


Classroom activities relevant to the reading needs and stimulation of reading of teenage boys

Partner code and country (e.g. UPIT-RO):


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| 1 | Custom made diploma | <p>This activity is addressed to 13-14 year-old students attending the seventh grade of elementary school. The course in which the implementation of the activity will take place is Greek language.</p> <p><u>Duration:</u> 1 academic hour (45 minutes). Working with the whole group (15 minutes).</p> <p>The teacher provides students with brief information about</p> | <p>The activity is implemented in the classical languages and ancient Greek language course, the first year of learning, 7th grade.</p> <p>This activity corresponds to the</p> | <p>Rick Riordan. The Sea of Monsters: Percy Jackson and The Olympians, Book Two. [More čudovišta:</p> | <p>Pentalogy (Five supplementary books, along with 3 graphic novels). Based on Greek myths.</p> |

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| | | <p>the main character and announces a video clip from the film Sea Monsters. The teacher presents the students with Percy's diploma from the summer camp (pp. 230-231). Students comment the activities which are evaluated.</p> <p><u>Individual work (10 minutes).</u> Students read about education in the ancient Greece, the well-known Greek philosophers and teachers of rhetoric from different resources (Internet, textbook, children's encyclopaedia).</p> <p><u>Group work (10 min).</u> Students in groups create a diploma listing the school subjects (3-4 subjects) that were taught in ancient Greece and suggest the famous ancient Greeks</p> | <p>following curriculum objectives:</p> <ul style="list-style-type: none"> - introduce students to main characteristics of ancient Greek culture and mythology; - creates a historical consciousness and coping with modern times; - develops independent and | <p>Percy Jackson i Olimpijci, [Knjiga druga].</p> <p>ISBN 978-953-316-183-9</p> <p>231 pages, 2011.</p> | <p>Children protagonists. A boy who is the main character, Percy Jackson, has dyslexia.</p> <p>It is also a learning disorder and</p> |

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| | | <p>who could be teachers of these subjects. They should write names of the subjects in Greek script. Two groups exchange their work and reveal the names of subjects.</p> <p><u>Work in pairs (10 minutes).</u> Each member of the pair makes its own diploma listing the activities in which he/she excels. Students exchange their work with other couples. Students read-aloud several diplomas in front of the class.</p> | <p>creative thinking skills;</p> <ul style="list-style-type: none"> - provides students with an insight into Greek culture and its contribution to Europe; - facilitate understanding of intertwined cultures of past and contemporary experiences |  | <p>advantage in translating ancient Greek language.</p> |

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| | | | The activity also corresponds to learning content: - Greek alphabet | | |
| 2 | Mythical creatures of past and present | This activity is addressed to 13-14 year-old students attending the seventh grade of elementary school. The course in which the implementation of the activity will take place is Croatian language. <u>Duration:</u> 1 academic hour (45 minutes). This is also a motivational lesson for the pupils' work on a project | The activity is implemented in the Croatian language course, for the 7th grade. The activity could be continued in the form of the project | Rick Riordan. The Sea of Monsters: Percy Jackson and The Olympians, Book Two. | Pentalogy (Five supplementary books, along with 3 graphic novels). Based on |

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| | | <p>related to the topic.</p> <p><u>Group work</u> (10 min). Students in groups recall/write the names of gods and mythical creatures from Greek mythology. Each group reports. Pupils write names on the board.</p> <p>The teacher tells the pupils to look at end of the book Percy Jackson and the Olympians Hiron's guide 'Who's who in the Greek mythology' containing the note about Greek gods and mythical creatures. The note referred to their characteristics and has a short description what they present now, in our time, and what they were used to.</p> | <p>and further implemented in the Computer science course for the 7th grade.</p> <p>This activity corresponds to the following curriculum objectives:</p> <ul style="list-style-type: none"> - Development of literacy, reading interests and culture; - Reception of literary | <p>[More čudovišta: Percy Jackson i Olimpijci, Knjiga druga].</p> <p>ISBN 978-953-316-183-9 231 pages, 2011.</p> | <p>Greek myths.</p> <p>Children protagonists. A boy who is the main character, Percy Jackson, has dyslexia.</p> <p>It is also a learning</p> |

