



Description of Reading Promotion Activity/ Action <u>SURVEYS & INTERVIEWS ABOUT READING</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"> • To increase children’s awareness of why and how readers in their school and wider community read and derive pleasure from diverse kinds of reading. • Children to see themselves as readers and explore their reading attitudes, habits, and preferences. • To involve children in the choosing and recommending of books.
Age level (s)	6-12
Preferable number of participants	4- 30
Duration	Depending on the chosen activity
Setting, materials, and preparation	<ul style="list-style-type: none"> • Setting: Home, school, community • Materials: depending on the chosen activity
Step -by-step description	<p><u>BRAINSTORMING ABOUT “WHAT IS READING FOR”:</u> Children first write down their own ideas in bullet points, about all the different ways we use reading. They then discuss in pairs and/or groups. Finally, all the children contribute their ideas and a comprehensive list is put together. This list could be transformed into a poster with the title “Why do people read?” An alternative question would be “What would be different in our lives if we couldn’t read?”</p>



INTERVIEWING CHILDREN ABOUT BOOKS THEY READ: To raise children's awareness of themselves as readers and to enrich their records of students' reading attitudes and histories, teachers could interview individual or groups of children about the books they read and their changing tastes and preferences.

CHILDREN DO RESEARCH ON BESTSELLERS: Children first do a classroom poll or look at some relevant websites to find out which books are most popular with their age group. The most popular books are read aloud and children discuss the qualities which may have made these texts bestsellers. Other factors, such as marketing or film tie-ins are also discussed.

SURVEYS ON CHILDREN'S LEISURE TIME AND READING HABITS: The survey could be conducted by teachers and librarians or by a group of older children. Students and their parents fill in, anonymously, a simple table recording how the children spend their evening or weekend on a specific census day. Survey analysis then focuses on how much time is spent on reading and which different kinds of reading (school books, other books, comics, magazines, on-line, etc.) Children then study and discuss the results. Results can also be displayed on an enlarged bar chart (or on PowerPoint), which is shared with the whole class, presented to other peers or parents during an event, etc.

CHILDREN SURVEY READING HABITS IN THE LOCAL COMMUNITY: Older children work on a cross-curricular project to interview library users or bookshop customers about their book choices and reading habits. Alternatively they can ask them to fill in simple questionnaires. Findings are presented using ICT and copies of the results are sent to the participating library or bookshop for display.

CHILDREN INTERVIEW FAMILY MEMBERS: Children agree on a set of questions to be asked of diversely aged readers in their immediate and/or extended families (parents, siblings, grandparents, aunts, uncles, cousins, etc.) Children can ask them about what they read when they were younger and what they read now. In this way, the project encourages conversations about reading in homes. Results are then shared with the rest of the class or in groups, comparisons



	<p>are made, and children consider generational differences and similarities.</p> <p><u>LETTERS TO CELEBRITIES ABOUT THEIR FAVOURITE BOOKS:</u> Teachers and librarians contact celebrities who care about or are already involved in reading promotion. Children then write letters to the participating celebrities, asking them about what they like to read and/or what they read when they were younger. The answers received are presented and displayed in multiple ways in classrooms, the school library, other places in the school, during events, etc.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • Establishing connections to children’s own reading attitudes, habits and preferences is important. • Children are encouraged to read some of the books that come up during surveys and discussions.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • Several follow-up activities could be organised after these surveys are completed. Relatives, celebrities, authors and other members of the community could be invited to read to children excerpts from their favourite books and discuss with them. • Also, teachers and librarians could organize diverse playful and creative activities with one or more books that were highlighted during interviews. • Another interesting idea would be for children to survey the school staff’s reading habits and preferences.
Acknowledgements	<ul style="list-style-type: none"> • Ideas adapted from Lockwood (2008). A wide scale survey of parents by children, and follow-up activities, are also described in Katsiki-Givalou et al (2008), which is also summarized in LiRe framework as a case study.
Sources	<p>Katsiki-Givalou, A. et al. (2008). <i>Filanagnosia sto Scholio</i>. Athens: Pataki.</p> <p>Lockwood, M. (2008). <i>Promoting Reading for Pleasure in the Primary School</i>. London: Sage Publications.</p>