



Y Read? Facilitator's Guide

exploring why and how to support young people
to read with pleasure & purpose

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dear facilitator...

Thank you for volunteering to guide the *Y Read* sessions. We have tried to make it as easy as possible for you by laying out fairly explicit instructions for each session. (However, please feel free to bring your creativity and thoughtfulness to the course!). This guide is intended to be used with the *Y Read? Participant's Guide*. You'll find all of the reading/viewing assignments and reflection activities in the Participants' Guide. This Facilitators Guide offers suggestions for how to facilitate the group sessions.

about this course

This four-session course is designed to be delivered *by* and *for* educators¹. Here's how it works:

- 1) You identify educators who are interested in pushing their learning and expertise around reading – why it matters; how a reading culture is developed; strategies for promoting reading with pleasure and purpose; and strategies for engaging parents in creating a literacy-rich home environment.
- 2) As a group, you figure out when and where you will meet for the learning sessions. (Note: We've designed four sessions that run about 1.5 to 2 hours in length – but you could break the sessions up to cover the same material over eight sessions for example. The course is adaptable – make it your own!).
- 3) You identify someone to facilitate the sessions. (A Facilitator's Guide is provided, and the extra work involved is minimal).
- 4) You commit to completing all of the preparatory activities before each session. (This usually involves reading a couple of short articles, viewing videos, and writing your responses to a few questions).

¹ It is specifically designed for elementary school teachers, but junior and senior high teachers will also benefit.

5) You make it happen!

You *could* just do the assignments on your own – but you’d be missing out on a big part of the learning. The value of this approach is that you can bring your ideas forward in a group of other thoughtful educators in an environment where you can test and extend your ideas and learn from one another. It’s also way more fun to do it this way.

course objectives

This course is designed to help educators:

- Understand what reading is for and why it’s important
- Develop strategies for cultivating a reading culture in your classroom and school
- Understand the importance that pleasure plays in reading
- Understand how reading contributes to autonomy, ethics, and engaged citizenship
- Develop strategies for engaging parents in creating a literacy-rich home environment

course content

The four sessions are:

1. *Why Read?*
2. *Reading for Pleasure*
3. *Reading With Purpose – How Reading Connects with Ethics, Citizenship and Autonomy*
4. *Supporting Literacy-Rich Environments at Home*

facilitating the sessions...

We suggest you book 1.5-2 hours for each session. All of the sessions include:

- Opening circle – The purpose of this is to warm up the group and get them talking
- Discussion – This usually involves four or five questions related to the pre-session assignment
- Activity – At each session, you’ll get participants up and moving in an activity that is related to the session’s theme.

Times for each of these activities will vary from session to session, so we'll leave it to you to work out when to move to the next activity.

Even though you are facilitating the course, you should be considered a participant as well. That means:

- 1) You should do the assignments laid out in the *Participants' Guide* (Note: While we have listed the reading and viewing assignments in this guide, we haven't listed all of the homework reflection questions – you'll need to consult the Participant's Guide for those)
- 2) you are welcome to jump into the discussion and participate in the group activities. This way you'll be able to get some benefit out of the course as well. (You may want to explain to the group that you will be participating in this way, rather than strictly 'facilitating').

modifying the course to fit your needs *(please do!)*

This Guide is intended as just that – a *guide*. We hope you'll modify it to fit your particular context. Here are just a few suggestions for ways that you could modify the course:

- Host shorter gatherings and draw it out over eight sessions instead of four.
- Schedule an extra session to watch the movie assigned for Session Three (*Freedom Writers*) as a group. Pop some popcorn and make a night of it! (Note: You could do this with the other videos as well, but they are all only a few minutes in length, so you'd get through them very quickly...)
- Spend one session discussing the reflection questions outlined in the Participant's Guide; then spend the next session working through the discussion and activities outlined in the Facilitator's Guide.
- Invite parents to attend.
- Re-order the sessions in whatever way you like and start with the one that interests you most.

facilitation tips

Here are a few things to keep in mind as a facilitator:

- Create a warm, inviting atmosphere (e.g., Choose somewhere comfy to hold the sessions, like a staff room; have refreshments available; invite the participants to introduce themselves)