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| | | <p>Each group gets the first two notes (with the aforementioned characteristics and current description) on the basis of which pupils reveal to whom the Greek god or mythical creature relates (needed to prepare a note by omitting the name of god or mythical beings). After this came the third part of the notes (in the book p. 219-229).</p> <p><u>Working with the whole group</u> (5 min) - exchange observations. By conversation method pupils are encouraged to detect features of mythical creatures and gods, and humour in approach mythical characters in Riordans' novel.</p> | <p>works;</p> <ul style="list-style-type: none"> - Development of readers' needs; - The creation of reading habits; - Training for independent reading and reception of literary works; - Development of the ability to express experiences, feelings, thoughts and |  | <p>disorder and advantage in translating ancient Greek language.</p> |

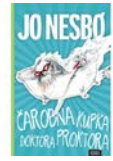
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| | | <p><u>Working with the whole group</u> (15 minutes). The following is the announcement of the original myth, the myth of the original reading and analysis of the characteristics of myth and mythical characters.</p> <p><u>Work in pairs</u> (10 minutes). Pupils compare traditional and contemporary design of the mythical characters. Observed similarities and differences and entered it in the Venn diagram.</p> <p>The teacher announces projects for the continuation of work on the topic. Suggestions:</p> <ul style="list-style-type: none"> - Creation of posters with characters from Greek mythology | <p>attitudes;</p> <ul style="list-style-type: none"> - Training for communication with the media. <p>The activity also corresponds to the following learning contents:</p> <p>Teaching area: literature.</p> <p>The fragment is a motivation for the myths and mythology</p> | | |

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| | | <p>- Creation of posters comparing characters from Greek and Slavic mythology</p> <p>- Creation of scenarios for computer games and instructions for the higher level of games.</p> <p>The project form of work. Pupils in groups plan rest of the work, choose a topic of the project, define and distribute tasks.</p> <p>Making posters include activities:</p> <p>- Reading (reading a variety of literature on mythical characters, for example. Gustav Schwab, Most beautiful stories from classical time, stories about Greek gods, stories of Greek heroes, Dictionary of Symbols, Klaić</p> | <p>theme.</p> <p>Key concepts: the myth, the theme of myths, characters in the myth.</p> <p>Educational achievements:</p> <p>recognize the characteristics of myth, recognize features of the character in the myth.</p> | | |

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| | | <p>Dictionary of Foreign Words); - Writing (on the basis of clues about mythical characters write the notes about them);</p> <p>- Creative expression (eg, language and art - to modernize the mythical characters and their own ideas to display the description, story, comics, drawings, caricatures, locate the mythical characters in the space of his country Croatia, at the present time).</p> <p>Making posters to compare characters from Greek and Slavic mythology refers students to re-read the book Tales of Ivana Brlić Mažuranić (Stories from the past, based on the German and Slavic mythology). This book was on a list of boys favourite books, and mandatory reading in the 6th</p> | <p>Creative tasks (making posters) connection to the teaching area of linguistic expression with the theme entries and notes.</p> <p>Key concepts: entries and notes.</p> <p>Educational achievements: extract key concepts</p> | | |

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| | | <p>grade. Creating scenarios and instructions for a computer game involves activities:</p> <ul style="list-style-type: none"> - Reading (reading Riordans' novel Sea monsters in order to design instructions and choose the characters of the game and created the action and space games); - Writing (writing the script and instructions); - Drawing (expressing ideas by drawing). <p>Designing computer games also allows collaboration with the Computer science teacher.</p> | <p>from connected text; effective use of hints and notes in the preparation of reports, comments, discussions.</p> | | |
| 3 | I am the chemist | <p>This activity is addressed to 13-14 year-old students attending the seventh grade of elementary school. The</p> | <p>The activity is</p> | <p>Jo Nesbo, Doctor</p> | <p>Series of four novels.</p> |

