
Y A A C I N G

SUMMER 2007

The Newsletter of the Young Adult & Children's Services Section of BCLA
<http://www.bcla.bc.ca/default.aspx>

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CALL FOR SUBMISSIONS

We would love to hear from you!

YAACING is published four times a year and is always looking for submissions that might interest our membership. If you have tried something new at your library, would like to write a column, report on a conference session, or know of an upcoming event for the calendar, please share it with us. Mail, email or fax your material to:

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Deadlines are as follows:

Spring issue for March/April – Feb 1st

Summer issue for May/June – April 1st

Fall issue for September/October – Sept 1st

Winter issue for December/January – November 1st

Next Deadline:

Fall Issue:

Sept 1st

Letter from the Past-Chair: Summer 2007.

Hello YAACS!

Vicki Donoghue, our new YAACS Chair, is away so I'll be writing the Chair's note for this edition of *YAACING*. Last month we had a wonderful selection of children and teen focused programmes at the annual BCLA Conference. The turnout for the YAACS sponsored sessions was great, and the programmes seemed to be a success. Another success was the Sheila Egoff coat check, we managed to raise over \$500.00 for the Sheila Egoff book award! Thank you Vicki for putting this fundraiser together! It was a very busy and rewarding past year as YAACS Chair, I know that Vicki will do a wonderful job as the new YAACS chair.

Christopher Kevlahan
Past-Chair YAACS



Message from the Editor

Hello everyone I'm back! I hope you have enjoyed Joanne's issues and encourage her to return in the winter to continue. And I hope you will enjoy this one too when you get a moment from Summer Reading Club planning and, I suppose, running by the time you read this.

We are all well on the way to Catching the Reading Bug and have to compliment the committee on another job well done. Speaking of jobs well done I hope you all saw Valerie Wettlaufer's email about the BCLA website. If you haven't here are the instructions to accessing our electronic YAACING and indexes:

(Val has) gone one step further to provide a topical index so you can focus on those program ideas, can look at those articles that focus on Teens, or find some good book lists - and so much more!

The following issues are now available and indexed online:

2007: Spring

2006: Winter, Fall, Summer

2005: Spring

To access these wonderful resources just:

1. Visit the BCLA website at: <http://www.bcla.bc.ca>
2. Click on 'Committees' along the top of the page
3. Click on 'Young Adults and Children's Section' at the bottom of the page
4. Click on YAACING on the left-side contents
5. Then click on the link for an index or one of the issues

Most links open in a new browser window (or tab if you have it set up that way).

Issues are presented in html (web) format, but if you would prefer a printable version of the publication, there is a link to the PDF at the top of the html page for that issue.

Thank you all for being so generous with articles, reports and your time for this issue and enjoy

Phillippa Brown
Editor, YAACING



School Libraries/Public Libraries: enhancing the symbiotic relationship

Submitted by Teresa MacLeod, Literacy Coordinator, Fraser Valley Regional Library

Libraries have much to learn from the strong, positive relationship between Burnaby Public Library and school libraries in the Burnaby School District. Sharon Freeman, a teacher librarian in Burnaby schools since 1981 ably described some of the collaborations over the years and gave tips on enhancing relationships between school and public libraries. In her opinion, the 2 main criteria for success are first, to have mutual respect for the differences in mandates, and secondly to talk to each other, share ideas and concerns.

Examples of positive cooperative efforts are:

- Boxes of books supplied by public library to school family literacy centres, delivered by the school deliver system
- BPL program information is included in school newsletters and school websites
- Young Readers Choice Awards are promoted both in schools and public libraries
- Class tours to public library and public librarian visits to classrooms
- Both teacher librarians and public librarians encourage kids to get library cards
- Cooperative programs such as Ready Set Learn, Every Child Ready to Read
- Children's artwork is displayed at public library
- Teacher Librarians meet once a year at public library. New books displays have been very popular with teacher librarians.
- Feedback from teacher librarians is welcomed by the library board when new initiatives are being considered
- Both school and public libraries often promote Summer Reading Club. Registration is done at school if signed permission letters are received from parents. School-wide celebrations with public librarian are held in the fall for children who participated in SRC.

Freeman also offered tips to facilitate strong relationships: 1) begin the conversation 2) start small and build on successes 3) acknowledge that collaboration may not work instantly, 4) continue to make the effort and 5) be creative in ways to support each other.

The interactive part of the session included discussion on positive and negative experiences in trying to collaborate. A range of successful experiences was voiced: everything from demonstrating public library databases in classrooms to Books and Brunch to author tours. The main problematic issue voiced was communication between professionals who often have conflicting schedules. Suggestions to improve contact included using faxes more often, listservs, and face-to-face communication. In the face of declining funds for school libraries, an invitation to support the BC Coalition for School Libraries was issued to all.

<http://www.bccsl.ca/index.htm>

Perhaps the fact that the problem list was much shorter than the list of successes is a testament to a good working relationship in many areas. In the end, we were reminded that the best way to strong collaboration is to foster the relationships—pick up the phone, introduce yourself, invite your fellow librarians to functions or just to talk about mutual concerns. Think of ways to support your colleagues in their working environment.

The Community-Led Library

Submitted by Judy Walker

The Community-Led workshop was convened by Sandra Singh, the National Coordinator of the Working Together Project. Sandra gave an overview of Working Together and described how the WT librarians are working with the staff at the Mount Pleasant Branch Library in order to integrate what they are learning with our existing library service—or, in other words, to build the Community-Led Library.

Sandra then introduced the speakers: Peter DeGroot, the Circulation Supervisor at the Mount Pleasant Library; Yukiko Tosa, the Librarian II at Mount Pleasant, and Annette DeFaveri, the National Coordinator of the Working Together Project and temporary Acting Head at the Mount Pleasant Library. Randy Gatley, the Community Development Librarian, was also on hand to answer questions.

The Vancouver Public Library is one of four libraries in Canada taking part in an exciting library project called “Working Together”. The four-year project, funded by HRSDC (Human Resources Skills Development Canada), uses community development techniques to work with community members in order to adapt and design library programs, services and policies that meet the needs of local community members.

In Vancouver, the project is located in the Mount Pleasant community. Mount Pleasant has traditionally been a financially poor neighbourhood with a diverse, multicultural, multigenerational population. Recently, with the high cost of housing in Vancouver, the neighbourhood is becoming gentrified, which is posing new challenges for marginalized members of the community. Mt. Pleasant is a community that has a number of social service programs and supports in place. The Working Together Librarians are working in the community with people who access the resources of agencies like Coast, an agency which assists adults with mental illness to integrate into the community, and with the Broadway Youth Resource Centre. Through the relationships and partnerships the Working Together staff has been building in the Mount Pleasant community, they have started to collaboratively plan services and policies that reflect the needs of this community.

Peter DeGroot talked about the barriers people encounter at the Library’s circulation desk. He talked about VPL’s values-based circulation policy, which

encourages staff interactions with library users to be based on the Library's values (ex. Access for all, celebrate diversity) and the challenges this presents since staff may interpret the policy in different ways.

Peter also talked about the need for library staff to consult with members of the community to find out what these people experience as barriers to library service. He described the work of a small staffing committee called the "Barriers Working Group." This group worked through the fall of 2006, consulting with the community to develop recommendations to remove circulation barriers. These recommendations ranged from lowering and removing fines, and creating a "no-ID" borrower card, increasing staff training in implementing values-based services. The committee's recommendations will be presented to the Library's Management Team and to the VPL Board for consideration.

Yukiko Tosa, the Librarian II at the Mount Pleasant Branch, followed Peter. Yukiko talked about her years of experience providing different kinds of computer training for the library and about the way she has adapted her training style and content to incorporate the input from the members of Coast.

Annette DeFaveri then talked about her experiences working in the Mt. Pleasant branch and some of the examples of ways that she incorporated the learnings of the Working Together program into her day-to-day interactions on the Information desk.



TEACHING THE "WEENS"
THE GREATER VICTORIA PUBLIC LIBRARY
WORKSHOPS IN MIDDLE SCHOOLS

Joy Huebert. Outreach Librarian, *Greater Victoria Public Library*

Introduction

In the Victoria area, a middle school includes grades 6 to 8, that are children and teens aged 11, 12, 13 and even 14 by the end of grade 8. For the past two years, GVPL had been offering workshops to high schools, and in the Fall of 2006, with support from Government of British Columbia Equity grants, the workshops were extended to the middle schools.

