A YEAR OF PROGRAMS FOR TEENS 2
A YEAR OF PROGRAMS FOR TEENS 2

Amy J. Alessio | Kimberly A. Patton
Amy J. Alessio is a teen librarian at Schaumburg Township District Library in Illinois. She reviews young adult literature and mysteries for Crimespree Magazine and Teen reads.com and writes and edits fiction and nonfiction, including A Year of Programs for Teens (2006), which she coauthored with Kim Patton. Amy served two terms on the Young Adult Library Services Association board of directors, and she was honored in 2006 with the Illinois Library Association’s Davis Cup Award for librarians serving youth. Amy is also passionate about cookbooks; she presents programs about them and writes about them in her Vintage Cookbooks and Crafts blog and on her website, www.amyalessio.com.

Kimberly A. Patton is teen librarian at the Kansas City Public Library Central Resource Branch in Kansas City, Missouri. Before moving to Kansas City, she served as young adult specialist at the Lawrence (Kansas) Public Library. She graduated from Baker University with a BA in business administration and an MS in management. She is currently pursuing her MS in library and information science from Florida State University. Kimberly was a 2007 Spectrum Scholar and 2010 president of the Young Adult Library Services Association. She enjoys reading and cooking lavish meals for her family.
Contents

PREFACE vii

PART I CORE PROGRAMMING

1 CRAZY FOR CLUBS 3
What Makes a Teen Club Work? 3
What Happens When a Teen Club Does Not Work? 4
Developing Themed Clubs 5
CREATEens 5
Volunteering and Community Partnerships 7
Money Mavericks 8
Techno Teens 10
Drama Dynamics 11
Telling Stories with Film 12

2 REALLY POPULAR READING PROGRAMS 15
What Is the Goal of the Reading Program? 15
What Happens When a Reading Program Does Not Work? 16
Take It Easy (on Teens and on Staff!) 17
Summer and Winter Reading Promotions 17
Year-Round Reading Programs 19

3 COLLECTION CONNECTION 21
Mystery Madness 22
Heartbreakers 23
Vamping It Up 24
Short but Not Sweet: Novels under 200 Pages 26
Inspired Reads: Christian Fiction 27
Spending Savvy 28
Romance in This Life and Beyond 29
Art of Reading 30
Super Science 31
Fabulous Food: Fiction and Nonfiction 32

4 PUZZLES AND OTHER PASSIVE ACTIVITIES 33
Little-Known Library Facts: Two Truths and a Lie 34
How Will It End? 35
Whose Team Are You On? 36
Menu Selections 37
ExerCentral 38
Holiday History 39
Vegetable Variety 40
Manga Match 41
Worst Ending in Films 42
Glamour Tools 43
## PART II  ANOTHER YEAR OF PROGRAMS

| Month | Start the Year Out Write! | "Live" Journals | Battle of the Best: Book Award Programs | Wii Are Fit | Oscar-Style Teen Film Fest | Wild Hearts Charm Bracelets | Social Networking Safety Net | Friendship Fest | March Madness Basketball and Books | Totally Tech Lock-in | Primp Your Prom | Battle of the Books | Poetry Slam | Magic Moment Writing Challenge | Job Skills for Successful Teens | Summer Reading Kickoff | Techno Book Discussions | Mystery Madness | Get a Clue in the Library | BBQ Books | Songwriting Contest | Art Media Mixer | Community Collaborations | Microwave Madness | Library Orienteeering | Comic Contest | Anime Viewers | Science Fair Fun: From Fabulous Exhibits to Flops | Totally Teen Read-in | Mangamania Reviewing Contest | Haunted Gingerbread Houses | Stellar Scene Contest | Creative Carding | Money$en$e | Festival of Cultures | Dream Rooms Design Contest | Decked-Out Halls | EPILOGUE: Wrapping It All Up | APPENDIX: Sample Handouts | INDEX |
|-------|--------------------------|-----------------|---------------------------------------|-------------|--------------------------|-----------------------------|----------------------------|----------------|-----------------------------------|------------------------|----------------|--------------------------|------------|-----------------------------|----------------------------|--------------------------|-----------------------------|----------------|--------------------|----------------|----------------------------|----------------|-------------------------|----------------|--------------------------|----------------|-----------------------------|----------------|------------------------|----------------|--------------------|----------------|--------------------------|
| 5     | 47                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 6     | 55                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 7     | 63                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 8     | 71                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 9     | 77                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 10    | 85                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 11    | 97                       |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 12    | 103                      |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 13    | 111                      |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 14    | 117                      |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 15    | 125                      |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |
| 16    | 133                      |                 |                                       |             |                          |                             |                            |                |                                   |                        |               |                          |           |                             |                        |                          |                             |                |                    |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |                |                          |                 |                        |

Additional material available at www.alaeditions.org/webextras/.
IN THE 2006 edition of A Year of Programs for Teens, we presented program ideas based on several years’ experience running teen events at public libraries and leading staff workshops across the country for school media specialists and public librarians.

Staff serving young adults know that keeping them coming into the school and public libraries means offering new and fresh things, or new ways of doing old favorites. In the years since publication of A Year of Programs, some things have changed in young adult library service. The two largest changes involve the economy and technology. At a time when fewer staff hours and less money are available for programming, social networking inspires new teen programs and offers easy ways to promote them, while rapidly changing gaming technologies prompt new services and draw in new groups of teens to enjoy them.

In A Year of Programs for Teens 2, we present new programs we have been involved with and offer new ideas for adapting to the shifts these economic and technological changes have wrought in school and public libraries. Part 1 features core programming. Chapter 1, “Crazy for Clubs,” suggests ways to develop a variety of teen interests into regular clubs. Even as budgets are slashed, reading promotions are still a mainstay of young adult services. Chapter 2, “Really Popular Reading Program,” covers a variety of such events. Booklists will always be in demand. Chapter 3, “Collection Connection,” offers themed booklists on popular topics such as Vamping It Up and includes graphic novels. Staff already stretched too thin for some of the more ambitious programs can still easily reproduce the independent activities provided in chapter 4, “Puzzles and Other Passive Activities.”

Part 2 provides new programs for another calendar year, complete with variations to accommodate different facilities and tips on promotion. Although the programs can be put into practice as written, they are meant as guidelines that can be customized to suit any community.

ACKNOWLEDGMENTS

The authors are grateful for the skills and patience of fabulous editor Stephanie Zvirin. We also thank agent Terry Burns from the Hartline Literary Agency for helping us with the business end of writing and the Young Adult Library Services Association for continued support and inspiration in our careers.
Crazy for Clubs

Succes! A lot of teens are coming to your programs. They are clamoring for more anime or drawing or drama programs. Now what? Keep that momentum going by offering a monthly club. A Year of Programs for Teens outlined plans for a writing club. But there are many other ideas and themes library staff can pursue, even without specific knowledge of the topics. The key is to let the teens lead. What are they particularly interested in?

