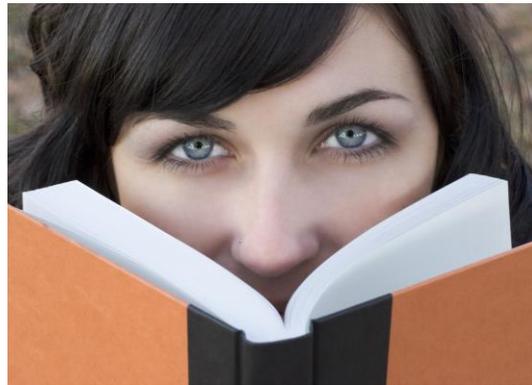


ADOLESCENT BOOK GROUP

VOLUNTEER & FACILITATOR'S HANDBOOK



A program of
words a!ive
ADVOCATES FOR READING

MISSION

Our mission is to open opportunities for life success by inspiring a commitment to reading amongst youth, adolescents and adults.

We accomplish this by creating and supporting:

- Targeted programs for underserved communities
- Community learning forums
- Community wide reading projects
- Model reading programs
- Networks for communicating about reading

VISION

Our vision is to create a community where:

- The passion for and sharing of reading provides a common language for all people;
- Individuals are widely encouraged to cherish the intrinsic value of reading;
- The varying elements of the community—political, social and corporate—use literature as a springboard for communication amongst themselves and between each other;
- People look to reading as a key to success in the social, educational and personal and career growth arenas; and
- Existing vehicles of communication and interaction—media, internet, civic groups incorporate literature and its lessons as a matter of course.

OUR GUIDING VALUES

We value:

- Commitment: by pledging to make reading matter for everyone
- Equity: by working to level the playing field
- Empowerment: by investing in lifelong learners
- Responsiveness: by listening to community needs and developing innovative solutions
- Collaboration: by partnering with the community
- Connectedness: by creating a familial environment that includes all Words Alive participants and supporters

WORDS ALIVE PROGRAMS

Words Alive offers three types of programs within San Diego County: Read Aloud Program, Teen Services and Family Literacy.

Read Aloud Programs

- **Preschool Read Aloud Program**
Preschoolers in our Read Aloud program come from economically disadvantaged families and are rarely read to at home. Trained volunteers help prepare them to meet California State kindergarten preparedness standards by conducting weekly half-hour read-aloud sessions at state-funded childcare centers. The sessions are designed to help participants develop cognitive and verbal skills and a love of reading and books and include enrichment activities.
- **Elementary School Read Aloud Program**
Our Elementary School read-aloud program focuses on kindergarten through third grade education in low income communities across San Diego County. This program motivates children to develop a passion for reading and literature. Every week, dedicated and enthusiastic volunteers, devote their time reading to children in the classroom. These sessions go far beyond just reading a story, creating life-long readers and life-long learners.

Teen Services

- **Adolescent Book Group (ABG)**
Our ABG students have all experienced extraordinary circumstances, including pregnancy, homelessness, abuse and neglect and many live below the poverty line. Each month, the students at our partner sites are given a book to read and discuss during the monthly (or every six-weeks), 60-minute ABG session. Trained volunteers facilitate the sessions which are designed to engage the teens, build self-esteem, confidence and critical thinking skills, and help them relate to real-life situations through reading and discussion.
- **Words Alive Westreich Scholarship & Mentor Program**
We are proud to offer a scholarship program that assists our Adolescent Book Group graduates with college tuition and other related expenses. Our goal is to break the cycle of poverty by providing our students with the opportunity to pursue higher education. Participants in the scholarship program also participate in our Mentor Program.

Family Literacy

The purpose of the Words Alive Family Literacy Program is to lift families up through reading. We do this by extending literacy interventions to the home, where parents who gain knowledge, skills and materials through the 7-week program can build robust reading habits with their preschool age children.

Adolescent Book Group Volunteer Manual

ABG Program Purpose and Objectives

WHY PROVIDE BOOK DISCUSSIONS?

Literacy is not innate - we must learn to read by being exposed to reading. Moreover, reading must be an ongoing exercise in order to become a part of one's life. Through the Adolescent Book Group discussions, our volunteers are creating a more positive attitude towards books - including confidence in discussing books, reading more books, and analyzing books - within the lives of at-risk, underserved youth.

WHY DOES LITERACY MATTER?

Literacy is a fundamental skill needed for life success. We use the ability to read to advocate and provide for ourselves, and research has consistently highlighted the connection between low literacy development and a life of hardship.

