

Library Newsletter January 2016

PARENTAL GUIDANCE ADVISED

Hi Everyone!

Welcome back to a new year which I hope will be fantastic for the children and the school. This year the library newsletter layout will be slightly different, focusing on a more magazine-like presentation. A lot of the content will be changed on a monthly basis with more topical articles as well as the original recommended reading and literary celebrations. This month's newsletter will focus on the internet and safety issues for children, as we look forward to celebrating Safer Internet Day 2016 in February.

I hope you all enjoyed Christmas and are ready for a year full of unknowns and adventure!

Celebrate Safer Internet Day 2016



Help children to become better internet users by celebrating Safer Internet Day (SID) in school or at home on Tuesday, 9th February 2016.

Promoted in Ireland by the PDST Technology in Education and Webwise, the whole point of SID is to raise awareness of how we all can help create a better internet.

This year Webwise is offering free internet safety wristbands and badges for any school who shares their plans for celebrating SID. The theme for the 2016 event is "Play your part for a better internet" and the hashtags #Up2Us and #SID2015 will be used to help raise awareness online.

What can we do to celebrate Safer Internet Day?



The Safer Internet Day website has a list of events and suggested classroom-based activities for marking SID 2016. If you're interested in focusing celebrations around the topic of cyber bullying, Watch Your

Space has ideas on how to promote a more inclusive online environment.

Myselfie and the Wider World (Primary resource)

This Primary Anti-Cyber Bullying Teachers' Handbook is an SPHE resource developed to engage 5th and 6th class primary school students on the topic of cyber bullying. A series of short animations are the centrepiece of the resource. These will help students develop the skills and understanding to be responsible, socially conscious and effective internet users, as they explore social networks for the first time. Order a [free hard copy](#) or [download MySelfie and the Wider World](#) at www.saferinternetday.ie

Tackle Cyber Bullying (Post Primary resource)

Take the first steps to beat cyber bullying with the [#Up2Us Anti-Bullying Kit](#). In the kit you'll find activities for addressing bullying, colourful stickers and supplies for creating interactive poster campaigns. Also included is the [#Up2Us Anti-Bullying Teachers' Handbook](#) with 10 Junior Cycle SPHE lesson ideas. Order a [free hard copy](#) at www.saferinternetday.ie.



Family e-Safety Kit

Aimed at six to twelve-year-olds, the full activity pack, [The Family e-Safety Kit](#), was created to help parents share the benefits

and risks of surfing the web in a fun and engaging way. It contains a parental e-safety guide, family golden rules, a family certificate, stickers and situation cards. Download the [Family E-Safety Kit](#) on www.saferinternetday.ie

For more ideas for parents, go to: saferinternetday.ie/parents/



If, like myself, you haven't a clue about social media (it's

not a necessity for me yet, my babies are too small! Thank crunchie!), then the following article and recommended links are a must read! They explain the myriad of social media available today, the appeal to young children and teens, and how you can be a savvy-parent and keep tabs on your child's online activities in a non-invasive manner.

Technology-savvy parents play key role in children's

social media engagement, says ACMA

The ACMA (Australian Communications and Media Authority) has published research into young people and their use of social media, called, Like, post, share: Young Australians' experience of social media.

The research examines young people's use of social media across various age groups ranging from 8-17 year olds.



While one of the objectives of the research was to investigate the impact of smartphone technology on social media use, the researchers found that it was generally older teens that had access to smartphones and used their phones to access social media. Researchers also found that while younger age groups used the internet for other

purposes, it is at age 13 (or the entry to secondary school) where the internet tends to start being used for socialising via social media.



“For most, the internet has become a fully integrated element of children and young people's lives by this stage and in general they have developed a full sense of the capabilities the internet offers them. It fulfils numerous needs beyond entertainment. Social networking has become the norm and the risks children and young people are exposed to move beyond a focus on content to include significant risk from unsolicited, unwanted or negative contact”

It is also at this age that many parents take a step back from supervising their children's use of the

internet. The researchers identified the need for parents to remain up to date with the technology their children are using in order to understand and mediate their children's use of the internet and social media.

“Parental IT literacy is a critical determinant of their ability to engage, understand and mediate their children's use of the internet. Their ability to ‘keep up’ with their children's use of technology and services can have a significant effect on the likelihood of children to heed any advice given to them by their parents. As children get older and interact with the internet in more sophisticated ways, this issue becomes exacerbated.”

Many parents wait until secondary school to allow their children to have a mobile phone and while it is clear that there are many good reasons for children this age to have mobile, it is also important for parents/caregivers to educate themselves and engage with their children about their use of the internet, social media and mobiles. AMCA's cybersafety tips for parents can be found at

mobiletips.org.au and the ACMA's Cybersmart website is a useful resource for parents, teachers and children.

Guide: Social Networking Advice for Parents



So Santa has left Tablets, i-Phones, i-Pads, laptops, smartphones, and every other gadget known to man, what now? Do we leave these devices to our children and

hope they'll use them appropriately and sensibly or do we get involved, understand the freedom of expression and worldwide communication devices they've just been given?

The answer is very simple, it is up to each individual parent to decide for themselves the level of supervision they deem appropriate for their child and the level of age-appropriate freedom and access to technology they allow. On that note, the following article is an illuminating guide on the social media that is available and targeted to our babies.



The best online safety strategy is to talk to your child.

The online world is very much part of young people's world today, they are "growing up digital", and technology is embedded in every aspect of their lives.

As parents your natural desire is to keep your children safe.

In every aspect of development, from learning to cross the road, ride a bike or swim, parents teach, guide and support their children. It is no different in the online world.

The best online safety strategy, regardless of the age of the user or the technology involved, is to talk with your children and to engage with their use of the Internet.



Remember, the chances of your child sharing their online experiences with you will be greatly reduced if they think that telling you about a problem will result in them being banned from using the Internet!

Social Networking

Key issues for parents.

According to various safety online sites, some of the key issues to be aware of when using social networking services (chat, webcam or text based) are:

Being too young for the site and its content and conduct and online behaviours.

To comply with Facebook's Terms & Conditions of Use one must be 13 or over.

Facebook call users of 13 - 18 years of age "Minors" and set a Minor's profile by default to share with "Friends Only".

However, it is estimated that there are over 5 million Facebook

users who are under 11 years of age so clearly young children are creating profiles and not giving their correct date of birth.

They run the risk of seeing, reading and being involved in adult content and age-inappropriate behaviours.

They run the risk of being contactable by adults not known to you, their parents.

Encourage your children to only use age appropriate sites.

There are social networking sites for the under 13s which are moderated with content and conduct that is age appropriate.

You should encourage your children to only use age appropriate sites and to be truthful when registering on a social networking site.

Being unable to understand or apply the complicated privacy and security settings:



Even if your child is over 13, like many an adult user, they may struggle to

master the varied and complicated privacy and security settings on a site such as Facebook.

As well as the need to customise over 50 privacy settings you will need in particular to discuss with your child and perhaps help them to:

- Opt out of Photo Tagging
- Opt-out of Face Recognition
- Opt-out of Geo-Location and Location Check-In by others
- Customise each Games App so as not to make Public the child's (and your) private information.