WHAT MAKES A TEEN CLUB WORK?

A successful teen club does not mean simply that the numbers of teens attending are large and increasing. For example, no one wants a huge drama group that grows each month until skits and plays become unwieldy! High attendance is a sign that the club has appeal, but it is not an appropriate gauge of success, despite what your library’s administration may suggest. Success for a teen club means that teens are engaged and interested in coming each month. It means that teens are suggesting ideas for future meetings and projects. It could even mean something as simple as teens bringing ideas and techniques to a Gamers Group.

Another gauge of success could be the outcome of the group, though adults should be careful not to push the teen groups to produce. Keep in mind that the point of teen programs is to bring teens into the library and collect their feedback on improving library services for their own age group. If a volunteering group is no longer interested in helping with community or library projects, it is time to reevaluate the club and find out what other projects might hold members’ interest. In any case, a teen group should not have a quota of work for the year, such as volunteering at ten projects or running ten programs or working in the youth department fifty hours this year and
increasing next year. This is not their paid employment. Instead, find a gauge of success that highlights the positive outcomes: Are the club members willing to try new projects? Are they engaging with each other and not just with the friends who came in with them? Are the teens drawn together by the interest? Are they getting to know each other? Are members of themed clubs wanting to increase their knowledge of the subject? For example, has your film group suggested a film festival or expressed interest in a guest speaker?

WHAT HAPPENS WHEN A TEEN CLUB DOES NOT WORK?

Teens are teens for only four to seven years. Even a club that is active and serious about a subject may age off and fizzle out if no younger teens take up the same interest. A sign that a group is no longer working is when members are not coming up with new ideas, or when only a few come each month and just want to do a favorite social activity, such as playing board games and snacking. Although there is a place for those types of casual programs in the school or public library, they are not robust enough to be the focus of a club.

Staff should never consider permanently canceling a teen group that is not working. “I tried a teen group for a while, but no one came, so I canceled it” does not cut it with teen services. Instead, try to determine why the group is no longer relevant. For example, think of how much technology has changed in the last five years. Have your technology-related programs kept up? Are your themed clubs in tune with current teen trends? Teen services require constant feedback and adjustment.

All libraries have experienced failed teen programs, where no one comes or things do not turn out well. Clubs will change. When a club is no longer relevant, take a break from it for a few months. Circulate a survey about interests and preferred programming days and times to teens who are coming to the library. If a few teens are upset that a club has been suspended, take advantage of their interest and ask their advice in planning a new, improved one. Engage their help in volunteering in the meantime to keep them coming into the library.

When it is time to restart an old club with a new focus, or to establish a new club, spend time and effort on publicity—even more than you spend for other programs. Consider requiring applications for clubs even if all teens are automatically accepted. Having teens list their interests and reasons for coming will turn a vague interest sparked by a publicity poster into a solid commitment. Emphasize the importance of the teens’ own voices in the application, such as asking teens why they want to apply to be in a particular club. This will help discourage situations where parents are forcing unwilling teens to participate. Public libraries should be sure that local schools are well informed about their programs. Having expert speakers from school staff address clubs is a good way to keep that communication going. For example, a high school art teacher could run a creative event at a meeting of the CREATEen club, described later in this chapter.

There may be times when it seems that no one is coming to teen programs, or that no one wants to come to club meetings. In such cases, try offering a virtual club, or virtual teen advisory board, with rewards for occasional face-to-face meetings. That way you can keep feedback coming in until you can recruit more teens.
DEVELOPING THEMED CLUBS

So which teen interests should staff pursue as the basis of a regular club? Let the teens decide. What was the most popular event in the summer or during the school year? Begin there. If an author event spurred teens to ask many questions about getting published, staff could likely find success with a writing club. Is college likely to be a financial hardship for many local teens? A Money Mavericks club may find interest. Does the library have more teens willing to volunteer than volunteer work for them to do? A community service club could be a great way to harness that energy.

The following are several sample themed clubs. For each, meeting and activity ideas, variations, and promotion suggestions are listed to help staff get started.

CREATEens

CREATEens is a club for teens interested in art and creative projects. Members can sample different media and ideas at each meeting, discovering new interests and talents. A library may not have enough interest from teen patrons to offer, say, a scrapbooking club, but a more general club like this can offer a session on scrapbooking and another on picture frames while yet another on collage, satisfying a wider range of interests. See chapter 11 for an outline of a standalone, mini version of this club. If you find success with that Art Media Mixer program, there is likely enough interest for CREATEens.

This club can be easy to run without hired experts, or it could be run by local art teachers and craft experts. Library staff are usually very creative people, too. Poll colleagues in other departments to see if some would be willing to present a session on knitting, beading, or other media.

Consider beginning each meeting with a slide show or samples of the featured craft from history or by professional artists. Have books and media for teens to consult while working and to take home if desired.

Activities

Clean Out the Closet Collage with Photos
Pull out items from the library craft closet and let teens be creative. Invite them to make a collage (or scrapbook page) using whatever they find—bits of wrapping paper, die-cuts, stickers and labels, ribbons and trim, and even three-dimensional items like charms. Invite teens to bring in photos for this event. They can still create collages without photos, but photo crafts are great for May and June events.

Digital Crafting
So many special printing papers and transfer items are now available for crafters. Other crafting media include digital design and color software for artists, personal die-cutting machines for creating original designs, and digital embroidery. The session might be a simple demonstration of how designs can be printed and then transferred to T-shirts or bags, or an expert could demonstrate some of the more fancy technologies for a multimedia art session.
Edible Crafts
Demonstrate different ways and ideas for decorating cupcakes or cookies with fancy frosting tips and techniques, or invite teens to create an animal or person using cupcakes or cookies. A simple candy-making session requires only a microwave, melting wafers and candy forms from the craft store, and paintbrushes for filling in detail.

Power Painting
Anyone can paint on paper. Try offering a session where teens paint a small picture or design on a variety of unusual surfaces for different effects. “Canvases” could include velvet, wood pieces, inexpensive glasses or bowls, stones, and other objects from nature. Provide permanent markers or fabric markers as additional media.

Dream Space Design
Supply or solicit bits of fabric and trims and have teens design the room of their dreams. Be sure to include some textured or furry fabrics for carpeting and furniture. Wrapping paper and photos from magazines also work well for this activity. Items can be glued onto paper in a sketch and layout of the proposed room design or used to create miniature rooms inside shoe boxes. An expert on making miniatures could take this topic even further.

