
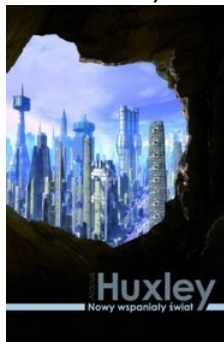



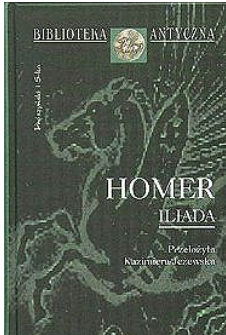
Template for designing specific classroom activities relevant to the reading needs and stimulation of reading of teenage boys

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


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
1	Utopia and dystopia - characteristics of the genres	Description: The activity aims to introduce dystopian texts and highlight the differences between utopia and dystopia - characteristics of the genres. Individual work - each student is asked by a teacher to imagine a perfect world, and gets 10 minutes to present his perception in a graphic form - drawing, comic, collage, etc. After this time students exchange their works and together with the teacher look for commonalities of these ideal worlds (approx. 5-6 minutes). After creating the image of the ideal world teacher explains to students the concept of utopia and asks whether students can guess what are the characteristics of dystopia (2-3 minutes for discussion). At the	The activity is suitable for inclusion into the curriculum for junior high school (middle school, gymnasium), where the role of the teacher is to discuss contemporary novel of popular literature. The Polish program includes a	1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i> , Media Rodzina 2012, ISBN: 978-83-7278-998-3, (ang. S. Collins, <i>The Hunger Games</i>) 	1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive to boys; study of propaganda in times of


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>end, students get to read short passages from 'Brave New World' by Aldous Huxley and 'The Hunger Games' by Suzanne Collins. A brief discussion on the subject concludes this activity and allows to talk about dystopia in subsequent activities. As homework, students are instructed to describe in 10-12 sentences Collins or Huxley's dystopia based on the fragments, which they read.</p> <p>Duration: approx. 30-40 minutes.</p> <p>Materials: prints with fragments of texts for reading; white A4 paper and markers for students.</p> <p>Age of students: 12-15 years old (I-II grade gymnasium - middle school).</p> <p>Evaluation: evaluation is based on student participation in discussions and on homework (references to other passages than those proposed by the teacher will be graded higher).</p>	<p>paragraph "student recognizes the variety of genres in popular literature."</p> <p>The introduction to the concept of utopia is an introduction to the curriculum at the next stage of education (high school), where classical utopian texts are discussed.</p>	<p>2) Aldous Huxley, <i>Nowy, wspaniały świat</i>, Muza 2010 ISBN 978-83-7495-869-1 (ang. A. Huxley, <i>Brave New World</i>)</p> 	<p>civil war.</p> <p>2) One of the most famous dystopia in the literature of the twentieth century. Society presented by Huxley reached a state of perfect bliss. But the total organization and harmony is proved to be destructive and dehumanizing. One of the residents of this ideal world is trying to find its own identity and true happiness.</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
		Effect: to confront the classic dystopian vision (Huxley), and contemporary dystopian one (Collins) which shows the anti-world described in an attractive form for boys. Fragments from 'The Hunger Games' may also encourage boys to reach for the whole book.			
2	People - toys in hands of other people	Description: The activity is based on the juxtaposition of ideas of ancient arena games and the Hunger Games from Collins' novel. In the initial phase of the lesson, the teacher, using a multimedia presentation, talks about antique games in the Roman Empire, it may be accompanied by the projection part of the movie 'Gladiator', directed by Ridley Scott (up to 10 minutes). Students get to read short passages of Homer's Iliad. Based on the information from the text students are divided into 5-6 person groups to make a characteristic of the ancient idea of games (for 10 minutes).	This activity combines elements of historical knowledge (ancient history) and a reference to compulsory reading, which is Iliad in middle school. This activity can be conducted in	1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i> , wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)	1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive


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>Then, on the basis of what the groups established, there will be a discussion on the first volume of 'The Hunger Games' and ideas from this fiction novel. As homework: in several sentences students should answer the question whether the organizers of the Hunger Games can be likened to the ancient gods.</p> <p>Duration: approx. 30 minutes.</p> <p>Materials: multimedia presentation + a part of the movie; prints with fragments of the Iliad to read.</p> <p>Age of pupils: 13-16 years (II-III grade gymnasium).</p> <p>Evaluation: evaluation based on student participation in the discussion (groups can rate each other) and homework.</p> <p>Effect: presentation of a fragment of ancient history in an interesting form, a combination of audiovisual forms of reading, contemporary</p>	<p>correlation with the discussion of the works of Homer or after reading Henryk Sienkiewicz's 'Quo Vadis', which is also on the reading list and depicts scenes of ancient Games organized by the despotic Nero.</p>	 <p>2) <i>Iliada</i>, Homer, Prószyński i s-ka, 2005; ISBN: 83-7337-970-3</p> 	<p>to boys; study of propaganda in times of civil war.</p> <p>2) The epic describing the last weeks of the Trojan War. Agamemnon led the Greeks to lay siege Troy, where there is a beautiful Helen, kidnapped by Paris. The gods also participate in the war on both sides, helping their favorite heroes and controlling the action.</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
		vision of the Games - a combination of historical knowledge from reading and entertainment can show the relationship of popular culture with tradition and encourage further discoveries of this type - you can suggest to interested students for example in novels by Rick Riordan with Greek mythology in the background.			
3	Tell your own story	Description: The activity is based on individual work. Each student is asked by a teacher to write a 3-4-page story about the fictional dystopian world selected from three novels: 'The Hunger Games', 'Metro 2033' and 'The Maze Runner'. Student can use the existing character of the universe or make his own and put it into the fictional world of the novel. he can also imagine himself in the selected world and describe his own adventure. A form of	The activity can be implemented into the curriculum while discussing selected contemporary novels (MEN core curriculum gives teachers freedom	1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i> , wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)	1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and


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>creative writing workshop - teacher helps students, advises during the activity. Elements of drama can be included, e.g. Reading stories divided into roles.</p> <p>Duration: approx. 35 minutes.</p> <p>Materials: writing materials.</p> <p>Age of students: 13-16 years old (I-III grade)</p> <p>Evaluation: Grading short stories with particular attention to preserving the realities of the world of the novel as well as each student creativity; evaluation of genre determinants and linguistic correctness.</p> <p>Effect: students engage in a particular world of the novel, excite the imagination, creativity</p>	<p>of choice in this matter). One of the compulsory objectives in the curriculum for secondary education is the ability to write certain forms of narration, including the story. The story is one of the forms appearing in the exam which ends this stage of education.</p>	 <p>2) Dmitri Glukhovsky, <i>Metro 2033</i>, wydawnictwo Insignis, ISBN: 9788361428992, rok wyd. 2010. (ros. D. Glukhovsky, Метро 2033)</p>	<p>danger. Especially the third volume of the series may be attractive to boys; study of propaganda in times of civil war.</p> <p>2) Glukhovsky's book is a part of the whole universe based on his vision of the future - games, fan fiction and so on. Elements of adventure and survival horror, dynamic action, the young main character – may attract the attention of boys.</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
		exercise. This allows pupils to see how rich and complex a world created with words can be, as well as to appreciate the literary creation.		 <p>3) James Dashner, <i>Więzień labiryntu</i>, wydawnictwo Papierowy Księżyc, ISBN: 9788361386520, rok wyd. 2014. (ang. J. Dashner, <i>The Maze Runner</i>)</p>	3) The protagonist of the novel is a teenager Thomas. He wakes up not remembering anything in a mysterious elevator, from which the only exit leads to Gaza - an enclosed space, around which extends dangerous maze. Together with other boys and a girl he must find a way out and discover his own identity and what happened to the world.


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
					
4	How to describe the danger and terror?	<p>Description: The class is based on stylistic analysis of the text. The teacher divides the class into three groups and each student in the group receives a certain fragment of the novel: Group I gets fragment of 'The Hunger Games', Group II - 'Metro 2033' and group III - 'The Maze Runner'. All fragments contain scenes in which the characters find themselves in danger. Students have to find in these texts stylistic means by which the excitement and atmosphere associated with danger was created (e.g. exclamations, comparisons, numerous questions, metaphors, large</p>	Text analysis for use of stylistics is one of the basic skills that a student must have achieved during this phase of education. This is clearly stated in the Core Curriculum.	<p>1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i>, wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)</p>	<p>1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive</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>accumulation of verbs). After 10 minutes, the students jointly present their opinions and conclusions. Homework: Create a description of the dangerous situation and describe the emotions of its participants using known stylistic means.</p> <p>Duration: approx. 30 minutes.</p> <p>Materials: writing materials.</p> <p>Age of pupils: 12-13 years.</p> <p>Evaluation: evaluation based on their activity during classes and homework.</p> <p>Effect: students read texts with a dynamic structure, depicting scenes from the fast-paced action, including scenes of violence, which can</p>		 <p>2) Dmitri Glukhovskiy, <i>Metro 2033</i>, wydawnictwo Insignis, ISBN: 9788361428992, rok wyd. 2010. (ros. D. Glukhovskiy, <i>Метро 2033</i>)</p>	<p>to boys; study of propaganda in times of civil war.</p> <p>2) Glukhovskiy's book is a part of the whole universe based on his vision of the future - games, fan fiction and so on. Elements of adventure and survival horror, dynamic action, the young main character – may attract the attention of boys.</p> <p>3) The protagonist of the novel is a teenager Thomas. He wakes up</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
		look differently in a literary text, but it is also found in computer games or comics.		 <p>3) James Dashner, <i>Więzień labiryntu</i>, wydawnictwo Papierowy Książyc, ISBN: 9788361386520, rok wyd. 2014. (ang. J. Dashner, <i>The Maze Runner</i>)</p>	not remembering anything in a mysterious elevator, from which the only exit leads to Gaza - an enclosed space, around which extends dangerous maze. Together with other boys and a girl he must find a way out and discover his own identity and what happened to the world.

