

# **Going Global, Staying Connected!**

## **Texas Teens Read! 2011 Programming Manual**

### **Written by**

Deban Becker, Natasha Benway, Juli Gonzalez, Rebecca Ivey,  
Julia Riley, and Jenniffer Witherspoon

### **Edited by**

Jeanette Larson

### **Color Artwork and Clip Art by**

Christy Stallop

### **Program Manager**

Christine McNew

### **Published by**

The Library Development Division of the  
Texas State Library and Archives Commission  
Austin, Texas  
2011

# Table of Contents

Preface .....	3
About the Artist, Christy Stallop .....	4
Acceptable Use of Artwork by Christy Stallop .....	5
About the Authors .....	7
Introduction .....	9
Bollywood by Julia Riley .....	28
Book Trailerzzz with Pizzazz by Jenniffer Witherspoon .....	33
Connecting Mind and Body: Yoga + Smoothies by Deban Becker.....	45
Create a World: Cooperative Learning by Natasha Benway .....	51
Globe Trotting by Juli Gonzalez and Rebecca Ivey .....	59
Mail Art by Julia Riley .....	79
Reading With Heart by Deban Becker .....	83
Teen Shorts by Juli Gonzalez and Rebecca Ivey.....	94
Bibliography .....	108
Bookmarks .....	138
Borders.....	139
Fonts .....	140
Artist Banners .....	141
Buttons.....	142
Certificate of Appreciation.....	143
Time Log.....	144
Title Log.....	145
Black & White Clip Art.....	146
Color Clip Art.....	160
Promotional Flyer .....	174

# Preface

It is a great pleasure to present this *Texas Teens Read! 2011* manual, based on the theme, *Going Global, Staying Connected!* The manual features eight programs written by Texas librarians designed to bring teens to the library for summer fun and to provide experiences that build positive developmental assets.

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

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

I would like to thank Dawn Vogler, Manager of Continuing Education at TSLAC, for her ongoing support of *Texas Teens Read!*, and the staff at the Texas State Library who produce the online manual and coordinate the reproduction and distribution of the artwork, especially Michael Shea, JoAnn Estrada, and Jaime Reyes.

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  
Texas Teens Read! Program Manager  
2011

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

# About the Artist, Christy Stallop

Christy Stallop grew up in El Paso, Texas where her father tossed children's books at her for every occasion. As she read the books, she was enchanted by the illustrations and knew this would be her passion in life.

Christy now lives in Austin where she shares her passion for art and illustration with her students at Cedars Academy Elementary School where she serves as art teacher for grades Pre K - 7. Christy spends her evenings and summers as a freelance illustrator, and has illustrated several children's books including *There's a Yak in my Bed* and the soon to be soon to be released *Poppy and Puppy*.

When she is not teaching or illustrating, Christy enjoys traveling and spending time with her family where her two boys, ages 13 and 11 are now on the receiving end of the book toss.

# Acceptable Use of Artwork by Christy Stallop

The *Texas Teens Read! 2011* artist is Christy Stallop and she possesses the copyright to the artwork she created for *Going Global, Staying Connected!* In accordance with the artist's contract with the Texas State Library and Archives Commission, Christy Stallop's artwork is included in the *Texas Teens Read! 2011* manual on the Texas State Library's web site.

## **Color Artwork: Poster, Certificate, and Bookmark**

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

Texas libraries are granted permission to upload the color artwork onto their library web sites for the sole purposes of promoting *Texas Teens Read! 2011*, libraries, and reading. The library must provide a link to this Acceptable Use of Artwork by Christy Stallop 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 Christy Stallop 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 Christy Stallop 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 Christy Stallop listed as copyright holder.**

All reproductions of the color artwork (poster, certificate, bookmark) must credit the *Texas Teens Read!* and the Texas State Library and Archives Commission. They must include the words, "*Texas Teens Read!*" and "*Texas Teens Read! 2011* is sponsored by your local library and the Texas State Library and Archives Commission." This text appears and must remain on the poster, bookmark, and certificate.

## **Clip Art: Color and Black and White**

In accordance with the artist's contract with the Texas State Library and Archives Commission, Texas libraries are granted a non-exclusive, non-transferable, limited right to reproduce all black and white and color clip art by Christy Stallop 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 Christy Stallop 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 Christy Stallop 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](mailto:christine.mcnew@tsl.state.tx.us).

## **To Use Clip Art**

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

# About the Authors

## Deban Becker

Deban Becker 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 co-authored two chapters of *Game On! TTR.08*, the *Texas Teens Read!* 2008 manual, she wrote four chapters for *Time Twistin' TTR.09*, the *Texas Teens Read!* 2009 manual, she wrote three chapters and the introduction for the *Within Arms Reach...The Future is Yours!* the *Texas Teens Read!* 2010 manual, and she wrote two chapters for the *Texas Teens Read!* 2011 manual. Ms. Becker is currently a stay-at-home mom with her one-year-old daughter Evelyn.

## Natasha Benway

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

## Juli Gonzalez

Juli Gonzalez has been working as a Public Services Librarian, specializing in Teen Services, at the Denton Public Library, North Branch, since August 2007. She worked in libraries in Northern and Southern California after receiving her MLS degree from the University of North Texas in August 2005. Before working in libraries, she earned an MA in Education and taught 4<sup>th</sup> and 5<sup>th</sup> grade. She also served her country as a Public Affairs Specialist/photojournalist in the United States Army, stationed in Korea as well as the National Training Center at Ft. Irwin, CA. Juli looks forward to working with the teens after renovations are complete in the new teen space at the North Branch Library.

## Rebecca Ivey

Rebecca Ivey has been a Public Services Librarian, specializing in Youth Services at the South Branch of the Denton Public Library since February 2007. Rebecca chaired the Denton Public Library's highly successful 2007 Summer Reading Club and is currently serving on the Texas Reading Club Advisory Committee for TLA. Previously, Rebecca was the Director of the Krum Public Library. She received her MLS from the University of North Texas in 2003.

## **Julia Riley**

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

## **Jennifer Witherspoon**

Is the author of the "Book Trailerzzz with Pizzazz" chapter. She has been the school librarian at Forte Junior High in Azle, TX for the past four years and is an active member of Decatur Public Library's Teen Advisory Board and Azle Memorial Library's Teen Library Council. In addition, she is an active committee member on the *Texas Teens Read!* Advisory Committee.

# Introduction

## Goals and Purpose

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

## Theme

*Going Global, Staying Connected!* is the theme for the *Texas Teens Read!* 2011 program, and the library is a perfect setting for teens to connect! To help teens explore the theme, Texas librarians wrote varied manual programs on Globe Trotting, Building a World, Bollywood, Book Trailers, Yoga, and more. The authors of this manual invite librarians to try some of them with their teens. The authors' hope is that, through participating in these programs, teens will discover their passions, realize that the entire world is within their grasp, and learn more about their connections to a vast worldwide network of great resources.

## Target Age Group

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

## Positive Youth Development

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

To learn more about the assets, see the Search Institute web site at [www.search-institute.org/assets](http://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/](http://www.search-institute.org/research/).

## **Artwork**

Austin artist, Christy Stallop, designed the posters, certificates, bookmarks, and clip art for *Going Global, Staying Connected!*

## **Planning for *Texas Teens Read!***

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

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

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

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

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

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

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

## **Marketing, Cooperation, and PR**

### **Preparation: Planning and Sponsorship**

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

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

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

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

Draft letters to send out to local businesses that have teens as clientele, including fast food restaurants (especially pizza parlors), grocery stores, recreational facilities, bookstores, music stores, movie theaters, and video game stores. Keep the letter simple. Explain the program, your contribution needs, the dates when the contribution is needed, and the benefits for the contributor. A “Sample Letter to Potential Sponsors” is included below. Once the letter is mailed or delivered, follow up with a phone call or a visit. Try to make this as easy and convenient for the potential sponsor as possible. Once funds for the program have been secured, you can begin implementing the ideas the library and the teens have suggested.

## Sample Letter to Potential Sponsors

Library Return Address

Date

Name and Address of Potential Sponsor

Dear \_\_\_\_\_,

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

This year's theme is *Going Global, Staying Connected!* 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 *Going Global, Staying Connected!*, sponsor by donating (materials or money). We will be very happy to acknowledge you on flyers promoting the program and on our web site, if you would like to provide us with a link.

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

Sincerely,

Your Name and Title

## Marketing and Promotion

Your *Texas Teens Read!* program will require heavy marketing and a lot of publicity for the greatest success. Since the program is tailored towards teens, the promotional materials and publicity efforts should be directed towards them. Promote the program wherever teens are: through the local schools, at places teens frequent, and through mediums that they use and are familiar to them, including virtual communities. Virtual promotion may reach teens who do not have a positive view of the library or are unaware of what the library offers for teens. Begin promoting *Going Global, Staying Connected!* early and then promote each of your individual programs approximately 2 to 4 weeks in advance.

## **Flyers and Posters**

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

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

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

- Near snack machines (in the library and community)
- Malls or shopping areas (including bookstores, music stores, game stores, comic shops, video rental stores, and clothing stores)
- Groups or meetings (Girl Scouts, Boy Scouts, church groups, etc.)
- Activity centers (Parks and recreation facilities, YMCA, YWCA, Boys and Girls Clubs, etc.)
- Recreational facilities (roller skating rinks, bowling 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 *Going Global, Staying Connected!* 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 *Going Global, Staying Connected!* If you are age 12-18 or will be going into grades 7-12, join \_\_\_\_\_ Public Library at [time] for our opening event. Call [phone number] or visit [web site address] for more information. Free events will be held weekly on [day of the week] at [time].

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

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

### **Presentations at Schools**

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

Even if time does not permit ongoing communication and collaboration with the schools, it is possible to market the *Texas Teens Read!* program in junior high and high schools. Send a letter

to the district superintendent or school principals in January or February asking for permission to visit schools. Check the calendar on the school or district web site and find out when standardized testing of students will occur. Suggest dates for your visits that are after standardized testing is completed. Follow your letter with a phone call to talk in more detail about the visits and scheduling, and ask whom to contact to schedule visits at each individual school. In many cases, you will be asked to schedule your visit with the school librarian who may be eager to collaborate with you to promote the program.

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

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

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

If the school or district’s policy prevents you from visiting schools or distributing flyers to students, or if your library staffing level is too low for school visits, send materials for the school

librarian to distribute and display. Also, keep plenty of handouts, posters, and flyers in your library.

## **Promotional Videos**

In many cases, schools and even libraries show video announcements, either at the actual facility or online through their web site. If available, use this marketing opportunity to involve teens in promoting the *Texas Teens Read!* program by asking a group of teens or a high school video club to produce a promotional video. The video can be distributed to the local middle and high schools, in the libraries, through the library's web site, on local public television channels, and on web sites such as YouTube. Allow the teens to plan the video, gather props and costumes, direct it, and star in it. Give them the basic information and let them know what needs to be included, and leave the rest up to them! A creative group of teens can come up with very original and visually appealing video announcements! Be sure to collect signed consent forms from anyone who appears in the video.

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

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

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

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

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

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

## Legalities

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

## Gaming and the Law

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

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

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

should be provided to patrons, particularly parents of children and teens attending gaming programs and playing games on library computers.

## **The Bingo Enabling Act**

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

Additionally, "An individual younger than 18 years of age may not play bingo conducted under a license issued under this chapter unless the individual is accompanied by the individual's parent or guardian." For more information on the Bingo Enabling Act, please visit the *Texas Lottery Commission's* web site at [http://www.txbingo.org/export/sites/Bingo/Regulations\\_x\\_Statutes/Bingo\\_Enabling\\_Act/](http://www.txbingo.org/export/sites/Bingo/Regulations_x_Statutes/Bingo_Enabling_Act/). Specifically, see Subchapter L. Enforcement, Sec. 2001.551. Unlawful Bingo; Offense.

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

## **Copyright Issues**

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

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

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

In general, works created before 1923 are now in the public domain. Works created after 1923 are subject to a variety of laws that regulate copyright and renewal of copyright. The Cornell Copyright Information Center at [http://www.copyright.cornell.edu/training/Hirtle\\_Public\\_Domain.htm](http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm) provides an excellent chart outlining copyright terms for various types of materials.

Some writers want their material to be widely available and choose not to enforce copyright. Copyright owners may specifically “license” certain kinds of free use, such as non-commercial or educational purposes. It is important to understand, however, that even though something is “freely available” or can be found in many locations on the Internet, the item is probably still covered by copyright. Assume that someone owns the copyright to material unless you find documentation to the contrary!

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

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

## **Music**

Questions have been raised about the use of recorded music in public library programs. A public performance is defined as, “one in a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances might gather.” Damages of a minimum of \$750 for each infraction might be levied for unlawful public performance. If you use music in your *Texas Teens Read!* programs, you may wish to get

legal advice as to whether or not a license is required for those public performances or whether the use is considered “fair use” under copyright laws.

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

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

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

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

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

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

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

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

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

## **Films**

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

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

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

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

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

## **Serving Teens with Disabilities**

The Americans with Disabilities Act (ADA) requires public libraries to make reasonable accommodations for people with disabilities so that they have access to the library building, programs, and materials. As you plan for the *Texas Teens Read! 2011*, 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](mailto:tbp.services@tsl.state.tx.us).

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

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

The criteria are:

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

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

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

Because TBP patrons are located throughout the state and interaction is limited to telephone and mail communications, TBP encourages teens to participate in *Texas Teens Read!* activities sponsored by their local public library. TBP will provide the books in alternate formats so that young patrons with disabilities can participate in local programs. A bibliography of suggested titles for the *Texas Teens Read!* is available from the TBP collection and may be obtained by contacting the Talking Book Program or visiting the TBP web site. In addition, titles in the *Texas Teens Read! 2011* manual bibliography that are available in one or more formats through the Talking Book Program are indicated in the bibliography with the annotation "(TBP)" after the title.

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

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

Talking Book Program  
Texas State Library and Archives Commission  
P.O. Box 12927  
Austin, TX 78711-2927  
1-800-252-9605 (toll-free in Texas)  
512-463-5458 (Austin area)  
512-463-5436 (fax)  
tbp.services@tsl.state.tx.us (e-mail)  
Web site: [www.tsl.state.tx.us/tbp](http://www.tsl.state.tx.us/tbp) or [www.texastalkingbooks.org](http://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 2011. Sites often change, move, or are removed. It is highly advisable for librarians to view the web sites before directing teens to them. If an error message appears, it may be necessary to search for the web page title using a search engine to find the new location of the site. Additionally, librarians might use a search engine to locate another web site that includes the referenced information. Occasionally, web sites lapse and are taken over by inappropriate content. While the Texas State Library and Archives Commission does everything possible to find more stable sites, and to remove inappropriate sites from the on-line copy of the *Texas Teens Read!* Manual, it is imperative that library staff view the sites before allowing teens to use them to ensure that the content remains suitable.

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

# Bollywood

By Julia Riley

## Introduction

Bollywood is the name for the Hindi-language film industry based in Mumbai, India. Bollywood movies typically have a bit of everything: song and dance, romance, comedy, and a few thrills thrown in for good measure. Teens will get a taste of Indian culture with authentic film, food, and crafts.

## Books to Share

*Bollywood Crafts: 20 Projects Inspired by Popular Indian Cinema* by Momtaz Begum-Hossain

*Bollywood: A Guidebook to Popular Hindi Cinema* by Tejaswini Ganti

*The Essential Guide to Bollywood* by Subhash K. Jha

*Fantasies of a Bollywood Love Thief: Inside the World of Indian Moviemaking* by Stephen Alter

*Teens in India* by Lori Shores

## Books to Show or Booktalk

*Born Confused* by Tanuja Desai Hidier

*The Not-So-Star-Spangled Life of Sunita Sen* by Mitali Perkins

*Shine, Coconut Moon* by Neesha Meminger

*Shiva's Fire* by Suzanne Fisher Staples

## Refreshments

### Indian Cuisine

Let teens get a feel for the real flavor of Bollywood with Indian cuisine. Ordering a few entrees from a local Indian restaurant will give teens an opportunity to taste test unfamiliar dishes. Indian foods, such as naan, hummus, samosas, and Darjeeling tea may also be found in many local grocery stores.

### Audio Recordings

*The Best of Bollywood: 15 Classic Hits from the Indian Cinema* by Various Artists

*The Essential Guide to Bollywood* by Various Artists

*The Rough Guide to Bollywood Gold* by Various Artists

# Crafts

## Rangoli

### Materials

- Black construction paper
- Ruler
- Chalk (white and colored)
- Pencils

### Directions

Rangoli, a form of sand painting decoration commonly done outside homes, is one of the most popular art forms in India. Designs are usually inspired by nature. Teens can create their own rangoli using construction paper and chalk. Use the ruler and pencils to create a grid of dots on the paper. The closer together the dots are drawn, the more intricate the design will be. Using white chalk, create an outline. Rangoli coloring pages, like those found at *Activity Village*, <http://www.activityvillage.co.uk/rangoli-colouring-pages.htm>, and other internet sites can serve as inspiration or templates. After the design has been drawn on the black construction paper, use the colored chalk to fill in the outline and complete the design.

## Brooches

(Adapted from *Bollywood Crafts* by Momtaz Begum-Hossain)

### Materials

- Round sequins (various sizes)
- Seed beads
- Craft gems
- Swarovski crystals
- 1 ½ inch pin backs
- Craft glue
- Toothpicks



### Directions

Using a toothpick, apply a thin line of craft glue along the edges of the pin back. Place sequins around the edge, patting each item down into the glue with a toothpick. Add a seed bead to the center of each sequin, and add a larger sequin and a Swarovski crystal to the middle of the pin. Fill in the remaining area with sequins, adding craft gems on top of the sequins. Teens will likely have their own design ideas, and the possibilities are endless.

# Games and Activities

## Bollywood Film Screening

If you have public performance rights, offer a screening of a Bollywood (or Bollywood-inspired) film. *I Have Found It*, *Jab We Met*, *The Namesake*, and *Kashmir Ki Kali* are all Bollywood films that may be of interest to teens. Another option would be screening a popular Bollywood-inspired film, such as *Bride & Prejudice*, or a film that explores modern Indian culture, such as *Bend It like Beckham*.

## Mehndi

Mehndi is the application of henna to the skin as a temporary decoration. Typically it is applied for special occasions, such as weddings and festivals. It is usually applied on the palms and feet. Offer mehndi to teens by hiring a local mehndi artist or purchasing the supplies from *Amazon*, <http://www.amazon.com>. Although mehndi is temporary, it is recommended that libraries require signed permission slips from parents in order for a teen to participate in the activity. Send teens home with a tip sheet that explains how to care for the mehndi and extend its durability.

- Avoid water for the first 24 hours. Use vegetable oil or lemon juice to remove excess paste from the skin.
- Rub your mehndi with vegetable oil before bathing or swimming to protect it from the water.
- Avoid excess rubbing of the area with the design. Frequent hand washing will cause the design to fade more quickly.

Combining the Bollywood Film Screening and a mehndi artist is recommended, as mehndi should stay on the skin for at least an hour to dry properly.

## Films DVDs Videos

*Bride & Prejudice* (107 minutes)

*Classic Bollywood Music Videos* (92 minutes)

*Lagaan* (224 minutes)

*Paheli* (200 minutes)

*The Story of India* (360 minutes)

# Professional Resources

## Article

“More than Monkeys, Maharajoahs, and Mangoes: South Asian Literature for Young Readers”  
by Pooja Makhijani. *VOYA*, April 2010, pp. 14-17.

Makhijani offers a bibliography of well-crafted contemporary, historical, and fantasy fiction featuring South Asia (a term for the seven countries that make up the Indian Subcontinent).

## Web Sites

*BollyWhat?*

<http://www.bollywhat.com>

Described as the guide for clueless fans of Hindi films, this site features a helpful FAQ page and a list of the top 10 Bollywood films.

*Bollywood*

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

This is an excellent overview of basic information about Hindi cinema.

*Bollywood.com: Entertainment news, movie, music and fashion reviews*

<http://www.bollywood.com>

A thorough resource for news and information on the Bollywood film industry, the web site also includes lyrics for the songs featured in Bollywood movies.

*Diwali Rangoli*

<http://festivals.iloveindia.com/diwali/diwali-rangoli.html>

This page provides more information on how rangoli is used, as well as common designs and themes.

*Explore: Cultural and Educational Films and Photos*

<http://www.explore.org>

Search for ‘India’ to find high-quality online videos and films covering India’s animals, culture, and daily life.

*Diwali Rangoli Patterns*

<http://www.diwalifestival.org/rangoli-patterns-design.html>

This page features rangoli patterns with varying degrees of intricacy.

*The Henna Page*

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

This web site lists numerous mehndi resources, including step-by-step how-to and information on the science and history of mehndi.

*Planet Bollywood*

<http://www.planetbollywood.com>

Search this web site for reviews of upcoming films, music reviews, and stills from Bollywood films.

# Book Trailerzzz with Pizzazz

**By Jenniffer Witherspoon**

## Introduction

Book Trailerzzz with Pizzazz are exactly what they sound like! They are trailers, short, filmed advertisements, about books - with pizzazz. This slang terminology may appeal to the teen target audience. The pizzazz of these Book Trailerzzz comes from the teen's own creativity and from books that they are recommending.

Teens may have heard of similar short films being referred to as "book trailers" or "book teasers," but these terms are registered trademarks of Circle of Seven productions. In school and public libraries, Book Trailerzzz may be used to entice students to read recommended titles. They can be great fillers to use during book talks and can be used to introduce books.

In this program, teens will learn how to create a teaser for a book of their choice. Remind them that Book Trailerzzz are not full length movies of the book, but just commercials or teasers for the book. Book Trailerzzz are a great way for teens to express their creative side, but also help you, the librarian/teacher, increase literacy.

Content for book videos can be created in a number of ways. The most common book videos use digital photos that are either original or found on sites that offer copyright-free photographs and imported video clips. These file sharing sites include permission from the creators to use the work. These still and video clips are "storyboarded" into a short commercial teaser for the selected book. Motion is added to make the still photos move and transition. Text and music can be added to enhance the experience.

Although making book videos is complex and may sound complicated, it really is not that difficult for teens. Many upper elementary school, middle school, and high school classes use the technology to create short movies. Also staff members of the Texas State Library and Archives Commission field-tested the instructions and were able to create a book trailer in a short period of time.

This program provides details five general steps to making Book Trailerzzz.

1. Discuss credits and attributions for photos and music.
2. Find images on The Creative Commons.
3. Create the video using Photo Story of Movie Maker.
4. Find music on The Creative Commons, Freeplay Music, or Photo Story.
5. Save as a WMV file and share the video.

## Length of Program

The time required for this program will depend on the level of the teens' computer literacy and the time they require to be creative. Experienced teens might create a simple 30 to 60 second Book Trailerzzz such as this [example](#) in 45 minutes to an hour. Teens learning the programs may require 6 to 8 hours to complete their Book Trailerzzz.

A recommended time allotment is five two-hour sessions, allowing teens to do some work at home. To save time or include more teens, allow teens who have read and enjoyed the same book to work in pairs.

## Preparation

Many teens will have some experience with the technology used in creating Book Trailerzzz, but experience is not a requirement. For the program, they will need computers with internet access, audio capabilities, (including headphones if the computers are in a public area), free downloadable programs such as Microsoft Windows Movie Maker or Microsoft Photo Story 3, and creativity. The computers can be provided by the library or teens can bring their own lap tops. "Mini" computers or netbooks may not be compatible with the program because of software issues and the amount of storage space required.

Some teens will find the planning period to be more tedious than the actual creating process. The actual searching of images to represent ideas, thoughts, and moods may take a good bit of time.

Several people can perform the actual presentation and coordination of the program's activities. If the librarian chooses to present the activity, it is advised that he or she first create their own Book Trailerzzz. This will help with the teaching portion of the activity because the librarian will be familiar with the issues that may come up within the activity. Alternatively, the librarian may invite members of a teen advisory board or teenage patrons who know how to create Book Trailerzzz to be presenters. Librarians may also invite special guests experienced with storyboarding skills, who are proficient with the software, or who can help teens with still or video cameras. The program can be as simple or intricate as desired.

Before the program, view examples of teen-created book videos on sites such as *M2 Productions* at, <http://www.freewebs.com/msquaredproductions> *YouTube* and *Circle of Seven Productions* at <http://www.cosproductions.com>. (A high school student who has developed her own business creating book videos created *M2 Production*.) On the *Circle of Seven* web site, click on the "videos" link to find all the "book trailers" that the company has created, or use the search function to find trailers for specific titles. On *YouTube*, search for book videos using the terms, "book trailer" and "book teaser," along with book titles. Be aware that the terms yield different results and the results may not all be relevant.

A contest could be a great incentive to get teens into the library to participate in creating book videos. You may sponsor a contest or tell the teens about existing contests and awards, such as The Kirkus Book Video Awards (<http://www.kirkusreviews.com/book-video-awards/>). This competition challenges student filmmakers to create video trailers based on three upcoming young-adult novels to be published by Random House Children's Books.

Upload the teens' completed Book Trailerzzz to *YouTube*, add links to the library's web page, or display them on a television monitor or computer monitor in the library. Be sure that all of the images and music in the videos are copyright free and appropriately credited, and be sure that you have permission from the teens. Further discussion of copyright and credit/attribution is included in the Activities section below.

## **Books to Share**

Share books such as these from the Lone Star and TAYSHAS reading lists that can serve as inspiration for the book videos the teens create.

*All the Broken Pieces* by Ann Burg

*The Evolution of Calpurnia Tate* by Jacqueline Kelly

*Reality Check* by Peter Abrahams

*Wintergirls* by Laurie Halse Anderson

*Written in Bone: Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker

## **Books to Show or Booktalk**

Show or Booktalk these titles with book trailers available at *Circle of Seven Productions*, <http://www.cosproductions.com>. Many more titles may be found on *YouTube*, <http://www.youtube.com>.

*Dork Diaries* by Rachel Russell

*The Graveyard Book* by Neil Gaiman

*Night World Series Book One: Secret Vampire; Daughters of Darkness; Spellbinder* by L. J. Smith

*Sense and Sensibility and Sea Monsters* by Jane Austen and Ben H. Winters

*The Summoning and the Awakening* by Kelley Armstrong

## **Bulletin Board**

### **Book Trailerzzz with Pizzazzz**

To announce this program to teen patrons in the library, display flyers with times and brief descriptions of the program along with movie memorabilia. For example, display movie ticket stubs and book covers surrounded by a border made from an old film reel.

# Activities

Begin the program by asking the teens if they have ever seen Book Trailerzzz. After hearing responses, introduce the teens to Book Trailerzzz and show some examples (see the Books to Show or Booktalk section for examples). If you know of teens who have created their own Book Trailerzzz, ask them to show theirs to the group.

Before the teens begin to produce their Book Trailerzzz, they should plan what they want it to look like. Planning is the key to timely Book Trailerzzz production. Planning will allow the teens to visualize an end product. Without planning, teens could spend all their time searching for images and revising their original ideas.

One way to begin is to ask the teens to write down a one or two sentence synopsis of the book. Then ask them to make a list of five emotions the characters felt and five moods the authors created. Next, have the teens think of images that help convey these emotions and moods. Images can be abstract or literal depending on the book and the teen's creativity.

Text for the Book Trailerzzz should be enticing and minimal. Let the teens know that the text on each screen shot should not be more than a few words or a single sentence and that too much text takes away from the image.

Copy and distribute the directions below to help teens create their Book Trailerzzz.

## **Step 1: Discuss Credit Attribution for Photographs and Music**

### **Credit Attribution in Windows Movie Maker**

Any easy way to credit/attribute photos and music in Windows Movie Maker is to create a text page for the music credits and a text page for the photo credits. Additional pages may be added if necessary. Here are the steps to creating the text pages.

1. Look under "2. Edit Movie", and select Make Titles or Credits.
2. Select one of the 'add title' options.
3. Type your text in the text box.
4. To change the font or color, select 'Change the Font and Color.'
5. To change the transition of the slide, select 'Change the title animation.'
6. When you are finished, select 'Done, add title to movie.'

Here is an alternate way to credit/attribute photos and music in Windows Movie Maker. The drawback of this method is that you have no control over the timing or spacing of the credits. Windows Movie Maker inserts multiple slides and scrolls them slowly, which is undesirable in a 30-second video.

1. Look under “2. Edit Movie”, and select Make Titles or Credits.
2. Select one of the ‘add title’ options, or the select ‘credits at the end of the movie’ option. We recommend the ‘add title’ option, as this option is easier to navigate and space.
3. In the ‘add title’ option, type your text in the text box.
4. To change the font or color, select ‘Change the Font and Color.’
5. To change the transition of the slide, select ‘Change the title animation.’
6. When you are finished, select ‘Done, add title to movie.’

### **Crediting Attributing Music from Online Sources**

When crediting/attributing music retrieved from online sources, include the following information.

- Name of music
- Composer (If available)
- Performer (if available)
- URL where the music was retrieved
- URL of terms of use allowing you to use the music

### **Crediting Attributing Photographs from Online Sources**

- When attributing photography retrieved from online sources, include the following information.
- Name of photographer (when available)
- If a name is not available, use any other identifying moniker (i.e. screen name, etc.).
- URL of photo

### **Crediting Attributing Photographs and Music from The Creative Commons**

The Creative Commons (<http://creativecommons.org/about/licenses/>) licenses photographs, audio recordings, videos, images, text, and more. There are four basic types of Creative Commons licenses. Creators may choose a combination of these licenses.



