rights for in-house viewing of feature films from this company.

Motion Picture Licensing Corporation (MPLC)

www.mplc.org

Libraries may purchase public performance rights for in-house viewing of feature films from this company.

National Association of Japan-American Societies (NAJAS): Education Resources

<http://www.us-japan.org/resources/usjapanlinks/education/index.html>

This web site provides educational resources for teachers and students

Naruto Fan

www.narutofan.com

This is a fan site for the popular manga series *Naruto*.

No Flying No Tights

www.noflyingnotights.com

This site provides reviews for all genres of graphic novels, including manga.

Search Institute

www.search-institute.org/assets/forty.html

The *Search Institute* provides a research-based list of positive assets for teens.

Steve Jackson Games

www.sjgames.com

This web site lists a variety of interactive games created by Steve Jackson.

Steve Jackson Games: Men In Black

www.sjgames.com/mib/

This web site provides information for finding a game master to facilitate role-playing games at your library.

Steve Jackson Games: Ninja Burger

www.sjgames.com/ninjaburger/

This web site provides information on the game, "Ninja Burger".

You WILL Experience the Ninja Burger Difference!

<http://ninjaburger.com>

This is a parody web site from which the RPG card game *Ninja Burger* originated.

Blogs

Dessert Sushi - Play with Food 1: Kungfoodie.com: The Curiously Strange Cooking Blog

www.kungfoodie.com/dessert-sushi/

This blog offers information and images of candy sushi with links to individual entries on the subject.

MangaBlog

www.mangablog.net

Users read and discuss manga on this blog.

MangaCast

<http://community.livejournal.com/mangacast>

Users can view, read, and discuss manga on this blog.

Not Martha: To Make: Hostess Snack Cake Sushi

www.notmartha.org/tomake/hostesssushi

This blog provides several links for making candy snack sushi.

Wiki

Big Eyes, Small Mouth – White Wolf Wiki

http://wiki.white-wolf.com/whitewolf/index.php/Big_Eyes%2C_Small_Mouth

This White Wolf gaming Wiki offers information on the RPG game *Big Eyes, Small Mouth*.

Program Materials

Manga Modling Cultural Awareness Resource Sheet



Manga

Mania: Molding Multicultural Awareness Resource Sheet

- Research the culture's language, costume, food, customs, and arts
- Make a list of the aspects of the culture that might appeal to your audience
- Involve area businesses, such as restaurants, art galleries, bookstores etc.
- Contact your local university or schools for professional "experts" on the culture that might be willing to lend their talents to the program
- Followup on any lead you are given
- Don't be afraid to ask for too much
- "Set the Scene" by decorating your library with art and/or objects representative of the culture
- Display library books and audio visual materials about the culture in a prominent place
- Introduce your audience to a variety of memorable activities that genuinely represent the culture
- Stay Connected with your audience



Manga Mania: A Means to Multicultural Awareness

Presented by:
Deban Becker, Librarian
Kate DiPronio, Librarian



The World

- World — Population: 6,446,131,400



The United States

- United States — Population: 295,734,134



News from The Canadian Embassy

- 369,000 Texas jobs are supported by Canada-U.S. trade
- Total Canada-U.S. merchandise trade: \$411 billion
- Canada-U.S. trade supported 5.2 million U.S. jobs
- Canadian firms supported more jobs in Texas than they did in 48 of the 50 states
- An average of \$47 million worth of merchandise goods is exchanged between Canada and Texas every day
- **A proud Southern exchange...**
Canada came in second only to Mexico as Texas' largest export destination in 2004. On average, nearly \$47 million in goods was exchanged between Canada and Texas every day. An impressive \$17 billion worth of merchandise was traded bilaterally last year, reflecting a \$1.4 billion growth increase from 2003.

American Chamber of Commerce - Iraq

- The **American Chamber of Commerce - Iraq** (AmCham-Iraq) has been authorized by the U.S. Chamber of Commerce to begin accepting members. Cost of a charter membership is only \$100 for the remainder of calendar year 2005. Membership is open to firms and individuals of all nationalities who share the common values and goals of AmCham. Benefits include monthly business roundtable luncheons in Baghdad, VIP receptions, networking opportunities, and access to trade events throughout the region.
- <http://www.export.gov/iraq/>



American films in Japan

- SHIBUYA CINE PALACE (03) 3461-3534:
Shinobi (Japanese movie), 10:00 a.m., 12:10, 2:20, 4:30, 6:40, 8:50 p.m.; **Charlie and the Chocolate Factory**, 10:30 a.m., 1:00, 3:30, 6:00, 8:30 p.m.
- The Japan Times: Sept. 23, 2005

You Americans

<http://www.peacecorps.gov/www/culturematters/Ch4/youamericans.html>

- **1. Why are you Americans always in such a hurry to get things done?**
 - We often seem this way because of our tendency to use achievements and accomplishments as a measure of a person's worth. We're in a hurry to get things done because it's only then that we feel we have proved our worth.
- **2. Why do you Americans insist on treating everyone the same?**
 - We do this because of a deep cultural instinct towards egalitarianism, which was a reaction to the class system and, before that, the feudal system that existed in Europe. In cultures where inequality is more accepted, our insistence on egalitarianism may be grating.
- **3. Why do you Americans always have to say what you're thinking?**
 - We believe that being direct is the most efficient way to communicate. And being more efficient means you get more done.
- **4. Why do you Americans always want to change things?**
 - We think things can always be better, that progress is inevitable. Older cultures are more skeptical because they have been around longer and seen more.
- **5. Why don't you Americans show more respect for your seniors and elders?**
 - We respect results, not age or authority. Therefore, unless an elder or a senior also happens to be a superior achiever, there is no automatic respect.
- **6. Why do you Americans always think things are going to get better?**
 - We are optimists because we believe the locus of control is in ourselves. Therefore, the only obstacle to things getting better is a personal lack of will or effort, which is eminently fixable.
- **7. Why are you Americans so concerned about individual recognition?**
 - Individualism is ingrained in us. Not being used to working together that much, we don't trust team or group recognition.
- **8. Why are you Americans so impatient?**
 - If things take a long time to do, we can do fewer of them. And when you're counting achievements, more is better.

Multiculturalism



A policy that emphasizes the unique characteristics of different cultures, especially as they relate to one another.

Young Adults Need...

- Every student must have an equal opportunity to achieve to her or his full potential.
- Every student must be prepared to competently participate in an increasingly intercultural society.
- Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself.
- Schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students.
- Education must become more fully student-centered and inclusive of the voices and experiences of the students.
- Educators, activists, and others must take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials and textbooks, etc.
- <http://www.edchange.org/multicultural/initial.html>

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter B. Middle School

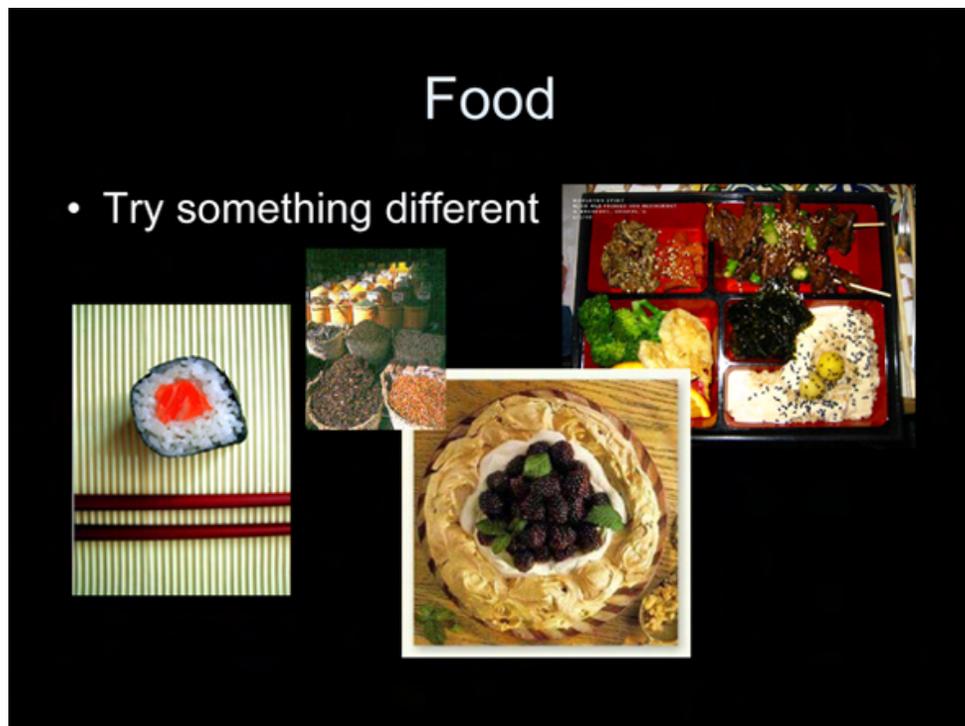
- 15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:
 - (A) define the concepts of culture and culture region;
 - (B) describe some traits that define cultures;
 - (C) analyze the similarities and differences among selected world societies; and
 - (D) identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda.
- (16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:
 - (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and
 - (B) compare characteristics of institutions in selected contemporary societies.
- (17) Culture. The student understands relationships that exist among world cultures. The student is expected to:
 - (A) explain aspects that link or separate cultures and societies;
 - (B) explain the impact of political boundaries that cut across culture regions;
 - (C) analyze how culture traits spread;
 - (D) explain why cultures borrow from each other;
 - (E) evaluate how cultural borrowing affects world cultures; and
 - (F) evaluate the consequences of improved communication among cultures.
- (18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:
 - (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
 - (B) relate ways in which contemporary expressions of culture have been influenced by the past;
 - (C) describe ways in which social issues influence creative expressions; and
 - (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.
- (19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:
 - (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
 - (B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.

**Chapter 110. Texas Essential Knowledge and Skills for English
Language Arts and Reading
Subchapter C. High School**

- (b) Knowledge and skills.
- (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
 - (A) write expressive, informative, and persuasive literary texts effectively;
 - (B) demonstrate the *distinguishing characteristics of various written forms* such as essays, short stories, *poetry*, and drama in his/her own writing;
 - (C) elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;
 - (D) *employ various points of view* to communicate effectively;
 - (E) choose topics and forms to *develop fluency and voice*;
 - (F) use word choice, sentence structure, and repetition to create tone; and
 - (G) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

Libraries help through Cultural Exchange





Dress



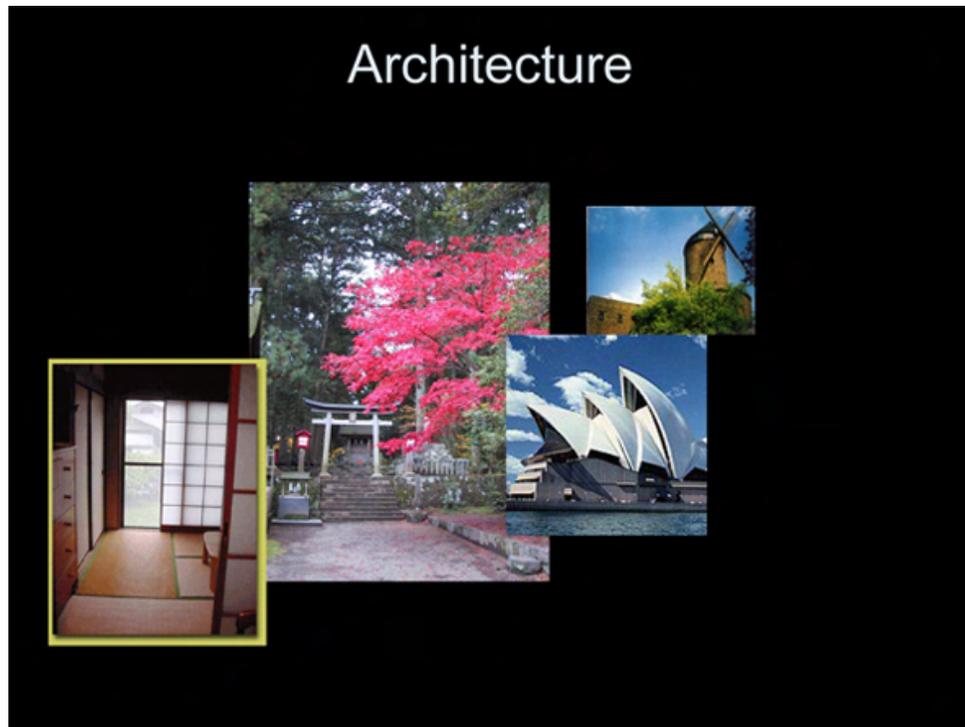
Art



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Multicultural Websites

<http://www.edchange.org/multicultural/index.html>
<http://multiculturalism.newstrove.com/>
<http://www.peacecorps.gov/wws/educators/index.html>
www.teachingtolerance.org
www.servicelearning.org
www.nameorg.org
www.edchange.org/multicultural
<http://www.yale.edu/ynhti/>
www.pbs.org/teachersource
<http://www.pbs.org/teachersource/>
http://www.pch.qc.ca/multi/intro_e.cfm
<http://www.peacecorps.gov/wws/culturematters/index.html>

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- I do not want the peace which passeth understanding, I want the understanding which bringeth peace.
- Helen Keller

Molding Multicultural Awareness



- ✿ Research the culture's language, costume, food, customs, and arts
- ✿ Make a list of the aspects of the culture that might appeal to your audience

Molding Multicultural Awareness

- ✿ Involve area businesses, such as restaurants, art galleries, bookstores etc.



For instance...

- Dragon's Lair (Comic Bookstore)
- Tokyo Steakhouse (Japanese Restaurant)
- The Golden Bough (Art Gallery/Antique Shop)
- Fire Dragon Martial Arts

Molding Multicultural Awareness

- Contact your local university or schools for professional "experts" on the culture that might be willing to lend their talents to the program



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Molding Multicultural Awareness

- ✿ Follow-up on any lead you are given



- ✿ Don't be afraid to ask for too much

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Advertise!

- In the Library
- Throughout the school district
- To other Librarians
- In the Newspaper
- On the Television

Interaction with Schools

Dear Kate,

Thank you and hats off to the library for providing the Manga Mania handouts and posters. Our students seemed delighted to receive the fliers and many seemed genuinely interested in attending. I know it is often hard to reach these adolescent readers, and I thank you for providing something this age finds very interesting! I appreciate the time and effort it took to plan and implement these activities. This year, our campus borrowed quite a few books from the public library. Of course I had teacher requests, but I filled a few student requests too. I look forward to increasing this partnership. All of these activities will hopefully leave these young adults and hopefully future adult readers with the thought...What would we do without a library!!

Thanks again,

Robin Morrow
Ninth Grade Campus Librarian

Email to Area Librarians

To: Area Librarians
From: Kate DiPronio
Subject: GPL Summer Program for Teens
Manga Mania At the Georgetown Public Library

The Georgetown Public Library is pleased to announce a summer program just for teens. Based on the graphic novel genre, this program will begin with a kick-off party on Friday, June 3rd at 4:00 with Japanese food (yes, some sushi) and music. Each Friday afternoon during June and July we will have another program such as origami folding, martial arts demonstration, author/illustrator visit, anime showings, art contest and much more. Teen authors and illustrators are encouraged to join together to design, write, illustrate and produce our own manga that will be bound and published. A free desktop publishing course will be offered to teens to publish the manga. Please help us to promote our first summer program for teens. I would like to drop off a poster for you to display in your library and copies of a flyer that could be sent home with students. Please email me the number of students on your campus and I will make sure that you receive the material. I am also willing to participate in a library/school visit to promote our summer program, if this is of interest. Thanks so much for your help.

Advertise On The Television...

From Teleclip:

KVUE-ABC AUSTIN, TX Run Time: 0:24

ON YOUR THURSDAY COMMUNITY CALENDAR-
MANGA MANIA IS KICKING OFF IN
GEORGETOWN. THE NEW WEEKLY TEEN
SUMMER PROGRAM STARTS FRIDAY JUNE 3RD
FROM 4 UNTIL 6. FOR EIGHT WEEKS TEENS CAN
ENJOY A TAST OF JAPANESE CUISINE-MAKE
JAPANESE LANTERNS AND LEARN HOW TO FOLD
ORIGAMI. FOR MORE INFORMATION YOU CAN GO
TO THE LIBRARY WEBSITE OR CALL 512-930-
3551.

