

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

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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.): <b>author(s), title, publishing house, ISBN, no. of pages, year of issue, small image of the cover</b>	150-word summary of the bibliographic reference
1	Anatomy of a Hero/Villain through a PowerPoint presentation	<p><b>Duration:</b> 5 class periods  <b>Age:</b> 11-15  <b>Type of activity:</b> Individual  <b>Support materials:</b> Book, video, handout, computer reference  <a href="https://www.youtube.com/watch?v=Hhk4N9A0oCA">https://www.youtube.com/watch?v=Hhk4N9A0oCA</a></p> <p>Students watch the video about heroes. The video is based on Joseph Campbell's book, "The Hero With a Thousand Faces." One class period will be spent on discussion of the Hero's Journey, as outlined by Campbell. Based on a book or character they know, the class will brainstorm the characteristics in a table form. Using this pre-activity as a guideline, the students themselves will prepare a</p>	<ul style="list-style-type: none"> <li>*Access and organize information</li> <li>*Use information</li> <li>*Align solution with task</li> <li>*Listen actively</li> <li>*Express ideas</li> <li>*Select appropriate media</li> <li>*Generate ideas</li> </ul>	<p><i>The Lord of the Rings, The Fellowship of the Ring</i> J.R.R. Tolkien, Kedros Publishers, 2012</p>	<p>Frodo Baggins knew the Ringwraiths were searching for him - and the Ring of Power he bore that would enable Sauron to destroy all that was good in Middle-earth. Now it was up to Frodo and his faithful servant, Sam, to</p>

		<p>PowerPoint presentation of their favourite hero/villain from one of the suggested books. In their PowerPoint, they will provide information about the hero/villain and describe how s/he evolves, in relation to the eleven developmental stages described in the video. Their work will be assessed by their classmates (peer assessment) on structure / organisation, content, language, communicative achievement. This activity will attract boys since they particularly like talking about their favourite heroes. The use of the video in the beginning will give them the opportunity to see their heroes/villains from a different perspective. As a continuation, they will use this information to connect the heroes/villains with a personal experience. Finally, the PowerPoint presentation will attract those boys who are keen on technology and like using computers.</p>	<ul style="list-style-type: none"> <li>*Analyze complex systems</li> <li>*Justify arguments</li> <li>*Reflect on learning</li> <li>*Draw conclusions</li> <li>*Transfer problem-solving skills</li> <li>*Ask clarifying questions</li> <li>*Presentation before an audience</li> <li>*Improved use of vocabulary, spelling, syntax and expression</li> </ul>		<p>carry the Ring to where it could be destroyed - in the very center of Sauron's dark kingdom. Source: Goodreads.com</p>
2	<p>Stages in the evolution of a hero /villain: classifying information</p>	<p><b>Duration:</b> 5 class periods  <b>Age:</b> 11-15  <b>Type of activity:</b> Group or Individual work depending on how many students choose the same title to read  <b>Support materials:</b> Book, video, hand out (<a href="https://www.youtube.com/watch?v=Hhk4N9A0oCA">https://www.youtube.com/watch?v=Hhk4N9A0oCA</a>),</p> <p>Students watch the video about heroes based on Joseph</p>	<ul style="list-style-type: none"> <li>*Access and organize information</li> <li>*Evaluate sources</li> <li>*Contribute ideas</li> <li>*Express ideas</li> </ul>	<p><i>Diary of a Wimpy Kid: The Ugly Truth</i>, Jeff Kinney, Psychogios, 2011</p>	<p>Greg Heffley has always been in a hurry to grow up. But is getting older really all it's cracked up to be?</p> <p>Greg suddenly</p>

		<p>Campbell’s book, ‘The Hero With a Thousand Faces.’ After a class discussion on what they have seen, students are given a worksheet with a table to fill in. The first column will include the stages of development of a hero/villain. Students will have to complete the other column, providing information about the hero/villain in the book of their choice, which supports each stage. This information will be based on the events that take place in the book and which are closely related to the hero/villain. The evaluation and assessment procedures could be teacher-centred, but only after following a class discussion, in which students can reflect and elaborate on their answers. This activity is motivating for students as it provides them with the freedom to choose which hero/villain they will talk about. The use of the video in the beginning will give them the opportunity to see their heroes from a different perspective and perhaps make a connection with their personal experiences. Hopefully, this will be a source of motivation to write something themselves.