The outcomes were to be: foster pre-teen library use, develop information skills, develop relationships with schools, promote

library services. As a complement to information literacy, a live, hands-on workshop in school computer labs taught students to navigate the GVPL website, search the

catalogue, place holds, use Kids Search for research, use Askaway and play with fun sites. After a demonstration, students practiced skills using a handout called the Amazing Library Race. Licensing restrictions meant that they were not allowed to practice with the subscription databases until they got home.

Middle Schools had extensive interest in the workshops we were offering. Teachers and Teacher-librarians wanted their students to be informed of public library services and resources, as another asset in their lives. They wanted them to begin the process of understanding research and to learn what resources the library had through its website. I was very pleased with this response. Imagine teachers inviting in a stranger to teach their classes for an hour? Yet that's what they did for me.

PROGRAM SYNOPSIS

From October 2006 to June 2007, over 100 workshops were carried out in 10 of 13 public and 6 of 13 Independent schools, representing 16 of 26 public and independent schools in Greater Victoria.

2,000 new or renewed Library cards were given to students and over 2,500 students attended workshops.

Over 1200 Evaluations were received, with an average 87% Good to Excellent rating.

Students liked hands-on stuff, like placing books on hold, doing searches or playing the games that were linked to the GVPL website. They were grateful to learn skills that would help with their homework but their evaluations showed that they wanted more excitement, games and fun.

They liked Askaway but were asked to try it at home after librarians were inundated with requests, some of which were very silly in that trademark preteen humour sort of way.

Teachers liked the presentation of databases that would enhance student research skills. The teachers I worked with had no criticisms of the program and did not feel that students needed

more fun or excitement.

Students' self evaluations showed that they felt they had acquired the following skills:

- Find website
- Use GVPL online catalogue
- Use My Account to put books on hold
- Conduct Research using GVPL website
- Use Web Links for personal learning

Making contact:

- a) Public and teacher librarians have distinct and complementary roles. Make sure not to duplicate the work of teacher-librarians, but focus on the Public Library services and programs as another asset for students in their lives.
- b) A promotional letter sent to principals and teacher-librarians in mid-October explained the benefits of the program, which were: more tools for research, promotion of reading, a library card to borrow materials with, another place to go for fun and friendliness
- c) Follow up telephone calls were made to Teacher-librarians.
- d) Presentations at teacher's meetings were made to promote the workshop.
- e) Attendance at events with teachers, like the BC Teacher Librarian Conference in Sidney in October, created more personal contacts.
- f) Why did teachers want the program? I had the feeling that the public library had credibility with them as a useful resource.

Carrying out the program:

Schools each have a unique culture. Teachers are very pressed for time and they need me to fit in with their schedules. I went to schools when they asked me to, and spoke to students for the duration of time I was given. This varied from 30 to 67 minutes.

Each school had a different kind of computer lab, and I let them

guide the program logistics. Sometimes I used their computers and projectors. Once I moved from room to room and set up in each classroom. Sometimes I did four presentations in a row, or came for just one. I presented to classes of 30 or classes of 10. I presented to special needs kids and brilliant, privileged kids. If they asked me to present in a certain way to take account of special needs, I altered my presentation.

- g) For 11 – 13 year olds, I recommend not speaking for longer than 20 minutes. This is a very quick, compressed workshop that is still criticized by some students for being too much talking. I tried to run the workshop by having students follow along with the steps I taught, but this was very difficult because of different skill levels of students. Each student was given a new or renewed library card. Some had valid library cards, which they were to bring with them, but they often didn't. I had practice cards with me so that everyone could participate. The cards had to have passwords, and they were all the same, GVPL. I used a GVPL laptop and projector but all the school labs were different and required figuring out ahead of time. Often I was asked to use their computers and projectors.
- h) Students are at different skill levels. Some were bored with the presentation because they had done everything. Others couldn't log into their computers. A third thought it was perfect the way it was. Meeting such diverse needs was quite challenging.
- i) I created a PowerPoint introduction with animations, followed by demonstrations on our website. The students had input to the presentation by suggesting topics to research, books to look up on the catalogue, and so on.
- j) From the over 1300 feedback form received, 30% of the students had no suggestions for improvement because they were totally satisfied with the workshop, while 30% of the students wanted more fun or excitement. The remainder of the evaluations contained many useful comments that were compiled. Often they concerned the website itself.
 - o Some positive evaluations:
 - I think the presentation will help me quite

a bit.

- An easy, safe way to help me find good books or true information.
- The librarian was really friendly. I love books.
- I will know a website that will give me useful information.
- Askaway: It will help me. When I get stuck I can talk to the librarian.

k) A synopsis of evaluations was sent to each teacher after the workshop.

At the end students were given a FRISBEE! that for many of them was sometimes a more valued gift than the library card. The Frisbees are actually a clever marketing tool; while they are fun, they have printed on them, the website: www.gvpl.ca. Other gifts included beautiful cloth bags for teachers, with our branches and locations on them; and tri-lighters that

included our website and logo.

Challenges or Issues:

Library cards: I would think carefully about how to handle the library cards. You may run into improperly filled out library card forms, kids with huge fines, and an inability to understand directions about cards in the workshops, leading to later problems at circulation desks. Because members of this group are not adults, their parents are still responsible for their cards and this can reduce the effectiveness of giving them all cards. Not all parents are willing to take their kids to public libraries. Not all kids have computers at home.

Roles: The workshops were built on collaboration and complementary roles and our roles are supportive to what the TLs are doing with their students.

Licensing: Awareness of database licensing agreements lead to changes in the program.

Energy: it takes a major outlay of energy to present to these students. I started out doing 4 sessions in a row in some schools, but scaled it back to 3, which is still quite demanding. You have to be partly an entertainer for this to work.

Administrative costs: Transportation costs can be very high, and there is a lot of advance preparation for these workshops. The circulation staff spent around an hour to make up cards for each class, and at 100+ classes, this was a large outlay of time for them.

I think it takes a very flexible, friendly, and positive person to be able to deal with the many challenges of working with middle school students. I have to brag to you now, that I am that person, after having taught 2500 adolescents, 87% of whom thought the workshops were Good To Excellent, but some of whom had other ideas: It would be good to replace the speaker with a robot.

Opportunities/ Outcomes:

In terms of outcomes, there were the numbers of workshops

booked and the student evaluation forms. There was also the qualitative data of what students wrote on their forms, generally comments about being happy to get help with their homework, but wanting more fun.

The more complex outcomes were difficult to measure: what difference are we making? I don't think one visit will make a lifelong library user, but in the long term, we have to believe that we are at the beginning of a process that can produce results over time. There is also the benefit that we are sometimes informing teachers about public library services.

I see this program as a great way to start a partnership with the schools, reinforcing our value, and promoting libraries to students who are at an age when they often stop using public libraries. I think the contact needs to be ongoing, reinforced in various ways. AND, next year the workshops will be more fun as we introduce them to our Facebook communities, blogs and brand new teen librarian.

Book Clubs for Kids and Teens

I am a fan of book clubs. Working in a library, I just can't imagine anything more interesting than sitting around discussing books with a group of friendly book-aholics. So, when I saw the session at BCLA this year titled "Book Clubs for Kids and Teens", I was immediately interested. The session, run by Linda Neumann, Youth Services Librarian from the Surrey Public Library was interesting, informative, and fun.

The session was designed to give the listeners the necessary information to set up and run a successful book club for kids and teens. Linda has run these clubs in Surrey at Semiahmoo branch, and also when she was a librarian at the Whistler Public Library (check name). The Semiahmoo Kids Book Club, for children from 9 – 12 years, started in the fall of 2004. Registration filled up soon, and the program was popular from the beginning. There were 15 children registered, and an average of 12 showed up for each program. A Teen Book Club for ages 13 and up started a year later. Similar to an adult book club, a group of 8 – 12 members all read the same book and get together to discuss (and eat snacks!). This program was slower at the start with only 5 members signed up, however, now there is a waiting list when it is offered in Surrey. In running a Teen Book Club, the facilitator generally has to work much harder to initiate and keep discussions going. Kids at this age are often not very

forthcoming.

