

Guys Read / Gals Read Basic Program Manual

"A 4th grade boy in Fairbanks decided to write a book this winter. This is notable on two counts. First, his reputation for behavior and performance at school were such that his undertaking a daunting task like writing a book was surprising, and second, he'd been inspired to write his book after hearing a variety of men read to him during his lunch hour. Also inspired by hearing volunteer men read funny, boy-friendly books, other 4th grade boys approached their teachers and school librarians to brag about reading their first chapter books all by themselves. The books these boys heard and wanted to read weren't great in the literary sense, but they were great in that the boys wanted to read them."

-From the 2007 FNSB Guys Read Report



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Acknowledgements

The FNSB Guys Read Gals Read program could not succeed without the close cooperation and support of the Fairbanks North Star Borough School District and the Literacy Council of Alaska. In addition, continued financial support provided by community businesses, organizations, and individuals has enabled the program to expand to include hundreds more boys and girls in additional schools over the years. Thank you.



Introduction

In 2001, noted children’s author Jon Scieszka created a nonprofit literary organization and website called Guys Read to promote boys’ reading. Greg Hill, then Director of the Fairbanks North Star Borough Public Libraries in Fairbanks, Alaska, was inspired by the website. Five years later, he expanded on basic concepts presented there to develop a unique program, also called Guys Read, in which pairs of volunteer readers visit schools to read heavily illustrated, boy-friendly books to the students. The program further expanded in 2010 to include Gals Read. The program’s objectives were to demonstrate to even the most reluctant readers that:

- Books can be fun.
- Many adults enjoy reading.
- Libraries can be fun places to visit.

Both Guys Read and Gals Read emphasize fun. Reading for pleasure naturally leads to improved reading skills, which in turn promotes better assimilation of knowledge and higher reading comprehension. Introducing adult readers as role models and showing reluctant readers that books can be fun encourages students to read and to use the library.

The Guys Read Gals Read program outlined in this manual is flexible and can work in a variety of settings. While our program currently focuses on 4th grade students, the basic strategy behind the program can also work with other grade levels and institutions. It is easily adaptable for use by school libraries, PTAs, literacy councils, and other organizations interested in child literacy. A detailed outline of our current program can be found in **Appendix A**.

“Guys Read is the most best reading program in the world! What time and place is the party?”

Nordale Elementary, 4th grade guy

Since this program is not intrusive—it does not reduce instructional or recess time—and promotes reading, it lends itself particularly well to grade schools. When starting the program in this setting, it is essential to develop a partnership with your local schools to deliver the program as outlined. We in Fairbanks are fortunate to have a strong working relationship with our local school district.

Students’ Literary Needs

In the Guys Read and Gals Read programs, we speak in generalities and of averages, but the reluctance to read can strike anyone, regardless of gender. The literary needs of boys and girls vary at this age, and so each program is slightly altered to meet those needs and keep kids reading. Additionally, we hope to extend the love of reading beyond the students and to their families and communities as well.

Public librarians have difficulty reaching reluctant readers, a problem perpetuated by the fact that the parents of reluctant readers are often themselves sporadic or non-readers. Despite the abundance of

resources available in public libraries, parents who grew up without using libraries usually don't visit them with their children. The Guys Read and Gals Read programs provide a way to entice students, and hopefully their parents, into the library.

Furthermore, the books selected for the program encourage the students to visit the library to get the next book in the series or a book similar to the one they heard in the program. We love how much the students enjoy the books during the program. We love it more when they ask their librarians where they can find their next great read.

Why Guys Read?

Average reading scores drop sharply for 3rd and 4th grade boys as their interest in reading for pleasure wanes. In fact, most American boys stop reading for pleasure at this age. These boys prefer books that are funny, outrageous, or exciting. However, character- and relationship-rich novels dominate school reading lists, leaving little room for the kinds of stories that would engage young boys, who develop emotionally and socially more slowly than their female peers.

Furthermore, boys often reach adulthood without having male role models who read for pleasure. Typically, boys see their mothers read far more than their fathers, while teachers and school librarians at the elementary level are still predominantly female. In such cases, the act of reading can easily be viewed by boys as a primarily feminine pastime.

Both these problems illustrate an unmet need in most boys' education. Guys Read seeks to fill this need by bringing in an array of male role models who read books specifically chosen to engage low-interest readers.

Why Gals Read?

Between the ages of eight and fourteen, girls experience a plunge in confidence and self-worth. Fourth grade marks the beginning of this decline. While girls don't lack for reading role models, they often lack for female story characters who are confident in their abilities and social standing and aren't just props for other male characters. And although girls may score higher in reading tests and other academic metrics, they *perceive* themselves as being less capable, intelligent, and socially accepted than their usually more confident male peers. So for girls, the value of Gals Read isn't better reading scores, but that they will have role models on the page who show that girls can and should be the hero in the story.

Similar to Guys Read, the program provides girls with stories read by teams of female role models. Girls of this age crave stories that are rich in complex character and relationship development. The stories chosen for them have these elements, and highlight girls who are imperfect, but still smart, capable, and working to make their world a better place. We hope these stories will help girls to be more confident and comfortable with themselves as they explore growing up within the safety of a story.

