INSIDE:
DIGITAL PHOTOGRAPHY
TEEN TECH CAMP
MAKING SHORT FILMS
TECH CRAFTS
...AND MORE!
An essential reference tool, *Book Review Digest Plus* collects the widest possible range of book reviews from the most respected sources.

Book reviews on the Internet often consist of little more than thinly disguised marketing materials or the subjective views of readers and customers rather than the considered work of experts and academics. Reviews in *Book Review Digest Plus*, by contrast, are serious, professional works, making this an invaluable resource for literary and biographical research, as well as for readers’ advisory and collection development.

**Content includes:**
- Over two million reviews, including citations, generous excerpts from book reviews, book summaries, bibliographic data, and over 225,000 full-text reviews
- Coverage as far back as 1983
- More than 118,000 new reviews added every year
- Positive and negative evaluations
- “Master” records for each book, with links to reviews from a variety of sources

“The content will be welcome at any academic or ...public library.... incredibly powerful retrieval features.”
—Reference Reviews

![WilsonWeb logo](https://www.hwwilson.com)
YALSA Perspectives
4 YALSA’s New Readers’ Choice Booklist
   By Sarah Ludwig
5 New Dues Structure Proposed
   By YALSA Board of Directors

Best Practices
6 Building a Foundation for Teen Services
   By Natalie Houston
10 Leadership and Professionalism
   Competencies for Serving Youth
   By Sarah Flowers

Hot Spot: Teen Tech Week
16 No Photoshop? No Problem!
   Digital Photography Programs on a Budget
   By Donna Block
20 Crafts for Teen Tech Week
   By Lauren Comito
22 Mix and Mash @ Your Library (With Books!)
   By Jerene Battisti
24 Online Marketing Strategies for Reaching Today’s Teens
   By Laura Peowski Horn
28 Short Filmmakers
   By Jesse Vieau
31 Teen Tech Camp
   By Sarah Ludwig
34 Career and Education Fair and Teen Tech Week
   A Collaborative Effort
   By Betsy Davis Boling, Lisa McKnight-Ward, Deborah Marshall, and Jennifer Lanz

Plus:
2 From the Editor
   Sarah Flowers
3 From the President
   Kim Patton
36 Professional Resources
37 Guidelines for Authors
37 Index to Advertisers
38 The YALSA Update

About This Cover
The cover features poster art for Teen Tech Week™ 2011, March 6–12, Mix and Mash @ your library®. Teen Tech Week is an annual initiative sponsored by YALSA to ensure that teens are competent and ethical users of technology, particularly the types available at libraries. To purchase the poster or other Teen Tech Week products, visit www.alastore.ala.org. Design by Distillery Design Studio.
from the Editor
Sarah Flowers

Mix and Mash @ your library

Anyone who spends any time in a library knows that libraries have much more to offer than print resources, and also knows that teens are attracted to many of these resources, especially the electronic ones. This year, YALSA’s Teen Tech Week™ will take place March 6–12, and the theme—Mix and Mash @ your library—focuses on encouraging teens to use library resources to express their creativity by developing their own unique online content and safely sharing it by using online collaborative tools. There are lots of exciting possibilities, and I’m looking forward to seeing the results of projects like creating book trailers, music videos, visual poetry, digital scrapbooking, and more. Besides the great ideas that appear in this issue, be sure to check out YALSA’s Teen Tech Week Web site (www.ala.org/teentechweek) for other suggestions, or add your own ideas to the Wiki. One of the great things about an event like Teen Tech Week is that it gives you an opportunity to highlight to your community some of the great things you are doing with teens in your library. So take advantage of the publicity tools that YALSA offers and send out a press release, or get your city council to issue a resolution in honor of Teen Tech Week. Use this opportunity to share with community members, officials, parents, and teens themselves about some of the ways you can help teens develop the skills they need to use electronic resources effectively, efficiently, and safely.

Meanwhile, check out the great ideas for Teen Tech Week in this issue. Donna Block shares details about how to do low-cost digital photography programs, Lauren Comito focuses on tech-oriented crafts programs, Jesse Vieu shows you how to help teens create short films, Sarah Ludwig describes a Teen Tech Camp, Laura Peowski Horn offers some suggestions for online marketed strategies, Deborah Marshall and her colleagues describe a Computer Technology Education fair, and Jerene Battista talks about using actual printed books with Teen Tech Week.
Teens and Technology

As we gear up to celebrate teens and technology in this issue, it is the perfect opportunity to emphasize just how important it is that we have conversations with our teens about the ethical uses of technological tools in a digital environment. We need to talk to them about their rights and their responsibilities. Just consider the recent incident of the teens at Rutgers who allegedly used a webcam to spy on another teen, who subsequently committed suicide. It is simply undeniable that teens are faced with choices that have consequences that they don’t have the skills, aptitudes, or experiences to evaluate and that the stakes are too high for them to be left to their own devices in figuring it all out. As an increasing number of teens use the Internet for gaming, information gathering, socializing, and shopping, the number of technological tools they use has also grown. We need to impart the knowledge that along with these great gadgets and wonderful tools comes the responsibility to use them wisely and to become good citizens in and stewards of a digital environment. Instruction manuals teach us how to physically use electronic devices, but they do not include information on privacy rights, bullying, “sexting”, illegal file sharing, and so on.

As library professionals, we should constantly stress to teens that the importance of diligently protecting their privacy ultimately falls on their own shoulders. Teens need to be reminded of the pitfalls of providing too much personal information over the Internet, even in cases where they know the people with whom they are sharing information. All too often the information and pictures shared with one person are shared again without explicit permission or even acknowledgment. Teens need to be reminded again and again that once posted, information has a life of its own and can wind up in all kinds of unexpected places.

For a great illustration of this phenomenon, see this short video from the Berkman Center’s Digital Native project: http://cyber.law.harvard.edu/interactive/projects/digitalnatives/2010/09/identities.

As we plan programs around technology, it is a good idea to include information and guidance on how to treat others respectfully. We can point out to teens that when they are using social networking sites, common sense, decency, and respect can sometimes get lost in the shuffle. We can also remind them that their words have power and that the effects can be long lasting to the person on the other side of the screen as well as to themselves. One good way to spark the conversation and help teens become aware of the problem is by role-playing examples of inappropriate incidents that can pose a threat online. Give teens a chance to voice (and therefore discover) their views on the pros and cons of each situation and then follow up with tips and instructions on ways to avoid these online pitfalls.

Another area of concern is teaching teens to acknowledge their sources when creating intellectual property. Practices such as downloading and remixing content are important tools we can share with them that will benefit them throughout their educational pursuits and into their careers. After all, that’s even our Teen Tech Week theme: Mix and Mash. But not everything on the Internet is free, and teens need to have some guidance in citing sources and recognizing the intellectual property of others. In this new digital age it seems that our teens struggle daily with issues of creativity vs. intellectual property and the borders only continue to grow murkier.

As leaders in the information profession and advocates for teens, it is more important than ever that we take on the tasks of sharing this information with our teens, their families, and their caregivers. An excellent approach to sharing this message is by engaging teens through technology programs themselves. This helps open conversations in a nonthreatening and nonaccusatory way rather than reverting to utilizing instruction and rules. By focusing on the ethics involved and appealing to teens’ sense of right and wrong, we can help teens further develop the moral and ethical codes they are naturally in the process of building.
Who hasn’t looked at the Printz Award winner and honor books or the Top Ten Best Fiction for Young Adults picks and thought: “where was my favorite?” It’s impossible for all of our favorites to be recognized every year, of course. And we can’t all serve on selection committees. However, now there’s a chance for any YALSA member to have a say in which books are recognized for being the best of the year.

According to YALSA’s 2008 Member Survey, members want more ways to be involved in the organization. In addition, the YALSA Board wanted create a booklist that would open up the selection process to YALSA’s large, diverse membership base. A task force was created to develop the criteria for such a list, and at ALA Annual 2010, the Board approved the development of the Readers’ Choice Booklist. This list will allow all members, not just those serving on a committee, to nominate and vote on the titles that they think deserve recognition.

Here are the details:

- Anyone can nominate a title, YALSA members and nonmembers alike. Nominations will be accepted online only, and you will have to fill out the standard bibliographical information as well as a brief reason for your nomination. You can nominate as many titles as you like.
- Nominated titles must have been published between November 1 of the prior year and October 31 of the current year. Fiction, nonfiction, and graphic novels all may be nominated.
- Nominations will be accepted beginning in February and will be accepted throughout October of the same year.
- When you nominate a book, you will have to select the category that the book falls into. Nominations will be categorized under six broad genres — horror/thriller, mystery/crime, nonfiction, realistic fiction, romance and science fiction/fantasy — and a yearly wild card to reflect current trends. In 2011, the wild card category is steampunk.
- Titles that receive twenty-five or more nominations will be included on a ballot, to be voted on by YALSA members during the month of November. Like the nomination forms, the voting will take place online only.
- The final list will be announced in December and will be comprised of the top five books in each category.

This list will serve as both a selection guide for librarians and a reading guide for teens. The final list will be published on the YALSA Web site, blog, social networking sites, and print journals. Look for more information about nominating titles on YALSA’s blog (http://yalsa.ala.org/blog) and the YALSA Web site (www.ala.org/yalsa). And spread the word to your colleagues. With so many excellent titles being published for teens every year, it’s wonderful to have the opportunity to nominate some of them for recognition.

Thanks very much to the task force members who made this possible: Lee Catalano, Rollie Welch, and Jody Wurl. Our (2009–2010) board liaison, Sarah Cornish Debraski, was a huge help. It’s not often that new lists like this are created, and the Readers’ Choice list will be an indispensable tool for years to come.

SARAH LUDWIG is the Academic Technology Coordinator at Hamden Hall Country Day School in Hamden, Connecticut. She was the chair of the Reader’s Choice Task Force and is currently the chair of the YALSA Advocacy Resources Update Task Force and a member of the Teen Tech Week Committee. Her book, Starting from Scratch: Building a Teen Library Program, will be published by ABC-CLIO in May 2011.
Discussing possible changes to the dues structure is difficult and especially challenging in this tough economic climate. Most, if not all, of us have experienced firsthand the challenge of meeting the needs of our customers while facing decreased revenue and increased costs. Every association or organization should periodically review its dues structure to see if any changes should be made to reflect the current economy. The YALSA Board of Directors, as part of its fiduciary responsibility to its members, reviewed the current dues structure to determine if any adjustments should be made. It has been five years since the last dues increase for YALSA took place and a lot has changed during that time. What cost $50 in 2005, costs $55.89 in 2010, according to the U.S. Bureau of Labor Statistics Consumer Price Index (http://data.bls.gov/cgi-bin/cpicalc.pl).

At the 2010 Annual Conference in Washington, D.C., the YALSA Board of Directors voted to put two dues initiatives on the 2011 spring ballot for the membership to consider: (1) establishing a new, reduced dues category for nonsalaried members at $25 and (2) increasing the dues rate from $50 to $60 for regular members, from $20 to $25 for students and retirees, and from $60 to $70 for organizational and corporate members. The proposed nonsalaried member category would include part-time, hourly, and members not employed. If passed, the changes to the dues structure would go into effect for the 2012 fiscal year, which begins September 1, 2011.

YALSA is committed to providing the same level of service and support to its members and an increase in dues is needed to ensure that this continues. As a member of YALSA, you not only receive benefits from ALA but also have access to exclusive YALSA benefits. All YALSA members receive Young Adult Library Services, YALSA’s award-winning quarterly print journal, and YALSA’s monthly e-mail newsletter, YAttitudes (if e-mail permission has been granted). Members also receive discounts on products and publications, and registration discounts for Annual Conference, Midwinter Meeting, and YALSA’s Young Adult Literature Symposium. In addition, members receive discounts for YALSA’s online professional development, including webinars and online courses.

YALSA offers more than $40,000 in awards, contests, grants, stipends, and scholarships exclusively to its members each year, including supporting a Spectrum Scholar and the Emerging Leaders program. Perhaps one of the most valuable resources available to YALSA members is the networking and professional development opportunities. Members are encouraged to develop their leadership skills with the many volunteer opportunities with YALSA’s member groups, advisory boards, book and media award committees, virtual committees, juries, and task forces. In addition, members can join a YALSA Discussion or Interest Group through ALA Connect, ALA’s collaborative online community. For career advancement, YALSA members can participate in the YALSA mentoring program and take advantage of the professional development resources created by YALSA including monthly e-chats, archived webinars, handouts, and information on jobs.

The big, hairy, audacious goal in YALSA’s Strategic Plan is for YALSA “to be the driving force behind providing excellent library services to all teens.” Approving the proposed dues structure will help ensure that YALSA continues to develop innovative services and resources essential to its members. 

The YALSA Board is composed of YALSA’s President, President-Elect, Immediate Past President, Fiscal Officer, Secretary, Division Councilor, and nine directors, all of whom are elected by the membership of YALSA. There are three ex-officio board members: YALSA’s Executive Director, the Chair of Organization and Bylaws, and the Chair of Strategic Planning.
any school and public libraries may be struggling to provide library services to teens, especially if they have lost experienced staff members or staff are asked to take on other responsibilities. In these challenging circumstances there are a few simple ways that libraries can begin building a foundation for excellent teen services, and ensure that teen patrons feel welcome.

Involve All Staff in Teen Services

Even if no one has the title Young Adult Librarian or Media Specialist, teen services need to be highlighted and monitored. It is helpful to have a staff member with a vested interest in the success of your teen program, keeping a finger on the pulse either through personal interest or direct responsibility. A stronger program would involve several staff members sharing the responsibility and remaining actively involved with teens.

Any school or library staff member can serve as an advocate for teen library services. They can share ideas on how to incorporate popular trends into teen services. Creating an understanding within your library or school that all staff members serve teens and have a role in providing excellent library services forms a foundation that helps to maintain services through transitions. Help coworkers recognize how their own hobbies may appeal to young adults and invite them to share their interests with your teens. They may host a one-time book discussion, bring in a special collection to display, or host a knitting program, for example. The essential aspect is to begin identifying and building an internal network of allies for teen services, and then to encourage them to share ideas with each other on how to better serve teens.

