

# YOUTH SERVICES NOTES

Week of July 27, 2015

No. 214

Virginia Beach Public Library

## Pungo ComicCon

Virginia Beach Public Library (VBPL) and Tidewater Comicon partnered to present the first ever Pungo Comicon on Saturday, July 18th.



This event, held at the Pungo Blackwater Library branch, highlighted the VBPL Summer Reading Challenge and brought in attendance of over 650 people. Pungo Comicon featured family friendly comic book and superhero themed games, crafts, a cosplay contest, local vendors, artists, super hero storytimes and more. VBPL also had their popular green screen present where families had a blast posing with different backgrounds.

Check out some of the pictures on our Flickr page: <https://flic.kr/s/aHskgtiQ9E>

Submitted by Katie C. Handerhan, Community Relations Assistant

Another photo may be found on page 3

**“The only way to do all the things you’d like to do is to read.”**

~ Tom Clancy ~

From ALSC Blog

## An Appeal to Librarians: Provide Leadership on Kids’ Tech

In her keynote address at the American Library Association (ALA) Annual Conference in June, Microsoft’s **Danah Boyd** advocated for open access to information, a positive message that is consistent with longstanding librarian values. However, **Boyd is best known as an observer of kids’ technology. In this role, she vehemently instructs adults responsible for educating children to back away from guiding kids’ tech use. This advice, if heeded, profoundly undermines librarians’ vital leadership on children’s use of technology.**



Boyd is critical of parents who set limits on kids’ tech use, labeling them as “fearful” in her *Time* magazine article, “Let Kids Run Wild Online,” and says, “The key to helping youth navigate contemporary digital life isn’t more restrictions. It’s freedom-plus communication.” In her book, *It’s Complicated: The Social Lives of Networked Teens*, and in her editorials, Boyd tells adults that kids need little, if any, direction on tech matters. She says, “Some days, I think that my only purpose in life is to serve as [a] broken record, trying desperately to remind people that ‘the kids are alright’ ... ‘the kids are alright’ ... ‘the kids are alright.’”

## A Dangerous Myth

Boyd’s advice, that kids can navigate the tech environment with little help from adults, is the basic premise of the **digital native-digital immigrant** belief, originally put forward by video game developer **Marc Prensky**. He suggests that kids (“digital natives”) gain expertise with tech simply by growing up surrounded by the latest gadgets, and that adults’ (“digital immigrants”) proper role is to load kids up with devices and essentially stand back and watch.

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## Youth Services Notes

is issued weekly by

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*Thanks* for the photos and information!

- ◇ **Maria Dillon**, Hampton Public Library
- ◇ **Sarah Pahl**, Montgomery-Floyd Regional Library
- ◇ **Erica Hepner**, Shenandoah County Library
- ◇ **Katie Handerhan**, Virginia Beach Public Library
- ◇ **Carol Adams**, Library Development and Networking, Library of Virginia
- ◇ **And, the usual resources—ALSC, PUBYAC, USRA, VLA, iREAD**



## Dates to Remember

### Virginia Conferences

October 21-23, 2015..... Virginia Library Association Annual Conference..... Richmond

### National Conferences

November 6-8, 2015..... YALSA'S 2015 Young Adult Symposium..... Portland  
 April 5-9, 2016..... Public Library Association 2016 Conference..... Denver  
 June 23-28, 2016..... American Library Association Annual Conference..... Orlando  
 September 15-17, 2016..... ALSC National Institute 2016..... Charlotte

### Workshops / Early Literacy Activity Center (ELAC) Exchanges

September 9-10, 2015..... Library of Virginia Fall Youth Services Workshop..... Richmond  
 September 16-17, 2015..... Library of Virginia Coaching Workshop..... Burke  
 October 2, 2015..... STEM Training..... Chatham  
 October 9, 2015..... STEM Training..... Franklin  
 October 27, 2015..... STEM Training..... Bedford  
 November 5, 2015..... STEM Training..... Chesterfield  
 November 6, 2015..... STEM Training..... Fishersville  
 November 13, 2015..... STEM Training..... King George  
 To be announced..... STEM Training..... Southwest Virginia

### Online Courses

September 7–October 2, 2015..... Importance of Play..... online

## Pungo Comicon

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**“I spent many, many hours in . . . libraries. Libraries became courts of last resort, as it were.”**

~ Arthur Ashe ~

## Montgomery-Floyd Regional Library

### Instrumental Petting Zoo

The Montgomery-Floyd Regional Library's Instrumental Petting Zoo Series drew an estimated audience of 350 people to the Blacksburg and Christiansburg Libraries over the course of four days. Budding musicians were asked to bow a violin, tootle a flute, and blow a horn as they got the chance to learn about new and familiar instruments.



Each zoo began with a short discussion about what instruments were available that day and how they produced sound, with a quick demonstration. This was followed by kids being able to get up and learn how to play the instruments. Roughly twenty different instruments were provided with a mix of classical band and orchestral instruments as well as several world and folk instruments.



The zoos were largely made possible with the help of local musicians both professional and college students,

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## Instrumental Petting Zoo

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who provided instruments and worked with kids one on one to help everyone make a sound on any instrument they chose.