Here are a few statistics:

- 43% of people with the lowest literacy skills live below the poverty threshold. (*National Institute for Literacy*)
- 50% of adults in federal and state correctional institutions are illiterate and two thirds have not graduated high school. (*Making Literacy Programs Work: A Practical Guide for Correctional Educators*)

WHAT DOES ABG DO FOR PROGRAM PARTICIPANTS?

ABG and program volunteers expose economically disadvantaged youth, who may have experienced extraordinary circumstances such as homelessness, pregnancy, child abuse or neglect, to the joy of reading. Exposure to books and book group discussions with trained volunteers expands their reading levels, vocabulary, literary response and analysis. These directly align with the Momentum Learning MAP testing and the California Annual High School Exit Exam (CAHSEE).

Momentum Learning Program Description

The San Diego Office of Education operates Momentum Learning which function as an exciting and unique alternative school program that provides specialized services to young people throughout San Diego County. Momentum Learning provides a full range of educational services to ensure that all students have an opportunity to succeed academically and personally.

Below are some statistics from the US Department of Health and Human Services. These are some statistics that affect our Momentum Learning student population:

- Youth from low-income families engage in more risk behaviors during adolescence than youth from middle-income and high-income families.
- Youth from low-income families are more likely than youth from middle- and high-income families to have sex before age 16, become a member of a gang, attack someone or get into a fight, steal something worth more than 50 dollars, and ever run away. However, youth from low-income families are not more likely than youth from middle- and high-income families to use alcohol and marijuana, sell illegal drugs, or destroy property.
- Seven percent of young women from low-income families have a child by age 18, while only 2 percent of females from middle-income families and 1 percent of females from high-income families have a birth by this age.
- Nearly a third of youth from low-income families (29 percent) fail to earn high school diplomas, approximately three times greater than the percentage of youth from middle-income families (10 percent) and roughly six times greater than the percentage of youth from high-income families (5 percent)
- Only one in ten youth from low-income families (10 percent) go on to graduate from a four-year college, compared with over a quarter (28 percent) of youth from middle-income families and half (50 percent) of youth from high-income families.
- Teen mothers are often unable to complete high school and only less than 2% of these teen moms attain a college degree when they reach 30.
- One in five youth from low-income families (20 percent) are charged with an adult crime by the age of 24, which is higher than the number of youth from middle- and high-income families (16 and 12 percent, respectively).

- Less than half of youth from low-income families (44 percent) remain consistently-connected to school and/or the labor market between ages 18 and 24, a lower share than among youth from middle- and high-income families (67 and 75 percent, respectively)
- Roughly 1 in 5 youth from low-income families (18 percent) never connect (making extremely short, or no connections to school and/or the labor market between ages 18 and 24), while only 1 in 50 youth from high-income families (2 percent) fall into this category.

Alignment with Education Standards

Every Momentum Learning will show progress in the following ways with Literacy

- Understand and appreciate literacy as a key to lifelong learning and success
- Read and comprehend a variety of challenging materials
- Communicate ideas effectively through writing, speaking and listening
- Perform mathematical operations, and apply concepts to everyday situations

ROLE OF ADOLESCENT BOOK GROUP VOLUNTEER

The Adolescent Book Group (ABG) site volunteers participate in monthly (or every six weeks) book group discussions with a group of five-eight volunteers and program participants. The time commitment for an ABG volunteer is from September to June, 2 hours each session plus time required to read each book, complete monthly evaluations and attend required orientation, trainings and appreciation events. The ABG volunteer reports to their appointed site manager.

Responsibilities:

- Read designated books prior to attending each book group discussion
- Attend and participate in all seven (or five) monthly book discussion groups
- Encourage open communication and model appropriate book group behavior
- Support an environment where participants feel engaged and safe
- Attend all in-service trainings, workshops, and appreciation events.
- Communicate regularly with site manager
- Contact site manager ahead of time if unable to attend a scheduled session.
- Submit evaluation forms and timesheets to site manager each month by the stated deadline

The following process is the approved method of program delivery.

Adolescent Book Group Volunteer Manual

The Words Alive Way: Program Delivery

PRE-SESSION

- At either the ABG Kick-off event or the previous session, you will be provided the book for the following month. If you are not present, please make arrangements with your site manager to collect your book.
- Read the designated book for the session. You will have 3-4 weeks to complete the book each month or six-weeks if your site is on the every six week track.
- If facilitating the discussion, review the curriculum guide provided by Words Alive. Prepare discussion topics, questions, and/or activities based on the suggestions in the curriculum guide and/or your own research.