Build a Reputation

Take a look around. What is the library’s reputation? How do teens react when they come in the door? Teens take cues from visual and interpersonal messages and the most basic step in achieving excellent service for young adults starts with creating a welcoming environment for teens in your library. This includes everything from customer service, to young adult materials, to equitable policies.

Use Visual Cues

For libraries that would like to improve their relationship with teens, start with making it visually apparent that teens are welcome by having a place specifically dedicated to serving them. Make your young adult section attractive, and if possible, make it a section of its own. This can be done by simply rearranging shelving or furniture to carve out a corner with young adult materials collected together.

Next, enhance the young adult area by creating a young adult book display. A space that showcases young adult literature is attractive to teens and they may immediately recognize popular books and be drawn to the area. Get teens involved in creating the display by having them select a theme or pick titles that they think other teens will enjoy. Make sure to update the display frequently.

Near the young adult book display, designate a space for teen program publicity and information relevant to teens. This can be a bulletin board, a window, or an endcap near the young adult books. This space can also feature book reviews or

NATALIE HOUSTON is a 2009 graduate of the University of South Florida’s School of Library and Information Science and serves on the YALSA Fabulous Films for Young Adults Committee. Natalie is the Youth Outreach Coordinator at the Orange County Library System in Orlando, Florida.
recommendations from teens. Creating a centralized location for teen information will create awareness of the teen services that the library is offering. You will need the attention of teens and the adults in their lives to build the library’s reputation in the community as an organization that serves teens. Never miss an opportunity to share the work that the library is doing with and for teens with community members.

An important consideration of the library environment is disruptive behavior. It impacts how teens feel and how they are perceived while in the library. Having a code of conduct that is uniformly enforced among all library patrons and by all library staff can alleviate the stress some libraries feel in struggling to deal with disruptive behavior. Teens need boundaries and will respect fair consequences but will quickly perceive any unequal enforcement of the rules. Even though libraries are trying to win over teen patrons, inappropriate behavior will detract from the library’s mission. Teens are always looking for a place where they belong and the library can fulfill this need by building a reputation as a welcoming and comfortable place for them to spend their time.

**Volunteers Can Improve Customer Service**

Next, consider the relationship between staff and teens. You can be sure that library patrons are very observant of staff interactions with young adults. Oftentimes, giving a reluctant staff member the chance to build a positive relationship with a teen volunteer or student assistant can change their attitude toward teen patrons. In addition, a teen volunteer program can be an important service-learning component of teen services. Teens need to earn community service hours and volunteering not only satisfies requirements for school and scholarships but fulfills other developmental needs. Many young adults volunteer or assist at the library not because they need community service hours but because they are looking for a sense of belonging. It is an opportunity for the library to play a significant part in a teen’s life and also to get to know teens and their interests. The library becomes their place as volunteering makes them feel like an insider. Teen volunteers are great promoters of the library and improve the library’s reputation through peer-to-peer recommendations.

**Volunteering as Service Learning**

Keep in mind that a teen volunteer program is a service-learning opportunity. It takes a considerable amount of time to train and monitor teen volunteers. Through their volunteering experience, libraries can help teens develop skills such as leadership, event planning, and cooperation.

**Tips for a Successful Volunteer Program**

Having a structured volunteer program will make managing volunteers less time-consuming and more beneficial for both parties. A few common traits among libraries that have successful teen volunteer programs are setting a volunteer schedule, outlining clear expectations, defining limits, being flexible, and developing relationships.

Successful teen volunteer programs often create a schedule for their volunteers. This allows staff to anticipate when teens will be available to help and to match the volunteer’s time with the library’s workflow. Set a limit on the number of hours a teen can volunteer in one shift. Having a set schedule for teen volunteers may actually increase the number of volunteers that the library can comfortably work with; because they will have a “shift”, they can volunteer only for two to four hours at a time, potentially creating an opportunity for another teen to volunteer.
The limit often prevents burnout from working too many consecutive hours and helps prevent the library from running out of work for them to do. Encourage parents to allow free time before or after the teen’s volunteer shift for them to go on the computer or check out library materials. Having teens distinguish their recreational time in the library from their volunteer time is a good lesson.

Setting structured, clear, and fair expectations for attendance and commitment from the beginning helps to offset miscommunication with volunteers later on. If possible, make parents aware of these expectations as well. Ask that teens volunteer on a specific day and at a specific time. If they cannot, they should give you notice. This courtesy is good practice for teens and keeps the communication open even when teens cannot get into the library. Teens may not feel like their volunteer work is important but letting them know that you are expecting them reinforces that you consider their work to be valuable.

Be flexible—volunteering as a teen is a learning experience. Help teens identify their interests within the library and communicate their needs. Asking for help when they do not understand is an important lesson. Initiative, follow-through, and creativity are qualities that can be positively reinforced. Be sensitive to teens—they may not be comfortable telling a staff member they are bored and would like to work on something else, but this is the number one reason they may not come back to volunteer again. Let teens know in advance the type of projects or tasks that they will be asked to do while volunteering to make sure that they are still interested. Compile a list of other local organizations that accept teen volunteers to offer as alternatives that may better match the teen’s interests.

Introduce all new volunteers to all the library staff members so that they recognize them and make sure that volunteers are identifiable to the public. The first step to building a relationship with a teen volunteer is learning their name. Have the volunteers wear name badges or create miniposters with their photo, school, and interests to post in a staff area. You may also send out an e-mail introducing the new volunteer. Keep library staff in the loop and abreast of volunteer duties and what is acceptable behavior for teen volunteers. At the same time make sure volunteers know what type of assistance they can offer to patrons and when they need to find a staff member to help.

Volunteering at the library is an opportunity for teens to develop positive relationships with adults in their community. They may ask for a reference, so make sure to get to know the teens volunteering at your library by asking them questions about their lives. Teens also like to meet other teens so create opportunities for them to work on projects together. Teen volunteers are your best source for recruiting other teens to volunteer in the future. Curious observers often notice the relationship that teen volunteers have with library staff and this can set a positive tone for interactions between library staff and teen patrons.

The Cycle of Teen Programming

Most libraries try to offer some type of programming for teenagers. The challenge with teen involvement is that it has a short life span because teens’ lives change every few months. Teen programming has a cycle of recruiting, retaining, and reinventing. Recognizing this pattern may help librarians to know what type of effort is required. Even though teens may stay involved in library programs only for a few months, it is a strategic point in their lives to make an impact. They are making important life decisions and seeking information independently to do so. Overall, teens attend library programs to socialize. They may meet people from outside their clique of friends that share their interests and the library creates a comfortable environment for teens from different schools to mingle. Parents and community members appreciate the
positive extracurricular experiences the library offers to teens.

Recruiting

Get the message out of the library. Posting flyers and including programs in a library newsletter is just not enough to tell teens who have never visited the library about the programs the library offers. This is why building the library’s reputation as a place that regularly offers something for teens is important. For example, one way some libraries get the message out is by posting flyers for gaming events at local game stores. Ultimately, make connections with the other places in your community that teens frequent.

Tell them three times. Teens are busy, they are distracted, and they probably do not use a calendar. So you have to tell them at least three times about an upcoming program if you want them to attend. First, build anticipation and awareness by telling teens about your program a couple weeks in advance. This is also a personal invitation, which is the best kind: “Hey, we have this program coming up and we would like you to come.” Next, tell them the week of the event: “Hey, that thing I told you about is on Wednesday, are you going to be able to make it?” This reminds them to make arrangements to attend. Teens have less control over their lives; they have to tell their parents and arrange for rides. Finally, an hour before your program let every teen in the library know about the program that will be happening shortly. This gives them time to finish up homework, to ask their parents to stay a little longer, and to talk each other into attending all together.

Even if your library is teeming with teens, food and program reminders get bigger crowds. If you feed them, they will come. Teen programs are social events, so try to occasionally provide snacks. If purchasing food is outside your budget, you may seek donations from local businesses. For example, a local bakery may donate leftover baked goods at the end of the night or a grocery store may donate a gift card to use for supplies. Requests for snacks are the most common feedback that we have received from teens and being responsive to their requests when possible builds rapport. In addition, every donation request is an opportunity to share information about the work the library does with teens.

Another way to get the message out is building a network of external partners. Start an e-mail group to easily disseminate information about upcoming programs and ask people if they would like to be added to the list. Make sure to include local media contacts and local bloggers. Send out regular updates about upcoming programs. Make sure that several staff members have access to update and can utilize the distribution list. Social media like Facebook can be a way to extend this network directly to teens.

Retaining

Keep the teen program schedule simple. If you cannot remember when your next teen program is, there is no way that a teen is going to know. Scheduling teen programs with a regular pattern is helpful and builds consistency. You want teens to include library programs in their regular activities and you want to build momentum with your attendance. If programs are few and far between, you will have to work twice as hard to publicize and promote them.

Reinventing

Create a buzz. Try to offer special programs at least once a year to draw attention to the library. This can be as elaborate as a Teen Battle of the Bands competition or smaller scale art reception for local students. The library may gain exposure with a new audience by hosting a community event or hosting guest presenters. Teens are often most interested in programs presented by guest speakers or performers. Partnerships are a way that libraries can bring in interesting programs without additional funding. A presenter may be willing to host a teen program in exchange for the publicity and the opportunity to promote themselves. Reinventing teen programs also means keeping program offerings fresh and new so that as teens grow up the library is still interesting to them. This may mean letting them take a more active role in leading events or doing something completely different than what has been done before.

The Role of a Teen Advisory Board

Although you can get feedback from teens in numerous informal ways, a teen advisory board creates a specific role for teens in the library and formalizes their inclusion into the decision-making processes. Teen advisory boards should be influential in the types of programs that you offer and contribute leadership, promotion, and insight. It is essential to involve new teens in the teen advisory board; since it is at the top of the pyramid, it is usually the first indicator that the process of recruiting and reinventing needs to begin again.

In the bustle of daily library life establishing a thoughtful foundation for teen services including a welcoming environment, internal and external networks, and a structured teen volunteer program can make maintaining and continuing teen services easier. YALS
Why do the competencies begin with leadership and professionalism? Because leadership and professionalism are the keys to providing the best possible service to teens. The young adult librarian is often the only one in the library who really cares about young adults. The best way to start advocating for service excellence is to present yourself as a serious professional. Everything else follows from that.

Let’s start with some statistics. In 2007, the Public Library Data Service (PLDS) survey included questions about young adult services in public libraries. This collaboration between the Public Library Association (PLA) and YALSA represented the first time statistics have been collected on these services since the national center for educational statistics published a survey on YA services in 1994. Out of 1,672 libraries that received the survey, 904 responded (a 54.1 percent response rate), and of those, 890 responded to the YA services questions (98.5 percent of responding libraries).1

Of the responding libraries, 772 (85 percent) indicated that they have a separate YA services department. Generally speaking, the larger the library or system, the more likely it was to have a separate YA services department. According to an analysis of the statistics done by Megan Mustafoff and Lauren Teffeau of the University of Illinois–Urbana Champaign, “About half (51.9 percent) of all libraries have at least one librarian FTE (full-time equivalent) dedicated to YA services . . . similarly, 62.2 percent of libraries have at least one YA staff person, either librarian or paraprofessional. In 1994, only 11 percent of libraries had a YA librarian.”2

From all of the responding libraries, about 46 percent had a separate materials budget for young adult materials. This varied widely depending on library size, from 72 percent of the largest libraries having a separate budget line for YA materials to less than 1 percent of the smallest libraries. Larger libraries are also more likely to house YA materials in a separate area from adult and children’s materials. Mustafoff and Teffeau found that in 1994, only 58 percent of libraries housed YA materials separately from other types of library materials. The 2007 PLDS survey indicates this number has risen to 83.9 percent of central or main libraries and 72.2 percent of branch libraries keeping YA materials in a separate area.3

These numbers are encouraging for YA librarians, but they are just the beginning.

Now go to local statistics. Your library keeps statistics. Find out what they are and how they are collected. Are circulation statistics kept for YA materials? If not, find out if they can be. Most integrated library systems (ILSs) generate circulation statistics, but you may have to dig into a big report to get to the level of finding out which YA materials circulate and how much. Create turnover reports (number of circulations/number of items) for each YA materials category. Look at a list of items that have holds (reserves) on them. Which YA items have the most holds? Which items have the highest ratio of holds to copies owned? These figures will help you in both developing your collection and demonstrating its value to your administration. You can also look at patron information. Again, you may have to dig down and do some of the math yourself to find out how many patrons ages twelve through eighteen your library has and how many items they have checked out, but it can often be done.

Next, look at statewide statistics. The states require annual reporting, and these...
numbers are collected either in a printed book or online. For example, California creates California Library Statistics each year. Every library in the state receives a copy of the printed book, and it is also available online at www.library.ca.gov/llds/librarystats.html.

Library research service of Colorado has a handy web page with links to public library statistics from all of the states that make them available online (www.lrs.org/public/other.php). Often these statewide statistics are not much help to the YA librarian, because the reports consider only system-level data. The reporting is for entire library systems, not individual branches, and while children’s materials and programs are often listed as separate entries, YA are usually not. Still, the data can be of some use in getting an idea of how other libraries of your size are funded compared to your library, and how materials expenditures compare.

What does it all mean for you? Think of it this way: if there isn’t a budget line for it, it doesn’t really exist. So do some more research. Find out how your library is funded and how YA is funded. In many public libraries, young adult services is a subset of children’s (or youth) services; in others, it is a part of adult services. In either case, start by finding out whether there is a separate line item in your library’s materials budget for young adult materials. Is there a position that is specifically designated as a “young adult librarian” or “teen services librarian”? Are YA materials housed separately from children’s and adult materials? The answers to these questions will give you an idea of where your library’s administration stands on the issue of young adult services. But don’t stop there. If YA positions and materials budget lines don’t exist, it is possible to create them.