Guys references:

[https://nces.ed.gov/natio
nsreportcard/reading/](https://nces.ed.gov/natio
nsreportcard/reading/)

[https://www.brookings.ed
u/research/girls-boys-and-
reading/](https://www.brookings.ed
u/research/girls-boys-and-
reading/)

Gals references:

[https://www.theatlantic.c
om/family/archive/2018/0
9/puberty-girls-
confidence/563804/](https://www.theatlantic.c
om/family/archive/2018/0
9/puberty-girls-
confidence/563804/)

[https://www.theguardian.
com/society/2017/sep/23
/mental-health-data-
shows-stark-difference-
between-girls-and-boys](https://www.theguardian.
com/society/2017/sep/23
/mental-health-data-
shows-stark-difference-
between-girls-and-boys)

[https://www.who.int/men
tal_health/prevention/gen
derwomen/en/](https://www.who.int/men
tal_health/prevention/gen
derwomen/en/)

Program Basics

Our mission is to inspire children to read by presenting reading as fun and exciting. We believe that every child should be helped to be successful through improved literacy skills and access to the resources available at libraries. We strive to continually improve our program and to contribute our efforts to our local community. Also, we hope to spread the Guys Read/Gals Read program concept throughout Alaska and the rest of the country, for we believe that this program helps students to succeed in school and in life by providing reading role models and engaging stories that inspire children.

The Guys Read and Gals Read programs:

- Are fundamentally simple.
- Work closely with the school district.
- Recruit adult volunteer readers to read the books.
- Present the program during lunchtime.
- Introduce heavily illustrated, kid friendly books.
- Project the book illustrations on an easy-to-see screen.

The information in this manual can be adapted to provide anything from a basic, low-budget program to an evolved program with incentives as outlined later in this manual. We recommend that you read the entire manual before determining the scope of your program.

Organizing the Program

Partner with the Schools

After fully developing your Guys Read Gals Read proposal, contact your local school administration. You will need buy-in from each level of authority: the superintendent, principals, school librarians, and teachers. Teachers and librarians are more responsive to directions from principals, who are more responsive to programs backed by the superintendent. Having the close cooperation of school personnel is important for the program's success.

The schools will need to provide meeting space and at least one staff member who will always be present during presentations. In our experience, a classroom is better than a cafeteria or commons area,

"To quote my 4th grade boys, 'It was awesome'."

Denali Elementary, Classroom Teacher

but the library is the best venue. The room should be available prior to the program so that the volunteers can set up the equipment and prepare for the presentation. A contact person at each school is important to facilitate good communication and quickly correct problems as they arise. We have had principals, school secretaries, librarians, and teachers fill this important role, depending upon the school's administrative preferences. The contact person should be the same throughout the program. It is simpler if this is the same person

who is present for all or most of the readings to avoid any breakdown in communication between your program and the school.

Lunch period is the best time to present the program since it doesn't cut into recess time and make the program seem like a penalty to the students. Also, it is easier to keep the students settled and focused while they are eating. Since many of the more reluctant readers watch TV while eating at home, they quickly transition to watching the projected book images.

The number of times the students will be read to each week and the number of weeks the program is presented may vary depending on your circumstances. Our program currently runs twice a week for two weeks, twice a year.

Work with your schools to make sure that all 4th grade teachers are familiar with the program. If possible, also work with your schools to send a letter to the boys' parents about the program and how they can support our efforts.

**"Can we read some
more next week?
Pleeeeeease?"**

*Pearl Creek Elementary,
4th grade gal*

Memorandum of Agreement (MOA)

While it is not necessary, for some programs it may make sense to have all the institutions involved in the program enter a more formal agreement to minimize misunderstandings regarding program responsibilities. Although we do not currently utilize MOAs, in the past, Guys Read Gals Read has entered into a service agreement between the participating entities. A sample copy of this agreement can be found in **Appendix F**.

Coordinator

A coordinator is very helpful for administering the program if more than three or four schools are participating. Depending on the elements included in your program, a coordinator's duties might include:

- Contacting and coordinating activities with school personnel.
- Helping select and order book titles.
- Recruiting, training and scheduling the volunteer readers.
- Designing and preparing flyers and bookmarks (if used).
- Assisting in raising funds and publicizing the program.
- Writing follow-up reports summarizing program activities.

Books

The Guys Read and Gals Read programs project pages of carefully selected books onto a screen so the students can follow along with the reading. Choosing fun books for your program's target age group is crucial. The purpose of Guys Read and Gals Read is to encourage the students to read for the fun of it. We use the following criteria as a guide when selecting books:

- Kid Friendliness and Fun: Is it fun and exciting? Does it contain fresh, new concepts? Will it capture the 4th graders' interest?
- Good Illustrations: Are there illustrations on most pages? If so, do they project well? Are they engaging? Does the story "read" well visually?
- Similar Books/Relevance: Is the book part of a popular series or genre, by a popular author, or does it make connections to popular culture (such as movie tie-ins, etc.) or current events?
- Fast Opening Plot: Does the story start quickly and coherently enough to engage the students within twenty minutes?
- Readability: Is it easy and fun to read out loud? Will volunteers enjoy the experience?

Before being chosen for the program, each potential book is reviewed by several members of a selection committee. (See **Appendix I** for a sample book selection rubric.) When possible, involve school librarians in the book selection process. These professionals work directly with the students and inviting their input will increase their buy-in to the program.

Once books have been selected and approved by the proper school district personnel, let the school librarians know which books will be used in the program.

Projecting images from the books is extremely important for keeping the students engaged. In the early years of the program, the coordinator scanned pages from the books and prepared a PowerPoint presentation for each book. If scanning books, contact the copyright holder well in advance for permission to scan, and always make sure there are more pages scanned than the volunteers will have time to cover so they don't run out of materials.

Currently we use a document camera and projector, which only reflects the pages and therefore negates the need for acquiring permission for scanning.