Variations
• Invite teens to exhibit or sell crafts as a library fund-raiser. Or have them work on a project that is specifically intended to be sold to raise money for the library or another cause. Teens could also work on decorating a piece of art for the library, such as an outdoor bench or chairs or large pillows for the teen space.
• Teens may show so much interest in a technique or craft that a spin-off club will develop, such as a drawing club or photography club. If that happens, consider scheduling the new club at the hour right after CREATEens to maintain the audience before venturing to a new date and time.
• Offer seasonal CREATEens sessions, such as Hot Summer Crafts or Spooky Crafting.

Promotion
• Offer demonstrations of upcoming crafts at local teen centers to promote the club.
• Maintain a blog or wiki dedicated to the club with photos of samples, links to professional artists in that medium, or even small technique movies. Include photos of teens enjoying previous sessions’ crafts here, too, to draw new members.
• In a display case, have the supplies, but not the finished project, and a sign inviting teens to guess what the project will be.
VOLUNTEERING AND COMMUNITY PARTNERSHIPS

Survey teens and community agencies to identify areas where teens’ help may be needed, as well as what areas teens would like to improve. Are volunteers needed for library programs? Are they needed for community events? Is there a way for the library to develop new community partnerships through a teen volunteer program? Today’s teens want to improve their world; this club provides that opportunity.

Having a group that wants to slow global warming is laudable, but teens will need to see the results of their efforts to keep them coming back. How many adults remain on committees where the results of their efforts and input are never seen? Help teens take big goals and translate them into manageable projects. Consider beginning each meeting by asking teens, What can be fixed now? Consider problems in the library and in the community. Maybe the local food pantry needs birthday cake mixes and frostings for children who would otherwise not have a celebration. Maybe the shelter is desperate for personal care items. Maybe the library’s teen area needs painting to cover damage. Brainstorm solutions that could be accomplished before the next meeting.

The Community Collaborations program described in chapter 12 explores some onetime partnership programs, but a volunteering club can take those ideas to the next level to provide continuous help and communication with the agencies in the area.

Activities

Creating Items of Comfort
Creating something tangible at a meeting is a quick way for teens to feel they are doing something to contribute. These activities provide momentum for bigger projects, too. For example, could the local hospital or children’s shelter or even detention centers use fringed blankets made from polar fleece? Could the teens make cards for soldiers or people in nursing homes? Search online if no local agencies have such needs.

Immediate Volunteering Needs
Keep a list of events where teens are needed to volunteer and have sign-ups at each meeting. Just before the events, send e-mail to remind teens of their commitments. For the more complex events, outline what steps are needed and go through those at a meeting. For example, if teens are running the summer reading kickoff event, review times, supplies, and promotions with them and decide who will be responsible for what. Invite teens to design a reward system for volunteering to help keep them engaged. Consider a drawing for a prize, with the number of entries per teen equal to the number of hours or events for which the teen volunteered.

After Hours for a Cause
Consider hosting an after-hours program just for volunteer club members and their friends, or have the club host such an event for other teens. At the door, collect items such as food, picture books, school supplies, personal goods, or cash for the local shelter or other charitable agency or cause. The actual event could be any library program, from a gaming night to a mystery dinner to a band night.

Fund and Food Raising Fun Fair
Invite volunteer club members to run simple carnival games for families with young children. At the door, offer tickets to play the games in exchange for canned goods or
other small donations. Clean out the library closets to find old reading program prizes and trinkets to pass out as game prizes. Games could include bowling, duck pond, knocking over objects, and more.

**Variations**

- The Schaumburg Township District Library Teen Advisory Board ran successfully for more than ten years before breaking for six months to return at a new monthly date and time. In surveys and on applications, members told staff that they also wanted to volunteer in the library and in the community. As a result, the group became a combined teen advisory board and volunteer group called Teen Corps.
- Do local agencies have youth groups? Consider appointing volunteer club members as representatives to those groups or to local agencies such as food pantries or shelters. Each representative would be responsible for contacting a particular group, letting them know about library services and asking if the volunteer club could partner with them or help them in some way.
- Organize a drop-in event where a few teens at a time read to younger kids, or have teens visit nursing homes in pairs to read books to the residents. If a local teen agency does not have funds for video games, ask volunteer club members to set up library-owned gaming equipment at their sites for demonstrations.

**Promotion**

- Each time the library helps another agency, ask that agency if they would not mind helping promote the volunteer group by providing space for a poster or applications or by including a mention and links on their website.
- Place volunteer club applications in schools, park districts, malls—anyplace where teens gather.
- Online library presences should feature lists of the club’s previous projects with links to short videos and pictures of teens participating. Provide downloadable applications. Consider an interactive technology, like a wiki, where teens can post comments or ideas or suggest other agencies that may need help.

**MONEY MAVERICKS**

Although it is doubtful that teens will come flocking into a general money management program, the subject is likely on their minds. Staff need to find out which areas of money management are most interesting to teens and how those subjects can be translated into activities. Financing for college alone could have a year of topics for a monthly club on money projects. Money Mavericks is a club that explores areas of finance relevant for teens. The topic is likely of more interest to high school–age teens, but the ideas and themes are important for younger teens to know about as well. Large or very enthusiastic attendance at a program like Money$en$, described in chapter 15, could signal enough interest to support a Money Mavericks club.
Activities

Stock Selections
At the beginning of each season or year, invite teens to select companies and “purchase” stock with $1,000 in pretend cash. Members should be encouraged to watch those stocks each week. At the beginning of each meeting, help them figure out how their stocks are doing and who is gaining the most money. Consider offering an incentive or prize for the teen who “earns” the most, or invite that teen to choose a list of stocks from which the next group will spend their pretend $1,000.

College Finance
Invite teens to select two colleges or trade schools they might attend after high school (or a big-ticket item they would like to buy, if they do not plan to attend college). Find out all the costs associated with that choice—room and board, textbooks, car insurance if the choice is a car, and so on. For each member, divide the total cost by the number of months remaining before the start of college or the major purchase. Ask members to brainstorm ideas for raising money. Introduce the subject of compound interest and explain how that can help.

Scholarship and Grant Searches
Give teens a list of local agencies that offer scholarships and provide references and computer access to help them find more. Do they know all the areas of interest for which scholarships are offered or which colleges may offer them financial help? What is the process for getting loans, and what are the long-term costs? Review these topics based on the college or big-ticket item each member chose for the College Finance activity (see above).

Savings Board
Have teens track pretend or real savings in a group blog or wiki. They can also post or discuss at meetings something they did to save money. No amount saved would be too small to give ideas to others.

Credit Caution
Give teens scenarios in which they have to make choices about spending, including whether to use credit. Ask them to act out the scenarios, and the consequences of their choices, at another meeting.