SESSION

- Meet with your site team at the designated meeting location (e.g., school lobby) 15-minutes prior to the session
- Walk into classroom, on time, with your site team
- Acknowledge the teacher and teaching aids to let them know you are there to conduct the book discussion.
- If the teacher has not set up the classroom (i.e., chairs/desks in a circle), please help him/her with that process.
- Once the students are in place, take your seat. Try to sit by the students and not by a fellow volunteer – the idea is to have the volunteers dispersed amongst the classroom.
- If facilitating, please start the book discussion by introducing yourself and announcing the schedule for the session. It will be your role to start and carry-out the discussion.
- If you are not facilitating, please be prepared to help probe questions and discussion amongst the students. For example, if a student makes a comment that is not heard by the group, encourage the student to repeat (or restate on your own, providing credit to said student). Moreover, please be open to helping the facilitator throughout the session (e.g., facilitating small group activities).
- Throughout the discussion, always promote and support discussion amongst the students. Please do not be afraid, however, to share your opinion and responses to the book discussion/questions.
- If broken into small groups for an activity, make certain that there is at least one volunteer per group. In the group activity, encourage and motivate at least one student to be the scribe and/or presenter.
- The session is 1-hour to 1.5 hours long. If you are facilitating, please make certain to wrap up the discussion 15-minutes before the session ends (e.g., go around the room, encouraging students to rate the book).

POST-SESSION

- Return book to site manger or Words Alive
- Pick-up your next book
- Complete the monthly volunteer evaluation either at the site or online. Words Alive will post the monthly survey on the website (Current Volunteer→Volunteer Resources→Adolescent Book Group)

POST-PROGRAM YEAR

- Fill out end of the year evaluations
- Provide input to site manager and/or program manager

What happens when we first walk into the room?

Please plan to meet in the designated meeting location so that all the volunteers may enter together. The first few minutes in the classroom are to set up and prepare. Sit separately from the other volunteers. Introduce yourself by first name to the teens next to you. Make small talk that focuses on books until the session begins. Ask the teens how they liked the book or whether they had a chance to read anything else since the last session. Please do not ask the student if he/she finished the book. If the book had a movie made about it, ask whether the teen has seen the movie. Share something about a book that you read recently. After a short interval, the facilitator will begin the discussion.

What should I wear to my site?

Please wear comfortable, casual clothes and do not bring any personal items, other than your bag/purse, with you into the classroom. To minimize distractions, turn off your cell phone. Also be mindful of the population that ABG serves and the varying socio-economic circumstances they represent by wearing modest accessories.

Will there always be a teacher in the room?

Yes! Since Words Alive volunteers are not school staff, a teacher should always be in the classroom during reading group. Volunteers are not allowed to be left alone with students. If you find your read aloud session unsupervised, report this to the program manager immediately after the session.

The staff member/teacher assigned to the book group stepped out for a moment and one of the participants revealed a personal matter with great significance. Should I share this with the staff member?

If you feel something was revealed during this period that the staff member should know about, please share that concern after the session with the site manager.

Who do I report to if I see any form of abuse?

Please report any form of abuse or unacceptable behavior to the teacher, your Site manager, and the Words Alive program manager.

What is and is not acceptable to discuss?

Our program participants and their teachers come from very diverse backgrounds and varying socioeconomic circumstances, so please be careful when making any comments regarding family structure, class, religion, race, etc. Please refrain from discussing politics unless the book addresses the aforementioned.

Our scheduled facilitator did not come? Should we still have a discussion?

It is important for the site manager to always arrange for a back-up facilitator in case this occurs. Words Alive now requires the facilitator to contact the site manager 48 hours before the book discussion to let them know if they will not be able to attend. Since your site manager will be advised if the facilitator cannot attend a session 48 hours in advance, he/she will most likely set up a back-up facilitator and proceed with the scheduled book discussion. Nevertheless, if it does transpire, determine whether any of the volunteers present is comfortable with/ trained to facilitate the discussion. If so, and no one has the discussion questions, just call the Words Alive office so they can be faxed over.

What do we do when there are more volunteers than teens? Only a couple of volunteers?

While the ABG model is based on approximately one facilitator and a number of volunteers for each discussion group of 15-20 students, variation in attendance is inevitable. If you keep in mind that your role is to make the book discussion easier for the participants, then you will see that the number of volunteers attending a particular session is secondary to their level of participation. When many volunteers attend, each volunteer will likely say less during the session in order to keep the discussion moving with the teens. The converse may happen if there are very few volunteers. For every volunteer, non-verbal communication and efforts to include teens are always critical.

A fight is breaking out between two of the teens. What should I do?