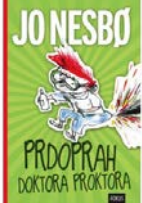
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| | explorer | <p>course in which the implementation of the activity will take place is Chemistry.</p> <p><u>Duration</u> : 1 lesson (45 min)</p> <p><u>Working with the whole group</u> (5 min). Free talk on the topic "The chemist - researcher".</p> <p>Working with the whole group (5 min). The student reads the section from the book " Doctor Proctor's Fart Powder: Time-travel Bath Bomb ", from page 30, to the rest of pupils, and then students are discussing about read text and about the importance of experimental work.</p> | <p>planned for the regular chemistry classes in 7th grade with the purpose that pupils learn why, how and where chemists perform experiments; to realize the importance of experimental work; to examine the dissolution and pH</p> | <p>Proctor's Fart Powder: Time-travel Bath Bomb [Čarobna kupka doktora Proktora]. Zagreb: Fokus. 307 pages, 2013.</p> <p>ISBN: 978953721310</p> | <p>Protagonists are unusual scientist and children assistants. Humour and eccentric characters. Combination of crime novels and fairy tales</p> |

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| | | <p>Working with the whole group (10 minutes). After discussing about read text teacher presents the experiment "Dissolution of insoluble" indicating the stages of conducting the experiment, the proper workflow, the method of monitoring of test results and precautions.</p> <p><u>Group work - different tasks</u> (10 min). Students in groups perform experiments according to text instructions using materials from households and edible pH- indicator from red cabbage. (http://www.chemgeneration.com/hr/chainreaction/experiments/toplijivost.html)</p> | <p>value by test; to properly use of the solution in everyday life with the purpose of their training for sustainable livelihoods; to develop the ability of independent reasoning and active participation in individual work and in groups; to develop</p> | <p>7</p>  | |

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| | | <p><u>Some groups are investigating:</u> What substances are dissolved in the water? Which substances are dissolved in specific solvents? Which solutions are acidic, alkaline or neutral? How to separate the solute from the solution? What solutions we use in household every day? And how fruit tea changes color?</p> <p><u>Working with the whole group</u> (10 minutes). Students from some groups represent their research to others: the problem, the assumption of problem solutions, the agreement on the work, the necessary accessories and chemicals, the course of the experiment, the results of the</p> | <p>timeliness, accuracy and skill; to understand what they read and what previously adopted</p> | | |

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| | | <p>experiment and conclusion.</p> <p>Working with the whole group (5 min). After analyzing the results of research of particular groups. Students together determine the importance of experimental work and why chemists do experiments.</p> <p>The task for all students. To read the book " Doctor Proctor's Fart Powder " and to write tests that are mentioned in it.</p> | | | |

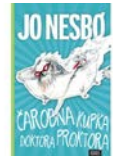
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| 4 | Lets' explore the reptiles | <p>This activity is addressed to 13-14 year-old students attending the seventh grade of elementary school. The course in which the implementation of the activity will take place is Biology.</p> <p><u>Duration:</u> 1 lesson (45 minutes)</p> <p><u>Group work</u> (10 min). During "Round around" activity students alternately and in silence record on a common sheet of paper what they know about reptiles. After all group members discussion they choose together characteristics of reptiles that group representative presents to others. During the presentations of groups</p> | <p>The activity is planned for regular classes in 7th grade biology with the purpose that students know: describe adaptations of reptiles living on the mainland; specify their evolutionary progress in the material; recognized</p> | <p>Jo Nesbo, Doctor Proctor's Fart Powder. [Prodoprah doktora Proktora]. Zagreb: Fokus, ISBN: 978-953-7213-27-5, 219 pages, 2014.</p> | <p>Series of four novels. Protagonists are unusual scientist and children assistants. Humour and eccentric characters. Combination of crime novels and</p> |

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| | | <p>representatives it is recorded on table by using Cluster technique.</p> <p><u>Working with the whole group</u> (10 minutes). The student reads the section about anacondas from the Amazon of books Doctor Proctor's Fart Powder (pages 6 and 7) to others and then students share knowledge about reptiles by free chat.</p> <p><u>Individual work</u> (5 min). Reading the article about poisonous snakes students need to take notes.</p> <p><u>Group work</u> (5 min). Members of the group interchangeable the newly acquired knowledge from the</p> | <p>representatives of individual groups; explain procedures providing assistance in the case of venomous bites; explain the need to protect reptiles to preserve biodiversity as a cornerstone of sustainable development; work</p> |  | <p>fairy tales</p> |