</p>	<ul style="list-style-type: none"> <li>*Generate ideas</li> <li>*Demonstrate originality</li> <li>*Ask clarifying questions</li> <li>*Justify arguments</li> <li>*Draw conclusions</li> <li>*Combine information</li> <li>*Compare and contrast</li> <li>*Identify and observe key points</li> <li>*Synthesize and make connections</li> </ul>		<p>finds himself dealing with the pressures of boy-girl parties, increased responsibilities, and even the awkward changes that come with getting older—all without his best friend, Rowley, at his side. Can Greg make it through on his own? Or will he have to face the “ugly truth”? Source: Goodreads.com</p>
3	Riddles	<p><b>Duration:</b> 4 class periods <b>Age:</b> 11-15 <b>Type of activity:</b> Individual work <b>Support materials:</b> Books, examples of homonyms and creation of riddles. <a href="http://www.mikethaler.com">www.mikethaler.com</a> offers step-by-step instruction on creating riddles by substituting phonemes or creating rhymes rather than by manipulating words of syntax.</p>	<ul style="list-style-type: none"> <li>*Metalinguistic awareness</li> <li>*Opportunity to generate verbal humour</li> <li>*Reflecting on multiple meaning of</li> </ul>	<p><i>Diary of a Wimpy Kid: Cabin Fever</i>, Jeff Kinney, Psychogios, 2011</p>	<p>Greg Heffley is in big trouble. School property has been damaged, and Greg is the prime suspect. But the crazy thing is, he’s innocent. Or at</p>

		<p>Teaching Metalinguistic Awareness and Reading Comprehension with Riddles, also offers some guidelines. <a href="http://www.readingrockets.org/article/teaching-metalinguistic-awareness-and-reading-comprehension-riddles">http://www.readingrockets.org/article/teaching-metalinguistic-awareness-and-reading-comprehension-riddles</a></p> <p>Humor enhances the learning environment, gives students an incentive to read and promotes critical thinking skills as well as vocabulary and language development. In addition, students are naturally very interested in word play. To understand and generate verbal humor, a student must exercise metalinguistic skills. They must understand that words and sentences can have more than one meaning. This, in turn, improves comprehension by allowing readers to think flexibly about what the appropriate meaning may be. Comprehension monitoring benefits from training in recognizing and reexamining the meaning of ambiguous sentences since students are taught to consider meaning and to reread if necessary. This ability to reflect upon and manipulate language is crucial for reading. Students must understand that a riddle is a puzzling question that turns into a joke. The questions and answer make a riddle when the same words have two different meanings. Students are guided in the process of writing a riddle (generating a list of words, examining their list to see if any of the words are homonyms, then writing a question whose answer will be about the other meaning of the word, or vice-versa). Riddles contain some form of ambiguity, which is made</p>	<p>words and their uses</p> <ul style="list-style-type: none"> <li>*Improved reading comprehension skills</li> <li>*Opportunity to generate originality</li> <li>*Listen actively</li> <li>*Contribute ideas</li> <li>*Show independent initiative</li> <li>*Transform</li> <li>*Express</li> <li>*Infer</li> <li>*Relate</li> <li>*Think creatively</li> <li>*Offer ideas and make contributions</li> </ul>		<p>least sort of.</p> <p>The authorities are closing in, but when a surprise blizzard hits, the Heffley family is trapped indoors. Greg knows that when the snow melts he's going to have to face the music, but could any punishment be worse than being stuck inside with your family for the holidays?</p> <p>Source: Goodreads.com</p>
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		clear when the person thinks aloud. In this activity, students will generate riddles based on the heroes and villains they choose to write about. This activity will appeal to students driven by humor and creativity, and those who are not interested in writing lengthy, elaborate texts.			
