

BEST PRACTICES FOR A LIBRARY

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This booklet can help you hold different lessons in your library. In this manual, you will find some inspiration on how to entertain children—and adults—in your library. At the same time, you can help them develop many skills, including:

Reading, writing, drawing, communication skills, singing, practical skills, working with books, counting, critical thinking, cooperation, working in groups, and many others. All of these skills, and more, can be developed through different kinds of games, quizzes and activities.

The main goal is to turn your library into a cultural centre, where children will like to go, enjoy and discover, and where EVERYONE is welcome.

Many people know you can find a lot of books to read in a library. But some of them do not know about the many exciting activities a library can offer. You can change this belief. You can turn your library into a place with many engaging activities, a place where everyone will like to go, a place to create a community.

This booklet can help you with some lessons. Using your imagination, you can come up with many other activities and ideas, which you can use. The most important thing is to make the children read and ENJOY it. Most of these lessons are designed for primary school children who can already read and write a bit. To use them with younger children, read through them and see which ones will be appropriate and think about how to adapt the lessons that are too advanced.

The lessons are for boys and girls. In the instructions, we alternate between "he" and "she."

Decide a good time for your lesson, the day in the week and the time. It should always be the same (e.g.: Wednesdays at 2pm). Sticking to a schedule should improve attendance. Always prepare yourself before the lesson.

Use your imagination, and make it fun!

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Lesson 1 – Animals

Goal: Improve communication skills, cooperation, art skills, memory, and orientation to the library

What you need: Books about animals, paper, pens, pencils, and smart gum

Duration: 90 minutes

- 1) Divide the children into groups (3-5 children in 1 group). Let each group find an interesting book about animals. Give them around 10 minutes, so they can look at the book.
- 2) Give them a task. Each group must find one animal that they want to know about. They should write around 5-10 interesting sentences of information about the animal.
- 3) Discussion – Each group should present the information they found. If someone has a question, he or she should discuss (if possible in English).
- 4) Each group should sit at a table. Give them a big piece of paper and pencils. Their task is to draw a poster with the animal they chose.
- 5) When they finish the drawing, they should also rewrite the information onto their poster.
- 6) Display the poster together with the children. Be sure not to place it too high. The children should be able to read it.
- 7) Your exhibition is ready. Let the children go around, so they can read each and every poster.
- 8) Then, ask the children to sit down. Without letting them look at the posters, ask them what information they remember. You will be surprised, they will remember a lot.

For the next lesson: Prepare the children for the next lesson. (It is good to tell them briefly what they should expect because many of them will come again.) Tell them that you will give them a quiz on the information they learned, and if they attended today's lesson, it will be easier for them to pass the quiz.

Lesson 2 – Quizzes

Goal: To improve memory, communication skills, writing in English, critical thinking, cooperation, organisational skills

What you need: paper and pens

Duration: 90 minutes

- 1) Create a quiz from the information that the children found in the last lesson. Take at least one piece of information from each poster. (You will appreciate their work.)
- 2) Give a piece of paper and pen to each child (or ask them to bring a pen).
- 3) Give a quiz to the children. It should be around 15 questions. You can just give the question, but for smaller children, it is better to give options as well. So you can give one question and 3 possible answers (a,b,c). Then it is more entertaining for them.
- 4) Solve the quiz. Always read the question out loud. Then, ask them: Who has answer A? Who has answer B? Etc. You can write down how many children answered. Then tell them the correct one.
- 5) Conclude. Praise the children for how much they remembered. Never tell them that it was not good. Instead, tell them that they did a very good job, or that we can improve next time.
- 6) Decide the topic for the next quiz. It can be about fairytales. Divide the children into a groups of 2-3 and give them a task. Each group should use a different book and find one question connected to fairytales for the quiz.
- 7) When the children find a question, they should consult with you to see if the question is relevant. (They can ask, for example: Which kind of dress did the princess have in this fairytale, how many brothers did she have, etc.)
- 8) Display a big chart of paper. Each group should write their question and also the name of the book. (They should tell you the correct answer.)
- 9) Keep the chart until the next lesson. Tell the children that they will have a quiz in the next lesson.

For the next lesson: Tell the children that they will solve this quiz. Allow the children to go to the library, and give them some time during the week to find the answers.

Lesson 3 – Fairytales

Goal: To improve library skills, collect information, reading skills, understanding

What you need: Answers from the quiz that children have made, a book with short fairytales. (Before the lesson select the fairytale that you are going to read to them.)

Duration: 90 minutes

- 1) Review the quiz that the children made last time. First ask them what they think is the right answer, then tell them. You can say the names of the children who found the right answers. While finding the answers, the children may become interested in a book. Do not give it to them right away (since others need to find the answers also), but you can loan them the book after this lesson. Keep a written list of who liked which one. Remember: it is not important that they know all the answers; it is important that they become familiar with the library system and they are able to search.
- 2) Introduce them to a book (fairytale), which you would like to read with them. You can say who wrote this book, where the author is from, what the book is about. Help them become interested, but do not tell the whole story.
- 3) Start reading aloud by yourself. To be sure that the children understand, after reading a few pages, ask them some questions.
- 4) Let the children read. Each child should not read more than 5-10 lines for the first time. After that ask some questions. If the children do not understand, read it again. Let EVERYONE try. Do not make differences. Even if the child does not read well, encourage him, tell him: Thank you. Do not ask the children if they understood; instead, give them some questions. If you discover that they do not know, read that part of the book again. Each child should feel that you like their reading, it will encourage them to read again.
- 5) When everyone has taken a turn to read, finish the reading by yourself.
- 6) Ask the children some questions about the book again.
- 7) Let the children choose one book with a fairytale and borrow the book for one week.