Many other programs for youth veer away from literature to a more Parks and Recreation style program. However, a Junior Book Club is a good opportunity to provide literature based programming for school age children. It keeps kids involved in library on a continuing basis, and is an excellent chance for the librarian to connect with youth. On the flip side, the youth keep the librarian connected with what is “in” and “cool”. In this kind of program the librarian becomes a role model for the kids.

There are 8 steps in running a successful book club for kids and teens:

- Deciding the basics: who, what, where and when?
- Budgeting and funding
- Choosing the books
- Publicity
- Registration
- Preparation for meetings
- The meeting – discussion and activities
- Maintenance

The Surrey Book Club for Kids runs every three weeks. This time period was chosen, as it is the loan period for library books. It works best, because the kids do not get overdue fines for books if then attend the meeting. Meetings are held after school, and last for 45 – 60 minutes. Parents are not let in to the program, as kids often feel more inhibited and uncomfortable about discussing books with their parents around.

There are many different styles of book clubs: picture book clubs which cater to children from Kindergarten to Grade 3; a club for young readers from 6-8 years, 9 – 12 years, or 13 and up. A group can be mixed boys and girls, or all boys / all girls. It is possible and often popular to run parent/child, mother/daughter, or father/son book clubs. A book club can be organized using titles with mixed genres, or one genre. One book can be read over many meetings. In the Thompson Nicola region they are doing an online book club.

As anyone who has worked with teens and pre-teens knows, snacks are a very important factor in the success of a program. Linda suggested canvassing the community to ask businesses to sponsor one of the snacks in the series.

As an ongoing part of the program, members of the club make a scrapbook with pictures and entries for each of the titles read with the club. The library provides scrap-booking materials such as fancy scissors and stamps which can be used to decorate the book. The scrapbook idea generally works better with the 9 – 12 year olds than the 13 and up crowd.

Here are some things to consider when choosing the books for a book club. Read, read, and read! Until you get to know your group and the reading level they are capable of, aim at a younger level. Always read the book yourself, first. Sometimes there are surprises. Linda cited one award-winning book that was a complete flop with the young crowd. If you choose a controversial book, or one with controversial language, be prepared to defend your

choice

Linda has activities for every session, as well as book discussion. She suggests that activities and questions for discussion need to be prepared well ahead of time. She also suggests having books on display in the library which relate in some way to the story, discussion, or activity which is scheduled for each week. Another suggestion is to phone the kids who are registered each week to remind them about the program. Some of her ideas can be accessed at the Surrey Library website: www.spl.surrey.bc.ca under Kids' Space.

This was an interesting, informative, and inspiring session presented by a librarian who is passionate about setting up this program for children and teens in her community.



RED CEDAR & STELLAR AWARDS UPDATE

by Christina Gerber (YAACS Red Cedar Liaison)

The winners of the 2006-2007 Red Cedar Award are:

- *Aha! The Most Interesting Book You'll Ever Read About Intelligence (written by Trudee Romanek; illustrated by Rose Cowles) for the information award*
- *Airborn (by Kenneth Oppel) for the fiction award*

*The Winner of the 2006-2007 Stellar Award is The Beckoners (by Carrie Mac)
Congratulations to all the nominees!*

The awards were presented at the 10th anniversary gala of the Red Cedar in Comox/Courtney to a crowd of over 700 enthusiastic students. The 2007-2008 Red Cedar and Stellar nominees are listed below and promise some great reading.

You can also find the nominees at www.redcedaraward.ca and www.stellaraward.ca

Red Cedar 2007 / 2008 Fiction Nominees

Andrews, Jan. *Winter of Peril: the Newfoundland Diary of Sophie Loveridge.* Markham: Scholastic Canada, 2005.

Grant, Vicki. *Quid Pro Quo.* Victoria: Orca Book Publishers, 2005.

Heneghan, James, and McBay, Bruce; illustrated by Geraldo Valerio. *Nannycatch Chronicles.* Vancouver: Tradewind Books, 2005.

Horvath, Polly. *The Vacation.* Toronto: Groundwood Books, 2005.

Korman, Gordon. *Chasing the Falconers: On the Run #1.* Markham: Scholastic Canada, 2005

Little, Jean. *Somebody Else's Summer.* Toronto: Viking Canada, 2005.

Mitchell, Jack. *The Roman Conspiracy.* Toronto: Tundra Books, 2005.

Nyoka, Gail. *Mella and the N'anga: An African Tale.* Toronto: Sumach Press,

2005.

Oppel, Kenneth. *Skybreaker*. Toronto: HarperCollins, 2005.

Porter, Pamela. *The Crazy Man*. Toronto: Groundwood Books, 2005.

Scrimger, Richard. *From Charlie's Point of View: A Mystery*. Toronto: Tundra Books, 2005

Silberberg, Alan. *Pond Scum*. Bolton, ON: Fenn, 2005.

Tate, Nikki. *Trouble on Tarragon Island*. Winlaw, BC: SonoNis Press, 2005.

Watts, Irene. *Flower*. Toronto: Tundra Books, 2005.

**Red Cedar 2007 / 2008
Information Book Nominees**

Bateman, Robert. *Backyard Birds: An Introduction*. Markham: Scholastic Canada, 2005.

Becker, Helaine. *Funny Business: Clowning Around, Practical Jokes, Cool Comedy, Cartooning and More*. Illustrated by Claudia Davila. Toronto: Maple Tree Press, 2005.

Becker, Helaine. *Are You Psychic?: The Official Guide for Kids*. Toronto: Maple Tree Press, 2005.

Dixon, Norma. *Lowdown on Earthworms*. Markham, Ont.: Fitzhenry & Whiteside, 2005.

Hughes, Susan. *Coming to Canada: Building a Life in a New Land*. Toronto, Maple Tree Press, 2005.

Hickman, Pamela. *Animals Hibernating: How Animals Survive in Extreme Conditions*. Illustrated by Pat Stephens. Toronto: Kids Can Press, 2005.

Hickman, Pamela. *Turtle Rescue*. Richmond Hill, Ont.: Firefly Books, 2005.

Kelsey, Elin. *Strange New Species: Astonishing Discoveries of Life on Earth*. Toronto: Maple Tree Press, 2005.

Kyi, Tanya Lloyd. *The Blue Jean Book*. Toronto: Annick Press, 2005.

Slavin, Bill. *Transformed: How Everyday Things Are Made*. Toronto: Kids Can Press, 2005.

Silvey, Diane. *The Kids Book of Aboriginal Peoples*. Illustrated by John Mantha. Toronto: Kids Can Press, 2005.

Trottier, Maxine. *Terry Fox: A Story of Hope*. Markham: Scholastic Canada.

Stellar Shortlist 2007/2008

The nominees for the third annual Stellar Book Award have been selected by teens working in book clubs in Vancouver, North Vancouver and Maple Ridge. The Stellar Award is B.C.'s teen reader's choice award.

Title:	Author:	Publisher:
One on One	Don Aker	HarperTrophy Canada
Freedom of Jenny	Julie Burtinshaw	Raincoast
After	Francis Chalifour	Tundra
The Turning	Gillian Chan	Kids Can
Season of Rage	John Cooper	Tundra
Isabel Factor	Gayle Friesen	Kids Can
Something girl	Beth Goobie	Orca
Forget-me-not	Barbara Haworth-Attard	HarperTrophy Canada
Alice MacLeod, Realist at Last	Susan Juby	HarperCollins
Aquanauts	John Lunn	Tundra
Just Ask Us	Sylvia Olsen	Sono Nis
The Greenies Canada	Myra Paperny	HarperTrophy
Cure for Crushes	Karen Rivers	Polestar / Raincoast
Evil Masters	Laura Scandiffio	Annick
Seraphina's Circle	Jocelyn Shipley	Sumach
Resurrection Blues	Mike Tanner	Annick
Rooster	Don Trembath	Orca
Red Sea	Diane Tullson	Orca
Four steps to Death	John Wilson	KidsCan

The Stellar Steering Committee of the Young Readers' Choice Awards Society of B.C. would like to thank the teens in Vancouver, North Vancouver and the Fraser Valley who worked with their teachers, teacher librarians or public librarians to create this year's short list for the 2007/2008 Stellar Book Award season! The website will be updated over the summer and the program launched November 2007 with the new titles.