4	Teacher Read-Alouds and Dramatisation of text	<p><b>Duration:</b> 45'</p> <p><b>Age:</b> 11-15</p> <p><b>Type of activity:</b> Individual, Group work</p> <p><b>Support materials:</b> Books, realia</p> <p>Reading aloud is currently being expanded to reach middle school and high school students vs primary school students alone. Some teachers read aloud to students who have trouble understanding a difficult text, or they simply read to make literature come alive. It has created positive attitudes towards reading and helps increase reading fluency. Research indicates that motivation, interest and engagement are often enhanced when teachers read aloud to their students. Teacher Read-Alouds at all grade levels furnish students with models of fluent reading. Since students listen at a higher level than they read, teacher Read-Alouds expose them to new vocabulary and language patterns. Teacher Read-Alouds also help to activate students' prior knowledge.</p> <p>Alternatively, students could choose to read aloud/dramatize an excerpt of the book, trying to make it as</p>	<p>*Exposure to new vocabulary and language patterns</p> <p>*Activation of prior knowledge</p> <p>*Listen effectively to decipher meaning</p> <p>*Models fluent reading</p> <p>*Dramatisation</p> <p>*Model a role</p> <p>*Recitation</p> <p>*Decision-making in choice of passage to recite and assessment</p>	<p><i>The 39 Clues - Book 3 - The Sword Thief</i>, Peter Lerangis, Agyra Press, 2010</p>	<p>Amy and Dan Cahill have been located once again, this time in the company of the notoriously unreliable Alistair Oh. Could they have been foolish enough to make an alliance?</p> <p>Spies report that Amy and Dan seem to be tracking the life of one of the most powerful fighters the world has ever known. If this fearsome warrior was a Cahill, his secrets</p>

		<p>alive as possible, through body language (facial expressions, gestures, etc), voice tone, intonation and acting. Another activity that students can choose is pantomime. Students might take turns and mime a character from the book, using only their body and not their voice. The rest of the class could be divided into groups, and they could try to guess who the hero / character is. At the end of the activities, students could vote for the funniest, the fastest, the most accurate, the most expressive or even the worst mime / reader of all. Students should decide on the assessment criteria before the activities start. Activities like these could attract boys who like acting. They are very interesting and motivating because they do not require any type of writing on the part of the students.</p>	<p>criteria</p> <ul style="list-style-type: none"> <li>*Articulation</li> <li>*Use a variety of techniques</li> <li>*Take a variety of roles</li> </ul>		<p>are sure to be well-guarded, and the price to uncover them just might be lethal. Source: Goodreads.com</p>
5	Designing a board game	<p><b>Duration:</b> 5 class periods <b>Age:</b> 11-15 <b>Type of activity:</b> Group work <b>Support materials:</b> Books, computer (optional), free online templates <a href="http://www.learningliftoff.com/family-game-night-best-educational-board-games-for-kids/#.VVmwSIURp8">http://www.learningliftoff.com/family-game-night-best-educational-board-games-for-kids/#.VVmwSIURp8</a></p> <p>Based on a selection from the booklist, students are asked to create a board game, in which the team has to achieve certain goals by answering questions on the books. Students will be responsible for creating the game, organising it, formulating the questions and deciding on the</p>	<ul style="list-style-type: none"> <li>*Show independent initiative</li> <li>*Assume shared responsibility</li> <li>*Assist others in their roles</li> <li>*Contribute ideas</li> <li>*Apply strategies</li> <li>*Tolerate various</li> </ul>	<p><i>The 39 Clues - Book 1 - The Maze of Bones</i>, Rick Riordan, Agyra Press, 2009</p>	<p>Minutes before she died Grace Cahill changed her will, leaving her descendants an impossible decision: You have a choice - one million dollars or a clue.</p> <p>Grace is the last matriarch of the Cahills, the world's</p>

