



Erasmus +: Digital Inclusion

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Digital Inclusion

Transforming and Internationalizing Schools through Technology

Good practices collection

Prepared by Zini Foundation for Education and Innovation



Aim of the project: To extend and develop educators' competencies, including their digital skills and knowledge of ICT tools, to create an inclusive classroom climate.

Aim of the collection of good practices: To share the different good practices to improve the academic results and motivation of our pupils.

Annexe 1:
Reporting practices template

Practices template

Item	Read! Support! Join!
Good practise description	<i>For more successful implementation of the Latvian National Library's (LNL) reading promotion program "Children, Youth and Parents Jury 2021", as well as integration into lessons, the LNL Children's Literature Center offers methodological material, which takes a closer look at the books in the collection online and using e-books. The publication contains lesson descriptions and worksheets. Learning objectives are formulated, additional information is provided, interactive games, creative writing and other tasks of artistic self-expression, discussion strategies, tests, task comprehension questions are offered. Content guidelines have been prepared within the framework of the ESF project "Implementation of National and International Measures for the Development of Educational Talents", project number 8.3.2.1/16/I/002.</i>
Level	<i>National level</i>
School subjects it deals with	<i>Literature</i>
Country	<i>Latvia</i>
Name of the Institution (organisation)	<i>Latvian National Library</i>
Type of institution involved and main functions	<i>Ministry of Education and Science, Ministry of Culture and Latvian National Library</i>
Involved target group	<i>Teachers</i>



<p>Main challenges key success enabling factors</p>	<p><i>Literacy is an essential prerequisite for inclusive education, as a student who can not participate in the learning process or do not feel comfortable in it, is exposed not only to the risk of dropping out of school but also to losing a sense of belonging; and desire to socialize. Analyzing the experience of previous years, educators have indicated that it is non-traditional methods and forms of speech that help to learn qualitatively as well those students with low literacy levels.</i></p> <p><i>The project offers quality, highly valued literature samples at certain ages, ensuring that the books are chosen to match the child interests in different ages and addresses a large proportion of children in a personal way and form a positive basis for the child's psychological connection with books.</i></p>
<p>Lessons Learnt and Recommendations – if any</p>	<p><i>Parents, teachers and librarians should be involved in reading together with students to set a positive example and demonstrate that good reading and friendship with books is important.</i></p> <p><i>The most important element of publicity is a poster. When readers recognize the poster in the library the reading can begin. We recommend placing posters not only in the library but also in public places - school corridors, classrooms, as banners on the website and elsewhere.</i></p>
<p>Tool/tools used for self- evaluation</p>	<p><i>Feedback is provided using an electronic evaluation questionnaire. Questionnaire access codes and other information can be found on the LNL website www.lnb.lv and www.lasamkoks.lv</i></p> <p><i>Before completing the questionnaire, it is advisable to invite readers to say or write briefly the main idea of the chosen book and describe one of the main people, insisting that the contents of the book should not be narrated. Let the rating be personal and be able to interest others to read the particular book, preferably encouraged do not use expressions such as "because it's interesting", "because I liked it", "because it's a favourite book".</i></p>
<p>Visual elements</p>	<p>https://mape.skola2030.lv/resources/8069 - guidelines for teachers</p> <p>https://mape.skola2030.lv/resources/8068 - handouts for lessons</p>



LASI UN VĒRTĒ '21



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BĒRNU ŽŪRIJA

- Mamma dzegļi.** Erika Širciņa. Rīga: Lielās Mazās, 2020.
- Bubububies.** Berti Berants. Rīga: Latvijas Medija, 2020.
- Pagatma enciklopēdija jeb kas tad tas?** Agnese Vanaga. Rīga: Zvaigzne ABC, 2020.
- Kapteiņa zirzīnā.** Juris Zirgulis. Rīga: Lielās Mazās, 2020.
- Tuk-tuk!** M. Pākis. Rīga: Zvaigzne ABC, 2020.
- Kā sagādāt citiplanēti.** Pēteris Tarminešs. Rīga: Latvijas Medija, 2020.



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BĒRNU ŽŪRIJA

- Tā gari deguns.** Lūkass Hartmanis. Rīga: Jura Rozes apgāds, 2020.
- Emi un Ri.** Ieva Melgalve, Elizabete Lukšo-Rabinska. Rīga: Jura Rozes, 2020.
- Kā izglābt mazlietu mammu.** Pireta Rauda. Rīga: Lielās Mazās, 2020.
- Amamido.** Miks Kocērenis. Rīga: Pētergaitis, 2020.
- Pija Prjanka un bandiņi.** Kairi Loka. Rīga: Pētergaitis, 2020.
- 36 un 6 tūk.** Kārlis Vidvačenko. Rīga: Latvijas Medija, 2020.



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JAUNIEŠU ŽŪRIJA

- Lampīns.** Anete Šņāpa. Rīga: Jura Rozes apgāds, 2020.
- Bēgļi.** Uģis Stankis. Rīga: Lielās Mazās, 2020.
- Sauseniņa.** Džeina Tāks. Rīga: Zvaigzne ABC, 2020.
- Pāks.** Sāra Pēterpūtere. Rīga: Zvaigzne ABC, 2020.
- Kaisi lietas.** Māris Zvungulis. Rīga: Lielās Mazās, 2020.
- Pirmo reizi uz Zemes.** Inga Žukule. Rīga: Lielās Mazās, 2020.



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JAUNIEŠU ŽŪRIJA

- Celis.** Solija un Parīzes jumti. Katrīna Randela. Rīga: Jura Rozes apgāds, 2020.
- Tīds un putriņš egļiņā.** Andrejs Kivrenčiks. Rīga: Zvaigzne ABC, 2020.
- Lastitāja.** Džena Štemberga. Rīga: Zvaigzne ABC, 2020.
- Vaiņķis zīdēt, kuram esmu mīļākā.** Džeina Hara. Rīga: Zvaigzne ABC, 2020.
- Brāji.** Riards Mijartis. Rīga: Pētergaitis, 2020.
- Melēne.** Lote Vilma Vilņa. Rīga: Mērupis, 2020.



VECĀKU ŽŪRIJA

+2 grāmatas

VECĀKU ŽŪRIJA

- Lejātkāsts.** Delfīne de Vīgāna. Rīga: Jura Rozes apgāds, 2020.
- Lietas, kas krit no debesīm.** Solija Ahava. Rīga: Latvijas Medija, 2020.
- Kariete uz Santjago.** Kristīne Ulberga. Rīga: Dienas Lapa, 2020.
- Upe.** Lāsara Vinogradova. Rīga: Zvaigzne ABC, 2020.