**Attribution (by)** – You may copy, distribute, display, and perform the licensed, copyrighted work — and derivative works based upon it — if you credit the original work in the way the creator requests.



**Share Alike (sa)** - You may distribute derivative works under a Share Alike license identical to the license that governs the original work.



**Non-Commercial** (nc) – You may copy, distribute, display, and perform the licensed work — and derivative works based upon it — for non-commercial purposes only



**No Derivative Works** (nd) - You may copy, distribute, display, and perform only verbatim copies of the licensed work, not derivative works based upon it.

Note: Attribution is the most accommodating of the licenses offered. A best practice is for teens to use music and photos that merely require attribution.

**Attribution-Share Alike** is a common combination license.



**Attribution-Share Alike** - A combination Attribution-Share Alike license (<http://creativecommons.org/licenses/by-sa/3.0/>) allows remixing, tweaking, and building upon a work - even for commercial purposes - as long as credit is given to the original creator, and new creations are licensed under identical terms.

Here is an example of a Creative Commons Permission for *The Postmen* by The Postmen.

You can copy, distribute, advertise and play this album as long as you:



Give Credit to the artist



Don't use this album for commercial purposes



Distribute all derivative works under the same license.

When using a **photograph** by rights of a Creative Commons Attribution License, teens will include the following information in the credit/attribution.

- The name of the original creator
- The name of the specific license
- The URL of the license information

For example, when using a **photograph** by rights of a Creative Commons Attribution-ShareAlike License, teens will include the following information in the credit/attribution.

The name of the original creator

The URL of the original creation

A notice that that work is issued under The Creative Commons – the Attribution-ShareAlike license.

When using **music** by rights of a Creative Commons Attribution License, teens will include the following information in the credit/attribution.

- Name of music
- Composer (If available)
- The name of the specific license
- The URL of the license information

## **Step 2: Find Images on Creative Commons.**

Follow these steps to finding images for the book video on Creative Commons.

1. Open *The Creative Commons*, <http://www.creativecommons.org>.
2. Click on the “Find” tab.
3. On the screen that appears, make sure that the box “modify, adapt, or build upon” is checked at the top of the screen in the green-boxed area.
4. Type in a search term for images in the search box and hit enter.
5. On the next screen, which should be the results page, make sure that either Google “image” or Flickr “image” is highlighted. These results will be filtered for images. (To search for a new term it is imperative that the search term is typed in the search bar in the green box, otherwise the results might be for copyrighted material.)
6. Right click on the desired image. Save the image to the desired location. (When saving the picture, tell teens to create a name for the image that includes the name of the person who uploaded the image. This will help teens keep track of images and their creators so that they can easily create a list of credits at the end of the video.) Also, tell the teens to make sure the image is marked “Share Alike” or “Creative Commons” so that they know that permission is extended for use of the image.

## **Step 3: Create the Book Video using Photo Story or Movie Maker.**

### **Materials**

- Computers with access to free software photo editing software (i.e., Microsoft Photo Story 3) and Internet access.
- Storage for digital content (USB storage devices, computer discs, or internally on the computer)
- Microsoft PowerPoint.

Follow these steps to create a book video using Microsoft Photo Story.

1. Open Photo Story.
2. Choose begin a new story.

3. Click next.
4. Click “import pictures.”
5. Locate where image files are stored.
6. Hold the “ctrl” key and click on the images and photos. Holding the “Ctrl” key allows selection of more than one picture at a time.
7. After selecting the pictures, click on “ok.”
  - a. If there are black borders around the images, teens can click on “remove black borders” for one or all of the photos.
8. To change the order of photos, click and hold the picture and drag it to its new location.
9. Open Microsoft PowerPoint.
  - a. On one slide, create a credits page for all the images in the video and for any music other than that provided by Photo Story.
  - b. Click “save as” and select save as a jpeg.
  - c. Follow steps 4 through 7 to import the newly saved credits page into your video.
10. Arrange the credits page to be the last page of the video.
11. Once your pictures are in order, click on “next.”
12. On this page, you are able to add any text or wording that you would like.
  - a. Type the text that you would like to put on the picture in the text box.
  - b. After typing in your text, you can change the font, coloring, and alignment by clicking on the different smaller boxes above the text box.
    - i. The box with the A is for the font.
    - ii. The next box with a bunch of lines in it adjusts the alignment of the text to the left, center, or right of the picture.
    - iii. The next box with two lines is for adjusting the placement of the text up, center, or down in the picture.
  - c. You will have to adjust text for each image where you have text.
13. Once you have all the text on all the images you want, click on “next.”
14. On this page, you can customize the image’s motion.
  - a. Click on “customize motion.”
  - b. Click on the box in front of “specify start and end position of motion.”
  - c. Place your mouse on the corners of the pictures until you see a two-sided diagonal arrow and not a four-sided one.
    - i. Drag the arrows until you have the smaller border around where you want the image to start.
    - ii. With the four-sided arrow, you can click and drag the border to where you want it positioned.
    - iii. You can now do the same for the second box or leave it alone and have this as the final image.
    - iv. Click on “preview” to see how the motion will look.
  - d. Now you can play with the transition of the current slide to the next slide.
    - i. Click on the “transition” tab at the top of the screen.
    - ii. View the preview of what the transition looks like.

- iii. When you are satisfied, click “save” and then “close.”
  - e. Repeat these steps for all your slides.
15. On this page, you can also use a microphone to record your voice onto an image.
16. When you finish customizing motion, transitions, and recordings, click “next.”
17. Now teens can add music to their images.
  - a. Teens can upload their own music from CDs (remember to adhere to copyright laws).
  - b. Alternatively, teens can “create music” using Photo Story’s music.
    - i. Click “create music” and a sample will play as you change the different settings.
      1. Choose the genre for your music.
      2. Choose style.
      3. Choose bands.
      4. Choose moods.
      5. Click and drag the pointer on the tempo bar.
      6. Choose the intensity.
    - ii. Click “ok” when you get the desired music.
18. Click “preview” to see what your video will look like.
19. If you like what you see, click “next.” If you don’t like what you see, click “back” and repeat steps 12-17 to make the changes to the images and/or audio.
20. After you click “next,” you will be asked how you want to save the file and where you want to save it.
  - a. Click “Save your story for playback on your computer.”
  - b. Click on “browse” and select “desktop.”
  - c. Once the file is saved, you can either opt to “view your story” or “create another story” If you don’t want to do either, click on “exit.”

## **Book Trailerzzz Using Windows Movie Maker**

This option is a little more intense and time consuming. If you have Windows on your computer, you should already have Windows Movie Maker. If it is not already loaded on the computer, it can be downloaded from *Microsoft*, <http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>. The steps below are not for Windows Live Movie Maker which is used with the operating systems of Windows 7 and Vista. The steps are similar, but modifications will be needed.

### **Materials**

- Computers with access Microsoft Windows Movie Maker and the Internet
- Storage for digital content (USB storage devices, computer discs, or internally on the computer)

### **Directions**

Follow Steps 1 through 6 above to finding images for the book video on Creative Commons.

## **Step 4: Find Music**

Teens may find music on The Creative Commons, FreePlay Music, or Photo Story. Instructions for locating music in Photo Story are provided in Step 3 above.

### **The Creative Commons**

To find music through Creative Commons, click the “jamendo” tab and follow the same steps for searching for images. Download the music and save it to a file that can be imported into Movie Maker.

### **Freeplay Music**

Freeplay Music is for personal and educational use only. Libraries may not upload teens’ Book Trailerzzz that include music from Freeplay Music. According to the licensing agreement at <http://www.freeplaymusic.com/licensing/termsofuse.php>, only personal and in-class education uses are allowed without a paid license.

Follow these steps to find music on Freeplay Music.

1. Go to Freeplay Music, <http://www.freeplaymusic.com>.
2. On the “Freeplay” music web site, scroll over to the right side of the page and locate the box labeled “feel.” In this box, you will find a list of words that represent a mood. Scroll down the list until you find a mood that you want created in your movie. You can also search by style, keyword, and volume.
3. Click on the mood that you desire.
4. On the next screen, you will find a list of different songs. Note that highlighted in orange you will find various lengths of the music. You need to find music that will fit your video.
5. Once you have found the music you want, right click on the time in the MP3 list. Choose “save target as” and save the file to your desired location.
6. Before you leave the page, you need to write the credit information in a Word document. You need to record the title, creator, and the web site where you found this information for your credits page.

## **Step 5: Share Your Video**

Follow these steps to create your movie:

1. Open Movie Maker.
2. Import pictures.
  - a. In the pop up screen, locate where your pictures are stored.
  - b. Hold the “ctrl” button and use the mouse to click on the pictures you want imported.
  - c. Once all the pictures are chosen, click “import.”

3. Grab and drag the pictures from the collection area to the line area that says “video.” You can move them in the order you want them in to the video area.
4. Once your pictures are in order, begin adding “video effects.”
  - a. Click on “video effects.”
  - b. Grab and drag the effect to the picture you want.
  - c. Do this for all the pictures where you want to have a “video effect.”
5. Now work on “video transitions.”
  - a. Click on “video transitions.”
  - b. Grab and drag the transition to the picture you want it to affect.
  - c. Do this for all the pictures where you want to have a “video transition.”
6. Add text to the screen.
  - a. Click on “make titles or credits.”
  - b. Choose where you want your text to appear.
  - c. Type the text in the box.
  - d. Click on “change the title animation.”
    - i. Choose how you want your text to appear in the picture.
  - e. Click on “change the text font and color.”
    - i. Choose the color, size, and position of your text.
  - f. Click “Done, add title to movie.”
  - g. Click on “make titles or credits.”
  - h. Choose “add credits at the end of the movie.”
    - i. Create a credits page for the images and music used in the movie.
7. Add music to your movie.
  - a. Click on “import audio or music.”
  - b. Locate where you music is stored.
  - c. Select your audio file and click “import.”
  - d. Click on the audio file in the collection area and drag it to the audio/music bar area.
  - e. At this point, your music may be either too long or not long enough.
    - i. You can cut your music down by moving the black arrows on either side of the white box until it matches the length of the pictures above.
    - ii. You can click and drag more music into the music bar area until you get the amount of music that you need.
8. When you have the music and the pictures where you want them, you will save the project. This is the third of Movie Maker three steps, located on the left side of the screen.
  - a. Save your project
  - b. File
  - c. Save project
  - d. Select location
  - e. Save your movie file.

- i. Select either “File – Save Movie File” or “Step 3” on the menu at the left of the screen
  - ii. Choose “save to my computer.”
  - iii. Give the movie a name.
  - iv. Click on “Browse.”
  - v. Click on a location to save the video (e.g. desktop, c drive, flash drive)
  - vi. Click “ok.”
  - vii. Click “next.”
  - viii. Click “next” once more.
9. You will see the activity bar in this screen as it saves.
10. Once the project is saved, the program will ask you if you want to view the video or exit the program.

## **Professional Resources**

### **Web Site**

*Digital Booktalk*

<http://digitalbooktalk.com/>

This University of Florida web site offers a database of book videos including many created by K-12 students.

## **Copyright Concerns**

There is no clearly defined rule about using the images of book covers. If you or your teens plan to use the image of a book cover, it is suggested that you get permission from the publishing company. It is also suggested that permission be granted from the publisher before images from a picture book or graphic novel are reproduced in any book video. Most publishers include a contact point for rights and permissions on their web site. Additionally some publishers provide downloadable images of book jackets on their web site, at the same time granting permission for certain non-commercial uses.

# Connecting Mind and Body: Yoga Smoothies

By Deban Becker

## Introduction

Teens will stay connected by uniting the mind and body through the practice of yoga and the making (and drinking) of smoothies. Participating in yoga and honing healthy eating habits has a variety of benefits for teens. Teens will be interested to learn that yoga is a wonderful way to enhance their overall muscle tone and flexibility, as well as improving sports performance. Yoga can help teens deal with hormonal mood swings, perfect their mental focus to do better academically, and boost their self-worth. Making smoothies is an enjoyable activity that uses tasty ingredients hungry teens will enjoy. Overall, this program will introduce teens to a healthy way to relieve stress and feel refreshed.

## Books to Share

*Diet Information for Teens: Health Tips About Diet and Nutrition, Including Facts About Nutrients, Dietary Guidelines, Breakfasts, School Lunches, Snacks, Party Food, Weight Control, Eating Disorders, and More* by Karen Bellenir

*Eat Fresh Food: Awesome Recipes for Teen Chefs* by Rozanne Gold

*Fitness Information for Teens: Health Tips About Exercise, Physical Well-Being, and Health Maintenance Including Facts about Conditioning, Stretching, Strength Training, Body Shape and Body Image, Sports Nutrition, and Specific Activities for Athletes and Non-Athletes* by Lisa Bakewell

*Get Strong! Teenage Guys Guide to Building Confidence, Muscles, and a Great Future* by Jake Steinfeld

*I Love Yoga: A Guide for Kids and Teens* by Ellen Schwartz

*Strike a Pose: The Planet Girl Guide to Yoga* by Karen Birkemoe

*Um, Like... OM: A Girl Goddess' Guide to Yoga* by Evan Cooper

## Books to Show or Booktalk

*Breathe: Yoga for Teens* by Mary Kaye Chryssicas

*Girls' Yoga Book: Stretch Your Body, Open Your Mind, and Have Fun!* by Micheala Caldwell

*Real Men Do Yoga: 21 Star Athletes Reveal Their Secrets for Strength, Flexibility and Peak Performance* by John Capouya

*Twisted Yoga* by Pilobus Dance Theatre

*Yoga for Teens* by Mary Kaye Chryssicas

## **Display**

### **Yoga Smoothies Display**

In a glass display case, place a blender, old-fashioned glasses with accordion-type straws, plastic fruit, empty yogurt containers with lids, a water bottle, and a small hand towel on top of an unfurled yoga mat. Add books from the library's collection on yoga and smoothie recipes to the display.

## **Crafts**

### **Relaxation Eye Pillow**

#### ***Materials***

- Lavender essential oil
- Flax seeds, small beans, or rice
- Dried lavender flowers
- Soft, smooth fabric
- Medium size funnel
- Measuring cups
- Bowls
- Spoon
- Measuring tape
- Scissors
- Straight Pins
- Thread
- Needles or Sewing Machine

#### ***Directions***

This craft can be made using a sewing machine, but it is also simple enough to hand sew. In advance, measure the fabric and pre-cut the material into 8-inch by 6-inch pieces. Each teen will need two pieces of the pre-cut fabric. Cut thread for the needles and, if time allows, pre-thread the needles.

Pin the sides of the fabric, print sides facing each other, so that the sides are even. Leave a 1½ inch opening on one side. Using a needle and thread, sew the pieces together about ½ inch from the edges, removing the pins as you sew. Be sure to leave the opening un-sewn. Turn the fabric inside out. Combine the dried lavender flowers, flax seeds (or the beans or rice), and

lavender essential oil in a bowl and stir well. Scoop a cup at a time into a funnel and pour the mixture into the opening of the fabric. Fill the fabric enough so that your pillow is flexible, but still weighted. Pin the opening closed and tuck in any extra fabric. Sew the pillow closed. Place the pillow over your eyes and relax!

## **Yoga Mat Carrier**

### **Materials**

- Cotton fabric (such as vinyl or canvas that is durable and weather-resistant)
- Scissors
- Measuring tape
- Thread
- Needles or sewing machine
- Safety pins
- Iron and ironing board
- Ribbon or braided cord

### **Directions**

You will be making a cover for a store-bought yoga mat. If possible, choose durable, weather resistant fabric such as vinyl, mesh, or canvas. Roll up the yoga mat and measure it to find its length and circumference. Cut the amount of fabric needed to fit around your yoga mat. For further instructions, see *Craft Bits*, <http://www.craftbits.com/project/yoga-mat-bag>.

## **Games and Activities**

### **Yoga Demonstration and Practice**

Allow the teens to experience the benefits of yoga first-hand. Host yoga practice in a large program space at the library. Dim the lighting for ambience. Consider hosting the program outside in a grassy, shady area if the weather permits. Ask the teens to bring a mat or large beach towel to the program and to wear comfortable clothing that allows freedom of movement. Invite a yoga instructor to perform the yoga demonstration, or demonstrate the yoga moves yourself.

### **Tropical Smoothies**

Tropical Smoothies can be made in conjunction with the Yoga Demonstration and Practice as an activity and for do-it-yourself refreshment. Depending upon the size of your group, have a row of blenders set up on top of tables. To make it more economical and to conserve time, consider using recipes that call for similar ingredients, such as plain yogurt, milk, orange juice, etc. Search for healthy smoothie recipes at *Eat Better America*, <http://www.eatbetteramerica.com>. Print out and post the recipes for three or four different types of smoothies on the wall behind

the blenders. Provide the various ingredients buffet-style on a table alongside the table of blenders. Since the blender can hold more than one serving at a time, invite the teens to choose a partner or team up if some of them want to make the same recipe. Allow the teens to choose a recipe and follow the instructions to make their smoothies.

Alternately, invite a local smoothie business to demonstrate some of their smoothie recipes. The smoothie barista can then allow the teens to try some recipes on their own and sample several different flavors.

## **Web-Based Activities**

*iEmily – Health and Wellness Site for Girls – Videos And Games*

<http://www.iemily.com/video.html>

*iEmily* is a health and wellness site just for girls. Learn about sex and your body, explore alternative exercise like yoga and tai chi, find out about healthy eating choices and chat about it all with other girls.

*Nutrition and Fitness Quizzes*

[http://www.youngwomenshealth.org/nutrition\\_quizzes.html](http://www.youngwomenshealth.org/nutrition_quizzes.html)

On-line quizzes for teen girls on nutrition and fitness are provided by the Center for Young Women's Health, a department of the Children's Hospital of Boston.

*Strawberry Smoothie / In the Kitchen Video Channel / Family Fun*

<http://familyfun.go.com/how-to-videos/familyfun-strawberry-smoothie-762392-v/>

This Family Fun link features a step-by-step video on how to make a strawberry smoothie and frozen smoothie bars.

## **Guest Speakers**

Contact the local YMCA or city/county Parks and Recreation department and invite a yoga instructor to your program.

Invite a local health food store operator or the produce manager from a local grocery store to talk about different fruits that can be used in smoothies and to provide samples for the teens to taste.

## **Films DVDs Videos**

*Teen Yoga: A Complete Yoga Program for Teen Health, Strength & Beauty* (55 minutes)

## **Web Sites**

*Young Men's Health – Nutrition & Fitness*

[http://www.youngmenshealthsite.org/by\\_topic.html#healthy\\_eating](http://www.youngmenshealthsite.org/by_topic.html#healthy_eating)

This site provides health information for teenage boys from the Children’s Hospital Boston.

## Professional Resources

### Book

*A Year of Programs for Teens* by Amy J. Alessio and Kimberly A. Patton  
*Cool Teen Programs for Under \$100* by Jenine Lillian

### Web Sites

*ALA/Get Active Programs - GET ACTIVE Use Your Body - Fiction*

<http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2006/booklists.cfm#community>

Based on the ALA 2006 Teen Read Week Get Active @ your library theme, this link features a teen fiction booklist related to the “Use Your Body” theme.

*ALA/Booklists – GET ACTIVE Use Your body – Nonfiction*

[http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2006/booklists.cfm#body\\_nonfiction](http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2006/booklists.cfm#body_nonfiction)

Based on the ALA 2006 Teen Read Week Get Active @ your library theme, this link features a teen nonfiction booklist related to the “Use Your Body” theme.

*ALA/Get Active Programs – Get Physical @ Your Library*

<http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2006/programs.cfm#exercise>

Based on the ALA 2006 Teen Read Week theme, Get Physical @ your library with Performance and Exercise offers program ideas to keep teens active. It includes two related program ideas: “Yoga @ your library” and “Get Healthy @ your library”.

*EZ Program Details – Fitness Programs for Teens*

[http://support.midhudson.org/ezprogram/display\\_details.php?id=811](http://support.midhudson.org/ezprogram/display_details.php?id=811)

Mid-Hudson Library System’s web site offers details on various fitness-related library programs.

*Teaching Kids Yoga: Yoga for Boys – Does Bribery Work Or Is It Silly?*

<http://youngyogamasters.blogspot.com/2009/04/yoga-for-boys-does-bribery-work-or-is.html>

This blog includes an entry on ways to promote yoga to young males.

*Their Own Om – Yoga for Teens*

<http://www.yogachicago.com/nov03/yoga-for-teens.shtml>

This web article features stories of the rising popularity of yoga among teens and how a group of high school football players practices yoga regularly.

*Yoga for Teens*

[http://www.skokie.lib.il.us/s\\_teens/tn\\_programs/yoga.asp](http://www.skokie.lib.il.us/s_teens/tn_programs/yoga.asp)

Features information and photographs of teen yoga programs presented at the Skokie Public Library in Skokie, Illinois.

*Yoga Mat Bag – DIY Craft Instructions*

<http://www.craftbits.com/project/yoga-mat-bag>

On-line instructions for making your own yoga mat bag.

*Yoga Minded – Keeping Yoga on Your Mind*

<http://www.yogaminded.com/allabouty4t.php>

YogaMinded is an on-line resource committed to helping teens find yoga resources, including videos of yoga poses, books, and more.

# Create a World: Cooperative Learning

By **Natasha Benway**

## Length of Program

This series of programs spans eight weeks. The length can be adjusted based on what librarians and teens choose to include in the program. The full eight-week program includes seven two (2) hour sessions. The length of the final session depends on how the teens decide to present their world.

## Introduction

Imagine a room full of teens. They are laughing and eagerly engaging with one another for the purpose of completing a common goal. Sounds impossible, right? Not so. In this program, teens will work together to create a world with ideas from their imaginations; including books they have read, gaming worlds, movies, and even the world they live in today. In doing so, teens will give free reign to their creativity in the form of mind maps, drawings, a 3D map, and discussions on government structures, religion, fashion, cultural arts, etc. The Create a World program will foster a host of skills in teens, such as good communication, leadership qualities, goal setting, and working within a timeline. The really cool thing is that teens will have a blast doing it!

## Books to Share

*Living in a Dream: Great Residences of the World* by John Julius Norwich

*Oxford Atlas of the World* by Oxford University Press

*Planet Ocean: Voyage to the Heart of the Marine Realm* by Laurent Ballaesta and Pierre Descamp

*Planet Earth as You've Never Seen It Before* by Alastair Fothergill

*Rainforest* by Sara Oldfield

*Star Wars Complete Locations: Inside the World of the Entire Star Wars Saga* by Kristi Lund

*Star Wars Incredible Cross-Sections: The Ultimate Guide to Star Wars Vehicles and Spacecraft* by David West Reynolds

## Books to Show or Booktalk

*Faerie Wars* by Herbie Brennan

*A Great and Terrible Beauty* by Libba Bray

*Harry Potter and the Sorcerer's Stone* J.K. Rowling

*Hawksong* by Amelia Atwater-Rhodes

*Merchant of Death: Pendragon Series* by D.J. MacHale

*The Prince* by Niccolò Machiavelli

*The Republic* by Plato  
*Twilight* by Stephenie Meyer  
*Uglies* by Scott Westerfeld

## Display

Use a version of the [flyer](#) provided with this program to promote your program. Feel free to include some of the books listed above if you are doing a tabletop display.

## Description and Timeline

Each of the components of the eight-week Create a World program is described here. Librarians may feel free to add or remove weeks as necessary.

### Week 1: Mind Mapping

The first week is essential for designing the infrastructure of the world. During this week, teens will create mind maps to envision and plan their world. To learn more about mind maps and prepare for leading this portion of the program, please this article entitled “Mind Maps: A Powerful Approach to Note Taking” on the *Mind Tools* web site, [http://www.mindtools.com/pages/article/newISS\\_01.htm](http://www.mindtools.com/pages/article/newISS_01.htm). The article includes a short video on how to draw a mind map as well as examples of mind-maps. Teens may have already learned mind mapping in school and it easiest if everyone works together in one big group.

Begin the mind-mapping process by asking the teens questions, such as those listed here. Be sure to allow time for discussion.

- What type of world would you like to live in?
- Describe how you see earth in the future?
- What type of alternate or fantasy world in books, movies, or gaming is your favorite? Why?
- Where on earth would you like to visit or live? Why?
- Do you think there is life on other planets? What do you think the inhabitants might look like? What do you think inhabitants of other planets would need to exist?

Next let the teens think about and discuss what makes up a society. Then have them develop categories based on their ideas. List the categories on a flip chart. It may be a good idea to brainstorm and have some categories ready ahead of time in case the teens need help coming up with ideas. Some example categories are listed below.

- Government Structure
- Law
- Libraries or storage areas for knowledge

- Education
- History
- Folklore
- Math
- Science
- Languages
- Species and/or Races
- Religion
- Cultural Arts: Music, Theatre, Visual Arts, Dance
- Food
- Technology
- Habitat
- Geography
- Demographics
- Class Systems
- Money System
- Medicine
- Fashion
- Philosophy
- Ethics

Once the categories are set, ask teens to break out into groups to discuss one or more of the categories. Give each group a large flip chart, an easel, and colorful markers. Discuss the concept of mind maps and ask the groups to make mind maps to explore and develop each category. Provide teens with lots of books to help them come up with ideas for their mind maps. Use some of the books listed above for ideas. Access to the internet during this process is also helpful for visual elements such as fashion, art, and technology.

At this point, the librarian acts as a facilitator. Remind each group to work with and speak with other groups. They should occasionally check in with other groups to see how they are developing their categories, in order to build a coherent world. For example, the history group will need to know the species, class systems, demographics, and such of the world in order to mind map an accurate history of their world.

## **Week 2: Character and Story Development**

Every world has characters and a story that helps shape that world. During Week 2, teens will use tools of their choice to begin developing these characters and their stories. For example, the historians/folklore/libraries group may decide that they need to use a computer to start recording their world's history. The group working on class system/demographics/species may decide they need drawing material to create images of what the species or members of their class look like. The group working on food may decide they would like to start creating recipes,

use their own recipes, or find recipes from around earth that will represent what each species like to eat.

During Week 2, the librarian continues to act as a facilitator of the groups and should make sure teens are communicating with each other. Before the end of this program, the librarian should call the groups together and ask each to report on their developments. Then the librarian should ask all the teens to think about what type of world they are creating and how they want to represent it on a 3D map. For example, do they want to create a map of the entire world, zoom in and focus on a city, focus on just a coastal area, or do something else?

### **Week 3: Outline and Plan for the 3D Map**

In Week 3, teens decide on the type of 3D Map they will make. Provide teens with a piece of paper as large their 3D Map is going to be, pencils, and erasers and allow them to create a physical outline of their 3D map.

In Week 3, the groups of teens must come together and collectively use what they created in Week 2 to help them design what their 3D Map will look like. To explain and illustrate how this will work, here is a description of what teens in one library did and how it influenced their 3D Map.

The teens' world was a mashup of movies and books; it was *Twilight* meets *Lord of the Rings* meets *Pirates of the Caribbean*. The demographic group decided vampires, werewolves, elves, hobbits, and dwarves would inhabit the world. The history group decided that the vampires and werewolves were bad but that the two species would tolerate each other in order to survive. The geography group had decided that the world would be made up of thousands of islands.

The map was influenced by all of this. It featured a coastal view of the main capital of the world. This capital was a large island on which the elves, hobbits, and dwarves lived. The hobbits had to have a field to grow their large crops of food, the elves had to have the education center and library, and the dwarves had to have mines from which to extract jewels. Even the buildings were designed to reflect each species. The elves had the largest structure with glittering colors, the hobbits had huts, and the dwarves had a dark, rock-like structure.

The map also took into account that vampires and werewolves were bad. The vampires and werewolves were banished to one island and had to make a living as pirates. This was a good living for them since the world had many small sandy islands for hiding and there was a general lack of good land, and the dwarves mined jewels. The elves had to have a strong navy to defend themselves from the vampires and werewolves, and the 3D map reflected this by having a large dock, a boat, and a clear beach that was easily defendable.

Everything the teens had developed during Week 2 influenced what was included in the 3D Map, where it was placed, why it was placed there, and how it was placed.

## **Weeks 4, 5, and 6: Making a 3D Map**

### ***Materials***

- Small boxes
- Toilet paper rolls
- Masking tape
- Cardboard or wood that can be used for buildings on the 3D Map
- Hot glue gun
- Paint
- Paint brushes and sponges
- Newspaper
- Large piece(s) of flat wood (plywood works great) to build the 3D Map on
- Various materials like straw, fake grass, and other items to enhance the 3D Map
- Hair dryer
- Tarp or other drop cloth
- Table
- Storage area for the 3D Map
- Smocks or aprons to protect clothing
- Water, flour, and salt to make paper maché glue

### ***Directions***

The 3D Map will take three weeks to complete.

In advance, prepare paper maché glue by combining one part flour with two parts water. Mix well until the mixture is smooth. Add flour and water if needed but make sure the glue is thick and runny and is not solid like a paste. Add a few tablespoons of salt to help prevent mold from developing. The glue can be stored in tightly closed container for a few days.

In Week 4, teens use the basic outline they have created the previous week to begin building their 3D Map. Decide where to store the 3D map before finalizing the size. Between sessions, place the map in a safe storage area. If the map is too large it can be created on two pieces of wood but it may require several people to move the pieces. Most lumberyards and do-it-yourself stores (like Lowe's) will cut plywood into whatever size you require.

