

Description of Reading Promotion Activity/ Action <u>“MY BAG”: ATTENDING TO BOYS’ INTERESTS</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 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)	<ul style="list-style-type: none"> • To get boys thinking and talking about themselves as readers. • To learn about and attend to boys’ reading interests. • To engage boys (especially reluctant readers) in reading.
Age level (s)	6-12
Preferable number of participants	All male students
Duration	Beginning of the year and in 2-3 other intervals
Setting, materials, and preparation	<ul style="list-style-type: none"> • Setting: School library, classrooms • Materials: bags/ boxes/ containers and favourite things brought by the boys from home, printing, drawing, and writing material
Step -by-step description	<p>The following activity can facilitate schools identify and address boys’ reading interests. Teachers and librarians acknowledge gaps in this field, since boys rarely talk about themselves as readers and, furthermore, school staff is usually composed of mostly women, whose reading interests tend to be closer to those of female students. The activity could focus on boys only or include girls as well.</p> <ol style="list-style-type: none"> 1. Students will bring to school a bag, box, or other container with items which represent who they are and what they like to do. 2. To help students prepare for this sharing experience, the teacher or librarian first models it for them,



	<p>encouraging children to also ask questions about the items removed from the teacher or librarian’s bag.</p> <ol style="list-style-type: none"> 3. Modeling is then followed by a brainstorm activity, during which children reflect on what they want to include in their own bags. 4. Each student takes home a draft list of interests, hobbies, experiences, and items that could represent them. 5. After a few days, students bring their bags and share in groups, while the teacher/librarian moves around the room, monitoring, encouraging, and asking questions. 6. Students should leave their items on their desks, so that the teacher/ librarian can see what they have included. 7. Also, each student hands in their final list of items and interests, which is also put in the student’s file as a reminder. 8. The teacher/ librarian then takes a couple of days to study the students’ interests, in order to identify and propose relevant reading material to them. This could be achieved through short “Book Talks” (see relevant LiRe description).
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • The activity should be repeated a couple of times throughout the year, as students’ hobbies and interests tend to change.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • MY FAVOURITE THINGS INVENTORY: This is a similar activity, during which boys are asked to make drawings to go with the following sentences <ol style="list-style-type: none"> 1. When school is over, these are my favourite things to do. 2. When I am on school vacation, these are the things I like to do. 3. If I could do anything in the whole wide world, this is what I would do. 4. When I am in school, this is my favourite thing to do. 5. If I could read about anything I wanted to, this is what it would be. 6. This is my favourite hobby. 7. This is my favourite toy. • THOUGHT BUBBLE PICTURE: The picture of a boy



	<p>reading an unidentified book is given to boys. His face is left “blank.” The following direction is then given to the students: “This child is reading. Draw what his face looks like as he reads, and draw in the bubble what he is thinking” (Zambo & Brozo, 2008: 64). The teacher/ librarian can then analyze the boys’ responses based on the special table provided by Zambo and Brozo; or s/he can simply discuss with each boy his drawing, trying to get as much information as possible about each student’s reading attitudes, preferences, and habits.</p> <ul style="list-style-type: none">• INDIVIDUAL CONFERENCE: Having an individual conversation with a boy, to find out whether he reads, how and why he reads, and what might make reading more enjoyable to him (extended list of questions provided in Zambo & Brozo, 2008: 104-108).
Acknowledgements	Ideas adapted from Zambo & Brozo (2008).
Sources	Zambo, D. & Brozo, W. G. (2008). <i>Bright Beginnings for Boys: Engaging young boys in active literacy</i> . Newark: International Reading Association.