Booktalks:

After the Shock: An Annotated Bibliography of Non-Fiction Resources for a School Community Grieving the Loss of a Student

Submitted by: Clayre Brough for SLAIS Library 527

In this annotated bibliography I set out to compile a selection of resources that would help a school community of students from kindergarten to grade 12 cope with their grief at the loss of a fellow student. Material and sources selected are critically reviewed and recommended. Unfortunately, school communities face this situation all too often, whether the death occurs because of a terminal illness or a sudden event such as an accident, or a suicide. No school community is spared the grief of coping with the deaths of young people and the shock of these traumatic incidents. I have also included resources on mental health and depression as they are valuable in helping adolescents and adults understand the grief and questions following a suicide.

Resources include print material, videos, and information on organizations that can provide further links and resources. I have included resources for adults, both teachers and parents, from the perspective of assisting the students. I have focused solely on informational resources in this bibliography.

Students requiring professional help should seek counseling and therapeutic advice, through their school or externally. Dealing with grief is an ongoing process and as students experience life, different situations can cause individuals to readdress their grief. I hope that this resource may help students and the adults in their community in some small way to cope with their grief and questions, helping to provide an understanding of their emotions and the complexity of life.

• Bibliographic tools

- Rudman, Masha K., Gagne, Kathleen D. and Bernstein, Joanne E. *Books to Help Children Cope with Separation and Loss: An Annotated Bibliography*. 4th Edition. New Providence, New Jersey: R.R. Bowker, 1993.

A bibliographic guide to fiction and nonfiction books for young people, ages 3 to 16, on the themes of separation and loss. This is a thorough and useful reference tool. However, as the majority of the titles were published between 1985 and 1993 it now requires updating.

• Resources to help cope with grief and loss

a) Parent guides

- Dougy Center. *Helping Teens Cope with Death*. The Dougy Center for Grieving

Children. Portland, Oregon: The Dougy Center for Grieving Children and Families, 1999.

This short but comprehensive guidebook offers a comprehensive, easy-to-read overview of how children grieve and strategies to support them. It includes information on how death impacts teenagers and ways that you can help and how to determine when professional help is needed.

- Fitzgerald, Helen. *The Grieving Child: A Parent's Guide*. 2nd Edition. New York: Simon & Schuster, 2003.

A guide for parents seeking to explain the death of a parent, relative, friend, or even a pet to a child. Practical help in using language appropriate to the child's age level, how to select useful books, and on how to handle especially difficult situations, including murder and suicide.

- Wolfelt, Ian D., Ph.D. *Healing A Teen's Grieving Heart. 100 Practical Ideas for Families, Friends and Caregivers*. Fort Collins, Colorado: Companion Press, 2001.

Part of the popular 100 Ideas Series this book offers ideas to help grieving teenagers with helpful suggestions for practical do's and don'ts. Some ideas teach the general principles of grief and mourning and others are suggestions for activities.

- Wright, H. Norman. *It's Okay to Cry: A Parent's Guide to Helping Children Through the Losses of Life*. Colorado: WaterBrook Press, 2004.

This guide provides a practical tool for parents dealing with losses in their children's lives. It provides advice on how to identify feelings and grieve properly. Different types of losses experienced are discussed, including dealing with material loss, relationship loss, and a role loss.

b) Elementary students

- Brown, Laurie Krasny and Brown, Marc. *When Dinosaurs Die: A Guide to Understanding Death*. Toronto: Little, Brown and Company, 1996.

This colourful, cartoon filled guide that deals with "all this dying stuff", will hold the attention of young children while addressing the feelings people may have to the death of a loved one. This book is useful as it provides opportunities for parents to raise difficult subjects and address the child's fears and curiosity. (Ages 4-8).

- Mellonie, Bryan and Ingpen, Robert. *Lifetimes: the Beautiful Way to Explain Death to Children*. Toronto: Bantam, 1983.

This sensitive book is a useful tool in explaining to children that death is a part of life and that, eventually, all living things reach the end of their own special lifetimes. It does not address emotions. Clearly written and exquisitely illustrated. (Age 7+).

- Silverman, Janis. *Help Me Say Goodbye: Activities for Helping Kids Cope When a Special Person Dies*. Minneapolis, MN: Fairview Press, 1999.

An art therapy and activity book for children coping with death. Sensitive exercises address

questions and encourage children to express in pictures what they are often incapable of expressing in words. (Ages 4-9).

- Wunsch, Jane Loretta. *After the Funeral*. Mahwah: Paulist Press, 2002.

This simple picture book addresses the feelings that accompany the death of a loved one inviting future discussion. Written by a teacher in a hospital bereavement program it approaches different ways to express grief. Multicultural illustrations. (Ages 4- 8).

c) Teens

- Fitzgerald, Helen. *The Grieving Teen: A Guide for Grieving Teens and Their Friends*. New York: Simon & Schuster, 2000.

This unique and compassionate guide, written specifically for teenagers, by renowned grief counselor Helen Fitzgerald. Chapters consist of typical questions that young adults may have about grief, followed by a "What You Can Do" section. Clear and accessible, Fitzgerald covers the range of situations in which teens may find themselves grieving a death, whether the cause was old age, terminal illness, school violence, or suicide.

- Grollman, Earl A. *Straight Talk about Death for Teenagers: How to Cope with Losing Someone You Love*. Boston: Beacon Press, 1993.

This concise work answers questions that teens are likely to ask themselves when grieving the death of someone close. Grollman looks at the stages of grief and discusses special problems associated with the relationship and the circumstances of the death (murder, illness, AIDS, suicide).

- Grootman, Marilyn. *When a Friend Dies: A Book for Teens about Grieving & Healing*. Minneapolis: Free Spirit, 1994.

This short, to-the-point guide provides practical advice, some from teens whose friends have died. A useful resource for identifying and addressing feelings such as guilt, anger, confusion, fear, and numbness, reassuring readers that these are all valid emotions. Addresses many questions teens are afraid to ask.

- Rosen, Michael. Illus. by Quentin Blake. *Michael Rosen's Sad Book*. Cambridge, Mass.: Candlewick Press, 2005.

This is a personal and moving account of the author's experiences with grief. Rosen's searing words hauntingly describe the loss of his son and mother. "Sometimes sad is very big. It's everywhere. All over me." Blake's illustrations are powerful and expressive. This award-winning, illustrated story, was not specifically written for young readers, but is practical and universal with an ability to speak to all ages.

- Wolfelt, Ian D., Ph.D. *Healing Your Grieving Heart for Teens: 100 Practical Ideas. Simple Tips for Understanding and Expressing Your Grief*. Fort Collins, Colorado: Companion Press, 2001.

Wolfelt, who has decades of experience as a grief counselor, offers 100 ways to facilitate

grieving and come to terms with loss. Each page presents a different idea showing teens how to release grief in healthy, positive ways, such as expressing feelings in a journal. Written in an easy comfortable tone it helps to recognize mourning as a natural process.

d) Suicide

- Griffith, Gail. *Will's Choice: A Suicidal Teen, a Desperate Mother, and a Chronicle of Recovery*. New York: HarperCollins, 2005.

In 2001 Griffith's son Will attempted suicide by overdosing on an antidepressant. The author, in a beautifully written account, explores the causes of Will's underlying depression and reveals his relationship with his girlfriend (Megan) who was addicted to cutting herself. Statistics and research on teen suicide and depression are integrated into the text. The appended list of resources links readers to more about mood disorders, advocacy, and treatment programs. (Adult/High School).

- Kuklin, Susan. *After a Suicide: Young People Speak Up*. New York: G.P.Putnam's Sons, 1994.

Kuklin, using true stories discusses how suicide can be prevented, how young people can overcome their own suicidal feelings, and how family and friends of suicide victims can cope with their feelings. This is a well-organized, well-written text with a useful overview of historical attitudes towards suicide. (Gr. 7 - 12).

- Nelson, Richard E. and Galas, Judith C. *The Power to Prevent Suicide: A Guide for Teens Helping Teens*. Minneapolis, Minnesota: Free Spirit Publishing, 2006.

This book, updated from the original book in 1994, provides clear, practical information and advice. Teens often reach out to their peers rather than to adults. It is important for young people to know the facts about teen suicide and when to reach out, listen, and if they see danger signs to get help. (Gr. 8 – 12).

