

ONLINE REPLICATION KIT FORMAT

Graphic Novel Encounter

Summer 2007

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1. Description of Primary Learners: tweens or teens interested in comic books

- | | | | |
|--------------------------|------------------|--------------------------|-------------------|
| <input type="checkbox"/> | Early Learners | <input type="checkbox"/> | High Schools |
| <input type="checkbox"/> | Primary Schools | <input type="checkbox"/> | Young Adults |
| X | Upper Elementary | <input type="checkbox"/> | Adult Learners |
| X | Middle Schools | <input type="checkbox"/> | Intergenerational |

2. Subject/Topical Areas of Inquiry: graphic novels

- | | | | |
|--------------------------|----------------------|--------------------------|--------------------|
| <input type="checkbox"/> | Science/Technology | <input type="checkbox"/> | Daily Life Skills |
| <input type="checkbox"/> | Social Sciences | <input type="checkbox"/> | Business/Economics |
| X | Arts/Humanities | <input type="checkbox"/> | Local Community |
| X | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

3. Library Resources/Media Formats Used: used by librarian

- | | | | |
|--------------------------|------------------|--------------------------|----------------------|
| <input type="checkbox"/> | Reference Books | <input type="checkbox"/> | Databases |
| <input type="checkbox"/> | Periodicals | X | Collections |
| X | Web Sites | <input type="checkbox"/> | Videos, Art Forms |
| <input type="checkbox"/> | Production Tools | X | Production Equipment |

ON LINE REPLICATION KIT FORMAT

Graphic Novel Encounter

Program Description: This program consists of two one-hour experiences for tweens that begins by setting a learning context through the different creative aspects of graphic novels.

The experience includes having the students listen to a graphic novel expert discuss effective and poor elements in graphic novel storytelling, using interactive activities to reinforce the elements, and reading a graphic novel while thinking about these elements.

The experience concludes with the students analyzing the content of the graphic novels they read and formulating their own opinions on its validity as a good or poor example of the format.

The program participants demonstrate proficiency with the real world application of their knowledge products by producing a critical analysis based on graphic novel standards created by the industry professional and librarian. The participants read their chosen graphic novel and conduct their analysis on that particular title. This is the beginning of their reader's advisory list.

Program Benefits: This program enables the learners to synthesize their new knowledge of graphic novels and gain the confidence to support their opinions and ideas about graphic novels to their friends, family, and teachers.

Past participants have valued the program because they discovered new types of graphic novels to read, learned about the value of graphic novels and how to determine what artistic and storytelling elements are well done in titles they read.

The Roles the Librarian Plays:

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

ON LINE REPLICATION KIT FORMAT

Graphic Novel Encounter

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	To learn about creative aspects of GNs	-Learn the evaluation criteria
Practices	Read GNs with presenter's A,B,C,D,E's evaluation criteria in mind. See tool on pg. 10	-critical thinking skills -creative thinking
States Of Being	Realize that GNs are a legitimate art form and articulate them	-Value the art of reading a picture

These objectives correlate with established State standards for grades 4-6.

Indiana Academic Standards covered in this program:

4th grade

4.2.4 Evaluate new information and hypotheses

4.7.12 Make informational presentations that focus on one main topic and include facts and details that help listeners focus.

5th grade

5.2.4 Draw inferences, conclusions or generalizations about text and support them with textual evidence.

5.7.11 Deliver oral responses to literature that: demonstrate an understanding of several ideas or images communicated by the literary work.

6th grade

6.2.4 Clarify an understanding of text by creating outlines, notes, diagrams, summaries or reports.

6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.

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TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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This Instructional Guide contains these components, in order of use:

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2. Instruction Guide for Program Session 1	8
3. Instruction Guide for Program Session 2	10

4.1 Program Module Format

Session 1

Time	Activity	Presenter
10 min	Welcome/Introduction	Librarian: -greet participants -conducts pretest and gives overview of program content -introduces speaker
30 min	GN discussion	Partner 1 -conducts discussion on comic book storytelling and how to tell good from bad -gives participants handout on criteria they can use to tell the good from the bad
10 min	Break with food	Librarian -once settled with snacks, librarian reviews speaker's content with participants with a Q and A
15 min	Crafty time	-Partner 2 distributes craft items -librarian explains project to participants: making reader's advisory file boxes for writeups on their first reviewed GN titles
5 min	GN Selection / craft continued	-Librarian book talks some titles to participants while they finish their crafts -Participants choose their titles to read and review
5 min	Goodbye / post	-Librarian gives participants an reminder of their criteria to keep in mind while reading and reviewing their GNs. - quick post evaluation while saying goodbye

