



greatstories**CLUB**

**Project Director Resource Guide
for the “New Horizons” Theme**

Created by the
ALA Public Programs Office and YALSA
with cooperation from YALSA’s Outreach to Young Adults with Special Needs Committee

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Introduction

The Great Stories CLUB is a book club grant program organized by the American Library Association Public Programs Office (PPO) and the Young Adult Library Services Association (YALSA), with a grant from Oprah's Angel Network, to provide troubled teens with the opportunity to discuss books relevant to the challenges in their lives. Complete information, including updates on future grant opportunities for libraries, is available online at www.ala.org/greatstories.

This resource guide was put together by the ALA Public Programs Office, the Young Adult Library Services Association (YALSA), and YALSA's Outreach to Young Adults with Special Needs Committee. The purpose of this guide is to provide a framework of tips, advice, and resources for librarians holding Great Stories CLUB book discussions in their communities.

We hope to learn and hear from you as project directors. Please let us know how your programs are going by e-mailing publicprograms@ala.org. We welcome all feedback.

Sincerely,

ALA Public Programs Office
Young Adult Library Services Association

Program Credits

American Library Association

The American Library Association promotes the highest quality library and information services and public access to information. The oldest and largest library association in the world, ALA has more than 65,000 members, representing all types of libraries and librarians as well as trustees, publishers, and other library supporters.

ALA Public Programs Office

The mission of the ALA Public Programs Office is to foster cultural programming as an integral part of library service in all types of libraries. The unit provides leadership, resources, training, and networking opportunities that help thousands of librarians and libraries nationwide develop local cultural opportunities for adults, young adults, and families. Since 1983, major donors have awarded more than \$15 million to the Public Programs Office to support library programming initiatives.

Young Adult Library Services Association, a division of ALA

The mission of the Young Adult Library Services Association is to advocate, promote, and strengthen service to young adults as part of the continuum of total library service, and to support those who provide service to this population. YALSA is the fastest growing division of ALA.

YALSA's Outreach to Young Adults with Special Needs Committee

The function of YALSA's Outreach to Young Adults with Special Needs Committee is to address the needs of young adults who do not or cannot use the library because of socioeconomic, legal, educational, or physical factors; to serve as a liaison between these groups and their service providers; and to identify and promote library programs, resources, and services that meet the special needs of these populations.

Oprah's Angel Network

Funding for the Great Stories CLUB was provided by a grant from Oprah's Angel Network. The network is a nonprofit organization dedicated to inspiring people to make a difference in the lives of others.

Program, Theme, and Titles

The theme for the Great Stories CLUB is “New Horizons.” When we challenge ourselves to go beyond our familiar surroundings, we can often discover new horizons and strengths within ourselves. New horizons also present themselves when we are willing to explore a larger universe. These stories are about teens who discovered new horizons in their lives and in the world.

The primary titles are:

***One of Those Hideous Books Where the Mother Dies* by Sonya Sones, 2005**

The last thing Ruby wants to do after her mother dies is move across the country to live with her father, who is practically a stranger to her. When she arrives in Los Angeles, Ruby finds she has a lot to learn about her father and about herself.

***The Afterlife* by Gary Soto, 2003**

What was going to be a normal night out for Chuy turns into the last night of his life when he is stabbed to death by a stranger. Now Chuy is a spirit drifting through the world he used to live in, trying to figure out where he should ultimately rest.

***The Rules of Survival* by Nancy Werlin, 2006**

Matt and his two sisters live in constant fear of the unpredictable wrath of their abusive mother, Nikki. When a man named Murdoch enters their life, it may be a chance for everything to change, but will Nikki ever let her children be free?

