



So that was October! Wow what a month! Riots, young people running wild (I have quite a bit to say about that!) chaos, regime change around the world storms and a number of friends and colleagues in the library world losing their jobs. On the plus side I have spoken to some brilliant people around the country about what they are up to and most of us remain upbeat, casting our defiance in the teeth of cuts and reductions.

Riots aside we take a peek at the Stan Lee Excelsior Award, discover how to make a School Library Dyslexia friendly find out a bit about student copyright and there is also a chance to win Mark Walden H.I.V.E. Packs (competition closes on Wednesday).

Riots, Young People and what Libraries can do to help

This article originally appeared in a slightly different format on Teen Librarian, it can be read here:
<http://teenlibrarian.co.uk/?p=1901>

They have called the worst riots of a generation, bits of London burned; Manchester, Birmingham and Liverpool also had scenes that people were more used to seeing on the news in far away places. Millions of pounds worth of damages have been recorded, trials are still taking place and social media sites including Twitter and Facebook were accused of helping with the spread of riotous and anti-social behaviour.

The word "youth" has been used a lot. Teen Librarian – the newsletter and the website has never been political, I do not rant about the unfairness of how young people are looked upon and treated in the UK. I have heard people I know and in some cases have worked with refer to young people, as hoodies, rugrats, chavs and even worse. Now after the past few days of rampant vandalism and theft I feared that all young people are going to be tarred with the same brush and have more epithets added to the already large pool of slurs against them vandals, thieves, anarchists.

We have seen the pictures and videos of children and teens taking part in the riots, disturbances wholesale theft and vandalism.

What may be overlooked is the fact that these violent kids are in the minority, once the smoke clears and the rubble is cleared away and all the right noises have been made by the powers that be and various civic and community leaders the lasting legacy will be a memory of youth led

violence which will lead to even more demonising of young people than ever before.

I could be wrong, money could be pumped into youth services and into libraries to offer young people an alternative. What are the chances?

One of the things that has always been clear to me is that when it comes to working with young people those of us that consider ourselves to be teen and youth librarians are in the minority. I do not think that I am alone in experiencing being called out to deal with teenagers that come into the library 'because it is my job'. I have never minded this, in fact I always thought it a bit of an honour to be called out, especially when the teens themselves have asked to speak to me, in meant that I was doing something right.

So what can we do?

I have said it before, and will no doubt be saying it again that with council and library services being squeezed that there will be fewer and fewer of us around to do the work. Money has never been a massive contributing factor to running an effective teen service. What I want us all to do is share, share like we have never shared before! If you have run an event or series of events that have been popular with the young people send me the information, it does not have to be a massive write-up – a few paragraphs will suffice what you have done, what the event was called how you organised it, what resources (if any) you required.

I will compile the information and create a pdf e-book for free use and distribution. I am in the process of creating this already, using ideas I have put into practice over the years and others that are still only theory, it is a puny document at the moment but with your help we can create something that we can use and build on, send me your ideas:

libs4teens@gmail.com

Everyone who submits ideas will be credited (unless anonymity is requested). Where two or more people submit the same or similar ideas credit will be shared.

Starting here we can start building the base of a unified Teen Library Service for the UK.



The Stan Lee Excelsior Award has a brand new website!

WHAT???

You do not know what the Stan Lee Excelsior Award is?

That is (as the French say) Incroyable!

Not to mention totally beyond the pale!

To remedy this sad lack of knowledge I have shamelessly taken this text explaining the award from their website:

The [Stan Lee Excelsior Award](http://www.excelcioraward.co.uk/) is an exciting new book award for graphic novels and manga – where kids aged 11-16 choose the winner by rating each book as they read it!

In 2011, 8 graphic novels were on the shortlist, 17 UK secondary schools took part and 842 'Rating Forms' were returned! The overall goal of this scheme is to encourage reading amongst teenagers. However, its secondary target is to raise the profile of graphic novels and manga amongst school librarians and teachers. This storytelling medium has been a largely underused resource within education for many years. The Stan Lee Excelsior Award attempts to highlight some of the amazing books that are out there – books that fully deserve to be in our school libraries alongside regular fiction!

The award was founded and is organised by the excellent Paul Register – who I may actually have met at a SLA conference in 2010 (but I could be wrong).

To find out more about the Award and Stan Lee himself co-creator of Spiderman and other eX(-Men)cellent super heroes follow this link: <http://www.excelcioraward.co.uk/>

How to make a Dyslexia Friendly School Library (on a budget!)

First of all, a *very* simple explanation of dyslexia: 1 in 10 people in the UK have it, mostly males but by no means only, and to varying degrees. It has nothing to do with intelligence, but it can hold children back at school because it causes difficulties with reading and writing. They can also be very disorganised and have trouble remembering things, but on the other hand they are likely to be very creative. It is something people are born with and cannot be cured, but there are tools that can be taught/provided to make life easier. There is a lot of information on the internet (funnily enough not very much of it is particularly dyslexia friendly!) but this video on youtube is a good start

<http://youtu.be/gwZLFTW4OGY>.