For the next lesson: Tell them you will talk about the fairytales that they will read and ask them which fairytale they chose.

Lesson 4 – Reading by Yourself

Goal: Understanding the written text, writing summaries in English, and improving art skills

What you need: Paper and pens for writing, paper and pencils for drawing, smart gum, children need to bring the books from the last time

Duration: 90 minutes - 2 hours

- 1) Ask the children about the books they were reading. Ask them who finished the fairytale and who did not. Tell them that if they did not finish, they can borrow the book for one more week.
- 2) Let the children write about the book. What it was about, what they liked, if they have understood everything, etc. Even if they did not finish, they can write about what they have read thus far. Give them around 30 minutes for this, but if they do not finish, do not pressure them; you can add some time.
- 3) Display the summaries of the books on the wall.
- 4) Give the paper and pencils to each child. Let them draw something from the book which they read. It can be about a character, what they liked the most or a situation; it is up to them. Every child has read a different book, so the drawings will be different, as well.
- 5) Go around and ask some questions: Why did you like to draw this? Was the character good or bad? Do not tell the children how they should draw. They should use their imagination without your help, unless they are struggling. Then, encourage them.
- 6) Display the drawings above the text that they wrote before, so there is both written text and a picture about the fairytale.
- 7) Let the children go around and share something about each fairytale.
- 8) Ask the children if they want to borrow some books to bring home.

For the next lesson: Ask the children if they want to know what they will do next time. Then tell them that this time it will be surprise for them, and if they want to know, they need to attend the next class.

Lesson 5-Theatre

Goal: Improve communication skills, understanding, cooperation, art skills, reactions

What you need: A good and simple fairytale, paper, pencils, scissors, string, smart gum

Duration: 2 hours

- 1) Read a fairytale. Choose a fairytale so every child can play a character.
- 2) Discuss with the children what theatre is, why it is good, how it can be easy to understand for people.
- 3) Discuss what the fairytale is about and which characters they remember. Decide who wants to be which character.
- 4) Read the fairytale again. You will read the story and the children will read their character lines.
- 5) Give a piece of paper and pencils to the children and give them a task. Everyone should draw a face of his character. Then they should use scissors and they should make two holes for the eyes and make a shape of a mask. When it is ready, have them make two small holes in the sides and put a string on each side. Then they can put it on their head. If there are smaller children, help them because it is not so safe for them to work with scissors.
- 6) Try to put on a theatre show. You will read a fairytale one more time and the children will try to act it out according to what you are saying. This will help them with the understanding of the fairytale. If the children like it, you can try one more time.
- 7) Display all the masks on the wall and let the children see all of them.
- 8) Take a big chart of paper, where each child should draw his own character. Then, you will have all the characters on one paper. Display this chart on the wall as well.

For the next lesson: Tell the children that they should bring used paper, which they may have at home. It can be used paper that they do not need any more, old newspapers, etc.

Lesson 6 – The Planets

Goal: Improve imagination, knowledge about the planets, art skills, communication

What you need: A book about the planets, used paper, bucket with water, water colours, brushes (you can make them from a wooden stick and hair, if you do not have any), chart with the planets

Duration: 90 minutes

- 1) Draw a big poster with all the planets so the children can imagine. Include Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune (in 2006 astronomers decided that Pluto is a dwarf planet, not a planet, so do not include it).
- 2) Ask the children to divide the used paper into a small pieces and put them in the bucket of water. Leave the paper in the water until it is saturated.
- 3) Take the book about the planets and read to the children about each and every planet. You do not need to read everything, just basic information. Tell them about the colour and the size of each planet and also some interesting facts.
- 4) Make a small quiz, so you can see that the children can remember. It should consist at least one question about each planet. Give them options (A,B,C,D), so it is not so difficult for the children to answer the questions.
- 5) Ask about the answers, then explain which are the right answers and why.
- 6) Talk one more time about the size and the colours of the planets.
- 7) Divide the children into groups of a maximum of eight children (so everyone can make a planet).
- 8) Everyone will make a planet. How? From the wet used paper, they can make a ball easily by pressing the paper together. Then, use the water colours and colour each and every ball. Depending on which planet it is, the ball will be small or bigger and also the colour will be different. Let the balls dry.
- 9) Make nine groups. Each group should choose one planet. Tell the children that for next time, they should find some information about that planet and write it down.

For the next lesson: Tell the children that you will make a model with the planets, once they are dry.