The number of books you purchase will depend on funding, how many days you read to the students, and how many schools are involved. Our program features reading part of one book per visit for boys, and one book per two visits for girls. Our volunteer readers' objective is to read enough of the story to engage the students' interest, who are then eager to read the rest of the book for themselves to see how it ends.

If funding allows, purchasing additional books will allow you to:

- Have copies of all the books available during training so the volunteer readers can practice reading them. The volunteers should read their book aloud three times prior to presenting to the students. This helps readers become accustomed to their own voices as well as the book and is especially important for difficult-to-read books.
- Place multiple copies of the books in the participating schools' libraries. Teachers and school librarians have reported that this sustains students' interest in reading the featured books as it motivates students to visit both school and public libraries.
- Give each participating student their own book. Presenting the books during a wrap-up party at the public library has proven an incentive for students and their parents to visit the library and experience its many services.

For a list of books used recently in our Guys Read Gals Read program, see **Appendix B**.

Tip: Print labels to insert in each book with “This Guys Read (or Gals Read) book donated by-” and the sponsor’s name. Using labels gives you the flexibility to print different labels for different donors; the labels also adhere better to pages with a glossy finish.

Reader Recruitment

There are many ways to recruit volunteer readers. Articles in local news media, social media, public service announcements on the radio, flyers posted in the library, word-of-mouth, and personal contacts with adults and organizations in the community are all effective methods. The best way to attract new readers is by positive word-of-mouth from veteran readers. In our experience, most volunteer readers become enthusiastic supporters and volunteer for subsequent Guys and Gals Read programs.

We have recruited readers from professions ranging from police officers, geologists, and carpenters to television and radio personalities, government officials, and military personnel. The students loved the year a pair of fire fighters read while wearing their full gear! The program has huge retention rates for readers, with many program veterans serving as mentors to new volunteers, helping to provide stability when the rookies read for the first time.

“I hope you come again. Also, I really enjoyed all the books you read to us. Thank you.”
Nordale Elementary, 4th grade guy

Training

Many people aren’t comfortable with or knowledgeable about reading effectively to an audience, so properly orienting volunteers is essential. It is best to conduct the training 7 to 10 days prior to the start of the program, which allows adequate time for the volunteer readers to become comfortable with their assignments without it being so far in advance that they forget their training.

Our orientations last less than an hour and training sessions include:

- A brief overview of the objectives and basic approach of the Guys and Gals Read programs.
- Handouts with tips on reading aloud effectively (**Appendix C-1**).
- Ideas for introductory and closing remarks (**Appendix C-2**).
- Practice copies of the books that will be read during the program. (See **Appendix G** for a book sign out template.)
- A description of the features and appeal of the books chosen for the program.
- A demonstration of the projection equipment that will be used at the schools, and time for hands on practice.
- Contact information for the program coordinator.

While we encourage the volunteers to practice setting up and using the equipment, the contact person at the school usually has everything ready for volunteers before the session starts. But just in case, we

also have technical “cheat sheets” with simple directions on how to operate the equipment, that are included with the reading materials.

During the training session, collect essential information from your volunteers, including: phone numbers; email address and mailing address; days and times they will be able to read; which schools they are willing to visit; and whether there is any legal reason prohibiting them from being in contact with the children to whom they will be reading. (It also helps to ask which is the most reliable method of contacting them. For example, it isn’t effective to email someone who never checks their email.) This information can all be gathered and kept on file as a volunteer sign-up sheet, which can be filled out either on paper or online. (See **Appendix H** for a sample volunteer sign-up sheet)

Schedule Readers

Scheduling readers can be challenging, depending on several factors: the number of schools, how many readers are involved, and how many days must be covered. Getting accurate schedules to the readers and the schools is a must. In order to allow enough time to create the schedule, the readers’ contact information and times of availability should be collected before or during the training session. (See **Appendix H** for a sample of how we collect this data in our sign-up sheets.) We use a simple spreadsheet template to compile and organize this information. Begin by scheduling the readers with the most restricted availability and then fill in scheduling holes with volunteers with more flexibility. (See **Appendix D** for a sample schedule.)

Have at least two adults scheduled for each reading, one to run the projector and the other to read. If you have enough volunteers, having three on a team is fine in case of last-minute cancellations. In addition, it’s important to have a list of back-up readers willing to volunteer on an as-needed basis.

Remind readers to schedule adequate travel time to arrive at their assigned schools at least 15 minutes before the students’ lunchtime begins. For example, two of the Fairbanks schools are on military bases, which require our readers to register with security before they can get on base; readers must know to plan for that. Also provide directions for hard-to-find schools and for volunteer parking. Anticipate these types of issues and notify readers prior to their scheduled reading dates.

After emailing the program schedule to the readers and the contact people at each school, contact everyone scheduled to read at least once per week. Remind them which schools they are reading at, who the contact person is, and what time they need to be there. As mentioned earlier, due to illness, car trouble, etc., having substitute readers available to fill in on short notice is important.

Tip: Having the coordinator, library staff, or experienced readers accompany first-time readers for their initial presentation helps reduce the readers’ worries and smooth out unexpected problems.

Program Surveys

The program outlined in this manual is extremely popular, but most of the feedback is anecdotal and quantifying it can be a challenge. Surveys are a good tool to gauge the effectiveness of the program and may even be required if the program is financially supported by grants.

Prior to beginning our program, the coordinator prepared and delivered student surveys to the district for distribution. The schools distributed a simple survey to the 4th grade students to determine their level of reading activity. After the program ended, the students were surveyed again to identify which books they liked the most, how they liked other aspects of the program, and whether their opinion of reading had changed.

