

JOY  
EQUALS SUCCESS

Schools and libraries  
have a common goal:  
encouraging and  
supporting reading as  
a hobby

The Joy of Reading Handbook  
is aimed at schools and pre-primary education,  
libraries and municipalities:  
teachers, school heads, library professionals, directors of  
libraries and the heads of educational and cultural services.  
The handbook includes tested practices for increasing reading  
motivation and multiliteracy and promoting collaboration  
between schools and libraries.  
Joy of Reading is a three-year (2012–2015) national programme  
implemented by the Finnish Ministry of Education and Culture  
and the University of Oulu Faculty of Humanities and  
Faculty of Education.



lukuinto.fi

ISBN 978-952-62-0869-5

THE JOY OF READING HANDBOOK - IMPROVING READING MOTIVATION AND MULTILITERACY

SCHOOLS & LIBRARIES

## THE JOY OF READING HANDBOOK

IMPROVING READING MOTIVATION AND MULTILITERACY THROUGH  
COLLABORATION BETWEEN SCHOOLS AND LIBRARIES



# THE JOY OF READING HANDBOOK

IMPROVING READING MOTIVATION  
AND MULTILITERACY THROUGH COLLABORATION  
BETWEEN SCHOOLS AND LIBRARIES

The Joy of Reading Handbook and the Joy of Reading idea  
bank online: [lukuinto.fi](http://lukuinto.fi)

Opetus- ja  
kulttuuri-  
ministeriö



Undervisnings-  
och kultur-  
ministeriet



OULUN YLIOPISTO  
UNIVERSITY of OULU





## JOY OF READING PRACTICES

The Joy of Reading pilot schools and libraries

## JOY OF READING WORKING GROUP

### Project Manager

Eeva Kurttila-Matero

### Planning Officers

Kaisa Ikonen

Kaisu Innanen

Marianna Junes

Reija Loukusa-Ahonen

Katarina Rejman

Siinamari Tikkinen

### Joy of Reading programme, steering group of experts

Maija-Leena Huotari

Erkki Karvonen

Riitta-Liisa Korkeamäki

## THE JOY OF READING HANDBOOK

### Authors

Kaisa Ikonen

Kaisu Innanen

Siinamari Tikkinen

### Photographs

The Joy of Reading pilot schools and libraries

Otava

Studio Juha Sarkkinen

### Graphic design

Tuija Karén

### Translation and page layout

Lingsoft Language Services Oy

### Place of printing

Erweko Oy, Oulu

### Publisher

University of Oulu

2015

ISBN 978-952-62-0869-5

# EVERYONE IS ENTITLED TO LITERACY

The Joy of Reading programme of the Finnish Ministry of Education and Culture has motivated children and youths to explore the diverse world of reading and writing for three years. The target groups of the national programme included children and youths between the ages of 6 and 16, parents, teachers, and library professionals. The results of the programme's comprehensive pilot project are presented in this handbook.

Versatile literacy and reading outside school are important indicators of the wellbeing of children and youths. Literacy is key to participation and active agency. Literacy also plays a part in the competence of children and youths and their success in school. Although the reading literacy of Finnish youths is still at a high level in international comparisons, it has clearly deteriorated since 2009 and particularly since 2000. This handbook provides support for improving the situation.

Schools and libraries play an important shared role in strengthening the reading literacy of children and youths and motivating them to read. However, promoting literacy is not the responsibility of schools and libraries alone. Parents, families and all those involved in the everyday life of children and youths must also be involved. Insightful collaboration that is based on everyday partnerships provides a way for generating joy of reading and reading motivation.

Education equality objectives have been taken into consideration in the Joy of Reading programme. In reading literacy tests, girls clearly outperform boys in Finland, and youths with an immigrant background achieve weaker results than other youths. From the point of view of equality and participation, decreasing the gap in literacy skills is an essential goal.

Versatile reading and writing skills, multiliteracy skills, form a cross-cutting theme in the new national core curriculum for pre-primary education and basic education. The development of schools and libraries as open learning environments, the implementation of new technology, the availability of online content and the use of multichannel communication promote multiliteracy. As this handbook is a result of hands-on projects carried out within the Joy of Reading programme, it can also be used as a tool in local multiliteracy-related curriculum work.

Joy equals success. Everyone is entitled to literacy.

### Riitta Kaivosoja

Director General, Department for Art and Cultural Policy

### Eeva-Riitta Pirhonen

Director General, Department for Education Policy

## CONTENTS

<b>GRAB THE HANDBOOK AND CREATE JOY OF READING .....</b>	<b>6</b>
For schools, libraries, homes and municipalities .....	6
<b>PART I TOWARDS MOTIVATION .....</b>	<b>8</b>
Joy of reading around Finland .....	8
Benchmark = gather and improve .....	9
Top reading literacy country needs means of motivation and equality in skills ....	9
Joy of Reading activities help achieve curriculum objectives .....	10
Promoting joy of reading also benefits libraries .....	12
The library is never far from you .....	13
<b>SCHOOLS &lt;3 LIBRARIES – From good collaboration to success.....</b>	<b>14</b>
Collaboration diagram for schools and libraries .....	14
Municipal and regional Joy of Reading activities .....	16
How to proceed? Use various practices .....	19
Draw your own path .....	20
<b>PART II EVERYDAY MEANS OF MOTIVATION FOR SCHOOLS AND LIBRARIES ...</b>	<b>22</b>
<b>Literature and reading</b> as a communal experience .....	23
New types of reading diplomas .....	24
How to proceed? Use a reading diploma .....	25
Arousing the enthusiasm of the reader is the prime objective ..	26
Coaching pupils to give booktalks .....	27
How to proceed? Use booktalking .....	29
Examples from Kerkkoo and Mäntylä in Oulu .....	30
From text to diverse <b>production</b> .....	32
Digistories: digital storytelling using a tablet .....	33
Films and videos inspire pupils to write .....	34
Examples from Pelkosenniemi and Lappeenranta .....	35
<b>Information management</b> = the future .....	37
Library professionals help pupils in the information jungle .....	38
How to proceed? Teach information management .....	40
Example from Myllytulli in Oulu .....	41

Using functional learning to improve <b>media skills</b> .....	42
The library as a media educator .....	43
Examples from Turku and Kirkkonummi .....	44
<b>Technology:</b> Literature comes alive in everyday digital life .....	47
Tablets in use .....	48
Tools for teaching .....	49
QR code trail .....	50
Example from Inari .....	51
<b>Games</b> draw pupils into stories .....	52
From playing games to writing stories .....	53
Example from Myllyoja in Oulu .....	54
Multiliteracy and the buzz of <b>activities</b> .....	55
Events and campaigns .....	56
Example from Ylöjärvi .....	58
<b>Readers</b> big and small .....	59
Means of motivation .....	60
Example from Vantaa .....	61
Enticed by stories <b>at home</b> .....	62
Parents' evenings transferred to the library .....	63
Example from Taivalkoski .....	64
Schools <3 libraries as reforming <b>learning environments</b> .....	65
Learning does not require walls .....	66
Examples from Kuopio and Sodankylä .....	68
Expanding the Joy of Reading <b>community</b> .....	70
Partners from nearby .....	71
Example from Viitasaari .....	73
Piloting and activities in three languages .....	74
Joy of Reading around Finland .....	75
Bibliography—further reading .....	76

# GRAB THE HANDBOOK AND CREATE JOY OF READING

## FOR SCHOOLS, LIBRARIES, HOMES AND MUNICIPALITIES

The Joy of Reading Handbook has been compiled to increase the reading motivation and joy of reading of children and youths and to promote multiliteracy. The target audience of the handbook includes schools and pre-primary education units, libraries, homes and municipalities. The motivational methods presented in the handbook can be used to increase joy of reading and promote collaboration between schools and libraries as part of curricula and action plans.

Joy of Reading activities can easily be included in the implementation of the curricula of pre-primary education and schools and the action plans of libraries. The essential point is to understand that literacy should be taught in every subject. Close collaboration between schools and libraries forms the core of Joy of Reading activities. This collaboration clarifies objectives and creates community spirit, which makes activities run more smoothly and ensures commitment. Sharing inspiring ideas and experiences is essential to creating collaboration. Signs of closer collaboration include teachers and library professionals working in both institutions, feeling that they are colleagues, and finding the collaboration a useful resource. The school guides its pupils to use the services of the library and provides pedagogical know-how, whereas the library offers pupils its collections and know-how in information management.

This Joy of Reading Handbook provides support for creating a collaboration plan and ideas on how to plan various activities. The main tools of the Joy of Reading Handbook:

### A. Collaboration diagram for schools and libraries

### B. Path models



### C. Everyday means of motivation for schools and libraries



*Speech balloons  
are used to present  
comments by staff  
from pilot schools and  
libraries*

- A. Schools and libraries can use the **collaboration diagram** to continue their planning work. The main areas included in the diagram are making decisions about activities, planning, providing implementation ideas, organising training, taking families into consideration, and expanding the Joy of Reading community. (p. 14–15)
- B. The handbook also presents various **path models** that help in the planning of concrete activities. The paths include the booktalk path, the reading diploma path and the information management path. Paths can naturally be modified and implemented for any grade, either at the same time or separately. (p. 20–21, 25, 29 and 40)
- C. The **Example** pages of this handbook can be used to facilitate the planning of the entire school year. The activities on these pages have been implemented in Joy of Reading pilot schools and libraries during one year. The examples include tried and tested practices for each grade and aim at developing pupils' multiliteracy skills. (p. 19 and lukuinto.fi)



In addition to the three main tools presented above, the handbook includes ideas and justifications for increasing the joy of reading and reading motivation of children and youths (Part I, Towards motivation) and a multitude of means for motivating pupils in everyday situations (Part II, Everyday means of motivation for schools and libraries). These means of motivation have been divided into the following sections: literature and reading, production, information management, media skills, and the use of technology. The handbook also discusses the interests of big and small readers, the role homes and learning environments play, and the expanding Joy of Reading community that contributes to developing multiliteracy skills.

A printable version of the Joy of Reading Handbook is available on the lukuinto.fi website. The website also provides a variety of useful practices and a calendar including reading-related events and theme days.

Joy of Reading activities are of a communal nature, which means that management, staff and the rest of the community participate in the planning and implementation of the events held at both schools and libraries. Improving the collaboration between different parties requires a collaboration plan which supports customer work and teaching at grass-roots level and serves management as a useful tool. Crossing boundaries helps both institutions use their resources in an efficient way.



## PART I

# TOWARDS MOTIVATION

## *JOY OF READING AROUND FINLAND*

Joy of Reading is a three-year (2012–2015) national programme led by the Finnish Ministry of Education and Culture and implemented by the University of Oulu Faculty of Humanities (Information Studies) and Faculty of Education. Pilot schools and libraries from 30 municipalities around Finland have participated in the programme. In total, this amounts to some 15 000 pupils between the ages of 6 and 16, hundreds of teachers and library professionals, and a large number of families and project partners.

The pilot pairs comprising a library and a school have sought, developed and tested methods for diversifying the reading of children and youths, increasing joy of reading, and improving reading motivation. In the pilot municipalities, the use of these methods has increased reading, improved and diversified literacy and abilities related to literacy, promoted multiliteracy, and emphasised its importance.

According to a survey targeted at the pupils of Joy of Reading pilot schools, almost 60 per cent [456/780] of the respondents feel that of all the areas they have learnt the most about groupwork skills important to human capital and communal learning (Ikonen & Kurttila-Matero, 2014).

## BENCHMARK = GATHER AND IMPROVE

The methods tested by the pilot schools and libraries combine traditional working methods with new methods, many of which have been developed at Joy of Reading training events. The pilot projects have been carried out using benchmarking: gathering existing practices and improving them. Schools and libraries have benchmarked practices that suit their school and library concept and match their resources and skills.

The practices developed during the Joy of Reading programme range from projects lasting several months to small ideas that can easily be adopted into the operating culture of a school or library. The idea is that the sample activities provided in this handbook will be further developed to serve different types of schools and libraries, families, children and youths in an individual and case-specific manner. By benchmarking ideas, library professionals and teachers can offer children and youths new, alternative ways of demonstrating their skills and becoming enthusiastic about learning. More ideas can be found online at [lukuinto.fi](http://lukuinto.fi).

## TOP READING LITERACY COUNTRY NEEDS MEANS OF MOTIVATION AND EQUALITY IN SKILLS

One of the reasons for launching the Joy of Reading programme is the concern for the reading literacy and reading motivation of Finnish children and youths that has been brought into the limelight by Finland's declining PISA results. Finland is among the top countries in reading literacy in the international PISA and PIRLS assessments that measure both learning and attitudes towards learning. However, the results of the PIRLS assessment, whose target population consists of grade 4 pupils, reveals an inconsistency: although Finland is among the top countries in reading literacy—alongside Hong Kong, Russia and Singapore—Finns' joy of reading and learning is at rock bottom. Of 45 countries, Finland has the second lowest reading motivation among 10-year-old children.

The PISA assessment examines 15-year-olds' levels of interest in and attitudes towards reading. In 2000, Finnish youths had a positive interest in reading, but in 2009 the attitude had clearly declined: a comparison of the PISA countries reveals that the number of Finnish 9<sup>th</sup> graders reading for fun declined more than in any other country. The growing gap between girls and boys is also concerning: the gap between the literacy of boys and girls was greater than in other OECD countries. One in eight Finnish boys has poor reading skills. According to the PISA 2012 assessment, 9<sup>th</sup> grade girls are one and a half years ahead of boys in reading literacy. (Kupari & Välijärvi, 2012. Lukukeskus 2015.)



## *JOY OF READING ACTIVITIES HELP ACHIEVE CURRICULUM OBJECTIVES*

In the national core curriculum for basic education, multiliteracy is defined, for instance, as follows: “Multiliteracy is based on a broad text concept. In this context, text means information expressed by systems of verbal, pictorial, auditive, numeric and kinaesthetic symbols and their combinations. For example, text may be interpreted and produced in a written, spoken, printed, audiovisual or digital form.” The national core curriculum also defines the learning environment, which represents the operating culture of the school and is essential from the point of view of multiliteracy skills, as a combination of the physical environment, psychological factors and social relationships. (National core curriculum for basic education 2014, 20, 27.)



## PEDAGOGICAL DIMENSIONS THAT SUPPORT MULTILITERACY

In their activities, the Joy of Reading pilot schools and libraries have emphasised the following pedagogical dimensions related to multiliteracy and the learning environment.

- A **SENSE OF COMMUNITY** and participation, which are supported by working in small groups, making use of peer learning and being jointly responsible for projects. Sense of community and participation motivate pupils to become more active.
- A **LEARNER-ORIENTED APPROACH**, which takes the pupil's expertise, interests and everyday environment into account. This learner-based approach means that pupils can make choices based on their own situation and actively participate in the planning of activities. This makes learning meaningful to pupils.
- **FUNCTIONALITY**, which activates pupils to produce their own interpretations of books they have read or other experiences. The Joy of Reading ideas include functional exercises for improving literacy through various means including text, image, film, sound, drama and theatre.

- **TECHNOLOGY** and its increasingly visible role at school, which motivate and expand the learning environment. Reading various online texts alongside fiction strengthens traditional literacy skills. Pupils are able to use the tools they are familiar with and that motivate them to seek information and produce anything from texts and pictures to photographs and videos.
- Expanding the **LEARNING ENVIRONMENT** by using library facilities and information networks more actively and taking the leisure environment and interests of pupils into account. Students and teachers flexibly cross classroom and subject boundaries. Teachers and library professionals work as colleagues during library and school visits. The learning environment increasingly expands to include the homes of pupils and online learning environments in addition to schools and libraries. (Kultalahti 2014.)

