

Within Arms Reach ... The Future is Yours!



Texas Teens Read! TTR.10

2010 Texas Teens Read!

Programming Manual

Within Arms Reach: The Future is Yours!

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Preface

It is a great pleasure to present this 2010 Texas Teens Read! manual, based on the theme, *Within Arms Reach: The Future is Yours!* The manual features eight programs written by Texas librarians that are designed to bring teens to the library for summer fun and provide experiences that build positive developmental assets.

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

The Young Adult Round Table (YART) Texas Teens Read! Advisory Committee (TTRAC) advises TSLAC in the development of the Texas Teens Read! by proposing annual themes, nominating artists to create artwork, and co-sponsoring programs about the manual and artwork at annual Texas Library Association conferences. My greatest thanks go to YART Chairs past and present, and especially to the Texas Teens Read! Advisory Committee members who contributed so much to developing this program. Several members of the TTRAC wrote the eight outstanding programs for the manual about anime, arts and crafts, dance, poetry, music, and more, and I extend my highest gratitude to them. You may read about the authors in the *About the Authors* section of this manual.

I would like to express my gratitude to Dawn Vogler, Manager of Continuing Education at TSLAC, for her support of Texas Teens Read!, and to the staff at the TSLAC who produce the online manual and coordinate the reproduction and distribution of the artwork: Michael Shea, Jaime Reyes, Pat Carlson, and Suzanne Holman.

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

Christine McNew, editor
2010

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

Introduction

Goals and Purpose

Creative expression is an essential part of being a teen. Through programs in this manual, teens may find that they enjoy expressing themselves through one or more avenues, such as painting, photography, dance, journaling, writing, sculpting, music, career exploration, athletics, reading and more! For the first time, two of the *Texas Teens Read!* programs are co-authored by teens and their librarian!

Finding an outlet for self-expression can be a truly worthwhile experience and the library is a great setting for teens to discover their passion for creativity. To aid teens in finding ways to express themselves creatively, the authors of this manual have suggested a variety of programming ideas and invite librarians to try some of them with their teens. The authors' hope is that, through participating in these programs, teens will discover their passions and realize that their dreams are within their grasp, and the future can be what they make of it.

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

Target Age Group 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 *Within Arms Reach: The Future is Yours!*, and the programs in this manual support this theme. Program activities include a teen café night, dance, arts and crafts, anime conventions, digital photography, audio recording, and more.

Artwork

Angela Martini designed the posters, certificates, bookmarks, and clip art for *Within Arms Reach: The Future is Yours!*

In addition to the artwork by Angela Martini, a mini-poster has been created based on a digital photo created by Aaron Castro, a high school student from Edinburg, Texas. The *Texas Teens Read!* Advisory Committee selected Aaron Castro's photo from the Texas Media Award entries; it captures the essence of a young person reaching out to fulfill future dreams.

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. Research findings and additional information about the value of the 40 assets and the impact of the assets on youth may be found at www.search-institute.org/research/.

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 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/ya_readingclub/index.html.

Marketing, Cooperation, and PR

Preparation: Planning and Sponsorship

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

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

Partnerships or donations can be big or small, formal or informal, for the whole summer or for one event, but whatever the size of the contribution, it is important that the sponsorship be mutually beneficial. Acknowledge sponsors in promotional material, news releases, or press coverage. Also, acknowledge them and their contributions by sending a thank you letter and summary of program results, including the goals and 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, game stores, cultural and educational groups, performers, clubs, recreational facilities, and local schools to see what talent your community holds.

Draft letters to send out to local businesses that have teens as clientele, including fast food restaurants (especially pizza parlors), grocery stores, recreational facilities, bookstores, music stores, movie theaters, and video game stores. Keep the letter simple. Explain the program, your contribution needs, the dates when the contribution is needed, and the benefits for the contributor. A "Sample Letter to Potential Sponsors" is included below. Once the letter is 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 _____,

2010 Texas Teens Read!

Within Arms Reach: The Future is Yours!

Published by the Library Development Division of the Texas State Library and Archives Commission

Austin, Texas

2010

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

This year's theme is *Within Arms Reach: The Future is Yours!*. At library programs, teens will participate in a teen café night and programs on dance, arts and crafts, anime, digital photography, audio recording, and more. The program begins on (start date) and ends on (finish date).

We hope that you will consider becoming a *Within Arms Reach: The Future is Yours!*, 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 or are unaware of what the library offers for teens. Begin promoting *Within Arms Reach: The Future is Yours!* 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 'twens, then let the design and content of the posters and flyers reflect that. If you are presenting a program specifically for older teens, then make the promotional materials edgier and more appealing to their interests.

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

- Near snack machines (in the library and community)
- Malls or shopping areas (including bookstores, music stores, game stores, comic shops, video rental stores, and clothing stores)
- Groups or meetings (Girl Scouts, Boy Scouts, church groups, etc.)
- Activity centers (Parks and recreation facilities, YMCA, YWCA, Boys and Girls Clubs, etc.)

- Recreational facilities (roller skating rinks, bowling 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 well in advance and request their deadlines, submission requirements and guidelines, as well as their preferences for length and method of submission. Many stations require at least a few weeks' notice, so prepare your PSA as far in advance as possible. Some stations prefer faxed submissions, some prefer email, and still others want PSAs to be delivered in person or by postal mail. Printed calendars may have deadlines as much as a year in advance and you may need to send a general description long before you finalize your programs.

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

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

Public Service Announcements are designed to air on radio or TV stations. Generally an announcer or an on-air personality reads a PSA, but some outlets require an audio or video recording of a PSA. You may submit the text for a PSA that gives an overview of the library's Texas Teens Read! program as a whole, or you may submit a PSA about a particular event, such as a kick-off or grand

finale. Try to get spots on several radio and TV stations, particularly on stations that teens listen to. A single broadcasting company often owns multiple radio stations and will distribute a PSA to all its stations. A PSA is often shorter and less formal than a press release. Typically they are about 20 to 30 seconds. The sample PSA below may be read in 20 seconds.

Sample Public Service Announcement (PSA)

To: _____ Broadcasting (or radio station name)

From: Your Name at _____ Public Library

Please announce on all stations.

Attention: PSA

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

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

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

Presentations at Schools

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

Even if time does not permit ongoing communication and collaboration with the schools, it is possible to market the Texas Teens Read! program in junior high and high schools. Send a letter to the district superintendent or school principals in January or February asking for permission to visit schools. Check the calendar on the school or district web site and find out when standardized testing of students will occur. Suggest dates for your visits that are after standardized testing is completed. Follow your letter with a phone call to talk in more detail about the visits and scheduling, and ask 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: Web sites/Blogs/e-Newsletters/Email/Instant Messages/Social Networking/Podcasts

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

If possible, host an online reading club so teens can record and keep track of their reading online. Many libraries host online summer reading clubs using a software management system produced by Evanced Solutions at 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 *Within Arms Reach: The Future is Yours!* 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 that do not come into the library regularly through email, Instant Messenger, social networking sites if your library allows them, and podcasts on your library's teen web page. Many libraries are creating Facebook and MySpace pages that provide social networking opportunities and offer an easy way to get the word out about programs.

Legalities

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

Gaming and the Law

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

An MP3 audio file of *What IF: Gaming, Intellectual Freedom and the Law* by Katherine Fallow, a presentation at the 2007 ALA TechSource Gaming, Learning, and Libraries Symposium, is available at 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 placed in the circulating collection, installed on library computers, or played at library programs. The policy may include statements about acceptable ESRB ratings for video games for children, teens, and adults. For example, the policy may state that games rated "EC", "E", and "10+" will be in the children's collection, games rated "E", "10+", and "T" will be in the teen collection, and that the adult collection may include games rated "M". The policy may also state that games rated "EC", "E", and "10+" may be played at children's gaming programs or installed on computers in the children's

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department, and that games rated "E", "10+", and "T" may be played at teen gaming programs and installed on computers in the teen department. This policy should be provided to patrons, particularly parents of children and teens attending gaming programs and playing games on library computers.

The Bingo Enabling Act

Bingo games fit so many areas of our programs; it is an easy game to play, and can be tailored for almost any topic. While you may be tempted to play "Sports Bingo," "Video Game Bingo," or even "lotería leer," as you plan your summer programs, please be aware that it is a third degree felony, subject to a \$10,000 fine and three years of jail time, to sponsor any bingo without a license.

The Bingo Enabling Act does not permit libraries, schools, or non-profit organizations to sponsor any type of Bingo game without a license from the Texas Lottery Commission. Licenses are required for all types of bingo, including Mexican Bingo or lotería. Licenses are only available to organizations that hold a 501c exemption from the IRS and have been in existence for at least 3 years. Applying for a license may take 30 to 60 days. Application forms are available online at 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. Lastly, in the current age of digital access, it is often very easy to communicate with the copyright owner, who is often quite pleased to provide permission for use of material by teens.

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

Most U.S. songwriters and composers 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 \$305 a year based on a 2009 fee schedule for BMI.

There are several different types of “rights.” If you plan to include music on a video, web site, or in some other manner, please read about relevant licensing requirements or consult legal counsel. Note that the public performance of music via digital transmission (such as over the Web) implicates additional rights that these organizations cannot license. Although these three organizations license performance over the Web of the underlying musical score, it is also necessary to obtain permission to perform via digital transmission of the sound recording itself. This is a very complex area of copyright law, so if you are considering making digital transmissions of music, check out How Stuff Works at <http://entertainment.howstuffworks.com/music-licensing3.htm> for some background, but you will probably need to obtain legal advice.

Films

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

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

The cost of an annual movie license is based on the number of registered patrons and is often less expensive than purchasing public performance rights to show just a few movies. For example, an annual license for a library with 5,000 registered patrons costs about \$300 and covers most movie studios, including Buena Vista Films and Dreamworks. The average cost per patron for a license to show movies for a year is about five cents. Contact Movie 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.

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

Serving Teens with Disabilities

The Americans with Disabilities Act (ADA) requires public libraries to make reasonable accommodations for people with disabilities so that they have access to the library building, programs, and materials. As you plan for the 2010 *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 applicant meets one or more of the federal eligibility criteria.

The criteria are:

- Blindness

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

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

TBP provides books on cassette tape, in Braille, in large print, 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

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 2010. 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

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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.

About the Artist, Angela Martini

Angela Martini always knew she wanted to be an artist, just not the starving kind, so she decided to be an illustrator when she grew up. So far her plan has worked out rather well. After graduating with a BFA in Illustration from The Fashion Institute of Technology, she worked as a fashion illustrator, a coat check girl, a web designer, and a character creator for a design firm. Now she works from home as a freelance illustrator creating whimsical artwork for the teen and tween crowd. She's illustrated four books for American Girl and numerous book covers for Scholastic, Penguin, Simon & Schuster and Random House. Angela lives in Brooklyn, New York and in her spare time she likes to take photos of her two cats and tries, along with her husband, to tame their spoiled chihuahua.

Selected Titles by Angela Martini

Fiona Finkelstein, Big-Time Ballerina!!

A Smart Girl's Guide to Friendship Troubles

A Smart Girl's Guide to Parties

A Smart Girl's Guide to Starting Middle School

Stand Up for Yourself and Your Friends: Dealing with Bullies and Bossiness and Finding a Better Way

Acceptable Use of Artwork by Angela Martini

The 2010 *Texas Teens Read!* artist is Angela Martini and she possesses the copyright to the artwork she created for *Within Arms Reach: The Future is Yours!* In accordance with the artist's contract with the Texas State Library and Archives Commission, Angela Martini's artwork is included in the 2010 *Texas Teens Read!* manual on the Texas State Library's web site and on CD-ROM.

Color Artwork: Poster, Certificate, and Bookmark

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

Texas libraries are granted permission to upload the color artwork onto their library web sites for the sole purposes of promoting the 2010 *Texas Teens Read!*, libraries, and reading. The library must provide a link to this Acceptable Use of Artwork by Angela Martini on the Texas State Library and Archives Commission web site, or on the library's web site. The color artwork must carry the copyright symbol designating Angela Martini as copyright holder.

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

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

All reproductions of the color artwork (poster, certificate, bookmark) must credit the *Texas Teens Read!* and the Texas State Library and Archives Commission. They must include the words, "*Texas Teens Read!*" and "The 2010 *Texas Teens Read!* is Sponsored by (insert the name of your library) and the Texas State Library and Archives Commission." This text appears and must remain on the poster, bookmark, and certificate.

Clip Art: Color and Black and White

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

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

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

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

The artwork may only be used on items that will be sold if the proceeds are returned to the library directly or through a Friends of the Library organization, and sales are limited to Texas. Please direct questions to the Texas State Library and Archives Commission, 512-463-6623.

For more information, please contact 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

Kim Archer

Kimberly Archer is the Public Services Manager for the Pasadena Public Library System, where she recently oversaw the opening of a brand new teen library in the newly renovated central library. Kimberly is a former teen services coordinator and youth services manager who served 3 years on the Texas Teens Read! Committee. She received her MLS from Texas Woman's University and her MA in Humanities from University of Houston-Clear Lake.

Deban Becker

Deban Becker received her MLS with a specialty in Youth Librarianship from the University of North Texas. Ms. Becker was a member of the Texas Teens Read! Advisory Committee from 2006-2009. She has worked as a co-author of two chapters of *Game On! TTR.08*, the *2008 Texas Teens Read! Manual*, wrote four chapters of *Time Twistin' TTR.09*, the *2009 Texas Teens Read! Manual*, and she wrote three chapters and the introduction for the *Within Arms Reach...The Future is Yours! 2010 Texas Teens Read! Manual*. Ms. Becker also presented workshops on the *2009 Texas Teens Read! Manual* in several Texas cities. Ms. Becker presented workshops on the *2009 Texas Teens Read! Manual* in several Texas cities and presented programs on the manual at the 2008 and 2009 Texas Library Association. Ms. Becker is happily expecting her first child.

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.

Maritza Hernandez

Maritza Hernandez is a 17-year-old high school Senior at Anahuac High School in Anahuac, Texas. Maritza is an active library user and has been instrumental in increasing the teen population at the library through her assistance with programming and collection development. Maritza is a current member of the Student Teen Advisory Board (S.T.A.B.) and has had the opportunity to attend the Texas Library Association's annual conference for the past 3 years. Maritza plans on attending college to study publishing or editing where her dream is to get paid to read.

Valerie Jensen

Valerie Jensen is the Assistant County Librarian at the Chambers County Library System in Anahuac, Texas. Ms. Jensen is responsible for teen programming at the main branch and has helped implement teen services and collections at the branch libraries. She served 3 years on the Texas Teens Read! Committee and helped establish Texas Teens 4 Libraries (TT4L) teen day at the Texas Library Association's annual conference. She obtained her MLS degree from the University of North Texas in 2005.

Ashli Pingry

Ashli Pingry is 19 years old and recent graduate of Anahuac High School in Anahuac, Texas. Ashli worked at the Chambers County Library System as a Library Page and was president of the Anahuac Anime Club and vice president of the Student Teen Advisory Board (S.T.A.B.). Ashli also assisted with programming and was very helpful with the collection development of manga and anime. She is currently a student at FIDM in Los Angeles, California.

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Anime Clubs and Conventions

By Valerie Jensen and Ashli Pingry

Length of Program

1 hour – 10 hours

Program Description

Cultural activities provide teens with a deeper understanding and knowledge of the people around them. Teens explore other cultures daily through interactions with their peers and friends. This program will focus on the Japanese culture by creating a broadened understanding of Japanese traditions through Anime and Manga. The program will specifically focus on Anime clubs and conventions that can be held as ongoing programs at your library while instilling learning through cultural activities. Anime conventions can be very time consuming and require a great deal of planning. All of the activities listed below can be done individually as stand-alone programs or combined to provide a full day of fun.

Anime is the term coined for Japanese animation. It comes in the form of television shows, DVDs, and theater releases. In Japan, anime is a popular form of entertainment, available in a variety of genres, such as action, romance, mystery, comedy, fantasy, and more. Most of the time anime is derived from manga, the Japanese term for comic books, although occasionally the anime (film) will come first and the manga (book) will follow. Popular examples of anime include Pokemon and Dragon Ball.

Developmental Needs and Assets

This program allows teens to be very creative and interact with other teens and adults. The social competencies instilled through this program allow teens to open themselves up and become comfortable with people of other cultures, backgrounds and ethnicities. It reinforces values, builds self-esteem and confidence, increases team working skills by planning and implementing programs. They see themselves as valuable members of the community by providing programs to other youth in their community.

Books to Display

Cosplay: Catgirls and Other Critters by Gerry Poulo.

Everybody Cosplay. Vol. 1 by Jan Kurotaki.

Food and Recipes of Japan by Theresa Beatty.

How to Cosplay. Vol. 1 by Graphic-Sha.

Japan Edge: The Insider's Guide to Japanese Pop Subculture by Mason Jones.

The Manga Cookbook by Chihiro Hattori.

The Simple Art of Japanese Calligraphy by Yoko Takenami.

Watching Anime, Reading Manga: 25 years of Essays and Reviews by Fred Patten and Carl Macek.

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Books to Booktalk

Bleach by Tite Kubo.

Japan Ai: A Tall Girl's Adventures in Japan by Aimee Major Steinberger.

Paradise Kiss by Ai Yazawa.

Bulletin Boards

The American Library Association offers READ software allowing you to insert your own pictures into READ backgrounds just like the celebrity read posters. Take pictures of your anime club or someone in costume. This makes a great addition to your graphic novel collection. Pictured here is Ashli Pingry who is an avid cosplayer and aspiring designer. Be sure to get a signed permission slip from the teens and parents of teens younger than 18 before posting their photos in the library.

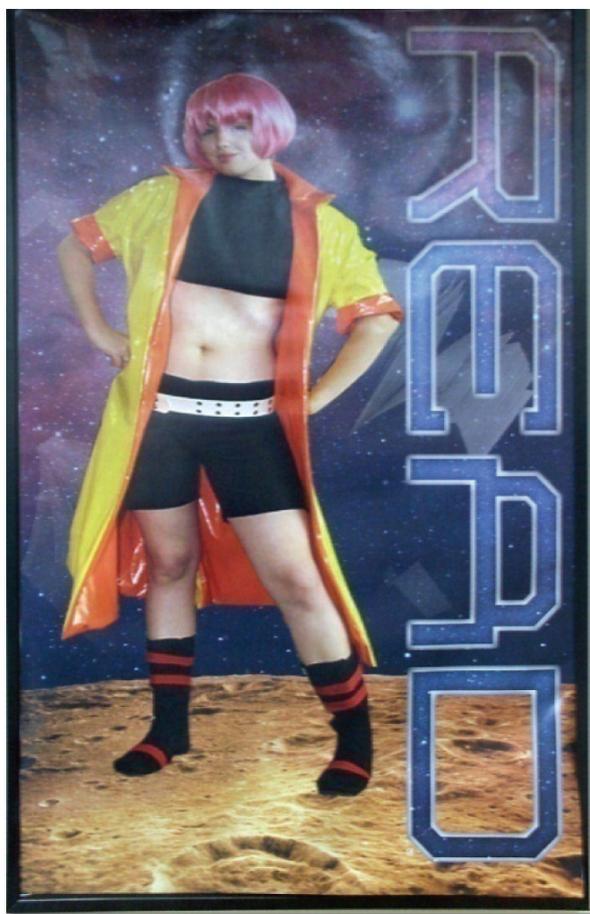


Photo used with permission of Ashli Pingry.

Take pictures of your Anime club members with their favorite manga/anime and put them on display. Allow teens to hold their favorite manga or anime when taking the picture. Be sure to get a signed permission slip from the teens and parents of teens younger than 18 before posting their photos.

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Have teens cut out Japanese characters to spell out words like Manga, Anime, etc. Display books on Japanese language and calligraphy. Refer to *The Simple Art of Japanese Calligraphy* by Yoko Takenami when making your bulletin board or to one of the many web sites that feature Japanese calligraphy. This activity could be done during an anime club meeting.

Games and Activities

Anime Clubs

Anime clubs have increased in popularity over the past few years with school, public and academic libraries forming groups all over the country. Anime clubs normally meet once or twice a month depending on the demand of your club members. Getting involved with a club supporter offers great advantages for the club members. *Operation Anime*, www.operationanime.com, for example, is a great supporter of Anime Clubs and offers a title for screening each month by club members, as well as occasional freebies such as bookmarks and postcards. In exchange all they require is that club members complete online surveys. Another club supporter is *Stuf for Clubs*, www.rightstuf.com/rssite/main/animeClubs/, which even provides help in getting permission to screen anime, along with screening copies of the film.

Anime Screenings

Begin each club meeting by announcing the anime title that will be screened. If possible, display the manga for this title along with other manga titles. If the anime was received from a company that supports anime clubs, it usually includes permission to screen the anime. Otherwise, you will have to get permission to show your titles. Some anime is covered under license from Movie Licensing USA or Motion Picture Licensing Corporation if the production is owned by a major studio, such as DreamWorks and Buena Vista, or another studio represented by the license. Much anime, however, is released through smaller studios not covered by these blanket licenses. In that case requests may need to go directly to the studio. *Right Stuf* at www.rightstuf.com/ubbthreads/ubbthreads.php/topics/815/ provides information on how to obtain permission to screen anime. In addition to explaining how to request permission, this site also provides publisher contact information.

Anime Charades

In advance, write the names of several manga and anime characters on slips of paper and place the slips in a box or other container. Be sure that there is an even number of slips. Charades is a game of pantomime, so no words or clues can be spoken. All clues must be acted out. The librarian acts as timekeeper and scorekeeper. The librarian can also review strategies for charades, such as gesturing to indicate that the guess is "on the nose" or indicating the number of syllables by holding up fingers.

Divide the teens into two teams. One member from the first team pulls a name out of the box. That player must act out the character's name for his or her teammates to guess. If the character is guessed within the time allotted, usually three minutes, then the team wins a point. If the team can't guess the character no point is awarded. Switch teams until all of the slips have been pulled. The team with the most points wins. Consider providing small prizes like the Megatokyo bookmarks sold by the *American Library Association*, www.alastore.ala.org/. Examples of possible characters to include are: Sailor Moon, Naruto, Pokemon, and Sora (Kingdom Hearts). Look at the anime and manga in the library collection to ensure that the characters will be known to the teens.

Fundraisers

Hold gaming tournaments and charge a small admission fee, if the library policy permits this or it can be done under the auspices of the Friends of the Library. Sell refreshments with the proceeds going back to Anime club. Popular video games for tournaments include *Super Smash Bros. Brawl*

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and *Tekken 5*. Gaming tournaments are also described in the video gaming program in the 2008 *Texas Teens Read Manual* at www.tsl.state.tx.us/ld/projects/ttr/2008/manual/video_games.html#tournament

Newsletters

Encourage the club members to create an anime club newsletter. Include club news, events, pictures, resources for fans, and information about upcoming events. Be sure to post the newsletter on the library web site and distribute it through local comic stores and video rental stores, if possible.

Cosplay Day

Cosplay is short for “costume role play” and is a type of performance art, although it has also come to mean simply wearing the costume. Invite members of the anime club to dress up as their favorite manga or anime character for one of the club meetings. If enough of the teens know each other, they might even reenact a scene from a favorite anime film.

Field Trips

Take members on a field trip to select anime with money raised from fundraisers. Anime will be added to the collection for all patrons to check out. It’s a nice touch to put donor stickers inside each anime DVD stating that it was purchased with funds raised by the teen anime club.

Anime club members can provide very valuable input when it comes to collection development of manga and anime collections. Use their expertise when purchasing new titles. They also are very involved with gaming and can help bring that into the library as well.

Anime Conventions

Anime conventions date back as far as the mid 1970’s, and many conventions in the United States are operated by fans. These conventions often last two or more days. Usually several events take place at anime conventions, ranging from guest panels to video game tournaments. With the primary focus on anime and manga, many of the attendees cosplay or “costume play” characters from their favorite anime or manga and reenact scenes inspired by the characters they choose.

Anime club members may show an interest in hosting their own convention on a smaller scale at their library. The Anahuac Anime Club in Anahuac, Texas held an anime convention in May 2008 called “Ana-Con”. Anahuac is a small town located away from entertainment outlets so this active club decided to bring an all-day convention to the local community.

Due to the amount of interest in a convention it is usually necessary to request pre-registration. This can be done online, as well as through paper registration for patrons who come into the library. The web site *Create Forms*, www.createforms.com, allows you to create a form to embed into a web site or blog so that people can register for the event. While *Create Forms* only allows for free registrations, a minimal monthly fee permits additional registrations.

In order to carry out the convention, donations will probably be needed. It’s important to start far in advance when planning a program this big. Donations from local businesses or anime and manga vendors should be solicited early in order to receive giveaways as prizes. In addition to screening manga, plan a few other activities described in this program to round out the convention.

Create your own customized nametags for the convention using Publisher, Word, Photoshop, or a similar program. Purchase plastic badge holders at any office store or Wal-mart so attendees can wear them easily anywhere on their costume. The nametags identify those who have pre-registered for the convention.



Viewing Rooms

Set up viewing rooms or areas at the convention. Three viewing rooms are recommended to allow different "tracks" or to allow one film to be shown while another is being set up. If the library or other facility doesn't have three rooms, partition off areas to show different types of anime throughout the day. For boxed sets or multiple DVDs, just show the first disc or episode. Remember to get permission before showing the anime.

Shoujo anime (sometimes spelled Shojo) may appeal more to girls. Titles to view include:

Sailor Moon, the Legend Begins. ADV Films, 2000. (90 minutes)

Ouran High School Host Club. Funimation, 2008. (90 minutes)

Full Moon O Sagashite. Vol. 1: I Want to Sing. Viz Media, 2006. (94 minutes)

Shonen anime may appeal more to boys. Titles to view include:

Naruto. Vol. 1. Viz Video, 2006. (88 minutes)

Tsubasa. Season 1. Funimation Productions, 2008. (650 minutes)

Trinity Blood. Chapter 1. Funimation Productions, 2006. (100 minutes)

Full length live action movies can round out the final viewing room. Titles to view include:

Nana. Viz Video, 2008. (114 minutes)

*Love*Com.* Viz Video, 2008. (100 minutes)

Honey and Clover. Viz Video, 2008. (116 minutes)

Maid Café

Restaurants at conventions are called maid cafés and butler cafés. Many times the workers in these cafés dress as butlers and maids while serving refreshments. Teens can dress in maid or butler costumes while serving the traditional Japanese snacks normally found at conventions. Many of the following refreshments can be found at stores such as World Market, Wal-Mart, Central Market and the online web sites *Asian Food Grocer*, www.asianfoodgrocer.com, *Asian Munchies*, www.asianmunchies.com, and *Very Asia*, www.veryasia.com/rajasodr.html. Maid and butler costumes can be either made or purchased by the teens. Teens can use clothes they may already have in their own closets for maid and butler costumes. A simple black dress with a white belt for girls or black shirt and pants for guys works great. An inexpensive alternative is purchasing them from a local party supply store. Costumes can be stored and re-used for future anime events. Refer to the book *Japanese Cooking* by Jon Spayde to find different recipes for the Maid Café. Possible foods include Ramune (Japanese carbonated drink), Pocky, sushi, candy sushi, ramen noodles, rice, Hello Panda cookies, fortune cookies, and Ramune candy.

