

“Moving stories”



How libraries promote reading to give an impression of the diversity of cultures, languages and life

International Seminar

“Promoting Reading with Preschool Children from Disadvantaged Communities”

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Outline of the lecture

- 5 guiding questions about library services to children

- 3 steps to promote reading programs for preschool children and families in libraries with “moving stories”:

- **Step 1:** Language, literacy and movement must be seen as one context.
- **Step 2:** Language and pictures promote an interactive and moving process to discover the power of imagination.
- **Step 3:** Such an interactive process can be understood in sense of the polish pedagogue Janusz Korczak (1878-1942) and his ideas of children’s needs and rights.

- 8 guiding principles to find answers and to create moving library programs, based on the UN children’s rights



**Come together –
Moving stories in the library**

5 guiding questions about library services to children

In a discourse on “**Library Services to children and urgent international cooperation**“ at the **IFLA Congress 2003 in Berlin Prof. Birgit Dankert (Hamburg)** presented globally relevant questions pertaining to the programs offered by children’s libraries:

- Which library services help children to survive?
- Which library services help to overcome deficits in children’s everyday life?
- Which library services make children independent from a violent surrounding?
- Which library services support intercultural values?
- Which library services guarantee most environmental and cultural protection?



Step 1: Language, literacy and movement must be seen as one context



Even before children can express themselves through language, they already have an understanding of the nature or function of the objects around them.



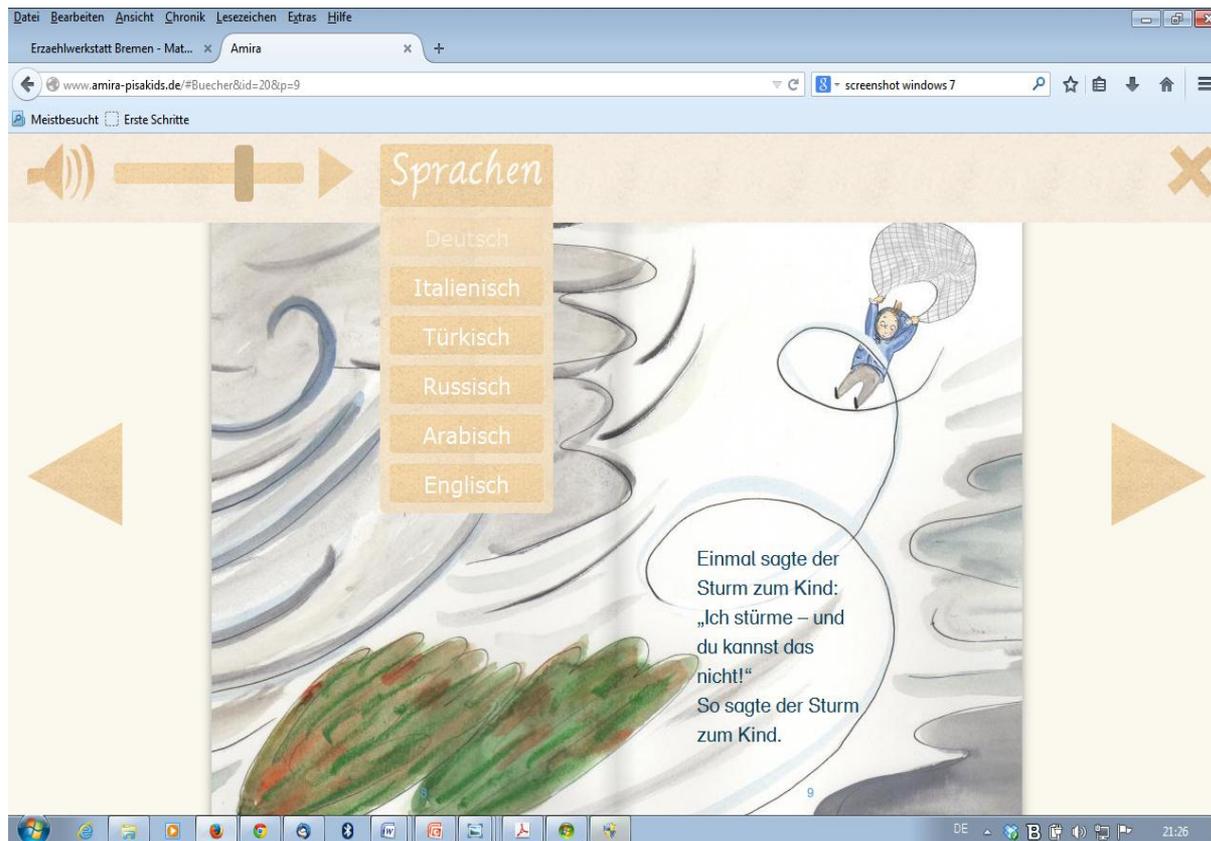
Every story can be accompanied by gestures.
Each playful idea offers the possibility of both:
movement and speech.



Some activities involve an invitation to families to go in the nature.



www.amira-pisakids.de is a homepage with multi-lingual stories for families. The story “The wind and the child” offers a lot of possibilities for activities with all senses – inside and outside:



There are some possibilities to play with the words and pictures of the story.