- Peacock, Judith. *Teen Suicide: Recognizing the Clues, Reducing the Risk*. Mankato, Minnesota: Capstone Press, 2000.

Each book in the Perspectives on Mental Health series clearly defines the problem, describes its effects, discusses dilemmas teens may face, and provides steps teens can take to move ahead. (Gr. 4-6).

- Wroblecki, Adina. *Suicide: Survivors - A Guide For Those Left Behind*. 2nd edition. Minneapolis, Minnesota: Afterwords Pub, 1994.

Compassionate comfort is combined with well-researched information offering much practical advice on how survivors can cope with grief. This book is a good "first step" for someone trying to work through suicide grief and could be helpful to anyone facing a loss. (Adult)

e) Mental Health and Depression

- Cobain, Bev. *When Nothing Matters Anymore: A Survival Guide for Depressed Teens*. Minneapolis, Minnesota: Free Spirit Pub.1998.

A guide to understanding and coping with depression, discussing the different types, how and why the condition begins, how it may be linked to substance abuse or suicide, and how

to get help. Cobain, a psychiatric nurse who works with teens, discusses warning signs and urges readers to act upon them.

- Empfield, Maureen and Bakalar, Nicholas. *Understanding Teenage Depression: A Guide to Diagnosis, Treatment, and Management*. New York: Henry Holt, 2001.

This comprehensive resource provides current information on the diagnosis and treatment of teenage depression and answers many of the questions parents and teens have about depression. There is also advice on how to differentiate between depression and less severe adolescent ups and downs. Specific chapters on suicide and psychiatric hospitalization give unflinching descriptions. (Teen/adult).

- Winkler, Kathleen. *Teens, Depression, and the Blues. A Hot Issue*. Berkeley Heights, NJ: Enslow Publishers, 2000.

Six short chapters discuss the causes, symptoms, and effects of depression and provide information on where help is available for those suffering from this illness. Winkler tells the stories of two teenage girls suffering from depression. The colorful, upbeat format that includes photographs will appeal to reluctant readers. Part of the Hot Issues Series. (Grade 7+)

• **School Community – Crisis Response**

- Klicker, Ralph L. *A Student Dies, a School Mourns: Dealing with Death and Loss in the School Community*. Philadelphia, PA: Taylor & Francis, 1999.

This work provides a detailed step-by-step guide that deals with the needs of a school community facing the death of a student. It includes a detailed examination of the grief reactions of staff and of students at different ages and development stages with extensive coverage of youth suicide and violence in the school community. It discusses in detail the need to develop an organized death related crisis response plan.

- Rowling, Louise. *Grief in School Communities: Effective Support Strategies*. Buckingham, Philadelphia: Open University Press, 2003.

Rowling uses 'the school community' as the organizing framework for providing support, recognizing that losses are embedded in a young person's social environment, the school. Attention is also given to the needs and experiences of personnel - teachers, students, school leaders, parents; as well as school policies and programs and links with outside services. A challenging guide.

- When Death Impacts Your School. Dougy Center.
<http://www.dougy.org/default.asp?pid=7253533>

On this webpage The Dougy Center lists tips to help support the grieving students as well as prepare a class for making a grieving student feel comfortable and supported.

IV. Videos

- *A Child's View of Grief: A Guide for Caring Parents*. Alan Wolfelt. Toronto: Service Corporation International, 1990. (VHS, 20 minutes).

The companion videotape by Dr. Wolfelt, as well as actual bereaved children and their families, explores several key principles of helping children cope with grief. In use by hundreds of hospices and funeral homes throughout North America.

- *A Teen's View of Grief: An Educational Videotape for Bereavement Caregivers with Alan D. Wolfelt*. Fort Collins, Colo.: Companion Press, 1994. Alan Wolfelt. (VHS, 40 minutes).

This video is full of in-depth information on adolescent tasks complicated by grief; nature of the deaths encountered by teens; the grieving teen's support systems and mourning needs; signs a teen may need extra help, and more.

- *Standing Tall: A Video about Teen Grief*. Joy Johnson. A production of Centering Corporation and Larry Hollon Communications, 1994. (VHS, 20 minutes).

Seven teenagers learn to face their feelings about the death of a loved one.

- *Saying Goodbye for Teens?*. Medfield, MA.: Aquarius Health Care Videos, 1994. (VHS, 34 & 37 minutes?).

Bereaved adolescents share their pain after the loss of a loved one by expressing their feelings of anger, denial, depression, relief, guilt and even suicidal thoughts. This video set includes two separate versions - one for teens and one for parents and professionals. The set is recommended for hospitals, schools, hospices, and teen groups.

V. Organizations and Website Resources

General Youth

- Kids help Phoneline <http://www.kidshelpphone.ca/en/>

Kids Help is Canada's only toll-free, 24-hour, bilingual and anonymous phone counseling, referral and Internet service for children and youth. Professional counselors provide immediate, caring support.

- Youth in BC <http://www.youthinbc.com/>

A web-based hotline helping youths in crisis in the Lower Mainland of British Columbia. Raising awareness and providing education, they also offer immediate telephone support at their crisis line: 604-872-3311.

Grief

- The Dougy Center <http://www.dougy.org/>

Based in Portland, Oregon, The Dougy Center works regionally, nationally and internationally to provide training to individuals and organizations seeking to assist children in grief.

- Griefworks BC <http://www.griefworksbc.com/>

Griefworks BC provides grief support to those in need of information and resources. Pages specifically for kids, teens and adults. Includes articles, book recommendations as well as an online memorial tribute. Links to local resources and support groups.

- Kidsaid and GriefNet.org <http://www.GriefNet.org/> <http://kidsaid.com/>

An online place for kids to deal with their feelings with other kids who have suffered major losses. It is a companion site to GriefNet.org, the internet name for Rivendell Resources - a nonprofit organization in the United States.

Mental Health

- Canadian Mental Health Association
http://www.cmha.ca/bins/content_page.asp?cid=4-37&lang=1

The Canadian Mental Health Association is a nation-wide, charitable organization promoting the mental health of all. A comprehensive site with extensive resources and links on all aspects of mental health.

Suicide

- Suicide and Information Education Center (SIEC) <http://www.suicideinfo.ca/>

The Centre for Suicide Prevention, based in Alberta is a non-profit organization serving Canadians and people around the world. The Suicide Information & Education Collection (SIEC) is a special library and resource centre providing information on suicide and suicidal behaviour.

- Crisis Intervention and Suicide Prevention Centre of British Columbia
<http://www.crisiscentre.bc.ca/>

Crisis Centre is an independent, non-profit society that provides a 24-Hour Distress Line, a school-based suicide prevention program for high school students and a web-based hotline for youth in distress covering all of BC: <http://www.YouthInBC.com/>

Gay and Lesbian Literature for Teens

Lilian Trousdell and Lindsay Schluter
University of British Columbia

LaRochelle, David. Absolutely, Positively Not. New York: Authur A. Levine Inc, 2005.

While many books that deal with the issue of homosexuality may seem serious and sometimes realistically depressing, David LaRochelle's hilarious account of a teenage boy's attempts to prove that he is a macho heterosexual is not. Sixteen year old Steven DeNarski has always been able to rationalize his physical attraction to men and his love of square

dancing, until the day when he begins to question his own sexual orientation. Suffering from an enormous sense of guilt and denial at the thought of being gay, he launches into an embarrassing series of events to hide his discovery – he covers up his superman posters with “Playboy” pin-ups, he befriends the belching, farting and testosterone-filled hockey team, and he asks out every girl who would agree to go out on dates with him. However, his attempts fail miserably and he is at least forced to confront the fact the he is gay. Steven must face the future and the people who surround him, including an eccentric grandchildren-waiting mother, his serious and manly father, and his outspokenly liberal best friend.

Garden, Nancy. Annie On My Mind. New York: Farrar, Straus, and Giroux, 1982.

Written 25 years ago, when homosexuality was not as openly as accepted as it is today, *Annie On My Mind* tells the story of two seventeen year old New York City girls, whose friendship grows into romantic love. Liza and Annie meet each other at the museum one day and become quick friends despite their opposite family histories and future goals. Liza is the president of the student council at her prestigious private school, she lives in an upscale neighbourhood with her parents and younger brother, and she is studying hard to get into the architectural program at MIT, where her father is a professor. Annie goes to a rough neighbourhood school where she is afraid to make new friends, lives in a less respectable part of Brooklyn and is uncertain whether she can afford to go to college. The girls’ love for each other must be hidden from their families, who would not understand their relationship, and especially from Liza’s school community, who eventually attempts to expel Liza for her sexual orientation.