Several web sites also provide instructions for making Japanese cuisine if you want to allow the teens to try their hand at making some treats. Also consider inviting a community volunteer who is Japanese to make and serve traditional food. *How to Make Candy Sushi*, www.wikihow.com/Make-Candy-Sushi, offers step by step information on making three different types of candy sushi. *Finest Chef*, www.finestchef.com/how_to_make_sushi.htm, provides instructions for several different types of easy sushi recipes.

Rice Eating Contest

Each teen receives one cup of cooked rice in a Styrofoam bowl and a pair of chopsticks. Participants cannot pick up the bowl of rice, although they can hold it in place. Using only their chopsticks, the teens compete to see who can be the first person to finish their bowl. Participants are not allowed to put their mouth to the bowl and shovel the rice in.

Cosplay Panel

Cosplay has become very popular among anime and manga fans. Cosplay involves dressing in costumes to look like a character. Some cosplayers attempt to act like the characters by doing poses the character is known for, as well as acting out prepared skits to be performed in the hallways or on stage at anime conventions.

Contact local cosplay enthusiasts to find someone who specializes in costumes, wigs, and/or weapons to talk at your convention. Some of the anime club members may have expertise in one of these areas and be qualified to give a speech to the group. Many larger cities have scout groups that consist of avid con-goers who may be willing to be a guest speaker. Display books such as *How to Cosplay* by Graphic-Sha and *Everybody Cosplay* by Jan Kurotaki while the panel is speaking.

Cosplay Show

Similar to a fashion runway show, the cosplay show allows the teens to show off their costumes in front of the crowd. Line up participants in the library stacks and let them walk out into an open area to be judged by their peers. Someone can moderate the show for added commentary. Cosplayers can be judged in two separate categories: "Best Construction" and "Accuracy". "Best Construction" pertains to how well the costume is constructed, including whether the materials used by the participant are best suited for the design and character. "Accuracy" is based on how accurate the costume is constructed when compared to the actual character in the anime or manga. A cosplay expert or someone with experience in cosplay would be a good judge or have members of your anime club judge the contest.

Para Para Dance Instruction

Para Para is a popular Japanese dance performed in groups, using mostly your hands and arms moving in synch with music. The music consists mostly of very upbeat music such as Eurobeat. Most para para dances are done in groups, but it can also be performed individually. In groups, the dance is synchronized with other performers. Check sites like *YouTube* for examples and instructions. One of the most popular basic Para Para dances can be seen on *YouTube* at www.youtube.com/watch?v=HfJasaJhNOE. If Para Para dance is not familiar to the teens, project a video on to a big screen for participants to follow along. Have a teen who has mastered one of the dances teach it to a group at your convention. The more people involved in learning the dance the more fun it is.

Dragon Ball Z Scavenger Hunt

Dragon Ball Z is a popular manga series for children as well as teens. The plot of each book revolves around the quest for seven Dragon Balls. There are currently 26 volumes in the original series. Teens can easily do a scavenger hunt in the library to search for Dragon Ball Z stations. Give each participating teen a Dragon Ball Z radar card with seven points in the library marked. Teens gather at a central location before starting and must return to the same place when they finish. Each Dragon Ball Z station has a task that must be completed before the teen's card is stamped. Use these seven tasks or modify them as you plan your scavenger hunt.

1. Trivia

Have the teens correctly answer a trivia question related to anime or manga. Sample questions might include:

What is the name of the series about a boy who turns into a girl when splashed with cold water? Answer: Ranma ½

What is the name of the series about a girl who is light haired, darkly tanned whom everyone thinks is "ditzy"? Answer: Peach Girl

How do the characters die in Death Note? Answer: Their name is written in a book.

In the series Chobits, what is the only word Chi could say? Answer: Chi

2. Pose off

Give the teens the name of a character and have them do a typical pose for that character. Popular characters to pose include Sora from Kingdom Hearts, Sailor Moon, and Naruto

3. Dig

Pour a disgusting mixture of ingredients like water, tomato juice, cottage cheese, and a few slices of bread in a big rubber container. Throw in a rubber ball and have the teens "dig" to search for the ball. Be sure to have some wet wipes and paper towels available.

4. Guess the voice

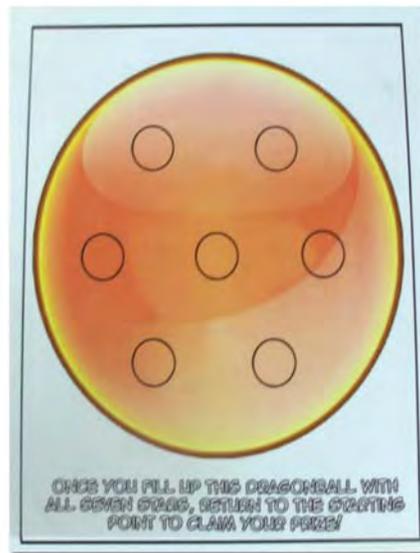
In advance, record anime characters saying one of their popular catchphrases and have teens guess who they think it is. Ask some of the teens who can mimic the voices as close to the original as possible to help with this.

The following voices are from popular well-known anime:

Character	Anime	Catchphrase
Ash Ketchum	Pokemon	"Pikachu, I choose you!"
Light Yagami	Death Note	"I.....am.....Justice!"
G.I.R.	Invader	"Hi Floor, Make me a sammich!"

Naruto Uzumaki	Naruto	"Believe it!"
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5. What's wrong?
Scan pictures of well-known manga covers and use Photoshop or another software program to insert images that don't belong. Print them out and have the teens guess what's wrong with the picture.
6. Super zoom
Enlarge pictures of manga covers and zoom in on a specific section. Print out the section and have teens guess the name of the book being shown.
7. Hidden on body
Hide a Dragon Ball on the body of one of the teens who is helping with the scavenger hunt. Hide the ball under their sleeve, on their back under their shirt, under their pants leg, or somewhere else obvious for the participants to find.
Whoever completes all seven tasks the quickest and returns to the starting point is the winner. Stagger start times and record end times so that the teens don't bunch up at any one station.
A sample Dragon Ball Z radar card is provided in this program. The sample has an outline of the library with markers indicating the location of each Dragon Ball Z station. The back side shows seven circles where the stamps can be placed. This sample was created in Photoshop, with the shape of the library floor plan provided to make it easier for the teens to locate the stations. The yellow dot outside the "blueprint" of the library indicates a location outside the building.



Video Game Tournaments and Free Play

Anime conventions typically have video game tournaments, with games such as Super Smash Bros. Brawl, Dance Dance Revolution, Katamari, Street Fighter, or Tekken. As an alternative to a tournament, offer open play with gaming stations set up in a room, allowing teens to play when they want.

Videos/DVDs/Films

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

Loveless: Lost and Found. Anime Works, 2006. (100 minutes)

Web Sites

Manga.com

www.manga.com/

The official web site for Manga Entertainment provides information on all of their products and features news, contests, and clips.

Marvel Comics

www.marvel.com/comics/

This is the official site of Marvel comics and it offers videos, digital comics, games, news, and more for its comics.

Tokyopop

www.tokyopop.com/

The official site of the manga publisher Tokyopop provides news and information on upcoming books as well as links to short YouTube videos featuring their characters.

Viz Media

www.viz.com/

The official site for Viz Media products, which publishes the magazines *Shojo Beat* and *Shonen Jump*, includes links to sites for popular characters, downloads for online manga, and more.

Magazines

Shojo Beat. Viz Media. (Y)

This monthly Manga and anime magazine is aimed at teen female fans. Visit www.shojobeat.com/ for details and online archives.

Shonen Jump. Viz Media. (Y)

This monthly manga and anime magazine is geared toward teen male readers. See www.shonenjump.com/ for more information.

Professional Resources

American Cosplay Experience

www.acparadise.com/

This site focuses on American cosplayers with a female and male photo gallery. Each gallery contains videos, photos, forums and contests.

American Library Association

www.alastore.ala.org/Read-CD.aspx

The ALA sells a CD that allows libraries to customize READ posters.

Anime Café: A Parent's Guide to Anime

www.abcb.com/parents/

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This web site provides general information on anime with reviews and ratings.

Anime Characters Database

www.animecharactersdatabase.com/

Find a character, see what the characters look like, and locate information about Anime films.

Anime Clubs Unite

www.animeclubsunite.org/

This site contains information on how to start an anime club, with links and information for existing clubs.

Anime Matsuri

www.animematsuri.com/

This site is hosted by the Houston area anime convention located in the Woodlands, Texas.

Cosplay

www.cosplay.com/

This site is home to all things cosplay and includes photos, forums for events, costume and wig stores. This site also has a marketplace to buy and sell cosplay related materials.

Librarians Guide to Anime and Manga

www.koyagi.com/Libguide.html

Useful web site for librarians and teachers to understand the best way to review and select manga and anime as well as information about clubs, conventions and more.

No Flying, No Tights

www.noflyingnotights.com/

This web site reviews different genres of manga and anime, provides news, and offers a core list of anime and manga for librarians and teachers.

Texas Teens Read! Time Twistin'

www.tsl.state.tx.us/ld/projects/ttr/2009/manual/manga.html

The Manga Mania program in this manual will provide additional ideas and resources.

3-D Arts and Crafts Projects

By Kimberly Archer

Photos and Graphics by Catherine Cameron

Length of Program

60 to 90 minutes.

Program Description

This program will engage teens in three dimensional arts and crafts projects. Teens will learn about design, spatial relationships, balance, and proportion. Teens don't have to be naturally creative in order to complete these projects, and some projects are much simpler than others.

Developmental Needs and Assets

This program provides teens with the opportunity to engage in activities that address the developmental assets of interpersonal competence, creative activities, planning, and decision-making. They also engage teens in creating a positive identity and self-esteem and a sense of purpose and personal power. Creative endeavors require thought and planning, and teens will make decisions about design, layout, format, materials, color, and embellishment when creating books, journals, scrapbooks and greeting cards. In addition, by learning about journal writing, poetry writing and other forms of written creative expression, teens will gain insight into their own personal identity, explore their self-esteem and discover a sense of purpose and empowerment.

Preparation

This section includes a variety of activities that can be incorporated into one program or spread out over the summer for a series of programs. Each of the suggested activities involves similar preparation and will require similar supplies. In advance, purchase a variety of arts and crafts materials that can be re-used for each activity. Buying in bulk will save money. If low-cost bulk supplies are not available locally, they can be purchased online from discount vendors such as *Dick Blick Art Materials*, www.dickblick.com, or *Nasco Arts and Crafts Supplies*, www.enasco.com/artsandcrafts/. Make sure to look for the AP symbol on arts and crafts supplies, indicating the item conforms to ASTM D 3246 non-toxic specifications. This is especially important for glue, inks and paints.

Volunteers can help with preparations. Before the arts and crafts programs, cover tables with newspaper or butcher paper to save time on clean up, especially if you are using glue, ink, or paint, and set out the supplies.

At the beginning of the program, take a few minutes to go over directions with the teens before they begin their projects. If possible, provide a written list of supplies and instructions so that teens can recreate the project at home on their own.

Books to Display

Dazzling Bead and Wire Crafts by Mickey Basket.

Famous Aircraft in Origami by Jose Maria Chaquet Ulldemolins.

Fun and Easy Paper Airplanes by Andrew Dewar.

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Origami Boxes by Florence Temko.

Paper in Three Dimensions: Origami, Pop-ups, Sculpture, Baskets, Boxes and More by Diane Maurer-Mathison.

Picture Perfect Origami: All You Need to Know to Make Fantastic Origami Creations Shown in Step-by-Step Photos by Nick Robinson.

Simple Origami Airplanes: Fold 'Em and Fly 'Em by Andrew Dewar.

Totally Cool Polymer Clay Projects by Marie Browning.

Books to Share and Booktalk

One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue by Ishii Takayuki.

Runaway Girl: The Artist Louise Bourgeois by Jan Greenberg and Sandra Jordan.

Promotion

Prepare posters or flyers for the programs. An example of a poster advertising the Paper Airplane Contest and an example of a series of recycled craft programs are provided here. Hang the posters around the library but also distribute flyers at local teen hangouts and the craft stores in the community.

Find [Promotional Poster Example #1](#) and [Promotional Poster Example #2](#) at the end of this chapter.

Bulletin Board

Go Green Craft Projects!

Use old wrapping paper for the background of the bulletin board and old CDs for the border. Affix examples of completed crafts or pictures of them. Staple an old gift bag or box on the bulletin board next to a re-decorated gift bag or box. Add six to ten CD jewel case picture frames, created following the instructions in this program, with pictures of your teens.

3-D Craft Projects!

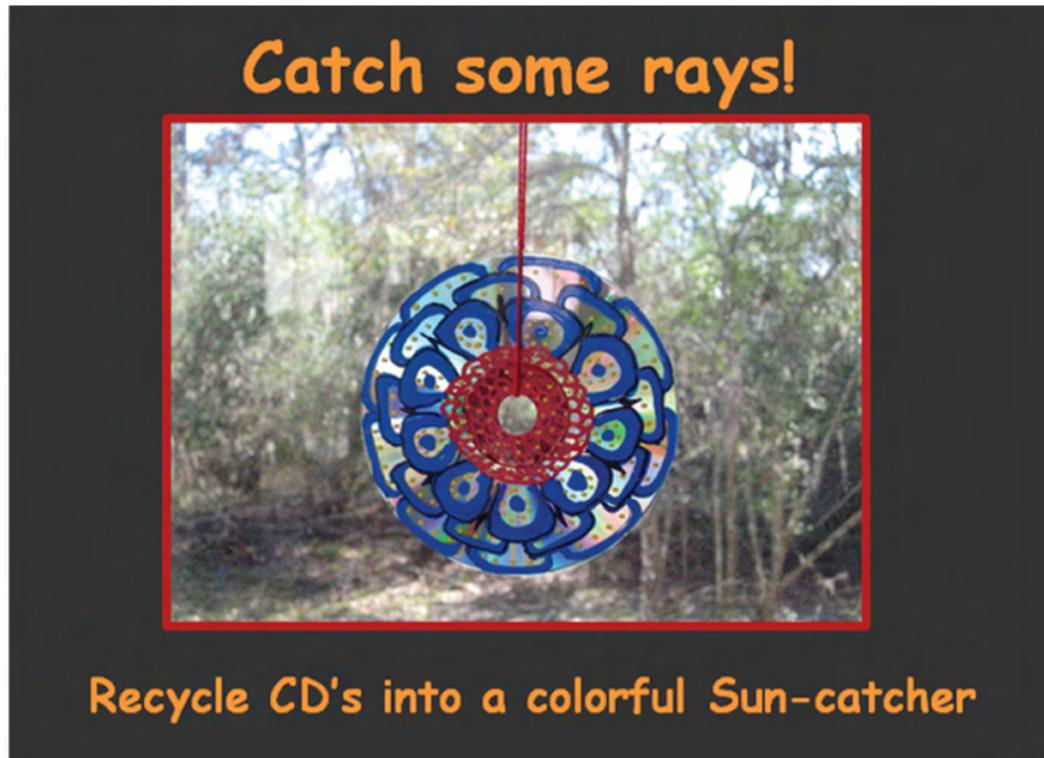
Affix white butcher paper to the bulletin board for the background. Make different kinds of airplanes and staple them to the bulletin board. Put examples of clay and beaded pieces in plastic shadow boxes and mount them on the bulletin board. All of the items should be three-dimensional and stick out from the board.

Refreshments

Refreshments aren't necessary for arts and crafts programs, but food is always a great attraction for teens. Limit snacks to dry and non-greasy foods such as cookies or pretzels since sticky, greasy fingers can ruin paper crafts. Also provide beverages with lids, such as bottled water or juice packs, rather than in cups to limit the possibility of spills that will also ruin paper crafts. If desired, provide a variety of "raw materials" and let the teens craft their own snacks. For example, provide icing, candies, licorice lace, and other treats to use in crafting a cupcake.

Games and Activities:

CD Sun Catchers: A CD Recycling Project!

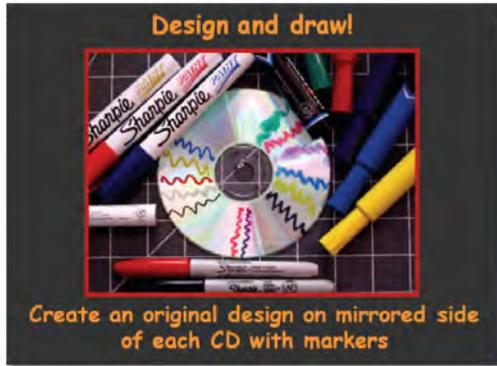


Materials

- CDs
- Glue dots
- String
- Markers
- Suction cup with hook
- An assortment of permanent markers

Directions

Each teen will need two CDs, four glue dots, one 24" piece of string, markers, one suction cup, and an assortment of permanent markers. They will follow these instructions to create their CD Sun Catcher.



Step 1



Step 2



Step 3



Step 4



Step 5



Step 6



Step 7



Step 8



Step 9



Step 10



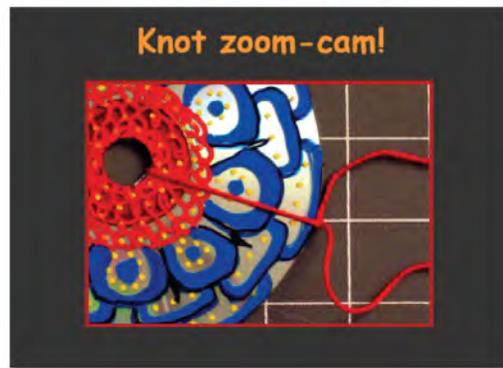
Step 11



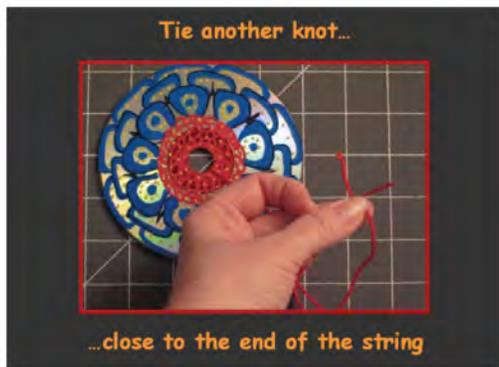
Step 12



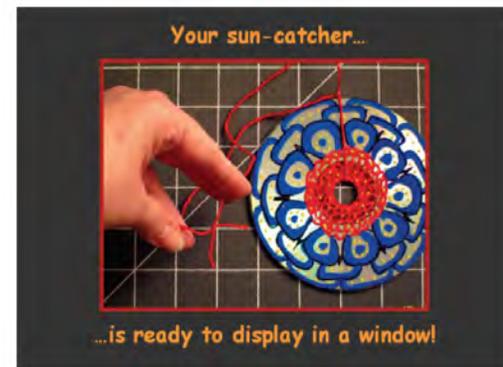
Step 13



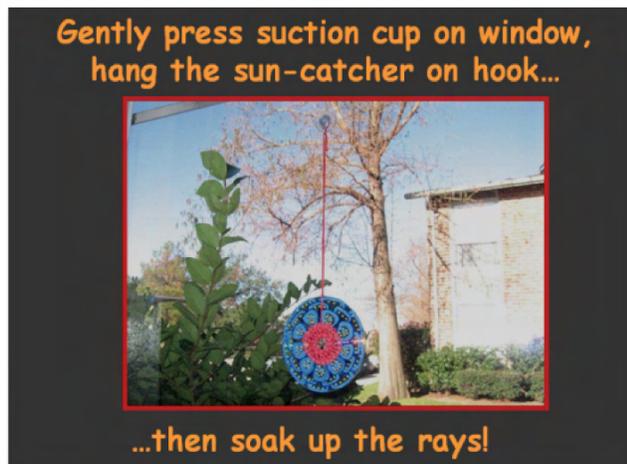
Step 14



Step 15



Step 16



Step 17

CD Jewel Case Picture Frames!



Materials

- Old CD jewel cases
- Pre-cut cardstock in various colors, size 4 7/8" x 5"
- A variety of scrapbooking and colored craft papers
- Glue dots, photo mounts, and scrapbooking glue
- A variety of markers and gel pens
- Ribbon, embroidery floss, recycled gift-wrapping materials
- Copies of personal pictures that can be cut
- Adhesive magnetic tape (available in rolls that are 1/2" x 10')

Directions

Teens will take one 4 7/8" x 5" piece of cardstock and decorate it to their liking, using a small picture (or pictures), scrapbook paper, ribbon and markers. To make a standing picture frame, the teens will take wrapping paper and carefully wrap the back portion of the jewel case, tape side in.

Alternatively, if they wish to make a magnetic picture frame, leave the back plain and affix a strip of adhesive magnetic tape on the back. Insert the decorated cardstock, picture side out, into the jewel case. Finally, using ribbon tie, glue or tape ribbon around the jewel case, so that it holds the jewel case open when it is placed standing up.

Recycled Gift Bags



Materials

- A variety of old gift bags or other types of shopping bags with handles
- A variety of decorative papers, including handmade papers, scrapbooking papers, wrapping paper, construction paper, and old greeting cards
- Markers and gel pens
- Glitter glue or glitter pens
- Scissors
- Glue sticks, glue dots and photo mounts
- Ribbon
- Rulers

Directions

Have the teens start by measuring the front, back, sides, and bottom of their gift bag. Next, teens can either wrap their gift bag with wrapping paper or they can decorate individual sheets of paper. Teens should treat each piece of paper they will affix to the bag much like a page in a scrapbook, adding decorative elements, pictures, graphics, parts of old greeting cards, and ribbon. Once the teens have finished decorating their paper, they glue dots of craft glue or use double sided tape to attach each decorated piece to the recycled bag. Finally, they let it dry and use it for their next gift.

Decorate Your Device: Create Beaded Critter Charms!



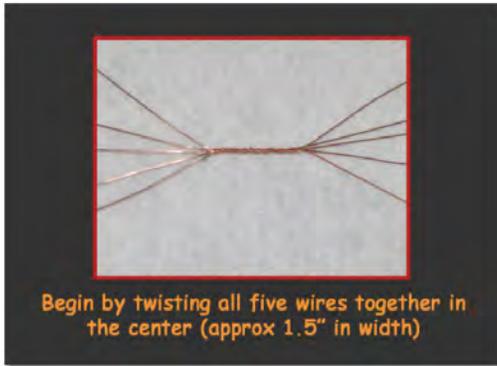
Materials

- Large decorative beads
- Small seed beads in various colors
- 10" pieces of 26 gauge craft wire
- Small split ring
- Cell phone lanyards
- Wire cutters

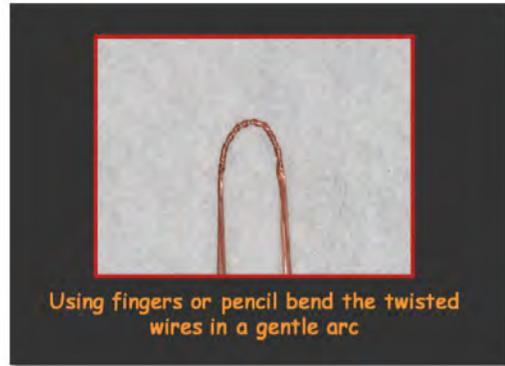
Directions

In advance, purchase enough cell phone lanyards for each teen to have at least one. These are available from local craft supply stores or online from *Crafts Etc.*, <http://www.craftsetc.com>. Give each teen two large beads, five ten inch pieces of 26 gauge craft wire, a small split ring, a cell phone lanyard, and wire cutters. Provide seed beads in various colors.

Follow these steps to create your critter charm.



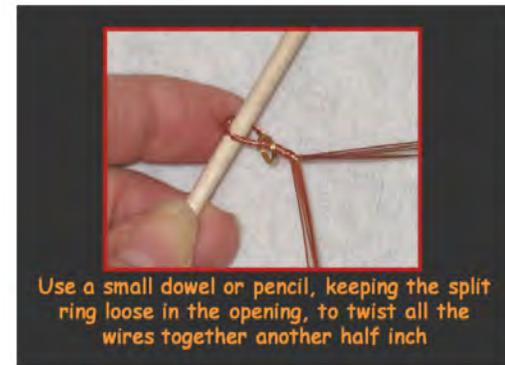
Step 1



Step 2



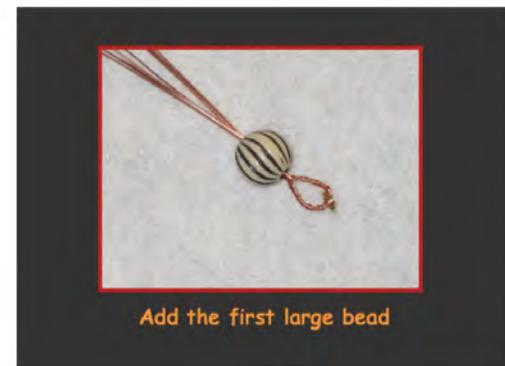
Step 3



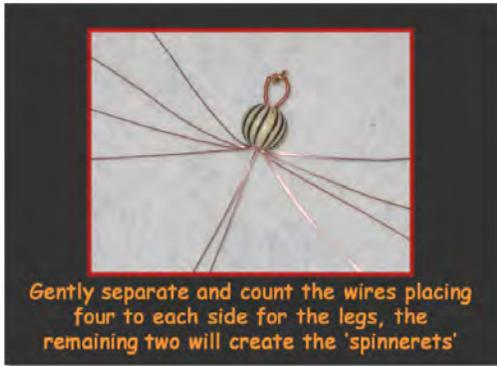
Step 4



Step 5



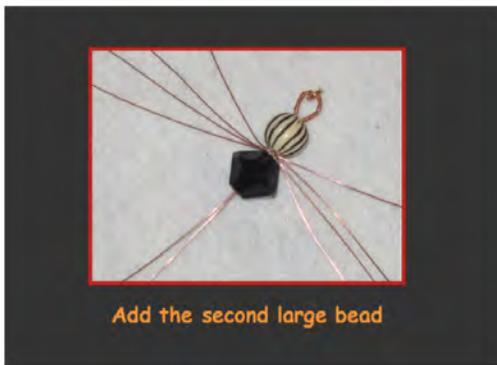
Step 6



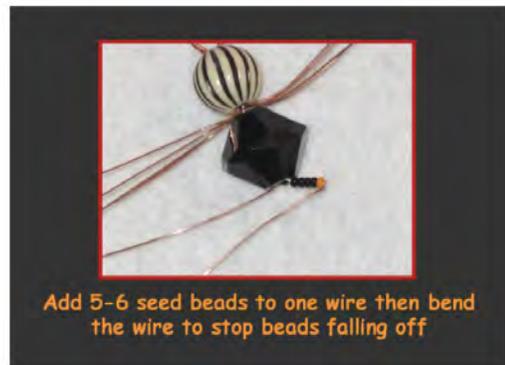
Step 7



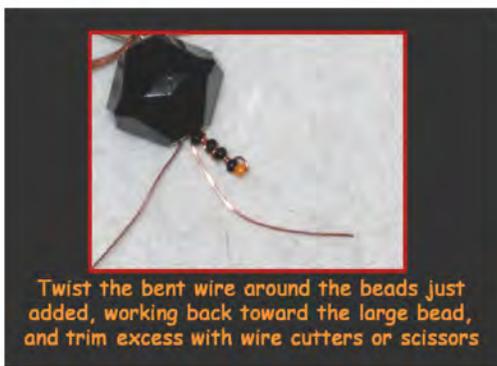
Step 8



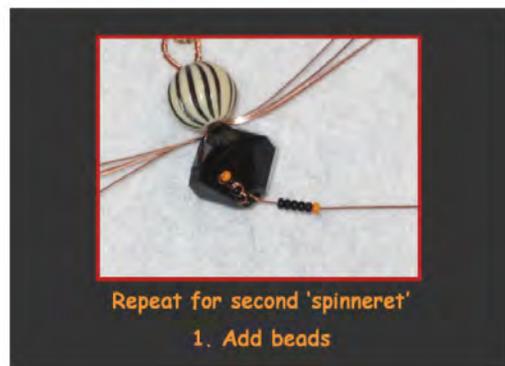
Step 9



Step 10



Step 11



Step 12



2. Bend wire

Step 13



3. Grasp one or two seed beads with fingers of one hand

Step 14



4. Use other hand to twist wire around seed beads, working back toward large bead

Step 15



5. Trim the excess and bend 'spinnerets' against the large bead

Step 16



Begin adding seed beads to one of the legs

Step 17



Keep the leg wire straight and gently hold rest of bug body in hand

Step 18



Keep the wire as straight as possible and it will work like a needle making it easier to 'thread' the seed beads onto the leg

Step 19



Bend wire at the end of the leg

Step 20



Grasp a few beads with fingers and wrap wire back toward the bug body

Step 21



Wrap wire around only a few beads before trimming

Step 22



Repeat for all legs

Step 23



Use same number of seed beads for each of the legs

Step 24



Step 25



Step 26

Model Magic Fun! Two Clay Projects for Anyone!