Manga Mania!

for teens, at the Georgetown Public Library

**Fridays, 4 – 6 p.m.
June 3 – July 22**

Activities include:

- Japanese tea ceremony
- anime games and films
- Japanese language lessons
- art contest

Attend any or all events!

Kickoff Party!
Friday, June 3
4 – 6 p.m.

- sushi and hot tea
- origami
- calligraphy

www.georgetowntex.org | (512) 930-3551
The Library is at 808 Martin Luther King, Jr. Street

Molding Multicultural Awareness

- ☀️ "Set the Scene" by decorating your library with art and/or objects representative of the culture



Molding Multicultural Awareness

- ☀️ Display library books and audio visual materials about the culture in a prominent place



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“Setting the Scene”

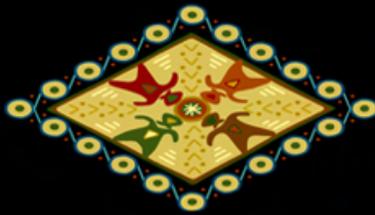


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Molding Multicultural Awareness

- ☀ Introduce your audience to a variety of memorable activities that genuinely represent the culture



Activities

Kick-Off Party!!!

- Set up “stations” throughout library with activities, such as Calligraphy, Flower Arrangement, and Origami
- Taste of Japanese Cuisine (Sushi, Fried Rice, Hot Tea)



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- Samurai Swordplay (Martial Arts Presentation by Lana Roberts)
 - 2 Anime Showings
(Nausicca of the Valley of the Wind & Castle in the Sky)



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Author/Illustrator Visit

- Ben Dunn of Antarctic Press discussed and demonstrated his manga-style artwork



Learning from Ben Dunn...



Our Cultural “Experts” ...

- University of Texas Professional Michiko Miyata and her friends were a huge help to our program... They led the following activities:
 - Origami
 - Japanese Language Lessons
 - Japanese Tea Ceremony

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Origami



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Japanese Language Lessons



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Japanese Tea Ceremony



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Manga-Style Art Contest

- Almost 50 Entries!!!



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Graphic Novel Writer's Group & Teen Publishing

- Created their own manga-style graphic novel
- Learned and Used MS Publisher to produce it



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Molding Multicultural Awareness

- Stay Connected with your Audience



Staying Connected... Sample E-mail to Teens

To: Manga Mania
Subject: ANIME SHOWING: MANGA MANIA EVENT

HEY MANGA MANIACS!
Our next MANGA MANIA event will be an ANIME SHOWING of
"CASTLE IN THE SKY" by Director Hayao Miyazaki.

The film is un-rated and produced by Walt Disney Home Entertainment.
The anime showing will start at 4 p.m. in the Kids' Area of the Georgetown Public
Library.

Popcorn & Sodas will be provided!
See you there!

Then and Now: A Time-Travel Photo Challenge

By Kit Ward-Krixell

Note: This program is based on a concept presented by Greg Trefry at the ALA Techsource Gaming, Learning, and Libraries Symposium, July 2007.

Length of Program

Teens will have one week to take their photos and bring them to the library.

The photo viewing and judging at the library will take approximately an hour.

For librarians who wish to host an hour-long program, a description of an alternate "Then and Now - In the Library" photo scavenger hunt is also included.

Program Description

What is a "big game," you may ask? Big games are often variants of scavenger hunt, capture the flag, tag, or hide and seek. They take place in the physical world using everyday objects as the playing pieces, and players interact with their teammates and their surroundings.

"Then and Now: A Time-Travel Photo Challenge" is based on a concept presented by Greg Trefry at the ALA Techsource Gaming, Learning, and Libraries Symposium, July 2007. In this "big game," teams of one to four players choose historic photos of local landmarks (the "Then" photo) from a library display or bulletin board, or they may select them during a teen program. They then take corresponding pictures of the same location today (the "Now" photo), and bring their photos to the library by a specified date. Extremely creative teams may pose people, cars, objects, etc., in the "Now" photo to match the historic photo. Teams may enter as many photos as they like. More photos mean more chances to win!

The librarian displays both the "Then" and "Now" photos at a gallery showing in the library meeting room. At the event, the photos are judged for originality, composition, and how well they replicate the original photo.

Preparation

Prepare for the game by scanning or photocopying historic photos of locations in your town. Copy enough so that each teen, or team, will have at least one, and copy a few extras in case teams want to replicate more than one historic photo. Photos may be from library archives, a local historical society, books, websites, etc. Include landmarks within a few blocks of the library so teens without cars can walk to them. Be sure that the "Now" locations of the photos are safe places for teens to be. To make the game easier, librarians may label each photo with its address. To make the game harder, let the players find the correct location by attaching contextual clues to the photos.

Recruit celebrity judge(s) such as local photographers, architects, someone from the newspaper, volunteers from the historical society, etc. The judge(s) must attend the final event and judge the photos.

Consider creating a digital photo gallery on the library website for displaying the photos during and after the judging.

Prepare a handout of rules for teen players. Here are sample rules.

Then and Now Rules

You are about to take a trip through time, armed only with your trusty camera or your camera phone. (Just remember that there's no cell-phone service in the past!) In this challenge, you must identify a famous location in our community from an historic photo. Then you must travel to that location and take a picture of how it looks today. The best time-traveling photographers will receive fabulous prizes and unending fame, or at least have their photos on display at the library.

Your mission has three parts.

1. Get a historic photo from the library.
2. Your assignment is to find the location where the historic photo was shot, and take a picture of it as it looks today. Set up your shot so that it corresponds as closely as possible to the historic photo. Use your creativity! For example, place people in modern clothes where people in historic clothes are located in the historic photo.
3. Bring your photos back to the library for display and judging on *(date)* at *(time)*.

Be safe at all times! Many things have changed since the historic photos were taken, including traffic. Don't stand in traffic, trespass, or do anything dangerous or illegal as you take your picture.

Work alone or in a team. Team members will split prizes among themselves.

Get help if you need it! You must take your photo yourself, but you can ask your parents, grandparents, or anyone else for help identifying the location of the "Then" picture.

Be sure to return your photos to the library by the due date, *(add date)*. Late photos will be displayed, but they won't be eligible for prizes.

Play as many times as you like. More photos equals more chances to win!

Warning: If reproducing the original photo exactly requires doing something dangerous or illegal, like standing in the middle of traffic, do not attempt the shot! The game is supposed to be fun, not dangerous!

The Big Event: Viewing and Judging

Teens bring their printed photos to the library by a specified due date, or to the gallery showing. Allow them to print photos from digital files using library equipment, if needed.

Librarians host the exhibition of the "Now" photos and the judging in the library meeting room. To protect the walls of the meeting room, attach a length of fishing line to the wall at the corners of the meeting room and attach photos to it with small clips or clothespins. Allow at least an hour for guests to enjoy the

photos and refreshments, and for judging. If possible, leave the photos on display at the library for several days or weeks.

Alternate Program: "Then and Now - In the Library"

In this photo scavenger hunt, teens will be armchair travelers who learn about historic places through books and web sites. They may work individually or in groups, and the program takes place entirely in the library. The goal of this game is for teens to use library resources to identify a historical "Then" location in a photo. When the teens arrive, they receive "Then" photos with clues attached to them, and a list of books and/or web sites that include "Now" photos of the historic sites. After locating a "Now" photo, teens read about the location and then share the photos and interesting facts with fellow players.

The "Then" photos do not need to be local; they may be from anywhere in the world. For example, librarians might select the 1934 photo of the Empire State Building on the *Library of Congress American Memory* web site at <http://memory.loc.gov/ammem/today/may01.html>.

To prepare for the program, librarians may use the *National Register of Historic Places National Register Travel Itineraries* at <http://www.nps.gov/history/nr/travel/> to find "Now" photos, and to make a list of historic places. Librarians may locate "Then" photos of the historic locations in books and web sites, and compile a list for the teens. The list might include photo search engine or Google Earth.

In this version of the game, no judges are needed. The librarian is a referee who checks that teams have the right answers, and awards points for the number of right answers a team collects.

If time permits, show some travel videos of one or more of the historic places, provided the library has public performance rights.

More About Big Games

A description of "California Dreaming," a big game scavenger hunt hosted at the 2008 American Library Association Conference in Anaheim is available at http://wikis.ala.org/annual2008/index.php/California_Dreaming.

To learn more about big games, visit the *Big Games: Playing in the Streets* web site at www.adobe.com/designcenter/thinktank/trefry.html. Or, read about and listen to Greg Trefry's talk at the *2007 ALA TechSource Symposium* at www.adobe.com/designcenter/thinktank/trefry.html. He notes that libraries are ideal venues for big games because of availability of tools, such as photocopiers and computers, secret codes such as the Dewey Decimal System, a building for the game's headquarters, and librarians who can serve as referees. Below are links to additional big games.

Cruel 2 B Kind

www.cruelgame.com

Payphone Warriors

<http://payphonewarriors.com>

Come Out and Play Festival 2008

www.comeoutandplay.org

Developmental Needs and Assets

By completing the photo challenge, teens develop skills at planning and decision-making and have an opportunity to be creative.

Books to Display

Look-Alikes by Joan Steiner.

Flotsam by David Wiesner.

Snowflake Bentley by Jacqueline Briggs Martin and Mary Azarian.

Stringbean's Trip to the Shining Sea by Vera Williams and Jennifer Williams.

Books to Booktalk

Digital Photo Madness by Thom Gaines.

Digital Photography for Teens by Marc Campbell and Dave Long.

Lincoln: A Photobiography by Russell Freeman.

Photo by Brady: A Picture of the Civil War by Jennifer Armstrong.

Something Permanent by Cynthia Rylant and Walker Evans.

Bulletin Board

Display examples of "Then" and "Now" photos along with flyers advertising the program that include dates. Nearby, place copies of the historic photos and the rules for teens to pick up.

Display

Display books, including local history books, near the bulletin board where teens pick up the historic photos and rules. On the day of the photo viewing and judging, move the display to the meeting room.

Refreshments

Serve a "Then and Now" menu of foods popular during time periods of the historic photos. For example, peanut brittle was popular in the 1840's, marshmallows and Boston Cream Pie in the 1850's, ginger ale in the 1860's, ice cream at the turn of the 20th century, Oreos and Moonpies in the 1910's, and pineapple upside down cake in the 1920's and 1930's.

For more ideas, visit *The Food Timeline* at www.foodtimeline.org, which was created by the *International Association of Culinary Professionals*.

Sweet Treats

Serve candy that was popular in the past, or give it away as prizes or party favors. Some possible candy to include are: Atomic Fire Balls, Bazooka Bubble Gum, Junior Mints, Life Savers™, Hershey's® Milk Duds, Necco Wafers®, Root Beer Barrels, Smarties®, Teaberry Gum, Tootsie Rolls®, Pixy Stix, and Gummy Bears. For a comprehensive list of candy by decade, visit *Home Town Favorites* at www.hometownfavorites.com.

Incentives

Give gift certificates to an electronics store such as Best Buy or Circuit City to first, second, and third place winners.

Promotion

Post flyers in the library and at parks and recreation departments, schools, and community centers that offer youth photography classes during the summer. They are ideal partners for this program!

In addition to flyers and press releases, a great way to promote this program is for library staff to dress in "period" clothing about a week before the initial meeting. The clothing might be elaborate or as simple as long skirts and cameo brooches for women and bow ties and hats for men. When patrons ask "What's going on?" (and they will!), tell them about the "Then and Now: A Time-Travel Photo Challenge."

Guest Speakers

If you have an initial meeting at which teens pick up their "Then" photos and instructions, invite a photographer to give tips on digital photography, or invite an architect to talk about features of the buildings in the "Then" photos.

Professional Resources

Audio of Greg Trefry's Keynote From GLLS 2007

www.techsource.ala.org/blog/2007/08/audio-of-greg-trefrys-keynote-from-glls2007.html

Listen to an audio file of Greg Trefry's presentation at the ALA Techsource Gaming, Learning, and Libraries symposium, at which he unveiled the idea of "Then and Now."

Come Out and Play Festival 2008

www.comeoutandplay.org

Hundreds of players participate in this annual big game event in New York City.

Cruel 2 B Kind

www.cruelgame.com

In this San Francisco big game, players are assigned three secret weapons. To onlookers, they seem like random acts of kindness. But to other players, the seemingly benevolent gestures are deadly maneuvers that will bring them to

their knees. Players are slain by serenades, killed by compliments, or taken down by an innocent group cheer.

Download Google Earth

<http://earth.google.com/download-earth.html>

At this site, you may download *Google Earth* 4.2 for Macs, PCs, and Linux systems for free.

The Food Timeline

www.foodtimeline.org

This fascinating site, created by the *International Association of Culinary Professionals*, provides a timeline of foods from 17,000 BC to the present day.

National Register Travel Itineraries

www.nps.gov/history/nr/travel/

This National Park Service web site has virtual tours of many locations on the National Register of Historic Places, arranged by region of the country and theme, such as the Civil Rights movement or early aviation. You may use this website to make a list of historic locations, find "Then" photos of the places in a reference book or elsewhere online, and then send your teens to the website to identify their photos.

Payphone Warriors

<http://payphonerwarriors.com>

Teammates dash across the blocks around Washington Square Park in New York City in a bid to control as many payphones as possible. Players make a call from a payphone to the game system and enter their team number to capture a phone. For each minute a team controls that phone, the team scores one point.

Then and Now Flickr Group

<http://www.flickr.com/groups/thenandnow/>

Members of the Flickr photo-sharing group *Then and Now* find photos of historical locations and juxtapose them with photos they take of the same place. This is a great place to look for examples and inspiration.

This World and Other Worlds: Cartoon Creations, Front Page News, and Virtual Time Travel

By Monique Franklin

Length of Program

90 minutes

Program Description

"This World and Other Worlds" is for teens who like history and facts, or for teens who like to explore "what ifs."

"Cartoon Creations" and "Front Page News" are alternate history programs in which teens re-imagine American history, world history, or personal history and express their creative ideas by drawing cartoons, or by writing news headlines and designing magazine covers. Teens may work individually or in groups, and may complete their projects manually or using computer programs provided by the librarian.

At the beginning of the program, the librarian explains alternate history and what the teens will do during the program. Librarians may select a specific decade, such as the 1940s or 1960s, or specific events, on which the teens will focus, or they may ask teens for suggestions and preferences. For example, teens might imagine what life would be like if something had not happened, such as Sept. 11, 2001, or the Challenger Disaster and create a magazine cover. Or, they might imagine what life would be like if everyone had ESP or telepathy and create a comic strip. Younger teens might enjoy creating comic strips of fractured fairy tales or alternate versions of their favorite comic book or fictional stories, such as *Marvel 1602* by Neil Gaiman or *Revolting Rhymes & Dirty Beasts* by Roald Dahl. Teens who want to challenge themselves might focus on creating magazine covers of alternate versions of historical events.

In "Virtual Time Travel", teens play historical computer based games and board games, or attend a program by a guest speaker such as an historical re-enactor. Suggestions for computer and board games and guest speakers are provided.

Cartoon Creations

Begin the program by explaining alternate history and what the teens will do during the program. Then, let the teens work individually or in groups to create comic strips, either by hand or using online comic creators. If teens will use online comic creators, provide desktop or laptop computers and printers. If teens will draw comics by hand, provide markers, paints, colored pencils, and paper.

In advance, gather books such as the *Cartoon History of the United States* or *The Little Giant Book of Weird and Wacky Facts* for teens to read for inspiration.

If teens will create comics online, select an online comic creator in advance. Some require logins and allow teens to save their comic strips. Suggestions for

online comic creators are listed below. Librarians should become familiar with the selected site(s) in advance so that they can show teens how to use them.

Animation for Kids-Create animation online with FluxTime Studio

www.fluxtime.com/animate.php

Make Belief's Comix!

www.makebeliefscomix.com

ReadWriteThink: Student Materials: Comic Creator

www.readwritethink.org/materials/comic/

ToonDoo-The Cartoon Strip Creator

www.toondoo.com/Home.do

Front Page News

Begin the program by explaining alternate history and what the teens will do during the program. During the program, teens will write news headlines and create magazine covers about real or imagined events, using web sites selected in advance by the librarians. Then, let the teens work individually or in groups to write headlines and create magazine covers. They may complete their work either by hand or using online comic creators. If teens will work online, select web sites in advance and provide desktop or laptop computers and printers.