Tips for Project Directors

Running a Great Stories CLUB Book Discussion for Teens

- Remember that the purpose of the Great Stories CLUB is to reach out to troubled teens by encouraging a love of reading and books. The discussion should be lively and engaging.
- Prior to meeting with the teens, read the book you are discussing carefully—often it requires two readings. Keep notes on characters and plot so that if there is a question or someone needs reminding you can fill in the gaps.
- If you get to choose the time when the discussion is taking place, try to pick a time of day when the teens will be alert and active. First thing in the morning and just after a meal are generally the most ideal times.
- Think of a fun way to have the teens introduce themselves and get to know you.
- Introduce simple rules and expectations that the group will follow (for example, read and finish the book, raise your hand to speak and wait to be recognized, respect each other's opinions). If working with a detention facility, make sure that your rules are in line with the institutional rules.
- Try to create a comfortable, open atmosphere. Remember, and remind the teens, that the discussion is not a test and they won't be judged or graded in any way.
- Food encourages informality and conversation. Check with the staff where you will be holding the group to see if food is allowed. If the food becomes a distraction, serve it at the end.
- Set up the room so that all participants can see each other (in a circle if possible).
- Use open-ended, personal questions (for example, How did it make you feel? What do you think about ...? What would you do if ...?). At the same time try to steer away from purely personal digressions. Avoid questions that can be answered with a yes or no.
- If discussion has completely stalled, or if students haven't read the book, try reading a passage or chapter out loud and discussing just that section.
- Use the Great Stories CLUB discussion questions provided in this guide or help the teens to create their own discussion questions and let group members each ask and facilitate a question. This will encourage participation and take the focus off you.

- Your role is one of facilitator: keep the discussion rolling and keep it on track. Don't let yourself become a "leader" or "teacher," remain a guide.
- Incorporate a writing exercise, activity, craft, or fun quiz that is related to the book. Sometimes busy hands help get the mind working. Check to see what is allowed in the setting where you are working.
- Continuing discussions: If you are able to continue the program with the same group of teens, be prepared with several read-a-likes for the book you discussed. See pages 17–20 for a related reading list, or consult the resource guide for other "best of" lists for teens. Also, you may provide the teens with the related reading brochure (in PDF format online) at the end of the series. This way teens may read more on their own afterwards, or you can choose the next discussion book together as a group.
- Explore the access the teens will have to related reading books and try to expedite that access through your library.

DOs and DON'TS for Running a Discussion Program

DO

- Maintain discipline and focus.
- Prepare more questions and activities than you need in case discussion stalls.
- Keep it fun.
- Keep the discussion rolling.
- Encourage everyone to contribute.
- Empower the teens as much as possible by soliciting their ideas and opinions for carrying out the program.

DO NOT

- Prod too much or lead answers in a certain direction.
- Contribute significantly to the discussion.
- Lecture on the book.
- Make it seem like school.
- Force anyone to talk.
- Allow one teen to dominate the discussion.

Establishing an Outreach Partnership

- If your library is not located within an organization that serves troubled teen populations, you will need to establish an outreach partnership with another organization in your community that does.
- Appropriate partner organizations include, but are not limited to, juvenile justice facilities, drug rehabilitation centers, nonprofits serving teen parents, alternative high schools, agencies serving teenaged foster children, shelters serving homeless and runaway youth, and other agencies. If you have questions about the appropriateness of a possible partner organization, please contact the ALA Public Programs Office at publicprograms@ala.org prior to completing your Great Stories CLUB application.
- Create a list of potential community partners, and decide which agency to approach. If you are not familiar with the agencies in your community that serve troubled teens, consult the yellow pages or the Internet. You may wish to search for local social service agencies, the department of juvenile justice, the department of children and family services, or any area alternative schools.
- Once you've selected a potential community partner, identify a contact person at the facility, keeping in mind who the players are and what the politics may be like. Possible contacts include directors, teachers, librarians, supervisors, counselors, and so on. There may be a Friends of the Juvenile Hall group that may be of help, a board member at your library who volunteers at a local shelter or social service agency, a reading teacher at an alternative school, or another person who can help make your case within the organization.
- Depending on what your research has yielded, speak with the director of juvenile hall, the principal of the school inside the hall, or the director of programs in the juvenile hall, for example. Potential partners may be interested to know that, by participating in the Great Stories CLUB, they will be part of a national teen services initiative of the American Library Association that is being supported by Oprah's Angel Network.
- Present your contact with a clear and simple proposal describing the program and activities you would like to implement. For a sample project proposal form, see page 9. You may also wish to use this form to gain your library director's support of the program and your participation in it.
- Work with your contact to create a workable program plan, taking into consideration such factors as institutional procedures (security clearance, authorization, and so on).

Sample Project Proposal Form

Name: _____ Date: _____

Email: _____ Phone: _____

Library: _____

Library Address: _____

Library City, State, Zip: _____

Project title: _____

Project description and justification: Include statement of importance of project to the community and beyond, and links to library mission and goals.

