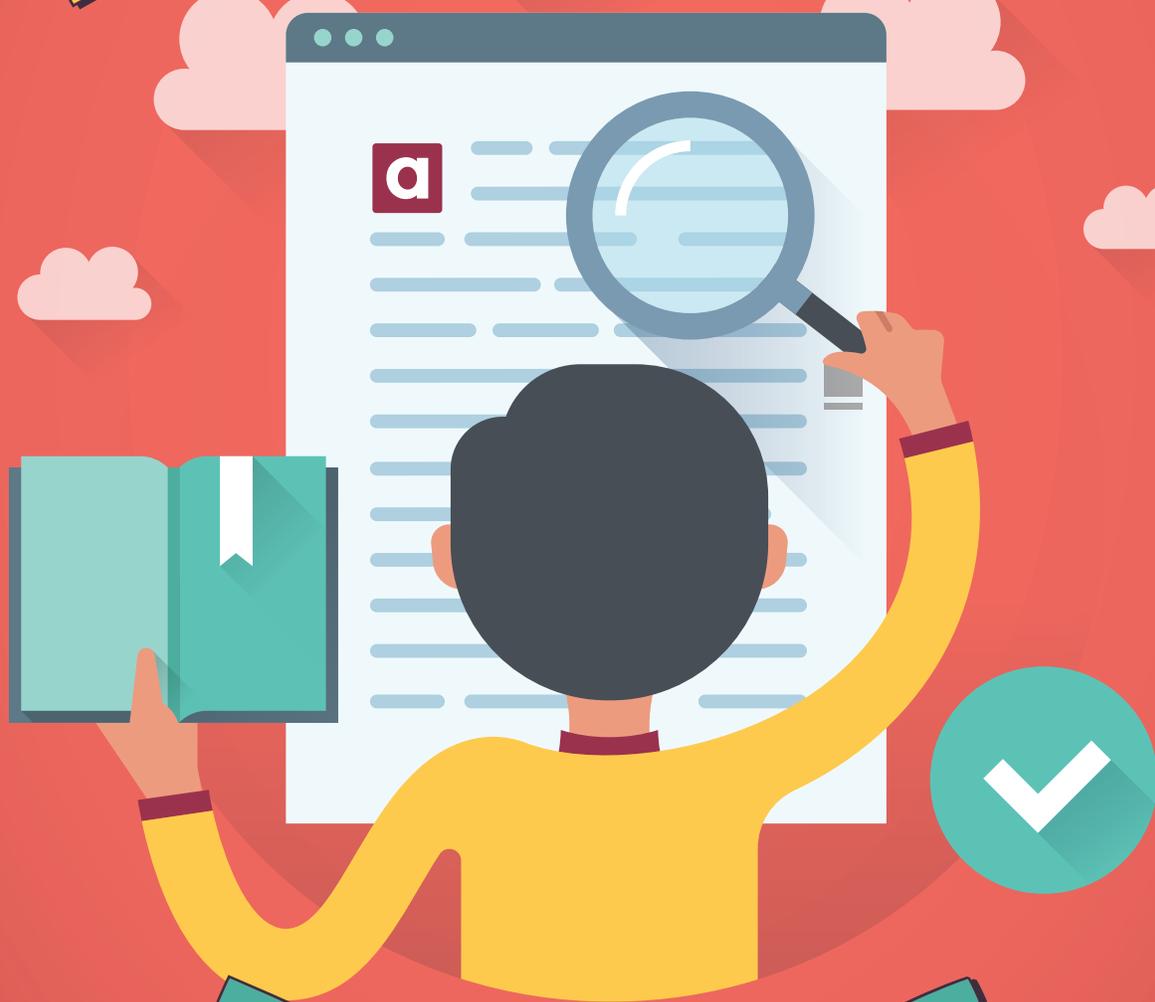


TEEN LITERACIES



TOOLKIT

ABOUT YALSA

The Young Adult Library Services Association's (YALSA) mission is to support library staff in alleviating the challenges teens face, and in putting all teens—especially those with the greatest needs—on the path to successful and fulfilling lives. YALSA has over 4,800 members working in libraries of all kinds across the United States and overseas. YALSA is a subspecialty of the American Library Association, a 501c3 not-for-profit organization headquartered in Chicago, IL.

Learn more at www.ala.org/yalsa or follow [@yalsa](https://twitter.com/yalsa) on Twitter.

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INTRODUCTION

Today's learners are confronted with an ever-widening information landscape. Unlike the highly-curated newspapers and print materials of our grandparents, we—and the teens we serve—encounter everything from textbooks to social media. We are in an era where opinion, fact, and cultural context makes “truth” a murkier experience than ever before. Our idea that information can be “objective” is no longer a reliable rule of thumb. This new era means our traditional definitions of literacy needs to expand to account for these changes. Information today is deeply contextual and cultural, and authority is increasingly dependent on one's existing perspective and lived experience.

In this toolkit, we use the “fake news” phenomenon as an approach to print and digital literacies. We re-examine and discuss culturally-inclusive print and digital literacy strategies we can use with teens to help them make sense of their world and build a robust set of skills as they prepare to enter college or start careers.

While fake news has existed for centuries, today's digital and social landscape which allows fake news to spread rapidly is new and is often at odds with our critical thinking abilities. Now is the time for library staff to take action, knowing that teens need help in this area, and that this is a concern shared beyond our field.

Because most news is written at a 4th–7th grade level, using “fake news” is a way to reframe how we approach discussions, activities, and conversations with teens about print and digital literacies. These activities are accessible even for our English Language Learners or those who struggle with the written word. This issue can be far more nuanced than it seems at first. For example, issues of cognitive bias—our brains believing something so strongly that new information cannot change our minds—make it clear that difficulties overcoming misconceptions are significant barriers to keep in mind.