Start by reading YALSA’s white paper, “The Benefits of Including Dedicated Young Adult Librarians on Staff in the Public Library,” prepared by YALSA with Audra Caplan (www.ala.org/ala/mgrps/divs/yalsa/profdev/whitepapers/yastaff.cfm). The authors note that it is important to have young adult librarians on staff because “a significant percent of the American population is composed of adolescents and many of them are library users.” Young adult librarians, they go on to note, “are age-level specialists who understand that teens have unique needs and have been trained especially to work with this particular population.” These specialists understand that the “behavior, interests, and informational and social needs [of teens] are not the same as those of children or adults.” Moreover, the library and the community as a whole are improved when the needs of teens are addressed. YA librarians can help other staff feel comfortable with teens and can provide teens with positive social interaction with adults, something that helps teens grow and helps them find their place in society. 4

Now look over all the information you have collected and see what it says to you about how YA services could be improved in your library. If circulation of YA materials is 15 percent of the library's circulation but YA materials get only 2 percent of the materials budget, you can make a case that more money is needed in this area. If patrons ages twelve through eighteen are 30 percent of your library’s user population, but are responsible for only 10 percent of circulation, you may need to look at how to build a collection or services that will be of greater appeal or use to teens. Statistics don’t always tell the whole story, though. Talk to your local teens to find out how they are using (and not using) the library.

A commitment to professionalism includes understanding what the profession of librarianship in general and young adult librarianship in particular expect of its practitioners. Start by reading (or rereading) the ALA Bill of Rights. Consider which parts of this document are easy for you, and which are hard. Think about the hard things. Are they hard because your library doesn’t support them? Are they hard because your personal background makes it difficult? Do a little research by reading the interpretations of the Library Bill of Rights. These documents have been adopted by the ALA Council, and as such are policies of ALA. They include background statements.

Area I. Leadership and Professionalism

The librarian will be able to:

1. Develop and demonstrate leadership skills in identifying the unique needs of young adults and advocating for service excellence, including equitable funding and staffing levels relative to those provided for adults and children.
2. Develop and demonstrate a commitment to professionalism and ethical behavior.
3. Plan for personal and professional growth and career development.
4. Encourage young adults to become lifelong library users by helping them to discover what libraries offer, how to use library resources, and how libraries can assist them in actualizing their overall growth and development.
5. Develop and supervise formal youth participation, such as teen advisory groups, recruitment of teen volunteers, and opportunities for employment.
6. Model commitment to building assets in youth to develop healthy, successful young adults.
7. Implement mentoring methods to attract, develop, and train staff working with young adults.
Leadership and Professionalism

detailing the philosophy and history of the Bill of Rights, and may answer questions that you have about how to implement the Bill of Rights and how to respond to criticisms. Of particular interest for young adult librarians are the interpretations “Free Access to Libraries for Minors,” “Access for Children and Young Adults to Nonprint Materials,” “Access to Resources and Services in the School Library Media Program,” “Minors and Internet Interactivity,” and “Labeling and Rating Systems.”

Next, read ALA’s Code of Ethics and consider how the values listed play out in your daily-to-day work. Consider in particular item number one about equitable access and item number three about the user’s right to privacy. Are these values expressed in your library’s policies? Are teens specifically addressed in these policies? Is the privacy of teens respected to the same level that the privacy of adults is? Do teens have “equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests”? If not, you can take leadership by proposing changes to the existing policies that will remedy these shortcomings. Often library administrations are not hostile to equitable access for teens; it just has never occurred to them that their policies may not express this in the best possible way.

Your own personal and professional growth and career development are your responsibility. Participating in professional associations and continuing education are two ways to do that. Professional associations can range from local support groups (e.g., Bay Area Young Adult Librarians), to state associations, to national associations like ALA and YALSA. Yes, it costs money to join these organizations, and in most cases it comes out of your own pocket, but think of it as a statement to yourself and your library administration that you consider yourself a professional. In most organizations, membership offers a journal (either online or paper), some kind of online information, and in some cases a membership directory for making contacts.

Joining these organizations creates a three-way benefit: membership helps you keep up to date in your profession, you can bring information back to your school or library, and you can benefit the professional organization by contributing your own experiences to keep it up to date. To stay current and relevant, for example, YALSA needs a continued infusion of new members who are actively working in the field of young adult services. An association that doesn’t bring along new members is an obsolete association.

Besides the cost of membership, another obstacle to being active in a professional organization is the need to attend conferences. Many libraries have limited or no funds for travel and this can make it difficult to be a committee member. However, YALSA and other organizations are beginning to offer many different ways of being involved. ALA has been working plans for electronic member participation. YALSA has entire committees composed of “virtual members” who participate electronically but are not required to attend conferences. In addition, YALSA has a wiki with pages for creating booklists and other content. If you are a member of ALA, you are automatically a member of at least one community on ALA Connect, ALAs online community. ALA connect is a Web platform created to promote communication and collaboration among ALA members. Discussion boards, chat rooms, and the ability to create one’s own community of like-minded library people are a few of the features it offers. YALSA is actively hosting monthly online chats that are open to all members to discuss issues of interest, from cheap programming to advocacy and more. The chats are archived on the YALSA blog, so even if you can’t participate live, you can still learn. Some conference programs, including YALSA’s Annual President’s Program in 2010, are entirely virtual. You can look forward to more such opportunities in the future.

But still, face-to-face conferences can be extremely valuable for your professional growth, and many committee assignments are dependent upon your ability to attend conferences. So, in preparing your request for conference attendance to your administration, consider the following:

- Examine the preliminary conference program and any other information available on the conference Web site. Make notes about which programs you plan to attend.
- Provide a short list of programs to your supervisor or colleagues and ask which ones they would like you to attend.
- Offer to prepare and deliver a short presentation for your colleagues upon your return from the conference. Provide copies of program handouts and share what you learned.
- Offer to blog about the conference so that your library can share what you are learning in real time.
- Be generous in offering to trade shifts with colleagues who will cover for you while you are gone.
- Demonstrate to your supervisor how you will pare expenses by, for example, sharing a hotel room or staying with a friend.
- Belong to the organization whose conference you wish to attend, and be prepared to sign up for “early bird” registration, both of which will save money.

Your library may have a plan for your continuing education or it may not. Some states require a certain number of CE units each year, which can be obtained by taking classes in person or online or by attending
conference. But even if your library or your state does not have a plan, you can and should. You are a librarian—research your locality and find out what services and programs are offered nearby that can help you in your work. There are more and more online courses available as well, through YALSA and other organizations. Some of them are even free. Colleges and universities are putting content on YouTube, iTunes, and other online sites. The InfoPeople Project in California (www.infopeople.org) offers both on-ground and online courses on library-related topics, and courses are now open to non-California residents. InfoPeople also offers free webinars, webcasts, and podcasts, which are archived on the Web site. YALSA’s blog is also a continuing source of information and education. Archived posts can be searched by topic or keyword. Podcasts on subjects of interest to YA librarians are posted there regularly and archived.

Once a year, sit down and create a continuing education plan for yourself. What are the topics you wish you knew more about? What can you do to increase your knowledge in these areas? It can be as simple as reading a new professional book. You can find reviews of these in any journal that serves librarians, including this journal. It may involve taking a course. Know what your library will pay for, how much time you can reasonably expect to take to attend courses, and how far in advance you need to ask. If you work in a union environment, read your contract. You may find that you can be reimbursed for at least some continuing education expenses, as long as they are approved by a supervisor. If this is not true for you, suggest it to your union steward as an item for the next round of negotiations. If you work for a large county or city library system, find out what kinds of courses are offered by their training department. These will probably be free, with supervisor approval. The courses will be unlikely to be directly related to libraries, but they may well include topics you can use on the job, such as how to make a presentation, how to handle difficult people, how to prepare yourself to be a supervisor, how to manage your time, and how to use specific types of software.

Make time in your workday or even your own time to read several professional journals. It is likely that you will be the only one in your library actively reading journals, such as this one, that are specifically about young adult services. If you find an article that is particularly relevant to your library, share it with the rest of the staff. Don’t inundate them with material or they will just toss without reading, but the occasional well-chosen article can help enlighten them as to what is going on in young adult services. Include your supervisor and your supervisor’s supervisor in the distribution. They may be more focused on management issues than on what’s going on in the trenches, and you can help keep them up to date and make them YA advocates.

Another good way to keep up on the profession is to follow library-related blogs. An RSS feed aggregator will help you keep up with who is posting new information. Try to step a little outside your own comfort area. If you are all about books, find a blog or two about technology. If you are a techie, be sure to keep up on books, too. Blogs will often point you to articles in journals and newspapers that are of value to you in your professional growth.

Subscribing to electronic discussion lists is another way to keep up on what is happening in the field. YALSA sponsors several of these. But if you do post to a list, be sure you do it in a professional manner. Most lists have “rules of conduct,” but a lot of posting appropriately is just common sense. For example, one of the great benefits of electronic discussion lists is the ability to plug into the “collective brain” by asking for suggestions for book titles or programs.

But be sure to be professional about it, and don’t waste the time of others or yourself. Be specific about what you are looking for, and tell your colleagues what you have already done so that they don’t have to repeat your work.

Another way to be involved professionally that does not require travel is to write for professional journals. A good way to start is with reviews of young adult materials or professional materials. If you have never reviewed before, start by practicing on your own so you will have some sample reviews to submit with your application. YALS uses member reviews of professional materials. Other journals, including Voice of Youth Advocates (VOYA), School Library Journal, Booklist, and ALAN Review use reviewers who work directly with teens to review YA books and media as well as professional materials. Check their Web sites for application information and requirements, or watch the journals for notices about the need for reviewers in particular areas. You may also want to think about contributing articles to professional journals. YALS is entirely member-written. Each quarterly issue has a theme, and guide-lines are available on YALSA’s Web site. Contributing to these journals won’t make you rich, but it will provide solid material for your résumé, which will help you demonstrate your commitment to the profession when you apply for jobs or promotions.

Another way to show your library’s administration that you are a leader is to encourage young adults to become lifelong library users. Teens often think they know everything there is to know about the library, but of course we are adding new materials, formats, and services all the time. When you do class visits, tours, or even just chat with teens in the library, it is worthwhile to mention some of the
library’s resources that might be new to them. Keeping teens actively using the library helps them grow and learn, and as a bonus it helps to ensure that when they become tax-paying adults, they will continue to support the library.

As YALSA’s youth participation guidelines state, youth participation in library decision-making is important as a means of achieving more responsive and effective library and information service for this age group. It is even more important as an experience through which young adults can enhance their learning, personal development, and citizen-ship while making the transition into adulthood.²

There are many ways to involve teens in the library, from formal teen advisory groups and volunteer programs to less formal conversations with the teens who are in the library. In her book on library teen advisory groups, Diane P. Tuccillo says,

“We all want teens to become library users and supporters as they progress into adulthood. The best way to do that is to offer teens meaningful opportunities to become instrumental players in their libraries... Ultimately, teen advisory boards lay a foundation for lifetime library use and support.”³

If your library does not have an existing teen advisory board or any formal type of youth participation, start by looking at YALSA’s “Guidelines for Youth Participating in Libraries.” Think about what type of youth participation is your greatest need. Talk to the teens who currently visit the library about what kind of participation they would be interested in. Find out if your town has a youth advisory commission and go to them for input as well.

Teen advisory groups and teen volunteer programs not only give teens the recognition, empowerment, and support they need, they are vital to the health of the library and the community. Every part of teen services—collections, programs, facilities, services—can benefit from teen input. And teens benefit as well. Not only do these types of opportunities give teens valuable experience and validation, they introduce the rest of the library staff and members of the community to teens who are working positively to make the world a better place. Additionally, many teens have started as members of advisory boards or as library volunteers, and have gone on to work for the library, perhaps first as pages or clerks, and even eventually as a new generation of librarians.

Another way to show leadership in the profession is to mentor others in working with young adults. Involve local library staff in working with young adult programming. Staff at all levels can be encouraged to work actively and creatively with teens. Be aware of the other young adult specialists in your area. While you may be the only one at your library, there are others in your county, metro area, or state. Make of point of getting together with them to
share information and encouragement. There may be a local support group of YA librarians, but if there isn’t, you can start one. Even getting together for drinks or coffee every few months can inspire all of you to greater heights. Think about what you can do to mentor and encourage others.

Leadership and professionalism are the basic building blocks for every successful librarian. Use these competencies to analyze your own level of professionalism and to start planning for your future as a leader in your library and in YA services. 

Further Reading


Kevin A. R. King, “All I Really Need to Know about Teen Advisory Boards I Learned From . . .” Voice of Youth Advocates 28, no. 5: 378–79.


5. Thanks to Kathleen Hughes on the PLA blog (http://plablog.org/2009/10/justifying-your-trip-to-pla-2010.html) for many of these ideas.


Photography is an art that can be practiced by anybody, whether they consider themselves artistic or not. It isn’t just about making beautiful pictures, but also about documenting daily life. Photography is also very accessible for teens now that inexpensive digital cameras are readily available. Simple point-and-shoot cameras can be found for less than $100, and most cell phones now come with cameras built in. So what can teens do with all those photos they take, other than posting them to Facebook? With equally readily available materials, you can show teens at your library how to edit their photos and make a lot of cool stuff.

The first step to making stuff with your photos is editing them; cropping and retouching to make them look just the way you want before making your final product. Adobe Photoshop software may be one of the first image editors that comes to mind when thinking about photo editing. Several teens have expressed interest in taking Photoshop classes at my library, but unfortunately it is not something we can afford to provide. A couple of staff computers do have Photoshop installed, but the cost of licensing Photoshop on enough computers to hold a hands-on class is prohibitive. While it would be possible to provide a Photoshop demonstration by projecting the screen image from a staff computer, it’s really hands-on experience that teens are interested in. Nevertheless, just as taking photos isn’t expensive, doing things with them doesn’t have to be, either.