My school is working towards the formal award of Dyslexia Friendly School (see <http://www.bdadyslexia.org.uk/quality-mark-and-accreditation.html> for more information). Obviously a lot of it is to do with teaching methods and homework policies, and there is all sorts of technology out there to help that a school could buy, but actually there is a lot that you can do in your Library to make it more usable by pupils with dyslexia that doesn't need to cost the earth and can actually help all your users. As I said in the title I'm talking about a School Library but I'm sure these things can be applied in other settings.

Make things easy to find:

Obviously you are there as the Librarian to help them find what they need, and you will have done an amazing all bells and whistles induction to the Library at the beginning of the year, but if you are busy (or they are shy to ask) then you need to have signs - the disorganisation aspect of dyslexia means that a pupil might need reminding every time they come into the room. If a child struggles with reading then looking along the spines of books will put them off before they begin. And not just Dewey Subject Headings on the top of the bays but have some pictures/symbols – the solar system for astronomy, a football for football...you don't need me to make suggestions – indicating where the books are. As well as these on the shelves, have a floor plan of the room that they can look at (and even keep) with the symbols. Have a poster near the desk with pictures and descriptions of the locations of useful things – even if it just says ask you for everything it will still help if they know what you have – paper, scissors, dictionaries, reading rulers and overlays, all the usual stuff.

Have suitable stock:

As far as encouraging reading for pleasure is concerned, Barrington Stoke books are brilliant. They're written by popular authors and aimed at struggling readers so are high interest short stories for a variety of age ranges. They are ideal for dyslexic readers as they are printed on special paper – creamy thick pages – and the font size is larger than average. The only downside is that they have recently started putting “also dyslexia friendly” labels on the covers which I think might be a bit off putting. Incidentally, the Barrington Stoke website has some excellent information about dyslexia and links. Have you seen the Hank Zipzer series by Henry Winkler? He is dyslexic and has written these funny books about a bright dyslexic boy and his trials at school. Very American but good fun. There are lots of other books being published for older reluctant readers, such as those by Badger Publishing, so just have a look around.

Have different formats of stories, especially try to get hold of different versions of anything they study in English, i.e. audio books, graphic novels or illustrated versions, abridged versions, DVDs. Again, have them particularly well signposted. Also, if you have the money for an e-reader or two (which we don't unfortunately so I don't know a huge amount about them) these can be really helpful for dyslexic pupils. Changing the size of the font can make a big difference for some, as well as the audio options and clear background.

Have books about study skills and organising yourself – mind mapping and revision techniques – as well as informational books about dyslexia for all pupils.

Be aware of your dyslexic pupils and dyslexia in general

There should be an SEN register that lists all the diagnosed dyslexic pupils on role. Make yourself aware of which pupils are on the register. I had 1:1 meetings with all the pupils in the school that are diagnosed dyslexic, to see how they're doing and whether they need any extra help with anything and overwhelmingly they wanted to be treated no differently than the other pupils, although they wanted staff to know about it and so understand why things might take them longer and appreciated extra help outside of lessons. They didn't want other pupils to know about their dyslexia so you need to be subtle in your support, although they were all keen to

have coloured overlays available to make reading easier.

As part of the evidence file for the accreditation, one of the criteria we have to demonstrate is that all the pupils (and of course staff) in the school understand about dyslexia. Our Head of Inclusion led an assembly in which she spoke about dyslexia and the difficulties someone that lives with it has to adapt to, following on from that I did a survey of all the pupils in the school to see how much of that they took in. Interestingly about 1/4 of them think dyslexia can be cured but apart from that they nearly all gave the answers we were hoping for. I've done a display based on the responses to remind pupils.

Keep the Library as tidy and calm as you can

Nearly impossible in my school but I try my best. I talk to everyone that comes into the Library, even if only to say hello, and a lot of them come to talk to me. Be available as an ear to pupils that are feeling the pressure, and let them be comfortable in the Library even if they've not got their nose in a novel.

Very simple stuff, that you're all probably already doing and there are probably lots of other tips that I've not thought of yet, but hopefully food for thought.

an edited version of this article appeared in:
<http://www.infotoday.eu/Articles/ReadArticle.aspx?ArticleID=76901&PageNum=1>

Caroline Fielding

The Student Guide to Copyright

Nowadays you can't swing a cat around in a library without hitting a student either studying, chatting up someone they find attractive or copying something from the internet, or a book/magazine (but usually the internet).

The Copyright Licencing Agency as put together a two page sheet called the [Students Guide to Copyright](http://www.cla.co.uk/data/studentguidetocopyright.pdf) that can be downloaded here:

Competition

There is still time to enter the Mark Walden competition on Teen Librarian running until midnight on Wednesday 31st October. Stand a chance to win one of three sets of the HIVE series plus rucksack, t-shirt & wristbands. For full details follow this link:

<http://teenlibrarian.co.uk/?p=1907>