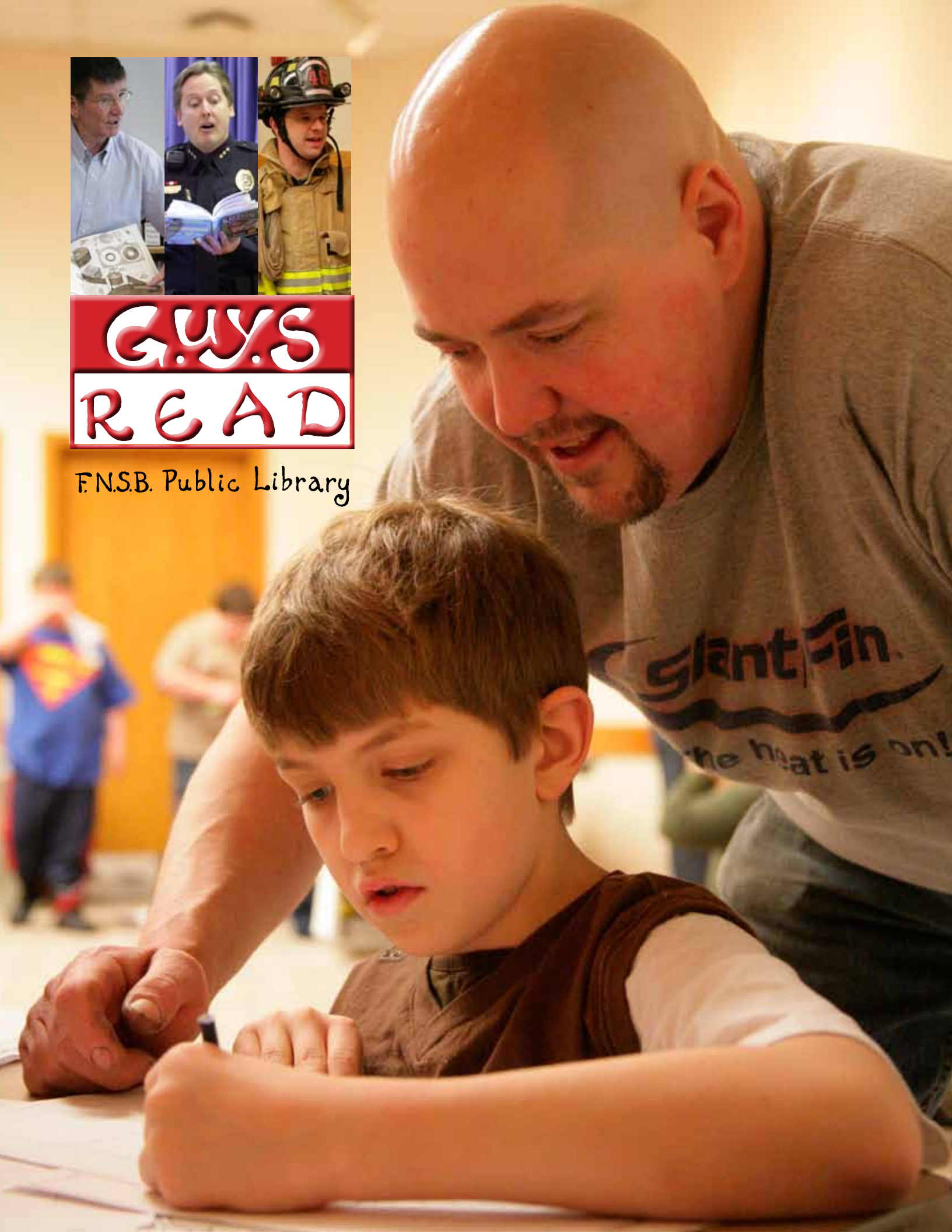




# GUYS READ

F.N.S.B. Public Library







**Fairbanks North Star Borough Public Library's  
Manual for Showing Young Guys That  
Books Can Be Fun  
And  
Men Like to Read**

By  
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Photographs by James H. Barker

*“A 4<sup>th</sup> 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 4<sup>th</sup> 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



# Table of Contents

Acknowledgements . . . . .	2
Introduction . . . . .	3
Why Guys Read? . . . . .	4
Program goals . . . . .	5
Program overview . . . . .	5
Organizing the program	
Partner with the schools . . . . .	6
Contract . . . . .	6
Coordinator . . . . .	7
Books . . . . .	7
Volunteer readers . . . . .	8
Training . . . . .	9
Schedule readers . . . . .	10
Program surveys . . . . .	10
Optional items	
Sponsor . . . . .	11
Program boxes . . . . .	11
Books for school libraries . . . . .	12
Books for the boys . . . . .	12
Thumb drives and CDs . . . . .	12
Laser pointers . . . . .	13
Wrap-up party . . . . .	13
Appendix A – Our Program . . . . .	A-1
Appendix B – Bibliography . . . . .	B-1
Appendix C – Reader Information . . . . .	C-1
Appendix D – Sample Schedule . . . . .	D-1
Appendix E – Sample Correspondence . . . . .	E-1
Appendix F – Sample Surveys . . . . .	F-1
Appendix G – Sample Flyers . . . . .	G-1
Appendix H – Miscellaneous Samples . . . . .	H-1

# Acknowledgements

The FNSB Guys Read program would not have succeeded without the close cooperation and support of the Fairbanks North Star Borough School District and the Literacy Council of Alaska. In addition, financial support provided by Auto Service Company, a Fairbanks business, enabled the program to be created and tested. That continued support, along with additional funding from the Fairbanks North Star Borough, allowed the program to be expanded to include additional schools.



# Introduction

In 2001 noted children’s author Jon Scieszka created a nonprofit literacy organization and website called Guys Read to promote boys’ reading. Greg Hill, the Director of the Fairbanks North Star Borough Public Libraries in Fairbanks, Alaska, was inspired by the website and expanded on some basic concepts presented there to develop a unique program, also called Guys Read, which is outlined in this manual. The program’s objective is to demonstrate to the most reluctant readers that:

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

The program emphasizes fun because reading for pleasure naturally leads to improved reading skills, which in turn promote better assimilation of knowledge and higher reading comprehension scores. Establishing male readers as role models helps to counter a widespread stereotype of reading as a feminine activity. Showing reluctant readers that books can be fun will encourage them to read and use the library.

The approach outlined is flexible and can work in a variety of settings. While the books, flyers, etc. produced for the FNSB Public Library’s Guys Read program concentrate specifically on reaching 4th grade guys, there is no reason why the basic strategy behind the program won’t work with many other grade levels and institutions. It can easily be adapted for use by school libraries, PTAs, literacy councils, and other organizations interested in child literacy. A detailed outline of our 2008 program can be found in **Appendix A**.

We are fortunate to have a tradition of strong working relationships with our local school district, but not all libraries are as lucky. Regardless of your situation with your school district, this Guys Read program should be acceptable to teachers and administrators since it doesn’t reduce instructional or recess time and can potentially improve reading scores.

Ultimately, it is essential to develop a strong partnership with your local schools and for them to take some ownership in order to successfully deliver the program. Naturally, the more resources available for enhancing the program, the greater its immediate and future impact. The financial support provided by a local business and the Fairbanks North Star Borough allowed us to provide an expanded program that included purchasing books for the school libraries and for each boy that participated in the program.

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

Nordale Elementary,  
4th grade guy

# Why Guys Read?

## **Elementary Boys Lose Interest in Reading Books for Pleasure**

Average reading scores drop precipitously for boys in the 3<sup>rd</sup> and 4<sup>th</sup> grades because their brains are developing more slowly than girls at this age. During this time, girls become interested in reading books that include relationship interactions and character development, but the same book that thrills girls enough to read it on their own is often pure drudgery for boys to read. Unfortunately for boys, these character and relationship-rich novels dominate school reading lists. Generally speaking, boys enjoy books that are funny, outrageous or exciting.

## **Many Boys Don't Think of Reading as a Masculine Pastime**

Many boys reach adulthood without having masculine role models who read for pleasure. It is well known that the best way to grow a reader is to read to them and for them to see their role models read. Traditionally, boys see their mothers read far more often than their fathers, and in such cases the act of reading can easily be understood by boys as a primarily feminine interest.