Teens will not be able to save their newspaper heading or magazine covers on the web sites. Unless they may save their work on the library computers or a disk, the newspaper headings and magazine cover must be printed. If a color printer is not available for use by teens, provide markers and color pencils for the magazine covers.

Below are some suggestions for web sites that teens may use. Librarians should create newspaper headings and magazine covers in advance so that they can show teens how to use the selected sites.

Animoto

www.animoto.com

This site will allow teens to download their magazine covers to a disk and make a slideshow.

Magazine: Create a Customized Magazine from Your Digital Photographs

<http://bighugelabs.com/flickr/magazine.php>

Teens may upload pictures and add them to a magazine cover on this web site.

The Newspaper Clipping Generator

www.fodey.com/generators/newspaper/snippet.asp

Teens may enter text on this site.

Virtual Time Travel

In this program, teens play computer games based on certain eras or events. Allow at least one hour for teens to play these games.

Computer Games

If teens will play computer games, they will need desktop or laptop computers with the games installed. Librarians may also provide a digital or multimedia projector and screen that will allow everyone attending to watch the game. In advance, consult with your technology staff and install the games on the desktop or laptop computer. You may wish to use an old computer not connected to the Internet. Before installing the software, make sure that the computer meets the minimum requirements listed on the outside of the box of the computer game. Below is a list of some popular games that can accommodate multiple players. There is a learning curve, and teens may begin by playing a tutorial game (a sandbox game) or a Quick Start game, (an option in *Sid Meier's Civilization*.)

Sid Meier's Civilization III & IV (ESRB Rating : E10+)

Console: PC

The *Civilization* series has been around for sometime (the first version is in DOS). The *Civilization* series contains three sequels and seven expansion packs. *Civilization IV Gold Edition* is the latest in the series. *Civilization III Complete* or *Civilization IV Gold Edition* are recommended because they include expansion packs and features that are useful in a gaming program. *Civilization* has a single player mode, a multi-player mode, and can be played over a LAN. *Civilization IV* has a play by email option. In this *Civilization*, each player chooses a civilization to lead, and a leader. Each civilization has some technology consistent with the time period of 4000 BC. Each player begins building a single city and adds more to expand their civilization. Players win by conquering other civilizations, being the first civilization to fly a space ship to Alpha Centauri, controlling most of the land and population, developing three "legendary" cities, or becoming a World Leader. For librarians who have never played a strategy game, there is a tutorial, or the "Quick Start" option uses the settings of the last game played. There is more information available at the official site at www.civilization.com. Minimum requirements for *Civilization III* are available at www.civ3.com/features.cfm, and for *Civilization IV* they may be found at www.2kgames.com/civ4/support_msr.htm

Age of Empires Series (ESRB Rating : T)

Console: PC

Games in the *Age of Empires* series begin in different ages. A tribe or civilization is selected at the beginning of the game. Players start with a few villagers or soldiers and a village site or a few buildings. Villagers and cities will grow depending on the amount of resources that they have and how each player uses them. A popular aspect of this series is that each new game focuses on a different age. *Age of Empires (AOE)* and *The Rise of Rome* focuses on the Stone Age to the Classical Age. *AOE2: Age of Kings* and the Conquerors focuses on the Middle Ages. *AOE3* focuses on the European colonization of America with expansion packs, The Warchiefs and the Asian Dynasties. Keep in mind that in order to use an expansion pack, you must purchase the *Age of Empires* game that goes with it. For more information, visit the official site for *Age of Empires* at www.microsoft.com/games/empires/tech.htm.

Sid Meier's Railroads! (ESRB Rating : E)

Console: PC

This is the latest version of the game *Railroad Tycoon* designed by Sid Meier. Unlike *Sid Meier's Civilization* series, *Railroad* is an economic strategy game. Players choose a tycoon like J.P. Morgan. There are also 15 scenarios to play, based on the history of railroads around the world. Players build their own railroad empire by laying tracks and creating routes that give birth to new cities. They earn profits by shipping goods and by owning the facilities that process the shipped goods. Random events that could wipe out an empire's finances and hostile takeovers by other players make the game challenging. For more information minimum system requirements, go the *Firaxis Games's* page for *Sid Meier's Railroads!* at www.firaxis.com/games/game_detail.php?gameid=12

Board Games

If teens will play board games, provide some of the games listed below. Allow at least an hour for teens to play. Make sure that there is a large enough table for the players, and enough space and chairs so that others can watch the games.

Chrononauts

Pirates of the Caribbean Battleship Game

Pirates of the Caribbean Game of Life

Risk

Stratego

Stratego®: Disney's Pirates Of The Caribbean™ Edition

Guest Speakers

Many cities in Texas have museums dedicated to local history. Invite a speaker to discuss local history.

There are many unique museums across the state, such as the Museum of the Pacific War, the Museum of 20th Century Technology, and the Funeral Museum. Invite a museum docent to tell the teens about the area in which they specialize. Visit the *Texas Associations of Museums* web site at www.museumusa.org/directory/search/ for other specialized museums.

Invite a group that reenacts certain time periods, such as the Society of Anachronism. Visit *Reenactor.net* at www.reenactor.net/index.htm to find additional reenactment groups.

Books to Display

Al Capone Does My Shirts by Gennifer Choldenko.

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 by Jim Murphy.

The Astonishing Life of Octavian Nothing: Traitor to the Nation by M.T. Anderson.

Cartoon History of the Modern World by Larry Gonick.

Cartoon History of the United States by Larry Gonick.

Cartoon History of the Universe by Larry Gonick.

Catherine Called Birdy by Karen Cushman.

The Guns of the South by Harry Turtledove.

The Little Giant Book of Weird and Wacky Facts by K.R. Hobbie.

Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance by Jennifer Armstrong.

Ties That Bind, Ties That Break by Lensey Namioka.

A Tree Grows in Brooklyn by Betty Smith.

The Two Georges by Richard Dreyfuss and Harry Turtledove.

Books to Booktalk

Bloody Jack: Being an Account of the Curious Adventure of Mary "Jacky" Faber, Ship's Boy by L. A. Meyer.

The Land by Mildred D. Taylor.

The Year of the Hangman by Gary L. Blackwood.

Bulletin Board

Use web sites such as *Trivia Library.com* at www.trivia-library.com to test teens' knowledge of history or strange events. Create a trivia quiz for teens with true-or-false statements such as, "George Washington chopped down a cherry tree." Place each trivia question on the bulletin board with corresponding clipart or photos. Hand out copies of the questions to teens during the program. Give small prizes or candy to teens who answers all of the questions correctly. Or, hand out the trivia questions before the program, with the date and time of the program, and give a door prize to anyone who returns a completed quiz.

Refreshments

Along with chips, cookies, and beverages, serve popular snacks from the past, or have teens make a snack as an activity. There is information and recipes on foods during the twentieth century on the *Making Friends* web site at www.makingfriends.com/pro_snackyears.htm and on the *Food Timeline* web site at www.foodtimeline.org/fooddecades.html

Or, serve retro candy. You can order Retro Candy Gift boxes from *Amazon.com*. Brach's began selling candy in 1904, and many local stores carry a selection.

Incentives

History isn't boring, nor do your incentives need to be. Have fun with door prizes by handing out Retro Candy such as *Now and Later* and *Pez*, Retro Candy Gift boxes from *Amazon.com*, or Brach's candy.

Or, provide inexpensive games and toys such as Jacks and ball sets, wooden paddleball games, Old Maid cards and Go Fish cards. These can be ordered from *S & S Worldwide* at www.ssw.com and *Oriental Trading Company* at www.orientaltrading.com.

Web Sites

Animation for Kids-Create Animation Online with FluxTime Studio

www.fluxtime.com/animate.php

This web site is an easy way to create an animation and email it to others. It is free, but there is a fee for saving the animation to the web site.

Animoto

<http://animoto.com>

Use this website to create slideshows of magazine covers. Teens 13 and older may register with *Animoto* to create a video.

Food Timeline

www.foodtimeline.org/fooddecades.html

This web site lists popular American foods from 1920-1980.

Magazine: Create a customized magazine from your digital photographs

<http://bighugelabs.com/flickr/magazine.php>

Create a nice looking magazine cover with this web site. You can upload your own photo without signing in. After your cover is created, you can print it or save it.

Make Belief's Comix!

www.makebeliefscomix.com

This web site has characters that teens can use to create a comic strip. It's very simple, and teens can print or email copies of their strips to friends. Librarians may request permission to post the strips in the library or on library web site by contacting the owner of the *Make Belief's Comix*.

Making Friends

www.makingfriends.com/pro_snackyears.htm

This website shares a few recipes for popular snack foods from 1910-1970.

The Newspaper Clipping Generator

www.fodey.com/generators/newspaper/snippet.asp

Use this web site to create your own news story with a newspaper name and headline. Download images and use them on a web site or blog. The owner of the site asks that users not include the names of real people or newspapers.

ReadWriteThink: Student Materials: Comic Creator

www.readwritethink.org/materials/comic/

This is a simple cartoon maker that supplies the characters, the props, and the word balloons for your cartoon strip. After teens create their cartoons, they may print them.

The Reenactor.net

www.reenactor.net/index.htm

This is a good site to search for groups who reenact past events and time periods. This is an international site, so look for local listings.

Society of Creative Anachronism

Texas (majority of counties in TX) - www.ansteorra.org

El Paso and Hudspeth counties in Texas- www.outlands.org

These are the links to Texas groups that reenact life in pre-17th century Europe.

Texas Associations of Museums

www.museumusa.org/directory/search/

Use this web site to search for museums around the state.

ToonDoo-The Cartoon Strip Creator

www.toondoo.com/Home.do

This cartoon strip creator offers more variety than similar sites, and the cartoons appear more professional. This site requires an email address, a user name, and a password.

Professional Resources

Amazon

www.amazon.com

Order games and retro candy for incentives and refreshments from *Amazon.com*.

Oriental Trading Company

www.orientaltrading.com

Oriental Trading Company has games like paddleball and Jacks.

Time Twistin' the RPG

By Kit Ward-Crixell

Length of Program

Time Twistin' the RPG is an online game that may be played for a few weeks or for the entire summer.

For librarians who wish to host more traditional programs an hour in length, additional games that do not require technology are provided in the "More Games and Activities" section of this program.

Program Description

Time Twistin' the RPG is something completely different! Each teen plays the role of an historical character, either real or imaginary. Samurai from the Edo period in Japan can rub shoulders with Marie Antoinette, and Blackbeard can plunder with Jesse James. *Time Twistin' the RPG* can accommodate any number of players.

Preparation

Backstory Sheet

In *Time Twistin' the RPG*, each player takes a turn writing his or her character's thoughts and actions based on a "Backstory Sheet," such as the one below, resulting in a collaborative story. The Backstory Sheet includes a brief explanation of how all the characters developed. The sheet also gives physical descriptions of the places they will visit, so that teens can write about them in their posts. The background sheet also gives descriptions of any characters that the librarian/moderator will be playing in the game. Before the game begins, the librarian and/or teens must select or write a Backstory Sheet.

Sample Backstory

A rift has opened up in the space-time continuum, and it's sucking people from different eras in history into it! (Don't you hate it when that happens?) The rift has to be repaired before history as we know it ceases to exist. Fortunately, the Temporal Repair Squad is on the case. They've set up an emergency field headquarters at the source of the rift and dispatched a couple of Field Agents to work on the problem. But two Field Agents aren't going to be able to do it alone. Your characters, from all different time periods of history, have landed in the field headquarters with no idea what's going on. It will be up to you to save history!

The Field Agents are played by your moderators (the librarians). They are under strict orders not to tell you anything that might change the course of history, but they are also overworked and underpaid and may not have time to stop you from finding out things from one another. They are supposed to solve this problem on their own while keeping all of you occupied, but how could two Field Agents, no matter how brave and capable, do that on their own? You are going to have to take matters into your own hands!

Field headquarters is a barracks-like quick-assembly metal and plastic one-story building. Inside the front door is a foyer with doors leading off on either side to the men's and women's dormitories. Straight ahead is a hallway that leads to the cafeteria and the temporal computer center.

Character Description Sheets

Before the game begins, players choose characters and write Character Description Sheets, similar to the example below.

Sample Character Sheet

Character Name: Marcus Septimus

LiveJournal Name: marcus95

Description: Marcus is an ancient Roman soldier. He wears a tunic and sandals and carries a sword. He has armor only wears it on the battlefield. He has black hair and brown eyes and is about six feet tall. He is twenty years old but looks older because of his battlefield experience.

What else do you want us to know? Marcus is a successful commander and his men look up to him. He is hoping to buy his own land and retire from the army some day. He is a take-charge person who will try to protect the people around him. He thinks the Roman army is the greatest army in the world and doesn't like anyone who says differently.

There are two schools of thought on character profiles in role-playing, and both are valid. One is that, since the players are pretending to meet each other's characters for the first time, the profile sheet should include only things that a person would notice about another person upon first meeting them. For example, it would include a description of what they look like, their mannerisms, what kind of clothes they wear, etc. It would not include things that a person wouldn't know upon meeting someone else, such as their state of mind, likes and dislikes, past history, etc. The other school of thought is that players should be free to know anything that players want them to know about their characters, because knowing more detail helps the other players react in ways that make the game more interesting. For example, you wouldn't know upon first meeting someone that they have a huge fear of mice, but if a player knows this about another player's character, their character might point out the mouse in the corner to make the game more interesting.

Let teens know that copyright laws do not allow them to play fictional characters from books or movies, such as Harry Potter.

Game Manuals

A Game Manual consists of a copy of the Backstory Sheet, copies of all Character Description Sheets, and also maps and any other items created for the game. Players will refer to the Game Manual during the game.

In advance, the librarian prepares a Game Manual. A simple way to prepare a manual that looks polished and professional is to use a narrow three-ring binder with a clear pocket on the front. Ask a teen to create a cover, and possibly maps

or other artwork for the inside of the manual. Make color copies of the cover to slide into the clear pocket on the front of the binders. Add color photocopies of the maps and other artwork, and each player's character sheet. Teens love to draw their characters and they'll appreciate color copies of their artwork. If new players join, add their character sheets to the manual.

Play-by-Post Role Playing Games

Time Twistin' the RPG is played online as a blog or email. This type of game is known as "play-by-post" role-playing games. Each player takes a turn "posting" a few lines of the story, either as a new blog post (or email) or a comment on an existing blog post (or a reply to an earlier email). Each player writes his or her character's thoughts and actions. The result is a collaborative story that everyone in the game can read and to which all players may add.

Teens may play *Time Twistin' the RPG* on any computer with Internet access at the library, at home, at school, or in the community. Players may check in on the game's progress whenever they wish. Posts are automatically saved and can be read at any time. New players may join throughout the game and can easily catch up on the story by reading the posts.

The process of signing in and posting is very similar to writing an email, and takes about the same amount of time. Players do not have to be on the computers at the same time as each other, and they probably will not be.

If the game creates too large a demand for the library's Internet computers, librarians may ask players to play at times of the day when computers are in less demand, or they may consider making more connected computers available for the duration of the game.

There are no "winners" in the traditional sense in this game. The fun comes from playing a character well.

Platforms

The librarian must select a platform for play. *Time Twistin' the RPG* is played in an asynchronous platform, which means that players do not need to be online at the same time. Here are a few fairly simple platforms on which the game may be played.

- A blog hosted by the library, with participating teens posting to the blog.
- A *Yahoo* group or *Yahoo* email list that includes the addresses of each player, with participating teens sending e-mails to the group. Online role-playing games are surprisingly easy to set up in a blog or *Yahoo* group. If you are not familiar with blogs or *Yahoo* groups, ask your teens for help getting started.
- A blog in a social networking site such as *LiveJournal*, a virtual community where users can keep a blog, journal, or diary. In *LiveJournal*, the librarian may create a group blog, called a "community." As moderator of the community, the librarian selects privacy settings so that only members of the community may post, and then admits each participating teen to the community with the ability to write and comment on posts. The moderator may also set the privacy level so that only members of the

community may read the blog entries. Additional information about how to create and manage *LiveJournal* accounts is included below.