Both of these projects are great for all ages, including tweens and teens, and both projects allow teens to express their imagination in 3-D format. Crayola Model Magic is a non-sticky, non-greasy modeling clay that comes in a variety of colors, including red, blue, yellow, white, and assorted natural colors and assorted neon colors. The great thing about Crayola Model Magic is that you can mix colors to create new colors. For example, by mixing red and blue, you get purple, or by mixing blue and yellow, you get green, and by mixing yellow and red make orange. Mixing colors involves kneading the two colors together until the new color is smooth. For a marbled effect, knead the

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colors just a little bit, leaving the clay slightly unmixed. Model Magic is non-toxic and non-staining, making it an ideal medium for the library setting.

Critters, Pinch Pots, Vessels and Plaques

Materials

- 1 class pack of assorted colors Crayola Model Magic self-drying clay
- 1 bucket of assorted neon colors Crayola Model Magic self-drying clay

Directions

Start by showing teens how to create new colors by mixing two or more colors together. Teens can make nameplates or plaques for their bedroom door or locker, flowers, or cute little critters like the frog and bugs pictured here. Simply mold and model the clay into the desired shapes. Two pieces can be attached to each other by firmly sticking them together. Once teens have created their piece of art, they can take it home. The clay will dry completely within 24 hours. Once it is dry, teens can draw or paint directly on the clay for additional color and decoration using markers or watercolor and acrylic paints.

Beads and Medallions!

Materials

- 1 class pack of assorted colors Crayola Model Magic self-drying clay
- 1 bucket of assorted neon colors Crayola Model Magic self-drying clay
- Plastic knives
- Toothpicks or styluses
- Fishing wire or jewelry wire
- Leather cord or ribbon

Directions

Using Crayola Model Magic clay the teens can use several techniques to create beads and medallions for handmade jewelry projects, charms, or embellishments for other projects. Teens begin by rolling a piece of colored clay into a ball and then flattening the ball like a pancake. Repeat with several colors. Once two or more flat sheets of clay have been prepared, layer the variously colored sheets on top of each other. Use a plastic knife to cut the clay into 1/4" pieces. Use a toothpick to poke a hole in each bead. Once the beads are dry, string them using fishing line or jewelry wire. Either twist the wire to secure the bracelet or necklace or adhere appropriate jewelry fixings.

For a different type of bead, roll small pieces of the clay into a ball, or hand shape them into squares or other shapes. Use the toothpick to poke a hole in each bead. String the beads together on fishing wire or jewelry wire.

Make larger medallions by forming pieces of clay into shapes, such as hearts, circles, squares, diamonds, or triangles. Add words or a name to the shapes with bits of Model Magic or by using a toothpick or stylus to carve out the words, if desired. Punch two holes next to each other at the top of the medallion. After the beads have dried, thread a length of leather cord or ribbon through the holes to make a necklace.

Make Your Own Gift Boxes



Materials

- 12" x 12" cardstock in a variety of colors
- A variety of decorative papers, including handmade papers, scrapbooking papers, wrapping paper, construction paper and old greeting cards
- A variety of markers and gel pens
- Glitter glue or glitter pens
- Scissors
- Glue sticks, glue dots and photo mounts
- Ribbon

Directions

Making gift boxes is a simple project requiring mostly folding, gluing, and embellishment. Find a [simple gift box pattern](#) at the end of this program, from one of the books on making gift boxes or use the template from *Family Crafts*, http://familycrafts.about.com/cs/coloringpages/1/blbox_template.htm, or *Package Tech.com*, <http://www.packagetech.com/printable-boxes-and-seals.html>. Print the pattern directly on the cardstock so that teens can cut and fold it, or print the pattern on regular paper and use it as a template. When using a template, teens will trace their box pattern onto a sheet of paper, cut around the outline, then fold and glue the tabs. Teens will then decorate and embellish the boxes using a variety of materials. Make several examples using different materials to give teens some ideas.

Paper Airplanes Contest

Materials

- 8 ½" x 11 copier papers in a variety of colors
- Markers and gel pens

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Directions

Find several templates for paper airplanes and make multiple copies of them. In addition to templates in *Microsoft Publisher 2007*, templates are available online from *Fun Paper Airplanes*, <http://www.funpaperairplanes.com/Plane%20Downloads.html> and *Games Ideas for Kids*, http://www.gameideasforkids.com/paper_airplane_games.htm. Teens can also “free style” their plane by folding the paper without using a pattern. Use the markers and gel pens to decorate or embellish the planes. Once the teens have completed their airplanes, hold a series of contests, awarding a small prize, such as books on origami or gift cards to a local coffee shop, for each winner. Contest categories might include:

Which airplane flies the farthest?

Which airplane flies the worst?

Which airplane has the best decoration?

Guest Speakers

Contact local arts and crafts stores such as Hobby Lobby, Michaels, or Texas Art Supply and ask if they have any instructors who will volunteer to present demonstrations or teach a class at the library. They may teach classes for free or offer discounts to non-profit organizations. In smaller communities or rural areas, contact art instructors at local schools and colleges to ask if there are teachers or students who will volunteer their time. Even many smaller towns have a craft business or artists who will work with the teens.

Web Sites

Creativity Portal -- Mobiles

www.creativity-portal.com/howto/artsandcrafts/mobile.html

This site offers links to a variety of projects to create mobiles.

Origami

www.origami.com

Diagrams, models, and more about origami are provided at this web site.

Professional Resources

The Hipster Librarian's Guide to Teen Craft Projects by Tina Coleman and Peggy Llanes.

Re-Creative: 50 Projects for Turning Found Items into Contemporary Design by Steve Dodds.

Super Crafty: Over Amazing How-to Projects! by Susan Beal, Torie Nguyen, Rachel O'Rourke and Cathy Pitters.

A Look at Which Crafts are Better for Young Teens: 19 Articles

<http://www.helium.com/knowledge/90996-a-look-at-which-crafts-are-better-for-young-teens>

The articles on this site offer a look at how teens benefit from crafts and why some are more popular than others.

Program Materials & Examples

Promotional Poster Example #1

Teen Craft Projects

Using Found or Re-purposed Items

Who:

Where:

When:

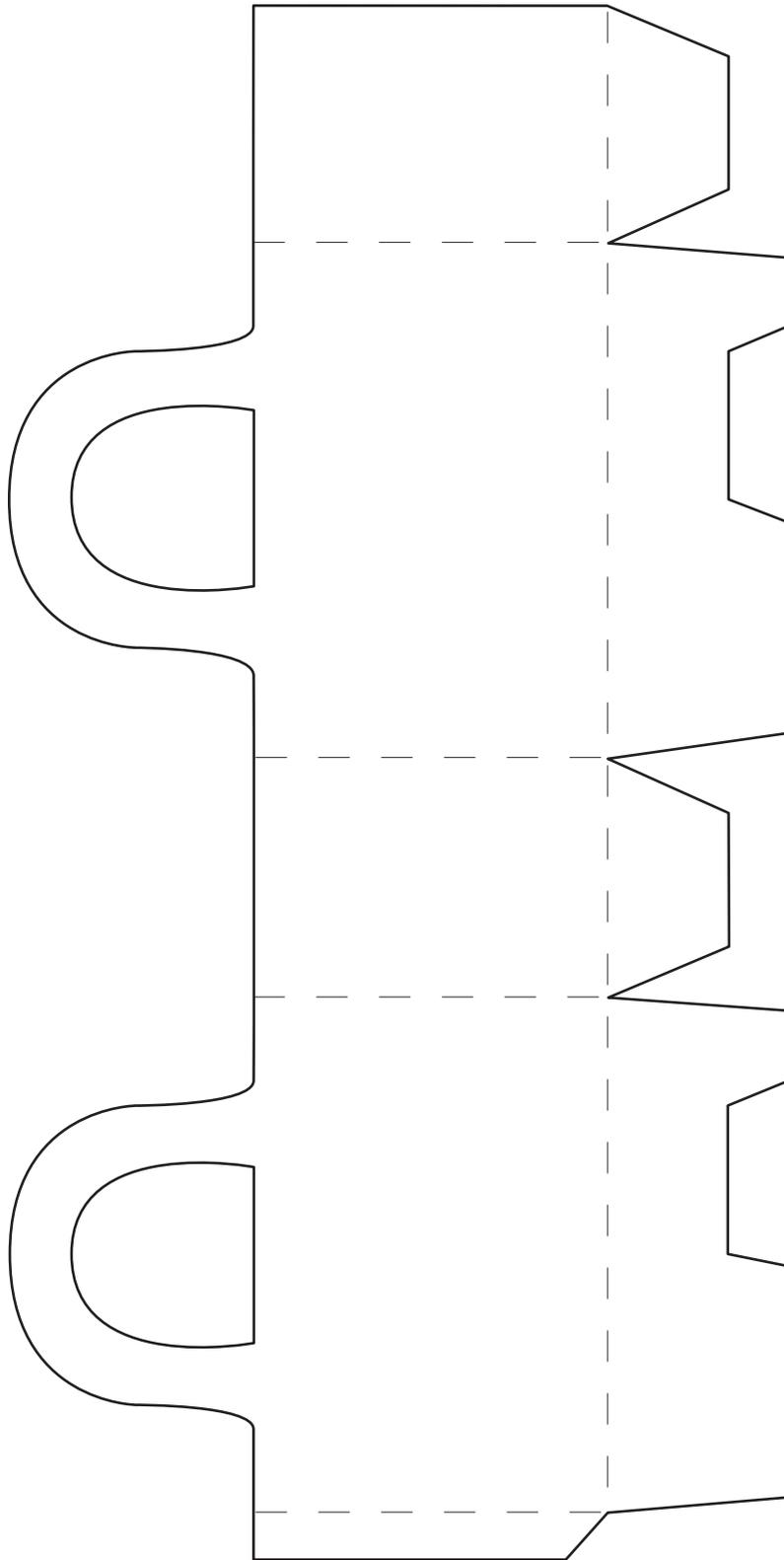
Contact _____
For More Information



Reduce, Reuse, Recycle!



Gift Box Pattern



Adventures in Book Binding, Journals, and Creative Writing

By Kimberly Archer

Photos and Graphics by Catherine Cameron

Length of Program

60 – 90 minutes

Program Description

This program will engage teens in creative activities that promote self-reflection, personal insight, and self-expression. Teens will learn how to make journals, scrapbooks, and greeting cards with embellishments. In addition, teens will learn about journaling, writing poetry, and other forms of written expression. Teens will need little direction to fill their booklets and cards with embellishments, content and creative stories, poems or phrases. Teens don't have to be naturally creative in order to complete these projects, and some projects are much simpler than others.

Development Needs and Assets

This program provides teens with the opportunity to engage in activities that address the developmental assets of interpersonal competence, creative activities, planning, and decision-making. The program also engages teens in creating a positive identity and developing self-esteem, as well as a sense of purpose and personal power. Creative endeavors require thought and planning, and teens will make decisions about design, layout, format, materials, color, and embellishment when creating books, journals, scrapbooks, and greeting cards. In addition, by learning about journal writing, poetry writing, and other forms of written creative expression, teens will gain insight into their own personal identity, explore their self-esteem, and discover a sense of purpose and empowerment.

Preparation

This section includes a variety of activities that can be incorporated into one program or spread out over the summer for a series of programs. Each of the suggested activities will involve similar preparation and will require similar supplies. In advance, purchase a variety of arts and crafts materials that can be re-used for each activity. Buying in bulk will save money. If low-cost bulk supplies are not available locally, they can be purchased online from discount vendors such as *Dick Blick Art Materials*, www.dickblick.com, or *Nasco Arts and Crafts Supplies*, www.enasco.com/artsandcrafts/. Make sure to look for the AP symbol on arts and crafts supplies, indicating the item conforms to ASTM D 3246 non-toxic specifications. This is especially important for glue, inks and paints.

Volunteers can help with preparations. Before the arts and crafts programs, cover tables with newspaper or butcher paper to save time on clean up, especially if you are using glue, ink, or paint, and set out the supplies.

At the beginning of the program, take a few minutes to go over directions with the teens before they begin their projects. If possible, provide a written list of supplies and instructions so that teens can recreate the project at home on their own.

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Books to Display

1,000 Artist Journal Pages: Personal Pages and Inspirations by Dawn DeVries.

Altered Books, Collaborative Journals, and Other Adventures in Bookmaking by Holly Harrison.

The Complete Guide to Altered Imagery: Mixed Media Techniques for Collage, Altered Books, Artists Journals and More by Karen Michel.

Hand Lettering Made Easy by Debra Beagle.

The Instant Printmaker: Simple Printing Methods to Try at Home by Melvyn Petterson and Colin Gale.

Outstanding Mini Albums: 50 Ideas for Creating Mini Scrapbooks by Jessica Acs.

Painless Poetry by Mary Elizabeth.

Stamping Fun for Beginners by Mary Jo McGraw.

Totally Teen Scrapbook Page: Scrapbooking the Almost Grown-up Years by the editors of Memory Makers Books.

Your Words, Your Story: Add Meaningful Journaling to Your Layouts by Michele Skinner.

Books to Share and Booktalk

The Brimstone Journals by Ron Koertge.

A Fire in My Hands by Gary Soto.

Hard Hit by Ann Turner.

One of Those Hideous Books Where the Mother Dies by Sonya Sones.

Pieces of Georgia by Jen Bryant.

The Realm of Possibility by David Levithan.

Sister Slam and the Poetic Motormouth Road Trip by Linda Oatman-High.

Sleeping Freshmen Never Lie by David Lubar.

Street Love by Walter Dean Myers.

You Hear Me? Poems and Writing by Teenage Boys edited by Betsy Franco-Feeney.

Promotion

Prepare posters or flyers for the programs. An example of a poster to advertise the Magnetic Poetry project and the simple bookbinding project are provided here. Hang the posters around the library but also distribute flyers at local teen hangouts and the craft stores in the community.

Find a [Bookbinding Flyer](#) and [Magnetic Poetry Set Flyer](#) at the end of this program.

Create flyers and posters that emulate the format of scrapbook pages or journal pages. Use bright colors and fun fonts. Be sure to mention the program is free.

Bulletin Board

Express Yourself!

Design a bulletin board that will serve as a large scrapbook or journal page. Use stamps or die-cuts to create a border, and specialty art paper or colorful scrapbook paper as the background. Hand-letter words, quotes, or phrases about creative expression. Post examples of scrapbook pages.

Magnetic Poetry

Turn the bulletin board into a large “magnetic” poetry board. Use a magnetic poetry set as the model for this bulletin board. Instead of small magnetic words, print words in larger letters on card stock paper and laminate them. Use double-sided poster tape, tacks, or staples to attach the words to the bulletin board. Let teens come up with creative phrases for the board. Make sure to establish rules about appropriate language and topics.

Refreshments

Refreshments aren’t necessary for arts and crafts programs, but food is always a great incentive for teens. Limit snacks to dry and non-greasy foods such as cookies or pretzels, since sticky, greasy fingers can ruin paper crafts. Also, provide beverages with lids, such as bottled water or juice packs, rather than in cups to limit the possibility of spills that will also ruin paper crafts. If desired, provide a variety of “raw materials” and let the teens create their own snacks. For example, provide icing, pretzel sticks, gumdrops, licorice lace, and other treats to use in decorating personal slices of cake, cookies, or crackers.

Incentives

Arts and crafts programs are always a big hit with teens and little incentive is needed to encourage them to participate. The incentive is the activity itself and the finished product each teen will leave, including personal journals, scrapbooks and greeting cards. If desired, give small blank journals, such as those available from *Dover Publications*, www.doverpublications.com, as mementos for participating in the program.

Crafts

From Cards to Journals: A Simple Book Binding Project



Materials

- Fabriano Medioevalis greeting cards (landscape format 4 ½" x 6 ¾")
- Handmade paper, assorted colors (11"x15")

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- Handmade paper, assorted colors (4 ¼ "x 11")
- Photo mounts
- Glue dots
- Fancy glass bead mix, 1-pound package
- Embroidery floss, assorted colors
- Blunt tipped embroidery needles
- Wood handled awl (used by librarian)

Directions

Handmade paper and specialty cards are available from craft and paper suppliers like *Dick Blick*, <http://www.dickblick.com>. Each booklet will include one cover sheet of decorative paper and four greeting cards. In preparation for the program, divide the greeting cards into packets of four, nesting the cards together so that when opened, they form a booklet. Cut the 11" x 15" paper into 5" x 15" strips and fold them in half to form a 5" x 7 ½" landscape (horizontal) cover. Cut the embroidery floss into 15-inch lengths. Ask the teens to bring pictures and other mementos they would like to use to decorate the inside of their booklets. Alternatively, they can leave pages blank to use for writing thoughts and phrases. At the program, distribute one set of greeting cards and one 5" x 7 ½" cover to each teen. Teens start by embellishing their covers using decorative papers, photos, or other memorabilia (see example). Use glue dots or photo mounts to adhere the items. After decorating the covers, place the four nested greeting cards inside. The librarian or a volunteer then uses a sharp wood handled awl to punch three holes into the spine of the booklet. Start with one hole in the middle and then add one hole on each side, making sure to stay at least 1/2" away from the top or bottom edge of the booklet. Use a dull-pointed embroidery needle to thread one length of embroidery floss through the holes. From the outside, thread the floss through the holes at the top and the bottom of the spine. Then bring both ends of the thread up through the middle hole. The floss will be on the outside of the booklet and can be tied into either a knot or a bow. The booklets can be further embellished by taking a couple of small glass beads and threading them onto each end of the floss. Tie a knot at the end of each thread to hold the beads in place.

Accordion Fold Memory Album: Another Simple Book Binding Project



Materials

- Accordion-fold Zig Zag Book Kit Class Pack
- Assorted decorative papers in an assortment of gender-neutral designs
- Glue dots
- Photo mounts
- Liquid glue

Directions

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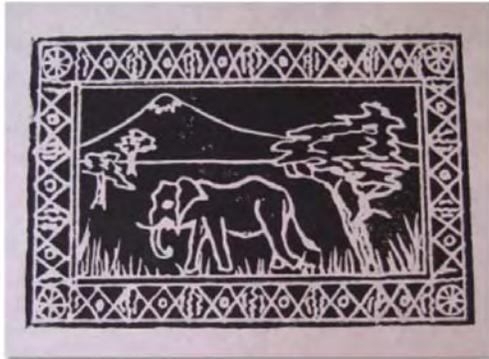
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Supplies for this project are available from art supply companies like *Nasco Art Supplies*, www.enasco.com/artsandcrafts/. Each kit comes with basic instructions, plus 24 chipboard cover pieces and 12 accordion-fold inserts. Ask teens to bring photos and flat memorabilia to add to their booklet. In advance, cut the decorative paper into 6" x 7 1/4" sheets, providing several different choices, including gender-neutral paper. Select two pieces of decorative paper for the front and back cover of the booklet. The decorative paper must be thin in order to fold tightly around the chipboard. Place the chipboard in the center of one piece of wrapping paper, decorative side down. Fold the paper over the side edges and crease the paper. Affix one side of the paper to the chipboard using one glue dot in the center. Pull the other side of the paper tight, again affixing the paper to the chipboard using one glue dot in the center. Use two more glue dots on each side, placing one in each corner to complete attaching the paper to the chipboard. At the top edge, fold the paper over the chipboard using three glue dots to affix the paper to the chipboard. Repeat the process for the bottom edge. The back cover will be done the same way. Once the teens have finished decorating the front and back covers, take one side of the accordion fold insert and affix it to the front cover, using liquid glue sparingly. Repeat this step to attach the back cover to the insert. Teens will then decorate the insert as they wish using photo mounts to adhere photos and flat memorabilia. They can then use the book to preserve a story, write poems, or simply make a memory album full of their favorite pictures and mementos.

Print Making, Printing, Stamping and Lettering: Embellishments for Books



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Simple Printmaking Techniques

Materials

- Scratch Foam Printmaking Class Pack (Available from *Dick Blick*, www.dickblick.com, the pack includes everything needed to make prints, including the paper, except for the ink.)
- Speedball Water Based Block Printing Inks, Starter Kit (Available from *Dick Blick*, the kit includes the supplies needed to create and pull prints.)
- Sharpened Pencils
- White photocopier paper
- Pencils
- Butcher paper or disposable tablecloths

Directions

Printmaking can be as simple or complex as desired and images can be created using potatoes and paint, wood and linoleum cuts, acid etching, and more. This simple project will use prints to embellish handmade journals and books. In advance, cut the 6" x 9" foam printmaking pieces in half. Cut the printing paper into 5" x 8" pieces. Cover the tables and floor with butcher paper or plastic. Set up the inking plates, inks, and printing paper on a separate table so that teens may bring their foam pieces to the table to print once they have designed their image.

Make sure the teens wear old clothes for this program; even though the ink is water based, it won't come out of clothes or carpets. Have the teens draw a picture or design on a piece of paper. Use a sharpened pencil to "draw" or imprint the picture or design into the foam printmaking piece. While the teens are designing their images, start preparing the inking plates. Squeeze about a quarter size of ink onto the inking plate. Load the roller by rolling the ink onto the inking plate. Use a different roller for each color unless you intentionally want to mix colors. As each teen completes a design on their foam printmaking piece, the librarian rolls the "loaded" roller over the foam printmaking piece until it is entirely covered with color. Use the ink sparingly because if ink goes into the drawn lines of the image, the image will not turn out. When the entire foam piece is covered with color, hold a piece of print paper three to four inches from the inked foam piece. Center it and "drop" the paper onto the foam piece. Use the plastic brayer supplied in the kit to completely rub the paper over the foam piece to insure a strong, clean image. Teens can make several prints from one piece of foam but will need to clean the plates with water if they want to switch colors.

Create Your Own Magnetic Poetry Set

Materials

- Adhesive magnet tape (available in rolls that are 1/2" x 10')
- Manila envelopes
- Card stock, various colors
- Photocopier paper
- Pencils
- Scissors
- Markers and gel pens
- Dictionary
- Thesaurus

Directions

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In advance, cut the card stock into strips that are 1/2" x 11". Distribute one roll of magnetic tape and 20 to 30 strips of 1/2" x 11" card stock to each teen. Teens write down at least 20 of their favorite words, including five nouns and five verbs. In addition, have the teens write down the following common words: I, you, she, he, him, her, it, them, they, me, if, and, but, or. Provide a dictionary and a thesaurus in case teens need to check their spelling or need help finding words. Once teens have their list of words, they will prepare the magnetic poetry pieces. Write the words, using markers or gel pens, on the half-inch strips of card stock leaving some room between each word. Roll out the strips of magnetic tape flat on the table. Peel off the protective coating on the magnetic strip, exposing the adhesive side. Carefully place the strip of cardstock, word side up, onto the magnetic strip. The teens will repeat this process until they have affixed all of their strips of words to the magnetic strip. Then carefully cut each word until they are all separate. Place the magnetic poetry kit into a manila envelope to take home.

Games and Activities

Creative Writing Exercise

Have teens write a collective story. Each teen will write an opening paragraph to a story. You can have them start with a cliché opening like, "It was a dark and stormy night," or, "Once upon a time." Give the teens five minutes to write a paragraph. Then teens pass their paragraphs to the right (or left). Each teen will then take five minutes to write the next paragraph before passing the story on again. This program can be as short or as long as you want to make it, but make sure to announce which round is the end of the story. The final paragraph should wrap up the story. If there is time, have several teens read the story for which they just wrote the ending. Make copies of all of the stories for the teens to pick up at the next program or workshop.

Journal Writing Exercise

Pick a theme that requires personal insight for teens to write about. Themes can be thoughtful, serious, or silly. For this exercise, pick three sample questions for teens to write about. Some examples might include:

1. What do you think about green energy and what do you do to help save the planet?
2. If you could be a super hero, what would you be and why?
3. What makes you angry?"

Teens do not need to share their journal entries with anyone unless they wish to do so. Some of the articles in the Professional Resources section offer additional journaling themes and ideas.

Poetry Exercise

Have teens write twenty of their favorite words on a piece of paper. They will then use those twenty words (and only those words) to write a poem. Poems resulting from this exercise may make little to no sense, be silly in nature, or they may be a brilliant masterpiece. Invite teens to read their poems. Read your own poem first to get things started.

Guest Speakers

Contact local arts and crafts stores such as Hobby Lobby, Michaels, and Texas Art Supply, or a scrapbooking store, and ask if they have any instructors who would volunteer to present demonstrations or teach a class at the library. They may teach classes for free or offer discounts to non-profit organizations. In smaller communities or rural areas, contact art instructors at local schools and colleges to ask if there are teachers or students who will volunteer their time. Even many smaller towns have a craft business or artists who will work with the teens.

Poetry, creative writing, and journal writing are great ways for teens to express themselves. Contact your local writer's guild, high school creative writing instructor, or local poets and writers and invite them to teach a workshop on writing poems or stories. Writer's guilds and local writers will often do programs for free, although they may request a small stipend for their time and supplies.

DVDs/Videos/Films

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

An Altered Journey with Tim Holtz. (127 minutes)

Freedom Writers. (122 minutes)

Scapbooking: Memories Made Simple. (119 minutes)

Speak. (93 minutes)

Web Sites

Shadow Poetry

<http://www.shadowpoetry.com/magnet.html>

The words on this "magnetic poetry" site change twice weekly and users are invited to submit their poetry for publication.

Teen Ink

www.teenink.com/

This is the online version of a national magazine that is devoted entirely to teenage writing and art. The magazine and website depend entirely on teen submissions for content.