Encourage your child to be careful when disclosing personal information.

Being conscious of when and where it is all right to reveal personal information is vital, it is especially important when using social networking sites.

A simple rule could be that your child should not give out any information or photos online that they wouldn't be prepared to give to a stranger on the street.



Revealing too much personal information

One of the greatest concerns associated with online

technologies today is the issue of revealing too much personal information.

Risks include increased chances of online harassment or cyberbullying, inappropriate online contacts, increased chances of being located in the real world and your home being located, and identity theft.

Even adults have difficulty with “over-sharing” with the wife of the head of one of the UK Intelligence Services once posted the address of the family home and photos of the family on her Facebook page.

Is it any wonder then that “privacy” will have to be discussed frequently with your child?

Being careless with or disrespectful of the privacy of others.

Another key issue is the need to teach your child to respect the privacy of others. Your child has the right to privacy, and has the responsibility not to endanger the privacy of others when posting photos or chatting online.

They should also be mindful of what their online postings and interactions reveal about others.

Tagging others in photos without their permission or ‘checking in’ another child into a specific location at a specific time without their permission can invade their privacy.

Each child needs to understand that it is never acceptable to ‘borrow’ another person’s identity online, to make a fake profile or use the password of another child to go online. Teaching your child about password security is very important.

“Be-Friending” strangers:

All too often, popularity is equated to the number of online ‘friends’ a person has. Because of this, children and young people may feel pressured to accept, or indeed seek out, contacts that are not known to them in the real world.



You need to show your child how to apply the safety and privacy

settings of their social networking site and remind them to review them, and their list of "friends", often.

Being unkind, hurtful or offensive to others:



The lack of adult supervision and feeling that they are anonymous has led some young people to cyberbully and harass others online.

Cyberbullying is the using of technology to deliberately hurt, upset, harass or embarrass others.

Additionally, online conversations, particularly in

unmoderated services, can sometimes stray into topics that are inappropriate or offensive to others.

Encourage respect for others. As in everyday life, there are informal ethical rules for how to behave when relating to other people on the Internet. These include being polite, using correct language and not harassing others.

Make your children aware that despite the perceptions to the contrary, online bullying is easier to detect and trace than offline bullying.

Also because of the code of practice adopted by Internet Service Providers and mobile phone operators, companies are obliged to involve the Gardaí when illegal activity is reported to them.

Contacting and being contacted by strangers

We hear a lot in the media about children and young people being contacted by strangers in chat-based services and, of course, this can and does happen.

The real danger comes if a child or young person decides to meet someone in person that they have only previously met online.



A stranger online can use a range of techniques to gain the trust and confidence of a young person – sometimes over a period of months – to prepare the way to meeting in person. So it is important to discuss together the **'STRANGER DANGER'** strategies

that your child has been using since early childhood, and apply them when online too.



Social networking parenting

tips



Discuss the need for privacy and how to respect the privacy of others with your child.

Know your child's Internet use. To be able to guide your child

with regard to Internet use, it is important to understand how children use the Internet and know what they like to do online.

Let your child show you which websites they like visiting and what they do there. Why not join the sites they like and become familiar with their use and functions?

Acquiring knowledge of the site's Privacy Policy and Terms & Conditions and an understanding of how to use its Reporting or Block functions will enable you to show them to your child.

Thankfully most children and young people today use these services in the same way older generations may have used the telephone – they are just used as tools for catching up, making plans and socialising, and are just a normal part of their day-to-day activities.

The Internet is here to stay and the more we use it the more familiar we will become with its safe use.

Useful links:

- [Facebook Safety Centre](#)
- [Parents Helpline on Bullying](#)
- [Childline Online](#)

Social Networking: Privacy Settings

On Facebook, you can do a number of things to secure safe and private use. To change your privacy settings click on the downward arrow where your name appears in the top right hand corner of the screen.

As your profile and cover photos are always public, it's very important that these are appropriate for anyone to see. Your name is also always public. Once someone knows your name

they'll be able to find you on Facebook. Some teachers have managed to avoid unwanted contact by changing the spelling of their names or using an Irish version of their name.

Another idea is to receive notifications when you are tagged in pictures and other posts. This will help you to stay in control of the information linked to you on Facebook.

To check you have applied your changes correctly, click the "view as" option to see how your profile appears to strangers.

Whatever setting you choose, remember that posting on social networks is public.

Always think before you post anything online because sharing information with others can mean that you lose control of it.



Remember the four characteristics of digital media:

- 1. It's searchable** – anyone, anytime, anywhere can find it
- 2. It's forever** – anyone (even the school principal) can find it today, tomorrow, or 30 years from now
- 3. It's copyable** – once found it they can be copied, shared and changed

- 4. It has a global invisible audience** – even if your page is private, you can't tell which friend shares your information. You have no control over what your friends do with it.

Stop. Think. Stay Safe.

BEWARE WHAT YOU SHARE!

Don't accept friend requests from someone you don't know!



Set your privacy settings so that only people you know can view your account!



Don't share personal info or images with people you don't know!

Don't post/send anything if you are not happy for it to be shared!

Tell someone if things go wrong, there is ALWAYS someone who can help!



Childline: 0800 1111

Lifeline: 0808 808 8000

Benefits of internet and social media for children

Okay, so we've read about the dangers of social media, how we can become proficient in it as parents, but is it all negative, negative, negative? Well.....

The internet and social media provide young people with a range of benefits, and opportunities to empower themselves in a variety of ways. Young people can maintain social connections and support networks that otherwise wouldn't be possible, and can access more information than ever before. The communities and social interactions young people form online can be invaluable for bolstering and developing young people's self-confidence and social skills. *Although, there is still nothing that compares to meeting with friends face-to-face for a chat over a sundae in the local youth café.*

Young people as social participants and active citizens

Social networking services can provide an accessible and powerful toolkit for highlighting and acting on issues and causes that affect and interest young people. Social networking services can be used for organising activities, events, or

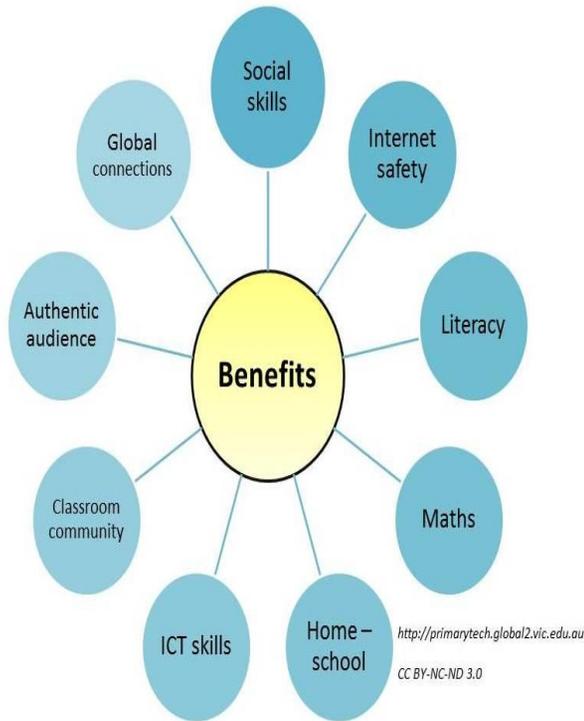
groups to showcase issues and opinions and make a wider audience aware of them. E.g. Coordinating band activities, fundraisers, and Creating awareness of various causes.