Variations

- The Money Mavericks could be a virtual club with weekly or monthly money updates. Teens would need an online forum for discussion, such as a simple website or a wiki. An e-mail discussion list could work as a start.
- Money topics are of interest to people of all ages. The library could host a series of money management programs for seniors, adults, and teens, led by local experts.
- Offer programs on evaluating and maintaining big-ticket items that appeal to teens, such as buying a first car, simple car repairs you can do yourself, testing features of the latest techno gadgets, or DIY computer upgrades.
Promotion

- Many local schools and community colleges would likely be willing to promote a money management club. Contact specific offices, such as social science departments, counseling offices and centers, and business classes.
- Promote the club to parents, including staff members with teen children. Offer summaries of the topics for each meeting.
- Display a jar of old shredded dollar bills (often available at novelty retailers) or a jar of coins next to a poster promoting the club. Invite teens to guess how much money is there.
- For online promotions of the club, announce how much money needs to be saved for a few local colleges and add a countdown widget indicating how much time is left before that money has to be paid.

TECHNO TEENS

Technology and teens are BFFs, so make the most of it by incorporating technology into as many teen programs as possible. Tech-savvy teens will appreciate the use of technology and innovation to create interactive teen programs. Adding a technology component to traditional programs will help keep them fresh for new teen patrons.

Activities

Game Night
Invite teens to play their favorite video games at the library. When selecting games yourself, be familiar with the games you are planning to use before your event. Choose a wide variety of games to cover the interests of all ages and of both boys and girls. Have teens play rounds to see who can score the highest at each level or, if you have enough gaming consoles and time, allow teams to play each other for high score. Set up game consoles and either midsized television sets or projectors and screens around the room to accommodate spectators. Sign teens up to play each game in the order that they arrive at the library. Some businesses will loan out gaming equipment if you allow one of their staff members to attend the event and help set up and tear down equipment. This is especially helpful if an issue arises with the equipment and you need a quick and ready expert to handle technical emergencies.

Speed Texting
Who has the fastest fingers in the West? Skip the gaming equipment entirely and use cell phones to have a great teen event. Type up a few sentences or a paragraph and have teens race against the clock and each other to see who can text it into their phone the quickest.

Ringtone Musical Chairs
Add a techno twist to traditional musical chairs by playing random ringtones instead of regular music.
**Name That Ringer**
Play a few bars of a popular ringtone and letting teens compete to see who can name it the soonest.

**Interactive Book Club**
Post book discussion questions or book-related trivia quizzes to create interactive book discussion programs and enable more teens to participate.

**Variation**
- Kick up the competition by challenging school branches or other libraries in your region online. You will need online capabilities, so schedule a visit with your technical staff.

**Promotion**
- Use the library website or social networking site to post schedules of library events for teens.
- Loan teens film and voice recording equipment so that the library’s teen programs and events can be promoted in advance or broadcast live.
- Partner with local electronic gaming stores to promote the event and obtain prizes.

---

**DRAMA DYNAMICS**

Drama exercises help teens learn how to communicate more effectively. Fun creative exercises get teens to thinking outside the box and help develop storytelling skills.

**Activities**

**Improv**
Stimulate creative thinking presentation skills with a fun and energizing improvisational acting activity. Invite a local drama teacher to share acting techniques involving emotions, using facial expressions, mime, and movement. Challenge teams to act out one-line scenes written in advance and pulled out of a hat. Or have participants divide into groups and create their own story with unique plots and characters and act them out for the audience.

**Promotional Film**
Create a script to promote the library or teen events. Have one group of teens choose props, create costumes, and build sets. Have a second group act out the script while the third group films their performance. Once completed, have a premier screening at the library and invite staff, friends, family, and others in the community. Share the video with administrative staff, community leaders, and library advocates and be sure to add it to the library’s website for further viewing.
Lighting and Mood Design
Invite local theater members or crew to do a demonstration of how simple lighting and props can bring a new dimension to skits. Consider having teens put together a small show or puppet theater using these techniques for younger children. Visit a local production studio through colleges or other venues so teens can see the entire process as it is put together for television.

Variations
- Ask teens for their opinions on three popular movies for best mood lighting and effects for online voting. Link also to classics or other movies they may enjoy available through the library.
- Invite teens to enter a short YouTube-style video for a reading promotion or National Library Week. Themed movies are another option.

Promotion
- Contact drama instructors from local schools and colleges and any private drama instructors in the community and invite them to participate and help promote the program. Offer to have the teens help produce a video promotion for their programs, too.
- Contact the local media outlets to alert them to the library promotion and ask them to broadcast it as a public service announcement.
- Once teens have mastered their production skills, contact social service agencies in the area that deal with teen issues and offer to have the teens help produce a video promotion for their programs, too.
- Partner with area production companies to get expert tips from their staff and invite them to send representatives to teach acting and production skills to students.

TELLING STORIES WITH FILM

Drama club teens may want to take moviemaking and editing to another level. Here is an opportunity to grow an interest into another club. Helping teens learn to tell stories in a new medium helps them learn to express themselves more effectively. Using easy-to-use software such as Windows MovieMaker, teens can combine text, videos, photos, and illustrations to make short video stories. For help in teaching storyboard and video editing techniques, contact film and drama instructors in your area.

Activities

Book Trailers
Book trailers are a great way to share book reviews and a creative alternative to written reviews. Ask members to develop scripts from written reviews and then create their own videos, or have them choose images from a public domain image site to accompany text captions taken from the review. Once the book trailers are completed, use them as booktalks or add them to the library website.
**Autobiography**
Ask teens to compose a short autobiography or answer a few questions about themselves and have them combine this script with video clips and photos of family and friends.

**Promotional Video**
Select an annual library event, such as Teen Tech Week or Teen Read Week, and ask members to use your promotional copy and the previous year’s event photos and video to create a promotional video for the current year’s event.

**Variations**
- Invite members of this group to work with the writing club or drama club members on a larger production.
- Offer a serial story or newscast in short movies on the library teen site.
- Teach teens simple animation with Animoto or the free Pencil software and build toward short cartoons to be offered on the library teen site.

**Promotion**
- Send the trailers to area schools and community groups to promote the club.
- Partner with community parks and recreation agencies or art centers that can provide access to more filmmaking equipment. Work out a deal where your teens create short promotional videos about their agencies that can be shown to donors, administrators, and others in the community.
November

Definitely November is a busy month for teens with sports finals, days off for Thanksgiving, and big assignments due. A few fairly simple programs that may work well during this time include a short Stellar Scene Contest, which could be held with different media. Creative Carding could be timely for Veterans’ Day, when teens could make cards for soldiers who need to travel throughout the holidays. Money$en$e is an educational program with fun, interactive elements that will keep the college application process in teens’ minds.
STELLAR SCENE CONTEST

Picture a favorite movie. What is a memorable scene? What one-liners pop into your mind instantly from movies? What is it about that moment that is captured so well? Invite teens to answer those questions with a Stellar Scene Contest. This differs from the Magic Moment Writing Challenge in the May chapter with dialogue and stage directions. The scene provides much of the tension and drama of an entire plot. Teens can write a Stellar Scene or they could capture it in a short movie. This program will feature the written contest, with the movie option listed under “Variations.”

