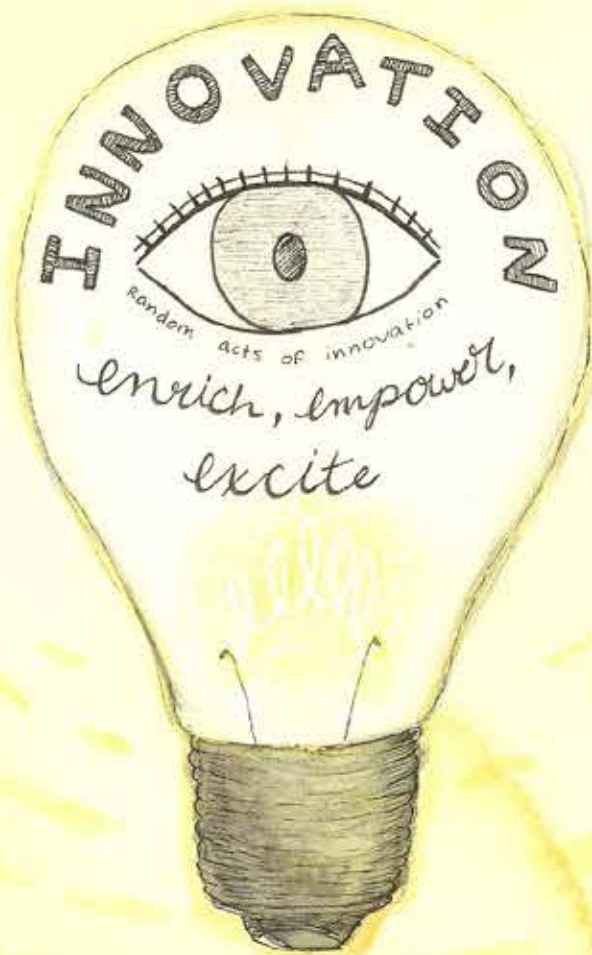


INTERCHANGE

Journal of the Oregon Association of School Libraries

Winter 2019



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Volume 47 Issue No. 2

Winter 2019

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Inside Back Cover Oregon Battle of the Books

The front cover was created by North Bend High School senior Alice Keating. She is multi-talented and loves reading, science and drawing. She is considering a career in art or biology.



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**OREGON ASSOCIATION OF SCHOOL LIBRARIES
dba Oregon Educational Media Association**

MISSION STATEMENT OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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From the Guest Editor *by Laurie Nordahl*

I'm always impressed when I'm around librarians! Being new to the field back in the early 80's (don't do the math...I'm getting old), I remember how amazing conferences were and how impressed I was with those in the profession. I left the state of Oregon, moved to Washington and returned again to a library job in the late 90's. At the first conference upon return, I was floored by the sheer number (or lack thereof) of librarians, but found the same inspiration nonetheless. Those who work in libraries are intelligent, flexible, problem-solving, interesting people. For this issue, I wanted to feature "...Innobrarians," [those who are] willing to try new things, to be first adopters, to spread the enthusiasm, and to support innovation in our buildings" (Foote).

We find ways to get students excited, to enrich their personal and academic learning and empower them to become lifelong readers, learners and citizens. Ditkoff claims, "Innovation...is given to *people* -- restless, inspired, fascinated people with an almost cellular need to change things for the better." The 20 qualities listed by Ditkoff are so indicative of librarians: curious, self-motivated, visionary, flexible/adaptive, reflective, committed to learning, takes risks, challenges the status quo, resilient, and persevering. Doesn't this sound like the librarian colleagues you know?

As professionals, we rise to the challenge of incorporating technology into our programs, being technology leaders in our buildings, and being agents of change. A number of articles in this edition address examples of how we are doing just that. We are helping kids learn to code, coaching robotics, creating makerspaces and learning labs, using cell phones, and motivating students to collaboratively break out of boxes. Technology has been our friend -- or we've made it our friend -- for a long time. We continue to embrace new technologies and use them to augment student learning and teachers teaching.

Not only do we embrace technological innovation, we innovate in our programming and lessons. Gregory and Erin have written a fantastic piece about using zines in the curriculum, complete with resources. A number of years ago, my library team was so inspired by Lori Lieberman's ideas that I asked her to share them in *Interchange* so we can learn from her creativity. Kiva has shown us some fabulous ways to take our ORCA programming to the next level. We get our ideas from each other and from events or happenings our students enjoy, like Amy's great ideas for connecting with kids around a streamable TV series.

Part of being an "Innobrarian" includes sharing and collaborating. Beaverton library staff members have demonstrated great teamwork in their article, which is a collection of trend setting ideas compiled in one cohesive piece. As Carolyn Foote reminds us, in this age of testing and accountability, we need to remember it is all right to experiment and try new ideas and technologies. I'm hoping this edition provides you, as an "Innobrarian," with ideas to do just that.

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Laurie Nordahl is the 2018-19 president-elect of OASL. She is the teacher librarian for North Bend High School and the district librarian for North Bend schools. She enjoys time with family, walks on the beach and is in puppy-love with her golden retriever. She can be reached at lnordahl@nbend.k12.or.us.

From the President's School Office Computer *by Stuart Levy*



I hope everyone is having a great beginning of the school year. OASL has been very busy on your behalf, and I'm very proud of the work that our members have done. If you did not get a chance to attend our fall conference, you missed out on some wonderful sessions, workshops, and social gatherings. The fall conference committee did an amazing job pulling it all together. I'm very proud of them.

I am also very happy that your president-elect, Laurie Nordahl, has chosen innovation for the theme of this *Interchange*. Many of our members are so innovative, often leaders within their schools and districts, and we have a lot to offer each other. In addition, I wanted to point out some ways that OASL as an organization is rethinking what we do and innovating in our own way.

First, we have a new advocacy committee. Many of our members have commented that we need to relook at how we advocate for school libraries and strong library programs, so OASL created an ad hoc committee to begin that job. So far they have created a survey to gather data on the current status of school libraries around the state of Oregon.

We have had conversations with Oregon legislators through giving testimony at the Joint Committee on Student Success panels, as well as talking to individual members like State Senator Lew Frederick so those politicians understand our situation. We also have begun communication with the Oregon Education Association about what role and support they need to play in protecting those of us who are members, especially in light of how the state calculated the number of school librarians on the state-issued district report cards.

A group of OASL board members is analyzing the current board structure to see if we can make it more efficient. This has been talked about for about 15 years, but we hope to have a proposal to share with the membership at our 2019 fall conference.

There are some ways that you can help guide us and contribute to our profession. The American Library Association Midwinter Conference in nearby Seattle on January 25-29 is a relatively easy way to connect with librarians from all around the country to discover some novel ways to develop library programs. Also, the Oregon Library Association is holding its spring conference jointly with the Washington Library Association, and they intend to have a large number of sessions aimed at school librarians. It is going to be in Vancouver, Washington, from April 17-20. Your regions will hold their spring conferences in March or April, so be on the lookout for that email.

I truly am excited for the rest of this school year, and I am so impressed with the dedication of our members, for what they are doing within their individual schools and districts, as well as the leadership roles many are taking on with advocacy, creating state standards, developing curriculum, fighting for intellectual freedom, providing resources, and promoting what we do.

Stuart Levy is the teacher-librarian at Parkrose High School in Portland, Oregon, and he is currently serving as the 2018-2019 OASL President. During his 31 years as an educator and his 12 years as a member of the OASL Board of Directors, he has served as the chair of the Oregon Reader's Choice Award committee and he has been named Oregon Secondary School Librarian of the Year. He can be reached at president@oasl.olaweb.org and at levystu@parkrose.k12.or.us.

2018 Fall Conference Moments

Photos by Dana Berglund



OASL Conference First-Timers
(with Lori Lieberman, Scholarship Chair)!



The 2018 Fall Conference Committee



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Innovations in Action

by Beaverton School District Library & Instructional Technology Teachers

What activities and programs can be offered to keep our school libraries vibrant? What are effective ways to draw students into the library, especially at the secondary level? We asked Library and Instructional Technology Teachers (LITs) from K-8, middle, and high schools in Beaverton to share examples of what has been successful in their libraries. Their ideas range from makerspaces, tech tools, and drones, to diverse books, book clubs, digital design, and more. Check out their stories for no-tech, low-tech, and high-tech ideas to implement in your school's library.

K-8 & Middle Schools

Cedar Park Middle School



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During lunch time, we try to provide opportunities in the library for short and engaging activities. We have offered LED paper circuits, Micro:bit exploration, Spheros, Hour of Code, puzzles and other ideas that students have. For example, some students used old boxes to make a domino run in a section of the library!

During evening activities at school, we offer a variety of similar hands-on activities for students and families. Spheros and green screens are always a big hit! Books are also available for checkout during these times. Our fiction and non-fiction collections have recently been weeded and it has made a big difference in how students browse for books.

Conestoga Middle School

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At Conestoga, we take research lessons and innovative technology projects throughout the building.

- Students, using data, escape a dying planet and code Spheros to save a population to another planet . . .in the library, of course!
- Students create paper circuit cards as well as backpack pins with lights.
- Research skills, citing sources, and tech tools to increase learning (such as ReadWrite), are taught in classrooms and the library.
- We use virtual reality Zspace units to dissect human hearts, frogs, and layers of the earth.
- Students use Adobe slides and Storybird to share their booktalks and create their own stories.
- A library database scavenger hunt, for all staff, shows that any content area can use them as a resource.
- The TV behind the circulation desk promotes ebooks, audiobooks, OBOB, and other reading adventures, using a Google Slideshow.

continued...

Innovations in Action *continued...*

Five Oaks Middle School

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At Five Oaks MS, we are committed to bringing diverse books to our students. This year we have joined the nationwide reading community called Project Lit. We are bringing Project Lit to Five Oaks by offering an after-school book club where students will have the chance to read diverse books and then discuss what they read, learned, and felt. These books give students an opportunity to experience books as mirrors and windows. Some students will get to see themselves in the story, and others will see into a different lifestyle, religion, or culture. Our after-school students will be choosing a title to have everyone read over the next month and then we will meet to discuss.



Later in the year, we are planning to have the Project Lit book club students participate in a community service project. We would also like to build up to having parents, community members, and teachers participate in the book club with the students. To bring these books to our students, we contacted the Beaverton Education Foundation and participated in a Beaverton's Choice Fundraiser. We received our full funding for the project at the beginning of December and are anxiously awaiting the arrival of ten copies each of twelve new titles. All students in the building will have access to these books throughout the year and can join our book discussions at any time.

Highland Park Middle School

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Students in the Library Makerspace are experimenting with creating 3D scans using the Microsoft Kinect. 3D models are generated and then manipulated by the students with the goal of 3D printing a student bust.



Mountain View Middle School

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Students in our ESL Newcomer Program are working in our Makerspace to create interactive "About Me" posters using the Makey Makey and Scratch. The finished posters showcase information about where the students are from and what their interests are, while working on their verbal language skills. This photo is of students and staff using our library during lunch recess.



continued...

Innovations in Action *continued...*

Raleigh Hills K-8

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In collaboration with our humanities classes, the middle school students used the Raleigh Hills K-8 library for their author's craft symbolism project with coding. Using Makey Makey kits, Scratch coding on our mobile library Chromebook cart, and craft items, students brought their book study novels to life. Exploring coding, electrical circuits, and audio recordings are just a few ways to engage students in literacy.

Digital Citizenship lessons are taught to student groups in the library and they learn how to build their own Google Site portfolios which include e-resource pages used to research in content classes. Understanding how to access library databases, cite sources, and evaluate research sites are part of the focus while using the technology tools in our library space.



Raleigh Hills K-8 Book Study Symbolism Project



Whitford Middle School

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- We have created a digital design studio in our library.
- We work with the students to create designs using Google Draw and Silhouette.
- We make a point to consider the principles of design from the art learning targets (movement, balance, symmetry...)
- The designs are created on their computers then printed for decals, iron-ons, or silk screen shirts.
- Items have been created for our soccer club, school logo/mascot and for classroom use.



Options & High Schools

Beaverton High School

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Additional Photos:

<http://bit.ly/BHSlipphotos>

At BHS, we recently went through a renovation that added three collaboration rooms to our library. Similar to study hall rooms you find in a college library, students and staff have checked out these rooms for a variety of classes. We've added items like whiteboard tables, Apple TVs, and screens, to provide tools for them to collaborate.



continued...

We also recently added a 3D printer to our library and started conversations about how to solve real world problems around the building. The engineering teachers have seen increased interest in their classes as I have been telling students that if they want to learn more about 3D printing, they should sign up for their classes.

Teachers have been reserving the library space for their classes to come down and have me present about the BSD resources available for research as well. As a result, students are becoming better stewards of citing sources, and finding reliable academic articles to use in their research.

International School of Beaverton

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Additional Photos:

<http://bit.ly/ISBslides>

At ISB we are focusing on outreach and access.

