



**Grundtvig  
Learning  
Partnership  
(Inter)national  
Days**

**April 23rd  
WORLD BOOK AND  
COPYRIGHT DAY**



## **Proposal to celebrate the World Book and copyright Day**

### **Introduction:**

With the excuse of the celebration of the World Book Day on April 23<sup>rd</sup> and with a view to stimulate reading skills, reading habits and the pleasure of sharing and listening, we propose to carry out a series of activities in the street, enjoying and making the most of public spaces such as parks or public squares, with the collaboration of various organizations working in the neighbourhood: public library, Neighbourhood associations etc.

### **Objectives of the celebration:**

1. To promote reading
2. To use books as a means of expression and communication
3. To share readings in public spaces with the people that attends the celebration
4. To recommend books we have read
5. To learn how to select texts about a given subject
6. To overcome our fear to read out loud in public
7. To enjoy listening to diverse readings
8. To carry out an activity open to the whole neighbourhood
9. To make the Adult Education Centre known in the neighbourhood and integrate it within the social network
10. To listen and appreciate readings in different languages
11. To promote the pleasure of sharing and listening



### Target groups:

This proposal is addressed to:

- Learners of the Adult Education Centre:
  - Students of Secondary Education for Adults
  - Students of Culture courses
  - Students of Spanish for foreign learners
  - Students of Literacy
- People who live in the neighbourhood.
- Educators

### Preparatory activities, prior to the celebration

#### ***Flea market of texts.***

The educator will bring the class a selection of books and texts (preferably book chapters or short stories, tales, poems...) and all together the educator and the learners will set up a flea market or exhibition with them.

During 10 to 15 minutes, the participants will move around reading the texts (they can hang on the wall as in an exhibition or be arranged on a table as in a flea market)

At the end of that time, each person will pick their favourite text. *(Allow the participants the freedom to choose a text that is not in the educator's selection).*

#### ***First public reading***

We ask 3 or 4 volunteers to read the text they have chosen. They will stand and read in front of the whole group. The listeners will be paying the readers their full attention.

The educator will ask some questions:

To the readers:

- -How did you feel when reading in front of your classmates?
- -Did you understand the meaning of what you were reading?
- -Do you think you have read well?

To the listeners:

- -Did you understand the texts read by your classmates?
- -Have they read well? Have you noticed any small mistakes? Which?



### ***What does reading out loud mean?***

We are going to deduce the requirements needed to produce a real communication based on reading, by means of a series of exercises designed for that purpose.

**1** Compare the readings of 2 texts of a very different nature.

**Objective:** Learning that, in order to achieve the listener's understanding, the reader must understand and endow the text he is reading with meaning.

1.- We will ask a volunteer to read a very complicated text. For instance, a text by Kant

2.- Another volunteer will read a nice, easy, familiar text he likes

After the reading, the educator will ask the group the following questions:

To the readers:

- Did you like the text?
- Did you understand it?

To the group:

- Which text did you prefer?
- Did you understand both texts?
- Who, do you think, could have written the first text? For whom did he write it? What about the second?

**2** Reading with different intonations.

**Objective:** To realize how important intonation is when reading out loud.

The educator will give all the students the same short text and everybody will read it with a different intonation: angry, sad, happy, bored, nervous, calm, excited, indifferent, etc.

Questions: Do we hear the same message? Why?

**3** Changing the intensity of the reading according to the font size.

**Objective:** To understand the importance of stressing certain words or passages or others.

The educator prepares a text with some words, lines, letters... in different sizes. It



has to be read attending to the size of letters. If a letter is big it will be read loud, if it is little it will be read soft. If letters grow smaller within a line, it will be read softer and softer.

4 After this exercises, the educator will ask the following question:

What requirements do you think are needed to perform a good public reading?

The ideas that come up will be written on the blackboard.

With those ideas, write a *Decalogue of recommendations to read out loud*

### ***Rehearsal for the Public Reading***

All the learners will take their turn to read their text in front of their classmates.

**All the listeners** will be provided a simple form to evaluate each colleague in questions such as:

- S/he pronounced clearly
- I was able to understand the text
- S/he has read fast/normal/slow
- The intonation was adequate,
- etc.

**The readers** will be asked how they felt when reading the text, what mistakes they realize they made...

If there is a chance to do it, it might be interesting to record the readings with a video camera and analyze later some of them.

### **Practical issues**

To prepare the call for celebration: posters, leaflets, permissions request (if any needed)



**Activities proposed for the celebration programme** (with references to the document *Inventory of creative strategies*):

<p><b>Strategy 19</b></p>	<p><b>Motto: “I tell you, you tell me”</b></p> <p>Public reading: each participant will read their text in the public space prepared for that purpose. The readings must be short (&lt;3 min.)</p>
<p><b>Strategy 12</b></p>	<p><b>Entertainment activity</b> to serve as a thread that connect all the readings and makes the activity more pleasant and enjoyable. It will be carried out in between readings.</p> <p>We propose: <b>Words and stars:</b></p> <p>-Dramatized reading of a summary of <i>The Little Prince</i> by Antoine de Saint-Exupéry performed by an actor or a very good reader. Short pieces of the text will be read between the readings by the participants.</p>
<p><b>Strategy 15</b></p>	<p>Exchange of books: prepare an area of the celebration site with tables arranged as in a street market, with books belonging to the library of the AE centre. Anybody who wishes to participate will get a ticket when leaving a book; they can then exchange the ticket for any book they like. The street market will be open all day long.</p>
<p><b>Strategy 10</b></p>	<p>On a noticeboard prepared for it, participants write down the titles of the books they liked and the books they would like to read.</p>
<p><b>Strategy 15</b></p>	<p><b>Potluck:</b> participants will bring a dish of food they have prepared with a recipe found in a book they have read (not a cookbook!)</p>
<p><b>Strategy 14</b></p>	<p>Public reading of the el <i>Decalogue of recommendations to read out loud</i> (proposal attached)</p>
<p><b>Strategy 19</b></p>	<p>Compile a book with all the texts read and the suggested readings to hand out to the participants in the celebration</p>



## Decalogue of recommendations to read aloud:

1. I must think in my listeners. If my reading will interest them, if it is adequate for them, etc.
2. I cannot read a text I do not understand, because I will not be able to communicate the message.
3. I must enjoy my reading and that way the listeners will also enjoy.
4. I must care for language intonation and punctuation marks, but also for emotional intonation, that is, the feelings the texts wants to convey.
5. I must be calm and relaxed.
6. I have to read loud enough to be heard by everybody.
7. I must not hurry, but relish the text I am reading.
8. The public must be able to see my face, I should not lower my head nor hide it behind the papers.