## **Public Librarians Have Difficulty Reaching Reluctant Readers**

Parents of reluctant readers are often themselves sporadic or non-readers. Parents who themselves grew up without using public libraries usually don't visit libraries with their children. The Guys Read program provides a way to entice boys, and hopefully their parents, into the library, where they'll be exposed to all its modern wonders and services. The types of books selected for the program also encourage the boys to visit the library to get the next book in the series or one similar to a book they heard.

# Program goals

- Develop a strategy to effectively reach grade school boys who are reluctant readers.
- Demonstrate to boys that books and reading can be fun.
- Bring a diverse group of local men into the classroom to role model reading as a fun, interesting, and masculine pastime.
- Encourage reluctant readers to visit to their public library.

# Program overview

## The Guys Read program

- Is fundamentally simple.
- Works closely with the school district.
- Selects heavily-illustrated, boy-friendly books.
- Presents the program during lunchtime.
- Projects the book illustrations on a screen.
- Recruits male volunteer readers to read the books.

The information in this manual can be adapted to provide anything from a basic, low-budget (although still effective) program, to a full-scale 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

Contact your local school administration, but only after you have fully developed your Guys Read proposal. You will need buy-in from the superintendent, principals, school librarians, and teachers. Every district has a hierarchy of authority. Teachers are more responsive to directions from principals, and principals are more responsive to programs backed by the superintendent. Having the close cooperation of school personnel is important for the program's success.

**“To quote  
my 4th grade  
boys, ‘It was  
awesome’.”**

Denali  
Elementary,  
Classroom  
Teacher

The schools will need to provide suitable meeting space and at least one staff member who will be present at all times during the presentations by volunteer readers. In our experience, the library is the best venue. A classroom is better than a cafeteria or commons area. It's important the room be available prior to the program so the volunteers can set up the equipment. A contact person at each school is important to facilitate good communications 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/most of the readings to avoid any breakdown in communication between your Guys Read 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 boys. Also, it is easier to keep the boys settled and focused when they are sitting down 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 boys will be read to each week and number of weeks the program is presented, may vary depending on your circumstances. We've presented the program every day for two weeks and twice a week for four weeks. The universal consensus is that reading twice a week for four weeks is the most effective timeframe since it reinforces the positive aspects of the program for a longer period.

Projecting images from the program books is extremely important for keeping the boys engaged in the presentation. We scanned images from the books, and then used PowerPoint software to organize the images for presentation. Each book presentation was then downloaded onto CD, which was used with a laptop and multi-media projector provided by the school.

Work with your schools to make sure that all 4th grade teachers are familiar with the program and have the program reading list. Also work with your schools to send a letter out to the boys' parents about the program and how parents can help support our efforts.

## **Contract**

It is important to ensure all the institutions involved in the program have officially agreed on what they will provide. To minimize misunderstandings regarding program responsibilities, we entered into a service agreement between the participating entities: the public library, the school district and the Literacy Council who contracted with the coordinator (**Appendix H-1**).

## **Coordinator**

A coordinator is very helpful for administering the program, and a large-scale program with multiple schools will require even more time and administrative support. Depending on the elements included in your program, these duties might include:

- Contacting and coordinating activities with school personnel.
- Selecting and ordering the book titles.
- Scanning the book images.
- Recruiting, training and scheduling the readers.
- Designing and preparing the flyers (if used).
- Raising funds and publicizing the program (if used).
- Preparing and compiling the surveys.
- Writing follow-up report to lay the groundwork for repeating the program.

Our volunteers read to more than 530 boys! In addition to a lot of work by the public library staff, Literacy Council director, and School District Media Services Director and staff, our coordinator spent 300 hours setting up, managing, and following up on the program.

## **Books**

The Guys Read program makes extensive use of images from copyrighted materials. It is essential that you obtain permission from the copyright holder prior to scanning images for a PowerPoint presentation or flyers. We do not believe this usage qualifies under the “fair use” exemption of copyright law. Specific regulations can be located at <http://www.copyright.gov/>.

For each of the books used in the program, permission was requested and received from the copyright holder. The permission we received is specifically for our program and is not transferable. Entities undertaking this program are responsible for obtaining permission for their program.

Choosing fun books for the age group your program is targeting is crucial. The purpose of Guys Read is to encourage the most reluctant boys to read! You should have enough variety in the subject matter and formats of the books so that at least one will be likely to catch their attention enough to make them want to finish reading it on their own. The ultimate goal is to foster an interest for books that leads to reading more challenging and



thoughtful writing. Use the following criteria as a guide when you are selecting books:

- Are age-appropriate, feature same-grade protagonists, and avoid the lovey-dovey stuff, etc.
- Encompass all reading levels, but emphasize accessibility. Boys' vocabularies will stretch if the books are interesting enough.
- Have sequels or are part of a series, or have subject matter that is similar. Make sure you have additional titles available if the boys ask for books like the ones that they just read. When possible, try to select books that are new to the boys.
- Are heavily-illustrated with lots of visual appeal. Capturing the boys' attention is easier with good pictures.
- Are capable of being presented in an attention-grabbing manner, have lots of action and surprises, and vivid colors instead of pastels. Our volunteer readers found that books with a strong story held the attention of the boys better than boy friendly non-fiction that might interest the boys for reading on their own.

**“Are we going to do it again?”**

Arctic Light,  
4th grade guy

The number of titles you purchase will depend on funding, how many days you are reading to the boys, and how many schools are involved. Our program featured one book per visit, and our volunteer readers' objective was to read enough of it to grab the boys' interest.

If funding allows, purchase additional books as outlined below:

- We strongly recommend that multiple copies of the books be placed in the participating schools' libraries. Teachers and school librarians have reported that this is a strong inducement for the boys to visit both school and public libraries.
- Have copies of all the books available during training so the volunteer readers can get familiar with the specific books they'll be reading. The volunteers should read their book aloud at least three times prior to presenting it to the boys. Having copies to practice with facilitates this preparation. This is especially important for difficult-to-read books, like manga, which are read right-to-left in Japanese fashion.
- If possible, give each participating boy one of the books read to them at the conclusion of the program. Presenting the books during a wrap-up party (described later in the manual) at the public library has proven a strong incentive to get boys and their parents to visit and experience its services and attractions.

For a bibliography of books used in our 2008 Guys Read program, see **Appendix B**.

**TIP:** Print labels or buy a rubber stamp to stamp each book with “A Guys Read Book donated by”, and include the library's and sponsor's names.

## **Volunteer Readers**

Have at least two men scheduled for each reading, so they can take turns running the

projector while the other is reading. Note, the boys can help run the AV equipment too. Life can intrude into the plans of even the best-intentioned volunteer, so having three or more volunteer readers for each team of readers is helpful, since a heavier adult male presence emphasizes that men enjoy reading and helps with crowd control. In addition, it's a good idea to have a list of readers willing to volunteer on an as-needed basis. Our experience has been that the volunteer readers quickly learn the ins and outs of reading aloud and become very enthused about the program. "Exhilaration" is an apt descriptor of the experience of 9 out of 10 readers.

Recruitment for volunteer male readers has been surprisingly easy. We have used men from professions ranging from policemen, geologists, carpenters and firemen to television and radio personalities, government officials, and military personnel. The boys loved it when the firemen read while wearing their fire-fighting gear. Several retirees have returned to read each year and have served as mentors to new volunteers, helping provide stability when the rookies read for the first time.

Volunteer readers can be attracted by articles in the newspaper, public service announcements on the radio, flyers posted in the library, word-of-mouth, and by personally contacting men and organizations in your community. The most effective attraction for new readers is created by positive word-of-mouth from enthused veteran readers. In our experience, most volunteer readers become enthusiastic supporters and volunteer for subsequent Guys Read programs (**Appendix H-3**).

## **Training**

Since most people don't know how to effectively read aloud in front of an audience, volunteer training is essential. Often volunteers are vaguely concerned about how to manage a group of boys (even though in practice this has never been a problem). 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 reading assignments without it being so far in advance that they forget the training.