- 60% of juniors and 80% of seniors have library cards for both Multnomah and Washington County libraries for access to databases for research.
- We also have two new library book clubs this year: one for higher level IB Spanish and one for Social Justice Club.
- The ISB library has also partnered with English classes to support the development of book clubs in English classes to allow for student choice in book selection.
- iPads are now used as mobile search stations for students to move around the library as they search for books-- no more writing down call numbers! :).
- English classes coded Sphero robots through obstacle courses, similar to Mark Watney's journey to Ares 3 on Mars, and journaled about the experience to mirror the author's craft used in "The Martian".



Merlo Station High School

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Students in our Physics class spent time last year learning to fly drones. After completing classroom course work based on the FAA guidelines for drone flight, teams of two would go out to the THPRD Merlo Field and practice flying Parrot Bebop 2 fixed camera drones. They used the footage captured to create films and enhance their video editing skills. With the filming done we headed inside and learned to code a Parrot Mambo drone to fly a preset and repeatable pattern. The goal was to create a drone dance similar to the one created by Intel for the Sochi Olympics.



continued...

Innovations in Action *continued...*

Mountainside High School

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I am always surprised at what the days are filled with at Mountainside as I work with the teachers and students. Examples of some recent collaborations include a unit with the Engineering 2 classes focusing on simulating a health relief disaster plan using drones. The amount of problem solving, collaboration and coding the students demonstrated was impressive. This collaboration allowed me to work closely with the students and it was truly nice spending some time learning outside the classroom. The library is a busy place that is home to ELA book clubs and an ideal space for the World Language teachers to have small groups working as the teachers work with students on verbal assessments. This week was extremely rewarding as I worked closely with two IB Diploma teachers collaboratively assessing student Further Oral Activity (FOA) presentations. It is rewarding to hear these young adults critically providing analysis of language in the text of their choice. Collaborations are a critical component of the role of the Library and Instructional Technology Teacher and prepare me to work more effectively to serve our students and staff.



Southridge High School

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One of the less obvious advantages of our increasing access to technology in education has been the opportunity for us at the Southridge High School library to re-imagine what our physical space can offer the school community. The introduction of 1:1 student Chromebooks has freed up much floor space previously dedicated to computer stations, and the elimination of dated and redundant print materials has freed up even more. Working with local corporate partners, we have been able to provide a new home to a collection of their surplus furniture, making the library a much more comfortable and inviting space, and students are increasingly choosing the library as a destination for collaboration, group meetings, individual focus time and more. We have also created a dedicated space for college and career exploration, where along with highlighting resources we are able to host college representative visits, community career mentors and guest speakers. With room to spread out, and a variety of spaces available, the library has become something of a “club hub,” with a number of student-driven clubs meeting here regularly before and after school, along with our after-school homework club, with teachers and peer tutors available to help students excel.



Sunset High School

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During Computer Science and Engineering Week, the Sunset High School Library is hosting a MakerSpace Playground that is open to all students.



continued...

Innovations in Action *continued*...

- We are creating mini-robots using cardboard, art supplies and Micro:bits or the Hummingbird Duo.
- We are setting up a Sphero mini-golf course, playing with video and a green screen using the app TouchCast Studio, and building structures using filament and the 3D Doodler pen.
- In combination with the Computer Science teachers, our goal is to expose students to computer science and engineering in a fun and creative manner - especially those students who have never considered taking one of those classes before.

Westview High School

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Additional Photos:

<http://bit.ly/WHSphotos>

A few programs we have this year include:

- “Technology Tuesdays” (students engaging with preplanned activities in our CreativeSpace)
- iPad Book Talks (viewable array of book talks on kiosked iPads around the library)
- Creation Stations (either prompts or handouts are given out on the library tables to prompt the creation of art with the whiteboard surface or add to a group artwork)
- Interactive Game (students use a Promethean table and select from an assortment of games to play)
- Interactive Tables (interactive projectors are pointed at tables and left for students to explore their possibilities)
- Jumbo Jenga (adult sized Jenga that can soar to the rafters); as well as a CreativeSpace (in progress) with activities for students to engage with.



Although there are numerous “fun” things that happen at our library, it has been delightful to watch the students take ownership of the CreativeSpace. We had a table turned upside down to create a robot-safe play area (but it looked ad hoc). One of our students asked if she could paint it, and we laid poster paper down and watched as she reimagined Starry Night. Not wanting to work alone, she offered other students to join, and came up with the idea that anyone that participated got to leave a thumbprint on the final work. As they painted, they also created origami, green screen videos, blackout poetry, and more. The space became theirs as not only their numbers grew, but their collaboration on their art space became more authentic. Once it was completed, there was a notable deflation of moods. They didn’t want the art to end. So, it didn’t.

Now they are creating art for all areas of our library, and having seen others engage with the space, there are new iterations of ownership arising, from the couple that comes in every morning and turns on the interactive projectors to leave a jointly created artwork before the last bell rings, to the students that ask for robots and are learning how to code, to those who want to recreate the display window to reflect the novel they have just fallen in love with. The CreativeSpace in its becoming is decidedly something beautiful.

Edited by Jenny Takeda. Jenny Takeda is one of a team of three district librarians for the Beaverton School District. She and her teammates Emily Carlson and Jen Blair provide leadership, professional development, and support for over 70 library staff and are part of Beaverton’s Instructional Innovation team. Jenny can be reached at jenny_takeda@beaverton.k12.or.us.

Empower, excite and enrich students with coding!

by Sharon Rossback

If you want to get a diverse group of students into your library, start a coding club! Not only will students have fun, they will be empowered to grow as individuals while enriching their library experience.



A few years ago, I started a tech club that takes place in our library during lunch recess. Over the last couple of years, that tech club has evolved into a computer coding club. This year we are doing something new...

Just before school started, my son contacted me to tell me about a free program offered by Google, called *CS First*. He thought it might be something the students at my school would be interested in doing. It was created for students ages 9-14, but all ages are welcome to participate. CS stands for computer science and *CS First* is a computer science coding club.

CS First with Google keeps everything organized for you and your students at the *CS First* website. Students watch videos and then do coding with Scratch. Scratch is a free programming language, created by the Lifelong Kindergarten Group at MIT, which anyone can access online. Using Scratch, students are able to create games, interactive stories, and other animations, simply by clicking the word "Create" near the top of the homepage and stacking different blocks in the scripts area.

CS First provides several different coding themes to choose from, and among those are beginner, intermediate, and advanced level classes. Sample classes can be completed in as little as one hour and would be great for a one day event. Most classes take eight sessions to complete and are ideally suited for afterschool programs.



The great thing about *CS First* with Google is that you don't have to know anything about computer science to advise a *CS First* Club. In bold letters at the *CS First* website, it states, "**Anyone can teach *CS First*.**" Students watch *CS First* Storytelling Supply Kit videos that walk them through each step of a lesson and then they are provided with a link to the Scratch website to practice what they have viewed. Students are able to create an animation and then "show off" what they have learned with other club or class members.

At your request, Google will mail a free supply kit to you for the coding class that you choose. In the kit are enough passports for thirty students and badges (stickers) for students to put in their passports as they complete each activity. Lesson plans and solution sheets are included in the kit. Google also provides a link to printable materials, if you expect to have more than thirty students. When students complete all of the activities, they can receive a certificate of completion.

The first time students log in to *CS First*, usernames and passwords are generated for them, which they also use to log into the Scratch website. The usernames and passwords are stored in each student's passport. The adviser also has access to each student's username and password at the *CS First* website. Students do not disclose any personal information online, and they do not need an email address to be in the club or class. The advisor signs in through a Google account to set up the class and monitor it.

I chose the Animated Storytelling Class for our first coding class with *CS First*. We didn't start our club until after the supply kit arrived, which took about three weeks to arrive (so plan ahead). The lessons were created to take between 45-60 minutes each. Our students participate in the coding club once a week during their lunch recess, so they only have 15-20 minutes to work on the activities. At that pace, it will take at least two weeks for them to complete each lesson. Students at our school are allowed to work on the activities during their lunch recess and on other school days if they choose. The first activity included a survey that had several questions. My students were not thrilled to spend most of their first club meeting taking a survey, but I assured them that the next meeting would be more fun and they were not disappointed.

continued...

Empower, excite and enrich students with coding! *continued...*

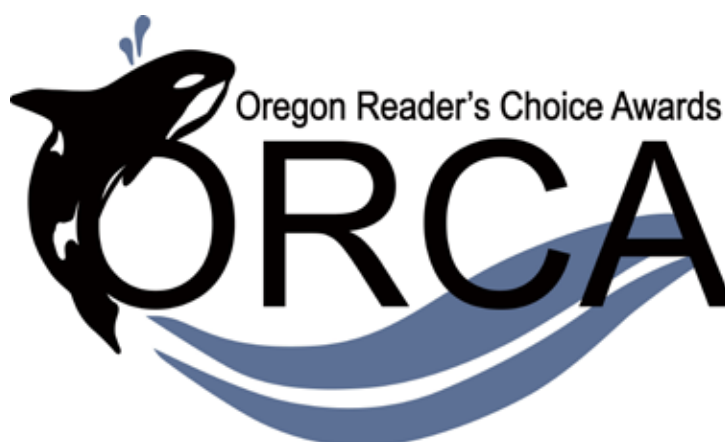
Your library is the hub of your school. Starting a coding club in your library will bring a diverse group of students together for a common goal: to have fun, while getting more computer experience. Learning to code will empower your students to create amazing stories and games! *CS First* might be a great way for you to get your coding club started. To find out more about *CS First* with Google, visit: <https://csfirst.withgoogle.com>. To learn more about Scratch, go to <https://scratch.mit.edu>.

Just as I was completing this writing, I read an article in my local newspaper. In the article, Pisani (2018) reports that Amazon recently launched a program, called the *Amazon Future Engineer Program*, that they hope will teach millions of students per year how to code. Amazon's Executive of Worldwide Consumer Division, Jeff Wilke, was quoted in the article as saying, "We're pretty confident that knowing how to code will be as important as knowing how to read for the jobs of the future." For more information on Amazon's Future Engineer Program, visit: <https://www.amazonfutureengineer.com/>

Sharon Rossback is the library media clerk at Sunset Middle School. She is also the founder/coach of the Sunset School Coding Club. She has been helping students develop their computer skills for many years. sharonro@coos-bay.k12.or.us.

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Innovate your ORCA program: Easy Changes, Big Rewards

by Kiva Liljequist



According to the Merriam-Webster dictionary, to innovate means "to make changes; do something in a new way." In libraries, innovation is part and parcel of what we do. We innovate in areas of instruction, technology, literacy, collection development, collaboration, Makerspaces, communication...the list is endless because that's how innovation works. An area that's been really fun to innovate in my library has been our ORCA program.

ORCA is the Oregon Reader's Choice Award program. According to the ORCA website, (<http://oregonreaderschoiceaward.wordpress.com>) "The Oregon Reader's Choice Award was founded in 2010. The award is intended to be a fun and exciting way for Oregon youth in grades 3-12 to become enthusiastic and discriminating readers. During the course of the school year, Oregon students choose their favorite book in a real-life democratic process." ORCA is an opt-in program for any students that would like to participate. All they have to do is read (or listen to) two or more of the eight nominated titles in any

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division (Upper Elementary grades 3-5, Middle School, or High School) and then vote on their favorite. The nominated titles are suggested by kids and adults across Oregon and the final list of nominees is curated by the ORCA committee comprised of members of OASL, OYAN, OSLA, CSD and PNBA. The students then vote for the winners.

I have always provided my students the opportunity to participate in ORCA. To begin, all I had to do was purchase copies of the titles, booktalk them, and provide a way for students to vote when the time came in March. But over time, I wanted to step up my ORCA game because I believe so strongly in the program and really wanted to bring it to--and fire up--as many of my students as possible. I wanted to engage my students more deeply in ORCA and have more fun with it. I wanted my administration and my students' families to see what we were doing in the library, what a great program we have in ORCA, and what awesome books the students were reading. I also wanted to highlight the services of our local public library system, Multnomah County Libraries, so the students could use the resources found there to help them with any ORCA needs. This called for innovating the ORCA program in my library.

Innovate to engage

ORCA is ripe with opportunities to innovate, and lots of the work has already been done for us! I wanted to engage my students more deeply with ORCA, and have more fun while doing it, so I started by finding ways to engage students that were readily available. On the ORCA website, there are bookmark templates that you can print out by division and have handy at the circulation desk or near your ORCA titles. In fact, I created some special ORCA shelves in my library so that students didn't have to know an author's last name to find an ORCA title in our library; they could instead go to the ORCA shelves to see what was available to check out, and they would find the bookmarks there. We also put copies of the ORCA brochure on our circulation desk (also available on the ORCA website, and it's customizable, too, so you can put your school's name on the front of it) so students had access to author/title information as well as short plot summaries and snapshots of every book jacket. I booktalked every ORCA title to every applicable class. The booktalks, too, are available on the ORCA website, as are the Prezis of book trailer videos that I showed the classes after I booktalked the titles. It was amazing to see their level of engagement rise from watching those Prezi videos--even when the videos were "cheezy"!