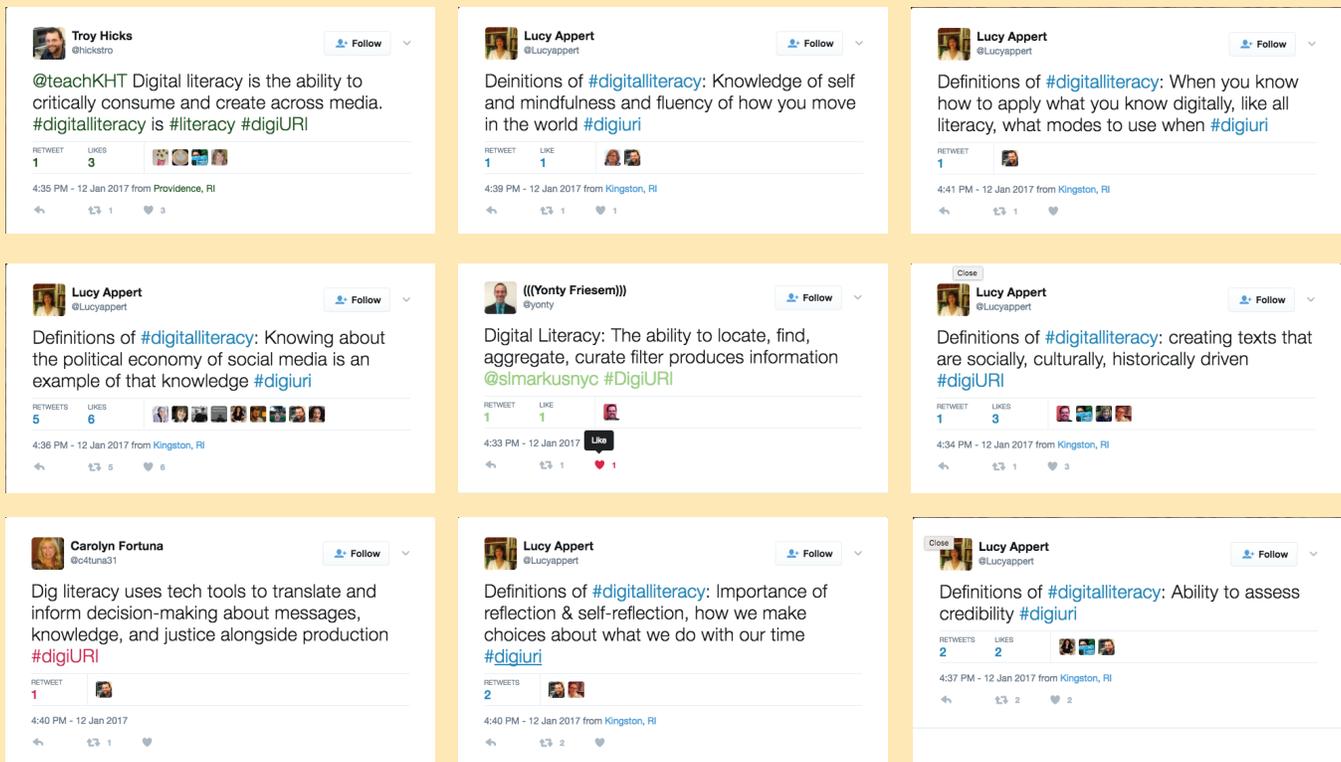
DEFINING LITERACY

Reflection: How do you define literacy? What does literacy mean and look like to you? Write your meaning below:

It's hard to pin down a definition of literacy that everyone can agree on. For example, at a recent Winter Symposium on Digital Literacy in Higher Education, Dr. Renee Hobbs asked participants to define what digital literacy meant to them. The screenshots below show a wide array of definitions and perspectives:

We are seeing a multiplication of literacy types, expanding beyond traditional or print into digital, media, information, visual, critical, data, and transliteracy (just to name a few). The 2014 YALSA report *The Future of Library Services for and with Teens: A Call to Action* has expanded our definition of literacy from being the “cognitive ability to read and write” into “a social act that involves basic modes of participating in the world” (YALSA Futures Report, 2014: 4–6). YALSA states: “Literacy is no longer viewed as a mechanical process, but is understood as the construction of meaning. This expanded definition of literacy impacts the types of services, programs, and collections that libraries provide, as well as the nature of the work that library staff perform” (4).

As these variety of literacies arise, it is also important to keep in mind that we cannot



Tweet screenshots taken by Emily Bailin Wells on her blog: My [Media]ted Life, “Considerations for Digital Literacy/ies in a Climate of ‘Fake News’”

abandon traditional, text-based literacy skills. According to the 2015 National Assessment of Educational Progress (NAEP), only 37% of twelfth-grade students scored at proficient or above levels of literacy (U.S. Department of Education, 2015). Additionally, over 1 in 5 of our youth speak a language other than English in the home (Kids Count: Data Center, 2016). As we dive into developing programming that address multiple literacies, text-based literacy must still serve as our foundational piece.

It can be overwhelming to hear and read about these literacies while also trying to provide programs or develop lesson plans for and with teens. But instead of approaching each type of literacy separately, think of these literacies as multiple literacies working together to provide “teens with a repertoire of ways for accessing,

acquiring, constructing, expressing, sharing, and using knowledge, as well as developing a series of ways to collaborate with others for mutual benefit and collective good” (YALSA Futures Report, 2014: 6). When we attempt to separate literacies from one another, we miss out on the important connections between them that will help make teens better, more rounded, literate consumers and producers of information. The skills teens should have when navigating the world of information are the same, no matter what literacy/ies we decide to focus on.

This toolkit seeks to provide resources and ideas library staff can harness for the teens we collaborate with and serve. Keep the definition of literacy you wrote and see how it can be integrated and expanded upon in the following pages of this toolkit.

GLOSSARY

Clickbait: “Internet content whose main purpose is to encourage users to follow a link to a web page, esp. where that web page is considered to be of low quality or value” (OED Online, 2016). We see clickbait through headlines that are deliberately provocative in order to entice a reader to click through.

Critical literacies: Learning how to formulate difficult questions concerning societal inequities and investigating real-life issues with the goal of transformative social action. *Something that we should be embedding into every literacy focused activity we do!* (YALSA Futures Report, 2014)

Cultural competence: Ability to recognize the significance of culture in one’s own life and in the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both those being served by the library profession and those engaged in service (Overall, 2009)

Cultural context: The way in which a world is constructed based on the culture a person grows up in. This culture then impacts the ways in which they think about the world and the ways in which the social practices they were taught “regulate, express, and transform the way [they] think and learn” (Overall, 2009)

Digital literacies: Possessing an ability to navigate, manipulate, and stay ahead of emerging computer and internet technologies. Also having an ability to use technology responsibly and ethically and transfer everyday ideas into technology processes. (YALSA Futures Report, 2014)

Filter bubble: Your own, unique information you receive on the internet, based on the people you follow, the sites you most frequently visit, and what algorithms *think* you want to see. This bubble filters out information it deems not “important” and you do not see what comes in (and what was left out).

Incognito mode: Also known as privacy browsing or privacy mode, is a function you can enable on any web browser (Chrome, Firefox,

Safari). During a session in Incognito mode, the browser does not keep track of what websites you visit and erases cookies you might have accumulated during your session. This is a way to surf the internet, but to take privacy another step further, you can browse completely anonymously with Tor.

Literacy: The definition of literacy has been debated for decades, but today most agree that it goes further than “the ability to read and write.” The definition put forth by the National Council of Teachers of English may be a good fit for library staff to use: www.ncte.org/positions/statements/21stcentdefinition. To explore the issue further, read “What is Literacy? The Power of a Definition,” by Elizabeth Keefe and Susan Copeland: https://pealcenter.org/wp-content/uploads/2017/05/What_is_Literacy.pdf

Lived experience: Personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. It may also refer to knowledge of people gained from direct face-to-face interaction rather than through a technological medium. (Chandler and Munday)

Multiple literacies: Providing teens with a repertoire of ways for accessing, acquiring, constructing, expressing, sharing, and using knowledge, as well as developing a series of ways to collaborate with others for mutual benefit and collective good. (YALSA Futures Report, 2014)

Prior knowledge: Things you know already when you encounter new information and could impact how you process new information.

SUPPORTING BASIC LITERACY

Teens need to be proficient readers of text based content to master other literacies. Unfortunately, a significant portion of our nation’s teens are reading below grade level, and little progress has been made in the past decade or so. If our summer reading programs were truly successful, these statistics would paint a better picture. To have a positive impact, library staff must rethink their approach to supporting teen literacy, and embrace activities such as:

- Moving beyond traditional tasks like collection development, booktalking, and readers’ advisory towards actively creating and implementing informal and formal activities that build reading comprehension and other literacy skills
- When determining what materials to purchase, seek and use input from teens who use the library and from teens who don’t yet do so
- Identifying which segments of the teen population in the community have the most need around literacy development, then work with community partners to serve these groups

- Revisiting library policies, such as late fees and library card eligibility, to ensure they aren’t creating a barrier to teens’ literacy development

Supporting teens who are English Language Learners, or struggling readers is essential to setting the stage for their success later in life. Libraries must work with schools and other community partners to provide resources and services to teens who are lagging in traditional literacy skills.