Intended audience and potential use: Whom will the project serve and how?

Collaborative partnerships: Describe the nature of the proposed collaboration and what major responsibilities would fall to each partner.

Budgetary contribution: Indicate whether budgetary support exists for this project and how the partner might contribute in terms of budget or staffing.

Timeline: Describe any preferred start and end dates or other deadlines.

Assessment: Indicate measures that might be used in evaluating the impact of the project.

Please provide any additional information that might be appropriate, including letters of support, links to any special event, thoughts on project organization.

Working in Juvenile Facilities

The following guidelines will help you to establish credibility and respect with the facility administrators, staff, and, most importantly, the teens. All are necessary components for a successful juvenile detention center partnership and program.

- Identify an internal contact: Possible contacts include directors, teachers, librarians, supervisors, and counselors. There may be a Friends of the Juvenile Hall group. Think about finding someone who has a role similar to yours in the way they interface with probation staff/youth, such as a teacher. This person can help to lead you through the process of starting the group and working with the teens. If you are unable to identify someone on staff at the institution, speak with one of the librarians already providing services to this population for support/feedback.
- Listen more than you talk. As Patrick Jones, nationally known young adult librarian and author of several critically acclaimed books for librarians and educators, says, "When partnering with correctional facilities, we must understand the need to support the goals of that institution even if they may conflict with our values" ("Reaching Out to Young Adults in Jail," *Young Adult Library Services* [Fall 2004]:14–17). Remember that you are a guest in this institution and be respectful of that.
- Be aware of the issues that are likely to be prevalent in these institutions. They include:
 - Security: It may take time to get into the institution and set up the program. There are a lot of processes to go through, such as security clearances. The institution's main concern is most likely security, and there are a great many things that fall under "security issues" that may surprise you.
 - Power and Control: Within the institution, you will need to be able to know what to stand up for and what to concede. It will be important to access that skill under pressure.
 - Change: The youth can be greatly affected by changes in things like staffing and routine. There can be a lot of change and turnover of youth. Youth may be removed in the middle of your program, in the middle of their most profound moment, or at other critical times. Learn to be more flexible and develop an even better sense of humor. Depending on what is happening that day with the staff and/or youth, your program may or may not happen. Some times there will be nothing you can do about it, and other times there may be something you can do. You will need to learn to tell the difference between those situations.

- Remember that your “new” ideas may have been tried or implemented before. Make sure you ask staff as well as administrators about any history. Staff may have been there longer than the administrators and know more about what has gone on in the past and also the actual daily operations.

Working with Troubled Teens

- Write up simple expectations and rules for the book discussion. Keep them short and simple (no more than five). Make sure it is something they have basic control over and that abides by the policies of the institution (for example, they may not be able to attend each session in some situations, due to a lockdown, court appearances, and so on). Ask the youth for input when developing these expectations.
- Familiarize yourself with the institution’s reward and penalty system and incorporate it into your program rules.
- One of the best ways to deal with disruptive youth is to walk toward them, maintaining eye contact, while you continue with the lesson plan. If a youth is needy (for example, acting out, asking a million questions, and in general making sure they are the center of attention), stand by them so that all eyes of the class are on them. Rather than have their unmet needs run the show, keep your focus and give them the attention they need by standing near them, walking among them, or looking them in the eye.
- Be sure to establish boundaries and to enforce them consistently. Ask the staff what the consequences are for inappropriate behavior. Often the youth get “room time,” then a write up. There will be different wording/levels in different institutions. It is likely that you will need to send a youth out of the room, give them room time, and otherwise show them that you understand and will enforce the rules. Often this population will test you until you follow through with the stated consequences. Once you do this, and don’t try to reason with them or give them multiple chances, but instead show that you mean business and will do what it takes to have a successful class, they will generally respect you, calm down, and your session will proceed.
- Some youth may possess personas that you find intimidating or scary. Although it is true that you are working with youth who have little impulse control and can be violent, for the most part, if you relate to them as a caring human being, they will respond in kind.
- If the youth are having a hard time relating to a book, help them build connections with simple activities such as a writing exercise where they write about themselves. Make sure you tell them not to worry about things like spelling and grammar.