SCREEN 4
LIBRARY RESOURCES

Session 2

Time	Activity	Presenter
10 min	Welcome/Introduction	Librarian: -greet participants -conducts pretest and reminds them of what was covered in last session
20-30 min	GN discussion	-Librarian starts discussion by reviewing her GN to show participants how to talk about all 5 review topics mentioned by speaker -Librarian then asks participants Q and A about their GNs and leads discussion -Participants comfortable enough to stand up in front and do so can tell us their favorite parts of the GN they read
10 -20 min, depending on discussion	Break with food	-snacks! Allow participants plenty of time to talk amongst themselves about what they've read...they'll do this anyway!
10 min	Goodbye and post test	-Librarian conducts quick verbal post test and lets kids swap GNs and pick up new ones to read from the display.

4.2 Instruction Guide for Session 1

Session 1

Facilitators:

- Librarian
- Partner 1 – graphic novel expert (comic book industry professional). This person will conduct a presentation about graphic novels and storytelling. Should have an understanding of the medium and the literacy involved in the medium. Can even be the librarian, if knowledgeable enough.
- Partner 2 –Can be another librarian, volunteer, anyone! This person will take photos to record the event (if needed), help set up room for program, move tables, fill in any other gofer needs, etc.

I. Program Set up

Librarian and Partner 2 will set up room for program:

- Set up/clear tables and chairs as needed
- Music and portable stereo system
- Clean up food and drinks table and store food
- projector and screen for partner's presentation (if needed)
- ice breaker activity (if using one)

II. Program

- Librarian conducts welcome and verbal group discussion pre-test
- Partner 1's presentation "The A,B,C,D,E's of a Good Graphic Novel".
- During presentation, Partner 2 can set up snack table
- SNACKS! Partner 2 turns on light music for duration of snacks.
- Librarian facilitates a short discussion reinforcing what Partner presented during snack time
- Partner 2 passes out file card boxes and markers and participants decorate while they finish snacks

SCREEN 4 LIBRARY RESOURCES

- Librarian booktalks GNs and participants choose GNs for next session
- Librarian conducts post-test group discussion and elicits comments from the participants...goodbye!

III. Librarian and Partner 2 clean up room

Hints:

- Make sure you have plenty of moving-around activity to break up a long presentation.

4.3 Instruction Guide for Session 2

Session 2

Facilitators

- Librarian
- Partner 1 - helps with program set up, takes photos, etc. Same as Partner 2 from the first Session 1.

I. Program Set up

Librarian and Partner 1 will set up room for program:

- Set up/clear tables and chairs as needed
- Music and portable stereo system
- Clean up food and drinks table and cover food

II. Program

- Librarian conducts welcome, verbal group discussion pre-test. and review
- Librarian facilitates discussion on good/bad points of GNs based on Partner 1's criteria.
- SNACKS! Play music and have general discussion on GNs (ex: what other titles have you read? Do you want to read? Etc.)
- Participants talk about their evaluations to group and take notes on 3x5 cards for their Reader's Advisory box.
- GN swap at the end: participants expand their horizons and try something new!

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TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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The Learners' Materials are listed, in order of use:

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5.1 ABCDE's of graphic novels-handout

COMICS HOMEWORK!

GRADE YOUR COMIC BY CHECKING THE BOXES!



Were the characters' faces natural and believable?

Were the characters' body movements natural and realistic?

ACTING!

GREAT OK BAD

Were the character's faces boring?

Were the characters' body movements stiff?



Was the story easy to read and follow?

Did you understand which person was talking at all times?

BALLOONS!

GREAT OK BAD

Was the story hard to follow?

Did you miss any balloons?

Did you have to read the page again?



If the comic was in color, did the color help the story?

COLOR!

GREAT OK BAD

If the comic was in color, did the color make the comic hard to read?



From panel to panel, did the director move the camera?

Were you able to follow the action on the page?

DIRECTING!

GREAT OK BAD

From panel to panel, was the action too boring?

Were you confused about what was happening on the page?