Magazines

Cicada (Y)

Part of the Carus Publishing group of magazines, this seasonally published journal features quality poetry for teens.

Scrapbooks, Etc. (Y+)

Part of the Better Homes and Gardens family of magazines, this one offers step-by-step directions for creating exciting scrapbook pages.

Professional Resources

52 Projects: Random Acts of Everyday Creativity by Jeffrey Yamaguchi.

The Michaels Book of Paper Crafts by Dawn Cusick and Megan Kirby.

The Poet's Pen: Writing Poetry with Middle and High School Students by Betty Bonham Lies.

About.com: Journals in the Classroom by Melissa Kelly

<http://712educators.about.com/cs/writingresources/a/journals.htm>

This site offers information on how to use journaling as an instructional tool, along with links to additional sites with information and suggestions for topics.

Journal Topics for Teens: Helping Middle School Students Improve Writing Skills with Journals by Katelyn Thomas.

http://curriculalessons.suite101.com/article.cfm/journal_topics_for_middle_school

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This e-journal article suggests several topics to spark journal writing.

Pomegranate Words

www.pomegranatewords.com/

Online classes in various forms of writing, an online magazine, and teen contributed book reviews are features of this site.

Scrapbooking 101

www.scrapbooking101.net/

This site offers basics of scrapbooking for beginners.

Society of Children's Book Writers and Illustrators

<http://www.scbwi.org>

This organization includes several regional chapters in Texas. Members include published and aspiring writers and illustrators who are often willing to present programs in libraries.

From Cards to Journals

A Simple Book Binding Project
For Teens 12 & Up

Bring Copies of Your
Favorite Pictures & Mementos!

Date: _____

Place: _____

Time: _____

Call: _____ for more info!

FREE!

Create YOUR own

MAGNETIC

POETRY SET

DATE:

TIME:

PLACE:

CALL _____
FOR INFORMATION!

Dance!

By **Natasha Benway**

Length of Program

90 minutes up to 4 hours

Program Description

Dance is everywhere in the world around us. Dance is in every movement we make everyday, from closing the car door, to putting out the trash, to getting out of the bed in the morning. Exploring dance can help teens learn about their bodies, the larger world around them, how to express themselves, and better communicate with others. For this chapter, there are two options for exploring the world of dance with teens. The first option is to organize a dance workshop that could fill half a day. The second possibility is a movement class that can be presented in an hour or two.



Books to Booktalk

Alvin Ailey Dance Moves!: A New Way to Exercise by Lise Friedman and Chris Callis.

Belly Dancing for Fitness: The Ultimate Dance Workout That Unleashes Your Creative Spirit by Tamalyn Dallal.

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Dance Teams by Doris Valliant.

Dance A While: A Handbook for Folk, Square, Contra, and Social Dance by Anne M. Pittman, Marlys S. Waller, and Cathy L. Dark.

Jennifer Kries' Pilates Plus Method: The Unique Combination of Yoga, Dance, and Pilates by Jennifer Kries.

Martha Graham: The Evolution of Her Dance Theory and Training by Marian Horosko.



Promotion

Promotion is key to the success of this program. Prepare press releases and send them to local media outlets. A sample press release for the dance workshop is provided in the program.

Find an example of a [Dance Press Release](#) at the end of this program.

Prepare posters and flyers informing the community of your event. An example of a poster for the Dance Workshop and an example of a flyer advertising the dance movement class and the dance workshop has been provided in this program. Unless you have access to a large sheet printer, print out the poster in parts and piece together.

Find examples of a [Dance Workshop Poster](#) and a [Movement Class Flyer](#) at the end of this program.

Displays

Display fiction and nonfiction books about dance and surround them with dance clothing (leotards, warm up pants, etc.) and dance shoes (ballet slippers, point shoes, dance sneakers, sandal shoes, etc.). Ask a local dance store or studio to lend the library these items or see if staff and patrons have items to loan.

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Refreshments

Refreshments served during the dance workshop depend on the time of day and length of the workshop. For an all day event, plan for lunch. Ask the teens to bring their own lunch or request that a local sandwich shop donate the items. Also plan to have a light snack, such as fruit and crackers, and juice. For the dance workshop, it is essential that water be available. A sample donation letter requesting food for the dance workshop has been included in this program. Post a sign at the workshop that acknowledges your sponsors and donors.

Find examples of a [Donation Letter for Food](#) and a [Dance Sponsor Sign](#) at the end of this program.

Incentives

Provide reusable water bottles imprinted with the library's name and a teen friendly logo. If funds don't permit this or you can't get a company or organization to donate the funds, ask a sporting goods store or running store to donate bottles.

Activities

Dance Workshop

Hosting a dance workshop is a big and rewarding undertaking. And if dance is not your forte, it's a wonderful way to introduce dance to your local teens without having to dance yourself. It is important to consider several factors in planning a dance workshop, including the space, the dance teachers, publicity, donations for workshop supplies, and volunteer coordination.



Space

Dancing involves movement. The room selected for this program must have enough space for a large group of teens to stretch and to move individually and in groups across the floor. If the library does not have a suitable room, look for another location in the community such as a local community center, gym, dance studio, or rental hall that could house a dance workshop. Ask the owners of these locations to donate the space for the program.

Another consideration is flooring. The best type of flooring is a sprung hardwood floor that is not too slick. However, the chances of finding a sprung wood floor outside of a dance studio are slim. The next best floor is one that is smooth but not too slick. This will allow for easy movement and turns without increasing the risk of slipping. Regular hardwood or linoleum floors will work fine. Carpet should be avoided since it causes too much friction and can easily lead to twisted ankles.

Dance Teachers

Once a space for the dance workshop has been selected, the next step is to decide who to invite to teach the teens dance. It is best to offer a mixture of dance techniques. For instance, consider inviting teachers who can teach ballet, jazz, modern, tap, or hip hop. It can be confusing to decide where to look for dance teachers. Some suggestions include local dance studios, large and medium city dance companies (many of which will have an outreach coordinator dedicated to such tasks), local dance college professors, and local dance college graduate students. A sample letter requesting dance teachers to volunteer their time and talent for the dance workshop has been provided in this program.

Find an example of a [Donation Letter to Studios](#) at the end of this program.



Also consider how many teachers you want to invite to teach at the dance workshop. This can be dependent on several factors, such as the duration of the dance workshop and how long the space is available. Do you have to pay the dance teachers, or are they willing to teach the teens on a volunteer basis? This will affect the program's overall budget. How long are the teens going to be willing to participate in the dance workshop? How long a lesson is each dance teacher willing to teach? What is the overall schedule for the dance workshop? A sample schedule for a dance workshop has been provided in this program.

Find an example of a [Dance Program Schedule](#) at the end of this program.

Publicity

The key to the success of teen programs is getting the word out to teens. The importance of proper publicity for a dance workshop is no different. Advertise the dance workshop by placing a free or paid advertisement in the newspaper, posting information on the library's web site, and distributing flyers and posters through local businesses, schools, dance studios, and library systems.

Speaking to local dance teachers and drill instructors who work in the public and private school systems about your dance workshop is also very helpful. A sample flyer used to advertise a dance workshop has been provided in the Promotion section of this program.

Donations



Donations can be an important factor in making a dance workshop run smoothly. Sponsors may donate many of the items needed for the workshop. These include food or refreshments, water (it's very important to avoid dehydration), tables for the refreshments, gifts for volunteering dance teachers, and a sound system or boom box. Depending on the number of teens participating in the dance workshop it may be necessary to have a common t-shirt for all volunteers and staff so that they will be more visible. Ask a local store to donate the t-shirts and transfer paper to add a design to the t-shirt if desired. You might also request a first aid kit and instant ice packs for scrapes or bumps received during the workshop. An example of a logo design for iron-on transfers for volunteer t-shirts is provided here and a sample letter of donation for food supplies is provided in the Promotion section of this program.

Find an example of the [Logo for Iron-on T-Shirt](#) at the end of this program.

Volunteers

Volunteers will play a huge part in making the dance workshop possible. They can help with the set-up and clean-up, distribution of lunch, snacks, and water, signing teens in and out of the workshop, as well as running errands and general crowd control.

Look for volunteers from community service workers, members of the local National Charity League, teen members of the library's teen advisory board (TAB), scout troops, and high school volunteer groups. Local businesses may also be willing to send employees as volunteers. A sample schedule for volunteers for a dance workshop is included in this program.

Find an example of a [Schedule for Community Volunteers](#) at the end of this program.



Exploring Dance with a Movement Class

If a dance workshop is not going to work out for your library, or if you want additional dance programs, teach a simple movement class using common motions to help teens understand what an amazing part dance plays in the everyday world. The movement class is broken down into the following sections: Basic Warm Up, Yielding and Standing, Authentic Movement, Everyday Movement as Dance.



Basic Warm Up-15 minutes

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Have the teens spread out, making sure that they have enough room around them to stretch their arms and legs to their front, back, and both sides. Have the teens repeat the following movements three to five times. Feel free to have music with a good beat playing to help teens get in the mood to move during the warm up.

Head Rolls

1. First have the teens look from the right to the left.
2. Then have the teens look up and down.
3. Finally, have the teens rotate their head around in a full circle making sure not to throw their heads hard to the back as this can cause injury to the spine.

Shoulder Rolls

1. First have the teens rotate both their shoulders to the front.
2. Then have the teens rotate both their shoulders to the back.
3. Finally, have the teens rotate the right arm forward around in a full circle and then backwards around in a full circle then repeat with the left arm.

Tendu and Ankle Rotations

The tendu is one of the basic steps in classical dance. The word literally means "to point." Photos of the basic ballet positions are provided in this program for reference.

1. Have the teens tendu in demi-pointe followed by full tendu with their knees facing front doing this to the front, side, and back.
2. Then have the teens point the foot to the front in tendu, flex their foot, and rotate their foot all the way around to left and then all the way around to right to warm up their ankles.



Tendu

Pliés

Plié means "to bend the knees."

1. First have the teens plié in first position with knees facing front, then have the teens plié in second positions with knees facing front
2. Then have the teens repeat pliés in first and second positions with knees facing side. In all positions the knees should align with the ankles, tracking nicely making a clean line and not wobbling from side to side.



Plié



First Position



Second Position

Stretches

1. First have the teens place both feet together facing front and have them bend down in a roll with their head leading to touch their toes. Then have the teens reverse that movement and reach up to the sky.
2. Next, have the teens seat themselves on the floor and spread their legs out to the sides, making as wide a V-position as possible, and point their toes. Have the teens stretch their arms over their heads bending to reach their right toes and then repeat to reach their left toes. Finally, have the teens reach out to the front, stretching down as far as they can between their legs.

Sit-ups and Push-ups

1. Have the teens do a set of twenty sit-ups.
2. Have the teens do a set of twenty push-ups.

This exercise will get the blood flowing. Tell the teens to take their time and do as many as they can comfortably complete.

Leg Kicks

Have the teens kick their legs out in front of them as high as they can go while keeping their balance. Some may be able to go to 45 degrees, and some may be able to go to 90 degrees or higher. They should do what is comfortable without straining themselves. Legs should be straight, not bent, with toes pointed. Repeat the kicks to the side and back. Legs should be in alignment with the hips to form a nice clean line.

Turns

Having good music to keep the beat in the combination makes it more fun. The combination of movement will make more sense if you think of it in terms of the electric slide.

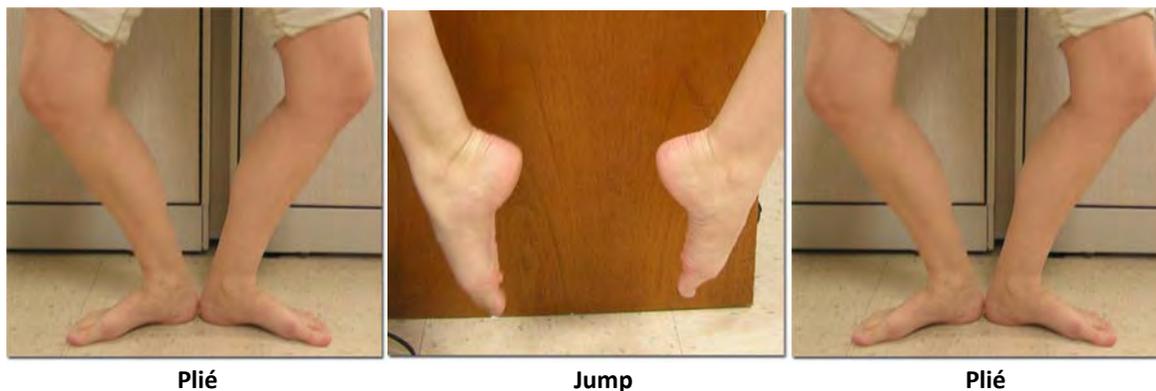
1. Have the teens do three turns (simple continuous rotations with their hands to the side) and clap at the end. Repeat the movements to the left side. The final combination of moves is turn, turn, turn, clap, followed immediately by the same movements to the left.

2. Next, have the teens repeat the same movement, adding a small jump after the turns and before the clap. The final combination of movements would be turn, turn, turn, jump, clap, followed immediately by the same movements to the left.
3. Finally, have the teens repeat the same movement again, adding a step to the side after the small jump and before the clap. The final combination of movements would be turn, turn, turn, jump, step to the side, clap, followed immediately by the same movements to the left.

Jumps and Wiggles

1. Ask the teens to do small jumps in place, moving in any way they feel is necessary to finish warming up and stretching their body.

With all jumps, make sure that the teens know to start a jump in plié and end a jump in plié, especially if the floor is not sprung so they don't injure their knees, hips or back.



Yielding and Standing

(This exercise is adapted from an example found in *Body and Earth: An Experiential Guide* by Andrea Olsen and John Elder. Middlebury College Press, 2002. P. 75.)

This exercise will help the teens focus on the space around them. They will learn how walking, falling to the ground, and standing, all simple movements we use in daily life, can be made into dance. Divide the teens into three groups A, B, C. The teens will remain in these groups for the rest of the movement class. The teens will move as one group unless their group is specifically singled out. During this exercise the teens should always keep moving, except for the end when each group is asked to watch.

1. Begin with the teens walking as one group. The teens can walk in any direction they choose: front, side or backwards. Have them do this for about three minutes. As they walk, ask the teens to focus on how the space in the room and the other bodies around them forces them to change their walk. Also, ask them to vary their speed by walking quickly or slowly.
2. Next, explain to the teens that they are to continue to walk around the room but when a cue is given they are to crumble to the ground. They can fall forward, backwards, and or to the side. Then, on the next cue, they are to stand back up and continue walking as if nothing happened. Warn the teens that they are thinking of crumbling into the ground, as if the ground were embracing them. They are not to slam into the ground because someone could get hurt that way and it would defeat the purpose of the exercise. Allow the teens to practice this for about five minutes.

3. Next, ask the teens to continue to walk, but to try crumbling to the ground and standing up slowly when they are given the proper cues. Next ask them to do the same thing quickly. Do this for about three minutes.
4. Next, ask group A to fall to the ground while groups B and C continue walking. Vary this sporadically between groups A, B, and C.
5. Finally, ask group A to come to front of the room and watch. Have groups C and B walk and fall to the ground on cue, varying their speeds as they are cued to do so. Next, ask group C to fall to the ground while B continues. Repeat and allow groups C and then B to step out and watch. This will allow the teens to see that their movements have become a dance. It will also let them see the big picture and the whole dance, rather than just seeing the individual part they are doing while they are dancing.

Authentic Movement

(This exercise is adapted from an example found in *Body and Earth: An Experiential Guide* by Andrea Olsen and John Elder. Middlebury College Press, 2002. P. 75.)

This exercise will help the teens focus on how everyday movements and movement impulse can be made into a dance. For this exercise start with the teens lying on the floor with their eyes closed.

1. Ask the teens to take a moment to stay completely still and listen to their breathing. As they breathe, ask them to focus on the space and individuals around them and to focus on their bodies. Ask them to focus on every tiny movement they may want to make, but cannot, because they are lying still.
2. Next, ask each teen to listen to their bodies and begin to move whenever their body has an impulse or need to do something. For instance, tell them that scratching their nose or wiggling their feet, rolling over, moving their legs or arms, and stretching count as movements. If the teens seem embarrassed or reluctant, remind them that all eyes are closed so they have nothing to feel self-conscious about.
3. Next, ask each teen to explore each movement as much as possible. They can do this by making the movement more slowly, faster, softer, or louder. In order to facilitate this and make sure each teen spends the proper amount of time trying each variation out, ask them to isolate one of the movements and try to make it move more slowly. Let them try this out for about one minute, and then tell the teens to try to make the movement faster, etc. This part of the exercise should take about five minutes.
4. Next, tell the teens to continue doing all their movements however they wish: Slow, fast, soft, or loud. Let them try out all of their movement for about two minutes.
5. Finally, announce that when they hear their group letter called they are to sit up and watch the other teens' movements. Then have that group lie down again and continue moving. Repeat this rotation through all groups so that each teen will have a chance to see what dance movements have been created.
6. At the end of the exercise, ask each teen to say what their original movement had been. In other words did they roll over, scratch their nose, etc.

Everyday Movement as Dance

This final exercise asks the teens to use everyday movements and turn them into a full dance sequence. During this exercise teens should always be kept moving except for at the end when each group is asked to watch the others.

1. Ask teens to think of a mundane everyday chore, such as getting up in the morning, taking a shower, folding clothes, digging a ditch, etc. Have the teens spend three minutes mimicking the movements needed for these chores, sequencing them in one continuous loop from beginning to end.

2. Next, ask the teens to alter their movements by making them bigger, smaller, faster, slower, heavy, and light. Lead them through this process so that they spend about ten minutes trying to alter their movements in each way.
3. Next, ask the teens to pick the three altered movements that they like best and string them together in a continuous loop. For instance, they can get up in the morning at a normal speed, then faster, and then slower. Let them practice this for about two minutes.
4. Now call each group up to the front of the room, one at a time, to watch while the other two groups continue to move.
5. After all groups have watched, begin to place the teens that have similar movement patterns or movement flows into separate groups, i.e., those that seem to make big movements, or small movements, or even opposite movements are grouped together. Have these new groups perform as the other teens watch. Try to arrange the groups so that each teen has a chance to participate at least once.
6. At the end, have each teen say what their movement pattern was based on.

Cool Down

Have the teens begin this exercise by lying down on the floor with their eyes closed.

1. Ask each teen to focus on their breathing, taking deep breaths in and out.
2. Ask each teen to imagine that there is sand slowly filling their feet and moving up through their bodies. Lead the teens through this imagery by telling them that the sand is filling their feet, and now it is continuing up to their knees, hips, etc., until the sand has filled their whole body. While they are filling up with sand, ask them to imagine that the sand is pushing them deeper into the soft floor.
3. Last, reverse the imagery by telling them that the sand is slowly trickling out of their bodies, starting with their feet and lead them through their whole body. Tell them that the resulting feeling makes them feel so light that they feel like they can float up to the ceiling.

Evaluation

After the workshop, ask the teens to complete an evaluation form so that you will know how they liked the program and to plan changes and improvements.

Find an example of a [Dance Evaluation Form](#) at the end of this program.

Guest Speakers

Invite local dance studio teachers, dance company members, or dance college professors to speak, demonstrate, or teach at the dance workshop. The same group of people can be contacted for teaching or speaking if you choose to have a dance movement class instead of a dance workshop.

Videos/DVDs/Films

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

Ballet for Beginners. (40 minutes)

Isadora Duncan Masterworks 1905-1923. (52 minutes)

New York City Ballet: Bringing Balanchine Back. (80 minutes)

Pilates for Dancers- Get the Dancer's Body. (100 minutes)

The Spirit Moves. (120 minutes)

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Tap Dancing for Beginners by Kultur. (30 minutes)

Urban Jam- Hip Hop Dance with Laya Barak. (60 minutes)

Web Sites

Dance Magazine

www.dancemagazine.com/

The web site for *Dance Magazine* is good for browsing and offers some video clips of dancers in action.

Dance Media

www.dancemedia.com/

This wonderful site provides video clips of professional dance, local studios, and competitions.

International Tap Association

<https://www.tapdance.org>

Learn all about tap at the International Tap Association's web site.

Professional Resources

101 Dance Games for Children: Fun and Creativity with Movement by Paul Rooyackers.

Bodystories: A Guide to Experiential Anatomy by Caryn McHose and Andrea Olsen.

Body and Earth: An Experiential Guide by Andrea Olsen.

Dance and Grow: Developmental Dance Activities for Three- Through Eight-Year-Olds by Betty Rowan.

Playdancing by Dianne Fraser.

Perpetual Motion: Creative Movement Exercises for Dance and Dramatic Arts by Janice Pomer.

Rhythmic Activities and Dance by John Bennet and Pamela Riemer.

Cyberdance: Ballet on the Net

www.cyberdance.org/

This web site gathers a wealth of information on different dance topics, such as Schools, Companies, Colleges, and Summer Programs.

DanceTeacher Magazine

www.dance-teacher.com/

This is the web site for *Dance Teacher* magazine. It has a lot of interesting topics that would be good for browsing, as well as some nice video clips.

Sapphire Swan Dance Directory

www.sapphireswan.com/dance/

This directory includes groups for all types of dance, including ballet, tap, hip hop, Irish, Greek, folk dance, and much more.

Program Materials and Examples

Example of Dance Press Release



Press Release

FOR IMMEDIATE RELEASE: August 19, 2008

Contact: Natasha Benway
South Regional Library
Phone: 936.442.7727 ext. 370
Fax: 936.788.8372
Email: nbenway@countylibrary.org



Dancing at Your Library '08 Workshop **MCMLS South Regional Library**

THE WOODLANDS, TX—Dancing @ Your Library '08' Workshop will be held on Saturday, Sep. 27, 9:00 AM at the South County Community Center in The Woodlands. Registration is required and begins September 1, 2008 at www.countylibrary.org.

Come explore the world of dance for the day! Open to all teens ages 12-18, no dance experience necessary, and it's free! We will start the day with a dance workshop from Lauren Anderson of the Houston Ballet. Lamar University and the University of Houston dance departments will perform later in the afternoon and teens will also be taught a master dance class in the afternoon by Teresa Chapman of the University of Houston as well. Breakfast munchies and lunch will be provided to all teens.

This is an all day event and will be held at the South County Community Center located next to the South Regional Library. Sign in begins at 9:00 AM, please do not be late as we have a busy day scheduled!

For more information call 936-442-7727 x370 or email Natasha Benway at nbenway@countylibrary.org.

Example of Dance Workshop Poster



FREE!

DANCING @ your library

'08 workshop

NO dance experience necessary!

For teens ages 12-18!

Saturday, September 27, 2008

9:00 am - 6:00 pm

South County Community Center
next door to the South Regional Library

SIGN UP REQUIRED
Register through the online calendar at
www.countylibrary.org

FREE DANCE WORKSHOP, MASTER CLASS, PERFORMANCES, and COLLEGE INFO

BREAKFAST MUNCHIES & LUNCH PROVIDED!
(Breakfast Munchies and Lunch provided courtesy of Chick-fil-A, The Egg & I, HEB, and Sweet Tomatoes)

For more information, contact Natasha Benway at nbenway@countylibrary.org



Montgomery County
Memorial Library System
Information, Ideas, and Interactions



Featuring
Lauren Anderson

Native Houstonian Lauren Anderson trained exclusively at Houston Ballet's Ben Stevenson Houston Ballet Academy, from the age of seven. She joined Houston Ballet in 1983 and in 1990 became the first African-American to be promoted to principal dancer.



Teresa Chapman

Teresa Chapman's most memorable dance experiences are her roles in the Los Angeles Opera's contemporary version of "The Flying Dutchman" and dancing the role of Cassandra in the Hamburg production of CATS. She received her MFA in Dance in 2002 from California State University, Long Beach.

South Regional Library
2101 Lake Robbins Dr.
The Woodlands, TX
77380 936.442.7727
ext.370

Area Sponsors:





South Montgomery County Friends of the Library

Example of Movement Class Flyer



Saturday, September 27, 2008

10:00 am - 12:00 pm

South County Community Center
next door to the South Regional Library

SIGN UP REQUIRED

Register through the online calendar at
www.countylibrary.org

FREE MOVEMENT CLASS,

WATER PROVIDED!

Please dress comfortably in loose fitting clothing that allows for movement. Socks will need to be worn.

For more information, contact Natasha Benway at
nbenway@countylibrary.org



South Regional Library
2101 Lake Robbins Dr.
The Woodlands, TX 77380
936.442.7727 ext.370

www.countylibrary.org

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Austin, Texas

2010

Donation Letter for Food



South Regional Library

2101 Lake Robbins Drive
The Woodlands, Texas 77380

T 936.442.7727
F 936.788.8372

August 11, 2008

To Whom It May Concern:

In accordance with the mission of the Montgomery County Memorial Library System to be a leading resource of culture, the South Regional Library will be hosting Dancing @ Your Library on September 27th, 2008. This event is free and open to all teens ages 12-18, no dance experience necessary. Teens will spend the day exploring the world of dance through a dance workshop taught by Lauren Anderson of the Houston Ballet, a master dance class taught by Teresa Chapman of the University of Houston, and performances by the dance departments of Lamar University and the University of Houston. Breakfast munchies, lunch, water, and an afternoon snack will be provided to all teens who attend this event. The South Regional Library will be able to host this event for 80 teens and approximately 10 adult volunteers.

In order for this event to be a success and free for all teens who wish to attend, I would like to request assistance from our local community to help make this day possible. Currently, Chick-fil-A has generously donated lunch for this event. All performers and dance instructors have volunteered their time free of charge. I am seeking businesses who would be willing to donate muffins and juice for breakfast, peanut butter cracker packs, or 12 (24 packs) of 16 oz. bottles of water. Due to advertisement deadlines, please contact me as soon as possible if you would like to donate to Dancing @ Your Library.

Please call me if you further questions. Thank you for your time and consideration.

Sincerely,

Natasha D. Benway
Young Adult Librarian
936-442-7727 x370
nbenway@countylibrary.org

George and Cynthia
Woods Mitchell Library
The Woodlands

Malcolm Purvis
Library

Central Library
Conroe

R. B. Tullis
Branch

R. F. Meador Branch
Willis

Charles B.
Stewart West
Branch
Montgomery

Dance Sponsor Sign



The graphic features a black silhouette of a dancer in a dynamic pose, holding a long blue ribbon that loops around the word "DANCING". The text "DANCING @ your library" is written in a blue, stylized font, with "DANCING" in all caps and "@ your library" in lowercase. Below this, "'08 workshop" is written in a smaller, blue, cursive font. The dancer appears to be standing on an open book with white pages and a dark cover. Several small black stars are scattered in the upper left area of the graphic.

Thanks to all our sponsors for making this day possible!

**Festival Ballet
of Greater Houston
Woodlands Festival Ballet**

**The South Montgomery County
Friends of the Library**



The EGG & I
Restaurants
Breakfast & Lunch



H-E-B
Here Everything's Better.™



UNIVERSITY of HOUSTON



HOUSTON BALLET
STANTON WELCH - ARTISTIC DIRECTOR



Souplantation & Sweet Tomatoes
salads • soups • bakery



Chick-fil-A



Montgomery County
Memorial Library System
Information, Ideas, and Interactions

South Regional Library 2101 Lake Robbins Drive, The Woodlands, TX 77380 936.442.7727 ext.365
www.countylibrary.org

2010 Texas Teens Read!

Within Arms Reach: The Future is Yours!