- Have the group identify a few ground rules that they'd like to guide the meetings (e.g., turn off cell-phones, ensure that everyone has a chance to talk, be respectful in your interactions, come prepared, etc.)
- Encourage participation, gently drawing out those who are more reluctant to share and finding ways to channel the energy of those who may tend to dominate the conversation
- Keep an eye on the time. The conversations emerging from the Y Read discussion questions can be very rich. To make sure you get through all of the questions, you may need to move the group along from time to time.
- Help the group to manage conflict constructively
- Make sure you offer some kind of closure or wrap up at the end of each session

Facilitating Effective Group Discussions (<http://brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>) offers tips for how to draw out discussion and manage some of the problems that can arise in group discussions. You may want to check it out.

when you've finished

At the end of this guide, you'll find two feedback forms – one for participants and one for you. Please photocopy the feedback form for participants and distribute it at your last session (don't forget to fill out the facilitator's feedback form yourself!), and then scan and email the completed forms to: info@calgaryreads.com OR mail/drop them off to:

Calgary Reads
105 12 Ave SE, Calgary, AB T2G 1A1

Your input is critical to our efforts to improve this course and others like it – so thank you in advance for contributing to this important resource!

Session One: Why Read?

This session explores the role that reading plays in our lives and why it's worth making time for.

reading & viewing assignments

- ❑ National Reading Campaign Fact Sheet <http://www.nationalreadingcampaign.ca/wp-content/uploads/2013/09/ReadingFacts1.pdf> (6 pages)
- ❑ Why to Read: 10 Reasons Why Reading Books Will Save Your Life <http://whytoread.com/why-to-read-10-reasons-why-reading-books-will-save-your-life/> (1 page)
- ❑ “How Books Can Open Your Mind” by Lisa Bu <http://www.youtube.com/watch?v=6ibCtsHgZ3Y> (6 minutes)
- ❑ “Can a Children’s Book Change the World?” by Linda Sue Park <https://www.youtube.com/watch?v=40xz0afCjnM> (13 minutes)

opening circle

Spend the first part of the session getting to know one another through the books that each of the participants has brought. Drawing on the questions in the homework assignment², ask each person to share the story of their book. You can facilitate this in any way you want, but here are some things we have found work well:

² The assigned questions include: When did you read this book? What made you pick it up? What was going on in your life at the time that made this book such a good fit? What impact did this book have on you? Why was it so important to you at the time? Is it still important? (Why/Why not?)

- ✓ Hopefully you're situated somewhere comfortable – in the staff room, perhaps, where the couches form a conversational circle or in somebody's home. If this isn't the case – if, for example, you are doing this in a classroom – we recommend you arrange the chairs in a circle for these sessions so that people can easily see one another.
- ✓ As this is the first session, ask each person to briefly introduce themselves before they launch into their story.
- ✓ Rather than going around the circle in order, try popcorn style (i.e., allow people to tell their story when they want). This offers some measure of control to those who might be nervous. It also allows the group to pick up on themes. (You'll often hear something like "I'll go next because my book is also connected to the idea of [whatever the last person talked about]"). This creates a nice flow to the activity. If you use this approach, you will need to normalize the occasional silences that might arise. You can say something like "We're not going to go in any set order – you can jump in and share your book when you choose. That might mean that we'll get a few silent moments. Don't let that bother you. Silent moments are relatively rare for teachers – make the most of the opportunity and enjoy the peace and quiet!"

discussion

- What is the value of reading? What function does it serve in our lives – both personally and at a societal level?
- We live in a world where we can get lots of information in video or audio form. Given this, is reading still important? Why/Why not?
 - Is there a significant difference between reading something and viewing something? If yes, what is the difference, and why does it matter?
- (Reference p. 4 of the National Reading Campaign *Fact Sheet* – the section entitled "*Reading in Canada: What Do We Know?*"). The statistics show that reading is on the decline in Canada. What do you think contributes to this decline?
- Read the following excerpt from *The Read-Aloud Handbook* by Jim Trelease:

"People carry on these days as though the universal clock has somehow shrunk from twenty-four hours to eighteen. Granted there are a few people whose work schedules are truly beyond the norm – but they are few and far between. If there were a national time shortage, the malls would be empty, Netflix would be defunct, and the cable-TV companies would be bankrupt. Ultimately what it boils down to is Sister Patricia Joseph's cautionary words to me when I was sixteen. I was the designated class artist and she asked me to draw something for her

bulletin board over the weekend. I showed up empty-handed on Monday with the excuse that I hadn't had enough time. With a steel look, she said quietly, 'That's all right, James. But please understand, even the busiest people find the time for the things they truly value.'

