



Description of Reading Promotion Activity/ Action FICTIONAL CHARACTERS GET THEIR OWN BLOGS	
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 type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To delve into a specific book and identify with its characters and author. • Children to play with books, utilizing ICT tools. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.
Age level (s)	<ul style="list-style-type: none"> • 9 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 2 - 6
Duration	<ul style="list-style-type: none"> • 1 week - 1 month
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Computer lab, classroom, or library • Materials: PCs, Blogs
Step -by-step description	<ol style="list-style-type: none"> 1. Each group selects a book to be read by all group-members. 2. Before reading the book, each member selects a character from this particular story (teacher could provide a list with the book's characters). 3. As they read the book, each group-member/fictional character writes a Blog about their experiences in the story, communicating how they feel, what they think, and in general writing as if they were the characters. 4. The children/"heroes" read each other's Blogs and meet in their groups to discuss.
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • The activity could also include drama play, during which children role-play their fictional characters and



	their responses to the plot.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• On-line discussions between the children/ “fictional characters” could also take place.
Acknowledgements	Adaptation from Merényi et al (2010).
Sources	Merényi, Á. et al (2010). <i>101 Ideas for Innovative Teachers</i> . Budapest: Microsoft. Merényi, Á. et al (2010). <i>101 Ιδέες για Πρωτοπόρους Εκπαιδευτικούς</i> . Μτφρ. Γιάννα Σκαρβέλη. Αθήνα: Microsoft.