Young people developing a voice and building trust

Social networking services can be used to hone debating and discussion skills in a local, national or international context. This helps users develop public ways of presenting themselves. Personal skills are very important in this context: to make, develop and keep friendships, and to be regarded as a trusted connection within a network.

Social networking services can provide young people with opportunities to learn how to function successfully in a community, navigating a public social space and developing social norms and skills as participants in peer groups.





Young people as content creators, managers and distributors

Social networking services rely on active participation: users take part in activities and discussions on a site, and upload, modify or create content. This supports creativity and can support discussion about ownership of content and data management.

Young people who use social networking services to showcase content - music, film, photography or writing - need to know what permissions they are giving the host service, so that they can make informed decisions about how and what they place on the site.

Users might also want to explore additional licensing options that may be available to them within services - for example Creative Commons licensing - to allow them to share their work with other people in a range of ways.

Young people as collaborators and team players

Social networking services are designed to support users working, thinking and acting together. They also require listening and compromising skills. Young people may need to ask others for help and advice in using services, or understand how platforms work by observing others, particularly in complex gaming or virtual environments. Once users have

developed confidence in a new environment, they will also have gained the experience to help others.



Young people as explorers and learners

Social networks encourage discovery. If someone is interested in certain books, bands, recipes or ideas, it's likely that their interest will be catered for by a social networking service or group within a service. If users are looking for something more specific or unusual then they could create their own groups or social networking sites. Social networking services can help young people develop their interests and find other people who share the same interests. They can help introduce young people to new things and ideas, and deepen appreciation of existing

interests. They can also help broaden users' horizons by helping them discover how other people live and think in all parts of the world.

Young people becoming independent and building resilience

Online spaces are social spaces, and social networking services offer similar opportunities to those of offline social spaces: places for young people to be with friends or to explore alone, building independence and developing the skills they need to recognise and manage risk, to learn to judge and evaluate situations, and to deal effectively with a world that can sometimes be dangerous or hostile. However, such skills can't be built in isolation, and are more likely to develop if supported. Going to a social networking service for the first time as a young person alone can be compared to a young person's first solo trip to a city centre, and thus it is important for a young person to know how to stay safe in this new environment.

Young people developing key and real world skills

Managing an online presence and being able to interact effectively online is becoming an increasingly important skill in the workplace. Being able to quickly adapt to new technologies, services and environments is already regarded as a highly valuable skill by employers, and can facilitate both formal and informal learning. Most services are text based, which encourages literacy skills, including interpretation, evaluation and contextualisation



Social Media Sites Explained

Following is a list of social media sites that can be easily accessed by your computer savvy children.

- @ Do you know all of them?
- @ Do you know what they are about?
- @ Do your children use them?
- @ What are the risks and potential safety issues of these sites for your children?

I have never heard of at least 85% of the listed sites. I do not use any social media, I personally detest it, but I am aware that at some stage my own children will wish to 'join in' and use some of them (by that stage, there'll probably be a gazillion more for me to educate myself about). Details on each site, their appeal to children/teens, risks, privacy settings, age restrictions, etc., can be found at: www.webwise.ie (click on the **Parents** icon, then on the **Explainers** icon). You will be as surprised as I was when I accessed the site, as to how much social media our children are exposed to today and how incredibly at risk and computer savvy they are at such young ages!

 YouTube

 Facebook

● *Tinder for Teens*

● *Snapchat*

● *Minecraft*

● *Catfishing*

● *Tagged.com*

● *Webcam*

● *Messenger*

● *YouTube for Kids App*

● *ooVoo*

● *Periscope*

● *BBM*

● *YikYak*

● *Whisper*

● *Viber*

● *Whatsapp*

● *Ask.fm*

● *Twitter*

● *MySpace*

● *Linkedin*

● *Bebo*

● *Flicker*

● *PhotoSharing*

● *VideoChat*

● *MSN/Windows Live*

Messenger

● *Skype*

● *Omegle*

● *Chat Roulette*

● *Vine*

● *Formspring*

● *Spillit*

● *Facebook Graph Search*

● *Tumblr*

● *Instagram*

At www.webwise.ie (Parents Link, Publications Link) for more information.

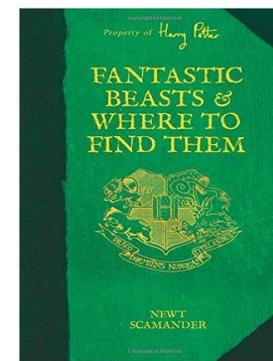


OR



YOU DECIDE.

**New Harry
Movie Spin-off**



On a happier note, if you loved the Harry Potter books and movies, then you're in for a huge treat

this November. *Fantastic Beasts and Where to Find Them* is an upcoming trilogy of films based on *Fantastic Beasts and Where to Find Them*, one of the companion books to J.K. Rowling's Harry Potter series. Rowling will make her screen writing debut with this film. David Heyman, who produced the Harry Potter films, will be returning as producer for *Fantastic Beasts*.

J.K. Rowling has said that the film will start in New York, around 1920, seventy years before the Harry Potter series, and will feature Newton Scamander as a main character. It is unclear whether the rest of the film will be set in New York. *Fantastic Beasts and Where to Find Them* tells us that Scamander had been travelling the world in research of magical creatures since 1918, culminating with the publication of his masterpiece in 1927.

Warner Bros approached Rowling about using the book for a film, from which she pitched "an idea that [she] couldn't dislodge". Upon

returning to Harry Potter for the first time since 2007, Rowling commented: "I always said that I would only revisit the wizarding world if I had an idea that I was really excited about and this is it!" She stated that the idea of seeing Scamander "realised by another author was difficult," hence her decision to be the film's screenwriter. As of the film's announcement, there is no set date for when it might go into production.

On March 29, 2014, The New York Times reported the adaptation of *Fantastic Beasts and Where to Find Them* will be a trilogy.

On May 13, 2014, it was announced the first film will be released on November 18, 2016.

On 6 October, 2014, J. K. Rowling posted the cryptic message "Cry, foe! Run amok! Fa awry! My wand won't tolerate this nonsense!" on her official

Twitter account. She confirmed the following day that this message was a riddle, and the solution, while not part of the script, was the first sentence of a synopsis of Newt Scamander's story. The anagram was solved later that day, with Rowling confirming the solution of "Newt Scamander only meant to stay in New York for a few hours!"

Synopsis

The film's first official synopsis was released on 11 December, 2015:

"Fantastic Beasts and Where to Find Them" opens in 1926 as Newt Scamander has just completed a global excursion to find and document an extraordinary array of magical creatures. Arriving in New York for a brief stopover, he might have come and gone without incident... were it not for a No-Maj (American for Muggle) named Jacob, a misplaced

magical case, and the escape of some of Newt's fantastic beasts, which could spell trouble for both the wizarding and No-Maj worlds.