If a fight should break out between two teens, do not intervene. A staff member from the site is assigned to the book group and should be in the room at all times. Let him/her handle it. In the meantime, your job would be to keep yourself and the other teens safe and calm. Move to a safe corner of the room, or even outside the room, bring teens not involved in the altercation with you.

What should I do if I can't attend a session?

Words Alive recognizes that not every volunteer will be able to attend each session. It will be assumed that you will attend unless you notify your site manager in advance of the discussion. As continuity of volunteer attendance is key to the comfort and sharing levels of the teens, please attempt to read every book and attend each session. Thank you.

What are the steps in creating a good book discussion?

- **Step One – Read the Book**
This may seem obvious, but it is the most important step. It is a good idea to plan on finishing the book a little earlier than you might otherwise so that you have time to think about it and prepare before the ABG book discussion.
- **Step Two – Write down important page numbers**
If there are parts of the book that made an impact on you or that you think may come up in the discussions, write down the page numbers so that you reference easily.
- **Step Three – Pick out 8 to 10 discussion questions from the curriculum guide**
Avoid general questions and questions that have a yes or no answer.
- **Step Four – Let others answer first**
When you are asking questions, you want to facilitate discussion, not come off as a teacher. By letting others in the book discussion answer first, you will promote conversation and help everyone feel like their opinions matter. Please be aware that people sometimes need to think before they respond. Part of being a good leader is being comfortable with silence. Don't feel like you have to jump in if no one answers immediately. If needed, clarify, expand or rephrase the question.
- **Step Five – Make connections between comments**
If someone gives an answer to question 2 that connects well with question 5, don't feel obligated to ask questions 3 and 4 before moving to 5. You are the facilitator and you can go in whatever order feels most appropriate. Even if you go in systematic order, try to find a link between an answer and the next question. By connecting people's comments to the questions, you will help build momentum in the conversation.
- **Step Six – Occasionally direct questions toward quiet people**
You don't want to put anyone on the spot, but you want everyone to know their opinions are valued. If you have a few talkative people who always jump right in, directing a question to a specific person may draw out the quieter people.
- **Step Seven- Reign in tangents**
Book discussions often meander off topic, which can sometimes lead to great topics of conversation or debate. As a facilitator, it will be your job to recognize tangents that are not relevant and bring the discussion back to the book.
- **Step Eight – Don't feel obligated to get through all the questions**
The best questions sometimes lead to intense conversations. That's a good thing! The questions are there as a guide only.
- **Step Nine – Wrap up the discussion**
One good way to wrap up a conversation and help people summarize their opinions of the book is to ask each student to rate the book on a scale of one to five.

WHAT IS A BOOK GROUP FACILITATOR?

A Book Group Facilitator is an individual that guides a group of participants through a thought-provoking, interactive discussion of a selected novel or short story. Participants can expect the facilitator to keep the discussion on track, to educate members, and motivate and inspire them to expand and deepen their thinking about the novel.

WHAT IS THE ROLE OF A BOOK GROUP FACILITATOR?

The role of the Facilitator is to make the book discussion easier for the participants. This is accomplished by encouraging open communication, guiding conversation, and managing conflicts and misunderstandings.

Difference between teachers and facilitators

Facilitating vs. Teaching *How does facilitating differ from teaching?*

TEACHING

A teacher is more of a lecturer — less conversation, more talking to (or “at”) the learner, providing information about a particular subject.

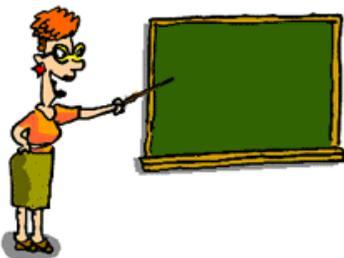
FACILITATING

A facilitator is someone who leads a discussion, often bridging a gap between the student and the material.

Please keep in mind that most teachers apply both concepts within their classroom management

Definition:

A **facilitator is someone who helps people discover on their own by mediating discussions**, guiding meetings or even proctoring exam and study sessions. On the other hand, **a teacher is someone who directly instructs individuals** using presentations and various classroom activities. Teachers instruct students of the education and the knowledge itself. The facilitators help on analyzing the importance of the literature in relation to the topic.



Training:

Teachers go through years of training and education for the classes they teach. **Facilitators are trained to ease conversations in discussions, and create an environment** which provokes more thought about the education being studied.

WHAT MAKES AN EFFECTIVE BOOK GROUP FACILITATOR?

- Creates an environment where participants feel engaged, safe and enthusiastic about discussing the book;
- Provides the necessary structure, encouragement and at times, prodding to allow interaction to occur;
- Helps people talk openly and listen carefully to each other.