- Remember confidentiality. In general, use first names only when speaking about the youth.
- Before you give anything to the youth, check with a supportive staff person first. This includes items such as paper, envelopes, food—things you would never think you'd have to check with staff first about. Check with staff to see if bringing food is ok, and have that as a reward for after the program.
- Allow extra time to pass out paper and pencils. In most institutions you will have to count the pencils and make sure you have them all back in your possession before you leave.
- Staff may interrupt your program by participating in ways that are contrary to your goals, such as lecturing the youth or writing a youth up. Over time you will find a balance between respecting the staff actions and maintaining the integrity of the group session.
- Many youth in institutions have a history of abuse. Remember that these youth may not have a lot of family or other support and be mindful of that when guiding discussions.
- Plan for the future. After you are established in the institution (having worked to establish your credibility by your excellent programming and attitude), you will have unlimited choices and options of whom to work with and how your program runs.

The Tips for Project Directors section was prepared by YALSA's Outreach to Young Adults with Special Needs Committee.

Sample Discussion Questions

One of Those Hideous Books Where the Mother Dies

- The title is very unique. Do you think it works or would you call it something else? What other titles would work?
- Sonya Sones wrote this novel using blank verse poetry. How do you think the book would be different if it was written in a traditional chapter format?
- Why do you think this novel was written in poems? Do you think this makes it different than other novels you have read? If so, how?
- Why do you think Ruby continues to email her dead mother? Do you think this is a healthy way to deal with her mother's death?
- How do you think Ruby views life and death, and how do her emails reflect these views?
- Why do you think that Ruby's mother kept Whip out of Ruby's life? Was she right to do so?
- Ruby instantly knew that Max was gay, and even claims to have good "gaydar." Why do you think she never realized Whip was gay?
- What are some of the similarities Ruby has with her father, and how do they change her view of Whip by the end of the book?
- Do you think Ruby is right in treating her father so badly?
- How do you think Ruby will change after living in Hollywood with her famous father?
- If you could live next to a celebrity, who would you choose?
- Which one of these poems was your favorite?

One of Those Hideous Books Where the Mother Dies discussion questions were compiled by YALSA's Outreach to Young Adults with Special Needs Committee. With questions about source material, contact yalsa@ala.org.

The Afterlife

- What do you think happens after death?
- What do you think happened to the ghosts of Chuy and Crystal? Why did they disappear?
- What brought Chuy and Crystal together? What did they have in common?
- When Chuy, in ghost form, goes into the grocery store he sees shoplifters. If you were Chuy, what would you do?
- Can you compare Chuy before and after he dies? How is he different? How is he the same?
- Do you think dying taught Chuy anything? If so, what? Do you think these are lessons he might have learned even if he hadn't died?
- Discuss what happens when Chuy visits Rachel after he dies.
- Chuy visits loved ones as a ghost. If you were a ghost, who would you visit and why?
- In life, Crystal had big dreams for the future. What dreams do you have for your future? Are you afraid to fail?
- Robert Montgomery attempts to get Yellow Shoes to become a better person. Do you think that it is possible for a person to change? Why or Why not?
- Was life or death scarier for Chuy? For Crystal?

The Afterlife discussion questions were compiled by YALSA's Outreach to Young Adults with Special Needs Committee. With questions about source material, contact yalsa@ala.org.

The Rules of Survival

- Why does Matthew chose to write down the events which happened in a letter to Emmy? How does writing the letter benefit Matthew?
- The children are impressed by how Murdoch diffuses the convenience store situation. What does Murdoch represent to Matt and Callie?
- One of Matthew’s rules of survival is “Fear is your friend. When you feel it, act.” How does the emotion of fear serve Matthew and the children? Does fear ever work against Matthew and his siblings?
- How does Emmy’s behavior facilitate some of Matt and Callie’s decisions?
- Do you think Matthew’s resolve is stronger because he has to look out for his siblings rather than if he had to deal with his mother alone? Why?
- Why do you think Murdoch changes his mind and decides to help the children?
- Callie and Matt’s aunt and father are initially afraid to get involved. Why do you think it takes prompting from Murdoch to propel them into action?
- If you were Matt, Callie, or Emmy do you think you would be able to forgive Aunt Bobbie and Ben for not getting involved earlier?
- How does their association with Murdoch change each child?
- Nikki shows great contempt toward her sister Bobbie. When people make fun of others, what do you think they are trying to prove to themselves?
- Why does Matthew have such a strong aversion to the movie Pleasantville?
- How do you think Matt and Callie’s personal experience with their mother and mental illness will affect how they reach out to others once they are adults? Which of the three children are mostly likely to get involved? What reasons factor into your answer?
- What do you think is the “scariest” thing that Nikki does? Why?