Children and teens alike came out to try the different instruments and ended up returning several times to try everything at least once.



Submitted by Sarah Pahl, Youth Services Manager



## Gale | Cengage Learning

### Quarterly Product Update

### April-June 2015

Attached to this newsletter is the April-June 2015 Quarterly Product Update.

Originally distributed through the Virginia Libraries discussion list by Carol Adams, Assistant Director, Library Development and Networking, Library of Virginia.



## Hampton Public Library

### Summer Library Programs 2015

#### Math Detectives

**Math Detectives-Karen Jennings-June 26, 2015:** As part of our Summer Reading Program, the activities that were done as part of Math Detectives combined music, VA SOL objectives and candy for a fun learning experience.



Welcome to Math Detectives BI  
(Bureau of Investigation)



Math Detectives Briefing



Jelly Beans Graphing (Probability)

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### Math Detectives

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### More from Hampton Public Library

#### YOU ROCK!

For participating and completing 3 weeks of summer reading bingo cards, each child received a "YOU ROCK GUY" with their name on it and they were able to put it on our "YOU ROCK" wall.



Math Detectives and You Rock photos and information were submitted by Maria Dillon. 



## An Appeal to Librarians: Provide Leadership to Kids' Tech

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While commonly accepted in our popular culture, the native-immigrant belief is a tremendously harmful myth, as it confuses the ease with which kids use their gadgets with something that is far more important: understanding how kids' use, or more typically the overuse, of entertainment technologies affects their emotional health, academic performance, and chances of success. Librarians, teachers, and parents are much better able to understand these concerns because they have adult brain development and greater life experience.

Nonetheless, the native-immigrant belief—which is heavily promoted by those invested in kids having no limits on their gadget use—has helped convince American parents to “let kids run wild online,” as the Kaiser Family Foundation reports that the “majority of 8- to 18-year-olds say they don't have any rules about the type of media content they can use or the amount of time they can spend with the medium.” The result is that teens now spend an incredible 8 hours a day between various entertainment screen technologies (e.g., video games and social networks) and talking and texting on the phone, while spending a scant 16 minutes a day using the computer at home for school.



Our kids' wired-for-amusement lives clearly interfere with librarians' goals of advancing kids' reading and academic success. The more kids play video games the less time they spend reading and doing homework, and the less well they do academically. Similarly, the more time kids spend social networking the less well they do in school. **This overuse of entertainment tech is one reason American students are increasingly struggling against their global peers.** The latest **Program for International Student Assessment (PISA)** results are disturbing to say the least: the U.S. now ranks 30th in math, 23rd in science, and 20th in reading compared to the 64 other countries that took the exam.

Which kids are hurt most by advice that they should be given “freedom” with digital devices? Those of color whose parents have less access than more economically-advantaged families to guidance from college counselors and high-performing schools that kids are better served by focusing on schoolwork and productive uses of technology than playing with devices. A recent **Pew Research Center** report outlined

troubling figures: 34% of African-American and 32% of Hispanic teens are online “almost constantly,” while 19% of White teens report using the Internet this often. Because teens' top online activities are gaming and social networking, the extremely high levels of smartphone/online use by kids of color are likely to expand the racial achievement gap.

### How Can Librarians Provide Leadership on Kids' Technology

- Consider these actions to advance children's and teens' success and help them use technology productively:
- Help parents, teachers, and schools understand that the digital native-digital immigrant belief is a myth, and that children, and even teens, are not developmentally capable of navigating the tech environment alone.
- Encourage caregivers to limit kids' use of entertainment technologies, and instead foster their learning of educational fundamentals (e.g., reading and math) and productive uses of technology.
- Advocate that families “parent like a tech exec.” In stark contrast to Boyd's advice, Bill Gates (the co-founder of Boyd's own company, Microsoft) set strong limits on his own kids' tech use, as did Apple's Steve Jobs and other leading tech execs, as described in the *New York Times* article, “Steve Jobs Was a Low-Tech Parent.” Typical limits set by tech execs include no gadget use on weekdays, computers only being used for homework on school nights, and no screens in the bedroom.
- Make special efforts to reach out to children and families of color, as well as less advantaged families, to promote kids' focus on reading, academics, and the productive use of technology.

Today's guest post [July 27, 2015] was written by **Richard Freed**, Ph.D., the author of *Wired Child: Debunking Popular Technology Myths*, a practical guide for raising kids in the digital age. A child and adolescent psychologist with more than twenty years of clinical experience, Dr. Freed completed his professional training at Cambridge Hospital/Harvard Medical School and the California School of Professional Psychology. He lives in Walnut Creek, California with his wife and two daughters. To learn more, visit [www.RichardFreed.com](http://www.RichardFreed.com)

Source: <http://www.alsc.ala.org/blog/> 

College of Information Studies, University of Maryland and the Citizens for Maryland Libraries

## Call for Nominations: 2015 James Partridge Outstanding African American Information Professional Award

**Nominations are now being accepted for the 2015 James Partridge Outstanding African American Information Professional Award.**

**Presented by the College of Information Studies at the University of Maryland and the Citizens for Maryland Libraries, the award honors the unsung members of the library profession who contribute greatly but who are often behind the scenes and not publicly recognized for their important contributions to librarianship and the library community.**

Please consider nominating someone from your staff, someone you know, or yourself. Any information professional may make a nomination, but please make sure to get the consent of someone you nominate.