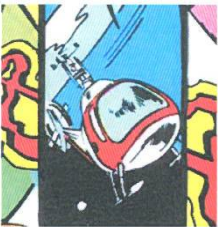


Was there a drawing that told where the scene took place?

ESTABLISHING SHOT!

GREAT OK BAD

Were you confused about where the scene took place?



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TOOL KIT 3: LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

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Library Resources contains these components, in order of use:

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6.1 The Librarian's Role in the Program

1. Partner to Teachers/Instructors/Subject Experts

- Librarian will work with professional partner to determine scope of program
- Librarian and profession work together to determine criteria needed for students to evaluate GNs.

2. Program Advocate and Administrator

- Librarian pitches program to supervisor, partner, and any other parties needed for approval
- Librarian hand sells program to potential participants
- Librarian plans, implements, and evaluates program

6.2 The Materials from the Library’s Collection

A variety of age-appropriate, diverse graphic novel titles is needed. I provided a quantity of library titles that exceeded the number of participants signed up in order to provide a wider selection.

NOTE: If graphic novel titles are not available from the library’s collection, have participants bring in their own titles and swap with each other. Or have titles donated/purchased from local comic shops; these copies can be given away to participants or added to the collection.

Tween titles selected for this program and plot synopsis:

Amazing Agent Luna (ages 8+)	Luna is a genetically created super spy undercover at Nobel High School. She has never lived outside of her spy organization or around kids her own age and stumbles through high school life while investigating the evil Count Von Brucken.
Babymouse (ages 8+)	Babymouse faces the challenges of a sometimes-cruel world. When she oversleeps, misses the bus and walks to school, she imagines herself braving the Oregon Trail.
Biker Girl (ages 10+)	A young girl becomes a reluctant superhero after she inherits a bike with magical powers. She has unwittingly become the latest “bike hero”.
Clan Apis (ages 9+)	A story about the life cycle and environment of the honeybee. Nyuki’s colony migrates to a new hive and hibernates through a winter that yields to a revitalizing spring.
Courageous Princess (ages 8+)	The exciting tale of a young princess who rescues herself from an evil dragon. This story follows Princess Mabelrose from her days as an unspoiled princess to her epic return journey to her modest kingdom after kidnap by a dragon.
Creature Tech (ages 10+)	Michael Ong was going places until the government reassigned him to his old home town to run Creature Tech. When a ghost infiltrates Creature Tech and steals one of the mysteries, the stakes approach biblical proportions.