There are several alternatives to Photoshop available for free that can perform the same operations. These programs have been developed for professional use and offer similar tools, filters, brushes, and layers as Photoshop. Paint.NET and GIMP are two such programs that can be downloaded and installed on as many computers as you have available, without paying a cent.

Paint.NET is available for download at http://getpaint.net. It was originally developed for Windows as a college project with permission from Microsoft. It’s currently supported on Windows XP, Vista, and 7. With the release of Paint.NET version 4.0, (scheduled for late 2011) support for XP will cease. Older versions will still run on XP. Paint.NET is only available for Windows platforms. An active online community provides tutorials and plug-ins for the software. Paint.NET is currently installed on all the computers at my library, and I find that it satisfies my needs for photo retouching and editing.

GIMP is written and developed on UNIX platforms. It is true open source software, and is also available for Windows and Mac OS X. GIMP is designed to be expanded with plug-ins that maximize its creative potential. Tutorials for beginner, intermediate, and expert users are provided on the official Web site www.gimp.org. There’s also a user manual available for download. I’ve used GIMP on my netbook (which operates on the Ubuntu Linux platform) for photo retouching, and have found that it works well.

The most challenging part of downloading and installing either program may be getting security clearance through your library’s administration or IT department. At my library, most employees are not able to install software on any of the library computers. That privilege falls to our IT staff members, who have been very helpful. With most software that we get for free, one just has to tell them what is wanted, where to get it, and how soon it is
needed. If you’re at a library without official IT staff, then a person to go to for assistance may be the one who spends the most time working with the library’s computers.

Downloading and installing an image editor is not the only option available. There are also online editors. These are software programs that run through your Web browser. Depending on your library’s Internet connection, this could mean that they run slowly. While installation privileges are not an issue with online editors, filtering software may be. If your library uses filtering software, then you’ll need to test that you can access the online editor from patron computers and temporarily disable the filter if it does restrict access.

Aviary’s Phoenix is one online image editor. Aviary (www.aviary.com) is a private company that has developed a suite of creative tools that is currently available for free on the Web. It’s necessary to create an account to use the site, and if anyone bothers to read the legal terms they will see that if they are under eighteen they should secure a parent’s permission. A special program for educators and students is also being beta-tested. As with the other editors, users can work with a variety of brushes and filters, and create layers within their images. Images edited in Phoenix can be easily shared through Facebook and Flickr. Images can also be shared within the Aviary community, and used to create derivative works. Image authors retain all rights to their images, but any shared with the community at large may be used by Aviary for promotional purposes.

FotoFlexer (http://fotoflexer.com) is another online editor. It was founded by Arbor Labs, a team of alumni and graduate students of University of California-Berkeley and Stanford. Some nice features include effects filters, distortion tools and the ability to work with layers. It is possible to create a FotoFlexer account and store your images in online albums; however, an account is not necessary to edit your images and then save them to a computer. The terms of service state in tiny print that one should be at least thirteen to create an account. Budding photographers can also edit images stored on Facebook, MySpace, Flickr, Picasa, and other sites.

For a librarian who is willing to learn how to use image editing software, opportunities are opened up to teach workshops on the basics of photo editing and image creation. If image editing isn’t something that you have the time or inclination to learn, then chances are good that there is someone else at the library who would be willing to help out. Who enjoys taking pictures at library events or designing flyers? Begin by talking to them.

So, the teens have cropped their photos, adjusted the color, and maybe even applied filters or distortions. Now we get to the “making stuff” part of the photo workshop. Craft programs are popular at my library. Teens take pride in the projects they complete, often wanting to pose for photographs with their finished crafts. There are many DIY craft projects to be found online that can take their digital photos further than Facebook.

For Teen Tech Week last spring, I took advantage of the free tools available at BigHugeLabs (http://bighugelabs.com) to host a photo workshop. BigHugeLabs offers “toys” to help you easily make and print a variety of fun projects like posters, puzzles, calendars, pocket albums, and photo cubes. Flickr users can also link a Flickr account to take advantage of toys like the slideshow maker. The site is maintained by freelance Web developer John Watson, who uses free and open source software. Many projects can be done without creating a free account, but some options (such as online storage and the ability to download high resolution versions of your images) require account access. There is also an option for classroom use that allows an educator to create a free account for teens to use the full range of tools without creating individual accounts. The site’s terms of service in a nutshell are, “Play nice, don’t steal, and what’s yours is yours.”

Another fun project I took advantage of is the kaleidocycle at www.foldplay.com. A kaleidocycle is a ring of connected origami pyramids. One can make a 6-sided or 8-sided ring simply by uploading six or eight digital photos and then clicking on the “make your kaleidocycle” button. Okay, that’s not quite the whole process. Once your kaleidocycle is generated online, you need to print and construct it using the included instructions. Scissors and rubber cement are necessary to complete the construction. The result is a cool, personalized toy. Mine is still proudly displayed in my cubicle. Trying to determine just who is behind foldplay.com is not easy. As far as I can tell, the site was created by two guys and a gal who like math, origami, and bicycles. The site doesn’t require you to create an account, agree to any terms, or pay any fees. I learned about the kaleidocycle from Photojojo’s Twitter feed.

Photojojo (www.photojojo.com) is a combination newsletter and online store for photography and DIY enthusiasts. The store features gadgets with DIY appeal, and the newsletter includes a wide range of photo techniques and projects. Some simple projects that would make cheap library programs include a do-it-yourself photography show using pictures ripped from old books and magazines (something to do with those discarded materials that are headed for the recycling bin). Another is scanography: the art of creating self portraits using a flatbed scanner, the items from your pocket or purse and a hand or face. There’s also a pop-up photo diorama, which uses two-page-size photographs to create a background complete with pop-up people and objects. To find instructions for these and other projects, you can search online newsletter. Photojojo also maintains
an active forum where its devotees can post ideas, questions, and even participate in communal photo projects.

Instructibles (www.instructibles.com) is a social DIY site where people are free to share DIY projects of all types, including photography. Anyone can read the instructions online, but an account is required to download fully illustrated PDF versions. Free accounts and fee-based “pro” accounts are available. A couple of projects with teen program potential include instructions for making custom laptop logos and skins. Projects like this take a combination of image editing and craft work. Measure the laptop you want to skin with a ruler, use an image editor like paint.NET to create a version of your photo that is sized to fit the laptop, print it, cut it out, and then attach it. In addition to the posted instructions, the comments that other people contribute can also be very informative. Many people will try out a project with variations to the steps and materials and get good results, demonstrating that there is often more than one way to do something right.

For the digital photography workshops that I do with teens, I use the library’s computer classroom, which has one staff computer and twelve computers for patron use. The staff computer is connected to a projector, which I use to conduct a brief demonstration. The demonstrations are brief because the teens tend to be anxious to begin working on their own projects. I can certainly empathize with them. I’d taken a couple of classes in college that included Photoshop lessons, and I found that playing around with the software on my own was more enjoyable than watching a demonstration. This “play time” also taught me a lot. That was more than ten years ago, and “playing around” with a new software program is still my preferred method of learning how to use it. Once I turn them loose to work on individual projects, I will check up with each teen periodically to see how they are doing, and provide one-on-one assistance as needed.

Many people assume that, as digital natives, all teens are confident with technology. I’ve found that that isn’t the case. A teen’s comfort with photo editing, for instance, seems to depend on several factors like whether they have a computer with editing software at home, and whether or not it’s taught in their school. It seems inevitable that one or more teens at a workshop will have a higher comfort level than average, and one or more will be considerably less comfortable. The more knowledgeable teens sometimes help their peers out (and have even taught me a few things), while I typically spend the most time assisting the teens with the least experience.

One thing that I learned in the days leading up to that photo workshop last spring is that finding the right photo paper can be tricky. I experimented with different types of paper and found that plain paper works best for folding projects like the kaleidocycle and pocket albums, while thick glossy paper makes nice calendars and posters. I also found that most photo papers readily available in stores are designed for use in inkjet printers, rather than the laser printers that we have at my library. To make shopping even trickier, the manufacturers often include warnings on their products that use of an off-brand paper may damage the printer. Fortunately, paper specifically designed for producing color photos on laser printers is readily available online. It may produce the best results, as well as the least probability of damaging a laser printer. Error messages and service calls are fairly common occurrences at my library, so I tend to take the damage warnings seriously.

Despite the challenges involved in presenting digital photo programs, I have found it to be a worthwhile and enjoyable endeavor. I look forward to trying new project ideas with the teens this year, and hope that other libraries will not let a lack of Photoshop keep them from making cool photo projects with their teens, either.

Resources
Image Editing Software
Paint.NET: www.getpaint.net
GIMP www.gimp.org
Phoenix Image Editor from Aviary: www.aviary.com
FotoFlexer http://fotoflexer.com
Projects
BigHugeLabs: http://bighugelabs.com
Kaleidocycle from Foldplay: http://foldplay.com/foldplay.action
Photojojo: http://photojojo.com/
Instructibles: www.instructibles.com

No Photoshop? No Problem! Digital Photography Programs on a Budget
“I figured, being dead, my life would become a lot simpler. I wouldn’t have to take care of myself or worry about stuff like eating the right food. But dead kids have a whole different bundle of problems.” —NATHAN ABERCROMBIE

“Lubar has a way of starting his stories off with the seemingly mundane daily horror that is public schooling and then twisting it. There’s [sic] some hilarious scenes...this one was lots of fun.”
—SFRevu.com on My Rotten Life

“The over-the-top narrative will appeal to readers who like their humor twisted, and might even have some wishing that they, too, could be a half-dead zombie.”
—Publishers Weekly on My Rotten Life

“Nathan is a delightful hero—a former semi-nerd and frequent subject of smackdowns, adventitiously turned cool customer—which, to zombies, comes naturally.”
—Kirkus Reviews

“The first book in a promising new series introduces likable characters beset by unusual but humorous circumstances. This book will have a large following.
—School Library Journal on My Rotten Life

“Dead Guy Spy is a hilarious adventure in true Lubar fashion. The characters are well-developed and entertaining. The plot is unique and fun to read. Readers will have a hard time keeping a straight face while enjoying this book.” —Teensreadtoo.com
T

een Tech Week has always meant crafts at my library. Our teens go nuts for craft projects; it’s a sure fire way of getting them to participate. Projects we’ve made over the years include paper robots, things that light up, and lots of iPod cases. We didn’t have a computer lab where we could do audio mixing or video projects until a recent renovation, so crafts were the easiest way to be involved with Teen Tech Week.

There are so many reasons to host craft programs for Teen Tech Week. Craft projects are cheap. No software is required, and you may have some of the supplies lying around already. Your group can be as large or small as you want, it isn’t limited by how many computers you have. And I’ve always found that teens like to have a finished object to take home at the end of a program.

In keeping with this year’s Teen Tech Week theme, Mix and Mash @ Your Library, the projects below mash together various supplies to create something useful to anyone with an electronic device: a protective case. I’ve included a few different methods so that those without sewing skills can still complete one of the projects. All of the sewing is done by hand, so no sewing machines are required.

Basic Sewing Skills

There are two basic sewing skills needed for these projects, the running stitch and the slip stitch. The running stitch is the basic sewing stitch, to use it you pass the needle and thread through the layers of fabric you are sewing together alternating from top to bottom. It should look like a dashed line on both sides of the fabric. The slip stitch is usually used for hems and is a little more complicated. To start, pass your needle through the top fabric so the knot at the end of your thread is buried under it. Then pick up a tiny amount of the bottom fabric on your needle, move head ⅛” and pick up the top fabric again. Pull the thread all the way through, and that’s your first stitch. Keep going until you finish attaching the pocket, or reach the end of your hem.

Bubble Wrap Laptop Cases

This project is very cheap and easy. It works well for protecting a laptop, or any other size device. Re-using bubble wrap is a great way to keep this project environmentally friendly.

Supplies:
- Bubble wrap
- Duct tape
- Sticky Velcro

Directions
1. Lay out laptop on a large piece of bubble wrap.
2. Cut out a piece of bubble wrap two and a half times longer that the laptop and 2” wider.
3. Fold the bubble wrap up from the bottom to the height of the laptop, leaving a portion of the bubble wrap as a flap.
4. Tape up the sides.
5. Decorate using duct tape. You can add photos framed with tape or use the tape to create checks and stripes.
6. With the laptop on the case, add the furry side of a 3” strip of sticky Velcro to the underside of the flap, and add the other side to the body of the case where the flap meets it when folded over.

Sneaky mp3 Player Pockets

Sorry, school librarians, your colleagues may not be crazy about this project! This is a great way to carry an mp3 player for easy access. It doesn’t take a lot of time or many supplies, so teens could add pockets to as many coats and jackets as they want. Your local quilting store will have lots of cool fabrics the teens will like, and you can buy something called a fat quarter to save money on supplies. A fat quarter is a piece of fabric approximately 18 × 22”.

LAUREN COMITO is a young adult librarian at Queens Library, New York. She loves trying new crafts with the teens at her library, and is currently serving on the YALSA Teen Tech Week Committee.
Supplies:

- Cool looking fabric (cotton quilting fabric will work best)
- 1" wide ribbon
- 3/4" sew-on Velcro
- Needle and matching thread
- Pins
- Their own jacket

Directions

1. Lay the mp3 player on the fabric.
2. Cut out a piece of fabric 1" larger than the mp3 player on three sides and 2" longer on the remaining side.
3. Fold all sides of the rectangle under 1/2" and press a crease with your fingers.
4. Fold under another 1/2" at the end of the longer side of the rectangle. Sew down using a running stitch.
5. Turn the jacket inside out.
6. Place pocket on the inside of the sleeve with the hemmed edge of the rectangle towards the sleeve opening, and the seam line of the sleeve running up the middle of the pocket. Pin.
7. Slip stitch the pocket to the sleeve leaving the hemmed end open. Be careful not to let the stitching show on the outside of the jacket.
8. Cut a 3" piece of ribbon, and a 2" piece of Velcro.
9. Sew one side of the Velcro to the ribbon, matching the end of the Velcro with one end of the ribbon.
10. Pin the ribbon at the opening of the pocket, overlapping the pocket by 2".
11. Slip stitch the non-Velcro end of the ribbon to the inside of the sleeve.
12. Slip stitch Velcro to the top of the pocket where the ribbon meets it.
13. Turn the jacket right side out and put it on! You now have a sneaky mp3 player pocket!