		<p>rules. Each team will play the game and the two semi-finalists will compete to find the champion. Boys will definitely like this activity because it gives them the opportunity to choose the content of the game, what it will look like, as well as other other details. Boys with an inclination in art will particularly enjoy it.</p> <p>A second model to follow is the successful <i>Chutes &amp; Ladders</i>. A template can be found at:  <a href="http://shauna1934.hubpages.com/hub/chutes-and-ladders-templates">http://shauna1934.hubpages.com/hub/chutes-and-ladders-templates</a></p> <p>Games continues to demonstrate their value as educational tools, in promoting linear thinking, and concepts of sequence. It's a format that's being widely used across various topics and for various educational purposes. The third game proposal is <i>Jeopardy</i>. It renders itself as a project for small groups of students to create their own component of Jeopardy under a certain heading, and have the whole class play together. It is perfect for studying novels. Free Jeopardy PowerPoint templates can be found at:  <a href="http://freebies.about.com/od/teacherfreebies/tp/jeopardy-powerpoint-templates.htm">http://freebies.about.com/od/teacherfreebies/tp/jeopardy-powerpoint-templates.htm</a></p> <p>Some of the templates have great graphics and sound, and some even have macros, which means there's a countdown timer, score card and randomly placed Daily Double slides.</p>	<p>viewpoints</p> <ul style="list-style-type: none"> <li>*Listen actively</li> <li>*Express ideas</li> <li>*Align solution with task</li> <li>*Use information</li> <li>*Reflect on learning</li> <li>*Transfer problem-solving skills</li> <li>*Know personal creative process</li> <li>*Generate ideas</li> <li>*Demonstrate originality</li> <li>*Work with others</li> <li>*Communicate ideas to others effectively</li> <li>*Make connections, judgments and decisions</li> </ul>		<p>most powerful family. Everyone from Napoleon to Houdini is related to the Cahills, yet the source of the family power has been lost. 39 clues hidden around the world will reveal the family's secret, but no one has been able to assemble them. Now the clues race is on, and young Amy and Dan must decide what's important: hunting clues or uncovering what REALLY happened to their parents.          Source:          Goodreads.com</p>
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			*Use multi media and technology effectively		
6	Thinking Maps	<p><b>Duration:</b> 5 class periods  <b>Age:</b> 11-15  <b>Type of activity:</b> pairs or groups, depending on how many students choose the same book.  <b>Support materials:</b> Thinking Map templates</p> <p>Pupils' tasks: to complete the Thinking Maps according to the information they are trying to target/understand/analyze.  Effect on Activity: Organizing thoughts and giving basic understanding of the task</p> <p>Students complete the different types of Thinking Maps according to the information they are trying to target / understand / analyze.</p> <p>These templates will help students organize thoughts and give basic understanding of the task. Thinking maps are visual representations of thinking, helping students see which thinking skills are used to solve problems. They are intertwined with the thought process, not just finding the right answer. There are 8 main categories of thinking maps. We will be using three of these: the Bubble Map, the Double Bubble Map and the Flow Map.  The Bubble Map is used for describing things. It primarily</p>	<p>*Demonstrate understanding through graphical representations  *Classify information  *Organize, combine and construct  *Target specific and pertinent information in texts  *Categorise information  *Compare  *Take apart  *Describe  *Evaluate evidence  *Draw conclusions  *Reflect on learning</p>	<p><i>Le Theoreme du Perroquet</i>, Denis Guedj, Polis Publishers, 1998</p>	<p>When Mr. Ruche, a reclusive Parisian bookseller, receives a letter from a long lost friend in the Amazon bequeathing him a vast library of mathematical books, he is propelled into a great exploration of the story of mathematics, from brilliant Greek thinkers, such as Archimedes and Pythagoras, to the modern-day genius, Fermat.</p> <p>Meanwhile Max, a deaf boy whose</p>