The Rules of Survival *discussion questions were compiled by YALSA’s Outreach to Young Adults with Special Needs Committee. With questions about source material, contact yalsa@ala.org.*

Related Reading for Participating Teens

Adlington, L.J. *The Diary of Pelly D*. Greenwillow, 2005. \$8.99 (ISBN-10: 0060766174; ISBN-13: 978-0060766177). Pelly D. is a teenager who has it all: money, friends, and popularity. Then things on her planet start changing and suddenly it matters what your “genetic type” is. Pelly D. is the wrong genetic type, and now all she can do is confide to her diary as the world turns against her very existence. Will anyone hear her story?

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Farrar, Straus and Giroux, 2007. \$9.41 (ISBN-10: 0374531269; ISBN-13: 978-0374531263). For the first twelve years of his life, Ishmael was a normal boy growing up in Sierra Leone. Then the rebels came and destroyed his village and his old life, kidnapping Ishmael and forcing him into the brutal life of a child soldier. The story of his journey from life as a boy soldier to freedom is harrowing, violent, and ultimately redemptive.

Castelluci, Cecil. *Beige*. Candlewick, 2007. \$8.99 (ISBN-10: 0763642320; ISBN-13: 978-0763642327). Katy, 15, thinks she knows everything there is to know about her father, “the Rat.” To other people he may be a famous punk rocker; to her, he dropped out of her life long ago and punk is just so much noise. When her mother needs to pursue graduate work in Peru, she leaves Katy with the Rat and Katy discovers that she doesn’t know everything about the Rat, or about herself.

Clare, Cassandra. *City of Bones*. Margaret K. McElderry, 2007. \$9.99 (ISBN-10: 1416955070; ISBN-13: 978-1416955078). Clary can’t believe her eyes when she sees a teenager get stabbed in a club and then vanish. This is how she discovers an entirely different New York City exists just outside her field of perception. This one is populated by demons, vampires, werewolves, and Shadowhunters, the humans who hunt and kill demons. Now Clary must find her place in this entirely new, and very dangerous, world.

Courter, Ashley Rhodes. *Three Little Word: A Memoir*. Antheneum, 2008. (ISBN-10: 1416948074; ISBN-13: 978-1416948070) Carrying her entire life in garbage bags, Ashley spent most of her childhood being shuffled between foster homes. Her experiences in the foster care system left her more determined than ever to have a good life, even when things in her foster homes were sometimes terrible. Now an adult, Ashley looks back on her childhood with an unflinching and inspiring honesty.

Curtis, Christopher Paul. *Bucking the Sarge*. Laurel-Leaf, 2004. \$6.99 (ISBN-10: 0440413311; ISBN-13: 978-0440413318). When Luther's mother, "the Sarge," says "jump," Luther asks "how high?" Whether it's running one of her senior group homes (even though he's only 15) or otherwise assisting one of her scams, Luther does it, dreaming of escape. Is he going to have to wait for college; or can he figure out a way to gain his freedom now?

Dickinson, Peter. *Eva*. Laurel-Leaf, 1989. \$6.99 (ISBN-10: 0440207665; ISBN-13: 978-0440207665). Eva doesn't remember the accident, only the picnic before. After waking from a coma, Eva knows something has changed. When she looks into a mirror for the first time, she understands. The face looking back at her is the face of her playmate, Kelly. Kelly was a young, female chimpanzee. Now Eva is that chimpanzee.

Downham, Jenny. *Before I Die*. David Fickling Books, 2007. \$9.99 (ISBN-10: 0385751834; ISBN-13: 978-0385751834). Tessa only has a few months to live and she refuses to spend them in some hospital bed as her body gives out. Instead, she makes a list of all the things she wants to experience before she dies and sets out trying to make the absolute most of the time she has left. What would you do if you were 17 and knew you were going to die?

