

A M.A.P.

A Model for
Small, Online Adult Discussions of

Picture Books

Facilitator's Guide



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Created By:

Dr. Sarah CB Norsworthy

A Collaborative Project



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Discussion
Framework

At-A-Glance



5min



Beginning

10min



Read-Aloud

10min



Page Shares

20-30min

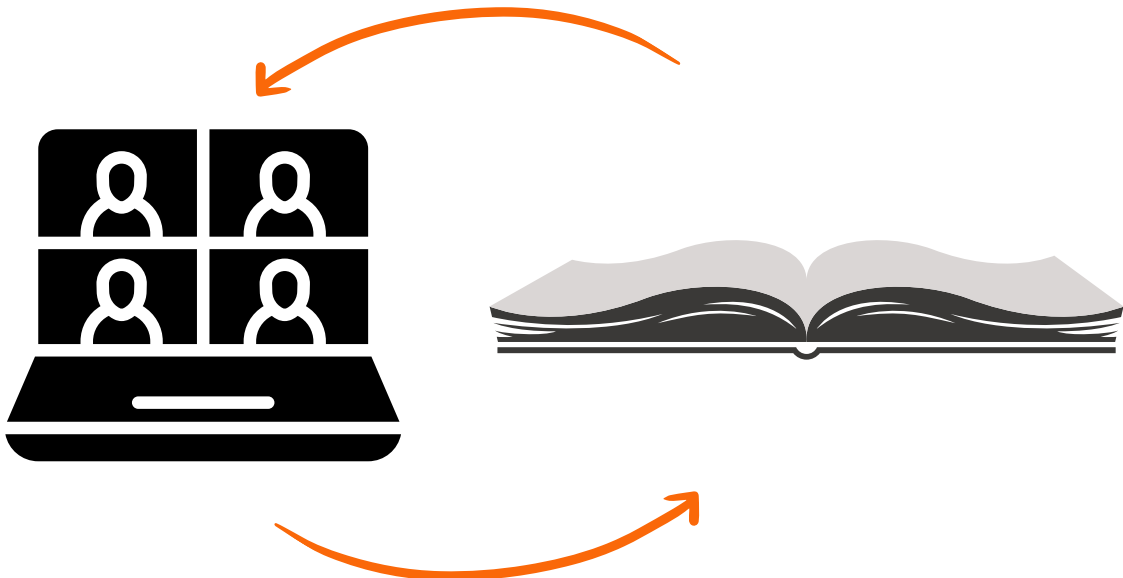


**Responding to the Picture
Book & Each Other**

10min



Connecting The Conversation





A M.A.P. An Introduction

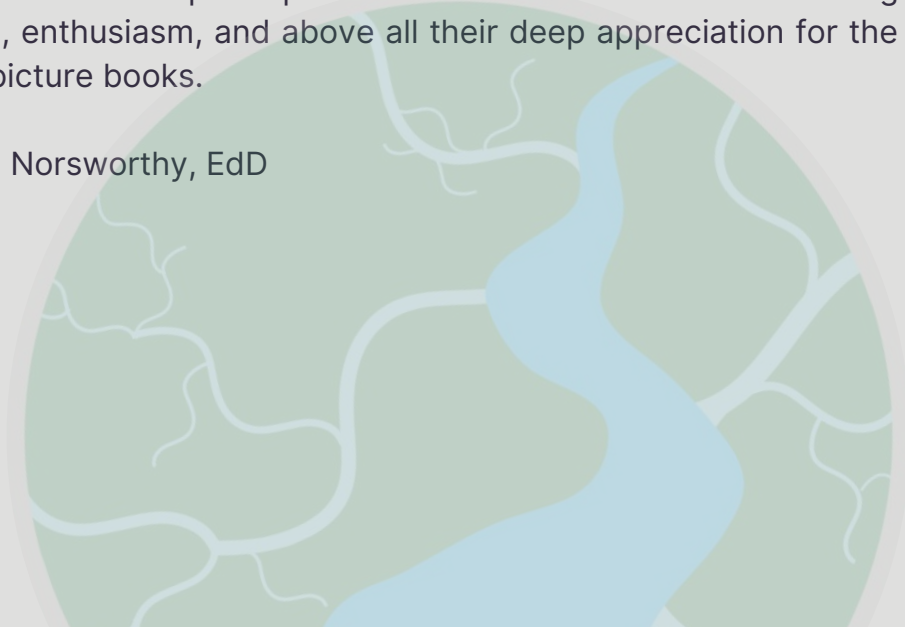
This guide is the result of collaboration between 19 adults who came together, in an action research study to co-create a discussion framework for online, adult discussions of picture books. This framework is called A M.A.P.