How to facilitate a book discussion:

Read the book: As you read the book, write down important page numbers. If there are parts of the book that made an impact on you or that you think may come up in discussion, write down the page numbers so that you can access the passages easily while preparing and leading your book club discussion.



Provoke divergent questions to have the students think outside of the normal thinking track. Below are some examples:

1. If the character didn't make this choice, how would it change the track of the story?
2. [OBJECT] was important to the character subliminally; what were the signs that showed this importance?
3. If you could compare this story to a movie or story, what would it be, and why? What similarities are so prominent which makes these comparable?

Use counter examples: Provide examples to the students which negates their logic, so to have them analyze other possible options, instead of the one track.

Brief, thought

as to provoke more helps students analyze conclusions which



provoking questions: Facilitators should be brief with the question thought from the students. This opens up more perspectives and the text through giving them the freedom to come to their own guidance in a certain direction.

Background

setting/author. This and what events could

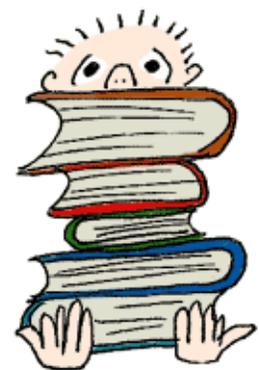
information on the book: Give some information about the leads to an understanding how the book relates to the time period, have affected the literature.

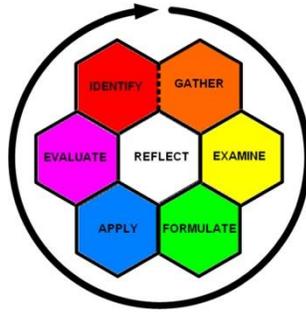
Focus on the topic at hand: People tend to go off topic on their own tangent – which isn't always negative. It is important, however, to rein in tangents that are not applicable to the discussion/book and direct them back to the important subject matter at hand.

Address theme/morals: Ask some questions relevant to the discussion/ theme of that topic, and others which provoke thoughts which can lead to more insight on the student's part (for topics such as race, gender and their place within all of it). Interjectionally bring up themes and ideas and create connections between these areas.

Generic discussion questions

- Did you like the book? Why or why not?
- Which character did you like the most or least?
- What problems did the characters face?
- Which scene do you remember the most?
- Is there anything that seemed unbelievable or fake? If so, please provide examples
- Are you satisfied or disappointed with the ending?
- What was the author trying to say in the book?
- If you wrote to the author, what would you say?
- What was the overall theme from the book? What was the point the author was trying to make?
- How did the setting make a difference in the book, if at all?
- What was the climax of the story? What changed about the story from that point on?





Helpful tips on generating a successful discussion

- **Redirect questions** back to the group—the leader doesn't have all answers!
- **Involve quiet members**; ask to read a question or passage from the book.
- **Keep a balance** between staying on track and allowing spontaneity.
- Use both **generic questions** and **questions specific to the book**.
- Ask **participants to write their own questions**. Put in a basket and have each participant select one.
- If the group hates the book, go with it! **Ask why**. Sometimes those discussions turn out to be some of the best.
- Remember that **every group is unique**.
- As the facilitator you **need to understand the discussion strategy that you are employing** before you ask a discussion question. Do you want the participants to define something, settle on a group action, broaden their understanding, discover answers, reduce ambiguity, feel a personal connection to something, deepen an understanding, connect with new learning, see things differently, etc.
- **Set up your discussion question** so that the participants can either relate to it directly or feel a sense of ownership toward it.
- **Before you ask a question, understand what kind of discussion you expect**. Is it a challenge or argumentative discussion, an inquiry discussion, a clarification discussion, a knowledge building discussion, a consensus seeking discussion, a brainstorming discussion, a best practices discussion, a discussion to reach a particular objective, goal, or solution, etc.
- **Make it clear** (state it) that discussion is an expectation. Reinforce this expectation periodically.
- **Don't be afraid of silence**—wait them out.
- Make your question asking **conversational and personal**. Make sure that the participants see you as deeply involved with the question.
- Before your session begins, **strike up conversations with students**. This forms a connection that will help support discussion later.



WHAT ARE SOME KEY PRACTICES?

Facilitation is an ongoing process; the facilitator continually learns and improves.