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
					
5	The perfect hero in the anti-world	<p>Description: The activity is based on creating an interesting character (in relation to the poetics of RPG). Students make up portrait of the ideal hero who survives in the anti-world - each student individually describes its appearance, personality, skills (congenital and acquired). With such a set of features, each student develops a playing card from a script by renowned RPG - skills, knowledge and abilities give power (thus - points). Students in pairs can compete with each other according to the strength of their cards. As homework, teacher asks students to write the characteristics of the protagonist from one of</p>	<p>A characteristic is one of basic forms of expression, which must be mastered by students on this stage of education (which is defined in the curriculum). In addition: the introduction of elements of the game awakens</p>	<p>1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i>, wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)</p>	<p>1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive to boys; study of</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>the three dystopian novels: The Hunger Games, Metro 2033, The Maze Runner.</p> <p>Duration: approx. 30 minutes.</p> <p>Materials: writing materials; pens, crayons to decorate the cards.</p> <p>Age of pupils: 12-15 years.</p> <p>Evaluation: evaluation based on their activity during classes and homework.</p> <p>Effect: a combination of literature and other activities - games, shows that reading may go beyond the known diagram of reading lesson.</p>	<p>creativity.</p>	 <p>2) Dmitri Glukhovskiy, <i>Metro 2033</i>, wydawnictwo Insignis, ISBN: 9788361428992, rok wyd. 2010. (ros. D. Glukhovskiy, <i>Метро 2033</i>)</p> 	<p>propaganda in times of civil war.</p> <p>2) Glukhovskiy's book is a part of the whole universe based on his vision of the future - games, fan fiction and so on. Elements of adventure and survival horror, dynamic action, the young main character – may attract the attention of boys.</p> <p>3) The protagonist of the novel is a teenager Thomas. He wakes up not remembering</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>3) James Dashner, <i>Więzień labiryntu</i>, wydawnictwo Papierowy Księżyc, ISBN: 9788361386520, rok wyd. 2014. (ang. J. Dashner, <i>The Maze Runner</i>)</p> 	<p>anything in a mysterious elevator, from which the only exit leads to Gaza - an enclosed space, around which extends dangerous maze. Together with other boys and a girl he must find a way out and discover his own identity and what happened to the world.</p>
6	Survival vs. morality	Description: Based on the reference text or its fragments ('A Memoir of the Warsaw Uprising' by Miron Białoszewski) and Collins' 'The Hunger Games' a debate on the attitudes of the characters in the face of danger and moral	<i>Pamiętnik z powstania warszawskiego</i> is a required reading (in whole	1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i> , wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok	1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-