Garden, Nancy. Holly’s Secret. New York: Farrar, Straus, and Giroux, 2000.

When Holly’s parents announce that the family is moving from New York City to the countryside, she is delighted and quickly devises a plan for her new life. Holly changes her name to “Yvette”, which she considers to be much more sophisticated, and she will never reveal to her new friends that she is adopted and that her parents are lesbians. Holly befriends a group of girls, of which the leader is a villainous girl named Julia, who forces the girls to flirt shamelessly with boys and insults the girls as she pleases. Holly follows along with the clique, hoping that her secret will remain safe. However, as time goes on, Holly finds it harder and harder to sustain the lie. She consistently slips in her conversations and refers to her “moms”, she is worried that her little brother will tell his friends about their parents, and when her friends come to visit, she has to make sure that all books and materials about homosexuality is cleared away. She even tells her moms not to wear their wedding rings or hold hands in front of her friends. Holly’s behaviour takes a great toll on her family, and everyone, including Holly herself, wonders how long she can keep hiding her secret.

Bauer, Marion Dane (ed). Am I Blue? New York: HarperCollins, 1994.

This book is an anthology of sixteen short stories dealing with gay and lesbian themes, written for young adults. Despite the focus on homosexuality, the stories are diverse in tone

and in context, from Lois Lowry's touching account of a boy consoling his gay father after the death of his spouse in "Holding", to the anguish and betrayal felt by a student when his gay teacher is fired for his sexual orientation in Jonathon London's "Hands." In Bruce Coville's title story, "*Am I Blue*," we are introduced to the character of Vincent, who is a young teenage boy with a fairy god-father named Melvin. Vincent isn't exactly sure if he's gay or not, so when Melvin shows up, he gives Vincent the opportunity of a lifetime. According to Melvin, the third great gay fantasy is for every gay person in the country to turn blue for a day so that all straight people could see that they interact with gay people on an every day basis. Vincent is granted this special form of "gaydar" for one day, and what he sees is both fascinating and surprising.

Hartinger, Brent. *Geography Club*. New York: HarperCollins, 2003.

Russel Middlebrook is convinced that he is the only gay kid in his entire town; that is, until he stumbles across someone in an online chat room who appears to go to the same High School as him. This guy is mysterious, and when the two arrange to meet in the middle of the night on the High School football field, Russel is shocked to find out that his online gay-chat buddy is none other than Kevin Land, the most popular jock in school. Soon, Russel discovers that there are other gay students as well, including his best friend Min, so they all decide to start a gay support group – only, they don't call it that. Instead, they choose a club name that sounds so incredibly boring that no one would ever want to join it – they call it, "The Geography Club." For a while, life is great. For once in his life, Russel feels as though he can actually be himself, and he doesn't feel quite so alone anymore. But that's when things start to fall apart: Russel's friend Gunnar (who has no idea that Russel is actually gay) asks him for a favour: Gunnar is just dying to go on a date with Kimberly, the flirty blonde, but the only way that she'll agree to it is if they make it a double date. So, Russel bites the bullet, and agrees...only that, one date turns into two, and two turns into three, and before you know it, Russel finds himself in the backseat of a car, with Kimberly's friend Trish. So, when Russel refuses to have sex with her, Trish is mortified, and she decides to spread a "rumour" that Russel is gay. Little does she know, this is actually the truth.

Ryan, Sara. *Empress of the World*. Toronto: Penguin Books Canada Ltd., 2001.

Nicola Lancaster is spending the entire summer at the Siegel Institute for Gifted Youth. She intends to pursue her lifelong dream of becoming an archaeologist, but little does she know, her entire world is about to be turned upside down. On her very first day at camp, Nicola doesn't know anyone, and while listening to a horribly boring welcome speech, she sketches the people around her, who are to become her future friends: Katrina, Isaac, Kevin, and Battle. The five of them become fast friends, but much to her own surprise, Nicola begins to fall in love with Battle. At first, it's more of an infatuation, really: Battle is just so full of energy, and so passionate about life, and when Nicola realizes that these feelings are mutual, she can't help but pursue them. Nicola and Battle start spending a lot of time together, but it quickly becomes apparent that Nicola is practically obsessed about analyzing and

interpreting their relationship. Nicola is unsure whether she is a lesbian or bisexual, and as a future-archaeologist, she can't resist the desire to classify herself as one or the other. This constant scrutiny drives Battle absolutely crazy, and they end up having a huge fight. Nicola is incredibly upset, but this pain is nothing in comparison to the pain she feels when the very next day, she sees Battle across the football field, holding hands with their friend Kevin.

Homes, A.M. *Jack*. New York: MacMillan Publishing Co., 1989.

Jack and his father are sitting in a row boat, in the middle of Lake Watchama Yo Yo. Jack's parents have been divorced for several years now, but it comes as a complete shock when Jack's father tells him he is gay. Jack is overwhelmed by this news, and his gut instinct is to get up a run, but thanks to his dad, he is stranded in the middle of a lake. When they finally make it the shore, Jack refuses to get in the car, and he ends up walking all the way home. The very next day, Jack gets himself a girlfriend. If his dad's boating lesson had taught him anything at all, it was that he, himself, definitely was not gay, and so, suddenly, he finds himself holding Ann McCormick's hand every chance he gets. Jack confides in his friend, Max; however, Max's compassion runs dry quickly, and in the blink of an eye, the entire school is calling him "fag baby." Just when you thought things couldn't get much worse, Max's father calls. He wants him to come over for dinner, and he wants him to meet Bob, his partner. At first, Jack is adamant about not going, but after talking with his mother, he realizes that he should at least give his father a chance. So, with a great deal of resentment, Jack goes to his father's apartment, and although the apartment itself seems relatively normal, he discovers that Bob is everything but -- first of all, he wears these red leather slippers that look as though they came right out of a Christmas catalogue. His hair is cut way too short, and he has one of those condescending looks on his faces, almost as if he knows something about Jack that was supposed to be personal. Somehow, Jack makes it through the dinner, but he still has to figure out a way to face his classmates, rebuke his friend, and live with this new reality that has shaken his world.

The Outsiders.
(Grades 8-10)
By Dana Ionson and Uta Stolbenko

Today we are talking about outsiders, people who don't fit in. Chances are you might not like some of the characters we will introduce. In fact, you might hate some of them with a passion; and some of them have no qualms about being rotten. But they are trying to fit in, and they are hopeful. For the most part, however, they are simply young people, just like

you; people who are trying to survive, learn from mistakes, and find their place in life.

Gallo, Donald R. (2001). *On the Fringe*. New York: Dial Books.

This is a collection of stories about teen outsiders. These are teens that eat alone at the lunch table, or maybe with other outcasts. These are teens that have to look over their shoulders when walking home to avoid getting beaten up for no reason.

In the short story “Great Expectations” by M.E. Kerr, Brian is your typical outsider. He is so wimpy and quiet that his classmates call him mouse. Even though Brian dreams of being an actor, he is meek, can hardly speak when the other teens talk to him, and has an odd nose twitching habit that only adds to his troubles. But he isn’t always this way. At home, helping his mom with their bed and breakfast, he is a different person altogether. He makes friends with the clients, making them feel at home while helping his mom out. Their Bed and Breakfast caters to prison clientele, people traveling to visit inmates at the state prison. One of these clients is Polly. She comes regularly to visit her husband, John, who was sentenced to 50 years in the slammer. Their son Johnny went to live with her parents shortly after John was sentenced. Johnny now lives a privileged life with his grandparents. He is spoiled and tells people that his father is dead. When John asks Polly to bring their son for a visit, Polly asks Brian to take on the acting role of his life, play the role of her son and visit John in prison. Brian agrees, and the gig turns out to be easier than he thought. Brian enjoys speaking with John and finds a father figure that he never had. Then Brian gets the ultimate bonus: John tells him that he wants to give him a gift of \$200,000—money from his last bank robbery. But when Brian tells the wrong person about his good fortune, John’s real son, Johnny appears—no doubt to claim his inheritance. Will Brian get to keep the fortune? You’ll have to read, “Great Expectations” in *On the Fringe* to find out.