I created a blog for my students to write about the ORCA titles they were reading. It allowed them to ask questions of each other; everything from "What ORCA title should I read next?" to "What did you think of the ending of *Orbiting Jupiter*?" (Those of you who have read it know why they were asking that question!) It was really validating to me as the administrator of the blog to see *when* my students were writing on the blog: on the weekends, over winter break, etc. It showed me how much they wanted to talk about what they were reading, even outside of school time, and it helped create community around ORCA in our school.

I had a local bakery decorate a cake with the winning titles of that year's ORCA and held a special after school "cake reveal" to announce the winners. It was a really sweet way to announce the books that won and students were highly motivated to attend!

Some classes made stop-motion animation of a scene from their favorite ORCA nominee using the free app Lego Movie Maker. They could choose the materials to use for characters and we had everything from Legos to ripped paper to books "acting out" the scenes. Other classes made postcards from the point of view of characters from their favorite ORCA nominee, with one side bearing a message from that character to someone else, and the other side displaying artwork that contained significance from the book. Still other classes wrote poetry of all kinds about the books or from the point of view of a character, and then posted those poems throughout the school. There are so many creative extensions for ORCA reading, and we had a blast with those that we tried. The students were highly engaged in taking their ORCA reading to the next level.

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Last year I tried something new: I told students that anyone who read all eight books in a single division would qualify for a special behind-the-scenes tour of Powell's Books. Luckily our school is close enough to walk to Powell's, so coordinating our trip there was easy. It was incredibly motivating and super engaging for the kids; I had several parents come and tell me that their child hadn't been "much of a reader" but the Powell's Challenge really spoke to them and they challenged themselves to read all eight titles. Needless to say, those kids met the challenge and had a blast on our tour!

Innovate to make visible

I wanted to increase ORCA's visibility within our school as well as inform my school administration and students' families about what we were doing in the library with ORCA. Visuals in highly trafficked areas are an awesome way to get some visibility for all kinds of great things we do in our libraries, and I knew it would make a big difference for our ORCA program. Besides visuals, I found some auditory options to help spread the word as well.

The ORCA website has some fantastic things that can be printed right from their site so it was super easy to get started. Under the "Resources" tab, I printed out the Google Slide Presentation slides, glued each slide to colorful construction paper, and displayed them in the hallway. It was really gratifying to see parents slow down when they passed by this colorful display, and even moreso when I overheard their kids telling them about the books they'd already read!

Because I wanted to keep the titles in the forefront of my students' minds, I printed a few more sets of the slides and taped them to the inside of the bathroom stall doors. These Bathroom Blurbs were a fun way of reminding students about the books while they were captive audiences!

I had students read the book blurbs over the morning announcements, and when we got close to voting time, I had students announce a "vote countdown" over the morning announcements as well. We also made countdown signs for the library, starting six weeks before we voted. It was fun to watch the excitement build as we got closer and closer to the vote. And, it kept the library and what we do on the minds of the administrators listening to the announcements, too.

It's easy to put an announcement about ORCA in the school newsletter. All you need is a short description of how it works plus the list of nominated books and a reminder that your school's library has copies of all the titles. Once you have written the announcement, just save it and swap out the list of titles the next year--super easy way to save yourself the work each year. I have also printed this announcement out and made copies for teachers to give to families at parent/teacher conferences.

After classes vote, I display each class's winning titles next to one another as well as the statewide winners once they're announced. It's a great way to show my administration and families what books our students loved and it's fun for the students to see how their classes voted compared to the rest of the students in Oregon. I also display the exit slip that I have each student fill out after they vote so administrators and parents can see not only what books the students are voting for, but also why they loved those books. It's an easy way to show our love for reading, continually promote ORCA and make the program visible to anyone walking through the hallways.

Innovate to highlight

Innovating our ORCA program allowed me to highlight other library-related issues. I loved being able to teach these other issues in the context of ORCA because the students were so highly engaged and motivated. I was able to bring in other resources that my students might not know about, and thus broaden their awareness of what libraries can do for them.

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Innovate your ORCA program: Easy Changes, Big Rewards *continued...*

When introducing my students to the ORCA blog that I created for them, it was important that they realized they were publishing their posts in a public forum which comes with a whole host of freedoms as well as responsibilities. We had great conversations where we highlighted the concept of “digital footprints” and what that can mean as well as digital citizenship on a broader scale. They figured out ways to disagree with one another politely, ways to stay safe and protect their identities online, and collectively decided on guidelines for spelling, conventions, etc. My students were really invested in these conversations because their words were going “live” and could be read by anyone so it wasn’t theoretical, it was real. I was thrilled that our conversations were highlighting these issues in the context of ORCA, knowing that the lessons were really landing on and sinking in to my students and would have a lasting impact as they continued to be digital citizens both at school and at home.

I was also able to highlight the services of Multnomah County Library through our ORCA program. In conversations about how to get their hands on copies of the nominated titles (I bought multiple copies of every title for our library, but they were checked out so often that they weren’t always available), the students realized that not only could they get them from “our” library, but they could also get them from our local public library branches. I showed them Multnomah County Library’s OPAC and we talked about the similarities and differences between searching our school’s catalog and searching the public library catalog. I also highlighted the “freeze” feature available through Multnomah County Library’s OPAC where students can freeze their holds until they’re ready for them. That was an eye-opener for many students, and a great way to show them how libraries try to respond to patrons’ needs.

Getting students excited about books is one of the best parts of being a librarian. The Oregon Reader’s Choice Award is incredibly accessible to school libraries, and provides so many supports to get your program off the ground. With a little bit of innovation, you can deeply engage your readers and increase the fun factor, show off your program to administrators and families, and highlight library services in your building as well as your larger community. What are you waiting for?

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Enrich, Excite, Empower with Robotics

by Kathryn Harmon



This is the third year that Neah-Kah-Nie Middle School is participating in the *FIRST* LEGO League Robotics competition. NKN runs this program out of the NKN STREAMlab Makerspace, which is accessed from and maintained by the NKN Middle School Library. About 36 kids participate currently in our program, in roughly 6 teams of 6 kids each. Three teams are in an exploratory class together focused on participating in the Challenge, and the other three teams of mostly 6th graders only meet with the afterschool program.

The *FIRST* organization provides opportunities in Robotics for students from kindergarten all the way through high school. *FIRST* LEGO League is a specific competition run by *FIRST* for grades 4-8. This year, we also have a team at the high school participating in the *FIRST* Tech Challenge, which is designed for grades 7-12.

FIRST is an acronym that means For Inspiration and Recognition of Science and Technology. It is an

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Enrich, Excite, Empower with Robotics *continued...*

international organization founded in 1989 by entrepreneur Dean Kamen that runs Robotics competitions at all grade levels around the world. Dean Kamen's vision is, "To transform our culture by creating a world where science and technology are celebrated and where young people dream of becoming science and technology leaders." After three years of participating in *FIRST*, I agree that the organization is accomplishing that vision - with a lot of help.



FIRST is supported by local partner organizations that help implement the programs at the state level. In Oregon, the *FIRST* LEGO League partner is an amazing organization called the Oregon Robotics Tournament and Outreach Program, or ORTOP for short. ORTOP runs local qualifying tournaments for *FIRST* LEGO League and other competitions, and secures funding support for new teams as well as many returning teams so that they can compete at the local and national level. The NKN *FIRST* LEGO League program would not exist without ORTOP's financial support. In addition, a densely information-packed bi-weekly email blast, and solid advice via email or phone when you need it, helps make many barriers to participation disappear. ORTOP helps with registration fees and startup costs for new teams. Our program also depends on the sustained support of local organizations and school district funding, which purchased the many kits that allow so many teams to compete, paid for bus and driver to qualifying tournaments over the mountain, snacks for the afterschool program, and much, much more. All aspects of the program are expensive, from paying the sizable registration fee (\$311.95 includes the performance field materials), to registering for qualifying tournaments (\$200), to buying kits and bits (\$489.95), replacement parts (\$20-\$50), and prototype and poster materials (\$40 per team). Luckily, STEM is an area where a lot of district and state funding is directed. ORTOP organizes the distribution of grant monies to the schools that need it. Local businesses and organizations like to fund robotics programs too, and thus far I have received nearly all the support I have asked for over the past three years. ORTOP was instrumental in helping our teams get started, and if you are interested, it should be your first point of contact for starting a team at your school.

The season for *FIRST* LEGO League starts in August when the challenge guide (a pdf of all the rules for the current year's challenge) is released, and kickoffs around the state allow students their first glimpse of what is to come. The *FIRST* LEGO League challenge consists of three parts. The first part is a robot game where students program a robot to solve missions on a performance field. The second part evaluates, throughout the competition, the students' ability to work as a team and their understanding of the *FIRST* CORE values - Discovery, Innovation, Impact, Inclusion, Teamwork and Fun! The third part of the challenge is to design an innovative solution to a problem using the current competition's theme.

This year, the project challenge is to design a solution to a problem of long term human space travel, and participants have researched so many topics (from bringing fish to space, to the amount of oxygen produced by a single plant leaf, to creating human-powered generators) that it is a balm to my nerdy soul. The amount of research required to design a solution is vast; it requires all students to participate in an authentic self-driven research process, and gives ample opportunities for me to share incredible resources with participants that will help them succeed. At the end of the competition, each team needs to present their design to people involved in a field related to the theme, build a prototype of the design, and create a five-minute presentation that involves all team members, to share with the judges at competition.

If this seems like a lot to orchestrate with middle schoolers, it can be. It is sometimes hard to let the students drive the process, and I have to remind myself frequently that it is okay to let them fail for a while. I provide resources when they get stuck, but ultimately they are responsible for the challenge, not me. In fact, *FIRST* likes coaches to be very hands-off and will directly ask kids, "Did your coach help you with this program?"

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Enrich, Excite, Empower with Robotics *continued...*

Programming and building are very much off-limits to the coaches. I do like to provide students with as much hands-off help as I can. We practice team-building activities and I laminate judging sheets so that they can grade their robots/test their CORE values/analyze their project presentation in advance. I help them with paperwork, and printing, and read their programs when they are failing to figure out what is going wrong.

I think that anyone can become a coach, even with little to no experience. I knew nothing about LEGO Mindstorms Robotics when I started. A free 3-day intensive Superquest training through Oregon CSTA with Don Domes really helped fill in the gaps. ORTOP runs plenty of coach training sessions and workshops from Portland to Bend to Roseburg, which are great ways to learn if this program is a good fit for your school.

If you think you might have an interest in starting a program at some point, there may be a qualifying event located in your area. You might even see me there! Please contact Loridee Wetzel if you are interested in learning more. It would be great to see a cadre of librarians bringing in a slew of new teams to *FIRST* LEGO League Fall 2019.

FIRST LEGO League Resources

ORTOP - <https://ortop.org/>

FLL program manager Loridee Wetzel loridee-wetzel@ortop.org

FIRST - <https://www.firstinspires.org/>

LEGO Education Mindstorms Robotics - <https://education.LEGO.com/en-us/middle-school/intro/mindstorms-ev3>

Superquest 2019 coming soon to: <http://oregoncsta.org/>

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Empower Exploration with BreakoutEDU

by Nic Netzel



Maybe you were inspired by a review in VOYA or SLJ, maybe you saw one in action at a conference, or maybe you've just caught on to the "Escape Room" phenomenon and discovered it on your own... So you sat down and ordered a BreakoutEDU kit. Now what?

The BreakoutEDU kit is a set of materials, including resettable locks, lockable boxes, "invisible ink" pens, UV flashlights, and more, that are used to create interactive educational games. The BreakoutEDU website (breakoutedu.com) offers over 350 games across all grade-levels that can be played with the kit (and over 350 more with a yearly subscription to their "Full Platform Access Plan"), but a big part of the fun of the kit is designing your own games to fit the needs of your own patrons.

I had been trying for several years to design an interactive puzzle-solving challenge as a library enrichment activity, but it wasn't until discovering the BreakoutEDU kit two years ago that I actually felt empowered to do so. Since then I've designed and run four different games using our kits, each using a slightly different model of game-play and serving a different audience or purpose. Designing and facilitating a BreakoutEDU is, itself, a learning experience, and each of those games taught me something new about how to use the kit and create

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Empower Exploration with BreakoutEDU *continued...*

more exciting and enriching experiences.

At the most basic level, school librarians can treat their kits like any other library materials: something for our



patrons (usually teachers, but also students) to borrow in order to run a pre-made game or create their own. In these cases, a librarian still needs to understand how the kit works and be able to provide ‘tech’ support. Our Student Activities Directors borrow parts of the kit to use in summer team-building exercises, as well as to supplement overnight ‘lock-in’ programming, and more than once I’ve been able to help them fix or re-set a lock. However, simply lending it out to others means missing out on valuable collaboration opportunities.

Ready Player One - Story-Driven, Collaborative, Assessment-Based, Timed Game

Using the kit to help meet the curricular needs of another teacher is a great way to “wow” both colleagues and students. As I write this article, I am in the midst of the second year of running a game based on Ernest Cline’s *Ready Player One*, which all of our 10th-graders read. I approached our 10th-grade English teachers last year with an offer to create a game for their classes to play upon finishing the book. One teacher was intrigued and sent me the study-guide that covered the knowledge she hoped her students would have amassed by the end of the book, and I used those plot-points, terms, and concepts as the basis for the puzzles designed for the game.