If teens are playing on *LiveJournal*, each player must set up a *LiveJournal* account for his or her character, using the character's name, or as close to it as possible if the name is already in use! Instruct teens to pay attention to the privacy settings and not to reveal personal information, since their profile pages will be public even if the community is not. If you are playing on a *Yahoo* group, each player must set up a *Yahoo* e-mail account for his or her character using the character's name, etc.

There are two steps to prepare for the game, regardless of the platform.

- Set up the group forum in your platform.
- Set up individual accounts for each player and the moderator, and give each access to the group forum by adding individual accounts to the group/community. If the game will be played in a *Yahoo* group or *Yahoo* email, each player must create a *Yahoo* e-mail account using his character's name. For *LiveJournal*, players create *LiveJournal* accounts and fill out a brief profile. The profile may be fictional and related to their characters, but they must include their real age and contact information, since *LiveJournal's* terms of service require all players to be 13 or over. Remind teens to keep personal, real-life information private using privacy settings.

The Role of the Moderator

In general, the moderator in an RPG plays the same role as the host at a party: helping ensure that people interact and conversation flows. Moderators do this either by posting to the story as the characters they are playing, or in the role of an omniscient narrator, posting "mod posts" that break into a story to advance the plot or announce that an event has just taken place. Most moderators read and post only occasionally, just as players do, possibly once or twice a day. However, with *LiveJournal* the moderator of a community may choose to read and approve all comments before they appear for other people to read, in order to ensure that content is appropriate. Librarians may not wish to do this, as it slows down the game and requires a lot of work. Simple ground rules will probably suffice. A ground rule that all posts and comments must be rated PG, for instance, is easy for teens to understand and may prevent steamy romance scenes or graphic violence.

If a game is very active and it is difficult to keep up with all the posts, the moderator may share duties with one or more persons. Members of a teen advisory group would make great game moderators.

It's a good idea for the moderator(s) to play characters who have a reason – and the authority – to step in and change the course of the game if necessary. Librarians can use the explanation provided in the sample Backstory Sheet, or they may make up their own. This way if two players get into a heated interchange or if the game is just getting boring, you can throw a plot twist in to get started in a new direction.

Tips for Moderators

- Keep up with reading the game posts and what's going on in the game. *LiveJournal* has an option to receive email alerts when there are new posts. Add more moderators if needed.
- It's easy for beginning role players to spend the entire game talking only to one other character. If this happens, throw in occurrences to which everyone will respond, such as a mysterious noise in the night,
- There is a chance that real-life tension could develop between two teens as a result of what one of the characters does to another character during the game. Be aware of this and be ready to defuse the situation.

More Games and Activities

Here are some short activities with a time-travel theme that you may add to your program.

What Did They Say?

Read the first half of a historical proverb or saying and ask each player to make up a possible second half. If they know the right answer, tell them to make up a different second half rather than writing the real second half down. Gather up the slips, mixing in a slip with the real second half of the proverb. Then read each one and let the players vote for the one they think is real. Players get one point if they vote for the right answer and one point for each of the other players who vote for their version.

Not Ready For Prime Time Players

Ask each player to pick a famous person from history and write down ten things that person might say. For instance, George Washington might say "I cannot tell a lie" or "My false teeth are killing me!" One person acts as narrator and begins a simple story, such as "One day two people were walking down the street when they saw a man stealing a horse! One of them said...", and then calls on a different player every time a character in the story has a line of dialogue. Each time they get called on, players reads the next line on their list of ten sayings. The story will get very silly very quickly!

Who Am I?

This old game is a classic. Tape pieces of paper with the name of a different historical figure on each player's back. Because the players can't see what's on their own backs, they have to ask "yes or no" questions of the other players to figure out who they are. The first person to guess who they are correctly wins. Play until every player knows the name that is taped on his back.

Developmental Needs and Assets

Players express themselves creatively by writing a group story, and players may research their characters to make them more authentic. The words in the posts and comments in an active game may add up to the same word count as a typical YA novel. *Time Twistin' the RPG* encourages teens to read something that they're highly invested in – their friends' posts in the game!

Books to Display

Copper Sun by Sharon Draper.

Dungeons and Desktops: The History of Computer Role-playing Games by Lawrence Schick.

Fallen Angels by Walter Dean Myers.

In Darkness, Death by Dorothy and Thomas Hoobler.

Hattie Big Sky by Kirby Larson.

The Luxe by Anna Godbersson.

Saba: Under the Hyena's Foot by Jane Kurtz.

Victory by Susan Cooper.

Books to Booktalk

Any of the above historical fiction titles would be great to booktalk to help players decide on their characters. Additional books that will help them create their characters include the following. Let teens know that copyright laws do not allow them to play fictional characters in books or movies, such as Harry Potter.

Cowboy Lingo by Ramon Adams.

Good Masters! Sweet Ladies! Voices from a Medieval Village by Laura Amy Schlitz.

How to Be an Aztec Warrior by Fiona Macdonald.

The Writer's Guide to Everyday Life in Renaissance England by Kathy Lynn Emerson.

You Wouldn't Want to Be a Roman Gladiator by John Malam.

Display

Display a flyer for the program and books that will inspire teens to develop characters. Set up the display well in advance so teens can borrow books and get ideas for characters. For example, *Cowboy Lingo* is a gorgeous compendium of real over-the-top cowboy slang that the author collected over many years. If a teen wants to play a rustler who's "crooked as a snake in a cactus patch," or just a cowboy with a way with words, this book will help create authentic dialogue.

Many teen role players enjoy spending a lot of time creating their characters. Allow plenty of time for them to enjoy planning. Be sure to include everything they develop in the Game Manual, such as pictures of the character, backstory, etc.

Bulletin Board

Create a bulletin board of the game characters once they've been chosen. Include brief bios and character portraits. If you plan to allow nonplayers to read posts on *LiveJournal*, include the URL for the game. Set the privacy settings to allow nonmembers to read posts.

Incentives

Players will likely be very proud of the Game Manuals, especially if they look professional, so don't spare the expense!

Professional Resources

Kit Ward-Crixell's Presentation From GLLS 2007

http://gaming.techsource.ala.org/index.php/We%E2%80%99re_in_Your_Library_Bin_Your_Books:_Making_and_Using_Book-Based_RPGs_with_Middle-Schoolers

Listen to an audio file and view PowerPoint slides of a presentation explaining the use of online book-based role-playing games.

Knorr, Paul, and Michael Varhola.

Tests of Skill: A d20 Adventure and Sourcebook for Fantasy Role-Playing Games. Skirmisher Game Group, 2004.

This highly customizable pencil-and-paper RPG focuses on roleplay rather than fighting, making it a good choice for *Time Twistin'*.

Live Action Role-Playing Game

<http://en.wikipedia.org/wiki/LARP>

This Wikipedia article gives an overview of live action role-playing games.

LiveJournal

<http://www.livejournal.com>

Instructions on how to sign up for a LiveJournal account and how to create a community may be found on this web page.

Online Text-Based Role-Playing Games

http://en.wikipedia.org/wiki/Online_text-based_role-playing_game

The play-by-post game is a subset of the larger category of online text-based role-playing games. This Wikipedia article explains more about these kinds of games.

Play-by-Post Role-Playing Games

http://en.wikipedia.org/wiki/Play-by-post_role-playing_game

This Wikipedia article provides a quick orientation to the genre of play-by-post role-playing games.

RPG Quest: Role-Playing Games from Game On! TTR.08, the 2008 Texas Teens Read! Manual

http://www.tsl.state.tx.us/ld/projects/ttr/2008/manual/rpg_games.html

This program from the 2008 *Texas Teens Read!* includes a good overview of role-playing games.

WikiRPS

http://www.wikirps.org/wiki/Main_Page

If you choose to play a paper-and-pencil role-playing game instead of going online, WikiRPS provides several free paper-and-pencil campaigns.

Sample Character Description Sheet

Character Name: Marcus Septimus

LiveJournal Name: marcus95

Description: Marcus is an ancient Roman soldier. He wears a tunic and sandals and carries a sword. He has armor only wears it on the battlefield. He has black hair and brown eyes and is about six feet tall. He is twenty years old but looks older because of his battlefield experience.

What else do you want us to know? Marcus is a successful commander and his men look up to him. He is hoping to buy his own land and retire from the army some day. He is a take-charge person who will try to protect the people around him. He thinks the Roman army is the greatest army in the world and doesn't like anyone who says differently.

Draw a picture of your character (if you want to):

Sample Backstory Sheet

The Challenge

A rift has opened up in the space-time continuum, and it's sucking people from different eras in history into it! (Don't you hate it when that happens?) The rift has to be repaired before history as we know it ceases to exist. Fortunately, the Temporal Repair Squad is on the case. They've set up an emergency field headquarters at the source of the rift and dispatched a couple of Field Agents to work on the problem. But two Field Agents aren't going to be able to do it alone. Your characters, from all different time periods of history, have landed in the field headquarters with no idea what's going on. It will be up to you to save history!

The Setting

Field headquarters is a barracks-like quick-assembly metal and plastic one-story building. Inside the front door is a foyer with doors leading off on either side to the men's and women's dormitories. Straight ahead is a hallway that leads to the cafeteria and the temporal computer center.

The Characters

The Field Agents are played by your moderators (the librarians). They are under strict orders not to tell you anything that might change the course of history, but they are also overworked and underpaid and may not have time to stop you from finding out things from each other. They are supposed to solve this problem on their own while keeping all of you occupied, but how could two field agents, no matter how brave and capable, do that on their own? You are going to have to take matters into your own hands!

Zine Workshop

(By Deban Becker. Used and Adapted with permission from Michelle Beebower, Laura Jewell, and Joanna Nigrelli.)

Length of Program

One hour or more.

Program Description

Zines, or 'zines (pronounced "zeens"), are amateur publications usually written by one person (a zinester) and often photocopied. They are a D.I.Y. (do-it-yourself) magazine and can be about anything – lists, letters, true stories, fiction, etc. Zines are a great vehicle for teens to showcase their individual interests and passions. In this program, they will design and create zines.

Preparation

Prior to the workshop, collect zines or make sample zines for teens to peruse at the workshop. Talk to your library administration about displaying some of the teen's zines in your library, and/or about the possibility of adding zines to your library's collection. Familiarize yourself with the copier at your library. Choose a space to host your zine workshop that has plenty of room for teens to spread out and work.

Set up tables and chairs in your programming room on the day of the workshop. Display dictionaries, books of quotations, magazine articles, books listed in this program, etc., to inspire the teens. For an additional list of fiction and non-fiction titles and a bibliography to include, see the ["Zine Resource Guide"](#) produced by Joanna Nigrelli as part of the Austin Public Library's Teen Services program, "Zines @ The Library". It is included with permission.

Teens will need a variety of materials and tools to create their zines. Gather them in advance and place them on the tables.

- Copy Paper
- Glue sticks
- Scissors
- Colored markers
- Magazines and newspapers
- Ream of white paper
- Colored cardstock or colored paper for covers, including black paper
- Portable typewriter
- Black Sharpies – fine and medium
- Non-ball point Black pens
- Long stapler
- Super fat black markers
- Stickers

- Paper cutters
- Dictionary of slang or dictionary of teen quotations
- Date due stamps
- Stamps and inkpad
- Copier (optional)

Creating Zines

Explain to the teens that a zine is a D.I.Y. (do-it-yourself) magazine and can be about anything they want – lists, letters, true stories, fiction, etc. Provide materials for the teens to create an individual zine and/or a group zine. Encourage the teens to write about their passions and interests. Since some teens may need prompts to help them get started, it may be helpful to organize the zine workshop around a theme. For example, using the “*Time Twistin’*” theme, let the teens make a fantasy-themed zine such as a Harry Potter Fan Zine, or let them make an historical-themed zine about places they have lived, traveled, etc. Let the teens know they may protect their privacy by publishing their zines anonymously or using pen names. The teens can make a mini D.I.Y. “one-shot” mini-zine using the [How to Make Zines at the Library Template](#) or make a zine the size of their choice.

Let the teens follow these instructions to create their zines.

1. Look at all of the sample zines, books, etc. for ideas and inspiration.
2. Think about what you would like to write about. What topics do you know enough about to write about? What are you passionate about?
3. Pick a size for your zine. Standard ½ page size is easiest, but you can make a zine in any size or format.
4. Figure out how many pages you might need.
5. Fold your cover and inside pages, then number the pages.
6. Write, draw and create your zine
7. Collate and staple your zine. (If you do not have a long arm stapler, tell the teens that they can open the stapler, as they would to staple something to the wall, and staple their zine flat on top of a thick stack of newspaper.)
8. Promote and distribute your zine around town and your school.
9. If a copier is available, make copies of each teen’s zine so that they can swap them with other teens. If your library plans to start a zine collection, make a copy of the teens’ zines to display.
10. If the teens do not have enough time, they can finish their zines at home or bring them back to the library another time.

Promotion

Prepare a flyer to advertise your Zine workshop and post it in the teen section of the library and in the community. Here is [sample flyer](#).

Developmental Needs and Assets

The *Zine Workshop* encourages freedom of speech and allows teens to express themselves and discover their voices. Teens yearn to be heard and this program grants them the opportunity to unleash their creativity. It inspires innovation and self-expression and positive identity. As a result, teens have an outlet to vent their feelings and have a sense of their personal power as an individual.

Books to Display

From Girls To Grrlz: A History Of Comics From Teens To Zines by Trina Robbins.

Hey, Day! Super-Amazing, Funk-da-crazing, Ultra-glazing Things to Do, Make and Ponder Every Day of the Year by Clea Hantman and Keva Marie.

Whatcha Mean, What's A Zine?: The Art Of Making Zines And Mini Comics by Mark Todd.

Your Name In Print: A Teen's Guide To Publishing For Fun, Profit, And Academic Success by Elizabeth Harper.

Books to Booktalk

The Astonishing Adventures of Fanboy and Goth Girl by Barry Lyga.

Middle School Is Worse Than Meatloaf: A Year Told Through Stuff by Jennifer L. Holm.

The Plain Janes by Cecil Castellucci.

Sleeping Freshman Never Lie by David Lubar.

Bulletin Board

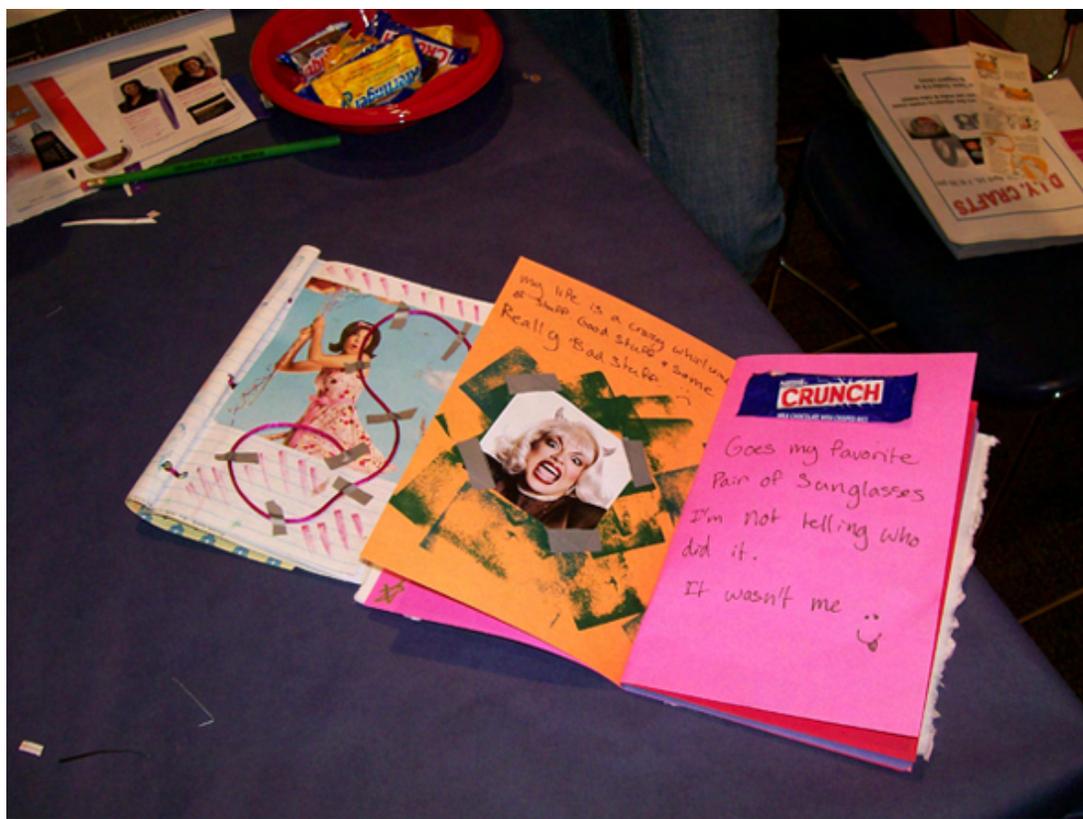
Cut funky letters out of magazines or from computer fonts, and post them in a sporadic spiral onto your bulletin board. Place the spiral of letters and words above the Zine Workshop Flyer.