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



Beginning

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



Read-Aloud

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



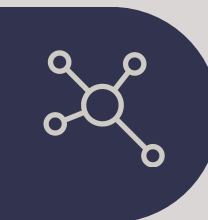
Page Shares

- First, each person will have the opportunity to choose a page to speak about. (They might use one of the prompts below 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 will draw from the suggested prompts, as needed, to keep the conversation moving.



Connecting The Conversation

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



A Few Considerations

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 together as a larger group and talk about themes that came up
- Some picture books are wordless. In this case, you will not read the book aloud; do a picture walk - talking briefly about the images on each page.



A Few Considerations

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 are more concrete.

Starting Points

- What might you ask the characters? The author? **
- What did this book affirm for you?
- What did this book challenge for you?
- What did this book show you that you don't know?
- What questions did this picture book bring up for you?
- How did you respond to the images?
- What image particularly stands out for you? **
- What words particularly struck you? **
- How does it feel to discuss someone's story when they are not present?
- How did the additional material included (author's note, dedications, questions, etc.) contribute to your experience of the book? **
- What stories from your life emerged?
- What did you realize about yourself as you read or listened to this book?
- What historical or current international, national, state, or local events does this text link to for you?
- What other books/movies/television shows/art/music might you pair or group with this picture book?
- What might have been happening outside of the illustrations? **
- What did you hear, feel, or smell as you experienced this book? What did you see in your mind's eye?
- What emotions arose for you?
- 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...?



Discussing Racial & Ethnic Identities

Sometimes there is not identifying language used 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



Beginnings

Starting a group by asking each participant to share their name and to say one thing about themselves makes sure that all voices are heard. It also allows for each participant to share how they pronounce their name. This is different from a common practice of asking people to introduce themselves. Introductions typically take longer and use up valuable group time.

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. People and organizations have their stories. When we start by sharing about the creators and the organization that produced the book, 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



Read-Aloud

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

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



Page Shares

Beginning the conversation by having each participant share a page of their choice for a reason of their choice creates a belonging. The choices for what and why participants share are intentionally wide open. The group as a whole creates the space.

Tip: Ask the group to jot down, or remember, any responses they have to the share for later. Each person will share one page and their thoughts. Then, the next 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 one. 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 the topic or the collection connects the time spent with a particular title in a specific session with our broader world and supports the relevance and the power of picture books as a focus of adult attention.

Tip: Share historical information, related images, or essays here and 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

Contact Information :

 www.thePictureBookProject.com

 www.LinkedLiteracies.com

Trained facilitation is available through Linked Literacies, LLC.

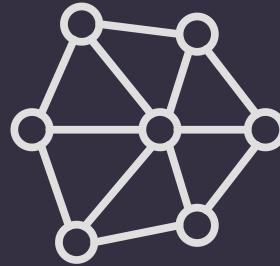
Opportunities to both participate in adult picture book discussion groups & for facilitator training in using A M.A.P. is also available through Linked Literacies, LLC.

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



Beginning

10min



Read-Aloud (Facilitator)

10min



Page Shares

20-30min



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

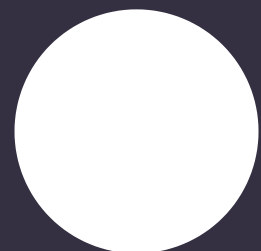
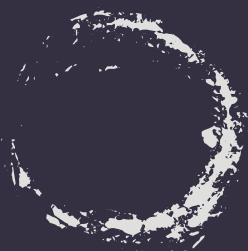
10min



Connecting The Conversation

Balance

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



A M.A.P.
Adult Discussions of
Picture Books
—An **Online** Format—

A Graphic Guide

Needed Resources



Picture Books



Discussion Prompts

Sometimes Needed Resources

Collection Dependent



Background Information
Complementary NonFiction



Identity Related Language