The story of *Ready Player One* is almost tailor-made for a puzzle-based game. The challenge was to take the knowledge of the book that the teachers wanted to assess and craft it into puzzles that fit the story, and, ideally, would allow students to share some of the experiences of the characters in the book. Students participate in a quest for the Holy Grail / Easter Egg using maps from classic video-games and tabletop games, invisible-ink marked books, and even origami folding.

Keeping an active audience is important to the fun and flow of a game. We had two kits available, so classes were divided in half -- anywhere from 7-15 people per group -- and the games were designed so that multiple puzzles could be worked on simultaneously. This was done to maximize the number of participants who could be actively working on the game at the same time, and to stimulate a bit of competition and simulate the conflict in the book the game was based on. Differing the structure of a game will change the way your players interact with it. In this case, if the puzzles were sequential or completely dependent on solving a previous puzzle, it would have been much harder to keep a larger group active and participating.

Starting with a theme or story and then building games and puzzles that play into the theme, or help recreate aspect of the story, is one great way to make a fun game, but sometimes the curricular need, or the puzzles themselves serve as inspiration.

9th Grade Library Exploration - Puzzle-driven, Library, Instruction and Assessment based, Timed.

Another way to approach BreakoutEDU game design is to create a game to meet a particular curricular need. In our case, re-working how we introduce our new students to the library inspired a different kind of game. I wanted to do something to make 9th Grade Library Orientation more interesting and interactive for students. I liked the tried-and-true “Scavenger Hunt” method for getting students to explore the library on their own, but I didn’t like the amount of paper and paperwork involved to assess student success. As soon as we purchased a BreakoutEDU kit, I knew I was going to find a way to incorporate it into the 9th grade experience.

Orientation was rebranded as “Library Exploration”, and instead of handing out paper copies of the scavenger hunt, each pair used an iPad Mini and worked through a Google Form that required validated answers in order to move on, making it impossible to complete without getting the right answer. At the end of the form, certain answers combined became the combinations to locks on the outside of the kit, and opening the box led to one final test of their library skills: finding a specific book in the stacks.

After the game’s structure and puzzle design were basically complete, it took on a bit of “Pirates/Age of Exploration” theme because World History classes were the participants. Aside from the original name, the

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Empower Exploration with BreakoutEDU *continued...*

game had been designed without a particular theme in mind. However, adding on a theme at the end, and using a few props, including an H.W. Wilson Catalog from the 1960s given a new cover and dubbed the *Tome of Treasure*, and last minute incorporation of books like *Kon-Tiki* and *Treasure Island*, definitely added to the fun of the activity.

The structure of the game also took into account different needs for the flow of the game. Instead of being a series of puzzles, which then led to other puzzles, to open the locks in sequence, the Library Exploration game used the physical BreakoutEDU kit as the “treasure chest” at the end of the game. This allowed students to compete in pairs, ensuring every student was able to engage in the library skills I was hoping they would learn, while racing to be the first to attempt to open the treasure box. This game also needed to work for groups of as many as 40 people. Luckily we had access to three kits, and, to prevent cheating we designed three slightly different “tracks” for the game. Each one covered the same content -- Print Collection, Digital Collection, Space & Services -- but used different questions to prevent copying.

Getting the right fit, including fitting within a time frame and fitting the interest and skill-level of your audience, is important to help you achieve your design goals and create a fun experience. Running a game multiple times in succession has taught me the importance of planning in both explanation and set-up time.

Both the *Ready Player One* experience and the 9th Grade Library Exploration games were timed games designed for a curricular purpose, so it was important that they could be completed. I had the benefit of having 12th graders volunteer to do a “practice run” of the Library Exploration to give feedback. *The Ready Player One* game, while still assessing book knowledge, was also meant to be fun, so it was okay if groups couldn’t finish in the allotted time, as long as they remained engaged.

This was very different from the first game experience I designed for students.

The Library Puzzle Hunt - Puzzle-driven, Extra-Curricular, Location-based, Open-Ended

Another way to approach BreakoutEDU game design is to start with the puzzles, letting the pieces of the kit guide you. This can be especially useful if you are still experimenting with creating games and puzzles and don’t have specific outcomes you need to meet.

The very first game I built with our kit was designed without a particular outcome in mind beyond being a fun extra-curricular experience in the library, and I used it to get practice in designing puzzles for the game. How to create individual puzzles is another article entirely, but I do recommend thinking both outside and *inside* the box: the pieces of the kit themselves can provide a lot of inspiration on how to design puzzles. The directional lock, in particular, can be used in many different ways. I have also learned the hard way that locks can get reset, so be careful, and have your participants be careful (if you mess up resetting a directional lock, you have to get a new one).

Rather than being a timed “Escape Room,” the library puzzle hunt was designed to be played whenever a participant or team had time, and the game remained open for people to play even after another group had completed it. The puzzles were sequential, so each of them required information from previous puzzles to complete. A game flow like that can lead to a longer game, but can also lead to greater frustration if a player gets stuck on a puzzle.

Being an open game also meant that use of the internet and smart phones was impossible to prevent, which presents a need for the answers to puzzles to either be “un-googleable” or to somehow provide additional challenges beyond what could be easily looked up. In the end, I chose to create puzzles that rewarded students who did good web searches, but had answers that could only be found on objects within the room.



Contents of the first box, Library Puzzle Hunt

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This led to the discovery that some answers are more “guessable” than others: the four-digit lock is great because you could have a year as an answer, but important dates can be easily guessed. It also helped me discover ways to use the room itself and things within it as props. I cannibalized discarded books, old VHS boxes, outdated catalog cards and more to be hidden, containing answers for the puzzles.

Something to consider while designing games is how “portable” you want them to be. If you’re building a game for your library space, making use of features of the room is excellent. In the Puzzle Hunt, the BreakoutEDU box itself was locked in our display cabinet, and finding the “secret password” to request the key was the first puzzle. However, if you anticipate using a game in multiple rooms for multiple teachers, it’s best to avoid specific references to locations. Even the need to hide

something on a “Book Shelf” became problematic with the *Ready Player One* game this year, as not every room had a shelf. To solve that problem, I had to have a different version of one puzzle for each of the three classrooms used this year. Classrooms can also vary in size and shape, so it’s always important to think about how your game will “fit” into the space it will be played in. Sometimes it isn’t possible to know what your room will look like in time to incorporate it.

OASL Saturday Session - Puzzle-driven, Instructional, Portable, Timed

BreakoutEDU is not just for curricular or extra-curricular use. The team-building and problem solving aspects make it a great tool for Professional Development as well, and solving puzzles can be instructional, rather than just assessment. In presenting a session at the 2017 OASL Conference, it made sense to include hands-on experience with the kit, but the trick was how to design a game that went beyond just being an example of a game. Following are links to the presentation:

<https://oasl2017fallconference.sched.com/event/C1Yk/puzzles-and-escapes>

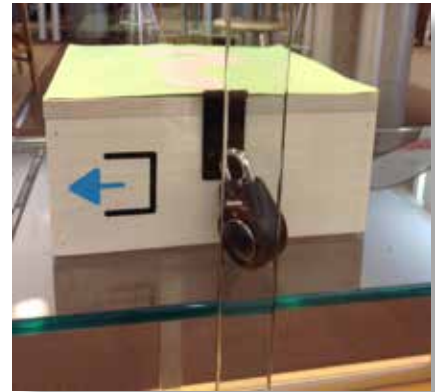
<https://drive.google.com/file/d/0B36h31Gn-WX-MTV4THZtOEtIakU/view>

One challenge was that the game had to be completed in a relatively short amount of time to allow time for debrief, discussion, questions, and for the rest of the presentation. In a perfect world, the game would have been able to completely explain how a BreakoutEDU kit worked, how to design games and puzzles, and how librarians can use it all on its own, but since the audience was likely attending the session for more than just the opportunity to play a BreakoutEDU, and since an experience that complex is well above my capabilities, I had to try to balance the amount of time spent on playing the game with the amount of time needed to learn from the game.

As a teaching tool, I designed two slightly different versions of the game, one where the puzzles could be solved in any order and could be worked on simultaneously, and another where the puzzles had to be solved in sequence. This was both to demonstrate multiple possible play patterns for a BreakoutEDU game, and to be a discussion starter during the debrief at the end of the game.

BreakoutEDU kits contain “Debrief” cards, as their educational mission stresses the importance of reflection on the process of the game (not simply the fun of playing it). Remembering to allow time for debrief is important in planning your game, and is something that is crucial for experiences that go beyond extra-curricular enrichment. It is a challenge I still face when creating games.

A second challenge in designing this experience included understanding the potential audience. Reasonable assumptions I made in designing the game were that the players would be school librarians, and therefore have a greater tendency towards knowledge of things like literature and the Dewey Decimal System. Educators



The Library Puzzle Hunt box locked away in a display cabinet

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 Empower Exploration with BreakoutEDU *continued...*

are well aware of the need to differentiate instruction for learning styles and ability levels, and it is no different when it comes to building a BreakoutEDU game (BreakoutEDU games themselves are a great way to differentiate instruction and assessment).

One thing that I have learned is that your puzzles will seem easier to you than they will to your audience. Depending on the goals and desired outcomes you have for your game, you may want to play the role of a more active facilitator. If it is important that your game reach a conclusion, sometimes more hints are necessary, whereas if the purpose is the process, resisting the urge to offer assistance becomes important. In both cases, observing how your participants interact with your game is fantastic real-time feedback, and helps you improve or adapt your games in the future.

Some final notes: look for your kits to cost about \$150. If you are budget conscious, it is possible to cobble together a DIY kit for less, however the quality of the parts may vary, and you lose out on access to the digital platform. Lastly, when students successfully open a lock, have a clear place for them to put it, and don't let them play around with it. Re-settable locks can get re-set...

Nic Netzel, (nnetzel@centralcatholichigh.org) prior to being the librarian at Central Catholic High School in Portland, was a high school librarian, teacher, and coach at an Independent School outside of Baltimore. He recently spent too many hours of his life opening a 4-digit combination lock that a student inadvertently re-set.

Stranger Things

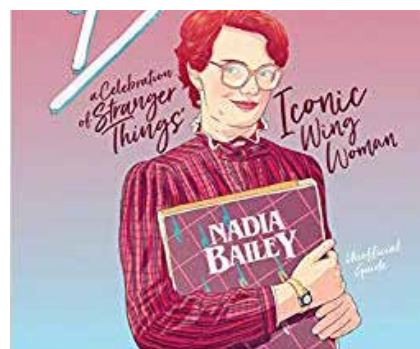
by Amy Wilde



Anybody who works with middle schoolers or high schoolers may want to familiarize themselves with the Netflix series *Stranger Things* if they haven't already done so. The third season comes this summer, on July 4th! Get ready! Last year, in celebration of the release of the second season of the series, we planned a week-long calendar of events that happened in the library and around the school.

Our first order of business was to deck out the library with a *Stranger Things* couch area complete with the alphabet wall and Christmas lights hanging from the ceiling. It became the perfect backdrop for students to pose and take selfies all week. We also created a book display with books that we felt the characters of the show would read, along with their picture for reference.

Each day, our students had a different activity they could participate in to earn a ticket for our waffle bar on Friday. We started off with a Where's Barb Scavenger Hunt that sent students on the lookout for pictures of her glasses to find. Students were given a map of the school and they were asked to mark the locations of her glasses on the map. Once all of the pictures were found, they brought the map to us for a clue. We let them know that the next clue was located on the *Stranger Things* book display in the library in the form of an 80's text message. The clue was a hand-written note folded 80's style with a message that read, "Where in the library would you find Barb?" including a friendly hint about using the computer catalog. The picture of Barb was hidden in our copy of *The Book of Barb*. Each student who located her picture earned a waffle ticket (raffle ticket) for a chance to win a prize at the final event of the week-- the waffle bar.



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Stranger Things *continued...*

On Monday we had a maker Monday when students created a Castle Beyers using toothpicks and marshmallows.

On Tuesday we did a Kahoot quiz with *Stranger Things* trivia questions.

On Wednesday we had an 80's retro board game extravaganza where students could try out different games that have been around since the 80's. Or, if you are lucky enough to have some games around that still work, you could use those too. Yes, Dungeons and Dragons was included if they wanted to find out what it was all about.

On Thursday we set up the library as an 80's arcade with a vintage style Atari video game station as well as a Ms. Pacman station.

This week coincided with our school's spirit week, so on Friday the dress up day was Character Day and students could dress up as their favorite characters from books, movies, TV shows, etc. We invited students to dress up as their favorite *Stranger Things* characters, take photos with their friends in the couch area with the alphabet wall, and eat lunch in the library. We had a waffle bar where students could enjoy a toasted waffle with toppings such as whipped cream and M&Ms. Even though we called it a waffle bar, we served the students the waffle with the toppings instead of setting it up like a buffet so we would have enough for everyone. Students had to participate in the other activities during the week to be able to join us for the waffle bar. We played some *Stranger Things* parodies and at the end drew tickets for our prize giveaways. What a great week! We are looking forward to doing something "Strange" again for the release of the third season. Students have already been asking.

