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The 3rd International Online Conference

Fostering Dialogue

Teaching Children's Literature
and Reading for Fun at University



Faculty of Education Sciences
Universitat Internacional de Catalunya

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Western Norway
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The Pleasure of Books.

Cognitive, Physical and Affective Engagement in the Green Dialogues Exchange Project (Norway)

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Green Dialogues Project

Our Journey in Norway

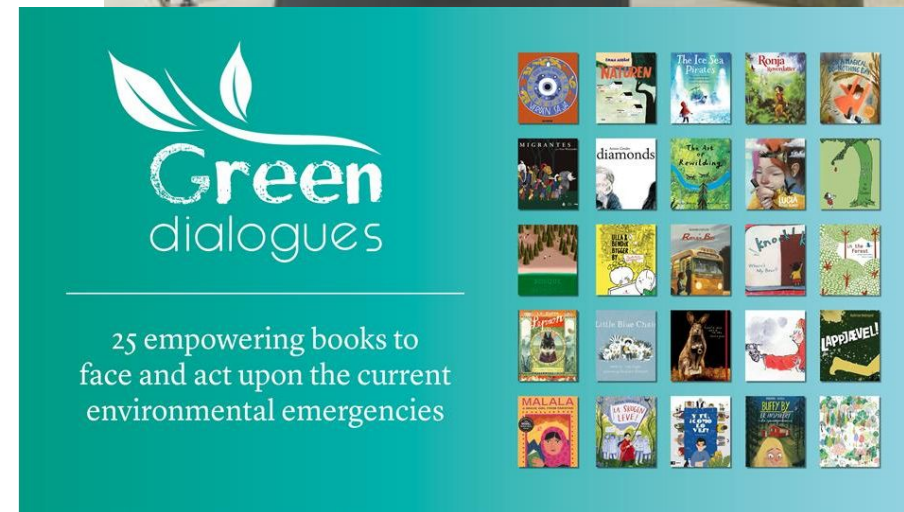
We went to Norway as a part of a Green Dialogs program, in which we learned theoretical and didactic aspects of language and children's literature.

We discover the potential of Literature and Books, especially in:

- Addressing relevant topics for the SDG's: inclusion, sustainability, diversity
- Promoting ecocritical thinking

All working through **dialogic teaching and cultural exchange.**

- Culture-culture
- People-people
- Book-Reader



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A PLAYFUL AND FUN APPROACH TO BOOKS

During our stay in Norway we worked and had dialogues with books in very different ways, and, by this, we discovered that reading and books can bring us pleasure, joy and playfulness.

Being in contact with books through playful methodologies led us to experience other ways to explore children's literature.



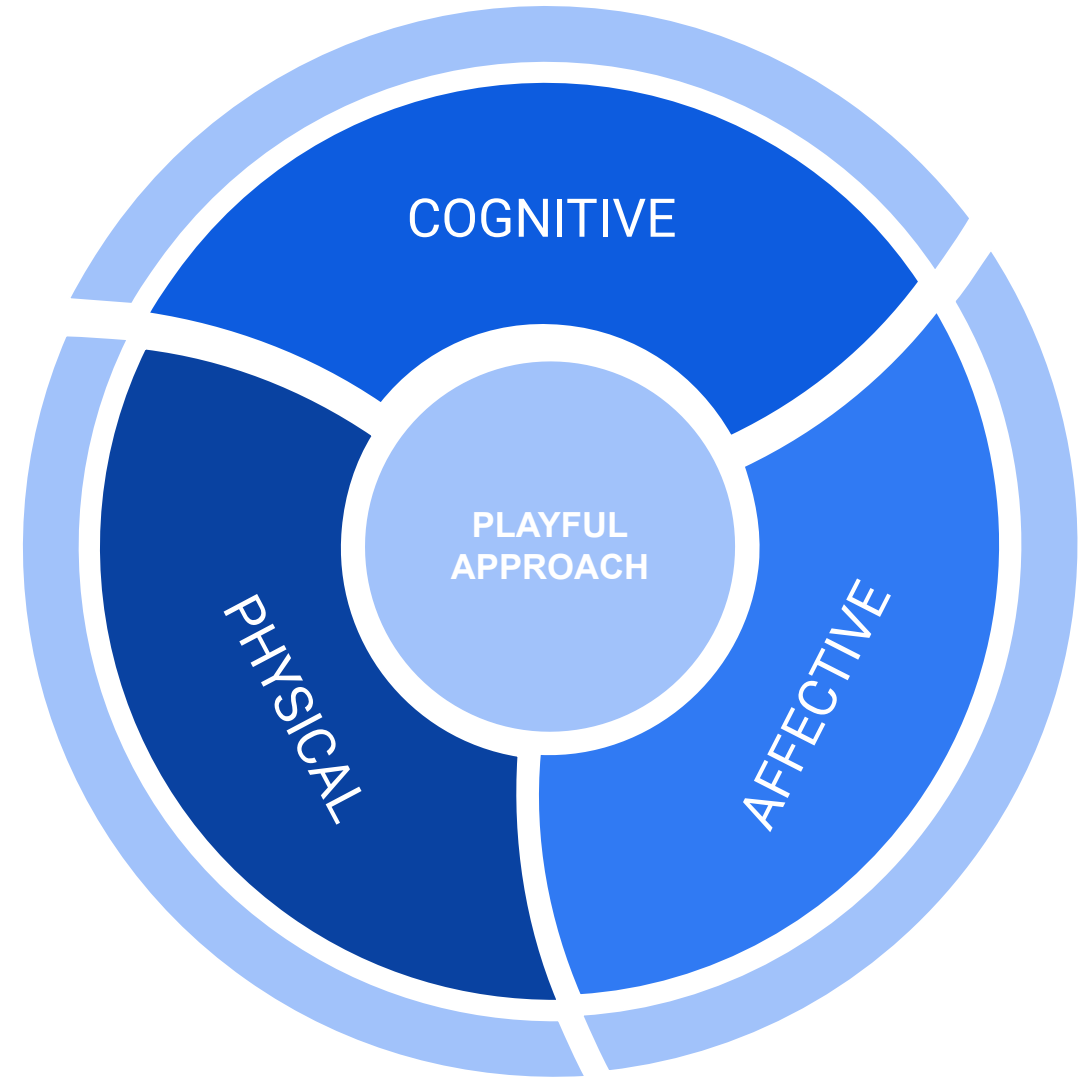
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ENGAGEMENT WITH BOOKS INCREASES THE PLEASURE OF READING