The plot revolves around Newt Scamander, who was making a brief stop in New York in 1926, shortly after completing his travels around the world to research for his Magizoology book, *Fantastic Beasts and Where to Find Them*. What was meant to be a short interlude is prolonged when a No-Maj called Jacob Kowalski inadvertently disrupts Newt's magically-expanded suitcase, releasing a number of dangerous magical creatures into the city and threatening to worsen even further the state of magical and non-magical relations in the United States (which were already tense due to the presence of a fanatical extremist group, the New Salem Philanthropic Society, advocating for a "Second Salem"

and the eradication of wizardkind).

Characters

The following is a list of characters confirmed to appear in the first film of the trilogy, most of whom (as of now, the only known exceptions are Newt Scamander and Porpentina Goldstein, who are mentioned on the *Fantastic Beasts and Where to Find Them* book) are completely original to this work and never mentioned anywhere else in canon before.



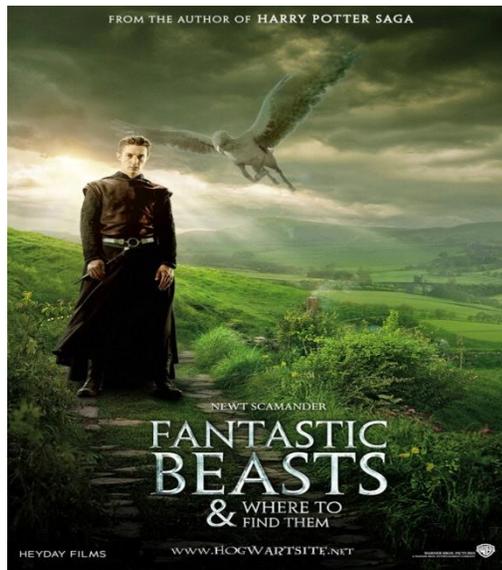
The three main characters, Jacob Kowalski, Newt Scamander and Porpentina Goldstein.

- Newton Scamander (played by Eddie Redmayne) – Magizoologist, author of the book *Fantastic Beasts and*

Where to Find Them.

British Ministry of Magic employee, Porpentina's love interest. Described as eccentric and introverted.

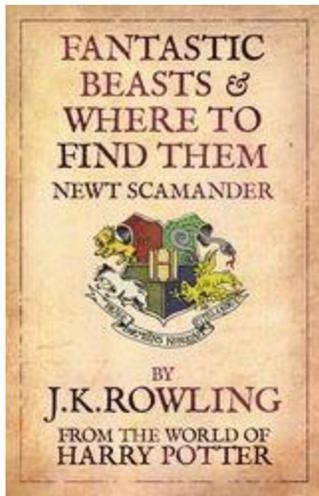
- Porpentina "Tina" Goldstein (played by Katherine Waterston) – "An ambitious worker at the Magical Congress of the United States of America (aka MACUSA, the U.S. version of the Ministry of Magic) who meets Newt. Tina is relegated to an office well below her abilities after she stood up for the wrong person. She longs to fight for what's right." Described as "grounded".



- Queenie Goldstein (played by Alison Sudol) – "Tina's younger sister and roommate, a big-hearted free-spirit 'legilimens' who can read minds." Described as a "bombshell".
- Jacob Kowalski (played by Dan Fogler) – "An optimistic No-Maj (aka Muggle) factory worker/aspiring baker who gets introduced to the wizarding world when he meets Newt." He begins the film post break-up.
- Mary Lou (played by Samantha Morton) – "The narrow-minded leader of the fanatical Second Salemers, a group looking to expose and kill wizards and witches."
- Credence (played by Ezra Miller) – "Mary Lou's troubled adopted son". Reportedly plays a big role in the wizarding world canon.
- Percival Graves (played by Colin Farrell) – "A powerful auror and the right-hand man of the American wizarding world's president." Set with the task of tracking down Newt.
- Modesty (played by Faith Wood-Blagrove) – A "haunted young girl" with "an ability to see deep into people".
- Seraphina (played by Carmen Ejogo) – A primary figure of the Magical Congress of the United States of America (MACUSA).
- Henry Shaw Sr. (played by Jon Voight) – An American senator who holds a rally picketed by the New Salem Philanthropic Society.
- Gnarlack (played by Ron Perlman) – a goblin gangster who owns a speakeasy, does business with Newt.
- Mrs Goldstein (played by Fanny Carbonnel) – mother of Porpentina and Queenie Goldstein.
- Chastity (played by Jenn Murray)
- Lt. M. Young (played by Matthew Roberts)
- Gilbert Bingley (played by Peter Breitmayer)
- TBA (played by Gemma Chan)
- A Sasquatch (played by Jason Newell)
- A Secretary (played by Lucie Pohl)



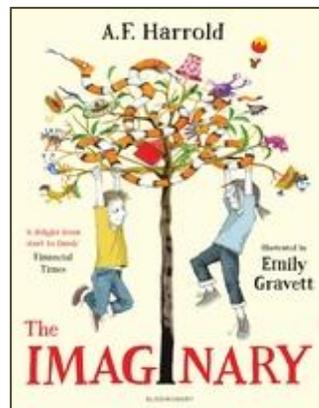
Recommended Reading



Fantastic Beasts and Where to Find Them (Newt Scamander) by J.K. Rowling.

As featured in the first year set texts reading list in *Harry Potter and the Philosopher's Stone*, *Fantastic Beasts and Where to Find Them* is an extensive introduction to the magical beasts that exist in the magical, non-Muggle world. Some of the animals featured in the A-Z you will have already met in the existing *Harry Potter* books: for example Hippogriff,

Flobberworm, Kappa - others you certainly won't: read on to find out exactly what a Chizpurfle is, or why one should always beware of the sinister Lethifold. . . . As Albus Dumbledore says in his introduction, this set text book by Newt Scamander has given the perfect grounding to many a Hogwarts student. It will be helpful to all Muggles out there too. . . . On reading the book you will also find that Harry, Ron and (in one instance) Hermione - couldn't resist graffitiing the book, and adding their own hand-written opinions.



The Imaginary by A.F. Harrold.

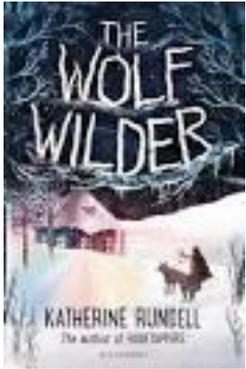
An extraordinary tale of love, loss, imagination

and not really being there, for fans of Roald Dahl and Neil Gaiman.

Rudger is Amanda's best friend. He doesn't exist, but nobody's perfect.

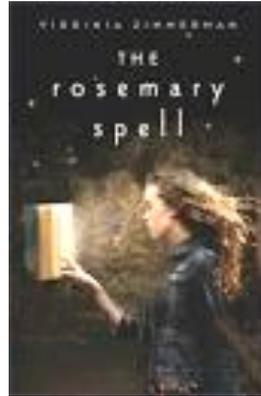
Only Amanda can see her imaginary friend - until the sinister Mr Bunting arrives at Amanda's door. Mr Bunting hunts imaginaries. Rumour says that he eats them. And he's sniffed out Rudger. Soon Rudger is alone, and running for his imaginary life. But can a boy who isn't there survive without a friend to dream him up?

