

Description of Reading Promotion Activity/ Action <u>LIBRARY IN THE PLAYGROUND</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 type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	- To encourage children to start borrowing books from the library; as Christian Poslaniek puts it, since children don't go to the library, the library goes to the children.
Age level (s)	6-12
Preferable number of participants	As many possible
Duration	Recess time for a set number of days (e.g. for a week)
Setting, materials, and preparation	- tables and chairs in the playground - books from the library - library member cards Setting: playground
Step -by-step description	<ol style="list-style-type: none"> 1. A group of children who like reading select 30 or more books they personally enjoy from the school or community library. 2. Tables are set on the playground during recess, and the books are displayed on them. 3. The children responsible for this reading promotion action sit by the tables and leaf through some of the books. 4. This stimulates the rest of the students' curiosity, since it is unusual for children to read during recess. 5. As they approach the display, their schoolmates convince them about the pleasure they can get from these books and urge them to take one with them. 6. Children check-out books, after acquiring a library member



	card on the spot (either for the school or the community library).
Notes to reading promotion facilitator	<ul style="list-style-type: none">• It's important to let the group of children who enjoy reading have the "leading role" in this action, as children are more easily convinced by schoolmates rather than adults.• This action has been tried in many areas with great success. By moving the library a bit closer to the children and allowing other children to function as intermediaries, the library becomes a much more attractive place even for reluctant children, or children who do not have access to books at home.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Community libraries can organize similar reading promotion actions, by setting up tables with books in front of the library building or in a different public space that is frequented by children and their parents. In this manner, they can increase their members dramatically.
Acknowledgements	<ul style="list-style-type: none">• In the book listed below, Poslaniek discusses both this and other related actions and their successful implementation in France.
Sources	Poslaniek, C. (1990). <i>Donner le goût de lire</i> . Paris : Editions du Sorbier. Ποσλανιέκ, Κ. (1991). Να δώσουμε στα παιδιά την όρεξη για διάβασμα. Αθήνα: Καστανιώτη.