### Eligibility

To be eligible, a nominee must:

1. Be a graduate of an ALA-accredited program of library and information science.
2. Be working at a library, archive, government agency, research center, library and information science professional organization, or other type of information center at the time of the nomination.
3. Have demonstrated sustained, high quality contributions to and dedicated service in support of the mission of the information professions to provide access to information for all and high quality outreach to the community.

### Selection Criteria

The James Partridge Awards Committee, appointed by the College of Information Studies at the University of Maryland and the Citizens for Maryland Libraries, will select the winner of the award based on the following criteria that reflect the life and ideals of James Partridge:

1. The award recipient will exemplify the highest ideals of the library and information professions, including career-long dedicated service, leadership and commitment to the empowerment of those they serve.
2. The award recipient will have demonstrated true advocacy for the right of all people to access and understand information.

3. While deserving of accolades, the award recipient must not have been widely recognized already for contributions to the library and information professions and the community by his/her professional peers.

### Nomination Process

Please submit a letter of nomination that includes the following information:

1. The nominee's name and place of employment.
2. The number of years of service of the nominee to the library and information professions.
3. Documented evidence of the nominee's contributions to his/her place of employment and the library and information professions. Please include as many specifics as possible.

Nominations can be sent to Dr. Paul T. Jaeger either via email (partridgeaward@gmail.com, "Partridge Award Nomination" must be specified in the subject line) or via mail:

**James Partridge Awards Committee,  
c/o Dr. Paul T. Jaeger  
4105 Hornbake Building  
College of Information Studies  
University of Maryland  
College Park, MD, 20742**

### Closing Date

Nominations will be accepted until **September 1, 2015**.

### Award Ceremony

The 2015 James Partridge Award will be presented during the Conference on Inclusion and Diversity in Library & Information Science (CIDLIS), which will be hosted by the College of Information Studies on the University of Maryland campus.

*Email sent to Virginia Library Association Google Groups mailing List by Mary Carroll-Mason, July 24, 2015.* 

### From PUBYAC

## Apply for a \$10K Literacy Award

**Libraries and other organizations that provide afterschool activities for youth can apply now through August 27th for the Dollar General Afterschool Literacy Award, administered by the Afterschool Alliance.**

*Learn more or access the application at:*  
<http://www.afterschoolalliance.org/awards.cfm>

*Posted by Beth Yoke, CAE, Executive Director, Young Adult Library Services Association, July 23, 2015.* 



Shenandoah County Library**Performer Recommendation**

**I wanted to pass along that we had a performer, Steve Somers, here last night for a reading show.**

He performed a show he calls “**Stand Tall**” which was about how children can be heroes. It was entertaining and educational at the same time and referenced many books to interest the children. He was a big hit with our patrons and we already had adults requesting that he come back again.

He mentioned that he hasn't done many library shows in Virginia but would like to. He was professional and reliable and his rates were very reasonable. If anyone else is looking for a performer in the future I would definitely recommend him.

His information:

Steve Somers

Amazing Teacher

[www.amazingteacher.com](http://www.amazingteacher.com)

800-593-1876

Submitted by Erica Hepner, Children's Services Coordinator. 

Universities Space Research Association**NASA Events and Opportunities**

**"Where Over the World Is Astronaut Scott Kelly?" Geography From Space Trivia Contest**

**Audience: All Educators and Students****Deadline: Ongoing Through March 2016**

During his year-long stay on the International Space Station, astronaut Scott Kelly wants to test your knowledge of the world through a geography trivia game on Twitter.

Traveling more than 220 miles above Earth, and at 17,500 miles per hour, he circumnavigates the globe more than a dozen times a day. This gives Kelly the opportunity to see and photograph various geographical locations on Earth. In fact, part of his job while in space is to capture images of Earth for scientific observations.



Follow [@StationCDRKelly](https://twitter.com/StationCDRKelly) on Twitter. Each Wednesday, Kelly will tweet a picture and ask the public to identify



the place depicted in the photo. The first person to identify the place correctly will win an autographed copy of the picture. Kelly plans to continue posting weekly contest photos until he returns from the space station in March 2016.

For more information, visit

<http://www.nasa.gov/feature/where-over-the-world-is-astronaut-scott-kelly>.

To learn more about the One-Year Mission, visit

<http://www.nasa.gov/content/one-year-crew>

**Future Engineers: 3-D Space Container Challenge****Audience: K-12 Educators and Students****Entry Deadline: August 2, 2015**

**NASA and the American Society of Mechanical Engineers Foundation are challenging K-12 students to create a model of a container for space using 3-D modeling software.** Astronauts need containers of all kinds -- from advanced containers for studying fruit flies to simple containers for collecting Mars rocks or storing an astronaut's food. The ability to 3-D print containers in space -- on demand -- will let humans venture farther into space. That's why we are challenging students to start designing for space now.

Design entries could be for a container designed for microgravity on the International Space Station or a container designed for future astronauts on Mars! Space is a big place, but your imagination is even bigger. Multiple prizes, based on age groups, are available.

Entries must be submitted by **August 2, 2015**.