Published by the Library Development Division of the Texas State Library and Archives Commission

Austin, Texas

2010

Donation Letter to Studios



South Regional Library

2101 Lake Robbins Drive
The Woodlands, Texas 77380

T 936.442.7727
F 936.788.8372

January 15, 2008

To Whom It May Concern:

My name is Natasha D. Benway and I am the Young Adult Librarian at South Regional Branch Library located in the Woodlands. I am contacting you to request information about scheduling an outreach opportunity with _____ Ballet.

As part of my job I work with teens, and I have made it my goal to help bring the fine arts to teens through interaction at their local library. I have done this in a number of ways including a teen writing contest, and a teen art contest. Now I am in the process of developing a new program, a dance workshop.

The dance workshop theme will be the mind/ body connection, i.e. teaching teen dancers about the importance of educating both their mind and their body. This will be an all day event that will start around 9:00 AM and last until about 6:00 PM at night. The day will revolve around 4 areas which will include a three to four hour master class, a 45 minute speaker, a 30 minute presentation by the library to help highlight to teen dancers the resources they can use in their own library, and two local colleges with dance majors that will briefly perform and speak to students about their college dance program.

I am specifically interested in seeing if the _____ Ballet can provide a person willing to teach the 3 to 4 hours master class and be the speaker as well. This speaker needs to be there from around 9:00 AM until 2:00 or 3:00 PM.

Due to the generosity of our Friends of the Library group and the local community, this event will be free for all teens who wish to attend the workshop. The dance workshop will be limited to 50-75 teens, and teens will be provided with breakfast munchies, a lunch, and afternoon snack.

This dance workshop will take place on a Saturday towards the end of September and the beginning of October 2008.

Please respond to me at your earliest convenience as I am trying to get this organized before recitals start this spring and students break for the summer. Thank you for time and consideration with this project.

Natasha D. Benway
Young Adult Librarian

South Regional Library
2101 Lake Robbins Drive
The Woodlands, TX 77380
936-442-7727 x370
nbenway@countylibrary.org

George and Cynthia
Woods Mitchell Library
The Woodlands

Malcolm Purvis
Library

Central Library
Conroe

R. B. Tullis
Branch

R. F. Meador Branch
Willis

Charles B.
Stewart West
Branch
Montgomery

Dance Program Schedule

Dance Workshop Finalized Itinerary

8:00am-9:00am- Set Up

9:00am-10:00am- Sign In and Breakfast Munchies

10:00-10:15-Introduction for the Day

10:15am-1:15pm- Workshop- Lauren Anderson and Laura Ely of the Houston Ballet

1:15-2:00- Lunch

2:00pm-2:45pm- Interview with Lauren Anderson

2:45pm-2:55pm- Library Presentation

2:55-3:05- Presentation by Deborah Rayburn Artistic Director of the Festival Ballet of the Woodlands

3:05-4:35pm- College Class-Modern/Choreography-
Teresa Chapman

4:35-4:50pm- Afternoon Snack

4:50pm-5:20pm- College Performance- University of
Houston

5:20-5:30- Evaluations

Logo for Iron-on T-Shirt



What Can NCL and Community Volunteers Do?

If you are just arriving please put on a volunteer shirt before you begin working. At the end of your shift please place your volunteer shirt in the room where the food is being stored.

Parents are not allowed to attend/watch their teen during this event due to space limitations. Kindly ask parents to wait outside the building for their teen(s) unless the parent urgently needs to speak with their teen(s).

8:00-9:00— Put on volunteer shirt, Set up tables, Hang signs in building, Post signs at street corners, Hang banner outside of library, Set up breakfast munchies-muffins-napkins-small plates—two containers of juice on table, set up press release and sign in sheet on sign in table, Place trash bags near food tables, Place extra toilet paper and hand soap in bathrooms,

9:00-10:00— Put on volunteer shirt, Have volunteer at corner directing traffic into parking lot, Have someone outside the building handing out press releases to parents, Help teens sign in (highlight teens name on sign in sheet to show they have arrived-if you have someone show up who is not on the sign in sheet speak to Natasha Benway), Hand each teen 3 bottles of water (that is the limit per teen), Show teens where to put their dance bags, street clothes, street shoes, etc., Direct teens to help themselves to the breakfast munchies.

10:00-10:15—Put on volunteer shirt, Direct teens to enter main dance studio, Once teens are in the dance studio break down sign in table and add it to the food tables, Place breakfast munchies away, Prepare food tables for lunch, Sign in and direct any late teens

10:15-1:15— Put on volunteer shirt, Sign in or direct any late teens, Assist

Schedule for Community Volunteers (Page 2 of 2)

in dance program as needed, By 12:30 PM begin to set up food tables for lunch, Help unpack arriving lunch trays onto food tables at 12:50 PM

1:00-1:45– Put on volunteer shirt, Direct teens to food tables for lunch, Refill any food items on the food table as they run out, Make sure to grab a bite of food for yourself, At the end of lunch direct teens back to the dance studio

2:00-2:45– Put on volunteer shirt, Pick up food tables from lunch, Pack up any extra food, Pick up any trash and place it in the trash bags, Check on bathrooms-throw out trash-put fresh paper towels and toilet paper out if needed, Assist with dance programs as needed

2:45-3:05– See above 2:00-2:45 slot.

3:05-4:35pm– See above 2:00-2:45 slot **and** Prepare food tables for afternoon snack-peanut butter crackers-any left over chips, muffins and juice from lunch

4:35-4:50pm– Put on volunteer shirt Help direct students to food tables for afternoon snack. Help direct teens back to the dance studio at the end of snack time. Pick up food table from snack time, Pack up any extra food, Pick up any trash and place it in the trash bags, Check on bathrooms-throw out trash-put fresh paper towels and toilet paper out if needed, Assist with dance program as needed

4:50pm-5:20pm– See above 4:35-5:20 slot **and** kindly assist in asking parents to wait outside the dance building and let them know their teen(s) will be out shortly

5:20-5:30– Help pass out evaluation forms and golf pencils, Help collect evaluations forms and golf pencils,

5:30-5:45ish– Assist teens in gathering their belongings and leaving the dance building

5:45-7:00– Assist in picking up and cleaning the dance studio

Evaluations

___ Age ___ Female ___ Male

Name of School You Attend _____

How did you hear about this program? ___ School ___ Newspaper ___ Library's Website ___ Dance Studio
(Name of Dance Studio _____)
___ Other (Please list where _____)

What did you like about this program?

What did you dislike about this program?

What type of dance would you like to see at the program next year?

Evaluations

___ Age ___ Female ___ Male

Name of School You Attend _____

How did you hear about this program? ___ School ___ Newspaper ___ Library's Website ___ Dance Studio
(Name of Dance Studio _____)
___ Other (Please list where _____)

What did you like about this program?

What did you dislike about this program?

What type of dance would you like to see at the program next year?

Let's Get Digital!

By Valerie Jensen and Maritza Hernandez

Program Description

This program gives teens opportunities to explore their creative side. Through digital photography and audio recording, they can communicate about their daily lives and express themselves through a technological medium.

Developmental Needs and Assets

This program helps teens build on assets such as using time constructively, developing a commitment to learning, empowerment, building self-esteem and developing a positive identity. These programs allow teens to get creative and explore different techniques with their peers.

Books to Display

Adobe Photoshop and Photoshop Elements for Teens by Marc Campbell.

Digital Photography for Dummies by Julie Adair King.

Digital Photography for Teens by Marc Campbell.

How to Photograph Absolutely Everything: Successful Pictures from Your Digital Camera by Tom Ang.

Re-creative: 50 Projects for Turning Found Items into Contemporary Design by Steve Dodds.

Super Crafty: Over 75 Amazing How-To Projects! by Susan Beal, et al.

Books to Booktalk

Razzle by Ellen Wittlinger.

Surviving the Applewhites, by Stephanie Tolan.

Teen Ink: Written in the Dirt by Stephanie H. Meyer.

Thwunk by Joan Bauer.

Bulletin Board

Use photographs taken by the teens to decorate a bulletin board or display wall. Arrange the photos like a collage with catchy titles, such as "The way we see it," "Snapshots," "Through our eyes". Be sure to get a signed permission slip from the teens and parents of teens younger than 18 before posting their artwork.

Crafts

Music Cassette Coin Purses

Supplies

- Old cassettes
- Small Philips screwdriver

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Austin, Texas

2010

- Hot glue gun and glue sticks
- Felt
- 9-inch zippers
- Markers and paint

Instructions

A full tutorial for making the music cassette coin purses is available from *StumbleUpon*, www.chezlin.com/2008/04/cassette-tape-tutorial/. You can also refer to the book *Re-creative: 50 Projects for Turning Found Items into Contemporary Design* by Steve Dodds for more music and audio related craft ideas.



Decoupage a Table

Materials

- Old young adult books
- Color copier
- Photos of teens (optional)
- Mod Podge
- Spray adhesive
- Scotch tape
- Sandpaper
- Scissors
- Medium sized paintbrushes

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Instructions

The table shown in the photograph on page 91 was covered with pages from young adult books, pictures taken from teen programs, and copies of book covers. The size of the table will determine how many pieces need to be copied or cut. As the teens are cutting out the pieces, someone can be sanding the top and sides of the table for better adhesion. Once all of the pieces are copied and cut out, lay them on a flat surface. Arrange them however you want them to appear on the table. Use a small amount of scotch tape to hold all of the pieces together. After the pieces are together, turn the sheet over and lightly spray the sheet with the adhesive spray to better hold it together. While you're waiting for that to dry, pour some Mod Podge onto the table and use the paintbrush to spread a thin layer across the surface. Before that dries, lay the collage of pictures onto the table, centering it on the table to cover it entirely. Pour more Mod Podge onto the collage and use the paintbrush to spread it over the entire surface, paying special attention to the corners if applicable. Let it dry for a couple of days before you bring it out for the public to use.

Games and Activities

Say Cheese, Please! Digital Photo Contest

Hold a digital photo contest at the library by allowing teens to submit up to two photos. With the teens' permission, display the entries at the library and online if you have a teen blog or website. Choose a theme like "Within Arm's Reach" to make it a little more challenging and add focus to the contest. A theme allows the teens to come up with their unique spin through their camera lens. Give the teens an entry form for their parent's permission to display the teens' photo online if they are under 18. A sample entry form is provided here and can be adapted for your contest.

Digital Photography Contest Entry Form
Entry Deadline: July 15, 2009

Name: _____

Phone number: _____

E-mail: _____

Parent's signature: _____

Number of entries (maximum of 2): _____

Title of photograph (optional). _____

*If there is more than one entry please give a brief description of both:

1. _____

2. _____

By signing this form, I give permission for my child's photo to be displayed online. All entries will be displayed online and in the library. We would like to display all participants work, but if you are unwilling to have your child's photo(s) displayed online please check here: ___

Photos will be judged on clarity, originality, and creativity. Have a high school art teacher, your local newspaper photographer or a professional photographer to judge the photos. Award prizes to 1st, 2nd, and 3rd place winners by getting local businesses to donate gift cards or certificates, or use donated books as prizes.

Photo Gallery

Create a photo gallery using a random assortment of photos that include teens. Teens at the library program can help by using some of these unique ways to display photos.

- Hang photos on a string using clothespins. This replicates the way photos are hung in a darkroom during processing.
- Print the photos on brightly colored copier paper instead of plain white. Display these eye-catching images in the young adult area of the library.
- Add a photo gallery on the library's website or teen site to display the pictures taken by the teens. Let the public vote on their favorite photograph. If you don't have a web site, there are many free blog services and online photo albums, which would be used to showcase the pictures.
- For a craft project, let the teens decoupage an old table with pictures from young adult programs, their own photos, book covers, and pages from books. The completed project will make a great addition to library's young adult section!



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Blogger Online Photo Gallery

Encourage the teens to show off their photos online. If the library has an existing blog or website, insert a link directing patrons to an online photo album such as *Flickr* or *Photobucket* (or others listed below), or upload your images directly into the library's website or blog. Remember that teens own the copyright to their own work and you will need their permission to upload their photos. For teens younger than 18, you also need their parents' permission.

Tutorials for creating a blog are available from *Google*, <http://video.google.com/videoplay?docid=-6477846893924984833>, *Blogger*, www.blogger.com and *Typepad*, www.typepad.com but there are many other free blog services available. Additional resources are provided in the Professional Resources section of this program.

Photo Editing

As part of your program teens can learn to edit their photographs. Ask the teens to bring their own digital cameras or use a picture from the library's computers to practice. Teach them different styles and techniques to edit and manipulate photos using photo editing web sites and software. Teens can learn how to change the color, size, shape, and backgrounds and borders to their photos. Teens can then share their edited pictures with friends on some of the web sites mentioned elsewhere in this program or on the social networking site of choice. If available, use software like *Adobe Photoshop* or *Corel Paint Shop Pro*. Using photos pulled from online albums, web sites like *Fotoflexer*, www.fotoflexer.com and *Picnik*, www.picnik.com allow teens to morph photos, remove blemishes, add animation and special effects, and correct coloring. They can also add text. Additional resources are included in the Professional Resources section of this program.

Audio Expressions

In this activity, teens make audio books, with the help of a librarian. By downloading free audio software, you can easily create a book on CD that is read by the teens. Chambers County Library System did this as part of Teen Tech Week 2008.

1. Start out by letting your teens choose several books they might like to read. It's best to select books that have short chapters if possible.
2. Obtain permission from the publisher to record the book. Getting permission from the book publisher to record the book is usually easy to do. Most of the publishers like creative ideas that get their authors more attention. Orca Soundings, www.orcabooks.com, have proven to be very cooperative with this program. If possible contact the publisher by email for faster response.
3. Most of the book publishers also require the author's permission as well. Publishers may request permission from the authors, or may ask you to contact the authors directly. It is best to have the permission in writing. An email confirmation is usually sufficient.

Here is a sample of the permission letter emailed to Orca Books.

To whom it may concern:

My name is _____ and I am a librarian at _____. I am writing to request permission to allow teens at my library to create an audio book using the book title _____ by _____ from the Orca book collection. The Orca titles are very popular with our teens, and many ask for audio recordings of them. The popularity of these books has increased tremendously through word of mouth, and since they have become part of the local school system's reading program. The high interest, low level titles have hooked teens who are reluctant to pick up a book, many of whom have trouble with comprehension. Additionally, they are much more likely to score a higher grade on the school system's reading program if they can have someone read the book to them, or listen to an audio recording.

Thank you for your consideration.

Chambers County Library System was granted permission with the stipulation of creating one CD for each library in the system to be used in-house only. Each participating teen was also allowed one copy for their personal use.

After you get permission, if it is within the library's budget, purchase enough copies of the book as there are chapters. That way each participating teen can receive a copy of the book as a thank you for participating. Look for books like those published by Orca Soundings that are available for under \$10.00 each.

Each teen signs up to read a chapter and schedules a "recording session" for their chapter.

As each teen comes in to read, let them state which chapter they are reading along with their name, and then begin reading the chapter. Ex: "Chapter 1 read by John Doe". Don't worry about making mistakes, they can always go back and record again until they are happy with the end results.

To record the readings, download the free audio recording and editing software from *Audacity*, www.audacity.sourceforge.net. A tutorial on using the Audacity software is available at <http://audacity.sourceforge.net/manual-1.2/tutorials.html>. Be sure the teens are in a very quiet area by themselves to record their chapter. To start recording, click on the Record button. To stop recording, click on the Stop button. After each chapter is successfully recorded, click on File and Export as MP3 to a desktop folder. A pop up will appear, allowing you to add a title, tracks, etc. Add this information if you want, but it is not necessary for the purposes of this program. Once all your chapters are recorded and saved to your folder, you can burn them onto a CD.

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Professional Resources

Flickr

www.flickr.com

Flickr is another free online photo sharing website. Flickr allows you to organize, store, edit and share your pictures. Flickr also has special features allowing users to make photo DVDs, greeting cards, postage stamps and more.

Flauntr

www.flauntr.com

Flauntr lets you add borders and overlays, change colors, add text effects, and change your photos into famous works of art using effects from world famous paintings.

Gimp

www.gimp.org

Gimp is a software download with tools and features similar to Adobe Photoshop. It has advanced features, so if you have experience with Photoshop, Gimp is a great free alternative.

Lunapic

www.lunapic.com

Lunapic is an online photo editing website that lets you add animation, draw on an image, adjust the size, add speech bubbles and literally has hundreds of features to choose from. It is a fun site for teens.

Photobucket

www.photobucket.com

Photobucket is an online photo sharing website for uploading, sharing, linking and finding photos and videos. Photobucket is free but also has a Pro service allowing more space for images and videos. Photobucket also allows you to edit photos, resize, create slideshows and more.

Picasa

www.picasa.com

Picasa is a free software download from Google that allows you to organize, store, edit and share your pictures. Picasa's main focus is editing photos.

Picturetrail

www.picturetrail.com

Picturetrail is an online photo sharing and image hosting website. Picture trail is free and allows users to create slideshows, add Bling to their photos, create custom album covers, and create photo clubs.

Shutterfly

www.shutterfly.com

Shutterfly is a free photo sharing website that gives users their own URL to share with family and friends. It allows you to store photos and create photo story and memory books, cards, photo gifts and more. Shutterfly charges for the books and cards.

Teen Café Night

By Deban Becker

This program is adapted from the “Coffeehouse Programs” chapter in *101+ Teen Programs that Work* by Rosemary Honnold.

Length of Program

60-90 minutes

Program Description

Get in the mix! Invite teens to socialize with their friends, make crafts, and relax with a beverage of their choice at the library. This could be a warm cup of hot chocolate, mocha, or tea or a cool frappuccino, smoothie, or soft drink. If you are unable to provide programming at night, simply open the Café during the day!

Developmental Needs and Assets

Teens need a space that they can identify as their own. The library can provide a great space for teens to participate in creative activities and youth programs. At a *Teen Café Night*, teens have an open forum to share what they are feeling, doing, reading, or thinking, and simply relax from the stress of everyday life. Attending a program like *Teen Café Night* enables teens to develop interpersonal competence, such as showing empathy, sensitivity, and friendship to others.

Books to Display

Confessions of a Triple Shot Betty by Jody Elizabeth Gehrman.

Death by Latte by Linda Gerber.

The Girls by Tucker Shaw.

Must Love Black by Kelly McClymer.

Teens Cook Dessert by Jill Carle and Megan Carle.

Books to Share or Booktalk

Along For the Ride by Sarah Dessen.

How to (Un)cage a Girl by Francesca Lia Block.

I Am the Messenger by Markus Zusak.

Partly Cloudy: Poems of Love and Longing by Gary Soto.

Triple Shot Bettys in Love by Jody Elizabeth Gehrman.

Preparation and Promotion

Prior to the event, set your programming space up “café-style”. Place small round or card tables around the room with tablecloths on top. If preferred, instead of tablecloths, cover the tables with butcher paper and provide markers, crayons, and colored pencils so that the teens can doodle and draw on the paper.

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If the library has potted indoor trees, move them into the programming space to add the ambiance of an outdoor café. Dim the lighting in the programming room and add a flameless, battery-powered candle to each table. Ask staff to donate old mugs that they no longer use. For a centerpiece, place a coffee mug on top of a stack of books with a sample of the crafts that will be available.

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If you know what you will be serving in the café, create a menu of beverages, pastries, and snacks and place a copy at each table. If you plan to provide opportunities to create some of the crafts listed in this program, place tables on the edge of the room as craft stations. Alternately, provide music, poetry readings, or other activities for the teens to enjoy while drinking their coffee.

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Displays

Gather coffee and tea paraphernalia for the display, including coffee tins and mugs, coffee filters, tea bags, tea cups and saucers, marshmallows, sugar, coffee beans, grinders, and such. Arrange the items with related books.

Refreshments

Serve wrapped candy, assorted pastries, cookies, scones, or muffins. Depending on the type of drinks you decide to serve, you can provide a variety of hot or cold beverages with all the trimmings, including marshmallows, whipped cream, chocolate sprinkles, caramel or chocolate sauce etc. Provide napkins, small plates, and disposable cups with lids or mugs for the teens to use. Buy the drink mixes and paper products in bulk at stores such as Walmart, Sam's, or Costco.



If there is a Starbucks or other coffee shop near the library, stop by and ask to speak to the store manager. The store manager is the individual who has the power to donate products to community organizations. Tell the manager about the event you are hosting at the library. Repeat this information in a typed request on the library's letterhead. Ask for a donation of coffee and tea for the program. Alternately, ask to borrow a large coffee urn, used for community events, with the coffee, cups, and other condiments.

Arrange the refreshments buffet-style on a table. Teens can make their selections and carry them back to their tables.



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Crafts

Bath Tea Bags

Create a relaxing bath product using tea and herbs. Using chamomile tea bags and dried lavender, teens can make an aromatherapy bath soak as a gift or to use at home. Materials are simple and require only tea bags and dried lavender, available from natural food and bath shops. There are also lavender farms throughout Texas. If one is nearby, ask for donations or invite the owner to help teens create this and other projects. The directions for making bath tea bags are available from *Craft Bits*, www.craftbits.com/viewProject.do?projectID=136. Teens can use the product themselves or package several together for a gift.

Book Tape Transfer Bookmarks

(Adapted from *The Miscellaneous History of Common Experiments: An Encyclopedia of Sorts* by Celia Perez. This print zine is self-published by Celia Perez, a librarian. Copies are available from the author.)

This craft allows teens to take a black and white image, make it transparent, and transfer the image using book tape to create a unique bookmark.



Materials

- Book tape in a dispenser or Scotch® Clear Packaging Tape in a dispenser
- Black and white images, such as clip art
- Sample paint strips
- Ribbon
- Scissors (regular and fancy edges)
- Glitter
- Hole punches
- Empty shoebox lids

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- Rulers
- Napkins
- Pencils
- Small cloths or hand towels
- Water
- Medium-size container (to hold water)
- Toothbrushes
- Photocopier

Directions

In advance, gather black and white clip art images or ask the teens to find images in books and photocopy them. Also in advance, ask a local hardware or paint store for samples of paint strips. Set-up a long table with all the materials needed for the craft. Follow the directions provided below or view the step-by-step process available on *Clipmarks*, <http://clipmarks.com/clipmark/5DDF3F41-8C58-4A61-8AC0-D0FC70A2EFE5/>.



Find the image you want to use and make a photocopy of it. Use the regular copy setting for clearer images. Cut a piece of book tape the length that you want the bookmark to be. Stick the tape to the image and use the side of a pencil to smooth it down securely. Soak the entire piece of tape with the image on it in water for a few minutes. While the tape is soaking, select a paint strip and scissors. Peel as much of the paper off of the tape as you can. Use a toothbrush to get the rest of it off until the tape is nice and clear. The image can take a lot of rubbing without fading. Use a hand towel or small cloth to blot off any extra water. Then stick the tape to the paint strip. Press down firmly and try not to get any bubbles. Use a small ruler to help smooth the tape down against the surface of the paint strip. If desired, spread glitter in a shoebox top and place the tape sticky side down. Pat the tape lightly to pick up some glitter. Trim any excess edges. If desired, punch a hole on one end of the bookmark. Thread a ribbon through the hole and tie it. Use the fancy scissors to give the edges of the bookmark a pattern.

Chocolate Spoons

Invite the teens to make these yummy treats to use in their drinks. Teens can make the chocolate spoons using the recipe at *Cocoa Java*, www.cocoajava.com/cocoa_chocolate_spoons.html. You will need to supply plastic spoons, shortening, chocolate, and waxed paper. You will also need access to a microwave to melt the chocolate in small glass measuring cups. After making the chocolate spoons, teens will need to allow them to solidify. They can then wrap the spoons in plastic wrap and tie them up with a pretty ribbon to use later or give as a gift. In addition to chocolate, consider providing other flavored baking chips to melt or to drizzle over the chocolate to create swirls.

Coffee Filter Roses

Using white coffee filters and food coloring, teens can make an assortment of colored roses using the directions at *Crafters Touch*, www.crafterstouch.com/projectpage.aspx?projectid=100. A sample of a teen-made *Coffee Filter Rose* and a photo showing how to set up the craft station are provided in this program.





Hot Chocolate Cones

Teens can make hot chocolate cones to give as a gift, use as party favors, or save as a treat for later. These cute cones look like ice cream cones but contain everything, from the cocoa to the marshmallows, needed to make a cup of cocoa. To make a hot chocolate cone, follow the directions from *Disney Family Fun*, <http://jas.familyfun.go.com/recipefinder/display?id=50317>. Print out a label that shows the ingredients and directions for making the cocoa onto cardstock paper. A set of sample labels is provided in this program. Punch a hole in the cardstock label and attach to the top of the cone, where the cellophane bag has been gathered, and use ribbon to attach the label to the top of the cone. Cellophane bags are available at party supply stores.

Find sample [Café-Hot Chocloate Recipe Labels](#) at the end of this program.

Melted Crayon Bookmarks



Using peeled crayon shavings, cardstock, wax paper, and an iron and ironing board, teens can combine colors to make a vibrant bookmark to keep or give to a friend. A printable one-page instruction sheet for this craft is available on the web site created for *The Hipster Librarian's Guide to Teen Craft Projects* by Tina Coleman and Peggie Llanes, www.ala.org/ala/aboutala/offices/publishing/editions/webextras/coleman09713/coleman_project_2.pdf.

Activities

Celebrate Poetry Café

Host a teen poetry contest and invite the winners to read their work while enjoying refreshments at the Celebrate Poetry Café. Have separate categories for entries by grade, such as 6th grade, 7-8th grade, 9-10th grade, and 11th-12th grade. Decide on the criteria for the contest and create an entry form. An example of rules and criteria for a poetry contest and an entry form from the Plano Public Library System's Celebrate Poetry @ your library's Youth Poetry Competition is provided in this program. Invite at least five people, such as a high school English teacher, library board member, local authors or poets, or a library staff member to serve as judges.

Find an example of a [Café-Youth Poetry Entry Form](#) at the end of this program.

After the entries have been submitted, compile the poems into poetry booklets that can be given out to the participants at the event. Provide participation certificates to each teen poet to recognize their participation. Present bookstore gift cards in varying amounts depending on the level of award to the contest winners. Publicize the event with a colorful flyer. An example from the Plano Public Library System's *Celebrate Poetry Café* event is provided in this program.

Find an example of a [Café-Poetry Poster](#) at the end of this program.

If time permits, VOYA (Voice of Youth Advocates) hosts an annual Teen Poetry Contest for teens aged twelve to eighteen and publishes the work of each winning poet in the April issue of the journal. Libraries submit the "cream of the crop" from entries submitted to the library and VOYA

publishes the best of the best. To find out more, go to www.voya.com/Contests/index.shtml#poetry.

Open Mic Time

Invite teens to share with their peers by reciting a poem or story, telling a joke, playing an instrument, or sharing a special talent.