Amy Wilde is the teacher librarian at Cascade Middle School in Bend. In her free time she loves reading, working out, and spending time with her husband Chris and two cats, Will Feral and Frida. She can be reached at amy.wilde@bend.k12.or.us.



Zines in the Curriculum

by Erin Fitzpatrick-Bjorn and Gregory Lum

Zine -- a noncommercial often homemade or online publication usually devoted to specialized and often unconventional subject matter.*

Context / Background:



After seeing the Zine Pavilion at the American Library Association annual conference exhibit hall for a couple of years and perusing Collette Cassinelli's Zine poster session at the Region 1 and 4 spring conference at La Salle High School last spring, I knew that I wanted to create some student-designed zines. Last May, a health/history teacher agreed to do a zine project for his nutrition unit. We created a libguide for this project (<http://libguides.jesuitportland.org/c.php?g=833154>) and spent three days with his classes. It was a good first effort.

This fall, a science teacher (Bryan) approached us about doing a project with his chemistry classes. We have collaborated in the past with projects from periodic table element bouquets to a classroom-sized periodic table. We shared the zine idea with him; he agreed.

Planning: We met with the science teacher to make a list of what he wanted included, and then created a draft layout for the eight-page zine. We met again to fine-tune the requirements, and then wrote up the requirements handout and a rubric, which the teacher reviewed as well. When we had all of our material created, we created a chemistry libguide for the project (<https://libguides.jesuitportland.org/c.php?g=877132&p=6298923>).

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Day 1: Introduction -- On day 1, students came to the library classroom for an introduction to the project. We went through the different tabs on our libguide and talked about the requirements, the rubric (online only), layout, elements of good design, research resources, and citations. Student had to have three sources of information for their citations page, and we required them to get two of the sources from our guide. Most got all three from our guide. We did not require them to cite images for this project because of space limitations on the zine, but we did talk about how normally images should be cited. On day one, students received a printed handout of the requirements page, a mini mock-up of a science zine, and a printed template for layout (2 pages).

Day 2: Work day -- Several days later, students had a work day in the library. Students had the 55 minute class period to work. Each student also had a brief conference during the period with the science teacher to be sure they were correctly understanding the theory (page 2) and the application of the theory in their lives (page 4). Most students had to finish research on this day, but some had done their homework and were ready to actually start laying out their work. We provided students with many supplies to use in their zines, including colored paper, printed background papers (scrapbooking paper), bordered paper, science clip art, washi tape, markers, glue sticks, scissors, fancy scissors, stickers, 3-D stickers, and the like. The washi tape was especially popular!



Day 3: Layout and Copying -- Day three was the day to finish layout and put final touches on the magazines before copying them and turning them in. Students were told ahead of time that they needed to be finished with a minimum of 20 minutes to go in the period so we'd have time to copy all the zines. Once students finished, they brought their zine to the copy machine and a librarian made a copy. Students used a long handled stapler to staple both copies, slipped a rubric sheet inside the original, and brought both copies to be handed in to the other librarian. The originals were graded; copies were put on display in the library.



Obstacles and Challenges

Obstacle 1: Rubric -- Our first rubric on the health zine was not specific enough. For example, we had many spelling errors in the nutrition zines. We added a point value for spelling in the chemistry zines. We also realized we needed to be more specific on the design elements section, so we added more details.

Obstacle 2: Lack of class time for research -- From the feedback on the first round of chemistry zines, we learned that students wanted more library research time. Bryan mentioned to Erin that we should do a “flipped classroom” model. Erin created a couple of screencasts of our introduction information from Day 1 and found a great “What is a Zine” video on YouTube. When we did the project with the second chemistry teacher, he asked students to view the screencasts/video prior to the first day. This allowed students to have a large chunk of research time on Day 1.

Video One – What is a Zine <https://www.youtube.com/watch?v=cCjtHVZ--JQ>

Screencast One – project requirements <https://youtu.be/iEGWMHsxL14>

Screencast Two – scoring rubric <https://youtu.be/1uO98fxWTGc>

Obstacle 3: Covers and Comics -- In the first set of chemistry zines, some covers weren't great, and many students lacked an understanding of a quality comic strip and what was expected in the content of the comics.

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To counter this obstacle, we selected several high quality covers and comics from the first set of zines. At the beginning of Day 2 with the second teacher's classes, we presented a short presentation using Google Slides that showcased excellent covers. We also showed sets of two comics side by side for comparison and contrast. Students evaluated each comic to see if it met the requirements, and shared the strengths of each comic.

Google slide presentation -- <https://goo.gl/UYXcVs>

Obstacle 4: Sharpies -- In the first set of zines (Nutrition), many students used permanent markers. When using Sharpies, the lettering bled onto the other side of the paper which made the page on the opposite side illegible. For the chemistry zines, we added "bleeding" onto the rubric and explained the problem to the students.

Final Thoughts

When the project was over, we asked students to complete a very short evaluation.

1. Did you enjoy the project? If yes, what did you like? If not, why not and what might be an alternative assignment?
2. How much time did you spend working on your zine outside of class?



About 85% of students said they enjoyed the project. They liked doing something creative and hands-on as opposed to a traditional research paper. A favorite comment of ours was this: "I liked the assignment. I liked getting to be creative, but some of the research took a lot of searching and analysis." As a librarian, you can't ask for more than that. We and the teachers have agreed: this assignment is a keeper.

Erin Fitzpatrick-Bjorn is a certified librarian who has worked at school libraries K-12 and at the district level. This is her third year at Jesuit where she is a social media maven and coaches the OBOB teams. You can reach her at efitzpatrick@jesuitportland.org or follow her library exploits on Instagram and Twitter: @JesuitClarkLib

Serving his sixteenth year at Jesuit, Gregory Lum is also a certified librarian. Gregory is currently a member of the 2019 John Newbery Medal committee. He can be reached at glum@jesuitportland.org

*From Merriam-Webster's dictionary

Newberg's Agile Learning Lab

by Luke Neff



Photo by Seth Gordon

Newberg School District has a tagline: "Inspire. Innovate. Succeed." That tagline came out of a listening session a few years ago, where we heard clearly that the community wanted a school system that inspired innovation and post-high-school success.

It's a tall order: "Inspire. Innovate. Succeed." It's not easy in a good year, and it's especially difficult looking back on the year we've had. This last year in our district has been marked by serious budget cuts and significant leadership turnover. Half our senior leadership team was cut, and many teaching and support positions were reduced. And

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Newberg's Agile Learning Lab *continued...*

more budget cuts are just over the horizon. Everything feels temporary. Our superintendent is interim. Our high school principal is interim. Taking all that and holding it up against the “Inspire. Innovate. Succeed.” tagline seems, well, a bit disheartening, a bit daunting, a bit less than inspirational.

On top of that, our high school librarian retired, and with the budget situation, the decision was made not to fill that position. So this is where I come in. It was decided that I — former high school social studies and language arts teacher and current Director of Instructional Technology in the district— should oversee the library. This makes a lot of sense in some ways. I wrote my dissertation on reading enjoyment for secondary students, and my background in technology helps, as the library is a hub for information and technology. That all makes sense.

But, in some other ways, my work in the library doesn't make a lot of sense. I still need to keep up with all my former duties — and quite a few new ones that I am picking up from other positions that were cut. This means that right now, everything feels like a scramble, a frantic hustle, a blur of things to do that just keep growing by the hour. I simply can't do all the things that need doing.

This has led me to a moment of “crisitunity.” I am stealing that wording from Homer Simpson because I think it perfectly explains what I have recently experienced in the library (or more specifically, one room of the library that we're calling the Agile Learning Lab, but more on that later). On *The Simpsons*, Homer makes up this word — “crisitunity” — when he finds out (erroneously) from Lisa that the Chinese use the same symbols for crisis and opportunity. Apparently, this misconception comes from the characters being merely similar, not the same. Despite the linguistic error, I still find the idea of “crisitunity” to be a useful concept: moments of hardship or crisis may allow for a new or better way to emerge. And this particular instance of “crisitunity” has certainly led to something new and full of potential.

Here's how it happened.

From the beginning, I knew that I couldn't do this alone. I needed more ideas than were just in my head and I needed help making those ideas reality. I started over the summer by hosting a brainstorming session at the library. I was encouraged by how many showed up to talk about the library and share some great ideas for its future. Our local public librarians showed up, our new interim superintendent came, students and parents showed up, colleagues from other districts stopped by. A few themes emerged quickly: there was still a huge desire for innovation from the community, and the library as it was had to change quickly to provide the right kind of space for student learning and innovation.

Very specifically, I heard that we needed to clear out a lot of old books and make space for students to collaborate and create. Again, I realized I couldn't do this alone, so I put out the call for volunteers. Over 40 volunteers (local librarians, parents, students, the high school receptionist, assistant principals, and more) came and pitched in over four hot, long days this summer. They slayed so many dust bunnies, moved so many books, assembled so much furniture, and helped say goodbye to quite a few tomes that had overstayed their usefulness.

When the dust settled, I saw a totally transformed space. The library had a new feel. It was ready for students and ready for innovation.

But that amazing feeling didn't last long. Something happened.

The school year started.

Don't get me wrong, I love students. Over the last few years of working in the central office, I had really missed getting a chance to interact with students on a daily basis. I even stocked up on librarian-themed socks in anticipation of students returning to campus.

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But, with the start of school, I suddenly had no time. There was no longer an abundance of hours to dig through crates of old *National Geographics* and shake out drawers full of forgotten knickknacks. That amazing feeling I had about what we could do in this newly transformed space was quickly and efficiently buried under a giant pile of to-do list items: printers to fix, accounts to create, broken Chromebooks to repair, and the quotidian proliferation of problems needing solving.

I wasn't getting to do the cool, innovation-focused work that I thought I had signed up for. I especially felt disheartened at the lack of progress on innovation when a month into the school year, I hadn't made use of three amazing resources. We had what we needed for a makerspace: beautiful whiteboard tables that were donated from Nike and grant money for some tools and materials from a generous community partner. There was even a whole room we could use for it: a computer lab that sat behind a wall of glass, unused, collecting dust. This former stand-alone computer lab had recently been made extinct by the district's investment in 1-to-1 Chromebooks for students.

We had three amazing resources: Nike furniture, grant money for supplies, and an available space.

But, I had forgotten a fourth resource, the most important one.

One day, late in September, after the final bell had rung to let students out of class, I got a glimpse of what the library could be all about. The space had filled with students who were there to learn, with no adults to teach them. Some were there to study, some for conversation and relaxing in a comfortable space, but most were there for student-led-learning experiences. There was a language club, a robotics club, and a film production club — and not an adult to be seen (well, besides me, who was surreptitiously snapping pictures of this amazingness and trying to stay out of the way). Students were deeply engaged all on their own in critical thinking, collaboration, and creativity. And I got to watch. This made me very, very happy.

It also helped me to realize something — something that should have been really obvious to me, but I had forgotten it in the midst of the whirlwind of trying to get things done. I needed to get out of the way and let students take the lead on transforming the library into a space for innovation.

So, I decided right then to take a step in that direction. I interrupted the film production club and told them how I had some grant funds and asked if they had any ideas for tools or technology that would be useful to them to make their film. I interrupted the robotics club and asked them if they had ideas for what kinds of tools and supplies might help them to do some rapid prototyping in a makerspace. One student in particular, a ninth grader, impressed me with their rapid, detailed response to what equipment they could use. I asked if they would be willing to send me an email with some of those details. I didn't interrupt the language club, but I probably should have.

The next morning, I opened my email from that ninth-grade student and found a multi-tab spreadsheet with items I didn't even know existed, explanations for each item, links to sites where I could learn more, rankings for which items were most important, and about seven other columns of information. I had found a student who had not just passion, but also an incredible skill set. That was all I needed to realize that this



*Students dismantling the computer lab
continued...*

Newberg's Agile Learning Lab *continued...*

student needed to lead this project, and I just needed to get out of their way. That day, I tracked down the student and shared the vision for a makerspace or what we were calling the “Agile Learning Lab.” A space that allowed students to experience learning through the Agile method — a philosophy and way of doing work that some of our key business and community partners were excited about. I explained how Agile is about the experience of creative, fun, explorative doing. Think of hands-on projects that involve quick, immersive, collaborative, flow-state making.

A mere 72 hours after sharing the vision for the space, this student had invited in a crew of friends to help out, gotten a list of orders together, dismantled the “cemetery style” seating and desktops from the computer lab, organized the space, and come up with better ideas than I ever had.

I had read the book *Empower* by John Spencer and A.J. Juliani, but I had forgotten its lessons. In that book, they say things like: “Changing the game of school means actually allowing students to create their own game. This is empowerment,” and “If we want student buy-in we need to start with student ownership.” It took me being overwhelmed to remember that this all works way better when students are in charge from the beginning. My role in all this from the start should have been inviting, empowering, and getting out of the way. This all so connects directly to one of the principles from the original Agile manifesto: “Build projects around motivated individuals. Give them the environment and support they need, and trust them to get the job done.”