A brilliantly funny, scary and moving read from the unique imagination of A.F. Harrold, this beautiful book is astoundingly illustrated with integrated art and colour spreads by the award-winning Emily Gravett.



The Wolf Wilder
by Katherine Rundell

Feodora and her mother live in the snowbound woods of Russia, in a house full of food and fireplaces. Ten minutes away, in a ruined chapel, lives a pack of wolves. Feodora's mother is a wolf wilder, and Feo is a wolf wilder in training. A wolf wilder is the opposite of an animal tamer: it is a person who teaches tamed animals to fend for themselves, and to fight and to run, and to be wary of humans. When the murderous hostility of the Russian Army threatens her very existence, Feo is left with no option but to go on the run. What follows is a story of revolution and adventure, about standing up for the things you love and fighting back. And, of course, wolves.



The Rosemary Spell by Virginia Zimmerman.

Part mystery, part literary puzzle, part life-and-death quest, and chillingly magical, this novel has plenty of suspense for adventure fans and is a treat for readers who love books, words, and clues. Best friends Rosie and Adam find an old book with blank pages that fill with handwriting before their eyes. Something about this magical book has the power to make people vanish, even from memory. The power lies in a poem—a spell. When Adam's older sister, Shelby, disappears, they struggle to retain their memories of her as they race

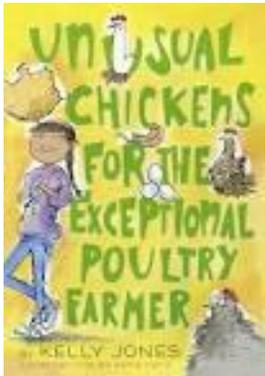
against time to bring her back from the void, risking their own lives in the process.



Gabriel Finley and the Raven's Riddle by George Hagen.

A tangle of ingenious riddles, a malevolent necklace called a torc, and flocks of menacing birds: these are just some of the obstacles that stand between Gabriel and his father, Adam Finley, who has vanished from their Brooklyn brownstone. When Gabriel rescues an orphaned baby raven named Paladin, he discovers a family secret. Finleys can bond with ravens in extraordinary ways. Along with Paladin and three valiant friends, Gabriel sets out to bring his father home. They

soon discover that Adam is being held captive by the evil demon Corax—half man, half raven, and Adam's very own disgraced brother—in a foreboding netherworld of birds called Aviopolis. With help from his army of ghoulish minions, the valravens, Corax is plotting to take over the land above, and now only Gabriel stands in his way.



**Unusual
Chickens for the
Exceptional
Poultry Farmer
by Kelly Jones**

Twelve-year-old Sophie Brown feels like a fish out of water when she and her parents move from Los Angeles to the farm they've inherited from a great-uncle. But farm life gets

more interesting when a cranky chicken appears and Sophie discovers the hen can move objects with the power of her little chicken brain: jam jars, the latch to her henhouse, the entire henhouse...

And then more of her great-uncle's unusual chickens come home to roost. Determined, resourceful Sophie learns to care for her flock, earning money for chicken feed, collecting eggs. But when a respected local farmer tries to steal them, Sophie must find a way to keep them (and their superpowers) safe.

Author of the Month

Roald Dahl

Roald Dahl (13

September 1916 – 23

November 1990) was a

British novelist, short

story writer, poet, screenwriter,

and fighter pilot. His books have

sold over 200 million copies

worldwide.

Born in Wales to Norwegian

parents, Dahl served in the Royal



Air Force

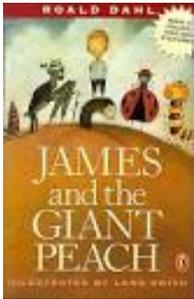
during World

War II, in

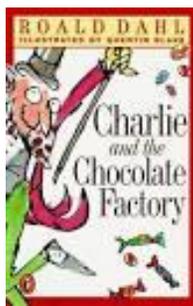
which he

became a flying ace and

intelligence officer, rising to the



rank of acting wing commander. He rose to prominence in the 1940s with works for both children and adults and he became one of the world's best-selling authors. He has been referred to as "one of the greatest storytellers for children of the 20th century". His awards for contribution to literature include the 1983 World Fantasy Award for Life Achievement, and Children's Author of the Year from the British Book Awards in 1990. In 2008, *The Times* placed Dahl 16th on its list of "The 50



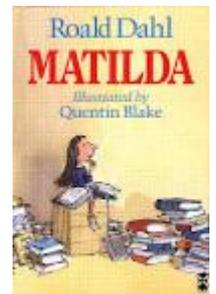
greatest British writers since 1945".

Dahl's short stories are known for their unexpected endings and his children's books for their unsentimental, macabre, often darkly comic content, featuring villainous adult enemies of the child characters. His books champion the kind-hearted, and feature an underlying warm sentiment. Dahl's works for children include *James and the Giant Peach*, *Charlie and the Chocolate Factory*, *Matilda*, *The Witches*, *Fantastic Mr Fox*, *The BFG*, *The Twits* and *George's Marvellous Medicine*. Adult

works include *Tales of the Unexpected*.

Roald Dahl Facts

- Dahl loved things that made the reader go 'yuk'. Spots were just one of them. Frothing blue medicine designed to cure nasty grandmothers was another.
- Dahl's nose was nearly chopped off in an accident during his very first car journey in 1925.
- The author wrote many of his books in a shed in his garden, sitting upon an old battered armchair. He balanced a specially designed writing board on



his lap and wrote with an HB pencil on yellow legal pads.

- Roald Dahl detested beards.

He hated them. So

when he invented the truly

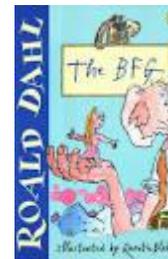
disgusting Mr. Twit, he made sure the first thing he gave him was a beard.



- Dahl's first book for children was *The Gremlins*, published in 1943.
- The author was writing a third Charlie Bucket story, *Charlie Bucket and the White House*, but he died before the book could be completed.



- It has been said that Roald Dahl created more than 250 new



words. Many of them appear in *The BFG*.

- The first draft of the *Magic Finger* was titled *The Almost Ducks*, and *James and the Giant Peach* was going to be called *James and the Giant Cherry*!

- Dahl often based the characters in his books on people he had met in real life. For example, it is said that the grandmother in *The Witches* is inspired by his own mother, Sofie.

- He wrote the screen plays for *You Only Live Twice* (James Bond Film) and *Chitty Chitty Bang Bang*.

- Some of his favourite authors were: Rudyard Kipling (*The Jungle Book*), Charles



Dickens (A Christmas Carol), and William Makepeace Thackeray (Vanity Fair).

b. A Piece of Cake

c. The Raspberry-Ripple Ice Cream

2. Quentin Blake illustrated all but one of Roald Dahl's children's books. Which was it?

3. What did Roald Dahl almost lose in a car accident?

4. Was Roald Dahl a good speller or a bad speller?

5. Who was a 'great big greedy nincompoop'?

6. What is the sequel to Charlie and the Chocolate Factory?

7. Who is 'The Boy' in the title of Roald Dahl's book?

8. What does BFG stand for?

9. What was the name of Matilda's nice teacher...?

10. ...and what was the name of her spiteful headmistress?