Mac, Carrie. (2004). *The Beckoners*. Victoria, B.C.: Orca Book Publishers.

Carrie Mac lives and works on the Sunshine Coast. She has written and published three novels for young people. She works as a paramedic and volunteers with homeless run-away teens. She is a marvelous public speaker. And if you ever get a chance to hear her, don’t miss it: her real-life stories are stranger than her fiction. *The Beckoners* was written in response to the brutal murder of Reena Virk, a Vancouver Island teenager who was tortured and beaten to death by a group of teens, mostly girls, just a few years ago. The circumstances of this murder moved Carrie Mac to write this novel which explores the shocking reality of girl gangs. Zoe, the main character of the story, is 15. She is a tough cookie growing up with a single mother struggling to support her two children. Zoe’s mother accepts a new job in Abbotsford and moves her family for the umpteenth time. Yet again, Zoe needs to adjust at a new school. The first person she meets is Beck (Rebecca), who rules the school with the mixture of intimidation and outright violence. Zoe is dismayed but not particularly surprised to run into someone like Beck and her gang, who proudly call themselves The Beckoners. Zoe is forced to join the gang. But Zoe has no idea just how bad things will get. Just how blurry will the line between becoming a tormentor or being tormented get this time around? Be warned: this book is not for the squeamish—there is blood, torture, and even a murder.

But anyone who has ever been bullied or terrorized growing up, or even simply had to learn new rules, will find this story morbidly fascinating.

Bruchac, Joseph. (2005). *Code Talker*. New York: Dial Books.

Can you imagine a bigger outsider than a Navajo in the Marines during WWII? Ned Begay had never seen the ocean, never learned to swim, and was afraid of insects, crabs, and dead people. But he was enlisted for other skills he had, speaking Navajo.

At the beginning of the story 6-year-old Ned Begay is sent to a boarding school. Bruchac describes the Ned's tragic experiences at boarding school: getting punished for speaking Navajo, the racist comments from teachers, and missing his family. But Ned enjoys learning and excels in his classes. Ned continues his education at high school and he is 14 when WWII breaks out.

When Ned is 16 a Navajo visits his community, recruiting Navajos to join the marines. Ned lies about his age and joins the Navajo code talkers, a group of the Marines who transmit messages for the allied forces using the language that they were not allowed to speak for many years. Ned trains in the United States first, working with other code talkers to develop new code and learn how to transmit and translate code. Then Ned is deployed in the South Pacific where he will have to face a foreign land and enemy. Will Ned and his group of Navajo Marines survive the war? What secrets will they discover while breaking code?

Hughes, Monica. (1982). *Hunter in the dark*. Toronto: Clarke, Irwin.

Mike Rankin is seventeen. He is having the time of his life. Mike is off for a secret hunting trip: and he is determined to bring back a trophy deer head. As Mike sets up a camp in the Albertan wilderness and scouts the area known for its whitetail deer, he carefully and professionally prepares for the hunt he has been dreaming about for over a year. Yet from the beginning of the novel there is a feeling of uneasiness about Mike's actions. There seems to be a bigger burden on Mike's shoulders than simply feeling guilty about sneaking away from his overly protective parents.

Through flashbacks, Monica Hughes fills in the blanks. Mike is a "lucky" kid. The only child of wealthy parents, Mike has a perfect life, a perfect friend Doug, and a girlfriend, Gloria. But things change when he suddenly falls sick and is forced to quit his basketball team and abandon the hunting plans. Along with these disappointments, his parents initially lie to him about the seriousness of his condition, and Gloria dumps him. Seeking a mental escape, Mike becomes fixated on the hunt he was planning before his illness. With help from Doug he arranges the trip and goes into the bush to get the coveted trophy to prove his manhood. The experience, however, gives Mike more than he bargains for.

This book is for those of you who love adventure and survival stories. It's a pure adrenaline-rush.

Mackler, Carolyn. (2003). *The Earth, My Butt, and Other Big Round Things*. Massachusetts: Candlewick Press.

Virginia Shreves doesn't fit in anywhere. Definitely not with her family for starters, they are all thin, athletic and outgoing. Her older sister Anais is serving in the Peace Corps in

Africa. Her older brother is a handsome, rugby star, straight A sophomore at Columbia. Her mother is an adolescent psychologist, obsessed with exercise and healthy eating. Virginia's dad is a software executive constantly traveling to Europe and around the states. They all play golf, like artsy films, jazz and museums. Virginia is overweight, and subsists on Doritos and *Teen People*. She'd rather be online in a chatroom or watching reality TV than keeping up with her family.

Virginia doesn't fit in at school either. Grade 10 looks like its going to be the worst year yet. Her best friend Shannon has moved to Washington, leaving Virginia to eat lunch in a bathroom stall, or hiding out in the English lit teacher's office. Virginia isn't any more successful with the boys either. Her "Fat Girl Code of Conduct" dictates how she acts around boys. She doesn't allow herself to even consider dating; she just hopes that she won't be the last girl to French kiss.

When Virginia's mother takes her to the doctor to talk about her weight, Virginia is determined to change, but she doesn't do this properly. Eating as little as possible she does get skinnier, but she also becomes sluggish and dull. When Virginia's brother Bryon's headmaster calls to tell the family that he's done something awful—Virginia becomes even more confused. How will her family handle the disappointment of her perfect brother? Will Virginia be able to respect herself, even though no one else seems to? You'll have to read *The Earth, My Butt, and Other Big Round Things* to find out.

Major, Kevin. (2003). *Hold fast*. Toronto: Groundwood Books/ Douglas & McIntyre.

Reading this book will make you hold fast. Things are really happening. Our main character Michael is 14. An unspeakable thing happens to Michael: Michael's parents die in a car crash. He is separated from his younger brother and shipped off to live with his aunt's family. Michael tells his own story, and it won't take you long to mark Michael as an outsider: he speaks with a small-town Newfie accent and has trouble fitting in even with the people in his family. His struggle to adjust at the new school in a bigger city and his disapproval of his uncle's bullying eventually push him to run away back to his grandfather's house. As he gets there things go from bad to worse. Or do they really?

Olsen, Sylvia. (2004). *White Girl*. British Columbia: Sononis Press.

15-year old Josie has never stood out. Blond hair, blue eyes, thin, she meets girls, and guys easily. Her life isn't all easy though. Josie and her mother have lived in a series of run-down dingy apartments funded by her mother's welfare checks. Josie's mother stays inside, chain smokes, and watches TV. She's frightened by the outside world and doesn't let Josie do anything either. Josie, however, finds ways to sneak around her mother's strict rules. One day Josie gets home from sneaking out and her mom isn't there. Josie waits for her mother, watching TV until finally, at 5:00am her mother sails in and announces to Josie that she is in love. She gushes to Josie, as if she too were 15, about this man, Martin, that she met while at a country bar. "He's a real pony tail Indian" she tells Josie. Quickly, Josie's mom and Martin decide to get married. In the middle of her summer

vacation Josie moves onto the reserve to live with Martin and his 17 year old son Luke. Suddenly Josie goes from being typical, to standing out, and her new nickname “Blondie” doesn’t help. Josie’s new life is anything but easy, from frightening encounters with the school bully Christi, to her mom’s race driven fear of her new community, Josie has to navigate this unfamiliar territory carefully. How will Josie convince Christi, her mom, and herself that the reserve is her home?

Salinger, Jerome David. (1991). *The catcher in the rye*. New York: Little, Brown.

John Lennon, arguably the most famous Beatle, was assassinated on Dec. 8 1980. After firing his gun, the killer, Mark Chapman did not attempt to flee—he just stepped aside opened his paper-back copy of *The catcher in the rye* and went on reading. Even if you know nothing else about this book, this piece of trivia should be intriguing enough. [It sure was for me.] Salinger’s *Catcher in the rye* remains one of the most read and most controversial novels written in North America.

What was the powerful message that Chapman got from this book?