Begin by placing the large piece of flat wood that will support the 3D Map on a table or tables. This will provide access to all sides of the developing map.

After the board has been set up, the teens use small boxes, toilet paper rolls, and other pieces of cardboard or wood to create the larger buildings and structures on their 3D Map. Use masking tape and newspaper as stuffing to support the larger buildings and structures. Attach the large buildings and structures to the large piece of flat wood with masking tape. The

structures may also be attached with a hot glue gun throughout the building process, but an adult should do this.

Week 5 will be messy so set up the 3D Map near a kitchen or sink area if possible. Be alert for wet floors, as it can get slippery quickly. Teens are going to need to wash their hands and other items frequently. Place a drop cloth on the tabletop, as well as under and around the table area. Working with paper maché and glue can get messy very quickly. Teens should try to wear smocks or aprons to help keep their clothing clean. It is prudent to dissuade them from starting paper maché fights.



Set out the jars of prepared paper maché glue at different points around the 3D Map. Tear the newspaper into strips of various sizes and dip the strips into the paper maché glue. Begin to cover the 3D Map. The 3D Map, including all surfaces, buildings, structures and any visible board, needs to be completely covered with paper maché. Be careful to layer and smooth out the paper maché. Add additional layers of paper maché until it is thick enough to cover all areas and is smooth. Wrinkles will detract from the buildings and structures on the 3D Map and make it harder to paint in between all the crevices that the wrinkles leave behind.

At end of the program, use a hair dryer to help the paper maché dry. Depending on the thickness of the large board, the wet paper maché could cause it to warp. In addition, it may be necessary to leave the 3D Map out overnight to dry before placing it in a storage area.

Week 6 will continue to be messy, so follow the precautions listed for Week 5. During Week 6, the teens use paintbrushes and sponges to pain the 3D Map. Sponges dipped in the paint add textures and layering colors can enhance one color or add dimension. Make sure teens take time to get into all the wrinkles and crevices out of their 3D Map. A splotchy paint job can ruin a 3D Map.

As teens finish painting areas of the map, use a hair dryer to speed up the drying process. Ask teens to point out where they would like some final changes or enhancements applied with the hot glue gun. For example, they may want to add straw for huts, glitter, transparent paper to look like glass windows, feathers, pipe cleaners, jewels, and such.

## **Week 7: Preparation for the Final Presentation**

During Week 7, teens will gather and decide how they would like to present their society. Some things to consider include:

- Will they do the presentation live or set it up as a static display in the library?
- If they do a display, where in the library will it be displayed?
- What will they include in the display?
- If they do a live presentation, where will they do the presentation?
- When will they do the live presentation? One suggestion is to hold it during an end of summer reading program party.
- At a live presentation will they speak as a large group, or will they separate into individual groups around the room?
- How will they publicize their live presentation?

Also during Week 7, the teens can inspect the 3D Map and add any last minute details or embellishments. Each group should also work on what they will include in the live presentation. For example, the fashion group could design images from a magazine on their planet, the history group could create a type history of their planet, the technology group could make a small prototype of a piece of technology, or the food group could decide it wants to serve food at a live presentation. They would then need to decide what to serve and how to prepare the food.



In addition to rehearsing what each group will say during the live presentation, some teens will need to prepare flyers or posters to help publicize the event.



## Week 8: Presentation

What teens do in Week 8 depends on what they decided the previous week. Teens who decide to do a display will need to arrive early and put the display together and set it up. Teens that are doing a live presentation should arrive about an hour before the program to help set up and

to go over any last minute details. It is also helpful to have the teens stay for thirty minutes after the presentation to clean up.



## Professional Resources

### Article

“Shared Worlds: Where Creative Writing, Art, and Game Design Come Together” by Kelly Czarnecki. *School Library Journal*, Issue 10, October 2008. 35-37.

### Web 2.0

*Second Life*

<http://secondlife.com>

This free web site offers users the chance to create a life for themselves in a virtual world. This web site is also useful for librarians who want to do an online program online in a virtual world instead of holding face-to-face programs.

# Globe Trotting

**By Juli Gonzalez, Rebecca Ivey, and Christine McNew**

## Introduction

Globe Trotting is a series of programs that invites teens to come together to take part in activities which introduce them to various cultures and or countries, fostering global knowledge and an understanding of the people and world around them. Alternately, the program can be a single event.

Teens will learn about festivals, holidays, and customs that are important to the featured cultures. They may also have the opportunity to sample foods, watch music or dance performances, as well as create handicrafts or play games representative of the culture or region.

Globe Trotting is a platform to promote discussion and to provide interactive activities and demonstrations that allow teens to become familiar with various cultures. Through celebrating a culture, teens gain insight into the people, their history and values, and how they fit into a global society. Teens may then begin to recognize that, although there are many fascinating differences between cultures, there are also many traits, beliefs, and values that we all share.

Key elements in a Globe Trotting program include providing interesting facts about the country, allowing discussion of three or four customs or festivals, and sharing books, videos, and live performances. Two sample programs about Polynesia and India are featured in this chapter. These programs will provide experiences and activities, visual aids, books, videos, and live performances to introduce traditional activities to teens.

Additional countries that libraries may wish to feature in a series of programs are Italy, the United Kingdom, Mexico, Japan, China, and France, or feature other countries represented in your community.

## Preparation

Prepare for the series by selecting key countries or cultures that may be of interest to the teens. After these have been selected, talk to local organizations, restaurants, or patrons that might have a tie to the culture or country and ask if they will donate time and resources to assist with the program. These partners will enrich the program and may be an avenue for additional information and resources for teens who are interested in furthering their education on these countries and cultures.

Obtain materials for the crafts, food, and other activities that will be included in the program.

## **Sample Program 1: Ticket to India**

Three very important festivals pertaining to Indian culture are Diwali, Holi, and Raksha Bandha (Rakhi).

Diwali is celebrated between mid October to mid November. It is the exciting and colorful celebration of the Hindi New Year. It is celebrated by lighting diyas (Diwali clay lamps), which are wicks inserted into clay pots. Rangoli images are also created in doorways of homes and on walls to welcome Lakshmi, the Goddess of wealth. Homes are cleaned and windows are opened in preparation for the visit of Lakshmi. It is believed that Lakshmi will not enter a house that is not lit up, so households make sure there are plenty of diyas to light Lakshmi's way. This is also why Diwali is known as the Festival of Lights.

Holi, also known as the festival of colors, celebrates the spring harvest season. A popular activity is to dance beneath water sprinklers while throwing colored powdered at each other.

The festival of Raksha Bandhan, or Rakhi, celebrates unconditional love between brothers and sisters. On the occasion of this holy festival, sisters tie a sacred thread on the wrists of their brothers. Brothers pledge to protect their sisters from all dangers. Brothers and sisters exchange cards, Rakhis and gifts. Today Rakhi also has a more global significance as it spreads harmony and love.

## **Books to Share**

*Celebrate Diwali* by Carol Plum-Ucci

*Hinduism: World Religions* by Madhu Bazaz Wangu

*India: a Portrait of the Country through Its Festivals and Traditions* by Grolier Educational

*My Hindu Year* by Cath Senker

## **Books to Display or Booktalk**

*Born Confused* by Tanuja Desai Hidier

*Climbing the Stairs* by Padma Venkatraman

*Keeping Corner* by Kashmira Sheth

*Notes from a Spinning Planet* by Melody Carlson

*Now and Zen* by Linda Gerber

*Secret Keeper* by Mitali Perkins

*Shine, Coconut Moon* by Neesha Meminger

*What I Meant* by Marie Lamba

# Activities

## Bollywood Dance

Bollywood movies and dance are extremely popular in India and America. Learning about Bollywood and watching movie clips and dance will give teens a sense of modern trends in Indian culture. Let teens learn about dance by inviting a local dance group or exercise group in your area to put on a dance show and teach teens some Bollywood dance moves. You might also show some of the YouTube videos of dancers from Bollybeatz, <http://www.bollybeatz.com/>, a modern dance group based in North Texas pictured here.



(Photograph by Kavitha Victor of BollyBeatz; used with permission.)

In addition, to enhance this program, libraries can have a movie night playing Bollywood movies or movies that depict life in India. Librarians can also compile a list of must see Hindi/Bollywood movies for teens. Several web sites offer movie suggestions, including *Wikipedia*, [http://en.wikipedia.org/wiki/List\\_of\\_Bollywood\\_films](http://en.wikipedia.org/wiki/List_of_Bollywood_films). A few mainstream Hollywood movies, including *Monsoon Wedding*, *Bride and Prejudice*, and *Slumdog Millionaire*, also depict Bollywood dance routines.

## Online Videos

*Beedi song-Omkara*

<http://www.youtube.com/watch?v=XLIcTZK0x5M>

The video clip includes the song *Beedi Jalail* from the Bollywood movie, *Omkara*.

*Desi Girl - Anisah's Mehndi*

<http://www.youtube.com/watch?v=9kd0LU6Vbuk&feature=related>

This video clip features the song, *Desi Girl*, showing traditional Indian dance moves.

*Desi Girl Full Video Song*

<http://www.youtube.com/watch?v=L2COSEIjc7A>

This is a video clip from the band, *Dostana*, and includes traditional Indian dance moves.

*Discowale Khisco* by Dil Bole Hadippa

<http://www.youtube.com/watch?v=zmQr-xZL91I>

This video clip features a full-cast dancing to a popular Hindi song.

*Jai Ho*

<http://video.yahoo.com/watch/4595834/v207700748>

A short clip from the *Slum Dog Millionaire* soundtrack is provided here.

## **Indian Language**

Although India has at least 18 official languages recognized by the government, and most of these languages have multiple dialects and variations, it is possible to teach the teens some basic Hindi phrases. If possible, let a native Hindi speaker pronounce the words for the teens. For more information, visit *Hindi Language*, at <http://www.hindilanguage.org/>.

Hi or Hello: *Namaste*

Thank you: *Shukhriya*

Sorry: *Maaf kijiye*

Please: *Kripaya*

How are you?: *Aap kaise hain?*

Where can I find?: *Kahan milenge?*

How much is this?: *Ye kitne ka hai?*

### **Hindi Slang**

*Fitoos*: Absolutely perfect!

*Fundoo*: Cool, perfect

*Gazab*: Fantastic!

*Mango Languages*, <http://www.mangolanguages.com/>, a learning tool found in many libraries, provides pronunciation guides and audio clips of many languages, including Hindi. The web site also offers sample language lessons.

## **Crafts**

### **Diwali Lamp (Glass Candle)**

#### **Materials**

- 8" clear glass, religious candles

- Bright colored tissue paper
- Mod Podge
- Paint or sponge brushes
- Scissors (optional)

**Directions**

Place the candles, assorted tissue papers, the containers of Mod Podge, and brushes on tables. Explain the importance of light and color to the Diwali holiday. Tell teens to be creative and use cut or ripped pieces of various colored tissue paper to decoupage the candle’s glass container. Let the candles dry for approximately 20 minutes after they have been painted with the Mod Podge.



**Rakhi Bracelets (Raksha Bandha)**

**Materials**

- Embroidery thread
- Yarn
- Beads

- Craft gems or jewels
- Craft glue
- Hot glue gun
- Card stock, poster board, or thin cardboard
- Plastic canvas
- Needles
- Other decorative items (optional)

**Directions**

These bracelets are an adventure in creativity because they really can be done with a variety of materials, in a variety of colors and decorated in any way. Distribute the supplies and provide a pre-made example and or pictures of rakhi. Make the bracelets by twisting or braiding several strings of yarn or embroidery thread, adding beads as desired. Plastic canvas, cardboard, and other sturdy papers can be used to place a shaped piece (looking something like a watch) in the middle of the bracelet, which is worn above the wrist. These platforms can then be adorned with the various other supplies that are available, such as craft gems and embellishments. For additional examples of rakhi crafts, including a traditional version, visit the web site *Rakhi Festival*, <http://www.rakhifestival.com/rakhi-crafts/index.html>.



## Activities

### Mehndi Art - Henna Tattoos

A popular Indian tradition is Mehndi Art or the art of applying henna tattoos. Dating back to ancient times, henna tattoos were originally used as artwork to adorn the bodies of women who were about to marry. Local businesses or Indian organizations may provide demonstrations of henna tattooing.



Mehndi Art or henna tattoos done by teens for teens

Ask a local business, organization, or patron to provide these tattoos or buy a kit and have the teens draw the designs on each other. Kits can be found online at various sites, including *Henna Mehndi*, [http://hennamehndi.com/index.php?main\\_page=index&cPath=16](http://hennamehndi.com/index.php?main_page=index&cPath=16) and *Earth Henna*, <http://www.earthhenna.com/>.

### Holi

Due to the mess associated with throwing colored powders, libraries may not wish to literally celebrate this tradition of Holi by throwing powders. Teens can still experience Holi through various YouTube videos. An alternative to throwing colored powders or powdered paints that would have a similar effect would be to hold a water balloon fight. A drop or two of food coloring can be used to dye the water in the balloons, or water can be colored and then added into the balloons. Throwing the colored balloons and then having colored water appear on those involved and on the ground around them would simulate the color from the powders (which could cause clean up problems and could get in peoples' eyes). Be sure that the teens have parental permission before they are involved in a water balloon fight or are involved in throwing powders.

*Getting Painted at the Holi Festival in India - BBC*

<http://www.youtube.com/watch?v=li91WiDlayc>

This clip from BBC shows the tradition, which is very important for families and communities, of throwing colored powders during Holi.

*Holi-Festival of Colors*

<http://www.youtube.com/watch?v=DPDR0ZMwSag>

This clip shows some of the traditional activities and customs found during Holi.

Enhance this part of the program by serving savory and sweet Indian treats and drinking *thandai* (an almond-based drink) or *kanji* (a carrot drink).

The colors showered on friends and family members are generally made from dried flowers. Invite an herbalist to demonstrate how natural dyes are made from flowers. *Pitara Children's Network*, <http://www.pitara.com/activities/craft/online.asp?story=77>, has an example for making a water-based natural dye for Holi.

## Display

Contact local travel agencies and ask for travel brochures or posters on the countries featured. If none is available, find some relevant artwork online or ask patrons if they have vacation photographs to donate. Set up a display with information about the countries, including posters, brochures, and books. If available, add souvenirs or traditional handicrafts to the display. For example, for India, add a Sari or batik prints to the display.

## Decorations

Decorate the room with traditional prints, handicrafts, or typical items from the featured country to set the atmosphere. Party supply stores may have decorative items, such as items to create a German "root beer" garden, Japanese lanterns, and Polynesian flowers.

If India is your program's destination or theme, spread batik prints on the floor and tables. Use bold, rich colors with plenty of gold accents. Decorate with Bengal tiger figurines and lotus flowers. Bengal tigers are the national animal of India and are respected for their strength, grace, and power. The lotus, India's national flower, represents triumph, long life, honor, and good fortune. In addition, Hindus see the lotus as a symbol of God. Have Indian music playing in the background. General facts about India can be gathered from *Greetings From India*, <http://greetingindia.tripod.com/greetingindia.html>.

Traditional Indian music from artists like Ravi Shankar and Maneesh de Moor can be playing in the background to help set the mood of the program or while waiting for the program to begin.

## Refreshments

Serve an assortment of culturally authentic refreshments. Indian cuisine could include samosas and other snacks and sweets, like coconut burfi, which may be purchased at a local restaurant or Indian food market. Food suggestions and recipes, with easy to follow cooking videos can be found at *Manjula's Kitchen*, <http://www.manjulaskitchen.com>. If there is no Indian market in your community, check at natural food stores or purchase items from an online store. Even Amazon, [www.amazon.com](http://www.amazon.com), sells packaged foods from many countries.

## Contests

If you are planning a series of programs on various countries, issue the teens a “boarding pass” at the start of the program. Create a pass that looks like an airline-boarding pass for each program. Let the teens fill in their name on the pass. *Sugardoodle*, <http://www.sugardoodle.net/sdclipart/?cat=302>, provides a sample that could easily be replicated. At the end of each program, these passes can be turned in for a drawing to be held at the end of the series of programs. The more programs each teen attends, the more chances of winning! Prizes could include books about the countries covered, travel gear, digital cameras, Mp3 players, or other prizes.

## Web Based Activities

Virtual tours are a great way to provide a visual aspect to the program. For example, the web site, *Explore the Taj Mahal* at <http://taj-mahal.net/index.htm> provides a virtual tour of this wonderful structure.

## Web 2.0

The inclusion of YouTube videos incorporates the use of Web 2.0 and social networking into library programs. Share these with teens so that they can learn about life in India.

### *India Rising*

<http://www.youtube.com/watch?v=FQ1O9NlnugE>

This ABC movie clip depicts life in India, both the positive parts of India, and the negative aspects.

### *Sights and Sounds of India*

[http://www.youtube.com/watch?v=B\\_SXNcgugcl](http://www.youtube.com/watch?v=B_SXNcgugcl)

This National Geographic video offers a glimpse into the many areas of India.

# Professional Resources

## Web Sites

*8 Popular Festivals of India* by Sharell Cook

<http://goindia.about.com/od/festivalsevents/tp/Indiafestivals.htm>

This site provides information on the eight most popular festivals in India.

*About Rangoli, Rangoli Designs, and How to Make a Rangoli*

<http://www.theholidayspot.com/diwali/rangoli.htm>

This web site gives information on the history and tradition of Rangoli and includes several decorating themes and patterns.

*The Art of Mehndi* by Karen L Hudson

[http://tattoo.about.com/cs/hennamenu/a/henna\\_intro.htm](http://tattoo.about.com/cs/hennamenu/a/henna_intro.htm)

This article discusses mehndi - The origin, the powder, and the recipes used.

*Festivals in India-Fairs in India*

[http://www.indianchild.com/festivals\\_in\\_india.htm](http://www.indianchild.com/festivals_in_india.htm)

This site discusses Diwali and several other festivals in India.

*Indian Theme Party*

<http://www.toppartyideas.com/indian-theme-party/>

This web site provides information on throwing traditional Indian parties and covers everything from food to decorations to games.

*Rakhi Festival*

<http://festivals.iloveindia.com/rakhi/rakhi-crafts.html>

This web site describes the tradition of Rakhi and gives several craft ideas for Rakhi.

*Raksha Bandan*

<http://www.raksha-bandhan.com/>

This web site discusses the significance of Raksha and its traditions, customs, and celebrations.

*What is Bollywood?*

<http://www.bollywoodworld.com/whatisbollywood/>

This web site defines Bollywood and discusses the history and future of Bollywood dancing and films.

# Sample Program 2: Ticket to Polynesia

## Introduction

This Globetrotting program features four Polynesian cultures: Hawaiian, Tahitian, Maori, and Samoan. Librarians will enjoy this armchair vacation as much as the teens!

Polynesia is a group Pacific Islands within the Polynesian Triangle as seen in this [map](#) from the *Polynesian Cultural Center* at <http://www.polynesia.com/polynesian-triangle.html>. The top of the triangle, or apex, is Hawaii, and the base is New Zealand in the west and Easter Island in the East. Islands within the triangle include Samoa, Tonga, Pitcairn Island, the Cook Islands, French Polynesia with 100+ islands including Tahiti, and many others. “Polynesia” means “many islands” from the Greek words, “poly”, which means many, and “nēsoi” which means “islands”. The islands are mostly small coral atolls and some are of volcanic origin. The ancient Polynesians were skilled navigators and sailors.

Read more about Polynesia in the Professional Resources at the end of this program or in *Wikipedia* at <http://en.wikipedia.org/wiki/Polynesia>.

## Books to Share

*Burned: A Novel (Soul Surfer Series)* by Rick Bundschuh and Bethany Hamilton.

*Hunter* by Joy Crowley

*Island of the Blue Dolphins* by Scott O’Dell

*Island Boyz* by Graham Salisbury

*Punga the Goddess of Ugly* by Deborah Nourse Lattimore

*Whale Rider* by Witi Ihimaera

## Books to Display or Booktalk

*The Americas and the Pacific* by Sean Connolly

*Notes from a Spinning Planet* by Melody Carlson

*Pacific Islands* by Katherine Kristen

*The Pacific Islands: An Encyclopedia* by Brij Lal and Kate Fortune

## Crafts

### Maori Poi Balls

Poi is a performance art in which performers hold one or more balls attached to chords and swing them in circular patterns. Poi performances can incorporate dance, juggling, and spinning a variety of objects, including torches, fluorescent streamers, and glow sticks that make beautiful circular patterns in the air. Poi originated with the Māori people of New Zealand. In this craft, teens will make poi balls and learn some basic movement patterns. Instructions for

making simple poi balls may be found at [http://www.homeofpoi.com/lessons\\_all/teach/Simple-Maori-bag-Poi-3\\_50\\_188](http://www.homeofpoi.com/lessons_all/teach/Simple-Maori-bag-Poi-3_50_188).

Invite a poi artist to teach the teens some basic movements, or let them view the *YouTube* video with basic skills instruction produced by the *Polynesian Cultural Center* at <http://www.youtube.com/watch?v=0Hcq4h1j3F4&feature=related>. For more information on poi, see *Wikipedia* at [http://en.wikipedia.org/wiki/Poi\\_%28juggling%29](http://en.wikipedia.org/wiki/Poi_%28juggling%29).

## **Seashell Picture Frame**

Let the teens hot glue shells to picture frames following the directions at *eHow*, [http://www.ehow.com/how\\_4488869\\_make-seashell-picture-frame.html](http://www.ehow.com/how_4488869_make-seashell-picture-frame.html).

## **Activities**

### **Island Photo Shoot**

Take photos of teens either solo or with their friends to place in their seashell frames. Bring luau party themed clothes such as leis and grass skirts and Hawaiian shirts for the teens to wear in photos. Either create a tropical backdrop or purchase one from a party store or from a site such as *Shindigz* at <http://www.shindigz.com/party/Hula-Dancers-Scene.cfm>, <http://www.shindigz.com/party/Luau-InstaTheme.cfm>, and <http://www.shindigz.com/party/Beach-Room-Roll.cfm>.

### **Ti Rakau - Maori Stick Game**

Teach teens some simple Ti Rakau, a Maori Stick Game that may performed with rolled up and taped newspaper. The Polynesian Cultural Center has an introduction to Ti Rakau at <http://www.youtube.com/watch?v=i-T-94dvLrU/>. A performance/instructional video by the Kansas City Chorus is on *TeacherTube* at [http://www.teachertube.com/viewVideo.php?video\\_id=40965](http://www.teachertube.com/viewVideo.php?video_id=40965).

### **Hula Dancing**

Invite a hula instructor to teach a simple dance, or let the teens view these videos and create their own hulas.

### **YouTube Videos**

*Brief History of Hula*

<http://www.youtube.com/watch?v=yXtQNVXNu-A>

*How to Hula*

<http://www.youtube.com/watch?v=1qO10aSsWSU>

<http://www.youtube.com/watch?v=BoK5rbHCCLM&feature=related>

*Monkey See - How to Hula Dance*

<http://www.monkeysee.com/play/12021-how-to-hula-dance>

*Symbolic Hula Movement*

[http://www.youtube.com/watch?v=wlvAW\\_XWA\\_4](http://www.youtube.com/watch?v=wlvAW_XWA_4)

<http://www.youtube.com/watch?v=6c8wtzaPH7Y&feature=channel>

## **Web sites with Hula Dance Steps**

*Hula Dance HQ.com*

<http://www.huladancehq.com/hula-dance-steps-in-depth.html>

*eHow - Hukilau Dance Steps*

[http://www.ehow.com/way\\_5330104\\_hukilau-dance-steps.html](http://www.ehow.com/way_5330104_hukilau-dance-steps.html)

## **Samoan Tattoos**

Let teens design a Samoan tattoo using motifs found on *Samoa Sensations* at

<http://www.samoa.co.uk/tattoos.html>.

## **Travel Brochures**

Let the teens design travel brochures to Tahiti, New Zealand, Samoa, and Hawaii using *Microsoft Publisher* Brochure Templates or templates from free sites such as *My Brochure Maker* at <http://www.mybrochuremaker.com>. Print the brochures in color and display them in the teen section of your library.

## **Polynesian Languages**

Teach the teens some simple Polynesian words and phrases such as “Hello”, which is “Aloha” in Hawaiian, “Kia ora” in Maori, “Talofa, malo” in Samoan, and “Ia Orana” (yo-rah-nah) in Tahitian.

*Omniglot.com - Hawaiian Phrases*

<http://www.omniglot.com/language/phrases/hawaiian.php>

*Omniglot.com - Maori Phrases*

<http://www.omniglot.com/language/phrases/maori.php>

*Omniglot.com – Samoan Phrases*

<http://www.omniglot.com/language/phrases/samoan.php>

*Polynesian Islands.com – Tahitian Phrases*

<http://www.polynesianislands.com/fp/tahitian.html>

# Web 2.0

## Animoto Travel Videos

Let the teens make free, 30-second *Animoto* Short travel videos about Tahiti, New Zealand, Samoa, Hawaii, surfing, hula, etc. First, teens must select photos from *Creative Commons* and music from either *Creative Commons* or *Freeplay Music* and save them. Then they will be ready to upload them quickly into *Animoto* for their videos.

Follow these steps to find images on Creative Commons.

Open *The Creative Commons*, <http://www.creativecommons.org>.

1. Click on the “Find” tab.
2. On the screen that appears, make sure that the box “modify, adapt, or build upon” is checked at the top of the screen in the green-boxed area.
3. Type in a search term for images in the search box and click on either “Google (Image)” or “Flicker (Image)”. Search terms might include “Hawaii”, “Tahiti”, “Hula”, “Surfing”, “Snorkling Hawaii”, “Bora Bora”, etc. These results will be filtered for images. On the results page, make sure that either Google “image” or Flickr “image” is highlighted. (Note: To search for a new term it is imperative that the search term be typed in the search bar in the green box, otherwise the results might be copyrighted material.)
4. Right click on the desired images. Animoto Shorts use about 12 images for a 30-second video. Save the images to the desired location on the computer. (When saving the picture, tell teens to create a name for the image that includes the name of the person who uploaded the image. This will help teens keep track of images and their creators so that they can easily create a list of credits at the end of the video.)
5. Teens may upload the photos to a photo-sharing site such as Flickr, Picasa, Photobucket, or Facebook, but this is not necessary.

Follow these steps to find music to use for the on Freeplay Music. Alternatively, search for music on Creative Commons in the same way that you searched for images, selecting the “jamendo” tab for music (rather than Google or Flickr). When you find music, download it and save it to a file that can be imported into Movie Maker.

1. Go to *Freeplay Music* at <http://www.freeplaymusic.com>.
2. Scroll to the right side of the page and locate the box labeled “feel.” In this box is a list of words that represent moods. Teens scroll down the list to find a mood for their movie. Click on the desired mood.
3. Teens can also search by style, keyword, and volume. Suggested keyword search terms are “Hawaii”, “Hawaiian Music”, beach, surf, hula, etc.
4. On the next screen a list of songs will appear. Highlighted in orange are various lengths of the music. A 30-second recording will fit the 30-second Animoto video.

5. Right click on a 30-second MP3. Choose “save target as” and save the file to a desired location.
6. Before leaving the page, teens should write the credit information in a Word document, record the title, creator, and the web site for the credits page.

Now teens are ready to go to *Animoto* at [www.animoto.com](http://www.animoto.com) and follow the three easy steps to make a 30-second video. Step 1 is uploading photos, Step 2 is uploading music, and step 3 is making the video.

1. Click on “Get Started”
2. Click on “Create Video”
3. Click on “Make 30-Second Video for Free”
4. Sign in or Create an Account
5. Upload the photos
6. Click “Done”
7. Upload Music
8. Enter the Song Title and Artist
9. Click Save and Continue
10. Click on “Finalize the Video.”
11. Select Video Pacing and Video Style (May wish to use Fire or Water for Style)
12. Click “Continue”
13. Enter the Title and Description
14. Click “Create Video”. This may take a few minutes.
15. Animoto will send an e-mail to the teens’ account. They must open their e-mail and click on the link to view the video.

## **Display**

Ask local travel agencies for brochures or posters of Polynesia. Display posters, brochures, and books about the countries. Add souvenirs or traditional handicrafts, or items for a luau from a party store. Invite teens or adults who have been to Polynesia to bring photos to display.

## **Decorations**

Decorate the room with traditional prints, handicrafts, or typical items from Polynesian countries.

## **Refreshments**

Prepare a table with a luau theme and serve a variety of dishes from Polynesia. Here are some recipes for deserts.



*Ehow.com – How to Make Hawaiian Banana Delight*

[http://www.ehow.com/how\\_5521186\\_make-banana-hawaiian-delight.html](http://www.ehow.com/how_5521186_make-banana-hawaiian-delight.html)

*Samoa Live - Samoan Puligi*

<http://www.samoalive.com/recipes.htm>

*Samoa Live - Samoan Keke Faasaina*

<http://www.samoalive.com/recipes.htm>

## **Drawing**

Give teens a “boarding pass” at the beginning of the program. At the end of each program, let teens win them. Hold a drawing held at the end of the series. Prizes might include books on the countries featured, digital cameras, and Mp3 players.

## **Guest Presenters**

Invite a Polynesian Dance Group to group put on a show and invite teens to participate and learn a dance such as the hula.

Invite a person who has snorkeled or gone scuba diving in Polynesia to talk about their experience and show underwater photos or videos of fish and coral reefs.

