

Description of Reading Promotion Activity/ Action <u>BOYS & DADS READING CLUBS</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input checked="" type="checkbox"/> boys <input type="checkbox"/> both
Involves parents	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To motivate and inspire families to read at home and encourage their boys to do so too. • To improve boys' reading habits and behaviour, by providing positive male role models.
Age level (s)	6-12
Preferable number of participants	All male students
Duration	Throughout the year
Setting, materials, and preparation	<ul style="list-style-type: none"> • Setting: Home and School library • Materials: PCs, books, pin boards, library space, printing material, etc.
Step -by-step description	<ol style="list-style-type: none"> 1. A letter is sent home, which informs parents about the initiation of a "Boys and dads and/or boys and moms Book Club." The letter emphasises the importance of role models, particularly male role models, to encourage boys to read for pleasure; it also stresses that families are free to choose the reading materials that interest them the most. 2. Boys and dads and/or boys and moms agree to read six books together by the end of the year. 3. They agree on a title, read the book (together or at different times), and discuss their opinions. Books may be checked out from the school library or be acquired from other libraries, bookstores, etc. Multilingual families can choose to read books in any language they prefer to.



	<ol style="list-style-type: none">4. They then email a joint book review to the school.5. The school makes a display of every book review, together with pictures of the book cover.6. A new section of the library could also be created, with recommended family reads and a booklet of the reviews.7. An event is organised at the school library, for all those who took part to discuss their chosen books.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Not just dads, but other male family members, such as granddads, older brothers and uncles, could participate in these book clubs.• Getting dads or other male role models on-board is not always easy. The toolkit cited further below suggests that the school is persistent; addresses dads directly; takes into account the fathers' schedule; asks for their opinions and feedback; suggests reading material that may interest male adults (e.g. sports related material or sci-fi stories); combines such activities with other events that might interest dads (e.g. sport events, interactive games, etc.); tries to convince dads, through students and moms, that their involvement is crucial for their sons' reading for pleasure.• Several means could be enlisted to inform families and encourage participation (print and on-line newsletters; invitations; announcements; the school website; e-mail and SMS notifications and reminders; reviews of new books, magazines, and other reading material in the library; etc.)
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Statistics consistently show girls to have a better relationship than boys with reading for pleasure. Reading promotion activities targeted towards boys aim at improving boys' relationship with reading. This does not mean that similar activities (e.g. "Girls & Moms or Girls & Dads Book Clubs") should not be organized.
Acknowledgements	<ul style="list-style-type: none">• Idea adapted from Osborne et al (2008). More specifically, the idea comes from a case study submitted to this source by Beverley Taylor, learning resource centre manager at Reading School in Berkshire, UK.



Sources	Osborne, S., Strong, J. & Torsi, S. (2008). <i>Reading Connects Family Involvement Toolkit</i> . London: National Literacy Trust.
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