A key concern in this area is how race and class impact teens’ literacy levels. Since 1970, the achievement gap between low- and high-income youth has grown to 70%. Additionally, standardized tests show that African-American and Hispanic youth disproportionately score lower on standardized reading tests than their Asian-American and Caucasian peers.

One tactic for helping struggling readers is to value and utilize multiple literacies and languages, including:

MULTIPLE FORMATS:

- Diaries & journals
- Fan fiction
- Stories told by family, elders, friends, community members
- Rap, Hip Hop, and other music forms and lyrics
- Recipes
- Letters/notes
- Online content
- Religious/songbooks at places of worship
- Texts, Tweets
- Tattoos
- Web content

MULTIPLE LANGUAGES:

- English
- Spanish
- Vernacular English
- African-American Vernacular English (AAVE)
- Mexican-American English
- Dialects teens use with their friends

OTHER TACTICS INCLUDE:

- Use an asset-based approach
- Set and communicate high expectations
- Utilize culturally relevant engagement strategies
- Provide materials that are authentic and relevant to the teen's life
- Actively engage teens in meaningful discussions of text
- Cultivate youth voice and agency
- Connect and build on teen interest and popular culture
- Connect writing and reading
- Partner with the community to engage and identify mentors

(from a presentation called “Diversity Goggles: Examining the Literacy Development of Black and Latino Youth from Multicultural Perspectives,” by Sandra Hughes-Hassell and Kafi Kumasi)

Another key consideration is how to support the literacy development of teens with special needs, such as those with a visual impairment or a learning disability. Libraries serve everyone, regardless of ability. Library staff must take time to consider what accommodations we need to

make to ensure that we are able to address the varying needs and abilities of teens. Seek out individuals or organizations in your community with relevant expertise and tap them for support. More often than not, they are happy to help. Also, check with your state library agency to see what services and supports they provide.

All teens, including English Language Learners and struggling readers, can benefit from a practical approach to reading and writing. In thinking about what teens need to be prepared for life beyond high school, identify common tasks they'll have to perform as adults, and determine how that intersects with literacy. Libraries can help teens build literacy related life skills when they provide opportunities for teens to build functional literacy skills such as:

- Reading
 - map
 - product reviews
 - menus
 - bank statements
 - advertisements
 - bills
 - recipes
 - how-to manuals or instructions
- Reading and writing
 - Create a resume
 - Complete a job application
 - Write a thank you note
 - Fill out an online form
 - Send an email
 - Creating a page or profile online, such as via LinkedIn

Fifteen ideas for creating a literacy-rich environment

1. Make high interest, teen-friendly, reading materials readily accessible in multiple formats—bring the materials to the teens, if necessary
2. Give teens choices about what to read, what format to read it in, and how to respond to it.
3. Encourage teens to try new, more challenging reading experiences.

4. Model what it means to be a reader.
5. Read aloud to teens. Be a powerful oral reader and storyteller, or recruit a volunteer who is.
6. Provide a welcoming space where teens can read on their own or with each other.
7. Engage teens in conversations about reading. Provide opportunities for them to voice their views orally and in writing, such as posting book reviews online or on a bulletin board.
8. Create a “live sense of literature” by sharing responses to reading through writing, speaking, dramatization, and the visual arts.
9. Leverage community experts and resources to support teen literacy, such as English teachers and professors, storytellers, staff at book stores, local authors, afterschool tutors, language specialists, and more.
10. Organize reading clubs or discussion circles.
11. Provide pathways for teens to become writers, and help them publish or share out their work
12. Connect teens to writers of all kinds, such as journalists, fiction writers, technical writers, screenplay writers, and more
13. Provide opportunities for teens to build their reading confidence, such as encouraging them to read aloud to pre-schoolers at story time
14. Take advantage of point-of-need opportunities to help teens build literacy skills
15. Actively engage teens in planning literacy related activities and programs. Provide opportunities for them to be leaders and experts.

ADDITIONAL RESOURCES IN SUPPORTING TRADITIONAL LITERACY SKILL DEVELOPMENT:

Visit YALSA's wiki: http://wikis.ala.org/yalsa/index.php/Adolescent_Literacy

Check out the Common Core Standards for Literacy: <http://www.corestandards.org/ELA-Literacy/> and also check to see if your state has its own set of standards

CULTURAL CONTEXT

The Future of Library Services for and with Teens: A Call to Action points out the importance of teens “recognizing the significance of culture in one’s own life and in the lives of others” (3). Defined as cultural competence, this skill becomes more vital as the world becomes more culturally diverse. Part of understanding the significance of culture is recognizing cultural context. Not only does an individual hold their own personal biases, but they are also surrounded by instances of bias in the community and in the world, including those biases presented by other individuals with their own personal cultural context. This is true in digital environments, but perhaps even more so in print. Everyone’s lived experience is not the same. Recognizing

the inherent bias caused by one’s individual background, or by a specific period in time, is critical to the development of multiple literacies.

These variations on what is, in effect, a teen’s reality also affect the teen’s definition of truth. As a simple example, barbecue sauce in South Carolina is mustard-based. Barbecue sauce in Texas is tomato-based. If you give a Texas teen mustard-based barbecue sauce, they may not recognize it as such. For that teen, what you have just given them is simply not barbecue sauce, despite the fact that it is recognized as barbecue sauce elsewhere. This same contrast can be applied to multiple literacies. If a teen is presented during a search with information that

is contrary to their lived experience, it is quite likely that the teen will reject the information. It is our job to help teens become aware of their cultural context, guiding them in ways to both recognize it and circumvent it, when appropriate. Following are some examples and ideas of how we might approach this task:

- Recognize our own cultural context and how you construct your identity.
- Ask teens to recognize their cultural context and how they construct identity. For example, ask them to write “I am _____” on ten lines and then fill in the blanks and reflect on how they might view the world differently if they were not those things.
- Ask teens to make a list of people they follow on social media, followed by their perception of that person’s beliefs or what they “stand for” or what causes they support. Have the teens also choose which of those people they would consult for advice or product recommendations. Then choose the top five or

ten and research those together, asking the teens to weigh in either privately or as a group with their thoughts. If there are stark differences, examine why this is so, and tie it back to the teens’ cultural context and its possible role.

- An entry point to discussing culture and cultural contexts can be found in young adult literature, particularly when using a critical literacy framework. For example, scholar Emily Meixner’s community approach uses a series of scaffolded questions to examine characters in literature, their communities, issues of power, and personal identity (Meixner, 2006). Reflective young adult literature can be a powerful and accessible means to opening discussions on culture.

ADDITIONAL RESOURCE

YALSA’s Cultural Competence Wiki Page: http://wikis.ala.org/yalsa/index.php/Cultural_Competence

UNDERSTANDING TEENS’ MEDIA ENVIRONMENT

Before the internet, information sources were limited, so the majority of people in a community or workplace accessed similar viewpoints about information.

It is important to think back to these earlier days and realize how at every turn, today’s teens confront a more chaotic world. Information is no longer contained to the morning edition or evening news—news sites change their content 24 hours a day, and teens are less likely to click on a news website than they are to find information of all kinds via social media recommendations. They are unlikely to view evening news with their family members, who could provide historical context and commentary. There are more and more ranges of news available: not merely the

local and national newspapers but also bloggers, citizen journalists, web sites, YouTube channels, and social media sites. News can break at any time of day and while up-to-date information can be helpful, it’s not always accurate and can be revised after the fact quickly and without a lot of notification. Additionally, in today’s world we have seen an increase in individuals and institutions deliberately blurring the lines of news and opinion, and doing so through formats, such as Facebook, that are easily accessible to anyone with an internet connection.