11. What is frobscottle?

12. Roald Dahl wrote the screenplay for the James Bond film You Only Live Twice. True or False?

13. Which grandmother is Roald Dahl's kindest, nicest character? Is it the one from George's Marvellous Medicine or the one from The Witches?

Answers at the end of the newsletter.



1. Which one of these books is not a Roald Dahl story?

a. The Magic Finger



9-13 Congratulations! You're quite obviously Danny the Champion of the World.

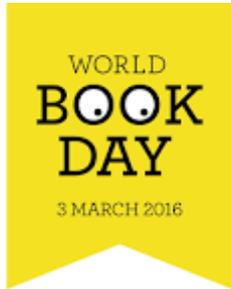


5-8 Well done! You're as clever as Fantastic Mr Fox.

0-4 Oh dear. You're a Twit!

schools all over the country, will be distributing World Book Day book tokens to children in school. One of the following ten books can be purchased with a token.

A Date for your Diary

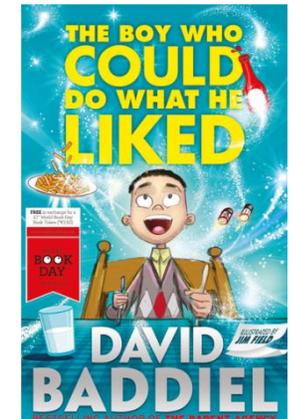
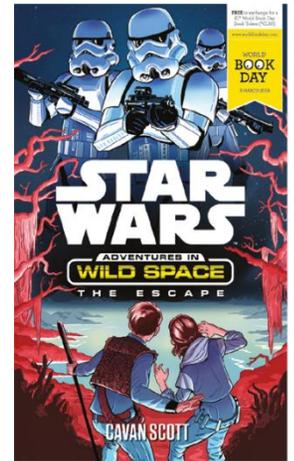
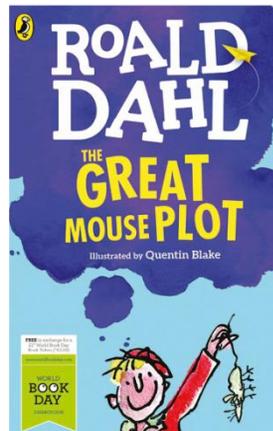
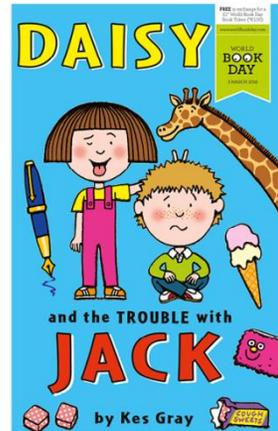
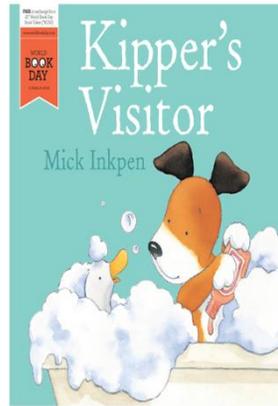


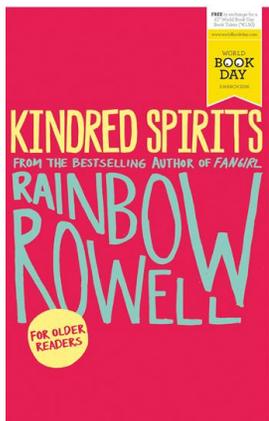
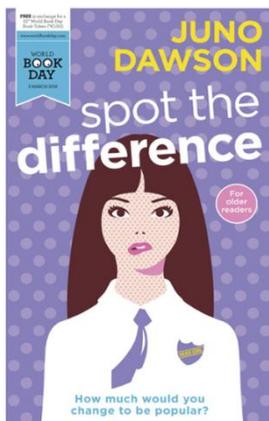
World Book Day will be celebrated on Thursday, 3rd March this year.

Over the last 19 years, WBD has become

firmly established as Ireland's biggest annual event promoting the enjoyment of books and reading. The main aim is to encourage children to explore the pleasure of books and reading by providing them with an opportunity to have a book of their own.

Thanks to National Book Tokens and lots of lovely book publishers and booksellers, World Book Day, in partnership with



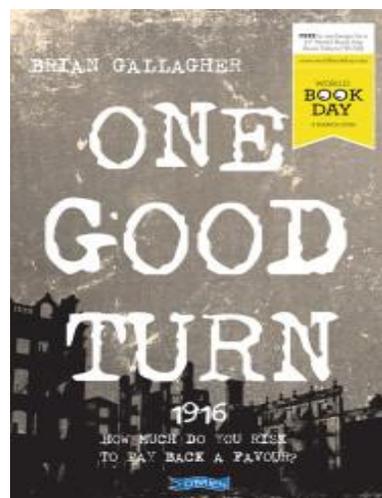


So that's €1.50 off any book or audio book, it's your choice, just as long as it would normally cost at least €3.99.

Then all YOU have to do is take your book home and enjoy it.

The World Book Day Book Tokens are valid from Monday 29 February–Sunday 27th March 2016.

Note: Along with those titles there is an additional book available in Ireland only. Published by O'Brien Press, *One Good Turn* by Brian Gallagher will be available from the middle of February 2016.



When you get your €1.50 book token, all you need to do is to take it to your local participating bookshop and swap it for one of the ten World Book Day books!

Or, if you'd prefer, you can use your book token to get €1.50 off any full price book instead! And if you'd rather get an audio book, that's fine too!



An annual competition open to published poets, un-published poets, spoken word poets and students.

Ireland is renowned for its literary and cultural heritage, as well as for its generosity in supporting those in need around the world. Trócaire and Poetry Ireland's annual poetry competition brings these two elements together in a creative way, using the arts to raise awareness about the leading global justice issues of our time.

The theme for this year's competition is ***Forced to Flee: "This is our exodus"***. A great human tragedy continues to unfold in Syria and in the

wider Middle East. Over 250,000 people have died in the Syrian conflict, 12 million are homeless and more than 4 million of them are refugees, mostly in Turkey, Lebanon and Jordan. While the overwhelming European response is to welcome these people, there is also a realisation that something important and irreversible is taking place before our eyes. It is the strong sense that we can no longer isolate ourselves in our secure and wealthy fortress Europe from the rest of a humanity suffering poverty, war and injustice. "This is our exodus" is a quote from Ahmed, a refugee from Iraq, 2015.