Lesson 7 – The Planets 2

Goal: To improve memory, imagination, art skills, language skills and knowledge

What you need: The paper planets and planet poster from last time, papers, pencils, pens, paper box (cardboard carton) for each group, small wooden sticks (around 20 cm long), glue, knowledge about planets and Sun

Duration: 90 minutes

- 1) First speak about the planets. Use your chart/poster from the last lesson, say something about each planet, and also talk about the order of the planets.
- 2) Let the children take the planets that they made the last time. Take the paper box and make eight holes. The children should put their planets on the sticks and glue the sticks in the holes. Then, you have a model of the planets. Discuss the order of the planets, compare the size and the colours, distance from the sun, etc.
- 3) Ask the children to take out the information on their planet, which they were supposed to find. Every group should say something about their planet to the others. Discuss together.
- 4) Give the paper and pencils to the children. Every group should draw their own planet and rewrite the basic information that they have found.
- 5) Display the drawings on the wall, in the order of the planets.
- 6) Tell the children something about the sun. Ask them some questions, so you can find out if they know anything about the sun.
- 7) Work together. Make a circle. Take a big piece of paper. Make a circle on the paper and colour it yellow. Everybody should place their hand on the paper around the circle and draw a shape of their hand. Some of the hands you should be filled with orange and some with yellow. You can make a pattern, such as colouring every other one orange.
- 8) Write some basic information about Sun in the corner of the paper.
- 9) You have now a very nice picture of the sun, put it on the wall with the planets.

For the next time: Tell the children to write a poem or story about the planets.

Lesson 8 – Poems

Goal: To improve communication skills, writing and thinking in English, imagination, composition, thinking in different languages

What you need: Papers, pencils, pens, book with children's poetry

Duration: 90 minutes

- 1) Let the children read their fairytales and poems, if they wrote any. Discuss with them.
- 2) Read a good poem to the children. (It can be about fantasy, animals, children etc.)
- 3) Discuss, what the poem was about, what was the story, which characters were there, what is the main point of the poem.
- 4) Give the children some time to find a short poem that they like (around 10-15 minutes.) It is good if you divide them into groups of 3-4. If some of them are really fast, tell them to read and try to understand.
- 5) Children should read their poems aloud. Discuss with them what it is about, what is the meaning of the poem.
- 6) Give paper and pen to each child. Tell them that they can try to write a short poem. To make it easier for them give them a topic (for example animals, school, library...etc.)
- 7) Read the poems aloud. Clap your hands for the child who is reading (it is encouraging) and ask the other children to applaud as well.
- 8) After each poem let the child express what he wanted to say in his own words. If he does not know how to say it, try to help him, but do not put him down.
- 9) Give pencils to the children. Tell them that they can write their poem nicely and they can create a picture that relates to the poem on the same paper.
- 10) Display the poems on the wall.

For the next lesson: Tell the children that they can try to write a poem at home. It can be a poem about their normal day from the morning to the evening, it can also be a fantasy or something which they are interested in.

Lesson 9-Language and Rhythms

Goal: To improve communication skills and spoken English, coordination, imagination

What you need: Paper, pens, pencils, poem

Duration: 90 minutes-2 hours

- 1) Place the chairs in a circle. Ask the children if someone wrote a poem. Ask them to read it. After each poem, discuss what it was about. In the end read your poem and explain the meaning to the children.
- 2) Play a game with the names. The rules are easy. Start from yourself. Tell your name two times, each time clap your hands. Then clap your knees two times and say the name of one child. After that, the child will say his name 2 times (clap the hands) and say the name of another child 2 times (clap the knees). Like this, you will continue. First time just try for fun, so the children can understand the game. After that, play regularly and make a rhythm, which the children should follow.
- 3) Read your poem again and decide on a rhythm. Let the children clap. Then decide on different activities during the poem such as clapping, jumping, or other types of movements.
- 4) Give the paper, pencils and pens to the children. Tell them to compose a small poem, and they can draw a small picture to the poem.
- 5) The children should read their poems one by one and decide the rhythm as well. Then the child will read his poem aloud, make a rhythm (clapping, jumping, movements) and the others will follow. Give everyone a turn.

For the next lesson: Ask the children to find a nice poem in the library and make a melody for that poem. Next time you will sing.

Lesson 10 – Songs and Rhythms

Goal: To improve imagination, musical skills, language skills, art skills

What you need: Paper; pencils; poems, which children should find; big piece of paper

Duration: 90 minutes

- 1) Place the chairs in the circle again. Each child should read a poem, which she found in the library. Then she should sing the poem to her own melody and make a rhythm by clapping.
- 2) Create a music group, and each child will make a different sound. Sing again and enjoy the music group.
- 3) Do this with all the poems which the children have found.
- 4) Ask the children if they know some adjectives in English. Help them find some and write them down on a big piece of paper. Explain what each word means. You can also write them in Chichewa [or your local language] next to the English ones.
- 5) Make it fun and make a rhythm of each and every word that was written.
- 6) Play the same game as last lesson. There is only one difference: last time you were playing with names, but today each child will choose one adjective (not a long one, otherwise it will be difficult to keep a rhythm). You can play several times if the children are still enjoying.
- 7) Explain to the children that there are some adjectives with opposite meanings. For example, BIG and SMALL, LOUD and QUIET. Discuss with them and find enough examples so that each child can have one pair of opposites.
- 8) Give paper and pencils to the children and tell them to draw these opposites. For example, small child/big child etc. Then they can also write those two adjectives on the paper.
- 9) Make an exhibition on the wall, display all the pictures.

For the next time: Divide the children into groups of 3-4. Tell them to prepare a quiz, which contains 10 questions for the next lesson. They should also write down the title of the book that has the answers. You should also prepare one quiz yourself and write the questions on a piece of paper. Then you should have 10 small papers with one answer on each paper.