Items we provide during the training sessions include:

- A brief overview of the objectives and basic approach of the Guys Read program.
- Handouts with tips on reading aloud effectively (**Appendix C-1**).
- Scripts for introductory and closing remarks (**Appendix C-2**).
- A checklist of what to do at the schools (**Appendix C-3**).
- A description of the features and appeal of the books chosen for the program.
- A demonstration of the AV equipment (computer and projector or document camera) that will be available and used at the schools. Time should be allowed for hands on training with the equipment.
- Information on your local schools that are hosting the program - including location, phone number, contact person, reading location, and lunch time. See Sample

in **Appendix C-4**.

- Contact information for the program coordinator or other staff.
- Copies of the books that will be read during the program.

If you use a laptop/media projector for your presentation, be aware that the main complaint we received from the readers involves the operation of the projection equipment. It's not terribly difficult, but the equipment used at the schools may differ from what you have on hand. We encourage the volunteers to spend time during the training session to practice setting up and using the equipment.

**TIP:** Develop technical “cheat sheets” with simple directions on how to operate each type of AV equipment and keep it at the school.

During the training session collect essential information from your volunteers, including: home, work and cell phone numbers, email address, mailing address; days they will be able to read; which books they want to read and which schools/areas they are willing to visit. 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.

## **Schedule Readers**

Scheduling readers can be challenging, depending on the numbers of schools, how many readers are involved, and how many days must be covered. Having an accurate schedule is absolutely mandatory. In order to allow sufficient time to create the schedule, the readers' contact information and the times they are available for reading should be collected before or during the training session. We used a simple Excel worksheet to compile and organize this information. It works best if you start by scheduling the readers with the most limited availability and then fill in scheduling holes with volunteers with more flexibility. (See **Appendix D** for a Schedule Sample.)

Have your readers arrive at their assigned schools at least 15 minutes before the boys' lunchtime begins. They need to schedule adequate travel time to the school. For example, two of the Fairbanks schools are on military bases, which requires our readers to register with security before they can get on base. You must anticipate these types of issues and notify readers prior to their scheduled reading dates.

After emailing the program schedule to all the readers, call everyone scheduled to read at the beginning of each 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, having substitute readers to fill in is important. You should schedule at least two readers at each school.

**TIP:** Having the project coordinator, public library staff, or experienced “mentor” readers accompany first-time readers for their initial presentation helps reduce the readers' worries and smooth out unexpected problems.

## Program Surveys

The approach outlined in this manual has proven extremely popular with everyone involved, but most of the feedback is anecdotal, and quantifying it can be a challenge. Surveys are a useful tool to gauge the effectiveness of the program, and the data you collect can be useful in acquiring funding for future Guys Read programs. Remember to keep the surveys simple.

Prior to beginning our Guys Read program, a simple survey was distributed to the 4<sup>th</sup> grade boys through the schools to determine their level of reading activity. After the program ended, the boys were surveyed again to identify which books they liked the most, how they liked other aspects of the program, and whether their opinion about reading had changed (**Appendix F-1, 2**).

In addition, at the program's conclusion the volunteer readers were surveyed to get their impressions on how the program went and how it could be improved. School personnel were also surveyed for input on the program's organization and how successful it was at reaching the students (**Appendix F-3, 4**).

**TIP:** Use small images of the books covers on the surveys to help the boys identify which books they prefer.



**“I hope you  
come again.  
Also I really  
enjoyed all  
the books you  
read to us.  
Thank you.”**

Nordale  
Elementary, 4th  
grade guy

# Optional items

**“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

We’re convinced that if all the basic elements described above are included, you’ll find this Guys Read program very effective and well-received. Its effectiveness can be enhanced, however, by including some of the frills that, thanks to our generous sponsor, we have utilized in Fairbanks.

## **Sponsor**

The Guys Read program works with minimal funding, but it can have a much greater impact on the boys with enhancements made possible by one or more local sponsors. Decide if you want a single sponsor (which is easier to work with) or multiple sponsors, which provide more community involvement. Selling points for being a sponsor are:

- The program successfully promotes reading literacy for boys.
- It targets a large audience, since the sponsor’s logo appears on flyers, surveys, thank-you letters, and publicity for the program.
- The bang for the sponsor’s buck 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 boys, party supplies, etc., so that prospective sponsors can choose their level of involvement.

## **Program Boxes**

A box containing support items for the program was prepared for each school. The box remained at the school for the duration of the program. We found the cardboard boxes used the first year were not sturdy enough and thereafter purchased plastic file boxes. Included in each box were:

- A thumb drive or CD containing the images from each book.
- A laser pointer.
- A copy of all the books to use in case of emergencies.
- A daily flyers on each book.
- A checklist of steps for setting up and wrapping up the daily readings (**Appendix C-3**).
- Contact phone numbers for program administrators and school personnel.
- A technical “cheat sheet” on operating the AV equipment.
- Pre and post-program surveys.

**TIP:** Label program box with Guys Read logo, School Name and Sponsor/Library logo. It's much easier for your readers to identify visually. You can also post any major reminders on the top of the Guys Read box, such as "Remember to hand out book fliers to the boys" and "Return the laser pointer to the box."

## **Books for School Libraries**

The program is designed to introduce the boys to a variety of fun books. Rather than read the entire book to them, we want them to read the book themselves. Having multiple copies of the books in their school libraries allows the boys 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 began by giving three copies of each book to each library, but at the request of the school district this was increased to five to better meet demand.

## **Books for the Boys**

Offering a free Guys Read book to every participating boy who visits 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.

## **Flyers**

Use bright, attractive art from the book covers to create colorful flyers of the books being read. Flyers are given to every boy after each presentation to reinforce the fun they had. The flip side of each flyer can be used to include such items as: interviews with authors, word-search puzzles, titles of other books in the series, how to write to their favorite author, etc. (See **Appendix G-1, 2, 3** for Flyer Samples.)

It doesn't matter if any of the flyers make it home with the boys; the sole purpose is to subtly reinforce the pleasure they were experiencing with books. During this year's program, boys at several schools started a fad by collecting the flyers and sometimes even asking readers to autograph them.

**TIP:** Put the flyers in file folders that are dated to correspond with when they should be distributed. All the program flyer folders are kept in the program box for easy retrieval.



## **Thumb Drives and CDs**

Projecting the book images is critical for holding the boys' attention. On the rare occasions when projectors failed to work and we used the books themselves to show the illustrations, we found an enormous drop in attention by many of the boys. Sections of each Guys Read book are scanned into a computer, and then Power Point software is used to put the images into a presentation that will be simple for the readers to use.

All illustrations were downloaded to thumb drives that were used with the schools' multimedia projectors attached to laptops. We encountered problems using the thumb drives since they are difficult to eject and easily can be damaged if done incorrectly. Consequently, we are now using compact disks instead of thumb drives.

**TIP:** Check your disk or thumb drive to make sure the book files are there and not corrupt. It's also helpful have a backup disk in the program box. As noted above, scanning and saving the books' content requires copyright permission for 2010 we are planning to switch to digital document cameras (which all of our local school libraries have) to avoid needing to obtain copyright permission.

## **Laser Pointers**

Laser pointers are flashy and attractive to the boys. Our readers use them to point out the books' highlights and to help the boys follow the text along with the reader.

**TIP:** Try to find laser pointers with a reasonably-sized button that your (often retired) volunteers can press for more than a few seconds at a time.

## **Wrap up Party**

The most effective way to attract reluctant readers to the public library is to host a program wrap up party. Be sure to include a map to the library and a phone number on the party announcement flyers.

We found that an hour-and-a-half is the right length for the party. The party features "Guys Games" (spit-wad target shooting, paper airplane construction, ping-pong ball races, and other low-tech activities) and "Guy Grub" (barbeque ribs, cornbread, ice-cream cups and water bottles). While the boys eat, we read them another book. The party is capped off by the boys selecting one of the books read during the program to keep for their very own.

Participants have a fun, energetic time. A special benefit of the parties is that most boys are brought to the library by their parents. The parents often stay for the party and often learn about library services of which they were unaware.

To keep the distribution of the books manageable, a spreadsheet containing the boys' first names and schools was checked as the boys entered the party. The book they selected and their coat were placed in a plastic library bookbag (provided by the library foundation) and set aside in school-specific groups. Notices about other library programs were also inserted into the bags.