Just invite, empower, and get out of the way.

Now when I think about our district's tagline — “Inspire. Innovate. Succeed.” — I'm no longer daunted by it. I'm hopeful now. I don't need to lead innovation from the front. Our students can take the lead on innovation. I just need to give them space and support and get out of their way.

Agile Alliance. “12 Principles Behind the Agile Manifesto.” *Agile Alliance*, 2018, www.agilealliance.org/.

Spencer, John, and A. J. Juliani. *Empower: What Happens When Students Own Their Learning*. IMPress, LP, 2017.

Dr. Luke Neff works for Newberg School District in a variety of capacities that has included everything from technology and data, to grant writing and, most recently, high school librarian. A few of his favorite things to do when he has free time include building Lego sets with his kids, reading books next to his wife, and sometimes making writing prompts for writingprompts.tumblr.com. Dr. Neff can be reached at neffl@newberg.k12.or.us.

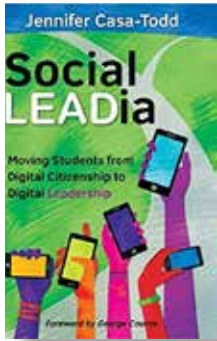
Flipped Lessons for Cell Phones - An Innovation of Necessity

by Kate Weber



I recently embarked on a random act of innovation this fall, born of necessity, as it often is. At the end of the 2017-18 school year, Grants Pass High School decided to ban cell phones throughout the school because of the nuisance they had become in classrooms. The old policy allowed teachers to make that decision themselves, but because enforcement varied from room to room, it was a constant battle for those teachers who didn't allow them.

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As this was happening, I coincidentally was reading a fabulous book by Jennifer Casa-Todd called *Social Leadia: Moving Students from Digital Citizenship to Digital Leadership*. Casa-Todd was a speaker at our 2018 OASL Region 5 Spring Conference and inspired some work I was planning to do with the Career Education teachers. In her book, Casa-Todd explores how, instead of fearing social media, we should embrace it. According to Casa-Todd, it has the power to turn our students into digital leaders who use it to share their voices, share their learning, address societal inequalities, and be a positive influence in the lives of others.

During the staff meeting to decide how to move forward with cell phones, I was one of just a few voices urging a less-drastring action. While I recognize that cell phones and other devices can be amazing learning tools, I absolutely understand the classroom teachers' issues. I might have voted the same way if I were in a similar situation daily.

Speaking up was a risk worth taking. After my administrators heard my arguments and understood my motivation, they allowed me to set my own cell phone rules for the library space.

I decided to allow phones in the library because technology is an integrated aspect of my program. My students regularly create and use augmented reality book talks, Instagram promotion, reading popular ebooks and audiobooks, and more. However, permission to use a cell phone in the library came with a caveat inspired by an argument against cell phones at that staff meeting.

During the discussion on the day of the vote, I argued that cell phones are part of life and that students need to know how to use them responsibly. A colleague answered back that students have to learn how to drive, but that doesn't mean we have to teach them. That got me thinking about the differences between using cell phones and driving. While it's true that we don't teach driving at school, it's also true that before we allow students to drive, they do have to get a license that shows they're prepared.

People need a license to drive a car, so I decided our students would need a license to use their phones. Who better to provide it than me?

And like a new driver, any student who wanted to use their phone would have to take a short class with me and then pass a short test. The carrot of cell phone use would allow me to spread Casa-Todd's message of digital citizenship and digital leadership to a much wider audience than I was currently planning.

Because of scheduling issues, a plan for in-person classes quickly morphed into three screen capture videos of me delivering a slide presentation.

The content covered includes the traditional topics like cell phone etiquette, cyberbullying, sexting, and digital tattoos, but it uses those topics as a jumping off point to talk about the positives of technology and social media. I explain that they have the power every time they're on social media to:

- Build a personal brand that will appeal to future employers
- Connect with someone who shares a passion
- Be an expert or learn from an expert
- Put a stop to the bullying they witness
- Make their world bigger
- Connect to opportunities beyond the confines of their current community
- Share their values and voices
- Find a sense of belonging

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 Flipped Lessons for Cell Phones - An Innovation of Necessity *continued...*

Once they've watched the videos, they get a code for the test, which I built in Google Forms. The test is mostly multiple choice based on content in the presentation that I point out as I go along, with one long answer at the end:

Do you think cell phones and social media make your life better or worse? There is no right answer - I just want to know what you think.

The long-answer question allows me to know how seriously they took the whole thing and also gives me insight into how they actually feel about all of this technology. Student responses have been very thoughtful. They realize that their access to technology and social media is neither inherently good nor bad and that they choose if it will make their lives better or worse. Here is a selection of responses:

I believe if used with the right motives, technology can be an essential part in communicating with others, increasing productivity, as well as learning with all of the information that we now have access to.

I think it makes my life better. I can connect with my friends from my ballet intensives, leadership things etc...

I think it makes your life better by letting you communicate with friends easier and it's fun to do. But like all things, if you use it too much, it is bad for you.

I think cell phones have the potential to make your life better if used responsibly and in moderation, but the way I often use my cell phone, which includes comparing myself to others on social media and procrastinating doing my homework, have not making [sic] my life better. Some ways my cell phone has made my life better are that it allows me to connect with friends and family who are off at college or that live far away, it allows me to listen to music that helps me focus while doing homework, and I can even use an app that doesn't let me access social media for set increments of time to better help me focus.

I think it makes my life better because i[sic] can still always communicate with others. I don't spend that much time on my phone when i'm[sic] around other people. Technology helps me in a lot of different ways like to research homework assignments.

Students who get at least 70% (and answer the long-answer with a modicum of thought) receive a physical license with their name on it. The license, when visible, allows them to use their phone in the library during non-instructional times.

So far, we've had about 300 students watch the videos and take the test. I've also done some in-person teaching on the topic. It takes a lot longer because of the thoughtful conversations the topic inspires and, for that reason, is also a lot more interesting for me.

If you'd like to see the presentation yourself, you can find the videos below. Beware - they're not perfect, but I like to think they've made an impact on the lives of the students at Grants Pass High School.

Video 1: <https://youtu.be/IJMFkOjD7I0>

Video 2: <https://youtu.be/zvH57kw1l-A>

Video 3: <https://youtu.be/jXPr8bLYWGk>

Casa-Todd, J. (2017). *Social Leadia: Moving students from digital citizenship to digital leadership*. San Diego, CA: Dave Burgess Consulting, Inc.

Kate Weber is the Grants Pass High School and District Librarian, where she's lucky to work with great students and staff. In her spare time, she likes making old things new again. Special thanks to Jennifer McKenzie, whose copy of Social Leadia she has yet to return. She can be reached at kweber@grantspass.k12.or.us.

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Easy, Engaging Programming Ideas

by Lori Lieberman



At the fall 2017 OASL conference, I presented the session, “Stranger Things: Weird & Wonderful Programming/Promotion Ideas to Use in Your School Library.” The session had a standing room only crowd, which I think had less to do with my reputation and more to do with the fact that many of us are looking for fun and easy ideas that we can use in our libraries tomorrow. The goal is to have our students want to be in the library for reasons other than being dragged there by their teacher or needing to print out a paper. It would be terrific for students to be genuinely surprised and excited by things that are happening in the library.

Shortly after being hired at West Sylvan Middle School, one of the assistant principals told me that he wanted me to “make the library fun,” so I cooked up the idea for “Whatcha Got Wednesdays”. I made posters and spread the word that on the last Wednesday of every month we’d host an open mic in the library during lunch recess. Students could sign up to do almost anything as long as it didn’t exceed five minutes. I wasn’t sure what to expect but I was suddenly the emcee of a wacky variety (not talent) show. Students would sing, dance, perform skits, read poetry, tell jokes, play an instrument, do tricks, etc.... Pretty soon we were getting several hundred students packed into the library to watch their peers. The performances became the talk of the school and parents were coming to watch and help with crowd control.



Another fun lunchtime activity was “Books & S’mores,” which was exactly what it sounds like. Students could enjoy a graham cracker, marshmallow, and chocolate kiss while listening to me read a picture book to them. While the lure of the snack was undeniable, my middle school students realized that they missed having stories read to them and I would often find myself surrounded by a sea of wistful 6th graders laying on their stomachs listening attentively.



I don’t always come up with my own ideas – I love to adapt (okay, steal) ideas that I see at other schools or on social media. This is how I came up with the idea of a fake fireplace in the library. Built around an old television set that played a continuous loop of a fire on a DVD, the fireplace became a hit the minute it was finished. With a remote to “turn on” the fire each day, the piece became a part of the morning routine and there were always students reclining in front of the fire reading books.



On Pinterest, I would find interesting display ideas that I could use to get students talking, such as the “Books to Movies” bulletin board, the “No Shave November” display with mustaches on the books, and the “Beware the Ides of March” display featuring books with murder. I found the idea for “Post-it Note Poetry” on a blog. My “March Madness Tournament of Books” wasn’t really mine – it was based on a picture I saw on Facebook. When I learned about games such as Kahoot and Quizizz, I started incorporating them into library lessons and pretty soon students were making games for each other in the library.

After three wild and crazy years at middle school, I moved to high school this fall. At first, I was a bit worried that high schoolers wouldn’t be very fun, but I am extremely happy to have been proven wrong. In the past few months, I’ve hosted an Oreo tasting (20 different varieties!), a trivia contest, and Meatloaf Monday (the singer, not the dish). I’ve made a Fortnite bulletin board that I copied off Pinterest and another that is based on lyrics to a Drake song. While I miss my fireplace, we have had some epic giant Jenga battles recently. Who knows when or where I’ll find the next idea to bring to the library to keep things exciting, relevant, and fun!

Lori Lieberman is the teacher librarian at Lincoln High School in Portland, OR. She highly recommends having a piano in your library! She can be reached at llieber1@pps.net. She posts many of her ideas on Instagram @lhslibrarylori.

I Geek Libraries: Random Acts of Innovation in Neah-Kah-Nie's STREAMlab Makerspace

by Kathryn Harmon



The Neah-Kah-Nie Middle School Library constantly participates in Random Acts of Innovation. We do this in a variety of ways: by providing a home for technology resources that didn't have a home elsewhere, by utilizing underused square footage, by roping in retirees interested in sharing their expertise with the next generation, and providing opportunities to students that show interest in new technologies and want to apply that learning to the classroom. NKN makes it clear that becoming literate in technology is a very important part of what we do at our school.

This Makerspace journey started (as most do) with a principal and librarian conversation about the fate of the no longer used computer lab adjacent to and accessed through the library. District Chromebook investment allowed students to take state tests in their classrooms (for the first time in years) instead of using the lab. The space once dedicated to state testing is now called the STREAMlab, a Makerspace devoted to student directed learning and I would argue the coolest room in the school.

The development of this space initially was fairly slow; progress continues to snowball in multiple directions to this day. The library started simply with Maker Monday events during lunch period, one OZObot which made appearances when asked, a healthy board game collection, and multiple magnetics building sets. The next year we applied for and received a Connie Hull Grant from OASL to add Makerspace related books to the Middle School Library collection. Following this, a grant provided two LEGO Mindstorms Robotics Kits to the Makerspace. Some earmarked district funds provided the space with a couple Arduino electronic kits, a Silhouette Cameo cutting machine, and a 3D printer.

A local organization provided the seed money to start a Tech Club after school, one day per week for 2 hours. 25 students showed up. They named their club "The Institute for Idea Generation and Manufacturing", or I4IGM for short. The club decided that they wanted to compete -- they wanted to build robots -- and to that end I found the FIRST LEGO League Robotics Competition. I didn't have any experience with LEGO Robotics, but lucked into attending a three-day summer SuperQuest training in Newport taught by the amazing Don Domes. Our second year of Tech Club we joined *FIRST* and one team competed at a qualifying round to build a robot and compete in the Animal Allies Challenge. The students liked solving missions on the performance field we built. I liked a research project that required a lot of thinking about innovative design, and learning about a science topic that changed each year. I still don't know a ton about LEGO Mindstorms programming and building, and I don't need to; in *FIRST* LEGO League, the students do the work, not the volunteers and coaches. As a librarian, I have great skills finding resources for my students to help them learn everything they need to know. Volunteer experts play important roles in this space: supporting student learning and providing high level engineering expertise when needed.

Today, the library hosts a technology exploratory covering 3D Modeling, LEGO Robotics, Code.org programming, and other topics of student interest. In addition, I4IGM builds robots in the fall with *FIRST* LEGO League, and spends winter and spring engaged in everything from sewing to papercraft, electronics to sticker design, creating team t-shirts and printing them ourselves, and deconstructing electronics to see how they work. We alternate one field trip in the fall attending the Mini Maker Faire at OMSI, and the next year, Manufacturing Day in October where they learn about career options in technology around our county. Visiting a robotic dairy in Tillamook was a particular highlight last year; students saw the sensors that they were building with in competition used in real world situations.

The process of building Makerspaces, and incorporating technology into libraries can be very organic, it does not happen overnight, and it is better if it develops in the directions that your patrons are interested in pursuing. Libraries have always supported access to information in formats that were too expensive for individuals to own, and Makerspaces are a way for a community to give access to these resources and much more. The NKN

continued...