- **Preparation** – Read the story and decide on the questions (and possible follow-up questions) you want to use
- **Effective Communication** - Communicating through speaking, listening and body language.
- **Good Listening Skills** - Listening attentively, giving each speaker full attention. Create a safe, trusting environment so the participants feel listened to and feel comfortable talking openly.
- **Make it Fun!** – Look up information about the author’s background (i.e., How do Ray Bradbury’s novels predict some of the inventions we take for granted in or world today; or discuss some possible setbacks the author encountered that might relate to the student’s lives).
- **Co-facilitate** w/ fellow volunteer or student
- **Enhance with Additional Activities** -
 - Games (e.g., play jeopardy with “The Outsiders”)
 - Small Group exercises (e.g., discussion questions)
 - Role Play (e.g., role play some of the characters in the “Kite Runner”)
 - Props (e.g., drums for “Cool Salsa”)
 - Cast the Film (e.g., which actor(s) might play one of the characters in the book and why)
 - Compare a character in the book to someone in “real life” (e.g., “I know Why the Caged Bird Sings”)

WHAT ARE SOME COMMON FACILITATION BEHAVIORS?

- **Active Listening:** pay full attention including body language, posture, mannerisms, and voice inflection.
- **Clarifying:** interpret and clarify misunderstandings in a nonjudgmental, non-defensive manner.
- **Encouraging:** be warm, friendly, and respectful.
- **Questioning:** ask questions that encourage member to share their ideas fully.
- **Gate-Keeping:** manage time and group participation.
- **Initiating:** introduce new topics and ideas.
- **Orienting:** bring the group back to task.
- **Reframing:** restate book group member’s comments from a different perspective.
- **Redirecting:** shift discussion to a new or parallel topic.
- **Resolving Conflicts:** conciliate differences, cooperative problem solving.
- **Seeking:** ask for clarification, suggestions, more information.
- **Summarizing:** pull it all together, restate point

Adolescent Book Group Volunteer Manual

Best Practices

Words Alive has collected “best practices” from Adolescent Book Group volunteers over the last 12 years in the program. Below are suggestions for a facilitator, site manager and/or volunteer. Take a look!



Facilitator:

- Read book twice
- Review curriculum guide but do not base your session on guide
- Make it your own!
- Do not be afraid to make a mistake; the students look-up to and respect you
- Conduct research online
- Provide props or enrichment activities
- CO-facilitate with fellow volunteer or student

Site Manager:

- Designate a volunteer to be responsible for evaluations (e.g., passing out and collecting)
- Send a reminder email to your volunteers at least 1-week prior to session each month
- Be prepared to be the facilitator’s back-up
- Email your volunteers with the list of books and determine who is facilitating and bringing snack each month prior to first session
- Work with Words Alive staff to bring in author’s prior to the start of the program year
- Have a designated meeting place prior to session (Words Alive has indicated a potential meeting spot per site)

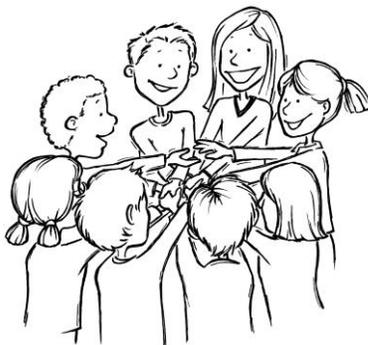
Volunteer:

- Research book
- Be prepared to help your fellow volunteer if he/she is facilitating
- Arrive 15-minutes early and wait for your team outside of the classroom (in designated location)
- Arrive in classroom together
- Contact your site manager if you are unable to attend session
- Download audio version/Rent audio version at the library

Icebreakers

How do ICE BREAKERS help?

- Helping a new group get to know one another
- Helping new members to integrate into a group
- Helping young people feel comfortable together
- Encouraging cooperation
- Encouraging listening to others



- Encouraging working together
- Encouraging young people to break out of their cliques
- Developing social skills
- Building a rapport with leaders
- Creating a good atmosphere for learning and participation

What icebreakers should I use, and how often?

Icebreakers should be held at the beginning of the first meeting. If fluctuation occurs in attendance or morale of the group, then further icebreakers can be used to instill more of a connection between the readers, to help them relate more, and feel more comfortable discussing their real thoughts.