## JOY EQUALS SUCCESS: NEW MEANS OF MOTIVATION

Teachers pay attention to reading: encourage and support it.

- When reading is made visible and valued, pupils are more motivated to read and present what they have read. This also increases discussions about books and literature.
- Joy of reading increases when reading becomes socially accepted and pupils' attitudes towards reading become more positive.
- Both teachers and library professionals can support the learner-oriented approach to improving multiliteracy by allowing pupils to choose methods and contents that interest them.
- Although pupils are increasingly familiar with new technology, it is important to provide support, guidance and a sufficient amount of information. Pupils must also have the opportunity to practise traditional reading and writing skills. (Kultalahti 2014.)



## **PROMOTING JOY OF READING ALSO BENEFITS LIBRARIES**

According to the UNESCO Public Library Manifesto, the key missions of the public library include creating and strengthening reading habits in children at an early age and stimulating the imagination and creativity of children and young people (UNESCO 1994, 4).

### **EXPERIENCES FROM JOY OF READING PILOT LIBRARIES**

The number of borrowed books and visits to libraries increased in several libraries during the Joy of Reading pilot project and theme year. Of all books borrowed, the percentage of children's and adolescents' fiction increased during the Joy of Reading project. The borrowing of non-fiction books also saw an increase.

- The number of completed reading diplomas also grew during the Joy of Reading programme. Making books and book lists visible motivate pupils to borrow books and work towards a reading diploma.
- Visits to libraries were more frequent. The Joy of Reading programme diversified the use of libraries. As a result of the group visits made to libraries, pupils were also more likely to use library services in their free time.
- Regular library visits made by entire classes had the greatest impact on the increased number of borrowed books. Above all, Joy of Reading has encouraged children who do not read a lot to read. The programme has also increased the participation of homes and spread awareness of the importance of reading.
- Project activities have also included structural changes that have supported the use of libraries. The learning environment can be expanded by holding lessons and recesses at the library and providing pupils with the opportunity to work at the library alone or in small groups and to use the library computers.

The collaboration between libraries and schools is based on trust, shared values and interaction. Interaction between professionals in the Joy of Reading projects has resulted in alternative practices, mutual learning, commitment and benefits. The majority of the pilot schools and libraries is planning on including Joy of Reading activities in its strategy or curriculum. (Rauhala 2015.)

# THE LIBRARY IS NEVER FAR FROM YOU

## JOY OF READING PRACTICES BRING THE LIBRARY TO PUPILS

*We found new forms of collaboration that we hope will continue in the future.*

Regular visits pupils make to libraries and library professionals make to schools raise new library users. Schools get the opportunity to learn about the materials available at libraries and libraries become more familiar with the needs of teachers and pupils. Schools and libraries can for instance jointly plan a *Day at the library* visit for each class.

Libraries can deliver books to schools in a variety of ways including book packages and bags of books compiled by library staff and classroom book carts:

- The library can put together a bag of books based on a changing theme or the needs of the school.
- A mobile library can deliver boxes and bags of books to schools.
- Classrooms can have library shelves, for instance for books related to a reading diploma, and the teacher can borrow all the books using an institutional library card.
- Longer loan periods can be used to improve availability.

*We're grateful to the library for the help we received in creating packages of books.*

## CHALLENGES?

### USE TECHNOLOGY TO BRING THE LIBRARY TO YOUR CLASSROOM

Today's libraries perform customer work in novel ways, also with the help of technology. Libraries can organise virtual booktalks and workshop activities via remote connections, such as on the Joy of Reading in Lapland tour (p. 18).



*Our second graders have been taken to the mobile library, which stops at the school once a week, to read, borrow and return books.*

# SCHOOLS <3 LIBRARIES

## FROM GOOD COLLABORATION TO SUCCESS

### CLOSE COLLABORATION BETWEEN SCHOOLS, PRE-PRIMARY EDUCATION AND LIBRARIES AT THE CORE OF JOY OF READING ACTIVITIES

At the Joy of Reading pilot schools and libraries, planned collaboration has also been used as a tool for developing work and the work community. The activities of schools, pre-primary education and libraries can be enriched and used by a variety of partners including the municipality's other areas of responsibility, such as social services and health care, many organisations and associations, cultural centres and upper secondary and higher education.



## COLLABORATION DIAGRAM FOR SCHOOLS AND LIBRARIES

### Guidelines for developing collaboration

SCHOOL <3 LIBRARY	GOOD COLLABORATION	MORE EFFICIENT COLLABORATION	SUCCESSFUL COLLABORATION
<b>DECISION</b>	<ul style="list-style-type: none"> <li>• Unofficial discussions between representatives of the school, pre-primary education and the library</li> <li>• Decision on Joy of Reading collaboration</li> <li>• Appointing a representative from the school and the library to a joint Joy of Reading team</li> <li>• Guiding and commitment of the entire staff</li> </ul>	<ul style="list-style-type: none"> <li>• Joy of Reading team: forms of collaboration and responsibilities of the school and the library</li> <li>• Team meeting principles, regularity and use of working hours</li> <li>• Support from library and school head</li> <li>• Acquiring joint training related to reading motivation and multiliteracy</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing activities</li> <li>• Management- and supervisory-level commitment to collaboration</li> <li>• Management included in the team</li> </ul>
<b>PLANNING</b>	<ul style="list-style-type: none"> <li>• Choosing development themes based on interests, expertise and resources</li> <li>• Making use of lukuinto.fi online materials</li> </ul>	<ul style="list-style-type: none"> <li>• Making collaboration part of the action plan of the school and the library</li> <li>• Planning, developing and benchmarking new practices together: teachers, library, pupils, families</li> <li>• Support from library and school head</li> </ul>	<ul style="list-style-type: none"> <li>• Joint development plan covering several years</li> <li>• Developing the school curriculum and the library action plan together</li> </ul>

SCHOOL <3 LIBRARY	GOOD COLLABORATION	MORE EFFICIENT COLLABORATION	SUCCESSFUL COLLABORATION
<b>IMPLEMENTATION IDEAS</b> Further ideas can be found in Part II and on the lukuinto.fi website	<ul style="list-style-type: none"> <li>Library visits made by pupils</li> <li>Library staff visits schools</li> </ul> Examples of Joy of Reading practices: <ul style="list-style-type: none"> <li>Delivering books to schools</li> <li>Booktalks</li> <li>Teaching information-seeking skills</li> </ul>	<ul style="list-style-type: none"> <li>Guiding children and youths to work together with other classes and subjects</li> <li>Informing staff and providing information on websites</li> <li>Making Joy of Reading visible at school, at home and at the library</li> <li>Joy of Reading parents' evenings at the library</li> <li>Presenting Joy of Reading achievements and acknowledging them at school festivities</li> <li>Shared software acquisitions made by schools and libraries, e.g. to enable virtual author visits</li> </ul>	Communication and making activities visible: Working together with the local and regional media Practices included in the municipal or school curriculum and the library's action plan: <ul style="list-style-type: none"> <li>Library route/path</li> <li>Media education programme</li> <li>Reading diploma</li> <li>Joy of Reading theme day</li> <li>Joy of Reading festival week</li> <li>Activities related to literacies are included in the annual reports of schools and libraries</li> </ul> Monitoring and assessment
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>Information seeking related to reading motivation and multiliteracy</li> <li>Peer learning: sharing best practices within the work community</li> </ul>	<ul style="list-style-type: none"> <li>Attending regular training as a collaborative team (school and library)</li> <li>Strengthening the learning skills of the work community</li> <li>Sharing information received at training events</li> </ul>	<ul style="list-style-type: none"> <li>Schools and libraries share their competence in joint training events: group leadership, information management</li> <li>Sharing this common competence by providing training to other schools and libraries</li> </ul>
<b>FAMILIES</b>	<ul style="list-style-type: none"> <li>Emphasising the importance of reading, e.g. in teacher-parent discussions ('vanhempainvartti') and customer meetings at the library</li> <li>Acquiring library cards</li> </ul>	<ul style="list-style-type: none"> <li>Participating in activities:</li> <li>Going to the library together</li> <li>Parents present their favourite books</li> <li>Participating in the "Men read to children" week</li> </ul>	Participating in educational Joy of Reading activities, such as: <ul style="list-style-type: none"> <li>Reading books to achieve a reading diploma with the child</li> <li>Parent-child reading circle</li> </ul>
<b>EXPANDING COMMUNITY</b>	<ul style="list-style-type: none"> <li>Mapping existing partners</li> </ul>	<ul style="list-style-type: none"> <li>Developing collaboration</li> <li>Author visits</li> <li>Reading grandma and grandpa</li> <li>Reading dog at the library</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration between schools and libraries within the municipality and across municipal borders</li> <li>Family club</li> <li>Family work</li> <li>Sports clubs</li> <li>Entrepreneurs, such as media literacy tutors and literary arts educators</li> <li>Educational institutions and higher education institutions</li> </ul>

Developing the collaboration between schools and libraries following the partnership levels of Pirkko Lindberg (2014).

In several municipalities, the benefits of the Joy of Reading projects have led to expanding the collaboration between schools and libraries to the entire municipality and region. Examples of municipalities that have developed Joy of Reading activities and collaboration include Kempele, Lohja, Lappeenranta and Rovaniemi. For more information, see the following pages.



*The schools and libraries of Lohja joined forces to carry out the Joy of Reading theme year that climaxed with a festival week: a multitude of joint activities and thousands of participants who attended booktalk events and visits by authors of youth fiction.*

## MUNICIPAL AND REGIONAL JOY OF READING ACTIVITIES

### LAUNCHING THE COLLABORATION

- 1. Deciding that the municipality's schools and libraries will participate in Joy of Reading activities**
  - Presenting the benefits of the activities to the heads of basic education or education and culture
  - Creating a steering group that includes the head of library services, head of education and head of culture. Regular meetings (initially approx. once a month)
  - The library's pedagogical information specialist acts as a coordinator and joins the steering group

*We noticed that the Joy of Reading project might provide strong support for our curriculum process and for becoming more familiar with the multiliteracy concept.*



**PROMOTING  
THE COLLABORATION**

**2. Making the project regional: the responsibility of regional school heads and school heads**

**School head meeting**

- Each school head informs the steering group of the school's contact person
- Detailed information concerning Joy of Reading and information sessions about library services (e.g. information retrieval) during in-service training days (VESO) and pedagogical cafe events
- Joint planning meetings for staff

**3. Activating good collaboration between pre-primary education, schools, libraries and school libraries in the region and creating new contacts**

- Joint training events, e.g. media education, booktalks
- Pedagogical information specialist visits to teacher meetings
- Library contact persons invite school contact persons to a regional meeting
- Involving early childhood education (e.g. when collaboration plan is updated)

**4. Regular meetings between libraries and schools in the region**

- The pedagogical information specialist participates in regional meetings
- Spreading ideas: school contact persons provided with weekly tips to support teaching
- Participants motivate others and provide tips and help in getting started
- Support for planning available on the lukuinto.fi website
- Regional action plans saved on a shared workstation
- Establishing a local idea bank, e.g. using a Facebook group



**ESTABLISHING  
THE COLLABORATION**

**5. Establishing the collaboration at municipal level through curriculum work**

- The head of the steering group for curriculum work invites the heads of library services to the steering group meeting
- The visibility of the collaboration between schools and libraries in the municipal curriculum is defined in the meeting, among other things
- Increasing joy of reading is included in the curriculum
- Forms of collaboration are described in the curriculum
- Common practices in all schools: e.g. the reading diploma performed at all schools in Kempele or the Library Path (Kirjastopolku) for grades 1, 4 and 7 in Rovaniemi including grade-specific content plans for all library visits
- School-specific practices (examples in Part II)
- Instructions included in the curriculum as an appendix

**6. Establishing the collaboration through curriculum work at school level**

- Defining the collaboration model of the school and the library with the staff of the local libraries
- Including a description of the collaboration in the annual plan

**7. Reconstructing the learning environment together**

- Local libraries under the same roof with new school buildings
- Developing electronic school libraries (e.g. e-books and reading devices)

Pilot municipalities:

Lappeenranta, Lohja, Kempele and Rovaniemi



Read  
more at  
lukuinto.fi

## STEP OUTSIDE THE SCHOOL: MAKE USE OF FINLAND'S VAST AND OPEN LIBRARY NETWORK

The Finnish public library network consists of municipal public libraries, the libraries of universities and universities of applied sciences, libraries specialising in a specific field or user group, and the libraries of schools and other educational institutions.

Libraries also provide a wide range of web services. Libraries.fi provides access to Finnish Library Net Services under one user interface.

[www.libraries.fi](http://www.libraries.fi)

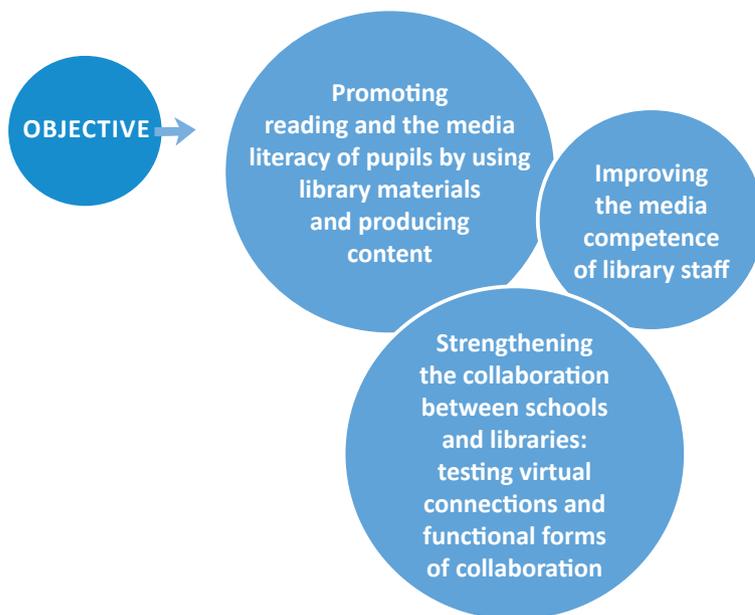
- The network of public libraries covers all Finnish municipalities. In addition to main and local libraries, mobile libraries are used to bring library services close to users. The district and regional libraries located in the central cities of Finnish regions support and strengthen local library services.
- Libraries, archives and museums have a joint online search service called Finna. The service includes images of museum pieces and works of art, digital books, maps, documents and reference data. Schools and educational institutions are among the target groups of the Finna service. [www.finna.fi](http://www.finna.fi)
- Special library Celia produces and provides literature for those unable to read standard printed books. [www.celia.fi](http://www.celia.fi)
- The National Library of Finland is responsible for the collection and preservation of Finland's printed national heritage. [www.nationallibrary.fi](http://www.nationallibrary.fi)
- The National Repository Library receives, stores and offers material for the use of other libraries. [www.varastokirjasto.fi](http://www.varastokirjasto.fi)

(Ministry of Education and Culture)