"Her thought was on target that day and it still is. If you understand what you've read so far and you truly value children and their futures, you will find the time. Like Sister said, it's all about the value system." (pp. 20-21)

We make time for what we value. How can we make time for reading in our classrooms – what would need to shift?

activity

★ preparation & supplies ★

- You will need flip charts, felt pens and stickers (stars or dots)
- Tape up blank pieces of flip chart paper around the room – one for each participant. (You will need to have extra flip chart sheets available in case participants run out of room).
- Give each participant a felt pen.

★ Instructions ★

- Write the following question on a white board or flip chart: *What would it take to develop a culture of reading in our schools and classrooms – a literacy-rich environment where children learn to read with confidence and joy?*
- Ask participants to position themselves in front of a flip chart and begin brainstorming ideas. (Encourage them to write legibly but small enough that they're able to get many ideas on one sheet). After most participants have listed 5-7 ideas, ask them to rotate to the paper on their right where they will first read through the ideas and then continue brainstorming. Rotate them one or two more times after an appropriate interval so that they're able to see what others are writing and use that as a jumping-off point to inspire more ideas.
- Once the exercise has run its course and participants are running out of ideas, pull the group back together and conduct a 'tour' of the flip charts. You might want to note common themes and interesting ideas.
- Once you've toured the ideas, ask participants to go and place a sticker next to at least one (and possibly more) ideas that they will commit to trying this week. Time permitting, you can ask them about their choices.

Session Two: Reading for Pleasure

Not surprisingly, children and youth who enjoy reading do more of it – and the more they do, the more proficient they become. However, children’s enjoyment of reading tends to fall off sharply as they progress through their schooling. How do we cultivate reading for pleasure? We’ll be exploring that question in this session.

reading & viewing assignments

☐ The Most Important Lesson Schools Can Teach Kids About Reading: It's Fun"

<http://m.theatlantic.com/education/archive/2013/11/the-most-important-lesson-schools-can-teach-kids-about-reading-its-fun/281295/>

(1 page)

☐ Pages 7-14 from *Reading 4 Pleasure* - www.neelb.org.uk/resources/assets/attachment/full/0/8610.pdf (7 pages - Note: We encourage you to read the whole guide if you can!)

☐ “What Kind of Book Reader Are You? A Diagnostics Guide” - <http://www.thewire.com/entertainment/2012/08/what-kind-book-reader-are-you-diagnostics-guide/56337/> (1 page)

☐ Read something for pleasure!

opening circle

Referencing the “Diagnostic Guide” that was included in the pre-reading, ask everyone in the group what kind of book reader they are. Time permitting, follow up questions might include:

- Why?
- Is that the kind of reader you were as a kid, or did you approach books differently when you were younger? (And, if there’s a difference: what do you think prompted the change from one type to another?)
- Do you ever wish you were *another* kind of reader? If so, what and why?

Have fun with whatever emerges.

discussion

- As homework, you were to consider whether or not you agreed with the adage that *“What we teach children to love and desire will always outweigh what we make them learn.”* What are your thoughts? Is this true? Why/why not?
- [If the group feels there’s some truth in the statement, ask:] What does this mean for our practice? What are the implications? Does remembering this make you want to change anything you’re currently doing? (If yes, what?) What would it take to make that change? (Note: some things will be system issues and out of an individual teacher’s control to change. With those examples, encourage the group to strategize around ways of bringing those issues forward or working around them).
- What strategies have you used in your classrooms or schools to make reading a joyful experience?
- What strategies in the *Reading 4 Pleasure* guide seemed promising? Have you tried any of them yet? (If so, how did it go?)

activity

Ask participants to present their book commercials. After everyone has presented, you could close by asking whether the Book Commercial is a strategy that they have used or are planning to use in their classrooms. (If not, why not?) Encourage them to try this and/or other strategies out before the end of the *Y Read* sessions and share their experiences with the group in subsequent sessions.