Invite a Poi performance artist or performing group to demonstrate Poi dancing and juggling. Provide glow sticks or balls so the artists can teach teens some Glo Poi.

Invite a drum circle to perform Polynesian rhythms.

## **Online Videos**

Let teens watch some of these videos about Polynesia.

*Texas Teens Read! 2011 Programming Manual : Going Global, Staying Connected!*

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

*Austin, TX 2011*

*National Anthem of French Polynesia*

<http://www.youtube.com/watch?v=rdQZ91yP6zQ>

*National Geographic Society Xpeditions: The College of Exploration of Exploration Video Showcase - A Polynesian Story*

<http://mm.coexploration.org/video/tcoe/vtw06/bbflv/index.html>

*National Geographic Society Xpeditions: The College of Exploration of Exploration Video Showcase - Hawaiian Hot Spots*

<http://mm.coexploration.org/video/tcoe/vtw06/bbflv/index.html>

*Polynesian Cultural Center – Fijian Evening Show*

<http://www.youtube.com/watch?v=VUJqNq0GeXQ>

*Polynesian Cultural Center - Introduction*

<http://www.youtube.com/watch?v=BaJEZC8GJyc>

*Polynesian Cultural Center – Maori Village – The Haka*

<http://www.youtube.com/watch?v=Zo5GkKXD2ww&feature=related>

*Polynesian Cultural Center – New Zealand*

<http://www.youtube.com/watch?v=KBXZsYM0kCI&feature=related>

*Polynesian Cultural Center – Samoa Fire Knife*

<http://www.youtube.com/watch?v=bN67vMQ99ug&feature=related>

*Polynesian Cultural Center – Samoan Tattoos*

<http://www.youtube.com/watch?v=2H8RUg25UPk>

*Polynesian Cultural Center - Samoan Village (Tree Climbing)*

<http://www.youtube.com/watch?v=HIYDXjJUV-U>

*Polynesian Cultural Center – Tahiti - Horizon Evening Show*

<http://www.youtube.com/watch?v=trlw7gWpvqo>

*Seacology's Morea Island French Polynesia Project*

<http://www.youtube.com/watch?v=zMOPIF3CXQo>

*Tititorea (Stick Games) at Polynesian Cultural Center*

[http://www.youtube.com/watch?v=HVDWyWE\\_UYk](http://www.youtube.com/watch?v=HVDWyWE_UYk)

*Whales in Polynesia*

<http://www.youtube.com/watch?v=xzZ38mOYKyQ>

## **Video recordings**

*Island Girl Hula Workout for Beginners* (40 minutes)

*Globe Trekker: New Zealand* (60 minutes)

*Globe Trekker: Tahiti and Samoa* (60 minutes)

*Hidden Hawaii – National Parks Collection* (50 minutes)

*Living Landscapes: Hawaii (BluRay)* (60 minutes)

## **Professional Resources**

### **Web Sites**

*‘Aha Pūnana Leo - Ka Pī‘Āpā Hawai‘i (The Hawaiian Alphabet) Pronunciation*

[http://www.ahapunaleo.org/eng/learnhawaiian/learn\\_pronunciation.html](http://www.ahapunaleo.org/eng/learnhawaiian/learn_pronunciation.html)

This site covers pronunciation, common words and phrases, phone answering and even how to write checks in the Hawaiian language.

*CIA World Fact Book*

<https://www.cia.gov/library/publications/the-world-factbook/>

The *CIA World Fact Book* features articles on a wide variety of aspects about countries throughout the world, including history, maps, flags, demographics, etc.

*CIA World Fact Book French Polynesia*

<https://www.cia.gov/library/publications/the-world-factbook/geos/fp.html>

*CIA World Fact Book New Zealand*

<https://www.cia.gov/library/publications/the-world-factbook/geos/nz.html>

*CIA World Fact Book American Samoa*

<https://www.cia.gov/library/publications/the-world-factbook/geos/aq.html>

*Conservation International Biodiversity Hot Spots: Polynesia-Micronesia*

<http://www.biodiversityhotspots.org/xp/hotspots/polynesia/Pages/default.aspx>

Discussion of the ecosystems and endangered species within this area.

*The Hawaiian Luau – How to Make a Lei*

<http://www.hawaii-luaus.com/leimaking.htm>

Easy-to-follow instructions, including pictures, types and quantities of flowers, and sewing materials needed for both a regular- and a head-type lei.

*The Lonely Planet.com*

*The Lonely Planet*

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

Travel guide with great pictures, practical information, places to go, and links for the weather.

*Introducing Samoa*

<http://www.lonelyplanet.com/samoa>

*The Lonely Planet* guide to Samoa, including great pictures, practical information, places to go, and links for the weather.

*Introducing American Samoa*

<http://www.lonelyplanet.com/american-samoa>

*Introducing Hawaii*

<http://www.lonelyplanet.com/usa/hawaii>

*Introducing New Zealand*

<http://www.lonelyplanet.com/new-zealand>

*Mythology of the Polynesian Islands*

[http://www.windows2universe.org/mythology/polynesia\\_culture.html](http://www.windows2universe.org/mythology/polynesia_culture.html)

Learn about the Polynesian myths related to objects in the sky, and aspects of their world.

*National Geographic: A Polynesian Story: Fagatele Bay National Marine Sanctuary*

[http://www.ngsednet.org/community/resources\\_view.cfm?community\\_id=128&resource\\_id=5448](http://www.ngsednet.org/community/resources_view.cfm?community_id=128&resource_id=5448)

Includes a Polynesian Story video (4 min), lesson plan, related Web sites, and the Ocean Literacy principle.

*National Geographic Xpeditions Lesson Plans (Grade 6-8) A Polynesian Story*

<http://www.nationalgeographic.com/xpeditions/lessons/04/g68/index.html>

Students will explore the geography and history of Polynesia; become familiar with ancient and modern Polynesian culture and the relationship of Polynesian people with the sea; study American Samoa and Fagatele Bay National Marine Sanctuary; and develop a public action plan to protect the marine resources of the area, drawing upon aspects of local Polynesian culture.

*Omniglot.com – Hawaiian Writing*

<http://www.omniglot.com/writing/hawaiian.htm>

Information, links, and recordings of the Hawaiian language.

*Omniglot.com – Tahitian Writing*

<http://www.omniglot.com/writing/tahitian.htm>

Information and links about the Tahitian language.

*Polynesian Cultural Center*

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

The Polynesian Cultural Center features information about the geography, history and culture of Polynesia, with links to related information, including maps and languages.

*Polynesian Cultural Center – Aotearoa (New Zealand)*

<http://www.polynesia.com/new-zealand/index.html>

*Polynesian Cultural Center - Hawaii*

<http://www.polynesia.com/hawaii/index.html>

*Polynesian Cultural Center – Samoa*

<http://www.polynesia.com/samoa/index.html>

*Polynesian Cultural Center - Tahiti*

<http://www.polynesia.com/tahiti/index.html>

*Samoaan Sensations – Tattoos*

<http://www.samoa.co.uk/tattoos.html>

This link contains an extensive discussion of the Traditional Samoan practice of tattooing of the *pe'a*, or a full body tattoo, including history, pictures and songs.

*South Pacific Travel Organizer – Tahiti Travel Guide*

<http://www.southpacific.org/guide/tahiti.html>

Includes information on the land and customs, the weather, the history and activities for tourists.

*Tahiti Explorer.com – Tahiti Travel*

<http://www.tahiti-explorer.com/frames/islands-index.html>

Links and information about each of the Tahitian Islands.

*The Tahiti Traveler – The Origin of Polynesian Languages*

<http://www.thetahititraveler.com/general/soclang.asp>

History, characteristics and a lexicon for the Tahitian language.

*WikiTravel – Oceania*

<http://wikitravel.org/en/Oceania>

Collaborative web page with links and descriptions about all of Oceania.

# Mail Art

By Julia Riley

## Introduction

Mail art is art that uses the postal system as a method for delivery of the final product. For teens who grew up in the age of e-mail, sending and receiving, something exciting and unique in a physical mailbox may be a new experience. Examples of the different forms that mail art can take include zines (small, self-published magazines), artist trading cards, inchies (original works of art measuring 1 inch square) and three-dimensional objects.

## Books to Share

*1,000 Artist Trading Cards: Innovative and Inspired Mixed Media ATCs* by Patricia Bolton  
*Good Mail Day: A Primer for Making Eye Popping Postal Art* by Jennie Hinchcliff and Carolee Gilligan Wheeler  
*Handmade Hellos* by Eunice Moyle and Sabrina Moyle  
*Mail Order Ninja* series by Joshua Elder  
*PostSecret: Extraordinary Confessions from Ordinary Lives* by Frank Warren

## Books to Show or Booktalk

*Feeling Sorry for Celia* by Jaclyn Moriarity  
*Get Well Soon* by Julie Halpern  
*Heart on my Sleeve* by Ellen Wittlinger  
*An Order of Amelie, Hold the Fries* by Nina Schindler and Robert Barrett  
*Regarding the Bees: a Lesson, in Letters, on Honey, Dating and Other Sticky Subjects* by Kate Klise  
*Thirteen Reasons Why* by Jay Asher

## Display

### You ' ve Got Mail

Display a mailbox with books and DVDs that feature stories where the mail plays an important role. Examples include *PostSecret: Extraordinary Confessions from Ordinary Lives* by Frank Warren, the *Mail Order Ninja* series by Joshua Elder, *Heart on my Sleeve* by Ellen Wittlinger, and *Thirteen Reasons Why* by Jay Asher. Include promotional materials for the Mail Art Workshop and Trading Session you will be hosting.

# Crafts

## Artist Trading Cards (ATCs)

### Materials

- Cardstock cut to 2 ½ x 3 ½ inches
- Sheets of decorative paper, such as scrapbooking
- Fabric scraps
- Markers
- Colored pencils
- Crayons
- Magazines
- Glue



### Directions

Artist Trading Cards (ATCs) are small, original works of art, usually about the size of a baseball trading card. ATCs are created to be traded with other artists but they also make great small pieces of art to display or carry around. ATCs consist of a 2 ½ x 3 ½ inch base that serves as a support piece for the art that is created on top of it. Because ATCs are small works of art, anything goes. Show some examples to get the teens started (search 'ATC' or 'artist trading card' on *Flickr* or check the Paper Crafts board on *Craftster*, <http://www.craftster.org/forum/index.php?board=17.0>). They might draw, paint, or collage or use some combination of these methods to create their ATCs.

## Inchies

### Materials

- Cardstock cut to one-inch squares
- Decorative paper
- Fabric scraps
- Markers
- Colored pencils
- Crayons
- Magazines
- Glue
- Digital camera
- Photo printer

### **Directions**

Inchies are very similar to ATCs as they are also small works of original art. The only real difference that, like the name implies, Inchies are exactly one-inch square. Unlike ATCs, which rarely include photography, Inchies are often created with photographs. If you have access to a digital camera and portable photo printer, allow the teens to take photos of themselves and their surroundings to use in creating their Inchies. Otherwise, teens can use scraps of paper, fabric, markers, and other materials to create art on the one-inch square canvas.

## **Message in a Bottle**

### **Materials**

- 16-ounce plastic water or soda bottles, with caps
- Utility knife
- Clear packing tape
- Blank self-adhesive address labels
- Markers
- Small items to stuff into the bottle, such as confetti, pom poms, beads, small silk flowers and plastic trinkets
- Epoxy glue
- Paper
- ATCs or Inchies (optional)
- Pencils or pens

### **Directions**

Start with a clean, dry plastic bottle. Make a slit down the length of the bottle slightly shorter than the address label. Depending on the teens, this might be something for an adult to do before the program begins. If desired, write a brief letter to send in the bottle. Insert the letter, ATCs, or Inchies, and anything else, such as confetti and flowers into the bottle. When you are satisfied with the contents, place a strip of packing tape over the slit. Address the self-adhesive label to yourself or a friend. Affix the address label to the bottle. To seal the cap, squeeze Epoxy glue on the inside threads of the cap. Screw on the cap and let it dry. Teens who wish to mail their bottle to a friend (or themselves) can take them to the post office.

## **Zines**

Instructions for creating these small, self-published magazines can be found in the “Zine Workshop” program by Deban Becker in *Time Twistin’ TTR. 09*, the *Texas Teens Read! 2009* manual at <http://www.tsl.state.tx.us/ld/projects/ttr/2009/manual/zine.html>.

# Games and Activities

## Mail Art Trading Session

Part of the fun of getting involved in mail art comes from collecting art from many different artists. The collection of Inchies, ATCs, and similar art objects occurs via trade (they are not generally bought and sold). After the teens create a handful of ATCs and Inchies, they can trade with each other one-on-one or in a large group. You might also use this time to scan or photograph the Inchies and ATCs the teens have created for inclusion on the library webpage.

## Web Sites

*Mail Me Art*

<http://mailmeart.com/going-postal/gallery/mail-art-2008-preview/>

The gallery of mail art on Mail Me Art provides endless inspiration for creating mail art.

*PostSecret*

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

This is the web site for the book of the same title. It offers a community where people can mail their secrets on a postcard anonymously to the site. Secrets on postcards are shared online. Beware that some are a little racy.

# Reading With Heart

**By Deban Becker**

(Used with permission from Katie Morris and Becky Sheridan.)

## Introduction

The idea behind this chapter is to host a program with a philanthropic goal that allows teens to look beyond themselves and share reading with others. Teens are involved in philanthropic acts through various organizations throughout the school year, so it is not a stretch to allow the library to become a venue for service projects during the summer. Teens like helping other teens, and feeling connected through reading is a great way to make this happen.

In times of economic strain, it is important to have programs that are cost-efficient as well as engaging to teens. Whether it is virtually via the Internet, or physically through a book drive, or even possibly using their reading as an incentive to raise awareness or support for a cause, this program will inspire teens to use their reading to connect with others in their communities and the world at large.

## Books to Share

*13 Little Blue Envelopes* by Maureen Johnson

*It's Your World--If You Don't Like It, Change It: Activism for Teenagers* by Mikki Halpin

*Janes in Love* by Cecil Castellucci

*The Search* by Eric Heuvel

## Books to Show or Booktalk

*Forever in Blue* by Ann Brashares

*It's Complicated – The American Teenager* by Robin Bowman

*Paper Towns* by John Green

*The Tipping Point: How Little Things Can Make a Big Difference* by Malcolm Gladwell

## Audio Recording

*Thirteen Reasons Why* by Jay Asher

# Games and Activities

## Reading for a Reason

Due to decreased funds, many libraries have had to forego some of the traditional incentives for summer reading prizes. Inspired by this idea, invite your teens to get involved in the community by pledging their reading titles or time to an organization or cause of their choosing. Promote the teens' various causes in the library throughout the summer in your teen area through a display and on your library web site.

For three consecutive summers, Becky Sheridan, Youth Services Librarian at the Easttown Library & Information Center in Berwyn, Pennsylvania has approached the idea of summer reading incentives through a philanthropic lens. The Easttown Library & Information Center designed a summer reading program that would allow patrons to read to benefit an organization or cause in their community (for example, in 2007 they read to help raise money for Main Line Animal Rescue, a local animal shelter). Library patrons were asked to read with the goal of helping this specific purpose in mind. Summer readers committed the time and titles of books read in a community effort to support a worthy cause. The program is described in detail in the article included with this chapter, "[Helping Hands \(and Paws\): The Story of How One Library's Summer Reading Program was for the Dogs—Literally.](#)"

## Gathering for Good: Teen Book Drive

Host a teen book drive and donate the books to community organizations. Encourage the teens to collect gently used books from their homes, neighbors, or friends to be donated to others. Ask teens to design collection boxes to be left at the library, local businesses, or city workplaces, such as firehouses and police stations. Spread the word about the book drive via city or county e-mail, the local newspaper, and local TV station. Encourage the teens to be truly involved in the drive by permitting them to choose the types of books to be collected (for young or older readers) and deciding where the books should be donated (for instance, a children's hospital or a homeless shelter).

## Unleash Your Books: Teen Book Drop

Host a teen book drop. Inspired by the annual Operation TBD hosted by *Readergirlz*, <http://readergirlz.com/tbd.html>, invite teens to gather new books to be "dropped" at a chosen location for deserving teens.



## Traveling Books

Kick-off the summer reading program by hosting a Traveling Books event at your library. *Bookcrossing* encourages "recyclable reading" by inviting individuals to read a book and then share it with someone else by leaving it somewhere, such as on a park bench, in an airport, or

anywhere! Books left for others have a unique identification number so that they can be tracked via the *Bookcrossing* web site. The ID number on the book also allows the finder of the book to learn where the book has traveled and to make comments about it on the *Bookcrossing* web site. This makes the experience of “bookcrossing” a global book club and scavenger hunt of sorts.

Prior to the event, set up an account with *Bookcrossing*, <http://www.bookcrossing.com/>, for the library’s teens. Invite the teens to make bookplates for books and take a donated book with them to set “free” in the community. Check the site throughout the summer and give the teens updates on the whereabouts of their books. Create a display or bulletin board by mounting a map. Use pushpins or stars to show the various places where the released books went. Display the map in the teen section of your library throughout the summer.

Teens will be the primary people releasing books, however when library staff travels for vacation, they could take a book. Teens will also request a book if they are going out of town. This helps spread them around the state (and world). Books to be released are also distributed at Teen Advisory Board meetings and teen programs. Several books are stored for distribution upon request. The books that are used as “traveling books” are gently used, donated books from teens, library patrons, and the library’s Friends group. Information can be sent to the local newspaper so as the books are found in the community patrons will be knowledgeable about the project. The program is ongoing since books continue to be released and found.

## **Craft**

### **Design Your Own Bookplates**

#### ***Materials***

- Blank self-adhesive labels or stickers
- Markers, pens, or Sharpies

#### ***Directions***

Invite your teens to make their own unique labels for the books that they will unleash. Make sure to leave enough space to write in the BookCrossing tracking ID number.

## **Web-Based Activities**

*BookCrossing – Bookmarks, Labels, and Stamps*

<http://www.bookcrossing.com/labels>

BookCrossing features templates for labels, which require blank Avery labels and an inkjet printer. If money and equipment allows, this is a less “low-tech” option for identifying the books that are released. If the templates are not available, use plain labels and write something such as:

“I've registered this book at [BookCrossing.com](http://www.BookCrossing.com) so I can track its journey through this world. Please go to [www.BookCrossing.com/123-456789](http://www.BookCrossing.com/123-456789) to let me know you found it, then read it and/or pass it on for someone else to enjoy.”

*Decatur Public Library (Decatur, Texas)'s Photos - Traveling (Travelling?) Books!*

<http://www.facebook.com/album.php?aid=110895&id=81168743810>

Become a friend of Decatur Public Library and learn firsthand about their Traveling Books program.

## Web 2.0

*Share Book Recommendations with Your Friends, Join Book Clubs, Answer Trivia*

<http://www.goodreads.com/group>

Create a Goodreads group where teens can share book reviews and recommendations with one other. Goodreads boasts that it is “the largest social network for readers in the world.”

Goodreads members recommend books, form book clubs, record what they have read, and more. Using Goodreads, teens can share books virtually and stay connected.

## Professional Resources

### Book

*Teen Programs with Punch: A Month-By-Month Guide* by Valerie A. Ott

### Web Sites

*ALA/2010 Popular Paperbacks For Young Adults*

<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/popularpaperback/10ppya.cfm#change>

“Change Your World or Live to Regret It” booklist compiled by the 2010 Popular Paperbacks for Young Adults committee that focuses on books related to teen activism.

*ALA/Booklists/GET ACTIVE In Your Community – Fiction*

<http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2006/booklists.cfm#community>

Based on the 2006 Teen Read Week theme “Get ACTIVE in your community,” this site features a list of teen fiction books.

*ALA Teen Read Week Program Ideas: Get Philanthropic @ your library*

<http://ala.org/ala/mgrps/divs/yalsa/teenreading/trw/trw2006/programs.cfm#philanthropic>

The planning guide for ALA’s Teen Read Week programs features suggestions for programs

related to philanthropy.

*BookCrossing Against Censorship: A Program for Teens Amanda McKinlay*

<http://www.docstoc.com/docs/5437320/BookCrossing-against-Censorship-A-Program-for-Teens-Amanda-McKinlay>

Library student Amanda McKinlay developed a BookCrossing program for teens as part of a library school assignment. Her paper serves as a great resource on the details of her project.

EZ Program Details - Teen CD/Video/Movie/Book Swap

[http://support.midhudson.org/ezprogram/display\\_details.php?id=498](http://support.midhudson.org/ezprogram/display_details.php?id=498)

Offers program information on how teens can swap media, including books, with other teens.

*Learn, Create, Share @ Your Library – YALSA*

<http://wikis.ala.org/yalsa/index.php/Learn%2C%20Create%2C%20Share%20%40%20your%20library>

The YALSA 2010 Tech Week wiki features programming resources, including links, booklists, display ideas, and more focused on the “Learn, Create, Share @ your Library” theme.

# **Helping Hands (and Paws): The Story of How One Library's Summer Reading Program was for the Dogs—Literally**

(Included with Permission)

**by Jane Klein, Lauren Kurz, Jess Marine, Becky Sheridan and Stephanie Scordia**

Imagine walking into your local library to find a roomful of children reading to cats and dogs. You might wonder what kind of library it is, but at the Easttown Library & Information Center (ELIC), reading to animals was only one part of our ambitious 2007 summer reading program - *Reading to Raise the Woof!*

We designed a summer reading program that would allow everyone in the community to read to raise money for Main Line Animal Rescue (MLAR), a local animal shelter. This was reading with a specific purpose: to support abandoned cats and dogs. We were offering our readers an innovative type of summer reading program; for books read, our readers were engaging in a community effort to support a worthy cause. No one involved, especially our young readers, was going to settle for anything less than meeting our goals.

We had just seven weeks to reach our target of 11,000 books—quite a goal for a new summer reading program model. As week four saw us just about half way to our benchmark, we wondered if perhaps our goal was too zealous. However, we were certain that our readers would respond favorably — and they did. By week seven we were asking ourselves why we had agreed to 11,000 books when we realized we could have aimed for 14,000!

## **The Idea**

One morning in October of 2006, the Youth Services librarian was thinking aloud to a coworker. She expressed the desire to do something different for the upcoming summer reading program— something that changed the focus from reading for prizes to reading for a higher cause. And so it was that the seed was planted for the program that would become *Reading to Raise the Woof!* With the support of the library's Director, Alan Silverman, the program flourished. The partnerships that evolved in the next several months would form the framework for our new model.

## **Connections**

A core reason for the popularity of our program was the intricate web of interactions that made the program possible. From the start, we set out to create a reading program that would facilitate interaction on many different levels. As the summer unfolded so did our finest

intentions. Not only did community organizations collaborate with our library, but every day we noticed an ongoing synergy happening. It was not uncommon to observe a five-year old excitedly explaining a favorite character to a teen volunteer or to watch entire families arrive at the library wearing the SRP t-shirt as they came in to report on books they had read.

## **The Partnerships**

Our first step was to partner with the staff of Main Line Animal Rescue (MLAR), who were in the midst of a capital building campaign. Additionally, three area financial institutions (First Priority Bank of Malvern, Corporate Planning Group, Delaware Valley Financial Group) agreed to donate 50 cents for each book read through the program up to a maximum of \$5,500; thus 11,000 books. First Priority Bank also donated money to help defray the cost of t-shirts, as did the Friends of the Easttown Library. Other partners included the Bagel Factory in Berwyn, which donated \$1,000 worth of free bagel coupons for distribution to summer reading participants. Maggie Moo's Ice Cream and Treatery donated coupons for a free ice cream as a thank you to our teen volunteers. Through their significant participation in *Reading to Raise the Woof!*, these companies proved to be advocates for learning in the community, while also revealing their commitment to promoting literacy on all levels.

## **Community Collaborations**

We hoped to foster connections between the library and as many members of the community as we could engage in the program. To that end, we formed alliances that included day care centers, preschools and two local summer schools who serve students with learning differences. Adults were encouraged to read, too, and by the end of the program accounted for nearly 400 participants and 14% of the books read.

## **Finding an Identity**

Since we were deviating from the state summer reading program model, we needed to create a separate identity for our new program. Library staff members worked together to choose a name. The logo was designed and applied to t-shirts, the newsletter, the web site, press releases, and collateral material. Emily Klein, a local high school senior, photographed some of the rescue animals at MLAR. These images were used in a slide show and on posters and became a symbol for the excitement and goodwill surrounding *Reading to Raise the Woof!*

## **Reporting**

For over 20 years, the Youth Services staff has found ways to incorporate teen volunteers in the summer reading program. This year was no exception. Over 40 local teens, ranging from age twelve to seventeen, signed up to volunteer with *Reading to Raise the Woof!* Many volunteers were familiar faces who had been coming to the library since they were in preschool; many had volunteered in past summer reading programs. Before the summer reading program began, the teen volunteers were required to participate in a training session. Though they assisted with

other summer programs, the teen volunteers' primary responsibility was for the most crucial aspect of *Reading to Raise the Woof!*—conducting reporting sessions with younger readers.

## **The Format**

During the reporting sessions, volunteers sat with program participants and engaged the young readers in a short discussion about the books they had read. The sessions involved a fun, thought-provoking board game created specifically for the summer reading program. After rolling the dice and moving to the designated space, the volunteer would ask the reader specific questions; thus engaging them further in what they had read. This provided a tool for discussion about favorite pictures, interesting characters, or even questions about how the reader would change the ending if they could. Afterwards, volunteers recorded the titles of the books on the participant's reporting form.

In the past, the kids read to earn “book bucks” throughout the summer and redeemed them for small prizes at the end of the program. This year, after receiving a t-shirt for the first book read and a coupon for a free bagel for the second book, the kids were reading solely to raise money for the animals.

## **Young Readers**

Week after week, it was common to see a connection form between a six or seven-year-old reader and a teen volunteer. We believe it is important for young readers to see teenagers excited about reading and the summer reading program allowed these relationships to develop. In this way, teen volunteers act as mentors and show younger library customers that reading can be fun. The teens benefit too; they feel invested in the reading development of younger kids in the community and they know there are making a tangible difference.

## **Older Readers**

Teens and adults participated in the program by filling out postcard-size forms scattered throughout the library or through online reporting, a format especially popular with teens. Adults and teens followed a link on the library homepage to the summer reading reporting page, where they filled out a reporting form for each book they read. On this page, they were able to rate the book, anywhere from one to four “woofs,” and, if desired, they could post a review or comments about the book as well. Interestingly, this is the first summer that online reporting was available for adults and the number of adults who participated and reported online certainly surpassed expectations. Online reporting was a convenient way to report, even from one's own home, and allowed teens and adults to actively participate in the summer reading program.

## **Reading, Writing...and Reading Some More**

We felt that it was important to focus on all aspects of literacy development: listening, speaking, reading, and writing. Our efforts to include writing segments in this reading program were highly successful. Teens submitted book reviews online which were posted throughout the library. Other programs that supported our goal are listed below.

### **The Writing Center**

A writing center was established to encourage communication between youth and the animals at MLAR. The center was set up on a table with chairs and included a computer running a slide show of photographs of the animals, a red, white and blue post office box, pencils, and forms to write notes on. The notes were delivered to MLAR and posted on the walls of their office by staff.

### **Writing with Animals**

The program *Writing with Animals* was held in collaboration with staff from Main Line Animal Rescue and was arguably one of the most popular programs of the summer. Over the course of four weeks, four different dogs visited to meet with youth who wrote brief descriptions of their rescue stories. The writing was published on the MLAR web site and was instrumental in helping with the adoption of the animals by families who read the animals' stories.

### **Reading with Animals**

For four consecutive weeks in July, ELIC partnered with Pals for Life, a local non-profit organization that provides therapy animals to hospitals, school, and rehabilitation centers. Pals for Life visited the library four times, bringing dogs, cats, and rabbits to our program called *Reading with Animals*. Each session consisted of several groups of very excited young readers gathered around an animal, waiting a turn to read a favorite story aloud to a furry friend. Children took turns reading for about five minutes, while a volunteer or another child held the animal. The smaller animals were typically wrapped in a blanket, and seemed to be paying attention to the young reader's story. We suspect that the innate bond between animals and children was the cause of the program's popularity. We noticed that many of the children who signed up to read for the first session came back again and again. At the end of the program, as interested siblings, parents, and caregivers wandered into the room to spend a moment with the four-legged visitors, we could not help but revel in everyone's smiles.

### **Happy Endings**

By the last day of the program we had extended well beyond our goal of 11,000 books and could hardly contain our excitement at reading 13,881 books in just seven weeks. *Reading to Raise the Woof!* was an undeniable success on many levels; it saw library staff, adults, teens, children, local businesses, schools, and organizations uniting to raise money for a community

cause. All that's left to do now is come up with next year's theme, because after such a unique, fulfilling program, we know there is no going back.

Jane Klein is a storyteller and graphic designer. Lauren Kurz is the summer reading coordinator and youth services assistant. Jess Marine and Stephanie Scordia are summer reading staff, and Becky Sheridan is the youth services librarian. All work at the Easttown Library & Information Center, 720 First Avenue, Berwyn, PA 19312. Telephone 610-644-0138. Comments are welcome and may be sent to Becky Sheridan, [bsheridan@ccls.org](mailto:bsheridan@ccls.org).