PREPARATION TIME
2 hours for shopping, publicity, and judging

LENGTH OF PROGRAM
1 month

NUMBER OF TEENS
25 (suggested limit)

SUGGESTED AGE RANGE
Grades 7–12

SHOPPING LIST
Prizes such as gift certificates to local bookstores or multimedia stores

SET IT UP
TWO MONTHS BEFORE
- Contact possible judges for the event. These may include high school and community college film or creative writing teachers or theater experts. Judges will evaluate the finalists chosen by the library staff and determine the winners.
- Begin promotion on all media levels with posts online, information sent to schools, and flyers tucked in teen movie cases in the library.
- Distribute forms for teens to attach to their scenes, with rules such as no more than two pages in length and highlighting judging categories.

MAKE IT HAPPEN
1. As the entries come in, keep them in a database. Read through them as they come in, as many may be submitted at the last minute. Put some aside that may be finalists.
2. When all entries are in, send the final ten to judges to rank, along with a suggested scoring system that will grade on creativity, setting, plot, suspense, or similar topics. Do not be discouraged if only a few teens enter the program during the first year it is offered. If fewer than five enter, give awards to the top one and honorable mention to either one or two others or the rest of them.
3. Prepare letters for teens who will not win or place that are encouraging in tone. A teen discouraged from one contest may be discouraged from writing again. Invite them to library events highlighting movies or creative writing.

4. When the judges return their results, send letters and prizes to the top scorers. Publish the scenes online at the library, where possible, or in print to hand out at the library and in the school media centers. Send letters to all teens who entered and did not win. Send thank-you letters to teachers who turned in scenes as class projects and possibly also a book or other small reward.

VARIATIONS

• If there is a lot of interest in the program, consider splitting it into junior and senior high categories or subject topics such as cliff-hangers, horror, or romance.
• A Winner’s Night could be held to have teens act out the scenes for an audience. Those could be filmed to post online and to help promote the contest the next year.
• Make the contest for short movies rather than screenplays. Show the movies on library websites; use them for promotion the next year. Rules for this variation could include making scenes no more than 2 minutes.
• Host a program featuring memorable teen movie scenes to kick off the contest. Teens could write in ahead of time with their favorite scenes or staff could choose some.

PROMOTION

• Show or read short scenes at teen programs the entire month before the contest as a mini commercial for the event.
• Having the contest limited to the first twenty-five entries may make it seem more exclusive and appealing, heightening response.

CREATIVE CARDING

Card giving may be a dying social activity, but crafty teens will enjoy sharing them again when you show them how to turn tired old school cards into creative cool ones. DIY cards are a great craft idea for almost any occasion. This can be a long-term activity of many steps completed over a monthly period while you make your own recycled paper, or this can be a shorter activity made from recycled cards cut up and glued into great new cards to send to friends and loved ones. Card making can also make a wonderful passive program. Old cards and supplies can be left out on tables, and instead of doodling teens can create their own cards any time.

PREPARATION TIME

• 1 month minimum to gather used cards and gift wrap
• 60 minutes to set out snacks and set up for the program

LENGTH OF PROGRAM

60 minutes
NUMBER OF TEENS
150

SUGGESTED AGE RANGE
Grades 7–12

SHOPPING LIST
- Do not purchase, but collect old cards, envelopes, and gift wrap from staff and friends
- Unfrosted cupcakes (1 or 2 for each participant)
- Vanilla or chocolate frosting
- Holiday-themed candy shapes
- Tacky glue
- Scissors
- Poster or watercolor paint
- Glitter

SET IT UP

TWO MONTHS BEFORE
Begin collecting used cards and materials. Set out a box in the staff room and ask staff to donate materials as they perform seasonal cleaning projects or get ready for upcoming holidays.

TWO WEEKS BEFORE
Sort through collected cards, envelopes, and gift wrap and create sample cards. Decide on a theme (specific holiday, colors, animals, etc.). If desired, have teens choose a group to send or donate completed cards to.

DAY OF PROGRAM
Set out materials and snacks. Make sure to place newspaper or tarps underneath the tables to catch small scraps and glitter.

MAKE IT HAPPEN
The setup is the hard part. Once all of the materials have been set out, turn teens loose and allow them enough space to use their own creativity to create the cards they choose. Because some teens may not be familiar with giving/receiving greeting cards, it might be a good idea to have some samples of cards or a list of writing prompts that teens can copy from.

Once the cards are completed and have had sufficient drying time, allow teens to choose appropriately-sized envelopes that can either be left plain or decorated.

VARIATIONS
- This can be an awesome craft if you make your own paper, but that is a long process and can be extremely messy. Instructions for papermaking can be found in chapter 11.
Another variation would be to gather leaves, grasses, and flowers to dry and use to decorate the front of cards. For a personal touch, teens could print digital photos of their family or friends to use.

**PROMOTION**

When creating library displays and contacting area schools, use samples of the greeting cards you are making to advertise the program. On the front of the card put the main information, the name of the library, the date, and the location; on the inside of the card, add more specific information, snacks provided, materials used; on the back cover add a quick “hope to see you there!”

---

**MONEY$EN$E**

In chapter 1 a Money Mavericks club was outlined, but Money$en$se is a onetime program designed to deal with some teens’ fears about money. Schools may already be providing seminars for families on financial aid for college, but this would be a bit more basic. Topics would include college loans, budgeting, financial goals, and real-life money matters.

**PREPARATION TIME**

2 months for publicity

**LENGTH OF PROGRAM**

2 hours

**NUMBER OF TEENS**

50

**SUGGESTED AGE RANGE**

Grades 7–12

**SHOPPING LIST**

- Snacks (optional)

**SET IT UP**

TWO MONTHS BEFORE

- Begin making flyers, bookmarks, displays, etc., as described in the “Promotion” section for this program.
- Research college costs at area institutions, as well as interest rates for college loans from local banks.
- Discover the hiring rates for the library teen positions as well as other area employers. Print the scenarios for teens to work with during the program.
• Gather information on financial terms teens may want to know such as bonds and interest rates. Also gather information on library financial resources and local scholarships.
• Prepare a printed survey asking teens about which areas of financial issues most concern them, as well as which they and their family are best at handling.

