

Description of Reading Promotion Activity/ Action <u>LIBRARY POSTER AND MASCOT</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 develop positive stances and habits in relation to libraries. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 4 - 30
Duration	<ul style="list-style-type: none"> • 80'+
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Library • Materials: PC, projector, printer, cardboard and old clothes, or used doll or pulp, A2 cardboard, drawing materials
Step -by-step description	<p>These two activities aim to create a good relationship between children and the school or community library, by making them feel that this library carries personal value for them and their fellow students.</p> <p>LIBRARY MASCOT:</p> <ol style="list-style-type: none"> 1. Children read, in groups or individually, books that narrate adventures in libraries or feature librarian heroes; e.g. Jeanette Winter's picture book <i>The Librarian of Basra: A True Story from Iraq</i> (2007). 2. Discussion focuses on the librarians' appearance and personality in these stories, as these are presented



	<p>both in texts and images.</p> <ol style="list-style-type: none">3. Children compare diverse fictional librarians, spotting similarities and differences, and expressing their personal favourites.4. They then form groups. Each group puts together a proposal for the new library mascot, who will also be a fictional librarian helping kids run the library.5. Proposals are presented both verbally and visually (draft sketches) and children vote for the best proposed mascot.6. They build the mascot, giving it a 3-D shape. They could use cardboard and old clothes or a used doll or pulp.7. They decide on the mascot's name and put it on the librarian's desk in the library. <p>LIBRARY POSTER:</p> <ol style="list-style-type: none">1. The coordinator announces to the children that the school has assigned to their class the production of a poster that will advertise the library.2. They use the projector to observe different posters and identify their content and structure. Discussion focuses on the central image and the slogan, which aim to attract interest, inform, and convince viewers.3. After working for a while in groups or individually, children produce and propose different ideas for the central image and slogan to be used on the library poster.4. They then work in groups to create the posters. Some groups work on PCs, while others use cardboard, drawing materials, collage, etc.5. Children present and comment on their posters.6. The posters are then displayed on walls and boards in the library and around the school.7. If the library opens for parents in the afternoons, posters should also be posted in other places around the community.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• The two activities could be combined by using the library mascot in the poster as well.• The creation of the librarian-mascot may be followed by theatrical play, during which the mascot "comes to life."• Posters and mascot could be presented to staff,



	<p>parents, and students, during an assembly or a relevant event.</p> <ul style="list-style-type: none">• Smaller copies of the poster could also be sent to parents.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• It is suggested that children take on important roles in administering, decorating, and equipping the library. Some schools assign these tasks to older students.
Acknowledgements	Ideas adapted from Αρτζανίδου et al (2011).
Sources	Αρτζανίδου, Ε., Γουλής, Δ., Γρόσδος, Σ. & Καρακίτσιος Α. (2011). <i>Παιχνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυρώσεις</i> . Αθήνα: Gutenberg.