



Description of Reading Promotion Activity/ Action <b><u>THE READER'S BILL OF RIGHTS</u></b>	
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"> <li>• Children to view themselves as readers.</li> <li>• Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.</li> </ul>
Age level (s)	<ul style="list-style-type: none"> <li>• 6 – 12</li> </ul>
Preferable number of participants	<ul style="list-style-type: none"> <li>• 1 - 30</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• 30'</li> </ul>
Setting, materials, and preparation	<ul style="list-style-type: none"> <li>• Place: Library or classroom</li> <li>• Materials: Large poster-size piece of paper, A5 cardboards</li> </ul>
Step -by-step description	<p>1. "The Reader's Bill of Rights" (Pennac, 1992) is presented to children via a projector:</p> <ol style="list-style-type: none"> <li>1. <i>The right not to read something</i></li> <li>2. <i>The right to skip pages</i></li> <li>3. <i>The right not to finish</i></li> <li>4. <i>The right to reread</i></li> <li>5. <i>The right to read anything</i></li> <li>6. <i>The right to escapism</i></li> <li>7. <i>The right to read anywhere</i></li> <li>8. <i>The right to browse</i></li> <li>9. <i>The right to read out loud</i></li> <li>10. <i>The right to not defend your tastes</i></li> </ol>



	<ol style="list-style-type: none"> <li>2. Each reader's right is discussed and analyzed individually; rather than taking it for granted, it is better to have children challenge or modify it.</li> <li>3. Children decide which rights are the most important and how they should be modified, to apply when they read in class, at the library, or at home.</li> <li>4. They add more rights to the list and agree that this final "Reader's Bill of Rights" will apply throughout the year.</li> <li>5. On the large piece of paper, some children write the final list of rights, adding some small illustrations.</li> <li>6. On the A5 cardboards, each child copies this list of rights and carries it with him/her. They also show this bill of rights to their parents and discuss it with them.</li> </ol>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> <li>• The most important function of this activity is that it helps children view themselves as independent readers who have the right to choose what, when, how, and for how long to read; the teacher/ librarian should have this in mind during the discussion.</li> </ul>
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> <li>• Another action to help older children see themselves as readers is to have them write their "Reading Autobiography": How they became readers.</li> <li>• To help them find out about what interests them as readers, and to get to know them as readers, the teacher/ librarian could also have children fill in a "Reading Survey" (a questionnaire about their reading habits and preferences).</li> </ul>
Acknowledgements	Adapted from Atwell (2007).
Sources	Atwell, N. (2007). <i>The Reading Zone: How to help kids become skilled, habitual, critical readers</i> . New York: Scholastic.