



THE LIVING BOOK DECALOGUE

10 suggestions to promote a love for reading among 9-15 year-old students

1 LIVE IN FRAGMENTS, NO LONGER!



We still live in a digital ecosystem of mostly fragmented contents: reading books and other forms of complex information helps to develop complexity-oriented competences which will allow, in the future, to build better, more elaborate, quality-oriented contents.

2 BOOKS OR E-BOOKS? YOU CHOOSE!



It's up to the readers to choose the reading environment which better fits their needs, skills and preferences.

3 MAKE THE SCHOOL READERS AND READING FRIENDLY



Books, bookcrossing and reading suggestion kiosks should be placed in classes, corridors and common spaces such as the cafeteria. Spaces for reading and conversation should be included in the design of internal and external school spaces, not just in the library.

4 STUDENTS SHOULD BE INVOLVED



Students of all ages should be actively involved in the design or re-design of reading-oriented spaces, in the management of the school library, in the choice and unwinding of all reading-related activities.

5 INTERESTS COME FIRST



In order to develop a lasting love for books and reading, books should be presented as tools for fostering personal interests, for exploring the real world as well as fictional and possible worlds, for social interaction. Their role in the traditional school curriculum remains essential, but comes second.

6 A (GOOD) SCHOOL LIBRARY IN EVERY SCHOOL

A well-designed, user-friendly, well-equipped, spacious school library, recognisably different from the other school facilities, is the primary requirement for most reading-related activities and an essential component of any school environment.

7 SCHOOL LIBRARIANS IN EVERY SCHOOL

Well-trained and competent school librarians are required not just to manage the school library and its collections, but to help design and implement all kinds of reading and interest-related activities and to promote information literacy.

8 THE SCHOOL LIBRARY AS A 'THIRD SPACE'

The school library is a 'third space' different from (a) class-oriented and (b) disciplinary-oriented spaces and times. It can support traditional learning activities, but it is mainly used for interest-based, multi-disciplinary activities and for the related social interactions.

9 USE ENHANCED READING TO EMPOWER AND MOTIVATE READERS

The digital ecosystem can (and should) be used as part of the reading environment, using the web as a space to search for additional content related to what we read, helping to better visualise, understand and enhance the content provided by books and other media. The Living Library platform has been designed to help enhance many kinds of reading activities (and many other tools can be used as well).

10 ORGANISE READING GROUPS

Reading groups – physical, online or blended – are the ideal context for exploring enhanced reading and social reading. They should be interest-based (leave the students free to choose the books they want to read!) and should bridge across traditional class and disciplinary boundaries. Many web-based tools (including the Living Library platform) may be of help in organising reading groups with participants from different schools and from different countries.