Culturally, we have done little to help teens navigate this more chaotic world. Society has made the incorrect assumption that these ‘digital natives’ understand how to sift through

information and recognize bias just as well as they know how to post photos or click “Like” buttons—issues adults are still learning to master.

Whether a teen is an advanced reader or a struggling one, they are already immersed in an online world, which is rarely written at or above a middle school reading level. Listed below are several ways to introduce and strengthen those strategies.

Search Strategies

As library staff, we know that Google is most students’ first stop when engaging with the information world beyond social media. Yet Google—as with many other search engines—is not necessarily a neutral retrieval service. Its algorithms learn our search options and behaviors and can prioritize results based on past searches. This creates what is known as a “**filter bubble**,” in which the information worlds we see become narrower and more similar to our own past practice. Even savvy adults can lose sight of this fact. We may think that our searches are showing us a wide range of results without realizing what else is out there. Add to that the sometimes quite stringent filters that exist, especially in the school library setting, and the problem is compounded.

Similarly, the search words used can impact the kinds of results we get. This is particularly problematic in current events when those of differing political perspectives use different terms to refer to the same concept. A key example from the 2016 election is Obamacare, a slang term used to describe the health initiative formally titled the Affordable Care Act. A search for [affordable care act] might turn up more liberal-leaning results than one for [obamacare]. The political implications of this have been surprising; Jimmy Kimmel, for example, in street interviews in 2013 and repeated in 2017, showed that many Americans confused the two (Rosenmann 2017). Other times terms could accidentally segregate results depending on political perspectives, such as searching for [tea party] in lieu of [republican].

Search Activities

Helping teens learn to develop effective search strategies can be a great way of empowering them to feel more confident and in control of their online lives. Here are some activities, mini-lessons, and passive programs to help build up more robust skills in teens.

MAKE TEENS AWARE OF BETTER SEARCH STRATEGIES:

- Post the Mashable Google Search infographic prominently in your library (<http://mashable.com/2011/11/24/google-search-infographic/#niodJtSFEgqp>).
- Create a slideshow featuring search strategies featured in that infographic.
- From that infographic, highlight a “search strategy of the week” that is announced in school or public library newsletters, social media pages, etc.

SHOW ALTERNATE BROWSERS OR BROWSER TABS.

- Show teens how to access Google Chrome’s **Incognito mode**, which shows a “pure” search that does not “learn” from one’s search behaviors. It’s important to remember that Incognito mode does still gather personal information and may remember what you have done in a session while still in it; it merely avoids customizing your searches.
- Show teens a search engine like Duck Duck Go, which does not have a learning algorithm that customizes results over time.

LET TEENS EXPERIENCE THE DIFFERENCE BETWEEN BROWSERS AND SEARCHES.

- Ask teens to do the same search three ways: in Google (but logged out), while logged in with their Google Account, and via Google Incognito. How do the results change? What sites were missed in one search that were prominent in others? How do their results

compare to those of friends? Parents? Library staff? Family?

- Ask teens to brainstorm different terms that they feel mean the same thing. Pick one browser and run each term. How are the results different?
- Ask teens to choose a browser and notice when the browser offers up auto-complete options. How do they respond to those options? Do options ever try to push the student into a particular line of thinking by the recommendations it makes? How does the mere suggestion of a completed search phrase impact their thinking? (Note: Google Incognito will try to suggest options based on other searches in that session, so you will find limited auto-complete options there.)

GIVE TEENS PRACTICE IN “READING” SEARCH RESULTS PAGES.

- Those who can remember the days of dial-up modems remember that we scanned search results before clicking on them because it took so long to render a page—we wanted to choose wisely! Today, results render so quickly that teens often jump straight to the first handful of search results.
- Try introducing some friction—or deliberate slowing-down—to the search portion of research (Abilock 2015). Help teens unpack the results page. Invite them to look quickly at the URLs being offered up and compare them to their prior knowledge of “good” or “authoritative” sites. Invite them to read the short “snippets” and assess which sites may be most valuable. Remember that many searchers—adults included!—may assume that sites are ranked according to accuracy or usefulness, which may or may not be the case.
- Ask teens what a page of results tells them about a topic: do their search terms seem productive? Are they able to get any baseline information even before they click on a link?

Reading Strategies

Search is part of the puzzle in unlocking more diverse resources. Another critical way in which we can improve teens’ literacies skills in the wild is to fuel their encounters with some rules of thumb for reading carefully. It’s useful for teens to see a range of news sources so they can see a range of perspectives. The charts published with the Pew Research Center on Journalism and Media’s 2014 “Political Polarization & Media Habits” results show which sources are more likely to be trusted by liberals and conservatives and may help teens understand whether they are finding diverse or similar perspectives (Mitchell et al). Doing so may help to minimize the “echo chamber” effect that occurs when one experiences only one point of view on an issue.

Joyce Valenza unpacked a series of rules of thumb (Valenza 2017). We have borrowed her key points here and added some of our own.

Headlines and End Matter

- Watch out for **clickbait**, which is jargon for headlines that are deliberately provocative to entice the reader to click through. Clickbait-y headlines are not always deceitful, but if it seems too good or weird to be true, read the article closely to find out or check the content against another source from another point of view.
- Watch for headlines that contain **questions**. For example, does the headline ask a question, like, “Is President Smith Doomed?” According to Berridge’s Law of Headlines, the answer is most likely *no*.
- See if there are any hints near the headline about whether or not this is meant to be objective reporting or opinion pieces. Look for words like Opinion, Column, Op-Ed, Editorial, or Guest Perspective.
- Look at the bottom of the story, blog post, or other media for any bibliographic information or biographical information about the author.

Do they represent a particular point of view? How might that influence their approach to the topic?

Publication Source

- Ask if this is a source that you have found to be reliable or helpful in the past. “Authority is constructed and contextual,” says the ACRL Framework for Information Literacy for Higher Education.
- Remember that a blog in which a person describes their experience with chemotherapy can be as authoritative—or even more so—than a magazine or newspaper article about cancer therapies. Checking a site’s “About” or “About Me” page can help readers decide this issue for themselves.
- Use the Pew Research Center on Journalism and Media’s graphics on political news preferences (<http://www.journalism.org/2014/10/21/political-polarization-media-habits/>) to find sources that are different from the one you used.

Writing Style

- Do the ideas seem larger-than-life, sensational, flashy, exaggerated, or otherwise hyperbolic? That can be a sign that the author is relying on emotional fireworks instead of well-researched, balanced ideas and arguments. Proceed with caution and check the story with another type of news resource or fact-checking sites like Snopes.com, Politifact.com, or the *Washington Post*’s Fact Checker column (<https://www.washingtonpost.com/news/fact-checker/>).
- Does the headline or story say that one thing **causes** another to happen? **Causation**—or a statement that one thing always triggers another to happen—is fairly hard to prove. More commonly, two things are **correlated**, which means that two things tend to happen at the same time, but we don’t know yet if one **requires** the other. If you see words like “cause” or “make” or “stops,” proceed with caution.