CATEGORIES

The Trócaire and Poetry Ireland competition is open to young people and adults alike, at all stages in their writing careers. Poems in English or Irish, written or spoken word, are welcome in all six categories:

ADULT

Published poets

Unpublished poets

POST-PRIMARY SCHOOLS

Junior: 1st-3rd year

Senior: Transition Year-Leaving Certificate

PRIMARY SCHOOLS

Junior: 3rd/4th Class

Senior: 5th/6th Class

COMPETITION CALENDAR

Entries open: 11 January

Closing date: 16 March

Winners notified: By 6 May

Awards ceremony: 26 May, National

Library of Ireland

PRIZES

ADULT CATEGORIES (PUBLISHED and UNPUBLISHED)

Winners: Two-week stay at the Tyrone Guthrie Centre, Annaghmakerrig OR a

Tablet OR time in a recording studio to the value of €300 (for spoken word poets), plus subscription to *Poetry Ireland Review* for one year OR assessment of work through Poetry Ireland's Critical Assessment Service.

Runners-up: Tickets to a literary festival to the value of €250, plus subscription to *Poetry Ireland Review* for one year OR assessment of work through Poetry Ireland's Critical Assessment Service.

Highly commended: Book Token, plus subscription to *Poetry Ireland Review* for one year OR assessment of work through Poetry Ireland's Critical Assessment Service.

POST-PRIMARY AND PRIMARY CATEGORIES

Winners: Kindle Fire plus visit by an author to your school

Runners-up: Book token plus visit by an author to your school

Highly Commended: Book token

The winning poems are also published in booklet form, and distributed to arts festivals and community events, and through schools and poetry readings. Winners and runners up are invited to read at our lunchtime awards ceremony at the National Library of Ireland in Dublin, and many past winners have gone on to read at events around Ireland, including Culture Night and the Mountains to Sea Book Festival in Dun Laoghaire. Winning poems will be considered for publication by the editor of *Poetry Ireland Review*.

HOW TO ENTER

Written and audio submissions, as well as poems in hard copy can be submitted by post, accompanied by an entry form or submitted online at:

www.poetryireland.ie/education/trocaire-poetry-ireland-poetry-competition/

- Ⓜ Please read the competition rules before entering
- Ⓜ For updates about the competition, please visit the Facebook page: www.facebook.com/poetryireland, www.facebook.com/eigseeireann and www.facebook.com/trocaireireland, or follow on Twitter: @PoetryIreland and @trocaire.

Good luck!

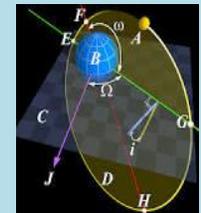
INTERESTING MATH FACTS

How have mathematicians changed the world?

Mathematicians have experimented with numbers and ideas for centuries. This has led to some remarkable discoveries that have changed our lives, often by accident! Following is a few examples of mathematical achievement and impact on our world.

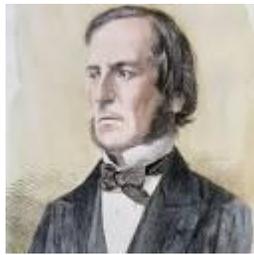
Understanding the universe

In the early 17th century, German mathematician and astronomer Johannes Kepler experimented with shapes and worked out how the planets and the Sun relate to each other. He came up with the theory that planets orbit the Sun in elliptical (oval) – not circular – paths. His discovery later allowed astronomers to understand the orbits of planets and the paths of comets through space.



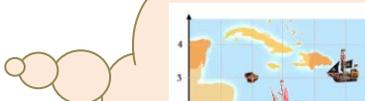
Computer Language

19th century British mathematician George Boole invented Boolean logic – a system of giving values to statements. In his system, a statement is given a value of '1' if it is true, or '0' if it is false. Boolean logic became the basis for the way computers work.



Maps and Surveys

A new system for finding places on maps was invented by French mathematician René Descartes in the 17th century. In his system, any point on a map can be described by its distance along a horizontal line (the x -axis) and



a vertical line (the y -axis) from a particular point.



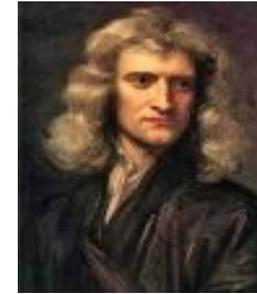
This is known as the system of Cartesian coordinates.

Coordinates are found on country maps, road maps, archaeological plans, computer charts and even treasure maps!

Rocket Science

To make a rocket, engineers need to work out many things, including the best launch path, how much fuel the rocket will need, and how fast it must travel to escape the earth's gravity. Many of these calculations are

based on laws of force and motion discovered by 17th century British mathematician and physicist Isaac Newton.



Searching the Internet

In the USA in the late 20th century, computer scientists Larry Page and Sergey Brin used a type of maths called optimisation to build a tool for searching the internet.

Their original tool was meant to search through scientific papers to find out which discussed each other's findings. But the project soon grew, and became the basis



for the internet search website known as Google.



Adjectives

Most of us were taught the simple rule: an adjective is a 'describing word'. Adjectives modify nouns or pronouns. They tell us what they are like: what they look like; how big they are; and how many of them are. For example:

An **ugly** duckling.

A **ghastly** boy.

A **blue** moon.

Thirty people.

Adjectives can be derived from proper nouns to describe such things as historical periods (*Elizabethan, Jacobean*), literary or musical styles (*Shakespearean, Dickensian, Wagnerian*), nationality or geographical

location (*French, Parisian*) or other things more loosely associated with people or places (a *Freudian slip, Victorian values, Caesarean section*). The suffix *-ian/-ean* means 'of or pertaining to (this person/place)'; *-esque* means 'in the style of (the person)': so *Dantesque, Kafkaesque* or *Junoesque*. The last of these, intriguingly, is defined as either 'of regal beauty' or 'large and (usually) beautiful', depending on which dictionary you read. Really, if the dictionaries can't agree, what hope is there for the rest of us?

Most of these adjectives are spelled with a capital letter, though *caesarean* has come a long way from Julius Caesar and is now often seen with a lower case *c*. Foodstuffs that are named after their place of origin - champagne, parmesan and the like - are another vague area: strictly speaking they are based on proper nouns, but the more generically they are used, the more it becomes 'acceptable' to drop the capital.

A big bunch of adjectives

A group of words can act as an adjective. If they contain a subject and verb, they are

known as an adjectival clause. If not, they are described as and adjectival phrase.

My colleagues, <i>who all earn more than I do,</i> never work overtime.	<i>adjectival clause,</i> describing my colleagues
He is the one person in the department <i>earning less than I do.</i>	<i>adjectival phrase,</i> describing the person in the department

*A fine piece of writing
— or not?*

It is easy to go overboard with adjectives (and particularly adverbs). Graham Greene (English novelist and author 2/10/1904 – 3/4/1991) once wrote:

“Adjectives are to be avoided unless they are strictly necessary; adverbs too, which is even more important. When I open a book and find that so and so has ‘answered sharply’ or

‘spoken tenderly’, I shut it again: It’s the dialogue itself which should express the sharpness or the tenderness without any need to use adverbs to underline them.”

Oh dear – what would he have made of this paragraph from Tess of the D’Urbervilles by Thomas Hardy?