The Design a Space Tool Challenge is the second in a series of challenges where students in grades K-12 create and submit a digital 3-D model of a container that they think astronauts might need in space. Future Engineers is a multiyear education initiative that consists of 3-D space challenges and curriculum videos that parents and educators can use to get kids designing today.

For more information about the challenge and to watch an introductory video, visit

<http://www.nasa.gov/feature/nasa-challenges-students-to-design-3-d-space-containers>.

If you have any questions about the 3-D Space Container Challenge, please email [info@futureengineers.org](mailto:info@futureengineers.org).

**#WhySpaceMatters Photography Competition****Audience: All Educators and Students****Next Deadline: August 10, 2015**

**NASA and the United Nations Office for Outer Space Affairs, or UNOOSA, have launched a global**

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## NASA Events and Opportunities

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photography competition to highlight how the vantage point of space helps us better understand our home planet, improve lives, and safeguard our future by aiding sustainable development on Earth.

To highlight the role of space-based science and technologies and their applications on Earth, NASA and UNOOSA are inviting the public to submit photos depicting why space matters to us all in our daily lives. To participate, post a picture and description on Instagram using the hashtag #whyspacematters and tagging @UNOOSA.

NASA astronaut Scott Kelly, who is three months into a one-year mission aboard the International Space Station, will announce the winning photo each month by posting it from his Instagram account [@StationCDRKelly](https://www.instagram.com/StationCDRKelly).

For more information about the competition, visit <http://www.unoosa.org/osa/contests/whyspacematters/index.html>.

For more information about the International Space Station and the One-Year Mission, visit <http://www.nasa.gov/content/one-year-crew>.

### International Observe the Moon Night

**Audience: All Educators and Students**

**Event Date: September 19, 2015**

On September 19, 2015, the whole world has the chance to admire and celebrate our moon on International Observe the Moon Night. And you can join in the fun!

Check the map of registered observation events at <http://observethemoonnight.org> to see if an event is being held near you. If not, please consider registering and hosting one and inviting your community.

#### *You don't know where to start?*

This link walks you through the process of planning an event of any size. See how to host an event in six easy steps: <http://observethemoonnight.org/getInvolved/>.

#### *Do you need suggestions for hands-on activities?*

Visit <http://observethemoonnight.org/activities/> for ideas.

#### *Are you worried about cloudy weather obscuring your view of the moon?*

The "Moon as Art" collection, chosen by the Lunar Reconnaissance Orbiter, or LRO, team, gives the public the opportunity to see the moon as others have seen it for centuries -- as an inspirational muse. But this time, also see the moon from the perspective of being in orbit with a series of eyes that see different parts of the electromagnetic spectrum.

Learn more at

<http://lunar.gsfc.nasa.gov/moonartgallery.html>.

Additional beautiful, high-resolution images of the moon's surface taken by LRO's cameras are available at <http://lroc.sese.asu.edu>.

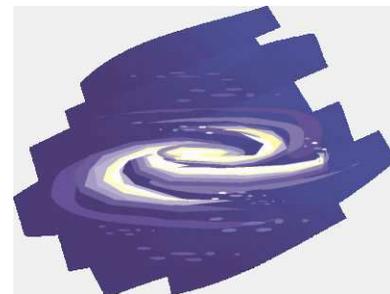
Questions about this opportunity should be directed to [Lora.V.Bleacher@nasa.gov](mailto:Lora.V.Bleacher@nasa.gov).

### Celebrate World Space Week 2015

**Audience: All Educators**

**Event Date: October 4-10, 2015**

Join educators and space enthusiasts around the world to celebrate World Space Week, October 4-10, 2015. This international event commemorates the beginning of the Space Age with the launch of Sputnik 1 on October 4, 1957.



World Space Week is the largest public space event in the world, with celebrations in more than 60 nations. During World Space Week, teachers are encouraged to use space-themed activities.

To learn more about World Space Week, search for events in your area, and find educational materials, visit <http://www.worldspaceweek.org>.

### Earth Science Week 2015 Contests

**Audience: All Educators and Students**

**Entry Deadline: October 16, 2015**

The American Geosciences Institute is sponsoring a series of contests to celebrate Earth Science Week 2015. This year's celebration takes place October 11-17, 2015.

#### Earth Science Week 2015 Photography Contest -- Open to All Ages

<http://www.earthsciweek.org/contests/photography/index.html>

Geoscientists study our planet's geosphere (land), hydrosphere (water), atmosphere (air), and biosphere (living things). These spheres -- or Earth systems -- continually affect and influence one another. With a camera, you can capture evidence of the dynamic impact of change processes in your home, neighborhood, school, workplace or local public spaces. In a photo, show at least one Earth system affecting another Earth system in your community.

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## NASA Events and Opportunities

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### Earth Science Week 2015 Visual Arts Contest - - Open to Students in Grades K-5

<http://www.earthsciweek.org/contests/visualarts/index.html>

Earth science is the study of Earth systems -- land, water, air and living things. Scientists pay special attention to the ways these things affect each other, such as the way wind shapes the landscape or falling rain nourishes plants. Use artwork to show how land, water, air and living things interact in the world around you.