Ugly Mug Contest

Encourage teens to bring in the ugliest coffee mug they can find. Have teens vote on the “ugliest mug”. Award prizes according to the mug that receives the most votes. If there are enough submissions, divide the voting into categories like “tackiest,” “most likely to curdle milk,” or “so bad it’s almost cute.” To view an on-line gallery of ugly coffee mugs, go to *The Gallery of Ugly Mugs*, http://cocoajava.com/mug_contest_gallery.html.

Professional Resources

Herb Association of Texas

www.texasherbs.org

Check out this association to find lavender growers in your area.

Program Materials and Examples

Café-Hot Chocolate Recipe Labels

Hot Chocolate Cones



Directions:

Place 2 rounded tablespoons of cocoa mix in cup. Gradually stir in 8 oz. of hot water or milk. Add marshmallows and chocolate chips. Enjoy! Serves 3

Ingredients:

Cocoa Mix, Marshmallows, Chocolate Chips, Candy

Hot Chocolate Cones



Directions:

Place 2 rounded tablespoons of cocoa mix in cup. Gradually stir in 8 oz. of hot water or milk. Add marshmallows and chocolate chips. Enjoy! Serves 3

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Café-Youth Poetry Entry Form



Celebrate Poetry @ your library®
PPLS Youth Poetry Competition Official Entry Form
Due December 1, 2007



PLEASE PRINT CLEARLY OR TYPE. A parent or legal guardian must sign the form. Limit: 3 poems per entrant. Only one poem per entry form will be accepted.

Poet's First Name _____ Last Name _____ Age _____ M F

Poet's Home Address _____ City/State/Zip _____

Home Phone _____ Birth Date _____

Title of Poem _____

If applicable:
School Name _____ Student's Grade _____

School Address _____ City/State/Zip _____

Biographic Information

Hobbies/Interests _____

Favorite Poems _____

Favorite Books _____

What library do you visit? _____

Rules:

- Participants must be in grades 6 – 12.
- All entries must be received by December 1, 2007. Limit: 3 poems per entrant.
- Each poem should be written on the back of the entry form. Entry forms may be photocopied. Only one poem per entry form or the entry will be disqualified.
- Each poem is limited to 20 lines. Entries exceeding 20 lines will be disqualified.
- Each poem must be legible. Illegible entries will be disqualified. Each poem must be typed or handwritten in black or blue ink.
- Each poem must be on one side of the paper only. Entries on more than one sheet of paper will be disqualified.
- By entering, participants certify that the poem submitted is the original work of the above named poet and not a copy of an existing poem. Plagiarized entries will be disqualified.
- All poems will be judged on originality and structure. All qualified entries will be selected from the following: grades 6 – 7, 8 – 9, 10 – 12. Each group will be judged separately. The judging panel may consist of poets, teachers, and librarians. All decisions by the judging committee are final. By entering, participants expressly agree to these rules and to the decision of the judges.
- Parents/legal guardians of all youth entrants give Plano Public Library System (PPLS) permission to print, publish, or use any winning poem by a finalist or winner. These poems may be used for any and all purposes including, but not limited to, advertising, publicity, publication, and exhibition in any media known or hereafter devised. All rights to the poem will be retained by the author with PPLS being granted permission to use the entrant's poem at its discretion.
- The poetry competition is not responsible for late, lost, damaged, incomplete, or misdirected mail.
- All finalists will be invited to an awards ceremony and will have their work published.
- Parents/legal guardians of youth entrants give permission to PPLS to use any photo taken of the poet at the ceremony in their internal publications. Parent/legal guardian also gives permission to PPLS to send photos to outside publications, (such as national library publications and local newspapers).

Poet's name as it should appear in print: _____

I certify that the above information is correct and that the entry submitted is the original work of the above-named. I have read and understand all contest rules before signing.

Parent/Legal Guardian Signature: _____ Date: _____
If applicable

Poet's Signature: _____ Date: _____

Bring to any PPLS library or mail to:
Celebrate Poetry
Plano Public Library System
1501 18th Street
Plano, TX 75074

Sponsored by:
Friends of the Plano Public Library



FM681-435 REV 10/07

Winners will be announced during National Library Week on April 16, 2008

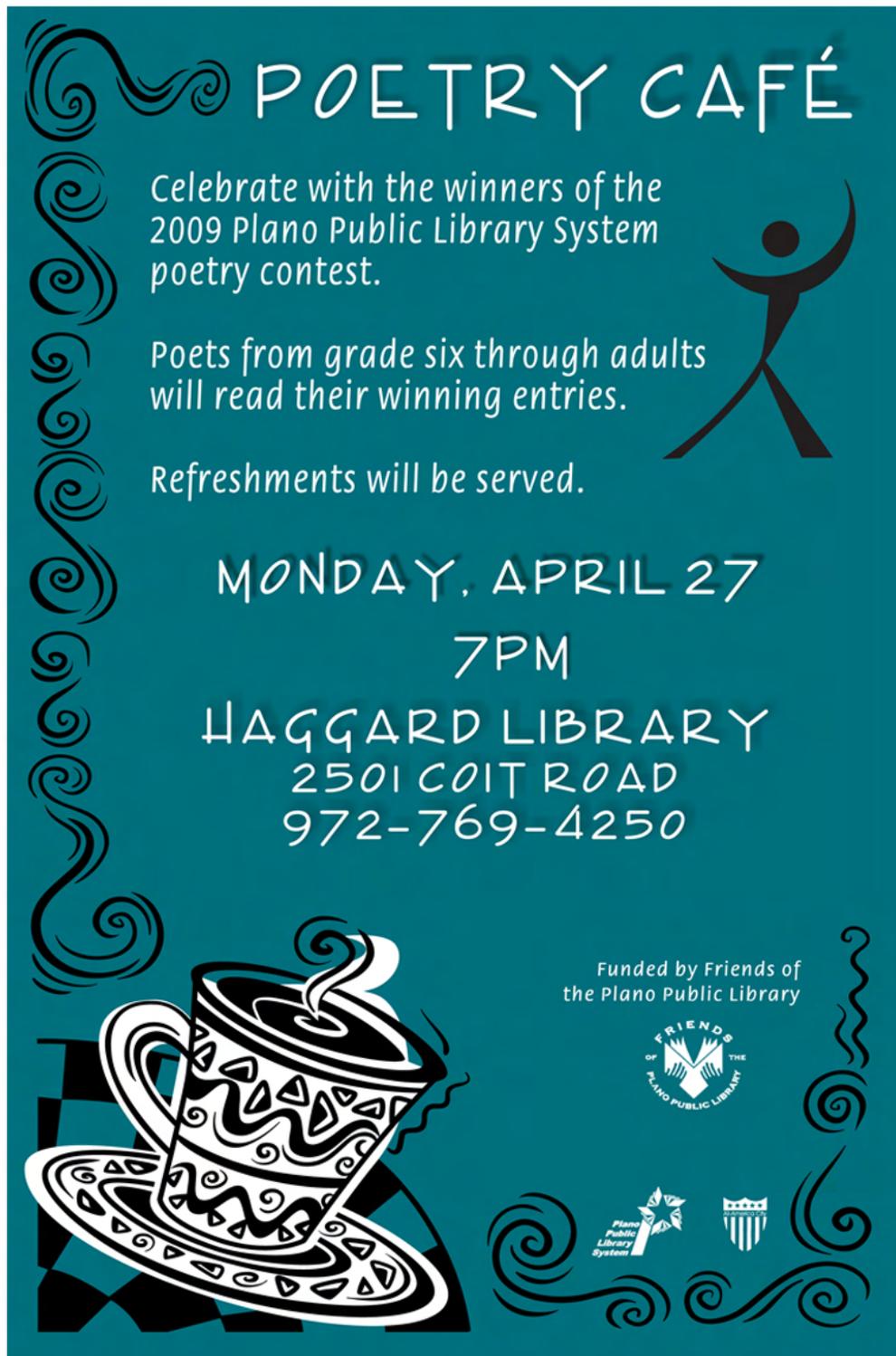
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POETRY CAFÉ

Celebrate with the winners of the
2009 Plano Public Library System
poetry contest.

Poets from grade six through adults
will read their winning entries.

Refreshments will be served.

MONDAY, APRIL 27
7PM
HAGGARD LIBRARY
2501 COIT ROAD
972-769-4250



Funded by Friends of
the Plano Public Library



Tune In, Rock Out

By Deban Becker

Length of Program

One hour or longer

Program Description

Regardless of the type, music invades teens' lives. It is as essential to a teen as breathing. In this program, teens will use various forms of music media to create works of art, as well as have the opportunity to participate in music-related activities. If you plan to play music in the library as part of this program be sure that the library has a public performance license. See the "Legalities" section of the Introduction to this manual for information.

Developmental Needs and Assets

Creative expression is an essential part of being a teen. Finding an outlet to express one's self can be a truly worthwhile experience. The library is a great setting for teens to discover their passion for creativity. By participating in activities from the *Tune In, Rock Out* program, teens are exposed to a variety of creative activities involving the arts and music.

Books to Display

Flat-Out Rock: Ten Great Bands of the 60s by Mike Tanner.

Girls Rock: How to Get Your Group Together and Make Some Noise by Robyn Goodmark.

Punk Rock Etiquette: The Ultimate How-To Guide for Punk, Underground, DIY, and Indie Bands by Travis Nichols.

Yeah! Yeah! Yeah!: The Beatles, Beatlemania, and the Music that Changed the World by Bob Spitz.

Books to Share or Booktalk

After Tupac and D Foster by Jacqueline Woodson.

Born to Rock by Gordon Korman.

Just Listen by Sarah Dessen.

The Latent Powers of Dylan Fontaine by April Lurie.

Nick and Norah's Infinite Playlist by Rachel Cohn and David Levithan.

Bulletin Board

Transform the bulletin board into a musical haven by posting or hanging cut-outs of musical notes on the board. Add photographs of musicians and pages from teen music magazines.

Displays

Create a display of teen books related to music and media. Add DVDs, music CDs, and audio books with pairs of headphones to attract attention. If the display is in a secure cabinet, add musical

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paraphernalia from different eras, such as an old Victrola record player, hi-fi records, an eight track player and tapes, cassette and CD players, and an iPod. Borrow these items from staff and patrons or check local thrift shops.

Survey the teens about their favorite artists, songs, and music albums. Use the results to create a “teen picks” display in the teen area of the books, CDs, and magazines that the library owns.

Decorations

Turn old CDs, tapes, and records into a promotional music mobile by hanging them from the ceiling of the teen programming space. Decorate the front and back of each item with information about the event you will be hosting. Instructions on how to make a hanging music mobile are available from *CraftBits*, www.craftbits.com/viewProject.do?projectID=1921.

Refreshments

A number of “rockin” refreshments can be served. Suggestions include Rockstar Energy drink (if this beverage is not available in local retail outlets it can be ordered online from *Rockstar*, www.rockstar69.com) or Pop Rocks candy (available in bulk from *PopRocks*, www.poprockscandy.com). If time allows, invite the teens to make old-fashioned rock candy using the recipe from *Buzzle*, www.buzzle.com/articles/rock-candy-recipe-how-to-make-rock-candy.htm.

Incentives

Depending on the activities included in the program, include a drawing for gift cards to Best Buy, Target, or iTunes so that teens can purchase their own music.

Crafts

Altered Record Album Covers

Materials

- Old record album covers
- Scissors
- Color images
- Exacto knife
- Glue

Directions

In advance, gather covers from old record albums. Ask patrons for donations or check with local thrift shops. Also gather old magazines that have color images or invite the teens to bring photographs and images of themselves or favorite musicians. Use an Exacto knife to cut and remove the parts of the album cover that will be altered. Add the images that have been selected and attach them with glue. Lay the album cover flat and allow it to dry. The altered album covers can then be used as a wall hanging or as a folder.



Gocks: Gothic Sock Puppets

(Adapted from Patricia Foster's program *Gocks! Gothic Sock Puppets: Most Valuable Creative Program.*)

Gocks are gothic sock puppets, an alternative craft program to the traditional sock puppet craft. Teens can choose a variety of ways to make the puppet have its own distinct personality. Ask staff to donate some of the stray socks that are missing a match or purchase inexpensive socks from a dollar store or thrift shop. Use the materials list as a starting point and add any other craft supplies that are on hand that might add to the goth puppets personality and persona.

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Materials

- Socks (white or black)
- Yarn
- Feathers
- Beads
- Safety pins
- Wiggle eyes
- Buttons
- Felt pieces
- Cloth scraps
- Pipe cleaners
- Glue guns
- Glue sticks
- Pom poms
- Ribbons/string
- Scissors
- Fabric markers
- Fabric paints

Directions

Place all of the craft materials on tables and distribute a sock to each teen. Let them use the craft materials to create their puppet. Use glue to add eyes, a nose, and a mouth. Safety pins can be added to the nose, face, or ears. Feathers and yarn will become hair and fabric paint and markers can be used for body decorations and tattoos. After the puppets have been completed, set up a portable puppet stage or hang a backdrop and invite their Gocks to act in a "Gothic Sock Puppet Theater". To view the Gocks teens have created at other libraries, visit the Mid-Hudson Library System *Flickr* site at www.flickr.com/search/?q=gocks. If desired, take photographs of the Gocks created at the program to add to the library's web site.

Media Sling

(Adapted from *FamilyFun*.)

Materials

- Old ties
- Scissors
- Self-adhesive Velcro-dot fasteners
- Tacky glue
- Waxed paper
- Cord
- Rulers

Directions

In advance ask staff for donations of old, unwanted ties to be used in making a sling that teens can use to carry their MP3 players, iPods, cell phones, or sunglasses. Cut the tie down to sixteen inches

long. Slip a piece of waxed paper into the wide opening of the tie. Place lines of glue around the edges of one half of the tie. Fold the tie in half and curl the cut edge inside the opening at the opposite end. Glue the ends of the cord in place and attach a Velcro-dot fastener. Set a book on top of the tie to press it flat while the glue dries. Additional instructions are available at *Make Digital*, www.make-digital.com/craft/vol08/?pg=122.



Recycled Vinyl Record Bowls

(Adapted from *D.I.Y. Girl: The Real Girl's Guide to Making Everything From Lip Gloss to Lamps* by Jennifer Bonnell.)

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Records are a part of our musical history but many teens may not be familiar them since they pre-date the downloadable music of today. This is a great way to expose teens to records and make something fun. Ask staff to donate old, unwanted records or purchase some from a thrift store. There are various sizes of records, but for this craft it is best to use 33•rpm or 45-rpm LPs.



You will also need some cookie sheets, a metal bowl, and access to a conventional oven. Invite the teens to learn how to make recycled vinyl record bowls by watching a how-to streaming video entitled "Recycle Your Record Albums! Make a Funky Bowl!" from Metacafe at www.metacafe.com/watch/317156/recycle_your_record_albums_make_a_funky_bowl/. Written instructions with photographs are available from Thrifty Fun, www.thriftyfun.com/tf895928.tip.html.



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If your programming space does not have an oven that is accessible, pre-make the bowls in the library kitchen or at home and bring them to the library for teens to decorate with markers, spray paint, acrylic paint, and puff paint.



Trace the inside of the record's circular label and make circles from cardstock for the teens to use to design their own label for their record bowls. Have records available that have not been turned into bowls in case one of the teens wants to decorate the record only.

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Rock Candy Players

(Adapted from the *crafty lil' thing*. This project uses a box of candy to make an edible iPod player. To read about the origins of the craft, go to the blog, *crafty lil' thing*, http://craftylilthing.blogspot.com/2009_02_01_archive.html.)

Materials

- Scotch tape
- String or yarn
- Miniature peanut butter cups or Hershey kisses
- Boxes of conversation hearts or Nerds candy
- Aluminum foil
- Colored construction paper
- Colored sticker dots
- Glue sticks
- Scissors
- White printer paper
- Fine tip Sharpies



Directions

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In advance, cut the string or yarn into 14-inch pieces. Cut aluminum foil into 4-inch circles (omit this step if Hershey's kisses are used instead of peanut butter cups). Cut the colored construction paper into 4x7-inch strips. Print "scroll wheels" onto white printer paper using the template at [Flicker, www.flickr.com/photos/22984053@N02/3251010520/in/photostream](http://www.flickr.com/photos/22984053@N02/3251010520/in/photostream). Print blank *iPlay Playlist* templates similar to the pattern available from *Flicker, www.flickr.com/photos/22984053@N02/3250182989*.

Provide each teen with two pieces of string or yarn, two peanut butter cups or Hershey's kisses, one box of candy, two aluminum foil circles (if using peanut butter cups), one strip of colored construction paper, one scroll wheel, one colored sticker dot, and one playlist template. Tape each end of string or yarn to a peanut butter cup or Hershey's kiss. Tie one piece of string to the middle of the other. Tape the loose end to the candy box. If using peanut butter cups, wrap each cup in a circle of aluminum foil. Wrap the colored construction strip around the candy box and secure the ends of the paper at the back using a glue stick. Cut the paper templates for the cover of the player and write text for your scroll wheel if desired. Attach a colored sticker dot to the center of the scroll wheel. Use a glue stick to add the scroll wheel to the front of the player. Allow the teens to write in the titles of their favorite songs on the playlist template or print and use the list of song titles on the *iPlay Playlist* pattern.

Find the [Tune-In iPlay List Template](#), the [Tune-In iPlay List Blank Template](#) and the [Tune-In iPlay Songs Template](#) at the end of this program.

Games and Activities

Battle of the Bands

Teens love to showcase their talent. Host a Battle of the Bands contest for teens at the library. For rules and ideas for setting up a competition, visit the San Jose Public Library web site, www.sjlibrary.org/about/events/bands.htm.

CD Swap

Invite teens to bring in CDs they no longer want and swap them with other teens. The swap could also include other types of media, such as DVDs, videos, books, or movies. The swap can be very informal but for more details review the program from *EZ Library Programs*, http://support.midhudson.org/ezprogram/display_details.php?id=498.

Gaming

Combine one of the crafts in this program with a night of gaming for teens. Offer games such as *Rock Band* and *Guitar Hero World Tour* to play.

Videos/DVS/Films to Show

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

10 Things I Hate About You. (97 minutes)

Nick and Norah's Infinite Playlist. (90 minutes)

Professional Resources

Tune In @ Your Library

http://wikis.ala.org/yalsa/index.php/Tune_In_%40_Your_Library_resources#Teen_Tech_Week_2008_40_2Ayour.2A_library

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This wiki from the 2008 Teen Tech Week has links, program ideas, book, and media suggestions related to a music theme that can be used in a library setting.

YA-MUSIC Listserv

<http://lists.ala.org/www/info/ya-music>

YALSA's Teen Music Interest Group started this list as a forum for librarians to post questions, get answers, and discuss related topics in the field of music and media for teens.

Program Materials and Examples

Tune In – iPlay List Template

iPlay Playlist: Come Out & Play > Play N Skillz > Wanna Play > Play It Like That >	iPlay Playlist: Come Out & Play > Play N Skillz > Wanna Play > Play It Like That >	iPlay Playlist: Come Out & Play > Play N Skillz > Wanna Play > Play It Like That >
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iPlay Playlist: Come Out & Play > Play N Skillz > Wanna Play > Play It Like That >	iPlay Playlist: Come Out & Play > Play N Skillz > Wanna Play > Play It Like That >	iPlay Playlist: Come Out & Play > Play N Skillz > Wanna Play > Play It Like That >

Tune In – iPlay List Blank Template

<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>
<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>
<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>
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<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>	<p>iPlay</p> <p>Playlist:</p> <p>></p> <p>></p> <p>></p> <p>></p>

Tune In – iPlay Songs Template

iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >
iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >
iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >
iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >
iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >
iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >
iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >	iPlay Playlist: Song 1 > Song 2 > Song 3 > Song 4 >

What Dreams Are Made of...?

By Deban Becker

(Adapted from "Find Your Future" and "In Your Dreams" in *Teen Programs with Punch: A Month-by-Month Guide* by Valerie A. Ott.)

Length of Program

One hour or more

Program Description

Whether awake or asleep, every teen has dreams! Design this program to be as figurative or as literal as desired. Help teens decipher dreams and allow the explanations of their subconscious thoughts to bleed over into truths about their real lives. Alternatively, discuss what teens dream about for their future in a practical sense as they contemplate life after high school or college and their career goals. Inspire teens to find and discuss what they love to do. As a result, the teens can realize that the dreams they have for themselves are within their grasp and the future can be what they make of it!

Developmental Needs and Assets

The topic, *What Dreams are Made of...*, can be a very empowering program for teens. Teens can experience planning and decision-making as they learn about what might interest them in their future goals and career. By analyzing their dreams, a teen can become secure and acquire a positive identity in which he or she feels they have personal power and control over the circumstances they encounter in their life. Overall, teens can gain an optimistic outlook on their personal future and a sense of purpose for themselves.

Books to Display

American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China by Matthew Polly.

Chill: Stress-Reducing Techniques for a More Balanced, Peaceful You by Deborah Reber.

Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges by Loren Pope.

The Dream Encyclopedia by James R. Lewis.

What Color Is Your Parachute? 2009: A Practical Manual for Job-Hunters and Career-Changers by Richard Nelson Bolles.

Books to Share or Booktalk

Dreamhunter: Book 1 of Dreamhunter Duet by Elizabeth Knox.

Dreamquake: Book 2 of Dreamhunter Duet by Elizabeth Knox.

Fade by Lisa McMann.

Leven Thumps and the Gateway to Foo by Obert Skye.

Wake by Lisa McMann.

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Bulletin Board

Cover the bulletin board with a blue or black background. Add cut-out paper clouds or clouds created from cotton balls. In the clouds, write dream-related words to advertise the program. Use a thesaurus, but words could include “chimera,” “fancy,” “ambition”, and “trance.”

Refreshments

Provide snacks that are light, fluffy, and “dream-like”. Serve “cloud-like” cotton candy and make orange dream punch using the recipe from *The Gourmet Life*, http://www.thegourmetlife.com/recipes/non_alcoholic_beverages/orange_dream_punch_non_alcohol.html. Make and serve Chocolate Coconut Dream Bars using the recipe from *Recipe Zaar*, www.recipezaar.com/Chocolate-Coconut-Dream-Bars-28807. Alternatively, invite the teens to make their own orange dreamsicle delight using the simple recipe from *Spark People*, <http://recipes.sparkpeople.com/recipe-detail.asp?recipe=379727>.

Crafts

Set up one or more of these craft projects in stations as part of the program. Allow the teens to express their dreams and goals for the future through art.

Dream Pillows

Directions to make a simple, comfy dream pillow are available from *Craftbits* at <http://www.craftbits.com/viewProject.do?projectID=177>. Have fabric markers available for the teens to use if they want to write dream-related words on their pillows.

Dream Catchers

Dream catchers are a popular craft associated with Native American Indians. Legend states that the center of the dream catcher’s web will filter the dreams, only allowing good dreams to enter a person’s mind. Bad dreams are caught in the web and dissipate in the morning. Teens with a recurring “bad” dream may be interested in making this craft. For instructions on making a dream catcher, go to *KidzWorld*, <http://www.kidzworld.com/article/6855-make-your-own-dreamcatcher>. Alternately, purchase pre-made materials to make a dream catcher from *Oriental Trading Company* <http://www.orientaltrading.com>.

Dream Journals

Dream journals can be used to write down and hold the dreams and goals a teen has for their future or the dreams they have while they sleep. There are a variety of ways to create a “dream journal”. Crafty teens can try creating a painted art dream journal to record their dreams, desires, and thoughts using the instructions from *Creativity Portal*, <http://kids.creativity-portal.com/d/projects/dream.journal/>, or make a tea stained dream journal using the directions from *eHow*, http://www.ehow.com/how_4514755_make-tea-stained-dream-journal.html. If a teen wants to analyze their own dreams they may want to start a dream journal to keep near their bedside so they do not forget them after they wake up. If teens need help getting started on their dream journals, they can go to *eHow*, http://www.ehow.com/how_4681412_start-dream-journal.html for suggestions. Step-by-by instructions on keeping a dream journal are also available from *Instructables*, http://www.instructables.com/id/Dream_Journal/.

Dream Skirt

Girls can make a simple, cute skirt by reconstructing a pillowcase into a dream skirt. Pillowcases come in all kinds of colors/patterns and since they are already hemmed and stitched up on both sides, teen girls will only need to construct a waistband. Gather pillowcases prior to the start of the

program or ask teens to bring one from home. For simple step by step visual instructions, check out *DIYFashion*, http://diyfashion.about.com/od/diyskirts/ss/Pillowcase_Skir.htm or *D.I.Y. Girl: The Real Girl's Guide to Making Everything From Lip Gloss To Lamps* by Jennifer Bonnell.

Marble Magnets

(Adapted from *D.I.Y. Girl: The Real Girl's Guide to Making Everything From Lip Gloss To Lamps* by Jennifer Bonnell.)

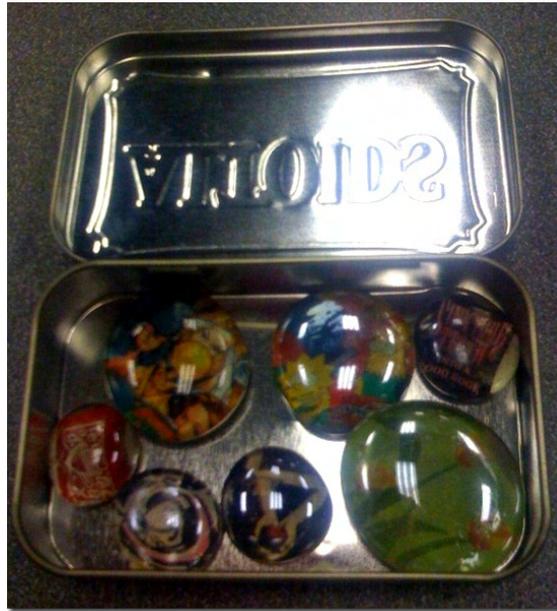
The round glass marbles used in gardens or vases are great for magnifying mini-images and making them into classy looking magnets.



In advance, purchase clear, flat floral marbles. These are inexpensive and can be found in the gardening section of a dollar store. Gather old magazines, comic books, and catalogs to recycle into sources of images for the marbles.



Use a clear drying glue to affix the image to the bottom of the marble. Add a piece of magnetic strip to the bottom. To turn a set of these marble magnets into a gift, recycle and decoupage an Altoid's Mints tin or other metal tin. Place six to eight marble magnets into the tin.



For a printable one-page detailed instruction sheet for this craft, go to the web site for *The Hipster Librarian's Guide to Teen Craft Projects* by Tina Coleman and Peggie Llanes at http://www.ala.org/ala/aboutala/offices/publishing/editions/webextras/coleman09713/coleman_project_1.pdf.

Games and Activities

Future Quest

To teens, the future after high school may seem full of endless, exciting opportunities or uncertainty. Whether it is attending college, working, traveling aboard, or a myriad of other ventures, teens are faced with many choices. This activity can allow teens to hone their futures into a more manageable realm of possibilities. In this program, teens can discern their personality traits to match their futures.

As an icebreaker, have the teens play “Who Am I”? with career titles. Write out career titles on stickers. As the teens arrive, place a sticker on the back of each teen’s shirt. Have them ask the other teens questions that can be answered with “yes” or “no” until they figure out what career they are wearing. Have PayDay and \$100 Grand candy bars to give out to all the teens that correctly guess their career title.