Who and What is Quoted

- Does the article or story mention research studies or other publications? Track those down and read them for yourself. Oftentimes, research about popular topics gets oversimplified when reported in news sources and important nuances are lost.
- Look at those who were interviewed in the story. If you find that most people interviewed are of similar age, race, background, political affiliation, or profession, what points of view are missing that you will want to track down somewhere else?

Visual Information

- As with text, do the images seem too good to be true? Does it seem like it’s crazy amazing that those two people are posed in that way? If so, investigate. As one way to think about accuracy, you can use Reverse Lookup tools or Google Images to paste in an image and see if it appears somewhere else.
- Look at charts, graphs, maps, and other visualizations. Notice intervals (the distance between two points on a graph), number of items counted, labels, and a source for the data. Think about how color, style, and even fonts may be quietly influencing your take on the data. Be cautious about 3D visualizations, which can make it seem that some data points are larger or smaller than they are numerically.

Activities

- Ask teens to identify two news sources from differing perspectives and compare their front pages. What is the same? What is different? How do photographs, data visualizations, font choices, and placement of stories on a home page or printout influence a story before they even read it?
- To see how similar stories may be told differently depending on the region, political

perspectives, or concerns of local residents, show teens the Newseum’s Front Pages site (<http://www.newseum.org/todaysfrontpages/>), which show selected front pages from around the world daily. How do different papers prioritize and tell similar stories?

- News isn’t static: the “truth” of a story may not reveal itself in the first hurried reports. Share the interactive site showing how the

New York Times’ digital edition changed its lead story numerous times throughout Election Night 2016 (<https://www.nytimes.com/2016/11/17/insider/in-13-headlines-the-drama-of-election-night.html>). Returning to stories or even setting a Google Alert for a current event can help teens see information in context, understand how early hypotheses played out, and see the long view.

EMBEDDING MULTIPLE LITERACIES INTO PROGRAMMING AND INSTRUCTION

When we think about addressing the multiple literacy needs of teens, it is important to keep in mind that multiple literacies co-exist and are intertwined with one another. We cannot separate reading comprehension from digital literacies in an online setting, for example. While each may have unique features, and require some skills that another does not, they also can be incorporated to support one another and often rely on similar cognitive skills.

The foundation for multiple literacies remains text-based, and addressing this is necessary when developing programming that supports our teens. Aspects of literacy development to keep in mind:

- Reading achievement for our teens drives academic achievement across subject areas.
- Teens need to see themselves in what they read. Library staff must connect with the teens in the community—those who use the library and those who don’t yet—to identify what their needs and interests are. This information then drives our collection development strategy. The literature and reading materials we purchase and curate must first reflect the teens in our community, and then to a lesser degree the teens of our nation and beyond.
- Teens need to see library staff and other adult coaches and mentors read, promote, advocate for, discuss, and recommend these materials. Prioritize #ownvoices literature that is written by members of the marginalized community(ies) represented.
- Libraries need to legitimize and promote different formats of reading materials. Things like online fan fiction, audio books and graphic novels are grounded in text-based literacy and obviously count as “real reading.”
- Move beyond reading levels, recognizing that the reading levels of our teens are NOT associated with the ability to connect with high-level ideas.
- Adopt a culturally competent framework for addressing your teens’ text-based literacy development and needs. Approach literacy development using multiple and diverse perspectives. For example, this list of resources focuses on the literacy development of Black and Latino youth: http://libequity.web.unc.edu/files/2015/07/Diversity-Goggles-Handout_Selected-Professional-Readings.pdf
- Support teen literacies development by framing programming in research-based methods.

RESOURCES CONTAINING LESSON PLANS, PROGRAMMING TEMPLATES, RESEARCH DATA, GAMES, AND BACKGROUND INFORMATION

www.AdLit.org [All About Adolescent Literacy]

<https://www.literacyworldwide.org/get-resources/units-lesson-plans> [International Literacy Association]

<http://www.nea.org/tools/LessonPlans.html> [National Education Association]

http://www.readingrockets.org/reading_research_guides_resources [Reading Rockets Literacy Initiative]

<https://learn.cli.org/> [Children's Literacy Initiative]

<http://www.rif.org/literacy-resources/> [Reading is Fundamental].

One risk we run in teaching multiple literacies is ignoring the potential for them to serve one another. Struggling readers, for example, might use visual literacy strategies to unpack infographics that would inform neighboring text that is difficult to decode. As mentioned earlier in this toolkit, cultural bias frames many of our information behaviors and colors how we interpret information. A culture also provides reservoirs of knowledge and skills to its members—it is important that we value these in our instruction as well. When planning programming and lessons to meet multiple literacy needs, there are a few core ideas that, if kept in mind, can help us ensure we're addressing multiple literacies.

Think of Outcomes First, and Literacies Second

In the appendices is a template for programming and lesson plan design that prioritizes outcomes first and literacies second.

First, think of which literacy skills/outcomes teens need to develop then think about *what literacies these outcomes could be associated*.

There will probably be multiple literacies the desired outcomes activate. For example, if teens show a need to become conscientious consumers of digital news videos, then they will be engaging with: digital literacy, media literacy, traditional literacy and visual literacy skills.

By focusing first on the outcome, the power of connecting multiple literacies becomes clear, as each is serving the learning outcome. For example, imagine planning a lesson/program related to interpreting broadcast news. Starting by thinking about what activities we want to use may help us create a timetable and promotional materials, but those activities may not wind up aligning with areas of need in terms of outcomes for those who attend. Instead, first establish what outcomes related to literacy the teens need to achieve. From here, we might decide that the visual literacy facet is most important leading to a discussion of how figures are framed in the footage. However, if we know the teens being served need more support with developing reading comprehension and traditional literacy skills, we can focus on strategies interpreting the news scroll at the bottom of a screen or the impact of word choice on message in text overlays.

Once you have a feel for the specific needs of the teens you're working with, you can use resources such as the Common Core Literacy Standards to identify specific outcomes. If developing and writing outcomes is new to you, check out this resource, "Writing Measurable Learning Outcomes," by Sandi Osters and F. Simone Tiu: <http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>

RESOURCES

Besides the basic literacy standards outlined by the Common Core, these other standards and guides may help you identify outcomes:

- AASL Standards for the 21st Century Learner: <http://www.ala.org/aasl/standards/learning>
- Financial Literacy Education in Libraries: http://www.ala.org/rusa/sites/ala.org.rusa/files/content/FLEGuidelines_Final_September_2014.pdf

- ISTE Standards for Students: <https://www.iste.org/standards/standards/for-students>
- Web Literacy Map (from Mozilla): <https://learning.mozilla.org/en-US/web-literacy/>

Be Mindful of Access

When we are thinking of meeting the information needs of teens, and developing the literacy skills they need to parse information, there are two things to keep in mind:

- the different literacies they use
- the degree of access they require. Many teens in our communities do not have 24/7 access to the technology they might need to authentically practice digital literacy skills, and not every library is guaranteed the funding and resources to supplement that access for every patron (though this must be a goal of ours). However, this should not stop us from thinking of ways to teach the literacy skills teens need in these environments.

If access to tech is an issue, how can we rethink programming to meet our planned outcomes while utilizing materials that all teens can more readily access? For example, take the idea of a “Twitter discussion.” Teens are likely using the Twitter platform, or at least have a familiarity with it. Therefore, we may want to work towards outcomes such as developing teens understanding of the limitations digital interfaces impose, the privacy settings and features of Twitter, and the creation and maintenance of norms for conversations on Twitter. We may want to do this by asking teens to use Twitter as the forum for a discussion in our library. However, having teens use Twitter to have a discussion raises a few challenges: what about teen privacy? What about teen access? What about teen social safety? Can we adapt this activity into one where teens gain some skills *without* actually needing to be on Twitter?