The volunteer readers were asked to attend the parties to help oversee the games and activities. Their presence was greatly appreciated by the boys. Cleanup is mostly done by the boys themselves. We ask them to pick up all the paper and trash before they retrieve their books and coats.



# Appendix A

The previous information describes the philosophy and various options in presenting a Guys Read program. This Appendix describes how we've organized and presented the program in Fairbanks.

## Organization

1. Obtained local funding for the program from private donors.
2. Partnered with Literacy Council and School District.
3. Hired a coordinator and assembled the management team:  
Coordinator, Library Director, School District Director of Media Services,  
Literacy Council Director
4. Initial team meeting:
  - a. Discussed what the program would provide (our program provided five of each of the books read to each participating school's library, copies for the public libraries, and a copy of one book for each participating boy.)
  - b. Discussed book selection (age appropriate material is essential)
  - c. Coordinated initial contact with schools to offer program
  - d. Coordinated program presentation to Principals
  - e. Selected tentative dates for volunteer training sessions
  - f. Selected dates for the program and tentative date for wrap-up parties
5. Subsequent team meetings:
  - a. Coordinated public service advertisements to attract volunteer readers  
[Appendix H-3](#)
  - b. Finalized book selection (where we wanted to scan images, we contacted copyright holder for permission)
  - c. Finalized list of participating schools
  - d. Prepared initial and final surveys for boys
  - e. Prepared survey for school personnel
  - f. Prepared survey for volunteer readers
  - g. Assigned specific tasks
    - i. Ordering books (library)
    - ii. Contacting participating schools with a list of equipment and supervisory staff requirements (Coordinator)
    - iii. Gathering school information – directions, contact person, location of program (Coordinator)
    - iv. Preliminary reading schedules for schools/volunteers (Coordinator)
    - v. Purchase additional materials as necessary (library)
6. Regular team meetings to monitor task completion
7. Planned and assigned tasks for the Guys Read wrap-up party (held at public library)
  - a. Order food and schedule delivery
  - b. Purchase additional supplies as necessary (paper products, water, etc.)

- c. Organize games
- d. Contact guests (we've had a cartoonist who's drawn portraits and an author who read selections from his book)
- e. Developed a mechanism to track party attendance and books distributed to boys (we used a database so we could look at data on which schools had a higher attendance and also used the information to distribute books to boys that could not attend the party)
- f. Coordinate volunteers for staffing

### Books / Supplies

- 1. The first year we purchased a custom stamp and all books were stamped "A Guys Read Book donated by Auto Service Co. and the FNSB Public Library". The second year we printed labels with the information and labeled each book. The labels worked better where pages had a glossy finish.
- 2. Coordinator scanned images from books and prepared a PowerPoint presentation for each book. If you're scanning books, always make sure there are more pages scanned than your volunteers will have time to cover since you don't want them to run out of material.
- 3. Presentations copied on CDs for use in schools. (We plan to move to document cameras next year to alleviate issues with copyright permissions.)
- 4. Flyers were designed using cover art from each book and sent for copies (1 copy for each participant each day) [Appendix G-1, 2, 3](#)
- 5. Party information was put on the reverse side of several of the flyers.
- 6. Books intended for school libraries were sent to the school district's media services division for processing. They then distributed the books to the individual school libraries.
- 7. Guys Read boxes were prepared for volunteer readers containing:
  - a. File folder with initial survey for boys [Appendix F-1](#)
  - b. A copy of each book
  - c. Laser pointer
  - d. CDs with copies of the PowerPoint presentations
  - e. File folders with flyers for each book and the parties (daily handouts)
  - f. File folder with final survey for boys [Appendix F-2](#)
  - g. Tech sheet for computer/projector operation
  - h. School info sheet with emergency exit information

### Volunteers

- 1. Volunteer training included:
  - a. A PowerPoint presentation on Guys Read
  - b. Practice books were available for volunteers to sign-out. In the first two years, many of the books didn't get returned. In the third year of the program, our book checkout sheet stated that volunteers would be responsible for a \$20 charge per book if they were not returned. Nearly all of the books were returned promptly! [Appendix H-1](#)
  - c. Reader contact and availability information was collected

- d. Volunteers had an opportunity to “try out” the operation of the computers and projectors. We expect this to be particularly important as we transition to document cameras.
2. Coordinator plugged volunteers into the proposed schedule (minimum of two – one to operate the laptop/projector, one to read – if you have the volunteers, three is optimal in case of last minute cancellation)
3. Readers were contacted to confirm their schedule
4. Coordinator contacted readers each Monday (generally by email) to remind them of scheduled reading times. Reading was scheduled at schools Tuesday – Friday.

#### Implementation

1. Coordinator delivered Guys Read boxes to schools (it's important to have a contact at each school that will be responsible for the box). The school contact should be directly involved in delivering the program at the school so that details about the program do not fall through the cracks.
2. Readers had each boy complete a preliminary survey at the start of the program.
3. Coordinator compiled results from all surveys.
4. A flyer on the book read was handed out each day after reading.
5. Volunteers and teachers are asked to remind the boys about the party regularly. Party information was printed on the back side of several daily flyers.
6. The final day of reading, a final survey was given to each of the boys and a second invitation to the Guys Read party
7. In 2009 we were able to have one of the authors visit Fairbanks. We scheduled several school visits where he talked to the boys about his books.

#### Wrap up

1. Coordinator picked up book boxes from each location.
2. Coordinator distributed surveys to school personnel and volunteer readers.
3. Coordinator compiled results from all surveys.
4. Using the information gathered from party attendance, a bag was prepared for each boy that did not attend. It included literature of upcoming library programs and a copy of one of the books read during the program.
5. Library Director prepared a final report of the program for the borough administration and sponsoring partner (Auto Service Co.).

# Appendix B

## 2009 Guys Read Bibliography

**Bone: Out From Boneville**, Jeff Smith. Scholastic Press, 2005.  
Pages 1-49 (Chapters 1-2)

**The Adventures of Captain Underpants: An Epic Novel**, Dav Pilkey. The Blue Sky Press, New York, 1999.  
Pages 1-57 (Chapters 1-11)

**Carl Barks' Greatest Duck Tales**, Carl Barks. Gemstone Publishing, 2006.  
Pages 1-33

**Guinness World Records to the Extreme**, compiled by Lisa L. Ryan-Herndon. Scholastic Press, New York, 2007.  
Pages: 8-9, 32, 39, 50, 55, 64, 73-74, 77-78, 100, 110, 122, 130, 133

**LegendZ**, Rin Hirai. Shueisha Inc., Tokyo 2003.  
Pages: 1-65

**Mouse Guard**, David Peterson. Archaia Studios Press, 2006.  
Chapters 1-2

**Soccer: The Ultimate Guide**, Martin Cloake. DK Publishing, 2008.  
Pages: 3, 8-9, 14-15, 18-26, 56-57, 82-83

**Star Wars: Star Pilot**, Laura Buller. OK Publishing, 2005.  
Pages: 3-9, 12-25, 32-35

**Star Wars: I Want to Be a Jedi**, Simon Beecroft, OK Publishing, 2007.  
Pages: 3-13, 18-25, 40-43

# Appendix C

## What to Know About Reading Out Loud

- **Take your time.** Reading out loud is not natural to lots of people. Relax and don't rush.
- **Read it. Read it. Read it.** Know what you are reading, the feel, the characters, the plot, etc. Get through your book at least three to four times. Many past volunteers and school staff commented that it is essential for readers to practice each book a few times before reading aloud.
- Get over the shyness and embarrassment of reading out loud. **Read loudly and clearly.** Practice with the dog, your spouse, your child, or a mirror.
- Don't get flustered. **Mistakes happen** and they are not as important to your listeners as what happens next in the story.
- **You don't have to change your voice** for each character. Feel free to change voices if you want to, but being really familiar with the characters will enable you to do a good job reading. **Changing pace, tone, or volume can be effective,** too.
- **Give the kids a few minutes to settle in.** It may take a few minutes after you start reading before they get settled with their lunches and engaged in the story.
- **Face the audience** and be sure to engage the boys.
- **Make eye contact** with everyone before you start or when you have dramatic pauses.
- **Use pauses and silence.** These are important to help your readers connect. Use them at emotional peaks, suspenseful parts, or other parts you want to highlight. If you enjoy the experience of your story, your readers will, too. You are neither acting it out nor merely giving them a plot line; you are telling a story.
- **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 guys seem bored or distracted, keep reading anyway because many others will be paying attention and listening. Sometimes young guys think it's cool to look bored, but at some level they'll be listening to you. Remember that often they are starving for positive attention.
- When it is time to stop, try to find a suspenseful or exciting point in the story.
- Lastly, **enjoy this rare opportunity to make a lasting difference in these young lives.** They saw a cool guy read a cool book!