## **Reading to Raise the Woof---By the Numbers**

K-5 Readers – 555

Teens – 126

Adults – 381

Total Readers – 1,062

Books Reported Online – 1,389

Books Reported in Person – 10,345

Books Reported in Writing – 1,169

Books Read in Library Storytimes – 977

**Total Books Read -13,881**



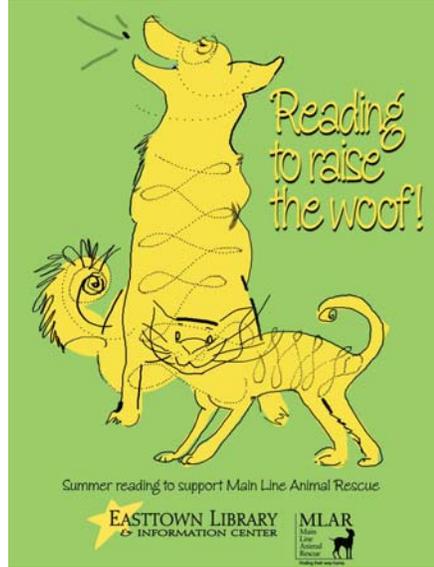
Casey from Main Line Animal Rescue



Mikey from Main Line Animal Rescue



June from Main Line Animal Rescue



Logo designed by Jane Klein

**Photos by Stephanie Scordia, Emily Klein and Becky Sheridan**

# Teen Shorts

By Juli Gonzalez and Rebecca Ivey

## Introduction

In this program, teens will plan, film, and edit a video with digital and electronic equipment and they will post their video on various video sharing sites. They will learn to use the equipment as well as have the opportunity to create a video from start to finish. Teen Shorts may be a single program or a series of programs. It encourages teens to learn about their community as well as using technology that may not be available to them elsewhere.

## Preparation

At times, teens will be responsible for library equipment. Prior to the program, arrange for the teens to “check out” the video cameras if they must leave the building to film. Become familiar with policies for checking out electronic equipment, which vary from library to library. Speak with your library administration in advance about establishing policies and procedures, if needed. Example of a [Camera Circulation Policy](#) and a [Laptop Circulation Policy](#) are included at the end of this program.

Collect examples of film shorts to show to the teens. Examples of film shorts can be found in the DVD and Web site sections of this program.

For the program, the library will need:

- video camera
- computer
- editing software
- subscription to a photo sharing site

Be sure to check the equipment and software in advance to be sure everything is in working order.

A Flip Video Camera is preferred, both for its lower cost and for ease of use. At least one computer is needed for the editing phase, but it would be preferable to have a computer lab reserved for the editing process. Having a reserved space allows teens to interact and offer their opinions in a more private setting. There are several cost effective options for editing software, including Corel Video Studio (\$29.99), Video Spirit Pro (\$39.95; free 30-day trial with watermarks added to the output at CNET, <http://download.cnet.com>, and Power Producer (\$49.99).

Free video editing programs are listed under the Editing section in this program if funding is a challenge. There are also many free photo-sharing sites where the video can be uploaded, including *YouTube*, <http://www.youtube.com>, and *Google Videos*, <http://video.google.com>.

## **Program: Teen Shorts**

Teen Shorts is designed as a multi-part series of program to last throughout the summer. It can be reformatted into a one day, shorter program if preferred. In some cases, several shorter sessions may be needed to complete a specific set of activities.

A librarian, who is comfortable making videos and working with all the equipment and software, may present the program to the teens. If the librarian is not familiar with the technology and software, invite a knowledgeable patron, community member, or a tech savvy teen with video production and editing experience to lead the program. In the planning stages, take time to network with a local teacher, cable TV station operator, local videographer, or a teen familiar with the technology who would enjoy presenting the program or who can assist the librarian.

The number of teen participants for this program can vary. Logistical matters depend on the library and the librarian responsible for the program. This type of program can lend itself well to any number of participants, from two to 200. With a smaller group, teens can do multiple jobs. For larger groups, teens can pair up and frequently multiple people will be needed to do the same job (i.e., actors, stagehands, and set designers).

The sessions described below are designed to guide librarians in planning a program that best suits their teens' needs. The program length is up to the librarian and may be tailored to your local situation. All aspects of the Teen Shorts program can be arranged to fit in various periods depending on a library's schedule. Not every piece of the program described here needs to be carried out.

## **Section One: Introduction**

Section One is designed to allow the teens to meet each other and become familiar with the equipment. Typically, it may last about 2 to 3 hours. This is a teen-created, teen-powered project. Teens will have complete control over planning, filming, and editing. Encourage them to think outside the box, take creative risks, create new characters, and put a new spin on something familiar. The supervising librarian can assist by ensuring that the locations, supplies, and people needed for the film are available.

In Section One, teens will explore the technology that will be used to create the video. They will view examples of videos and decide which role they prefer. For example, a teen may be better

suited as a director, actor, videographer, etc. In the resources section, recommended books and web sites will help guide the teens in picking the role for which they are best suited. A handout of [Teen Short Jobs](#) outlining common roles is provided.

Show the teens multiple examples of film shorts. Examples are included in the DVDs and Web sites sections of this program. After they have viewed an array of shorts and have an idea of what can be done, give them time to discuss what they like and do not like. Allow the teens to brainstorm ideas in small groups or as a larger group.

Once the teens have an idea of what type of film they want to make, introduce storyboarding and let the teens begin designing the action and sequence of their video. A good resource for learning about the process and language of storyboarding is *Storyboards*, <http://accad.osu.edu/womenandtech/Storyboard%20Resource/>. A template for a [storyboard](#) is included at the end of this program.

## **Section Two: Brainstorming**

Section Two is designated as the brainstorming session. After the introduction to Storyboarding in Section One, teens will further develop their storyboard. Once the teens get an idea of the basic plot, have them break into groups doing various tasks. They can now work on the scripts or create any costumes or backdrops that are needed.

The script may take more than one planning session, so plan accordingly. There are several web sites and articles dedicated to helping write scripts including, *Screenwriting.info*, <http://www.screenwriting.info/01.php> and *How to Write a Good Short Film Script*, [http://entertainment.timesonline.co.uk/tol/arts\\_and\\_entertainment/film/article3336775.ece](http://entertainment.timesonline.co.uk/tol/arts_and_entertainment/film/article3336775.ece). Sample scripts can be found at various web sites including, *Short Movie Scripts*, <http://www.simplyscripts.com/genre/short-scripts.html> and <http://extras.timesonline.co.uk/samplescript.pdf>.

If teens need more time to create the costumes or backdrops, a separate program session can be designated to create them.

## **Section Three: Rehearsal**

Teens will need an opportunity to rehearse the script and fine tune the script. During the rehearsal, teens can practice their blocking and cues. Cue cards can also be created during this section. Rehearsal is for everyone, including the actors, the costume designers, and the scenery technicians. Videographers can also use this opportunity to practice with the equipment.

## **Section Four: Filming**

Section four of the series is designated as the filming session. Teens will meet for brief instruction on filming so they can learn the various types of shots that will give their film a more polished look. They will then begin filming. Scenes can be filmed in the library, outside the library, or if permissible at various locations throughout the city. Teens may go on location to interview and film the people designated in the storyboard. The resource section of this program offers several web sites with filming tips. A filming [Tip Sheet](#) is provided in this program for the teens to take with them on location.

Section Four will probably be the longest program session. The length will depend on many things: the script length, how many takes are needed, the number of set changes required, how well the actors know their lines, etc.

## **Section Five: Editing**

After all of the scenes have been filmed, the teens will edit their work. During the editing process they can put the scenes together, add music, credits, and other effects. Section Five will typically run about 3 hours.

If funds are not available for video editing software, several sites offer free software, such as *Windows Movie Maker*, *Adobe Premiere Express*, *VideoThang*, and *JayCut Online Editing Software*. Most video editing software provides tutorials on how to use their software. Several online tutorials are listed in the Resources section of this chapter.

By the end of this session, the film should be ready for a final review before the premier.

## **Section Six: Movie Night**

For the final section, host a movie premier night. Have the teens invite friends and family to the premier of their film short. The length of this program depends on how many movies were created. If it is just one movie, the program can be lengthened by having an awards ceremony after the movie, or a red carpet event prior to the premiere.

Teens can decorate the room to look like a theatre. Lay out a red carpet and have people act as paparazzi to make the premier seem even more authentic. In addition, the library can provide refreshments for the event.

If your teens will host a movie premier, make sure the movie(s) were loaded properly and ready to show prior to the event. Ask one teen to act as the master of ceremonies, introducing each film, its cast, and the crew.

## **Books to Share**

*Attack of the Killer Video Book: Tips & Tricks for Young Directors* by Mark Shulman and Hazlii Krog

*Creative Careers: Paths for Aspiring Actors, Artists, Dancers, Musicians and Writers* by Elaina Loveland

*Digital Filmmaking for Teens* by Pete Shaner

*Filmmaking for Teens: Pulling Off Your Shorts* by Troy Lanier

*How to Do Everything with YouTube* by Chad Fahs

*Lights, Camera, Action!: A Guide to Video Instruction and Production in the Classroom* by Bruce Limpus

*Movie Making Course, Principles, Practice and Techniques: the Ultimate Guide for the Aspiring Filmmaker* by Chris Patmore

*Screenwriting for Teens: The 100 Principles of Screenwriting Every Budding Writer Must Know* by Christina Hamlett

## **Books to Display or Book Talk**

*Film* by Ronald Bergan

*My So-Called Digital Life: 2,000 Teenagers, 300 Cameras, and 30 Days to Document Their World* by Bob Pletka

*Play Me* by Laura Ruby

*Producing and Directing the Short Film and Video* by David K. Irving and Peter W. Rea

## **Display**

### **Film Shorts**

Use movie posters to create displays. These can often be acquired from local movie theatres, video rental stores, or the vendors who supply the library's DVDs. A number of online retailers, like *Movie Goods*, <http://www.moviegoods.com/>, also sell posters. Attach the posters on bulletin boards or in a display case. Advertise the teen program and movie premier in the display. If they are available in the library's collection, display DVDs of video shorts. A display can also include old movie cameras, film reels, a movie clacker, popcorn buckets or bags, and even some popcorn for effect. A pair of shorts or boxer shorts can be added to the display for comic relief.

### **Refreshments**

Refreshments are welcome at each program but also be sure to serve an assortment of movie snacks at the premier. Popcorn, small candies, soda and water are always favorites.

## Guest Speakers

Seek out local business people, professors, AV teachers, local public access TV or cable channel personnel, local reporters, people in the TV/Film industry, patrons, or teens that may be able to add to the real life experience of the program. Learning a new skill from the librarian or a book is great, but adding real life stories from a professional or someone with life experience can bring true excitement to the program. Interesting guest speakers can also be the spark that makes the program a huge success. In addition, local or public access television channels may have personnel that are willing to talk to the teens and provide assistance in running the program. There may also be clubs at local high schools or community colleges (AV, journalism, drama, etc.) which may attract even more teens to your library program.

## Films DVDs Videos

*A Collection of 2007 Academy Award Nominated Short Film.* (190 minutes)

*The Ultimate Shorts Collection* (486 minutes)

## Alternate Additional Programs

Here are some suggestions for some cost effective and shorter alternative programs libraries may host in addition to or instead of Teen Shorts.

### Create an Avatar

Teens can create avatars in *Second Life*, <http://secondlife.com/>, or *Face Your Manga*, [http://www.faceyourmanga.com/homepage\\_eng.html](http://www.faceyourmanga.com/homepage_eng.html). These short computer-based programs are quick and easy to learn.

### Create a Vodcast

Teens can create video podcasts (vodcasts) with a video camera and computer. Instead of creating a storyboard and editing, teens can just tape themselves (or a subject) in a single setting. Instructions for creating vodcasts may be found at *FreeMarketingZone*, <http://www.freemarketingzone.com/rss/create-vodcasts.html> and *Wired Magazine*, <http://www.wired.com/wired/archive/14.05/howto.html>.

### Create an Animoto Slideshow Video

If a video camera is not available, teens may use still pictures to create a movie. There are many free software application that convert photos into videos with musical accompaniment, such as *Animoto*, <http://animoto.com/>, *Slideroll*, <http://www.slideroll.com/>, and *One True Media*, [http://www.onetruemedia.com/otm\\_site/public\\_home](http://www.onetruemedia.com/otm_site/public_home). Just upload pictures to computer, use effects offered on the applications, then upload the slideshow to *YouTube*, *MySpace*, or another photo and video sharing site. Directions for making an *Animoto* video are in the *Globe Trotting Polynesia* program.

## Photo Contest

As an alternate to Teen Shorts (or in addition to it), have a photo contest in which teens use their cameras or camera phones to take pictures. Have multiple photo categories. Categories may include Best Overall Photo, Best Overall Picture taken on Camera Phone, Best Black and White Photo, Best Action Shot, Best Nature Shot, and Best Portrait.

Display the photos on a bulletin board under the appropriate category and let the teens' peers judge the photos. Winners might receive a digital camera or gift card to area store. There are many budget options for digital cameras, starting at \$9.99.

For details on how to organize a photo contest, please see the "Say Cheese: Digital Photo Contest" program, "Let's Get Digital" by Valerie Jensen and Maritza Hernandez in the *Texas Teens Read!* 2010 manual at <http://www.tsl.state.tx.us/ld/projects/ttr/2010/manual/digital.html>. Also see "Bringing the Fine Arts to Young Adult Readers: Writing and Art Contests" by Natasha Benway in the *Texas Teens Read!* 2009 manual at <http://www.tsl.state.tx.us/ld/projects/ttr/2009/manual/artwriting.html>.

## Comic Creations

This program is similar in style to Teen Shorts, but produced on paper. Teens create, plan, storyboard, and draw a comic book or manga.

To learn more about manga, see "Manga Mania" by Deban Becker in the *Texas Teens Read!* 2009 manual at <http://www.tsl.state.tx.us/ld/projects/ttr/2009/manual/manga.html>. To learn more about creating comics, see "This World and Other Worlds: Cartoon Creations, Front Page News, and Virtual Time Travel" by Monique Franklin in the *Texas Teens Read!* 2009 manual at <http://www.tsl.state.tx.us/ld/projects/ttr/2009/manual/thisotherworld.html>.

## Web Sites

*Festival of Film Shorts*

[http://www.youtube.com/view\\_play\\_list?p=10093A1A43D86B25&search\\_query=film+shorts+for+teens](http://www.youtube.com/view_play_list?p=10093A1A43D86B25&search_query=film+shorts+for+teens)

This web site provides a collection of film shorts produced by teens for a library film festival.

*Film and Music Industry Jobs*

[http://www.jobmonkey.com/filmmusic/movie\\_industry\\_jobs.html](http://www.jobmonkey.com/filmmusic/movie_industry_jobs.html)

This web site provides brief definitions of typical movie industry jobs, such as director, producer, script supervisor, set designer, camera operator.

*From the Pros-10 Tips for Filming a Web Video*

<http://bmx.transworld.net/1000074124/features/from-the-pros-10-tips-for-filming-a-web-video/>

This web site provides tips on filming web videos.

*How to Edit Your Video and Audio within Windows Media Player*

<http://www.solveigmm.com/HowTo/how-to-edit-your-video-and-audio-within-windows-media-player>

This web site provides a tutorial on editing video using Windows Media Player.

*How to Make a Short Film*

<http://www.wikihow.com/Make-a-Short-Film>

This web site provides basic steps on filming a short movie.

*How to Make a Video Clip*

<http://en.kioskea.net/faq/sujet-44-how-to-make-a-video-clip>

This site gives helpful hints on how to stage a video clip.

*How to Write a Good Short Film Script*

[http://entertainment.timesonline.co.uk/tol/arts\\_and\\_entertainment/film/article3336775.ece](http://entertainment.timesonline.co.uk/tol/arts_and_entertainment/film/article3336775.ece)

This article provides background information on scriptwriting and includes many helpful tips and suggestions on screenwriting.

*Learn to Edit Video With Windows Movie Maker*

<http://desktopvideo.about.com/od/moviemakertutorials/tp/mmtutorials.htm>

This web site is a tutorial on using Windows Movie Maker software.

*Movie Glossary: Who Are These People?*

<http://movies.about.com/library/glossary/blglossary.htm>

This site is a glossary of movie and film roles, and includes job duties.

*Sample Script: Death of the Revolution*

<http://extras.timesonline.co.uk/samplescript.pdf>

An example of a short film script.

*Screenwriting.info*

<http://www.screenwriting.info/01.php>

This site provides helpful hints on creating a screenplay script.

*Short Film*

[http://en.wikipedia.org/wiki/Short\\_film](http://en.wikipedia.org/wiki/Short_film)

This Wikipedia article describes the history of film shorts.

### *Short Movie Scripts*

<http://www.screenwriting.info/01.php>

This site provides sample short film scripts.

### *Squabble - A Short Film {HD}*

<http://www.youtube.com/watch?v=BzUZZO2Kxg4>

This site provides an example of a film short using claymation.

### *Storyboards*

<http://accad.osu.edu/womenandtech/Storyboard%20Resource/>

This web site describes the process and language of storyboarding.

### *Top Ten Reviews*

<http://video-editing-software-review.toptenreviews.com/>

Site compares several for purchase video editing software.

### *Video Camera Tutorials*

<http://www.mediacollege.com/video/camera/>

This web site from Media College provides many helpful hints, including examples of different shot types, beginning camera work, when to focus and much more.

### *Video Production Tips*

<http://www.cameratim.com/video-production/tips>

This web site provides several helpful tips and ideas to make quality videos.

### *Video Shooting Tips*

[http://www.adobe.com/education/hed/resources/video/pdfs/video\\_shooting\\_tips.pdf](http://www.adobe.com/education/hed/resources/video/pdfs/video_shooting_tips.pdf)

This web site provides many helpful hints on shooting film.

### *Watch the Oscar Nominated Animated Shorts Online*

<http://ticklebooth.com/2008/01/watch-the-oscar-nominated-animated-shorts-online-2/>

This is a site that allows you to access the animated shorts online, and includes a brief description of each film.

## **Professional Resources**

### **Books**

*Action! In the Classroom: A Guide to Student Produced Video in K-12 Education* by Daniel R. Greenwood

*Film (Discovering Careers for Your Future)* by Ferguson and JG Ferguson Publishing Company

*Start to Finish YA Programs* by Ella W. Jones

## **Web Site**

*Online Video Editing Applications*

<http://desktopvideo.about.com/od/editingsoftware/tp/onlineediting.htm>

This site lists several free and for purchase online video editing software, with a brief description of each of the software applications.

# Teen Shorts Film Tips

## **Pay Attention!**

Pay attention to everything that is going on around you. Where is the sun? Do the actors look washed out? Is there a trashcan in your shot? Is someone picking their nose in the background?

## **Contrast**

Sometime videos can look washed out. Play around with the saturation on your camera and take a few test shots.

## **Camera Work**

Hold the camera steady. Know when to zoom, and when to have a wide shot. If in doubt, do multiple takes. Play with the angles when shooting—if you want someone to look taller, then the videographer should kneel down.

## **Sound**

Make sure you can hear the actors/actresses and not just the background noise. Some cameras work with microphones. If they do not, you may have to film the scene a few times.

## **Web Sites**

*From the Pros-10 Tips for Filming a Web Video*

<http://bmx.transworld.net/1000074124/features/from-the-pros-10-tips-for-filming-a-web-video/>

This web site provides tips on filming web videos.

*Video Production Tips*

<http://www.cameratim.com/video-production/tips>

This web site provides several helpful tips and ideas to make quality videos.

# Teen Shorts Jobs

## **Actors**

Often the most glamorous role, the actors and actresses are the ones who will be onscreen delivering the lines from the movie scripts.

## **Director Producer**

The director/producer of a film will manage all aspects of the film. They will take the lead role for the film's direction.

## **Editor**

The editor will take the lead role in changing the film from short clips, into a movie masterpiece. They are responsible for combining clips, adding music, and any other special effects.

## **Script Writer**

This is one of the hardest jobs—writing the script. Scripts need to include dialogue, camera actions, and a point!

## **Set Designer**

This job will include designing any sets, costumes, or backdrops needed for the film.

## **Stagehands**

This position is the grunt of the movie set. They are often the ones who work behind the scenes role, and are responsible for moving and hauling equipment and sets.

## **Videographer**

The videographer is the one who does the actual filming of the scenes.

## **Web Site**

*Film and Music Industry Jobs*

[http://www.jobmonkey.com/filmmusic/movie\\_industry\\_jobs.html](http://www.jobmonkey.com/filmmusic/movie_industry_jobs.html)

This web site provides brief definitions of typical movie industry jobs, such as director, producer, script supervisor, set designer, camera operator.



## **CAMERA CIRCULATION POLICY**

The Denton Public Library provides a collection of circulating electronic equipment for library use. Customers with a valid photo ID and a current full-service library card with no outstanding fines on account are eligible to use the circulating electronic equipment. Technology, TexShare, Temporary Resident, and Courtesy cards are not considered full-service.

The Library reserves the right to terminate the loan of a camera or other electronic equipment at any time, without notice to the borrower if a library employee believes the equipment has been left unattended by the borrower, used in violation of policies, or used in a manner that is likely to damage the machine. The Library also reserves the right to refuse loan of equipment to any person who has damaged library equipment in the past or used equipment in violation of Denton Public Library policies.

### **Loan Periods and Availability**

Library programs receive first consideration in electronic equipment availability. Cameras are available on a first come, first served basis and no reservations are permitted. They circulate for a period of two hours and are not renewable. Cameras are for use inside the library only. They will be checked out until one hour before closing and should be returned to the reference desk 30 minutes prior to closing.

### **Liability**

If a camera is damaged, lost or stolen, customer agrees to pay \$1,000 or the replacement cost of the camera, whichever is greater. Customers will be required to sign a responsibility agreement at time of check out.

### **Limitations of Use**

- Camera use is subject to the Denton Public Library Internet Use Policy.
- Cameras may be used only inside the library, but may not be taken into the restrooms.
- Cameras should never be left unattended.
- Only one camera may be checked out on a library card at a time.
- Only one camera may be checked out per card/borrower per day.



## **LAPTOP CIRCULATION POLICY**

The Emily Fowler Central Library provides a collection of ten circulating laptop computers for interior use. Customers with a valid photo ID and a current full-service library card with no outstanding fines on account are eligible to use the circulating laptop service. Technology, TexShare, Temporary Resident, and Courtesy cards are not considered full-service.

The Library reserves the right to terminate the loan of a laptop at any time, without notice to the borrower if a library employee believes the laptop has been left unattended by the borrower, used in violation of policies, or used in a manner that is likely to damage the machine. The Library also reserves the right to refuse loan of a laptop to any person who has damaged library equipment in the past or used computer equipment in violation of Denton Public Library policies.

### **Loan Periods and Availability**

Library programs receive first consideration in laptop availability. Laptop computers are available on a first come, first served basis and no reservations are permitted. Laptops circulate for a period of two hours and are not renewable. Laptop checkout does not count against daily PC time limits. Laptops are for use inside the library only. Laptops will be checked out until one hour before closing and laptops should be returned to the reference desk 30 minutes prior to closing.

### **Liability**

If a laptop is damaged, lost or stolen, customer agrees to pay \$2,000 or the replacement cost of the laptop, whichever is greater. Customers will be required to sign a responsibility agreement at time of check out.

### **Limitations of Use**

- Laptop use is subject to the Denton Public Library Internet Use Policy.
- Laptops may be used only inside the library, but may not be taken into the restrooms.
- Laptops should never be left unattended.
- Only one laptop may be checked out on a library card at a time.
- Only one laptop may be checked out per card/borrower per day.
- Customers should not tamper with the security settings on the laptop. Doing so will result in the loss of borrowing privileges and/or fines.
- Personal software should not be downloaded onto the laptop and no user files shall be retained on the hard drive.

# Bibliography

[Books](#)

[Films/DVDs/Videos](#)

[Audio recordings](#)

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.

Titles marked [\(TBP\)](#) are available in alternate format(s) through the Talking Book Program ([www.tsl.state.tx.us/tbp](http://www.tsl.state.tx.us/tbp) or <http://www.texasTalkingBooks.org/>; 1-800-252-9605 or 512-463-5458; [tbp.services@tsl.state.tx.us](mailto:tbp.services@tsl.state.tx.us)).

## Books

Abrahams, Peter.

*Reality Check*. New York: Harper Teen, 2009. (Y)

Cody has it all: A good job, a hot girlfriend, and he's the star quarterback of the football team. When summer fades to the cold days of Fall and he blows out his knee, his girlfriend Clea moves to Vermont and it seems things could not be worse. Then Clea goes missing and Cody vows to find her.

<http://www.worldcat.org/title/reality-check/oclc/236142568>

Alessio, Amy J. and Kimberly A. Patton.

*A Year of Programs for Teens*. Chicago: American Library Association, 2007. (L)

This professional resource features yoga and smoothies program for teens.

[http://www.worldcat.org/title/year-of-programs-for-teens/oclc/68373210&referer=brief\\_results](http://www.worldcat.org/title/year-of-programs-for-teens/oclc/68373210&referer=brief_results)

Alter, Stephen.

*Fantasies of a Bollywood Love Thief: Inside the World of Indian Moviemaking*. Orlando: Harcourt, 2007. (Y+)

Alter delves into the intricacies of Bollywood filmmaking while covering the making of *Omkara*, an adaptation of Shakespeare's *Othello*.

<http://www.worldcat.org/title/fantasies-of-a-bollywood-love-thief-inside-the-world-of-indian-moviemaking/oclc/76828866>

Anderson, Laurie Halse.

*Wintergirls*. New York: Viking, 2009. (Y) [\(TBP\)](#)

Lia attempts to come to terms with her friend Cassie's death as well as deal with her own issues of self worth and anorexia.

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

Armstrong, Kelly.

*The Awakening*. New York: Harper Collins, 2009. (Y+) [\(TBP\)](#)

Chloe finds herself imprisoned in a laboratory.

[http://www.worldcat.org/title/awakening/oclc/262887556&referer=brief\\_results](http://www.worldcat.org/title/awakening/oclc/262887556&referer=brief_results)

Armstrong, Kelley.

*The Summoning*. New York: Harper Collins, 2008. (Y+) [\(TBP\)](#)

Chloe and her new friends from the Lyle house, a group home for the mentally disturbed adolescents, are in danger.

[http://www.worldcat.org/title/summoning/oclc/191931431&referer=brief\\_results](http://www.worldcat.org/title/summoning/oclc/191931431&referer=brief_results)

Asher, Jay.

*Thirteen Reasons Why*. New York: Razorbill, 2007. (Y) [\(TBP\)](#)

After receiving thirteen cassette tapes in the mail from a classmate who committed suicide, Clay spends the night listening to Hannah's voice, trying to figure out what went wrong.

<http://www.worldcat.org/title/th1rteen-r3asons-why-a-novel/oclc/85622684>

Atwater-Rhode, Amelia.

*Hawksong*. New York: Delacorte Press, 2003. (Y)

This book is about a centuries-long war between two shape-shifting cultures, one that can switch into hawks and one that can switch into snakes. The prince and princess of each culture agree to marry in order to bring peace to their peoples.

[http://www.worldcat.org/title/hawksong/oclc/52549133&referer=brief\\_results](http://www.worldcat.org/title/hawksong/oclc/52549133&referer=brief_results)

Austen, Jane and Ben H. Winters.

*Sense and Sensibility and Sea Monsters*. Philadelphia: Quirk Books, 2009. (Y) [\(TBP\)](#)

Jane Austen's original work turned on its side with the addition of sea monsters and man-eating hammerhead sharks.

<http://www.worldcat.org/title/sense-and-sensibility-and-sea-monsters/oclc/429227304>

Bakewell, Lisa.

*Fitness Information for Teens: Health Tips About Exercise, Physical Well-Being, and Health Maintenance Including Facts About Conditioning, Stretching, Strength Training, Body Shape and Body Image, Sports Nutrition, and Specific Activities for Athletes and Non-Athletes*. Detroit, MI: Omnigraphics, 2009. (Y)

A section of this fitness guide for teens focuses on yoga and Pilates as exercise.

[http://www.worldcat.org/title/fitness-information-for-teens-health-tips-about-exercise-physical-well-being-and-health-maintenance-including-facts-about-conditioning-stretching-strength-training-body-shape-and-body-image-sports-nutrition-and-specific-activities-for-athletes-and-non-athletes/oclc/234257232&referer=brief\\_results](http://www.worldcat.org/title/fitness-information-for-teens-health-tips-about-exercise-physical-well-being-and-health-maintenance-including-facts-about-conditioning-stretching-strength-training-body-shape-and-body-image-sports-nutrition-and-specific-activities-for-athletes-and-non-athletes/oclc/234257232&referer=brief_results)

Ballaesta, Laurent and Descamp, Pierre.

*Planet Ocean: Voyage to the Heart of the Marine Realm*. Washington, D.C.: National Geographic, 2007. (Y+)

This book has wonderful large pictures and descriptions of underwater life. It explores regions of the Earth including the coral reefs, undersea mountains, and polar oceans.

[http://www.worldcat.org/title/planet-ocean-voyage-to-the-heart-of-the-marine-realm/oclc/474180841&referer=brief\\_results](http://www.worldcat.org/title/planet-ocean-voyage-to-the-heart-of-the-marine-realm/oclc/474180841&referer=brief_results)

Begum-Hossain, Momtaz.

*Bollywood Crafts: 20 Projects Inspired By Popular Indian Cinema*. Lewes: Guild of Master Craftsman, 2006. (Y+)

The author, a Bollywood fan and crafter, presents 20 projects inspired by ten classic Bollywood films. Synopses and trivia are included for each of the featured films.