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| | | <p>article they read.</p> <p><u>Group work on a variety of tasks</u> (10 minutes). Groups of students on the website (http://ljubimci.24sata.hr/divlje-zivotinje/upoznajte-najotrovnije-zmije-u-hrvatskoj-kako-ih-prepoznati-313790) explore: How to identify poisonous, Venomous Snake in Croatia, Meeting with a Snake, Why not Kill a Snakes, What if poisonous bites. After working on A4 paper with draws and words they should display the contents of the article and to present to others, and all written works are connecting within overall picture book "Poisonous snakes".</p> | <p>independently and collaboratively in small or large groups; link what they read with the curricula and life.</p> | | |

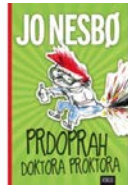
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| | | <p>Working with the whole group (5 min). The student reads the section on anacondas from the Amazon of Doctor Proctor's Fart Powder (pages 65 and 66) to others. Students conclude what they learn, exchange thoughts about what they would still like to know and agree on further research.</p> <p>The task for all students. Read a book Doctor Proctor's Fart Powder and make a record about animals that would not like that there.</p> | | | |
| 5 | Wonders of the wonder platypus | <p>This activity is addressed to 13-14 year-old students attending the seventh grade of elementary school. The course in which the implementation of the activity will take place is Biology.</p> | <p>The activity was planned for regular classes in 7th grade</p> | <p>Jo Nesbo, Doctor Proctor's Fart</p> | <p>Series of four novels. Protagonists are unusual</p> |

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| | | <p><u>Duration:</u> 1 lesson (45 minutes)</p> <p><u>Work in pairs</u> (10 minutes). After talks couple students enter in the Venn diagram the similarities and differences between birds and mammals.</p> <p><u>Working with the whole group</u> (5 min). The student reads the section on French platypus from the book " Doctor Proctor's Fart Powder: Time-travel Bath Bomb " to others (p. 15) as a prelude to other activities.</p> <p><u>Group work</u> (10 min). Student alternately written on one</p> | <p>biology with the purpose that students can: to distinguish of mammals adjustments to different ways of life; explain the adjustment of wonder platypus: to explain features of birds and mammals</p> | <p>Powder: Time-travel Bath Bomb [Čarobna kupka doktora Proktora]. Zagreb: Fokus. 307 pages, 2013. ISBN: 978953721310</p> | <p>scientist and children assistants. Humour and eccentric characters. Combination of crime novels and fairy tales</p> |

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| | | <p>sheet of paper (strategy "Wheel around") in silence, what they learned about platypus from reading a part of text in book. Written paper present their representative to others by performing record on the board (Strategy "Cluster"), and others make complementary products. Upon completion of the interview they chat about evolutionary evidence.</p> <p><u>Working with the whole group</u> (5 min). Presentation of the film from: http://mojtv.hr/film/28461/cudnovati-kljunas-najcudnija-zivotinja-na-svijetu.aspx , and chat about what can be seen.</p> | <p>as evidence of evolutionary development; explain the need to protect platypus to preserve biodiversity; understand their role and the role of each inhabitant of the planet Earth for sustainable development.</p> | <p>7</p>  | |

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| | | <p><u>Work in pairs</u> (10 min). Each pair reads a prepared text, "A curiosity, the platypus", "Giant Platypus", " Platypus Nutrition", "Platypus' Reproduction". Group members present what they read by draws and words on A4 format.</p> <p><u>Working with the whole group</u> (5 min). A representative of each group presents the read text by the display on A4 paper. Upon completion of all representations of read texts, they produce picture book "The platypus: the strangest animals in the world"</p> <p>The task for all students. Read the book " Doctor Proctor's Fart Powder: Time-travel Bath Bomb " and write make a</p> | | | |

