

## AWP OUTLINE

1. Event Title: So You're Going to be a Visiting Writer: How to Make the Kids Shine
2. Event Description: Working with young people on their developing writing is both exciting and powerful. This panel, made up of teachers, visiting writers, and community organizers, all of diverse backgrounds, share their insights on how to have maximum impact when visiting a K-12 classroom or community center. This panel will discuss all facets of a classroom visit and how to best set students up for success, igniting a passion for language's potential.
3. Event Category: Pedagogy
4. Event Organizer: Joelle Biele
5. Event Moderator: Joelle Biele
6. Event Participants:
  - a. Iris Jamahl Dunkle: Iris Jamahl Dunkle was the Poet Laureate of Sonoma County, CA. Her fourth poetry collection, *West : Fire : Archive* will be published Spring 2021. Her biography *Charmian Kittredge London: Trailblazer, Author, Adventurer* was published by UOP, 2020.
  - b. Molly Sutton Kiefer: Molly Sutton Kiefer is the author of the lyric essay *Nestuary*, as well as three poetry chapbooks. She is founding editor of *Tinderbox Poetry Journal* and runs *Tinderbox Editions*, a nonprofit press. Molly lives and teaches in Minnesota.
  - c. Charlotte Pence: Charlotte Pence is the author of *Many Small Fires*, which received an award from *Foreword Reviews*, and *Code*, which received *Poetry Book of the Year* from *ASPS* in 2020. She directs *University of South Alabama's CW program* and the *Stokes Center for Creative Writing*.
  - d. Joelle Biele: Joelle Biele is the author of *Tramp*, *White Summer*, and *Broom* and the editor of *Elizabeth Bishop* and *The New Yorker: The Complete Correspondence*. A former *Fulbright* professor in Germany and Poland and *writer-in-the-schools*, she teaches high school English in Maryland.
7. Initial Remarks:
  - a. Iris:
    - i. Experiences as teacher and visiting writer
    - ii. Highlights for students
    - iii. Take-aways
  - b. Molly:
    - i. Public school experiences (9-12 high school in rural Minnesota but gains of authors via *Anderson Center*, an internationally attended residency and arts center that requires a community component)
    - ii. Experiences of visiting writers during pandemic
    - iii. Highlight *Tracy K Smith* visit from fall
  - c. Charlotte
    - i. Introduction of the program started at a local community center: Free creative writing classes for students from 4th to 8th grade.
    - ii. Discuss selection of the community center: The high needs of the center (lack of financial resources and its particular zip code has the highest incarceration rates in the town) plus former relationship with the program director.
    - iii. Description of the program: Time frame, teachers, supervision.
    - iv. Considerations: MOUs, individual modules, articulating expectations.

- v. Share successful elements to the creative writing classes for students and teachers.
  - d. Joelle
    - i. Experiences as writer-in-residence for Maryland public school system
    - ii. Experiences as teacher who has hosted visiting writers
    - iii. Importance of understanding teacher/school goals for visit and building visit out of those goals
- 8. 8. Moderator Questions for Panel:
  - a. How to prepare
    - i. What writer can do to prepare
    - ii. What schools do to prep students
  - b. What to do during the visit
    - i. Structuring the visit
    - ii. High impact activities
  - c. Ways to follow up
    - i. Extension activities
    - ii. Reading to leave
  - d. Trouble-shooting
    - i. Not hearing back from school
    - ii. Students seem uninterested
  - e. Pros and cons
    - i. Fun
    - ii. Transitory
    - iii. Money
  - f. Resources
    - i. Online
    - ii. Books