Display

Find an old typewriter and display the Zine Workshop Flyer sticking out of it. Place the typewriter in a display area with zine-related books around it.

Refreshments

Serve an assortment of pre-packaged snacks and wrapped candy at your zine workshop. Invite the teens to get creative with the leftover packages and wrappers by reusing them as messages and/or text in their zines. This zine has a Crunch candy bar wrapper.



Incentives

Purchase zine buttons to give away at your program from a shop such as *My My* at http://mymy.us/store/index.php?main_page=index&cPath=1_10. Or let teens make their own zine buttons using a button maker. To make the buttons, cut out circles on white or colored cardstock paper. Leave them blank for the teens to decorate with markers or pens. Buttons and button-making equipment can be purchased online at *Badge-a-Minit* at www.badgeaminit.com or *Button Biz.com* at www.buttonbiz.com.

Guest Speakers

Invite a local “zinester” to your workshop to give the teens insight into the zine-writing process.

Films/Videos/DVDs

Show these videos and DVDs or segments of them if you have public performance rights. Otherwise, display them for home use.

Confessions of a Teenage Drama Queen. (89 minutes)

How to Deal. (101 minutes)

Read It and Weep: Zapped Edition. (84 minutes)

Professional Resources

Book

From A to Zine: Building a Winning Zine Collection in Your Library by Julie Bartel.

Articles

Teens and Zines by Sarah Hannah Gomez.

http://pdfs.voya.com/VO/YA2/VOYA200704teens_and_zines.pdf

This VOYA (April, 2007) article features a teen's perspective on having zines in the library.

Your Zine Tool Kit, A DIY Collection by Jenna Freedman.

<http://www.libraryjournal.com/article/CA6533067.html>

This article in *LibraryJournal.com* (June 15, 2006) gives tips on starting a zine collection. It includes *A Miniguide* by Miriam DesHarnais from the Baltimore County Public Library.

ZINES! by Andreas Trolf.

Transworld Skateboarding. Jan, 2008, Vol. 26, Issue 1.

This article discusses the origins of zines.

Discussion Lists

Zinelibrarians

<http://groups.yahoo.com/group/zinelibrarians> This is an online discussion group for "exchanging information and ideas about zine librarianship: collection, shelving, preservation, cataloging, classification, programming, scholarship, publication, fundraising, etc."

Blogs

Barnard Zine Library Blog

<http://barnardzines.livejournal.com>

This blog features information on the Barnard College Zine Library Collection.

Alternative Library Services Blog

<http://yalibrarian.com>

This is a Teen Librarian Web blog, featuring discussion including teen zine workshops and more.

Web Sites

Badge-A-Minit

www.badgeaminit.com

This is an online source for purchasing buttons and button-making equipment.

BCPL Zines Page

www.bcpl.info/centers/library/zines.html

**2009 Texas Teens Read! Manual
Time Twistin' TTR.09**

Published by the Library Development Division of the Texas State Library and Archives Commission. Austin, Texas. 2009

This web site provides information about zines at the Baltimore County Public Library.

Button Maker and Supplies – Button Biz

www.buttonbiz.com

This is an online source for purchasing buttons and button-making equipment.

Do Something!

www.dosomething.org

This eZine encourages and supports teen involvement in the community.

Grr! Zines A Go-Go- Zine Workshop Group in San Diego: Workshop How-To

<http://gzagg.org/diyworkshop.htm>

This web site gives great instructions on hosting a zine workshop.

New Youth Connections

www.youthcomm.org/Publications/NYC.htm

New Youth Connections (or NYC) is a general interest teen magazine written by and for New York City youth.

PRHS Library's Zine Collection on Library Thing

<http://prhslibrary.pbwiki.com>

This link provides information about the Plymouth Regional High School library's zine collection.

Salt Lake City Public Library: Zines: Zine Links

www.slcppl.lib.ut.us/details.jsp?parent_id=145&page_id=174

This web site provides several zine-related links.

Teen Ink

www.teenink.com

Teen Ink is a monthly print magazine, website, and a book series all written by teens for teens.

Teen Voices Online

www.teenvoices.com

This is a web site of *Teen Voices Magazine*, a print magazine where teens can get published.

The Twin Cities Green Guide: Do-It-Yourself: Zine-Making

www.thegreenguide.org/article/diy/zine

This web site gives access to a printable version of "How to make a zine".

Yo!

www.youthoutlook.org/news/

Yo! (Youth Outlook) is an award-winning literary monthly journal of youth life featuring in-depth reporting pieces and first-person essays, comic strips and more.

Youth Radio

www.youthradio.org/about/index.shtml

Listen to poetry, personal stories, and news ranging from entertainment to politics created by teens.

Zine Collection: Linebaugh Library System

www.linebaugh.org/zines.htm

This web site offers Zine FAQ's and more.

Zines, E-zines, Fanzines: Book of Zines: Directory

www.zinebook.com

This is an online directory of zine resources.

Zines: My My, Handmade + Totally Awesome!

http://mymy.us/store/index.php?main_page=index&cPath=1_10

This is a web site where zine buttons are available to purchase for prizes at your workshop.

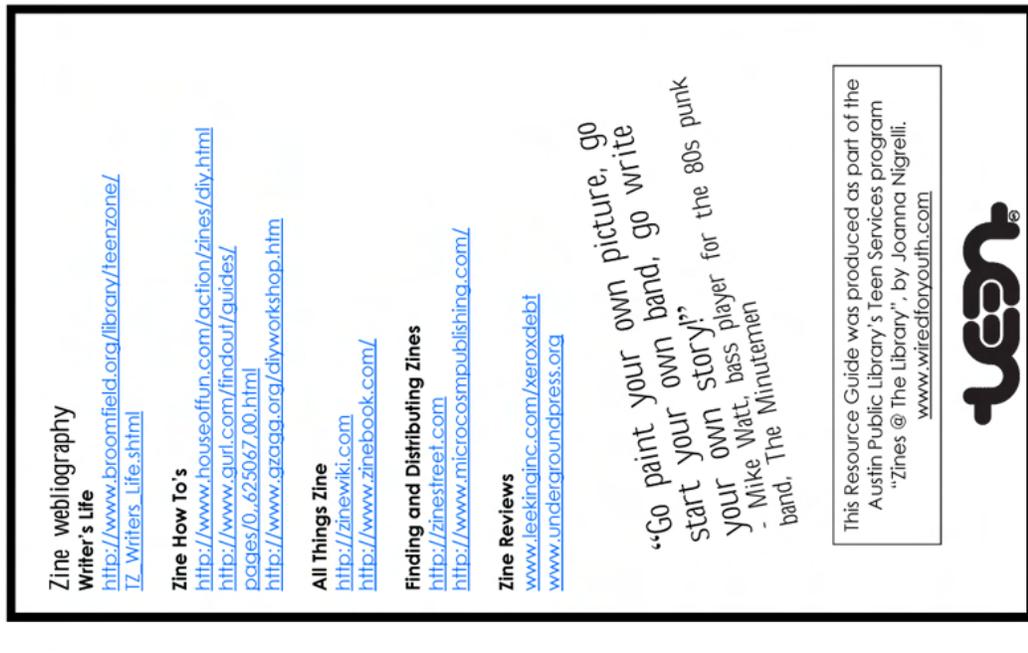
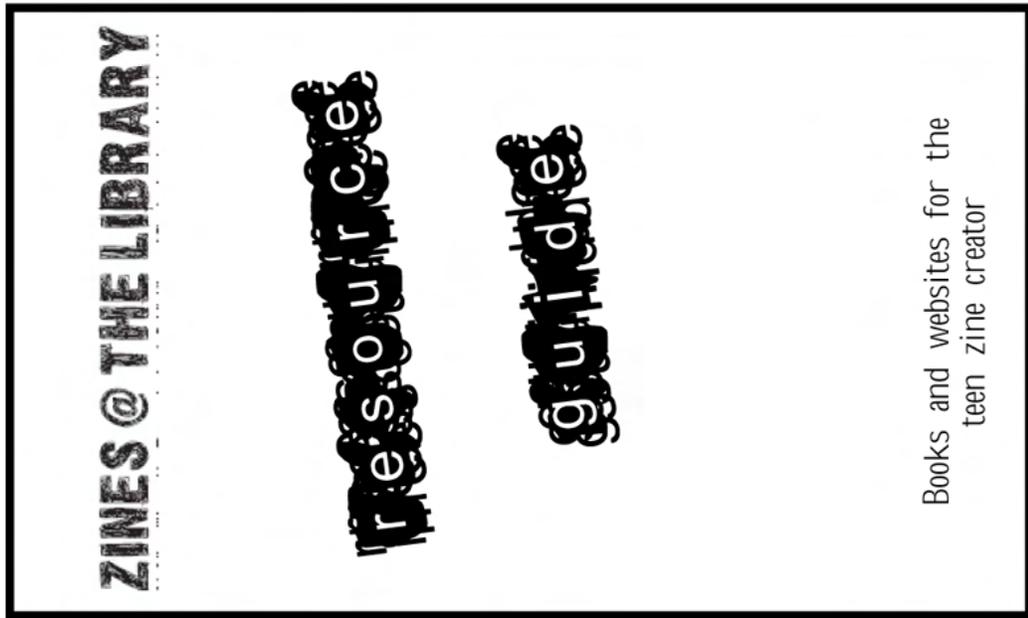
Zines – Readers - Multnomah County Library

www.multcolib.org/books/zines/

This web site offers information about the Multnomah County Library Zine Collection.

Program Materials

Zine Resource Guide (2 pages)



Fiction

The Astonishing Adventures of Fanboy and Goth Girl / Barry Lyga (Y FIC LYG)
Before We Were Free / Julia Alvarez (Y FIC ALV)
Comic Party / Sekhiko Inui (GN Y COM)
The Gospel According to Larry / Janet Tashjian (Y FIC TAS)
*Hard Love / Ellen Wittlinger (Y FIC WIT) [this is about two teens who write zines]
How I Became a Writer and Oogie Learned to Drive / Janet Taylor Lisle (Y FIC LIS)
Jack's Black Book / Jack Gantos (Y FIC GAN)
Jazmin's Notebook / Nikki Grimes (Y FIC GRI)
King Dork / Frank Portman (Y FIC POR)
My Angelica / Carol Lynch Williams (Y FIC WIL)
Orpheus Proud / Sharon Dennis Wyeth (Y FIC WYE)
Ruby Electric / Teresa Nelson (Y FIC NEL)
The Shakespeare Bats Cleanup / Ron Koertge (Y FIC KOE)
Sleeping Freshman Never Lie / David Lubar (Y FIC LUB)
Violet & Claire / Francesca Lia Block (Y FIC BLO)

Teen Authors

The Black Stallion by Walter Farley, age 15 (Y FIC FAR)
Eragon / Christopher Paolini, age 15 (Y FIC PAO)
Frankenstein by Mary Shelley, age 19 (Y FIC SHE)
Golden by Jennifer Barnes, age 19 (CD Y FIC BAR)
In the Forests of the Night by Amelita A'twater Rhodes, age 13 (Y FIC ATW)
Katlie.com: My Story by Katherine Tarbox, age 15 (364.153 TA)
The Outsiders by S.E. Hinton, age 17 (Y FIC HIN)
Please Don't Kill the Freshman by Zoe Trope, age 15 (Y FIC TRO)
The Rose That Grew from Concrete / Tupac Shakur, age 19 (811.54 SH)
Seventeenth Summer by Maureen Daly, age 17 (Y FIC DAL)
Steady Beat / Rivkah, age 19 (GN Y STE)
Swordbird / Nancy Yi Fan, age 11 (J FIC FAN)
Teen Angst? Naah by Ned Vizzini, age 19 (J 921.V83995V)
This Can't Be Happening at McDonald Hall / Gordon Korman, age 14 (J FIC KOR)

Non-fiction on Writing & Inspiration

The Freedom Writers Diary: How a Teacher and 150 Teens used Writing to Change Themselves and the World Around Them / the Freedom Writers with Erin Gruwell (305.235 FR)
Hey, day! : super-amazing, funk-da-crazing, ultra-glazing things to do, make, and ponder every day of the year / Clea Hantman (J 745.508 HA)
Write Where You Are: How to Use Writing to Make Sense of your Life: a Guide for Teens / Caryn Mirriam-Goldberg (J 808.042 MI)

Non-fiction on Zines

Extraordinary Blogs and Ezines / Lynne Rominger (J 006.7 RO)
From girls to grrrls: a history of [Venus, symbol for female] comics from teens to zines / Robbins, Trina. (741.5973 RO)
Make a Zine! : a guide to self-publishing disguised as a book on how to produce a zine / Bill Brent (070.572 BR)
Start Your Own Zine: everything you need to know to put it into print! / Veronika Kalmar (070.572)
The world of zines: a guide to the independent magazine revolution / Gunderloy, Mike 016.070572 GU
Whatcha Mean What's a Zine? / Mark Todd (J 070.5 TO)

** Check out the J 808 section for writing guides



Zine Topic Ideas

- Obsessions
- Crazy things
- Not man-
- Festo
- Hobbies
- Jokes
- Most embar-
- Fascinating moments
- Pets
- School
- Vacations
- Books!
- Comics
- Movies
- Misc

3

4. Figure out how many pages you might need.

We recommend a cover page and 2 or 3 white pages for your first zine.

5. Fold your cover and inside pages, then number the pages.

4

6. Write, draw and create your zine

7. Make copies!

The library would like a copy of your zine to display and possibly use to create a zine collection. If that's OK with you, please give the librarian a copy of your creation! Have the librarian show you all of the copier tricks!

If you need to finish your zine at home, you can come back to the library with your special **ZINES @ THE LIBRARY** coupon to make more copies of your zine!

8. Collate and staple your zine

If you don't have a long arm stapler, you can open your stapler (like you would to staple something to the wall) and staple your zine flat on top of a thick stack of newspaper.



9. Promote and distribute around town and your school!

6

1. Look at all of our sample zines for ideas and inspiration!

2. The Pre-Write Exercise – Picking a Theme or Topic

Look at our list of sample zines and think about what you would like to write about. Remember that our advice: write what you know! What are you passionate about?

If your zine is about a controversial topic or if you just want to keep your privacy then you may want to make your zine **Anonymous!**

HOW TO MAKE ZINES @ THE LIBRARY




This Resource Guide was produced as part of the Austin Public Library's Teen Services Program "Zines @ The Library" by Michelle Beebower.

Zine Writing Styles

- rants
- fiction
- Poetry
- Diary/Journal
- reviews
- non-fiction/articles
- interviews
- art

1

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2



ZINE WORKSHOP

Date & Time

Audience

Location

What's a **ZINE**?

It's a magazine of your own creation on just about any topic!

Learn more about zines and help create your very own zine to take home. Materials & Snacks provided.

Bibliography

Key to abbreviations for age recommendations

I = Elementary

Y = Teens

L = For the Librarian

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

OP = Out of Print

BOOKS

Adams, Ramon.

Cowboy Lingo. Houghton Mifflin, 2000. (Y+)

This book, originally published in 1936, is a beautiful compendium of real over-the-top cowboy slang that the author collected over many years. If a teen wants to play a rustler who's "crooked as a snake in a cactus patch," or just a cowboy with a way with words, this book will help him sound authentic.

Anderson, Laurie Halse.

Speak. Farrar Straus Giroux, 1999. (Y+)

In this Michael L. Printz Honor Book, Melinda struggles to find her voice after she becomes an outcast at her high school.