I Geek Libraries: Random Acts of Innovation in Neah-Kah-Nie's STREAMlab Makerspace *continued...*

Library is all the better for having a Makerspace, and it is exciting to think about what might develop from it as technology changes over time.

Kathryn Harmon is the librarian for Neah-Kah-Nie Middle and High School Libraries. When not wrangling books and robots, readers and future robotic engineers, she likes to play Euro-style board games and inline skate. She can be reached at kathrynh@neahkahnie.k12.or.us.

OASL Awards Acceptance Speeches

Secondary Librarian of the Year Acceptance Speech

by Amy Wilde, teacher librarian at Cascade Middle School

Thank you! This award was a great genuine surprise. Jessica Lorentz-Smith texted me and asked me if I was checking my email over the summer. She said I should and so I did and then I felt like I needed to break out in song.

OMG look at the size of that book! It's so big!!

I like middle school and I cannot lie

No other school can deny

When a kid walks in with a farting iPad and a big grin on their face I crack up!

For me the library is a safe place for students to just be. In ALL their glory. I couldn't do what I do without all the people I get to work with. Teresa is a critical piece to our library program. Together we strive to create an environment where everyone belongs and feels connected and heard so that when we have something to say they might listen. I have administrators that understand the role of our library as the center of the school. OASL and all my library peeps. Going to visit your libraries and our conversations at conferences keep me inspired. I also thank my husband Chris for believing in me when I first entered education and was afraid that it wasn't for me. I also thank my parents for their support and instilling the importance of education in me.

I lost my brother 2 ½ years ago to suicide. At that time, I was reconsidering what I wanted to do and thought about going into the counseling field or something else more connected to suicide prevention. I have realized that I'm a counselor every day. I love what I do and I thank you so much for this award.

Thank you



Paraprofessional of the Year Acceptance Speech

by Tomoyo Wells, library specialist at The International School in Portland

I am so grateful to be here to celebrate the importance of school libraries with you all today and I am honored to receive the Paraprofessional of the Year award.

I'd like to thank OASL for giving me the award and my school librarian Lora Worden for nominating me and sharing her passion for teaching and librarianship. I'd also like to thank Tamara Becroft, our school's former librarian who taught me Library Science 101 and gave me an opportunity to realize that I love teaching and working at the school library. I'd also like to thank my parents who supported my academic life abroad.

When I graduated from high school in Japan, there was only one thing I had decided: I wanted to study abroad. I did not have anything else decided. I never imagined that I'd be working in a school library.



continued...

 Paraprofessional of the Year Acceptance Speech *continued...*

I came from a family of teachers. My grandfather was a school principal, both my parents were teachers, and my sister became a teacher. But, for me becoming a teacher wasn't an option.

So I never got a degree to become a teacher or librarian. Instead I decided to study American history. I loved learning the complex and dynamic history of this young country. After I graduated from college, there was only one thing I decided: I wanted to work in the States. I had no idea what kind of job I could get with my history degree.

Thankfully, I got a job as a library assistant at The International School where I volunteered during my last year of college. I started learning how to catalog books, how to run circulation, and then started leading storytime for kindergarteners. They called me book teacher and it melted my heart. The more I got to know about each student and how the library functions within the school, I began to love my job more and more. Working closely with the librarians, I learned what librarianship means and what librarians were capable of teaching with their knowledge and skills and passion. The library became a special place for me.

Even though I loved my job, I admit that I often felt isolated in the school community especially for being paraprofessional. Receiving this award gave me more confidence to be a part of school community and I appreciate a professional organization rewarding, recognizing and valuing the work all the school librarians do including uncertified librarians like me.

Thank you again for the award and I appreciate all the hard work you do to keep school libraries relevant and functional. Sharing the love of reading with students is the best part of my job and it is my goal to provide an environment where students can share their ideas and have access to the stories and information to answer to their questions.

District Librarian of the Year Acceptance Speech

by Rita Ramstad, District Media Coordinator and Secondary Instructional Coach

Before saying anything else, I want to thank those who nominated me for this recognition and all of you who are attending our conference. I only came into library work five years ago, and I would have been lost in it without the kind and generous support of so many people who are sitting in this room.

I have to admit that when I received the email telling me that I was going to be the district librarian of the year, my first reaction was shock. There are so many district librarians who are doing so many things I cannot do because I am lacking either the resources or the knowledge to do them. Every day I go home with more things undone than done, and I have assumed that this was visible to my colleagues. It is something I have struggled with every year in this job.

After thinking about it, though, I realized that my experience is probably not so different from that of any of us. There is not one librarian or paraprofessional I know, in any role, who feels able to provide all that their students deserve and should have. Still, this is something that has kept me up at night--the idea that what I do is exemplary when I know how much the students in my district are not getting from our libraries, despite the best efforts of those of us who work in and for them.

I do not want to discount the wonderful and important work that all of us do, especially when we are gathered to celebrate it. Evidence of it is abundant in this conference, and I am more grateful than I can express for the opportunity to gather and learn from my colleagues. I want to use this opportunity, though, to urge all of us to both recognize the good we do and continue to acknowledge and fight against the losses we've sustained that diminish our work and detract from the education of Oregon's children.



continued...

 District Librarian of the Year Acceptance Speech *continued...*

I have been fortunate this year to work with a group of teacher librarians in east Multnomah county to explore ways of advocating for the resources we need. In order to push our work forward, we need data about what students across the state are and are not receiving. Ten years ago, it was rare to have district librarians such as me, the only certified teacher librarian working in a library role in the district. Mine is only a half-time position, serving all of our schools K-12, which makes my student teacher ratio more than 12,000:1. We believe that positions such as ours are found most often in poor and rural districts, which means that the staffing models ushered in as a response to the great recession are an equity issue. The economy has largely recovered, but our libraries have not. I hope that each of you will take the time--which I know you don't have enough of--to complete the survey created by Tricia Snyder and Mark Hardin of the Reynolds school district, so that we can demonstrate that districts across the state are not in compliance with Oregon Administrative Rules for school library programs, and that is it often our most vulnerable students who are being shortchanged.

Again, I want to thank those who nominated me for this award. I honestly feel as if I should share it with all of those who have mentored, supported, pushed, and cared for me. That our students get what they do, is because of the ways in which we all work together. I am humbled and grateful to receive this recognition from such dedicated, knowledgeable, skilled, and hard-working colleagues.

Administrator of the Year Acceptance Speech

by John Ferraro, principal at Beverly Cleary K-8 School in Portland

I have been an avid reader my entire life. I grew up in a small farming community in Washington and my family did not take vacations. Reading provided me the opportunity to travel to other countries and experience the adventures of the characters in the books. My best friend in grade school/middle school and I powered through many series, including "The Borrowers" and "The Power Boy Mysteries".



What I discovered in those early days was that the library was a place you could explore new countries without ever having to leave home. And running those libraries were some amazing educators. They helped me realize that a strong library is the backbone and nerve center to a highly successful school. Even with all of the digital media available today, students still get excited about their weekly visit to the library and checking out books. And I hate to admit it openly, but I really don't worry when books disappear from classroom or school libraries because that tells me that most of the time the student loved the book so much they just could not let it go.

And speaking of amazing librarians, I would like to thank Robin Rolfe, Lori Lieberman, and Margie Lawler for nominating me for this award. These three people are highly successful librarians because they have the combination of the love of books and the love of children. I would also like to thank the nominating committee for choosing me for this honor. And finally, I would like to thank my wife who shares my love of books. Whenever we are on vacation with some time to kill, we always look for the local used bookstores and libraries from Harvard Square to Wheeler, Idaho. My favorite memory is the librarian in Joseph, Oregon. My wife had found a book that she had been looking for in Portland but the wait list at the Portland library was months long. The librarian in Joseph had us get a library card, gave us a return mailing envelope, and let us check the book out. That is what it is all about: a love of books.

So to all of the school librarians, keep up the great work because the students of Oregon desperately need caring individuals who can help them develop a love for books.

Resource Roundup

by Jen Maurer

The State Library's LIS Collection: Borrow Books about Makerspaces and More

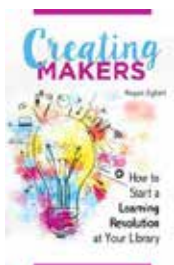


by Jennifer Maurer

I'm glad you made it this far into the issue! The theme presents a great opportunity to highlight the State Library's [Library and Information Science \(LIS\) Collection](#) which has books on many library topics, including innovation in school libraries. Search the State Library's [catalog](#) for a title or subject of interest, or follow the [LIS link](#) on the catalog's homepage to see the 300 newest acquisitions sorted by publication date. Borrowing books is easy, and the only cost involved is the price to return items by mail. Or, those who are in or near Salem are welcome to drop off materials at the State Library. This professional development collection is funded through Oregon's Library Services and Technology Act (LSTA) grant.

First though – so it doesn't get lost among the book recommendations, I want to point out that Shannon McClintock Miller, keynote speaker at the 2018 OASL Fall Conference, has a crowd-sourced Padlet of picture books that relate to the maker movement. Anyone can use it for ideas or add books to it. Details are in a [post on her blog](#).

Okay, back to the LIS Collection. Here's a sample of titles related to innovation and makerspaces. The information and quotes are from the publishers' descriptions of the books.



"This book shows you how, even with a tight budget and limited space, you can foster 'maker mentality' in your library and help patrons reap the learning benefits of making—with or without a makerspace."

"Egbert has written one of the best informational texts about makerspaces and the maker movement that this reviewer has read, largely due to her focus on creating makers, not just spaces. This should be the first resource librarians read when determining how to get started with makerspaces. Also, those librarians seeking justification for a makerspace, either with regard to budget or facility, will find ample research examples of how a maker mentality and fostering a learner's curiosity support learning and literacy. Regardless of age or level of experience or education, librarians will find a fresh and insightful perspective of maker culture in this book."—VOYA

"*School Library Makerspaces in Action* is for any librarian looking for inspiration for their own makerspaces, hackerspaces, fablabs, or DIY locations and how to use these spaces in libraries and educational settings. Contributions from authors around the world address the needs of most all readers, including how to provide the staff training necessary for a successful makerspace."

"It's easy to find inspiration within these pages, whether reading cover to cover or dipping in for targeted articles. Rounded out with resources for further exploration—especially the blogs—this is an appealing choice for library instructors, students, and professional collections. Recommended."—ARBA



continued...

Resource Roundup *continued...*

“The makerspace phenomenon has taken education by storm, but many educators still have questions about how makerspaces can be created and used for deeper learning. Anyone can create a makerspace. This is the guide to creating a GREAT makerspace.”

“If we are going to prepare tomorrow’s problem solvers and innovators, we must empower them to design and create today. In this book, best-selling author Laura Fleming has done it again! This hands-on guide moves readers from brainstorming and planning, to selecting resources, and ultimately to the needed concrete steps to designing the makerspaces today’s modern learners need! This dynamic guide will undoubtedly serve as a centerpiece for your authentic learning toolkit.”—Thomas C. Murray, Director of Innovation, Future Ready Schools

“A successful school makerspace needs an enthusiastic maker community, school-wide participation, and staff support. How do you build this type of learning at your school? ... [This book] addresses common questions and concerns and describes step-by-step how to introduce challenge-based learning into the school library makerspace.



Intended for librarians and school staff who have already started thinking in terms of makerspaces but need further help sustaining programming and want to know more about Makerspace 2.0, this helpful guide details the workshop model, various real-world design challenges, and the process for implementing curriculum-based learning in the school library makerspace. Readers will find this to be a practical and can-do accessible guide.”—*Booklist Online*

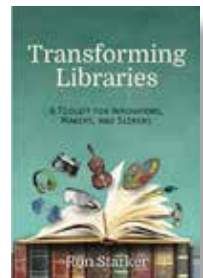


“Whether students are using books, audiobooks, ebooks, or Chromebooks, school libraries and school librarians are more relevant than ever. They are places for research, refuge, and reflection--where students create, collaborate, communicate, and develop skills in critical thinking and compassion.

In *Hacking School Libraries* ... [the authors] show you how to rethink your library to become the hub of the school community, whether you are a veteran librarian or just beginning your career.”

“... The hacks found in this book are terrific for any grade level and will help guide librarians to make a difference in their library, school, and community!” —Shannon McClintock Miller, teacher-librarian and Iowa Future Ready Librarian Spokesperson

“Rather than the quiet dusty hall of decades past, Ron Starker reveals ways to make libraries makerspaces, innovation centers, community commons, and learning design studios that engage multiple forms of intelligence. Packed with almost 500 tools and resources, *Transforming Libraries* offers real-life examples of how to turn libraries into intelligently designed centers that are essential for today’s schools.”



“I have had the good fortune of watching Ron Starker in action at the Singapore American School, and his library is electric! His book is a must-read.”—Chris Crutcher, author of *The Crazy Horse Electric Game*

continued...

Resource Roundup *continued...*

“... Through research and testimonials from voices in the field and their own classroom experiences, Miller and Sharp provide practical and resourceful information on a range of topics, including examples of successful school and classroom libraries, the power of book ownership, the importance of access to culturally diverse books, and meaningful family-community reading engagement.”

