

Description of Reading Promotion Activity/ Action <u>PEER-TO-PEER RECOMMENDATIONS: "THE MOVIE"</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 checked="" 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 use ICT and the arts to express and share their responses to literature. • To engage students who might not have a good relationship with books but like ICT and take into account their peers' recommendations (especially boys and reluctant readers).
Age level (s)	9-12
Preferable number of participants	4 - 30
Duration	160' - 320'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Classroom, computer lab, library, theatre, playground or elsewhere. • Materials: Digital cameras and PCs
Step -by-step description	<ol style="list-style-type: none"> 1. Children are provided with video recording equipment. 2. They are assigned the task of interviewing other pupils about their favourite reads. 3. A smaller group then creates a montage film of all of the video clips. 4. The film is uploaded to the school website, and/or shown during an event, and/or presented on a screen in the reception area. 5. Children are encouraged to try out some of their peers' favourite books.



Notes to reading promotion facilitator	<ul style="list-style-type: none">• When video-recording students, schools should make sure to get signed parental consent.• The software and hardware to be used should be chosen carefully and in accordance to the children's experience with technology.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• To increase interest, different classes or schools could exchange such video clips, viewing other children's reading preferences and getting inspired by them.• It is important to use such activities to stimulate discussions about specific stories, genres, and authors, and help children discover themselves as readers with particular interests, sensibilities, and preferences.
Acknowledgements	Idea adapted from Osborne (2008).
Sources	Osborne, S. (2008). <i>Reading Connects Handbook</i> . London: National Literacy Trust.