### Earth Science Week 2015 Essay Contest -- Open to Students in Grades 6-9

<http://www.earthsciweek.org/contests/essay/index.html>

Since the earliest hand-drawn maps and diagrams, "visualization" has been an important way of explaining and understanding the interactions of land, water, air and living things. Earth scientists today use more sophisticated technology to monitor and represent these Earth systems -- the geosphere, hydrosphere, atmosphere and biosphere. In an original essay no more than 300 words in length, explain one way that geoscientists' use of cutting-edge visualization is advancing Earth science today.

The entry deadline for all three contests is **October 16, 2015**. Visit the contest websites for full details.

If you have any questions about these contests, please email the Earth Science Week staff at [info@earthsciweek.org](mailto:info@earthsciweek.org).

Email from Keliann LaConte to Explore USRA mailing list, July 23, 2015. 



**Read to the Rhythm!**  
**Summer 2015**

## From PUBYAC

### Newbie Teen Librarian Seeking Advice

Greetings All, I just accepted a position as teen librarian for a small city library. I start work later this month--yippy!! This will be my 2nd full time librarian position since receiving my MLIS in 2011. So I'm still new at this and have lots to learn! The library system that I just left (for the new job) was a county system with many branches and resources. But all of the librarians were generalist, helping customers of all ages. The branch I worked at had a large population of teens (middle school and some high) so I did gain some experience working with teens but not as a primary focus. I am seeking advice from those of you already out in the field serving teens daily. When I look at what many public libraries are doing these days to serve teens and keep libraries relevant to teens, it's amazing! But where do you start? What would you do now if you had to do it all over again? What wouldn't you do? What has worked for you? The new library has a designated teen space/room and YA collection. The technology is not great. No fancy MACs or 3D printing, iPads etc. But there is a flat screen TV for gaming in the teen room. I haven't met the teens in the community yet of course but I'm just wondering what advice you all may have to give to a new librarian challenged with getting teens excited about the library and increasing YA circ, program attendance and outreach. I'm really excited about this opportunity and looking forward to growing in the position. Oh and if you have tips/advice on how to maintain a YA collection, I would greatly appreciate that!! I get to be responsible for purchasing YA books and materials as well and that part of librarianship is new to me. (I'm a huge manga fan so I have to try not to spend all the monies on manga!) Thank you in advance for any help! :) *Posted by Erika Thomas, St. Petersburg, FL, May 7, 2015*\*\* Thank you for the great advice! \*\* *Posted July 25, 2015*

 Your teens will guide you a lot--just ask them what they would like you to add to the collection, what programs to offer, and if they help you plan it, they will be more invested & more likely to come to the events. Collaboration with the schools is also key to good program attendance--if you are having an art program, email the art teachers; let English teachers know about book discussions.... If they tell their students about it, you should have much better attendance. (Could ask them to make certain special events eligible for extra credit!) If I had to give advice to my younger self, I would say to stick to the rules better--I wanted to

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## Newbie Teen Librarian Seeking Advice

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encourage the kids to come & I thought ignoring some discipline issues would make the library seem friendlier. But the kids respect you better when you enforce the rules & it is a better atmosphere for the other kids who are behaving... (lessons learned the hard way...) For collection development, we just started subscribing to Collection HQ and have been very impressed--it tells you where the gaps in your collection are, what items haven't circulated, which ones have circulated so much they are "grubby". . . You can put in a dollar amount of how much you have to spend & it will tell you where it would be best used based on circulation and gaps. (also tells you what is popular at other libraries for the areas you need to beef up.)

 Though it was many years ago, I remember beginning with a blank slate as a Teen Services Librarian. Here are the things I got right.

1. Get a copy of any book about library services to teens by Patrick Jones - he has really great ideas and a solid understanding of adolescent development.

2. I was able to do class visits in the middle school, and did lots of book talking, as well as letting teens know in a humorous, fun way about the library rules, and why asking for help to find materials is always a good idea - I used to take a floppy Frisbee to the class, pass out a bunch of cards so each kid had one, cards had a subject (of high interest to teens - think motorcycles, etc.) on one side, and the Dewey number on the back. The kids got to quiz me. I would toss the Frisbee and whomever caught the Frisbee read the subject to me and I had to "guess" the correct call number on the back of the card. I made sure I got at least one wrong, then made the point that even though I work with books every day, I don't know where everything is off 



the top of my head, so they shouldn't feel like they have to know everything walking in.

3. I used Faye Blostien's manual, "Invitations and Celebrations" which has truly great ideas for connecting kids with books - including horoscopes (really just positive traits assigned to each sign, and then a few books with characters who exemplify those traits).

4. I used some non-fiction when booktalking, such as The Top Ten of Everything.

5. I left surveys with the middle and high school librarians for students to fill out regarding furniture and decorations in the Teen area of the public library. Sure, some kids wanted a hot tub and a pool table, who doesn't, but other comments were very telling, "some color" (the space was drab green), Comfy chairs or couch (hard plastic chairs) so I got some color in and added Papasan chairs. I asked about favorite books/materials in the survey and received some great ideas. Ask them and they will tell you.