DAY OF PROGRAM
Set up a laptop or desktop computer with Internet access. Have a calculator and Money Goal worksheets available with pencils for teens. The worksheets can be blank sheets of paper.

MAKE IT HAPPEN
When teens sign up or come in, invite them to fill out a survey about money strengths and worries, things they don’t understand, things their family does well, or things their family is not so good at concerning finances. As the surveys are returned, make a list of the areas the teens are concerned about and be sure to touch on them during the program or to highlight them whenever possible.

COLLEGE LOANS
First, go over financial terms teens may not be familiar with, like stocks, bonds, loans, and interest. Write the amount it will cost to attend a local community college full-time as well as an area state school where teens may attend. Calculate with teens how much it would cost to take a loan for the entire cost of a semester including books, room and board, etc., at a 5 percent interest rate by the time they graduate. Now multiply that by 4 and then 8 for a rough estimate of what the cost would be for college with a loan.

Go over resources for area scholarships or financial aid. Staff may want to provide a list of those resources and links online and in print for patrons.

BUDGETING
Ask a teen how much they get paid for their job, or use the hiring rate for a shelve at the library. Figure how much they make per week, subtracting for taxes, etc. Then ask teens what a high-price item they want costs, such as a new guitar or going to the prom. Calculate how many hours of work it would take to pay for that.

MONEY GOALS
How much would teens like to save ideally from their current job or by the time they finish high school? What are regular costs teens have? Use their weekly rate to figure out how much they need to spend on those items, plus save for their high-price item, then save some for college or career school. Ask teens what would happen to the budget if something unexpected comes up and what some of those things might be for them.

No college? Before class, pull area rental ads and show teens how much an apartment costs. List how much a used car plus insurance may cost, then add groceries, utilities, and entertainment to let teens know what they would need to earn.

REAL-LIFE MONEY MATTERS
Discuss the following situations or invite teens to act them out with possible solutions.

**Drunk Driving.** Factor costs if teens are arrested for drunk driving. Include bail, lawyer fee, insurance increase, transportation while having no license, possible loss of work income, and community service access. Then divide those costs by the hourly wage teens indicated they earn.
Credit Crunch. Everyone says paying off credit cards each month is a good idea, but what happens if you can't? How much does a $50 dress cost with a 3.66 percent monthly interest rate after 3 months with minimum payments of $10? How much at a higher interest rate? What are some ways to pay off debt once it has accrued?

College Choices. What if your top school offers no financial aid while a second choice offers full payment? What are ways to make either one work?

Work Costs. Factor nice clothing costs, transportation, and lunch money for a new position. What are some realistic costs for a new position?

Donations and Charitable Giving. What does tax write-off mean? How can donated goods and giving money to nonprofits help financially?

Stocks and investments. Give information about four companies along with stock history from the last month. Ask teens which they would choose with a $1,000 budget and why.

VARIATIONS

- Resource focus group: Libraries receive grants or desire to improve financial resources at times. Consider holding a teen focus group simply to find out what areas of financial literacy teens are most interested in and how they would go about seeking related information. Would teens like mini movies on the website with skits and scenarios about money? Would they like an online trivia game that would direct them to financial resources? Serve pizza and let teens talk money worries with library solutions.
- Link this program to the job skills workshop and invite area teen employers to come talk about their facilities or set up a booth at a job fair.
- Invite a speaker from local college financial aid offices or banks to talk to teens about saving.
- Grow this program into the Money Mavericks club with enough interest.

PROMOTION

This is the type of program parents may force their teens to attend, but it is important to catch teen attention for it, too.

- Make bookmarks that look like dollar bills on one side, with the program information on the other.
- Put flyers and posters in local banks, as well as in economics or business classrooms.
- Create a display that prominently features the Spending Savvy booklist from chapter 3 and information about the Money$en$e program. Catch people’s attention by scattering fake money around the display.
Index

A
Abrahams, Peter, Down the Rabbit Hole, 22
activities
autobiography, 13
book trailers, 12
collages as activities, 5
college finance activities, 9
comfort items, creating activities, 7
Community Collaborations (program), 7–8, 103–106
CREATEen (club), 5
credit, caution using, 9
film activities, promotional, 11
fund and food raising, 7
game night, 10
improv, 11
lighting and mood design, 12
Money Mavericks (club), 9
musical chairs with ringtones, 10
promotional video, 13
puzzles and passive, 33–43
savings board, 9
scholarship and grant search, 9
Techno Teens (club), 10–11
telling Stories with Film (club), 12–13
texting, speed, 10
Adina, Shelley, It’s All about Us, 27
The Adoration of Jenna Fox (Pearson), 31
after hours programs, 7
Alessio, Amy, 3, 87, 139–140
Alex Rider (book series), 36
All about Us (book series), 27
American Library Association (ALA), 19
Anderson, Laurie Halse, Speak, 26
Anime Viewers (program), 111, 113–114
April programs
Battle of the Books, 74–75
Poetry Slam, 75–76
Primp Your Prom, 71–73
Art Media Mixer (program), 5, 97, 100–102
Art of Reading (booklist), 30
Asquith, Ros, Yummy Stuff, 32
Atwater-Rhodes, Amelia
In the Forests of the Night, 26
Persistence of Memory, 24
Wolfcry, 29
auctions, 19
August programs
Community Collaborations, 7–8, 103–106
Library Orienteering, 103, 109–110
Microwave Madness, 103, 106–108