One option is giving teens paper on which to “tweet.” Even when using paper, we can have

teens keep their writing within the character limit and could choose to “post” them on a wall, after which they can only remove their tweets but not other teens’ retweets or replies. This ensures that the program maintains some of the key features of the digital environment (permanence, length limitations, interactivity) while removing the technology requirement—it helps teens develop an understanding of the skills and considerations digital environments require even after it has been adapted into a physical space activity that also activates visual and prose literacies. **Important to note about these adaptations**—they *are* not the *same* as utilizing the actual digital tool, and should **not** stop efforts to get teens access and hands-on opportunities with technology. They can, however, serve as powerful ways to help teach skills when access is an issue, and to transform an opportunity to teach one style of literacy into an opportunity to teach several.

Think Cumulatively

As danah boyd notes in her work *It’s Complicated*, “Teens may make their own media or share content online, but this does not mean that they inherently have the knowledge or perspective to critically examine what they consume” (2014, p. 177). When we work with teens to create programs and lessons, it can be easy to think, “If I have teens make this content in a ‘Web 2.0’ format, I am teaching them digital literacy skills.” The other side of this coin is often, “If teens do research in digital databases instead of text-based sources, they are learning digital literacy skills.” While neither of these statements is completely untrue, it is important that we are mindful of the fact that neither is providing teens a full picture of a given literacy. Teens making content in a Web 2.0 format teaches them how to create for a platform, but not the unique infrastructure that makes that platform tick and how that acts upon their content. The same is true of database use—it teaches them how to navigate a database, but not how that database is built, maintained, and organized or how these features impact their searches and access.

When we think of traditional literacy, a literate individual needs to be able to both read and write. For digital literacy, teens need to be able to evaluate and interpret digital content, like websites and blogs and videos, as well as understand how to express themselves in these formats. The same can be said about all the literacies we discuss in this document: teens need to be both users (readers) and creators (writers) in a wide range of contexts and environments. When co-creating lessons and programs for and with teens, capitalize on opportunities to facilitate teens doing *both*: **reading/comprehending/critiquing** and **writing/creating/crafting**.

For example, if teens need help developing a proficiency with writing for the web (outcome), we may decide to create opportunities for teens to create blogs. In terms of activities, you may begin by examining some blogs that are popular with teens, exploring the conventions of blog posts from a critical stance, helping teens learn what keywords and key features they would look for. What determines a “good” blog post? Does that criteria change if it is a blog about politics versus fashion versus sports? How can they draw out the essential features and elements and use them to evaluate the quality and credibility of another blog, and determine those that should be present in their own work to maximize their credibility and authority? From here, teens are equipped to evaluate blog sources, and have begun thinking about features they’ll need to create a strong blog of their own. And that latter point is important—we want teens to do more than critically analyze sources; we want to facilitate opportunities for them to be effective content creators themselves. It’s critical that we help teens *pull back the hood on information sources* and see the interplay of users and technology.

Connect with Community Partners

There are lots of fields that are undergoing similar transformations due to the explosion of digital content and the blurring of the lines of credibility.

For example, advertisers are attempting to suss out trends that appear and disappear in the petri dish of social media; programmers are writing code to keep up with increasing demands for speed, complexity, and visual appeal; and, companies are relying on social media to promote their products. These groups may have insight to how they engage with the new media environment that can inform our work.

Teens can chat with a local company representative about their interpretation of their social media presence (engaging with digital, prose, and visual literacies), and library staff can facilitate an exploration of the technology undergirding Skype when an author calls in to book talk (engaging with media and prose literacies). These kinds of activities are examples of how, as it is put in the YALSA Futures Report, the “library community can work within their own local communities to create the kind of spaces, services, and opportunities that today’s teens need in order to succeed in school and in life.” In this case by opening pathways to teens to envision and apply how multiple literacies are used in career contexts.

Partnering with the local paper would give teens an opportunity to see how the news is made. Dallas Public Library partnered with the *Dallas Morning News* to create a journalism program for and with teens. The eight week program will teach sixty teens across three library branches “how to conduct interviews, write stories, and produce video while the library staff will share best practices for conducting research through the library’s digital resources and databases” (<http://www.niemanlab.org/2016/06/the-dallas-morning-news-and-dallas-public-library-are-teaming-up-to-offer-workshops-for-teens/>). Besides being a great community collaboration and a way for teens to explore potential career paths, they will be learning multiple literacies. Interviewing people will help teens push the boundaries of their cultural competence, as well as help with traditional literacy by writing longhand and transcribing recorded interviews. Researching stories through the library’s databases will teach teens digital literacy and media literacy, while producing video encourage exploration of visual literacy.

Similar programs could be formed if the library partners with local museums. This is an ideal partnership because “libraries and museums are trusted, welcoming places where children make discoveries, deepen common interests, expand words and knowledge, and connect their natural curiosity to the wider world” (<https://www.imls.gov/assets/1/AssetManager/GrowingYoungMinds.pdf> p.4). This Institute of Museum and Library Services report on early childhood learning can be adapted to provide partnership ideas for teen programs. Teens could learn how museum

curators verify the museum pieces and research the pieces’ origins. Libraries and museums allow teens many opportunities for self-directed learning, but it’s important that teens have the knowledge of how to verify their information.

For further ideas on forming and maintaining community partnerships, check out YALSA’s free toolkit, “Partnering to Increase your Impact,” which you can download from www.ala.org/yalsa/handouts

ACTIVITY IDEAS

“How to Teach Your Teens About Fake News” is a standards-based lesson that specifically examines the 2016 presidential election contains unique extensions, including placing fake news in a historical context. The lesson is written for grades 7-12 and can be found at http://www.pbs.org/newshour/extra/lessons_plans/lesson-plan-how-to-teach-your-students-about-fake-news/.

Ask teens to find a news link, trending topic, or hashtag on Twitter, Facebook, or Instagram, and follow it around the social media network. They then research the topic on their own, verifying sites they use, until they find the most objective truth behind the topic.

Have a social media expert guide teens through the process of establishing and maintaining a social media site that is focused on a topic of interest to them.

Ask teens to search for a topic of interest on Wikipedia and follow some of the references cited to see if the information was used correctly or out of context. Teens will learn to fact-check what they read online by finding the source and reading it themselves.

Find out what topics teens are experts in and encourage them to create or add to a Wikipedia page about the topic. Consider hosting a Wikipedia edit-a-thon, especially if there is a group of teens passionate about a

particular topic that is underrepresented on Wikipedia.

Host workshops led by local experts such as the university librarian or graduate students in library and information science programs that can help teens learn more about creating an effective search strategy and finding credible sources using library resources (like the Oakland Library in Oakland, CA: <http://oaklandlibrary.org/events/main-library/stop-fake-news>). Identify teens who are already proficient at searching for and finding credible sources and encourage them to facilitate a workshop for other teens.

Play Digital Literacy Bingo. Provide a bingo card (see Appendix) of different tasks for teens to complete using library resources. Examples include: testing the security of their password, editing a wiki page, writing a blog post, finding a favorite author on Twitter, looking something up in a library database, filming a book talk or making a book trailer, etc. (<http://publiclibrariesonline.org/2013/03/teaching-teens-about-digital-literacy-through-programming/>). This activity gets them out on the web, but also encourages them to do more than just surf around.