Reading is a connection between the book and the reader; the reader plays a central role and is actively involved in interpreting and attributing meaning. (Rosenblatt, 1982)

In this way reading involves much more than decoding words; it's a dialogue with the book **through a cognitive, affective and physical approach** (Sæbø, 2010).



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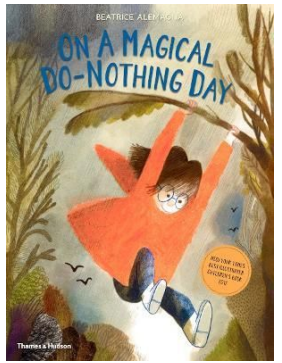
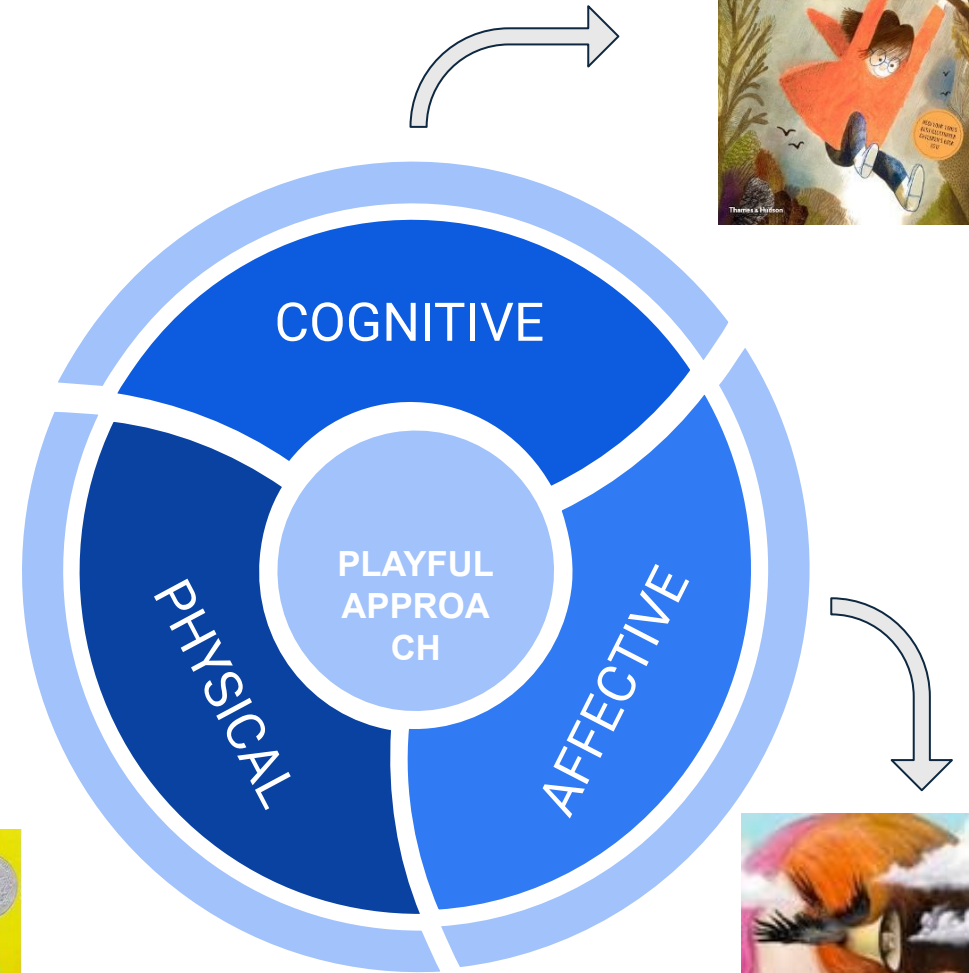
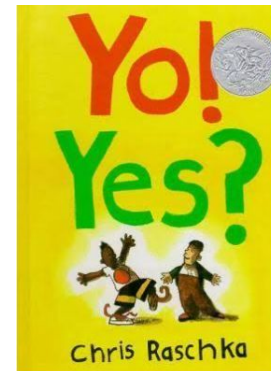
HOW ?

