



# The M.A.P.

The Model for  
Small, Online Addult Discussions of

# Picture Books

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Facilitator's Guide



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Created By:  
Dr. Sarah CB Norsworthy

A Collaborative Project



# Table of Contents

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- Discussion Framework At-A-Glance
- Introduction
- Discussion Framework
- A Few Considerations - Planning
- A Few Considerations - Ways of Being
- Suggested Prompts
- Discussing Racial & Ethnic Identities
- The Whys & Tips
- Further Information



# Discussion Framework

## At-A-Glance



5min



**Getting Started**

10min



**The Read-Aloud**

10min



**Participant Page Shares**

20-30min

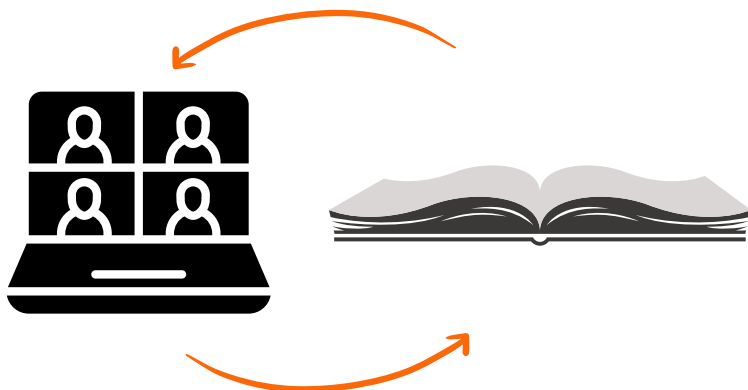


**Responding to the Picture Book  
& To Each Other**

10min



**Connecting The Conversation**





# The M.A.P. An Introduction

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**This guide is the result of collaboration between 19 adults who came together, in an action research study to co-create a discussion framework for online, adult discussions of picture books. This framework is called The M.A.P.**



This collaboration was part of Doctoral Research exploring the affordances and constraints of using picture books to strengthen a personal sense of self-identity and belonging.

I am indebted to the participants in this action research for sharing their time, expertise, enthusiasm, and above all their deep appreciation for the book-gifts that are picture books.

Sarah CB Norsworthy, EdD

# Discussion Framework



## Getting Started

- Ways of Being Together (Include technical parts re: ZOOM)
- Group Introductions (Name & Something About Yourself)
- Book & Creators, Too (Photos & Bios)



## The Read-Aloud

- Facilitator Reads - Others Listen & Enjoy & Choose A Page To Share



## Participant Page Shares

- First, each person will have the opportunity to choose a page to speak about. (They might use one of the included prompts to discuss their chosen page.)
- Others will **listen to understand**, not to respond.



## Responding to the Picture Book & Each Other

- After each person has had an opportunity to share the facilitator, or participant leaders, will draw from the suggested prompts, as needed, to keep the conversation moving.



## Connecting The Conversation

- Link this conversation about this one picture book to conversations about other picture books and to our broader world.



# A Few Considerations

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## Planning

- Be clear about your purpose. You might read an individual title or choose to focus on a group of picture books that have been collected. State whether the purpose is for pure enjoyment or to explore a topic.
- Groups of more than six limit conversation. If the group is larger, you might break into groups of 3 or more to discuss and then come back together as a larger group and talk about themes that arose.
- Some picture books are wordless. In this case, you will not read the book aloud; instead do a picture walk - talking briefly about the images on each page.