		<p>uses adjectives and is most effective when used in combination with other maps.</p> <p>The Double Bubble Map documents the thinking involved in comparing and contrasting, in showing similar and different qualities of change. The similarities are in the centre and the differences are outside. It is ideal for comparing and contrasting stories or characters, as in our case, heroes vs. villains.</p> <p>Flow Maps are useful for working with a sequence of events. In our case, they can be used to describe the lives of the hero and villain. It uses words like: first, second, last.</p>	<ul style="list-style-type: none"> <li>*Align solution with task</li> <li>*Apply strategies</li> <li>*Ask clarifying questions</li> <li>*Show consideration to others</li> <li>*Maintain positive values</li> </ul>		<p>dysfunctional family live with Mr. Ruche, finds a voluble parrot in a local flea market. He turns out to be a bird that discusses mathematics with anyone who will listen. So when Mr. Ruche learns of his friend's mysterious death in the rainforests of Brazil, he decides that with the parrot's help, he will use these books to teach Max and his twin brother and sister the mysteries and wonders of numbers and shapes.</p> <p>But soon it becomes clear that</p>
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					<p>Mr. Ruche has inherited the library for reasons other than pure enlightenment, and before he knows it, the household is caught up in a race to prevent the vital theorems from falling into the wrong hands.</p> <p>The novel takes the reader on a delightful journey through the history of mathematics.</p> <p>Source: Goodreads.com</p>
7	Interacting with the text	<p><b>Duration:</b> 4 class periods  <b>Age:</b> 11-5  <b>Type of Activity:</b> individual  <b>Support Material:</b> No handouts. Demonstration of good practices.</p>	<p>*Organises thoughts  *Reflects on reading  *Has basic understanding</p>	<p><i>The Hobbit</i>, J.R.R. Tolkien, Kedros Publishers, 1978</p>	<p>In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and</p>

		<p>Pupil's tasks: to write three things they have learned or three things they want to share with someone about the book they've read or one related item which they want to look up on Google.</p> <p>Effect on Activity: Organizing thoughts and giving basic understanding of the task in small increments.</p> <p>Give students a choice as to what chapter they should read. Ask them to use sticky notes and write down three pieces of thinking on the book or chapter(s) they have read. The three pieces of thinking could be: a) three things they learned; b) three words that caught their attention; c) three things they want to remember to share with a parent, or d) a question or questions that they need to go online for and Google. This activity gives the student's brain a purpose for reading, so there is some way to interact or talk back to the text. A lead question could be: What does this remind you of? What is the important thing you want to share with somebody else? Do you want to find out more about something mentioned in the text that you don't understand? Remind the students that they can read to be informed as well as to be entertained. Show students they need to have a purpose behind what they read. Encourage students to use different strategies for unknown words: underline or circle them, put a star next to them or arrows. Demonstrate the importance of: annotating the text, rereading it, stopping and going back to see if they remember what they've read. If they don't understand text, go back and try again having a smaller task to perform. For</p>	<p>of text</p> <ul style="list-style-type: none"> <li>*Isolates specific information</li> <li>*Asks the right (target) questions</li> <li>*Reads for information and entertainment</li> <li>*Improves use of vocabulary, spelling, syntax and expression</li> <li>*Reads for a purpose</li> <li>*Uses strategies to understand unknown vocabulary</li> <li>*Uses various methods to annotate text</li> <li>*Asks clarifying questions</li> <li>*Analyses complex</li> </ul>		<p>an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort. Written for J.R.R. Tolkien's own children, <i>The Hobbit</i> met with instant critical acclaim when it was first published in 1937. It is still recognized as a timeless classic. This introduction to the hobbit Bilbo Baggins, the wizard Gandalf, Gollum, and the spectacular world of Middle-earth recounts the adventures of a</p>
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		example, try to paraphrase <i>one</i> sentence or ask a question.	systems *Reflects on learning		reluctant hero, a powerful and dangerous ring, and the cruel dragon Smaug the Magnificent.  Source: Goodreads.com