Elkeles, Simone. *How to Ruin a Summer Vacation*. Flux, 2006. \$9.95 (ISBN-10: 0738709611; ISBN-13: 978-0738709611). Traveling to a different country for a summer vacation sounds like a dream come true, right? Wrong. Not when it's a summer vacation in Israel, with a different language and teens whose worries aren't the latest brands but joining the army. And not when it's a trip with a father Amy has barely seen and who doesn't mention Amy to his family until she shows up on his doorstep.

Friesen, Jonathan. *Jerk, California*. Speak, 2008. \$9.99 (ISBN-10: 0142412031; ISBN-13: 978-0142412039). Sam has Tourette's Syndrome, which hasn't made high school the best experience. His abusive stepfather, Old Bill, hasn't helped either. But now Sam is about to embark on a cross country road trip, with the girl of his dreams no less, to discover the truth about his real father and maybe even the truth about himself.

Hautman, Pete. *Rash*. Simon & Schuster, 2006. \$9.99 (ISBN-10: 0689869045; ISBN-13: 978-0689869044). In the future, it's all about safety—no risks, no hurt feelings. Break a rule, go to jail, like 24 percent of the population, just like when Bo loses his temper and gets sent to jail. Once there, he discovers that the warden is running forbidden games of a violent sport long abandoned—something called football. Bo's about to find out what competition really means.

Hoose, Philip. *Claudette Colvin: Twice Towards Justice*. Farrar, Straus and Giroux, 2009. \$13.57 (ISBN-10: 0374313229; ISBN-13: 978-0374313227). Nine months before Rosa Parks famously refused to give up her seat on a bus to a white man, 15-year-old Claudette Colvin was arrested for the same act of defiance. Yet Colvin's story has been largely forgotten. What prompted her to act? In this biography, Claudette finally tells her story, which reflects the struggles and triumphs of the Civil Rights movement.

Johnson, Maureen. *13 Little Blue Envelopes*. HarperTeen, 2005. \$8.99 (ISBN-10: 0060541431; ISBN-13: 978-0060541439). Ginny's aunt dies, leaving her thirteen envelopes and the first set of instructions: buy a ticket to London. Each envelope is a new destination, a new discovery, as Ginny finds out more about her aunt, the world, and herself.

Levithan, David. *Boy Meets Boy*. Knopf, 2003. \$8.95 (ISBN-10: 0375832998 ISBN-13: 978-0375832994). Imagine a high school where everyone can be who they truly are, nothing hidden, everyone accepted. Where the football quarterback is also the Homecoming Queen. Paul may live in a perfect town, but he still gets nervous asking out the guy he likes.

McDonald, Janet. *Twists and Turns*. Farrar, Straus and Giroux, 2003. \$6.95 (ISBN-10: 0374400067; ISBN-13: 978-0374400064). Keeba and Teesha have graduated high school; in their Brooklyn neighborhood, they've avoided the pregnancies and other problems of their friends and neighbors, but they're not the going-to-college types. Can they turn their talent for braiding hair into a business?

Murdock, Catherine. *Dairy Queen*. Graphia, 2006. \$8.99 (ISBN-10: 0618863354; ISBN-13: 978-0618863358). Just like her brothers, 15-year-old DJ does a full day's work at the family dairy farm. Just like her brothers, she loves sports. Both were football stars who got scholarships. What if DJ wants to be just like her brothers and play football?

Myers, Walter Dean. *Street Love*. Amistad, 2006. \$8.99 (ISBN-10: 0064407322; ISBN-13: 978-0064407328). Damien has everything going for him. Junice has the whole world against her. Damien is a basketball star about to go to a great college. Junice has a mother in jail and a grandmother who can't take care of her and her sister. Damien and Junice have nothing in common except their love for each other. Will that be enough to help them make whole new life together?

Oda, Eiichiro. *One Piece*. Viz Media, LLC, 2003. \$7.95 (ISBN-10: 1569319014; ISBN-13: 978-1569319017) In this continuing manga series, Monkey D. Luffy used to be an average teenage boy. Once he received magical powers, however, he became the leader and captain of a group of heroic pirates, the Straw Hats. Now Luffy and the Straw Hats sail the world, having magical, mystical adventures as they search for the greatest pirate treasure of all time: One Piece. If Luffy can survive and find One Piece, he'll become the King of the Pirates.