Anderson, M.T.

The Astonishing Life of Octavian Nothing: Traitor to the Nation. Candlewick, 2006. (Y)

Octavian and his mother live a strange and lavish life. But all the riches in the world make no difference once he realizes that he is a slave and an experiment and has no control.

Arana, Marie.

The Writing Life: Writers on How They Think and Write. Public Affairs, 2003. (Y)

Professional authors discuss why and how they go about writing.

Armstrong, Jennifer.

Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance. Crown, 1998. (Y)

This true story of the shipwreck of the Endurance and its resourceful crew on Antarctica reads like an adventure story or a movie.

Baron, Hayden Scott and Chris Patmore and Chi Hang Li.

Complete Guide to Anime Techniques: Creating Mesmerizing Manga-style Animation with Pencils, Paint and Pixels. Barron's Educations Series, 2006. (Y)

The author explains the step-by-step process for creating a finished manga-style animated movie or film, in various formats, including digital or drawn animation.

Bartel, Julie.

From A to Zine: Building a Winning Zine Collection in Your Library. American Library Association, 2004. (L)

This book provides information about zines and starting a zine collection at your library.

Blackwood, Gary L.

The Year of the Hangman. Dutton, 2002. (Y)

In an alternate world, the British stop the colonies from revolting and George Washington is captured and imprisoned. When Creighton Brown's uncle has him kidnapped and brought to America and is captured by the American rebels, Creighton must decide who he is - an idle boy or a man of honor.

Brazelton, Bev.

Altered Books Workshop: 18 Creative Techniques for Self-Expression. North Light, 2004. (Y-L)

This book provides several creative approaches transforming and altering books.

Cabot, Meg.

Avalon High. HarperCollins, 2006. (Y)

Ellie, a high school junior, enrolls at Avalon High School, where several students may or may not be reincarnations of King Arthur and his legendary court.

Carey, Janet Lee.

Dragon's Keep. Harcourt, 2007. (Y)

In 1145 A.D., as foretold by Merlin, fourteen-year-old Rosalind, who will be the twenty-first Pendragon Queen of Wilde Island, keeps a terrible secret. She was born with a dragon's claw.

Carey, Mike.

Re-Gifters. DC Comics, 2007. (Y-L)

Dixie is skilled in the ancient martial art of hapkido. In fact, she's on the verge of winning a hapkido championship until she falls for a fellow hapkido partner and confusion ensues.

Castellucci, Cecil.

The Plain Janes. Minx, 2007. (Y+)

Jane moves from the big city to suburbia, where she meets three other girls named Jane, who join together to form a secret art gang that commits random acts of artwork around the community.

Chima, Cinda Williams.

The Warrior Heir. Hyperion, 2006. (Y)

The first book in a trilogy, this is a story about a teenager named Jack, who after learning about his magical ancestry and his own warrior powers, embarks on a training program to fight enemy wizards.

Choldenko, Gennifer.

Al Capone Does My Shirts. Putnam, 2004. (Y)

12-year-old Moose lives on Alcatraz with his parents and his autistic sister. With the help of Piper, the warden's daughter, Moose is able to deal with the situation and his sister's autism.

Compestine, Ying Chang.

Revolution is Not a Dinner Party. Henry Holt, 2007. (Y)

This is an intense tale of a young girl's life during China's Cultural Revolution.

Cooper, Susan.

Victory. Aladdin, 2007. (I+)

This historical fantasy weaves together the tales of 11-year-old Molly, a modern-day girl, and 11-year-old Sam, an impressed sailor on Nelson's ship *Victory* in 1803.

Cushman, Karen.

Catherine Called Birdy. Clarion, 1994. (Y)

In her diary, 14-year-old Birdy writes about her tedious life as a member of minor nobility. Life become more interesting when her father decides it is time for her to marry. But Birdy is full of surprises that send suitors running.

Datlow, Ellen and Terri Windling.

The Faery Reel: Tales From the Twilight Realm. Viking, 2006. (Y)

This is a collection of stories and poems about faeries in all parts of the world by a variety of authors, including Holly Black and Neil Gaiman.

Dessen, Sarah.

The Truth About Forever. Viking, 2004. (Y)

Sixteen-year-old Macy learns about death, forgiveness, love, and the expression of art.

Draper, Sharon.

Copper Sun. Simon Pulse, 2008. (Y+)

This suspenseful Coretta Scott King Award winner is the story of 15-year-old Amari, who perseveres despite the brutality she experiences as a slave in 18th century America.

Drazen, Patrick.

Anime Explosion: The What, Why and Wow of Japanese Animation. Stone Bridge, 2002. (Y-L)

This book provides background information and history on the world of anime.

Eisner, Will.

Graphic Storytelling: The Definitive Guide to Composing a Visual Narrative. F & W Publications, 1996. (Y-L)

This book provides tips on how to combine story ideas with pictures in order to create a graphic story.

Emerson, Kathy Lynn.

The Writer's Guide to Everyday Life in Renaissance England. Writer's Digest Books, 1996. (Y+)

The *Writer's Digest Writer's Guide* series is written to help aspiring historical fiction writers include authentic period detail. This volume is a compendium of all kinds of facts about life in England during the renaissance, from how the postal service worked to how authentic Scots dialect sounded.

Flinn, Alex.

Beastly. Harper Teen, 2007. (Y)

Based on the fairy tale "Beauty and the Beast", a self-absorbed teenager is turned into a monster and must find true love before he can return to his human form.

Godbersen, Anna.

The Luxe. HarperCollins, 2007. (Y+)

Teens who can't get enough of *Gossip Girl* will be clamoring to roleplay late-19th-century socialites after reading this novel set in New York in 1899.

Gonick, Larry.

Cartoon History of the Modern World, Vol. 1. Collins, 2006. (Y+)

This cartoon history covers the time period when Europeans arrived in America, their impact, and what happened in other cultures at the time.

Gonick, Larry.

Cartoon History of the United States. Collins, 1991. (Y+)

This book provides an entertaining overview that will allow readers to experience U.S. history in a whole new way.

Gonick, Larry.

Cartoon History of the Universe, Volume 1. Main Street, 1997. (Y+)

The first volume of this comic history series begins with the Big Bang.

Gorman, Michele.

Getting Graphic! Using Graphic Novels to Promote Literacy with Preteens and Teens. *Linworth, 2003.* (L)

Explores the use of graphic novels, including manga, in the library setting.

Gravett, Paul.

Manga: Sixty Years of Japanese Comics. HarperCollins, 2004. (Y+)

The book is filled with manga artwork as well as a manga timeline, bibliography, and a list of related web resources.

Gurstelle, William.

The Art of the Catapult: Build Greek Ballistae, Roman Onagers, English Trebuchets, and More Ancient Artillery. Chicago Review, 2004. (Y+)

Teens can learn more about building catapults within a historical context.

Hantman, Clea and Keva Marie.

Hey, Day! Super-Amazing, Funk-da-crazing, Ultra-glazing Things to Do, Make and Ponder Every Day of the Year. Harper Trophy, 2001. (Y-L)

This book devotes a few of its pages to the process of making a zine, such as forming ideas, gathering stuff, and the layout for a zine. The July 14-16 calendar days are designated as "Official Zine Week".

Harper, Elizabeth.

Your Name in Print: A Teen's Guide to Publishing for Fun, Profit, and Academic Success. St. Martin's Griffin, 2005. (Y)

This book offers advice to teens on how to write newspaper and magazine features, blogs, music and movie reviews, novels, graphic novels, short stories, and more.

Hennessy, Alena.

Alter This!: Radical Ideas for Transforming Books into Art. Sterling/Lark, 2007. (Y-L)

An altered books "how-to" guide geared toward a young adult audience.

Hidier, Tanuja Desai.

Born Confused. Scholastic, 2003. (Y)

Follow seventeen-year-old Dimple as she tries to find her place in the world.

Hill, Brian E. and Dee Power.

The Making of a Bestseller: Success Stories from Authors and the Editors, Agents, and Booksellers Behind Them. Kaplan Business, 2005. (Y)

This book explains how authors, publicists, and editors create a bestselling book.

Hobbie, K.R.

The Little Giant Book of Weird and Wacky Facts. Sterling, 2007. (I+)

This book lists strange, little-known facts about history, science, sports, and other subjects.

Holm, Jennifer L.

Middle School Is Worse Than Meatloaf: A Year Told Through Stuff. Ginee Seo, 2007. (Y)

Ginny narrates her life in middle school entirely through the compilation of notes, grocery receipts, and a vast array of other items.

Honnold, Rosemary.

More Teen Programs that Work. Neal-Schuman, 2005. (L)

This book describes various programs for teens, how to set them up, and how to host them. It includes a program about writing.

Hoobler, Dorothy, and Thomas Hoobler.

In Darkness, Death. Philomel, 2004. (Y+)

Set during Japan's Edo period, this mystery novel, starring 14-year-old Seikei, features samurai and ninjas as well as some real historical figures, and lots of period detail.

Imhoff, Kathleen R.T., and Ruthie Maslin.

Library Contests: A How-to-Do-It Manual. Neal-Schuman, 2007. (L)

This book is a guide through the step-by-step process of conducting a contest, including how to do publicity.

Johnson, Maureen.

13 Little Blue Envelopes. HarperCollins, 2006. (Y).

Join Ginny as she journeys on a whirlwind scavenger hunt for letters sent by her deceased aunt.

Kurtz, Jean.

Saba: Under the Hyena's Foot. American Girl, 2003. (Y+) (OP)

Ethiopia in 1846 is the setting of this richly detailed historical novel about Saba, a girl who is kidnapped with her brother and must use all her wits and resources to free him and escape from the royal court with her life.

Lammers, Wayne P.

Japanese the Manga Way: An illustrated Guide to Grammar and Structure. Stone Bridge, 2005. (Y-L)

Teens can learn the Japanese language manga-style in this book.

Larson, Kirby

Hattie Big Sky. Delacorte, 2007. (Y+)

16-year-old Hattie must find a way to cultivate the homestead she inherited from her uncle in this detailed look at Montana in 1918.

Llosa, Maria Vargas and Natasha Wimmer.

Letters to a Young Novelist. Picador, 2003. (Y)

This book compares some of the great literary authors and their works and analyzes what makes the classics so amazing.

London, Barbara and Jim Stone.

A Short Course in Photography: An Introduction to the Photographic Technique. Prentice Hall, 2008. (Y)

The authors explain basic techniques in taking various types of photos, including digital and black and white, and how to make and finish the prints.

Lubar, David.

Sleeping Freshmen Never Lie. Dutton, 2005. (Y)

A ninth-grader learns lessons about life and friendship as he hones his skills as a writer.

Lyga, Barry.

The Astonishing Adventures of Fanboy and Goth Girl. Houghton Mifflin, 2006. (Y).

A fifteen-year-old comic fanatic, known as Fanboy, pours his energy into creating a great graphic novel, while encountering the girl of his dreams, Kyra, known as Goth Girl.

Macdonald, Fiona

How to Be an Aztec Warrior. National Geographic, 2008. (I+)

This is more than just a manual for would-be soldiers of 14th- and 15th-century Tenochtitlan. Although it includes information about taking prisoners and moving up in the ranks, this readable title will give would-be Aztec role-players plenty of cultural information to go on.

Malam, John.

You Wouldn't Want to Be a Roman Gladiator. Franklin Watts, 2001. (I+)

Although the "You Wouldn't Want to" series is written for intermediate-grade readers, the fascinating historical detail and the cartoon illustrations will appeal to teens and give them ideas for characters. This volume is perfect for people who liked the Russell Crowe movie, *Gladiator*, and want more facts.

Matthiessen, Barbara.

Altered Book Collage. Sterling, 2005. (Y-L)

This book shows a variety of techniques for altering books.

Meyer, L.A.

Bloody Jack: Being an Account of the Curious Adventure of Mary "Jacky" Faber, Ship's Boy. Harcourt, 2002. (Y).

Mary Faber loses both parents and is forced to fend for herself along with orphans on the streets of London. She finds a way out by getting a job on a ship. The only problem is the crew believes she is a boy.

Murphy, Jim.

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793. Clarion, 2003. (Y+)

Yellow Fever spread through Philadelphia in 1793. The author explains how beliefs as well as mistakes made at the time help spread the fever.

Myers, Walter Dean.

Fallen Angels. Scholastic, 1988. (Y+)

This Coretta Scott King Award winner chronicles the Vietnam War experiences of Perry, a teenage soldier from Harlem.

Namioka, Lensey.

Ties That Bind, Ties That Break. Delacorte, 1999. (Y)

Ailin's father dreams of a new China and refuses to have her feet bound. Her family despairs that no one will marry her. But Ailin's unbound feet are able to take her farther than she or her family can imagine, all the way to America.

Niedzviecki, Hal.

The Big Book of Pop Culture: A How-to-Guide for Young Artists. Annick, 2007. (Y-L)

This book encourages teens to express themselves artistically.

Orr, Alice.

No More Rejections: 50 Secrets to Writing a Manuscript that Sells. Writers Digest, 2004. (Y)

This book explains what budding authors need to do to make their manuscripts appeal to publishers and agents, and to sell them.

Paolini, Christopher.

The Inheritance Series. Knopf, 2008. (Y+)

This best-selling series includes the fantasy dragon books entitled *Eragon*, *Eldest*, and *Brisingr*.

Paterson, Anna and Nora Walsh.

Careers in Focus: Writing. J.G. Ferguson, 2002. (Y)

This book will help teens understand careers in the writing industry such as author, publicist, or songwriter.

Petrillo, Valerie.

A Kid's Guide to Asian American History: More than 70 Activities. Chicago Review, 2007 (Y-L)

This book provides multi-cultural ideas, activities, crafts, and other projects based on Asian American history.

Pfeffer, Susan Beth.

Life As We Knew It. Harcourt, 2006. (Y+)

Told in journal entries, this book is about a teenage girl who strives to hold on to her sanity when the prospect of an asteroid hitting the Moon becomes a reality.

Rines, Frank M.

Landscape Drawing in Pencil. Dover, 2006. (Y)

This book provides instructions on how to draw landscapes in lead pencil, including shading, perspective, composition, and how to draw from nature.

Robbins, Trina.

From Girls to Grrlz: A History of Comics from Teens to Zines. Chronicle, 1999. (Y-L)

This book provides a history of the female influence over the zine industry.

Sandell, Lisa Ann.

Song of the Sparrow. Scholastic, 2007. (Y)

An Arthurian tale told through the eyes of sixteen-year-old Elaine of Ascolat, the Lady of Shalott.

Schick, Lawrence.

Dungeons and Desktops: The History of Computer Role-playing Games. AK Peters, 2008. (Y+)

RPG fans will appreciate this book about the stories of the role-playing developers, games, and gamers.

Schlitz, Laura Amy.

Good Masters! Sweet Ladies! Voices from a Medieval Village. Candlewick, 2007. (I+)

Schlitz's unusual picture book is a collection of monologues, intended for performance, of characters in a village near a manor in England in the year 1255. The monologues are much grittier than stories about dashing knights, and fair ladies and include accompanying historical notes and essays.

Scott, Michael Dylan.

The Alchemist: The Secrets of the Immortal Nicholas Flamel. Delacourte, 2007. (Y)

Fifteen-year-old twins, Sophie and Josh, find themselves caught up in a deadly struggle between two rival alchemists and their desire to possess an ancient and powerful book holding the secret formulas for alchemy and everlasting life.

Shanteau, Pamela.

The Ultimate Airbrush Book. Watson-Guptil, 2002. (Y)

This book discusses the history and techniques of airbrushing and its various uses such as decorative t-shirts, advertisement, or motor vehicles.

Smith, Betty.

A Tree Grows in Brooklyn. HarperCollins, 2001. (Y+)

Francie Nolan grows up in the slums of Brooklyn in the early twentieth century. She struggles with poverty and classism and aspires to go to college one day.

Sonnenblick, Jordan

Zen and the Art of Faking It. Scholastic, 2007. (Y)

When thirteen-year-old San Lee moves to a new school, he makes a name for himself as a Zen master.

Stephen, Jay.

Manga: Draw Your Own Fighters, Cuties & Card Creatures. Lark, 2008. (Y)

This book teaches how to draw manga figurines and also includes good skill building exercises to help beginners learn to draw.

Taylor, Mildred D.