6. Never underestimate their desire to volunteer. Being of value is a big deal to teens, and I ran a successful volunteer program, and also had opportunities for teens to put on skits (Little Red Hen, things like that) for a full house of families with young children. It was awesome and my limit of 25 teen volunteers filled up quickly every time as there was a lot of teen interest in drama locally.

7. Food. I frequently combined food with teen programming. I had a make your own Sundae competition with many categories for winners - biggest, most unusual combination, best overall flavor.

 My best advice is talk to the schools, find the kids that are really into the library, form a teen advisory board and then program and collection develop from there. Those kids were my life blood. They volunteered to help with programs and got their friends to come to everything. They enjoy having a say (they got volunteer hours out of the deal) and they were invested. I tried doing things like an anime club but the kids weren't into it so you have to find the ones that will come first then branch from there.

 I am a children's librarian but recently hired a YA assistant here at my library. A few quick tips and words of advice.

- Teens are a fickle group and it can be difficult to rally or even round them up.
- They are very diverse and have very different tastes in books, magazines, everything! Which can be difficult but also a great thing because you can try such wildly different things to attract them.

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## Newbie Teen Librarian Seeking Advice

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- Sometimes gaming will be what draws them in. If you can't afford the games they want, rent them or talk to a local place about a swap program.
- Sometimes the kids are psyched to bring in their own (Have a rating scale in mind). Also incorporate board games for those times when kids aren't interested in watching others play. Always have food when you can!!!
- It's a fine line between being their 'friend' and being in charge!! Lay down rules early but make sure they know you are open to hearing their ideas.
- Manga club is great and we hold one once a month on a Wednesday night. Anime talk finds its way into this group as well as crafts, manga talk, origami, and watching anime clips online.
- We try to be sure and have award winners on hand at both the main and branch. Newbery, Printz, and Rosies.
- Ask them what they want but also realize that they FORGET!!! If you can Facebook, email, etc. before a program. DO it J
- Timing can be difficult. Teens are into sports, movies, and all kinds of extracurricular activities. Passive program is great because if you can make supplies available then teens can drop in, if you have open times set up for crafts/projects, etc.
- Keep it simple. Sometimes just a simple craft or time to get together to play a game or discuss a book is enough to draw them in.
- Parties surrounding books are great but make sure enough teens are interested and try a time where kids may be more available like fall, winter, or spring break.
- If you have lots of younger kids say 4th and 5th grade wanting to do your programs... do something separate for them. Older kids do not want to hang out with 4th and 5th graders.
- Pinterest is a great resource for all kinds of crafts and activities.

 Get to know the teens who are already using your library! In my experience, teens really want to be around adults who care about them and take them and their interests seriously. The interests of your "regulars" will determine a lot of your early readers' advisory and programming and so on. Learn about the things they're interested in: read their books, watch their television, play their games, and try out their hobbies.

Pay special attention to your teens, but remember that teen services exists in the continuum between children's services and adult services. How can you

work with your colleagues to serve tweens and new adults and keep them as regular library users as they transition to new stages in their lives?

Meet your teens where they are and think about how to help them get where they're going. What can you do to build a community where they feel welcome and can pursue their interests? How can you help them prepare for the next step in their lives, whether it's college or career?

Establish relationships with schools and other youth-serving organizations in your communities. This gives you the opportunity to draw their kids into the library and your programs or to find someone else who does have those 3D printers or whatever and bring them into the library, but it also sets you up to build deeper partnerships where you're co-presenting events or finding other ways to combine your strengths as organizations to better serve everyone in the community. You don't just want to serve the kids who are using your library -- you want to find the ones who aren't and bring the library to them!

Think about what your goals and objectives are, track your progress toward meeting them, and find ways to articulate the value of what you're doing to your boss and your funders. You want to be able to show that your presence is making a difference. You need to learn to speak the language of administration, whether that's through metrics or outcomes or anecdotes or video testimonials from teens.

Get plugged into a professional community. You can do this through local and regional meetups and conferences or through Twitter or other social networks or blogging or listservs or attending national conferences or lots and lots of other ways, but this will help you get a wider picture of YA services beyond your community and your teens. You'll be able to identify

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## Newbie Teen Librarian Seeking Advice

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emerging trends and get feedback on your ideas. It seems like you're already doing some of this, but especially since YA librarians tend to be the only ones in their buildings specifically designated to serve teens, you need to build community consciously and deliberately!

On a totally personal note, I wrote an article about building teen services from scratch:

<http://www.inthelibrarywiththeleadpipe.org/2013/what-i-wish-id-known-about-building-teen-services-from-scratch/> that might also be helpful.

One of the best ways to get teens to come to the library and to get to know them better was to start a TAG (Teen Advisory Group) at our library. We haven't had an actual group for about 2-3 years, so I was starting from scratch. My position at my library was brand-new when I was hired in September, so I do understand how you feel.

One of the favorite things we offer here passive program-wise is Post-its on the windows. I just ask the teens questions about books, i.e. who is your favorite book, author, etc. I have also asked them all kinds of other random questions unrelated to books, and they like that. We have a designed YA room with four windows that look out onto the YA collection, and we let them use dry-erase markers to write with on the windows. They seem to really enjoy this because they can draw, write their names, write quotes, etc.

Video games are also a hot item here; we have a PS2/PS3/PS4 and a Wii, and the teens are always asking to play games.