Pearson, Mary E. *The Adoration of Jenna Fox*. SquareFish, 2008. \$8.99 (ISBN-10: 0312594410; ISBN-13: 978-0312594411). When Jenna wakes up after a year in a coma, she can't seem to make the pieces of her life fit together. Why are there so many empty spaces in her memories and in her history? Why does it seem like her parents have hidden her away from her old life? When she discovers the truth of who she is now and how she got to be this way, she has to reevaluate everything she thinks it means to be Jenna Fox and, even, to be human.

Pena, Matt de la. *Ball Don't Lie*. Delacorte, 2005. \$7.99 (ISBN-10: 0385734255; ISBN-13: 978-0385734257). There's one thing Sticky knows: everyone in your life lies. From Sticky's prostitute mom to all the places he stayed in foster care. While everyone might lie and let you down, there's one thing Sticky can always count on: he's going to be the best on the court and even when everything else is awful, the ball don't lie. Now 17, Sticky is going to have to confront all his demons if he wants to be in the game.

Pfeffer, Susan Beth. *The Dead and Gone*. Harcourt, 2008. \$11.56 (ISBN-10: 0152063110; ISBN-13: 978-0152063115). When a meteor hits the moon, everything changes, particularly the life of 17-year-old Alex Morales. When his parents fail to return home after this global catastrophe, he is the only one left to take care of his two younger sisters. Foraging for survival in New York City, Alex takes on tremendous responsibilities as provider and protector, but will that be enough to keep his family together at what seems like the end of the world?

Saenz, Benjamin Alire. *Sammy and Juliana in Hollywood*. Rayo, 2004. \$8.99 (ISBN-10: 0060843748; ISBN-13: 978-0060843748). Sammy doesn't live in that Hollywood; his is a barrio in New Mexico. He watches as friends and loved ones die, struggle with drugs, and fight injustice. All Sammy wants is for his family to be safe and to leave Hollywood. What should he do when those dreams turn out to be in conflict with one another?

Sarkar, Dona. *How to Salsa in a Sari*. Kimani True, 2008. \$9.99 (ISBN-10: 0373830882; ISBN-13: 978-0373830886). Archivals Cat and Issa are forced to learn to live with each other and respect each other's heritage when Issa's Indian mother decides to marry Cat's Latino father.

Strahan, Jonathan, ed. *The Starry Rift*. Firebird, 2008. \$9.64 (ISBN-10: 0142414387; ISBN-13: 978-0142414385). What will the future be like? Sixteen authors speculate on the many different worlds that might be just beyond the horizon of now. From exploring space to fighting computers for the survival of Earth, this book offers unique, exciting visions of the many different worlds to come.

Stratton, Allan. *Chandra's Secrets*. Annick Press, 2004. \$9.37 (ISBN-10: 1550378341; ISBN-13: 978-1550378344). It seems like everyone Chanda Kabelo, a sixteen-year-old girl in small South African town, knows has some connection to HIV/AIDS. Many of her friends and family members are infected and sick, yet Chandra finds no one wants to talk about what's happening. Does she have the courage to speak out and change her life?

Trueman, Terry. *Inside Out*. HarperTeen, 2003. \$8.99 (ISBN-10: 0064473767; ISBN-13: 978-0064473767). A hold-up in a coffee shop; Zach, 16, is the last person you'd want in there. He's a schizophrenic, and as the hold-up becomes a hostage situation he's without the meds he needs. Yet somehow, despite the odds, Zach will make a difference in this volatile situation.

Westerfeld, Scott. *Uglies*. Simon Pulse, 2005. \$8.99 (ISBN-10: 0689865384; ISBN-13: 978-0689865381). In Tally Youngblood's world, turning 16 is the most important year in your life, because that's the year you get the operation. The operation is your ticket to a carefree life of glamour, parties, and excitement, a world where everyone is rebuilt to be gorgeous. All Tally wants is the operation, but she's about to find out the very ugly truth behind the mask of her pretty universe.

Williams, Rita Garcia. *No Laughter Here*. Amistad, 2003. \$6.99 (ISBN-10: 0064409929; ISBN-13: 978-0064409926). Akilah and Victoria are best friends, but when Victoria comes back from visiting her grandmother in Nigeria, there's something different about her. Victoria can't figure out how her friend has changed, but when she discovers her secret it's far beyond anything she's ever imagined. In this sensitive novel the topic of female genital mutilation is discussed with rare insight and grace.