## **Setting Up**

Upon arriving at the school, sign in as a visitor at the school office and pick up the black program box. Proceed to the program area (class, library, etc.) and make sure the AV equipment is set up properly.

## **Starting Program**

Greet the boys and Introduce yourself

Hello, guys! Welcome to the Guys Read Program! My name is [first and last name]. I grew up [where], and I've lived in Fairbanks [how long]. My job is [your occupation and 1 or 2 sentences describing it] and one of the things I do for fun is read. My favorite books are [titles or types].

Introduce the program

Readers like us are going to be sharing some really fun books with you boys twice a week for four weeks. You'll get to meet eight great books that are all in your school libraries. And in February you'll all be invited to a big party at Noel Wien Library downtown where we'll have Guys Games, some Guy Grub, and even some Guy Gifts.

Expectations

Before I begin, I know you guys are eating, but I want you to listen up. We don't have a lot of time, but we have a great book today. So settle into your lunches and get ready to read this book with me. Before I start reading, I want everyone to rip the plastic covers off your lunches – those can make a lot of noise. So rather than interrupt the reading, let's all rip open our lunch packs at once and see how much noise we can make!

Introduce the book

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

## **Ending Program**

Wrap-up story

Well, we didn't finish [book title], but here's a preview of what comes next: [describe 102 sentences of coming plot].

Clean Up and send boys back to Classes

Let's clean up and make sure we pick up all our garbage. Thanks! Here is a flyer about the book to help you remember the fun we had to today and so you know what book to ask your school librarian about. And don't forget about the Guys Read party at the big library downtown.

# G.U.Y.S READ

## Daily Check-List

### Remember to:

- Sign-in at the front desk
- Have the 1st image showing while you do your introduction
- Count the boys
- Pass out daily fliers at the end
- Put the jump-drive or CD and book back into the box
- Sign out at the front desk

Brought to you by:  
AUTO SERVICE COMPANY



A school information sheet was compiled and given to each of the volunteer readers. This included:

1. School name
2. # of 4<sup>th</sup> grade boys
3. Principal
  - a. Phone
  - b. Email
4. Library Associate
  - a. Email
5. Guys Read contact
6. Black box location
7. Staff present for reading
8. Reading location
9. School mailing address
10. Description of school location (sometimes this included directions to the school)
11. Region (north, west, central – helped with scheduling readers)
12. Lunch hour

Guys Read 2009 - School info for readers

School	# of 4th Grade Boys	Principal	Phone	Email	Library Associate	Guys Read Contact	Black Box location	staff present for reading	Reading Location	Mailing address	Description of location	Region	#	4th Grade Lunch Hour
4 Barnette	25	Kathie Weaver	456-6072	<a href="mailto:kweaver@northstar.k12.ak.us">kweaver@northstar.k12.ak.us</a>	Sharon Woloshen swoloshen@ns*	Sonja Marshall (4th grade teacher) smarshall@northstar.k12.ak.us 2-2:45pm prep	Mrs. Black's room	Mrs. Black or her Substitute	Room 116 (downstairs) if Mrs. Black is absent, you can come borrow Sonja's Laptop in room 210, but still read in 116	1000 Barnette Street Fairbanks, AK 99701	Barnette St. and 10th Ave.	Downtown	1	11:15 - 11:45
1 Anne Wren	33	Leslie Campbell	451-7500-	<a href="mailto:lcampbell@northstar.k12.ak.us">lcampbell@northstar.k12.ak.us</a>	Miriam Dunbar mdunbar@ns *	Miriam Dunbar - Library Associate	Library	Miriam Dunbar	Commons	1501 Hampstead Ave., Fairbanks, AK 99701	Off Danby St. between Johnsons cory and College Rd.	North - Central Fairbanks	1	11:20 - 11:50
10 Nordale	27	Barbara Burch	452-2696	<a href="mailto:bburch@northstar.k12.ak.us">bburch@northstar.k12.ak.us</a>	Sandi Lasater dsalater@ns *	Barbara Burch, principal		Patricia Caroso	Room 216	397 Hamilton Ave., Fairbanks, AK 99701	East of Steese Highway from 3rd St. then turn left/north on Hamilton	East - Central Fairbanks	1	11:30 - 11:50
12 Pearl Creek	23	Kate LaPlaut	479-4234	<a href="mailto:kplaut@northstar.k12.ak.us">kplaut@northstar.k12.ak.us</a>	Michelle Hawkins mhawkins@ns *	Michelle - Hawkins, Library Assoc. michelle@alaska.net		Michelle Hawkins	Commons	700 Auburn Dr., Fairbanks, AK 99709	Farmers Loop Road (west end) to Auburn Dr.	West Fairbanks / UAF	2	11:40 - 12:10
5 Crawford	35	Shirley Brazel	372-3306	<a href="mailto:sbrazel@northstar.k12.ak.us">sbrazel@northstar.k12.ak.us</a>	Bonnie Hinde bhinde@ns *	Cheryl Welch welchf15@yahoo.com 372-4992		Cheryl Welch	Commons	692 Bayers Way Eielson AFB, AK 99702	25 miles South East of central Fairbanks off the Richardson hwy	on Eielson AFB	7	11:15 - 11:45
17 Weller	33	Mary Carlson	457-1629	<a href="mailto:mc Carlson@northstar.k12.ak.us">mc Carlson@northstar.k12.ak.us</a>	Trish Patterson tpatterson@ns*	Bill Holden, 4th grade teacher	Mr. Holden's room	Mr. Holden		635 Elementary Drive-physical	Chena Hot Springs Road - west end	West end Chena Hot Springs Road	3	11:50 - 12:20
6 Denali	34	Tim Doran	452-2456	<a href="mailto:tdoran@northstar.k12.ak.us">tdoran@northstar.k12.ak.us</a>	Holly Abshire habshire@ns *	Holly Abshire, Library Assoc.	Library	Holly Abshire	Library - room 201	1042 Lathrop St., Fairbanks, AK 99701	10th Ave and Lathrop St. North of Airport Rd.	Downtown	1	12:00 - 12:30
8 Joy	29	Dave Foshee	456-5469	<a href="mailto:dfoshee@northstar.k12.ak.us">dfoshee@northstar.k12.ak.us</a>	Lisa Moore lmoore@ns *	Lisa Moore, Library Assoc.	Library		Library	24 Margaret St. Fairbanks, AK 99701	Margaret St. (off College Road) - near Wedgewood Resort	North - Central Fairbanks	1	12:00 - 12:30
16 University Park	27	Kyra Alztrauts	479-6963	<a href="mailto:kalztrauts@northstar.k12.ak.us">kalztrauts@northstar.k12.ak.us</a>	Carol Smallwood csmallwood@northstar.k12.ak.us 479-6863 x140	Carol Smallwood, Library Assoc.	Library	Carol Smallwood	Library	554 Loftus Rd., Fairbanks, AK 99701	Geist Rd. to Loftus (opposite UAF's Morris Thompson Dr.)	West Fairbanks / UAF	2	12:00 - 12:30
2 Arctic Light	28	Bill Martin-Muth	356-2038	<a href="mailto:bmuth@northstar.k12.ak.us">bmuth@northstar.k12.ak.us</a>	Joyce Hannan jhannan@ns*	Mary Cofer Asst. Principal	Front Office		Commons	4167 Neely Road, Ft. Wainwright, AK 99703	On Ft. Wainwright - take FIRST right after entering Main Gate. Vehicle registration,	on Ft. Wainwright	4	12:00 - 12:30

# Appendix D

In 2009, our program included 18 schools where we read twice per week for four weeks. Readers were at each school on either Tuesday/Thursday or Wednesday/Friday. We had approximately 75 volunteer readers participating. The coordinator put together a preliminary availability chart of volunteers based on the forms they completed and designed a schedule from that information.