Step 2: Language and pictures promote an interactive and moving process to discover the power of imagination.



Kamishibai means...

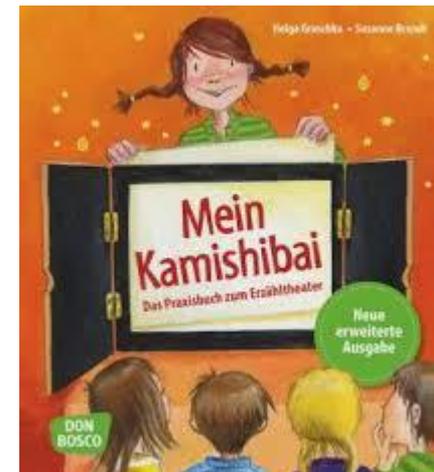
....I can actively contribute to this process.

....I can envision my very own images.

....I can use them to describe a course of action and to discover the power of imagination.

All of those are essential competences for learning processes in front of a monitor as well.

All these elements together – pictures, oral language and the magic of stories – are important to shape their identities and lives; to make sense of what happens to them.



With Kamishibai, they can draw and tell their stories with pictures and oral language, with gestures and objects, with colors, fantasy and joy.



colors

fantasy

objects



ideas

Families of different countries and cultures are involved to realize this multilingual program with us. The pictures help the children to understand, because they listen to the words and “read” the pictures.



Step 3:

Such an interactive process can be understood in sense of the polish pedagogue Janusz Korczak (1878-1942) and his ideas of children's needs and rights.

Young children need...

...imagination as an experience of openness

...social experiences in direct human encounters and interaction

...a sensual and emotional relationship to their environment so they do not only learn how to understand it but also how to sense and love it



Janusz-Korczak Library near Bremen

The special request of this project is its sensitive and respectful attitude towards children, their thinking, their feelings and ideas – and also their stories.



Two publications about the Family Reading Project

In his own times Janusz Korczak was already a master of integrated media literacy by knowing how to link the application of “new media” to the intensive personal and lively contact with individual children

One of the main questions of literacy in the sense of Janusz Korczak is:

How can I reach children through this medium so they feel understood?
And how can they themselves connect with other people and promote a fair exchange of opinions?



Page of a selfmade picture book

8 guiding principles for libraries and their reading programs, according to the UN declaration of children's rights

In every public library...

...children should be welcome and find protection from abuse and violence. They need an environment for discovering, learning, dreaming and reading in which they can develop themselves as far as possible free. When adults make decisions, they should think about how their decisions will affect children. (Act. 3 + 6)

...children have the right to express their wishes and to write, paint, sing, dance or whatever tell their opinion. What they say should be heard, respected and taken seriously. Every child has a dignity, secrets and thoughts that must not be violated. (Act. 12 + 16)



In every public library...

...children should learn in an understandable way what happens in the world, how people live together and why things always have to be changed or decided. For all of them, it should be possible to get free access to information and media in all forms and in different languages. Therefore it's particularly important that children's books are produced and disseminated. Adults should make sure that the information they are getting is not harmful (Act. 17)

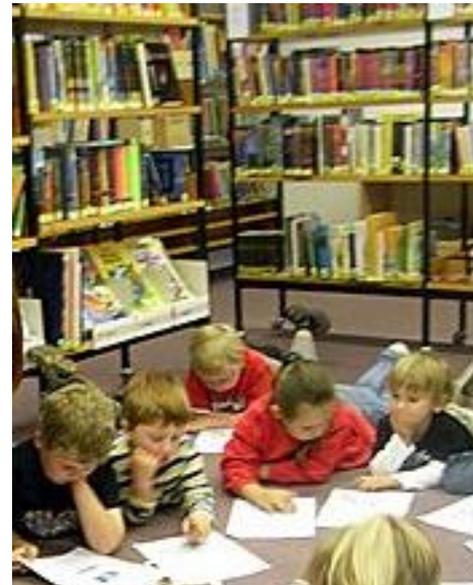
...experiences with community and friendship are very important. Children have the right to choose their own friends and to join groups, as long as it is not harmful to others. Therefore they need places where they can meet freely and can spend time with each other. (Act. 15)



In every public library...

...every child has a right to education. Particularly it's important that people all over the world learn to read and to write. Tasks like this can only be successful with the support of different institutions. (Act. 28)

...learning and reading is not only important for the future and the profession. For every day, there is the chance to gain experience and to develop talents. Children learn what's good for them and how they can contribute to live peacefully, protect the environment and respect other people. Books and other medias can help to share and to spread this knowledge of a good life. (Act. 29)



In every public library...

...children have the right to play, rest and relax. They need times, where they can find peace for themselves. Children's books, movies and play materials help to enjoy those times. Places and times where they experience culture like music and theater, art and movement, are also important for them (Act. 31)

...all children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. (Act. 2)



In every public library...

...there are a lot of possibilities to create moving reading programs for children.

And maybe they can support some important abilities and the motivation to find own decisions, to think about other opinions, to live peacefully, to protect the environment and to respect other people in sense of children's rights.

Thank you for your attention!