

'Reading Round the World'



'Reading Round the World' is a programme of innovative workshops and events that aims to bring books from around the world into UK children's hands and minds – stimulating their imaginations, providing creative opportunities and generating cross-cultural awareness and debate.

The Outside In workshops as a whole are about giving children the opportunity to experience and explore books from around the world. Such books are rarely made available to any child in the UK (less than 5% of children's books published in the UK were originally written in another language other than English).

The series of self-contained workshops and seminars to run in 2008/9 will involve and enthuse children and young people (and the professionals who work with them) about books from other countries and provide an exciting and highly interactive forum for children to discover and explore the diversity of translated children's literature.

The children will have the opportunity to:

- Enjoy a fun and interactive activity, working with a children's author or illustration from another country.
- Explore books that they would never normally see (we know from workshops already carried out that children really value this opportunity).
- Develop an awareness of books from other countries, and use books as a way to celebrate and explore cultural, personal and local identities (NB: this is a theme of the Government's National Year of Reading).
- Be genuinely consulted and empowered. The children's views on the books will be collected and shared.

The workshops will be carefully designed to be fun and activity based.

- The introductory workshops to the subject is suitable for Key Stage 1 and 2. The various sessions cover looking at different formats and styles of books from other countries; an illustration based activity where children have an opportunity to look at and comment on, a selection of books; exploring unusual themes and to explore books that reflect some of the difficult or uncomfortable subjects that are tackled in books from around the world and the Creative Challenge Activity to encourage children to think about how important (or not) it is to be able to understand the words and to recognise that language can be beautiful and interesting even if the words cannot be understood.
- Creative workshops that are ideal for Key Stage 1 or 2, children with special educational needs and any children who respond well to practical 'arts and crafts' led activity. Children will be introduced to an exciting range of illustrative styles and formats offered by world books, and given a chance to create their own artwork or books in a similar style, for example collage style illustrations.
- Workshops for older children in Key Stage 3 and 4 will explore the fiction of international authors and activities will be created around a specific book(s) together with a visit by the author.

The National Year of Reading themes will also provide an opportunity to create workshops with an international dimension, e.g.

- Reading Escapes (holiday reading or help to escape to a different world. Workshops for all Key Stages could be designed around picture books or fiction reflecting holiday destinations, culture and identity. Alternatively, for Key Stage 2 upwards they could explore international authors of fantasy fiction.

- Rhythm and Rhyme would explore international poetry from books such as Andrew Fusek Peter's collection of Eastern European poetry in *Sheep Don't Go to School*, Nonsense verse from India, and translated poetry from Portugal and Sweden.
- You are what you Read. This could be used as a way to celebrate and explore cultural, personal and local identities. The workshops would use a whole range of books from the Outside In collection across all the Key Stages. We would look at linking up with appropriate international schools in the country that the author/illustrator originated from.
- Storytelling, reading aloud, reading together. Workshops would be developed for Key Stage 1 and 2 around picture books that reflected stories and illustrations from other cultures as well as being ideal to read aloud.
- As well as being able to design workshops around community cohesion, global dimensions, International Education Week, National Year of Reading, World Book Day, Children's Book Week and Black History Month, we will also create suitable workshops for Language Week which will use bilingual books.

The workshops will vary in length depending upon the specific requirement of the school, library or bookshop but we envisage that they will be approximately ninety minutes to two hours in length. As our workshops are activity led, the maximum number of children per session is unlikely to exceed 30. We can also provide a full half-day/day session if requested.

Outside In has extensive links within the book world, so children's views on the books used in the workshops (and books as a whole) will be shared with a wider audience via our website, www.outsideinworld.org.uk, in future resources and through our ongoing contact with writers, illustrators and publishers. - Where appropriate, books will be used as a platform for discussion of issues and themes (e.g. feeling different, cultural identity and social inclusion).

We are confident that the workshop model is an effective way of engaging children. One member of the Outside In team has substantial experience of running consultative and inclusive workshops (the Quentin Blake Award Project - see www.booktrusted.co.uk/bookmark/qblake.php4). This proved how valuable a medium books could be to disabled children, and also how strongly they felt about issues such as disability and representation in stories and illustrations. This (one-off) project highlighted the need for much activities of this kind.

Monitoring and Evaluation

Each workshop will involve a comprehensive and multi-tiered monitoring and evaluation process. First, detailed notes will be made during every workshop to provide a full record of the event. Then a full debrief will take place with the facilitators and artists involved in each workshop, discussing all aspects of the activity, the challenges faced, the methods used and the results achieved. We will also create an easy to use, flexible monitoring system for each school to feed back in a variety of ways. They will be asked to carry out any of the following, depending on the needs and abilities of their pupils:

- Hold a debrief session with the children and collect their views orally
- Distribute our children's evaluation forms and return completed forms
- Take part in an online feedback process through our Outside In website.

These various forms of evaluation and feedback will help to shape future workshops. (Examples of our very detailed evaluation to date can be provided on request from Outside In: Inside Out, 26 Thomas Baines Road, Battersea, London, SW11 2HW info.outsideinworld@yahoo.co.uk www.outsideinworld.org.uk)