If you know teens who love gaming, encourage them to develop digital literacy focused games for a certain type of patron, like elementary aged youth.

Encourage a teen who loves visual media to take on a community-based photography or video project. Connect them with a coach or mentor who can guide them.

“Fighting Fake News” is a standards-based lesson built around the following essential questions:

- What happens when fake news spreads?
- What actions can I take to verify news stories, photographs and other sources of online information?

The lesson, written by Rachel Roberson, is easily adapted across grade levels and can be found at <http://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2016/12/Fake-news-lesson-plan.pdf>.

If a teen needs more help with traditional literacy, consider having time for them to read aloud to each other or to younger patrons. This will help them improve their reading skills, and naturally lead to conversations about the information they are sharing. This is an ideal activity for English Language Learners as they will be immersed in the language.

To explore the intersections of advertising, politics, and moving images, check out this lesson: “Politics, the News and Advertising: Critical Consciousness and the Media” from the Edutopia blog: <https://www.edutopia.org/blog/teaching-kids-to-read-images-mark-phillips>

Identify a teen who is interested in local politics and help them explore ways that they could help community members learn more about what’s going on in their community and how they can have an impact.

Challenge teens to create a page or blog post (<https://skokiellibrary.info/blog/88/understanding-fake-news/>) on the library website explaining how to verify your sources. Invite teens to use library computers and resources to make their own news hacks, like Boston Public Library: <https://www.bpl.org/teens/2016/11/18/hack-the-system-combating-fake-news/>. This way, you’re not only coaching teens but requiring them to put their new knowledge into action!

Organize a six-week typing course to ensure teens gain an essential skill that will help with school work as well as future job readiness. Many of the suggested programs from this toolkit could be easily implemented as activities within a typing course.

Using the infamous 2012 news story of a “zombie” attack in Miami, Liguori ties together student engagement with digital, visual, and prose literacies. The framework of the lesson can even be retooled to focus on an issue or theme of your teens’ or teens’ choice! <http://drc.centerfornewsliteracy.org/sites/default/files/wp-uploads/2012/11/KLiguori-CharacteristicsOfTrustworthyStories.pdf>. This lesson ties multiple media and other literacies into a set of literacy learning outcomes by Kaitlin Liguori of Stony Brook University.

Help teens plan, organize, and implement a panel discussion. For example, they can invite local television and newspaper reporters, editors, and journalism professors to speak about the news making and verification processes.

To find and share additional activity ideas, visit YALSA’s Teen Programming HQ, <http://hq.yalsa.net/index.html>

RECOMMENDED RESOURCES

Bailin, Emily. “Considerations for Digital Literacy/ies In a Climate of “Fake News.” My [Media]ted Life (web log), January 16, 2017. Accessed January 20, 2017. <https://mymediatedlifeblog.com/2017/01/16/considerations-of-digital-literacyies-in-a-climate-of-fake-news/>.

In this personal piece, Bailin uses her experiences at The Winter Symposium on Digital Literacy in Higher Education as a framework to examine how digital literacy interacts with our own experiences with fake news. Specifically, Bailin discusses the differences in individual interpretations of digital literacy and how its definition and impact is constantly evolving.

boyd, danah. “Did Media Literacy Backfire?” DML Central (web log), January 17, 2017. Accessed January 20, 2017. <http://dmlcentral.net/media-literacy-backfire/>.

boyd, recognized for her work unpacking teens’ authentic beliefs and practices around social media, wrote a provocative pre-Inauguration post asking if mentors and educators went too far in pushing teens to be skeptical of information. She posits that this factor, combined with a clash between expertise (favored by those with privilege, in the majority, or with more power) and lived experience (leaned on more heavily by those who are marginalized), has implicitly fueled a sense of distrust and suspicion. Additionally, blanket assumptions about which resources are “good” or “reliable” may not reflect varied learned and lived experiences. boyd’s bold call for revising media literacy teaching and learning is a sober, somber reminder that literacy development is complex and ever-morphing.

“Breaking News Consumer’s Handbook: Fake News Edition.” WNYC. November 18, 2016. Accessed January 20, 2017. <https://www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/>.

In this podcast from WNYC, Melissa Zimdars—assistant professor of communication and media at Merrimack College and author of a problematic news sites list—shares tips on being a savvy consumer of news and information in the current digital landscape. A summary of the interview with Zimdars as well as a transcript are included. Most helpful may be the inclusion of a printable, 11-step list of issues to consider when evaluating a source’s reliability.

Common Sense has created a News & Media Literacy Toolkit (<https://www.commonsense.org/education/toolkit/news-and-media-literacy>) with lesson plans, activities, and videos for students K-12. This can be a great starting point if you’d like to see some of these activities happen with your teens.

As you think about outcomes, also consider what your teens might need. An example of this is the Digital Media Literacy Toolkit (<https://www.nationaleatingdisorders.org/sites/default/files/Toolkits/GetRealToolkit.pdf>) written by the Get REAL! Project. They chose to frame digital literacy and media habits around eating disorders. This toolkit provides some ready to go quizzes and handouts for teens.

Flash Forward podcast presents a world where fake news is so prevalent, that we cannot tell what is “real” anymore. <http://www.flashforwardpod.com/2016/12/06/extra-extra/>

The Global Action Project’s Media in Action curriculum (<https://global-action.org/curriculum>) infuses a social justice framework into media arts modules including media representation of communities, cinematography, visual storytelling, and decoding media messages. This could be a great way to help teens expand their ideas on what a community can be, and how the media can influence their perceptions of people not like them.

Adolescent Literacy: a position statement of the International Reading Association, <https://www.literacyworldwide.org/docs/default-source/where-we-stand/adolescent-literacy-position-statement.pdf?sfvrsn=8>

The Library Freedom Project (<https://libraryfreedomproject.org/>) is a great website with resources for library staff in the areas of: privacy, surveillance, and intellectual freedom on the web

Adolescent Literacy Development in Out-of-School Time: A Practitioner’s Guidebook (https://www.carnegie.org/media/filer_public/97/16/97164f61-a2c1-487c-b5fd-46a072a06c63/ccny_report_2010_tta_moje.pdf) provides some activities to increase literacy for students who are struggling. The strategies provided could be tweaked to focus on topics related to fake news or news literacy.

The Markkula Center for Applied Ethics at Santa Clara University has created the Trust Project (<http://thetrustproject.org/>), meant to show others how journalism can still be considered trustworthy in today’s digital environment.

The Media Literacy Clearinghouse has a comprehensive page for visual literacy: <http://www.frankwbaker.com/mlc/visual-literacy-lesson-plans/>. This page provides a definition along with dozens of lessons plans that could be adapted to fit the needs of your teens. Also, don’t miss the United States Media Literacy Week (<https://medialiteracyweek.us/>) that helps to highlight the importance of media literacy.

Mitchell, Amy, Jeffrey Gottfried, Jocelyn Kiley, and Katerina Eva Matsa. “Political polarization & media habits.” Pew Research Center (2014). Accessed January 20, 2017, <http://www.journalism.org/2014/10/21/political-polarization-media-habits/>

This project from the Pew Research Center “looks at the ways people get information about government and politics in three different settings: the news media, social media and the way people talk about politics with friends and family.”