The protagonist and narrator of the story Holden is sixteen and has just been expelled (for academic failure) from a school called Pencey Prep. He embarks on three-day escapades in New York City, which include a night with a prostitute, drinking, a date with his girlfriend, more drinking, and numerous other meaningful and meaningless encounters with friends and strangers. You might not like Holden at first; it takes some time to warm up to him. Holden is intelligent and sensitive, but he tells his story in a cynical and jaded voice. He finds the hypocrisy and ugliness of the world around him almost unbearable. However, the criticisms that Holden aims at people around him are also aimed at himself. He is uncomfortable with his own weaknesses, and at times acts in precisely the same phony, mean, and superficial ways as the people he hates.

The plot of *The catcher* is simple. After being expelled from the school, Holden decides to run away—not just from his family, but from the world itself. And he sort of does. Or does he? Read the book because a movie is not likely to be made any time soon. Why? Read the book. You’ll figure it out.

Preschool Pirate Storytime

by Sharleen Buist, Surrey Public Library

Opening Song: Hello, Everybody, How Are You?
Action Song: If You're A Pirate and You Know It
(suit actions to words; tune: If You're Happy and you Know It)
Matey!
If you're a pirate and you know it ... say Ahoy
If you're a pirate and you know it ... scrub the deck
If you're a pirate and you know it ... walk the plank
If you're a pirate and you know it ... do all three!

Fingerplay: **Ten Little Pirates**
Ten little pirates stand in a row,
(both hands up, fingers raised)
They all bow down to the captain, so!
(bend fingers down and up)
They march to the left, they march to the right.
(move hands to left and right)
They shout "Yo Ho!" and give their captain a fright!
(shout loudly and clap hands on "fright")

Pirate Lullaby: **Captain Abdul Had A Hook For A Hand**
(from: Captain Abdul's Little Treasure by Colin McNaughton)

(listen on CD that accompanies book)
Abdul, he had a hook for a hand,
And a hook for a hand had he.
He used it to scratch at the fleas in his clothes,
And he used it to pick his nose – he did –
He used it to pick his nose.

Flannel Story: **5 Little Sea Creatures**
Five little sea creatures on the ocean floor,
The lobster walked away, now there are four.
Four little sea creatures living in the sea,
The octopus crept away, now there are three.
Three little sea creatures wondering what to do,
"Good-bye" said the starfish, now there are two.
Two little sea creatures not having much fun,
Off swam the sea horse, now there is one.
One little hermit crab sad and all alone,
Back came the starfish,
Back came the sea horse,
Back came the octopus,
Back came the lobster,
Then all five went home.
(\$12, source: Priscilla's Felts, 604-448-0018)

Action Rhyme: **The Gallant Ship**
Three times around went the gallant, gallant ship.
Three times around went she.
Three times around went the gallant, gallant ship
(turn around three times or walk in a circle if a group)
'Til she sank to the bottom of the sea.
(sink down to the ground)
Pull her up, pull her up, said the little sailor crew.
Pull her up, pull her up, said we.
Pull her up, pull her up, said the little sailor crew.
(make pulling motions as you slowly rise)
Or she'll sink to the bottom of the sea.
(sink down to the ground)

Action Song: **The Waves At The Beach**
(suit actions to words; tune: Wheels on the Bus)



The waves at the beach go up and down ... all through the day.
The clams at the beach go open and shut ...
The lobsters at the beach go snap, snap, snap ...

Book: **Way Down Deep in the Deep Blue Sea**
by Jan Peck (c2004)

Poem: **Captain Hook by Shel Silverstein**
(in Where the Sidewalk Ends)

Captain Hook must remember
Not to scratch his toes
Captain Hook must watch out
And never pick his nose
Captain Hook must be gentle
When he shakes your hand
Captain Hook must be careful
Openin' sardine cans
And playing tag and pouring tea
And turnin' pages of his book
Lots of folks I'm glad I ain't
But mostly Captain Hook!

Action Rhyme:

When I Was One
When I was one,
(hold up one finger)
I sucked my thumb,
(pretend to suck thumb)
The day I went to sea.
(point to self with thumb)
I jumped aboard a pirate ship,
(hop forward)
And the captain said to me,
(point to self again)
"We're going this way,
(take one step left and sway)
And that way,
(take one step right and sway)
Forward and
(one step forward)
Backward
(one step backward)
Over the deep blue sea.
(turn around)

When I was two, I tied my shoe, the day I went to sea ... etc.
When I was three, I climbed a tree ...
When I was four, I shut the door ...
When I was five, I learned to dive ...

Longer Book: **Captain Flinn and The Pirate Dinosaurs**
by Giles Andreae (c2005)

Goodbye Song:

Oh, It's Time To Say Goodbye
(tune: She'll Be Coming Round the Mountain)
OH, IT'S TIME TO SAY GOODBYE TO OUR FRIENDS
Oh, it's time to say goodbye to our friends
Oh, it's time to say goodbye
Give a smile and wink an eye
Oh, it's time to say goodbye to our friends

STORYTELLING: TO ACT OR NOT TO ACT

By Robert Max Tell Stelmach

Some Teachers and Librarians tell me that *acting* has nothing to do with their job, and I agree. Acting, in a formal sense, supported by many years of professional acting training and experience is overkill for any teacher or librarian who simply wants to tell a story well. However, there may be those of you who have difficulty, to some degree, with breathing, enunciating, or projecting. When telling a story, you may feel tense or tire easily. Or you may simply wish to tell a story better. If so, I strongly suggest a liberal use of exercise and acting technique.

Some of you may suffer from shortness of breath, fatigue, or tension. You may suffer from one, two, or all three of the above, not only when telling stories, but in your daily life as well. Whichever the case, I suggest that you only work on one difficulty at a time. Once you have improved in that area, then move on to another. Later on, you may wish to do some follow-up work.

For example, shortness of breath can be eliminated with the help of three simple exercises which strengthen the diaphragm. The diaphragm is the muscle between the stomach and lungs that controls breathing. To get a good understanding of where the diaphragm is and how it works, lie on your back. Place the palm of one hand on your belly, between your rib cage and your stomach, more specifically so that your thumb and index finger lie over the bottom centre of your rib cage with the other half on the edge of your stomach. Your diaphragm should be below your middle finger.

Remain on your back. Concentrate on your breathing as you inhale and exhale slowly and evenly. You will be breathing properly, when your rib cage does not move, but your stomach does. Your stomach should slowly rise and fall with each inhalation and exhalation of breath. This rising and falling action is caused by the diaphragm expanding into the stomach area with each breath and retracting back up under the rib cage with each exhalation. This in and out movement of the stomach is a sign of normal breathing, the type of breathing you want to strive for when standing, when talking, and particularly when telling a story.

Exercise One: Stand upright. Once again, place the palm of one hand at the point where your rib cage and stomach meet. Breathe slowly and evenly into the stomach, not into the shoulders. If your shoulders rise at the beginning of a breath, you are not using your diaphragm, and you are not breathing correctly. Try again. Breathe into your stomach. If you find this difficult, practice this exercise about three times a day, concentrating on breathing into

the stomach and not into the shoulders. Once you feel that you consistently breathe into your stomach, go on to **exercise two**.

Exercise Two: While standing as outlined above, breathe slowly into your stomach until it is full of air. Try to relax as you bounce (or tighten) your diaphragm in quick bursts, by pulling it in and back up under your rib cage. Do not exhale while you bounce your diaphragm. Keep your shoulders relaxed and still. Begin with three bounces, then take a breath. Over time, work up to ten bounces per breath with three or four rounds each. Caution: With any sign of dizziness or hyperventilation, stop the exercise and try again later at a lower, more comfortable count.

Exercise Three: This is more difficult and requires more concentration. While standing, breathe slowly into your stomach. Once your stomach is full, exhale slowly until your diaphragm has pulled back up under your rib cage and your lungs are empty of air. Do not breathe while you bounce your diaphragm up and down by pulling it in and up under your rib cage. You will know that your actions are correct when your stomach is being pulled in and up as well. Begin with three bounces, and then take a breath. Over time, work up to ten bounces per breath and three or four rounds. Caution: With any sign of dizziness or hyperventilation, stop the exercise and try again later at a lower, more comfortable count.

Over time, these exercises will free you of shortness of breath. And if a story calls for it, you will also be able to create the whispering voice of a tiny elf or the booming voice of a giant.

This exercise, among others is part of Robert Max Tell Stelmach's **Making Stories Come Alive: a Storytelling Workshop for Librarians & Teachers**. To learn more about his writing, performances, and workshops see Max Tell's web site at www.maxtell.ca.