Lesson 11 – Quizzes

Goal: To improve library skills, general knowledge, English language

What you need: The quiz which you have prepared, big papers, pens

Duration: 90 minutes

- 1) Hide the answers from your quiz in the library before the lesson. It should be a bit visible, so the children can find them.
- 2) Tell the children that they should find 10 papers with the answers in the library. Let them search.
- 3) When they find all the answers, give them the questions, so they can match with the answers. (If you have too many children, you can write the questions 2 times and you can hide the answers in 2 colours, so each team will have one colour.) Correct the quiz together.
- 4) Ask the children if they brought the quizzes that they prepared. Divide them into groups so that each group has at least one quiz. Give a big paper and pen to each group and let them write the questions and also the books which you need for the answers. They should also make a space after each question, so the answer can be filled in.
- 5) Decide which group will solve which quiz.
- 6) Let each group find the books which they need for solving, and let them find the answers and write them in pencil on the big paper.
- 7) The group who made the questionnaire should check and correct the answers.
- 8) When all the answers are correct, they can be written in pen.
- 9) Let each child write down at least 3 things that they remember from the quiz. Ask them all to read them to the group.

For the next lesson: Tell the children that you will make and play different games.

Lesson 12 – Games

Goal: To improve language skills, library skills, memory

What you need: Paper, pencils, pens, scissors

Duration: 90 minutes

- 1) Before the lesson, cut the papers into squares. The side should be around 5cm. You will need around 30 squares for each group of 3 children.
- 2) Divide the children into groups.
- 3) Each group will make one game, so you need to assign a different topic to each, such as colours, numbers, food, etc.
- 4) How to make it? The children must divide the squares into 2 groups. On the first 15, they will write the names of the colours in English. (If you are not sure they are able to, let them write it on a piece of paper and correct it for them before they start.) The second 15 cards they should colour, so it matches with the written ones. For example, you have cards where it is written in green, then you have cards which are coloured green, etc. With the numbers you can write from one to 15 (not by numbers, by words: ONE, TWO...), and then on the other 15, you can draw, for example, circles, 1 circle, 2 circles, 15 circles, etc.
- 5) When the children are ready, play the games one by one. The rules are easy: Display the cards on the table with the written things down, so the blank sides are visible. The first child will pick up 2 cards. If they are not matching (for example, written green and painted green), he needs to put them back at the same place and the next child gets a turn. If they are matching, he can take them and pick up another two cards until it is not matching. The winner is the one who has the most cards in the end. It is very important that the children put the cards back in the same place if they are not matching, so they can remember where certain cards are, so they can train the memory. You also need to make sure they are taking turns.
- 6) Play all the games 1-2 times.
- 7) Make it difficult and mix all the games together and display them with the pictures and words down. The rules are the same, just it is much more difficult.
- 8) Divide the cards again according to the topic and leave them in the library, so the children can practice.

For the next time: Tell the children to think about their daily life, family and something interesting about themselves.

Lesson 13 – Composition

Goal: To improve written English and critical thinking

What you need: Papers, pens and pencils

Duration: 60 - 90 minutes

- 1) Give the pens and papers to the children. Tell them first to think a bit and then write something about their family, at least 3-5 sentences about each member.
- 2) Let the children read what they have written. Correct the mistakes together and give room for questions. Children need to practice speaking in English, so let them form questions, correct the mistakes for them, and let the children answer. Tell them that the mistakes don't matter because they can practice and improve. Explain all the mistakes, how to write it correctly and WHY.
- 3) Tell them about your family, as well. Let them ask you about your family.
- 4) Give the papers and pencils to the children and let them draw their own family. Then let them write who is who...mother, father, sister, etc.
- 5) Talk about relations. Explain them the English words for mother, father, sister, aunt, half-brother, stepfather. (If you don't know, make sure you will learn it before.) You can make a simple picture, so the children can understand.
- 6) Ask them questions like: If my mother has a sister, what is my relationship to her? Etc.
- 7) Display the written compositions and the pictures on the wall.
- 8) In the rest of the time play the games, which you made last time.

For the next time: Ask the children if they can find a story about a child in the library. They can bring this book home and read the story about this child.

Lesson 14 – School

Goal: To improve spoken and written English, composition, knowledge in different subjects, and orientation in the library.

What you need: Paper, pens and pencils, short story about a child

Duration: 90 minutes-2 hours

- 1) Ask the children if they have read a book about a child. If yes, let them explain what the book was about and what was the story of the child. Which time period it was, what was his relationship to the family, if the main character went to school, etc. They should also say why the book is interesting. Let everyone speak.
- 2) Take your story and start to read. Ask the children some questions and see if they understand.
- 3) Let each child read a few sentences and let them explain what they were saying.
- 4) Let the children write a small composition about the school. Which grade are they attending, which subjects do they like and why, why is it good to go to school, what they would like to do in the future.
- 5) Each child should read aloud what she wrote. Ask her some questions.
- 6) Ask the children what is their favourite subject and why.
- 7) Give them a task to find one new and interesting thing in the subject which they like, and let the children search in the books.
- 8) Have a discussion. Ask the children what they discover. They should say what is it and why is it interesting to them.
- 9) Give paper and pencils to the children. Let them write the information, which they found out and make a small illustration. Display it on the wall.

For the next time: Tell the children that you will make a model of your school.