8	Reader's Theatre	<p><b>Duration:</b> 4 class periods  <b>Age:</b> 11-15  <b>Type of activity:</b> Group work  <b>Support materials:</b> Books, realia</p> <p>Students stage a dramatic presentation of the text by reading from a script, using intonation, gestures and facial expression to add meaning and interest to the performance and to depict characters from texts. No props, costumes, sets or memorization are required, making it easy to incorporate into the classroom. This technique helps students develop reading fluency and improve comprehension. Differentiated instruction is also a natural component of Reader's Theater. The roles available in a typical script range from extensive narration, to a character with just a single line. Scripts might also contain choral reading or lines for two voices in addition to individual roles. The variety of options means that all students are able to participate at an appropriate, yet challenging level. It is possible to create Reader's Theatre scripts by modifying</p>	<ul style="list-style-type: none"> <li>*Develop reading fluency</li> <li>*Improve reading comprehension</li> <li>*Differentiated instruction</li> <li>*Decision-making</li> <li>*Assist others in their roles</li> <li>*Contribute ideas</li> <li>*Take a variety of roles</li> <li>*Tolerate different viewpoints</li> <li>*Listen actively</li> <li>*Express ideas</li> </ul>	<i>Percy Jackson and the Olympians: The Lightning Thief</i> , Rick Riordan, Papyrus Press, 2009	Percy Jackson is a good kid, but he can't seem to focus on his schoolwork or control his temper. And lately, being away at boarding school is only getting worse. Percy could have sworn his pre-algebra teacher turned into a monster and tried to kill him. When Percy's mom finds out, she knows it's time that he learn the truth about where he came

		<p>existing text. This may be done by the students themselves. The technique lends itself to fiction. The use of dramatic presentation can serve as a powerful motivator and a scaffold for success in reading. The text can be divided among a narrator, characters, and possibly a chorus. The script authors will need to consider what information should be conveyed by the narrator, and which characters can be added to elaborate on the narrator's lines or provide new information. In either case, care should be taken to preserve the meaning and as much of the original text as possible.</p> <p>Main features of Reader's Theatre using the acronym DIRT: Dramatisation, Intonation, Repetition and Teamwork.</p> <p>Useful references:</p> <p><a href="http://www.thencbla.org/Readers-Theater-Education-Resource-Guide.pdf">www.thencbla.org/Readers-Theater-Education-Resource-Guide.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=EGHWK6YWbhw">https://www.youtube.com/watch?v=EGHWK6YWbhw</a></p>	<ul style="list-style-type: none"> <li>*Use a variety of techniques</li> <li>*Maximize creative efforts</li> <li>*Demonstrate originality</li> <li>*Show consideration and respect for others</li> <li>*Maintain positive values</li> <li>*Cooperate with others</li> <li>*Undertake initiative</li> <li>*Increase motivation to read</li> <li>*Integrate reading, writing, listening, and speaking into an authentic context</li> </ul>		<p>from, and that he go to the one place where he'll be safe. She sends Percy to Camp Half Blood, a summer camp for demigods (on Long Island), where he learns that the father he never knew is Poseidon, God of the Sea. Soon a mystery unfolds and together with his friends – one a satyr and the other the demigod daughter of Athena – Percy sets out on a quest across the United States to reach the gates of the Underworld (located in a recording studio in Hollywood) and prevent a catastrophic war</p>
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					between the gods. Source: Goodreads.com
9	Book Competition	<p><b>Duration:</b> 5 class periods  <b>Age:</b> 11-15  <b>Type of activity:</b> Group work  <b>Support materials:</b> Books, computer, reward (decided by the students before the activity takes place)  Guidelines for Battle of the Books:  <a href="http://potsdamlibrary.org/Youth/battle/BBRules.pdf">potsdamlibrary.org/Youth/battle/BBRules.pdf</a>  Instructions for Family Feud:  <a href="http://www.iup.edu/page.aspx?id=59989">www.iup.edu/page.aspx?id=59989</a>  <a href="http://www.wikihow.com/Home/Categories/Hobbies_and_Crafts/Games">www.wikihow.com › Home › Categories › Hobbies and Crafts › Games</a>  <a href="http://www.ehow.com/Hobbies_Games_Toys">www.ehow.com › Hobbies, Games &amp; Toys</a></p> <p>To organize a competitive event based on the books students have short-listed to read. One option is to follow the guidelines set by the original 'Battle of the Books' competition, a citywide competition initiated by the Chicago Public Library in the 1940s in an attempt to increase motivation and comprehension among school-aged children. This competition is still active today across the United States. The goal is to encourage and motivate students to read, broaden reading interests, increase reading comprehension, and provide an incentive for reading.