

Description of Reading Promotion Activity/ Action <u>RARE BOOK HUNTING</u>	
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"> • Children to develop positive stances and habits in relation to libraries. • To become familiar with library spaces and their usage. • Children to explore the characteristics of books using all their senses. • Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.
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"> • 40'
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: Class library, school or community library
Step -by-step description	<ol style="list-style-type: none"> 1. Each student/pair or group of students receives a piece of paper that describes a “rare book” to be hunted throughout the library. 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"> - smells really nice - is edible - makes us feel warm - is emotionally touching - is happy - is sad



	<ol style="list-style-type: none">3. Each student/pair or group of students presents the “rare book” they have discovered, explaining how it fits the initial description.4. In the end, children exchange “rare books” and read some of them.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Children should be encouraged to use all their senses, as well as their imagination, during their book-hunting.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• 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.
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.