**Monster MP3 Player Cozies**

I use one of these for my iPod. After all, the safest place to store your mp3 player is inside a monster's stomach. The microfiber lining cleans the screen of your device every time you remove it from the case.

**Supplies:**

- Fake fur, polar fleece, or felt
- Microfiber cleaning cloth
- Googly eyes
- Felt (red, black, and white)
- Sewing needles
- Thread
- Sew on Velcro
- Fabric glue

**Directions**

1. Lay the mp3 player on the body material fuzzy side up.
2. Cut out a piece of the body material 1" wider than the mp3 player and 2 1/2 times longer.
3. Cut out a piece of microfiber cleaning cloth the same size.
4. Keeping the body fabric fuzzy side up, fold the body fabric up from the bottom to the height of the mp3 player leaving a portion of the fabric as a flap, then do the same with the microfiber.
5. Sew up the sides of both with a running stitch.
6. Now you'll have two pockets with flaps. Place the microfiber into the fuzzy pocket with right sides together.
7. Stitch around the opening and flap, leaving 1 1/2” open for turning.
8. Pull the fabric through the hole you just left until the fabrics are all right side out, and push the microfiber portion into the fuzzy monster fabric part so that you have a pocket again. Slip stitch the opening closed.
9. Cut a 2" piece of Velcro.
10. Sew half to the underside of the flap, and the other half to the body of the case so that they meet evenly.
11. Now decorate the case with the felt and googly eyes. I like to make teeth that hang out from under the flap like a snaggletooth.

Remember, you don’t need a huge budget or fancy computers to host Teen Tech Week programs in your library. A little creativity and ingenuity can go a long way towards crafting yourself a great Teen Tech Week. So get out your glitter and felt and get started. YALS
Mix and Mash @ Your Library (With Books!)

By Jerene Battisti

Engage your teens in the use of nonprint materials available at your local library! The purpose of Teen Tech Week is to ensure that teens are competent users of the myriad of technologies now offered in public and school libraries throughout the United States. How exciting to make teens aware of video games, gaming events, ebooks, audio books, DVDs, and databases that they may have never realized existed inside their library! We encourage teens to use these nonprint resources both for fun and for educational requirements. More teens than ever are accessing these nonprint resources from home, rather than inside the walls of our libraries. According to the Pew Internet and American Life Project, 71 percent of teens use the Internet as their primary source for school assignments. Teen Tech Week offers librarians the opportunity to show teens, parents, and educators that they are a trusted resource for accessing and assessing nonprint information.

Librarians may use their creativity to promote Mix and Mash @ Your Library and to engage teens in new ways. Think about a robot costume contest to promote the YALSA marketing materials for Teen Tech Week. How about having teens create robots of their own using only kitchen tools as on the Mix and Mash poster? For younger teens or tweens have a Lego building contest to create Lego robots. For teens who might want to build their own robot suggest Robot Building for Beginners by David Cook, which is aimed at teens and adults who want to build a battery-powered, lunch box-sized household explorer. Have teens create book trailers or video book reviews using Flip cameras and upload them to YouTube! Suggest using teen books that have a tech theme, such as Cory Doctorow’s excellent titles For the Win and Little Brother. In a novel where technology has gone sadly awry, Paola Bacigalupi’s Ship Breaker reveals a post-apocalyptic Gulf of Mexico that has its water fouled by wrecked oil tankers. Bacigalupi wrote his book a full year before the Deep Water Horizon tragedy. You may want to also suggest Scott Westerfeld’s Leviathan and Behemoth to give the contest a steampunk flavor! In keeping with the steampunk theme, pair the Westerfeld books with Russell Freedman’s The War to End All Wars: World War I, which details the use of the first massive weapons of destruction. In the award-winning book Charles and Emma: The Darwins’ Leap of Faith by Deborah Heiligman, the issue of Darwinism versus faith plays a central role, just as in the Westerfeld books that portray the Clankers versus the Darwinists. The Evolution of Calpurnia Tate by Jacqueline Kelly also discusses Darwinist theory in a most entertaining fashion. Catherine Fisher’s Incarceron and the sequel Sapphique deal with a sentient prison controlled by the Warden, who uses technology to change the faces of the prison at his whim in a most chilling way. Clockwork Angel by Cassandra Clare has a demonic army of automatons attempting to rule London’s supernatural underworld and is a prequel to the Mortal Instruments trilogy.

Let the teens make other creative suggestions for promoting Teen Tech Week.

YALSA is offering mini grants to help you promote Mix and Mash @ Your Library. You may also find the FAQ section of the Web site particularly useful. As always, the YALSA staff are more than happy to assist in any way.

Jerene Battisti is the Education and Teen Coordinator for the King County Library System, Issaquah, Washington. She has served on numerous YALSA committees and the YALSA Board of Directors.
YALSA wants to acknowledge our promotional partners who help to make Teen Tech Week possible and they are: ALA Graphics for creating all the marketing materials,

Margaret A. Edwards Trust for the funding of the mini-grants,

Tutor.com for providing unique online homework assistance to more than five million users.

Teen Tech Week began in 2007 and has grown each year. Register now to make this the largest Teen Tech Week ever and Mix and Mash @ Your Library! YALS
I’m pretty lucky as far as teen librarians go. The library I work at is right next to the only high school in town. I get between twenty and forty teens in the building every afternoon, and when I run a program I get between fifteen and twenty-five teens. That being said, I rarely see these teens so much as glance at the shelves. Many of these teens aren’t big readers in the conventional way. Or at least they don’t see themselves as readers because they don’t really like to read books, but some enjoy reading magazines or articles online. Other teens have confessed to having enjoyed reading as a child and subsequently losing that passion as they grew older because they felt that the options out there just weren’t very interesting.

What I’ve Learned So Far

When I first started as the Teen Librarian Intern at the Farmington Public Libraries main branch, I worked tirelessly to promote the collection to the teens. I would try to engage all of my after school regulars in conversations about books they had liked, or hated and would then try to help them find a book to check out. I got pretty discouraged when most teens simply responded that they didn’t like to read and then turned back to their Facebook account on the computer. Okay, so what exactly are you doing hanging out in a place full of books? I didn’t understand. I thought everyone who came to the library liked to read. When I was a teen, I would go to my public library to check out books or do research for school, I never just hung out on the computers. I was starting to feel a little in over my head. Yes, we had discussed teens just hanging out in the library in graduate school, but honestly I just didn’t believe it was true.

At the same time that I realized many of my after-school regulars weren’t conventional readers, I also noticed that there were different groups of after-school regulars. Some teens just hung out and talked, some just hung out at the computers and some played Wii or did homework. I also noticed that our teen circulation rates were pretty good. So, I thought there must be a group here that’s missing. Then I thought, well maybe I’ll meet those teens when I run the Summer Reading Finale Ice Cream Social. When the big day arrived, about twenty-five teens showed up at the ice cream social. The funny thing was, less than half of them had even participated in our summer reading program. The majority of the teens who came to the social were a group of my after-school regulars. At this point I had to concede to the fact that maybe there was a group of teens out there that just didn’t see the library as a place for them to hang out. This could either mean that they don’t want to hang out at the library, which is fine, or that they don’t know that they can, which of course is not fine, or it could mean that they just don’t have the means to get to the library on a weekday afternoon.

Regardless of the reason or goal that motivate our marketing campaigns, those of us who serve teens know that reaching them isn’t always easy. And just when you think you have reached them all, you
realize there is yet another group out there hiding in the stacks. Librarians need to constantly be on the lookout for those groups and open to adopting innovative ways to bring the library and all that it has to offer to those teens.

The most important things to remember when marketing to teens are:

1. Don’t be afraid to try new technologies.
2. Don’t get discouraged when what you try doesn’t work.
3. Know your audience.
4. Choose your delivery methods wisely. Book trailers and YouTube videos may be great posts on the library’s teen Facebook account, but they may be pointless posts on a Web site if your readers don’t look there.
5. Having a good foundation is crucial. All the fancy features and widgets in the world aren’t going to help if no one is reading your blog, Web site, or Facebook updates.

### Creating the Foundation

I’m only going to discuss online marketing of library services to teens here, but the same would go for print marketing. If teens don’t use your library teen space then posting fliers for upcoming events there would be counterproductive.

The first thing any librarian needs to do when she decides to ramp up her marketing to teens is make sure that an adequate foundation is laid. This can be in the form of a teen Web site, blog, Facebook account, or any other platform that you deem appropriate. It could even be a combination of the above or others not mentioned, but if that is the case, each platform needs to be updated regularly and needs to have a clearly defined purpose. If a teen visits your Facebook page and sees you haven’t posted an update in over a week, he certainly won’t be impressed. Teens post updates constantly, and while libraries don’t necessarily need to post a new update every minute we do need to make sure we are making the best use of the tools we have. The following are overviews of just a few of the options out there for libraries who are looking to either create an online presence, or enhance their current presence to better serve their teens.

**Facebook**

Facebook is a natural place to begin. According to insidefacebook.com, as of January 1, 2010, 40 percent of Facebook users were between the ages of thirteen and twenty-five, which amounts to roughly 38,676,560 persons between the ages of thirteen and twenty-five in the United States. Chances are, your teens are on Facebook. Maybe not all of them, but enough to make it worthwhile to start up a Facebook account. With a Facebook account you can create event invitations, share book trailers that you create or find on YouTube, post updates highlighting new additions to the collection with links to your OPAC, respond to general queries including purchase or holds requests and maintain a constant presence in the lives of your teen patrons. There are several of different ways to go about this depending on what exactly your teens need from you.

1. Create a Facebook Group. The group could be private or public and would allow you to share updates with group members, have discussions with members and post upcoming events or photos to the group. Having a private group may be the right option if your teens, or their parents, are particularly worried about privacy issues. A group might also be beneficial to a smaller subset of your teen population. For instance, if your library has a TAB, a Facebook group could be a good place for the TAB to share ideas for the library and work with the librarian to plan upcoming events without having to meet in person. One downside to groups, however, is that new posts to the group aren’t shown in your main news feed so members have to remember to check the group often for updates.

2. Create a Facebook Page. Pages allow people to “like” a certain entity. This type of account is really an ever-changing advertisement for whatever it is you or your business has to offer. With pages the entity can post upcoming events and people who like the page can add their comments to the wall. You can of course post photos here too. One downside to pages is that once someone likes you, they like you. There are no lists to put people on or varying degrees of publicity. Pages are public, period.

3. Create a Facebook Profile. This is where it all began. This is where friend becomes a verb. Creating a basic Facebook account can mean that you are as public or as private as you want to be or anywhere in between. You can hide your profile from people who you aren’t friends with, or hide just certain parts of your profile. You can create lists that permit different groups of friends to have different levels of access to your content. You can send out event invites, post photos, videos, links, and you can post updates to your profile that will automatically show up in your friends feeds, unless of course they block your updates. This is a wonderful option for teen librarians who are looking to have the highest level of interactivity with their teen population.
Teen-Focused Library Web Sites

Having a page of your library’s Web site dedicated to serving teens is also a wonderful idea. With it you can:

- Highlight library resources geared to teens and link to the OPAC.
- Host pictures of the physical space to entice teens to visit the library.
- Link to other Web-based resources that the librarian has vetted.
- Link to the library’s teen Facebook account or blog.
- Maintain a resource for parents to find out what the library has to offer their teen(s).

Many libraries use programs like Dreamweaver that make editing HTML content fairly straightforward. This means that if your library doesn’t have a dedicated IT department and you, the librarian, will be updating your own page, it shouldn’t take up too much of your time. If on the other hand you are familiar with HTML coding or if your library cannot afford a program such as Dreamweaver there are a number of great free programs that you can download to assist you with coding your page. Below is just a small sample list of free editors available to download online.

- TextWrangler is a basic text editor available for Macs that will automatically highlight your code in different colors that help you to track your work. It can be downloaded from www.macupdate.com/info.php/id/11009/textwrangler.
- The Free HTML Editor from CoffeeCup is a great choice for Windows 7, Vista, and XP users. “The CoffeeCup Free HTML Editor is a full-featured web design system. With built-in FTP uploading, wizards for tables, frames, fonts, and more, support for HTML5 and CSS3, and 100% valid code output…” (www.coffeecup.com)
- Komodo Edit is the free version of the HTML editor that can be downloaded onto Windows, Mac, and Linux systems. It can be downloaded from www.activestate.com/komodo-edit.

Blogs

Blogs are a good alternative to Web sites because they are free, very easy to update and require no knowledge of HTML coding, while at the same time offering users the option to fully customize the look and feel of their blog. For those who are familiar with HTML coding, blog hosting sites like Wordpress.com offer the ability to further customize your blog using your own code. Another positive aspect of having a blog is that people do not have to become a member, as they would with Facebook, to access your content. This means that anyone who has access to the Internet can access your blog as long as you make it fully visible. Sites like Wordpress do allow the blog creator to hide her blog if she chooses, only allowing a small group of users to view content, but this is not the default setting. Blogs also have a multitude of widgets available to help you make the most of your space. Some useful and popular widgets or features available with many blogs are:

- Twitter feeds
- Calendars
- RSS feeds
- Search fields
- Tagging
- Tag clouds
- User comments
- Video sharing
- Image sharing

Mixing it Up

Once you have created your foundation it’s time to get creative. Lots of different Web-based tools are free and easy to use. The problem is knowing which resource to use, when to use it, and how best to use the resource. Below are some ideas for marketing your collection, space, and upcoming events separated into those three categories.