# A Few Considerations

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## Ways of Being

- Cameras on, as possible
- Change your name, as you need to for your comfort
- The chat is open for discussion
- Contribute to the conversation several times, either in the chat or aloud
- Both free-flowing conversation and hand raising are welcome
- Speak from your own experience (I statements...)
- Center individuals rather than groups to avoid stereotyping
- Expect non-closure
- Expect feelings to arise, they may be uncomfortable

**Whenever possible use the language people use to identify themselves to refer to them. If the language used in the group to discuss identity is, in your experience, harmful, speak up or message the facilitator.**

**If someone tells you your language is harmful, thank them for their vulnerability in sharing their knowledge. Reflect later - take what serves you - leave what doesn't.**

**When talking about the identities of others, consider naming your own first.**



# Suggested Prompts



**A variety of  
concrete and  
abstract  
prompts is  
encouraged.**

## **Prompts About The Picture Book**

- What image, or page, stood out to you?
- What words particularly struck you?
- What might you ask the characters? The author?
- How did the additional materials included (author's note, dedications, questions) contribute to your experience of the book?
- What might have been happening outside of an illustration, or off the page?

## **Prompts About Physical/Emotional Responses**

- What did you hear, feel, or smell as you experienced this book? What did you see in your mind's eye?
- How did you respond to the images?
- What emotions arose in you?

## **Prompts About Personal Thoughts**

- What stories from your life emerged?
- What did you realize about yourself as you read or listened to this book?
- What did this book affirm for you?
- What did this book challenge for you?
- What questions did this picture book bring up for you?
- What did this book show you that you don't know?
- How does it feel to discuss someone's story when they are not present?
- Who might you want to share this book with?
- What actions might you take after reading this book?

## **Connecting The Conversation**

- How do these books talk to, or relate, to each other?
- What does this book say or show about...?
- What other books/movies/television shows/art/music might you pair or group with this picture book?
- What historical or current international, national, state, or local events does this text link to for you?



# Discussing Racial & Ethnic Identities

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**Look for language for how the creators refer to racialized and ethnic identities. Read the entire text, the cover, the story, the about the creator(s) pages, and included content pages.**

**Sometimes there is not identifying language included in the picture book to describe the racial & ethnic identities of the characters.**

In this case the following terms are encouraged:

People of the Global Majority (Black & brown people)

Black

African American

White

Asian

Native Hawaiian

Pacific Islander

Native American

American Indian

Alaska Native

Indigenous

Brown

Hispanic (Spanish Speaking)

Latinx (Mexican, Caribbean, Central American & South American)

Afro-Latinx

European

**\*This list is incomplete. It is a place to start.**



# The Whys & Tips for Facilitators



## Getting Started

Starting the group by asking each participant to share their name and giving them the opportunity to say one thing about themselves makes sure that all voices are heard and allows for each participant to share how they pronounce their name.

**Tip: If you would like to have a get to know each other session. You might consider using your first meeting to get to know and learn about one other's purposes for joining the group.**

Including the creators; the authors and illustrators, perhaps the publishers, or the curator of the collections reinforces that people create books and make each part of every picture book possible. People and organizations have their stories. When we start by sharing these stories, we remind ourselves that people created these books. Knowing about the creators helps us to contextualize what we read. Introduce the creators with both photographs and words; this humanizes them.

**Tip: Visit the publisher's page and the authors' and illustrators' personal pages to learn more.**

Describing ways of being in the group gives participants an understanding of what they can expect. These are not called norms in this guide because these may not be standard practice for all—few things are.

**Tip: Separate ways of being together from the technical aspects of being together online. For example, you might say, "People prefer different forms of communication, and our goal is to provide an environment where all of our voices are heard. We will use the chat, as well as our voices, to contribute so that we are responsive to the needs of people who may prefer to write their thinking instead of saying it aloud. As a facilitator, I will summarize or read aloud what I see in the chat."**



# The Whys & Tips for Facilitators

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## The Read-Aloud

The purpose of reading the picture book aloud is to both create a communal feel and to allow for a chance for participants to revisit the pages. While the facilitator reads, listeners choose one page to share. The read-aloud also allows listeners to focus on the illustrations while hearing the words.

**Tip: Encourage participants to follow along with their copies, physical or digital, while you read.**



## Participant Page Shares

Beginning the conversation by having each participant share a page of their choice for a reason of their choice builds belonging. The choice of what participants share is intentionally wide open. This allows for the introduction of conversations that the facilitator might not have anticipated.

