



# A support guide to book borrowing

A resource to support book lending and borrowing in school in autumn 2020

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Age 5-16

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CFE Levels Early – Senior Phase

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Resource created by Scottish Book Trust

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## About this resource

For pupils and staff across Scotland, school libraries and book borrowing will have to adapt to the current circumstances. The aim of this resource is to offer ideas and advice for staff on how to support safe book borrowing and continue to encourage reading for pleasure during this challenging time.

Books, like other paper-based materials, are not considered a high risk for transmission. CILIP (The Library Information Service) recommends that books are quarantined for 72 hours after use and an appropriate location for quarantine is identified in the school. Detailed guidance for school librarians will be provided by CILIPS (The Library Information Service, Scotland), SLIC (Scottish Library and Information Council) and School Libraries Group Scotland, which we advise including in any plans. Current UK-wide guidance can be read on [CILIP website](#), with Scotland specific guidance available on [CILIPS website](#).

# Preparing for book borrowing

Encouraging reading for pleasure is a great strategy for recovery when schools reopen. However, it is not without its challenges to ensure safe handling and storage of books in the current circumstances. Ensuring children and young people have access to books in a variety of formats will be central to creating positive reading experiences. Continue to follow guidance on safe book handling, including allowing for a quarantining period, and embrace the opportunity to try some new and creative activities.

A consistent approach across the whole school will help. Agree a plan, whether that is a timetable for browsing or liaising with your local library service and ensure communications to the wider school are effective. It is important to include staff and pupils in the conversation to find out what will work practically in your setting.

Continuing to build positive reading experiences will also encourage discussions around reading for staff and pupils and present the opportunity to promote wellbeing when schools reopen. You can find [booklists](#) for children exploring empathy, grief and emotions on our website.

## Managing book stock

### Primary schools

For physical books borrowed from your local library service, arrange for titles to be reserved and pick them up or have the books delivered to the pupils' desks in the morning (following quarantining guidelines). Pupils will be able to access a wider range of titles and by creating a routine of reserving books, it will build a sense of excitement around when the children can expect their new books from the library.

In addition, you can take the opportunity to start a project around one book or select titles to read aloud to the class. You could use some of the activities from our '10 things to do with any book' [learning resource](#) to get started.

Non-fiction titles can offer great opportunities as a focus for a class project and provide a wealth of inspiration for cross-curricular activities, especially for reluctant readers. The *Little People, Big Dreams* series explores the lives of incredible people from history all the way to the present day and includes a variety of accessible figures to suit your pupils' interests. For example, you could use the Greta Thunberg edition for activities focusing on the environment and the role of activism, or to research the impact of climate change on your local area, write articles, create posters or use recycled materials to inspire a class art project.

There are also creative ways of introducing pupils to a text when they are unable to handle books in the same way and utilise these alongside reading aloud to pupils regularly. Using the [Reflective Reading framework](#), pick a title that you enjoy and that your pupils will engage with as the basis for the project. Put together a display of

objects related to the book, such as character and setting references, items that feature in the story, to create a sense of excitement around what the class book will be. Challenge the children to guess the book and then reveal the title to be read over the course of the week.

For lower primary, it may not be possible for each child to borrow a book from the class or school library. However, you could create weekly class book-boxes from either your school or class library stock to ensure each class has a bundle of books to enjoy. Involve the children in requesting any titles or genres they'd like to read that week and rotate the boxes around the classes weekly to allow sufficient time in quarantine over the weekend.

Equally, for pupils in Primary 1-3, each child will receive a bag full of books, number games and activities as part of the [Read, Write, Count](#) campaign in Autumn 2020. Use our teacher resources to create cross-curricular lessons with the books and inspiration for a class project. Corpus Christi Primary School in Glasgow began reading [Steve, Terror of the Seas](#), one of the books included in the Primary 2 Read, Write, Count bag last year, and in consultation with their pupils created a mind map of their ideas based on what they would like to learn more about in relation to the story. This included setting up recycling stations to create an 'ocean in a bottle,' visiting the local library to research sea creatures and creating individual fact files and making puppets of the characters. They then create an animated video at the end of the project, using the resources the pupils created throughout the period.

## **Secondary schools**

School libraries may not be able to operate in the same way in Autumn 2020, but library stock can still be accessible to pupils through classroom book-boxes. If you are a librarian, speak with your colleagues about their lesson plans and what genres or titles their pupils enjoy. Create and share a timetable for managing the drop-off and collection of the book-boxes to allow for maximised use and suitable quarantining time on return. Ensure time is allocated to quarantine the books before another class borrows them, and boxes are cleaned according to current guidance.

When putting together the book-boxes, it is important to ensure that there is a variety of books on offer to suit every pupil and include new titles to encourage reading a range of material. Where possible, tailoring these book-boxes will help to effectively support pupils and teaching staff when only a limited selection of titles are available to them. Ask pupils about what books or genres they would like to read and encourage them to input into the next book-box they receive.

To maintain a positive culture of reading, the book-boxes could be themed to specific classes or wrapped to create a sense of excitement when they are 'delivered.' Upon collecting the book-box, you can encourage pupils to talk about their favourite text from the selection and why. It's important to continue conversations with pupils and staff about books and get to know their reading habits and interests to support positive reading experiences.