Marketing the Collection

Book trailers are a great way to market your collection.

- You can create your own for free using Animoto for Education (http://animoto.com/education) or Animoto for a Cause (http://animoto.com/cause), depending on your type of library. Both allow you to upload images, videos and music, and add text to create dynamic book trailers.
- YouTube is also a great resource for finding book trailers. Both the Harper Teen channel and the PenguinYoungReader’s channel offer book trailers and video interviews with authors. YouTube videos are easy to share on Facebook, Blogger, and Twitter.
- TwitVid (www.twitvid.com) can be used to share book trailers on Twitter.
- The four Shared Free File Sharing Web site has a section dedicated to book trailers. The book trailers are filed into different categories based on the approximate age of the intended viewer/reader (www.4shared.com/u/ZiDT_kOV/Book_Trailers_for_All.html).

Frequent updates about the collection are also a great way to remind teens that the collection is always growing and changing.
Having a Shelfari account where you can add recently acquired titles is great. You can create a widget that you embed on your Web site or blog that will update anytime you update your shelf on Shelfari. Check out the Farmington Library’s Online Teen Space to see what the Shelfari widget can look like. www.farmingtonlibraries.org/teen.htm.

Using a Twitter widget embedded on your Web site or blog is also a great way to update content frequently without having to update the actual code on your Web site. This makes posting frequent updates about collection acquisitions a breeze. http://twitter.com/goodies/widgets.

Use a digital photo frame to display your images. Facebook space. There are also a variety of free photo editors available online if you need to make any changes before publishing your images.

Marketing the Space
Having teens take photos or videos in the teen area and then displaying them front and center on your Web site, blog or Facebook account is a great way to showcase the space. Taking photos of the space when no one is in it makes it seem uninviting and unpopular. If you have different areas, like a quiet space, computer area, Wii or other gaming area, or a lounge, make sure to take pictures of each of the different spaces. You want the pictures to attract as many teens as possible, so showing that the space has something for everyone is important. And remember, the teen librarian is an important part of the space; a photo of her interacting with the teens is also great to display.

Once you’ve taken the photo(s) you can easily upload them to your blog or Facebook space. There are also a variety of free photo editors available online if you need to make any changes before publishing your images.

- Picnik: www.picnik.com
- Picasa for Macs by Google: http://picasa.google.com/mac
- Picasa for PCs by Google: http://picasa.google.com/index.html#
- GIMP: www.gimp.org

Marketing the Programs
Of course the best way to market your programs to teens is to get them to tell you what they want, but even that isn’t enough if you want to bring in teens other than those who gave you the idea. Here are a few ways you can use technology to market your programs.

Create a Facebook event. Creating an event and sending an invitation out at least a week before the event to all of your friends is a great way to reach a lot of teens all at once.

- Follow up with status updates on Facebook. Following up the event invite with a couple of status updates is a good way to remind teens when the event draws closer.
- Update your Web site. If you have a main teen page on your Web site list all upcoming events there.
- With Google Calendar you can display your calendar on your Web site or provide others with a link to your shared calendar. More information on how to do this can be found here: www.google.com/intl/en/googlecalendar/event_publisher_guide.html.
- Install a Twitter widget on your blog or Web site. Post upcoming events on your Twitter account and automatically update your Web site or blog.
- Use a digital photo frame to display event flyers around the library.

Some of these I use and some I do not. What works for one public or school library may not work for another. You need to know your teens (all of them) and understand that different groups will respond to different methods of marketing. You also need to make sure that whatever method(s) you choose; you use them wisely and to their greatest potential.
Mix and Mash all sorts of media this Teen Tech Week in a short filmmaking extravaganza. Hosting a short film workshop doesn’t have to be reserved only for the techies. Video creation is sure to appeal to many teens your area and there are some very simple options that allow you to offer something to an expected group or host a drop-in program on the fly.

You might look to target your technology-savvy teens, the cartoonists, or the drama kids, should you have them hanging around, as there is something to appeal to them all. If the artistic side doesn’t draw them in you might count on, and advertise for, adding the films to their various online social networks.

Personalizing one’s online presence is rather important, but so is showing off their videos by posting them on the library’s Web site or blog, if your library’s media permissions requirements are met. It is important to set some parameters before you begin to be sure everyone has time to conceive, plan, and film their videos. A total of four to six hours would be ideal, so this could take the shape of an intensive one-time workshop, or a series of workshops throughout Teen Tech Week. To stay within this time limit, asking the teens to aim for their final products to be in the range of one to three minutes should allow for most to complete their projects during the allotted time.

It might benefit your overall focus and attendance stats to search around for video contests that are running during this time. What’s great about at least mentioning these contests to your short filmmakers is that rules are usually well-defined and the teens will know what is expected. Some teens may work better with a more defined structure that allows them to be creative within boundaries so I normally browse for video contests being offered by local television stations and local businesses, large corporations, library vendors, and the many associations branching from the ALA.

I usually try to focus on one theme while allowing room for teens to deviate. If they come in with an idea in mind and do not need guidance, well that is just awesome. But, for my own sake, I try to develop the program around a theme, contest, or mode of creation. Some ideas I’ve used in the past include: book trailers (movie trailers for books), silent films, stop-motion, flip book, 30-seconds-or-less, mock commercials, MTV-style music videos, humorous, puppets, and public service announcements.

**Program Outline**

Your program can take many forms, but offering teens a basic layout for moving forward from the idea’s conception to a finished video will be vital. So begin your program by defining a short film and offer some videos that exemplify what they should be aiming for. The teens will appreciate a model to keep in mind and hopefully find some inspiration in your examples. If you already have some favorite short films you might want to start there. If not, try to spend some time searching various video sites for some examples of one to three minute shorts that might appeal to your audience or inspire you to get in the mode.

While watching the examples with your teens, make it a point to count aloud each time there is a “cut” in the action. By this, I mean that the first time the video cuts to a different scene, yell out “one!”, the second time it cuts, yell out “two!”, and so on. You may also flag the points at which music or sounds are added and how they might stay in beat with the video or images. Be sure to let them know of your limits for special effects! This process is done specifically to point out the complexity of making a video before they get started. It also helps to make sure expectations are not too high and that they realize the steps they are going to have to take to reach the goal they are envisioning.

After viewing each video, continue the discussion of complexity by asking the teens to sum up the action they just saw by stating it in one sentence. If they cannot state it in one sentence, the film is likely either too complicated or too long.

Next, attempt to create a storyboard for one or two of the example videos on a

---

**JESSE VIEAU** is Teen Services Librarian for the Madison Public Library in Madison, Wisconsin. He has been “mixing and mashing” his way through filmmaking workshops in libraries since 2005 and is currently a member of the YALSA Advocacy Task Force and the Teen Tech Week committee.
large, preferably erasable, board. Wikipedia defines a storyboard as “essentially a large comic of the film or some section of the film produced beforehand to help the creators visualize the scenes and find potential problems before they occur. Often storyboards include arrows or instructions that indicate movement” (http://en.wikipedia.org/wiki/Storyboard). In creating a short one to three minute film, the storyboard should be rather simple and consist of somewhere between four and eight panels. Do not take up too much time on visual details unless they are essential to the storyline. Do make sure the storyboard focuses on the action and sequence of events. If you are not confident in your own drawing abilities you might ask one of the teens to be your helper in this step.

**Brainstorming and Storyboarding**

When you are done offering examples and guidelines, it is time for the teens to jump into the brainstorming process. But first, they will need to decide if they will be working individually or with a group. Once group dynamics are figured out, start them off by asking the teens to make a bulleted list of five story ideas and then write a one-sentence summary of each. If they are comfortable sharing, have each team offer their favorite ideas to the larger group and ask others to give constructive feedback based on appeal and the guidelines.

Once the group has flushed out the ideas, ask the teens to choose their favorite idea and storyboard it. If they are having trouble choosing, ask them to narrow their list down to the top two or three and create a storyboard for each. The storyboard will help them understand the difficulty level and put the events in visual order. This part will take some time, but be sure to reiterate the lack of need for tiny visual details (stick people are just fine!) unless they are essential to the storyline or may be forgotten when shooting the video if not portrayed in the storyboard. Hopefully, creating the storyboard will give them a better idea not only for which idea they want to pursue, but also to weed out any implausible action and to figure out details for shooting. Details will include assigning duties for shooting the video (who is acting, filming, editing) but also may include making a list of props and songs and sounds.

**Filming and Editing**

Now it’s time to start filming! By this time most of the major details should be worked out and agreed upon by the filmmakers. Whether the teens are using cameras supplied by the library or working with their own cameras or cell phones, it is time to let them loose to accomplish the part they all came there for in the first place, to film some video.

During the filming and editing parts of this program, it might to your advantage to find a teen helper, a volunteer, or staff member to assist with the needs of the filmmakers as they progress through their storyline. Obstacles are sure to surface, but a calm demeanor, some creativity and an open mind will go a long way in solving these “crises.”

Editing the videos will need to take place on computers that either have editing software already installed or computers that are connected to the internet allowing them to use free editing Web sites (listed below). During the editing process, teens will shape the raw video by manipulating the beginning and end of each clip and then placing them in order. If they choose to mash photos and video together, then placing the photos and videos in sequential order along with choosing the duration of display will need to be taken into consideration. It is usually easier to begin the editing process starting from the beginning of the sequence, following the order portrayed in your storyboard. Otherwise, timing can be easily shifted and can make for some detail headaches if they are not familiar enough with the program.

Yes, the editing process can be tricky, especially when creativity sparks an idea that requires everyone to think outside the box or acquire a new skill to make it happen. You may want to create a simple handout to bring home, should someone not finish their video, listing Web sites that can be used at home or on library computers. If my schedule allows, I sometimes offer more help after the initial workshops are complete.

**Viewing**

Finally, we come to viewing the final products. As I just stated, some teens will have finished and will be ready to show their videos to the group by the end of the program. Try to allow them time to view these videos, but if needed, also consider talking with the group about setting up another time for them all to come back to view all the final products if everyone is not done. Or secure a space on the library’s online presence to direct everyone to where the videos can be posted when they are all complete. More ambitious folks may want to use this as a platform for starting a teen film festival in which videos created in library programs and videos created by teens at home are submitted to the library for review and judging. Showing off the creations is usually desired by teens, and if all other means are not available, consider playing the videos in the library for a period of time on a TV or projector already owned by the library. Try to set the equipment up in a secure and appropriate space in order for their peers and the
general community members to behold their creations in passing.

**Equipment**

A computer will be needed for editing video and creating a final product. You could try to secure one computer, a bank of computers, or perhaps your library has access to laptops. You’ll likely find Windows Movie Maker on your PC or iMovie on your Mac, but there are several free online editing suites, listed below, that are just a click away. Headphones would be great to have ready for editing to keep the noise level down and microphones would be helpful for those who would like to add voice-overs. I opt for the headphone-microphone combination pieces that are pretty durable and easy to keep track of.

Filming the video can be done on video cameras, cell phone cameras, or webcams. And if your library owns a digital camera for taking pictures of library programs, it may have a video feature where you can record short segments to later be pieced together. If you have some money to spend, you might check the assortment of educational deals being offered by camera companies and retailers.

A projector will come in handy when showing the video examples to a larger group though a computer screen will surely suffice. And a having a large eraser board or chalk board or large sheets of paper at hand would be useful if constructing the storyboard examples in front of a large group.

It would be advisable to provide some signature library props and supplies such as puppets, Legos, dolls, popsicle sticks, googly eyes, makeup, clay, fishing line, clothespins, paper plates, felt, markers, and an assortment of paper.

**Web Sites**

YouTube Video Editor: www.youtube.com/editor. The Web site we all know now offers a very basic editing tool to enhance your raw videos.

Animoto: www.animoto.com. A Web site where you upload video, pictures, and music, and in return you receive a blend of the three set to a beat and ready to share. If you didn’t like the Web sites first offer, just resubmit your clips and view its next creation.

Audacity: www.audacity.com. “Audacity is free, open source software for recording and editing sounds.” If you do not have access to Garage Band or Acid Music Studio, download and install this free audio editing suite.

FreeSound: www.freesound.org. “A collaborative database of Creative Commons licensed sounds. Freesound focuses only on sound, not songs.”

ccMixter: www.ccmixter.org. “A community music site featuring remixes licensed under Creative Commons where you can listen to, sample, mash-up, or interact with music in whatever way you want.”

When adding music or other materials not created by your teens, and not covered under a Creative Commons license, please refer to your institution’s copyright guidelines or the guidelines offered by the United States Copyright Office (www.copyright.gov). YALS
Teen Tech Camp

By Sarah Ludwig

Teens are awesome at a lot of things. They are amazing at using their cell phones—just amazing. They rock at Googling stuff. They trounce the competition when it comes to finding free online games, watching YouTube videos, or IMing while also watching YouTube videos while also downloading ring tones. But when you mention Scratch to a teen, or Google Docs, or the autosum feature, you might get some blank looks. The thing is, teens may be digital natives, but they don't know everything. Far from it. Just like any other group, teens have finely honed skills in some areas and big blind spots in others.

While we were planning Teen Summer Reading at Darien (Conn.) Library last spring, I got an email from a mom that said something like: "My son is always being asked to create PowerPoint presentations in school, but he doesn't really know how to use it. Would you ever offer a tech class for teens?" Darien offers lots of tech classes, which presumably teens could sign up for, but they are marketed to and attended by adults. I had been wanting to slip a couple of classes for teens into that lineup, but this email got me thinking—maybe, instead of messing with a great thing (the tech classes at Darien are pretty phenomenal), it would be better to introduce a mini tech class series just for teens.

So that's what we did. We planned a Teen Tech Camp. I was convinced that no one would show up. After all, who wants to, essentially, take classes in the summertime? Who wants to sit inside for four hours on three lovely summer days? It turned out that registration filled up, we even had a waiting list. I was ecstatic. A lot of stuff worked; a few things didn't. Here's my advice to you.

