

# Library

A Shared Space for Culture, Learning, and Community

## Keywords:

library, shared space, reading, learning, culture, community, access, multifunctional design

## Target group:

primary school pupils (ages 6-11)

## Objectives:



This activity encourages pupils to rethink what a library can be in the 21st century. It is not only a place to store and borrow books, but also a multifunctional community space for learning, creativity, discussion, and cultural connection. Pupils will design and build a model of a sustainable and welcoming library that includes books, of course, but also space for talks, film screenings, quiet reading, computer use, and social interaction. By the end, pupils will understand the value of libraries as inclusive, multifunctional, and environmentally conscious places.

## General Guideline on Time Allocation:

The duration needed to carry out this activity may vary depending on the specific group of children. Teachers are encouraged to adapt the implementation according to the needs, interests, and dynamics of the group.

In the preparatory phase, teachers may use a variety of activities to introduce and contextualize the chosen topic. These can include discussions, videos, drawings, storytelling, or even a field trip, depending on the age and background knowledge of the children.

The main construction phase, during which children plan and build their urban element using LEGO bricks, should typically not exceed 45 to 60 minutes. However, this phase often stimulates further curiosity and questions among the children, potentially leading to extended engagement or follow-up activities. For more detailed instructions and pedagogical support on how to implement activities of INNO-kids project, please download the Teacher's Methodological Guide.

## Materials and Resources Needed:

- LEGO bricks of various types
- Paper, markers, crayons, and coloured pencils, scissors and glue, recycled materials such as plastic bottles, bottle caps, or packaging
- Labels and signs: "Reading Corner", "Presentation Space", "No Plastics Zone", "Open to All"

*Note: Encourage pupils to repurpose available materials creatively. If LEGO bricks are not available, pupils may use basic craft supplies to bring their ideas to life through drawings and handmade models.*

## Introduction:

Ask pupils: "What is a library?" Most will mention books, but encourage them to think deeper:

- Who uses libraries today?
- What else can happen in a library besides reading?
- Have you ever felt welcome or inspired in one?



Explain that today's challenge is to design a modern library that combines:

- Reading and learning
- Public talks, film screenings, and discussions
- Free access to technology
- Relaxation and creative expression
- Shared ownership and responsibility

This library should be free, accessible, and environmentally friendly — a place that connects people and ideas.

## Procedure:

### Preparation

Each group imagines the library as part of their community. They plan:

- What spaces will be inside? (book shelves and reading areas, a small presentation or screening area, work tables with computers or tablets, a space for relaxing or creative activities)
- What values should the space reflect?
  - Open to all, no discrimination
  - Waste-free zone (no plastic, reused materials)
  - Quiet and calm zones alongside active areas



## Construction

Pupils construct their library model using available materials. The model should show a cohesive space that blends traditional reading with modern functionality and environmental values.

They are encouraged to:

- Build walls or zones using wooden crates, cardboard, or LEGO
- Create furniture like shelves, tables, or soft seating
- Add small features like bookmarks, mini post-its with recommendations, or projectors
- Use natural elements or reused materials for decorations and structure
- Think about lighting, sound, privacy, and atmosphere
- Label each zone clearly and think about flow between areas

The result should be a welcoming, human-centred and adaptable space.

## Details

In the detail phase, pupils reflect on:

- Who feels welcome here? Are there signs, furniture, or colours that support that?
- Are there clear spaces for both focus and interaction?
- How is digital access represented and balanced with books?
- What environmental aspects are shown—e.g. reused shelves, shared materials, no packaging?

They may include a “Tea & Book” corner with reusable cups, or a display with hand-written reviews from community members. Details help turn a basic model into a living space full of values.

## Stories

Each group imagines someone using their library. It could be a teenager attending a film discussion, an older person learning to use a computer, a group of children reading comics on beanbags, or a poet sharing her work with the neighbourhood.

## Presentation

Each group presents their library to the class, explaining what zones they included and why, what makes the library inclusive, creative, and sustainable, and what values it reflects.





## Tips:

Encourage pupils to move beyond the stereotype of “quiet and dusty” libraries.

Ask:

- “Would you want to spend time here?”
- “What could someone discover besides a book?”
- “How is this space friendly to all?”

## Additional Considerations:

### Differentiation:

Provide additional support or simplified instructions for pupils who may require extra assistance. For advanced pupils, offer extension tasks such as researching further sustainable practices or designing more complex models.

### Assessment:

Assess pupils based on their participation and engagement during discussions and hands-on activities. Evaluate the creativity, effort, collaboration, depth of understanding demonstrated in their models, critical thinking, ability to provide constructive feedback and presentation skills.

### Extension Activities:

- Organise a real book recommendation exchange.
- Invite a librarian to describe their daily job.

## Curriculum

### Connections:

This activity integrates:  
**Language** (*reading, review writing, storytelling, discussion, presentation skills*)

**Social Studies** (*culture, rights, education, equity*)

**Art** (*design, creativity, construction*)

**ICT and Digital Literacy** (*technology use, access to knowledge*)

### SDG Connections:

- **SDG 4:** Quality Education – Pupils create a space for open, lifelong learning for all.
- **SDG 10:** Reduced Inequalities – Pupils design a public service accessible to all members of society.
- **SDG 11:** Sustainable Cities and Communities – Pupils create a safe, inclusive, and creative urban service.
- **SDG 12:** Responsible Consumption and Production – Pupils reuse materials and avoid waste in their models.
- **SDG 13:** Climate Action – Pupils reflect on the environmental impact of everyday public spaces.



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