At other times, a final student survey was administered at the wrap up party (see below under **Optional Items**). Students filled out a short survey about their favorite aspect of Guys Read or Gals Read. They were then entered in a drawing for a complete set of the program books from that year, or similar “big prize”, which took place at the end of the party.

At the program's conclusion, the volunteer readers were also surveyed to get their impressions on how the program went and how it could be improved. School personnel were surveyed for input on the program's organization and how successful it was at reaching the students.

The coordinator gathered the student surveys from the schools and compiles the information. Likewise, the coordinator contacted librarians and volunteers to administer the surveys to them, also compiling that information. Surveys help the program organizers to see where the program can be improved. Surveys are also useful in soliciting funding for future GUN programs.

Tip: Keep surveys simple, especially for the students. Use small thumbnail images of the book covers on the surveys to help them identify which books they prefer.



Optional Items

We're convinced that if all the basic elements described above are included, you'll find these Guys Read and Gals Read programs very effective and well received. However, the programs' effectiveness can be enhanced by including some of the extras that we use in Fairbanks.

Sponsors

The Guys Read and Gals Read programs work with minimal funding but can have much greater impact with enhancements made possible by local sponsors. Selling points for being a sponsor are:

- The program successfully promotes reading literacy for children.
- It targets a large audience, since the sponsor's logo appears on flyers, surveys, thank-you letters, and publicity for the program, in a sponsor's appreciation ad in the local newspaper, and in the books themselves.
- The exposure for the sponsor's contribution is considerable- and even small contributions can be a big benefit to the program.

Tip: Know your program's costs and have them broken down into chunks- books for school and students, party supplies, etc., so that prospective sponsors can choose their level of involvement. If your program goes to multiple schools, find out how much the program costs per school and seek school sponsors.

Program Bags

A sturdy, zippered bag containing support items for the program is prepared and sent to each school ahead of the program. The bag remains at the school in the care of the school contact person for the duration of the program, and contains the following:

- Three copies of each book.
- Enough bookmarks to hand out to each student at the conclusion of each presentation.
- Contact phone numbers and emails for program coordinators.
- A technical "cheat sheet" on operating the AV equipment.

The coordinator prepares the bags ahead of the program and delivers them to the school district for distribution. At the end of the program, school contact personnel return the program bags (sans books and bookmarks) to the school district offices, where they are picked up by the coordinator.

Books for School Libraries

The program is designed to introduce the students to a variety of fun books. Rather than read the entire book to them, we want them to read the books themselves. Having multiple copies of the books in their school libraries allows the students to get their hands on the books they find engaging. Our experience has shown that if the books are available, even the most reluctant readers start asking to visit the library to borrow them. We give three copies of each book to each library.

Books for the school libraries are sent to the school district's Library and Media Services for processing. Media Services then distributes the books to the individual school libraries where they are cataloged, and processing is completed.

Books for the Students

Offering a free book to each participating student who attends the wrap-up party at the public library is:

- A great incentive to attract reluctant readers to visit the library.
- Encouragement to keep reading for pleasure.
- An inducement for the boys to think of books as fun and themselves as readers.

**"Excellent!
The books
were off the
shelf for
checkout.
They are
'the best'
according to
the 4th grade
boys- who
now have
discovered
that reading
is fun."**

*Pearl Creek
Elementary,
Library
Associate*

Bookmarks

Use bright, attractive cover art from the featured books to create colorful bookmarks. The flip side of the bookmark can be used to include such items as: author bios; titles of other books in the series; how to write to the author; or reminders about the library party; etc. (see **Appendix E** for bookmark samples). Give bookmarks to each student after each presentation to reinforce the fun they had.

It does not matter if any of the bookmarks make it home with the boys; the main purpose is to subtly reinforce the pleasure they experienced with the books during the presentations. During one year's program, students at several schools started a fad by collecting the bookmarks and even sometimes asking the readers to autograph them.

Wrap Up Party

An effective way to attract the students to the public library is by hosting Guys and Gals Read wrap up parties. Organize the party well in advance, assigning tasks such as: reserving library space; ordering food and scheduling delivery; purchasing necessary supplies (paper products, water, etc.); coordinating volunteers for staffing; organizing games; and contacting special guests. In the past, we had a cartoonist to draw portraits of the students, or artists and authors who read selections from their books. Since these guests often book far in advance, be sure to allow yourself plenty of time to get on their schedules. It may also be helpful to develop a mechanism to track party attendance and book

distribution, which will give you insights into attendance by school and help to distribute books to students who could not attend.

An hour-and-a-half allows the students enough time to play games and to enjoy food and a final reading. The volunteer readers are invited to attend the parties to help oversee the games and activities, and their presence is greatly appreciated by the students.

As students arrive, volunteers check them in on a spreadsheet containing each student's name and school. The students place their coats in plastic library book bags (provided by the library foundation), which are then set aside in school-specific groups. Notices about other library programs are also placed in the bags, as well as a randomly chosen copy of one of the program books for the student to keep.

The Guys party features "Guy Games" (spit-wad target shooting, paper airplane construction, ping-pong ball races, and other low-tech activities) and "Guy Grub" (cheese pizza, bite-sized candy, and water bottles). The Gals party features "Gals Games" (themed crafts, cupcake decoration, hula hoop competition, library scavenger hunts) and "Gals Grub" (cheese pizza, cupcakes, and water bottles). (After the party, the volunteers are treated to barbeque ribs and cornbread.)