MediaBreaker Studio is where teens can immerse themselves in a digital learning environment where they can remix videos and news clips. This project takes teens from being simply information consumers to consumers **and** producers. Check out the LAMP’s website for more information: <http://thelamp.org/portfolio/media-breaker/>

Spot: A Media Literacy Primer Book is just for you (<http://worldbridgermedia.com/pdf/SpotWeb.pdf>). The PDF gives you visual examples you could use for a lesson without the tech. This resource was created by World Bridger Media, “a sustainable media, empowerment collaboration” (World Bridger Media Vision and Mission page).

The National Summer Learning Association maintains a list of federal funding opportunities for summer programming. To learn more, see: <http://www.summerlearning.org/resources/planning-funding-tools/>.

TED Talk from Eli Pariser on filter bubbles (around 10 minutes). https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles/transcript?language=en

Valenza, Joyce. “Truth, truthiness, triangulation: A news literacy toolkit for a “post-truth” world.” Neverending Search (web log), November 26, 2016. Accessed January 20, 2017. <http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>.

Valenza presents a comprehensive overview of the challenges of news literacy in a “post-truth” world. To ground the issue, she includes references to popular culture, existing resources to support educators and library staff, a nuanced definition of “fake news,” rules of thumb to share with teens, and a glossary. Recommended for readers who want a holistic view of news literacy as it overlaps with existing information literacy practices.

The Verification Handbook (<http://verificationhandbook.com/book/>) gives you that inside scoop. While the handbook's primary audience is journalists, the authors of the site do encourage anyone to use it for their own purposes of understanding the media.

YALSA has a whole Wiki page (http://wikis.ala.org/yalsa/index.php/Cultural_Competence) devoted to the topic of cultural competence along with links to many other great resources to explore!

YALSA hosted a webinar in February 2017 entitled: Using Media Literacy to Stop the Fake News Cycle: <http://www.ala.org/yalsa/using-media-literacy-stop-fake-news-cycle>. YALSA members have free access to the audio recording of this webinar on the Webinars on Demand page: <http://www.ala.org/yalsa/webinars-on-demand>

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APPENDICES

Literacies Program Planning Template

Audience: _____

What Literacies Outcomes Do Teens Need To Achieve?

- _____
- _____
- _____

Which Literacies Are These Outcomes Linked To?

- _____
- _____
- _____

What Assessment Tools or Methods Will You Use?

- _____
- _____
- _____

Overview

Instructions

Evaluation

Resources/Supplemental Materials

Digital Literacy Bingo Card

The bingo card is a fun way to show teens the breadth of digital literacy. The definition specifically mentions “having an ability to use technology responsibly and ethically and transfer everyday ideas into technology processes” (YALSA Futures Report, 2014). This card takes that definition and breaks it into a variety of tasks: some that teens might do on a daily basis without realizing what they are actually accomplishing, and some that might be totally new experiences.

This can be presented as a program where library staff or volunteers are available at the computer stations for help as teens race to be the first to yell “Bingo!” It can also be adapted into a passive program, where teens take the card and try to accomplish the tasks on their own, at their own pace.

Digital Literacy Bingo Card

Look up someone you admire on Twitter	Search the same term on different search engines and see if the results are different	Search the same term on the same search engine as both you and as a friend and see if your results are different	Create a mindmap using an online tool like Popplet	Film a video booktalk
Create a QR code book review	Watch a how-to video on YouTube	Use a library database to look up the newspaper published on your birthdate	Turn a Google Doc into a webpage	Edit a wiki page
Comment on a post on a blog	Make a presentation using Google Slides	Read an article on Wikipedia and evaluate the sources cited	Test the security of your password	Create a social media account for a fictional character, complete with a short bio
Find a podcast and listen to it	Take an online typing test and compare scores with classmates	Make a flyer using an online resource like Canva	Use the online catalog to find the call number for a biography about a celebrity you like	Search your name online
Look up the same topic on three different library databases; compare and contrast your results	Use a green screen to Photoshop a picture of yourself into a crazy situation	Click a hashtag on a social media site and see what's being said; search to find the truth behind it	Search for images using Creative Commons	Write a blog post about an article, graphic novel, or book you've read recently

Teen Reading Interest Survey

We are gathering information to learn how we can serve you better. Please take a minute to help us help you.

What school will you attend this fall? _____

What library do you most often visit? _____

How often do you use the library? (check one)

Every day Every week Every month Once or twice a year Never

Which type of materials do you prefer?

Books Magazines Comics/Graphic Novels Audiobooks Web content

Other: _____

How do you do most of your reading?

in print on a phone on a tablet or e-reader on a laptop or computer

through headphones Other: _____

In fiction, what THREE genres do you like best?

Adventure Historical Fantasy Science fiction Romance Humor

Mystery/Suspense Realistic Horror Other: _____

In nonfiction, what THREE broad topics do you like best?

Biography History Health True crime Science Sports Humor

Music/TV/movies Self-help Poetry Other: _____

Which ONE best describes how you decide what to read?

Friend's suggestion Teacher's suggestion Browsing in the library Browsing online

Librarian's suggestion Parent's suggestion Browsing in a book store Book list

Other: _____

What ONE thing could the library do to improve reading materials for teens?

- Visit schools to talk about reading materials More displays in the library
- More stuff to read (which ones?) _____
- Host events related to reading Book discussion groups Put book recommendations online
- Other: _____

If there are any specific titles or authors that you'd like to see the library provide, please list them below:

What is the one BEST thing you read last year?

OPTIONAL: May we contact you to gather more information? *Your name, address, email and phone number are private. It is available only to appropriate library staff in support of library service.*

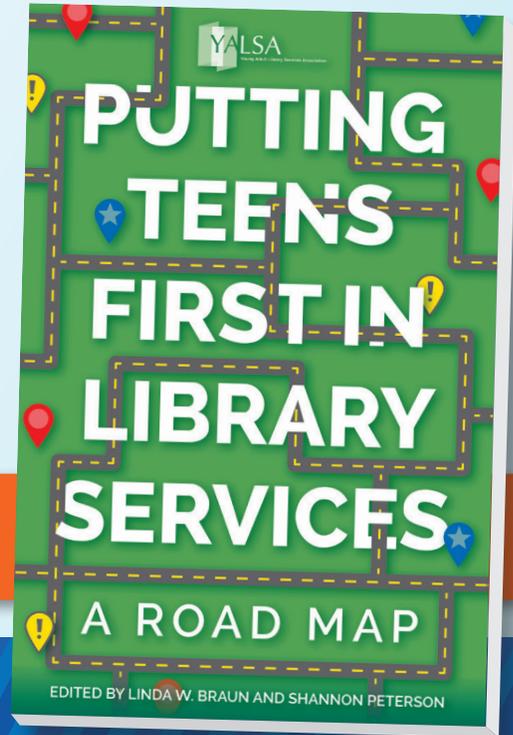
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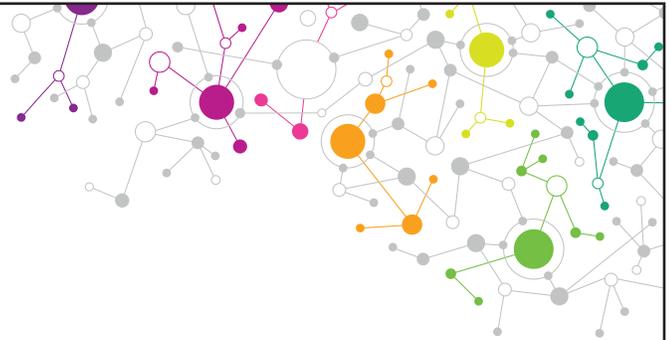
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