Library Nepal

Unit 1: Introduction

Elektra Media are working with Istambha Nepal to promote reading and literacy across Nepal.

This is the first presentation in the series and provides an introduction to the Library Nepal reading programme. It is suitable to be viewed by *anyone* who is interested in learning more about the programme, whether this individual will be heavily involved or not.

The information covered in the presentation will be particularly useful to anyone who will be running a reading group or helping students to use the school library, or anyone teaching literacy and reading skills. This may be students, teachers, parents or school volunteers.

This presentation will:
- introduce the main aims of the Library Nepal programme
- give an overview of the units included
- outline the benefits to staff and the wider school
- provide practical advice about setting up the Library Nepal programme in your school.

As this is the first unit, it is recommended that you watch the whole presentation. You can then revisit key slides afterwards, if needed.

Library Nepal

Library Nepal is an educational programme that has been designed to help promote reading and literacy across Nepali schools, particularly those in remote and rural areas.

The programme will help schools to establish self-sustaining reading groups that encourage students to develop a love of books and learning resources.

Library Nepal aims to:

- provide school staff with a framework for making the best use of their school's library and resources

- suggest effective ways of establishing self-sustaining reading groups and activities that do not rely on staff time

- provide structured activities to encourage curiosity about learning

- empower students in their own reading and learning.

Programme overview

The Library Nepal programme is divided into **6 units**.

Each unit contains **1 presentation** and a series of **worksheets**.

The presentation is aimed at the Reading Champion and/or the teacher. It will provide him/her with the necessary knowledge to deliver that unit with confidence and should be viewed prior to the sessions.

Each worksheet has been designed for use in a variety of ways, in the library, in a reading group, or in the classroom.
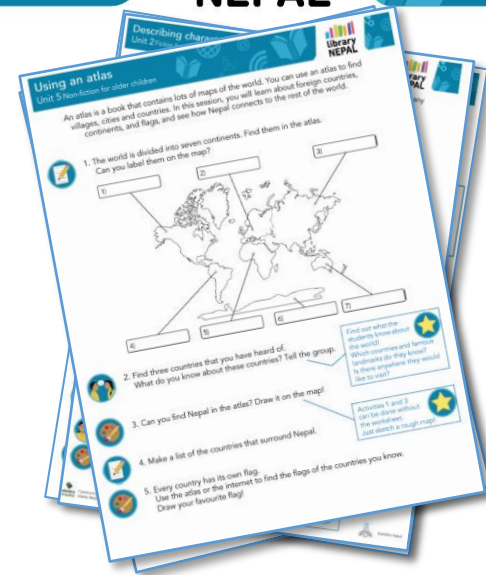
Unit	Topic	Presentation	Worksheets
1	Introduction	✓	Reading Champion Toolkit
2	Fiction for younger children and non-readers	✓	x 3
3	Activities for everyone	✓	x 3
4	Fiction for older children	✓	x 4
5	Non-fiction for older children	✓	x 4
6	Evaluation and reflection	✓	x 2

Programme overview

Units 2–5 can be worked through in any order. Reading Champions or teachers can pick and choose which units to complete, depending on their group.

Unit 6 (Evaluation and reflection) allows students to evaluate their progress and celebrate their successes. It also provides practical ideas for continuing engagement with the library.

All resources may be downloaded for local use, and the course is suitable for use in groups or as individuals, online or offline, in class settings or remotely, and using hard copy, large screen display or small screen format such as a mobile phone.

What is a reading group?

Reading groups provide an opportunity for students to come together on a regular basis to explore their library and discuss books.

Students gain many **benefits** from a reading group. They:

- are given the opportunity to access the library

- develop the skills to make full use of the resources available to them

- nurture the curiosity to pursue their own interests and learning aims

- are encouraged to engage with books

- practise reading and literacy skills outside of the traditional classroom context.

It is recommended that you choose older students to act as the Reading Champion and lead the sessions. This empowers older students to manage their own groups and the groups of younger students. This does not consume staff time and has multiple educational benefits, for example:

- It encourages peer-to-peer learning among groups of older students as they take turns to lead a group.

- It consolidates and hones the skills of older students as they guide younger students through the reading group activities.

- It promotes self-esteem and a sense of achievement among older students as they share their knowledge and skills with younger students.

- It provides an inspiring framework for learning among younger students and a sense of aspiration that is within their grasp.

- It often affords a context in which students contribute more freely to group discussion than they might otherwise.

Setting up your reading groups

Before setting up the groups, you should to consider some practical questions. Use the **set-up sheet** provided in this unit to ensure you have considered everything.