The Land. Phyllis Fogelman, 2001. (Y)

In this prequel to *Roll of Thunder*, Paul-Edward, the son of a white man and a former slave, struggles to make a life for himself in the South during Reconstruction.

Taylor, Terry.

Altered Art: Techniques for Creating Altered Books, Boxes, Cards & More. Lark, 2004. (Y-L)

This is an excellent guide to show older teens how to make altered books.

Todd, Mark.

Whatcha Mean, What's a Zine?: The Art of Making Zines and Mini Comics. Graphia, 2006. (Y-L)

Twenty-one zine producers provide advice on a variety of topics, from starting a zine to searching for new ideas.

Trumbauer, Lisa.

Practical Guide to Dragons. Mirrorstone, 2006. (I+)

This beautifully illustrated book is filled with facts and images of many types of dragons.

Turtledove, Harry and Richard Dreyfuss.

The Two Georges. TOR, 1996. (Y+)

In this alternative history, the American Revolution never happens and America remains a colony of the British empire. Days before the King-Emperor is to arrive in America, the famous painting of King George III with George Washington is stolen by a radical group called the Sons of Liberty. It is up to Royal American Mountry, Colonel Thomas to get it back.

Turtledove, Harry.

The Guns of the South. Del Rey, 1997. (Y+)

What would it take for the South to win the Civil War? 21st century South African White Supremacists travel through time to give General Lee the AK-47 rifle. The South wins the war but what happens next is totally unexpected.

Ure, Susan.

The Altered Book Scrapbook. Sterling/Chapelle, 2006. (Y-L)

This book offers a variation to the altered book concept by showing how to alter a book into a scrapbook.

Yancey, Rick.

The Extraordinary Adventures of Alfred Kropp. Bloomsbury, 2005. (Y)

Through a series of dangerous mishaps, teenage loser Alfred Kropp rescues King Arthur's legendary sword Excalibur from the forces of evil.

Yang, Gene Luen.

American Born Chinese. First Second, 2006. (Y-L)

In this Michael L. Printz award winner, the comic book formatted narrative alternates between three stories about the problems of young Chinese Americans trying to assimilate in the popular culture.

FILMS, VIDEO RECORDINGS, AND DVDS

Art in the Classroom: Color Concepts. Sunburst Visual Media, 2004. (29 minutes)
(Y)

Artist Raleigh Kinney demonstrates the aspects of color such as hue, intensity, value, etc., and the proper way to blend and choose colors.

Art in the Classroom: Composition. Teacher's Video, 2001. (23 minutes) (Y)

Artist Anthony Pessler shows what goes into making a good composition by focusing on the variety, balance, and unity of a composition.

Art in the Classroom: Perspective Drawing. Sunburst Visual Media, 2004. (28 minutes) (Y)

Artist Jason Envoy explains the basics of one and two point perspective in drawing by examining the areas of horizon line, picture plane, and convergence.

Brothers Grimm. Miramax, 2005. (118 minutes) (Y+)

In this comedy adventure, famed brothers Jacob and Wilhelm Grimm encounter a town in danger from a magical curse.

Castle in the Sky. Disney, 2003. (125 minutes) (Y)

Pazu is involved in an exciting adventure after Sheeta, a young girl wearing a glowing pendant, floats out of the night sky and into his life.

Confessions of a Teenage Drama Queen. Disney, 2004. (89 minutes) (Y)

In this movie based on Dyan Sheldon's young adult novel, Lola sets her sights on the lead in the annual drama production, and finds herself in conflict with the most popular girl in school.

Eragon. Davis Entertainment, 2006. (104 minutes) (Y)

Based on the best-selling young adult fantasy series by Christopher Paolini, a young farm boy finds a dragon's egg, which leads him on a magical journey.

Freaky Friday. Walt Disney Home Entertainment, 2003. (97 minutes) (Y)

A mother and daughter's lives are "altered" when their bodies are magically switched and they are forced to live each other's lives for one freaky Friday.

How to Deal. New Line Cinema, 2003. (101 minutes) (Y)

In this movie based on Sarah Dessen's young adult novel, *That Summer and Someone Like You*, Halley struggles with life's lessons and ultimately learns "how to deal."

Howl's Moving Castle. Disney, 2006. (119 minutes) (Y)

Trouble begins as a young woman named Sophie is cursed by the Witch of the Waste and turned into an old woman, unable to tell anyone of her plight.

Knight's Tale. Sony, 2001. (132 minutes) (Y)

Based on Chaucer's *The Canterbury Tales*, a young squire disguises himself as a knight in order to qualify for the jousting games.

Legend. Universal, 1985. (89 minutes) (Y)

A fantasy-adventure set in a mystical world filled with, elves, fairies, monsters, and more!

Mummy. Universal, 1999. (124 minutes) (Y+)

Stumbling upon an ancient tomb, treasure hunters awaken a mummy and danger ensues.

Musketeer. Universal, 2001. (104 minutes) (Y)

Follow the adventures of the dashing swashbuckler D'Artagnan as he strives to become a Musketeer.

Path to Publication: Writing for Different Genres: Advice from Authors, Editors, and Agents. Films for the Humanities & Sciences, 2005. (82 minutes) (Y)

Explore writing genres and the various techniques for writing them with authors Martin J. Smith and Adara Lara.

Pirates of the Caribbean: At World's End. Disney, 2007. (168 minutes) (Y+)

The third installment of the fantasy misadventures of the pirate Captain Jack Sparrow and his friends, Will and Elizabeth.

Princess Mononoke. Buena Vista, 2000. (134 minutes) (Y-L)

As a young warrior searches for a cure for a deadly curse, he becomes entangled in an intense battle between humans and the forest's animal gods.

Read It and Weep: Zapped Edition. Disney, 2007. (84 minutes) (Y)

Jamie's private electronic journal is inadvertently entered in a writing contest and becomes a best-selling book in this Disney Channel Original Movie.

Sisterhood of the Traveling Pants. Warner Brothers, 2005. (119 minutes) (Y)

Based on the best-selling young adult series by Ann Brashares, four best girlfriends hatch a plan to stay connected with one another through a pair of secondhand jeans.

Spirited Away. Buena Vista, 2003. (132 minutes) (Y)

A young girl fights to free herself from a strange world of spirits as well as rescue her parents.

The Princess Bride. 20th Century Fox, 1987. (98 minutes) (Y+)

This classic fantasy tale includes giants, swordsman, love, and adventure.

Timeline. Paramount, 2003. (116 minutes) (Y+)

When a professor is transported back to France in 1357 in a time machine, his son must travel back to survive long enough to rescue and save his father.

Transformers. Dreamworks, 2007. (144 minutes) (Y+)

A war re-erupts on earth between two robotic clans that can transform themselves from common vehicles into powerful robots of destruction.

Writers Workshop: Fiction and Nonfiction. Australian Broadcasting, 2000. (162 minutes) (Y)

This DVD shows various authors talking about their creative process and about participating in the Adelaide Festival of the Arts in 2000. It is divided into six parts called, "So you want to write a story," "Essentials of becoming a writer," "How do writers go the distance," "Crafting the story," "Creating characters," and "Dealing with writer's block and rejection."

Writing for Students: Using the Writing Process. Schlessinger Media, 2006. (23 minutes) (Y)

This video illustrates how the writing process varies from author to author and how individuals may develop their own writing process.

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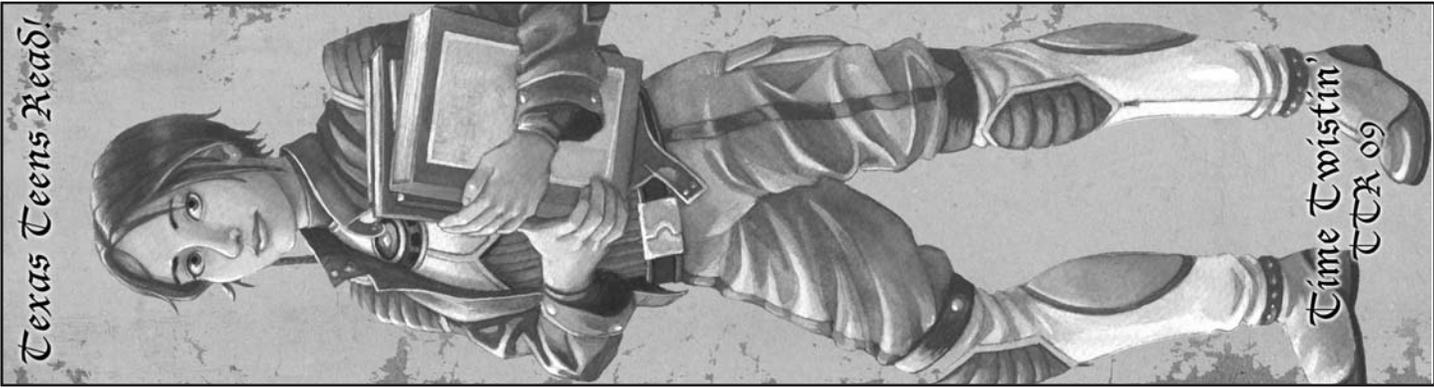
The 2009 *Time Twistin' TTR.09* Texas Teens Read! manual includes the following materials.

- Bookmarks
- Borders
- Fonts (theme in varying fonts and sizes)
- Artist Banners
- Buttons
- Certificate of Appreciation
- Title/Time Log



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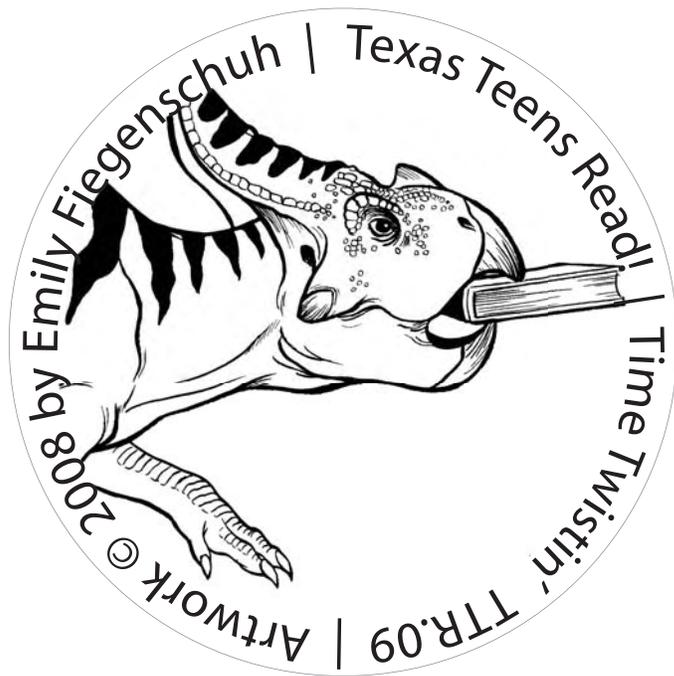
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Texas Teens Read!
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Library

Teen's Name

Librarian

Date



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Texas Teens Read! Time Twistin' TTR.09



Title Log

Name: _____

Age: _____

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On this side, list the titles of the books you read.