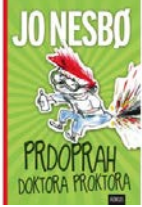
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| | | record about animals that would not like that there. | | | |
| 6 | What is shining in the deep sea? | <p>This activity is addressed to 13-14 year-old students attending the seventh grade of elementary school. The course in which the implementation of the activity will take place is Biology.</p> <p><u>Duration:</u> 1 lesson (45 minutes)</p> <p><u>The work of the whole group</u> (10 minutes). Brainstorming on the theme of fish. Students' ideas should be written on the whiteboard (strategy "Cluster")</p> | The activity was planned for regular classes in 7th grade biology with the aim that students can: specify the adjustments to the organisms for living in water; | Jo Nesbo, Doctor Proctor's Fart Powder. [Prodoprah doktora Proktora]. Zagreb: Fokus, ISBN: 978-953- | Series of four novels. Protagonists are unusual scientist and children assistants. Humour and eccentric characters. |

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| | | <p><u>The work of the whole group</u> (10 minutes). After talking about the habitat in which fish live, their adaptations to living conditions and the naming and describing the deep sea fish students watch a video on deep sea organisms on the website https://www.youtube.com/watch?v=saNgbeEe9Tc Individual work (5 min). Students need to answer the questions: is it getting the light to the deep sea? How fish do see in the depths of the sea? After thinking individuals share answers with others. And they bring along a conclusion. To check their conclusion they should be actively involved in the following activities.</p> | <p>explain the deep sea fish adjustments to living conditions without light; appoint and recognize different deep sea fish; understand and explain the importance of protecting fish in general, and</p> | <p>7213-27-5, 219 pages, 2014.</p>  | <p>Combination of crime novels and fairy tales</p> |

| No | Title of activity | 300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on boys' reading or boys' motivation for reading) | Connection to curriculum (grade, related objectives, KSC* developed if the case) | Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year of issue, small image of the cover | 150-word summary of the bibliographic reference |
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| | | <p><u>The work in the whole group</u> (15 min). The student reads the section of book Doctor Proctor's Fart Powder, page. 27, about fluorescent powder. After reading students should discuss whether deep sea fishes miracle have a fluorescent powder or a miraculous creation that allows them to see in the dark (strategy "Think and exchange thoughts"). Students watch a video on deep sea luminescent organisms https://www.youtube.com/watch?v=XD7thJVRkMQ to confirm hypothesis and to gain new knowledge. Individual work (5 min). Read the article Deep-see environment - the least explored habitat in the world</p> | <p>particularly the those from deep see to preserve biodiversity and life in accordance with sustainable development.</p> | | |

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| | | <p>(from the website http://www.bioteka.hr/modules/zemlja).</p> <p>Individual work (5 min). Think and write down how would you feel when you have to live in an environment without light.</p> <p>Work in pairs (10 minutes). Members of pairs of interchangeably talk about living in an environment without light. Each member of the pair presents the ideas of his/her pair (strategy "Icebreaker").</p> <p><u>The task for all students.</u> Read a book Doctor Proctor's Fart Powder. and make a record about what kind of an unusual powders are used.</p> | | | |
| 7 | Quiz: | This activity is addressed to 11-12 year-old students | The activity is | Jo Nesbo, | Series of four |


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| | Get to know continents | <p>attending the sixth grade of elementary school. The course in which the implementation of the activity will take place is Geography and is conducted at the end of the school year, after students are already introduced to the continents of Asia, Africa, Americas, Australia, Oceania and polar landscapes. During this activity, students learn more details and make additional conclusions about characteristics of continents.</p> <p><u>Duration:</u> two 45-minute meetings.</p> <p><u>Individual task:</u> as preparation for the activity, students need to read chapters 1, 4 and 18 of <i>Doctor Proctor's Fart</i></p> | <p>implemented in the Geography course, for the 6th grade. The activity is related to the following course goals:</p> <p>-introduction to the natural-geographic, socio-cultural and economic characteristics of continents based on chosen countries;</p> | <p>Doctor Proctor's Fart Powder. [Prodoprah doktora Proktora]. Zagreb: Fokus, ISBN 978-953-7213-27-5, 219 pages, 2014.</p> | <p>novels. Protagonists are unusual scientist and children assistants. Humour and eccentric characters. Combination of crime novels and fairy tales.</p> |