While the students eat, a featured author—either in person or via Skype—or a volunteer read the students another book. The volunteers then help the students find their library bag and each student returns home with a program book to keep for their very own.

Participants have a fun, energetic time, further solidifying the message that books and reading are fun. Additionally, most students are brought to the library by their parents, who are encouraged to stay for the duration of the party by gift card drawings. This provides an excellent opportunity for them to learn about and use library services, increasing the odds that they too will be back.

Remote Delivery

This is a placeholder section where we can add information about when programs need to be remotely delivered. More coming as we figure it out!

Conclusion

By including some or all of these optional items, the program's core message—that reading is fun and libraries are fun places—is further impressed on the students and their families. Thanks to the generosity of the sponsors and donors who make these additions possible, students and families are made more aware of the value of the many resources available at public libraries, thus adding to the long-term effectiveness of the program.

Appendix A: Outline of Current Program

AT PROGRAM ONSET

Obtain local funding for the program from private donors.

Partner with Literacy Council and School District, or other appropriate organizations. (See **Appendix F** for a sample service contract.)

Hire coordinators and assemble management team. (Our initial team included: Coordinator, Library Director, School District Direct of Media and Library Services, and Literacy Council Director.)

Hold initial team meeting:

- a. Discuss what the program will provide. (Our program provided three copies of each program book to each participating school's library, copies for the public libraries, and a copy of one book for each participating student.)
- b. Discuss book selection.
- c. Coordinate initial contact with schools to offer the programs.
- d. Coordinate program presentation to principals.

Finalize list of participating schools.

- a. Gather school information such as: addresses, approximate group sizes, contact person, and location of program. This will be updated regularly throughout the duration of the program.
- b. Contact schools with list of equipment and supervisory staff requirements.

SUBSEQUENT YEARS

JANUARY

Board meeting

File 990-N form with IRS

Renew and pay for state business license (bi-annual)

Renew nonprofit state status (bi-annual)

Guys Read

Post recruitment notice on Facebook

Write and distribute PSAs describing program and orientation

Post call for volunteers on Facebook and webpage

Run 2 weeks of radio ads (1st about orientation, 2nd about the program)

Contact readers about orientation and librarians about preferred schedule dates

Volunteer orientation

Develop and distribute schedule (email volunteers and school district personnel)

Begin program

Gals Read

Schedule radio ads

Contact readers about orientations and schedules

FEBRUARY

Board meeting

Begin reviewing books for next fall

Guys Read

- Complete program
- Gather stats and feedback from librarians and volunteers
- Post program activity summary on Facebook

Gals Read

- Post recruitment notice on Facebook
- Write and distribute PSAs describing program and orientation
- Post call for volunteers on Facebook and webpage
- Volunteer orientation
- Develop and distribute schedule (email volunteers and school district personnel)
- Run program
- Gather stats and feedback from librarians and volunteers
- Post program activity summary on Facebook

MARCH

- Board meeting
- Prepare annual report on fall and winter programs
- Distribute to donors: the report summary and thank you notes from students
- Review books for next fall
- Retrieve program bags from the school district office

APRIL

- Board meeting
- Post recent activities of the board and activities of non-local GR2 programs on Facebook
- Run News Miner ad thanking donors
- Distribute funding appeal letters
- Choose and vet books for next fall
- Notify librarians of book selection

MAY

- Board meeting
- Order fall books
- Deliver books to school district
- Arrange volunteer book processing
- Prepare annual budget

JUNE

- Board meeting
- Design and print fall bookmarks

JULY

- Board meeting
- Begin fiscal year

AUGUST

- Board meeting
- Contact principals and school district contacts
- Schedule radio ads

Check and refresh program bags
Write and distribute PSAs describing program and orientation

SEPTEMBER

Board meeting

Deliver program bags to school district

Post board activity update on Facebook

Guys Read

- Post recruitment notice on Facebook

- Run 2 weeks of radio ads (1st about orientation, 2nd about the program)

- Post call for volunteers on Facebook and webpage

- Contact readers about orientation and librarians about preferred schedule dates

- Orientation

- Develop and distribute schedule (email volunteers and school district personnel)

- Begin program

Gals Read

- Write and distribute PSAs describing program and orientation

OCTOBER

Board meeting

Guys Read

- Complete program

- Hold two Guys' parties

- Gather stats and feedback from librarians and volunteers

- Post program activity summary on Facebook

Gals Read

- Post recruitment notice on Facebook

- Run radio ads

- Post call for volunteers on Facebook and webpage

- Orientation

- Develop and distribute schedule (email volunteers and school district personnel)

- Begin program

NOVEMBER

Board meeting

Gals Read

- Complete program

- Hold two Gals' parties

- Gather stats and feedback from librarians and volunteers

- Post program activity summary on Facebook

Deliver spring Guys and Gals books to school district

DECEMBER

Board meeting

Guys Read

- Schedule radio ads

- Contact readers and librarians about January schedule

Appendix B: Program Book Titles

Below are book titles for the program from 2015 through 2020. For a more complete list, please see our website at <https://guysgalsread.org/booklists-of-2008-through-2011/>.