Lesson 15 – School 2

Goal: To improve the imagination, art skills, co-operation

What you need: A big chart of paper, simple papers, scissors, pencils and pens

Duration: 90 minutes

- 1) Divide the children into groups of 3-4 and give them a piece of paper and pen. They should brainstorm how a good school should look, and what they would like to do there (at least 5 suggestions). They should also write what they are missing in the school and what they would like to improve.
- 2) Discuss what the children wrote and how it would be possible to improve some of these things.
- 3) Take a big piece of paper and draw a big school with a lot of windows. All the children should participate in drawing and colouring. They can make a nice garden, playground, etc.
- 4) Give a piece of paper to each child and tell them to draw themselves. During this time cut the windows of the model school you are making, so there is space to fit the children's creations.
- 5) When the children finish, they can cut their drawings to make them like paper doll children and display them in the windows, so that the head and the hands are peeking out. The model of the school is ready.
- 6) Put the children back in groups again and ask them to write which things they have learned so far in the library. Let them come up with at least ten things.
- 7) Discuss. Let the children read what they have written and talk about each point. At the end repeat everything they have learned.
- 8) Let the children write about what else they would like to do in the library and discuss with them. If they come up with some good ideas, you can make one (or more) lessons from it. Discuss and come up with ideas on what they would like to do.

For the next lesson: Tell the children that they should bring one thing from home which they like and which has a special meaning to them.

Lesson 16 – Things with Special Meanings

Goal: To improve written and spoken English, vocabulary, art skills, composition skills

What you need: Papers, pencils and pens, things that children bring from home

Duration: 90 minutes – 2 hours

- 1) Ask the children if they have brought something which has special meaning to them. Let them speak one by one about the item. (If they didn't bring something, they can talk about something that has special meaning anyway). Why did they choose that thing, why does it have a special meaning to them, what can they use it for? Then let them speak about the colour, shape, material, etc.
- 2) Give paper and pens to the children and let them write about the thing, at least 10 sentences.
- 3) When they are ready, give them pencils and let them draw their thing.
- 4) Display it on the wall.
- 5) Let the children write a story about their favourite thing. Tell them to use fantasy and come up with a good story. It can be from the future or just fantasy world where everything is upside down. They can also illustrate.
- 6) Read all the stories together with the children.
- 7) After each story, discuss with them and let the other children ask questions if they want to.
- 8) You can make your own book of stories, just stick the papers together. Then, use a bigger paper for the cover and write: "A Book of Stories, Written by Children from....the name of your school.

For the next lesson: Tell the children that for the next time, they should bring some leaves from the trees, at least 5 leaves.

Lesson 17 – The Magic Tree

Goal: To improve imagination, language skills, art skills, library skills

What you need: Paper, glue, pencils, water colour paints and brushes (optional), and leaves from trees (it's a good idea for you to bring some leaves in case the children do not). You will also need some books on trees. You can either pull these from the shelves ahead of time or ask the children to find them as part of the lesson

Duration: 90 minutes

- 1) Go around the school with the children, so you can show them some trees and talk about them. Try to do some research ahead of time, so you can tell the children interesting information about the trees. Include how trees can be used for medical purposes (for example moringa trees).
- 2) Back at the library, ask the children to find books on trees, or, if you have already pulled the books off the shelves, let the children look in the books to see if they can find an interesting tree or plant.
- 3) Share the information. Each child can tell what he or she found out and why it is interesting.
- 4) Give paper and pencils to the children and tell them to draw a tree without leaves.
- 5) If you have paint, give it to the children. Then they should paint the leaves with watercolours and glue the leaves to the paper so the tree will have real leaves. (If you do not have paint they can make a nice picture without it.)
- 6) If you want you can also write the names of the colours of the leaves or ask the children to write them.
- 7) Display the pictures on the wall.

For the next lesson: Tell the children that next time you will make some new games, which they can play.

Lesson 18 – Making Puzzles

Goal: To improve imagination, English language, reading, deductive thinking

What you need: Papers, pencils, pens, scissors, good story (but not a long one)

Duration: 90 minutes

- 1) Read a good story to the children. You can start, then let the children read as well. After some time ask some questions, so you can see if the children understand. If there are some grammatical problems, also explain to the children why and how to use proper language.
- 2) Give paper and pens to the children. This task can be hard, so they may need your help. Ask them if they can rewrite the story (or at least part of the story) into a poem.
- 3) Read the poems together (all of them) and discuss the meaning of the story. If there are some grammatical problems, explain to the children.
- 4) Give papers and pens to the children. Tell them to draw a situation from the story. They should fill all the papers with colours.
- 5) Cut each picture into irregular pieces (around 5 cm) to make a puzzle.
- 6) Mix the pieces of the picture and let the children construct the picture again.
- 7) Mix the children so they can also construct a picture that someone else drew.
- 8) You can change the children more times, so they can enjoy more pictures. Just be careful and don't mix the pieces of different pictures together.
- 9) The puzzles can stay in the library, so the children can enjoy them again.

For the next time: Tell the children that you will explore nature and make a flower book.

Lesson 19 – Nature

Goal: To gain more knowledge from nature, improve language skills

What you need: Paper, transparent tape, pens

Duration: 60 - 90 minutes

- 1) Take the children outside and look at the flowers and trees. Find some which are interesting and talk about them (moringa, lemongrass, different trees and flowers).
- 2) Pick some flowers and leaves from the plants and trees and go to the library.
- 3) Give paper to the children and let them display the flowers in a nice way, so all the parts are visible.
- 4) Stick the flowers to the paper with the transparent tape (not everywhere, just use a little to keep the flower in position).
- 5) Try to find the name of the flower and write it in the corner of the paper (in your local language, and if possible, also in English).
- 6) Put a piece of paper on top of the paper with flowers and put each one into a book (each flower in a separate book), then close the book, and put more books on the top. Leave it there until next week. The piece of paper on top of the flower is so that the flower does not stick to the page of the book.
- 7) Together with the children, try to find information about the flowers. You should find out how big can the flower (tree) be, which colour it is, if it has any uses.
- 8) Give a paper to each child. They should write this information about their flower or tree.
- 9) Prepare a cover for the flower book. Write „The Book of the Flowers and Trees.“ You can also write the name of the school and make some drawings of the flowers on the cover.