You can follow the suggested steps and use the tables provided to plan, organise and communicate your decisions to your school.

Alternatively, you can adapt the sheets as you see fit to make sure that they work for your particular students and circumstances.

It is recommended that you read the set-up sheet, even if you don't intend to follow it fully, as there are lots of helpful, practical tips included that you may find it useful to consider.

How to set up reading groups
Unit 1 Introduction

library NEPAL

The notes below provide four steps that will help you to set up your self-managed reading groups. You may need to modify these steps depending on the size of your school and the resources available to you.

The tables are provided as examples to demonstrate how you might plan, organise and communicate your ideas. You can print, copy or adapt the blank tables as needed.

Step 1: Secure permission
Begin by discussing and agreeing all the considerations below with the school management team and staff.

1. How many students will included overall?
   - It may be a good idea to start with a small number of groups initially. You could try one school level at a time and then expand.

2. How much time is going to be available?
   - Most schools find that having each group meet once every two weeks is both practical and effective. Sessions should be about 30 minutes each.

3. Where will sessions take place?
   - Students will need access to books to complete the activities. Will they meet in the library or resource centre, or in a classroom?

4. When will the sessions take place?
   - Will students meet during lesson time or in their own time?

5. How many students will be in each group?
   - Between five and eight students per group is a good number.

Step 2: Create the groups
Allocate students to groups then choose a Reading Champion for each group.
The Reading Champion will be the group leader. Ideally, this should be a student who shows good leadership skills and is enthusiastic about reading. See the Unit 1 presentation for further guidance on choosing a Reading Champion.

> Think carefully about who you allocate to each group. Consider:
> - ability
> - age
> - maturity
> - personality
> - shared interests.

You can now print or copy out **Table 1** and fill it in.
It is a good idea to pin this up where all pupils can see it, for example outside the library, so that students don't forget who is in their group.
Alternatively, copy out the details on to a white board or a chalk board.
Table 1 is a suggestion and can be changed to suit your needs if you have a larger number of students.

To make the groups effective and productive it is important that each group or session is directed by a nominated group leader: the 'Reading Champion'. Ideally, group leaders will be the students themselves, but they could also be parents, volunteers or trainee teachers.

- In **older groups** of students (from age 12 upwards) the group members can take turns to lead the group activities, with the leader rotating from session to session. This works well where the members of a group are of an equal level.

- Where students are of a **similar age but mixed ability**, it may be more appropriate for a more able group leader to be appointed for a fixed number of sessions, to help to guide the less able.

- For groups of **younger students**, appoint an older student from a more senior level to lead each group. This encourages older classes to contribute to the development of the younger classes.

Consider every student as a potential resource to support other students, their peers and younger learners.

The Reading Champion is responsible for:

- ensuring that the group members attend at the allocated time and place
- leading the reading and activities for each session
- encouraging every member of the group to contribute actively in every session
- reporting any problems, barriers or successes to the programme leaders
- completing the progress tracker after each session.

This may seem daunting at first, especially for students who are not used to leading activities. The **Reading Champion Toolkit** attached to this unit is specifically designed to support and empower students in taking on this new role.

Ensure that the Reading Champion has access to the Toolkit prior to leading his/her first session.
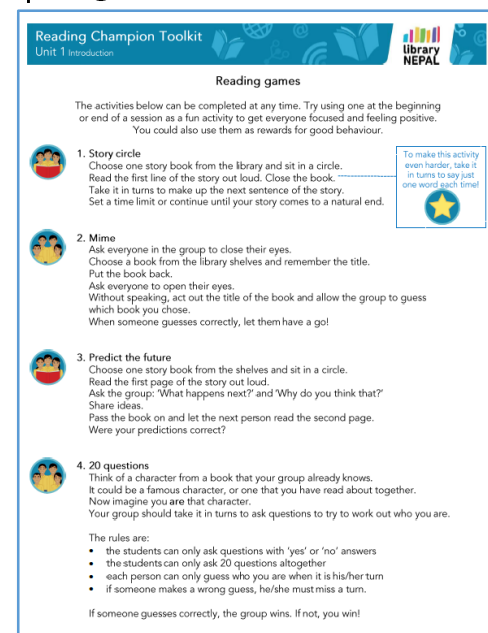
We wish you every success with setting up your school reading programme following our suggestions and materials.

All of our worksheets are available for download at:
www.library-nepal.com

If you have any questions please feel free to contact us on:
info@library-nepal.com