2020 Guys Books

The Jungle Book, by Rudyard Kipling

House of Fear, by James Powell

The Great Wiz and the Ruckus, by Joey McCormick

Plants vs. Zombies: War and Peas, by Paul Tobin

2020 Gals Books

Extraordinary: A Story of an Ordinary Princess, by Cassie Anderson

Ghost Hog, by Joey Weisner

2019 Guys Books

The Creepy Files of Margo Maloo, by Drew Weing

Rocket Robinson and the Pharaoh's Fortune, by Sean O'Neill

Uncle Scrooge and Donald Duck: The Son of the Sun, by Dan Rosa

Laser Moose and Rabbit Boy: Disco Fever, by Doug Savage

2019 Gals Books

Fish Girl, by David Wiesner and Donna Jo Napoli

Five Worlds – The Sands Warrior, by Mark Siegel and Alexis Siegel

2018 Guys Books

Pudding Problem, by Joe Berger

Tyrannosaurus Ralph, by Nate Evans

Leon: Protector of the Playground, by Jamar Nicholas

78-Story Treehouse, by Andy Griffiths

2018 Gals Books

Olga: We're Out of Here!, by Elise Gravel

Secret Coders, by Gene Luen Yang and Mike Holmes

2017 Guys Books

Recess Warriors: Hero is a Four-Letter Word, by Marcus Emerson

Mighty Jack, by Ben Hatke

How to Speak Dog, by National Geographic

Mighty Jack and the Goblin King, by Ben Hatke

Uncle Scrooge: The Last Crown of Genghis Khan, by Carl Barks

Alabaster Shadows, by Matt Gardner

Time Shifters, by Chris Grine

Legends of the Guard, Vol. 3, by David Petersen

2017 Gals Books

CatStronauts: Mission Moon, by Drew Brockington

One Trick Pony, by Nathan Hale

Time Museum, by Matthew Loux

Star Scouts, by Mike Lawrence

2016 Guys Books

This or That, Book 1, by Crispin Boyer

Li'l Rip Haywire: Escape From Camp Cooties, by Dan Thompson

Goosebumps: Slappy's Tales of Horror, by R.L. Stine

Donald Duck: The Pixilated Parrot, by Carl Barks

100 Most Fear Creatures, by Scholastic

Laser Moose and Rabbit Boy, by Doug Savage

Dog Man, by Dav Pilkey

Hilo: Saving the Whole Wide World, by Judd Winick

2016 Gals Read

Oona Finds an Egg, by Adele Griffin

Phoebe and Her Unicorn, by Dana Simpson

El Deafo, by Cece Bell

2015 Guys Books

Fart Squad, by Seamus Pilger

Stratford Zoo Midnight Revue Presents Macbeth, by Ian Lendler

Petlandia, by Peter Hannan

Hilo: The Boy Who Crashed to Earth, by Judd Winick

Meanwhile, by Jason Shiga

Batman Science, by Tammu Enz

Mouse Guard: Baldwin the Brave, by David Petersen

Incredible Rockhead: Rock, Paper, Scissorlegz, by Scott Nickel

Appendix C-1: How to Read Aloud

HOW TO READ ALOUD EFFECTIVELY

Take your time. Reading out loud is not natural to lots of people. Relax and don't rush.

Read it. Read it. Read it. THIS IS THE MOST IMPORTANT THING TO DO! Know what you are reading, the feel, the characters, the plot, etc. Read your book out loud at least three to four times. This is essential, and very noticeable to all concerned when you haven't practiced each book a few times beforehand.

Read loudly and clearly. Get used to hearing your voice by practicing reading to the dog, your spouse or child, or a mirror. **Face the audience** so they can hear you.

Don't be shy. No need for shyness and embarrassment of reading out loud. The students are very forgiving audiences, and many mistakes you make are not as important to your listeners as what happens next in the story. So carry on!

You don't have to change your voice. Feel free to change voices if you want to. The important thing is to be familiar with the characters and the story. Changing your pace, tone, or volume can be effective enhancers too.

Have fun! Be yourself. Enjoy what you are doing—you want your audience to have fun too and they will recognize your fun level.

Don't let distractions or distracting students bother you. If some students seem bored or distracted, keep reading and stand near them. If needed, a soft word or warning ("I can't talk over you so please behave.") seems to quiet them down. Serious discipline issues are handled by the school personnel present. Our books are often so engaging the students get exuberant.

Appendix C-2: Arrival and Departure, and Sample Scripts for Opening and Closing

Upon arrival at the school, sign in as a visitor at the front office. Proceed to the program area (classroom, library, etc.) and make sure the projector is set up. Collect the program bag from the school contact person and have the first image of the book showing on the projector as the kids come in.

Starting the Program

Greet the students and introduce yourself:

Hello, guys/gals! Welcome to the Guys/Gals Read program! My name is [first and last name]. I grew up [somewhere] and I've lived here for [how long]. My job is [occupation and something about it], and one of the things I do for fun is reading. My favorite books are [titles or genres].

Introduce the program:

We're going to be sharing some really fun books with you twice a week for two weeks. You'll get to meet some great books that will all be in your school libraries. And at the end of the year, you'll all be invited to a big party at Noel Wien Library where we'll have games, food, and even gifts.

Set expectations:

Before I begin, I know you're eating, but we don't have a lot of time, and we have a great book today. So if you have any noisy packaging, tear it open right now- go ahead- and now we can all be quiet so everyone can hear the story.

Introduce the book:

The book we're reading today is [title] by [author] and art by [artist]. This book is about [very brief description], and it's a lot of fun, so sit back and enjoy.

Ending the Program

Wrap-up the story and clean up:

[Try to end the story on a suitable stopping point, with enough time for cleaning up.] And that's all we have time for today! But remember, copies of the book are available right here in your library, so if you want to know what happens next, you'll have to talk to your librarian.

