

Guidelines for Day Group Leaders in Leading the Sharing Group Session

Sharing Group

Each student has been asked to bring 12 copies of their writing piece/story to share with their fellow students in their Day Group Sharing Time. The members of the group will have approximately 90 minutes in which to share their work with each other. With ten or eleven writers in a group, allow each one a little less than 10 minutes to ensure equal participation.

An atmosphere of trust and ease is critical for a positive experience in sharing writing. Encourage students to be active listeners and to give supportive, specific, and meaningful comments during the sharing.

The following are the general guidelines for each age group; however, feel free to modify or adjust them for your particular group.

Grades 4-8

1. The writer reads the paper once. The others listen but do not respond until the writer is finished.
2. The writer **may** read the paper again.
3. Beginning with, "I liked...." the listeners take turns pointing to specific words or phrases that stand out or why the piece had special meaning to them as the listener.
4. The listeners then respond in turn by asking a question about the piece, such as, what additional information do they need from the writer or what do they want to know more about based on the piece or the writer.

Grades 9-12

1. The writer reads the paper once. If the paper is very long, ask the reader to read only two pages or enough to give the listeners the flavor of the piece. The others listen but do not respond verbally.
2. The listeners briefly make notes of their strongest impressions of the writing.
3. If the paper is not too long, the reader re-reads the paper. The listeners are again asked to write down phases or impressions the paper gives to them.
4. The listeners in turn tell the writer what impressions the writing has made for them. Some possible responses are: what details they liked; what the main ideas seem to be; what the writing made them feel, thought, identified with or experienced as they listened to the piece.
5. The listeners then respond in turn by asking questions centering on what they want to know more about the writer or piece based on the writing. Questions invite new thinking on the part of the writer about his/her writing.

“Tips Sheet” for Day Group Leaders

These “tips” have been compiled from the evaluation forms I received at the previous OWFs. Your input is important and is a help to others that participate as a Day Group Leader. Thank you for your continued support and input.

Check in as a Day Group Leader early (7:30-8:15) so you can review your packet materials and find your location in the Smith Memorial Union Ballroom (3rd Floor). It is also helpful to locate bathrooms. Your packet of materials and check in is outside the Ballroom just as you come up the south entrance stairs.

The Ballroom activity, which is the first thing of the morning, begins with students leaving their District Contact Person and joining their Day Group Leader at their group number sign (you may want to carry this sign with you throughout the day). Make each student feel welcome by introducing yourself and letting them meet the other students in the group. It is pretty crowded in the ballroom with everyone present but it adds to the excitement by having all students interested in writing in one large group representing many schools and ages. When a student does not show up to your group in the morning in the ballroom, circle the name of the missing student. Turn your list in at the end of the day with your evaluation form in Smith Memorial Union, Room 238. This is where you will be able to pick up your commemorative coffee/tea mug.

During the workshops, you will be with your Day Group and you can participate in the writing activity or observe. This is a time when you can glean good writing activities to use with your students but you don’t have to do the teaching this time! If there are two Day Group Leaders in the workshop, take turns using the restroom or visiting the Hospitality Room in Smith Memorial Union, Room 238.

During the Sharing Session, you will lead the group in the sharing (see suggestions on previous page). It has been suggested that providing sticky notes to pass out to students to write their comments on when a student is reading their piece could be really helpful for focus and for remembering just exactly what they wanted to share with the author. Other tools that you may want to consider are pencils for your ten/twelve writers and a clipboard for yourself (the festival does not provide these tools but you may want to make this investment and bring them).

*Each student will have 12 copies of their writing that he/she brought from their home district and this is what he/she will share with the group during sharing time.

*If you have extra time after sharing, you might ask students questions about their writing goals, i.e., Do they have a favorite author? What are they currently reading? Do they plan to be authors someday? What are their favorite things to write about? Do they do their own illustrations? What are some of their favorite writing activities? Do they personally know an author or writer? Have they been involved in journalism? Do they keep journals? Make a list as a group of their favorite books. How is writing a part of their life?

Should you misplace a student, it is best to check the immediate area first and notify a "Red Vest" in the area right away. If you are unable to find the student in the area or a "Red Vest", report this to the OWF committee members in Smith Memorial Union, Room 238 right away. This also applies to a disruptive student who is causing problems within the group. If you have a cell phone, festival organizers can be reached at **503-367-9023 or 503-407-0571**.

Students (and adults) will need some bathroom breaks throughout the day. Make stops at restrooms periodically as needed. Restrooms are located throughout and it is good to get the location of restrooms established as you go into a "new" building or floor. Students are pretty good at finding them if you need help...also, "Red Vests."

Lunch is a pretty informal time and this is a really good time for a restroom break. Students will have their own lunches and it is up to you whether you want to allow students to purchase a drink, etc. There is usually room in the cafeteria for groups to sit and have lunch. If it is nice outside, it is okay to go outside to eat as long as everyone stays together as a group.

It is possible that a student will come late to the festival and we will need to locate your group to enter that student into the group. Please stay with the schedule given to you in your packet because we have a master and can find you if necessary. This is also what will be used if there is an emergency and we need to locate a child. The only time this varies is during the lunch break when you will find a location for your group and it isn't assigned.

We make every possible effort to make sure all rooms are unlocked and available but sometimes there are problems that happen with room assignments (this is a large campus and sometimes wires get crossed with various activities going on along with the festival). Please contact a "Red Vest" if you have to make a change or your room has some kind problem. Some of the rooms are not the ideal in size, comfort, or facilities but we do the best to make it as good as possible for a large group of students. Flexibility can be a key word at times.

Tables will be set up in Room 101 (Parkway North) Smith Memorial Union for sales of books by some of the featured speakers and workshop leaders. Participants may wish to bring extra money for purchases. If you have any time during the day, it is good to take your students there to look and purchase at the sales. You can also let students know they can return to the book sales at the end of the day with their parents or district contact leaders. Our authors will be available for autographing in this area throughout the day when they are not presenting or in workshops.