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>dilemmas of war is conducted. Participants of the debate consider what traits are important in extreme situations, when the behavior is moral and whether the situation can be justified. In conclusion, the teacher tries to guide the students to formulate specific types of human attitudes. Homework: Students draw lots prepared by the teacher - strips of paper inscribed with features such as: a sense of justice, naivety, sensitivity and selfishness. Each student draws 3 qualities and at home tries to imagine and describe how person with such traits would behave in a particular situation of extreme, e.g. Whether help a wounded soldier and risk your life or your family.</p> <p>Duration: approx. 25 minutes.</p>	<p>or in part) at the level of middle school, so this activity can be easily implemented into the existing program. Topic of moral attitudes fits perfectly into the curriculum and implementing a paragraph contained in it saying that "student can discuss existential issues,</p>	<p>wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)</p>  <p>2). Miron Białoszewski, <i>Pamiętnik z powstania warszawskiego</i>, PIW 2007; ISBN: 69967894</p>	<p>like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive to boys; study of propaganda in times of civil war.</p> <p>2) The great Polish poet Miron Białoszewski was twenty-two on August 1, 1944, when he went on an errand for his mother and ran into history. With Soviet forces on</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>Materials needed: paper strips inscribed with features and a few scenarios.</p> <p>Age of pupils: 12-14 years.</p> <p>Evaluation: based on activity during the debate (the ability to formulate arguments, active participation in discussion, respecting the opinion of others), and homework.</p> <p>Effect: showing different ways of speaking about war and human attitudes can make the students recognize the universality of literary works and look for more answers in other texts.</p>	<p>including solidarity, friendship, love, fear or justice".</p>		<p>the outskirts of Warsaw, the city revolted against five years of Nazi occupation, an uprising that began in a spirit of heroic optimism but ended tragically sixty-three days later. Białoszewski's blow-by-blow account of the uprising brings it alive in all its desperate urgency. Here we are in the shoes of a young man slipping back and forth across German lines, dodging sniper bullets, collapsing with exhaustion, rescuing the wounded,</p>