But before you go, I need everyone to pick up all their lunch stuff- gather up your bins, trash in the garbage, wipe up any spills. Let's not leave a mess for [teacher/librarian]. Thanks for reading with us today! Be sure to take a bookmark so you know what book to ask the librarian for. And don't forget about the Guys/Gals Read party at the big library downtown! I hope to see you there!

Make sure the room is set up as it was before the program. Return the copies of the books and spare bookmarks to the program bag and return the bag to the contact person. Sign out at the front office.

Appendix D: Sample Volunteer Schedule

A typical volunteer reader schedule will be revised frequently over the course of the program as readers fall ill, have car problems, get scheduling conflicts, etc. Putting the schedule on a Google Sheet is currently the easiest way to keep it updated and shareable. Below is a sample schedule from the Spring 2020 Gals Read session.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Wk 1- Extraordinary; Wk 2- Ghost Hog	Monday 24	Tuesday 25	Wednesday 26	Thursday 27	Friday 28		Mon 2	Tue 3	Wed 4	Thu 5	Fri 6			
2	Anne Wien 12:00-12:30 Mon/Tue Candy Bravo Commons- 26 girls	Heidi Kristanson & Helen Watkins	HK & HW						HK & HW	HK & HW					1501 Hampstead Ave, Fairbanks, AK 99701
3	Arctic Light 12:30-1:00 Tues/Thu Maria Zaveri Library- 30 girls		Cassy Denton & Chris Friar		Brenna Schaake & CD				CD & CF		BS & CD				4167 Neely Rd, Fort Wainwright, AK 99703
4	Barnette Magnet 11:00-11:30 Mon/Wed Sheila Williams Library- 27 girls	NO READING FIRST WEEK; MOVE TO WEEK AFTER SPRING BREAK						Zak Mitchell & Charella Fullnick		ZM & CF					725 10th Ave, Fairbanks, AK 99701
5	Crawford 11:15-11:45 Tue/Thu Cemlyn Larson Library- 30 girls		Jon Orr		JO & Chris Friar				JO & Carrie Stokes			JO & CS			692 Ravens Way, Eielson AFB, AK 99702
	Denali														

The coordinator may find it helpful to highlight new readers (in red) so they can be paired with veteran readers. It may also be helpful to color code the schools to make it more obvious where scheduling gaps are: green for a fully covered school, yellow for at least one reader per session, and red for schools with any sessions that have no reader currently scheduled.

It can also be helpful to keep the following items on the schedule for easy reference: order in which books are scheduled for reading; schools' lunch times and reading days; location of readings at each school and approximate group size; the name of the school contact person, usually the librarian; and the school address.

Appendix E: Sample Bookmarks

Guys

read!



Egypt 1930



Guys

read!





Gals

read!



Scout Pledge
DARE TO ADVENTURE,
WE STAR SCOUTS ARE TRUE,
QUESTING AND EXPLORING
FOR THAT WHICH IS NEW.

WE TRUST OUR OWN
JUDGEMENTS,
OUR MINDS AND OUR GUTS,
BEAMING OTHERS THROUGH
DOORS
JUST AS THEY SHUT.

WE HAVE ALL THE RIGHT TOOLS,
TO MAKE WHAT WE NEED.
STAR SCOUTS! STAR SCOUTS!
THIS IS OUR CREED!

Gals

read!



Gal's Read
Website:
guysgalstread.org
Facebook:
Guys Read Gals Read Inc.

Appendix F: Sample Service Contract

Service Contract

Between
Literacy Council of Alaska (LCA)
and
FNSB Noel Wien Public Library (FNSBNWPL)
and
FNSB School District (FNSBSD)

Purpose:

This Service Contract is entered into by LCA, FNSBNWPL, and FNSBSD for the performance of the 2008 GUYS READ program. Program responsibilities are outlined below with the goal of empowering youth to achieve their full potential through literacy, and to introduce them to the public library and its services.

Period of Performance:

The period of performance shall be from October 1, 2007 to March 31, 2008.

Program Management:

LCA will hire the GUYS READ program coordinator. LCA will interview (in conjunction with interested parties from FNSBNWPL), supervise, make compensation for, provide professional liability for and house the GUYS READ program coordinator. LCA will provide staff support as needed and mileage reimbursement for the coordinator. The tasks of the program coordinator are included in the job description—see appendix A.

The library will provide overall supervision of the program, purchase books, equipment, supplies, and duplication services, and will serve as the point of contact for the program.

Each school will provide necessary laptops, projectors, presentation space, and on-site student supervision.

Payment:

FNSBNWPL will make payment of \$XXXX to LCA for the management and completion of the 2008 GUYS READ program.

Life of Agreement:

This cooperative agreement is effective upon signing by all parties and remains effective until amended by agreement of all parties or at the time of completion of the 2008 GUYS READ program.