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| | | <p><i>Powder</i> at home, research countries mentioned in the listed chapters, write down all the countries they have studied about, and bring to the class different resources that include information about those countries.</p> <p><u>Class task:</u> students compare notes which they took at home, determine the names of countries and parts of the world they have learned about (Japan, China, USA, Brazil, South pole, Madagascar) and discuss three chapters they read. Students form five groups - one group per continent (10 minutes).</p> <p><u>Group task:</u> each group works on research about key</p> | <p>-develop interest for the environmental research; -develop the ability of scientific thinking and presenting research results (writing a research report).</p> <p>Activity supports recommendations in Geography curricula:</p> |  | |

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| | | <p>characteristics of all countries they have learned about, in the relation to the continent, from different sources (different groups use different sources: encyclopaedia, Wikipedia, textbooks...) and comes up with quiz questions about specific country and continent (30 minutes).</p> <p>After that students make arrangements to continue to work on Power point presentation (5 minutes).</p> <p><u>Group task:</u> during their free time (after class) students make Power Point presentation for the quiz which they will present to the rest of the class. In that way they assess their knowledge about the content they learned in</p> | <p>-students cooperate and communicate, work in pairs and groups, develop dialogue and tolerance towards one another, gather the results on computer and present them: verbally, quantitatively and graphically.</p> | | |

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| | | <p>Geography, but also implement their knowledge of making the presentation (Computer Science course goal).</p> <p><u>Class task:</u> during next school class, after the quiz presentation, the efficacy is evaluated by percentage of correct answers. Students discuss the process, the obstacles they ran into and the impressions about making the quiz (45 minutes).</p> <p>This activity could motivate boys and girls to read the rest of the book to find out what else was happening to the main characters, but also to search for other countries mentioned in the book.</p> | <p>Their ability to create a Power Point presentation and outcomes related to sixth grade Computer Science are evaluated.</p> | | |

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| | | If they read the whole book, they will find out about some European countries, which is aligned with the seventh grade curriculum content. | | | |
| 8. | Who are the gladiators of the past, the present and the future? | <p>The activity is designed for 5th grade students and the History course, and should be implemented after the students have mastered the topic of <i>The Republic and the Empire</i>. The activity lasts 45 min.</p> <p><u>Working in pairs:</u> In the beginning, students use their mobile phones to solve the quiz <i>Roman culture during the Empire</i> that includes the themes related to gladiators, Roman emperors, Roman buildings and other elements they have learned about. Source:</p> | The activity is designed for 5 th grade students and the History course, and is associated with the topic of Republic and Empire. This activity corresponds to the curriculum objectives | Suzanne Collins, <i>The Hunger Games Trilogy</i> . The first book. [Igre gladi: prva knjiga], Zagreb: Algoritam | Trilogy. Children protagonists. Inspired by the Greek myth of Theseus and the Minotaur and the Roman |

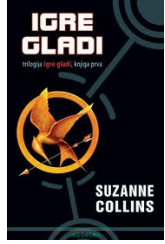
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| | | <p>http://www.eduvizija.hr/portal/lekcija/5-razred-povijest-rimska-kultura-u-doba-carstva (5 min).</p> <p>Work with the entire group: After discussing the correct answers and checking the learning outcomes regarding that topic, students individually write what they know about gladiators and share their opinions with the whole group (10 min).</p> <p>Students discuss in pairs: Do the modern gladiators exist? Why not – why do they think so? If yes – who are they? What are they like? Which of their characteristics are valued? How do the media portrait them? (10 min).</p> <p>Each student individually reads the summary of the book</p> | <p>which are the following:</p> <ul style="list-style-type: none"> - To name important persons in the Roman Republic and several Roman emperors, and to describe their relevance; to compare Rome during the Republic and during the Empire (the city's | <p>ISBN: 978-953-316-172-3, 263 pages, 2015.</p>  | <p>gladiatorial games.</p> <p>The story of loyalty, war, power, truth and love.</p> |