Texas Teens Read! Time Twistin' TTR.09



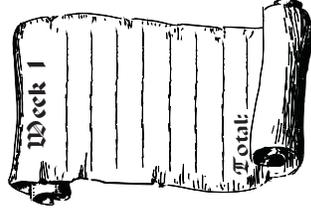
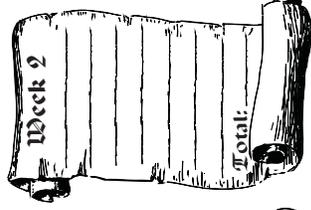
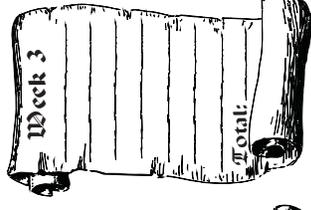
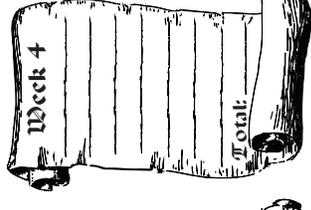
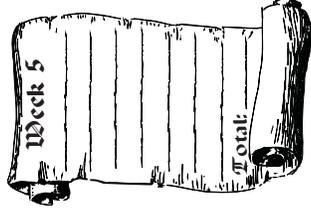
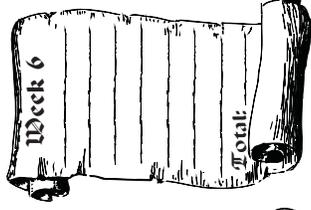
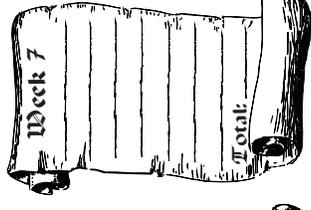
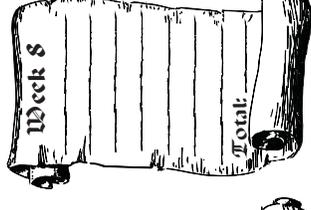
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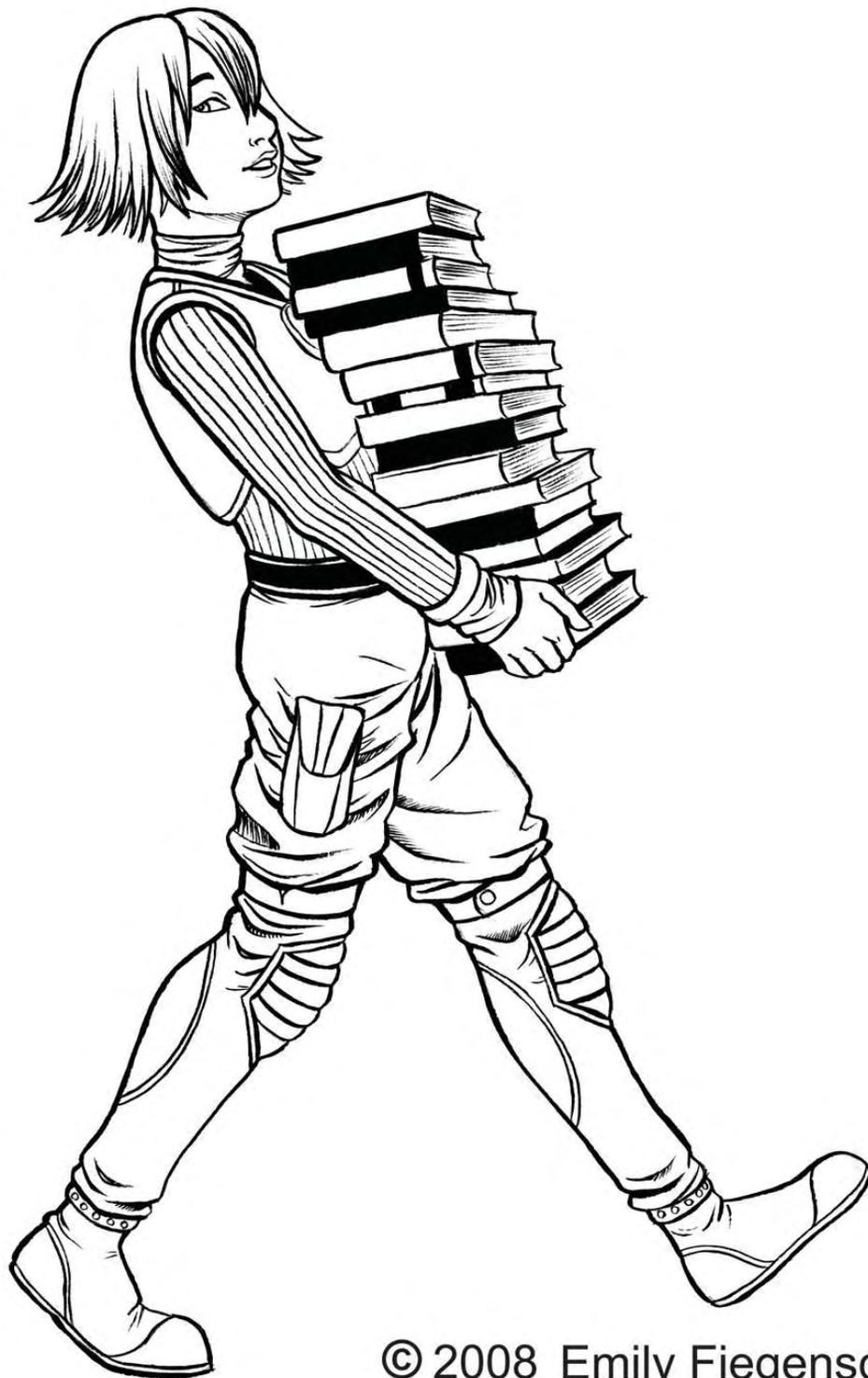
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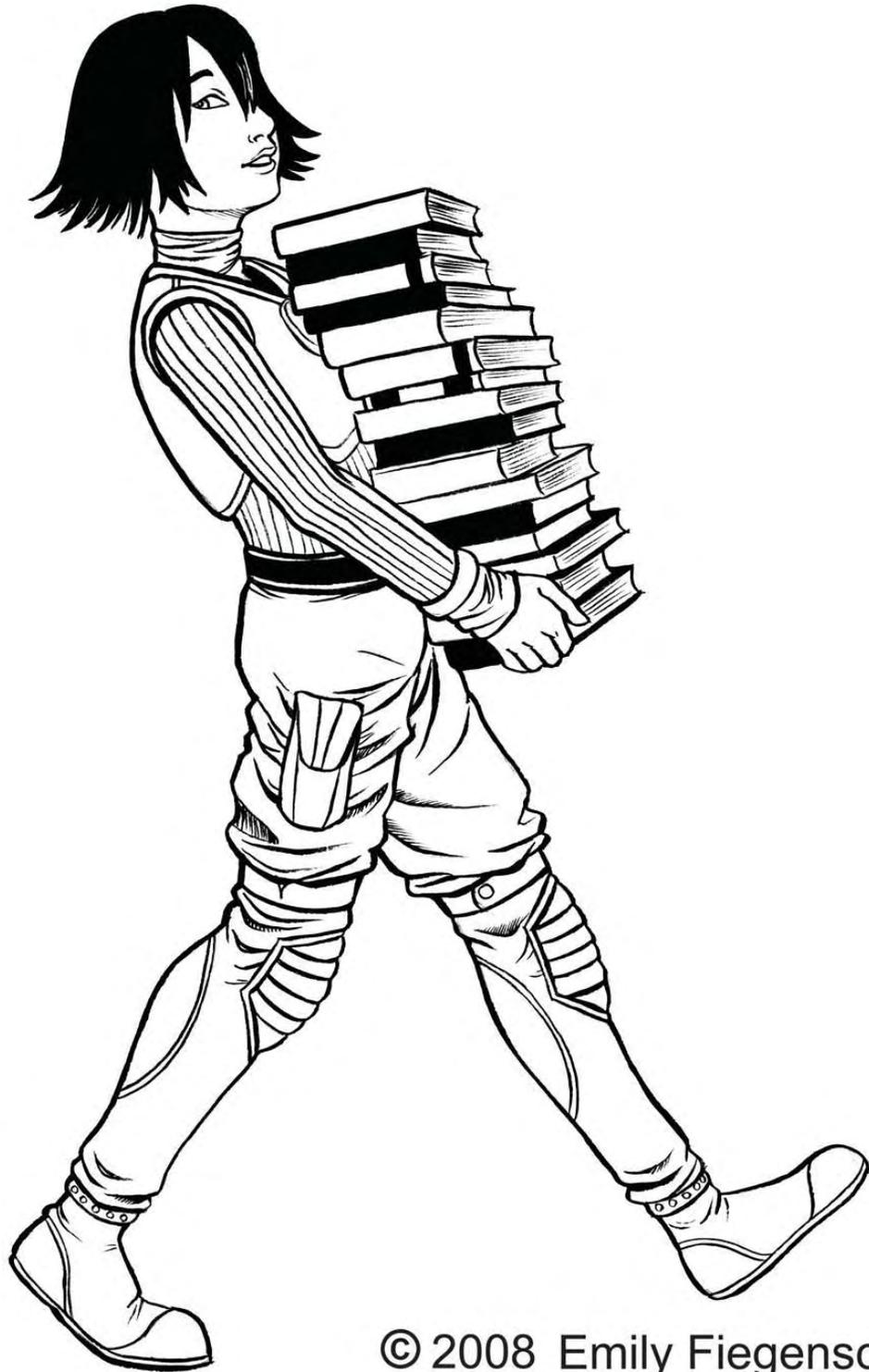
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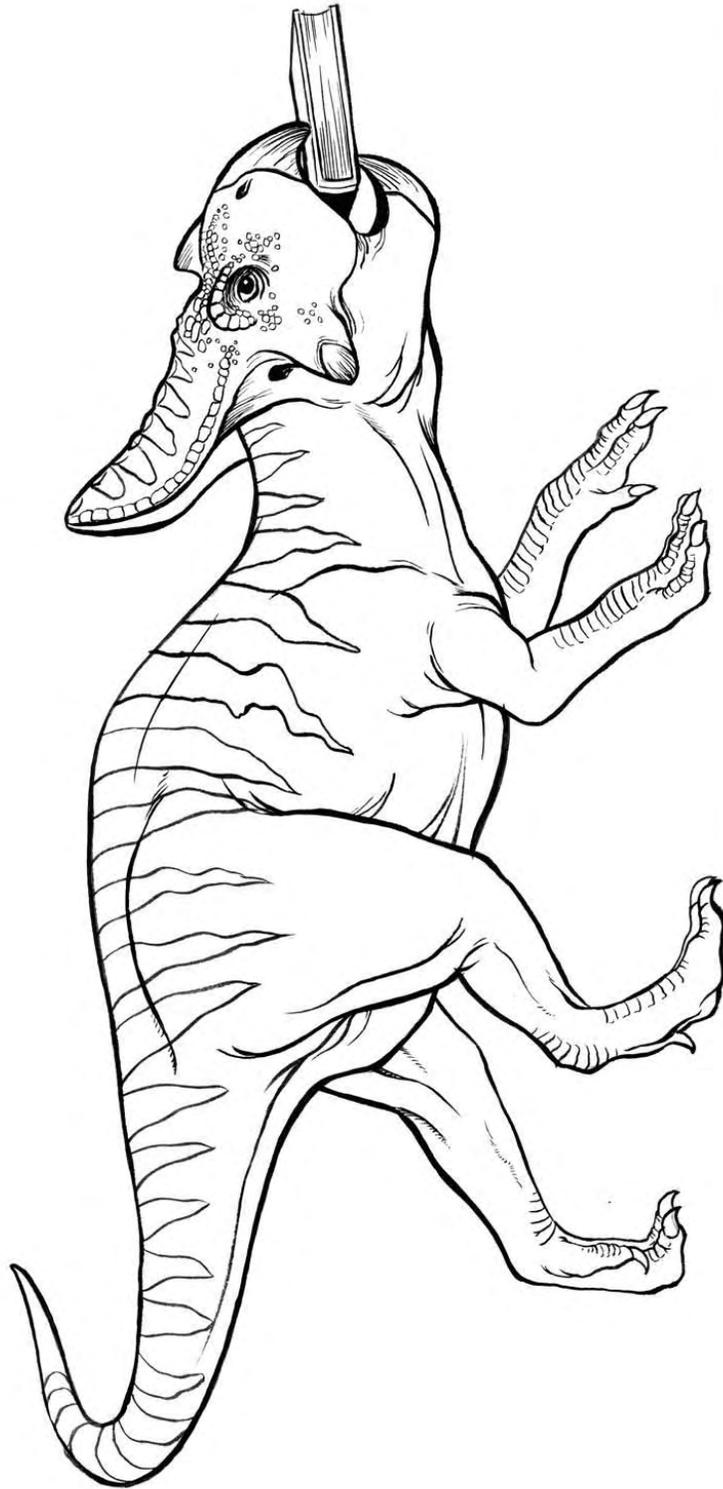
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WANTED: TIME TWISTERS



\$1,000



\$1,000

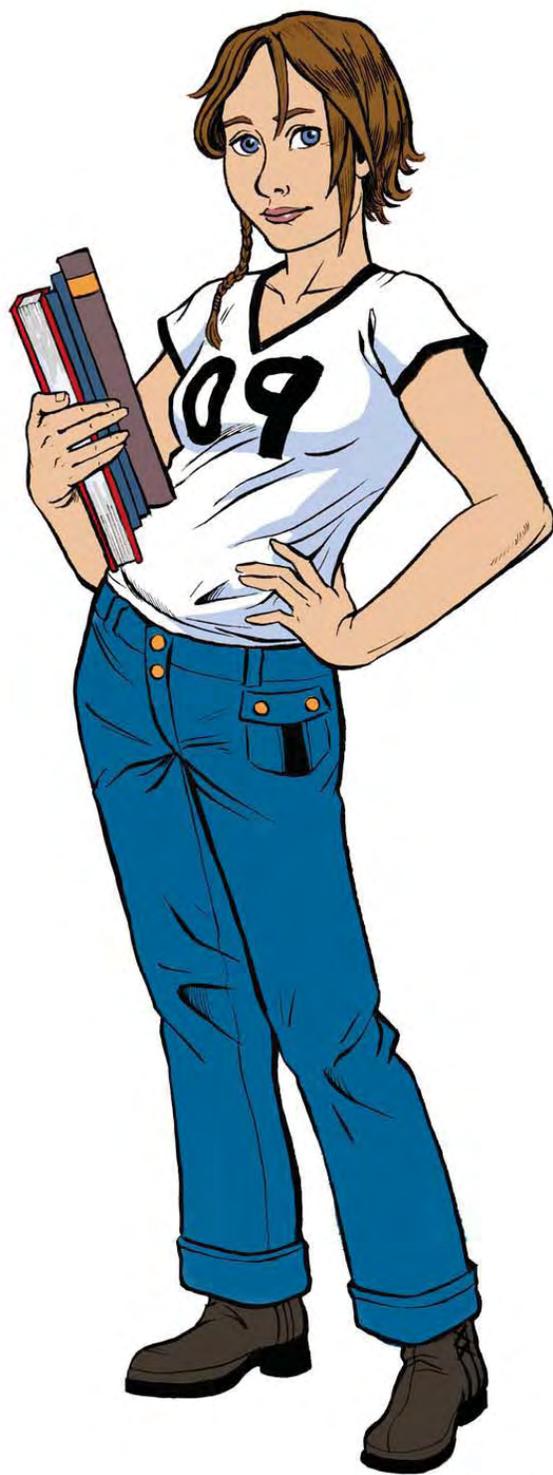
Handwritten scribbles at the bottom of the poster.

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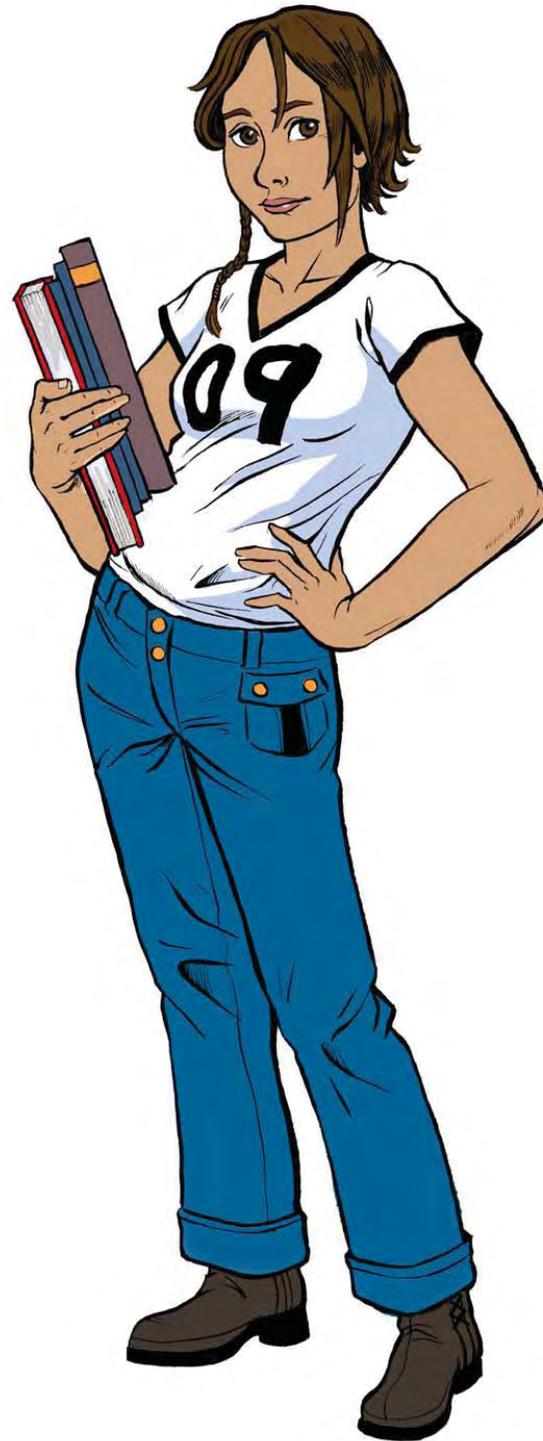
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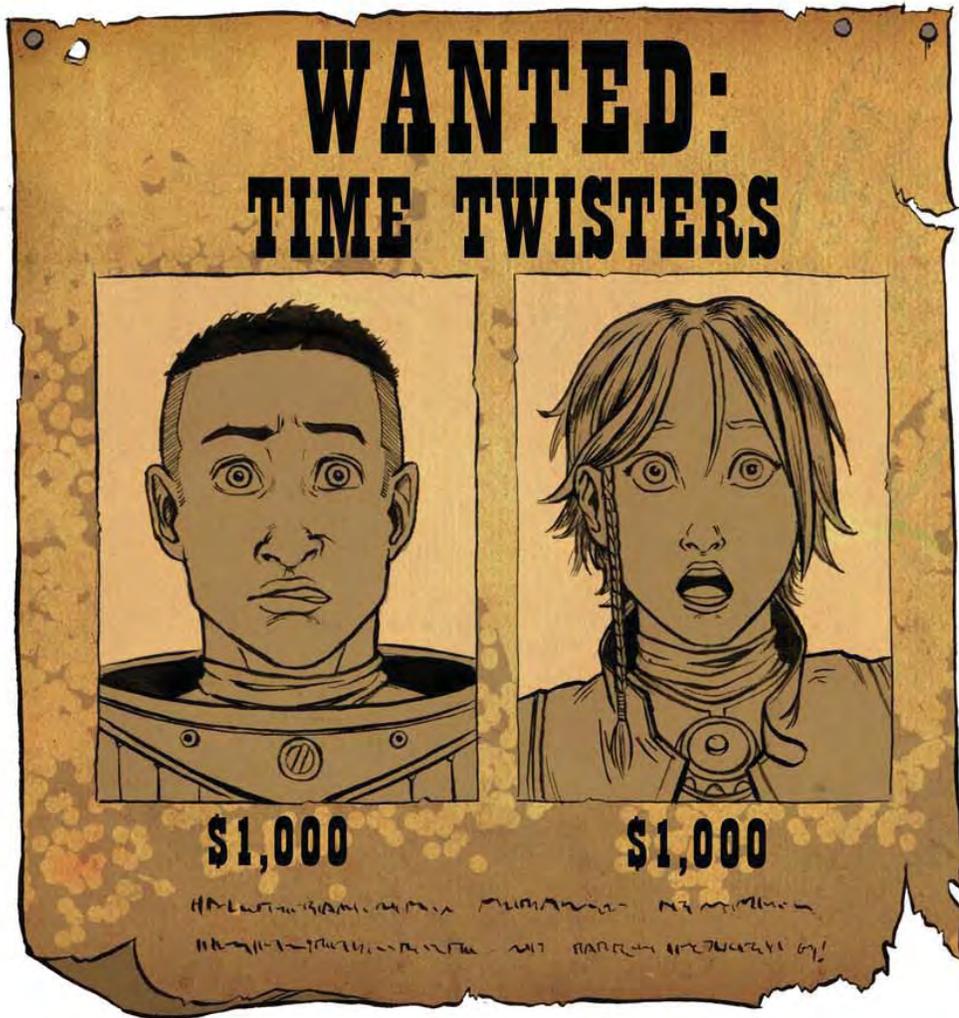
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