For the main focus of this activity, use the reproducible “Career Inventory Worksheet” in the “Find your Future” chapter of *Teen Programs with Punch: A Month-by-Month Guide* by Valerie A. Ott. The “Career Inventory Worksheet” can be used to help the teens explore what they want in a future career. Use the career and personality quiz websites provided in the bibliography to add a fun element to the activity. If you don’t have a copy of this book, you can see a sample, including this worksheet, through Google Books at http://books.google.com/books?id=dZQ2yU5_v4UC&print_sec=frontcover&dq=teen+programs+with+a+punch-v=onepage&q=career%20inventory%20worksheet&f=false.

Dream a Little Dream

Chances are, on more than one occasion, while sleeping every teen has experienced an unusual dream. Dreams are often hard to understand or make no sense at all, yet we are compelled to share them with others.

Preparation

Make your programming space as comfy as possible. Place beanbag chairs, lounging rockers, blankets, quilts, and pillows around your space. Set the mood by dimming the lights and play new age or soothing music in the background. Decorate a refreshments table with white tulle or a white tablecloth.

After the teens have arrived, introduce the topic of dream analysis. Have a dream dictionary and/or encyclopedia on hand. Explain how many mental health professionals believe there is a link between our daily lives and our dreams. Dreams can mean nothing unless we attach meaning to them in the context of our lives. Make sure to emphasize to the teens that dream analysis is not an exact science but a fun activity of self-exploration.

Research dreams using sites like *Dream Doctor*, <http://www.dreamdoctor.com/>, or peruse *The Book of Lists for Teens* by Sandra and Harry Choron for a list of the most common recurring teen dreams and their meanings. As an icebreaker, share the list with the teens and have them check off any of the “recurring dreams” they have had before and share with the other teens.

For the main focus of the activity, use the reproducible “Dream Recall Worksheet” in the “In Your Dreams” chapter of *Teen Programs with Punch: A Month-by-Month Guide* by Valerie A. Ott. Use the “Dream Recall Worksheet” to encourage teens to write down the details of their dreams. If you don’t have a copy of this book, you can see a sample, including this worksheet, on Google Books at http://books.google.com/books?id=dZQ2yU5_v4UC&pg=PA28&lpg=PA28&dq=dream+recall+worksheet&source=bl&ots=1nJDIA3pWQ&sig=1RpiY29UjUdU7fp-Up6KjcgWjXs&hl=en&ei=N3CESryWJ5SsMcO25cwE&sa=X&oi=book_result&ct=result&resnum=6#v=onepage&q=dream%20recall%20worksheet&f=false. Use these suggestions and others to create

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your own worksheet. Use a dream dictionary or one of the dream websites provided in the bibliography to help ascertain the teen's dreams. If teens are willing, allow them to share their findings with others. If time allows, invite the teens to try one of the "dream-related" crafts listed below.

Guest Speakers

Invite a psychologist to talk about dreams and their meanings. Invite a college advisor or career counselor to talk about career goals.

Videos/DVDs/Films

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

Bend It Like Beckham. (112 minutes)

The Pursuit of Happyness. (117 minutes)

Wild Hearts Can't Be Broken. (88 minutes)

Web Sites

Careerlink Inventory

<http://www.mpcfakulty.net/CL/cl.htm>

This site uses a person's interests, aptitudes, and personality traits to help them in their career search.

Dream Dictionary

<http://www.glamour.com/horoscopes/dreamdictionary>

This site, hosted by *Glamour*, includes tools that can be used to analyze and interpret the meaning of dreams.

Free Enneagram Personality Test

<http://similar minds.com/test.html>

This site features a free, on-line personality assessment.

Go To College – Career Quiz

<http://www.alaska.edu/gotocollege/middle-school/planning/career-quiz/>

This site features a simple, ten question quiz to help teens decide on a career choice.

Goals For the Future – Dream Journal

<http://www.seventeen.com/fun-stuff/special/dream-journal>

Sponsored by *Seventeen*, this site offers an on-line dream journal featuring a slideshow of reader's dreams, thoughts, and feelings.

Mapping your Future

<http://mappingyourfuture.org>

This site features information from a national collaborative and nonprofit organization that provides career, college, financial aid, and financial literacy services for students and their families.

My Jellybean

<http://www.myjellybean.com/personality-quizzes/>

The quiz section of this teen site includes a number of personality traits to consider.

Quiz Rocket

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

This quiz site includes a number of personality quizzes, including one to help teens determine which "Twilight" character they are most like.

Teen Business Link

<http://sba.gov/teens/>

This site, sponsored by the U.S. Small Business Administration, offers advice for teens who are interested in becoming entrepreneurs.

Bibliography

Key to abbreviations for age recommendations

I = Elementary

Y=Young Adult

L=For the Librarian

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

Books

Acs, Jessica.

Outstanding Mini Albums: 50 Ideas for Creating Mini Scrapbooks. Memory Makers, 2009. (Y+)

This book takes readers through the experience of creating mini-scrapbooks and provides readers with examples of mini-albums and step-by-step project instructions.

Ang, Tom.

How to Photograph Absolutely Everything: Successful Pictures From Your Digital Camera. DK, 2009. (L)

The author concisely explains different techniques using simple directions and examples to create successful digital photographs.

Baskett, Mickey.

Dazzling Bead and Wire Crafts. Sterling, 2005. (Y+)

This book provides full-color photos, diagrams, patterns and easy-to follow instructions for beaded wire craft projects.

Bauer, Joan.

Thwonk. Speak, 2005. (Y)

Seventeen-year-old A.J. McCreary is facing a multitude of problems including taking a picture for the cover of the Valentine edition of the school paper, being dateless for the upcoming King of Hearts Dance, and fighting with her dad about her desire to become a photographer.

Beagle, Debra.

Hand Lettering Made Easy. EFG, 2004. (Y+)

This book gives clear, simple instructions in calligraphic lettering for beginners to use in scrapbooking, journaling and other arts and crafts projects.

Beal, Susan, et al.

Super Crafty: Over 75 Amazing How-to Projects! Sasquatch, 2005. (Y+)

This book presents projects that are accessible for both expert and beginning crafter. Each project discusses supplies, cost, level of difficulty, and age appropriateness.

Beatty, Theresa.

Food and Recipes of Japan. PowerKids, 1999. (I)

This book discusses different types of popular recipes made in Japan.

Bennet, Johan and Pamela Riemer.

Rhythmic Activities and Dances. Human Kinetics, 2006. (L)

Focusing on different types of dance, like rhythmic games and activities, rhythmic aerobics and dance, line dances, and folk dance, this book offers lessons for beginner, intermediate and advance dancers.

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Block, Francesca Lia.

How to (Un)cage a Girl. HarperTeen, 2008. (Y)

Through this three-part poetry collection, the emotional journey from girlhood to womanhood is presented.

Bolles, Richard Nelson.

What Color Is Your Parachute? 2009: A Practical Manual for Job-Hunters and Career-Changers. Ten Speed, 2008. (Y+)

The 2009 edition of this classic, also an ALA Outstanding Book for the College Bound title, advises first-time job seekers on how to find the right work for them.

Bonham-Lies, Betty.

The Poet's Pen: Writing Poetry with Middle and High School Students. Teacher Ideas, 1993. (L)

Beginning writing instructors learn all the information they need to start a writing program, including techniques and tips for writing poetry, exercises and a complete bibliography.

Bonnell, Jennifer.

D.I.Y. Girl: The Real Girl's Guide to Making Everything from Lip Gloss to Lamps. Puffin, 2003. (Y-L)

Through step-by-step guides, Bonnell gives instructions on making a variety of decorative items such as marble magnets and pillowcase skirts.

Browning, Marie.

Totally Cool Polymer Clay Projects. Sterling, 2005. (Y)

This easy-to-use book provides over 100 projects in polymer clay that kids of all ages will enjoy. Browning introduces all the techniques used in polymer clay projects and provides instructions for completing each project.

Bryant, Jen.

Pieces of Georgia. Knopf, 2006. (I+)

This book, told through free verse poems and journal entries, records 13-year-old Georgia's conversations with her mother, who died six years earlier, and delves into the struggles she and her father have gone through since their loss.

Campbell, Marc and Dave Long.

Digital Photography for Teens. Course Technology, PTR, 2006. (Y+)

Written for the young adult audience, this easy to follow book provides digital photo examples to teach teens how to take good pictures.

Campbell, Marc.

Adobe Photoshop and Photoshop Elements for Teens. Course Technology, PTR, 2007. (Y+)

Written for the young adult audience, this book is targeted towards teens who already have a basic understanding of Photoshop. The book includes instructions on various techniques that teens want to learn to enhance their skills.

Cano-Murillo, Kathy.

The Crafty Diva's Lifestyle Makeover: Awesome Ideas To Spice Up Your Life. Watson-Guptill, 2005. (Y-L)

This book for crafty teens includes a chapter that features music-related projects.

Carle, Jill and Megan Carle.

Teens Cook Dessert. Ten Speed, 2006. (Y)

This step-by-step cookbook for teens provides recipes for making Triple Chocolate Biscottis, Chocolate Eclairs, and other yummy treats.

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Choron, Sandra and Harry Choron.

The Book of Lists for Teens. Houghton Mifflin, 2002. (Y-L)

This title features more than 300 lists for teens, including a list of "The 7 Most Common Recurring Teen Dreams and What They Mean".

Cohn, Rachel and David Levithan.

Nick and Norah's Infinite Playlist. Knopf, 2006. (Y+)

When Nick, a member of a rock band, asks Nora to be his girlfriend for five minutes in order to avoid his ex-sweetheart an adventurous night in NYC ensues.

Coleman, Tina and Peggie Llanes.

The Hipster Librarian's Guide to Teen Craft Projects. American Library Association, 2009. (L)

This professional resource provides a variety of craft projects that have been done in a library setting.

Cusick, Dawn and Megan Kirby.

The Michaels Book of Paper Crafts. Lark, 2005. (Y+)

Paper is cheap and this book provides a wide variety of crafts created with paper, including scrapbooking, decoupage, and quilling. Readers will find the full-color photos and easy to follow instructions very useful.

Dalla, Tamalyn.

Belly Dancing for Fitness: The Ultimate Dance Workout That Unleashes Your Creative Spirit. Ulysses, 2004. (Y+)

This book shows the basic movements in belly dance and provides a basic eight-week fitness program that focuses on toning and strengthening the core muscles.

Dessen, Sarah.

Along For the Ride. Viking, 2009. (Y+)

When Auden, a late-night coffee lover, meets Eli, a fellow insomniac, they begin a nocturnal "quest" to let go of guilt and experience life to the fullest.

Dessen, Sarah.

Just Listen. Viking, 2006. (Y+)

When sixteen-year-old Annabel befriends classmate Owen, she finds his passion for music contagious and uses it to help her confront what really happened at the end-of-the-year party that changed her life.

DeVries-Sokol, Dawn.

1,000 Artist Journal Pages: Personal Pages and Inspirations. Quarry, 2008. (Y+)

This book offers examples of over 1,000 individual journal pages created by artists and it presents ideas and techniques for creating personal journal pages.

Dewar, Andrew.

Fun and Easy Paper Airplanes. Tuttle, 2008. (Y+)

Readers will find detailed instructions for creating sixteen paper airplanes. The author also provides readers with tips and strategies for making paper airplanes fly faster.

Dewar, Andrew.

Simple Origami Airplanes: Fold 'Em and Fly 'Em. Tuttle, 2007. (Y+)

Readers will find sixteen ready-to-fold paper airplanes and perforated paper from which to make them, along with simple, easy to follow instructions on creating fast flyers.

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Dodds, Steve.

Re-creative: 50 Projects for Turning Found Items into Contemporary Design. HP Trade, 2006. (Y-L)

This book inspires the reader to turn old junk into useful items. The author sparks readers to think about recycling and creativeness by creating crafts made from album covers, soda cans, CD cases, and more.

Elizabeth, Mary.

Painless Poetry. Barron's Educational Series, 2001. (Y)

In this useful and practical guide written for young adults, readers will find examples of poetry and come to understand how poets use words, create rhyme schemes, and write in both metered and free verse.

Franco-Feeney, Betsy (editor).

You Hear Me? Poems and Writing by Teenage Boys. Candlewick, 2001. (Y)

In this collection of uncensored poems and short prose, readers gain frank insight into the minds of teenage boys coming of age as themes of family, conformity, bullying, love, sex and anger are explored.

Franklin, Eric.

Dynamic Alignment Through Imagery. Human Kinetics, 1996. (Y-L)

This book explores using imagery to improve alignment and movement in dance and provides a lot of examples that would be useful to teens in their everyday life. Librarians planning a dance program will find useful material.

Fraser, Dianne.

Playdancing. Princeton, 1991. (L)

Although the book is aimed at younger children, the exercises can be adapted and used as a basis for creating a program for teens.

Friedman, Lise and Callis, Chris.

Alvin Ailey Dance Moves!: A New Way to Exercise. Abrams, 2003. (Y+)

This book describes a fitness program that is based on the many different movement styles taught at the Alvin Ailey Dance Theatre School, including West African, classical ballet, Indian, and yoga.

Gehrman, Elizabeth.

Confessions of a Triple Shot Betty. Dial, 2008. (Y)

Three girls spend the summer working at a coffee shop in California, where they form friendships and experience life together.

Gehrman, Jody Elizabeth.

Triple Shot Bettys in Love. Dial, 2009. (Y)

In this sequel to *Confessions of a Triple Shot Betty*, romance ensues for Geena, Amber, and Hero, while they continue to serve espressos at the Triple Shot Betty coffee shop.

Gerber, Linda.

Death by Latte. Speak, 2008. (Y+)

In this title in Gerber's teen mystery series featuring Aphra Connolly, the teen flies to Seattle to see her mother and becomes involved in the death of a man at a coffee shop.

Goodmark, Robyn.

Girls Rock: How to Get Your Group Together and Make Some Noise. Billboard, 2008. (Y)

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Goodmark inspires girls to make music of their own and provides information on topics ranging from choosing an instrument and finding band-mates to organizing rehearsals, recording music, spreading the word, and getting gigs.

Graphic-Sha.

How to Cosplay. Vol. 1. Graphic-Sha, 2009. (Y-L)

This multi-volume set focuses on different aspects of cosplaying in each volume. Volume 1 specializes in cosplay make-up, while other titles in the series cover costumes, wigs, and other topics, including specific characters.

Greenberg, Jan and Sandra Jordan.

Runaway Girl: The Artist Louise Bourgeois. Abrams, 2003. (Y+)

Louise Bourgeois was one of the world's best-known sculptors of the 20th century. Part biography, part memoir, this book brings to life a unique portrait of the artist and teens will relate to Bourgeois through the stories about her life and their relationship to her artistic themes.

Harrison, Holly.

Altered Books, Collaborative Journals, and Other Adventures in Bookmaking. Quarry, 2003. (Y+)

In this how-to book, readers learn about creating altered books through the use of layering, collage, and other artistic techniques. In addition, readers will learn how to work together with other writers and artists to create a collaborative journal.

Hattori, Chihiro.

The Manga Cookbook. Japanime, 2007. (Y+)

This popular book is an excellent step-by-step on how to prepare Japanese cuisine. It has recipes that are mentioned in some manga and uses ingredients that can be found in Western kitchens.

Honnold, Rosemary.

101+ Teen Programs That Work. Neal-Schuman, 2003. (L)

This professional resource features useful program ideas, including a section on hosting coffeehouse programs.

Horosko, Marian.

Martha Graham: The Evolution Of Her Dance Theory and Training. Cappella, 1991. (Y+)

This is a compilation of memories from Martha Graham's past students and company members but also includes specifications on the Graham technique.

Jones, Mason and Patrick Macias.

Japan Edge: The Insider's Guide to Japanese Pop Subculture. Viz Media, 1999. (Y+)

Written from the perspective of five American fans, this book covers Japanese film, music, and animation, giving readers an insight into the Japanese culture.

King, Adair and Serge Timacheff.

Digital Photography for Dummies. For Dummies, 2008. (Y-L)

This book covers the basics of digital photography and includes everything the first time photographer needs to know.

Knox, Elizabeth.

Dreamhunter: Book 1 of Dreamhunter Duet. Farrar, Straus and Giroux, 2006. (Y)

In a world where select people can enter "The Place" and find dreams of every kind to share with others for a fee, Laura trains to be a dreamhunter.

Knox, Elizabeth.

Dreamquake: Book 2 of Dreamhunter Duet. Farrar, Straus and Giroux, 2007. (Y)

This 2008 Michael L. Printz Award for Excellence in Young Adult Literature honoree is the sequel to *Dreamhunter*. Here Laura investigates the true nature of "The Place" in which dreams are found.

Koertge, Ron.

The Brimstone Journals. Candlewick, 2001. (Y)

Told as story in verse, fifteen senior high students discuss everything from racism to homophobia, bringing to life the issues teenagers face every day.

Korman, Gordon.

Born to Rock. Hyperion, 2006. (Y+)

When high school senior Leo Caraway learns that his biological father is a punk rock legend, he accepts a roadie job on his dad's rock music tour in the hope of securing money for college.

Kries, Jennifer.

Jennifer Kries' Pilates Plus Method: The Unique Combination of Yoga, Dance, and Pilates. Grand Central, 2002. (Y+)

This book combines the techniques in Pilates, yoga, and dance to provide readers with a unique fitness program. The author also highlights exercises that will help with specific sports and activities.

Kubo, Tite.

Bleach. Viz Media, 2004. (Y)

The main character, Ichigo "Strawberry" Kurosaki, accidentally obtains the ability to see ghosts and must spend his time defending humans from evil.

Kurotaki, Jan.

Everybody Cosplay. Vol. 1. ADV Manga, 2007. (Y-L)

Written by an avid cosplayer and fan, this book features a collection of photographs that explain each character, provides an explanation of the character, and gives a list of materials needed to create the costume.

Levithan, David.

The Realm of Possibility. Knopf, 2004. (Y)

In this book, readers will relate to the stories of a group of friends told through a collection of linked poems that explore a diverse range of experiences and emotions experienced by teens.

Lewis, James R.

The Dream Encyclopedia. Visible Ink, 2009. (Y-L)

This book examines various types of dreams and methods of dream interpretation.

Lubar, David.

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

In this journal styled novel, Scott Hudson depicts the highs and lows of his freshman year in high school, his home life, and his feeling towards his soon-to-be new sibling.

Lurie, April.

The Latent Powers of Dylan Fontaine. Delacorte, 2008. (Y+)

Fifteen-year-old Dylan's friend Angie is making a film about him while he is busy trying to keep his older brother and his band mates from getting caught with drugs, dealing with his mother's

absence from the family, and his father's workaholic mentality, all while contemplating if Angie is more than just a friend.

Maurer-Mathison, Diane.

Paper in Three Dimensions: Origami, Pop-ups, Sculpture, Baskets, Boxes and More. Watson-Guptill, 2006. (Y+)

This useful how-to book on creating 3-D paper projects includes step-by-step instructions.

McClymer, Kelly.

Must Love Black. Simon Pulse, 2008. (Y).

When coffee-loving, Goth girl Philippa takes a new nanny job she thinks she has found her dream job. But could the rumors that the house is haunted be true?

McGraw, Mary Jo.

Stamping Fun for Beginners. North Light, 2005. (Y+)

In this book written specifically for beginners, McGraw gives readers easy to follow, step-by-step instructions on many techniques, including how to make your own stamps, and instructions for 27 different projects.

McHose, Caryn and Andrea Olsen.

Bodystories: A Guide to Experiential Anatomy. Station Hill Openings, 1998. (Y+)

This book focuses on different parts of the body and has experiments that go along with each part to help dancers (and other professionals) understand their own unique body.

McMann, Lisa.

Fade. Simon Pulse, 2009. (Y+)

In this sequel to *Wake*, eighteen-year-old Janie continues to use her ability to see into other people's dreams.

McMann, Lisa.

Wake. Simon Pulse, 2008. (Y+)

High school student Janie Hannagan discovers that she has the power to see into other people's dreams.

Memory Makers Books, Editors. (Y+)

Totally Teen Scrapbook Page: Scrapbooking the Almost Grown-up Years. Memory Maker Books, 2006. (Y+)

In this book, readers learn some of the best ways to capture the teen years in scrapbook pages.

Meyer, Stephanie H.

Teen Ink: Written in the Dirt. (Teen Ink Series) HCI Teens, 1989. (Y+)

This collection, culled from the contributions teens have submitted to *Teen Ink*, a national magazine, features writing about the innermost thoughts and feelings teens have.

Michel, Karen.

The Complete Guide to Altered Imagery: Mixed Media Techniques for Collage, Altered Books, Artists Journals and More. Quarry, 2005. (Y+)

This book explores different techniques in creating altered imagery for a variety of projects, including altered books, artists' journals and scrapbooks. A gallery of examples highlights both traditional artistic techniques and contemporary digital techniques.

Myers, Walter Dean.

Street Love. Amistad, 2006. (Y)

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Damien and Junice's romance comes to life through short poems, exploring their lives and the anger, frustration and loss these two individuals experience as they move into adulthood.

Nichols, Travis.

Punk Rock Etiquette: The Ultimate How-To Guide for Punk, Underground, DIY, and Indie Bands. Flash Point, 2008. (Y)

Through how-to information and insider humor, this book talks about punk rock etiquette. It includes guidelines for choosing band mates and a name, instructions for screen-printing merchandise, and the immutable laws of stage etiquette.

Oatman-High, Linda.

Sister Slam and the Poetic Motormouth Road Trip. Bloomsbury, 2004. (Y)

Best friends Laura and Twig take off on a cross-country trip after they graduate from high school. The novel is told in "slam" verse format and follows their trekking from Pennsylvania to New York to compete in slam poetry events.

Olsen, Andrea.

Body and Earth: An Experiential Guide. University of New England Press, 2002. (Y-L)

This book focuses on small experiments that are meant to help readers understand the intricacies of movements used in dance.

Ott, Valerie A.

Teen Programs with Punch: A Month-by-Month Guide. Libraries Unlimited, 2006. (L)

This resource for librarians offers complete instructions, as well as cost information and promotional ideas, for year-round programming.

Patten, Fred and Carl Macek.

Watching Anime, Reading Manga: 25 Years of Essays and Reviews. Stone Bridge, 2004. (Y-L)

This book covers the history of the anime/manga fan base, giving a detailed look at the history, artists, and authors. It also offers some insight into how its popularity grew in the United States.

Petterson, Melvyn.

The Instant Printmaker: Simple Printing Methods to Try at Home. Watson-Guptill, 2003. (Y+)

Both beginners and experts will find the techniques in this book easy to use, and Petterson provides readers with ideas for practical and affordable materials.

Pittman, Anne M. and Marylys S. Waller and Cathey L. Dark.

Dance A While: A Handbook for Folk, Square, Contra, and Social Dance. Benjamin Cummings, 2008. (Y+)

This classic reference book describes the major forms of dance and provides dance instruction for each of those forms. It also includes a cultural history of each dance form.

Polly, Matthew.

American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China. Penguin, 2007. (Y-L)

In this ALA 2009 Outstanding Book for the College Bound, the author reflects on the childhood dream that led him, as an adult, to leave college and travel to China to study martial arts for two years.

Pomer, Janice.

Perpetual Motion: Creative Movement Exercises for Dance and Dramatic Arts. Human Kinetic, 2002. (Y-L)

This manual presents group exercises that can be done with simple movements, along with variations for each exercise to make it more difficult for intermediate to advance dancers.

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Pope, Loren.

Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges. Penguin, 2006. (Y)

In this 2009 ALA Outstanding Book for the College Bound, older teens can gain insight into the collegiate world.

Poulo, Gerry.

Cosplay: Catgirls and Other Critters. Stone Bridge, 2006. (Y-L)

This book contains easy to follow instructions for creating costumes and teaches readers how to work with fabric and choose the right accessories.

Reber, Deborah.

Chill: Stress-Reducing Techniques for a More Balanced, Peaceful You. 2008. Simon & Schuster, 2008. (Y)

This 2009 ALA Quick Pick for Reluctant Young Adult Readers provides stress-reducing techniques and offers tips to help teens make their lives run more smoothly.

Robinson, Nick.

Picture Perfect Origami: All You Need to Know to Make Fantastic Origami Creations Shown in Step-by-Step Photos. St. Martin's, 2008. (Y+)

Robinson explains standard origami folding techniques, pairing step-by-step photos with models of each origami project to make it easy for beginners and experts alike to create wonderful origami pieces.

Rooyackers, Paul.

101 Dance Games for Children: Fun and Creativity with Movement. Hunter House, 1996. (L)

This book gives a lot of examples where dance can be used as a game. These games could be adapted for the purpose of emphasizing different elements of dance to teens.

Rowen, Betty.

Dance and Grow: Developmental Dance Activities for Three- Through Eight-Year-Olds. Princeton, 1994. (L)

Although this book is aimed at younger children, the exercises can be adapted for use with teens.

Shaw, Tucker.

The Girls. Abrams, 2009. (Y)

In this modern re-telling of Claire Boothe's play *The Women*, five girls learn about friendship, love, and share gossip at the hottest coffee shop in town.

Skinner, Michele.

Your Words, Your Story: Add Meaningful Journaling to Your Layouts. Memory Makers, 2008. (Y+)

Skinner helps scrapbookers develop their journaling skills by providing layouts, design ideas, and examples of various types of journal writing that will enhance projects with the written word.

Skye, Obert.

Leven Thumps and the Gateway to Foo. Shadow Mountain, 2005. (Y)

Two teens race to stop evil forces from stopping mankind from dreaming.

Sones, Sonya.

One of Those Hideous Books Where the Mother Dies. Simon & Schuster, 2005. (Y)

Through poetry, Ruby Milliken tells how she adjusted to life after the death of her mother.

Soto, Gary

A Fire in My Hands. Harcourt, 2006. (Y)

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In this expanded edition of Soto's book, originally published in 1998, readers discover a selection of poems that explore topics relevant to today's teens.

Soto, Gary.

Partly Cloudy: Poems of Love and Longing. Harcourt, 2009. (Y)

The tender hearts of young people are explored through poetry as they venture toward love and heartbreak.

Spitz, Bob.

Yeah! Yeah! Yeah!: The Beatles, Beatlemania, and the Music that Changed the World. Little, Brown, 2007. (Y)

Spitz adapts his *New York Times* bestselling adult biography in a style and format that is suitable for teen readers.

Steinberger, Aimee Major.

Japan Ai: a Tall Girl's Adventures in Japan. Go! Comi, 2007. (Y)

Aimee, a six-foot tall cosplayer, travels to Japan where she discovers some of her favorite things. She also learns about the culture and has a few funny out-of-place moments along the way.

Takayuki, Ishii.

One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue. Laurel Leaf, 2001. (I+)

Prior to dying from radiation poisoning from the bomb dropped on Hiroshima, Sadako Sasaki folds 1,000 paper cranes. Sadako's story inspired her classmates and sparked a national campaign in Japan to build the Children's Peace Statue to honor Sadako and the hundreds of other children who died in Hiroshima.

Takenami, Yoko.