For the next lesson: Tell the children that you will finish the flower book.

Lesson 20 – Nature 2

Goal: To improve imagination, knowledge, written and spoken English, fantasy, empathy

What you need: Flowers from the last time, papers, watercolours (or coloured paper), brushes, pens, glue

Duration: 90 minutes – 2 hours

- 1) Give a paper to each child, then give them watercolours and tell them to paint the entire paper with one colour. (You can also use coloured papers, but maybe you don't have them.) You will need green (for the leaves) and as many other different colours as possible.
- 2) Take the flowers from the book, where you put them last time. Each child should take their flower and write some information about it on the same paper. You should have the information from the last time, you can also repeat some information about each flower.
- 3) Put all the flowers together with the covers which you made last time. Then you have your own flower book with information. You can keep it in the library.
- 4) Give the coloured papers back to the children. They should tear them into small pieces (1cm) by using hands and put each colour into one pile.
- 5) Give one white paper to each child. They should draw a large outline of a flower.
- 6) Using glue, the children should fill the flower with the small colourful pieces of torn paper. When it is ready, display the flowers on the wall.
- 7) Give pens and paper to the children. Tell them to write about a day in the life of the flower. They should imagine that they are a flower and write about the feelings and things which are happening all around and make a story.
- 8) Each child should read the story which they have created. Clap hands for each child and discuss her story.

For the next time: Tell the children that you will play games.

Lesson 21 – Games

Goal: To improve English language, expressions, fantasy, body-language

What you need: Papers, pens, pencils, cards with different words

Duration: 60 - 90 minutes

- 1) In advance of the lesson, make small cards and write one word on each card. They should be words that represent actions, like run, draw, sing, eat etc. Come up with at least 30 words. Put the cards in a bag or small box.
- 2) Write the same words on a piece of paper, discuss with the children and ask if they know what these words mean. Then explain.
- 3) One child will come and pick up one card. She will read to herself, but she will not say it aloud. She needs to show the word to the others by miming (by using body-language, no words). The others will guess what the word is. The next child will pick another card. Repeat for all cards.
- 4) Give paper and pens to the children. Tell all the children to write down 5 words which begin with the letter A. Afterwards, the children should read what they have written. If the others do not understand some words, explain.
- 5) Play the same game several times with different letters, thereafter let the children read and explain what is the meaning of the words.
- 6) Give papers and pencils to the children and give them a task. Each child will get one letter (choose the easy ones, so it is possible to do). They should find 5 words, which begin with this letter. Then they should draw the things and write the words under them.
- 7) Display the drawings on the wall.
- 8) Read all the words that the children came up with. If someone does not understand, explain what it means.

For the next lesson: Tell the children that you will continue playing games.

Lesson 22 – Games Again

Goal: To improve written and spoken English, memory, critical thinking

What you need: Papers, pens, piece of fabric, around 30 items that the children will know (paper, pen, cup, book, scissors—try to find items around the library or bring some from home)

Duration: 90 minutes

- 1) In advance of the lesson, come up with at least 15 different words that the children should know. Write each word and cut the paper in such a way as to separate the letters. Be careful and don't mix the words.
- 2) Give one word (cut apart into the letters) to 2 children. They should find the order and come up with the word. Tell them also to make a sentence by using this word, so it is clear that they understand the meaning.
- 3) When they finish, you can give them another one. They should try around 5-7 different words and try to come up with a sentence for each of them.
- 4) Go through all the words together with the children. Let them say the sentences loudly and explain each and every word.
- 5) While the children are making the words, display the items that you have prepared on a table. It can be paper, pen, pencil, scissors... around 30 things.
- 6) Give papers and pens to the children. Let the children observe the things for around 3 minutes and then cover them with a piece of fabric.
- 7) The children should write down all the things that they can remember on the paper, give them around 5-10 minutes. Thereafter ask the children how many things they remembered, and let them read what they have written. Make a list and write down everything that they have read aloud. If there are some things missing, let the children observe one more time. Then cover and let them write again. Finish your list with the words. If there is still something missing, show the things again and complete the list.
- 8) Take the things one by one, show them to the children and have them say the word. Keep practicing until they know all the words.
- 9) If you have time, you can play card games that you have made in lesson 12.

For the next lesson: Tell the children, that you will make decorations for the library. They should bring the cardboard roll from toilet paper (the inside part).