The Basics

Teen Tech Camp was originally going to run for a full week, five full days. It ended up being three half days (Tuesday, Wednesday, and Thursday) and this format worked well, given that even four hours is a lot for a teen to sit through. We also offered a lot of breaks: two fifteen-minute and one thirty-minute, when we provided snacks and drinks right in the tech classroom. In retrospect, these breaks were too long. I had expected the participants to get up and walk around, go into the Teen Lounge, etc., but in reality they just hung out in the classroom and went on Facebook. That's fine, but they probably didn't need a combined sixty minutes to check their news feed, and that time could have been folded into some of the lessons. In addition, we probably could have had longer days or more of them. I was surprised at the teens' enthusiasm and the fact that they weren't worn out by the end of the day. In retrospect, teens who sign up for a technology camp are probably not going to be deterred by too much technology camp.

We centered each day around a theme. The majority of the classes were taught by the library staff, with one outside instructor coming in. Here's the schedule for each day:

Day 1: Media Making
1:00: Welcome, introductions, waiting for stragglers
1:15: Photoshop Elements 3
Ten minute break
2:15: iMovie
Thirty minute break with snacks
3:15: Garage Band
Ten minute break
4:15: Flickr, Picnik
4:45: Wrap-up, questions, goodbyes

Day 2: School Tools
1:00: Welcome
1:15: Word
Ten minute break
2:15: Excel
Thirty minute break with snacks
3:15: PowerPoint
Ten minute break
4:15: Google Docs
4:45: Wrap-up, questions, goodbyes

SARAH LUDWIG is the Academic Technology Coordinator at Hamden Hall Country Day School in Hamden, Connecticut. Previously, she was the head of teen, technology, and reference services at the Darien (Connecticut) Library, where she developed the library’s first teen program. Sarah is currently the chair of the YALSA Advocacy Resources Update Task Force and a member of the Teen Tech Week Committee. Her book, Starting from Scratch: Building a Teen Library Program, will be published by ABC-CLIO in May 2011.
Day 3: Design
1:00: Welcome
1:15: Scratch
Ten minute break
2:15: Building Web sites (with thirty minute break at instructor’s discretion)
4:30: Wrap-up, questions, goodbyes

We brought in an outside instructor for Building Web sites, a woman who teaches many of the library's adult technology classes and is great with teens. The rest were taught by the teen and technology department staff: Judy Sgammato, Alex Hylton, Heather Martyn, and myself. Going with internal staff members worked well because many of the teens knew and liked us, but they also responded very well to Pam, our outside instructor. When it came time to ask someone to help teach, we were very careful to think not only about area of expertise but also about who liked teens and who would be patient and friendly. For that reason, Pam was a perfect fit.

Details
I worked out the schedule for each day and then asked each instructor to prepare a lesson for the teens. Because most lessons only lasted about thirty minutes they had to pack in a lot of information, but stay engaging. This was easier with some lessons than with others. Here’s a basic description of each lesson:

Photoshop Elements 3: resizing photos, cropping, enhancing photos (adjusting brightness, contrast), adding text, uploading batch photos, printing
iMovie: creating events and projects, selecting footage, using video effects, and adding photos, titles and transitions
Garage Band: learning the interface, overview of the program's features, creating an instrumental track using multiple sound loops

Flickr, picnik: uploading photos, resizing, cropping, adding text, adding tags, descriptions, emailing photos to friends/family, creative commons usage of photos
Word: formatting papers; inserting images, tables, and charts; fun stuff like Word art, borders, and shapes
Excel: formulas, charts, and shortcuts
PowerPoint: creating a presentation, adding text, adding photos, using transitions, applying themes
Google Docs: creating documents and sharing them online
Scratch: overview of programming, the scratch interface and basic programming terms, combining basic scripting using scratch blocks and images to create a simple game
Building Web sites: using Google Sites to create personal Web sites. The longest session of the series, the teens customized their own sites and added basic content, including adding an additional page to the site.

For iMovie and Garage Band, we moved six iMacs into the technology classroom and the teens worked in pairs. We had four iMacs in the Teen Lounge and two in staff offices; those librarians were very generous to donate their desktops for the afternoon. If your library does not have iMacs, there are many online tools that can be used to edit movies and music. In addition, Windows Movie Maker, while looked down on by some iMovie users, is a good, basic intro to editing and transitions.

Having staff members teach classes can be a great way for staff and teens to spend time together, but it’s also a way to save money. Technology instructors can run anywhere from $50 to $200 an hour. If you do use staff members, you will need to tailor your classes to what you and other librarians feel comfortable teaching. Don’t try to teach something you’ve only used once or twice. However, I do believe it’s possible to teach a subject you’re only moderately familiar with, since you won’t have time to get into the expert-level topics. If you have time, learning how to use movie editors, Scratch, or any other technology can be a great way for you to gain new skills, too.

Basing your lessons around a project is key with teens. They do not want to be lectured. Spend ten minutes doing an overview of the project and demonstrating it yourself, and then give remaining class time to walking the teens, step-by-step, through their own creation. If you can have two adults in the room, it will make helping the teens out one-on-one easier. Projects that allow for creativity are best. Instead of having everyone do the same PowerPoint, allow them to create one within a certain theme. An “all about me” slideshow is always popular.

Get feedback. Ask the teens to fill out an evaluation form at the end of each day and then as an overview at the end of the camp. You will learn how to do things better next time; perhaps some of your instruction was too fast, or you covered subject matter that was too rudimentary for your audience. Teens may want more time for certain topics or less for others. And don’t be surprised if you get some negative feedback that’s not especially constructive. Anonymous feedback forms allow teens to be a bit more blunt than usual. Try not to take it personally.

Share the teens’ work. If you’re running classes in movie making, music making, Scratch, or anything else where teens are creating content, you need to get that content online. Ask teens’ permission before you post and write down first names only. Embed their movies, images, and music right into the library’s Web site. Not only will you be showing off what teens can do at the library, you will also be making those teens feel good by spotlighting their hard work.

Put materials online. Whether you had a waiting list or not, those who didn’t attend
may be interested in seeing what you went over. If you can, save all of those class materials as PDFs and upload them to the library Web site. Whenever possible, link to online resources you used. Introduce what Teen Tech Camp was all about and tell everyone how much fun you had. This serves as a promotion for the next one you organize.

**Publicity and Outreach**

The number one thing we did to make Teen Tech Camp a success was to promote the heck out of it. I knew there was a good chance that enrollment would be low, so I advertised everywhere I could: on the library’s Web site, the teen Facebook page, the teen Twitter account, in the newspapers, in an e-blast, in printed materials to hand out in the library. Additionally, because Teen Tech Camp was part of summer reading, we had the advantage of being able to put it in the summer reading flyer, which we bring to the schools in the spring and hand out all summer long. And parents read it, and make their kids sign up for things. We also talked it up to the teens we knew, since hand-selling programs is often the best way to get a response.

PR blitz aside, I think one of the things that made those seats fill up was that we limited the number available. This was by necessity, as there are only twelve PCs in Darien’s technology classroom. But necessary or not, publicity stating “LIMITED SEATS AVAILABLE” makes something very, very appealing. So does “ONLY TWO LEFT!” “NOW ONLY ONE!!” Teens who might not consider this program otherwise now feel compelled to get their name on that exclusive list. And indeed, each time I updated the Web site post about the program or sent out a weekly e-blast with updated enrollment information, I’d get a couple more takers. In the end, we had kids on the waiting list.

**Other Ideas**

If I were teaching this class today, I might offer:

- Glogster: creating a virtual poster with pictures, text, art, and sound
- Writing for the Web: how to blog, comment on others’ blogs, and stay safe
- Animoto, voicethread, or prezi: using alternative presentation formats. All three are tons of fun.
- Podcasting: Darien Library already does podcasting with teens, but if we hadn’t been at the time, it would have been fun to play around with Audacity and make a little podcast.

All in all, this is a relatively inexpensive program that can be conducted using staff resources with software that should be installed on your PCs already. If you decide to include more media and creative programs and don’t have a Mac, spend some time exploring free online programs. No matter what you decide to do, it’s worth getting input from the teens themselves. That said, since the point of this exercise is to introduce teens to technology they might not be comfortable with already, think about what you would like to offer. What do you get a lot of questions about? What do you feel comfortable teaching? What’s fun and engaging enough to hold their attention? Hold Teen Tech Camp during school vacation, throw yourself into promoting it, and before you know it, you’ll have a room full of excited teens ready to learn. Good luck! YALS
Each year, YALSA sponsors Teen Tech Week. This national initiative, begun in 2007, is aimed at teens, their parents, educators, and other concerned adults. Its purpose is to ensure that teens are competent and ethical users of technologies, especially those that are offered through libraries such as DVDs, databases, audio books, and video games.

Teen Tech Week may be celebrated in many different ways. Some schools and public libraries offer video competitions, scavenger hunts, and workshops and have even extended Teen Tech Week to Teen Tech Month. At Granby High School in Norfolk, Virginia, the Media Center and Computer Technology Education (CTE) Department partnered to create a career fair that was the perfect learning experience for students, school faculty, and invited guests. The objectives were to

1. provide students with a list of resources and options for planning their future education or career,
2. provide an opportunity to ask questions and talk with adults,
3. learn about the current job market and what careers are in demand,
4. inquire about prerequisites and skills necessary for acceptance into an education program or job,
5. promote CTE courses and student programs,
6. create partnerships with business and industry, and
7. provide an opportunity for members of the community and school administrators to visit our building and see teacher- and student-generated work.

As a result, students had an opportunity to show an improvement in self-confidence and student achievement by demonstrating various uses of technology. By venturing through each area, students had an opportunity to communicate with various professionals and discuss their career plans with peers, teachers, and invited guests, which included family members.

The CTE Fair is the brain child of CTE teacher Jennifer Lanz. As a Keyboarding, Business Management, Office Specialist, and Future Business Leaders of America (FBLA) advocate, she knows the importance of facilitating career awareness. She set up a meeting with Granby’s media specialists, Betsy and Lisa, and the instructional technology specialist, Deborah, about holding the 3rd annual career fair in the media center. At that meeting the partnership was formed, and it was decided that the career fair would be held during the instructional day in the heart of the school, the media center. Over the course of three months, many more meetings were held. During one of those meetings, the idea to incorporate Teen Tech Week’s 2010 theme, Learn, Create and Share @ your library, was born. Jennifer secured twenty-two vendors
content areas. For example, a student could incorporate technology in a variety of teachers ideas on how to present or were displayed to show students and "Learn, Create and Share" lab, where lessons and projects as the Teen Tech Week "Learn, Create and Share" lab. This is a separate room located in the media center. It consists of a SmartBoard and twenty-four laptops, which were once part of a mobile cart. Throughout the year, Brandon had been using video games in his business communications course to teach the importance of communication and team work. The "Learn, Create and Share" lab gave not only his but all CTE students a perfect place to share what they had learned through the use of technology.

On the day of the fair, as the first set of attendees began to arrive, sign in, and visit each area, we discovered that because of our preplanning things went very smoothly. Attendees were met at the sign-in table by an FBLA member. From there they were escorted to the vendors, obtained literature, and had the opportunity to speak with the representatives from the various local colleges, regional businesses, and recruiters from several branches of the military. After visiting the vendors, attendees went to the media center’s research and training lab, otherwise known as the Teen Tech Week “Learn, Create and Share” lab, where lessons and projects were displayed to show students and teachers ideas on how to present or incorporate technology in a variety of content areas. For example, a student could see the use of a program called Animoto and realize that it would be a good visual aid to use during the required report on a disease assigned in health class. The interactive lesson, “Gaming in the Classroom,” included a list of correlated learning standards and allowed CTE to showcase all the things that students are exposed to through playing video games and using other interactive technology. Several teachers made contacts with the vendors, and classroom visits were scheduled for presentations and lab demonstrations. Teachers also got an opportunity to share content information and course objectives with our vendors and discuss industry certification programs that our curriculum provides.

Using technology to support their research and communication, CTE students practiced their research skills before the fair. In the CTE classroom, students were asked to research possible career choices, appropriate dress, and questions for which they should be prepared. During the fair, students had opportunities to practice oral communication and reading analysis. They were expected to meet and introduce themselves to at least half (eleven) of the vendors and to inquire about programs and benefits at half of those (five or six). They received numerous printed materials to compare and contrast benefits, cost, and time. After the fair, students enhanced their writing. CTE students used the research to complete portions of their career portfolio and send e-mail communications to teachers or business/industry contacts. Throughout the event and follow-up activities, students were exposed to various computer operations and concepts as well as social and ethical issues, and students got to practice problem solving and decision-making. Many teachers asked about the equipment and software that is available in our media center and building. Betsy, Lisa, and Deborah were available to answer questions and set up training.

For some students, this was the first time that they had dressed up for school or had the opportunity to help a teacher set up or design print materials. The fair definitely generated a lot of interest in what CTE courses had to offer and what technologies were available through the library media center, and it demonstrated how students could get involved in the student organizations and have leadership positions.

The career fair is very important to the staff and students at our school. This idea is easy to adapt or replicate in other schools. It takes three to four months and the work of a team. It is important to plan ahead, gather as many contacts as possible, and coordinate the agenda, visitors, set-up, and clean-up of the fair. It is a great opportunity for students to get involved, use planning tasks as class projects, and have the fair support the employment unit. As part of this fair, we added the Teen Tech Week “Learn, Create and Share” lab to showcase teacher- and student-generated work. We are already planning a larger fair for next year. Because of the fair, our school and its staff have established a reputation for how much we care about our students and support them in planning for their future.

Overall, the fair enhanced instruction by providing a real event for which students could plan, prepare, attend, practice, and consume information. Check out www.ala.org/teentechn sheet for information about the next Teen Tech Week to be held March 6-12, 2011, with a theme of Mix and Mash @ your library.