<http://www.worldcat.org/title/bollywood-crafts-20-projects-inspired-by-popular-indian-cinema/oclc/71285639>

Bellenir, Karen.

*Diet Information For Teens : Health Tips About Diet And Nutrition, Including Facts About Nutrients, Dietary Guidelines, Breakfasts, School Lunches, Snacks, Party Food, Weight Control, Eating Disorders, And More*. Detroit, MI : Omnigraphics, 2001. (Y)

This nutrition guide provides advice to teens on making healthy food choices and snacks, such as smoothies.

[http://www.worldcat.org/title/diet-information-for-teens-health-tips-about-diet-and-nutrition-including-facts-about-nutrients-dietary-guidelines-breakfasts-school-lunches-snacks-party-food-weight-control-eating-disorders-and-more/oclc/45100344&referer=brief\\_results](http://www.worldcat.org/title/diet-information-for-teens-health-tips-about-diet-and-nutrition-including-facts-about-nutrients-dietary-guidelines-breakfasts-school-lunches-snacks-party-food-weight-control-eating-disorders-and-more/oclc/45100344&referer=brief_results)

Bergan, Ronald.

*Film*. New York: DK Publishing, 2006. (Y)

This eyewitness companion book explores the history of film, how movies are made, and examples of the best movies.

[http://www.worldcat.org/title/film/oclc/67405606&referer=brief\\_results](http://www.worldcat.org/title/film/oclc/67405606&referer=brief_results)

Birkemoe, Karen.

*Strike a Pose: the Planet Girl Guide to Yoga*. Toronto: Kids Can Press, 2007. (Y)

This yoga book includes various techniques specifically for teen girls.

[http://www.worldcat.org/title/strike-a-pose/oclc/69785693&referer=brief\\_results](http://www.worldcat.org/title/strike-a-pose/oclc/69785693&referer=brief_results)

Bolton, Patricia.

*1,000 Artist Trading Cards: Innovative and Inspired Mixed Media ATCs*. Gloucester, MA: Quarry Books, 2007. (Y+)

The author presents a range of ATCs, varying in composition and technique, as well as information on how to get started making ATCs.

<http://www.worldcat.org/title/1000-artist-trading-cards-innovative-and-inspired-mixed-media-atcs/oclc/71005804>

Bowman, Robin.

*It's Complicated-The American Teenager*. New York: Umbrage Editions, 2007. (Y)

In this 2009 ALA Quick Pick for Reluctant Young Adult Readers, Bowman presents intimate photographs and interviews of teenagers across demographic and socioeconomic lines, providing a traveling exhibition into the lives of various teens.

[http://www.worldcat.org/title/its-complicated-the-american-teenager/oclc/271574314&referer=brief\\_results](http://www.worldcat.org/title/its-complicated-the-american-teenager/oclc/271574314&referer=brief_results)

Brashares, Ann.

*Girls In Pants: The Third Summer Of The Sisterhood*. New York: Delacorte Press, 2005. (Y) [\(TBP\)](#)

In this Tayshas High School Reading List title, four teen girls transport a pair of jeans across the world to one another as they share their summer experiences with one another before they head for college.

[http://www.worldcat.org/title/girls-in-pants-the-third-summer-of-the-sisterhood/oclc/56066262&referer=brief\\_results](http://www.worldcat.org/title/girls-in-pants-the-third-summer-of-the-sisterhood/oclc/56066262&referer=brief_results)

Bray, Libba.

*A Great and Terrible Beauty*. New York: Delacorte Press, 2003. (Y) [\(TBP\)](#)

Set in Victorian England, main character, Gemma is sent from India to England, following the death of her mother. In England, she is enrolled in Spence's Girl Academy where she begins to have visions and enters into a magical realm.

[http://www.worldcat.org/title/great-and-terrible-beauty/oclc/52312403&referer=brief\\_results](http://www.worldcat.org/title/great-and-terrible-beauty/oclc/52312403&referer=brief_results)

Brennan, Herbie.

*Faerie Wars*. New York: Bloomsbury, 2003. (Y) [\(TBP\)](#)

In this book teens are introduced to main characters, human Henry Atherton and Prince Pyrgus of the Fairies of the Light. The story focuses on Henry's and Prince Pyrgus' attempts to return Prince Pyrgus to the fairy realm.

[http://www.worldcat.org/title/faerie-wars/oclc/50294901&referer=brief\\_results](http://www.worldcat.org/title/faerie-wars/oclc/50294901&referer=brief_results)

Bundschuh, Rick and Bethany Hamilton.

*Burned: A Novel* (Soul Surfer Series). Grand Rapids, Michigan: Zonderkidz, 2007. (Y)

14-year-old Bethany Hamilton learns forgiveness and experiences healing through Samoan traditions and culture after a run-in with an unpleasant kid on a surf trip to Samoa.

[http://www.worldcat.org/title/burned-a-novel/oclc/72798241&referer=brief\\_results](http://www.worldcat.org/title/burned-a-novel/oclc/72798241&referer=brief_results)

Burg, Ann.

*All the Broken Pieces: A Novel in Verse*. New York: Scholastic Press, 2009. (Y)

Matt Pin struggles to find a place in his new family after being adopted by a white American family during the Vietnam War.

<http://www.worldcat.org/title/all-the-broken-pieces-a-novel-in-verse/oclc/226984552>

Caldwell, Michaela.

*The Girls' Yoga Book: Stretch Your Body, Open Your Mind and Have Fun!* Toronto: Maple Tree Press, 2005. (Y)

This book provides an enjoyable approach to yoga for teen girls.

[http://www.worldcat.org/title/girls-yoga-book-stretch-your-body-open-your-mind-have-fun/oclc/56632528&referer=brief\\_results](http://www.worldcat.org/title/girls-yoga-book-stretch-your-body-open-your-mind-have-fun/oclc/56632528&referer=brief_results)

Capouya, John.

*Real Men Do Yoga: 21 Star Athletes Reveal Their Secrets For Strength, Flexibility, And Peak Performance*. Deerfield Beach, FL: Health Communications, 2003. (Y+)

Encourages teen males to give yoga a try using examples of elite athletes using yoga for strength training is featured in this book.

[http://www.worldcat.org/title/real-men-do-yoga-21-star-athletes-reveal-their-secrets-for-strength-flexibility-and-peak-performance/oclc/52429870&referer=brief\\_results](http://www.worldcat.org/title/real-men-do-yoga-21-star-athletes-reveal-their-secrets-for-strength-flexibility-and-peak-performance/oclc/52429870&referer=brief_results)

Carlson, Melody.

*Notes from a Spinning Planet -- Papua, New Guinea*. Colorado Springs, CO: Waterbrook Press, 2007. (Y)

While traveling in Papua, New Guinea with her journalist aunt, Maddie learns that AIDS is ravaging the island and discovers that one person can change history.

[http://www.worldcat.org/title/notes-from-a-spinning-planet-papua-new-guinea/oclc/72987839&referer=brief\\_results](http://www.worldcat.org/title/notes-from-a-spinning-planet-papua-new-guinea/oclc/72987839&referer=brief_results)

Castellucci, Cecil.

*Janes in Love*. New York: DC Comics, 2008. (Y)

In this 2010 Maverick Graphic Novel Reading List title, the Janes return for another mission to spread love through random acts of art in their community.

[http://www.worldcat.org/title/janes-in-love/oclc/181600017&referer=brief\\_results](http://www.worldcat.org/title/janes-in-love/oclc/181600017&referer=brief_results)

Chryssicas, Mary Kaye.

*Breathe: Yoga for Teens*. New York: N.Y.: DK Pub., 2007. (Y)

This ALA Quick Pick for Reluctant Young Adult Readers guides teens through the history, art, and techniques of yoga and includes an instructional DVD.

[http://www.worldcat.org/title/breathe-yoga-for-teens/oclc/81290700&referer=brief\\_results](http://www.worldcat.org/title/breathe-yoga-for-teens/oclc/81290700&referer=brief_results)

Chryssicas, Mary Kaye.

*Yoga for Teens*. New York: DK Publishing, 2008. (Y)

In this companion piece to the book "Breathe: Yoga for Teens", teens can use the deck of 50 flashcards to learn yoga poses.

[http://www.worldcat.org/title/yoga-for-teens/oclc/230735839&referer=brief\\_results](http://www.worldcat.org/title/yoga-for-teens/oclc/230735839&referer=brief_results)

Connolly, Sean.

*The Americas and the Pacific*. Fiesole (Florence), Italy : Zak Books, 2009. (I)

This title, part of a 12-volume series, details the early history of American and Pacific peoples, including Aborigines and the Maori, up to 1200 CE.

[http://www.worldcat.org/title/americas-and-the-pacific/oclc/213222461&referer=brief\\_results](http://www.worldcat.org/title/americas-and-the-pacific/oclc/213222461&referer=brief_results)

Cooper, Evan.

*Um, Like . . . Om: A Girl Goddess's Guide To Yoga*. New York: Little, Brown and Company, 2005. (Y)

This book introduces teenage girls to yoga, meditation, and other related activities.

[http://www.worldcat.org/title/um-like-om-a-girl-goddesss-guide-to-yoga/oclc/54906805&referer=brief\\_results](http://www.worldcat.org/title/um-like-om-a-girl-goddesss-guide-to-yoga/oclc/54906805&referer=brief_results)

Crowley, Joy.

*Hunter*. New York: Philomel Books, 2004. (Y)

When a plane crashes in a deserted area of New Zealand in 2003, a boy who survives has interconnecting visions with a Maori boy in 1803.

[http://www.worldcat.org/title/hunter/oclc/52980830&referer=brief\\_results](http://www.worldcat.org/title/hunter/oclc/52980830&referer=brief_results)

Elder, Joshua.

*Mail Order Ninja, Volume 1*. Los Angeles: Tokyopop, 2006. (Y)

Timmy McAllister is just a normal kid, until the day he orders his very own ninja through the mail.

<http://www.worldcat.org/title/mail-order-ninja-vol-1/oclc/70577575>

Fahs, Chad.

*How to Do Everything with YouTube*. New York: McGraw-Hill, 2008. (Y+)

This book is a great resource to using YouTube and includes chapters on filming videos with camcorders, lighting, editing and much more.

[http://www.worldcat.org/title/how-to-do-everything-with-youtube/oclc/166624851&referer=brief\\_results](http://www.worldcat.org/title/how-to-do-everything-with-youtube/oclc/166624851&referer=brief_results)

Fothergill, Alastair.

*Planet Earth as You've Never Seen It Before*. Berkeley: University of California Press, 2006. (Y+)

This book is filled with vivid illustrations and historical information about regions of the world. It is divided into geographic areas including fresh water, rainforest, mountain heights, shallow seas, great forests, etc.

[http://www.worldcat.org/title/planet-earth-as-youve-never-seen-it-before/oclc/70823311&referer=brief\\_results](http://www.worldcat.org/title/planet-earth-as-youve-never-seen-it-before/oclc/70823311&referer=brief_results)

Ferguson Publishing.

*Discovering Careers for Your Future: Film*. New York: Ferguson, 2005. (Y)

This book offers a look into various jobs on a film set. Chapters cover education, salary, and job descriptions.

[http://www.worldcat.org/title/discovering-careers-for-your-future-film/oclc/54778409&referer=brief\\_results](http://www.worldcat.org/title/discovering-careers-for-your-future-film/oclc/54778409&referer=brief_results)

Gaiman, Neil and McKean, David.

*The Graveyard Book*. New York: HarperCollins Pub., 2008. (Y) (TBP)

After wandering into a graveyard on the night that the rest of his family was brutally murdered, a little boy called Nobody is raised by a family of ghosts. Now the killer has come back to finish the job.

<http://www.worldcat.org/title/graveyard-book/oclc/179806700>

Ganti, Tejaswini.

*Bollywood: A Guidebook to Popular Hindi Cinema*. New York: Routledge, 2004. (Y+)

Ganti discusses the history of Bollywood, and addresses the current themes and trends in Hindi cinema.

<http://www.worldcat.org/title/bollywood-a-guidebook-to-popular-hindi-cinema/oclc/56876896>

Gerber, Linda.

*Now and Zen*. New York: Speak, 2006. (Y)

Each book in the *Students Across the Seven Seas* series focuses on a student studying in another country. This title features a Japanese-American girl who finds life in Tokyo to be different than she expected.

[http://www.worldcat.org/title/now-and-zen/oclc/64625027&referer=brief\\_results](http://www.worldcat.org/title/now-and-zen/oclc/64625027&referer=brief_results)

Gladwell, Malcolm.

*The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000. (Y+) (TBP)

In this 2009 ALA Outstanding Book for the College Bound and Lifelong Learners, Gladwell explains the phenomena of how small actions can cause a “tipping point” that result in dramatic societal changes.

[http://www.worldcat.org/title/tipping-point-how-little-things-can-make-a-big-difference/oclc/42397965&referer=brief\\_results](http://www.worldcat.org/title/tipping-point-how-little-things-can-make-a-big-difference/oclc/42397965&referer=brief_results)

Gold, Rozanne.

*Eat Fresh Food: Awesome Recipes For Teen Chefs*. New York: Bloomsbury Children's Books, 2009. (Y)

Using fresh ingredients, teen chefs create recipes, including healthy snacks and smoothies.

[http://www.worldcat.org/title/eat-fresh-food-awesome-recipes-for-teen-chefs/oclc/262209099&referer=brief\\_results](http://www.worldcat.org/title/eat-fresh-food-awesome-recipes-for-teen-chefs/oclc/262209099&referer=brief_results)

Green, John.

*Paper Towns*. New York: Dutton Books, 2008. (Y) [\(TBP\)](#)

In this 2009 ALA Best Book for Young Adults, Quentin searches for his friend Margo after she vanishes. She leaves behind a trail of clues in unlikely places, including a book.

[http://www.worldcat.org/title/paper-towns/oclc/202483793&referer=brief\\_results](http://www.worldcat.org/title/paper-towns/oclc/202483793&referer=brief_results)

Greenwood, Daniel R.

*Action! In the Classroom: A Guide to Student Produced Video in K-12 Education*. Lanham, MD: Scarecrow Press, 2003. (L)

This book is a great resource for teachers and educators guiding children and teens making digital videos.

[http://www.worldcat.org/title/action-in-the-classroom-a-guide-to-student-produced-digital-video-in-k-12-education/oclc/50809243&referer=brief\\_results](http://www.worldcat.org/title/action-in-the-classroom-a-guide-to-student-produced-digital-video-in-k-12-education/oclc/50809243&referer=brief_results)

Grolier Educational.

*India: A Portrait of the Country through Its Festivals and Traditions*. Danbury, CT: Grolier Educational, 2001. (Y)

Part of the Fiesta! series, this book takes a look at the festivals often celebrated in India.

[http://www.worldcat.org/title/india-a-portrait-of-the-country-through-its-festivals-and-traditions/oclc/299213829&referer=brief\\_results](http://www.worldcat.org/title/india-a-portrait-of-the-country-through-its-festivals-and-traditions/oclc/299213829&referer=brief_results)

Halpern, Julie.

*Get Well Soon*. New York: Feiwel and Friends, 2007. (Y)

Depressed, Anna Bloom is sent to a mental hospital by her parents. Through letters to a friend, she describes her experiences.

<http://www.worldcat.org/title/get-well-soon/oclc/76820514>

Halpin, Mikki.

*It's Your World--If You Don't Like It, Change It: Activism For Teenagers*. New York: Simon Pulse, 2004. (Y)

This title empowers teens to get active in their community through social change.

[http://www.worldcat.org/title/its-your-world-if-you-dont-like-it-change-it-activism-for-teenagers/oclc/56094487&referer=brief\\_results](http://www.worldcat.org/title/its-your-world-if-you-dont-like-it-change-it-activism-for-teenagers/oclc/56094487&referer=brief_results)

Hamlett, Christina.

*Screenwriting for Teens: The 100 Principles of Screenwriting Every Budding Writer Must Know.* Studio City, CA: Michael Wiese Productions, 2006. (Y+)

The author breaks down how to write a screenplay into easy concepts.

[http://www.worldcat.org/title/screenwriting-for-teens-the-100-principles-of-scriptwriting-every-budding-writer-must-know/oclc/70883126&referer=brief\\_results](http://www.worldcat.org/title/screenwriting-for-teens-the-100-principles-of-scriptwriting-every-budding-writer-must-know/oclc/70883126&referer=brief_results)

Heuvel, Eric.

*The Search.* New York: Farrar, Straus, Giroux, 2009. (Y+)

In this 2010 Maverick Graphic Novel Reading List title, Teen Jeroen finds a scrapbook that relates his grandmother Esther's holocaust experiences and helps his grandmother uncover what happened to her parents before they died in a Nazi concentration camp.

[http://www.worldcat.org/title/search/oclc/317455643&referer=brief\\_results](http://www.worldcat.org/title/search/oclc/317455643&referer=brief_results)

Hidier, Tanuja Desai.

*Born Confused.* New York: Scholastic Press, 2002. (Y) (TBP)

Dimple has discovered that although her family is from India, she is not Indian enough, yet at the same time she is not American enough to fit into either culture.

[http://www.worldcat.org/title/born-confused/oclc/49601981&referer=brief\\_results](http://www.worldcat.org/title/born-confused/oclc/49601981&referer=brief_results)

Hinchcliff, Jennie and Carolee Gilligan Wheeler.

*Good Mail Day: A Primer for Making Eye-Popping Postal Art.* Beverly, Mass.: Quarry Books, 2009. (Y+)

The authors discuss the origins of mail art as well as how the reader can participate in the mail art movement.

<http://www.worldcat.org/title/good-mail-day-a-primer-for-making-eye-popping-postal-art/oclc/305420986>

Ihimaera, Witi.

*Whale Rider.* New York: Harcourt, 2003. (Y) (TBP)

Kahu, an eight-year-old Maori girl from New Zealand, wins the respect of her grandfather and saves her tribe through a mysterious relationship with whales, particularly the ancient bull whale whose legendary rider is their ancestor.

[http://www.worldcat.org/title/whale-rider/oclc/51977757&referer=brief\\_results](http://www.worldcat.org/title/whale-rider/oclc/51977757&referer=brief_results)

Irving, David K. and Peter W. Rea.

*Producing and Directing the Short Film and Video.* Boston: Elsevier, 2006. (Y+)

This book provides information for filming on a budget, including helpful suggestions, checklists, and practical information.

[http://www.worldcat.org/title/producing-and-directing-the-short-film-and-video/oclc/62089926&referer=brief\\_results](http://www.worldcat.org/title/producing-and-directing-the-short-film-and-video/oclc/62089926&referer=brief_results)

Jha, Subhash K. and Amitabh Bachchan.

*The Essential Guide to Bollywood*. New Delhi: Roli Books, 2005. (Y+)

Encompassing the Hindi film industry from the 1940's to the present, the authors list what they believe to be the best of Bollywood, in categories such as drama, romance and thrillers.

<http://www.worldcat.org/title/essential-guide-to-bollywood/oclc/63680969>

Johnson, Maureen.

*13 Little Blue Envelopes*. New York: HarperCollins, 2005. (Y) [\(TBP\)](#)

Teenager Ginny receives a mysterious packet of envelopes from her favorite aunt, which leads her on an intercontinental scavenger hunt that transforms her life. A Tayshas Reading List title.

[http://www.worldcat.org/title/13-little-blue-envelopes/oclc/57549599&referer=brief\\_results](http://www.worldcat.org/title/13-little-blue-envelopes/oclc/57549599&referer=brief_results)

Jones, Ella W.

*Start to Finish YA Programs*. New York: Neal-Schuman Publishers, 2009. (L)

This book offers several ideas for teen programs at the library.

[http://www.worldcat.org/title/start-to-finish-ya-programs-hip-hop-symposiums-summer-reading-programs-virtual-tours-poetry-slams-teen-advisory-boards-term-paper-clinics-and-more/oclc/148654867&referer=brief\\_results](http://www.worldcat.org/title/start-to-finish-ya-programs-hip-hop-symposiums-summer-reading-programs-virtual-tours-poetry-slams-teen-advisory-boards-term-paper-clinics-and-more/oclc/148654867&referer=brief_results)

Kelly, Jacqueline.

*The Evolution of Calpurnia Tate*. New York: Henry Holt, 2009. (Y) [\(TBP\)](#)

It's 1899 and Calpurnia doesn't like being cooped up in the house with "woman's" work. She would much rather be discovering new things with her grandfather out on their rural Texas land.

<http://www.worldcat.org/title/evolution-of-calpurnia-tate/oclc/262143062>

Klise, Kate.

*Regarding the Bees: A Lesson, In Letters, On Honey, Dating, And Other Sticky Subjects*. Orlando, FL: Harcourt, 2007. (Y)

Seventh graders as Geyser Creek middle school struggle with preparation for a standardized test, a spelling bee and first forays into love.

<http://www.worldcat.org/title/regarding-the-bees-a-lesson-in-letters-on-honey-dating-and-other-sticky-subjects/oclc/70866843>

Kristen, Katherine.

*Pacific Islands*. Austin, TX: Raintree Steck-Vaughn, 1996. (I+)

This volume discusses the history, economy, culture, and future of the American territories in the Pacific: Guam, the Northern Marianas, and American Samoa.

[http://www.worldcat.org/title/pacific-islands/oclc/33820266&referer=brief\\_results](http://www.worldcat.org/title/pacific-islands/oclc/33820266&referer=brief_results)

Lal, Brij and Kate Fortune.

*The Pacific Islands: An Encyclopedia*. Honolulu: University of Hawai'i Press, 2000. (Y+)

This highly authoritative reference work on the Pacific Islands by the University of Hawaii Press covers every imaginable subject from the physical environment to the people and their culture and history.

[http://www.worldcat.org/title/pacific-islands-an-encyclopedia/oclc/41445845&referer=brief\\_results](http://www.worldcat.org/title/pacific-islands-an-encyclopedia/oclc/41445845&referer=brief_results)

Lamba, Marie.

*What I Meant*. New York: Random House Children's Books, 2007. (Y)

Not only does fifteen-year-old Sang have to deal with family from India, she also has to deal with teenage drama!

[http://www.worldcat.org/title/what-i-meant/oclc/68798782&referer=brief\\_results](http://www.worldcat.org/title/what-i-meant/oclc/68798782&referer=brief_results)

Lanier, Troy.

*Filmmaking for Teens: Pulling Off Your Shorts*. Studio City, CA: Michael Wiese Productions, 2005. (Y)

This book is a great guide to making your first film. The authors, high school teachers, offer many helpful suggestions geared towards teens, including how to write a script, pick the film locations, and how to handle glitches.

[http://www.worldcat.org/title/filmmaking-for-teens-pulling-off-your-shorts/oclc/56840304&referer=brief\\_results](http://www.worldcat.org/title/filmmaking-for-teens-pulling-off-your-shorts/oclc/56840304&referer=brief_results)

Lattimore, Deborah Nourse.

*Punga the Goddess of Ugly*. New York: Harcourt Brace Jovanovich, 1993. (Y)

In a lush primeval forest in New Zealand, a pair of young Maori twin sisters earn the highly revered chin tattoo called a moko after bravely outwitting Punga, the wicked goddess of ugly, through their knowledge of Maori traditions.

[http://www.worldcat.org/title/punga-the-goddess-of-ugly/oclc/26502296&referer=brief\\_results](http://www.worldcat.org/title/punga-the-goddess-of-ugly/oclc/26502296&referer=brief_results)

Lillian, Jenine.

*Cool Programs Under \$100*. Chicago: Young Adult Library Services Association, 2009. (L)

This professional book offers a variety of economical teen programs.

[http://www.worldcat.org/title/cool-teen-programs-for-under-100/oclc/429816903&referer=brief\\_results](http://www.worldcat.org/title/cool-teen-programs-for-under-100/oclc/429816903&referer=brief_results)

Limpus, Bruce.

*Lights, Camera, Action!: A Guide to Video Instruction and Production in the Classroom*. Waco, TX: Prufrock Press, 2002. (Y)

This book was designed for the classroom. It provides a wealth of knowledge on everything from the types of shots to capture to the various kinds of films teens can create.

[http://www.worldcat.org/title/lights-camera-action-a-guide-to-video-instruction-and-production-in-the-classroom/oclc/52699339&referer=brief\\_results](http://www.worldcat.org/title/lights-camera-action-a-guide-to-video-instruction-and-production-in-the-classroom/oclc/52699339&referer=brief_results)

Loveland, Elaina.

*Creative Careers: Paths for Aspiring Actors, Artists, Dancers, Musicians and Writers*. Los Altos, CA: SuperCollege, 2007. (Y+)

This book offers vocational guidance in the arts, through short interviews, job descriptions, and college courses.

[http://www.worldcat.org/search?q=Creative+Careers%3A+Paths+for+aspiring+actors%2C+artists%2C+dancers%2C+musicians+and+writers&qt=owc\\_search](http://www.worldcat.org/search?q=Creative+Careers%3A+Paths+for+aspiring+actors%2C+artists%2C+dancers%2C+musicians+and+writers&qt=owc_search)

Luby, Thia.

*Yoga For Teens: How To Improve Your Fitness, Confidence, Appearance, And Health-And Have Fun Doing It*. Santa Fe, NM: Clear Light Pub., 2000. (Y)

This title details the benefits of yoga while instructing teens through the exercises.

[http://www.worldcat.org/title/yoga-for-teens-how-to-improve-your-fitness-confidence-appearance-and-health-and-have-fun-doing-it/oclc/42040870&referer=brief\\_results](http://www.worldcat.org/title/yoga-for-teens-how-to-improve-your-fitness-confidence-appearance-and-health-and-have-fun-doing-it/oclc/42040870&referer=brief_results)

Lundi, Kristi.

*Star Wars Complete Locations: Inside the World of the Entire Star Wars Saga*. New York: DK Publishing, 2005. (Y)

This book contains detailed illustrations about the different worlds of the Star Wars Saga. This is a great book to help stimulate the imagination regarding alien life forms.

[http://www.worldcat.org/title/star-wars-complete-locations/oclc/60794725&referer=brief\\_results](http://www.worldcat.org/title/star-wars-complete-locations/oclc/60794725&referer=brief_results)

MacHale, D.J.

*Merchant of Death: Pendragon Series*. New York: Aladdin Paperbacks, 2002. (Y)

Popular teen Bob Pendragon discovers he can travel to different worlds.

[http://www.worldcat.org/title/merchant-of-death/oclc/52365800&referer=brief\\_results](http://www.worldcat.org/title/merchant-of-death/oclc/52365800&referer=brief_results)

Machiavelli, Niccolo.

*The Prince*. New York: Norton, 1992. (Y+) (TBP)

Much of modern political thought is based on this classic book.

[http://www.worldcat.org/title/prince-a-revised-translation-backgrounds-interpretations-marginalia/oclc/24379038&referer=brief\\_results](http://www.worldcat.org/title/prince-a-revised-translation-backgrounds-interpretations-marginalia/oclc/24379038&referer=brief_results)

Meminger, Neesha.

*Shine, Coconut Moon*. New York: Margaret K. McElderry Books, 2009. (Y)

After the September 11<sup>th</sup> terrorist attacks, Samar feels compelled to seek out information about the family her single mother shuns.

<http://www.worldcat.org/title/shine-coconut-moon/oclc/226212380>

Meyer, Stephenie.

*Twilight*. New York: Little Brown, 2005. (Y) [\(TBP\)](#)

This book follows the love saga of Bella, a human girl who falls in love with Edward, a vampire.

[http://www.worldcat.org/title/twilight/oclc/57193246&referer=brief\\_results](http://www.worldcat.org/title/twilight/oclc/57193246&referer=brief_results)

Moriarty, Jaclyn.

*Feeling Sorry for Celia*. New York: St. Martin's Press, 2001. (Y)

Elizabeth's life plays out in a series of letters concerning the disappearance of her best friend, Celia, the reappearance of her father and her relationship with her mother.

<http://www.worldcat.org/title/feeling-sorry-for-celia/oclc/45202139>

Moyle, Eunice and Sabrina Moyle.

*Handmade Hellos: Fresh Greeting Card Projects from First-Rate Crafters*. San Francisco: Chronicle Books, 2008. (Y+)

The authors provide clear instructions for completing a variety of mail-related projects, including how to make envelopes.

<http://www.worldcat.org/title/handmade-hellos-fresh-greeting-card-projects-from-first-rate-crafters/oclc/174138970>

Norwich, John Julius.

*Living in a Dream: Great Residences of the World*. New York: Simon & Schuster, 1993. (Y+)

This book provides fantastic pictures and information regarding some of the world's most famous buildings. Featured structures include Windsor Castle, Palace of Versailles, and Hearst Castle.

[http://www.worldcat.org/title/living-in-a-dream-great-residences-of-the-world/oclc/27679068&referer=brief\\_results](http://www.worldcat.org/title/living-in-a-dream-great-residences-of-the-world/oclc/27679068&referer=brief_results)

O'Dell, Scott.

*Island of the Blue Dolphins*. New York: Houghton Mifflin, 1960. (Y) [\(TBP\)](#)

A young Indian girl survives alone for eighteen years in this story of personal discovery set on a beautiful deserted island off the coast of California.

[http://www.worldcat.org/title/island-of-the-blue-dolphins/oclc/225474&referer=brief\\_results](http://www.worldcat.org/title/island-of-the-blue-dolphins/oclc/225474&referer=brief_results)

Oldfield, Sara.