Over the course of the program, the schedule was revised many times. Since this is shared between the Management Team, it became essential to make sure everyone was looking at the same schedule. We found including the revision number and date served well for this purpose.

	L	M	N	O	P	Q	R	S	T	U	V
1	Guys Read - Reader Schedule - Revision 5 - 1/31/09										
2											
3		Feb 3rd	Feb 4th	Feb 5th	Feb 6th		Feb 9th	Feb 10th	Feb 11th	Feb 12th	Feb 13th
4		Tues.	Wed.	Thurs	Fri.		Mon.	Tues.	Wed.	Thurs.	Fri.
5	Barnette	LegendZ		Mouse Guard				Soccer		Star Wars	
6	11:15-11:45	Reader 1		Reader 1				Reader 1		Reader 1	
7	Tues./Thurs	Reader 2		Reader 2				Reader 2		Reader 2	
8	Joy	Soccer		Star Wars				LegendZ		Bone	
9	12-12:30	Reader 1		Reader 1				Reader 1		Reader 1	
10	Tues./Thurs	Reader 2		Reader 2				Reader 2		Reader 2	
11	University										
12	Park	Star Wars		LegendZ				Cpt. Under		Soccer	
13	12-12:30	Reader 1		Reader 1				Reader 1		Reader 1	
14	Tues./Thurs	Reader 2		Reader 2				Reader 2		Reader 2	
15	Badger Road	LegendZ		Soccer				Star Wars		Duck Tales	
16	12:05-12:35	Reader 1		Reader 1				Reader 1		Reader 1	
17	Tues./Thurs	Reader 2		Reader 2				Reader 2		Reader 2	
18	Two Rivers	Soccer		Star Wars				Mouse Guard		LegendZ	
19	12:30-1pm	Reader 1		Reader 1				Reader 1		Reader 1	
20	Tues./Thurs	Reader 2		Reader 2				Reader 2		Reader 2	
21	Denali		LegendZ		Mouse Guard		Star Wars		Soccer		
22	12-12:30		Reader 1		Reader 1		Reader 1		Reader 1		
23	Wed./Fri.		Reader 2		Reader 2		Reader 2		Reader 2		
24	Hunter		Soccer		Star Wars		Bone		LegendZ		
25	12:05-12:35		Reader 1		Reader 1		Reader 1		Reader 1		
26	Wed./Fri.		Reader 2		Reader 2		Reader 2		Reader 2		
27	Ticasuk		Star Wars		LegendZ		Soccer		Cpt. Under		
28	Brown		Reader 1		Reader 1		Reader 1		Reader 1		
29	12:30-1		Reader 2		Reader 2		Reader 2		Reader 2		
30	Wed./Fri.										

New readers were highlighted in yellow so they could be teamed up with veteran readers.

# Appendix E

Preliminary Program Description was mailed to all previous volunteer readers and potential readers.



October 29, 2008

Dear Big Guy,

Are you a guy who enjoys reading? How about sharing that joy with little guys? The public library's Guys Read program targets 4<sup>th</sup> grade boys, the group most likely to stop reading for pleasure and shows them books can be fun and men like to read. Teams of 2 or 3 men read "boy-friendly" books to the boys for 20 minutes twice a week for 4 weeks.

It's not a huge time commitment, but the effect on the boys has been phenomenal, especially for reluctant readers. Last year's Guys Read presentations had such profound results that all 19 elementary schools have asked to be included in this year's program. Most of the men who read last year are helping again this year, but many more volunteers will be needed.

Volunteer readers normally read 8 times, but reading more or fewer times is fine, too. Having a wide variety of men for the boys to meet is a major goal, so we'll take you when we can get you. A short (1 ½ hour) training session will be held about a week before the program starts on January 20. This will provide pointers on reading aloud effectively, how to run the laptop used to project images from the books, introductory and closing remarks, and so on.

If you're interested in reading, or in being the coordinator, please let me know by calling the library, **459-1022**. And *please* spread the word about Guys Read to other men you know who want to be part of inspiring hundreds of boys to be readers. Thanks!

Greg Hill, Director FNSB Libraries

Preliminary training notification mailed to readers.



December 8, 2008

Dear Volunteer Reading Guy,

The FNSB Library's Guys Read program will be starting up January 20, and, before we're all engulfed by the holidays, we'll be holding a short training session on the program December 11, a Thursday, at 6:30. This will give us a chance to look at the books that we'll be reading, and to go over how to use the new projectors.

Guys Read strives to show 4<sup>th</sup> grade boys (those most likely to lose interest in reading) that books can be fun, and that lots of men enjoy reading. Like last year, we'll read for approximately twenty minutes at each elementary school twice a week for four weeks during the boys' lunchtime. The boys will learn about 8 different books, and multi-copy sets of the books will be given to each school library. A wrap-up party will be held at Noel Wien Library on the final Saturday.

The program has had a profound effect on reluctant readers, and there's been an overwhelming response by principals wanting the guys read program at their elementary schools. Eighteen schools, every one with a fourth grade class, have requested Guys Read. So we are planning on dividing the program into two overlapping phases, starting the program at nine of the schools on January 20, and starting the remaining nine schools the following week.

It's important to attend either the December 11<sup>th</sup> training session, or the later session in mid-January. Besides familiarizing you with the books (which are all "boy-friendly" and either funny, exciting, or outrageous) and the presentation techniques, we need to know when you can and can't read so a schedule can be developed.

We know from experience that the 4<sup>th</sup> grade guys make an especially receptive, eager, and open-hearted audience, and even the shyest big guys quickly get comfortable reading to them. Reading to them is such an amazingly uplifting experience that most past volunteers are joining us again. Most importantly, you will make a big difference in these little guys' lives. Thanks for your willingness to play a part in Guys Read, and my best holiday wishes to you.

Sincerely,

Greg Hill, Library Director

This letter was sent to the parents of all 4<sup>th</sup> grade boys in participating schools to explain the program prior to its presentation.

•F.N.S.B. Public Library's•



### Information for Parents of 4<sup>th</sup> Grade Guys

- The Guys Read Program is designed to show fourth grade guys that reading is fun and that all sorts of grown-up guys enjoy reading.
- Volunteer guys from the Fairbanks community will read fun and exciting books to the fourth grade guys during their lunch period.
- Guys Read will run from January 29<sup>th</sup> to February 9<sup>th</sup>, with a wrap up party on February 10<sup>th</sup>. Every guy attending the party will receive a free book.
- Copies of the featured books will be available at the school and public libraries.
- The Guys Read program has been developed by the Fairbanks North Star Borough Library Services and was made possible by Fairbanks' own Auto Service Company.
- We look forward to reading and having a blast with the guys! Stay tuned for daily flyers and updates.
- Please contact the Noel Wien Public Library for questions at 459-1022.

# GUYS READ

TO: Fairbanks North Star School District Elementary Principals  
FROM: Greg Hill, FNSB Library Services Director  
DATE: December 2, 2008  
SUBJECT: FNSB Library's 2009 Guys Read Program

First, thanks for your interest in having your school participate in the Public Library's Guys Read Program. Over its first two years of operation, Guys Read has successfully demonstrated, to even the most reluctantly reading 4th grade boys, that books can be fun and many men really enjoy reading.

A brief description of the program and how it will work at your school is attached. The program will follow the same basic outline as last year, with teams of volunteer men readers visiting your school twice a week for four weeks, on either a Tuesday-and-Thursday or a Wednesday-and-Friday schedule. Nine schools will begin the program January 20, and the other nine schools will start January 27. This will allow several wrap-up parties to be held at Noel Wien Library at the conclusion of the program.

Our Guys Read coordinator, Tim Stallard, will call you soon to determine who the contact person will be at your school and where in your facility the program will be held. Feel free to contact either Tim or me with any questions or concerns that may arise. Contact information is on the attached program information sheet.