Woodson, Jacqueline. *After Tupac & D Foster*. Putnam, 2008. \$10.87 (ISBN-10: 0399246541; ISBN-13: 978-0399246548). Tupac Shakur's life and music sets the soundtrack of the story of three girls growing up in Queens, New York. Using Tupac's struggles and lyrics as an inspiration and a common thread, the three friends explore and expand the sound of their world as they search for their "big purpose" in life.

Zarr, Sara. *Story of a Girl*. Little, Brown, Young Readers, 2007. \$7.99 (ISBN-10: 0316014532; ISBN-13: 978-0316014533). Haven't you heard? Deanna is one of "those" girls, the kind that goes too far with boys and is nothing but trouble. At least that's what everyone has said about her since she was 13 years old. At 15, Deanna's life is still overshadowed by one thing that happened two years ago. Can she find the strength to move past that and make peace with her family, her friends, and herself?

The Great Stories Club related reading list was compiled by YALSA's Outreach to Young Adults with Special Needs Committee.

Related Resources for Project Directors

Suggested Reading for Anyone Working with Incarcerated Teens

Allen, Bud. *Games Criminals Play: How You Can Profit by Knowing Them*. Rae John Publishers, 1981

Anderson, Elijah. *Code of the Street: Decency, Violence and the Moral Life of the Inner City*. W.W. Norton & Company, 2000.

Anderson, Shelia. *Extreme Teens: Library Services to Nontraditional Young Adults*. Libraries Unlimited, 2005.

Baca, Jimmy Santiago. *A Place to Stand: the Making of a Poet*. Grove, 2002.

Bernstein, Nel. *All Alone in the World: Children of the Incarcerated*. New Press, 2005.

Gruwell, Erin. *Freedom Writer's Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*. Main Street Books, 1999. (Also released as a motion picture in 2006.)

Hubner, John. *Last Chance in Texas: the Redemption of Criminal Youth*. Random House, 2005.

Lerner, Jimmy. *You Got Nothing Coming: Notes from a Prison Fish*. Broadway, 2003.

Louise, Regina. *Somebody's Someone: a Memoir*. Warner, 2003.

Mondowney, Jo Ann G. *Hold Them in Your Heart: Successful Strategies for Library Services to At-Risk Teens*. Neal-Shuman publishers, 2001.

Prothrow-Stith, Deborah. *Deadly Consequences: How Violence Is Destroying Our Teenage Population and a Plan to Begin Solving the Problem*. HarperCollins, 1991.

Saltzman, Mark. *True Notebooks: A Writer's Year at Juvenile Hall*. Knopf, 2003.

Web Sites about the Juvenile Justice System and Troubled Youth

The Beat Within, www.thebeatwithin.org

An excellent program that provides writing and publishing for incarcerated youth. Check out the Write to Read Section, for lists of books written by a Juvenile Hall librarian.

Center on Juvenile and Criminal Justice, www.cjcj.org

CJCJ is a private non-profit organization whose mission is to reduce society's reliance on the use of incarceration as a solution to social problems. In 1997, CJCJ formed the Justice Policy Institute (JPI), a policy development and research body which promotes effective and sensible approaches to America's justice system. This website offers reliable information on juvenile justice statistics, study reports, and several policy reports.

National Council on Crime and Delinquency, www.nccd-crc.org

NCCD is a non-profit devoted to reducing delinquency and improving the lives of young people. The group also includes the Children's Research Center. There are several resources listed on this website, including studies, policy papers, and other related agencies and how to access their resources.

Office of Juvenile Justice and Delinquency Prevention, www.ojjdp.ncjrs.gov

OJJDP, a component of the Office of Justice Programs, U.S. Department of Justice, accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The website provides information on grant opportunities, state level programs, links to relevant statistical information, and more.

Tolerance.org, www.tolerance.org

A web project of the Southern Poverty Law Center. Their mission is to "Fight Hate and Promote Tolerance." The website provides information on tolerance teaching resources for teachers, parents, teens and children.

Compiled by YALSA's Outreach for Young Adults with Special Needs Committee.