*Rainforest*. Cambridge, MA: MIT Press, 2002. (Y+)

For each of the world's rainforests, this book provides colorful pictures and descriptions of the animals and people who live there.

[http://www.worldcat.org/title/rainforest/oclc/50285264&referer=brief\\_results](http://www.worldcat.org/title/rainforest/oclc/50285264&referer=brief_results)

Ott, Valerie A.

*Teen Programs with Punch: A Month-By-Month Guide*. Westport, CT: Libraries Unlimited, 2006.

(L)

This professional resource includes the idea of using Bookcrossing.com as a promotional vehicle for teen programming.

[http://www.worldcat.org/title/teen-programs-with-punch-a-month-by-month-guide/oclc/68132912&referer=brief\\_results](http://www.worldcat.org/title/teen-programs-with-punch-a-month-by-month-guide/oclc/68132912&referer=brief_results)

Oxford University Press.

*Oxford Atlas of the World*. New York: Oxford Press, 1992. (Y+)

This atlas provides information on world populations, climate, agriculture, and city density. The atlas also features things like major city roadways, states within nations, and mountain ranges and river ways.

[http://www.worldcat.org/title/oxford-atlas-of-the-world/oclc/34546493&referer=brief\\_results](http://www.worldcat.org/title/oxford-atlas-of-the-world/oclc/34546493&referer=brief_results)

Patmore, Chris.

*Movie Making Course, Principles, Practice and Techniques: the Ultimate Guide for the Aspiring Filmmaker*. Hauppauge, NY: Barron's, 2005. (Y)

This book is a comprehensive guide for those interested in making short movies.

[http://www.worldcat.org/title/movie-making-course-principles-practice-and-techniques-the-ultimate-guide-for-the-aspiring-filmmaker/oclc/62137069&referer=brief\\_results](http://www.worldcat.org/title/movie-making-course-principles-practice-and-techniques-the-ultimate-guide-for-the-aspiring-filmmaker/oclc/62137069&referer=brief_results)

Perkins, Mitali.

*The Not-so-Star-Spangled Life of Sunita Sen*. New York: Little, Brown, 2005. (Y)

13-year-old Sunita struggles with the resentment she feels towards her Indian heritage.

<http://www.worldcat.org/title/not-so-star-spangled-life-of-sunita-sen-a-novel/oclc/56685134>

Perkins, Mitali.

*Secret Keeper*. New York: Delacorte Press, 2009. (Y)

In 1964, sixteen-year-old Ashi must live with her old-fashioned relatives when her father leaves India for opportunities in New York.

[http://www.worldcat.org/title/secret-keeper/oclc/226357613&referer=brief\\_results](http://www.worldcat.org/title/secret-keeper/oclc/226357613&referer=brief_results)

Pilobolus Dance Theatre.

*Twisted Yoga*. New York: SeaStar Books, 2002. (Y)

The photographed "twists" of yoga poses demonstrated by the Pilobolus Dance Theatre in this book are sure to pique the interest of teens.

[http://www.worldcat.org/title/twisted-yoga/oclc/48221389&referer=brief\\_results](http://www.worldcat.org/title/twisted-yoga/oclc/48221389&referer=brief_results)

Plato.

*The Republic*. New York: Basic Book, 1968. (Y+) [\(TBP\)](#)

This book contains a philosophical debate about the ideal society and the people who would inhabit it.

[http://www.worldcat.org/title/republic/oclc/243524&referer=brief\\_results](http://www.worldcat.org/title/republic/oclc/243524&referer=brief_results)

Pletka, Bob.

*My So-Called Digital Life: 2,000 Teenagers, 300 Cameras, and 30 Days to Document Their World.* Santa Monica, CA: Santa Monica Press, 2005. (Y+)

This book contains photos and essays portraying the lives and feelings of high school teens, as they try to capture their lives through images.

[http://www.worldcat.org/title/my-so-called-digital-life-2000-teenagers-300-cameras-and-30-days-to-document-their-world/oclc/59002618&referer=brief\\_results](http://www.worldcat.org/title/my-so-called-digital-life-2000-teenagers-300-cameras-and-30-days-to-document-their-world/oclc/59002618&referer=brief_results)

Plum-Ucci, Carol.

*Celebrate Diwali.* Berkeley Heights, NJ: Enslow, 2008. (Y)

This book discusses Diwali and the many ways it is celebrated.

[http://www.worldcat.org/title/celebrate-diwali/oclc/71173819&referer=brief\\_results](http://www.worldcat.org/title/celebrate-diwali/oclc/71173819&referer=brief_results)

Reynolds, David West.

*Star Wars Incredible Cross-Sections: The Ultimate Guide to Star Wars Vehicles and Spacecraft.* New York: DK Publishing, 1999. (Y)

The pictures in this book focus on the technology surrounding the automobiles and spacecraft in the Star Wars Saga. It offers a great resource for teens who are trying to explain or create detailed drawing of the technology on their own imaginary planet.

[http://www.worldcat.org/title/star-wars-incredible-cross-sections/oclc/39042927&referer=brief\\_results](http://www.worldcat.org/title/star-wars-incredible-cross-sections/oclc/39042927&referer=brief_results)

Rowling, J.K.

*Harry Potter and the Sorcerer's Stone.* New York: A.A. Levine Book, 1998. (Y) [\(TBP\)](#)

In a world filled with wizard and witchcraft, Harry Potter finds out he is a wizard and attends Hogwarts School of Witchcraft and Wizardry.

[http://www.worldcat.org/title/harry-potter-and-the-sorcerers-stone/oclc/37975719&referer=brief\\_results](http://www.worldcat.org/title/harry-potter-and-the-sorcerers-stone/oclc/37975719&referer=brief_results)

Ruby, Laura.

*Play Me.* New York: HarperTeen, 2008. (Y)

High school senior Eddy leaves his girlfriend to find the mother who left him to take a bit part in a television show.

[http://www.worldcat.org/title/play-me/oclc/191931689&referer=brief\\_results](http://www.worldcat.org/title/play-me/oclc/191931689&referer=brief_results)

Russell, Rachel.

*Dork Diaries.* New York: Aladdin, 2009. (Y)

Nikki fights to be part of the popular crowd in her new elite school.

<http://www.worldcat.org/title/dork-diaries-rites-from-a-not-so-fabulous-life/oclc/276930341>

Salisbury, Graham.

*Island Boyz: Short Stories.* New York: Wendy Lamb Books, 2002. (Y) [\(TBP\)](#)

Eleven stories of emotional discovery written from the heart about the author's youth in Hawaii.

[http://www.worldcat.org/title/island-boyz-short-stories/oclc/47002186&referer=brief\\_results](http://www.worldcat.org/title/island-boyz-short-stories/oclc/47002186&referer=brief_results)

Schindler, Nina and Robert Barrett.

*An Order of Amelie, Hold the Fries*. Toronto: Annick Press, 2004. (Y)

Tim thinks he has stumbled upon the address of the dream girl he encountered on the street, but the address actually belongs to Amelie. The two begin a friendship through letters, postcards, and text messages.

[http://www.worldcat.org/title/order-of-amelie-hold-the-fries/oclc/54500992&referer=brief\\_results](http://www.worldcat.org/title/order-of-amelie-hold-the-fries/oclc/54500992&referer=brief_results)

Schwartz, Ellen.

*I Love Yoga: A Guide for Kids and Teens*. Toronto: Tundra Books, 2003. (Y)

Schwartz presents an introduction to yoga, including its history and purpose, along with step-by-step instructions for techniques.

[http://www.worldcat.org/title/i-love-yoga-a-guide-for-kids-and-teens/oclc/51275161&referer=brief\\_results](http://www.worldcat.org/title/i-love-yoga-a-guide-for-kids-and-teens/oclc/51275161&referer=brief_results)

Senker, Cath.

*My Hindu Year*. New York: PowerKids Press, 2008. (Y)

This book gives information on the history and traditions of India.

[http://www.worldcat.org/title/my-hindu-year/oclc/71173758&referer=brief\\_results](http://www.worldcat.org/title/my-hindu-year/oclc/71173758&referer=brief_results)

Shaner, Pete.

*Digital Filmmaking for Teens*. Boston: Thompson, 2005. (Y+)

This book offers helpful tips on making a film on a budget, including several how-to chapters.

[http://www.worldcat.org/title/digital-filmmaking-for-teens/oclc/61367936&referer=brief\\_results](http://www.worldcat.org/title/digital-filmmaking-for-teens/oclc/61367936&referer=brief_results)

Sheth, Kashmira.

*Keeping Corner*. New York: Hyperion, 2007. (Y) [\(TBP\)](#)

Set in India during the 1940's, a twelve year old child bride discovers that her husband has died, leaving her to find her own happiness.

[http://www.worldcat.org/title/keeping-corner/oclc/129947938&referer=brief\\_results](http://www.worldcat.org/title/keeping-corner/oclc/129947938&referer=brief_results)

Shores, Lori.

*Teens in India*. Minneapolis, MN: Compass Point Books, 2007. (Y)

The author covers teen culture in India, including school, work, time with family, and hobbies.

<http://www.worldcat.org/title/teens-in-india/oclc/64098501>

Shulman, Mark and Hazlii Krog.

*Attack of the Killer Video Book: Tips & Tricks for Young Directors*. New York: Annick Press, 2004. (Y)

This book is geared towards children and teens interested in making their own videos. The book provides helpful hints and tips to make quality videos.

[http://www.worldcat.org/title/attack-of-the-killer-video-book-tips-tricks-for-young-directors/oclc/400596873&referer=brief\\_results](http://www.worldcat.org/title/attack-of-the-killer-video-book-tips-tricks-for-young-directors/oclc/400596873&referer=brief_results)

Smith, L. J.

*Night World Series Book One: Secret Vampire; Daughters of Darkness; Spellbinder*. New York: Simon Pulse, 2008. (Y+)

In Book One, Poppy is diagnosed with cancer and her only hope for survival is her vampire friend. This series follows the lives of vampires, werewolves, shape shifters, and witches that all belong to the Night World that is safely hidden from the humans of the world.

[http://www.worldcat.org/title/night-world-no-1/oclc/213303929&referer=brief\\_results](http://www.worldcat.org/title/night-world-no-1/oclc/213303929&referer=brief_results)

Staples, Suzanne Fisher.

*Shiva's Fire*. New York: Farrar Straus Giroux, 2000. (Y) (TBP)

Parvati is a young Indian girl who dances just like the Indian god Shiva.

[http://www.worldcat.org/title/shivas-fire/oclc/40631896&referer=brief\\_results](http://www.worldcat.org/title/shivas-fire/oclc/40631896&referer=brief_results)

Steinfeld, Jake

*Get Strong: Body By Jake's Guide To Building Confidence, Muscles, And A Great Future For Teenage Guys*. New York: Simon and Schuster, 2002. (Y) (TBP)

A well-known bodybuilder offer guidance for teen boys on how to use nutrition and fitness information in a healthful way.

[http://www.worldcat.org/title/get-strong-body-by-jakes-guide-to-building-confidence-muscles-and-a-great-future-for-teenage-guys/oclc/48449965&referer=brief\\_results](http://www.worldcat.org/title/get-strong-body-by-jakes-guide-to-building-confidence-muscles-and-a-great-future-for-teenage-guys/oclc/48449965&referer=brief_results)

Venkatraman, Padma.

*Climbing the Stairs*. New York: G.P. Putnam's Sons, 2008. (Y) (TBP)

Fifteen-year-old Vidya and her family must move in with her traditional Indian family.

[http://www.worldcat.org/title/climbing-the-stairs/oclc/147959304&referer=brief\\_results](http://www.worldcat.org/title/climbing-the-stairs/oclc/147959304&referer=brief_results)

Walker, Sally M.

*Written In Bone: Buried Lives of Jamestown and Colonial Maryland*. Minneapolis, MN: Carolrhoda Books, 2009. (Y)

The author takes the reader to an archeological dig to discover the lives of the 17<sup>th</sup> century Jamestown colony. Forensic science and other findings help scientists recreate life in the colony.

<http://www.worldcat.org/title/written-in-bone-buried-lives-of-jamestown-and-colonial-maryland/oclc/86090402>

Wangu, Madhu Bazaz.

*Hinduism: World Religions*. New York: Facts on File, 1991. (Y) [\(TBP\)](#)

The book describes the history of Hinduism, as well as many of its customs and festivals.

[http://www.worldcat.org/title/hinduism/oclc/22887880&referer=brief\\_results](http://www.worldcat.org/title/hinduism/oclc/22887880&referer=brief_results)

Warren, Frank.

*PostSecret: Extraordinary Confessions from Ordinary Lives*. New York: Regan Books, 2005. (Y+)

Strangers share their secrets with Warren on anonymously mailed in post cards, many of which were constructed and decorated by hand.

<http://www.worldcat.org/title/postsecret-extraordinary-confessions-from-ordinary-lives/oclc/62559078>

Westerfeld, Scott.

*The Uglies*. New York: Simon Pulse, 2005. (Y) [\(TBP\)](#)

Tally Youngblood is approaching age sixteen where everyone in her society is given a surgery so that they conform to the ideal body type.

[http://www.worldcat.org/title/uglies/oclc/57686394&referer=brief\\_results](http://www.worldcat.org/title/uglies/oclc/57686394&referer=brief_results)

Wittlinger, Ellen.

*Heart on My Sleeve*. New York: Simon & Schuster Books for Young Readers, 2004. (Y)

Chloe and Julian explore their relationship over several years through letters and e-mails.

<http://www.worldcat.org/title/heart-on-my-sleeve/oclc/51818819>

## **Films DVDs Videos**

*Bend it Like Beckham*.

Beverly Hills, CA: 20th Century Fox Home Entertainment, 2003. (112 minutes) (Y+)

The desire of Jesminder's parents for her to act like a conventional Indian girl conflicts with her want to play soccer.

<http://www.worldcat.org/title/bend-it-like-beckham/oclc/52872906>

*Bride and Prejudice*.

Touchstone Home Video, 2004. (111 minutes) (Y+)

In this Bollywood adaptation of Jane Austen's *Pride and Prejudice*, Mrs. Bakshi is determined to find husbands for her four daughters.

<http://www.worldcat.org/title/bride-prejudice/oclc/59170050>

*Classic Bollywood Music Videos*.

Sonic Wave International, 2008. (92 minutes) (Y+)

This pressed on demand video features a variety of classic and vintage Bollywood music videos.

<http://www.amazon.com/Classic-Bollywood-Music-Videos/dp/B00176X77E>

*Globe Trekker: New Zealand.*

Pilot Productions, 2007. (60 minutes) (Y+)

Ian Wright and Zay Harding explore Auckland, the hot springs of Rotorua, the Bay of Islands, Christchurch, Queenstown, Wellington, and Lake Te Anau.

[http://www.worldcat.org/title/new-zealand-2/oclc/182585207&referer=brief\\_results](http://www.worldcat.org/title/new-zealand-2/oclc/182585207&referer=brief_results)

*Globe Trekker: Tahiti and Samoa.*

Escapi New Media Studios, [2004], ©2002. (60 minutes) (Y+)

Ian Wright and Zay Harding explore Bora Bora, Tahiti, Tubuai, Rangiroa and Samoa.

[http://www.worldcat.org/title/tahiti-samoa/oclc/56909083&referer=brief\\_results](http://www.worldcat.org/title/tahiti-samoa/oclc/56909083&referer=brief_results)

*Hidden Hawaii – National Parks Collection.*

National Geographic, 2009. (50 minutes) (Y+)

Documents a month-long expedition exploring coral reefs, shallow water environments, and rare species of Hawaii's marine sanctuary, Papahānaumokuākea Marine National Monument.

[http://www.worldcat.org/title/hidden-hawaii/oclc/369378864&referer=brief\\_results](http://www.worldcat.org/title/hidden-hawaii/oclc/369378864&referer=brief_results)

*I Have Found It.*

New York: Kino on Video, 2005. (152 minutes) (Y+)

A modern-day Bollywood adaptation of Jane Austen's *Sense and Sensibility*.

<http://www.worldcat.org/title/kandukondain-kandukondain-i-have-found-it/oclc/57369793>

*Island Girl Dance Fitness Workout for Beginners: Basic Hula with Kili.*

Naturaljourneys, 2004. (40 minutes) (Y+)

On the beautiful beaches of Hawaii, Kili leads a spellbinding Hula workout for beginners.

[http://www.worldcat.org/title/island-girl-dance-fitness-workout-for-beginners-basic-hula-with-kili/oclc/196952598&referer=brief\\_results](http://www.worldcat.org/title/island-girl-dance-fitness-workout-for-beginners-basic-hula-with-kili/oclc/196952598&referer=brief_results)

*Jab We Met.*

Rahway, NJ: Viva Entertainment, 2007. (142 minutes) (Y+)

On a train hoping to forget his first love, Aditya meets Geet, and together the two explore Northern India.

<http://www.worldcat.org/title/jab-we-met/oclc/186443446>

*Kashmir Ki Kali.*

New Delhi: Moser Baer India Ltd., 2008. (168 minutes) (Y+)

Rajivlal rejects his mother's choice in an arranged marriage and falls for a girl whose father does not approve of him.

<http://www.worldcat.org/title/kashmir-ki-kali/oclc/441408372>

*Lagaan.*

London: Columbia TriStar Home Entertainment, 2002. (224 minutes) (Y+)

A tale of 19th century Indian farmers standing up to a British captain.

[http://www.worldcat.org/title/lagaan-once-upon-a-time-in-india/oclc/155857179&referer=brief\\_results](http://www.worldcat.org/title/lagaan-once-upon-a-time-in-india/oclc/155857179&referer=brief_results)

*Living Landscapes HD: Hawaii.*

[Sebastopol, Calif.] : HDenvironments.com (BluRay) (60 minutes) (Y+)

The beauty and magic of Hawaii tropical landscapes, from beaches & waterfalls to sunrises & sunsets accompanied by music and without narration.

[http://www.worldcat.org/title/living-landscapes-hd-hawaii/oclc/141247096&referer=brief\\_results](http://www.worldcat.org/title/living-landscapes-hd-hawaii/oclc/141247096&referer=brief_results)

*The Namesake.*

Beverly Hills, CA: 20th Century Fox Home Entertainment, 2007. (122 minutes) (Y+)

Based on the novel of the same name, a young Indian-American struggles with his ethnic identity while romancing two different women.

<http://www.worldcat.org/title/namesake/oclc/182540467>

*Paheli.*

Mumbai: Eros International, 2006. (200 minutes) (Y+)

Inspired by Indian folktales, Paheli is a story of love and magical realism.

[http://www.worldcat.org/title/paheli/oclc/271404389&referer=brief\\_results](http://www.worldcat.org/title/paheli/oclc/271404389&referer=brief_results)

*Service Learning: You Can Make a Difference.*

Mount Kisco, NY : Human Relations Media, 2010. (21 minutes)

This video and the accompanying teacher's guide explore service learning projects and the young people behind them, and discusses how to implement a successful service learning project in a school.

[http://www.worldcat.org/title/service-learning-you-can-make-a-difference/oclc/569266676&referer=brief\\_results](http://www.worldcat.org/title/service-learning-you-can-make-a-difference/oclc/569266676&referer=brief_results)

*The Story of India.*

Alexandria, VA: Distributed by PBS Home Video, 2008. (330 minutes) (Y+)

Covers the history of India, with a focus on its people and culture.

<http://www.worldcat.org/title/story-of-india/oclc/298354431>

*Teen Yoga: A Complete Yoga Program For Teen Health, Strength & Beauty.*

[S.l.]: Distributed by Hannover House, 2008. (55 minutes) (Y)

Teens can follow along with Allie La Force, Miss Teen USA 2005, through this 55-minute power yoga class, which features a lifestyles section on diet and fitness and 16 yoga poses.

[http://www.worldcat.org/title/teen-yoga-a-complete-yoga-program-for-teen-health-strength-beauty/oclc/219606250&referer=brief\\_results](http://www.worldcat.org/title/teen-yoga-a-complete-yoga-program-for-teen-health-strength-beauty/oclc/219606250&referer=brief_results)

## Audio recordings

Asher, Jay.

*Thirteen Reasons Why*. New York: Random House/Listening Library, 2007. (Y)

Through the exchange of thirteen cassette tapes, high school student Clay Jenkins listens to the voice of Hannah, his fellow classmate who has committed suicide. Clay spends a heart-wrenching night traveling across town as he listens to Hannah recount the events that lead to her death. This ALA Best Book for Young Adults is a poignant story with a powerful message of the importance of community and reaching out to others.

[http://www.worldcat.org/title/thirteen-reasons-why/oclc/159933323&referer=brief\\_results](http://www.worldcat.org/title/thirteen-reasons-why/oclc/159933323&referer=brief_results)

Various Artists.

*The Best of Bollywood: 15 Classic Hits from the Indian Cinema*. Santa Monica, CA: Universal Music, 2003. (Y+)

This CD features Bollywood songs in Hindi.

[http://www.worldcat.org/title/best-of-bollywood-15-classic-hits-from-the-indian-cinema/oclc/416104358&referer=brief\\_results](http://www.worldcat.org/title/best-of-bollywood-15-classic-hits-from-the-indian-cinema/oclc/416104358&referer=brief_results)

Various Artists.

*The Essential Guide to Bollywood*. [London]: Union Square Music, 2007. (Y+)

Music from Bollywood films featuring heroes, heroines, and lovers.

[http://www.worldcat.org/title/essential-guide-to-bollywood/oclc/271803181&referer=brief\\_results](http://www.worldcat.org/title/essential-guide-to-bollywood/oclc/271803181&referer=brief_results)

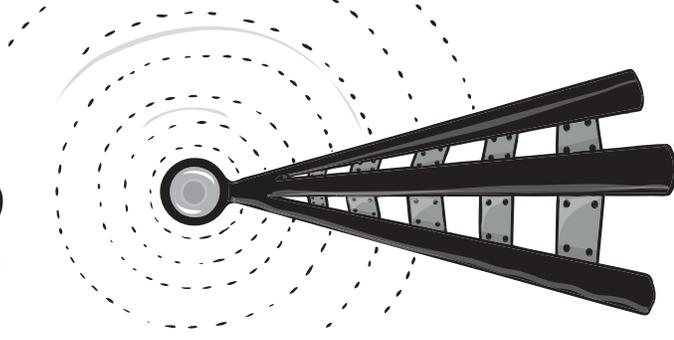
Various Artists.

*The Rough Guide to Bollywood Gold*. Rough guide. [England]: World Music Network, 2007. (Y+)

Songs relate the love triangles, glitz, melodrama, and comedy of Bollywood.

[http://www.worldcat.org/title/rough-guide-to-bollywood-gold/oclc/276652941&referer=brief\\_results](http://www.worldcat.org/title/rough-guide-to-bollywood-gold/oclc/276652941&referer=brief_results)

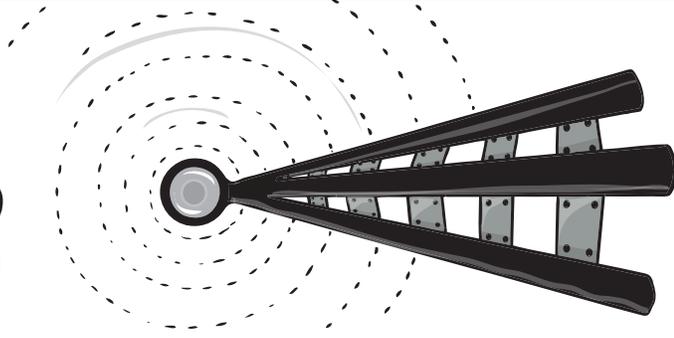
**Texas  
Teens  
Read!  
2011**



**Going  
Global,  
Staying  
connected!**

Texas Teens Read! is sponsored by your local library and the Texas State Library and Archives Commission

**Texas  
Teens  
Read!  
2011**



**Going  
Global,  
Staying  
connected!**

Texas Teens Read! is sponsored by your local library and the Texas State Library and Archives Commission

**Going Global,  
Staying connected!**

**Texas Teens  
Read! 2011**

Texas Teens Read! is sponsored by your local library and the Texas State Library and Archives Commission

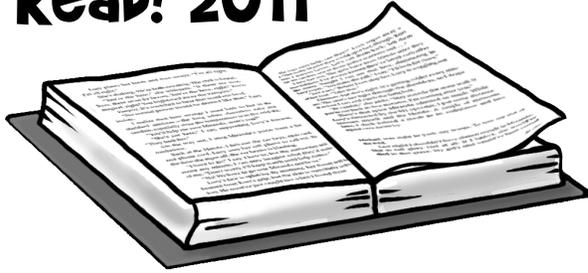
**Going Global,  
Staying connected!**

**Texas Teens  
Read! 2011**

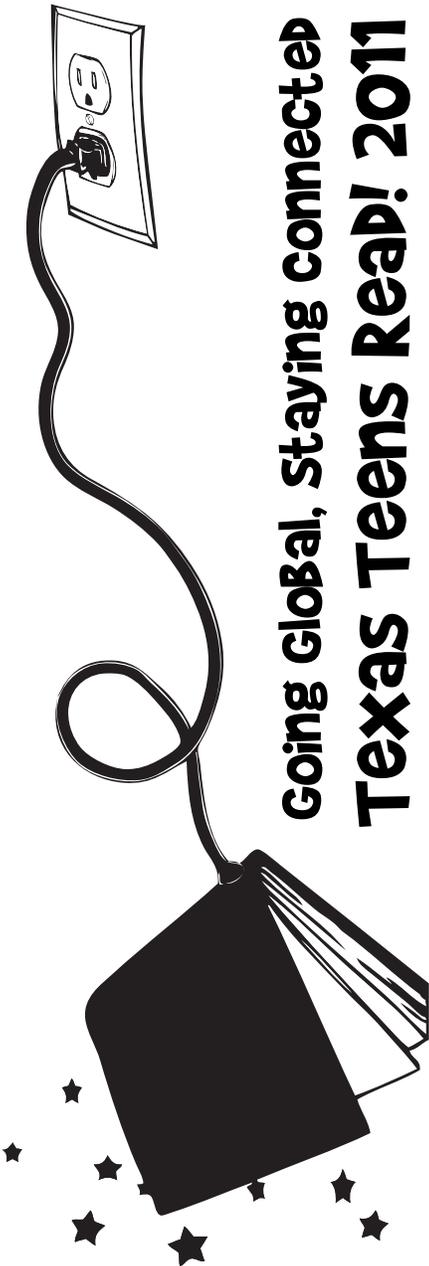
Texas Teens Read! is sponsored by your local library and the Texas State Library and Archives Commission



# Texas Teens Read! 2011



**Going Global, Staying Connected**



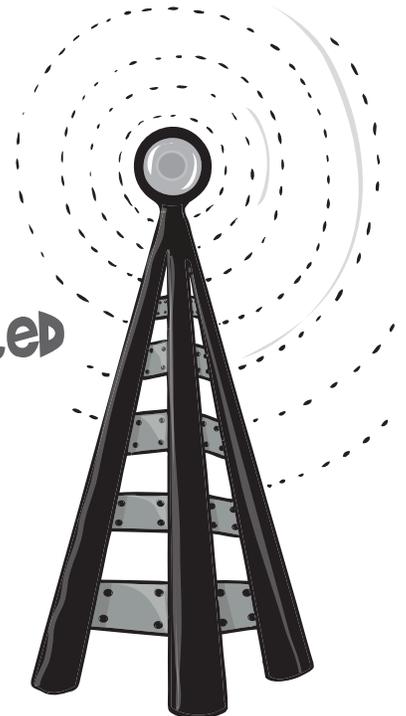
**Going Global, Staying connected  
Texas Teens Read! 2011**

**Texas  
Teens  
Read!  
2011**



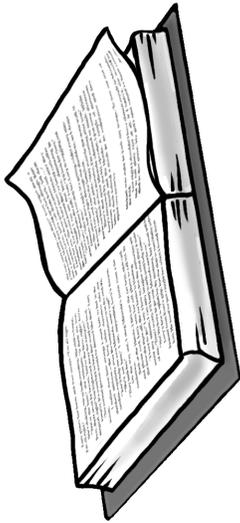
**Going Global, Staying Connected**

**Going  
Global,  
Staying  
connected  
Texas  
Teens  
Read!  
2011**



**Going Global, Staying Connected!**  
**Texas Teens Read! 2011**

# Texas Teens Read! 2011



Artwork by

**christy stallop**

Texas Teens  
Read! 2011

Artwork by

**Christy  
StalloP**



Going Global,  
Staying connected!

