

Description of Reading Promotion Activity/ Action	
<u>FUTURE ARCHEOLOGISTS</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input 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 checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • Children to come in touch with a big volume of texts. • Children to interact within reading communities, discussing book- and reading-related issues. • Children to develop book-selecting strategies; to be able to make and justify a selection.
Age level (s)	<ul style="list-style-type: none"> • 6 – 12
Preferable number of participants	<ul style="list-style-type: none"> • 4 - 30
Duration	<ul style="list-style-type: none"> • 80' - 240'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Classroom, library, or elsewhere • Materials: Books from home and from the library, cardboard boxes, labels, markers, drawing and other art materials.
Step -by-step description	<ol style="list-style-type: none"> 1. The adult coordinator gives an empty box to each group, stating that “In 2080, future archeologists will discover this box. Which books would you like them to find in it?” 2. Children discuss in groups and choose the books from their class or school library and/or from books they have brought from home. Multilingual children are encouraged to include books in diverse languages. 3. Children make labels which include both text and images about each book they have selected. Books and labels are put into the boxes.



	<ol style="list-style-type: none">4. In the meantime, the coordinator visits all groups and asks them to justify their selections: Why do they consider these books important?5. Children then decorate the boxes.6. They then improvise a theatre play, in which some children pretend to be the future archeologists who discover the boxes (after they have been hidden in different places in the room). They express the archeologists' feelings (wonder, surprise, pleasure, anxiety) and make assumptions, estimations, etc.7. In the end, the boxes are lent to other classes, so that other children can play with them, and are then returned to a special place in the library for further activities that may follow.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• It is important to encourage children to support their choices with arguments.• It is equally important to encourage children to check out and read some of these books.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• The following might be some alternative scenarios: 1. Which books would you take with you on a deserted island? 2. Which books would you put on a spaceship searching for other civilizations?
Acknowledgements	Adapted from Αρτζανίδου et al (2011).
Sources	Αρτζανίδου, Ε., Γουλής, Δ., Γρόσδος, Σ. & Καρακίτσιος Α. (2011). <i>Παιχνίδια Φιλαναγνωσίας και Αναγνωστικές Εμπυρώσεις</i> . Αθήνα: Gutenberg.