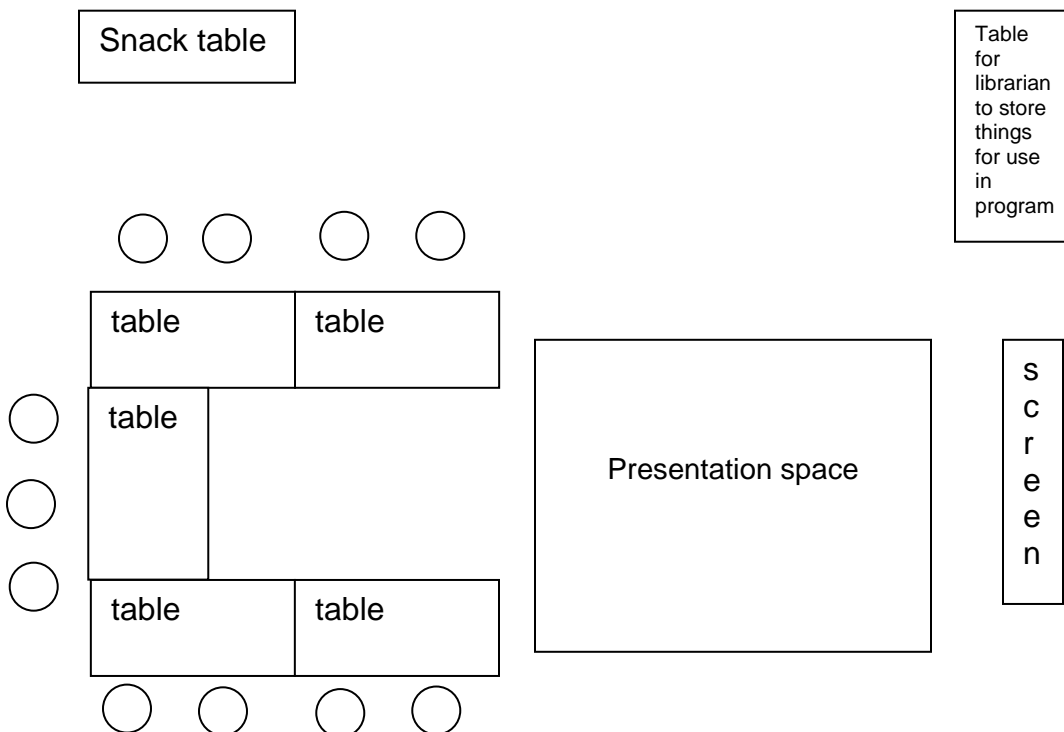
**SCREEN 6
LIBRARY RESOURCES**

The Hardy Boys: the Ocean of Osyria (ages 9+)	Joe and Frank Hardy, now tech-savvy crime solvers, fight a new generation of foes. The young sleuths travel around the world to recover a stolen artifact and save their best friend, who has been framed for the theft.
Hikaru no Go (ages 9 +)	Hikaru thought the Japanese board game Go was uncool until he found himself sharing his consciousness with the 1000-year old ghost of a Go Master.
Legend of Hong Kil Dong (ages 9+)	Graphic-novel version of a popular Korean tale with a Robin Hood-style protagonist. The son of a powerful minister and his servant, Hong Kil Dong grows up in early 17 th century Korea, denied rights because his mother is a commoner.
Mail Order Ninja (ages 8+)	A normal kid who lives in the plain town of Cherry Creek, IN, becomes abnormal when he orders his own ninja.
Spiral Bound (ages 11-16)	Turnip started the summer as a geeky, friendless kid with no plans. By the end of the summer, he will have saved his teacher, gone dancing, discovered sculpture, and unraveled the mystery of the pond monster with his new friends.
Time Warp Trio (6-11)	Frankenstein's monster confronts Joe and Sam, demanding they help him locate his creator to learn why she made him ugly. They warp back to 1816 to help him.
To Dance (gr. 6)	Biography about a ballet dancer born in Beijing but raised in Vancouver by her dancer parents. She had amazing successes at competitions and danced with the National Ballet of Canada, where she quickly rose in the ranks.

6.3 Library Space

Ideally, you'll want a large enough space so that you can have everything set up before the program begins instead of having to move things around as you go. You'll need space for tables and chairs for participants, a table for the librarian to use, a snack table, and a table for the visiting professional. My library's community room was the perfect space for my program.

I had enough tables and chairs set up in half of the community for each participant to comfortably sit. For the first program, I set my room up in a horseshoe shape, which allowed for open activity space and space for the speaker to show his slides onscreen and conduct his presentation. The same set up worked well during the second session's discussion.



6.4 Library Equipment

- projector screen or blank wall
- video projector

6.5 Supplies Outside of the Collection

Reusable

- projector for speaker's presentation (if needed)
- pens and pencils

Consumable

- snacks and drinks
- file boxes for reader's advisory list-1 for each participant
- 3 x 5 cards-a small handful for each participant

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TOOL KIT 4: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

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7.2 Partners' Roles/Profiles

Partner 1 – graphic novel expert

This person should be a comic book industry professional with excellent presentation skills. You should make sure this person is an adept speaker for your program's age level, as well. Someone used to lecturing to college level students will need to alter their language and concepts for a younger audience.

Partner 2 – helps with set up, takes photos, etc.

Can be anyone who is willing to help with taking photos and any lifting and moving that needs doing.

7.3 Advocacy Tools

With my Library

I didn't need to persuade my administration for any of my program needs since I was approached to participate in LELA and my manager told me I would have any assistance and monies needed for planning and implementing my program.

With my Partner

My partner and I had worked together on a few less-involved library programs with preschoolers and young school age children. Since I knew about his background and he was familiar with mine, I was able to plan the program with both of our talents in mind. He and I worked together on deciding what kind of program and he helped me determine the content and focus.

7.4 Measurement Guidelines

Participant learning was determined by the pre- and post-test interviews, the successful discussion of the evaluation materials covered in the A,B,C,D,E's of Graphic Novels handout, and the creation of the participant's budding Reader's Advisory list.

1. Pre- and Post test interview information

All of my participants were already avid graphic novel readers and regular patrons of our library's extensive juvenile and young adult collection. After the post test, I found that most participants loved expanding their graphic novel reading into areas of which they were previously unaware. A tween boy checked out all of our copies of one wordless children's series, *Owly*, because the book charmed him!