For a chance to win a free copy of *Game Changer! Book Access for All Kids* or *The Kickstart Guide to Making Great Makerspaces*, send an email to Jennifer Maurer by the end of Friday, February 15th, and indicate which book you would prefer.

The LIS Collection is worth checking out!

Jennifer Maurer is the School Library Consultant at the State Library of Oregon, and her duties include working with OSLIS and the K-12 aspect of the statewide databases. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and a school librarian for a dozen years, split between Texas and Oregon. You can reach her at jennifer.maurer@state.or.us.

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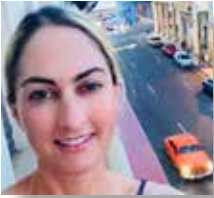
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Intellectual Freedom Q & A: Part 1

by Miranda Doyle



Over the past few months, I've seen several posts to Facebook's library pages that concerned me. Some had obvious answers, and most people who responded were aware of the intellectual freedom issues involved. However, I think it might be valuable to address a few of them to add advice for addressing these dilemmas without censoring or labeling library materials.

The questions below are fictional, though the issues have come up in real life, either online or in libraries where I've worked.

To alter books or not?

Q. Dear Intellectual Freedom Chair: I work in a library in a conservative area. Some of the books in my library have profanity in them. They're good books, but I'm afraid a parent or student might complain about the bad words. I'm skimming each book and using a black Sharpie to mark out all the questionable words. Is it okay for me to do this?

A: No, changing or altering text is not acceptable. As librarians and library staff, we should never put ourselves in the role of deciding what words or content can remain in the books in our collections.

The first step is selection. We always want to use a written collection development policy and professional reviews to choose books. Most reviews will note the appropriate grade levels for a book. This may not, however, mean that books (especially YA and adult titles) are free from profanity or explicit content. Authors who include four-letter words often do so for a purpose -- to make a point, and to show how people speak in the real world. They may also use offensive words or terms to illustrate the real, existing problems of racism or prejudice. Be sure you are reading these words in context, not simply going through books looking for isolated words that may be offensive on their own.

Once they are in our libraries, we cannot change or alter books. This means that we can't cross out words or sentences. The better strategy is to have conversations about books with students. If a student brings a book to you and points out an upsetting word, if it's something that bothers them, perhaps steer that student toward books written for less mature readers. Especially at the middle school level, students are at such different levels -- some prepared to read adult books, others who are offended by even the mildest swear words (the word "stupid" is off limits to some elementary school students).

If it's an art book with nude statues, or a book about puberty with illustrations that make students giggle, we can't cut out pages, or draw clothing on characters who are showing skin. We can't cover text or pictures with stickers or marker. If students are pulling out certain books to show to others, and causing a disturbance, focus on the behavior rather than the content of the book. If parents or others do complain, make sure you have a written reconsideration policy and a good process. If the book is appropriate for your age level, you'll be able to use professional reviews and other resources to defend the materials.

Late books and privacy

Q. Dear Intellectual Freedom Chair: My students are often late returning their books to my school library. It's irritating! So I started posting lists of students with overdue books on the library door, with the titles of their overdue books. Do you think I should keep doing this?

A. No, posting lists of what overdues students have violates their right to keep their library records private. While some students might be fine with that, others will be uncomfortable or embarrassed. What if they checked out a book that is at a lower reading level than most of their classmates? Or a nonfiction book on a topic they might be teased about? This practice will definitely discourage students from taking out books in the

continued...

 Intellectual Freedom Q & A: Part 1 *continued...*

future. If you must, post a list of the names of students with overdue books, without titles (or notify students in other ways, or with emails). Teach students that libraries respect their privacy!

The “restricted” shelf

Q. Dear Intellectual Freedom Chair: My elementary school library has several books that deal with sensitive subjects. I keep them on the shelf behind my desk for the counselors and teachers to borrow, and if a student asks to read one, I send home a permission slip to make sure it’s okay. Is this the right thing to do?

A. Restricted shelves send a message that some topics are not okay to discuss or read about. If you have books about gay, lesbian, or transgender people on a special shelf, for example, or books about family differences like adoption, you suggest that there is something taboo about these topics -- creating stigma surrounding the very topic you hoped to address by purchasing the books. Instead, make the books available in your regular collection.

“Special shelves” will also prevent student who need information about personal issues from checking out books that could be very valuable to them. If they need to ask you to get a book for them off a “special” shelf, they are much less likely to have access to that book and that information they may need. Requiring a permission slip is yet another barrier. It’s understandable that you may not want to “surprise” parents by sending young student home with a book that might be sensitive or controversial. However, a special shelf is not the best response. Instead, you can have conversations with students about how to share books with their families and talk to parents and guardians about their reading choices.

For more information, please refer to the American Library Association’s interpretation of the Library Bill of Rights, specifically about [restricted access to library materials](#).

This is the first of two installments; more questions and answers in my next column, related to whether we should ever label books and the issues raised by labeling. Please feel free to email me with additional questions -- questions you have yourself, or others you’ve come across online or in person.

Miranda Doyle is the Intellectual Freedom Chair for the Oregon Association of School Libraries, and the District Librarian for Lake Oswego School District. She’s just getting back to the “library” part of her job after checking out thousands of Chromebooks and power cords to junior high students. It’s nice to think about books again! She can be reached at doylem@loswego.k12.or.us.

From the ParaPro

by *Laura Stewart*



If you could change one thing about the way you run your library, what would it be? After attending the OASL fall conference session “Building a Culturally Responsive Library: Responding to Overdue, Lost & Damaged Materials through Tiered Interventions and a Restorative Justice Lens,” I reached the decision to change the way I manage lost and damaged materials in my own libraries. Rita Ramstad, District Librarian for Centennial School District, spoke about a situation where a parent wrote this note: “I do not appreciate someone telling my daughter ‘It’s only 4 dollars, that’s not much.’ Well when you are homeless trying to get back on your feet 4 dollars is a lot!!! Please think twice before [sic] opening your mouth to a child before [sic] you know and understand their families [sic] situation.” This note was a wake-up call for the library staff in Centennial School District and it was a wake-up call for me.

I already had a “fall clean-up” policy where all fines from the previous school year were dismissed so everyone

continued...

From the ParaPro *continued...*

could have a fresh start. But under that same policy, if a student lost or damaged a book during the school year, they were not permitted to check out another book until the first book was paid for or returned. As a result, many of my students were effectively not checking books out all year; they'd lose a book in fall, the fine wouldn't be dismissed until the next school year, and then the cycle would repeat. If I wanted to get books into the hands of my students, I'd have to step away from punitive measures (which don't actually work) and change my value system and approach.

This shift focuses more on developing relationships with my students so I learn the reasons why they can't return their books while simultaneously reducing barriers that prevent them from accessing books. In my group talking points, I emphasize that we are all members of a library community and we have a shared responsibility to one another to take care of our resources so everyone has equal access to books. If students need extra scaffolding to help them be responsible members of the library community (i. e. keeping books at school, communicating more directly with families, extra reminders to return books), we can do that. But it also means students may continue to check out books even if they lose or damage a book. Ultimately, there are situations where a library fine simply needs to be waived, especially if there are circumstances beyond a child's control such as family turmoil or poverty. If there's another way a student can give back to the library community (such as bring an old book from home to donate), it is accepted. In order to make my libraries more welcoming, I had to get over my fear of losing some books and come to the decision that getting books in the hands of my students is more important.

Laura Stewart is a media assistant at both Charles F. Tigard Elementary and Mary Woodward Elementary in Tigard-Tualatin School District. She can be reached at lstewart1@ttsd.k12.or.us.



**BEVERLY CLEARY CHILDREN'S
CHOICE AWARD**

by Libby Hamler-Dupras

Our 16th Year!

We encourage school libraries, public libraries and classroom teachers everywhere to promote this exciting Pacific Northwest (and beyond) children's choice award.

Named in honor of beloved Oregon born children's author, Beverly Cleary, this award introduces readers to a variety of book genres and formats, and gives them the chance to develop a love of recreational reading. Each student has the opportunity to **read or listen** to two or more of the nominated books and vote for their one favorite. Nominations include books targeted to the reading ability of 2nd and 3rd graders or transitional readers.

To spark your students' interest in introducing these seven nominees, show the BCCCA slideshow

continued...

Resource Roundup *continued...*

(<https://ola.memberclicks.net/bccca-nominees>) where you will find short book summaries, along with live links to author and illustrator websites, readers theatre scripts and much, much more!

Students may read/listen to these nominated books through March and then vote for their favorite, as each reader is entitled to one vote! Adults can provide student ballots for voting (<https://ola.memberclicks.net/bccca-how-to-vote>), compile vote totals, and submit their final results to the **BCCCA Online Adult Ballot** which opens on March 15th and closes April 10th (<https://ola.memberclicks.net/bccca-how-to-vote>). The winning title is announced on the BCCCA website on April 12th, Beverly Cleary's birthday!

Free bookmarks, flyers, and spine labels are also available on <https://ola.memberclicks.net/bccca-support-materials>

For more information on the BCCCA program, please go to the BCCCA homepage <https://ola.memberclicks.net/bccca-home> and also go to <https://ola.memberclicks.net/bccca-nominees> to start reading the 2018-2019 Nominees.

The 2018-2019 BCCCA Nominations

Krishnaswami, Uma. *Book Uncle and Me*. AR 3.8

Fleming, Candace. *Giant Squid*. AR 3.2

Medina, Juana. *Juana and Lucas*. AR 4.9

MacLachlan, Patricia. *The Poet's Dog*. AR 3.7

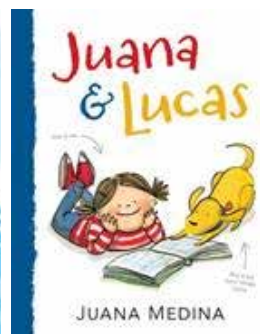
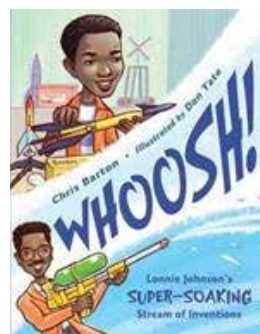
Pennypacker, Sara. *Waylon! One Awesome Thing*. AR 4.6

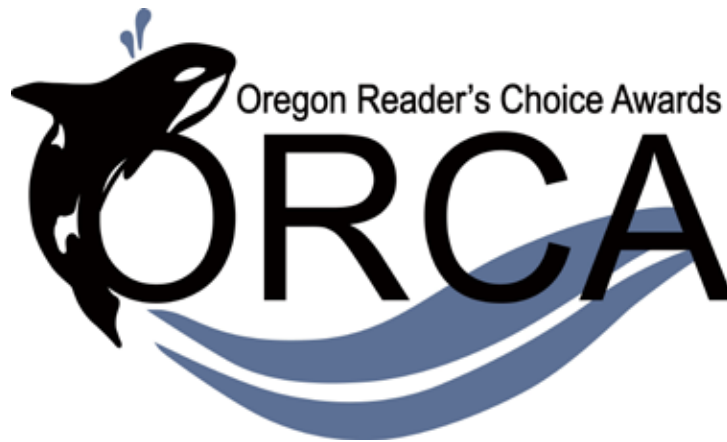
Urban, Linda. *Weekends with Max and His Dad*. AR 4.1

Barton, Chris. *Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions*. AR 4.6

Looking forward to seeing which book wins the most votes!

Libby Hamler-Dupras is the BCCCA Committee Chair and a retired Salem school librarian. She can be reached at elfgirl@Q.com.



**Upper Elementary nominees:**

The Wild Robot by Peter Brown
Some Kind of Courage by Dan Gemeinhart
Garvey's Choice by Nikki Grimes
Full of Beans by Jennifer Holm
Compass South by Hope Larson
The Turn of the Tide by Rosanne Parry
The Best Man by Richard Peck
Two Naomis by Olugbemisola Rhuday-Perkovich and Audrey Vernick

Middle School nominees:

Booked by Kwame Alexander
The Girl Who Drank the Moon by Kelly Barnhill
My Seventh Grade Life in Tights by Brooks Benjamin
Nameless City by Faith Erin Hicks
The Seventh Wish by Kate Messner
Ghost by Jason Reynolds
Darkstalker by Tui T. Sutherland
Wolf Hollow by Lauren Wolk

High School nominees:

The Reader by Traci Chee
Burn Baby Burn by Meg Medina
If I Was Your Girl by Meredith Russo
Salt to the Sea by Ruta Sepetys
Scythe by Neal Shusterman
Paper Girls, Vol. 1 by Brian K. Vaughan
The Sun is Also a Star by Nicola Yoon
The Serpent King by Jeff Zentner

You can start reading these titles now, and then take part in the voting that happens in the spring!

Questions? Please send them to the ORCA chair at orca@olaweb.org.

<http://www.oregonbattleofthebooks.org/>





Oregon Association of School Libraries

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Theme: Advocacy

Deadline to Guest Editor: March 1, 2019.