## JOY OF READING IN LAPLAND TOUR TO BE MADE A REGIONAL OPERATING MODEL

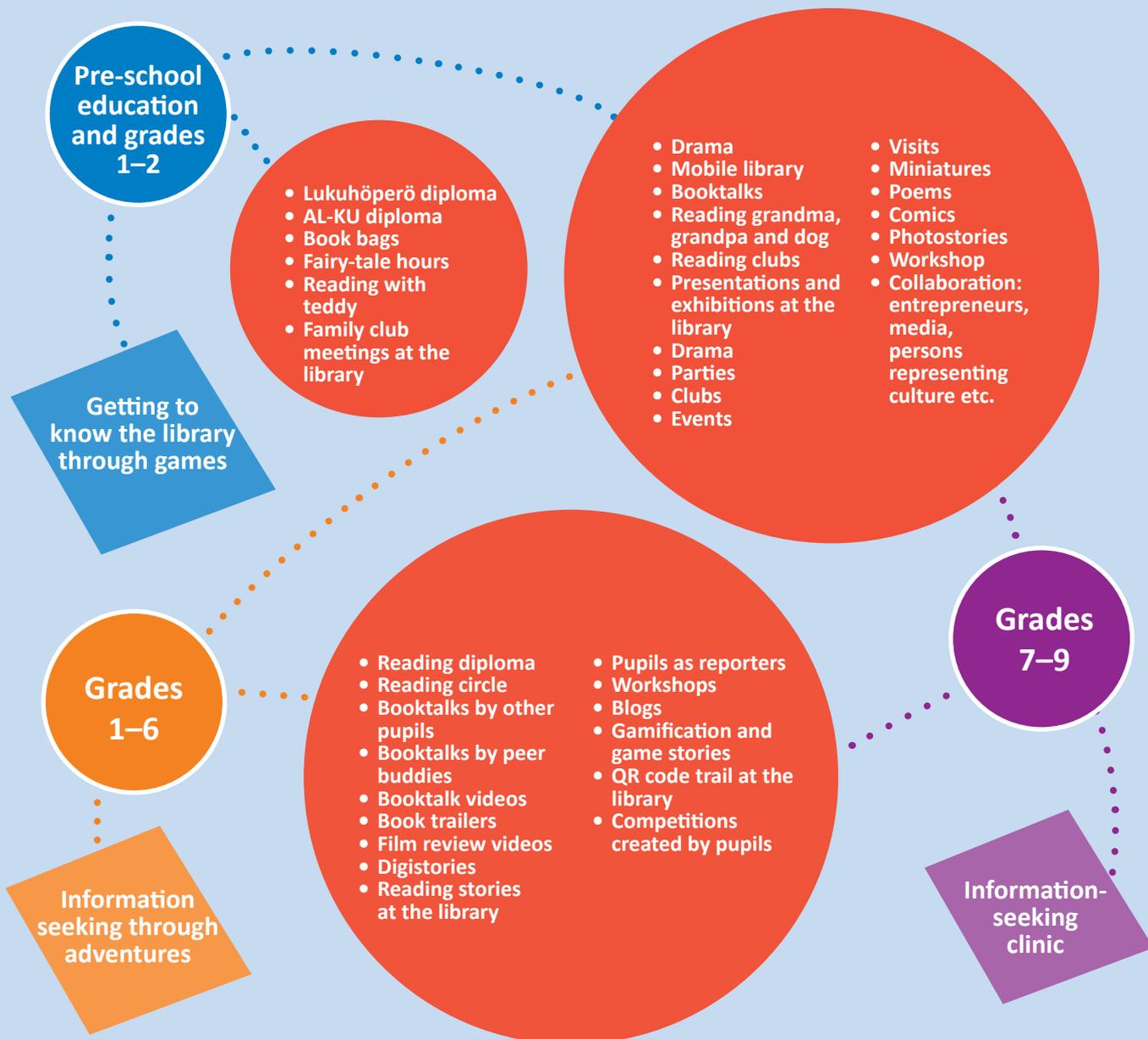
- The regional library visited and gave tips in all the municipalities of Lapland
- Peer learning for library staff through virtual booktalks, workshops and media reading circles: sharing staff competence and motivating pupils
- Strengthening the regional collaboration network
- Supporting collaboration through an educational day



# HOW TO PROCEED? USE VARIOUS PRACTICES

## PATH MODEL

Various practices are available for increasing joy of reading and promoting multiliteracy, and including children and youths in the selection process is important. Having the opportunity to influence learning content and practices increases motivation and inspiration.



## PATH MODEL

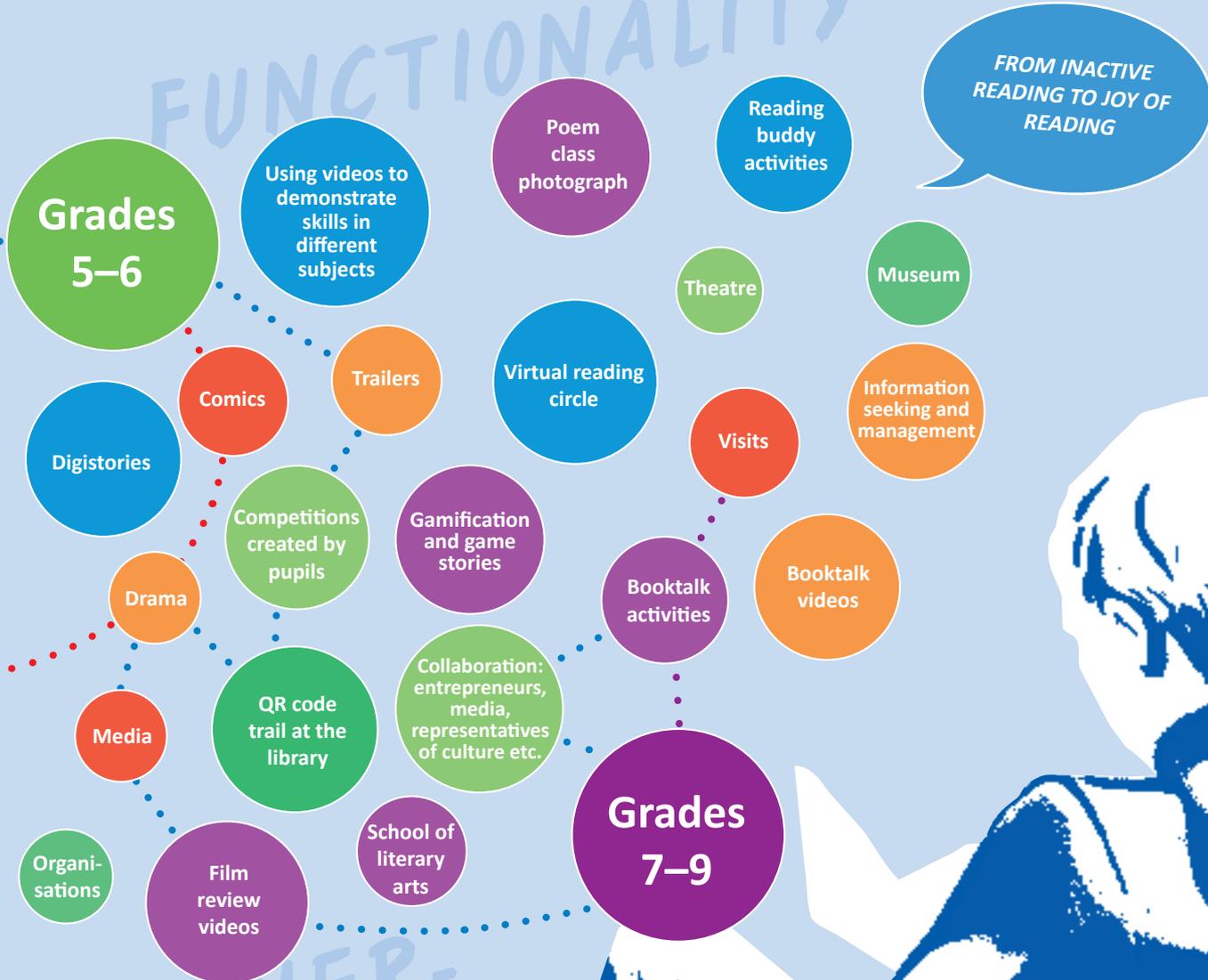
# DRAW YOUR OWN PATH

Select one or more activities to be carried out by your school and the local library. You can plan activities for one school year or several years. If you wish to, you can begin by selecting activities for just one grade. You can use the sample paths below and the ideas presented on the previous page as sources of inspiration.



You can also select one common activity for pre-primary education and grades 1-9 and further develop it. Clear operating models include the Reading diploma path (p. 25), the Booktalk path (p. 29) and the Information management path (p. 40).

FUNCTIONALITY



LEARNER-ORIENTED

# EVERYDAY MEANS OF MOTIVATION FOR SCHOOLS AND LIBRARIES

PART II

SCHOOL  
↳  
LIBRARY



*The story is what counts.  
It doesn't matter whether  
you use a game,  
film or book to tell it.*

Aleksi Delikouras, Joy of Reading  
ambassador, author and film  
director



## **LITERATURE AND READING AS A COMMUNAL EXPERIENCE**

Literature and reading and motivating pupils to read are the main issues. Joy of reading can be stimulated by making use of communal activities and refreshed forms of familiar methods.

In this handbook, literature covers both children's and adolescents' fiction and non-fiction and documents that require special attention.

# NEW TYPES OF READING DIPLOMAS

Various reading diplomas are available, and they can be achieved by performing diverse assignments. A diploma can be based on a set list of books and on literature selected by the children or youths.

In addition to the work performed at school, pupils can work towards a diploma in a reading circle, club, or in pairs at school and at home.

Communal ways of working towards a diploma

- Reading diploma books aloud on a daily or weekly basis
- Reading at home: parents read a book to their child
- Pupils read a book aloud at home or listen to an audiobook

## RESULTS THROUGH REWARDING

- Organise a presentation of diplomas at the school's morning assembly and an exhibition of the diploma assignments
- "Reader of the week" based on how much reading has increased

## MOTIVATE AND ACTIVATE—DEVELOP AND MARKET

- Provide a copious and flexible list of books that is regularly renewed and a variety of assignment types (cover illustration, word cloud, trailer, newspaper placard, soundtrack, postcard)
- Refresh your reading diploma so that it is functional and visual: the library creates the diploma and the school the assignments
- Make the diploma digital: provide the assignments through a virtual learning environment or an electronic diploma room shared by all the schools in the municipality
- Communicate and share diploma materials on school and library websites, in blogs, at local events etc.
- Involve and activate families: make book lists available at the library, parents' evenings and on the school website

**Make the reading diploma part of the curriculum by developing the collaboration between pupils' homes, the school and the library!**

### TEACHER

- Make pupils familiar with the diploma
- Ensure that the entire school, pupils, teachers and homes are committed to diploma work

### LIBRARY PROFESSIONAL

- Make sure that pupils are able to find diploma books at the library
- Advertise the diploma at the Joy of Reading information point of the library's children's and adolescents' section.

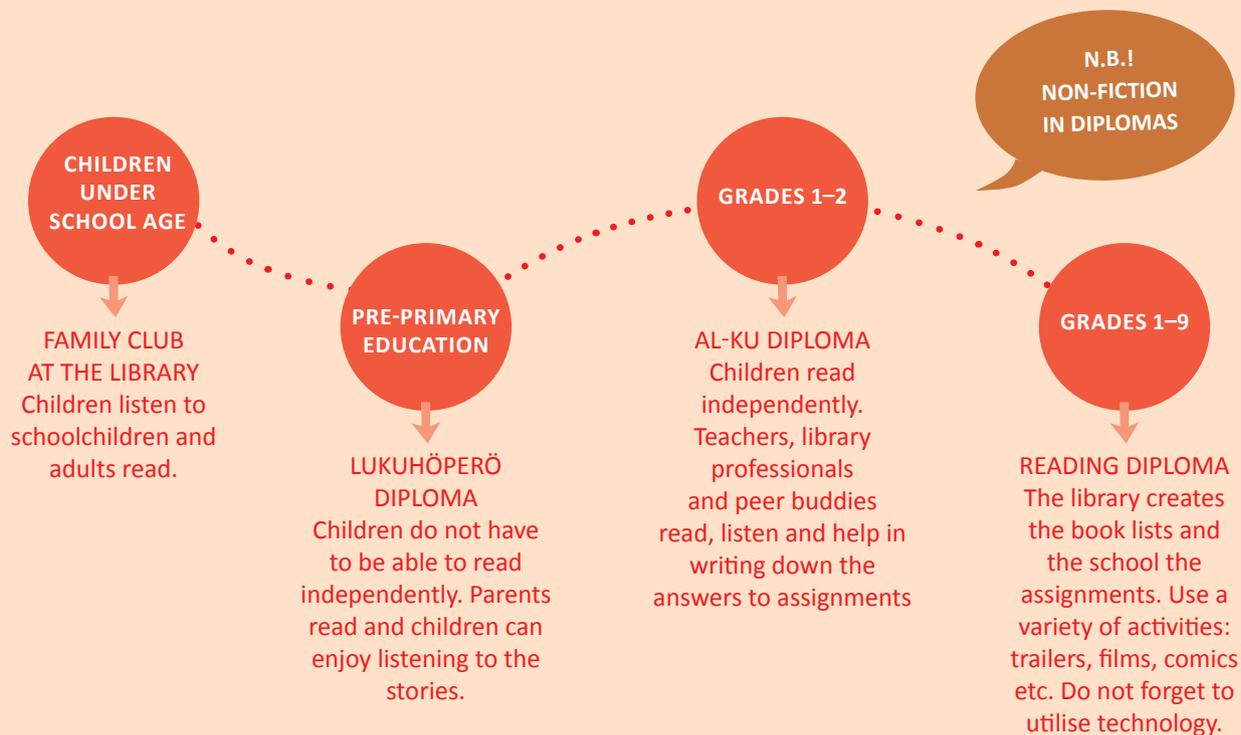
### IDEAS FOR GETTING STARTED

EXPLORE EXISTING READING DIPLOMAS ONLINE! SELECT IDEAS AND BENCHMARK THEM!  
[www.lukuinto.fi/ideapankki/kirjallisuus-ja-lukeminen/lukudiplomi.html](http://www.lukuinto.fi/ideapankki/kirjallisuus-ja-lukeminen/lukudiplomi.html)

READING DIPLOMA = Each pupil reads an agreed number of books (e.g. one book a month) and completes an assignment on each book.

**TIP**  
Information on the reading diplomas for pre-primary education and grades 1–2, the Lukuhöperö diploma and the AL-KU diploma, is available online! See p. 31 for more information about the Lukuhöperö diploma

# HOW TO PROCEED? USE A READING DIPLOMA



## MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- New types of reading diplomas
- Diverse booktalks
- Communal reading
- Reading circles and other shared reading experiences
- Reading clubs
- Tips for reading comprehension and processing
- Teaching history through fiction
- A multitude of links and materials

# AROUSING THE ENTHUSIASM OF THE READER IS THE PRIME OBJECTIVE

## JOY OF READING AMBASSADOR AGNETA MÖLLER-SALMELA'S READING DIPLOMA

The reading diploma has 12 different levels. Each level has its own diploma for children and parents.