YALS
Contributors to this volume offer a variety of perspectives on the use of social networking in the realm of young adult library services, from a high school student’s focus on the basic notion that teens communicate with each other in several different ways to a social studies teacher’s suggestions on the practical use of social networking tools in the classroom. The “why” of reaching out to teens using this technology (meeting them where they are rather than expecting them to come to us) is reinforced, along with the necessity of recognizing that posting programs and booklists, in effect using social networks as bulletin boards, is not interaction. Social networks can be used for study groups, homework help, and school/library partnerships, with students participating as creators of content rather than merely consumers. Developing technology skills along with critical thinking skills are some of the built-in benefits of using these networks; cyberbullying and a lack of inhibition while interacting online may be some of the drawbacks. The negative aspects of social networking give teachers and librarians an opportunity to educate students about online behaviors and consequences, offering guidance teens may not find elsewhere. Along with the useful ideas presented in this volume, a handy glossary detailing the features of the top twenty social networking sites is a valuable one-stop shopping tool for deciding which social networking site is right for your goals as you venture onto the Net to create a world within it in which to share and collaborate with your teens. —Kerry L. Sutherland, Young Adult Librarian, Ellet Branch, Akron-Summit County (Ohio) Public Library.


Lucy Schall (VOYA book reviewer and former middle school English teacher) has compiled this booktalking resource for school and public librarians as well as classroom teachers. It includes over one hundred booktalks that can be used verbatim or altered to fit your own personal style or particular audience, for books published for teens in grades six through twelve between 2003 and 2008. It is divided into seven different sections based on genre and includes chapters on Issues, Contemporary Fiction, Adventure/Survival, Mystery/Suspense, Fantasy/Science Fiction/Paranormal, History, and Multiple Cultures. These are further subdivided within each chapter. Each book is given several keywords or tags to describe its theme, a summary, one or more read-aloud passages (page number references are given rather than complete passages), a booktalk, possible activities/research projects/discussion questions for a book discussion group or class, and an annotated list of related works (including both fiction and nonfiction titles). Both beginning and experienced booktalkers can use this booktalk compendium to find new titles to booktalk, identify standout read-aloud passages, and put together an appealing presentation. —Karin Thogersen, Young Adult Librarian, Huntley (Ill.) Area Public Library.

Likening a booktalk to “a work of art in miniature that leads the way to exploration of a larger work,” Mahood offers tips to public librarians, school library media specialists, and other educators on developing this art. Part of the Libraries Unlimited Professional Guides for Young Adult Librarians Series, which also includes the author’s previous title, *A Passion for Print: Promoting Reading and Books to Teens*, it begins with an overview of the value of booktalking and gives numerous examples of young adult books from such genres as realistic fiction, graphic novels, and popular nonfiction that lend themselves well to booktalking. Mahood follows with advice on writing a booktalk and setting a style in the process. Because booktalking is a form of public speaking, she also includes public speaking, spoken art, and musical art techniques to enhance the booktalk style and delivery. For librarians who want not only better booktalking skills but also to develop a booktalk program, the author discusses program models and themes, complementing them with presentation software, and then finding an audience and selling the program. Reminding readers once again that booktalking is indeed a presentation, one chapter is dedicated to “taking the show on the road” with hints for packing up, setting up, and wrapping up. The final chapter addresses various ways booktalking can transform libraries, from book promotion to outreach to schools and communities. Readers can follow up on any topic with “Suggested Reading” at the end of each chapter or the appended lists of books and additional resources. Whether a newbie or a veteran, every YA librarian will glean better booktalking skills from this approachable guide. —*Angela Leeper, Director of the Curriculum Materials Center, University of Richmond, Virginia.*

**Guidelines for Authors**

*Young Adult Library Services* is the official publication of the Young Adult Library Services Association, a division of the American Library Association. *Young Adult Library Services* is a vehicle for continuing education of librarians working with young adults (ages twelve through eighteen) that showcases current research and practice relating to teen services and spotlights significant activities and programs of the division.

For submission and author guidelines, please visit www.ala.org/yalsa and click on “Publications.”

**Index to Advertisers**

- Disney-Hyperion ........................................ cover 4
- HW Wilson .................................................. cover 2
- Scholastic ....................................................... cover 3
- Tor/Forge .................................................... 19
- YALSA .......................................................... 14, 23
Promote the Best of the Best @ your library

As this issue mails, YALSA will be announcing its award winners at the Youth Media Awards at ALA’s Midwinter Meeting in San Diego. The announcement will take place Jan. 10. In addition, YALSA will announce its selected book and media lists for 2011.

Beginning Feb. 1, visit www.ala.org/yalsa/best to find downloadable tools to promote winners at your library, part of YALSA’s new Best of the Best! You’ll be able to download customizable bookmarks featuring the winners of the 2011 Alex, Edwards, Morris, Nonfiction, Odyssey, and Printz Awards. We’ll also offer press releases, which you can customize and send to local publications to let teens know that award winners are available at your library. You can also download logos to use on your website or in marketing materials in your library, spine labels to apply to titles that appear in the Best of the Best, and other tools to promote the awards, as well as the Amazing Audiobooks for Young Adults, Best Fiction for Young Adults, Fabulous Films for Young Adults, Great Graphic Novels for Teens, Popular Paperbacks for Young Adults, and Quick Picks for Reluctant Young Adult Readers.

So check it out at www.ala.org/yalsa/best after February 1!

Join YALSA at ALA Annual Conference!

Early bird registration ends March 4

YALSA has big plans for Annual 2011—join us in New Orleans June 23-28. YALSA will offer two half-day preconferences on June 24: Details available at

- Give Them What They Want: Reaching Reluctant YA Readers (Ticketed Event-$129), 12:30-4:30 p.m. Reluctant YA readers are everywhere, except maybe in a library. Learn strategies for reaching today’s teen reluctant readers through collection development, marketing, outreach and more. From passive programs to use of web 2.0 tools, explore ways to get more teens in your community reading and using the library. Find out best practices from colleagues and hear what popular YA authors have to say about how their work speaks to today’s teens.

- The Nuts & Bolts of Serving Teens: Practical Tips for the Library Generalist or New YA Librarian (Ticketed Event-$129), 12:30-4:30 p.m. Teens are a key audience for libraries, but their unique needs can make designing services and programs for this audience a challenge. At this session, presenters will crack open their tool box and share simple strategies for providing basic but effective programs and services for teens. Tips for managing teen behavior, including proactive measures that can be taken to ensure staff has positive interactions with teens, will also be explored.

In addition, YALSA offers plenty of interesting programs (see the full list at http://tinyurl.com/yalsac11) and ticketed events, including the 2011 Printz Reception, the YA Authors Coffee Klatch and more.

Early bird registration ends March 4. Find more details about registration and housing at the ALA Annual Web site, www.ala.org/annual. For the latest details on YALSA’s Annual schedule, visit the YALSA Annual Conference Wiki, http://tinyurl.com/yalsac11.

2011 ALA/YALSA Elections

YALSA’s Nominating Committee has submitted the following slate for 2011. YALSA members will vote for president-elect, secretary, fiscal officer, and for members of the Printz, Edwards, and Nonfiction committees. Ballot initiatives include a dues increase (see page 5 for an article from the YALSA Board of Directors. Elections will be held March 16 to April 22, 2011. The 2011 election will take place entirely online. Details on the 2011 election can be found at www.ala.org/ala/aboutala/governance/alaelection/index.cfm.
Mix and Mash at your library. The general theme for Teen Tech Week is Get Connected. Teen Tech Week 2011 will be celebrated March 6-12.

YALSA is a nonprofit organization that depends on its members for support. By registering, you are letting us know that technology literacy is important to you and your teen patrons. By registering, you are telling YALSA that this program is valuable and worth continuing.

**YALSA names 2011 Emerging Leaders**

As part of its commitment to furthering young adult librarianship, YALSA will again sponsor two Emerging Leaders for 2011. Monique Delatte and Samantha Marker are YALSA’s 2011 Emerging Leaders.

Both will receive funding to attend the American Library Association’s Midwinter Meeting and Annual Conference in 2011. YALSA’s participation in the Emerging Leaders program is supported by the Friends of YALSA.

The Emerging Leaders program enables newer librarians from across the country to participate in workgroups, network with peers, gain an inside look into ALA’s structure and have an opportunity to serve the profession in a leadership capacity. Emerging Leaders receive up to $1,000 each to participate in the Midwinter Meeting and Annual Conference and each participant is expected to provide to years of service to ALA or one of its units. More than 100 librarians will get on the fast track to leadership in ALA and the profession in the 2011 program.

**YALSA’s Journal of Research on Libraries and Young Adults Seeks Manuscripts**

YALSA’s new research journal, the Journal of Research on Libraries and Young Adults, seeks manuscripts for its spring issue, to be published in May. The purpose of Journal of Research on Libraries and Young Adults is to enhance the development of theory, research, and practices to support young adult library services. Journal of Research on Libraries and Young Adults presents high quality original research concerning the informational and developmental needs of young adults; the management, implementation, and evaluation of library services for young adults; and other critical issues relevant to librarians who work with young adults. The journal also includes literary and cultural analyses of classic and contemporary writing for young adults.

The journal’s editorial board recognizes the contributions that other disciplines make to expanding and enriching theory, research, and practice in young adult library services and encourages submissions from researchers, students, and practitioners in all fields.

To submit, please contact the editor at yalsaresearch@gmail.com to discuss submissions and/or author guidelines. All completed manuscripts should be submitted as email attachments to yalsaresearch@gmail.com. Please attach each figure or graphic as a separate file.

The Journal of Research on Libraries and Young Adults is available online at http://www.yalsa.ala.org/jrlya. Manuscripts are currently being accepted for the Spring 2011 issue. Please submit your manuscript by Feb. 15, 2011.

**YALSA launches new literature blog**

In January, YALSA launched a new blog, focusing on young adult literature. The Hub (http://yalsa.ala.org/thehub) is your connection to YA lit. Content on The Hub will highlight books that have won YALSA’s awards or appeared on its selected booklists, include interviews with authors, and even include high-quality multimedia content produced by teens at libraries across the United States.

Check out The Hub at http://yalsa.ala.org/thehub. Questions or interested in writing for The Hub? Contact Blog Manager Sarah Debraski at yalsahub@gmail.com.
New Publication from YALSA

Teen Read Week™ and Teen Tech Week™: Tips and Resources for YALSA’s Initiatives

Each year, the Young Adult Library Services Association (YALSA) sponsors two national literacy initiatives: Teen Read Week™, which encourages teens to read for fun and become regular library users, and Teen Tech Week™, which encourages teens to take advantage of the free technology available at libraries. Since 2003, YALSA’s award-winning quarterly journal, Young Adult Library Services has offered guidance for librarians planning Teen Read Week and Teen Tech Week events.

For the first time, YALSA has compiled the best YALS articles on teen reading and teen information literacy into one volume, Teen Read Week and Teen Tech Week: Tips and Resources for YALSA’s Initiatives, launching its new Best of YALS series. Editor Megan Fink, middle school librarian at the Charlotte Country Day School and a former Teen Read Week chair, selected articles to form a manual that will offer guidance to librarians planning their annual events, with advice on best practices, collection development, outreach and marketing, program ideas and more.

In addition, YA authors Walter Dean Myers and Cynthia Leitich Smith and Best Teen Read Week contest winners Elizabeth Kahn and Jennifer Velásquez contributed original content about the importance of these initiatives and how they support teens’ information needs, along with an introduction by YALSA past president Judy Nelson.

This project was funded by a 2010 Carnegie-Whitney Grant from the American Library Association.

Teen Read Week and Teen Tech Week is available at the ALA Store, www.alastore.ala.org or by calling 1-866-SHOP-ALA. It costs $35 or $31.50 for YALSA members.

YALS
**POWERFUL AND PROVOCATIVE YA READS**

**PLAIN KATE**
By Erin Bow
Ages 12 & up • 400 pages
978-0-545-16664-5 • $17.99

“Superbly developed...an effective and moving coming-of-age novel.”
—*Bulletin of the Center for Children’s Books*, starred review

“[A] stunning debut fantasy.”
—*Horn Book*

“A haunting, chilling tale.”
—*Kirkus Reviews*

**CONFESSIONS OF THE SULLIVAN SISTERS**
By Natalie Standiford
Ages 12 & up • 320 pages
978-0-545-10710-5 • $17.99

“Excellent...Readers will eagerly flip pages.”—*School Library Journal*, starred review

“Standiford absolutely nails the world of old-moneyed Baltimore...Thoroughly entertaining.”
—*Horn Book*

**STAR CROSSED**
By Elizabeth C. Bunce
Ages 13 & up • 400 pages
978-0-545-13605-1 • $17.99

“Top-notch writing...An intelligent page-turner.”
—*Publishers Weekly*

“An enthralling yarn of magical intrigue.”—*Kirkus Reviews*

**HALF BROTHER**
By Kenneth Oppel
Ages 12 & up • 348 pages
978-0-545-22925-8 • $17.99

“Draws readers in...and doesn’t let go.”—*School Library Journal*, starred review

“Filled with compassion and has no easy answers.”
—*Publishers Weekly*

**NOT THAT KIND OF GIRL**
By Siobhan Vivian
Ages 14 & up • 304 pages
978-0-545-16915-8 • $16.99

“[A] powerful, involving exploration of teen girls’ identities and relationships.”
—*Kirkus Reviews*, starred review

“High school has never felt more authentic.”—*Booklist*

**THE MIRACLE STEALER**
By Neil Connelly
Ages 14 & up • 224 pages
978-0-545-13195-7 • $17.99

“Ambitious and graceful...reads with miraculous speed.”
—*Booklist*, starred review

“Provocative and suspenseful.”
—*Publishers Weekly*

**SCHOLASTIC**
www.scholastic.com
Fabulous Fantasy from Hyperion

 HYPERION

hyperionteens.com