I always make a point to say hello to them when they're here and ask them how they are, how school is, etc. I try to make sure they know I do care about them, this isn't just a job for me.

The best thing for me has always been creating a core of teens who feel connected to the library through either a Teen Advisory Board, a Teen book group, or a teen volunteer council. If you have schools who require volunteer service hours, then the volunteer council is usually popular.

My advice is just get the lay of the land at first and do what's been done already, what has already been established, until you can get your bearings, meet the teens and just settle in. Don't pressure yourself to make huge changes and see big results at first. It will take a few months to get to know your colleagues, the community, the teens. Stay connected to this list and other teen lists. Get together with other teen librarians in your area. Have fun!

The very first thing I started planning was a Teen Advisory Group, so if you don't already have one, that should be on the top of your To-Do. If there are already teen programs in place, keep those going, but I would avoid planning any new teen programs until you have the group (and once you do, have them plan EVERYTHING, but have ideas to run by them if the conversation stalls). They're going to be the ones to tell you if they're into crafts or trivia or fandoms or anime, etc. OR NOT. I can't ever get mine to do crafts, but they will play board games and answer trivia questions for hours. Let them decide if they want officers and bylaws; mine didn't at first, but when my founding members realized they were graduating and needed to leave guidelines for their successors, they came up with bylaws with just a little input from me.

Also, give them volunteer hours. The members of my TAG get an hour just for coming to the meeting, and anytime they help at a non-teen program, I give them more hours.

Since we're coming up on summer, it might be hard to start developing a relationship with your high school librarians, but if they're responsive, be ready to plan school visits, whether you're having a book club at lunch or just showing off something cool that you have planned.

You're lucky to have a dedicated teen room! We just have a small seating area, and I'd initially go over under the guise of telling them to keep it down (in a, "c'mon guys, help me out here" kind of way, which has worked so much better for me than a stern approach),

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## Newbie Teen Librarian Seeking Advice

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but I took that opportunity to linger and chat. If they were wearing a Doctor Who shirt, for example, I'd fangirl with them for a good ten minutes to let them know that we have common ground. Something that I was able to do in our small space was put up a bulletin board, and every month is a new question or something for them to do. They love to give their opinions! The board where I told them to tell me what to read next and I'd give a review was my biggest hit yet!

For your collection, I think the first thing I'd do is run a report and weed. That will give you an idea of the shape the collection is in, as well as the types of books that don't go out. If you can run another report to find your top circulating items, that will give you an idea of their favorite genres. Your library may have a collection development policy for you to follow, but I'll mention that a book needs to have at least two good reviews for me to consider buying it unless it's a very well-known and popular author. I keep a running list of books that I might order, but if there are new books in a series or new books from popular authors coming out, that list gets bumped down no matter how good the reviews on those books are. Sometimes that means a book makes it onto an awards list that I haven't purchased yet, but I'm okay with that. I try to buy most of the Printz, Morris, etc. books, but some of them just aren't going to do well for us. I have my line item for YA (and until this year, that included manga and graphic novels. When they were combined, I separated out how much I was going to devote to each collection and kept track in a spreadsheet), and I determine my spending limit for each month so that I have money up until almost the end of the fiscal year.

The first place I would start would be to get to know the teens and the collection. See what's there already, what the teens who already frequent the library are like. Nose around the staff to see who are teen allies and who need to see them in a better light. If you can get your hands on past statistics, take a look at older programming. What had a huge draw? What didn't? Are there certain times and dates that work better than others?

"The technology is not great. No fancy MACs or 3D printing, iPads etc. But there is a flat screen tv for gaming in the teen room." Ok, so I want to stop you right there. This is great technology. The fact that there is a designated teen space is a great thing. Trust me, I'm from a library with two sets of shelves and a bench. You don't need any of those other things if your teens don't need/want them. We just got a huge grant for Maker supplies and the only related program that sees any regular (or any) attendance is Minecraft.

The best way to get teens in is to set up a rapport with the teens already there. Also, get to know parents. Depending on the area, teens may depend on parents for transportation and so you want them on board as much as possible. Talk to the teachers and school librarians. Find out what they think of the teens in the community and what they see as wants & needs. Start with simple programs that you are comfortable with and build from there.

As far as collection development goes, once again talk to your teens. I would also look at series that you own and see which are popular and may have holes to fill. I usually use School Library Journal and Baker & Taylor's Growing Minds for ideas, but also rely on reviews from Kirkus and VOYA (I highly recommend a subscription if your library doesn't already have it), and lots of blogs! Here's a few that I follow and have given some gems:

<http://blog.booklistonline.com/feed/>

<http://www.thedaringlibrarian.com/> (School librarian but very motivational and helpful)

<http://fatgirlreading.com/>

<http://childrensbookalmanac.com/archive/age-group/>

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

<http://sellerslibraryteens.blogspot.com/>

<https://magpielibrarian.wordpress.com/>

<http://theaudaciouslibrarian.blogspot.com/>

<http://yalsa.ala.org/blog/>

<http://www.yabookscentral.com/blog>

<https://yaprogramactivities.wordpress.com/>

<http://thebrownbookshelf.com/>

The best thing for me has always been creating a core of teens who feel connected to the library through either a Teen Advisory Board, a Teen book group, or a teen volunteer council. If you have schools who require volunteer service hours, then the volunteer council is usually popular. 