Examples of Icebreakers

- **Would you rather..?**
 - Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your young people! Place a line of tape down the centre of the room. Ask the group to straddle the tape.
 - When asked 'would you rather?' they have to jump to the left or right as indicated by the leader. Don't forget to encourage your adult helpers to join in too!
- **Penny Game**
 - Pass 10 pennies to everyone in the group. Subject states things which are untrue to him/herself, but believed to be true to others. If someone in the circle holds true to the statement, they must relinquish a penny. (Penny is interchangeable object)
- **The Little Known Fact**
 - Ask participants to share their name and one little known fact about themselves.
 - This "little known fact" becomes a humanizing element that can help break down differences such as grade / status in future interaction.
- **Skittles Game**
 - Assign each Skittle color a question (i.e. Red: Where were you born? Green: Who is your favorite singer/rapper? Etc.) It is helpful to write the questions on the board to help the students remember. Give each student a mini bag of skittles and have them draw out a skittle one at a time. Whatever color they pick in the question that they have to answer.
- **Two Truths & A Lie**
 - Have students and volunteers go around in a circle one at a time and state two true facts about themselves and one lie about themselves. The group will then guess collectively which is the lie.
- **Problem Solvers**
 - Ask participants to work in small groups. Create a simple problem scenario for them to work on in a short time. Once the group have analyzed the problem and prepared their feedback, ask each group in turn to present their analysis and solutions to the wider group.

Individual/Group Activities



Moviemaker: write a one page "pitch" to a producer explaining why the story would or would not make a great movie.

Trailer: movie previews always offer a quick sequence of the best moments that make us want to watch it; storyboard or narrate the scenes for your trailer. Focus on verbs.

Adjective-itis: pick five adjectives for the book or character(s), and explain how they apply.

Collage: create an individual or class collage around themes or characters in the book.

Roundtable: give students a chance to talk about what intrigues, bothers, and confuses them about the book.

Silent Conversation: a student writes about a story on paper; then passes it to another who responds to what they said; each subsequent respondent "talks" to/about all those before.

Fishbowl: impromptu or scheduled, 2-4 students sit in middle of circle and talk about a text; the class makes observations about the conversation then rotate into the circle.

Picture This: bring in art related to book's time or themes; compare, describe, discuss.

What If: write about or discuss how the story would differ if the characters were something other than they are: a priest, another gender or race, a different age, or social class.



Censorship Defense: imagine that the book you are reading has been challenged by a special interest group; students must write a letter defending the book, using specific evidence from the book to support their ideas.

Call for Censorship: in order to better understand all sides to an argument, imagine you are someone who feels this particular book should not be read and write a letter in which you argue it should be removed.

P.O.V.: how would it change the story if you rewrote it in a different point of view (e.g., changed it from first to third person)? Try it!

That Was Then, This Is Now: after reading the text, create a Before/After list to compare the ways in which characters or towns have changed over the course of the story. Follow up with discussion of reasons.

Games and Artifacts: Highlight an activity or object from the time period of the book's setting. (Play hopscotch, bring a quilt, etc).

Favorite Quote: Ask students to find their favorite quote in the book and read aloud. The classroom then has to guess which character said the quote.

Guest: Invite a visitor who has some expertise and/or experience related to your book.

Masks: You will need crayons or paints, markers, scissors and white card for this activity. Give each young person a piece of white card. Ask them to draw and cut out a life-sized shape of a face. They can also cut out eyes and a mouth if they wish. Each young person is then asked to decorate their card face. One side represents what they think people see/know/believe about them i.e. on the outside. The other side represents what they feel about themselves i.e. things going on the inside, what people do not necessarily know or see. This is best used in an established group where the young people are comfortable and at ease with each other. 'Masks' is also a good discussion starter on self-image and self-worth.

DO'S AND DON'TS OF AN ADOLESCENT BOOK GROUP VOLUNTEER



Do's:

- Have fun! That's the most important "do" to remember.
- Read the book prior to the book discussion
- Prepare yourself for the discussion, such as review the curriculum guide or conduct research on the book
- Communicate with your site manager on a monthly basis
- If you are unable to attend a session, please inform your site manager
- Provide your suggestions, comments and feedback to Words Alive and the program manager
- Promote discussion amongst students and encourage participation

Don'ts:

- Come to the book discussion ill-prepared and/or without reading the book
- Be late to the book discussion session
- Provide your personal contact information to a student
- Speak over a student/Host conversations with fellow volunteers during the book group discussion
- Appear disinterested during the book group discussion

Adolescent Book Group Volunteer Monthly Evaluation SAMPLE

Volunteer Name: Site Name: Breaking Cycles Choice Summit Chula Vista IAE
 Lindsay Community Day Monarch NCTSA SBTA

Facilitator Name: Book Title: Date: / /

Please tell us how many hours you spent volunteering for ABG this month
(Include time spent reading the book in addition to attending and preparing for the session.)