We are doubling the number of schools receiving the Guys Read presentations, so more volunteer readers will be needed, especially at outlying schools. Until they try it, many men have apprehensions about speaking in public or controlling a bunch of boys. Once they've read to the boys a time or two, the volunteers discover that not only is discipline not a problem, but 4<sup>th</sup> grade boys make an eager, even enthusiastic audience. In fact, most readers from past years will be reading again this winter.

Please tell any other men you know about Guys Read, and that we will be hosting brief 1 hour training sessions at Noel Wien Library, December 11 (Thursday) at 6:30 PM, January 7 (Wednesday) at 6:30 PM, and January 10 (Saturday) at 10:30 AM.

Again, thanks for your interest and support!

# F.N.S.B. Public Library's



## **What is it?**

It's a program designed to show 4<sup>th</sup> grade boys (the group most likely to lose interest in reading) that books can be fun, that lots of men enjoy reading, and to attract boys who seldom or never visit the public library to do so.

The emphasis on making the program fun is because reading for pleasure leads to better assimilation of knowledge and higher reading comprehension scores. Establishing male readers as role models helps counter a widespread stereotyping of reading as a feminine activity.

The program is the creation of the FNSB public library and is funded jointly by Auto Service Company of Fairbanks and the borough. The FNSB School District and Literacy Council of Alaska are the Library's partners in the program.

## **How does it work?**

Two- or three-man teams of volunteer readers visit schools during the 30 minute 4<sup>th</sup> grade lunch period. Pages from the books have been scanned into power point presentations on CDs, which allows the images to be projected onto the wall and hold the boy's attention.

Each school is visited twice a week for four weeks, on either a Tuesday-Thursday or Wednesday-Friday schedule.

Each team of volunteers will present a different book, and, prior to the program's start, a set of all 8 books will be forwarded to your school's library. The books have been chosen for their strong visual appeal as much as their exciting and funny text. Again, our goal is to prove to the most reluctant reader that books can be fun and very appealing, in the hope that he'll subsequently progress to more meaningful literature.

At the end of the program, the boys will be invited to a special party where they play Guy Games (spit wad shooting, paper airplane accuracy, etc.), eat Guy Grub (ribs and cornbread from Big Daddy's), and get to choose one of the books they've met through the program. We hope you can help us get word of this event to the parents.

**What's needed from each school?**

- a place suitable for projecting the scanned book images,
- a laptop to play the CD and multi-media projector,
- a representative from your staff to be present the entire 30 minutes.

The Library has contracted with the Literacy Council of Alaska to provide administrative support through a coordinator, Tim Stallard, who works under the library's supervision. If he hasn't already, Tim will meet with you soon to ascertain where at your school the program will be staged (they've been held in classroom, library, and multi-purpose room settings) and other details.

**Who do I contact with questions about the program?**

Greg Hill, Director  
FNSB Libraries  
459-1027  
[greg.hill@taos.fnsb.lib.ak.us](mailto:greg.hill@taos.fnsb.lib.ak.us)

Tim Stallard  
Literacy Council of Alaska  
456-6212  
[guysread@liliteracycouncilofalaska.org](mailto:guysread@liliteracycouncilofalaska.org)

This letter was mailed to all volunteer readers along with a survey on their experience with the program.



April 9, 2009

«Name»  
«Address»  
«City»

Dear «Name»,

The dust has mostly settled a bit from the 2009 Guys Read program, and although we'll have to wait until May to get all the statistics finalized, I want to give you a preliminary update on how the program went.

It was, in a nutshell, a rousing success. The vast majority of the 4<sup>th</sup> grade boys think of themselves as readers more than ever before. We've heard from teachers and librarians that their boys loved Guys Read, and that they've almost all become frequent visitors to the school libraries. Most importantly, this wonderful effect extended to even the boys who were most resistant to reading.

Mike Kolasa and I presented Guys Read to librarians from all over Alaska at the annual Alaska Library Association conference in mid-March. They seemed enthusiastic about trying this approach for encouraging boys to read at their libraries. Consequently, over 30 libraries took applications for five Guys Read program-in-a-box kits the FNSB libraries created through a grant from the Alaska State Library.

None of this would have been possible without you, of course, for you are where the program's rubber met the road. By donating your time and energy for a few weeks this winter, 535 boys' lives were changed for the better. Scads of boys have written to the Big Guy readers to thank them. Here's some of what they had to say:

"Thank you for coming to our school and reading to us during lunch. It was nice of you to take your time to read to us." "Thanks for coming to my school."

"Thank you for coming to our school to read to our class. I liked the Guinness Book of World Records book because it had different subjects on every different page and all the pages were exciting."

“Thank you for volunteering, for coming to our school, for giving us something to do during lunch. I thank you for reading Mouse Guard. I liked the part when the one mouse cut the snake with the sword.”

“Thank you for coming to our school to read to us. I so liked the book Duck Tales because it is funny.” “Thank you for reading the best books ever.” “I had a lot of fun.”

All of us involved with the program here at the FNSB Public Library, the Literacy Council of Alaska, and the Fairbanks North Star School District are planning next year’s Guys Read program. Every year things appear that will make the program better, and we’ll be adding some new wrinkles for next winter that will make Guys Read even more successful.

Please pass along any suggestions you have for improving the program, and I hope you’ll consider volunteering for Guys Read again when we put out our call for volunteers next December. Again, my profound thanks for making a difference in the lives of so many.

Sincerely,

Greg Hill, Director  
FNSB Libraries

This email was sent to principals and primary contacts of schools participating in the Guys Read program along with a survey.

Hello School Partners,

On behalf of the Noel Wien Public Library and Literacy Council of Alaska, thanks for all your help to make the Guys Read program a success. Half of our district elementary schools completed the program last week and the remaining nine schools wrap up this week.

Don't forget to let your students and their parents know about the Guys Read wrap parties this Saturday Feb. 21st:

11am - Anne Wien, Wood River, and North Pole, and Crawford

1:30pm - Pearl Creek, Nordale, Arctic Light, and Weller

We have fun games, lunch, and cool prizes for the boys and they will get to meet Mouse Guard author David Petersen. Every boy in the program will get a Mouse Guard comic (a section of the Fall 1152 Mouse Guard book). If students from your school missed their party last weekend, they are welcome to crash one of the two parties this Saturday. We are tracking attendance by the boys' first name, school, and teacher - so for boys who do not make it to a party, we will deliver their Mouse Guard book to your school. The party is just for 4th grade boys, but there are activities for siblings in the N.W. Library's Berry Room. There are lots of great resources for parents to discover in the Library (DVD rentals, books on tape, car repair resources, etc.), but parents are welcome to join in the fun at the party.

Once your school has completed the Guys Read program, please send your Guys Read Black Box back to School District's Library Media Services - they will forward these on to the Public Library.

We would greatly appreciate your feedback on this program so we can improve it in the future (and keep what is working). I have attached our Guys Read Program evaluation form for schools partners (a Word document). It would be great to get at least one response from each school - ideally from someone who was present for some of the readings. We would also like to hear what the teachers think about the program if they were not our official school contact. Finally we would love to hear any anecdotal success stories of the effect this program had on reluctant readers at your school. You can put your completed evaluations in your Guys Read Black Box, you can fax them to me at 452-8980, drop them off at the Noel Wien Public Library admin office, or you can reply by email.

Thanks again!

Tim

# Appendix F

The initial survey given to the boys to give us a baseline on the boys' reading practices and attitudes.



## SURVEY

*Circle your answer below each sentence.*

**I like to read books.**

No                  Not much                  Sometimes                  A lot

**I read books at home.**

Never                  Sometimes                  A lot

**Some books are fun.**

Yes                  No

**Name your favorite book.**

---

The final survey given to the boys to help determine changes in the boys' reading practices and attitudes as well as help gather information on the success of our book selection.

## 4<sup>TH</sup> GRADE GUYS EVALUATION Woodriver Elementary

Please circle an answer for each question:

1. Did you have fun with GUYS READ? Yes No

2. Are you going to read more books after GUYS READ? Yes No

3. Did you discover that books can be fun? Yes No

4. Circle the two books you liked the best?



5. Circle the two books you liked the least?



Is there anything else you want to tell me about GUYS READ?