Lesson 23 – Useful Decorations

Goal: To improve language skills, art skills, organisational skills, imagination and fantasy

What you need: Rolls from toilet paper, papers, watercolours, brushes, leaves from trees, glue, pens

Duration: 60 - 90 minutes

- 1) Give papers and pens to the children and tell them the beginning of a story. There was a boy and he always kept his pencil in his pocket. One day the pencil just fell out and onto the road. He didn't notice and went home.
- 2) Ask the children to finish the story. What happened with the pencil? Let the children write at least 10 sentences. Did the pencil find a new family? Or did it go for a trip? Tell them to use their imagination and make a story, which does not need to be real.
- 3) Let each child read her story and ask her some questions.
- 4) Tell the children that you will make a cup for the pencils, pens, scissors and other things, so they have a safe place to store their belongings, and so they will not get lost like the pencil in the story.
- 5) Everyone should take his cardboard roll from the toilet paper. It is good to have some extra ones, because maybe some of the children do not have one.
- 6) First make a bottom by using paper and glue. Then take papers and tear them into small pieces with your hands (or use leftovers from lesson 20). Use glue and stick the small pieces of paper to the roll. Then colour it with the watercolours. (If you do not have watercolours, leave it like that.) At the end you can attach some small leaves from trees by using glue.
- 7) The cup is ready. You can put all the cups in line at one place and decide where you can put what. You can divide the pencils, pens, scissors, glue, smart gum, brushes... so there is some order.

For the next lesson: Tell the children that they should bring their favourite book. If the book is in the library, they should find it before the next lesson. You should tell them that they should bring a book that they have read from the beginning to the end.

Lesson 24 – My Favourite Book

Goal: To improve written and spoken English, critical thinking

What you need: Paper, pencils and pens, children should bring their books

Duration: 90 minutes

- 1) Each child should introduce her book. What is the name, who is the author, what is the book about. They should briefly tell the story, and they should also explain why they like the book. Encourage them to give details about why they like the book.
- 2) After each introduction of a book, ask some questions, and the other children can also ask questions.
- 3) Give pens and paper to the children. They should use half of the paper for writing, the other part for drawing.
- 4) First tell the children to write a review of the book, basically the same things they were saying before. Name of the book, author, story, why the book is interesting. They can also write why it is good to read this book and what can be interesting for the other children who will possibly read the book.
- 5) Give pencils to the children and tell them to make an illustration of their text. It can be one bigger picture or several smaller ones, like a cartoon.
- 6) Display all the posters on the wall and let the children go around and see all of them. Each child can also say something about his illustration.
- 7) Thereafter all the children read the reviews. Discuss with them which book they would like to read, what is interesting for them. If they want, lend them the books, so they can read at home.
- 8) Together with the children, make one list of all the books that they picked. Write the name of the book and the author. Display the list on the wall to encourage other children to read the books. You can also write: Suggested by... and the name of the child, who was talking about that book.

For the next lesson: Tell the children that next time you will start to read one of the books.

Lesson 25 – My Favourite Book 2

Goal: To improve written and spoken English, understanding, art skills

What you need: One of the books from last time, quiz you have made, papers, pens and pencils

Duration: 90 minutes

- 1) Show the children which book you will read and tell something about the book, who wrote the book, where is she from, in which time the book was written.
- 2) Start to read the book. After some time, give some questions, so you can see that the children understand you. Also tell the children that if they don't understand a word, they should ask what it means. Explain to them that asking is not bad. It is good and courageous, and it can improve their English.
- 3) Let the children read as well. After each child has finished his part, ask some questions. You can read one or two chapters, depending on timing.
- 4) Give pens and papers to the children. Give them a quiz. It should be around 10 questions from the part of the book that you have read together.
- 5) After they have completed the quiz, go through it question by question and ask them to tell you their answers. Then tell them the right answer.
- 6) You can also test the memory of the children in another way. Tell them to create at least 2 other quiz questions based on the books.
- 7) Collect all the questions from the children and go through all of them in a group. If the children don't know the answer, the child who created the question should answer or find it in the book.
- 8) Give papers and pencils to the children and let them draw something from the book.

For the next lesson: Tell the children that you will play with clay.

Lesson 26 – Working with Clay

Goal: To improve imagination, working with unusual materials, art skills, understanding and using the language

What you need: Clay, papers (so you don't have dirty tables), a good book with stories, bucket with water

Duration: 60 - 90 minutes

- 1) Read a story the children. After some time ask some questions, so you can see that the children understand. Ask them also about the words. If you think that a word is difficult, ask them if they know what it means and explain. Finish the whole story.
- 2) Ask the children which characters they remember from the story and write them down.
- 3) Give one piece of paper to each child. Tell them that all the work which they will do needs to be done on the paper, not on the table.
- 4) Explain that they should make a model of one of the characters from the story. They can choose from the list that you have put together. Then give them a piece of clay. Don't give them the clay before the explanation, otherwise they may start to play and they will not listen you.
- 5) When they are done, they can make another character, if you have more clay. But don't give them big piece of clay at one time. If they need more, they can ask. Place all the papers with the characters in one place and make an exhibition.
- 6) Let the children clean their hands with water. If you have soap, it is even better.

For the next lesson: Tell the children that they should think about our world in the future, how it will change, how the development will go.