Please rate the following with 1 being worst and 5 being best:

The book	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The discussion	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Discussion questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Student participation level	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Facilitator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

1. What went well with this book discussion? Please be specific.
Comments:

2. How could this discussion have been better? Please be specific.
Comments:

3. What stood out most for you during this discussion? Please be specific.
Comments:

4. Please share any additional comment:

 Please be aware that Words Alive will provide this evaluation form at the site, on the Words Alive website as well as electronically each month. Words Alive recently created an online survey form to be completed in lieu of a hard copy. More information about this at the Adolescent Book Group kick-off event in October (DATE TBA)!

Adolescent Book Group Volunteer Manual

References



VOLUNTEER SUPPORT FOR ENRICHMENT: You will be able to access the Adolescent Book Group (ABG) curriculum guides on the Words Alive website! The curriculum guides offer author information, potential discussion questions, enrichment ideas and ways to expand the book in the classroom. The **ABG Curriculum Guides** are located under the “Volunteer Resources” section of the “Volunteering” tab. The image to the left shows the website path to these resources.

On the same website page, you will be able to access your specific ABG reading list as well as the evaluation forms.



ARE YOU INTERESTED IN SERVING AS A SITE VOLUNTEER MANAGER?

A volunteer site manager is a leadership role available to volunteers interested in taking on more responsibility at their ABG program site. Site managers act liaisons between team volunteers, teachers, and the Words Alive staff.

Typical tasks of a site manager include:

- During the summer, meet with the site teacher and program manager to select the curriculum
- Participate in the annual site manager meeting
- Help facilitate the Adolescent Book Group kick-off meeting with the program manager
- Schedule facilitators for each month or every six weeks (November-June)
- Send reminder emails to teammates prior to session
- Read the book and be prepared to substitute as a facilitator if the assigned facilitator is unable to lead the discussion
- Check in with teachers at your program site about how things are going, and passing feedback along to the program manager.

INTERESTED IN SUGGESTING A BOOK FOR THE ADOLESCENT BOOK GROUP?



- First, please read the book you think would be a good fit for the ABG program
- Then, inform the program manager about the title and author
- After completing the book, complete an ABG Proposed Book Summary form and submit to the program manager

INFORMATION ABOUT TB TESTING

The ABG program accepts negative TB Tests (or X-ray scans) within the last four years. Please submit either a doctor’s verification or the TB Test form (copy only) to the program manager via fax: 858.274.9675. If you haven’t had a negative TB Test within the last four years, please either visit your physician or a health clinic to renew your TB Test.

SCHOOL INFORMATION ONE PAGER SAMPLE

Each site has a designated one-pager that includes the below information. For more information about Juvenile Court and Community Schools (MOMENTUM LEARNING), please visit their website:

<http://www.sdcoe.net/Momentum Learning /Pages/default.aspx>

Below is an example of a one-pager. To the right of the one-pager, Words Alive will include a screen shot of both the location and picture of the site.

SITE INFORMATION

Address: Most sites are located in non-descript buildings

Teacher:

Classroom phone:

Directions:

Parking:

PROGRAM INFORMATION

Meeting Date/Time: Teachers and site managers will confirm day/time/week by September



SITE VOLUNTEERS To be maintained internally only as it contains volunteers' email addresses and phone numbers.

Name	E-mail	Phone Number	Notes

BOOK SCHEDULE Teachers have the option of the monthly (7 sessions) or every six week (5 sessions) track

Date	Title	Author	Facilitator	Snack
October 2015	<i>Kick Off Event</i>			
November 2015	<i>First ABG Session</i>			
December 2015				
January 2016	<i>No ABG Session/Work Readiness Workshop</i>			
February 2016				
March 2016				
April 2016				
May 2016				
June 2016	<i>Last ABG Session</i>			

Program Details/Reminders:

- ✓ If you cannot attend a session let your site manager know as soon as possible
- ✓ Meet 5-10 minutes prior to each session to allow the entire group to walk in together.
Meeting place: School Lobby (EXAMPLE)
- ✓ Everyone will stay 10 -15 minutes prior to finish evaluation and debrief session.
- ✓ Make sure to pick up your book for the following month at each session and leave your previous books in the Words Alive box found in the classroom.

Adolescent Book Group (ABG) 2014 Contact Information

Name	Position	Email	Phone
Patrick Stewart	Executive Director	patrick@wordsalive.org	(858) 274-9673
Chrissy Green Califf	Program Manager	chrissy@wordsalive.org	(858) 274-9673
Theresa Tolentino	Associate Program Manager	theresa@wordsalive.org	(858) 274-9673
Christina Meeker	Administrative/Volunteer Coordinator	christina@wordsalive.org	(858) 274-9673
Kay Gurtin	Teen Services Chair	klgurtin@yahoo.com	N/A

Adolescent Book Group Program Site Map *(days/times subject to change)*