“The young girls formed, indeed, the majority of the band, and their heads of luxuriant hair reflected in the sunshine every tone of gold, and black, and brown. Some had beautiful eyes, others a beautiful nose, others a beautiful mouth and figure; few, if any, had all... A young member of the band turned her head at the exclamation. She was a fine and handsome girl – not handsomer than some others, possibly – but her mobile peony mouth and large innocent eyes added eloquence to colour and shape...”

Rule: verbs and nouns are the ‘grafters’ of a sentence. They do the work. Adjectives

and adverbs are the tea makers. If an adjective or adverb doesn’t add anything, don’t add it.



Slane Library Events

All events are free of charge unless otherwise indicated

Games Activity Hour

Every Saturday 11am–12pm
Come along for an hour Of Board Games and Activity Sheets

Adult Book Club

Thursday 21st January at 7.00pm Book for discussion: *And the Mountains Echoed* by Khaled Hosseini

Junior Book Club

Saturday 30th January at 1.30pm Book for discussion:

Danny the Champion of the World by Roald Dahl

Navan Library Events

All events are free unless indicated.

Navan Active Retirement Book Club

First Tuesday of every month
11am.

Margaret Sweetman's Bookclub.
Every Thursday at 10.30am.

Adult Creative Writing Group

Every Wednesday 11.30am – 1pm. Suitable for beginners. All welcome.

Adult Knitting Group

Tuesdays at 11am. Everyone is welcome to join.

Spanish Conversation Circle

Every Tuesday 7pm – 8.15pm.
For intermediate to advanced

Spanish speakers. All welcome.
No booking required. Just drop in any week!

Craft Group

Every Thursday 6.30pm – 8.15pm Sewing, needlecraft, crochet, origami or any craft interest welcome to share your skills or learn new ones!

Beginners & improvers welcome.
Drop in any week... all welcome

Children Parent and Toddler Story hour and activities

Every Wednesday at 10.30am.
Come along for stories, colouring and games.

Children's Creative Writing

Every Saturday at 10.30am
(please contact the library for details of start back date).

Chess Club

Every Saturday at 2.30 and 3.30pm. (The chess club will resume on 23rd January). Junior Book Clubs Ages 8 – 10 years.
The Water Horse by Dick King-

Smith. Wednesday 13th January at 3.30pm Ages 10 – 12 years:
Spirit of the Titanic by Nicola Pierce. Wednesday 20th January at 3.30pm



Drogheda Library Events

All events are free unless indicated.

Saltwater Scribblers Creative Writing Group. Every Tuesday at 5.45pm

Saltwater Scribblers Young Adult Creative Writing Group.

Fortnightly on a Fri. @ 4.00pm.
Suitable for 14-17 year olds.

'All Write', Adult Creative
Writer's Group: 1st Friday of
every month @ 11am.

Board Games Evening for Adults:
1st Thursday of every month @
5.45pm.

Parent & Toddler Group: Every
Wednesday @ 10.30am.

Adult bookclub: Last Thursday of
every month @ 2.30pm

Ardee Library Events

All events are free unless
indicated.

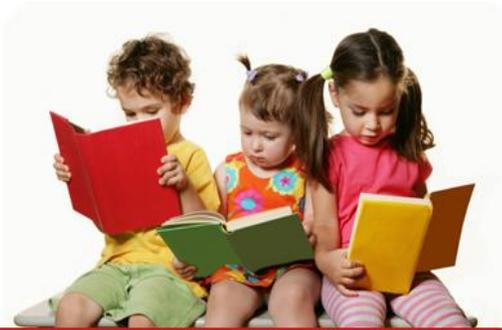
Junior Film Club: Every
Saturday morning, 10.45am-
12.30pm

Junior/Young adult Bookclub:
Monthly on Wednesdays, 4pm-
4.45pm Register your interest at
issue desk.

Parent & Toddler Time: Every
Friday @ 11am

Knitting Group: Tuesday @ 11am

Beginner Computer Classes:
Wednesday @ 11am.



Read READ READ

Fun Time

**Actual Questions
Asked of Librarians
Around the World.**

**Do you have
books here?**

*Do you have
books with
photographs of
dinosaurs?*

*Do you have a list of
all the books I have
ever read?*

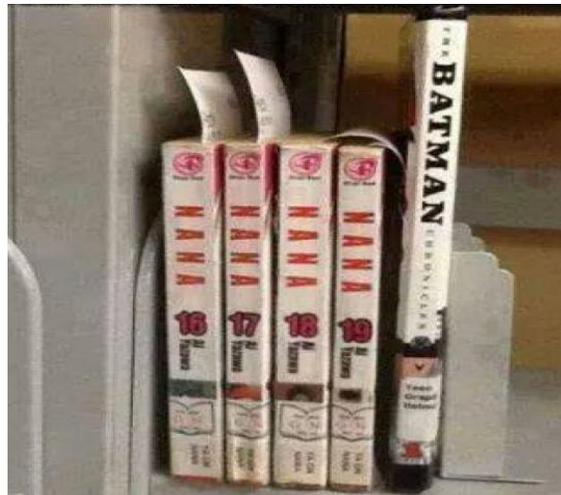


*Dear Humans, I
used to be the*

Hope you enjoy this month's Library Newsletter.

Take care, Deirdre.

Oh... P.s., I was considering this approach as a new returns policy...



ANSWERS

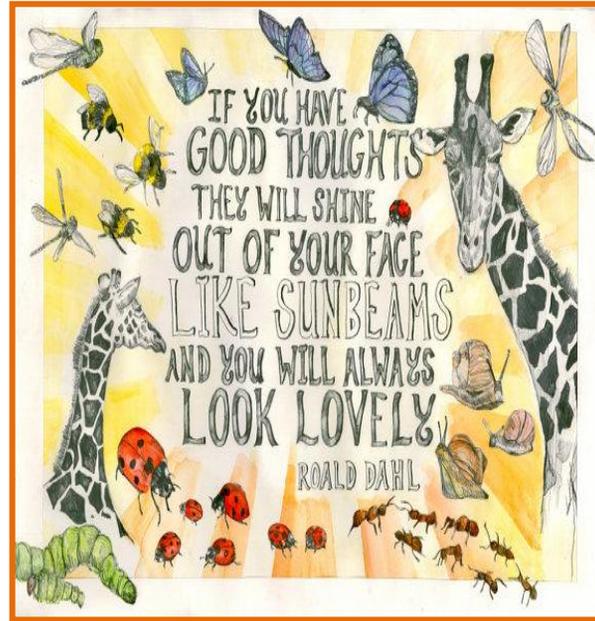
1.	C. The Raspberry-Ripple Ice Cream
2.	The Minpins.
3.	His nose.
4.	A very bad speller.
5.	Augustus Gloop.
6.	Charlie and the Great Glass Elevator.
7.	Roald Dahl!
8.	Big Friendly Giant.
9.	Miss Honey.

10.	Miss Trunchbull.
11.	A fizzy drink.
12.	True.



13.	The grandmother from The Witches.
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on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.” - Roald Dahl, *Matilda*.



“So please, oh please, we beg, we pray,
go throw your TV set away,
and in its place you can install,
a lovely bookshelf on the wall.”

Roald Dahl.



“The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went