**Tip: Ask the group to jot down, or remember, any responses they have to the share for later. Each person will share the page they chose and the reason they chose that page. Then, the next person will share unless another participant asks for clarification on meaning.**



# The Whys & Tips for Facilitators



## Responding to the Picture Book & Each Other

Often, adults are most familiar with reading and planning to share picture books with children. Using prompts like those in this guide supports the shift to reading picture books for oneself. The facilitator might select the prompts or ask participants to select prompts. For practiced groups, you might use the prompts, “What do you notice? What do you wonder? What are you curious about?”

**Tip: Start the conversation by asking whether anyone has a response to someone else’s page share.**



## Connecting The Conversation

Intentionally bringing the conversation back to an overarching topic or a curated collection of books connects picture books with our broader world and supports the relevance and power of picture books as a focus of adult attention, as a tool for us to deepen our understandings of ourselves and our world.

**Tip: Consider sharing historical information, related images, critiques of the picture book or articles about the book or topic. Explore how having additional real-world contexts shifts the reader’s relationship with the picture book.**



# Further Information

This free, collaborative resource was designed in the course of Doctoral Research.

For more information, please contact Sarah Norsworthy at  
Linked Literacies, LLC.  
[www.linkedliteracies.com](http://www.linkedliteracies.com)

## Further Information :

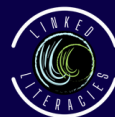
- [www.thePictureBookProject.com](http://www.thePictureBookProject.com)
- [www.LinkedImageLiteracies.com](http://www.LinkedImageLiteracies.com)

## Contact Information

[sarah@linkedliteracies.com](mailto:sarah@linkedliteracies.com)

Trained facilitation is available through Linked Literacies, LLC.

Opportunities to both participate in adult picture book discussion groups & for facilitator training in using the MAP is also available through Linked Literacies, LLC.



**A M.A.P.**  
Adult Conversations on  
**Picture Books**  
—An **Online** Format—

**A Graphic Guide**

**Reading a Collection of Picture Books Creates  
Common Experiences for Participants to Draw On**

What Connects the  
Picture Books Your  
Group Will Read?



**5min**



**Getting Started**

**10min**



**The Read-Aloud** (Facilitator)

**10min**



**Participant Page Shares**

**20-30min**



**Responding to the Picture  
Book & Each Other**

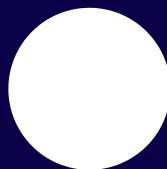
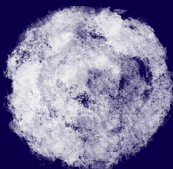
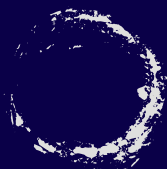
**10min**



**Connecting The Conversation**

**Balance**

**Prompts That Anchor to Words & Images and Open-Ended Prompts**



**A M.A.P.**  
Adult Conversations on  
**Picture Books**  
—An **Online** Format—



A Graphic Guide

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## Needed Resources



Picture Books



Discussion Prompts

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## Additional Resources

Picture Book & Topic Dependent



Background Information  
Complementary NonFiction

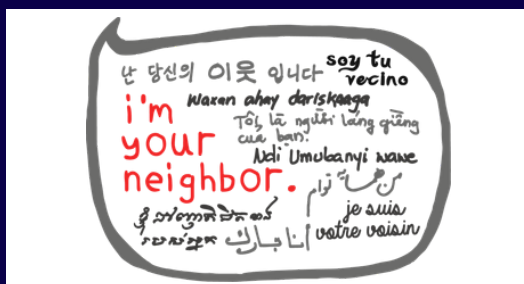


Identity Related Language



# Sources for Picture Books:

## I'm Your Neighbor Books



## Diverse Bookfinder



## The Picture Book Project