2. GN Discussion

My participants really enjoyed the creative presentation done by my comic book professional; they loved the interactive and visual bits and he had a lot of insight into what goes into making graphic novels interesting.

3. Reader's Advisory lists were taken home by participants

The participants weren't as interested in compiling a list of new titles to read; they wanted to check them out immediately and read them.

7.5 Project Resources with Budget

This program had a small budget and utilized a lot of materials already available at my library and within my system, and my speaker volunteered his time and services.

Purchases made (one per participant)

8 card file boxes @ 1.10 each = \$8.80

Items at hand at library

Index cards (one pack to distribute) = \$1.95

Pencils (one per person) = \$1.20

“A,B,C,D,E’s of Graphic Novels” handout per person = \$.80

Total = \$12.75

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TOOL KIT 5: MARKETING TO AUDIENCES

This is a guide for the librarian and the project partner who jointly take responsibility for attracting a capacity audience for the program. It is important that all participants are a good match for the programs information literacy and content objectives.

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8.1 Sample Advertisements

GRAPHIC NOVEL BOOK CLUB

**Do you love reading
comic books and graphic novels?**

**Then come to the White River Branch
to learn a bit about graphic novels
and take one home to read
and discuss with the group later.**

Snacks and all materials will be provided!

**White River Branch
Thursday, June 28
Friday, July 6
2:30 p.m.
Grades 4-6**



**Earn 50 points for
Summer Reading
by attending this
program!**



**JOHNSON COUNTY
PUBLIC LIBRARY**
www.jcplin.org

Three ways to register:

By phone: 885-1330
Online: www.jcplin.org
In Person: At reference desk

8.2 Grabbers in Content/Lay Out

My library system's publicity is centralized. The Community Relations department creates all of our publicity after we provide them with the correct content. We can request particular graphics, colors, if needed, but usually the department comes up with the publicity on their own. For example, initially my posters had an image on it that I didn't like and the department found another graphic to use.

8.3 Information Literacy Indicators

1. "A,B,C,D,E's of Graphic Novels" handout created by Partner (session 1)
2. Reviews of graphic novels done by participants based on the handout.
3. Reader's Advisory list of titles created from participant's reviews presented to the group in session 2.

8.4 Distribution Plans

Posters were distributed to the teen and children's sections of all library branches.

Posters were sent to the Center Grove School Corporation's head office for approval and distribution to elementary schools. This school corporation requires approval of all materials to be hung in the schools; flyers cannot be distributed to teachers or schools individually.

Hint: If you can contact interested teachers/clubs ahead of time and let them know about the program, they will be able to hand sell the program to the students!

Also...call to make sure the posters were actually posted!

8.5 Start to Finish Marketing Timetable

My system's Community Relations department has its own deadline schedule for publicity that we must adhere to. I submitted my publicity within the timeframes allotted: two months before it is needed in hand at the library.

Hint: If your publicity is centralized, be kind to your publicity department! Give them plenty of time to make your publicity materials so you have time to proof and redo them, if necessary.

8.6 Pre-registration Model

My library has an online registration system called Evanced Event Registration. Patrons can access Evanced through library's home page from their home computers or call and have the staff register them over the phone.

Sample online registration page:

Evanced Event Registration

Graphic Novel Encounter!

DATE: 6/28/2007

START TIME: 2:00 PM

END TIME: 3:00 PM

DESCRIPTION: Love reading comics and graphic novels? Come on in and join our graphic novel book club at the library!

REGISTRATION ENDS: 6/28/2007 at 11:00 AM

LIBRARY: Johnson County Public Library - White River Library

LOCATION: WRL-Community room

PRESENTER: Karen Hankala

STATUS: Openings

PLEASE NOTE:

- **Attendee Must be in Grades of 4 through 6.**

EVENT STATUS INFORMATION:

Maximum People: 12

Main List Count: 5

Waiting List Count: 0

Available Space: 7

*Enter Attendee First Name:

*Enter Attendee Last Name:

*Enter Attendee Phone Number: (317) -

Enter Alternate Phone Number: () -

Enter Attendee Email
Address:

Enter Guardian's Name:

*Enter Attendee Age:

Notes:

* = Required Field

Bottom of Form