- |                                    |  |
|------------------------------------|--|
| 1. <b>BIG READER</b><br>3 books    | 7. <b>SUCCESS READER</b><br>40 books             |
| 2. <b>MASTER READER</b><br>5 books | 8. <b>WINNING READER</b><br>50 books             |
| 3. <b>SUPER READER</b><br>7 books  | 9. <b>SUPREME BOOK GULPER</b><br>70 books        |
| 4. <b>MEGA READER</b><br>10 books  | 10. <b>OPTIMAL BOOK GULPER</b><br>90 books       |
| 5. <b>HYPER READER</b><br>20 books | 11. <b>ULTIMATE BOOK GULPER</b><br>110 books     |
| 6. <b>TOP READER</b><br>30 books   | 12. <b>MAGNIFICENT SUPER READER</b><br>130 books |

*Becoming a reader requires quietude. You can only be enchanted by a story if you have enough time, patience and a diverse selection of books.*

Agneta Möller-Salmela, Joy of Reading ambassador, special library assistant and awarded reading inspirator



- Diplomas are reader-oriented (cf. book-oriented diplomas)
- Readers can start working towards a diploma at any time
- The book list is reader-specific: based on understanding readers and their reading skills
- Pupils do not write book reports, but give oral reports to their teacher or an older pupil
- Books are counted: devouring motivates!

### TIP

#### CREATE A READING SNAKE

Pupils compete against themselves while working towards the diploma. The reading snake of each class grows based on the number of books read. The class with the longest snake wins a prize, such as a book party at the library.



*Booktalks by older pupils interest younger pupils and motivate them to borrow the presented books.*

*Pupils like booktalks best. Even lively children fall spellbound and listen quietly when an older child reads.*

*How to market a book to classmates and make them interested in reading it?*

*How to describe the plot and characters of a book without giving away all the juicy details?*

## **COACHING PUPILS TO GIVE BOOKTALKS**

From personal joy to communal experience:  
turn your pupils into booktalkers and enchant families with books.

### **BOOKTALKING CAN BE PERFORMED IN MANY WAYS**

- Make booktalking more interesting with booktalk videos or book trailers
- Try mediatalking: talk about interesting games, applications, magazines, websites, films etc.
- Talk about non-fiction and tempt pupils to read more: "You will find this out by reading the book yourself!"
- Share book tips online across school boundaries

## SCHOOL

### FOUR LESSONS OF COACHING

1. Familiarise pupils with different booktalk methods and provide various tips
    - Watch booktalk videos through the Turku-based Joy of Reading blog
  2. Ask a librarian to give a booktalk. Pupils assess how interesting the books are
- Lessons 3 and 4: Peer buddies prepare booktalks for their young buddies
- Borrow and read books
  - Write short descriptions of characters, the setting and the plot
  - Choose excerpts
  - Practise giving the booktalks. The other pupils comment on the booktalks and make proposals for improvement

## LIBRARY

### ORGANISE FIVE MEETINGS

Select 10–15 pupils to join the booktalk team (e.g. 4–5 pupils per class)

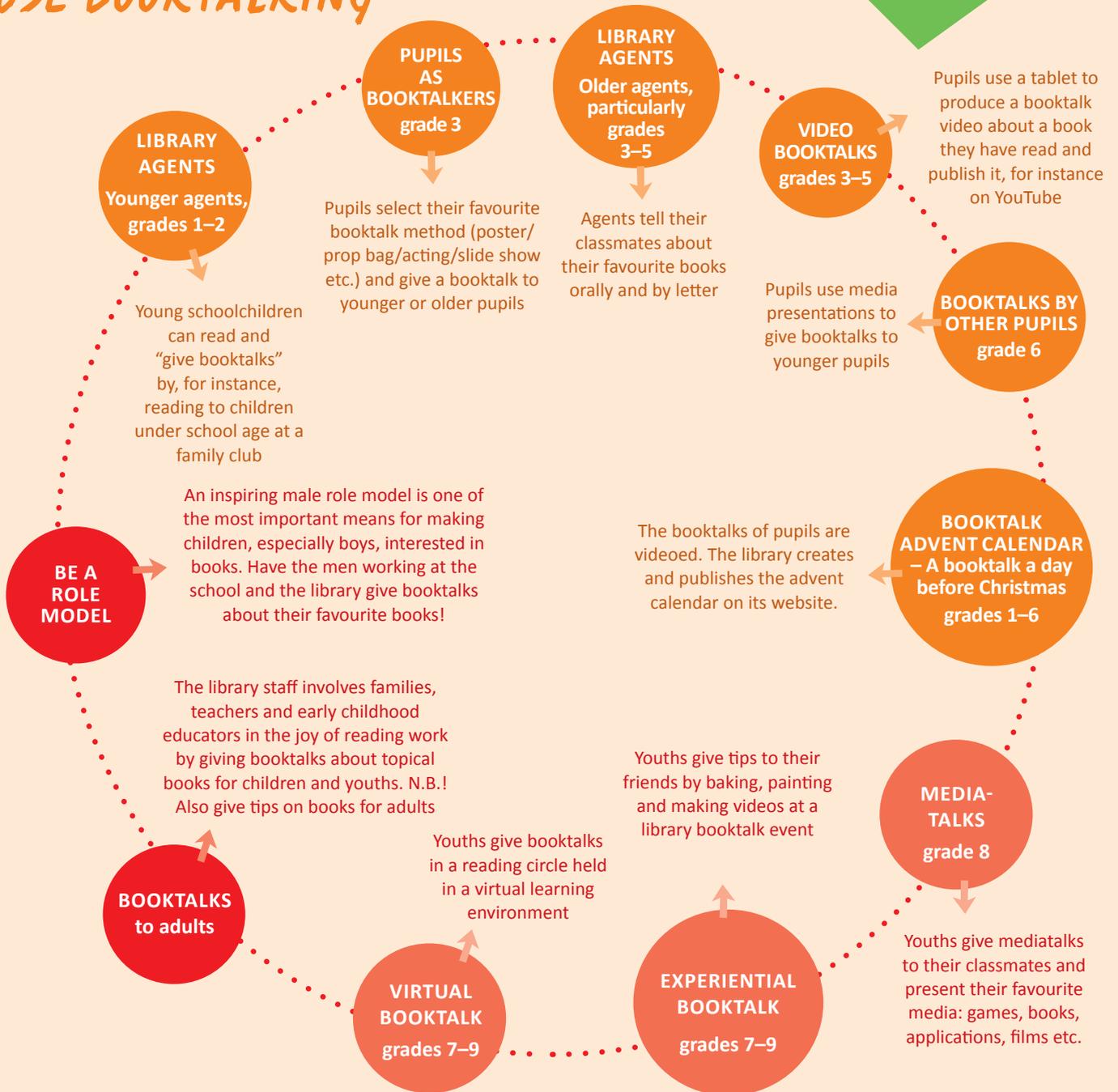
1. Familiarising pupils with booktalking
  - Give a sample booktalk. Pay attention to the style in which older pupils should give booktalks to their younger buddies
2. Preparing and practising the peer buddy booktalk
- 3.–5. Three peer buddy booktalk events
  - Tasks at the booktalk event: book tasting timekeeper, YouTube video presenter (popular), person responsible for the favourite book vote, form-filling assistant
  - Book tasting
    - Pupils are given a book tasting form for reviewing each book
    - Short presentations of the book tasting books
    - The covers of the books have been masked so that pupils do not know which book they will be discussing next
    - The selected books are examined in groups of 4–5 pupils. Each group has the same books. The idea is that pupils read each book for two minutes
  - Book trailers from YouTube
    - Book trailers made by publishers, libraries and pupils are available for many books
  - Favourite book vote
    - Pupils vote for their favourite book after a booktalk lesson

*The motivation and willingness to achieve a diploma grew in classes where the reading diploma was turned into a class project.*

### TIP

**Pupils as library agents:** Select and train two pupils from each class to act as agents who give booktalks, read to other pupils during library fairy-tale hours, and regularly participate in agent meetings

# HOW TO PROCEED? USE BOOKTALKING



EXAMPLE

# TEAM READING MAKES TOP READERS IN KERKKOO

Joy of Reading activities for grades 1–6 during one school year

## OBJECTIVES

Increasing pupils' reading at school and at home

Improving pupils' reading comprehension skills

Making reading a social and communal activity

1. Reading diploma
2. Entire books to be read
  - Selecting a book to be read for each grade
  - Instruction folder for reading the book together and discussing it in class
  - Functional and experiential methods for discussing the book, involving creative and expressive subjects (art, drama, music, physical education) and ICT
  - Reading alone and together, in pairs and in groups
  - From presenting a book to producing material, from book trailers to dioramas
3. Collaborating with families: organising activity evenings
4. Collaboration between classes



The reading children perform at school is not sufficient for developing good literacy skills. Good readers have a good self-esteem. They have a better understanding of themselves and the surrounding world.

**TO HOMES: THE RECIPE FOR A GOOD READER**

### INGREDIENTS

With the child, select a suitable book and time  
Select the method that suits you best.

### METHOD

1. Read aloud to your child
2. Take turns in reading with your child
3. Be a role model and read something while your child is reading

SERVING SIZE 15 minutes a day



# YOU DO NOT HAVE TO BE ABLE TO READ TO ACHIEVE A READING DIPLOMA

EXAMPLE

Lukuhöperö diplomas achieved by pre-primary education group in Mäntylä



Supporting and developing the leisure reading of children in pre-primary education and their parents

## STARTING POINT

A development research project that was inspired by a reading diploma developed in Oulu and resulted in the Lukuhöperö diploma for children in pre-primary education



## LUKUHÖPERÖ DIPLOMA

- The Lukuhöperö diploma is a tool for pre-primary literature education that has been developed at the Mäntylä-Snellman day-care centre in collaboration with several partners including the University of Oulu and the Oulu City Library.
- Getting to know the genres of children's literature through diverse book lists and book-related assignments
- Developing the self-regulation skills of children was one of the criteria used in selecting the books
- Supporting the activity and participation of children and the interactivity of the reading experience plays a major role
- The diploma includes seven book lists (picture books, hidden picture books, poetry books, non-fiction books, easy-to-read books, comic books, and fairy tales and stories), assignments and instructions for children and adults
- You can read more online by using the search word Lukuhöperö

## OPERATING MODEL

- Regular visits by reading dog Curttu
- Lukuhöperö is part of everyday activities and is visible in games, craftwork and drawings
- A training evening organised by a school of literary arts in Oulu
- Lukuhöperö training events for the Oulu educational services
- Diverse collaboration with the staff of Bookmobile Onneli, the school of literary arts, and families
- Different learning styles and environments and the interests of the children were taken into consideration in the activities



PILOT SCHOOLS AND LIBRARIES  
Bookmobile Onneli, Oulu City Library  
Mäntylä-Snellman day-care centre  
Oulu School Library  
University of Oulu, Early Childhood Education



# FROM TEXT TO DIVERSE PRODUCTION

## THE WORLD IS YOURS IN STORIES

Versioning or working on an existing story increases joy of reading. The end products can range from texts to images, comics, films, craftwork and drama. Producing electronic materials, such as texts and YouTube videos, using various devices and software plays an important part in motivating pupils to read.

*I was writing about a dragonslayer and got so carried away that I ended up with a 50-sheet story... That was when I realised that making comma mistakes doesn't mean that you can't be a good writer... My teacher told me that I was a pretty good writer and that I just needed to focus a bit more. I've always remembered that.*

Aleksi Delikouras



## DIGISTORIES: DIGITAL STORYTELLING USING A TABLET

- A digistory is a short video that is comprised of photographs, text, music, sound and possibly some video clips
- Biography, video diary, fact, fiction, advert, educational video, holiday presentation etc.
- Can be used in almost all subjects

### HOW

- Create films that last approximately two minutes using stills, speech, music or sound effects
- Time-consuming. Can for instance be carried out during the regular library visits of a specific group.

### EQUIPMENT NEEDED

- A digital camera or camera phone
- Useful software (p. 49)

IDEAS FOR  
GETTING  
STARTED

**TIP**  
Can be  
combined with  
a lesson on  
copyright

Examples and  
instructions  
are available on  
the [lukuinto.fi](http://lukuinto.fi)  
website



## FILMS AND VIDEOS INSPIRE PUPILS TO WRITE

### MOTIVATION FOR WRITING: PUPILS BECOME STORYTELLERS THROUGH VIDEOS

- The children and youths can begin by watching or filming a video that is then written out as a story
- The story should include descriptive passages, narrative and dialogue—just like the video

### TURN FILM AND BOOK REVIEWS INTO VIDEOS

- Texts are written based on a familiar book/film and turned into a script
- The texts are edited so that they are suitable for recording
- Tablets can be used to record and edit the videos
- Sample film reviews are available in the Turku-based Joy of Reading blog: <http://blog.edu.turku.fi/lukuinto/>

### BOOKTALK VIDEOS / BOOK TRAILERS

- Creating a storyboard (approx. 10 images)
- Writing the text and lines
- Selecting the music and sound effects
- Recording and editing the story

### ANIMATIONS

- Several techniques available (e.g. cutout or Lego animation)
- Potential applications include Stop Motion and Puppet Pals

Publish the videos on YouTube, show them at parents' evenings or organise a film festival at the school.

### MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- Digistories and game stories
- Photostories
- Comics
- Films and videos, animations and trailers
- Drama
- Miniatures and miniature worlds
- Poetry in the form of poem class photographs and dialect poetry immersion
- Tips for workshops
- A multitude of links and supplementary material, such as an entire script for a play on the Presidents of Finland (grades 7–9)

# JOY AND MOTIVATION FROM SOMPIO

EXAMPLE

The Joy of Reading year of grades 1–8 of  
the Pelkosenniemi school and the Pelkosenniemi library

## OBJECTIVE

Collaboration  
between the  
school, the library  
and different  
subjects



1. Children's poems and rhymes: diverse poetry assignments. Each pupil wrote a fairy tale! (grade 1)
2. Writing and acting out plays
  - “Huttu Ukko of Pyhätunturi” play based on the library's local collections (grade 6)
  - “The case of the missing princess” puppet show (grade 7)
  - “The Presidents of Finland” play for school festivities (grades 7 and 8)
3. Creating non-fiction texts, designing book covers, doing craftwork and organising exhibitions at the school and at the library (grade 7)
4. Fairy-tale hours at the library (grades 1–2)
5. Using diverse methods for learning about poetry and participating in the YLE Uutisluokka – YLE News Class project (grade 6)
6. Visiting author Siri Kolu
  - Literary arts workshop, visit to book cafe and parents' evening
  - A story by the pupils published in the local paper
7. The Sompio library invited first graders to the library and gave each pupil a book
8. Collaboration with the library's Novellin voimaa Sompiossa (“The power of short stories in Sompio”) project: A visit by Puppet theatre Sytkyt was organised in Pelkosenniemi and Savukoski (play: Pessi and Illusia)
9. A project worker organised literary arts workshops for grades 7–9 in Pelkosenniemi and Savukoski
10. Reading together: children's books at a day-care centre and newspapers at a home for the elderly (grade 8)

## PILOT SCHOOLS AND LIBRARIES

Pelkosenniemi school and Sompio library  
and Vuotso school, Savukoski school and Savukoski library

## EXAMPLE

# DIVERSE PRODUCTIONS AROUND TOPICAL EVENTS

The annual plan for the Joy of Reading pilot project in Lappeenranta

- 1. SEPTEMBER–OCTOBER:  
ACTIVATING PUPILS WITH A READING DIPLOMA**
  - Informing parents and pupils of diplomas
  - Beginners: AL-KU diploma
  - Schoolchildren: sets of assignments for each diploma
  - 10 October: Celebrating Aleksis Kivi Day / the Day of Finnish Literature / favourite book day in classrooms and holding an Aleksis Kivi quiz at the library
  - Agreeing on a joint reading objective for each class. E.g. creating a bookworm with all the books pupils have read and arranging a reading festival.
- 2. NOVEMBER–DECEMBER:  
FAIRYTALES AND STORIES THEME ADOPTED BY THE ENTIRE SCHOOL**
  - Discussing literature using various methods: e.g. animations, e-books created by pupils, digistories, trailers, book reviews and book presentations
  - Collaboration between peer buddy classes
  - Tove Jansson exhibition (also the theme of the Christmas party)
  - Literature-themed advent calendar for the entire school (student council)
- 3. JANUARY–FEBRUARY:  
KALEVALA AND TRADITIONS THEME ADOPTED BY THE ENTIRE SCHOOL**
  - Drama: School fairyland week (week 3)
  - Grades 0–2: Kalevala stories, life in the old days, traditional games
  - Grade 3: animals in Kalevala
  - Grade 4: characters in Kalevala
  - Grade 5: Kalevala-themed puppet shows and MAKING puppet theatres and shadow theatres in technical work
  - Grade 6: Kalevala-themed comics
  - Newspaper Week



- 4. MARCH–APRIL:  
MAINTAINING JOY OF READING**
    - A month when the entire school reads: pupils read and/or the teacher reads aloud for at least 15 minutes a day
    - Collaboration between peer buddy classes
    - World Book Day
    - Reading nooks established within the school
    - Activating families
  - 5. MAY:  
PRESENTING READING DIPLOMAS AT THE SPRING FESTIVAL**
- THROUGHOUT THE YEAR**
- Visits to the library and mobile library + book packages
  - Booktalks
  - Classes take turns in providing weekly library monitors

**PILOT SCHOOLS AND LIBRARIES**  
Lappee school, Myllymäki school  
and Lappeenranta regional library



*Seeking information, critically evaluating information and knowing where to look for information are important skills in all subjects taught at school.*

# INFORMATION MANAGEMENT = THE FUTURE

Information seeking and information management skills play an increasingly important role in today's society, which is why these skills are also visible in the core curriculum for basic education. In order for the information literacy of children and youths to improve, they must receive systematic and continuous education and guidance in information seeking and content evaluation. The importance of the expertise provided by libraries is emphasised in education related to information seeking and content evaluation.