B
Barnholdt, Lauren, Two-Way Street, 23
Battle of the Best (program), 47, 50–51
Battle of the Books (program), 74–75
Bauer, Cat, Harley’s Ninth, 30
BBQ books (program), 97–98
Behind You (Woodson), 29
The Big Game of Everything (Lynch), 28
The Big Splash (Ferraiolo), 22
Bijl Pol, Marjolijn, Food and You, 32
Billingsley, Reshonda Tate, Nothing but Drama, 27
Blind Spot (Fabry), 27
Blue Bloods (de la Cruz), 24
booklists
Art of Reading, 30
Christian Fiction, 27
Fabulous Food, 32
booklists (cont.)
Heartbreakers, 23
importance of, 21
Inspired Reads, 27
Mystery Madness, 22, 85, 87–93
Romance, 29
Science, 31
Short but Not Sweet, 26
Spending Savvy, 28
Vamping It Up, 24–25
booklogs, basic, 17–18
Booth, Coe, Tyrell, 28
Bucking the Sarge (Curtis), 28
Buffy the Vampire Slayer (book series), 32
books
Carle, Megan, and Jill Carle, Morganville Vampires, 24
Carle, Megan, and Jill Carle, Teens Cook, 32
Carlson, Melody
New York Debut, 27
What Matters Most, 30
Carter House Girls (book series), 27, 36
Cast, P. C., and Kristen Cast, Marked, 24
Catching Fire (Collins), 23
celebrations, teen reading, 19, 20, 147
A Certain Slant of Light (Whitcomb), 29
Charmed Life (book series), 27
Cheva, Cherry, She’s So Money, 28
Christian Fiction (booklist), 27
Clique (book series), 27, 36
clubs
appeal of, 3
applications for, 8
CREATEns, 4–5
development of, 4–5, 8
Drama Dynamics, 11–12
feedback and adjustment of, 4
finance, 8–10
gauging success, 3
journaling, 47
Money Management, 8–10
Money Mavericks, 5
Techno Teen, 10–11
Telling Stories with Film, 12–13
themed, 4–5
volunteering, 7–8
writing, 47
See also programs
Cohn, Rachel, Cupcake, 32
Colasanti, Susane, Waiting for You, 23
Collins, Nancy, Vamps, 24
Collins, Suzanne, Catching Fire, 23
comic contest, 111–113, 143
Community Collaborations (program), 7–8, 103–106
contests
comic, 111, 143
Dream Rooms Design, 133, 135–136
Mangamania Reviewing, 117, 120–121
songwriting, 99–100
Stellar Scene, 125–127
crafts, edible, 6
CREATEn (club), 4–6
Creative Carding (program), 125, 127–129
The Crossroads (Grabenstein), 22
Cupcake (Cohn), 32
Curtis, Christopher Paul, Bucking the Sarge, 28
Cyd Charisse Trilogy (book series), 32
D
The Dangerous Days of Daniel X (Patterson and Ledwidge), 31
Dayton, Anne, The Miracle Girls (Vanderbilt), 27
de la Cruz, Melissa, Blue Bloods, 24
The Dead and Gone (Pfeiffer), 31
Dead Girls Don’t Write Letters (Giles), 26
December programs
Decked-Out Halls, 133, 137
Dream Rooms Design contest, 133, 135–136
Festival of Cultures, 133, 134
Decked-Out Halls (program), 133, 137
digital crafting, 5
diver, Lucienne, Vamped, 24
Divine (book series), 27
Doctorow, Cory, Little Brother, 31
Dopple Ganger Chronicles (book series), 22
Dowd, Siobhan, The London Eye Mystery, 22
Down the Rabbit Hole (Abrahams), 22
Drama Dynamics (club), 11–12
Dramarama (Lockhart), 30
Draper, Sharon, Tears of a Tiger, 26
Dream Rooms Design Contest, 133, 135–136
E
Echo Falls Mystery (book series), 22
events, drop-in, 9
Evermore (Noel), 25, 29
Evernight (Gray), 24
everyone Reads (program), 20
Exercentral (worksheet), 38
INDEX
F
Fabry, Chris, Blind Spot, 27
Fabulous Food (booklist), 32
February programs
Oscar-Style Teen Film Fest, 55–57
Social Networking Safety Net, 55, 60–62
Wild Hearts Charm Bracelets, 55, 58–59
Ferraiolo, Jack D., The Big Splash, 22
Festival of Cultures (program), 133, 134
Film (club), see Telling Stories with Film (club)
Finance (club), 8–10
The First Escape (Taylor), 22
The First Part Last (Johnson), 26
Flake, Sharon, Money Hungry, 28
Food and You (Bijlefeld), 32
Found (Haddix), 22
Franklin, Emily, The Other Half of Me, 30
Friendship Fest, 63–66
G
Garage Band (Gipi), 30
Get a Clue in the Library, 85, 94–96
Getting the Girl (Juby), 32
Giles, Gail, Dead Girls Don’t Write Letters, 26
Gipi, Garage Band, 30
Glamour Tools (worksheet), 43
Godbersen, Anna, The Luxe, 23
Gone (Grant), 31
Good Girlz (book series), 27
Gossip Girl (book series), 36
Grabenstein, Chris, The Crossroads, 22
Grant, Michael, Gone, 31
Gray, Claudia, Evernight, 24
Green, John
Looking for Alaska, 23
Paper Towns, 22
H
Haddix, Margaret Peterson, Found, 22
Harley’s Ninth (Bauer), 30
Harrison, Lisi, Massie, 28
Hartinger, Brent, Project Sweet Life, 28
Hattori, Chihiro, The Manga Cookbook, 32
The Haunted (book series), 22
Haunted Gingerbread Houses (program), 117, 122–123
Heartbreaker (booklist), 23
Henderson, Lauren, Kiss Me Kill Me, 22
Holbrook, Lauren (book series), 27
Holiday History (worksheet), 39
INDEX
programs (cont.)
Job Skills for Successful Teens, 80–82
length of time for, 45
Library Orienteering, 103, 109–110
Magic Moment Writing Challenge, 77–80
Microwave Madness, 103, 106–108
Money $en$e, 8, 125, 129–131
Mystery Madness, 22, 85, 87–93
order of events for, 46
Oscar-Style Teen Film Fest, 55–57
participant numbers for, 45
Poetry Slam, 75–76
preparation time for, 45
Primp Your Prom, 71–73
promotion of, 46
Science Fair Fun, 111, 115–116
setting up of, 46
shopping suggestions for, 46
Social Networking Safety Net, 55, 58–59
See also reading programs
Project Sweet Life (Hartinger), 28
Prom Dress Exchange, 71
R
Raven (Van Diepen), 29
reading programs
Battle of the Books, 74–75
booklogs, 17–18
goals of, 15–16
Mangamania Reviewing Contest, 117, 120–121
March Madness Basketball and Books, 66–67
summer, 17–18, 144–146
Summer Reading Kickoff, 83–84
teen celebrations of, 19
Totally Teen Read-In, 118–119
winter, 17–18, 144–146
year round, 19
A Really Nice Prom Mess (Sloan), 23
The Reformed Vampire Support Group (Jinks), 22, 24
Rider, Alex (book series), 36
ringtones
musical chairs and, 10
name that ringer, 11
Romance (booklist), 29
RPM (book series), 27
S
Sachar, Louis, Small Steps, 28
Samson, Lisa, Hollywood Nobody, 27
Scarlett Wakefield (book series), 22
Schaumburg Township District Library, 8, 16, 139
Schreiber, Ellen, Kissing Coffins, 26
Schreiber, Ellen, Vampire Kisses, 25
Schoeder, Lisa, I Heart You, 29
Science (booklist), 31
Science Fair Fun, 111, 115–116
Scott, Elizabeth, Living Dead Girl, 26
September programs
Anime Viewers, 111, 113–114
Comic contest, 111–113, 143
Science Fair Fun, 111, 115–116
Shapeshifter (book series), 29
She’s So Money (Cheva), 28
Short but Not Sweet (booklist), 26
Shusterman, Neal, Unwind, 31
Simply Divine (Thomas), 27
Sloan, Brian, A Really Nice Prom Mess, 23
Small Steps (Sachar), 28
Smith, Cynthia Leitich, Tantalize, 29
Smith, L. J., Vampire Diaries, 25
So Not Happening (Jones), 27
Social Networking Safety Net, 55, 60–62
Sookie Stackhouse (book series), 36
Songwriting contest, 99–100
Sonnenblick, Jordan, Faking It, 30
Speak (Anderson), 26
Spellbound (McDonald), 26
Spending Savvy (booklist), 28
The Spring of Candy Apples (Viguia), 27
Stackhouse, Sookie (book series), 36
Start the Year Off Write! (program), 47–49
Stellar Scene contest, 125–127
Stern, Sam, The Teen Survival Cookbook, 32
Story of a Girl (Zarr), 30
Stuck in Neutral (Trueman), 26
Suck It Up (Meehl), 25
Sucks to Be Me (Pauley), 25
Summer Reading Kickoff, 83–84
summer reading programs, 17–18, 144–146
The Sweet Life of Stella Madison (Zieses), 32
Sweet Seasons (book series), 27
T
Tantalize (Smith), 29
Taylor, G.P., The First Escape, 22
Tears of a Tiger (Draper), 26
Techno Book Discussion, 85–87
Techno Teens (club), 10–11
Teen Appreciation Week, 147
Teen Corps, 8, 142
Teen Read Week, 19, 111, 117
The Teen Survival Cookbook (Stern), 32
Teen Tech Week, 63
Teens Cook (Carle and Carle), 32
The Teen’s Vegetarian Cookbook (Krizmanic), 32
Telling Stories with Film (duh), 12–13
Thomas, Jacqueline, Simply Divine, 27
Totally Tech Lock-in, 63, 68–70
Totally Teen Read-In, 118–119
Trueman, Terry, Stuck in Neutral, 26
Twilight (book series), 29, 36
Two-Way Street (Barnholdt), 23
Tyrell (Booth), 28
U
The Uglies (Westerfeld), 31
Uncanny X Men (book series), 36
Unwind (Shusterman), 31
V
Vail, Rachel, Lucky, 28
Vamped (Diver), 24
Vamping It Up (booklist), 24–25
Vampire Academy (Mead), 25
Vampire Diaries (Smith), 25
Vampire Kisses (Schreiber), 25
Vampire Kisses (book series), 25, 26, 29
Vamps (Collins), 24
Van Diepen, Allison, Raven, 29
Vanderbilt, May, The Miracle Girls (Dayton), 27
Vegetable Variety (worksheet), 40
videos, promotional, 13
Viguia, Debbie, The Spring of Candy Apples, 27
Virtual Teen Advisory Board, 4
Volunteering and Community Partnerships (program), 7–8
volunteering needs, immediacy, 7
W
Waiting for You (Colasanti), 23
Wake (McMann), 29
Wakefield, Scarlett (book series), 22
Westerfeld, Scott, The Uglies, 31
What Matters Most (Carlson), 30
Whitcomb, Laura, A Certain Slant of Light, 29
Whose Team Are You On? (worksheet), 36
Whytock, Cherry, My Cup Runneth Over, 32
Wicked Lovely (Marr), 29
Wicked Lovely (book series), 29
Wii Are Fit (program), 47, 52–53
Wild Hearts Charm Bracelets (class), 55, 58–59
winter reading programs, 17–18, 47
Wolfcry (Atwater-Rhodes), 29
Woodson, Jackie, If You Come Softly, 26
Woodson, Jacqueline, Behind You, 29
worksheets
Exercentral, 38
Glamour Tools, 43
Holiday History, 39
How Will It End?, 35
Little Known Library Facts, 34
Manga Match, 41
Menu Selections, 37
Vegetable Variety, 40
Whose Team Are You On?, 36
Worst Ending in Films, 42
Worst Ending in Films (worksheet), 42
writing, clubs, 47
Y
A Year of Programs for Teens (Alessio and Patton), 3, 87
year-round programs, 19
Young Adult Library Services Association (YALSA), 19
Yummy Stuff (Asquith), 32
Z
Zarr, Sara, Story of a Girl, 30
Zen and the Art of Faking It (Sonnenblick), 30
Zieses, Lara M, The Sweet Life of Stella Madison, 32
Today’s young adult literature is every bit as complex as the audience it’s written for, unflinchingly addressing such topics as homosexuality, mental illness, AIDS, and drug abuse. In this much expanded revision of his 1996 book, Cart shows how the best of contemporary YA lit has evolved to tackle such daunting subjects without resorting to sensationalism.

