

Description of Reading Promotion Activity/ Action <b><u>RARE BOOK HUNTING</u></b>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input checked="" type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> <li>• Children to develop positive stances and habits in relation to libraries.</li> <li>• To become familiar with library spaces and their usage.</li> <li>• Children to explore the characteristics of books using all their senses.</li> <li>• Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.</li> </ul>
Age level (s)	<ul style="list-style-type: none"> <li>• 6 – 12</li> </ul>
Preferable number of participants	<ul style="list-style-type: none"> <li>• 4 - 30</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• 40'</li> </ul>
Setting, materials, and preparation	<ul style="list-style-type: none"> <li>• Place: Class library, school or community library</li> </ul>
Step -by-step description	<ol style="list-style-type: none"> <li>1. Each student/pair or group of students receives a piece of paper that describes a “rare book” to be hunted throughout the library.</li> <li>2. They then explore all areas of the library, looking for their “rare book”; this could be a book that: <ul style="list-style-type: none"> <li>- smells really nice</li> <li>- is edible</li> <li>- makes us feel warm</li> <li>- is emotionally touching</li> <li>- is happy</li> <li>- is sad</li> </ul> </li> </ol>



	<ol style="list-style-type: none"><li>3. Each student/pair or group of students presents the “rare book” they have discovered, explaining how it fits the initial description.</li><li>4. In the end, children exchange “rare books” and read some of them.</li></ol>
Notes to reading promotion facilitator	<ul style="list-style-type: none"><li>• Children should be encouraged to use all their senses, as well as their imagination, during their book-hunting.</li></ul>
Suggested follow-up actions/ activities	<ul style="list-style-type: none"><li>• A follow-up activity would be to use some of the rare-book descriptions as criteria for creating new categories of books in the library. Special reading corners could be devoted to such unusual groups of books.</li></ul>
Acknowledgements	Idea adapted from Αρτζανίδου et al (2011).
Sources	Αρτζανίδου, Ε., Γουλής, Δ., Γρόσδος, Σ. & Καρακίτσιος Α. (2011). <i>Παιχνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυχώσεις</i> . Αθήνα: Gutenberg.