Learning information-seeking skills also teaches pupils to process information. As pupils look for information, they start off eagerly, select a topic and start probing for information. When everything does not go smoothly, pupils often get frustrated. This is when they need encouragement from library professionals.

Pupils can further define their topic and find a personal point of view through discussions with the local librarian. Finding a personal approach makes the work more interesting, which means that pupils will be more likely to look for information on the specified topic in a determined manner. With some help from the librarian, pupils are able to find the essential information and create a logical set of facts. Succeeding in information seeking improves pupils' motivation, and presenting results is rewarding. (Kuhlthau et al. 2007; Haasio & Savolainen 2004.)

# LIBRARY PROFESSIONALS HELP PUPILS IN THE INFORMATION JUNGLE

IDEAS FOR GETTING STARTED

INFORMATION MANAGEMENT ENABLES PUPILS TO CARRY OUT PROJECTS ACROSS SUBJECT BOUNDARIES AND LEARN THROUGH PHENOMENON-BASED LEARNING

- Regularity is important: continuity of information-seeking education at school and at the library
- Once pupils get to know the staff at the library, it is easier for them to ask for help in information seeking
- Plan an information-seeking education programme for each grade and implement it throughout comprehensive school

*The help provided by the library is essential. The learning environment expands to include the library, the Provincial Archives and museums in addition to the school.*

An information seeker's route for basic education and general upper secondary education and mobile assignments for information seeking are available online (the Library Route (Kirjastoreitti) of Oulu City Library)

TIP

## CHECKLIST FOR LIBRARY PROFESSIONALS

- Ask to see the pupils' topics before the teaching session
- Plan educational content and instructions and create quality materials including slide shows and assignments.
- Discuss the topics and specify and outline them together
- Practise information seeking using different search words, databases and the internet (texts, images and maps). Search for material in the library's database.
- Explain how you search for information: pupils will get a better idea of how to search for information and be encouraged by the fact that even professionals do not always find the right material on their first attempt.

## TEACHING INFORMATION SEEKING TO GRADES 7–9

Organise a librarian's information-seeking clinic on a Saturday school day.  
Sample activities:

- Selecting a topic
- Sources of information
  - School and library collections
  - The Provincial Archives and museums
  - Printed written materials
  - The internet and other electronic materials
  - Interviews
- Creating mind maps and presenting them using a document camera
- Taking notes and photographs with a camera phone
- Information-seeking skills can be used in many assignments. Projects can include planning a silent film or searching for works of art to copy or use as inspiration



## NON-FICTION BOOK CLUB FAMILIARISES GRADES 1–6 WITH INFORMATION SEEKING

- Pupils learn about various non-fiction books through activities: playing, doing arts and crafts, and baking
- Each meeting has its own theme
  1. Natural sciences
  2. Exercise and games (e.g. telling others how to play games found in books)
  3. Arts and crafts
  4. Cooking
  5. Biology and geography (searching for locations in atlases, looking up facts about animals etc.)
  6. All topics





# HOW TO PROCEED? TEACH INFORMATION MANAGEMENT

The library tailors information-seeking education for pre-primary education and all school grades. Teachers and library staff also present information-seeking techniques to parents, for instance at parents' evenings.

## INFORMATION MANAGEMENT SKILLS

## INFORMATION LITERACY

**NON-FICTION BOOK CLUB**  
grades 1-6

Children familiarise themselves with a variety of non-fiction books at a non-fiction book club.

**INFORMATION SEEKING IN VARIOUS SUBJECTS**  
grades 1-6

Pupils familiarise themselves with information seeking by searching for information to complete learning assignments.

**NON-FICTION PROJECT**  
grades 1-6

Pupils create a non-fiction book that discusses the topics taught during the school year. Even first graders can perform this activity if information cards are used.

**INFORMATION-SEEKING EDUCATION AT INFORMATION-SEEKING CLINIC**  
Grades 8-9

Education in critical information seeking: Youths improve their information-seeking skills by discussing topics with the librarian and deepening their understanding.

**NON-FICTION USING TABLETS**  
grades 7-9

Pupils seek information, produce non-fiction texts based on the information and join forces to create a non-fiction book.

MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- Methods for teaching information seeking
- Non-fiction book projects
- Material and links to support information-seeking and information-management skills

# GRADES 7 AND 8 ON THE WAY TO INFORMATION MANAGEMENT

EXAMPLE

Information management as part of diverse Joy of Reading activities at the Myllytulli school in Oulu

Library Route (Kirjastoreitti) collaboration between the school and the library

Expanding and developing the school library

Information-seeking clinic: Education in critical information seeking

Producing texts based on information seeking: history-themed online magazine

Other activities including booktalks and parents' evenings



## DEVELOPING AND EXPANDING THE SCHOOL LIBRARY SUPPORTS INFORMATION SEEKING

- Provides
  - Books to borrow
  - Information on printed and electronic materials
  - Spaces for group work
  - School laptops, tablets and other technology
- The pleasant interior design of the space is inspiring
- A party was thrown to celebrate the new school library

## FROM INFORMATION SEEKING TO ONLINE MAGAZINE

- Kirjakammio, the school library, enables pupils to seek information
- Pupils sought and retrieved information about their school's history
- An online magazine was created in the Wikispaces environment using WordPress
- The "Tullin tarinat" magazine is available online
- Myllytulli school uses the Library Route (Kirjastoreitti) and information seeker's route material provided by Oulu City Library.

PILOT SCHOOLS AND LIBRARIES  
Myllytulli school and  
Oulu City Library / main library

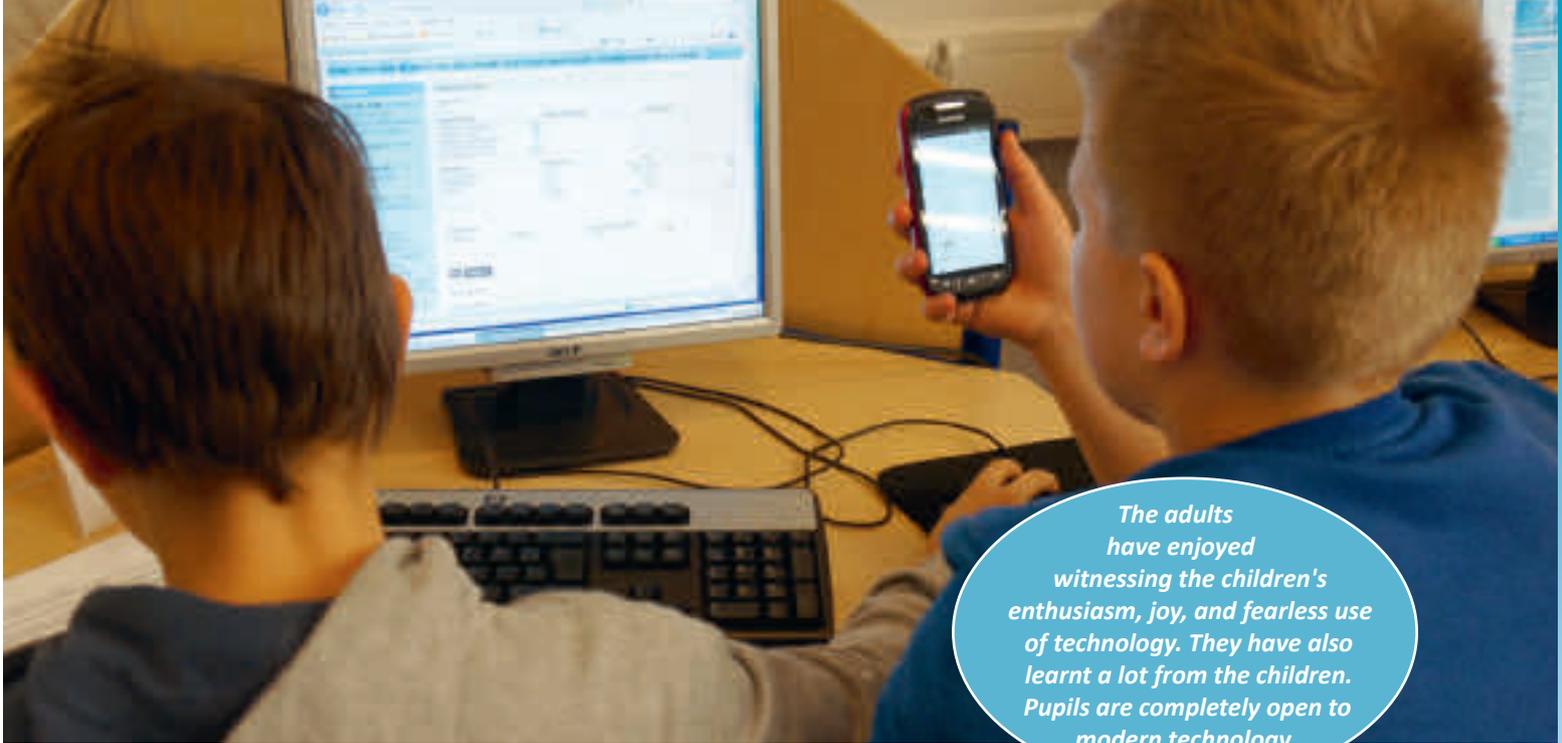


# USING FUNCTIONAL LEARNING TO IMPROVE MEDIA SKILLS

## LEARNING BY DOING

Children learn multiliteracy and media skills by creating content: writing, photographing, interviewing, acting, reading and creating poems and scripts.

Media skills play an increasingly important role in today's society. In order for the media literacy of children and youths to improve, they must receive systematic and continuous education and instruction in media skills.



*The adults have enjoyed witnessing the children's enthusiasm, joy, and fearless use of technology. They have also learnt a lot from the children. Pupils are completely open to modern technology.*

## THE LIBRARY AS A MEDIA EDUCATOR

- Provides media content and tools
- Structures information and knows where to find it
- Reaches all age groups including adults

N.B.! The Library Act: the aim of media education is to pursue civic skills and lifelong learning

### **MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:**

- Blogs as part of social media
- Pupils as media reporters
- Media collaboration
- Mediatalks
- Detailed instructions for a media education programme
- Links to quality media education materials

**IDEAS FOR  
GETTING  
STARTED**

*The project brought together the library and the digital reality of the children. A book can be interpreted and introduced into the digital environment in a multitude of ways.*

## EXAMPLE

# MEDIA EDUCATION METHODS

The media education programme of Turku

- In Turku, the Joy of Reading project included designing a media education programme for the collaboration between schools and libraries.
- The programme will diversify pupils' media literacy skills, improve the collaboration between schools and libraries, increase pedagogical competence and encourage teachers to use technology, among other things.

## LEARNING BY DOING

### METHODS SUITABLE FOR YOUNGER PUPILS

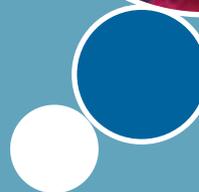
- Film reviews (grades 1–6)
- Pupils as reporters (grades 3–9)
- Media reading circle
- Book reviews published in Vinski magazine (grades 5–9)

### METHODS SUITABLE FOR OLDER PUPILS

- QR code walk (grades 5–9, p. 48)
- Mediatalks by pupils (grades 7–9)
- Web library education in the form of a QR code trail (grades 4–9 by adapting the questions)
- Digistories (grades 7–9, p. 31)

### METHODS SUITABLE FOR YOUNGER AND OLDER PUPILS

- Booktalk videos (grades 3–9, p. 32)
- Booktalk comics (grades 3–9)
- Virtual author visits
- The project blog includes further information and examples: <http://blog.edu.turku.fi/lukuinto/>



## MEDIA EDUCATION CALENDAR

Activities	Time of year (spring/autumn)	Grades	Description
<b>Mediatalks</b>	February–April	Grade 8	Pupils present interesting media content to other pupils and critically evaluate it. Some of the presentations are videoed
<b>Video booktalks</b>	February, week 6	Grade 7	Booktalks are videoed
<b>Digistories</b>	April–May	Grade 9, grade 7	Pupils produce films lasting approximately two minutes using stills, speech, music or sound effects. Pupils write a text in English
<b>Project blog</b>	Blog publication: March	Grades 1–9	Project work and pieces of work by the pupils are published in the blog
<b>Media reading circle for children and parents</b>	Meetings at the library once a month in autumn Wilma discussions about class reading and media experiences	Grades 4–6 (Grades 1–9)	Children and parents work together as critical readers and learn more about the media and electronic materials, such as games and books, the children use
<b>Using process writing to turn film reviews into videos</b>	October–November	Grade 2	Pupils write texts based on a film, draw pictures and edit the material into a review video in groups
<b>Booktalk video workshops</b>	December, weeks 49–50	Grade 3 + teachers and library professionals	Pupils produce booktalk videos of books they have read using tablets and the iMovie application
<b>Using tablets to create comic strips that are based on a book</b>	December, weeks 49–50	Grades 5 and 7	Pupils use a tablet to create comic strips that are based on books read for their reading diploma. Seventh graders write a text in English
<b>Pupils as reporters</b>	December	Grade 4	Pupils use tablets to record a prize-giving ceremony at the library, interview the winner and review the winning book
<b>Book reviews and videos in collaboration with Vinski magazine</b>	January	Grade 5	Pupils write book reviews for children’s literature magazine Vinski. Pupils film book videos that are included in the magazine and attached to library books as QR codes.
<b>Virtual author visits</b>	Spring	Grades 1–9	Pupils interview authors during a remote question hour or via Skype

PILOT SCHOOLS AND LIBRARIES  
Puolala school and Turku City Library

EXAMPLE

# IN THE WORLD OF POEMS, BLOGS AND BOOKS

Grades 1–9 in Kirkkonummi

Strengthening the collaboration between the school, the school library and the municipal library

Using digital technology in reading and writing activities

## OBJECTIVES

Increasing collaboration across classroom boundaries: younger and older pupils read together

Creating reading communities



- Pupils visit the library and participate in poetry workshops and an information session on e-books
- Digital technology is used to produce content, such as book trailers
- The use of the school library is enhanced
- Reading-related events: author visits, reading out aloud, poetry workshops, collaboration with families
- Pupils read together and to each other, older pupils to younger pupils and vice versa
- Book blogs to explore
  - The book blog of the municipal library: Kirkkonummikirjasto
  - The blog of Winellska school: Winellska blogg





*Teachers are very enthusiastic about using technology and developing multiliteracy, and the importance of these topics has been recognised.*

## **TECHNOLOGY: LITERATURE COMES ALIVE IN EVERYDAY DIGITAL LIFE**

Extensive professional competence is strengthened as old methods are combined with new. Introducing machines and devices into learning by doing enables teachers to provide a modern approach to literature and reading. Inspiration equals success: a familiar fairy tale is turned into a trailer!