The Simple Art of Japanese Calligraphy. Sterling, 2004. (Y-L)

The book contains a short history of the art form, explains what tools will be needed, and gives great illustrations to follow along in learning Japanese calligraphy.

Tanner, Mike.

Flat-Out Rock: Ten Great Bands of the 60s. Annick, 2006. (Y)

Tanner profiles many of the bands that teens have become familiar with via *Guitar Hero* and *Rock Band* video games, including Bob Dylan, Jimi Hendrix, Creedence Clearwater Revival, The Rolling Stones, and Led Zeppelin, while discussing 60s rock in general.

Temko, Florence.

Origami Boxes. Tuttle, 2003. (I+)

Temko presents twenty-five original origami projects, with easy-to-follow instructions, featuring boxes and bowls that will appeal to all ages.

Tolan, Stephanie.

Surviving the Applewhites. HarperCollins, 2003. (I-Y)

Thirteen year old Jake Semple is on his way to juvenile detention when he ends up living with the Applewhite family. The Applewhites are known for their "creative" ways and Jake learns to survive this artistic family by coming up with some creative talents of his own.

Turner, Ann.

Hard Hit. Scholastic, 2006. (Y)

In this novel in verse format, Turner explores the emotions and experiences of a tenth grade boy who learns that his father is dying from cancer.

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Ulldemolins, Jose Maria Chaquet.

Famous Aircraft in Origami. Dover, 2008. (Y+)

This book provides readers with instructions on creating eighteen origami projects based on famous aircraft, including fighter jets, helicopters, and more.

Vallian, Doris.

Dance Teams. Mason Crest, 2003. (Y)

This book offers a quick peek into the various aspects of dance teams, including tryouts, dance styles, and competitions.

Wittlinger, Ellen.

Razzle. Simon Pulse, 2003. (Y)

This coming of age story is about Ken, a shy, quiet teen who wants to be left alone to his photography. Ken deals with friendships and finding the girl of his dreams, who ends up causing him to make one of the hardest decisions of his life.

Woodson, Jacqueline.

After Tupac and D Foster. Putnam's, 2008. (Y)

In this 2009 Newbery Honor book, three girls bond over their shared love of Tupac Shakur's rap music while longing to discover their "Big Purpose" in the unpredictable world in which they live.

Yamaguchi, Jeffrey.

52 Projects: Random Acts of Everyday Creativity. Perigree, 2005. (Y+)

Readers are encouraged to find creativity in ones everyday life by committing to one creative endeavor each week for 52 weeks.

Yazawa, Ai.

Paradise Kiss. TokyoPop, 2002. (Y)

In this popular manga title, that many teens enjoy cosplaying, Yukari finds herself submerged in the fashion world and ends up being a clothing model for her new group of friends.

Zusak, Markus.

I Am the Messenger. Knopf, 2005. (Y+)

After stopping a bank robbery, 19-year-old Ed Kennedy, along with his a coffee-addicted dog, becomes a messenger to his community. Previously only tenuously connected to his family and community, the messages lead him to mystery and heroics that change his life.

Videos/DVDs/Films

An Altered Journey with Tim Holtz. Pages Sage, 2004. (127 minutes) (Y+)

Artist Tim Holtz provides viewers with step-by-step instructions for stamping projects that involve a number of techniques, including distressing with ink, faux embossing, and brushless watercolor.

Ballet for Beginners. Kultur Video, 2004. (40 minutes) (Y+)

This ballet class led by David Howard emphasizes posture and placement and includes beginner's vocabulary and technique.

Bend it Like Beckham. Twentieth Century Fox Home Entertainment, 2002. (112 minutes) (Y)

In this comedy an Indian girl's ability to bend the rules of her culture allows her to follow her dreams of playing soccer.

Freedom Writers. Paramount Studios, 2007. (122 minutes) (Y+)

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Based on the story of high school teacher Erin Grunwell's unique experience working with at-risk youth in Long Beach, California, this movie explores the ways journal writing can be used to connect students with reading and improve literacy skills.

Full Moon O Sagashite, Vol. 1. Viz Media, 2006. (94 minutes) (Y)

Twelve year old Mitsuke is a talented singer with a disease that is curable only through surgery that could risk her singing voice. 2 Shinigami (Death Spirit) tells her she has one year left to live. What will she do with her last year?

Honey and Clover. Viz Video, 2008. (116 minutes) (Y+)

This live action movie based on the manga, *Honey and Clover* revolves around five art students who form a love relationship while attempting to make enough money to pay rent and buy food.

Isadora Duncan Masterworks 1905-1923. Dance Books, 2008. (52 minutes) (Y+)

The Isadora Duncan Dance Ensemble presents twelve classic choreographic works by Isadora Duncan.

*Love*Com.* Viz Video, 2008. (100 minutes) (Y)

This live action movie of the manga, *Lovely Complex* is the story of Misa, a taller than average girl who falls for a shorter than average boy resulting in a love story that is full of laughter and proves that opposites attract.

Loveless: Lost and Found. Anime Works, 2006. (100 minutes) (Y)

A young boy, Aoyagi, is left with his insane mother after his brother is killed. Moving to a new school, Aoyagi meets someone who claims to have known his brother and was his fighting partner. Aoyagi now must team up with his brother's former partner and find out who killed his brother. This is a popular anime series that is often cosplayed at conventions.

Nana. Viz Video, 2008. (114 minutes) (Y-L)

This live action movie of the manga, *Nana*, focuses on two girls, both named Nana, who are from different worlds. They end up quickly becoming best friends and sharing more than the same name.

Naruto. Vol. 1. Viz Video, 2006. (88 minutes) (I-Y)

The first volume in this anime series tells the story of a young boy who yearns to become the village champion ninja. In this coming age story, Naruto overcomes numerous barriers, grows stronger, and becomes a great ninja.

New York City Ballet: Bringing Balanchine Back. WEA, 2008. (80 minutes) (Y+)

This behind the scenes look follows the New York City Ballet's trip to St. Petersburg in 2003. The film also explores Balanchine's life here in America and in Russia.

Nick and Norah's Infinite Playlist. Sony, 2008. (90 minutes) (Y+)

In this movie adaptation of the novel by Rachel Cohn and David Levithan, Nick and Norah meet and share a love of music in one adventurous night.

Ouran High School Host Club. Funimation, 2008. (90 minutes) (Y+)

Because of her hair and dress, Haruhi Fujioka has been mistaken for a boy. While looking for a quiet place to study, she stumbles upon an all boys club. When she accidentally knocks over a very expensive vase, she is told by the group that she is in debt to them. Will they discover her secret or will Haruhi be able to keep her "disguise?"

Pilates for Dancers- Get the Dancer's Body. SalsaCrazy, 2006. (100 minutes) (Y+)

A quick warm-up is followed by easy to understand instructions to complete a good pilates workout for beginners and intermediate students.

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The Pursuit of Happyness. Sony, 2007. (117 minutes) (Y)

Based on a true story, Will Smith stars as a struggling salesman who fights to make his dreams come true as a professional on Wall Street.

Sailor Moon: The Legend Begins. ADV, 2000. (90 minutes) (Y)

In this animated series, a young girl has secret powers and must set out to save the Earth from impending danger.

Scrapbooking: Memories Made Simple. On Air Video, 2008. (119 minutes). (Y+)

Crafter Sharyn Pak guides viewers through the process of scrapbooking from beginning to end, detailing supplies, techniques, and valuable tips.

Speak. Showtime Entertainment. 2005. (93 minutes) (Y+)

Based on the teen novel by Laurie Halse Anderson, Melinda Sordino withdraws into herself and refuses to speak after being raped at a party. Although Melinda does not speak, viewers are privy to her thoughts, and through her thoughts and her experiences in art class, we see how creative expression can help heal one's soul.

The Spirit Moves. Dancetime, 2008. (120 minutes) (Y+)

This is one of the most extensive documentaries on African American social dance and focuses on the past century.

Tap Dancing for Beginners. Kultur Video, 2007. (30 minutes) (Y+)

Taught by Henry Lee Tang, with guest appearance by Honi Coles, this film focuses on agility and rhythm, and leads beginners through a basic tap routine.

10 Things I Hate About You. Touchstone, 1999. (97 minutes) (Y+)

An ALA 2009 Fabulous Film for Young Adults, this film is a modern retelling of William Shakespeare's *Taming of the Shrew*. Kat, an indie-rock music lover, is wooed by Patrick, a bad-boy with a mysterious reputation.

Trinity Blood. Funimation, 2006. (90 minutes) (Y)

After Armageddon, a new civilization has been built on top of the old. This leads to an ongoing battle between the humans and vampires and a struggle for survival. *Trinity Blood* contains beautiful animation and is sought after by many cosplay fans to replicate characters.

Tsubasa: Season 1. Funimation, 2008. (650 minutes) (Y)

Tsubasa is the story of Sakura, a princess who has the power to change the world. The characters reside in an alternate reality where unexpected things happen. Sakura and her life-long friend Syaoran must search the world for Sakura's memories after they are scattered across dimensions.

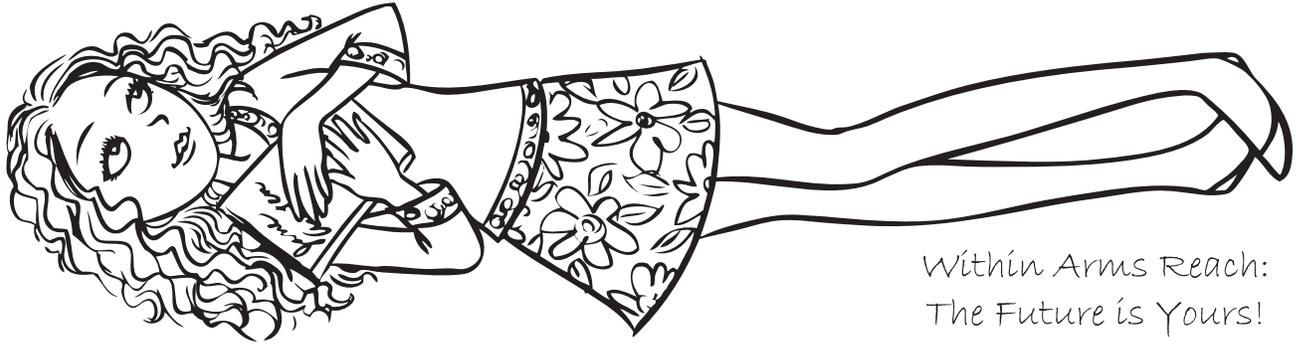
Urban Jam- Hip Hop Dance with Laya Barak. StratoStream- World Dance New York, (60 minutes) (Y+).

Nationally known artist Laya Barak teaches a hip hop class, presented so that beginners, intermediate, and advance students can all participate.

Wild Hearts Can't Be Broken. Walt Disney, 1991. (88 minutes) (Y)

This movie is based on the inspiring true-life adventures of a courageous young woman who succeeds despite overwhelming tragedy.

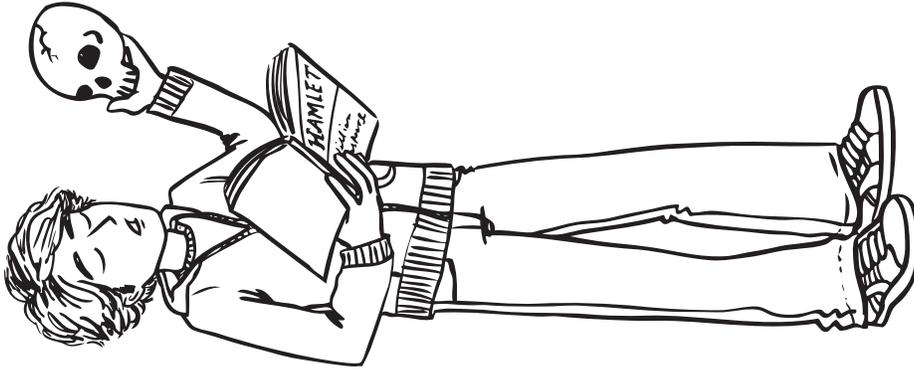
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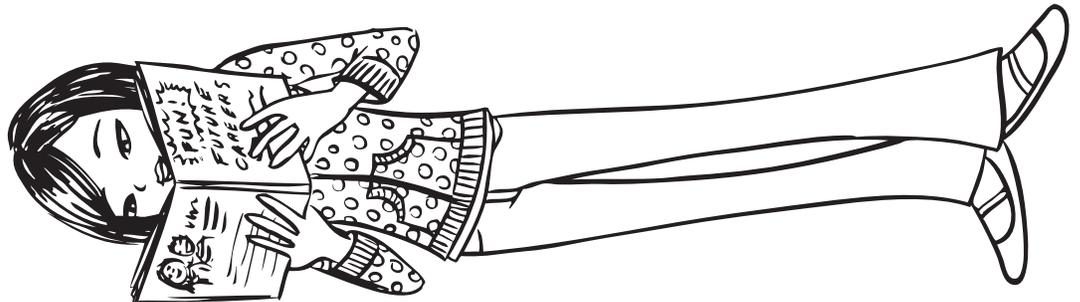


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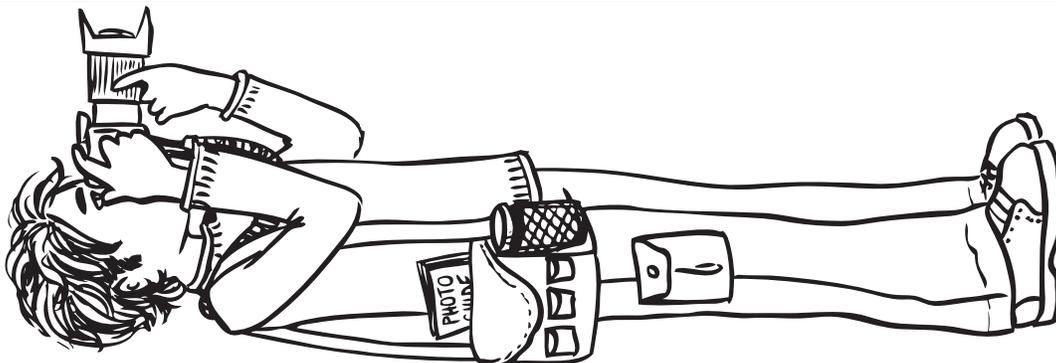
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Artwork by
Angela Martini



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Angela Martini

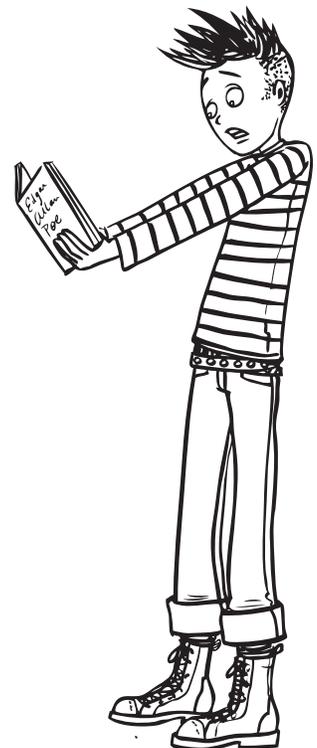


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Artwork by
Angela Martini







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CERTIFICATE OF APPRECIATION

for support of Texas Teens Read!



Library

Teen's Name

Librarian

Date

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TIME LOG

Name: _____

Age: _____

Library: _____

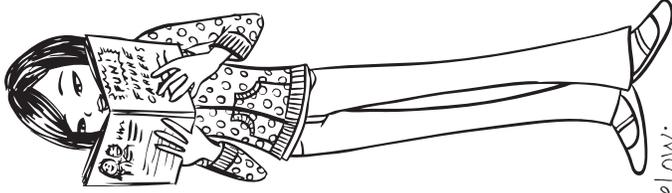
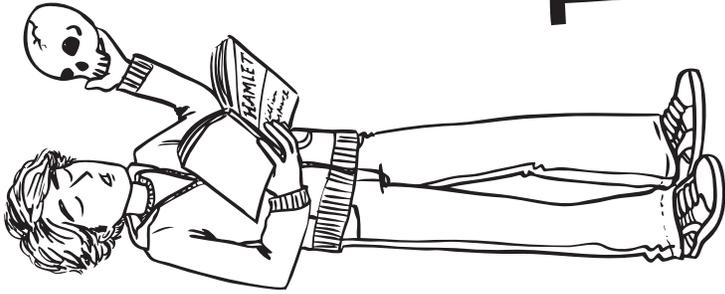
Last day to turn in log: _____

Total time spent reading: _____

Record your daily reading time on a line below:

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TIME LOG

Record your daily reading time on a line below:

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TITLE LOG

Name: _____
Age: _____
Library: _____
Last day to turn in log: _____

Write the titles of the books you read below:

1. _____
2. _____
3. _____
4. _____
5. _____

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TITLE LOG

6. _____
7. _____
8. _____
9. _____
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11. _____
12. _____
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25. _____

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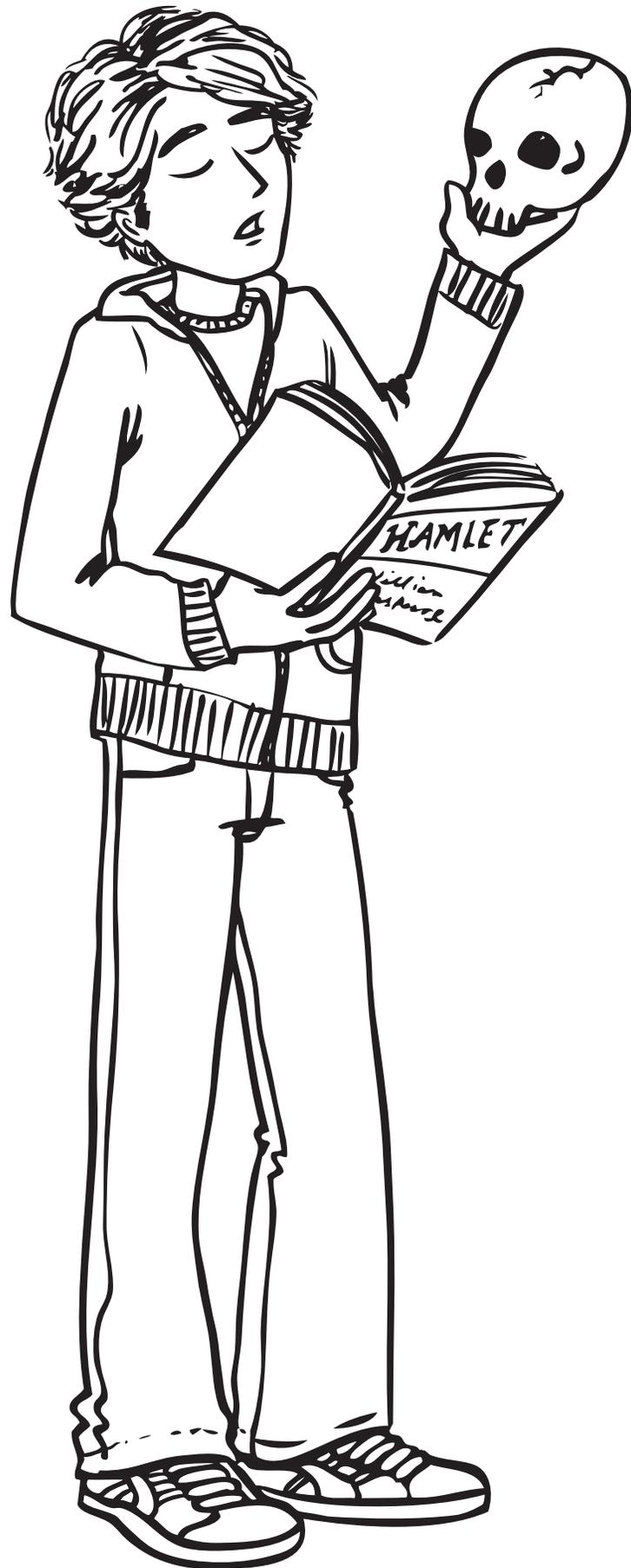
College







Hamlet





Meditate



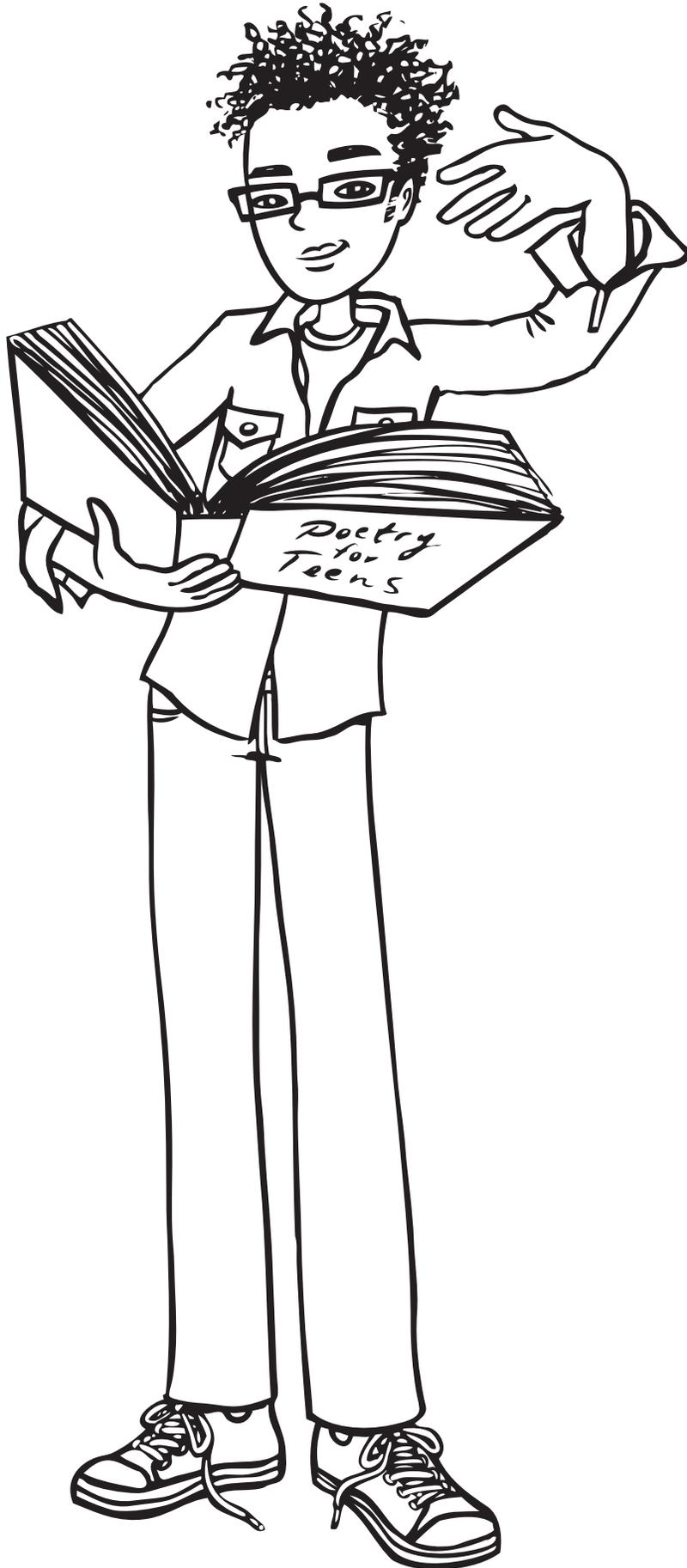
Photography



Poe



Poetry



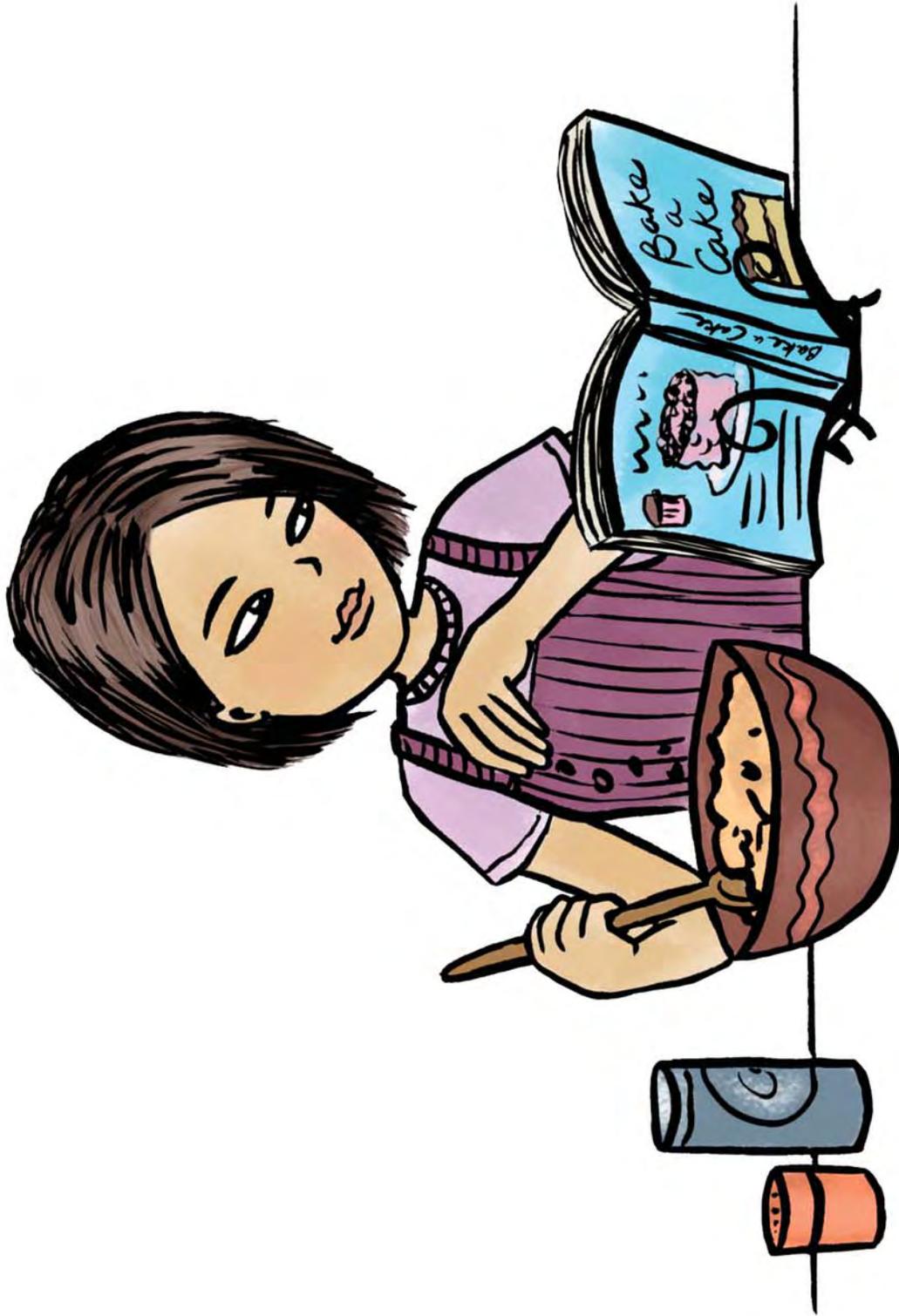
Readingchair





College







Hamlet





Meditate



Photography



Poe



Poetry



Readingchair