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| | | <p><i>Hunger games</i> from the book cover.</p> <p><u>Work with the entire group:</u> students watch the trailer of the movie <i>Hunger games</i>: https://www.youtube.com/watch?v=4S9a5V9ODuY</p> <p><u>Group work:</u> Students draw numbers from 1-5 from the envelopes and form 5 groups based on them. Each group reads one interesting story about gladiators (text adapted based on http://pixelizam.com/5-zanimljivih-cinjenica-o-gladijatorima/).</p> <p>Each group reads passages from the book that is related to the interesting stories regarding gladiators (pp. 20, pp. 45,</p> | <p>appearance, its buildings, Romans' daily life). Also, the activity may be related to the History course: - students meet different ways of portraying and interpreting the past (historiography, movies, documentaries,</p> | | |

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| | | <p>47 and 179, pp. 19, pp. 45., and pp. 242.). After reading, one group member presents the interesting story and the associated book section (15 min). Students in groups draw conclusions regarding gladiators in the present, in the past and in the future, and present it as a poem in appropriate verse (5 min).</p> <p>Groups continue with the project <i>Who are the gladiators of the past, the present and the future</i> by checking in the media whether the interesting stories they had read are indeed true: the textbook, encyclopaedia, Internet (20 min), after which they compare their previous knowledge regarding gladiators, the interesting stories they had read</p> | <p>history novels, songs, museum exhibitions, etc.); students find, meet, analyze and evaluate various information sources (textbook, encyclopaedia, historiographical text, school library, museum, Internet, etc.).</p> | | |

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| | | <p>and the researched sources, and write conclusions on what they have learned about the gladiators. Each group presents their conclusions regarding the comparison of the gladiators of the past, the present and the future that contains pictures from the Internet. The conclusions are uploaded onto the school's web site and a discussion forum is opened.</p> <p>The paragraphs read during the class represent a good incentive for boys to read the rest of the book because they raise their interest for discovering the background of <i>Hunger games</i>, as well as its ending that is, based on the selected parts, unclear. Students are also motivated to see the movie <i>Hunger games</i> and one additional previous</p> | | | |

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| | | gladiator movie that they may choose themselves and to compare these movies. (Trailers of top 5 gladiator movies are available at: http://www.online.hr/top-5/top-5-filmova-o-gladijatorima/). Their comparison may be published in the school magazine. | | | |
| 9 | Helping people in Need | This activity is addressed to 14-15 year-old students attending the eight grade of elementary school. The course in which the implementation of the activity will take place is History. Curricular theme the activity is linked is Croatia and the world at the beginning of the third millennium. <u>Duration:</u> Activity lasts 45 minutes. | The activity is implemented in the History course, for the 8th grade. <u>Curricular theme:</u> Croatia and the world at the beginning of | Suzanne Collins, The Hunger Games Trilogy. The first book. [Igre gladi: prva knjiga], | Trilogy. Children protagonists. Inspired by the Greek myth of Theseus and |

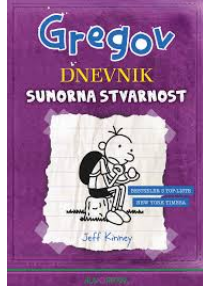
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| | | <p><u>Group work:</u> Students are separated in 6 groups with following tasks: (1) list examples of positive impact of technology on life-quality, 2) list examples of negative impact of technology on life-quality, 3) write a list of human rights, 4) give examples of human rights violations 5) give examples of poverty in Croatia 6) give examples of poverty in the World.</p> <p>Group representative gives report (10 min).</p> <p><u>Individual work:</u> students are summary at the back of the book, rules for joining the game (pp. 15-16) and description</p> | <p>third millennium.</p> <p><u>Educational goals:</u></p> <ul style="list-style-type: none"> - explain scientific and technological development and changes in contemporary society; provide examples of positive and negative impact; describe changes in society through | <p>Zagreb: Algoritam</p> <p>ISBN: 978-953-316-172-3, 263 pages, 2015.</p>  | <p>the Minotaur and the Roman gladiatorial games. The story of loyalty, war, power, truth and love.</p> |