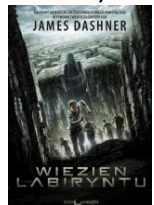
No.	Title of activity	300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on boys' reading or boys' motivation for reading)	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
					burying the dead. An indispensable and unforgettable act of witness, <i>A Memoir of the Warsaw Uprising</i> is also a major work of literature.
7	Winner or loser?	<p>Description: Drama. The activity is based on the staging of the court and judging a fictitious winner of the Hunger Games. Specific roles are assigned: judge, counsel, prosecutor, witnesses, the accused, the victims' families. Based on knowledge of Collins' novel and previous class on moral judgments students process and gives their judgment.</p> <p>Duration: approx. 40 minutes.</p> <p>Materials: You can try to borrow or make</p>	Drama of this type fits great in reflections on human attitudes and existential concepts that appear in the curriculum: friendship, fear, love, justice, solidarity, death etc.	<p>1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i>, wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)</p>	<p>1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the</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>costumes, for example. Toga to the judge and lawyers, wigs and so on.</p> <p>Age of pupils: 13-15 years.</p> <p>Evaluation: evaluation on the basis of participation in the staging, commitment during the drama and homework.</p> <p>Effect: playing specific roles will help students establish a stronger bond with text.</p>			<p>series may be attractive to boys; study of propaganda in times of civil war.</p>
8	The Maze	<p>Description: After reading 'The Maze Runner' students are asked to remind themselves what dangers await for the protagonists in the maze around Gaza, and then in the discussion teacher introduces the elements of the labyrinth as a literary theme - what can be a maze metaphorically, etc.. (up to 10 minutes). Later during the lesson, students have to</p>	<p>The curriculum draws attention to the subject of new media. Combining it with the literature fits well with the needs and</p>	<p>1) James Dashner, <i>Więzień labiryntu</i>, wydawnictwo Papierowy Książyc, ISBN: 9788361386520, rok wyd. 2014. (ang. J. Dashner, <i>The Maze Runner</i>)</p>	<p>1) The protagonist of the novel is a teenager Thomas. He wakes up not remembering anything in a mysterious elevator, from which the only exit leads to Gaza - an enclosed space,</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>design their own maze. They can be divided into small groups, for example. 4-person groups. At the same time they should be creative as well as use knowledge of the book (inspired by, but not to repeat the pattern). After about 10 minutes, the group briefly present their projects and class together wonders if both Dashner's novel, as well as their own projects could be used to create a computer game and what kind of game it could be (approx. 10-minute discussion). Homework: each student has to write a short essay on a selected computer game or a movie that are based on the book - describe the storyline etc., while trying to answer the question of why they think this book has proved to be attractive for the creators of the game / film .</p>	<p>interests of boys and combines entertainment with reading. Homework requires student to search for certain information, which belongs to the effects expected at this stage of education. student must also recognize the characteristics of different cultural texts, not just</p>		<p>around which extends dangerous maze. Together with other boys and a girl he must find a way out and discover his own identity and what happened to the world.</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>Duration: approx. 30 minutes.</p> <p>Materials needed: Paper A2 for writing and drawing for groups.</p> <p>Age of pupils: 12-15 years.</p> <p>Evaluation: evaluation based on a group work and homework.</p> <p>Effect: students can look differently at games and movies, considering which of them had the prototype in the form of literary text and discover the potential of literature.</p>	literary.		
9	48 hours	<p>Description: Drama. Bearing in mind the previously read dystopian novels students have to imagine that suddenly the world as we know ends. During the class students must create a group that has the greatest chance of survival</p>	Reading the dystopian novel implements paragraphs of the program related	<p>1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i>, wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok</p>	<p>1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-</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>in a hostile world - select a group, assign specific roles of each character traits and skills, establish a system of governance and allocate functions and tasks for the next 48 hours. Homework: to reflect and form an essay to answer the question whether in this situation - the end of the old world and the beginning of a hostile anti-world, a better system of newly established community organizations is a system of totalitarian or democratic one. With reference to the selected dystopian novel and the situation from the classroom's drama.</p> <p>Duration: approx. 30 minutes.</p> <p>Materials needed: none.</p> <p>Age of pupils: 13-15 years.</p>	<p>to reading contemporary novels; at the same time the form of drama activates pupils during the lesson. In addition, homework is practicing a form of essay required at this stage of education.</p>	<p>wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)</p>  <p>2) Dmitri Glukhovsky, <i>Metro 2033</i>, wydawnictwo Insignis, ISBN: 9788361428992, rok wyd. 2010. (ros. D. Glukhovsky, <i>Метро 2033</i>)</p>	<p>like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive to boys; study of propaganda in times of civil war.</p> <p>2) Glukhovsky's book is a part of the whole universe based on his vision of the future - games, fan fiction and</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>Evaluation: evaluation based on a group work and homework.</p> <p>Effect: an attempt to transfer a fictional situation from text to reality and play the roles to stimulate the imagination and creativity.</p>		 <p>3) James Dashner, <i>Więzień labiryntu</i>, wydawnictwo Papierowy Księżyc, ISBN: 9788361386520, rok wyd. 2014. (ang. J. Dashner, <i>The Maze Runner</i>)</p> 	<p>so on. Elements of adventure and survival</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>horror, dynamic action, the young main character – may attract the attention of boys.</p> <p>3) The protagonist of the novel is a teenager Thomas. He wakes up not remembering anything in a mysterious elevator, from which the only exit leads to Gaza - an enclosed space, around which extends dangerous maze. Together with other boys and a girl he must find a way out and discover his own identity</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
					and what happened to the world.
10	Body-mind: run for your life	Description: The activity is based on working with texts and a discussion. Students get prints with fragments of 'The Hunger Games (e.g. about training the tribute) and 'The Maze Runner' (selected scene from the labyrinth) on being active, exercise, body-mind strength, physical abilities, rivalry. After reading teacher propose a debate on the role of competition and 'being fit' in the post-world, leading a discussion to the problems of today. During the debate, the teacher mentions the Greek - kalokagatii, the ideal figure of the mind and body. He explains the concept. Homework: to answer the question: how nowadays you can realize the ideal of kalokagatii and is it true that sport must always be in opposition to reading.	This activity shapes the ability to participate in the discussion, to formulate an argument/ a statement. The problem of social attitudes, lifestyles and values is also highlighted in the Core Curriculum.	<p>1) Suzanne Collins, <i>Igrzyska śmierci – Trylogia</i>, wydawnictwo Media Rodzina, ISBN: 978-83-7278-998-3, rok wyd. 2012. (ang. S. Collins, <i>The Hunger Games</i>)</p>  <p>2) James Dashner, <i>Więzień labiryntu</i>,</p>	1) The series consists of three volumes. All of them depict the story of Katniss, who lives in the totalitarian, dystopia-like world, The main characters - teenagers - are struggling to survive in the cruel world of politics, intrigue and danger. Especially the third volume of the series may be attractive to boys; study of propaganda in times of civil war.

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>Duration: approx. 25 minutes.</p> <p>Materials: prints with fragments of the novel.</p> <p>Age of pupils: 11-14 years.</p> <p>Evaluation: debate and essay - formulating arguments, drawing conclusions.</p> <p>Effect: the boys interest in sport is rarely connected to books - sport always is for them an alternative to reading. Such activities can make them realize that these two activities are not mutually exclusive, but complement one another, and show texts talking about sport and showing its value.</p>		<p>wydawnictwo Papierowy Książyc, ISBN: 9788361386520, rok wyd. 2014. (ang. J. Dashner, <i>The Maze Runner</i>)</p> 	<p>2) The protagonist of the novel is a teenager Thomas. He wakes up not remembering anything in a mysterious elevator, from which the only exit leads to Gaza - an enclosed space, around which extends dangerous maze. Together with other boys and a girl he must find a way out and discover his own identity and what happened to the world.</p>

*KSC = Knowledge, Skills, Competencies