</p>	<ul style="list-style-type: none"> <li>*Encourage and motivate students</li> <li>*Increase reading comprehension</li> <li>*Collaborate with members of the team</li> <li>*Assume shared responsibility</li> <li>*Contribute ideas</li> <li>*Apply strategies</li> <li>*Listen actively to decipher meaning</li> <li>*Ask clarifying questions</li> <li>*Draw conclusions</li> <li>*Reflect on learning</li> </ul>	<p><i>The Kane Chronicles, Book The Red Pyramid</i>  Rick Riordan, Pataki Press, 2013</p>	<p>Since their mother's death, Carter and Sadie have become near strangers. While Sadie has lived with her grandparents in London, her brother has traveled the world with their father, the brilliant Egyptologist, Dr. Julius Kane.</p> <p>One night, Dr. Kane brings the siblings together for a "research experiment" at the British Museum, where he hopes to set things right for his family. Instead,</p>

		<p>The students read a set list of books, discuss them and quiz each other on the contents. All questions begin with, 'In which book...' and the correct answer is always the title and the author of the books. They compete in teams of at least 3-5 members to correctly answer the questions based on the books. These numbers are based on 10 books. Each team has a captain who is responsible for seeing that each member reads books. It is not necessary for each student to read all the books. Even 2 books works. As they read the books, the students write questions as stated above. The competitions are usually similar to the TV series 'Family Feud' or as a relay style. The structure, format and rules of the competition may vary depending on the goals of the various schools.</p> <p>2 types of competition: The 'Family Feud' style of competition is the most popular. This style of competition uses 2 teams that compete against each other. Each member of the team is responsible for the portion of the book list the team is using/reading.</p> <p>In the relay style of competition students not only compete against other teams but also against 'the clock'. Teams line up on one end of a field or gym. One at a time, they run to the opposite end of the building/field and are asked a question. If they know the answer they tell the judge at the table. If not, they run back to the team and discuss the question with their team members. If the team knows the proper answer, the same team member returns to the</p>	<ul style="list-style-type: none"> <li>*Show consideration and respect for others</li> <li>*Maintain positive values</li> <li>*Interpret information and draw conclusions</li> <li>*Articulate thoughts and ideas</li> <li>*Use information accurately for the issue at hand</li> <li>*Deal positively with praise, setbacks and criticism</li> </ul>		<p>he unleashes the Egyptian god Set, who banishes him to oblivion and forces the children to flee for their lives.</p> <p>Soon, Sadie and Carter discover that the gods of Egypt are waking, and the worst of them, Set, has his sights on the Kane's. To stop him, the siblings embark on a dangerous journey across the globe – a quest that brings them ever closer to the truth about their family and their links to a secret order that has existed since the time of the pharaohs.</p>
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		judge and tells him their answer. If the team does not know the answer, the next member of the team runs to the judging table and asks for the next question. Once one team gets to the final question, all competition between teams stop and the total scores of each team's round of competition is recorded.			Source: Goodreads.com
10	Using doodles or comics to improve learning and creativity	<p><b>Duration:</b> 5 class periods  <b>Age:</b> 11-15  <b>Type of activity:</b> Group work  <b>Support materials:</b> Books, computer (optional), pencils, pens, coloured pencils (optional)          6 free sites for Creating Your Own Comics:  <a href="http://mashable.com/2010/10/24/create-your-own-comics/">http://mashable.com/2010/10/24/create-your-own-comics/</a></p> <p>According to a 2009 study by J. Andrade:  <a href="http://www.spring.org.uk/2013/01/can-doodling-improve-memory-and-concentration.php">http://www.spring.org.uk/2013/01/can-doodling-improve-memory-and-concentration.php</a>          doodling while listening for information can help our memory. It keeps the mind focused and