New technology increasingly defines the everyday life of children and youths, but combining and using this new technology and adopting increasingly diverse environments may be challenging for teaching and library staff. What is needed is a set of clear instructions to minimise any prejudices and to produce and share content with the help of technology.

Technology is a trigger for finding new motivation. With the help of new tools, an increasing number of pupils can shine: demonstrate their skills and find their favourite way of working on stories.

# TABLETS IN USE

- Use the tablets and the software and applications available in different lessons; create books, comics, presentations, QR codes, blogs and videos, search for information, and use electronic learning materials
- Make the devices part of the learning environment: combine the school library with the computer working space
- Make reading using a tablet device more readily available or lend devices to pupils distinguished in reading as a reward

## IDEAS FOR GETTING STARTED

### COMICS, DIGISTORIES AND PHOTOSTORIES

- Use a tablet and the iMovie application or the Strip Designer application for comics
- Create your own books using the Book Creator application
- The applications can be used to diversify book presentations and reviews

*The applications the children could use to produce their own content were definitely the most useful.*

### PHOTO REPORT

- Pupils can photograph an event, for instance at the library, using a tablet. This assignment can be combined with a visit by an author
- Pupils act as reporters: interviews and book reviews

### FILMS, VIDEOS AND ANIMATIONS

- Use the devices to record a puppet show or an illustrated film or record something else, such as a weather report
- Present book reviews and booktalk videos at a reading circle meeting or a similar event
- Design short puppet shows starring the characters of the Puppet Pals application. The stories can be related to the everyday life of the children or be other short stories that can also be carried out in a foreign language
- Demonstrate competence or support it by filming videos. Pupils can for instance record short video instructions using the cameras on their mobile phones. E.g. explaining and demonstrating how to measure the volume of a cube

#### TIP

Create a quiz or an opinion poll using Kahoot!

#### TIP

Present the results of the projects at events organised for the parents. Ask if the library is interested in publishing the work on its website alongside its own book tips. Use the information screens or electronic notice boards at the school and the library.

# TOOLS FOR TEACHING

Applications that were found useful in the Joy of Reading pilot projects

Application	Purpose of use and end products
Popplet	Creating mind maps
HelMet; Luekirja.fi; Elisa Kirja etc.	Reading e-books
Sanataituri	Recognising speech sounds, learning to read and write
Molla	Learning letters and numbers
Keynote	Presentations
ExplainEverything	Interactive whiteboard tool: layouts
WordPress	Creating an online magazine
Kahoot	Polls and quizzes
iA Writer	Writing: stories, stories with a pair, non-fiction
Pages	Writing environment: writing
Story Wheel	Stories: producing and recording
Little Story Maker	Electronic books
Book Creator	Electronic books: alphabet, story, poetry and non-fiction books
Book Creator Paper	Drawing
Sumo Paint	Drawing
Drawing Pad	Drawing: illustrations for books created by pupils
Snapseed	Photo editing
Strip Designer	Comics
Windows Movie Maker	Recording and editing videos (e.g. digistories)
iMovie	Films, trailers, digistories, travel journals, photostories: producing. Editing
PinnacleStudio	Editing
Puppet Pals 1 and 2	Animations
StopMotion	Animations

# QR CODE TRAIL

- Select a theme, such as comic book or fairy tale characters
- Create QR codes for websites, pictures, texts etc. Use applications that are available free of charge, e.g. qr-koodit.fi or goqr.me
- Print a picture of each character and place the pictures and the associated QR codes on walls
- Pupils can access additional information by reading the codes using their tablet's QR code scanner application

*After completing the code trail, pupils can grab a Moomin book from a trunk located in the lobby.*

## LEARNING ABOUT THE SCHOOL AND THE LIBRARY USING QR CODES

- A QR code trail for pre-schoolers when they attend the introduction day at school: young pupils act as guides and use the tablets
  - The groups walk around the school and scan QR codes revealing the purpose of use of each space and nice illustrations
- For older pupils: Pupils scan QR codes placed in the library using their mobile phones and tablets
  - The codes reveal old photographs of the library. The pupils move to the next QR code based on the photographs
  - The current state of each spot is also photographed



### TIP

#### WEB LIBRARY EDUCATION

#### IN THE FORM OF A QR CODE TRAIL FOR GRADES 4–9

- Start off by organising a “Borrow the librarian” event: the librarian helps pupils in using the web library
- Pupils use the web library to search for answers to a set of fiction-related questions
- The answer is always a specific book that the pupils then locate at the library. The next question can be found by scanning the QR code attached to the cover of this book

N.B.! Use the opportunity to find something to read for each pupil

## MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

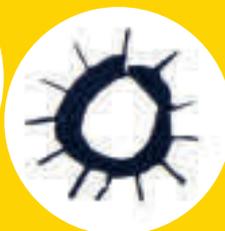
- Ideas for the use of devices, programmes and applications
- Tips on how to take tablets into use in teaching
- Blogs
- Computer games
- Links to technology-related materials

# TABLETS SUPPORT STORYTELLING IN SAMI IN INARI

EXAMPLE

School year events for pre-school and grades 1–6

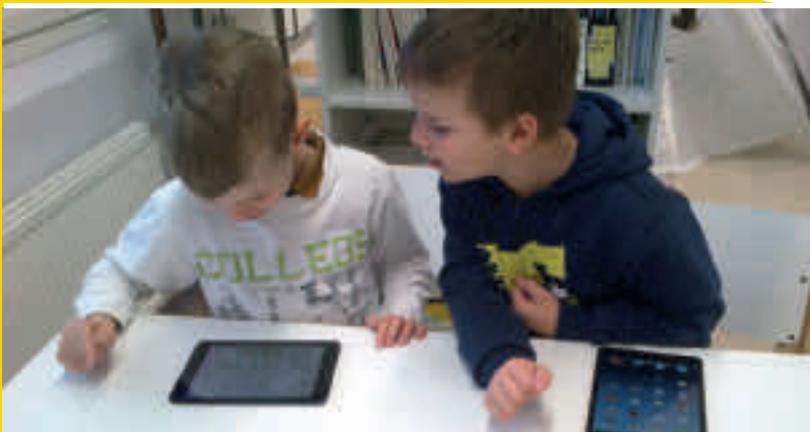
Máidnasat  
golmma gillii  
Anáris



Skuvlajagi  
doaimmat ovdá-  
ja vuolleskuvllas



Tableahat  
heivejit bures  
máinnasteapmái  
ja árbevieru  
njuolgggo  
ovdanbuktimii



- Tablets are well suited for the spontaneous nature of the Sami storytelling tradition
- Sami-language culture diploma's local cultural events and their storytelling traditions
- Inari Sami storytelling at the school by children's grandparents: Recording and writing stories
- Going to a reindeer round-up equipped with tablets
- Reindeer names based on hair colour, sex and antlers
- "Me in words and pictures" trailers made using tablets
- Videos presenting synonyms of the word "walk" (grade 6)
- Producing gnome films using iMovie (grades 3 and 4)
- Vilges geađgi by Kirsti Paltto: pupils read, acted and filmed ghost stories
- Producing a joik video (grade 9)
- Fact-finding using tablets and the Popplet mindmap application and creating books using the Book Creator application (grades 6 and 8)
- Interviews and photographing during a visit to Nature Centre Siida in Northern Lapland
- Creating news articles about visits, as early as in grades 1 and 2
- Lukuporo ("reading reindeer"): the reading diploma of Ivalo lower-stage comprehensive school

PILOT SCHOOLS AND LIBRARIES

Inari school and Sami library in Inari / Johtti girjeráđju – Jutaava kirjasto project



## *GAMES DRAW PUPILS INTO STORIES*

A good story can also be told through a game: pupils play the game, write a story about the game, and finally go on to write a new story that is based on the game. The games discussed can cover board games, the favourite games of pupils' family members, and electronic games.

Games provide a functional activity, and pupils feel that games are “their thing”. Games motivate and encourage pupils and draw them into the world of illustration, reading, writing and oral expression. According to research, intensive gaming activities have a positive effect on PISA results (Biagi & Loi, 2012). Practise your reading comprehension skills and read text hints to escape from a hockey zombie world on the lukuinto.fi website. The world has been created by secondary school pupils.

Games and gamification represent a modern pedagogical method. Game worlds created by pupils can be based on pupils' imagination or historical events. In addition to playing games, pupils can write stories based on games. Develop gamification and motivate pupils, for instance by visiting the game laboratories of higher education institutions and other institutions.

# FROM PLAYING GAMES TO WRITING STORIES



IDEAS FOR  
GETTING  
STARTED

- Games interest pupils and can be used to softly encourage them to illustrate, read, write and express themselves orally
- It is easy and uncomplicated for pupils to express themselves through games
- Each game has a story that is often based on a novel

## ACTIVITIES RELATED TO GAMES

- From favourite board game to story
- Interviewing parents/grandparents about their favourite games
- Discussing pupils' favourite electronic games, for instance by writing stories based on them
- Designing a game based on literature

## MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- Tips for designing children's and youths' game worlds
- Game worlds developed and visualised by children and youths
- Ideas for designing and implementing a game workshop
- Topical websites and links related to gamification and educational games



EXAMPLE:  
BOARD-  
GAME-BASED  
STORY

### NINO, DON'T!

The seals are on their way home. They are tired of playing. But Nino the dolphin still wants to play. The seals have to take the balls that are the same colour as they are home one at a time. If Nino is able to grab their ball, the seals have to return to the playground. So the blue seal went first. It crawled a tiny way forward. Suddenly Nino jumped in front of him but was not able to grab the ball. Then the yellow seal started off. It passed the blue but at the same time Nino grabbed the yellow ball. The red seal took off last. It managed to make a lot of progress. Time had gone by. Suddenly the blue reached the finish line. It had taken all the balls. Then came the red, and the yellow was last.

Girl, grade 3

## EXAMPLE

# GAME-BASED STORIES INCREASE JOY OF READING IN MYLLYOJA

A year-long game project involving  
the school, the local library and families

## OBJECTIVES

Games are used  
to increase  
pupils' interest in  
literature

Pupils are  
encouraged to  
discuss and review  
games and game-  
related work created  
during lessons (their  
own work and the  
work of others)



1. Pupils present their favourite board game and play it with the other pupils. Pupils write a game report (grades 1–4) or a story based on game (grades 5–6)
2. Pupils use an interview form to interview their parents or grandparents on their favourite games and create a display of the interviews including photographs of the games
3. Pupils create a comic strip based on their favourite electronic game, a story based on their comic strip, a digistory, animation or drama based on their story, etc. Pupils tell other pupils about games that are worth playing
4. Pupils read an entire book in a reading circle and play a board game related to the book
5. Once the book has been read, pupils move on to creating miniatures, putting up an exhibition at the library, creating an animation and designing their own game

## TIP

The exhibition can  
include pictures of  
where the characters  
live or depict the  
characters' rooms  
(cf. the game SIMS)



*I love stories.  
But even more than stories I love  
action, the feeling that something  
is happening: the buzz of activities  
surrounding books. This is what true joy  
of reading is made of!*

**Siri Kolu, Joy of Reading ambassador,  
author and drama teacher**



## **MULTILITERACY AND THE BUZZ OF ACTIVITIES**

Multiliteracy and social skills can be improved by participating in various events. Strengthen your open operating culture and support the tradition of making visits and receiving visitors by making excursions and inviting visitors to the school and library. Expand the circle or enthusiastic participants: involve everyone from families to the local media.



## EVENTS AND CAMPAIGNS

### BOOK FAIR DURING SCHOOL HOURS

- Fairy-tale reading session: older pupils read fairy tales to their buddies
- Booktalks: pupils bring their own books to school and present them to other pupils in the corridors
- Production: small books and class magazines either using tablets or paper
- Reviews: during the interval, an editorial board consisting of pupils reviews all completed books

### BOOK CAFE

- Held once a month at the library, 1–2 hours, everyone is welcome to join
- Coffee and discussions on books and reading
- Activities can include book presentations, introductions and visits by authors
- The cafe can be used to raise funds for the student council or a class trip

IDEAS FOR  
GETTING  
STARTED

## BOOK FAIR ATMOSPHERE FOR THE ENTIRE FAMILY

- Select suitable multiliteracy-themed activities to be carried out at the school and library:
  - Themed trails, activity points
  - Music: e.g. a choir of pupils singing in theme costumes at regular intervals during the evening
  - Art: an exhibition and its opening
  - Films: the premiere of animations the pupils have produced
  - Stories: speeches presented using a computer and poems read at the poetry moped stop of grade 1. Invite your local reading grandma!
  - Book flea market
- The event can be used to replace a regular parents' evening or a Saturday school day
- Use the library as the venue
- Involve the pupils who are active members in the clubs in the arrangements
- Plan the event in collaboration with the families, send invitations to grandparents
- Invite local businesses to support the activities from book flea markets to drawing contests

## VARY, VERSION, BENCHMARK, IMPROVE!

- “Something to read for fifteen minutes” event or “Everybody reads” morning assembly
- Writing contests for pairs and groups: the student council creates a set of titles and the pupils peer review the stories and present awards to the best
- Set up an exhibition presenting your Joy of Reading activities at the children's section of the library

## VISITS PROVIDE VARIETY

- Virtual visits by authors are also possible. Help is available from the Finnish Reading Centre
- Theatre professionals: compare fairy tales and plays
- Poets and musicians: organise workshops and an evening event
- Cinema professionals: create trailers together
- Photographers: practise picture-reading skills
- Local media: produce content for the local newspaper
- Media literacy tutor: give advice on using the internet
- Visit places: visit a literary arts school, a comics centre, a photographer's studio and a theatre, even just to have a look around



**MORE IDEAS  
ARE AVAILABLE ON  
THE LUKUINTO.FI WEBSITE:  
Festivities and visits  
Reformed  
parents' evenings**

EXAMPLE

# FROM KATTHULT FAIR TO TROLL NIGHT

Joy of reading at pre-primary and primary  
education events in Ylöjärvi

## EVENTS, VISITS AND FAIRS IN YLÖJÄRVI

- Fundraising for charity by reading and listening to others read (MLL Christmas campaign)
- “Micro fleas” make sure that Joy of Reading book presentations are visible on school information screens
- Pörri-the-troll-themed reading and craftwork and the popular troll night at the library: a troll trail, music and the local reading grandma
- Joy of Reading meeting for teachers responsible for lower-stage comprehensive school libraries held at the library
- Reading grandma reads to children and children read to a reading dog
- Music and poetry event at the school before Christmas, organised in collaboration with Pohjola-Norden Ylöjärvi
- Grandparent day: reading and listening to each other read
- Reading teddy day: Reading homework texts to teddy bears the children bring to school on International Teddy Bear Day.
- Katthult fair: an evening event that is aimed at the entire school and supports multiliteracy skills

The idea is to  
increase joy  
of reading and  
encourage families  
to become active  
readers



### PILOT SCHOOLS AND LIBRARIES

Vuorentausta school and Leija, the main library of Ylöjärvi



*Social learning  
supports reading as  
a hobby.*

Sari Sulkunen

## READERS BIG AND SMALL

All pupils do not learn in the same way: the interests and learning styles of pupils depend on matters such as age, sex, language skills and cultural background. The essential point is to provide learners with alternatives.