Lesson 27 – The Vision of the Future

Goal: To improve written and spoken English, imagination, fantasy, art skills, orientation in the library

What you need: Papers, pens and pencils, messages hidden in the books

Duration: 90 minutes

- 1) Tell the children that they should think about the world in 20 years and how it will look like in different aspects. How will the people look? What about nature? Will there be any new animals, trees and flowers? Will there be any new technologies?
- 2) Give papers and pens to the children. Tell them to write a fantasy story about the world in 20 years. It should be around one page. Tell them to use fantasy and imagination fully.
- 3) The children should read their stories one by one. After each story ask some questions. Have a discussion with the children and explain the words that they do not understand.
- 4) Give papers and pencils to the children and tell them to draw a part of their vision of the future. It can be the nature, people, technologies, our planet...
- 5) Display the stories and the drawings to the wall.
- 6) Play a game. Before the lesson you need to hide around 10 messages in the books. First tell the children the name of the book in which they should find the first message. In each message also write the title of the next book they should find.
- 7) The last book, which should be some fantasy book about the future, will have the last message saying: "We will read part of this book."
- 8) Sit in a circle and tell the children something about the book. When it was written, who it was written by, which time the book is taking place in.
- 9) Read the part of the book together with the children. You can start, then afterwards they can also read. After some time, always ask some questions. Let the children use their imagination. Ask them how they imagine different elements written in the book. Read approximately one chapter.

For the next lesson: Tell the children that you will talk about different countries.

Lesson 28 – Our World

Goal: To improve imagination, knowledge about the world, orientation in the library, art skills

What you need: A map of the world (or globe), papers, pens, pencils, presentation about your country, quiz

Duration: 90 minutes – 2 hours

- 1) Make a quiz about your country. Ask some basic facts, like: How many people live in the country, what is the size of the country, who is the leader, something about agriculture and industry, educational system, temperature and climate in the country.... Give options to the children, so it is not so difficult.
- 2) Go through the quiz. Always ask the children what they think is the right answer, then tell them the correct one.
- 3) Make a presentation about your country and tell them about the basic facts, and explain the words that they may not understand.
- 4) Give a big piece of paper to the children and tell them that you will make a poster about the country. They can draw the shape of the country and the flag, and they should write all the information that they have learned. If you have too many children, you can divide them into groups.
- 5) Display the posters on the wall.
- 6) Tell the children that they can search in the library to find some information about other countries in the world. Give them some time to find out.
- 7) Let the children read what they have found out about different countries. Discuss and compare the conditions in your country. Show those countries on the map, so the children can realize. Talk about the continents where the countries. You can compare the sizes of the countries etc.
- 8) Give papers, pens and pencils to the children and tell them that they can draw the country they learned about or they can also write about it.
- 9) Discuss what they created and display it to the wall.

For the next lesson: Tell the children that next time they will learn about being healthy.

Lesson 29 – Diseases in the World

Goal: To improve knowledge, critical thinking, art skills, written and spoken English

What you need: A children's book with an HIV/AIDS theme, papers, pens and pencils

Duration: 2 hours

- 1) Divide the children into groups of 4 or 5. Give them papers and pens. Let them brainstorm and write down what kinds of diseases they know about and how they can recognize each disease.
- 2) All the groups should read what they have written. If they missed something important, tell them about that disease. Also talk about hygiene.
- 3) Tell each group that they should choose one of the diseases and write about how you can catch it, what are the symptoms, what can happen if you catch this disease, how it can spread and how you can prevent it.
- 4) Each group should present what they found out. After each small presentation, discuss with the children. If they did not say everything, you can include additional information.
- 5) Read the HIV/AIDS book together. You can start and afterwards the children can also read a part. Always ask questions after some time, so you can see if the children understand. You can also let them guess how the book will end.
- 6) Ask the children why they think you were reading this book and discuss with them.
- 7) Give papers and pencils to the children. They should make a promotional poster to help to prevent some disease. They don't need to choose only HIV, but also malaria, cholera, typhoid, etc. Explain to them that the message doesn't need to be too long, but it should be eye-catching and promote prevention.
- 8) Display the posters on the wall and tell the children that it is very nice that they made a step to prevent different diseases.

For the next lesson: Tell the children that they should think about what they would like to do in the future.

Lesson 30 – Learning is Success

Goal: To improve language skills, long-term thinking, art skills

What you need: Several articles about successful people, papers, pens and pencils

Duration: 90 minutes

- 1) Read the articles to the children. They can be about a scientist, doctor, someone who discovered something...
- 2) Discuss with the children why they think these men/women became successful.
- 3) Let the children write about their future, step by step. What they would like to do after school and during their life. Tell them it is very important to think about the future, not only for the next day, and that they should also make a plan for their future. They should also write which kind of education they would like to have and how it can help them for the future, which kind of job they would like to have, how they need to study and what they need to do to improve and become successful.
- 4) Also tell the children to write how they can help other people if they become successful. How it can help their children and people around as well as their country.
- 5) Each child should read aloud what she wrote about the future. Ask some questions and discuss.
- 6) Give papers and pencils to the children and tell them to draw themselves in the future, for example in the job that they dream about.
- 7) Display the drawings and the essays to the wall.

A few final words:

This booklet gives you some ideas on how to work with children in the library. You, too, can create many ideas suitable for children who visit the library.

You are also welcome to change the lessons and include some of your ideas. The main point of this booklet is to entertain the children and turn the library into a friendly place that they like to visit, play, and learn.

If your pupils have difficulty understanding English, focus more on games to improve their vocabulary and ability to use the language.

Never give up. Do not stop with the lessons, which are the key for a successful library.

Development of a Reading Culture is very important because it can help students in many ways. Everyone should learn how to benefit from libraries and reading.

Be active and try to offer as much as you can to children.

Children are our future, and we can help them improve in many areas.

Your work will be appreciated one day because you are helping to improve the lives of children and encouraging them to believe in themselves....

Children are the future for everyone.

Good luck! :)