



## Facilitator Page

# PUTTING ALL OF THE PIECES TOGETHER

### Materials

- Print outs of worksheets for each student

### Set Up

- Students will work solo for the first portion of this activity, then begin to team up with others in the room, to develop a plan for how they would act in the presented scenario.

### Note to Facilitators

- This activity is set in the school library, but it can easily be modified to be set in the public library. The same skills and tools will be used; the difference will be who the teens may talk to prior to and at the board meeting.

### Scenario

A group of parents who want to get the books *The Hate U Give* and *The Handmaid's Tale* off shelves in your public school library. You learned this from a friend who heard it from their parents on a Facebook group for your school. You disagree with banning the books and want to make sure they remain on shelves. What would you do?

### Activity

- Students will first work on this scenario by themselves for five or so minutes. During this time, they will write three elevator pitches explaining the situation—one they'd give to their friends, one they'd give to their parents/guardians/a close trusted adult, and one they'd give to an adult they don't know but know would care.
- Once the solo time concludes, students will pair up with one person in the room to talk about how they could combine efforts. What would they do as a pair and as individuals within the pair? Give students at least five minutes, but allow them to take longer if the conversations are robust. It is okay if there are odd numbers here. Students will practice their "friends" elevator pitches with one another and discuss where and how they might strengthen those pitches, as well as the pitches to a trusted adult and an adult who they may not know well.
- Then, student pairs will team up with another pair to talk about how they could combine efforts and what they would do as a group and as individuals within the group. It is okay if there are odd numbers here. They will once again practice those elevator pitches, editing and combining them in whatever way they see fit. It is okay if teens choose to craft three elevator pitches total as a group OR if each teen chooses to craft three of their own. The goal is practicing writing and speaking them to different audiences and making them as powerful as possible through community and coalition building.



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### Wrap Up Discussion Questions

- Where and how would you determine if the information you learned was true?
- Who might you turn to first in this situation?
- How would you address the people you need to talk to to get answers and to advocate on behalf of your beliefs? What about the beliefs of your fellow students?
- How can you find research and proof to back up your beliefs and argument that the books should remain in the school library?
- What skills do you bring to the table?
- What worries or fears do you have about your ability to navigate this scenario? Nothing is too big or too small. Remember that in addition to being a champion of books and reading, you're also a student, have friends, might have a job, might be involved in sports or other extracurricular activities, etc. You are still the person you are right now, so any stress you feel about those are valid, too.
- Who might you turn to if you find yourself stuck or feel like you're not being liste