The ideas and diverse resources related to functional learning are essential to concentration and joy of reading. Communal activities and peer groups are a source of strength: they help in forming a distinctive reading culture for each group.

# MEANS OF MOTIVATION

Finland is among the top countries in reading literacy in the international PISA and PIRLS assessments that measure both learning and attitudes towards learning. However, it is worrying that there is a major gap between the reading literacy skills of boys and girls. According to research, the reading habits and preferences of boys and girls differ to some extent (e.g. Manuel & Robinson 2003). It is important that the text choices of all children and youths are appreciated and treated in an equal manner.

## RESPECT PUPILS' CHOICES AND MAKE READING MOMENTS SPECIAL

- Make selecting a suitable text part of the reading experience. The most important thing is that children and youths read something.
- Make use of the gateway theory: if children enjoy reading lighter books, they will read a wider variety of books in the future
- Read aloud and put your soul into it: use your personality and facial expressions and stress words. Reading aloud leaves a memory trace so read aloud even with older children
- Use the tip of one of the Joy of Reading ambassadors: dim the lights to read a story and present the illustrations using a flashlight—this will make reading much more exciting!
- Motivate by being a role model: it is good for children and youths to see their educators reading and discussing texts. Explain events and do not hide your own reactions to the book.

## SURPRISE PUPILS BY USING DIVERSE METHODS

- Use new media and technology, such as e-books
- Show pupils the beginning of a film and ask them to read the ending in the book. Book trailers also interest pupils
- Keep the language sufficiently close to the language the teenagers use, swear words are not entirely banned

## HUMOUR, FACTS, SPEED

- Reading different kinds of texts improves reading literacy: non-fiction, humour, horror, adventure, biographies, picture books, science fiction, crime, sport, war, historical novels, graphic novels, technology, game world. The short texts, informative illustrations and exciting facts found in magazines discussing music, science, hobbies and subcultures motivate pupils
- Younger boys will enjoy copying what older boys are doing, and older boys will enjoy acting as role models

## IDEAS FOR GETTING STARTED

### MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- Resources for increasing the joy of reading of special education groups
- Effective tips by Joy of Reading ambassador Agneta Möller-Salmela
- 20 reading tips for young men by library professional Esko Nousiainen
- “Men read to children at day care and school” campaign

### TIP

The library can put together a package of books that pupils playing for a sports club can take with them to away games

# GRADES 7–9 BECAME ENTHUSIASTIC DURING THE JOY OF READING YEAR IN VANTAA

EXAMPLE

## OBJECTIVE

Creating various methods for teaching Finnish to pupils who learn by doing



- Virtual reading circle for discussing books, films and music in the library room of electronic learning environment Fronter
- Doing is a priority: e.g. producing text
- From identifying with authors to reading
- Visit by Aleksis Delikouras, the creator of the Nörtti ('nerd') books
- The author acts as a role model and encourages pupils to read and write
- A two-part video workshop for the Seven Brothers group: from video to pictures and texts
- Borrowing books by Delikouras to the school
- Turning the library into an event venue for youths
- Peer booktalk activities including baking, drawing and making videos
- Filming the booktalk activities and describing them using a tablet
- Pupils' suggestions for reforming the library's reading diploma

PILOT SCHOOLS AND LIBRARIES  
Martinlaakso school and Tikkurila library, Vantaa





## *ENTICED BY STORIES AT HOME*

The reading children perform at school is not sufficient for developing multiliteracy. Language affects a child's developing identity, so committing and motivating children to read at home is important. Children need support from adults in matters such as the critical evaluation of information found online. Schools, libraries and families can work together to help children participate and feel that they belong to the local community and society as a whole.

Families have a major role in arousing and maintaining joy of reading, and they can be activated in various events and parents' evenings. Parents should be provided with material that increases their awareness of the importance of diverse reading.

According to research, Finnish families do not read to their children very much although it is known that the reading motivation of children and youths is often the result of reading bedtime stories at home. Spending time together exploring the world of fiction improves theory of mind and forms the basis for a good all-round education (e.g. Kidd & Castano 2013).

# PARENTS' EVENINGS TRANSFERRED TO THE LIBRARY

- Include families in the reading promotion activities by organising a parents' evening that focuses on the importance of reading and literacy
- Provide an opportunity for children and parents to spend time together by organising an interactive parent-child evening
- Create a customised
  - information session about the importance of reading (pre-primary education)
  - information session about the importance of learning to read and reading (grades 1–2)
  - activity evening based on a specific theme (grades 3–4)
  - premiere for a film the pupils have produced based on a book and invite the parents (grades 5–6)
  - booktalk event for parents (pre-primary education)
- Invite a visiting speaker, e.g. an author
- Print out handbooks for the parents from the lukuinto.fi website

## TEACHER

- Use research results to present the benefits of reading: concrete results help parents understand how important diverse literacy skills are
- Present examples of used methods
- Involve pupils and families in organising the parents' evening
- Present work by pupils
- Speak about how important it is that families participate in their children's reading hobby
- Give suitable book tips to pupils of different ages and recommend your favourites to parents
- Present websites: remember sites such as Okariino, Sivupiiri and the websites of local libraries
- Give out book lists, reading diploma material and guidelines concerning children's use of literature

## LIBRARY PROFES- SIONAL

## IDEAS FOR GETTING STARTED



### MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- Printable brochures and quality handbooks
- The role of family clubs and family work in supporting joy of reading
- Facts about reading

EXAMPLE

# BOOKS TO FAMILIES AND FAMILIES TO THE LIBRARY IN TAIVALKOSKI

JOY OF READING ACTIVITIES FROM FAMILY CLUB TO GRADE 6

1. The child welfare clinic's family club at the library
  - Non-guided activities, product presentations, visitors, fairy tales, booktalks, puppet and table theatre, and information sessions
  - An invitation letter and book present sent to the families of newborn babies
2. Family worker encouraged joy of reading in children and adults during home calls
3. Library agents appointed in each class
  - Agent planning meetings at the library
  - Agents participated in giving booktalks and holding fairy-tale hours to family club members
  - Excerpts and author interviews on Aleksis Kivi Day
4. Small groups and special learners
  - Library's "Ompu" shelf for special groups
  - Fairy-tale hours with activities
  - Library treasure hunt
  - Storytelling using Rory's Story Cubes
5. Communal writing: "What if" story project for creating ideas
  - Children of different ages work together and come up with stories or topics for stories
6. Agneta Möller-Salmela as a visiting author at the parents' evening



## PILOT SCHOOLS AND LIBRARIES

Taivalkoski school (grades 1–6), municipal library  
and municipal family work services



## *SCHOOLS & LIBRARIES AS REFORMING LEARNING ENVIRONMENTS*

Planned collegial collaboration between schools and libraries supports the principles of the curriculum, strengthens broad-based pedagogical competence and expands the learning environment. Reforming the learning environment provides us with the opportunity to create a more open operating culture and improve collaboration. Making changes to the learning environment activates and benefits all the parties involved.

Changes in the operating culture are linked to the reshaping of the physical, psychological and social learning environment. Learning is more efficient in a communal learning environment without walls: schools increasingly use library facilities and information networks and take pupils' families, leisure time and interests into consideration.

As technology takes a more visible role in education, the learning environment is also expanding into the web. The virtual learning environment covers meeting places for schools and libraries, collaboration platforms for municipal and district libraries, and networks that cross municipal boundaries.



## LEARNING DOES NOT REQUIRE WALLS

- Develop the school library
  - Combine the school library with the school's computer working space during renovations
  - Create spaces for group work, provide pupils with technology: document cameras, smartboards etc.
  - N.B.! Use the devices actively in different subjects
- Name areas after places in literature: familiar names can be given to classrooms, and pupils can create signs and organise a themed party during the week World Book Day is celebrated
- Hold a school club at the library
- Create a handy book delivery system (bags and boxes can for instance be delivered by the mobile library)
- Stop using personal library cards: the staff has one institutional card for borrowing, or families borrow books by writing the information down by hand or using QR codes
- Combine parents' trips to the day-care centre or school with visits to the library: parents borrow books when they come to take their child home from day care or school
- Train pupils into library helpers: they can help in borrowing activities, give booktalks to their peers and assist in arranging books
- Take small groups to the mobile library: presentations, a reading session by the librarian and borrowing books
  - N.B.! Regular visits and sufficiently long stops

IDEAS FOR  
GETTING  
STARTED

**N.B.!**  
Booktalks in sports  
club changing  
rooms

## INTRODUCING VIRTUAL LEARNING ENVIRONMENTS

- QR codes
  - Perform document description activities, web materials at the local library
- Adobe Connect
  - Organise a virtual author visit in a digital environment, for instance in collaboration with the Finnish Reading Centre
- Google Apps for Education
  - Create presentations, documents and spreadsheets and add them to a calendar. Produce books or other pieces of work and save and share them online
- Fronter
  - The school and the library can create a joint virtual library room for the pupils: discussions about books, films and music, sharing experiences, tips from peers, reading diaries, reading circles etc. Can be shared across school boundaries
- Wikispaces
  - Enable pupils, teachers and library professionals to discuss various topics, ask questions and comment on matters in a joint working environment
- Websites
  - Present Joy of Reading activities and their end results through various channels, such as the website of the library, school and municipality
- Remember to use blogs, video blogs, Skype and Pedanet

## MORE IDEAS ARE AVAILABLE ON THE LUKUINTO.FI WEBSITE:

- Traditional and new practices for schools and libraries
- Library Path: a municipal operating model
- Joy of Reading in Lapland: a regional operating model
- The media education programme of Turku

### TIP

Learn about the workshop approach online: no textbooks, classroom book boxes, teaching sessions in workshop circle  
(G. Boushey & J. Moser: The Daily Cafe – Daily 5)

*At Aleksanteri Kena school in Sodankylä, new names for school facilities included Story Lane, The Secret Garden, Prostokvashino, Reuhurinne, Wonderland, Sherwood and Hogwarts. The small kitchen was named Cardamom and the woodwork classroom naturally became Emil's tool shed.*



## EXAMPLE

# DIVISION OF SCHOOL AND LIBRARY RESPONSIBILITIES IN KUOPIO

### LIBRARY:

- Booktalks and visits to the main library
- Teaching pupils to seek information: searching for material in the library database
- Presenting the school library
- Library trail
- Searching for information in texts, pictures and maps
- Searching for information in online databases using various search words



### SCHOOL:

- Integrating the teaching of information-seeking skills into topical subjects
- Recess activities: older pupils read to younger pupils
- The opportunity to achieve a reading diploma
- Diverse assignments performed using tablets: from producing books, presentations, comic strips, plays and videos to playing games and using QR codes
- Pupils as school library helpers: borrowing, booktalks to peers, arranging books
- Jukola-relay-themed spring production: writing scripts, hosting and making videos



# THE SUCCESS OF SODANKYLÄ'S LEARNING ENVIRONMENT IS A RESULT OF COLLABORATION

EXAMPLE

Activities involving the school, the library  
and pupils' grandparents and climaxing with a party in spring



1. Poetry workshop for Sami-language learners and a poetry and music night at the library with artist Niillas Holmberg
2. Booktalk classes give booktalks to other classes and their buddies using a variety of illustrative materials
3. Communal Sami-themed fairy-tale reading sessions and drawing in the school's fairy-tale room, Saturday fairy-tale hours organised by library staff and volunteers
4. Reading at the library with grandparents
5. Clown Pelle Pampula at the Sodankylä library and in Savukoski
6. Bringing the world of literature to the learning environment: school spaces were named after locations in literature and new signs were created for the spaces
7. World Book Day week at the school: celebrating the new literature-based names of the classrooms and organising a fancy-dress party to match the new names, booktalks, staff exchanged books and roses, and pupils who had achieved a reading diploma were awarded
8. Visiting author Siri Kolu: activities from literary arts workshops to visits to book cafes, education for teachers, and parents' evenings
9. Sompio library gave each first-grade pupil a book
10. Pupils created booktalk videos of children's and adolescents' books written by authors from Lapland. The activity was part of the "Novellin voimaa" ('the power of short stories') project of Sompio library, and the videos were recorded using tablets received through the Joy of Reading programme

PILOT SCHOOLS AND LIBRARIES  
Aleksanteri Kena school  
and Sompio library, Sodankylä



*At the beginning of the Joy of Reading project, we made a list of potential partners that could support learning locally.*

## *EXPANDING THE JOY OF READING COMMUNITY*

### CREATE WARMTH OF READING

Collaboration between pre-primary education, schools and libraries provides a strong foundation for expanding the Joy of Reading community. It improves the opportunities provided by phenomenon-based and functional learning and pedagogical competence.

The community speaking up for reading will expand outside the boundaries of schools, libraries and homes and include child welfare clinics, sports clubs, local businesses, organisations and the media. Including the operators of the entire neighbourhood in the work promotes the creation of an increasingly permanent and unprejudiced reading culture.