By proposing pre- or post-reading activities that activate these three dimensions in a playful and entertaining way.

It helps to increase children's pleasure in reading.

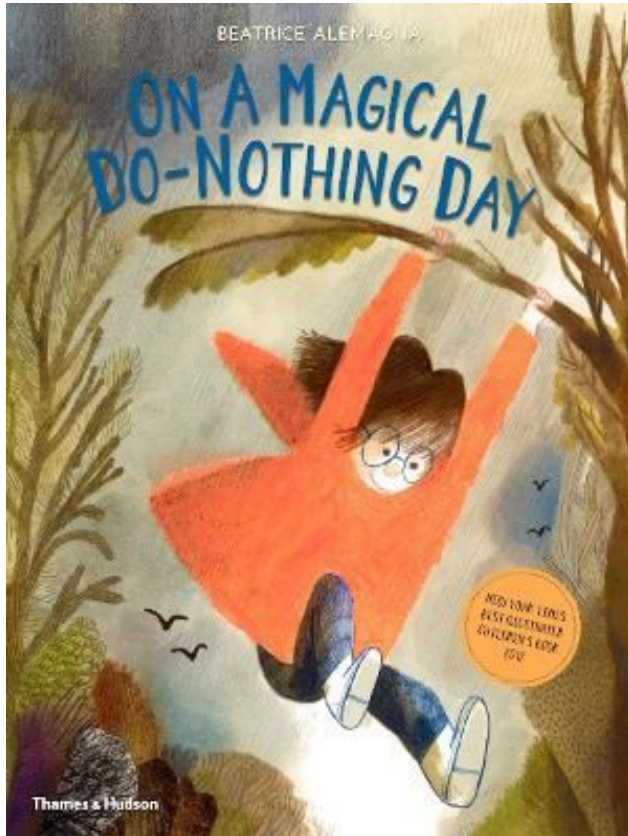
These are some books that we've read during our exchange program.

Now we're going to describe some activities related to them that let us to explore the three dimensions through playful methodologies.



Cognitive engagement - an example of playful activity

BEFORE



Book

On a magical do-nothing day by Beatrice Alemagna

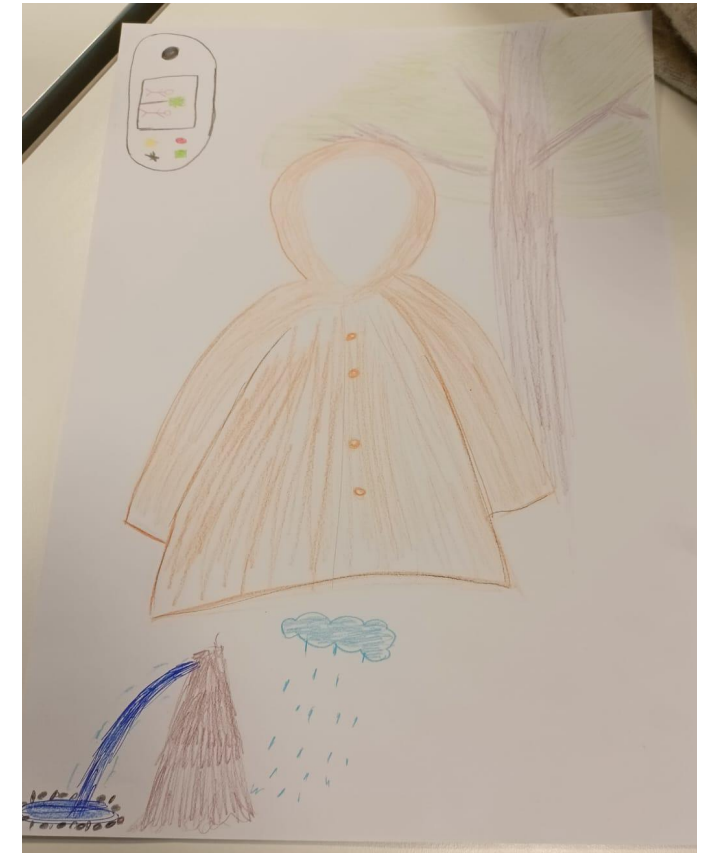
GAME

Students are divided into groups, and each one selected a book or picturebook. They have to identify four distinctive elements of the book and draw them on a sheet of paper. Once all the groups have completed their drawings, the pictures are displayed around the classroom and each group take a closer look to the drawings in order to guess which book they represent.