Session Three: Reading with Purpose – How Reading Connects with Ethics, Citizenship and Autonomy

Reading for pleasure is necessary, but not sufficient. To really tap into the power that reading offers, you also have to know how to read with purpose, how to navigate the vast field of cultural resources in a way that supports your life journey. This session explores how reading can support the development of ethical reasoning, engaged citizenship and healthy autonomy in both young people and adults.

reading & viewing assignments

- ❑ “Becoming the Authors of Our Own Lives”, an excerpt from *How Holocausts Happen: The United States in Central America* by Douglas Popora (4 pages) <http://calgaryreads.com/wp-content/uploads/2016/10/Becoming-the-Authors-of-Our-Own-Lives.pdf>
- ❑ *The Freedom Writers* (Available on DVD from the Calgary Public Library and on iTunes) - (2 hours)³
- ❑ Interview with Kelly Gallagher, author of *Readicide* (3 minutes) – <http://www.youtube.com/watch?v=xlyqSvht4z4>

opening circle

Because you are now halfway through the *Y Read* sessions, we would suggest that you use the opening circle this week as a time to check in with participants. Questions could include:

- We’ve hit the half-way mark for *Y Read*. What do you think so far?
- What stands out for you? Anything you’re excited about?
- What have you found challenging or frustrating?
- What has been the biggest learning for you so far?

³ And/or read Erin Gruwell’s book: *Teach With Your Heart: Lessons I Learned from the Freedom Writers*.

discussion

- What did you make of the assigned reading and viewing for this week? It wasn't the kind of material that is generally directed at elementary school teachers. Were you able to make the connection to your role and see the implications for your work? (If yes, what are the implications? If no, why not?)
- What is the connection between reading and ethics, citizenship and autonomy? (Encourage them to draw on examples from the assigned reading and viewing and/or from their own experience).
- What is our role in cultivating the capacity for ethics, citizenship and autonomy in our student?
- How do we ensure that we're not helping to create Intellectual Garbage Bears?

activity

Read the following out loud to the group: In 2005, a survey was conducted by the Department of Canadian Heritage to better understand reading patterns among adults. Eighty-two percent (82%) of those surveyed said they "read for fun," whereas only 60% said they read to "learn."⁴ *Then say:* Unfortunately, reading for the purpose of learning is often associated with drudgery... How do we turn this trend on its head?"

Ask participants to divide into groups of two or three and brainstorm strategies for promoting reading with purpose. Post the following questions on a white board or flip chart to help keep the groups on track.

- How can we make reading with purpose exciting?
- How do we connect it with empowerment in a way that will resonate for our students?
- How can we help our students understand the role that reading plays in helping them to be the authors of their own lives?

Bring the group back together at the end to share some of the ideas that emerged.

⁴ See: http://publications.gc.ca/collections/collection_2016/canadacouncil/K24-1-6-3-eng.pdf

Session Four: Supporting Literacy-Rich Environments at Home

*There is a clear correlation between literacy-rich environments and reading proficiency and enjoyment.
How can educators help to engage parents in their children’s learning and support the development of literacy-rich environments at home?
These are the types of questions we’ll explore in this session.*

reading & viewing assignments

- ❑ “The Postal Code Lottery” <https://www.youtube.com/watch?v=rdNbqJJKx-8> (5 minutes)
- ❑ Research Brief: “Engaging Parents in Raising Achievement –Do Parents Know They Matter?” by Alma Harris and Janet Goodall www.education.gov.uk/publications/eOrderingDownload/DCSF-RBW004.pdf (3 pages)
- ❑ Tips for Teachers <http://www.peopleforeducation.ca/wp-content/uploads/2012/03/SuccessTeacherTips.pdf>
- ❑ “A Welcoming Environment for Families” <http://calgaryreads.com/wp-content/uploads/2016/10/Welcoming-Families.pdf>

opening circle

Ask each participant to share the biggest challenge they face in engaging parents in their children’s learning. After everyone has had a chance to share, go around the circle again and ask them to share one strategy that they feel has been (or could be) effective in engaging parents.

discussion

(Note: The activity for this session requires a fair bit of time, so you might want to keep the discussion fairly brief).

- What stood out for you in the reading/viewing assignments this session? (Where appropriate, ask participants about the implications of their insights for practice).
- What's the difference between *parent involvement in schools* and *parent engagement in learning*? Why is this distinction important to keep in mind?
- If we were successful in helping parents engage in their children's learning (vs. simply being involved in school activities), what would that look like? What would we look for as signs that this was happening?
- Did the checklist "A Welcoming Environment for Families" highlight any areas that you feel could be strengthened in your school? What ideas did you come up with for ways of enhancing parent engagement.