# PARTNERS FROM NEARBY

## REFRESH YOUR NETWORKS

- Importance of support from management
  - Involve the heads of schools and libraries and the heads and coordinators of the municipality's cultural services in the Joy of Reading activities, including briefings and practical arrangements, from the very beginning (p. 14–15)
- Collaboration between pre-primary education, schools and libraries
  - Involve the neighbouring municipality and district libraries: develop and increase collaboration, share competence; booktalks can be given across municipal boundaries (p. 16–18)
  - Distribute teaching material within the municipality and in neighbouring municipalities
- Former pupils
  - Invite former pupils to be interviewed by the current pupils. The interviews can be videoed

## EXPAND THE NUMBER OF PARTIES PROMOTING JOY OF READING

### The field of literature and collaboration with artists

- Virtual and live visits by authors
  - The Finnish Reading Centre can help in organising visits
- Book publishers, the Finnish Institute for Children's Literature and comics centre Sarjakuvakeskus
- Library Channel (Kirjastokaista.fi)
  - Documenting and advertising Joy of Reading ideas
- Art workshops
  - Organising poetry workshops in collaboration with a local poet and comic strip workshops in collaboration with a graphic designer
- Films and theatre
  - A local film event: prepare for the event in advance and discuss it afterwards, for instance by using the methods provided by Koulukino (School Cinema Association)
  - Theatre-related visitors and visits: useful tips for preparing for the visits can be found on the Papunet website, among others. Create pieces of news for the school paper or magazine in collaboration with the actors

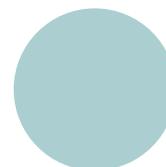
### Archives, museums and science centres

- Visit regional museums and archives and science and nature centres: Search for information and interview people. Invite the local newspaper to participate

### Schools of literary arts

- Education for staff: writing, guidance related to topics such as how to animate nursery rhymes or tips on how to use picture books as a basis for writing assignments
- Education for pupils: writing, literary arts workshops and comic strip workshops led by a booktalk guru

IDEAS FOR  
GETTING  
STARTED



### Vocational and higher education

- Offer students topics to research as their final project and develop games or a new reading diploma together

### Entrepreneurs and municipal services

- Invite entrepreneurs to participate in organising school and library events and providing multiliteracy education: book shop, photographer's studio, video producer, reindeer breeder etc.
- Work together with a family worker from your municipality's child welfare clinic: family club meetings can be held at the children's section of the library
- Work with the municipality's youth services, for instance by holding a reading circle at the youth club or on the website of the youth club

### Media

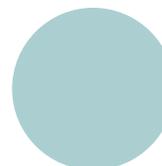
- Invite reporters to various events, such as festivities, and have pupils write stories
- Invite the local media to set up a stand at school and library events
- Ask the local newspaper to provide the school with access rights to its electronic content
- Ask if pupils' work could be published in children's literature magazine *Vinski* or on the website of a local partner
- Invite the local TV to record an activity, such as a workshop
- Take part in the YLE Uutisluokka – YLE News Class project for schools
- Attract the interest of the local radio, for instance by implementing a production that is related to a local theme
- Invite a media literacy tutor to the school to speak about the safe use of the internet: [Mediataitokoulu.fi](http://Mediataitokoulu.fi)

### Organisations and clubs

- Invite organisations to events: organisations with reading campaigns include The Mannerheim League for Child Welfare (MLL), the Finnish Red Cross (SPR) and the Finnish Refugee Council.
- You can organise a production promoting joy of reading around a local sports event

### Support from technical and other experts

- A local media centre can provide precision education in areas such as creating stories with the help of technology
- Invite the person responsible for the municipality's IT support to hold an educational session on the use of tablets
- Make good use of the expertise of game designers at game workshops



# FROM AUTUMN TILL SPRING

EXAMPLE

Promoting joy of reading with entrepreneurs and artists in Viitasaari

## HARNESSING THE LOCAL COMMUNITY TO IMPROVE MULTILITERACY

- 1. LOCAL COLLABORATION BETWEEN SCHOOLS AND LIBRARIES**  
Library trails, booktalks and tips by peers
- 2. CLOSE PEER NETWORKS** Reading in pairs and in groups, writing together and organising a writing contest created by the pupils
- 3. FROM OLDER TO YOUNGER PUPILS** Sixth graders created an Easter walk with drama and music for children in pre-primary education and grades 1–2
- 4. INVOLVING THE LOCAL GENERAL UPPER SECONDARY SCHOOL** Students came to the library to hold fairy-tale hours to children in pre-school
- 5. HOMES** Interactive reading fair brought together three generations: invitations sent to grandparents
- 6. AUTHOR VISITS** to different grades with varying themes
- 7. LITERARY ARTS TEACHER** held workshops for pupils and teachers
- 8. MEDIA LITERACY TUTOR** educated fifth and sixth graders in how to use the internet safely
- 9. LOCAL ENTREPRENEURS** involved in a school and library event: from animation skills to a Joy of Reading exhibition
- 10. LOCAL EVENTS** Viitasaari film week, including preparations and work performed afterwards
- 11. THEATRE** Puss in Boots play and work performed afterwards based on the play
- 12. MEDIA** Sixth-grade pupils participated in the YLE Uutisluokka – YLE News Class project

From text to image and video, from images to movement or dance

Activities with grade-specific themes:

Relationships in fiction grades 5–6

The world of information seeking grades 3–4

Fairy tales and emotional skills (pre-primary education)

The rhythm and fun of poems grades 1–2



### PILOT SCHOOLS AND LIBRARIES

Haapaniemi school, Viitasaari central school and Viitasaari district library, Viitasaari

# PILOTING AND ACTIVITIES IN THREE LANGUAGES

A total of 30 pilot pairs comprising a school and a library participated in the Joy of Reading programme. The participating municipalities are located around Finland from Inari to Kirkkonummi. Six of the pilot projects were carried out in Swedish and three in Sami.

**BORGÅ** Lyceiparken school and Porvoo City Library

**ESBO** Mattliden school and Library Apple

**HELSINKI** Myllypuro comprehensive school, lower stage, and Itäkeskus Library

**HELSINKI** Ylä-Malmi comprehensive school and Malmi library – Helsinki City Library

**IKAALINEN** Kilvakkala school and Ikaalinen library

**INARI** Inari school and Sami library in Inari / Johtti girjerádju – Jutaava kirjasto project

**JOENSUU** Pielisjoki school and Karsikko library – district library of Joensuu

**KAJAANI** Hauhola school and Lehtikangas library – Kajaani City Library

**KALAJOKI** Raumankari school and Himanka library

**KARLEBY** Villa school and Kokkola City Library

**KAUHAJOKI** Kauhajoki school centre and Kauhajoki public library

**KEMPELE** Linnakangastalo school and Kempele public library

**KUOPIO** Kalevala school and Kuopio City Library

**KURIKKA** Sänntti and Mieto schools and Kurikka public library

**KYRKSLÄTT** Winellska school and Kirkkonummi main library

**LAPPEENRANTA** Myllymäki and Lappee schools and Lappeenranta City Library

**LOHJA** Muijala school and Mäntynummi library

**OULU** Oulu school libraries: Kaukovainio, Madekoski and Heikkilänkangas, Myllyoja, Myllytulli and Pateniemi schools and Oulu City Library / main library and the local libraries of Kaukovainio, Maikkula, Myllyoja, Pateniemi and Rajakylä

**OULU** Oulu Library Route (Kirjastoreitti) Myllytulli and Paulaharju schools, Puolivälinkangas local library and Oulu City Library / main library

**OULU** Mäntylä-Snellman day-care centre and pre-primary education and Oulu City Library bookmobile

**PELKOSENNIEMI** Pelkosenniemi school and Sompio library

**PORVOO** Kerkkoo school and Kerkkoo library – Porvoo City Library

**ROVANIEMI** Rovaniemi school network: Katajaranta, Koskenkylä, Nivankylä, Rantavitikka, Syväsenvaara, Viirinkangas and Yläkemijoki schools and Rovaniemi City Library – regional library of Lapland

**SIBBO** Norra Paipis school, Södra Paipis school, Boxby school and Sipoo main library

**SODANKYLÄ** Aleksanteri Kena school and Sompio library

**S:T KARINS** S:t Karins Swedish-speaking school and Kaarina City Library

**TAIVALKOSKI** Taivalkoski comprehensive school, lower stage, municipal library and municipal family work services

**TURKU** Puolala school and the main library of Turku City Library

**VANTAA** Martinlaakso school and Vantaa City Library – the core group for children's and youth library work

**VIITASAARI** Viitasaari central school, Haapaniemi school and Viitasaari library – Wiitaunioni district library

**YLÖJÄRVI** Vuorentausta school and Leija, the main library of Ylöjärvi

# JOY OF READING AROUND FINLAND

## MULTILITERACY FOR IMMIGRANTS IN NATURAL SCIENCES

Learning by doing in physics: interpreting texts and graphs to examine phenomena and creating a plain-language Picamentor online dictionary.

## USING LITERATURE TO TEACH HISTORY TO EIGHTH GRADERS

Learning about the Second World War through the Diary of Anne Frank.

## ENCOURAGING BOYS TO READ ON TRIPS TO AWAY GAMES

The library gathers reading for the trips of basketball team Kauhajoen Karhu.

## MEDIA EDUCATION PROGRAMME FOR SCHOOLS AND LIBRARIES

Developing and establishing media literacy, creativity and learning by doing through a media education programme.

## EVERYONE READS TOGETHER

Reading across classroom boundaries: reading together, reading to others, older pupils reading to younger pupils and vice versa.

## TECHNOLOGY PROMOTES MULTILITERACY IN SAMI AND FINNISH

Combining local culture with technology to motivate pupils to read and write: e.g. the Lukuporo book diploma and a Sami-language culture diploma.

## COLLABORATION BETWEEN FAMILY WORK SERVICES AND THE LIBRARY

Books educate, calm and help process difficult matters. Family worker uses books at a family club held at the library and during house calls.

## COLLABORATION WITH LOCAL PROFESSIONALS

Collaborating with the local network: literary art, news, films, animations etc.

## QR CODE TRAILS AT THE LIBRARY

Youths plan activities to be held at the library. The library creates QR code routes and trails for pupils.



## BIBLIOGRAPHY—FURTHER READING

- Ahola, Suvi (2014). Vinkkejä poikien lukuinnon herättämiseen Toimintaa, tuttuutta, dialogia, tietoa ja elokuvallisuutta. Helsingin Sanomat, 11 September 2014. <http://www.hs.fi/kulttuuri/a1410324006066>
- Biagi, Federico & Loi, Massimo (2012). Results from PISA 2009. Available at: <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC76061/lbna25581enn.pdfs>.
- Brozo, William G (2014). Literacy Beginnings and Futures: Turning Boys into Lifelong Readers. Lecture material received at “Läsmöten del 2: Flickor, pojkar och det livslånga läsandet” training event, 9 September 2014, Helsinki. Available at: <http://www.avi.fi/documents/10191/909204/Brozo/79941b21-cb78-44b7-853e-64c26d9f2321>
- Erho, Salla & Jerndahl, Tuija (2015). Lukuintoa Lapissa. Lecture material received at Joy of Reading training event, 5 February 2015, Tornio. Available at: [www.lukuinto.fi](http://www.lukuinto.fi). Citation in the back cover speech balloon: Salla Erho, Finnish Teacher and Library Director at Rovaniemi City Library
- Haasio, Ari & Savolainen, Reijo (2004). Tiedonhankintatutkimuksen perusteet. Saarijärvi: Gummerus Kirjapaino.
- Hyöky, Anna & Kyllönen, Eveliina (2013). Lukuhöperöksi kasvamassa – Lukupassimateriaalinen kehittäminen esiopetukseen. Master's thesis in Education. Oulu: University of Oulu.
- Ikonen, Kaisa & Kurttila-Matero, Eeva (2014). Kysely Lukuinto-pilotointiin osallistuneille lapsille ja nuorille – tulokset ja yhteenveto. Oulu: University of Oulu. Available at: [www.lukuinto.fi](http://www.lukuinto.fi)
- Karvinen, Jukka (ed.) Liikkuva koulu – Opas matkalla Liikkuvaksi kouluksi. Ministry of Education and Culture, Finland.
- Kidd, David Comer & Castano, Emanuele (2013). Reading Literary Fiction Improves Theory of Mind. *Science* 342(6156), 377–380. Available at: <http://www.sciencemag.org/content/342/6156/377.full>
- Kuhlthau, Carol C., Maniotes Leslie K. & Caspari, Ann K. (2007). Guided Inquiry. *Learning in the 21st Century*. London: Westport, CT, USA.
- Kultalahti, Leena (2014). Lukuinto-arviointiraportti pilotoijien kehittämishankkeista. Available at: [www.lukuinto.fi](http://www.lukuinto.fi)
- Kupari, Pekka & Välijärvi, Jouni (2012). PISA 2012 Ensituloksia. Jyväskylä: University of Jyväskylä. Available at: [http://www.minedu.fi/export/sites/default/pisa/2012/PISA12\\_esitys.pdf](http://www.minedu.fi/export/sites/default/pisa/2012/PISA12_esitys.pdf)
- Leino, Kaisa (2014). The relationship between ICT use and reading literacy. Focus on 15-year-old Finnish students in PISA studies. Doctoral dissertation. Finnish Institute for Educational Research. Jyväskylä: University Press. Available at: <https://ktl.jyu.fi/julkaisut/julkaisuluettelo/julkaisut/2014/t030.pdf>
- Lindberg, Pirkko (2014). Kumppanuus Suomen yleisissä kirjastoissa. Licentiate thesis in Information Studies. Oulu: University of Oulu. Available at: <http://www2.kirjastot.fi/File/dee2ad05-b471-4e5a-a1e9-2ebbd73b68a9/Pirkko%20Lindbergin%20liseniaattity%C3%B6.pdf>
- Lukukeskus (2015). 10 faktaa lukemisesta. <http://www.lukukeskus.fi/lukuviikko2014/10-faktaa-lukemisesta-2/>
- Manuel, Jackie & Robinson, Dennis (2003). Teenages boys, teenages girls and books. *English Teaching: Practice and Critique* 2(2), 66–77. Available at: [http://www.researchgate.net/publication/24222346\\_Teenage\\_boys\\_teenage\\_girls\\_and\\_books\\_Re-viewing\\_some\\_assumptions\\_about\\_gender\\_and\\_adolescents%27\\_reading\\_practices](http://www.researchgate.net/publication/24222346_Teenage_boys_teenage_girls_and_books_Re-viewing_some_assumptions_about_gender_and_adolescents%27_reading_practices)
- Möller-Salmela, Agneta (2014). 10 askelta lukemisinspiraatioon. Available at: [http://www.lukuinto.fi/media/mallisto/tapahtumat/10askelta\\_lukuintoon\\_opas.pdf](http://www.lukuinto.fi/media/mallisto/tapahtumat/10askelta_lukuintoon_opas.pdf)
- Nasiell, Annika & Bjärbro, Lisa (2007). Boken om läslust En handbok om att väcka ungas läsintresse, 7–15 år. Barnens Bokklubb.
- OKM Ministry of Education and Culture, Finland. Kirjastojen tehtävät ja työnjako. [http://www.minedu.fi/OPM/Kirjastot/kirjastoverkosto/tehtavat\\_ja\\_tyonjako/?lang=fi](http://www.minedu.fi/OPM/Kirjastot/kirjastoverkosto/tehtavat_ja_tyonjako/?lang=fi)
- Perusopetuksen opetussuunnitelman perusteet 2014 (2014). Finnish National Board of Education. Available at: <http://www.oph.fi/ops2016/perusteet>
- Rauhala, Ulla (2014). Preliminary results of master's thesis in Information Research. Written communication on 19 March 2015. Oulu: University of Oulu.
- Sainio, Miia (et al.) (2009). Kiva Koulu Opettajan opas yläkoululle. Ministry of Education, Finland.
- Sulkunen, Sari & Välijärvi, Jouni (eds.) (2012). PISA 09: Kestääkö osaamisen pohja. Ministry of Education and Culture, Finland. Available at: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm12.pdf?lang=fi>
- Suomen Unesco-toimikunta (1994). Unescon yleisten kirjastojen julistus. Yhdistyneiden kansakuntien kasvatus-, tiede- ja kulttuurijärjestön Unescon sopimuksia ja suosituksia n:o 2. Helsinki. Available at: [http://www.minedu.fi/export/sites/default/OPM/Kansainvaliset\\_asiat/kansainvaliset\\_jaerjestoet/unesco/sopimukset/Liitteet/unescon\\_kirjastojulistukset.pdf](http://www.minedu.fi/export/sites/default/OPM/Kansainvaliset_asiat/kansainvaliset_jaerjestoet/unesco/sopimukset/Liitteet/unescon_kirjastojulistukset.pdf)
- Suomen Vanhempainliitto ry. Ulkopuolisesta osalliseksi. <http://www.vanhempainliitto.fi/vanhempaintoiminta/osallisuus>