**Texas Teens  
Read! 2011**

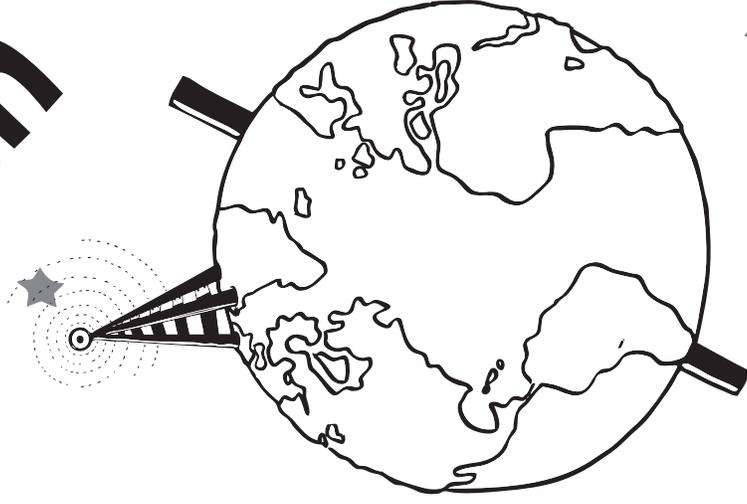
Artwork by **christy stallop**

**Going Global, Staying connected!**



# Certificate of Appreciation

for outstanding contributions to  
Texas Teens Read! 2011



Teen's Name

Library

Librarian

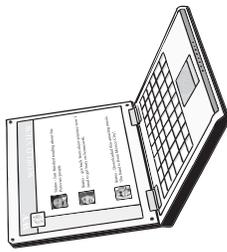
Date

## Going Global, Staying connected!

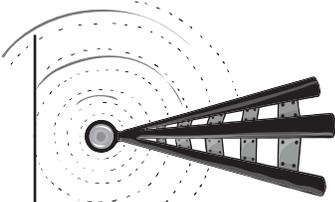
# Texas Teens Read! 2011 Going Global, Staying connected!

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Library: \_\_\_\_\_  
Last day to turn in log: \_\_\_\_\_

Total time spent reading: \_\_\_\_\_



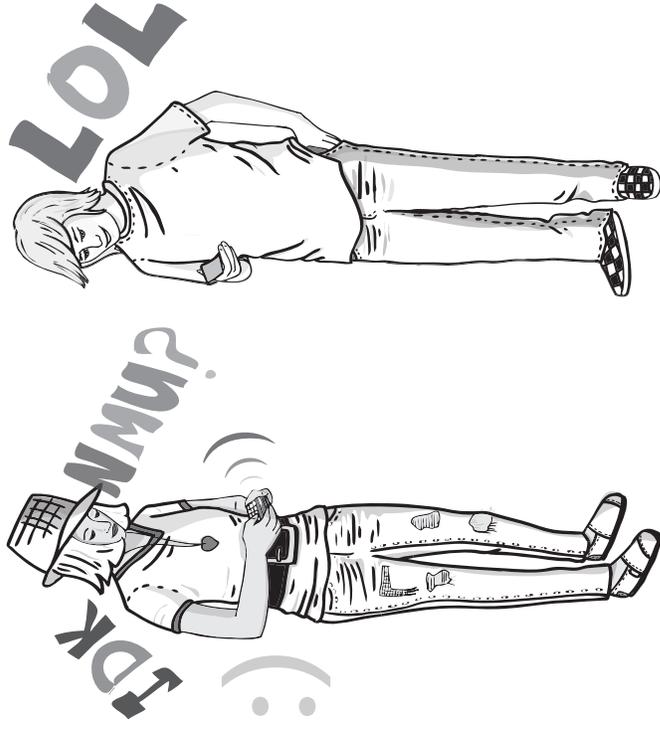
# Time Log



Record your daily reading time on a phone below:

# Texas Teens Read! 2011 Going Global, Staying connected!



Record your daily reading time on a phone below:

# Texas Teens Read! 2011

## Going Global, Staying connected!

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Library: \_\_\_\_\_

Last day to turn in log: \_\_\_\_\_



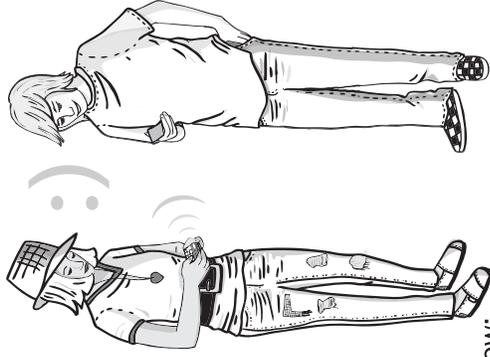
Meeting lots of cool people at the library!



Going to the library to check out Texas Teens Read!



Just started reading the latest book by my favorite author!



# Title Log

Write the titles of the books you read below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Texas Teens Read! 2011

## Title Log

Going Global,  
Staying connected!

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

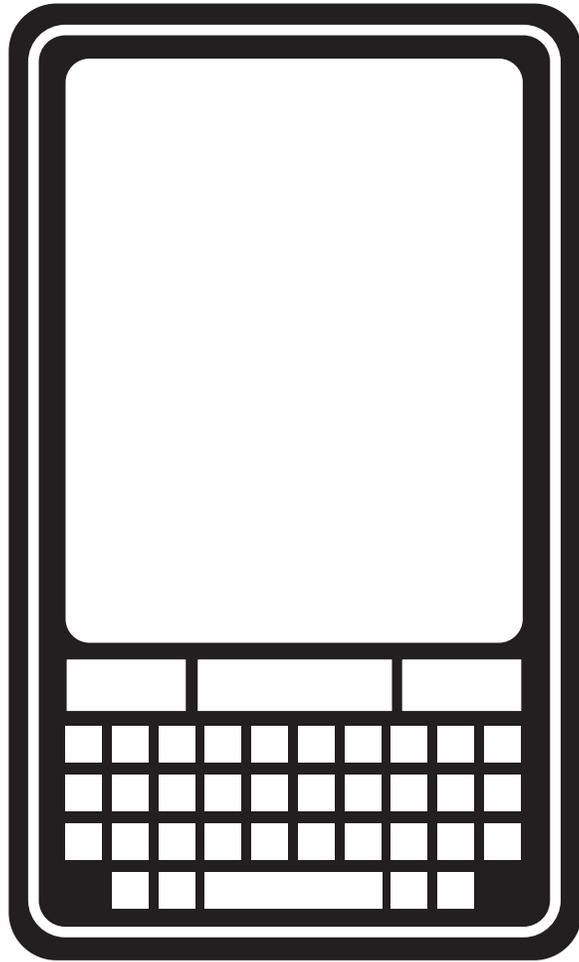
boy looking at computer



laptop computer



smart phone



girl dancing



Earth



girl on cell



Earth with radio tower



girl looking at text



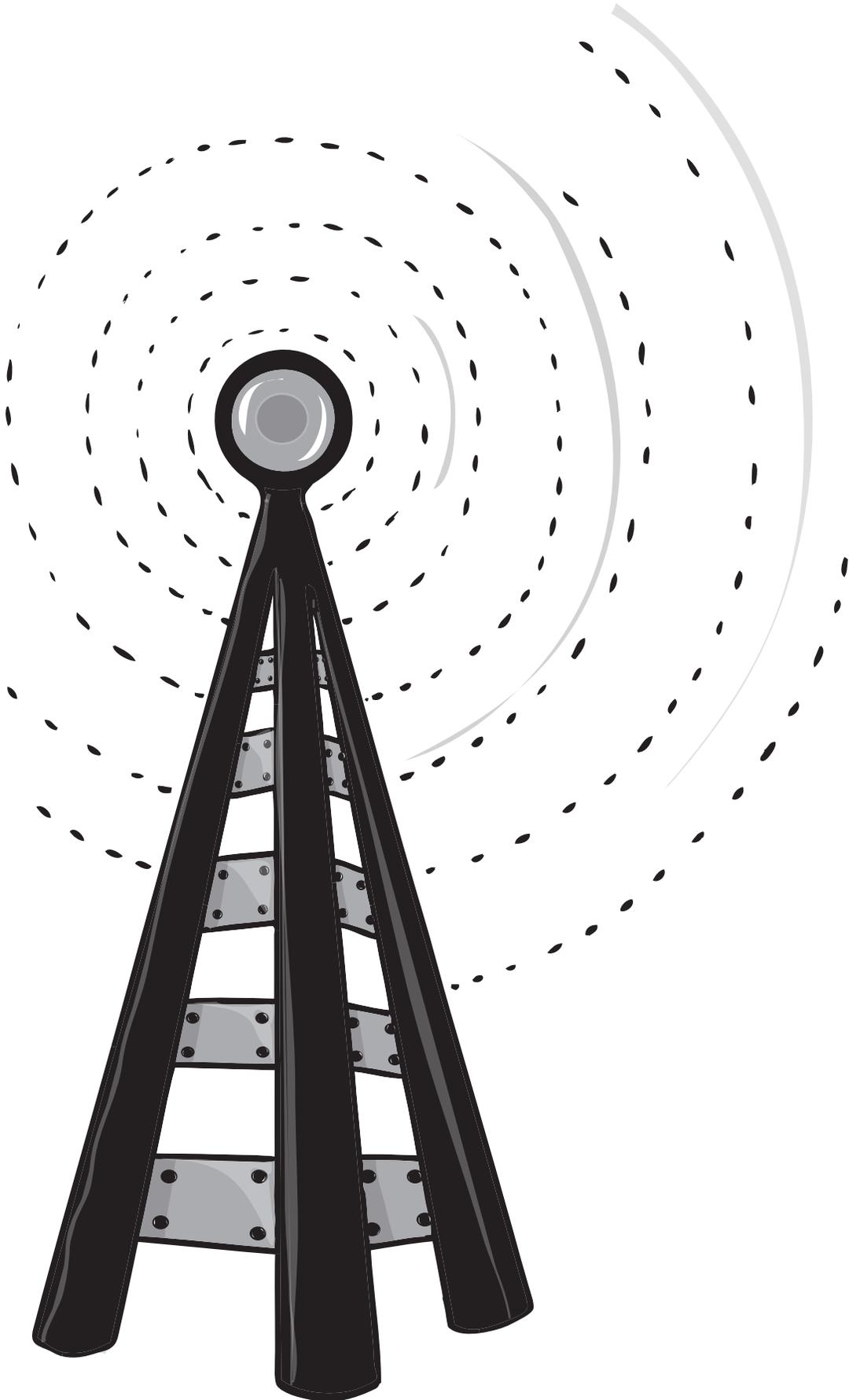
girl on skateboard



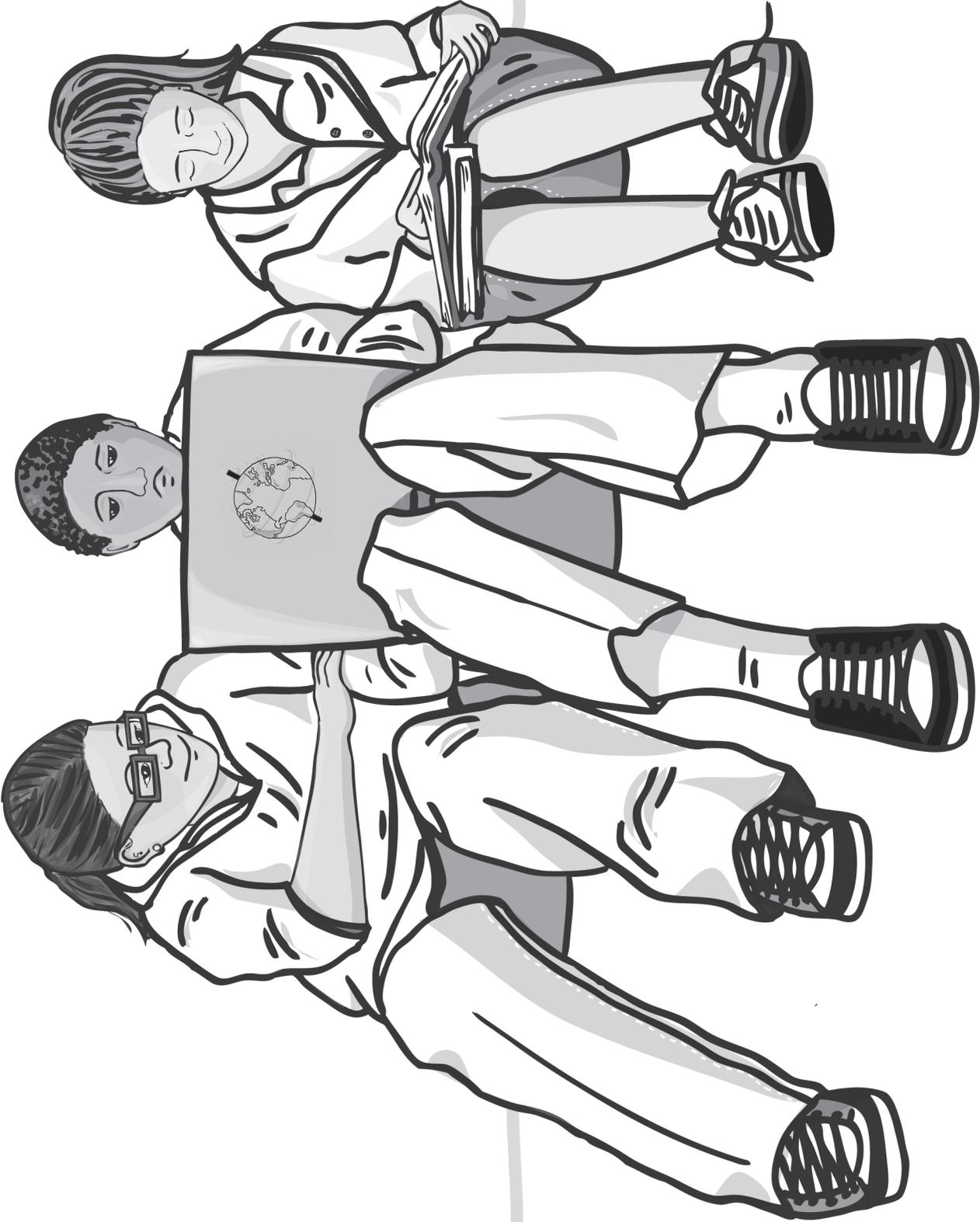
boy listening to music



radio tower

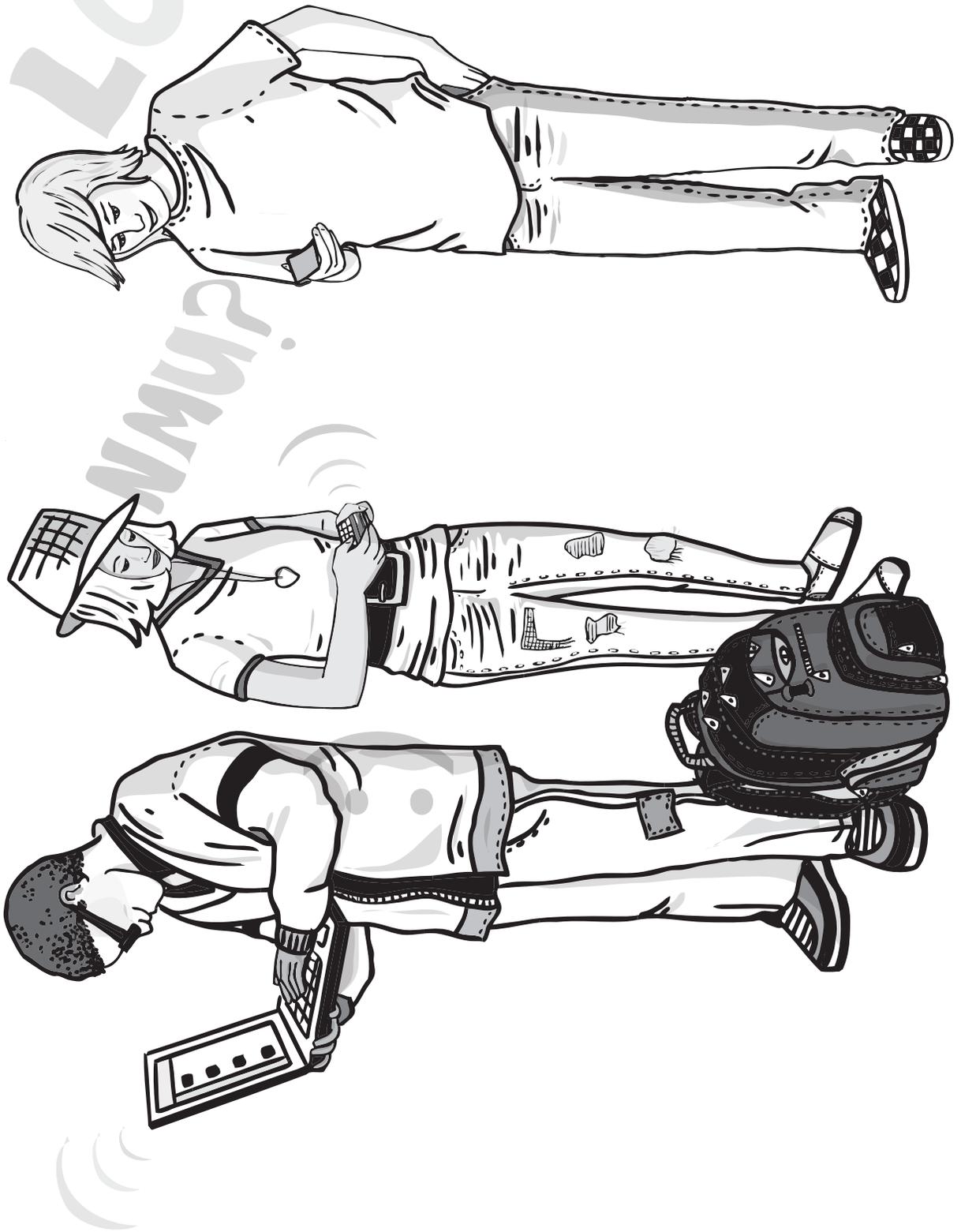


three students looking at laptop



boy reading text





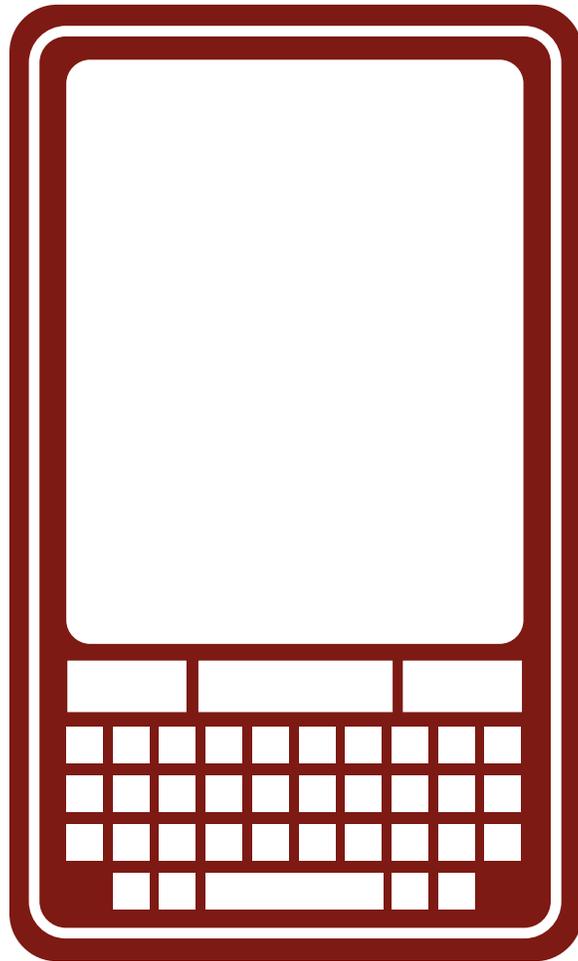
boy looking at laptop



laptop computer



smart phone



girl dancing



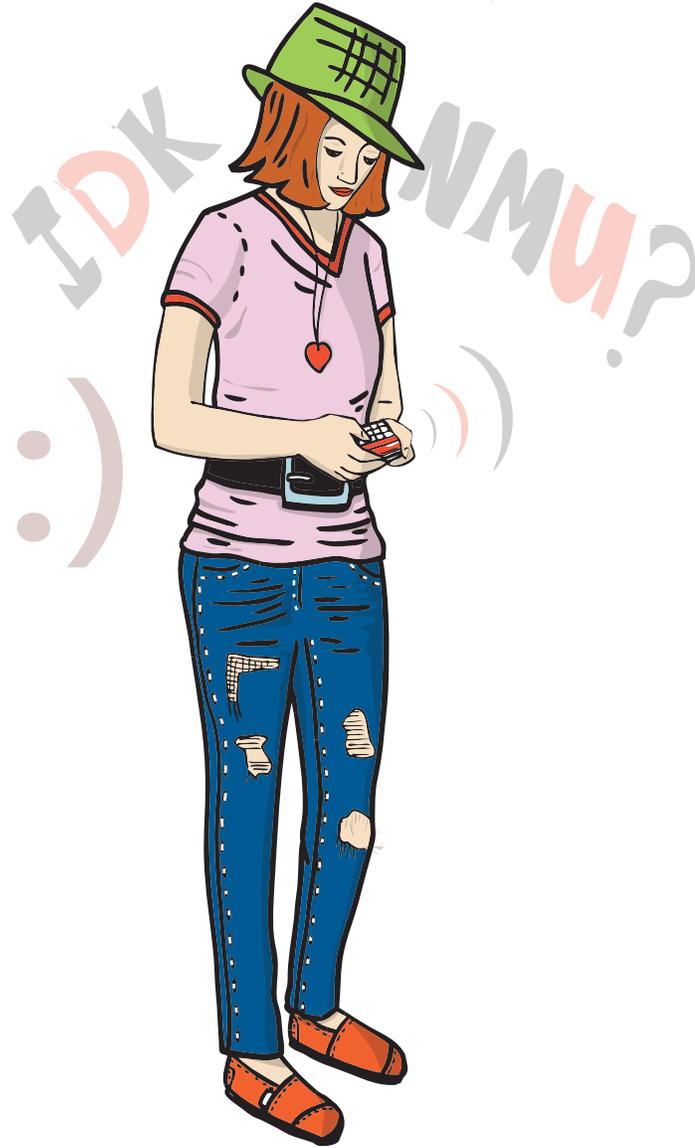
Earth



Earth with radio tower



girl looking at text



girl on cell



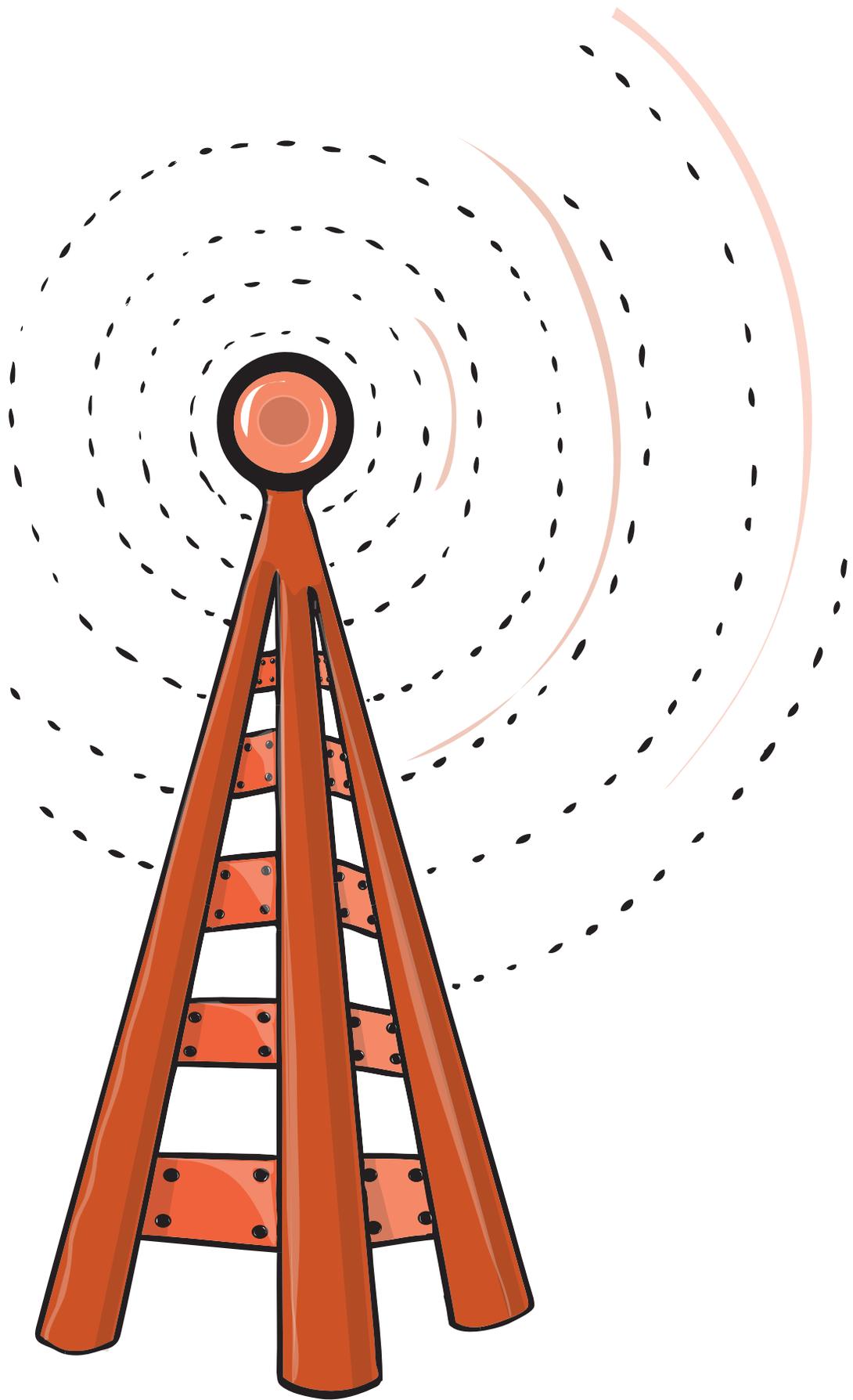
girl on skateboard



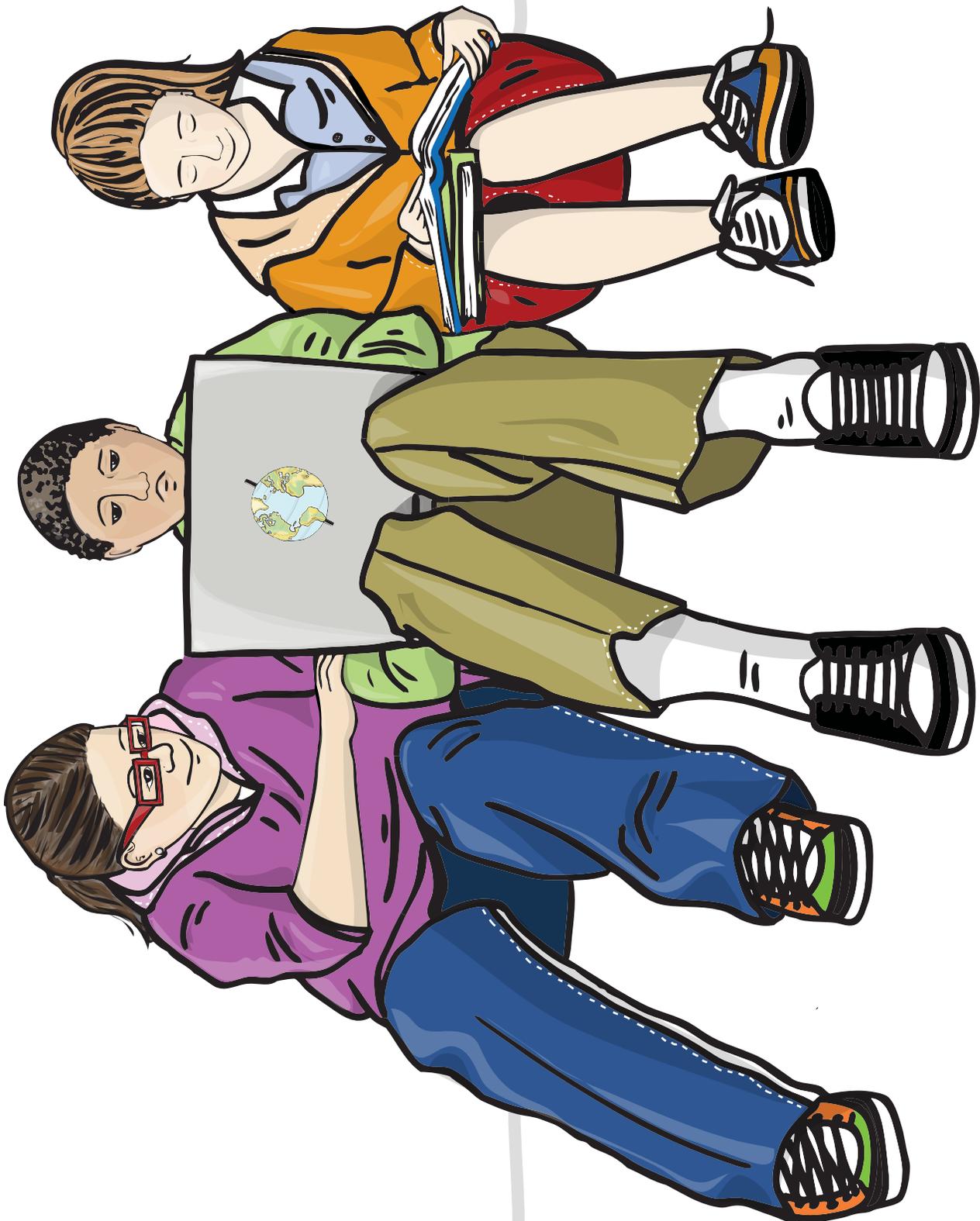
boy listening to music



radio tower



three students looking at laptop



boy reading text





**Going Global,  
Staying connected!**  
**Texas Teens Read! 2011**  
**Summer Reading Club**

**Date:**

**Time:**

**Details:**

**SUMMER  
READING  
IS HERE!**