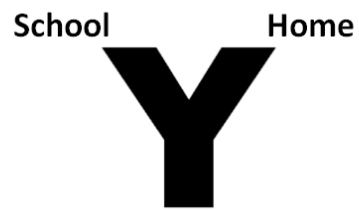
activity

★ supplies ★

- Large (3x5") post-it notes
- Felt pens
- Large white boards or butcher block/flip chart paper
- Masking tape

★ preparation ★

1) On butcher block paper or a large white board, draw a giant capital letter Y. On the left side at the top of the Y write "School". On the top right of the Y, write "Home" – like this:



2) On another white board/piece of butcher block paper, draw the following Matrix:

	Modifiable	Non-Modifiable
High Impact		
Low Impact		

★ Instructions ★

- Point out that this course is called *Y Read* – and the ‘Y’ can help us to remember that to be effective in supporting young readers, we have to bridge the gap between home and school.
- Ask participants about all of the factors that contribute to the home/school divide. Write each factor on a large post-it note and stick it in the gap (or ask participants to do this themselves). Prompt the group to think of factors at all levels – individual, family, community, classroom, school system, socio-cultural environment. Keep going until participants seem to be running out of ideas.
- Next, show participants the Matrix you’ve drawn. Explain the four dimensions:
 - **Modifiable** means that the factor can be influenced by educators (Knowledge, attitudes and behaviours are all potentially modifiable).
 - **Non-modifiable** means you are not really in a position to influence it (e.g., Educators are not really able to do anything about a family’s income level or a parent’s level of education).
 - **High impact** means that you think that changing this factor would have a significant impact on children’s learning.
 - **Low impact** means it’s unlikely to exert a very big influence, relatively speaking.
- Ask participants to move each of the factors on the post-it notes to one of the four quadrants of the matrix. (It’s unlikely that you will have time to work through each factor as a group – so we would suggest that you divide the number of factors by the number of people, and have people do it on their own. For example, if you have 40 factors and seven participants, you will ask each to move five or six post-it notes to the Matrix). Once all of the factors are positioned on the matrix, have the group take a look. If there is some disagreement about where some of the factors have been placed, flag them for discussion and try to reach some consensus.
- For the factors in the Modifiable/High Impact quadrant: Ask the group to brainstorm strategies for how they could try to influence each of the factors. Record their ideas on flip charts. (You can do this mind-map style if you like, with the factor in the middle and the ideas for addressing it connected to it with lines).

wrap up

This is the last *Y Read* session, so you might want to wrap up the session with a closing circle. You could ask participants to identify one significant learning or insight that they have gained through their participation in these sessions. Or you could ask them what is next in their learning journey: What do they want to dig into further? What do they want to try? How will they continue to develop their capacity to support young readers? How can they continue to support one another in their learning?

Y Read Participant Feedback Form

Thank you for offering your feedback. This information will help us to improve this course and others like it.

1. Please indicate the total number of Y Read sessions you attended.

1 2 3 4 Other _____

2. How much of the assigned reading and viewing did you complete?

None of it Some of it Most of it All of it

3. Please indicate your level of satisfaction by checking off one response for each of following:

	Very satisfied	Satisfied	Somewhat satisfied	Not a tall satisfied	Comments
Participants' Guide					
Reading/Viewing Material					
Reflection Questions & Activities					
Group sessions (flow, structure, content)					
Facilitation					

4. What was your favourite session? What was your least favourite session? Why?

5. What did you like best about Y Read?

6. What could we improve?

Thank you for your feedback! This form can be submitted to your facilitator or returned directly to:
Calgary Reads, 105 12 Ave SE, Calgary, AB T2G 1A1

Y Read Facilitators' Feedback Form

Thank you for offering your feedback. This information will help us to improve this course and others like it.

1. Did you deliver all four sessions? Yes No

If no, what sessions did you exclude and why?

2. Please indicate your level of satisfaction by checking off one response for each of following:

	Very satisfied	Satisfied	Somewhat satisfied	Not a tall satisfied	Comments
Participants' Guide					
Facilitator's Guide					
Reading/Viewing Material					
Reflection Questions & Activities					
Agenda for the Group Sessions					
Participant Attendance					

3. What highlights or successes did you experience in delivering this course?

4. What were the biggest challenges?

5. What was your favourite session? What was your least favourite session? Why?

6. What did you like best about Y Read?

7. What could we improve?

8. Do you have anything else to add?