Why is it an activity that engages you cognitively?

- It requires analyzing and recalling key elements of a book.
- It involves problem-solving, critical thinking, and making connections between visual clues and prior knowledge.

AFTER



Affective engagement- an example of playful activity



Book: Lucia by Roger Olmos

Topic:

The picture-book talks about visual impairment and inclusion at school

GAME-ACTIVITY(after the reading): go through an **obstacle course in pairs.**

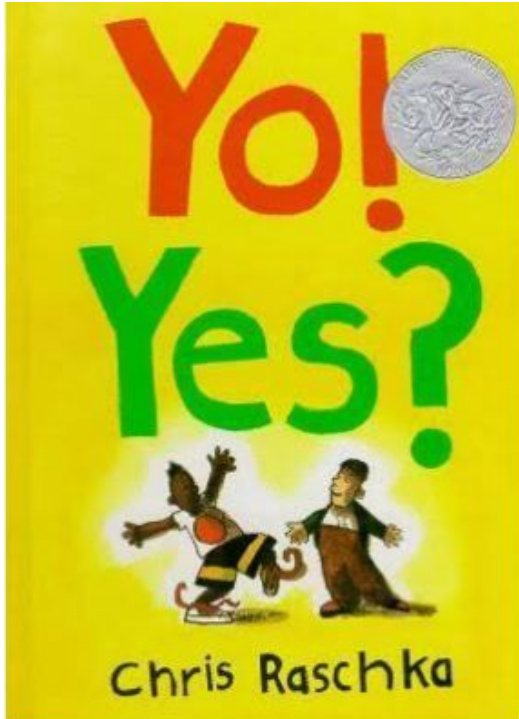
One of the two children is blind and is lead by the other.

OUTCOMES::

- to experience visual impairments and the difficulties in walking related to this disability..
- to find original strategies to overcome obstacles.
- to empathize with Lucia and people with visual impairments.



Physical engagement- an example of a playful activity



Interpretation activity

Book: :
YO! YES? by Chris Raschka

Topic:
The book talks about the meeting of two boys and the beginning of their **friendship**.

Activity:
Interpretation of the two protagonists not only through the verbal language but using the paraverbal and non-verbal ones.

Modality:
The students can be divided in two groups, arranged in two lines, one in front of the other. In this way, all the students had another one in front of them to interact with.

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INTERNSHIP IN NORWAY BETWEEN EMOTIONS, PLAY AND FUN

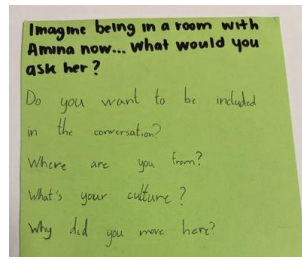
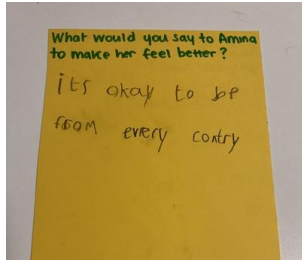
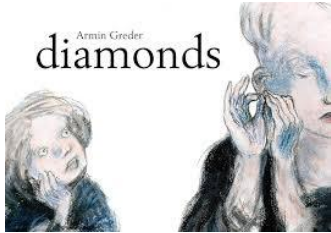
The practical experience of this project encouraged us to see books even more as a resource of pleasure. We worked in a Norwegian primary school in Bergen on the cognitive, emotional and physical connection of the person with the books.

FOR EXAMPLE...

Diamonds by Armin Greder

Activity: letter for a character of the story and treasure hunt about slavery and exploitation, themes told in the picturebook .

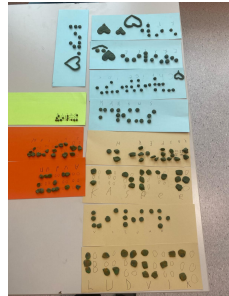
Outcome: stimulated emotional-physical skills.



Lucia by Roger Olmos

Activity: treasure hunt about the story using the Braille code.

Outcome: stimulated cognitive-physical skills and inclusion awareness.



The internship experience showed us how cognitive, physical, and emotional dimensions enable a multifaceted approach to working with books.



References

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