

Description of Reading Promotion Activity/ Action <u>HUMOUR MARATHON</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 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"> • Children to experience and spread the joy of reading. • Children to come in touch with a big volume of texts. • Children to interact within reading communities, discussing book- and reading-related issues. • Children to develop book-selecting strategies; to be able to make and justify a selection.
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • One or more classes in the same school • alternatively, more schools could participate
Duration	<ul style="list-style-type: none"> • 1 - 3 months
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Classroom, library, or elsewhere • Materials: Books from home or the library, magazines, comics, newspapers, websites, etc.
Step -by-step description	<ol style="list-style-type: none"> 1. The librarian/ teacher reads a funny text to the children. 2. Children then discuss what makes a text funny. 3. They are then encouraged to bring to class funny book excerpts, clips from magazines, funny comics or cartoons, etc. 4. Each day a student presents to the class a text, which s/he thinks will make the rest of the children laugh. 5. A short discussion follows each reading. 6. The excerpts and clips are displayed somewhere in the classroom or the library.



Notes to reading promotion facilitator	<ul style="list-style-type: none">• During the presentations of their funny texts, children are advised to adopt the right tone of voice, to use their body language, or to collaborate in short theatrical performances of the text.• All kinds of texts are acceptable (including jokes) but it should be made clear to children that texts which might offend or disturb others should be avoided. The coordinator should read the texts before they are presented to the rest of the class.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• The whole activity could also take on the form of a competition for the funniest text/ reading.• Some of the funniest texts could also be presented to the rest of the school and to parents during a relevant event.• An exhibition of funny excerpts, cartoons, comics, books, etc. could also be organised.• A more permanent exhibition/reading corner of funny texts could be set up in the school or classroom library.
Acknowledgements	Ideas adapted from Poslaniek (1990) and Αρτζανίδου et al (2011).
Sources	Αρτζανίδου, Ε., Γουλής, Δ., Γρόσδος, Σ. & Καρακίτσιος Α. (2011). <i>Παιχνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυχώσεις</i> . Αθήνα: Gutenberg. Poslaniek, C. (1990). <i>Donner le goût de lire</i> . Paris : Editions du Sorbier. Ποσλανιέκ, Κ. (1991). <i>Να δώσουμε στα παιδιά την όρεξη για διάβασμα</i> . Αθήνα: Καστανιώτη.