

Description of Reading Promotion Activity/ Action <u>DOCTOR MY COMICS HAVE GONE MUTE</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • Children to play creatively and become familiar with a well-loved genre. • To enhance their reading habits through reading and creating delightful stories in comic format. • To emphasise the validity of a range of reading materials, including comic books, non-fiction books, magazines and newspapers, as well as fiction books.
Age level (s)	<ul style="list-style-type: none"> • 6-12
Preferable number of participants	<ul style="list-style-type: none"> • 2 students or small groups of 3-4
Duration	<ul style="list-style-type: none"> • 80'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Venue: library classroom, bookstore, garden or elsewhere • Materials: One or two pages from comics, photocopies, paper, scissors. The following digital tools may also be used: http://www.educomics.org/ http://www.readwritethink.org/files/resources/interactives/comic/index.html http://stagedproject.com/
Step -by-step description	<ol style="list-style-type: none"> 1. The teacher photocopies a page from a comic book, removes the text from the copied page and photocopies it once more. 2. Each child or group gets one page and drafts texts for the empty speech bubbles.

	<ol style="list-style-type: none"> 3. They then share their drafts, receive feedback and finalize them. 4. When they have final drafts, they copy the text into the bubbles. 5. In the end, all pages are combined into a new comic book.
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • Alternatively, the above activity can use ICT, creating digital comics with tools like those mentioned in the Materials section. With these tools users can compose their own comic books, choosing background scenery, characters, etc. and typing in speech bubbles. Users can review their work before saving and printing the final comic. • Comic books are stories with sequential images. There are good and bad quality comics, as there are good and bad quality books. Research has shown that reading comic books and magazines can enhance children's love for reading. • By placing children in the role of the artist, we strengthen their good relationship with the genre they are creating.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • "Doctor, my comics have gone blind": An imaginative variation of the activity is to reverse the process; that is, to cover up the pictures and let children read only the speech bubbles. • Children can create their own comics from scratch: they fold an A4 paper into four and each child paints four pictures. The children then fill the balloons with words. Comics may also be created with a collage technique (most appropriate for younger students). Variation: Children do not put words in their comics. They then exchange and write words in each other's comic.
Acknowledgements	The ideas listed above come from the following source.
Sources	<p>Brasseur, P. (2005). <i>1001 activités autour du livre: raconter, explorer, jouer, créer</i>. Paris: Casterman.</p> <p>Μπρασέρ, Φ. (2005). <i>1001 δραστηριότητες για να αγαπήσω το βιβλίο: διηγούμαι, ανακαλύπτω, παίζω, δημιουργώ</i>. Αθήνα: Μεταίχμιο.</p>