## Browsing books

Browsing the books on display in your school library or classroom bookshelves may not be possible in the same way for pupils. However, there are creative ways to encourage browsing safely while ensuring pupils can still access titles they want to try.

### **Don't judge a book by its cover!**

When displaying books in the library or classroom bookshelves, why not place them back-to-front? Turn the books around so that the blurb is facing outwards instead of the cover, and challenge pupils to select a title to borrow without judging it by its cover. This will also make browsing without handling the books easier. You could also encourage pupils to write their own summaries of the text and include that above or next to the classroom library as part of a display.

In addition to displaying the blurb, invite staff and pupils to write book recommendations to include on the bookshelves. Many bookstores include slips from Booksellers telling a potential reader what they love about a specific book, and this is something you could easily introduce in your class library. Ask pupils to include what they liked about the book and why would they recommend others read it.

### **First lines**

For an alternative activity, you could create a display incorporating the first lines of books in the collection. Encourage discussion around the first lines with staff and pupils as a basis for them selecting the title to borrow – what do they think will happen next and why would they read on? Pupils could select their next read based on the first lines only!

### **Click and collect**

You could also create your own 'click and collect' service but run it more like a lucky dip. Requests could be sent to library staff (or monitors in primary school without a dedicated staff member) via teachers who send in requests for a whole class. Pupils could request their next read to be from a specific genre or author, and it would be a surprise when they collect it as to what book it is! This activity could also be run with your local library if you have a good relationship with library staff, or the local library service does not have all their titles available online.

## E-lending opportunities

Another way to support low risk 'browsing' is through online catalogues and promoting the use of e-books and audio books. The local library service can also share information about their stock and Learning Resource Centre, including e-book and e-magazine collection with your school setting.

## **Primary schools**

Many platforms are offering free services to read books online, access author readings or listen to audio books. Local library services will also be able to provide access to books online or e-lending opportunities for staff and pupils. Invite a member of staff from the local library to your school to talk about the online catalogue and have a dedicated time each week to browse the titles.

Alternatively, you could challenge pupils to read the first chapter of a book available through [LoveReading4Kids](#) and vote for their favourite. The top reads could be purchased for the library, and/or read aloud the class as the next class text.

## **Secondary schools**

If your school has a library with a Library Management System (LMS) in place, it should be possible for staff and pupils to browse titles online. There may be the opportunity to run a 'click-and-collect' service, where pupils reserve titles and pick them up from the school library in a safe and monitored way. You could hold an induction for staff and pupils about how to make the most of their school library catalogue.

If pupils are unsure what to read, why not create an online 'Personal Shopper' style questionnaire, where staff can choose a range of stock as recommendations and add individual reading suggestions to their pupil profile. These titles can then be incorporated into a 'click and collect' service through the library too.

Pupils can also find inspiration for their next read by downloading the [free Bookzilla app](#), where they can also track their reading, take on reading dares, and find a range of titles to explore. If your school does not have a Library Management System, Bookzilla is a great way for pupils to find a new title they will enjoy based on their own reading habits and interests.

# **Creating a buzz around reading**

Events and displays can help to encourage a love of reading throughout the year and give reading a high profile. However, relocation of activities and utilising online services can ensure staff and pupils do not miss the positive reading experiences created by fun reading activities and events.

## **Blind date with a book**

'Blind date with a book' is a great, flexible event and can be tailored to your school setting. Select some titles that suit your pupils' reading habits and interests and wrap them up so they are disguised. You could include some key words to describe the book or encourage the pupils to pick the texts completely 'blind.'

## **Virtual displays**

Use virtual displays to raise awareness of new books in stock or upcoming online events, such as Authors Live broadcasts or book festival events. Some schools have

created [Bookflix displays](#) using Google Slides showing which books are new in stock, which are trending, and ones that are recommended.

### **Relocate outside**

Why not relocate some of your reading activities outside? Hold a storytelling session outdoors with pupils, or a reading around the campfire event where pupils bring in a book from home or choose from a selection in school.

### **DEAR**

You may have had regular activities in place at your school before the closures, such as drop everything and read (DEAR) time, which present new challenges in the current circumstances. If it is not possible for each pupil to have a book on hand for DEAR time, why not select one book for the entire class and read it aloud to them? Arborath High School decided to pick one book for their whole school as part of their First Minister's Reading Challenge DEAR event. After discussions with staff and input from pupils, they settled on an excerpt from Danny De Vito's *Letters to My Younger Self*, a compilation compiled by the Big Issue magazine. They wanted to choose a text that would keep everyone engaged and was both relevant to and interesting for all young people.

If you are looking for ideas to start reading aloud with your secondary school pupils, why not try the titles shortlisted for the [Scottish Teenage Book Prize](#)? Take part in activities related to the books and encourage the young people to vote for their favourite.

For primary schools, reading aloud during DEAR time is a good opportunity to introduce your pupils to new texts and authors, and bridge between picture books and chapter books. Start with a book with shorter chapters, such as *Rooftoppers* by Katherine Rundell, and read a chapter during DEAR time to build excitement about what will happen next.