**Guys Read Program Evaluation 2009 – School Partners**

Name (optional): \_\_\_\_\_

School (optional): \_\_\_\_\_ Position: \_\_\_\_\_

1. Which books do you believe were most effective in connecting with reluctant readers?
2. Any books that you would recommend we discontinue?
3. Did the program take place at a good time of year?
4. How could we have made the program integrate more smoothly into your school?
5. What recommendations/advice would you give to a new Guys Read volunteer next year?
6. Any other feedback/comments on Guys Read?

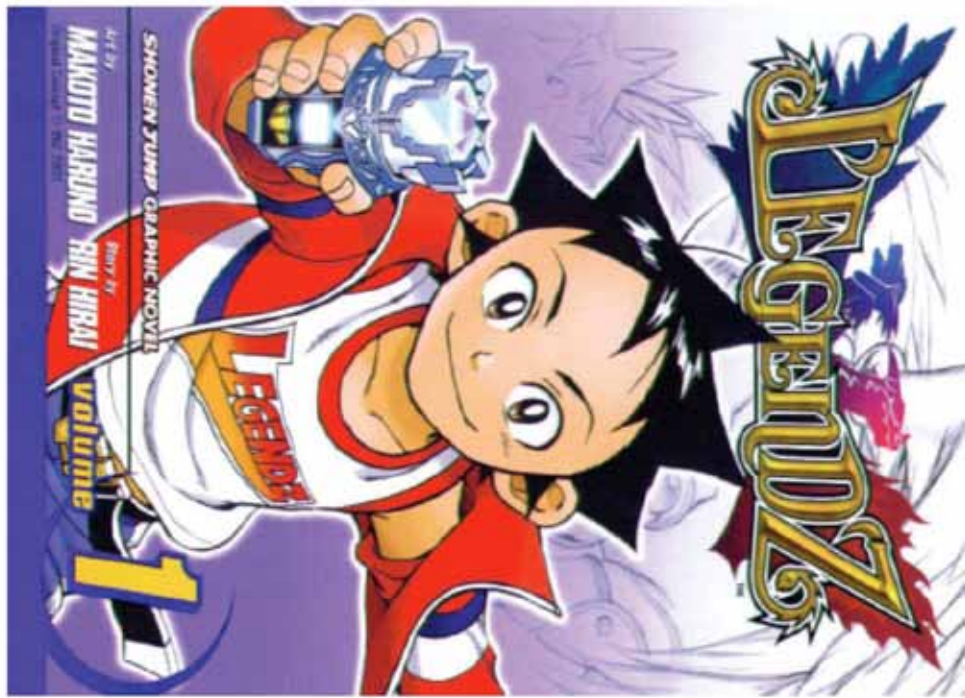
**Guys Read Volunteer Reader Evaluation – 2009**

Name: \_\_\_\_\_ (optional)

1. Did the boys you read to seem to have a good time?
  
2. Did you enjoy the overall experience?
  
3. What advice would you offer a new reader in the program next year?
  
4. Are there any reactions, comments or anecdotes from the boys (or teachers/school administrators) that you would like to share?
  
5. What were your favorite and (if applicable) least favorite books to read?
  
6. Do you have any suggestions on how we can improve the program for the future?

# Appendix G

Samples of two sided book flyers for boys.



FNSB Public Library's  
**GUYS READ**  
 If you liked Manga Comics...

**Be Sure To Check Out:**  
 Astrix the Gaul ISBN: 410111204  
 Pokemon The Electric Tale of Pikachu! ISBN: 410111204  
 The Adventures of Tintin ISBN: 410111204

At The Noel Wien Library!  
Thought by yours truly

• F.N.S.B. Public Library's •

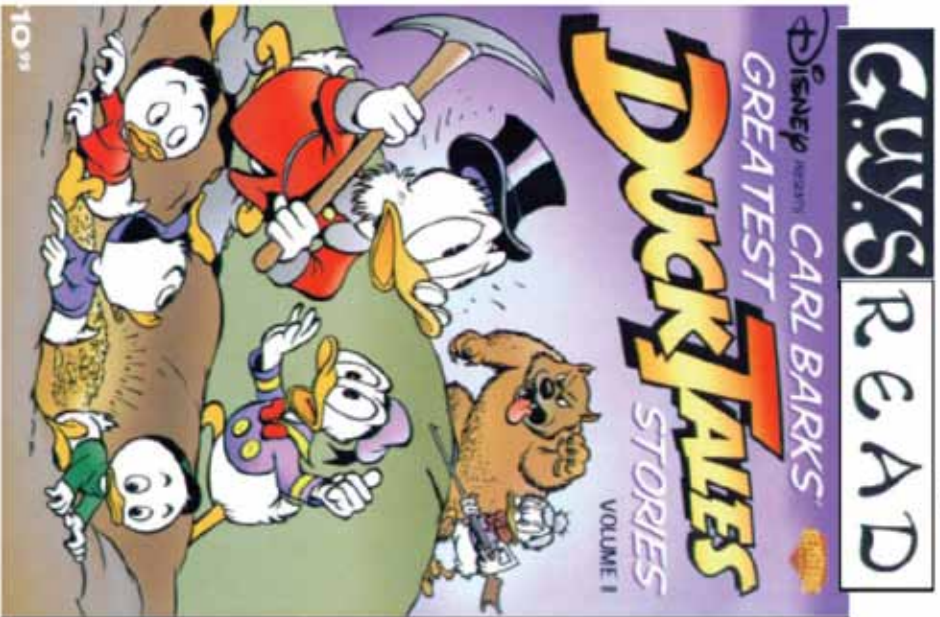
**G U Y S R e A D**



*If you love the Mouse Guard Fall 1152, check out some more exciting titles:*

Thought you just by **TOYOTA** starting service **AutoService Co.**

•F.N.S.B. Public Library's.



Introducing The Legendary

Carl Barks



Carl Barks was the genius behind the creation of "Scrooge McDuck," the world's richest duck, and the man who drew the comic book adventures of Donald Duck, his nephews, and Uncle Scrooge back in the '40s, '50s and '60s.



# Appendix H



## Book Checkout

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

- |   |                                   |
|---|-----------------------------------|
| _____ <i>Mouse Guard 1152</i>           | ___ <i>Guinness World Records</i> |
| _____ <i>Soccer: The Ultimate Guide</i> | ___ <i>Captain Underpants</i>     |
| _____ <i>SW: I Want to Be A Jedi</i>    | ___ <i>SW: Star Pilot</i>         |
| _____ <i>LegendZ</i>                    | ___ <i>Greatest Duck Tales</i>    |
| _____ <i>Bone: Out From Boneville</i>   |                                   |

I have checked out these books as part of the *Guys Read Program*. I understand if I do not return these books to the Noel Wien Library Administrative offices at the end of the program, I will be responsible for a \$20 per book charge.

\_\_\_\_\_  
Reader Signature

\_\_\_\_\_  
Date

## 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

\_\_\_\_\_  
Helen Clark                      Date  
Executive Director of  
Instructional Technology  
Library Media Services  
FNSB School District

Sample Public Service Advertising released for Radio.

# Press Release

Event: Guys Read Program

The Public Library's Guys Read Program still needs men volunteers to read to 4<sup>th</sup> grade boys for twenty minutes twice a week for four weeks.

Guys Read introduces the 4<sup>th</sup> graders to fun, exciting boy-friendly books and shows them that reading is a "guy thing," too.

4<sup>th</sup> grade is when boys' reading scores really drop. Reading to them while they eat lunch is an effective way to show how fun reading can be, and boys who learn to read for fun are more likely to succeed in school.

Beginning January 22, big guys volunteering their lunchtime twice a week for four weeks will make a huge difference in the lives of little guys. To learn more call the library at 459-1022, or attend the hour-long training sessions at the Noel Wien Library Auditorium on Thursday, January 10 and 17 at 6 PM and Saturday, January 12 at 10:30.



*Production and distribution of this manual is supported by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Alaska State Library.*

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<http://fnsblibrary.org>