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| | | <p>of the Capitol 46, 51, 58. (5 min).</p> <p><u>Whole class work:</u> students compare impressions after reading the book – reasons for Hunger games, values, social differences. They compare book content to their responses on the questions about technology, poverty and human rights (15 minutes).</p> <p><u>Whole class work:</u> one students reads aloud the book excerpts (pages 22 – 24) focusing on the topic of family loyalty, another students reads aloud the excerpts on helping others (pages 27-28, 166, 168).</p> | <p>examples of social differences, explain emergence of post-industrial society, mass culture, mass media and their influences; provide examples and explain main issues of the contemporary society (war, hunger, illness), explain the importance of human</p> | | |

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| | | <p><u>Group work:</u> grouping for student groups – students group according to their own interest and exchange opinion on ways in which it is possible to help people in need in their surroundings. Students agree on ways of researching current state, needs and modes of action. (15 minutes).</p> <p>In accordance to the proposed plan, students will spend a week in pursuing the planned goals (helping a people in the need). Students will use different media (pamphlets, social networks, radio..) and cooperate with their subject teacher. Students will write a journal on their actions.</p> | rights movement (especially the rights of children). | | |

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| | | Since the selected book sections discuss loyalty and technology in future, they should catch boys interest and students may choose to read the whole book without additional incentives. | | | |
| 10 | Let's Create A Safety Social Net for Kids | This activity is addressed to 11-12 year-old students attending the fifth grade of elementary school. The course in which the implementation of the activity will take place is elective Computer science course. The curricular theme: Main Internet Services <u>Duration:</u> 90 minutes | The fifth grade, elective course: Computer Science, with theme Basic Internet Services. Achievement/outcome: | Jeff Kinney, Diary of a Wimpy Kid: The Ugly Truth [Gregov dnevnik: sumorna stvarnost], | Availability of series. Children protagonists. A story about a middle-school boy named Greg |

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| | | <p><u>Whole class work</u>: students give their association about all possible ways how to use Internet (2 minutes).</p> <p><u>Group work</u>: students form six groups. 1st and 2nd group answer the question and „Should the children use social networks and why?“ 3rd and 4th group answer the question „Is it dangerous to put on personal data and photos on social networks and why?“ 5th and 6th group answer the question „Are the friend on social network the „real“ friends? Representative students take out conclusions for discussion (18 minutes).</p> | <p>comprehension of Internet services - to understand legal and ethical principles of use of the information and communication technology and to discuss the consequences of their inappropriate use.</p> | <p>Zagreb: Algoritam <i>ISBN: 978-953-316-419-9, 223 pages, 2014.</i></p> | <p>Heffley. The story is written in the form of a child's diary.</p> |

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| | | <p><u>Individual work:</u> student read pages 19-23 from the book <i>Diary of a Wimpy Kid</i> (5 min).</p> <p><u>Group work:</u> student come up with concept and rules for social net that will be safe for children „safety social networks for kids”. They can use as example networks as <i>eTwinning</i>, <i>ePals</i>, <i>Club Penguin et al.</i> which one teacher shows them on net and helps with translation of relevant content (30 min). Students listen the suggestions of networks and choose one in which they want to be included.</p> <p>The best network is the most chosen one (20 min)</p> | |  | |

| No . | Title of activity | 300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on boys' reading or boys' motivation for reading) | Connection to curriculum (grade, related objectives, KSC* developed if the case) | Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year of issue, small image of the cover | 150-word summary of the bibliographic reference |
|------|-------------------|--|--|--|---|
| | | <p><u>Individual work:</u> Students read <i>Diary of a Wimpy Kid</i> from pg. 135.-151. To discover the look of the one „safety school party” under the supervision in school hall and found out for how long Greg last without any access to technology! (15 min) Since the book was written with hint of humour, it could be that student would read the whole book without additional incentives.</p> | | | |

*KSC = Knowledge, Skills, Competencies