# PRODUCT UPDATE



Gale | Cengage Learning  
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Find It Virginia Product Update  
April – June 2015

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## General Updates

### Continuously adding new content

There were 795 new titles added to Gale resources from April - June. To view these titles, please go here: <http://solutions.cengage.com/Gale/Database-Title-Lists/Change-Lists/>

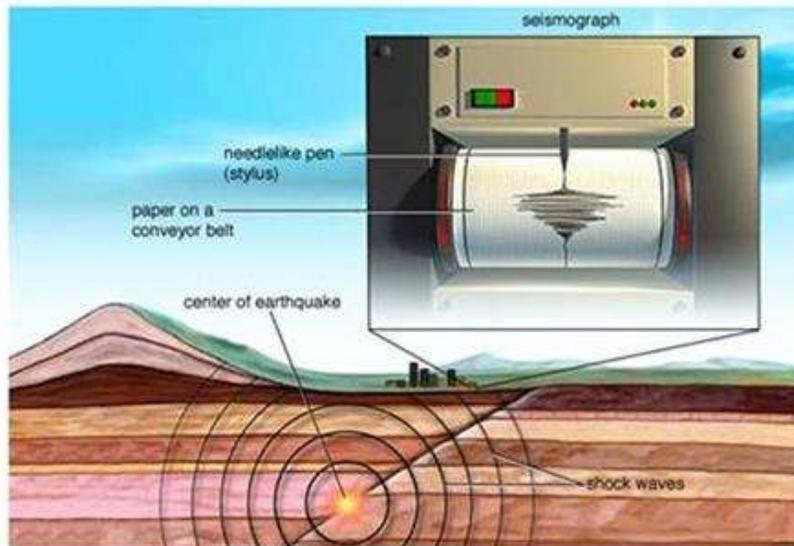
## Product Specific Updates



We are pleased to announce that *The Britannica Elementary Collection* has been added to Kids InfoBits. This is a collection of 3,869 Britannica articles written for students in grades 3 to 6. The articles cover a wide variety of subjects, including animals, sports, science, history, key figures, literature, technology, countries, government, and more. Cited as *Britannica Student Encyclopedia: An A to Z Encyclopedia* (2015), these selections, according to Britannica, “help children gain a better understanding of their world.” Intended to be a resource for homework help and assignments for upper elementary students, the content contains articles, photographs, charts, and tables that help explain concepts and subjects; it also includes maps and flags from across the globe. An entry example is below.

## Measuring Earthquakes

Scientists record the shock waves produced in an earthquake with an instrument called a seismograph. They measure the strength of a quake in different ways. The Richter scale measures earthquakes based on the amount of energy they release. The weakest earthquakes are close to zero on the scale; the strongest measure about 9. The Mercalli scale measures the amount of destruction caused by an earthquake on a scale of 1 to 12.



Scientists record the shock waves produced in an earthquake with an instrument called a seismograph. As the machine moves back and forth with the ground, a pen records the movement on a roll of paper.

Artwork: © Andrea Danti/FotoIka

Source Citation (MLA 7<sup>th</sup> Edition)

"earthquake." *Britannica Student Encyclopedia: An A to Z Encyclopedia*. Chicago: Encyclopaedia Britannica, 2015. *Kids InfoBits*. Web. 25 Mar. 2015.

New and updated content is now available from *The Columbia Electronic Encyclopedia*:

- 221 new entries, including numerous people such as Malala Yousafzai, and the following topics:
  - Ayers Rock
  - Lionfish
  - Mackinac Island
  - Snowball Earth
  - Virtual Currency
- 325 entries have been updated, including numerous people along with places such as cities, states, and countries. Other examples of updated entries include:
  - 3D Printer
  - Canadian Literature
  - Cuba
  - Conservation of Natural Resources
  - Ivory



Grades 6 to 8 are among the most important for young teens and pre-teens to develop learning skills to launch them into high school and beyond. And until now, resources to support an integrated learning experience have been few and far between, making teaching and supporting learning for this curious group a challenge. But the tide is turning with the introduction of a new highly-visual resource featuring authoritative content that's been designed specifically for middle school learners.

Gale's *Research In Context* is a new resource that bridges the gap between Gale's *Kids InfoBits* resource for elementary school students and the subject-specific Gale *In Context* family, developed primarily for high school and undergraduate students. The well-known Gale *In Context* suite, now including *Research In Context*, brings together the best and most relevant content on a modern, student-friendly, and mobile-responsive interface.

Covering the most-studied topics in literature, science, social studies, and U.S. and world history, *Research In Context* features:

- Engaging reference, periodical, and multimedia content
- Authoritative information from sources like Gale, National Geographic and Scholastic
- Alignment to national and state curriculum standards
- Topic pages and overviews written explicitly for middle schoolers

*Research In Context* will replace Gale's five existing resources for the middle school audience *Discovering Collection*, *Junior Reference Collection*, *Student Resource Center Jr.*, *InfoTrac Junior Edition*, and *InfoTrac Junior Graphic Edition*.