PRINT: 978-0-8389-1045-0
EBOOK: 7400-0450
PRINT/EBOOK BUNDLE: 7700-0450
256 PGS / 6" x 9"

You may also be interested in

**YOUNG ADULT LITERATURE FROM ROMANCE TO REALISM**
Michael Cart

A YEAR OF PROGRAMS FOR TEENS
AMY J. ALESSIO AND KIMBERLY A. PATTON
ISBN: 978-0-8389-0903-4

THE HIPSTER LIBRARIAN’S GUIDE TO TEEN CRAFT PROJECTS
TINA COLEMAN AND PEGGIE LLANES

DESIGNING SPACE FOR CHILDREN AND TEENS IN LIBRARIES AND PUBLIC PLACES
SANDRA FEINBERG AND JAMES R. KELLER, AIA
ISBN: 978-0-8389-1020-7

YOUNG ADULTS DESERVE THE BEST
SARAH FLOWERS FOR YALSA

QUICK AND POPULAR READS FOR TEENS
EDITED BY PAM SPENCER HOLLEY FOR YALSA
ISBN: 978-0-8389-3577-4

RISKY BUSINESS
LINDA W. BRAUN, HILLIAS J. MARTIN, AND CONNIE UROQUHART FOR YALSA

Order today at alastore.ala.org or 866-746-7252!
ALA Store purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.
A YEAR OF PROGRAMS FOR TEENS 2

In this sequel to the book that “takes teen services to a new level” (Adolescence), YA experts AMY J. ALESSIO and KIMBERLY A. PATTON present entirely new content while building on their previously successful formula. This volume offers themed book lists and read-alikes as well as appendixes with reproducible handouts for the various programs. This invaluable collection includes:

- A section of introductory material that offers general programming advice
- Information on teen clubs and marketing ideas
- More than 30 programs cleverly organized around a calendar year (including several that focus on technology), many of which can be adapted for use at any time of year

Following the practical suggestions laid out here, young adult librarians in public libraries, school librarians, and adult and young adult services staff serving teens can easily build a core teen audience and help attract new members to programs and to the library.