Mike Kolasa Date
Executive Director
Literacy Council of Alaska

Greg Hill Date
Library Director
FNSB Library Department
Library Media Services

Helen Clark Date
Executive Director of
Instructional Technology
FNSB School District

Appendix G: Book Sign Out Template

[illegible]

Appendix H: Volunteer Sign Up Template

Volunteer Application	
Thank you for your interest in volunteering for Guys Read! Our volunteers have found their involvement in this program to be fun and rewarding! The following information is needed to develop a contact list and schedule of who reads, what book they read, when they read and where they read. It will not be shared with any other organization or used for any other purpose. After completing the form, scan and email to Greg Hill, at hillofbooks@gmail.com , mail it to Guys Read Gals Read, P.O. Box 196, Ester, AK 99725, or bring it to the orientation sessions. Once your form is received and your time and travel limits are known, you will be assigned to a reading team and a copy of the schedule will be forwarded to you.	
First and Last Name	
<input type="text"/>	<input type="text"/>
First	Last
Address	
<input type="text"/>	
Street Address	
<input type="text"/>	
Street Address Line 2	
<input type="text"/>	<input type="text"/>
City	State / Province / Region
<input type="text"/>	<input type="text"/>
Postal / Zip Code	Country
Home Phone	
<input type="text"/>	
Cell Phone	
<input type="text"/>	
Work Phone	
<input type="text"/>	
Email	
<input type="text"/>	
The best way to contact me is	
<input type="checkbox"/> Email <input type="checkbox"/> Cell Phone <input type="checkbox"/> Home Phone <input type="checkbox"/> Work Phone	
Please read and agree to the following statement before submitting your sign-up form: There is no legal reason why I cannot or should not enter public schools or interact with children. *	
<input type="radio"/> I Agree	
Scheduling Information	
<input type="text"/>	
1) Reading times are scheduled during the 4th grade 30 minute lunchtime. These vary, falling between 11:15 AM - 1:15 PM. Most volunteers read twice per week. Please circle the days you prefer/are available to read.	
<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	

2) Please indicate any days, dates or times that you cannot read (unavailable, vacation, etc.)

3) Please indicate if there is a specific time you prefer to read

4) Geographical/travel issues: the Guys Read program is being offered in all 18 Borough elementary schools! Please check all areas/schools that you can travel to:

- ☐ Downtown and central Fairbanks area schools
- ☐ West Fairbanks / UAF area schools
- ☐ Weller Elementary (~ mile 3 Chena Hot Springs Road)
- ☐ Arctic Light Elementary (on Ft. Wainwright)
- ☐ North Pole area schools (Central North Pole and two on Badger Road)
- ☐ Two Rivers Elementary (mile 18.3 Chena Hot Springs Road)
- ☐ Crawford Elementary (on Eielson AFB ~ 25 miles southeast of FBX)
- ☐ Salcha Elementary School (40 miles southeast of downtown Fairbanks)

Our biggest challenge in scheduling readers is the "remote" schools, especially Two Rivers, Salcha, and the North Pole/Eielson area schools. In addition to your preferences above, please note here if you would be willing to travel to a remote school (we understand if your schedule doesn't allow this):

☐ Not Able to ☐ 1 Time ☐ 2 Times ☐ 3 Times ☐ 4 Times or More

I have a flexible schedule and am willing/able to be a floater (fill in for other readers on short notice).

☐ Please check if true

Rotating the readers requires complicated scheduling, but when possible we try to pair readers who enjoy working together. Name of another volunteer you'd like to team with (if applicable):

Thanks for Volunteering!! Guys Read Gals Read Coordinator Greg Hill, P.O. Box 196, Ester, AK 99725 - 479-4344 - hillofbooks@gmail.com

Please fill out the Captcha below to verify you're human



Submit

We make this form available to fill out on our website, but we also have print copies available during training sessions for volunteers unable to fill it out online.

Appendix I: Book Selection Scoring Rubric

Book Title

Read me/instructions: Before scoring, please use the find and replace function (under the “edit” menu) to replace “reviewer #” with your name; i.e., the first reviewer, will be “Reviewer 1” and replaces that with their name. The second reviewer replaces “reviewer 2” with their name, and so on. The first reviewer is asked to briefly summarize the book at the beginning of the scoring process.

After reading the book, answer the questions in writing and then enter your scores into the table that follows the questions. Rank each category from 1-5 points, and utilize the multipliers to score for each category.

General comments can be made after the scoring table and may reflect considerations not included in the scoring rubric.

-- SUMMARY OF PLOT/CHARACTERS --

-- KID-FRIENDLINESS --

Is it fun and exciting? Does it contain fresh, new concepts? Will it capture 4th graders' interest?

Reviewer 1:

Reviewer 2:

Reviewer 3:

Reviewer 4:

...

-- GOOD ILLUSTRATIONS --

Are there illustrations on every page? Do they project well and are they engaging? Does the story “read” well visually? Are illustrations sufficiently attention grabbing?

Reviewer 1:

Reviewer 2:

Reviewer 3:

Reviewer 4:

...

- PROJECTABILITY

Are the illustrations clear and light enough for projecting, are the words large enough to be legible?

Reviewer 1:
Reviewer 2:
Reviewer 3:
Reviewer 4:

...

– SIMILAR BOOKS/GENRES –

Is the book part of a popular series or genre, by a popular author, or does it make connections to popular cultural (for example, movie tie-ins) or current events?

Reviewer 1:
Reviewer 2:
Reviewer 3:
Reviewer 4:

...

– FAST-OPENING PLOTS –

Does the story start quickly and coherently enough to engage the students within 20 minutes?

Reviewer 1:
Reviewer 2:
Reviewer 3:
Reviewer 4:

...

Rank each category on a scale of 1-5 (5 = must read, 4 = likely to work well, 3 = might work fine, 2 = not a good choice, 1 = unacceptable) and remember to multiply the categories by two (to weight them more highly) to figure the total score.

BOOK SCORING TABLE

	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	...
Kid Friendliness/Fun (x 4)					
Good Illustrations (x 3)					
Projectability (x 2)					
Fast Plot/Exciting (x 2)					
Similar Books/Genres					
TOTALS					

-- GENERAL COMMENTS --

Reviewer 1:

Reviewer 2:

Reviewer 3:

Reviewer 4:

...