improves concentration. Other researchers connect doodling with visualizing the connections we make while thinking. It assists concentration and focus. Pictures can be used as metaphors to clearly illustrate a point. They convey messages, while at the same time increase enjoyment and engagement by the student. Doodling prevents distraction</p>	<ul style="list-style-type: none"> <li>*Organize and integrate knowledge</li> <li>*Communicate complex emotions</li> <li>*Visualise connections made while thinking</li> <li>*Convey messages, represent concepts and bring them together</li> <li>*Know personal creative process</li> <li>*Generate</li> </ul>	<p><i>Harry Potter and the Half-Blood Prince</i>          J.K. Rowling,          Psychogios, 2005</p>	<p>It is the middle of the summer, but there is an unseasonal mist pressing against the windowpanes. Harry Potter is waiting nervously in his bedroom at the Dursleys' house in Privet Drive for a visit from Professor Dumbledore himself. One of the last times he saw the Headmaster was in a fierce one-to-one duel with Lord Voldemort, and Harry can't quite believe that</p>



		<p>and captures complicated ideas, engages important visual and kinaesthetic learning channels. Doodling is a way of bringing concepts together, processing difficult emotions. Doodling has been found to give us the power of better recall, comprehension and learning. It can also improve our performance when we use it to make personal summaries and collaborate.</p> <p>A few techniques the students can learn are:</p> <ol style="list-style-type: none"> <li>1. Taking an object/hero and breaking it down to its tiniest parts (put the head separate from the torso, add weapons, facial masks, etc. separately). This becomes a way of looking at the hero that you didn't think about when you considered him/her as a whole.</li> <li>2. Game-Storming, taking two unrelated things and drawing them in their atomized parts, then creating drawings that randomly fuse these parts together. This technique helps you think up unique story angles.</li> <li>3. Process Map, this type of visual display illustrates the sequence of events when you have trouble thinking through a problem. This often helps the brain make sense of a complex system better than words.</li> </ol> <p>Students can make a meaningful doodle based on one or more of the book characters (heroes/villains). They will be free to choose the means with which they will do it (pen, pencil, computer). The rest of the class will create assessment criteria decide on the best one. The winner's work could be displayed and awarded by being published in the school newspaper/magazine or displayed centrally in</p>	<p>ideas</p> <ul style="list-style-type: none"> <li>*Maximize creative efforts</li> <li>*Demonstrate originality</li> <li>*Clarify complex systems through drawing</li> <li>*Work with others</li> <li>*Show respect and value for others</li> <li>*Offer ideas and make contributions</li> <li>*Demonstrate originality and inventiveness in work</li> <li>*Improve focus and concentration</li> <li>*Engages visual and kinaesthetic learning</li> </ul>		<p>Professor Dumbledore will actually appear at the Dursleys'. Why is the Professor coming to visit him now? What is it that cannot wait until Harry returns to Hogwarts in a few weeks' time? Harry's sixth year at Hogwarts has already got off to an unusual start, as the worlds of Muggle and magic start to intertwine...</p> <p>J.K. Rowling charts Harry Potter's latest adventures in his sixth year at Hogwarts with consummate skill and in breathtaking fashion.</p> <p>Source:</p>
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		<p>the school.</p> <p>Students could also choose to make a comic strip, either by hand or with the help of their computer. Each member of the team could be assigned different roles. For example, one member could decide on the format and the design of the comic, another member could write the dialogues, another could do the editing and so on. The class will select the winning comic strip. There will be a reward, which will have been decided prior to the competition. This activity could be highly motivating for those boys who like art and especially designing. The fact that the activity provides students with the possibility to choose between a doodle and comic, could attract both keen computer users or those who prefer more traditional means.</p>			<p>Goodreads.com</p>
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\*KSC = Knowledge, Skills, Competencies